

Department of English and Writing Studies  
**ENGL 3671G**  
**Testimony, Trauma, and Revitalization in Indigenous Writings**  
Winter 2019 – Tuesdays 1:30-3:30, Thursdays 1:30-2:30

**Instructor:** Adam Bowes

**GRADES SURNAMES M-Z**

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Office Hours: Thursdays 2:30-3:30 and by appointment

**TA:** Christine Campana

**GRADES SURNAMES A-L**

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Office Hours: By appointment

**Syllabus subject to change – class will be informed of any alterations**

Students will study Indigenous writings including memoirs, film, poetry, and prose. Students will also read political, social, and cultural theory on Indigenous literature and issues. Topics for discussion may include the land and environment, the missing and murdered Indigenous Women and Girls, Idle No More, and language and literary revitalization.

Core texts:

Basil H. Johnston – *Indian School Days*

Tomson Highway – *Comparing Mythologies*

Marie Clements – *The Unnatural and Accidental Women*

Eden Robinson – *Monkey Beach*

Katherena Vermette – *The Break*

Cherie Dimaline – *The Marrow Thieves*

**Grading Criteria and Deadlines**

Attendance and Participation: 20%

Reading responses (2 x 3 pages each): 20% (each worth 10%)

**OR** substitute one response with a creative work (to be presented to class) relevant to course

Student group class presentation (20-30 minutes): 20%

**OR**

End of term test (April 9<sup>th</sup>): 20%

Final research essay (April 9<sup>th</sup>): 40%

## Class Schedule

**Jan 8<sup>th</sup>** – Introduction

**Jan 10<sup>th</sup>** – Student Introductions

**Jan 15<sup>th</sup>** – Teuton on realist trade language, Alfred/Cornstassel on Indigeneity, Episkenew on Canadian “Policies of Devastation”

**Jan 17<sup>th</sup>** – Settler Colonialism (Wolfe/Veracini), Residential Schools

**Jan 22<sup>nd</sup>** – *Indian School Days*

**Jan 24<sup>th</sup>** – *Indian School Days*

**Jan 29<sup>th</sup>** – Screening: *Rhymes for Young Ghouls*

**Jan 31<sup>st</sup>** – *Indian School Days/Rhymes for Young Ghouls* discussion

**Feb 5<sup>th</sup>** – *Comparing Mythologies*

### **Student Group Presentations:**

\*Linda Tuhiwai Smith, “Imperialism, History, Writing and Theory,” from *Decolonizing Methodologies: Research and Indigenous Peoples* (1999)

\*Craig Womack, “American Indian Literary Self-Determination” from *Red on Red: Native American Literary Separatism* (1999)

**Feb 7<sup>th</sup>** – *Comparing Mythologies*, Fagan et al.

**Feb 12<sup>th</sup>** – *The Unnatural and Accidental Women*

**Feb 14<sup>th</sup>** – *The Unnatural and Accidental Women*, **1<sup>st</sup> reading response deadline**

**\*Student creative work presentations**

**Feb 19<sup>th</sup>** – Reading Week

**Feb 21<sup>st</sup>** – Reading Week

**Feb 26<sup>th</sup>** – *The Unnatural and Accidental Women*

**Feb 28<sup>th</sup>** – *The Unnatural and Accidental Women*

**Mar 5<sup>th</sup>** – Christine Campana on Leanne Simpson

**Mar 7<sup>th</sup>** – *Monkey Beach*

**Mar 12<sup>th</sup>** – *Monkey Beach*

**Mar 14<sup>th</sup>** – *The Marrow Thieves*

**Mar 19<sup>th</sup>** – *The Marrow Thieves*

**Student Group Presentations:**

\* Glen Coulthard, “Subjects of Empire: Indigenous Peoples and the ‘Politics of Recognition’ in Canada” in *Contemporary Political Theory*, 6 (2007)

\*Qwo-Li Driskill, “Doubleweaving Two-Spirit Critiques: Building Alliances between Native and Queer Studies” (2010)

**Mar 21<sup>st</sup>** – *The Marrow Thieves*

**Mar 26<sup>th</sup>** – *The Marrow Thieves*

**Student Group Presentations:**

\* Taiaiake Alfred, “Sovereignty” from *A Companion to American Indian History* (2002)

\* Joanne Barker “For Whom Sovereignty Matters” from *Sovereignty Matters: Locations of Contestation and Possibility in Indigenous Struggles for Self-Determination* (2005)

**\*Student creative work presentations**

**Mar 28<sup>th</sup>** – *Marrow Thieves/The Break*, **Research paper proposal due**

**April 2<sup>nd</sup>** – Christine Campana on *The Break*, **Second reading response deadline**

**April 4<sup>th</sup>** – *The Break*

**April 9<sup>th</sup>** – **End of term test/Final essays due**

**Assignments**

**1) Reading Responses (10% each):** 3 double-spaced pages of your thoughts/reflections/comparisons/analysis. One for each half of the term (before and after reading week). **Follow MLA style guidelines.** See the document on the course OWL “Expectations for Responses for ENGL 3671G.docx”

**First due by start of class Feb 28<sup>th</sup>**

**Second due by start of class April 2<sup>nd</sup>**

You may switch one reading response with a **creative work** that you briefly present to the class. The work must be at least broadly relevant to course topics, and must be approved by me at least a week in advance of each term’s presentation date (**Feb 28<sup>th</sup>** and **March 26<sup>th</sup>**)

**2) Student Group Presentations (20%):** 20-30 minute group presentations on selected theory texts (all of roughly similar length, around 20-30 pages) that will be provided. Groups of 2-4 are expected to summarize the reading’s central points, respond to/expand upon those points, as well as facilitate discussion and answer questions. How exactly the presentation is delivered, as well as the duties in preparing it, is to be decided by the group. Students are marked as a group.

**Adam will be marking all presentations, so take all relevant inquiries to me.**

**Procedure for text/group selection:** There are currently 6 available texts and appointed days for these presentations. I may add more as demand necessitates. Students who form their own groups can have one representative **email me (Adam)** the student names in their groups, and their preferred day/text for presentation. This scheduling will be on a “first come first served” basis – as such, there are worst case scenarios where you may be assigned a day/text you don’t want. This can be negotiated. **Those of you interested in presenting that do not have a self-selected group, simply e-mail me your preferred texts/dates (or simply tell me you’re interested) and I can form groups myself, or give you the opportunity to present alone.**

**OR**

**End of term test (20%): In lieu of group presentations,** students may instead take an end-of-term in-class test on **April 9th**, focusing primarily on the core texts, the discussions/lectures thereon, and student group presentations. Those who take the previous option are exempt from the test.

**3) Final Research Essay (40% paper):** A **2,500-3,000** word paper submitted at the beginning of class, **April 9th**. The paper should focus on at least one of the core texts, follow **MLA style guidelines**, and cite **at least two secondary sources**. A list of possible topics will be released after reading week, but students are encouraged to come up with their own topic and thesis.

### **Late assignments**

Any assignment turned in after deadline gets 3% off for each day. You can speak to your grader in advance of a deadline to see if accommodations can be made for any medical/compassionate reasons. Using the official accommodation policies below is the only guaranteed method, however.

### **Official Policy**

#### **Accommodation**

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation cannot be granted by the instructor or department. Documentation shall be submitted, as soon as possible, to the Office of the Dean of the student’s Faculty of registration, together with a request for relief specifying the nature of the accommodation being requested. The UWO Policy on Accommodation for Medical Illness and further information regarding this policy can be found at [http://uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](http://uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf).

**Downloadable Student Medical Certificate (SMC):**

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf) 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  
[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

**Plagiarism**

Students must write their essays and assignments in their own words. Whenever students take an idea or passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

**Plagiarism Checking**

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the 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.

**Support Services**

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

Student Support Services <https://student.uwo.ca/psp/heprdweb/?cmd=login>

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