



ST. JEROME'S UNIVERSITY

St. Jerome's University in the University of Waterloo

Department of English

Arts 130 S005 W23

Scary Teachings: Indigenous Horror

02:30-03:50TTh SJ1 2011

Instructor: Diana Lobb
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Office Hours: TTh 1:00 – 2:00pm (or by appointment)
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Please note that e-mails received after 6pm on weekdays or at any time on weekends/holidays will not be read until the next business day. Please include the course number in the subject of your e-mail.

COURSE DESCRIPTION

In this course we will engage with horror genre texts and films created by First Nations creatives to consider if an engagement with these works can provide a route for settler/colonizer Canadians to meaningfully engage with the project of reconciliation. Part of our goal is to look at how scary stories work in different cultural frameworks to see if they can help us to think cross-culturally and empathetically about First Nations cultural values.

COURSE OBJECTIVES

1. Understand your own diverse experiences, strengths, and goals as a communicator.
2. Examine your views and perspectives and, through the practice of interpersonal communication, develop a deeper awareness of your role in the communication process.
3. Look critically at context, audience, and genre and use that information to be more persuasive in your communications.
4. Collaborate with your classmates and provide, incorporate, and reflect on feedback.
5. Use communication to consider your own ideas and the ideas of others.
6. Identify and work with different technologies that will help you communicate effectively.

REQUIRED TEXTS

Living Ghosts and Mischievous Monsters, Dan Sasuweh Jones

Moon of the Crusted Snow, Waubgeshig Rice

Pet Sematary, Stephen King
Empire of Wild, Cherie Dimaline
The Only Good Indians, Stephen Graham Jones

Any additional readings will be made available online via Learn

COURSE REQUIREMENTS AND ASSESSMENT

10% Active Participation and Professionalism – throughout term

You are expected to be an active, effective, and professional contributor in-class. This course will require that you participate actively, which means attending consistently and being willing to share your ideas regularly, all while effectively sharing the floor. Be brave and aim to try out your ideas on your colleagues even if you're not certain that you're on the right track.

Remember we're all experimenting when we're thinking on the spot. Strong contributors to the course will also demonstrate their professionalism by respecting their colleagues, avoiding digital distractions, avoiding lateness, etc.

In our current circumstances, professionalism also involves:

- Showing your commitment to the class and missing class only when you must due to an extenuating circumstance like illness or suspected illness (
- Taking responsibility for any necessary absence by requesting access to available recorded content and by consulting class notes so as to ensure you are achieving the learning outcomes of the course
- Ensuring that you understand university expectations and course policies (see below) regarding the pursuit of accommodations and how to self-declare a flu-like illness appropriately
- Following health and safety protocols with exactness and consistency and thereby doing your part to prevent the spread of illness

5% Group Note taking (due the next class meeting after your assigned week – starting week 2)

In order to ensure that we're keeping an effective archive of our class meetings, for most weeks of the course, a group will be assigned to produce class notes. The notes that your group develops will be posted as a resource for the class. How will this assignment work? Each group will have approximately 4 members. How the groups complete the task will be up to the groups to arrange. Your responsibility is to coordinate with your groupmates and decide how best to produce a useful set of notes.

Some options on how to approach the task:

- Split the task so that each person is responsible for a certain amount of classtime
- Everyone take notes and then compare and compile based on whoever is capturing the material most effectively
- Some take notes while others do the proof-reading and/or do the work of creating an effective

layout

Grades for this assignment are assigned to the full group. It is each individual's responsibility to contribute effectively and to ensure that your group does collaborate well to complete your task. If you do, however, find yourself with a missing-in-action group member or some other barrier to completing your task in a way that's fair to everyone in the group, please let me know and we'll navigate towards a solution.

What are you producing? Your group is responsible for ensuring the full classtime is represented effectively. Remember discussion is just as important as lecture content (try to make clear when you're representing lecture and when you're representing discussion because that shows attention to detail and might help you communicate as clearly as possible too). Your main goal for your notes is to create a representation of the week's classes that you and your classmates can put to use in your/their mastery of course content.

While I'd expect that most people will be taking their own notes, your group is to be the expert notetakers for your assigned week. That means that beyond your notes being an accurate representation of our Page 2 of 3 material, your notes must be well-organized, well-designed, and carefully/clearly written. In other words, use headings, bullets, marginal commentary, or other visual qualities to aid in the readability of your notes. As well, make sure your writing is polished.

You should also note that we are participating in a community of learning here, and communities depend upon respect and trust, so remember that you must respect each other's and my intellectual property. In other words, although you will have access to each other's notes, only that which you/your group created belongs to you. Therefore, as with all of our course materials, sharing the work of others without their consent constitutes intellectual property theft, which constitutes an academic offence.

Notes will be:

- Accurate: they are an effective representation of our class meetings
- Well-written: they are clear and your prose is polished
- Well-organized: they demonstrate that you've not just tried to offer a chronological transcript, but that you've thought about how the points fit together (e.g., points are well-grouped and/or effective headings are used)
- Well-designed: the visual lay out contributes to an effective reading experience for your colleagues

10% Reading Response – Throughout term

Throughout the term you must make at minimum five posts to the "Continuing the Conversation" discussion forum on Learn. Your posts should engage with the material that we have been talking about in class, but may also bring in other information and ideas that you have encountered that help to expand and/or shape your thinking about the material. Specific guidelines about posts and posting will be available on the discussion board.

15 % Summary assignment Jan 24th & Jan 26th

This assignment will be done in two drafts to produce a summary of Jones' Living Ghosts & Mischievous Monsters. The first draft of your summaries will be peer edited in small groups

20% Team Presentations Week 4 - 12

In small groups (4-5) people, teams will lead the class discussion on an aspect of the text(s) we are working on that they find interesting. This could be the author, a historical or social context of the text, a particular feature or character of the text. Etc. Each team will have 20-25 minutes to present and discuss with the class. A slide presentation to accompany the talk is recommended, but teams must prepare a handout to share with the class that highlights the key points of their discussion.

Detailed description of the following assignments will be provided later in the term

20% Essay, March 30th & Apr. 4th

20% Reflection Assignment, April 19th

COURSE SCHEDULE

Week	Week Starting	Topic
1	Jan. 9 th	Syllabus distribution and course introduction. What's horror?
2	Jan. 16 th	What are scary stories for? <i>Living Ghost and Mischievous Monsters</i> Summary, Paraphrase, and concise writing. Team Communications
3	Jan. 23 rd	Peer editing the summary drafts Presentation Skills Pt. 1 Introduction to the library and evaluating sources. Presentation Skills Pt. 2
4	Jan. 30 th	Hauntings: <i>Rhymes for Young Ghouls</i> (film) and the Truth and Reconciliation Reports

5	Feb. 6 th	Writing as process
6	Feb 13 th	Flesh Eaters and the Undead: <i>Moon of the Crusted Snow, Pet Sematary, and Blood Quantum</i> (film) Argument & Argumentation
7	Feb. 20 th	Reading Week.
8	Mar. 6 th	Integrating textual evidence
9	Mar 13 th	Effective Paragraphing
10	Mar. 20 st	Wildlife and Were Beasts: <i>Empire of Wild, The Only Good Indians</i> , film tba Re-visioning, revising, and editing.
11	Mar 27 th	Peer editing the essay
12	Apr. 3 rd	Course conclusion.

POLICY ON LATE WORK, MISSED ASSIGNMENTS, AND MAKE-UP TESTS

All assignments are to be submitted electronically to the Learn drop box or discussion fora (as noted in the appropriate, detailed assignment description) by 11:59pm on the date noted. All late assignments will be penalized 3% per day, including weekends (i.e. Saturday and Sunday = 6%). Please note that assignments will not be accepted via e-mail.

RULES FOR GROUP WORK IN ASSIGNMENTS

All team members are expected to contribute equally to the final product submitted or presented. If you do not participate equally in the work that goes into the assignment, you will not be able to participate equally in the group mark assigned.

OTHER IMPORTANT INFORMATION

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. Check www.uwaterloo.ca/academicintegrity/ for more information.

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read the St. Jerome's University Policy on [Student Petitions and Grievances](#). When in doubt, please be certain to contact the St. Jerome's Advising Specialist, Student Affairs Office, who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing an academic offence, and to take responsibility for their actions. Check www.uwaterloo.ca/academicintegrity/ for more information. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the St. Jerome's University Policy on [Student Discipline](#). For information on categories of offences and types of penalties, students should refer to University of Waterloo [Policy 71, Student Discipline](#). For typical penalties, check the [Guidelines for the Assessment of Penalties](#).

Appeals: A decision made or penalty imposed under the St. Jerome's University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome's University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the St. Jerome's University Policy on [Student Appeals](#).

Note for students with disabilities: [AccessAbility Services](#), located in Needles Hall (Room 1401) at the University of Waterloo, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

Mental Health Services:

On Campus

Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 x32655

[MATES](#): one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services

Health Services Emergency service: located across the creek from the Student Life Centre

Off campus, 24/7

[Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454

Grand River Hospital: Emergency care for mental health crisis. Extended Assessment Unit

Phone: 519-749-4300 x6880

[Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247

[OK2BME](#): Support services for lesbian, gay, bisexual, transgender or questioning teens in

Waterloo. Phone: 519-884-0000 x222

Full details can be found online at the Faculty of ARTS [website](#) Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information

Contact Health Services

[Health Services Building](#)

Call 519-888-4096 to schedule an appointment

Call 1-866-797-0000 for free 24/7 advice from a health professional

Contact Counselling Services

[Needles Hall Addition, NH 2401](#)

Call 519-888-4567 x 32655 to schedule an appointment counserv@uwaterloo.ca

Diversity: It is our intent that students from all diverse backgrounds and perspectives be well served by this course, and that students' learning needs be addressed both in and out of class. We recognize the immense value of the diversity in identities, perspectives, and contributions that students bring, and the benefit it has on our educational environment. Your suggestions are encouraged and appreciated. Please let us know ways to improve the effectiveness of the course for you personally or for other students or student groups. In particular:

- We will gladly honour your request to address you by an alternate/preferred name or gender pronoun. Please advise us of this preference early in the semester so we may make appropriate changes to our records.
- We will honour your religious holidays and celebrations. Please inform of us these at the start of the course.
- We will follow AccessAbility Services guidelines and protocols on how to best support students with different learning needs.