

Indigenous Studies Program and Department of English & Writing Studies

English **First Nations Literatures**

Prerequisites for Indigenous Studies 3880F:

Antirequisite(s): English 3680F/G and English 3880G.

Prerequisite(s): 1000-level English or First Nations Studies 1020E.

Prerequisites for English 3680F:

Antirequisite(s): First Nations Studies 3880F/G and English 3880G.

Prerequisite(s): At least 60% in 1.0 of English 1020E or 1022E or 1024E or 1035E or 1036E or both English 1027F/G and 1028F/G, or permission of the Department, or First Nations Studies 1020E.

Unless you have either the prerequisites for this course or written special permission from your Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Course Description:

Welcome to First Nations Literatures! This course will provide students with an opportunity to engage with Indigenous concepts and practices of storytelling and to consider the many shapes that Indigenous storytelling takes, including oral narratives, writings, songs, and visual and performance arts. Studying the work of Indigenous artists from across Turtle Island (North America), we will learn about the diversity of Indigenous communities and cultures as well as the particular lands and socio-historical

responses to the texts, etc.), and preparing potential questions or comments to raise in class.

A key part of being prepared for and ready to participate in class is bringing hard copies of the assigned readings for the week. We will be working with these texts closely in class discussion, so please bring them with you.

Community Engagement Reflection Papers (3 Pages Double-Spaced)

Over the course of the semester, students should attend, outside of class hours, one campus or community event featuring Indigenous artists or speakers. The Professor will announce a range of suitable events on OWL and in class. Students are welcome to propose alternate events but they must first seek approval from the Professor well *in advance* of attending.

No later than one week after attendance of the event, students should submit a 3-page (double-spaced) reflection paper about the experience. This assignment can be submitted as a **Microsoft Word attachment via email** to the Professor. The paper should include the following components:

a.) The title of the event, the date, the location, and the name(s) of the speaker(s) and their respective Indigenous nation(s).

b.) A brief summary of the event and the content of the discussion / presentation (approximately 1-2 paragraphs).

c.) A reflection on your experience of this event. What were your expectations or assumptions prior to attending the event? How were those expectations or assumptions either challenged or confirmed by your attendance? What did you learn from the event? Please describe what you learned in detail. What did you feel? What were your responses and questions? What did those feelings, responses, and questions teach you about your relation to this event?

d.) The paper should devote at least one page to relating the experience in some way to at least one of the texts studied in our course. The analytic and creative insig dplJt dplJ73(h)6(e)-3()JT

This assignment is designed to enhance students' knowledge of key debates in the field of Indigenous literary studies. In so doing, students will have the opportunity to hone their critical thinking skills by reading, summarizing, and analysing one scholarly essay. Additionally, students will be asked to consider how the key points in the essay might inform their own engagements with Indigenous literatures.

For this assignment, students can choose any one of the essays uploaded to the folder titled _____ in the "Resources" section of the course OWL site.

I recommend that students read the essay carefully at least twice before commencing the process of writing their synopsis and analysis. It may be useful to go through the essay and highlight the thesis/argument and to summarize each paragraph with some key words that highlight what the paragraph is about.

The essay synopsis and analysis should include the following components:

1.) An introductory paragraph that identifies the essay to be discussed and explains why you chose it. The introduction should also identify the essay's key topics and questions as well as its overarching argument(s).

2.) One or two paragraphs that proceed to offer a more detailed synopsis of the essay's key points and the way that the essay develops its argument(s). When writing this synopsis, students are welcome and encouraged to utilize brief quotations from the text from time to time to substantiate their discussion. However, long block quotations from the essay are not recommended because the goal is for students to explain the essay in their own words. To this end, **please watch out for paraphrasing that is too similar to the original text.** A sentence that is basically the same as the original but which substitutes out a few words here and there is not proper scholarly paraphrasing; rather, this borders on plagiarism. Be sure to use your own words and when in doubt about a paraphrase that is too close to the original, please use direct quotations instead.

3.) One or more paragraphs that identify what you find compelling about the essay (writing style, examples, particular arguments, and/or insights) explain the e1

licensing agreement, currently between The University of Western Ontario and Turnitin.com <http://www.turnitin.com>.

All instances of plagiarism will be reported to the Chair of Undergraduate Studies. Proven cases of plagiarism will result in a grade of zero for the assignment. Subsequent offences will result in failure for the course.

For English Department regulations regarding term work, exams, faculty office hours, academic relief (appeals, petitions, complaints), and other matters, please refer to the “Information for Students” on the departmental website at <http://www.uwo.ca/english/undergraduate/info%20for%20students.html>.

Support Services:

Registrarial Services <http://www.registrar.uwo.ca>

Services provided by the USC <http://westernusc.ca/services/>

Student Development Centre <http://www.sdc.uwo.ca/>

Students who are in emotional/mental distress should refer to MentalHealth@Western: <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Accessibility Options:

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x82147 for any specific question regarding an accommodation. Information regarding accommodation of exams is available on the Registrar’s website:

http://www.registrar.uwo.ca/examinations/accommodated_exams.html.

Schedule of Readings:

Please note that the Professor reserves the right to make minor changes to the class schedule during the semester. Any changes at this point would involve only the deletion of a reading from the schedule or a change of date. All changes will be announced in class ahead of the scheduled date where a change would take place.

Unit 1: Locations: Land, Self, Community

September 5: Welcome and Introduction to the Course

September 10: Engaging with Indigenous Literatures: The Ethics of Reading and Writing

Daniel Heath Justice, “Introduction: Stories that Wound, Stories that Heal”

October 17: Re-Screening Resistance to Violence Against Indigenous Women
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