



ORIGINAL COURSE IMPLEMENTATION DATE: September 2007  
 REVISED COURSE IMPLEMENTATION DATE: January 2017  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2019  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

<b>Course Code and Number:</b> ENGL 228	<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>																
<b>Course Full Title:</b> Topics in Aboriginal Literature <b>Course Short Title (if title exceeds 30 characters):</b>																	
<b>Faculty:</b> Faculty of Humanities	<b>Department (or program if no department):</b> English																
<b>Calendar Description:</b>  This course will examine significant Aboriginal texts from a range of genres and traditions, and will focus on specific themes such as the oral tradition, the experience of Aboriginal women, colonialism/decolonization, and the literature of resistance.																	
<b>Prerequisites (or NONE):</b>	One of the following: (any two 100-level English courses numbered ENGL 105 or higher) or (B or better in one of the following: ENGL 108, 115, 120, 130, 150, or 170).																
<b>Corequisites (if applicable, or NONE):</b>	NONE																
<b>Pre/corequisites (if applicable, or NONE):</b>	NONE																
<b>Equivalent Courses (cannot be taken for additional credit)</b> Former course code/number: Cross-listed with: Equivalent course(s): <i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>	<b>Transfer Credit</b> Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  Transfer credit requested (OREg to submit to BCCAT): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)  Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> .																
<b>Total Hours: 45</b> <b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td style="text-align: right;">25</td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: right;">20</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: right;"><b>45</b></td></tr> </table>	Lecture hours	25	Seminars/tutorials/workshops	20	Laboratory hours		Field experience hours		Experiential (practicum, internship, etc.)		Online learning activities		Other contact hours:		<b>Total</b>	<b>45</b>	<b>Special Topics</b> Will the course be offered with different topics? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  If yes, different lettered courses may be taken for credit: <input type="checkbox"/> No <input type="checkbox"/> Yes, one repeat(s) <input type="checkbox"/> Yes, no limit  <i>Note: The specific topic will be recorded when offered.</i>  <b>Maximum enrolment (for information only):</b> 36  <b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Once every two years
Lecture hours	25																
Seminars/tutorials/workshops	20																
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Online learning activities																	
Other contact hours:																	
<b>Total</b>	<b>45</b>																
<b>Department / Program Head or Director:</b> Hilary Turner	<b>Date approved:</b> November 6, 2015																
<b>Faculty Council approval</b>	<b>Date approved:</b> February 12, 2016																
<b>Campus-Wide Consultation (CWC)</b>	<b>Date of posting:</b> March 11, 2016																
<b>Dean/Associate VP:</b> Jacqueline Nolte	<b>Date approved:</b> February 12, 2016																
<b>Undergraduate Education Committee (UEC) approval</b>	<b>Date of meeting:</b> May 20, 2016																

**Learning Outcomes**

Upon successful completion of this course, students will be able to:

1. Identify major themes, styles, and conventions used in Aboriginal literature.
2. Demonstrate awareness of critical approaches to and contemporary interpretations of Aboriginal writing.
3. Demonstrate awareness of personal responses to assigned texts.
4. Write literary analysis using appropriate scholarly conventions and research methods.
5. Participate appropriately in class through informal discussions and/or formal presentations.
6. Demonstrate knowledge of contexts relevant to course materials.

**Prior Learning Assessment and Recognition (PLAR)**

Yes     No, PLAR cannot be awarded for this course because

**Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)**

Lecture/ Seminar format

**Grading system:** Letter Grades:  Credit/No Credit:  Labs to be scheduled independent of lecture hours: Yes  No

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)**

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1. Petrone, P.	<i>Native Literature in Canada, Oral Past to Present</i>	<input type="checkbox"/>		
2. Street, E.	<i>Sepass Tales</i>	<input type="checkbox"/>		
3. Deloria, P.J.	<i>Indians in Unexpected Places or Playing Indian</i>	<input type="checkbox"/>		
4. King, T.	<i>The Truth About Stories</i>	<input type="checkbox"/>		
5. Dumont, M.	<i>A Really Good Brown Girl</i>	<input type="checkbox"/>		
6. Scofield, G.	<i>Native Canadiana</i>	<input type="checkbox"/>		
7. Marsden, R.	<i>Crisp Blue Edges</i> (anthology)	<input type="checkbox"/>		
8. Taylor, D.H.	<i>Only Drunks and Children Tell the Truth</i>	<input type="checkbox"/>		
9. Maracle, L.	<i>Daughters are Forever</i>	<input type="checkbox"/>		

**Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)**

n/a

**Typical Evaluation Methods and Weighting**

Final exam:	25%%	Assignments:	75%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Other:	%	Other:	%	Other:	%	Total:	100%

**Details (if necessary):** Assignments: short essay (1500 words) – 15%; comparative essay (2000 words) – 30%; group project – 15%; journal – 15%

**Typical Course Content and Topics**

Week 1: Introduction to the course. Overview of Oral Past (Petrone and Sepass).

Week 2: Oral Tradition. Guest Sto:lo storyteller.

Weeks 3-6: An exploration of the transitions from stereotyped literary representations (Deloria) to the cultural expressions of the history of colonization, epistemic violence, and contemporary renewal (Taylor or Maracle).

Week 7: Marilyn Dumont, *A Really Good Brown Girl*

Weeks 8-10: Thomas King, *The Truth About Stories*

Week 11: Gregory Scofield, *Native Canadiana*

Weeks 12-14: Rasunah Marsden, *Crisp Blue Edges*