

COURSE OUTLINE		
TERM: Fall 2023	COURSE NO: ENGL 107	
INSTRUCTOR:	COURSE TITLE: Introduction to Indigenous Literatures and Film	
OFFICE: LOCAL: E-MAIL: @capilanou.ca	SECTION NO(S):	CREDITS: 3.0
OFFICE HOURS:		
COURSE WEBSITE:		

Capilano University acknowledges with respect the Lilwat7úl (Lil'wat), xʷməθkʷəy̓əm (Musqueam), shíshálh (Sechelt), Skwxwú7mesh (Squamish), and sə́lilwətaʔt/Selilwitulh (Tsleil-Waututh) people on whose territories our campuses are located.

COURSE FORMAT

Three hours of class time, plus an additional hour delivered through online or other activities for a 15-week semester, which includes two weeks for final exams.

COURSE PREREQUISITES

See information on the English Diagnostic Test in the Registration section of the University Calendar.

CALENDAR DESCRIPTION

This course focuses on Indigenous poetry, plays, screenplays, films, novels, and memoirs across national boundaries. The course may also include work by some non-Indigenous writers on Indigenous subjects. See the Department of English website for the focus of the course in a specific term.

COURSE NOTE

ENGL 107 is an approved Culture and Creative Expression course for Cap Core requirements.
 ENGL 107 is an approved Self and Society course for Cap Core requirements

REQUIRED TEXTS AND/OR RESOURCES

A selection of works dependent on instructor and term. Examples include:

Thomson Highway's *Dry Lips Oughta Move to Kapuskasing*
 Basil Johnston's *Indian School Days*
 Drew Hayden Taylor's *Only Drunks and Children Tell the Truth*
 Gord Hill's *The 500 Years of Indigenous Resistance Comic Book*
 Annharte's *AKA Inendagosekwe*
 Marie Clements's *Burning Vision*
 Dawn Dumont's *Nobody Cries at Bingo*

Eden Robinson's *Son of a Trickster*

Drew Hayden Taylor's *Motorcycles and Sweetgrass*

COURSE STUDENT LEARNING OUTCOMES

On successful completion of this course, students will be able to do the following:

1. Understand and critically evaluate a range of Indigenous literature and film works and their significance.
2. Analyze texts with attention to the past and present experiences of Indigenous peoples and attend to diverse resistance, survival, and healing strategies that have been employed by Indigenous peoples in colonial contexts.
3. Complicate Western-colonial assumptions about meaning, value, and the nature of "literary" texts and language.
4. Recognize the limited, exclusionary, and colonial nature of the traditional literary canon. Attend to the important work that has been done to critique, expand and diversify the canon in order to critically engage with the art of Indigenous writers and filmmakers.
5. Respond orally and in writing to literary texts and images with self-reflection, analytical rigour, imagination, and historical awareness, including awareness of colonization in its past and present forms.
6. Prepare for and participate in class discussions with content designed to add to the collective understanding of texts and issues. Recognize that learning is a communal experience that includes self-reflexivity about one's positionality, lived experiences, and communal/social responsibility.
7. Compose essays that conform to accepted practices for conducting research and presenting evidence while also striving to be insightful, original, creative, and self-reflexive.

Students who complete this Culture and Creative Expression course will be able to do the following:

1. Engage in creative processes including conception, investigation, execution, and ongoing critical analysis.
2. Identify, analyze, and critique the elements of a form of expression using its specific vocabulary.
3. Explain the significance of diverse forms of human creative expression, specifically including Indigenous forms.
4. Assess the interaction among cultural frameworks, people, and the natural environment.
5. Explain or demonstrate the connection between various events, ideas, traditions, and belief systems and the modes in which they are artistically or culturally expressed.
6. Interpret diverse forms of creative expression from different perspectives (e.g. artistic, historical, Indigenous, literary, scientific, philosophical).

Students who complete this Self and Society course will be able to do the following:

1. Analyze the impact of colonialism and racism on Indigenous peoples.
2. Identify potential root causes of local/global problems and how they affect local/global cultures, economies, politics and policies.
3. Generate strategies for reconciling Indigenous and Canadian relations.
4. Explain how contexts (e.g. cultural, historical, colonial, economic, technological) shape identity formation and social structures.

COURSE CONTENT

The content and week-by-week breakdown of the course will vary by term and instructor. The following is an example:

Topics:	Approximate time allotted
Decolonizing History	2-3 weeks
Indigenous Feminist Literary Criticism & Autobiography	2-3 weeks
Cultural Revitalization and Healing	3-4 weeks
Indigeneity, Self-determination, and the Biopolitical	2-3 weeks
Final Exam Period	2 weeks

Content Warnings

The readings and lessons in this course are designed to challenge and transform your thinking and to help you develop your capacities for engaging critically and empathetically with the world around you. At times, course materials may contain potentially triggering content for some students. In the interest of creating safer spaces for all members of our university community so that everyone's learning can flourish, instructors and students will aim to provide content notes ahead of time and will encourage everyone to communicate any specific concerns they might have.

Also, please note that questioning our social conditioning, assumptions, or privileges may make us uncomfortable at times, but doing so is a vital part of collective learning and self-growth. While students may feel uncomfortable when engaging with certain course materials or class discussions, they should not be made to feel unsafe. In order to create a supportive classroom environment, it is vital that we all respect each other's privacy, boundaries, and identities.

EVALUATION PROFILE

Written Assignments*	60 – 70%
Tests & Quizzes	20 – 30%
Presentations	0 – 10%
Participation**	<u>0 – 10%</u>
Total	100%

Please note that students will have opportunities to take ownership over their learning process by potentially proposing topics to explore in their assignments and engaging in self-assessment of some assignments (in dialogue with the course instructor)

*No individual assignment to be worth more than 35% of the final grade.

**Participation grades are based on the consistency, quality and frequency of contributions to class discussions. Consistency means attending every class, maintaining a positive and respectful presence in the classroom and actively contributing to discussions on a regular basis. Quality means demonstrating respect for peers and their contributions; listening attentively during lectures and when other students are speaking and participating in all activities with an open and inquisitive mind.

GRADING PROFILE

A+ = 90-100	B+ = 77-79	C+ = 67-69	D = 50-59
A = 85-89	B = 73-76	C = 63-66	F = 0-49
A- = 80-84	B- = 70-72	C- = 60-62	

Incomplete Grades

Grades of Incomplete "I" are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

Late Assignments

Assignments are due at the beginning of the class on the due date listed. If you anticipate handing in an assignment late, please consult with your instructor beforehand.

Missed Exams/Quizzes/Labs, etc.

Make-up exams, quizzes and/or tests are given at the discretion of the instructor. They are generally given only in medical emergencies or severe personal crises. Some activities may not be able to be accommodated. Please consult with your instructor.

Attendance

Students are expected to attend all classes and associated activities.

English Usage

Students are expected to proofread all written work for any grammatical, spelling and stylistic errors. Instructors may deduct marks for incorrect grammar and spelling in written assignments.

Electronic Devices

Students may use electronic devices during class for note-taking only.

Online Communication

Outside of the classroom, instructors will (if necessary) communicate with students using either their official Capilano University email or eLearn; please check both regularly. Official communication between Capilano University and students is delivered to students' Capilano University email addresses only.

UNIVERSITY OPERATIONAL DETAILS**Tools for Success**

Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: <https://www.capilanou.ca/student-services/>

Capilano University Security: download the [CapU Mobile Safety App](#)

Policy Statement (S2009-06)

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Academic Integrity, Academic Probation and other educational issues. These and other policies are available on the University website.

Academic Integrity (S2017-05)

Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy and procedures S2017-05 Academic Integrity for more information:

<https://www.capilanou.ca/about-capu/governance/policies/>

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

Academic dishonesty is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

Cheating: Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:

- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

Fraud: Creation or use of falsified documents.

Misuse or misrepresentation of sources: Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

Plagiarism: Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

Self-Plagiarism: Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

Prohibited Conduct: The following are examples of other conduct specifically prohibited:

- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
- Falsifying one's own and/or other students' attendance in a course;
- Impersonating or allowing the impersonation of an individual;
- Modifying a graded assessment then submitting it for re-grading; or,
- Assisting or attempting to assist another person to commit any breach of academic integrity.

Sexual Violence and Misconduct

All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including B.401 Sexual Violence and Misconduct Policy and B.401.1 Sexual Violence and Misconduct Procedure (found on Policy page <https://www.capilanou.ca/about-capu/governance/policies/>)

Emergencies: Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.

DEPARTMENT OPERATIONAL DETAILS

Equity, Diversity, and Inclusion

Treating everyone with respect and compassion is a responsibility we all share in creating an inclusive environment that is conducive to learning. Our diverse backgrounds, identities, experiences, languages and learning styles should not only be respected in the classroom but also celebrated as a source of expanding our understanding of other people and, in turn, our capacity for empathy. Students and instructors are expected to cultivate open-mindedness and remain aware of, and

sensitive to, the diversity of identity and experience in our university community.