

INDG 3605/ENGL 3605 Indigenous Literature – Advanced
Department of Indigenous Studies, University of Lethbridge
Spring Semester, 2024

Learning Outcomes:

1. To introduce students to global Indigenous literatures and gain an understanding of how those literatures relate to and express traditional culture, philosophies, and worldviews.
2. To gain an understanding of how Indigenous literatures relate to global Indigenous Peoples' perspectives about contemporary issues, resistance to colonization, and resurgence/restoration strategies.
3. To reflect on how one's own position and background shapes one's approach to a work of Indigenous literature.
4. To gain an understanding of Indigenous literary analysis methods used for studying Indigenous literatures, including concepts, terminologies, and critical analysis models.
5. To apply Indigenous literary analysis methods to Indigenous literatures in order to identify and analyze the literary, philosophical, and cultural ideas and nuances in Indigenous literary texts.
6. To identify major Indigenous themes and discuss course texts in this context.
7. To find and use appropriate resources, both scholarly and popular, to interpret Indigenous literary texts.

Assignments	Value (%)	Due Date
Experiential learning	5%	various dates
Class participation	20%	Feb 14 and April 3
Positionality statement	15%	Jan 15
Book Review	30%	Feb 16
Book Trailer	30%	Mar 20

1. Positionality statement (15%)

We enter into relationships when we are teaching and/or learning Indigenous Knowledge. These relationships must be based on the creation of ethical space that weaves together Indigenous and academic values. In Cree communities, one way that relationships are begun, acknowledged, and maintained is through *nakayâskamohtahitowin* (the act of introducing yourself to someone else). Introducing yourself is an act of *wahkohtowin* (kinship/relationship) that places you in an interconnected relationship not only to the people in the room but also to the wider world. In academic communities, acknowledging positionality is an integral part of the research process. By acknowledging positionality, the academic demonstrates both their awareness of the social fabric they work within and their ability to engage in reflexive analysis.

Each student will draw on both value systems (Indigenous and academic) to create a positionality statement for themselves. Positionality statements should include information about your heritage/culture/family, your education, and what informs your world view. As well, positionality statements must include some reflexive analysis – how do you think your world view and background will influence how you approach the course materials and classroom learning?

Positionality statements may use a variety of formats (written, visual art, physical object creation, spoken word recordings, poetry, etc.), however, non-prose statements must receive prior approval from the instructor.

Positionality statements should be approximately 250-300 words long (one to two (1-2) pages) or five to ten (5-10) minutes in length. If students choose to express themselves in a non-prose format, they should include a small amount of text to guide the instructor’s interpretation of it.

Prose reflections should be saved on white letter-sized paper, double spaced with 1-inch margins and 12-point Times New Roman font. Include a title page for all assignments (title, name, student #, name of course, instructor, date). Prose assignments should be free of grammatical and spelling errors.

In any format, you are strongly advised to make and keep a duplicate copy of your assignments.

Relevant Course Reading:

Jan 10	Positionality	Kovach, M. (2016). Situating self, culture, and purpose in Indigenous inquiry (pp. 95-105). In D. Reeder & L. Morra (Eds.) <i>Learn, teach, challenge: Approaching Indigenous literatures</i> . Wilfred Laurier University Press.
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Positionality Statement Rubric:

Technical marks (adapt technical mark criteria for alternate format assignment as needed)	Did not follow formatting instructions (spacing, font, margins, etc), missing parts of assignment (title page, bibliography), word count is less than 250 words or verbal time is less than 5 minutes.	All parts of assignment are present and page count and formatting are correct, but there are significant grammatical and/or spelling errors present. Non-prose assignments lack clarity and/or are not understandable.	All parts of the assignment are present, page count and formatting are correct, and the assignment is free of grammatical and spelling errors. Non-prose assignments are clearly communicating student’s ideas.
Up to 4 marks	0-0.5 marks	1-2.5 marks	3-4 marks
Reflection on positionality	Did not include information about their: -heritage/culture/family -education	Included some basic information about their: -heritage/culture/family -education	Included substantial and well-chosen relevant information about their: -heritage/culture/family -education

	-what informs their world view May have only included information on one required section.	-what informs their world view May have missed one section of the required information. May have over-emphasized one section, or included unexplained details.	-what informs their world view Maintained a balance between all sections of the required information. Presented the material in a thoughtful and coherent manner.
Up to 6 marks	0-1 marks	1.5-4 marks	4.5-6 marks
Analysis of positionality	Did not include any reflexive analysis of their positionality. Did not consider how their world view and background could influence how they approach the course materials and classroom learning. Did not relate their positionality to any of the course readings or themes. Overall, the reflexive analysis was unclear or unconvincing or unrelated to the course.	Include some reflexive analysis of their positionality but the analysis portion was significantly shorter than the reflection on positionality section. Made general statements about how their world view and background could influence how they approach the course materials and classroom learning. Did not relate their positionality to any specific course readings or themes. Overall, the reflexive analysis was short or unclear or superficial.	Include substantial reflexive analysis of their positionality in a balanced ratio to their reflection on positionality section. Made specific statements about how their world view and background could influence how they approach the course materials and classroom learning. Illustrated their analysis statements by referring to specific course readings or themes. May have related their positionality and this course to other courses they previously took. Overall, the reflexive analysis was clear, effective, and relevant.
Up to 5 marks	0-1 marks	1.5-3 marks	3.5-5 marks
Total available marks for assignment			Up to 15 marks