

Indigenous Studies Program and Department of English & Writing Studies

Indigenous Literatures of Turtle Island
English 3680F / Indigenous Studies 3880F (001)
Fall 2022

Instructor: Dr. Pauline Wakeham
4413 University College
pwakeham@uwo.ca
519.661.2111 x85815

Class Date/Time: Tuesdays 3:30 - 4:20 pm,

Assignment Components:

Please come to every class and arrive on time.

A key part of being prepared for and ready to participate in class is bringing copies of the assigned readings for the week, when applicable. We will be working with these texts closely in class discussion, so please bring them with you. Preparation for each class involves reading all assigned materials *at least once* and *preferably twice* before class, making notes about these materials (underlining or marking key passages, reflecting on your responses, etc.), and preparing potential questions or comments to raise in class.

While some students feel more comfortable sharing their thoughts verbally than others, I want to encourage everyone to try to contribute to class discussions when possible. However, this is not the sole criterion for in-class participation, so if there is a significant reason as to why you feel reticent to share verbally, then please be sure to commit to the other components of in-class participation listed above. Attentive listening and respectful engagement with the ideas of other classmates are also key parts of contributing to class discussions.

Contributing to class learning also means being a respectful and careful listener, not only to me but also to other students. Sometimes, this means recognizing when you have spoken a lot and making space for other people to share. This also involves respectfully engaging with the ideas of others treating people's insights with care and, if you hold a different perspective, sharing that perspective tactfully.

b.) Close Reading Analyses

Objectives:

To ensure that students are reading a broad range of course materials.

To provide students with an opportunity to complete short, low-stakes (i.e., a low percentage portion of the final grade) assignments that provide them with regular feedback and opportunities for learning and growth throughout the semester.

To provide students with an opportunity to focus on developing skills of detailed attention to the ways that artistic works shape meaning through imagery, metaphor, word choice, repetition, emphasis, etc. (i.e., not just what is said, but *how* it is said). By focusing on a single passage from a literary work, st

that storytellers create meanings through careful artistic choices to tell their stories through particular forms of dialogue, narration, imagery, word choice, etc.

Assignment Components:

Throughout the semester, students have the opportunity to choose 2 out of a possible 5 dates to complete a total of 2 close reading assignments.

Students must complete the assignment by the specified deadline. If you miss the deadline for the assignment, you will need to wait until the next date to do a close reading analysis.

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Please retain at least one electronic copy of every assignment you submit. As well, please retain all marked assignments until you receive your final grade for the course.

Intellectual Property/Copyright:

All instructor-written materials (e.g., PowerPoints, lecture notes, oral lectures) for this course remain the property of the instructor and are not to be disseminated, communicated, or used for any other purposes without the instructor's written consent. This includes posting or sharing materials on any online course sharing sites like OneClass or Course Hero without permission. These limitations extend to recording, photographing, or sharing lectures (online or in-person) and lecture material without permission. The instructor will pass these cases on to Western University.

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Accommodation Policies:

Students with disabilities may work with Accessible Education (formerly SSD)

Religious Accommodation:

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the [Western Multicultural Calendar](#).

Academic Offences:

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

Plagiarism:

It is crucial that students create all assignments (both written and oral) using their own ideas and their own words. If you use a concept, idea, or phrasing from another source, it is imperative to signal the direct borrowing of words with quotation marks and to register the borrowing of ideas and concepts via the use of explanatory footnotes and

the past), you will find information about support services for survivors, including emergency contacts, at:

https://www.uwo.ca/health/student_support/survivor_support/get-help.html.

To connect with a case manager or set up an appointment, please contact support@uwo.ca.

Accessible Education:

Please contact the course instructor if you require lecture or printed material in an alternate format or if any other arrangements can make this course more accessible to you. You may also wish to contact Accessible Education at:

September 20: Stories of and from the Land

Mbwaach'idiwag *eshkan ziibi* podcast episo Along
(available here:
<https://mbwaachidiwag.libsyn.com/mbwaachidiwag-walking-along-deshkan-ziibing-with-summer-bressette>) (If possible, please take a walk or sit outside while listening to this podcast.)

September 22: Stories of and from the Land (cont.)

Class visit with poet Melissa Schnarr, Chippewas of the Thames First Nation
Gloria Alver *eshkan ziibi*
Mbwaach'idiwag p Along
(available here:
<https://mbwaachidiwag.libsyn.com/mbwaachidiwag-walking-along-deshkan-ziibing-with-summer-bressette>) (If possible, please take a walk or sit outside while listening to this podcast.)

September 27: Stories of and from the Land (cont.)

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September 29: Stories of and from the Land (cont.)

Amanda Strong, dir. *Biidaaban* (Please view this film prior to class. The full film is available here: <https://www.youtube.com/watch?v=vWjnYKyUB8>.)

October 4: Stories of and from the Land (cont.)

Amanda Strong, dir. *Biidaaban*

Unit 2: (Re)Storying Bodies, (Re)Storying Genders

This unit is designed to help us learn about the ways that settler colonialism has impacted Indigenous peoples, with particular emphasis upon genders and sexualities. The readings address the history and ongoing consequences of settler colonialism as well as the ways that Indigenous literatures speak back to colonial heteropatriarchy and help to re-claim specific Indigenous understandings of bodies, genders, and sexualities.

October 6: Reading the Indian Act

Excerpt from *The Indian Act*
The Secret Life of Canada, podcast episode the Indian Act (available here:
<https://www.cbc.ca/listen/cbc-podcasts/203-the-secret-life-of-canada>)

October 11: Writing Beyond Colonial Heteropatriarchy

Content advisory: The class discussion for this date will address the long history and ongoing crisis of violence against Indigenous women.

Excerpts from *Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls, Volume 1a* (available here: https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Final_Report_Vol_1a-1.pdf)

Please read the following sections from the report. Please note that the page numbers given below correspond to the printed numbers on the document, not the PDF file pages.

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-243)

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November 8: Homecoming and “Coming In”: Storying Two-Spirit Lives (cont.)

Joshua Whitehead, *Jonny Appleseed*

November 10: Writing Kinship, Writing Decolonial Love

Joshua Whitehead, *Jonny Appleseed*

Unit 3: Indigenous Literatures Now: Engaging History, Envisioning Futurity

This unit features very recent Indigenous literary works that address issues that have recently been garnering a great deal of discussion in Canadian society – issues like the history and ongoing impacts of residential schools as well as the concept of

to say about what different futures might look like – futures based on Indigenous values, ethics, and visions for a decolonial world.

November 15: Remembering Residential Schools

Content advisory: Please note that these readings address abuse of Indigenous children as well as the painful and ongoing impacts of the residential school system.

Excerpts from the Truth and Reconciliation Commission of Canada
Honouring the Truth, Reconciling for the Future (available here:

https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Executive_Summary_English_Web.pdf.)

Please read the following sections from the report. Please note that the page numbers given below correspond to the printed numbers on the document, not the PDF file pages.

h 37-43)
schools in pre- 0-51)
assimilation p 3-55)
0-99)
-101)

November 17: Re-Framing Residential Schools

Content advisory: Please note that this film addresses abuse of Indigenous children.

Danis Goulet, dir. *Night Raiders* (Please view this entire film prior to class. The

film may be screened here: <https://www.lib.uwo.ca/cgi-bin/ezpauthn.cgi?url=https://stream.mcintyre.ca/westernu2020/title/25630>)

November 22: Re-Framing Residential Schools (cont.)

Danis Goulet, dir. *Night Raiders*

November 24: Writing Indigenous Futures

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November 29

December 1: Writing Indigenous Futures (cont.)

Buffalo Is the New Buffalo

(Please read this story by accessing the

EZProxy link for *This Place: 150 Years Retold* on the course OWL site.)

Please also listen to the audio version/podcast of _____ available

here: <https://www.cbc.ca/listen/cbc-podcasts/1020-this-place/episode/15862270-kitaskinaw-2350>.

December 6: Writing Indigenous Futures (cont.)

Please also listen to the audio version/podcast of _____ available

here: <https://www.cbc.ca/listen/cbc-podcasts/1020-this-place/episode/15862270-kitaskinaw-2350>.