



FRENCH 3760F (570)
French-Language Indigenous
Literature and Culture in Canada
Fall 2025

Course Information

Calendar Description: The question of how French-speaking Indigenous authors express themselves and their cultures through literature and film will be explored. A richly varied, emerging literary corpus will be studied, with an emphasis on Indigenous pedagogy. Students will gain knowledge of First Nations, Métis and Inuit peoples and perspectives.

Prerequisite(s): Both French 2605F/G and French 2606F/G (or French 2600E) or permission of the French Program Coordinator.

Antirequisite(s):

Extra Information: 3 lecture hours. In-person course.

Course Weight: 0.5

Breadth: Category B

Subject Code: FRENCH

Notice: Unless you have either the requisites for this course (fulfilment of pre-requisites, no anti-requisite conflicts), or special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.



**FRENCH 3760F (570)
French-Language Indigenous
Literature and Culture in Canada
Fall 2025**

Professor: Dr. Carmen McCarron

Email: cmccarr3@uwo.ca

Office Hours: Office hours will take place Wednesday 1-2 or by appointment on Zoom.

Course Description: French-language Indigenous literature is a vibrant, emerging art form that will be discovered and appreciated by Indigenous and non-Indigenous students. Informed and respectful dialogue about the content and aesthetic forms of First Nations, Métis and Inuit literature and film originally produced in French will lead students to a deeper understanding of Indigenous peoples' identities, languages, histories, communities, cultures, spiritual beliefs, struggles, and healing journeys. An important aim of this course will be to awaken in students an ongoing interest in various forms of Indigenous artistic expression and self-expression. Throughout the course, we will contemplate ethical questions in Indigenous Literary Studies and the central question of why Indigenous literature matters. This 8-module course incorporates Indigenous pedagogy developed in consultation with community knowledge-keepers, teachers, artists and scholars, and has Indigenous-led experiential learning components.

Mode of Instruction: In-person

Prerequisites: Both French 2605F/G and French 2606F/G (or French 2600E) or permission of the French Program Coordinator.

Extra Information: 3 lecture hours. In-person.

Course weight: 0.5

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Course Materials

Print materials:

Naomi Fontaine, *Kuessipan / À toi*, Montréal, Mémoire d'encrier, 2011 (roman). Approximate cost : \$13

Serge Bouchard, *Le peuple rieur : hommage à mes amis Innus*, Montréal, Lux Éditeur, 2021 (mémoire publié pour la première fois en 2017). Approximate cost : \$ 28

The print versions of these books are required for use during the test and the final exam.
Digital copies will not be allowed for open-book tests or exams. Used copies are acceptable.

The free audiobooks of *Kuessipan* and *Le peuple rieur* are also available to support students' reading:

<https://ici.radio-canada.ca/ohdio/livres-audio/41585/kuessipan>

<https://ici.radio-canada.ca/ohdio/livres-audio/105898/le-peuple-rieur-hommage-a-mes-amis-innus>

Rapport final de la Commission de vérité et réconciliation du Canada : Honorer la vérité, réconcilier pour l'avenir. Kingston : McGill-Queen's University Press, 2015.
Volumes 1 (sommaire) & 2 (les survivants s'expriment). Approximate cost: \$0, Available free online : https://publications.gc.ca/collections/collection_2016/trc/IR4-7-2015-fra.pdf

Films:

Kuessipan. Myriam Verreault et Naomi Fontaine (réalisatrices), Max Films Media

Kanehsatake, 270 ans de résistance. Alanis Obomsawin (réalisatrice), Office national du film du Canada, 1993. (extrait)

Ce qu'il faut pour vivre, Benoit Pilon (réalisateur), 2009

If students are unable to watch *Ce qu'il faut pour vivre* or *Kuessipan* in class, they will be required to access the films at their own expense. *Kanehsatake, 270 ans de résistance* is currently available free online.

Other:

Additional course materials (or links to these materials) will be provided free in Brightspace.

Experiential Learning Notes¹:

- One required component of this course is an experiential learning trip to the Woodland Cultural Centre and Former Mohawk Institute Residential School near Brantford (Date

¹ Please note that the specifics of the experiential learning components are subject to revision.

TBA). Pending approval, funding for this trip (by bus) will be provided by King's. Students with extenuating circumstances who are unable to attend the excursion, which will take place outside class hours, will be responsible for accessing the virtual tour and other informative materials about the Woodland/Mohawk site on their own time and at their own expense.

- On September 22nd, during regular course hours, the class will take a guided tour of the Wampum Learning Lodge at Western and have an opportunity to try a traditional Indigenous snack. Students are asked to arrive at the Lodge entrance, at the Althouse Faculty of Education, instead of King's on this day. Please walk or take the Western Shuttle Service to Althouse (at no extra cost for student bus pass holders). Funding for this excursion - not including any parking charges if students wish to drive to Althouse - will be covered by the professor.
- The course will also include an Indigenous-led workshop on Afro-Indigenous music and traditional deer hide drum making at King's (tentative dates are September 29th and October 1st). Pending approval, funding for this workshop will be provided by King's.
- On November 26th, students will learn about traditional beadwork as a form of storytelling. Supplies for this workshop will be provided by the professor.

Learning Outcomes

At the end of the course, students will be able to:

- Exercise critical and ethical listening, reading, thinking and conversational skills using subject-appropriate terminology, while fostering a culturally safe, sensitive, respectful and collaborative environment.
- Understand some of the central debates that surround Indigenous cultural production, and speak to why Indigenous literature matters.
- Identify major themes and aesthetic tendencies in French-language Indigenous literature.
- Appreciate the historical, political, and cultural contexts in which these themes and forms developed and continue to evolve.
- Express in-depth familiarity with several French-language Indigenous texts of various genres.
- Analyze, compare and contrast assigned texts by applying tools of literary analysis and knowledge of the circumstances in which they were produced (the intellectual climate as well as the unique journey of the author and the author's community).
- Create a podcast to share knowledge on themes such as relations to land, home, family/ancestors, oral tradition, non-human species and entities, self and others.
- Focus, structure and compose a thematic essay in French.
- Consciously reflect on personal learning and reactions to new information, spaces and experiences; recognize and question personal biases that affect reception of ideas encountered in cultural productions and during experiential learning.
- Practice creative writing and storytelling that incorporates personal cultural and ancestral knowledge as well as reflections on decolonized learning.
- Understand traditional art forms and music as medicine, storytelling and recording.
- Recognize cultural diversity within Indigenous society, as understood through the study of varied French-language First Nations, Métis and Inuit literary texts, music and films, as well as experiential learning.
- Imagine what Indigenization and Decolonization could look like in their own future classrooms and workplaces.

Methods of Evaluation

Assignment:	Weight:
Podcast Episode (researched) with Storyboard	20 %
Test (short-answer format)	20%
Storytelling Project on Teaching and Learning (Experiential, Kinesthetic, Nature, etc.)	20 %
Active Participation (attendance, contributions to discussions based on readings completed in advance, participation in experiential learning)	10 %
Final Exam (short-answer and essay format)	30 %
Total	100%

Emploi du temps : Semestre 1, automne 2025

DATE (lundi et mercredi)	MATIÈRE Note : Il est essentiel de compléter toute lecture obligatoire à l'avance.	TRAVAUX NOTÉS
Bonjour 8 & 10 sept	<p>Bonjour Présentation du cours</p> <p>Reconnaitances des territoires traditionnels https://www.kings.uwo.ca/land-acknowledgment/</p> <p>Mieux connaître les Premières Nations locales</p> <p>D'où venons-nous ? Qui sommes-nous ?</p> <p>Maurizio Gatti, <i>Être écrivain amérindien au Québec</i> (Powerpoint)</p> <p>Choisir et lire la littérature autochtone en langue française :</p> <p><u>À lire</u> : <i>Why Indigenous Literatures Matter</i>, Daniel Heath Justice, WLU Press, 2018. (extrait disponible dans Brightspace)</p>	
Module 1 15 & 17 sept	<p>Honorer la tradition orale en écoutant une histoire de la création</p> <p>Georges Sioui et Francine Vincent, <i>L'origine du monde : création de la Grande Île</i></p> <p>Georges Sioui et Francine Vincent, <i>La Création du monde par les deux jumeaux</i></p> <p><u>À lire</u> : <i>Le peuple rieur</i>, Prologue : 'Mot du Chef d'Essipit', 'Dans mon livre rouge' et Chapitre 1, Le rire d'un homme bon.</p>	
Module 2 22 & 24 sept	<p>Comprendre le passé en écoutant des légendes traditionnelles et modernes ainsi qu'une histoire</p> <p>*Tour de la loge d'apprentissage Wampum à la faculté d'Éducation de Western* Présentez-vous à la loge à côté d'Althouse plutôt qu'à King's lundi le 22 septembre.*</p> <p>Christine Sioui Wawanoloath, <i>La légende des oiseaux qui ne savaient plus voler</i></p>	

	<p>E. Nystrom, <i>L'Origine de la chauve-souris</i></p> <p><u>À écouter</u> : Frédéric Bastien, <i>Le sort tragique du bison d'Amérique</i>, Radio-Canada Ohdio</p> <p><u>À lire</u> : <i>Le peuple rieur</i>, Chapitre 2, Terre des morues et Chapitre 3, Les îles flottantes</p>	
<p>Module 3 29 sept & 1 oct</p>	<p>Ouvrir nos cœurs en écoutant des poèmes et des chansons</p> <p>*Atelier d'apprentissage expérientiel à King's sur la musique Afro-autochtone et la construction d'un tambour traditionnel en peau de cerf mené par des membres de la communauté autochtone*</p> <p><u>À écouter</u> : Chloé St-Marie et Joséphine Bacon, <i>Mishapan Nitassinan</i> (lien dans Brightspace)</p> <p><u>À lire</u> : <i>Le peuple rieur</i>, Chapitre 4, Le pain d'Élisabeth et Chapitre 5, L'animation du monde</p>	
<p>Module 4 6 & 8 oct</p>	<p>Contempler la vie sur une réserve en lisant un roman</p> <p><u>À lire</u> : Naomi Fontaine, <i>Kuessipan</i> (à l'aide du Guide de lecture disponible dans Brightspace)</p>	
<p>Module 4 13 & 15 oct</p>	<p>Lundi le 13, CONGÉ, PAS DE COURS</p> <p>Contempler la vie sur une réserve en lisant un roman</p> <p><u>À lire</u> : Naomi Fontaine, <i>Kuessipan</i> (à l'aide du Guide de lecture disponible dans Brightspace)</p> <p>Film : Myriam Verreault, Naomi Fontaine, <i>Kuessipan</i> (extrait montré en classe)</p>	<p>Podcast (20%) à remettre via Brightspace le 15 octobre</p>
<p>Module 5 20 & 22 oct</p>	<p>Apprendre à partir des témoignages et des essais</p> <p><u>À lire</u> : Volumes 1 (sommaire) & 2 (les survivants s'expriment) du <i>Rapport final de la Commission de vérité et réconciliation du Canada : Honorer la vérité</i>,</p>	

	<p><i>réconcilier pour l'avenir</i>. Kingston : McGill-Queen's University Press, 2015. (disponible en ligne ; liens dans Brightspace)</p> <p><i>Traumatisme intergénérationnel et les pensionnats indiens ; La décolonisation de la dépendance et les soins tenant compte des traumatismes</i></p>	
3 & 5 nov	Semaine de lecture, PAS DE COURS	
Module 6 10 & 12 nov	<p>Voir des histoires de la résistance et de la résilience</p> <p>Alanis Obomsawin (réalisatrice), <i>Kanehsatake, 270 ans de résistance</i>. Office national du film du Canada, 1993. (extrait)</p> <p><u>À lire</u>: <i>Le peuple rieur</i>, Chapitre 6, Le temps des fourrures</p>	<p>Test (20%) en classe le 12 novembre</p> <p>Note : Any request for accommodation for this test must be supported by documentation submitted to the Academic Dean's Office.</p>
Module 7 17 & 19 nov	<p>Apprécier les intersections entre la littérature québécoise, la littérature autochtone et d'autres littératures de langue française</p> <p><u>À lire</u> : Deni Ellis Bécharde et Natasha Kanapé Fontaine, <i>Kuei, je te salue : Conversation sur le racisme</i>. Montréal : Écosociété, 2016. (extrait disponible dans Brightspace)</p> <p><u>À voir en classe</u> : Obom, <i>Le passe-muraille : D'après une nouvelle de Marcel Aymé</i>, Éditions Hannenorak, Wendake (Québec)</p>	
Module 8 24 & 26 nov	<p>Regarder une histoire de la guérison</p> <p><i>Ce qu'il faut pour vivre</i>, Benoît Pilon (réalisateur), 2008 (en classe)</p> <p>*Atelier d'apprentissage expérientiel : Le perlage traditionnel (en classe)*</p>	

<p>Module 8 1 & 3 déc</p>	<p>Regarder une histoire de la guérison</p> <p>L'écriture et l'art comme outils d'affirmation et voies de guérison</p> <p><i>Ce qu'il faut pour vivre</i>, Benoît Pilon (réalisateur), 2008</p> <p><u>À lire</u> : <i>Le peuple rieur</i>, Chapitre 8, Un triste chapitre pour les enfants de l'état, Épilogue, Ils seront là demain</p> <p>Préparation pour l'examen final</p>	<p>Création littéraire/réflexion sur l'apprentissage expérientiel (20%) à remettre via Brightspace le 3 décembre.</p>
	<p><i>Bonnes vacances !</i></p>	

*NB : Cet emploi du temps est provisoire, sous réserve de modifications. D'autres courtes lectures et courts métrages s'ajouteront à l'emploi du temps au fur et à mesure.

Memorandum to Students Registered in FRENCH 3760F

Tests and Assignments / Medical and Non-medical Absences

All tests and assignments are to be completed on the date indicated on the course syllabus. Any test or assignment missed without accommodation will receive a grade of zero. Students are permitted one academic consideration per semester per course without formal supporting documentation. All requests for accommodation must be made in a timely fashion according to policy. In the case of an approved accommodation, due date extensions, assessment weight adjustments or makeups will be considered on a case-by-case basis at the professor's sole discretion. Requests for accommodation for the test as well as the final exam must be supported by written documentation and submitted directly to the Office of the Academic Dean. Accommodations cannot be granted by the professor or the department for these assessments.

Students are strongly urged not to make any commitments (ex., work, vacation) during tests, in-class assignments, experiential learning trips, or examination periods. Only accommodations based on emergencies, humanitarian or medical grounds will be considered, according to policy.

Academic Offences and Plagiarism

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically the definition of what constitutes a Scholastic Offence. Please note that plagiarism constitutes a major academic offence. "Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea, or a 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."

Academic Offences and AI / Assistive Technology

Within this course, use of generative artificial intelligence (AI) tools (such as ChatGPT, translation tools, and grammar-checking tools) is not permitted for work submitted for evaluation. Unauthorized use of AI will be subject to academic discipline.

Attendance and Participation

Regular attendance and participation are required, as they are essential to student success in French courses. The 10 % attendance and participation mark takes into consideration: attendance; active in-class participation in discussions and activities; reading/preparation of the required texts before coming to class; homework.

Debarment from Final Exams

A student may be debarred from writing the final exam for failure to maintain satisfactory academic standing throughout the year. Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course, will be reported to the Dean of the Faculty offering the course, after due warning has been given*. On the recommendation of the department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course.

*Due warning means that the instructor has advised the student in writing/email of the nature of the unsatisfactory performance (ex., absent too frequently from class), and the consequence of continued unsatisfactory performance (ex., if another class is missed, the instructor will advise the department and request the student be debarred from writing the final exam).

Use of Electronic Devices

You are not allowed to have a cell phone or any other electronic device, with you during tests, examinations and in-class evaluations *including during washroom breaks*. Unauthorized possession of such a device during an evaluation, test or examination constitutes a serious academic offence.

Course Grade Descriptors

A+ 90–100 One could scarcely expect better from a student at this level

A 80–89 Superior work which is clearly above average

B 70–79 Good work, meeting all requirements, and eminently satisfactory

C 60–69 Competent work, meeting requirements

D 50–59 Fair work, minimally acceptable F

below 50 Fail

For University Course Outline Policies, see attachment.

KING'S UNIVERSITY COLLEGE
GENERAL COURSE POLICIES
2025-2026

1. Academic Accommodations, Consideration for Absences

Academic Accommodation (Accessibility)

Accessibility Services works to ensure that academic programs are accessible to all students, and supports students who may have a condition related to, but not limited to, vision, hearing, mobility, different ways of learning, mental health, chronic illnesses, chronic pain, autism spectrum disorder, ADD/ADHD, and temporary conditions (beyond short-term academic consideration). Accessibility Services provides recommendations for accommodation based on medical documentation or psychological and cognitive assessment. The accommodation policy can be found here [Academic Accommodation for Students with Disabilities](#). Information on Accessibility Services at King's can be found [here](#).

Academic Consideration for Student Absence

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate), they should follow the procedures below.

In some cases, where instructors have built flexibility into their assessments, this flexibility will already address consideration needs.

Requests for academic consideration should be directed to the Academic Advising Office of your faculty/college of registration. Requests must be made as soon as possible and no later than 48 hours after the missed assessment.

As a rule, documentation is required for academic consideration. For academic consideration requests on medical grounds, the Student Medical Certificate is available at https://www.kings.uwo.ca/kings/assets/File/currentStudents/courses_enrollment/exams_and_tests/S_MC-Feb-2025.pdf.

Students are permitted one academic consideration request without supporting documentation per term per course.

Instructors may designate one assessment per half-course weight as requiring formal supporting documentation. Please refer to the course outline for each course.

For further information, please see:

https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf

Absences from Final Examinations

If you miss the Final Exam, contact the Academic Advising Office of your faculty/college of registration as soon as you are able to do so. They will assess your eligibility to write the Special Examination (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a “Multiple Exam Situation” (e.g., more than 2 exams in 23-hour period, or more than 3 exams in a 47-hour period).

If a student fails to write a scheduled Special Examination, the date of the next Special Examination (if granted) normally will be the scheduled date for the final exam the next time this course is offered. The maximum course load for that term will be reduced by the credit of the course(s) for which the final examination has been deferred. See the Academic Calendar for details (under [Special Examinations](#)).

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give notice in writing to the instructor and Academic Advising Office if a course requirement will be affected by a religious holiday/observance. Notice must be given as early as possible, and no later than two weeks prior to an examination, and one week prior to a midterm test date. It is the responsibility of such students to inform themselves concerning the work done in classes from which they are absent and to take appropriate action.

2. Support Services

Accessibility, Counselling and Student Development at King’s University College:

<https://www.kings.uwo.ca/current-students/student-services/>

Students experiencing emotional or mental health distress can access services at King’s University College: <http://www.kings.uwo.ca/current-students/campus-services/student-support-services/personal-counselling/>

Good2talk is a good online and phone 24/7 resource for students and is available in English, Mandarin, and French: <https://good2talk.ca>, 1-866-925-5454

MentalHealth@Western provides a complete list of options about how to obtain help:

https://www.uwo.ca/health/mental_wellbeing/

Academic Support Services at King’s University College:

<https://www.kings.uwo.ca/current-students/academic-resources/>

GBSV Support:

King’s is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at: <https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

You can reach someone supports at Kings by emailing Care@kings.uwo.ca or calling 519-930-4640 to reach a social worker who can offer help.

You can also reach Western’s Gender-Based Violence & Survivor Support Case Manager by [email](#) or by calling 519-661-3568.

Further supports can be found on this website: <https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

See also https://www.uwo.ca/health/student_support/survivor_support/get-help.html

University Students' Council offers many valuable support services for students, including the health insurance plan: <http://westernusc.ca/services/>

3. Statement on Use of Electronic Devices

Use of Electronic Devices: Unless explicitly stated otherwise, you are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations. Unauthorized possession of such a device during a test or examination constitutes an academic offence.

Use of Laptops, Tablets, and Smartphones in the Classroom: King's University College at Western University acknowledges the integration of new technologies and learning methods into the curriculum. The use of electronic devices such as laptop computers, tablets, or smartphones can contribute to student engagement and effective learning. At the same time, King's recognizes that instructors and students share jointly the responsibility to establish and maintain a respectful classroom environment conducive to learning.

The use of electronic devices by students during lectures, seminars, labs, etc., shall be for matters related to the course at hand only. Students found to be using electronic devices for purposes not directly related to the class may be subject to sanctions under the Student Code of Conduct; see <https://www.kings.uwo.ca/current-students/student-affairs/code-of-student-conduct1/>

Inappropriate use of electronics (e.g., laptops, tablets, smartphones) during lectures, seminars, labs, etc., creates a significant disruption. As a consequence, instructors may choose to limit the use of electronic devices in these settings. In addition, in order to provide a safe classroom environment, students attending in-person class sessions are strongly advised to operate laptops with batteries rather than power cords.

4. Statement on Academic Offences

King's is committed to academic integrity. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, is posted at

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

It is expected that students will submit work that is truly their own, completed without external assistance (human or artificial) except as explicitly permitted by the course instructor. Check with you instructor on what tools, including generative AI (ChatGPT, translation tools, grammar-checking tools) are permitted in the course. Because a tool is permitted in one course, that does not mean it is permitted in other courses.

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; see <https://elearningtoolkit.uwo.ca/tools/Originality Reports - TurnItIn.html>.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

5. Copyright of Course Material

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Unauthorized sharing of class content is subject to academic discipline.

Similarly, students own copyright in their own original papers and exam essays. If a faculty member wishes to post a student's answers or papers on the course website, they should ask for the student's written permission.

6. Use of Recordings

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation and/or the participant has the prior written permission of the instructor. Unauthorized recording and/or sharing of class content is subject to academic discipline.

7. Policy on Attendance

Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course, will be reported to the Dean of the Faculty offering the course, after due warning has been given. On the recommendation of the department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course.