

UNIVERSITY OF CALGARY

FACULTY OF ARTS

ENGL 385.2 (01)

Aboriginal Literature and Film in Canada: Adaptation

Winter 2013

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Social Sciences SS1018

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Office hours: Wednesdays 2:00-3.30 pm or by arrangement (check Facebook for times and places; some office hours will be held at the Native Centre).

Course website: <https://blackboard.ucalgary.ca> (or access through myUofC)

Facebook discussion group: <https://www.facebook.com/groups/117132211790073/>

Course description and objectives:

Calendar description: Topic in Aboriginal Literature

In this course we will be looking at the notion of adaptation; in particular, the adaptation of aboriginal writing into video, film, television, and other media produced in Canada. We will examine issues of representation, translation from one genre to another, the role of actors, producers, scriptwriters, designers and directors in media adaptations of written work, and the role of writers and storytellers in the visualization and creation of written and oral texts, as we also engage in the adaptation of writing into other media ourselves.

We will also be looking at the idea of adaptation as a course concept and theme: in the context of aboriginal/indigenous studies, how does adaptation play a part in our conceptualization of indigenous history, knowledge and culture? What issues and concerns around authenticity and representation arise for those creating art and adapting it? What are our ideas about cultural adaptation and reciprocity?

We will look at the work of Richard van Camp, Thomas King, Sharron Proulx, Beatrice Moisonier, Warren Cariou, Armand Garnet Ruffo, Nicola Campbell, Kate Kroll, Eden Robinson, Lisa Jackson, Alanis Obomsawin, Shirley Cheechoo, Marie Clements, as well as compilations and anthologies by the Aboriginal Healing Foundation and *West Coast Line*.

This course will emphasize collaboration, in terms of creative, critical and theoretical work, and is offered in a blended learning format (that is, about a third of the class interaction and work will be online: see class participation component). This course may be of particular interest to students in International Indigenous Studies, and those working in areas of postcolonial, film and Canadian Studies.

You may find some aspects of this course challenging, in that the content and form of the media may be unfamiliar and uncomfortable, as well as the political contexts and histories that inform them: the particular framework of this course will be informed by the recent Idle No More movement and its historical, political and cultural contexts. These challenges will make the course *research-intensive*, as we attempt to fill in “knowledge gaps” about aboriginal people’s histories, art forms and current realities. In addition, one of the demanding elements of this course is consistent (and constant) reflection and critique, which many feel to be essential in learning (and unlearning) what we know or think we know about indigenous peoples at home and around the world.

This is a *blended-learning, inquiry-based* course and thus requires that you contribute significantly and consistently both online and in class. We will be viewing films in and out of class time: you may view many films/videos through the media library at TFDL, by renting them from the few remaining city video stores or borrowing from the public library, and by watching them online through Blackboard links or on television. That is, access to the films, video, and TV production will not be difficult. Collaboration and participation in this course involve a class project, which is the organization and mounting of a (real) film festival, possibly on campus, around the course them and framework. Attendance in all aspects of the class is therefore a must. We may not meet for every class session if we find that more online or smaller group meeting time is required. Please see links provided

during the term for information on blended and inquiry-based learning, readings, course material, and details on scheduling and assignments.

Course material:

Many suggested titles are already provided online. We begin online with the CBC series *8th Fire* (the link can be found on Blackboard, or directly through CBC at <http://www.cbc.ca/doczone/8thfire/>) and with a boxed set of three volumes on reconciliation and residential schools published by the Aboriginal Healing Foundation. These will be provided in class (and are free). However you can also download them:

[Response, Responsibility and Renewal: Canada's Truth and Reconciliation Journey From Truth to Reconciliation : Transforming the Legacy of Residential Schools](#)
[Cultivating Canada: Reconciliation through the Lens of Cultural Diversity](#)

In addition to digital and film media and texts available at the bookstore, from which you will select your readings and films (see “What To Do” on Blackboard), please check Blackboard for further material and contribute to our Facebook discussion group regularly (an *absolute* minimum of twice a week) for announcements about screenings, assignments, readings, events and other course material.

Assignment weighting:

Class participation and group work (required)	35%
Portfolio: contribution to class project (required)	15%
Portfolio: critical/reflective journal (required)	15%
Portfolio: learning log (required)	10%
Portfolio: lines of inquiry	15%
Portfolio: individual project(s)	10%
End-of-term discussion with Aruna (required)	ungraded
<i>Total</i>	100%

Please make note of the following:

- *You must complete all *required* assignments to receive a passing grade on the course. You are expected to do other assignments, but you can negotiate these with me if you have particular work of your own you wish to do.
- *There is no final examination in this course.
- *You may submit most or all of your assignments electronically, but *not by e-mail*. This regulation is for your protection and my sanity: we cannot be certain that your e-mails will not be hijacked by U of C's aggressive spam filter. Submit them through the Blackboard digital dropbox, and according to instructions provided.
- *If you are submitting something in print and cannot get it to me, e-mail me to tell me that you have handed in your assignment, keeping cautionary note about spam filters in mind. It is your responsibility to keep a copy of all assignments in case of loss by any cause (such as hard drive crashes: **back your work up!**). A daytime drop box is available in SS1152. A night drop box is also available for after-hours submission. Assignments will be removed the following morning, stamped with the previous day's date, and placed in the instructor's mailbox. If your work does not fit in the dropbox, you must make arrangements with me for delivery. Never put anything under my door.
- *Guidelines for and discussion about all assignments and tasks will be provided on Blackboard, much of it from the beginning of term. Please read these carefully and ask *lots of questions* if they are not clear. Include these assignment instructions in your learning log. I use these assignment criteria, largely, for assessment. Deadlines and extension policies are also posted on Bb. Thoroughly familiarize yourself with them. *It is essential that you keep up with Blackboard.*
- *You may submit to me an altered version of this grade breakdown at the end of term. You may not, however, *subtract more than 5% from any component of the course* (for example, you could take

5% from your portfolio component, if it were lower, and add it to your participation grade, if it were higher). Any revision to your final breakdown must be submitted in writing (not e-mailed) and signed to indicate your agreement to an alternate breakdown. If you do not submit a revised breakdown of assignments, each component of the course will be weighted as on this outline.

Grading system:

90 – 100	95	A+	4.0
85 – 89	87	A	4.0
80 – 84	82	A–	3.7
77 – 79	78	B+	3.3
74 – 76	73	B	3.0
70 – 73	71.5	B–	2.7
67 – 69	68	C+	2.3
64 – 66	65	C	2.0
60 – 63	61.5	C–	1.7
55 – 59	57	D+	1.3
50 – 54	52	D	1.0
0 – 49	24.5 or 0 for no submission	F	0

Although final grades are eventually converted to the 4-point system by the university, above are the grade ranges and specific numeric values I assign to letter grades in my grading program. Any individual assignment grade is converted to the mid-point value of the grade range (second column). A borderline assignment grade is given a number that will place it between two grade ranges (e.g. 84.5 for a borderline A/A- grade). Your final grade will fall within the grade ranges in the first column. If your final grade falls on the numeric borderline between two grade ranges, I round up (e.g. 84.7 would be an A).

Notes on course practices, policies, assignments

***Participation:** This class is based on a student-centred, collaborative model of *inquiry-based learning*, which is why I take **class participation** very (very) seriously. Please note the weight attached to it above. Participation means in part that you will commit to attending class (both online and face-to-face). There is a good deal of material on Blackboard, and a Facebook discussion group (open to class participants only). Please note that in-class hours have been reduced to accommodate your time online. Approximately half of your participation grade will be based on your online work, which I can track, especially through Blackboard. Overall, I (and, often, your peers) will expect you to engage in class and group discussions, keep your counsel if you are comfortable speaking and take some risks if you are not, help out others in need, keep a detailed record of group discussions and processes (perhaps the most difficult part of group work), regularly interact with me, group and class members, both inside *and outside* of class, and demonstrate a reasonable commitment to the course, your colleagues and the work throughout the term. Although there are justifiable reasons not to attend class, and you do **not** have to provide these, I expect you to inform both me and all of your group members *ahead of time*, preferably by e-mail, if you are not going to be in class. This aspect of *respect for others* in the class community is critical for my assessment of participation. Finally, I expect that you will *always* be asking questions, addressing the course goal of curiosity (and therefore research: finding out information and addressing knowledge gaps), *even when you would rather not*. Curiosity and inquiry are the foundations of this course. **Please come and see me early in the term, ideally before the drop-and-add dates, if you have any questions or concerns about group work or participation, the course teaching style, course content, or the technology.**

***Class project:** We will be mounting a film festival as a class, the theme of which will be based (loosely if necessary) on Idle No More. I will make some preliminary suggestions for this project, and

with the help of your groups and the class discussion group, you will organize, find funding for, publicize and run this festival before the end of term (March most likely).

***Portfolio:** The rest of the work you do for this course will come under the general category of “portfolio”. There are a few required elements to the portfolio (see above), all of which will be discussed during the term, with guidelines provided on Blackboard. One of these portfolio elements is a project or projects of your devising —creative or critical or both—related to the course themes. This is your opportunity to engage in something you really want to do. If you wish to undertake a fairly ambitious project, talk to me early, so that we can look at how other aspects of the portfolio might be addressed. While there is a percentage breakdown for each part of the portfolio, the portfolio counts as one course component, and is your final assignment for the course. Please note which assignments and tasks are required to pass the course.

All assignment guidelines and my criteria for evaluation will be posted on Blackboard.

***Extensions and late work:** Please familiarize yourself with my extension policy (provided on Blackboard). At the end of term, I am relatively generous, but I do expect you to follow extension and submission policies *to the letter*.

***Communicating by e-mail and office hours:** Please do not expect instant responses to your e-mails (give me at least 24 hours). I do not normally check e-mail on weekends. Please identify yourself in your e-mails, and add the course number to the subject line. Many of your e-mails will get spammed, unless you e-mail me through Blackboard. It is perfectly appropriate to send me a reminder e-mail within a day or two if you have not received a response. *Do not message me through Facebook*. I expect to meet with you all in person and get to know you. I am available at times that are convenient to you, but it is your responsibility to arrange something with me. I am happy to meet with people in groups. Please talk to me if you have questions or concerns about the course or course material or your progress in it.

***Internet and electronic communication device information:** This is a blended learning course and as such will require you to make use of laptops, computers, and labs, and to keep in touch with me and your colleagues regularly. **You cannot engage in the online component of this course with a phone only.** If you do not have regular internet access at home, you will have to ensure that you create library, school or lab time during the week where you have sustained internet access. During class, you are not required to have a computer with you; others in class certainly will share theirs for collaborative research purposes. I may reserve the right to *limit* the use of computers or smartphones if they get distracting and will sometimes ask all of you to turn all devices off.

Plagiarism:

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possible suspension or expulsion from the university. Please refer to the following information and make sure you are familiar with the statement below on plagiarism. <http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

Scribe and Muse Club for English Students:

The Scribe and Muse Reading and Writing Club (SMRWC) fosters and champions reading and writing through community service, leadership, and engagement. We strive to enhance the academic and social experience of undergraduate students by promoting academic excellence and interaction between students, faculty, and the community, through social, cultural, and academic events. <http://english.ucalgary.ca/content/scribe-and-muse-reading-and-writing-club> Our email address is smrwc@ucalgary.ca.

English Department Website:

For more information about courses, programs, policies, events and contacts in the Department of English, please go to our website at <http://english.ucalgary.ca>.

Writing support:

The Student Success Centre offers both online and workshop writing support for U of C students. <http://www.ucalgary.ca/ssc/writing-support>

Follow the Department of English on Facebook & Twitter:

<https://twitter.com/uofcenglish>

<https://www.facebook.com/UofCEnglish>

Academic regulations and schedules:

Consult the Calendar for course information, university and faculty regulations, dates, deadlines and schedules, student, faculty and university rights and responsibilities. The homepage for the University Calendar is <http://www.ucalgary.ca/pubs/calendar/current/index.htm>

Guidelines on e-mail Etiquette:

<https://www.ucalgary.ca/it/help/articles/email/etiquette>

Grade appeals:

Consult the following University Calendar link and request advice from the English Department office, SS 1152. Please note that “mere dissatisfaction with a decision is not sufficient grounds for the appeal of a grade or other academic decision.” <http://www.ucalgary.ca/pubs/calendar/current/i.html>

Deferral of term work and final examinations: Should you require an extension for completion of term papers or assignments beyond the deadline of five days after the end of lectures, an Application of Deferment of Term Work form must be completed. The University also has regulations governing the deferral of final examinations. See Calendar: <http://www.ucalgary.ca/pubs/calendar/current/g-6.html>, <http://www.ucalgary.ca/pubs/calendar/current/g-7.html>.

Academic accommodation:

It is a student’s responsibility to request academic accommodation. If you are a student with a disability who may require academic accommodation and if you have not registered with the Disability Resource Centre, please contact their office at 220-8237. Your academic accommodation letters should be provided to your instructor no later than fourteen (14) days after the commencement of this course. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. <http://www.ucalgary.ca/drc/>

Emergency Evacuation/Assembly Points: <http://www.ucalgary.ca/emergencyplan/assemblypoints;>

Freedom of Information and Protection of Privacy Act:

<http://www.ucalgary.ca/legalservices/foip/>

“Safewalk” Program:

Campus Security will escort individuals day or night: call 220-5333 for assistance. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. <http://www.ucalgary.ca/security/safewalk/>

Faculty of Arts Program Advising and Student Information Resources:

Have a question, but not sure where to start? The new Faculty of Arts Program Information Centre (PIC) is your information resource for everything in Arts! Drop in at SS110, call us at 403-220-3580 or email us at artsads@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.

For program planning and advice, contact the Student Success Centre (formerly the Undergraduate programs Office) at (403) 220-5881 or visit them in their new space on the 3rd Floor of the Taylor Family Digital Library. For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block.

Contact for Students Union Representatives for the Faculty of Arts:

ENGL385.2W13

arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca
Contact for Students Ombudsman's Office: <http://www.ucalgary.ca/provost/students/ombuds>

PLAGIARISM

Plagiarism is an extremely serious offence. Please read the following information carefully. The penalty routinely recommended by the English Department for documented plagiarism is failure of the course in which the offence occurred; academic probation is also routinely applied at the Faculty level. Suspension or expulsion can result from severe or repeated plagiarism.

The University Calendar states:

1. Plagiarism - Essentially plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when: (a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test), (b) parts of the work are taken from another source without reference to the original author, (c) the whole work (e.g., an essay) is copied from another source, and/or, (d) a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted.

Plagiarism occurs when direct quotations are taken from a source without specific acknowledgement, or when original ideas or data from the source are not acknowledged. Citing your sources in a bibliography is not enough, because a bibliography does not establish which parts of a student's work are taken from other sources. MLA (Modern Language Association) documentation or other recognized forms of citation must be used for this purpose. Advice on adequate documentation can be found at the following web sites:

<http://www.dianahacker.com/resdoc/> <http://owl.english.purdue.edu/owl/resource/747/01/>

DEPARTMENT OF ENGLISH STATEMENT ON PRINCIPLES OF CONDUCT

According to the University Calendar, (<http://www.ucalgary.ca/pubs/calendar/current/j.html>) "The University of Calgary community has undertaken to be guided by the following statements of purpose and values: to promote free inquiry and debate, to act as a community of scholars, ..., to respect, appreciate, and encourage diversity, [and] to display care and concern for community". The Department of English, like the university as a whole, is committed to a "positive and productive learning and working environment." This environment is characterized by appreciation and encouragement of diversity and respect for the dignity of all persons: students, support staff, and faculty. The department will not tolerate unacceptable behaviour, such as threatening gestures, threatening or abusive verbal or written communication (including e-mails), or any conduct that "seriously disrupts the lawful education and related activities of students and/or university staff". Any cases of such misconduct should be reported immediately to the department Head, who, depending on the nature and severity of the incident, may then take further appropriate action.