

**Carleton University
Winter 2015
Department of English**

ENGL 4960 A: *Aboriginal Literatures I*

**Seminar for three hours per week/Thursdays 2:30pm-5:30pm
Location: 308 Southam Hall (*Please confirm on Carleton Central*)**

Instructor: Robyn Green
Email: robyn.green@carleton.ca
Office: DT 1919

Phone:
Office Hours: Thursdays 1:00-2:30 pm or by appointment

DESCRIPTION:

Students in this seminar will examine the intersection of the politics of Indigeneity, settler colonialism, affect studies and the production of literary texts. Western epistemologies often contrast and separate emotion and reason with the former belonging to the private sphere and the latter belonging to the public. Emotions are assumed to be innate “reactions” to circumstance whereas reason is perceived as the source of neutral and determined decision-making. Queer and anti-colonial theorists have suggested that emotions are readily *constructed* and invariably deployed in the public sphere by numerous actors in complex ways. Therefore, feeling can be deployed as an imperial technology used to bolster the imposition of assimilationist and neoliberal projects. On the other hand, feelings may be used subvert dominant understandings and emotional reactions so they can be employed as a form of resistance and resurgence. Specifically, this course will focus on Indigenous affect criticism to reveal how the circulation of specific *public feelings* such as trauma, love and healing are deeply imbricated with significant issues such as residential schooling, missing and murdered aboriginal women and economic racism. Accompanying the study of affect in Indigenous literatures is an exploration of literary ethics, the politics of adaptation and cultural production in Canada.

READINGS

Alexie, Robert Arthur. 2009. *Porcupines and China Dolls*. Penticton: Theytus Books.
Boyden, Joseph. 2013. *The Orenda*. Toronto: Penguin Canada, 2013.
Clements, Marie. 2005. *The Unnatural and Accidental Women*. Vancouver: Talon Books.
Simpson, Leanne. 2013. *Islands of Decolonial Love*. Winnipeg: Arbeiter Ring.
Van Camp, Richard. 1996. *The Lesser Blessed*. Douglas & McIntyre.
Wabegijig, Vera. 2013. *Wild Rice Dreams*. BookLand Press.

- Primary readings will be available through online journal articles or books that can be accessed through Carleton University.
- Supplementary Readings can be found online or on-reserve at the library or through online journals accessed through CU Learn.

Evaluation of Course

Participation (25%): This mark will be based on your attendance at, preparation for and participation in discussion groups. I expect that all students to have done the readings assigned for the seminar and have come to class with questions and issues to discuss.

90-100%:	A student always comes to class well prepared and makes exceptional contributions to discussion, demonstrating a critical engagement with the course material.
85-89%:	A student consistently comes to class well prepared and contributes to discussion frequently and in a manner that demonstrates an excellent understanding of the course material.
80-84%:	A student's frequent contributions indicate that s/he has read all assigned material and has a good understanding of the issues discussed in the readings.
70-79%:	A student's occasional contributions indicate that s/he has read all assigned material and has made a serious attempt to understand and engage with it; however, the student's contributions only sometimes demonstrate depth of understanding of the material.
60-69%:	A student contributes sporadically and does not consistently demonstrate that s/he has read the course materials.
less than 60%:	A student contributes rarely and is often unprepared and unable to contribute to discussion or engage with the material.

Presentation of Readings (25%): Each week one or two students are responsible for leading and facilitating the seminar for that week. At the beginning of the seminar students will present on the week's readings, identifying key themes and debates as well as tying readings to course themes and previous readings.

Presentation of Final Paper Research (10%): On the final day of classes, students will present the topic and main arguments of their final paper to the class. This presentation should be short, approximately **ten** minutes in length. Students must adhere to time limits to ensure adequate discussion is allowed. **Assignment Due: April 4, 2015**

Final Research Paper (40%): Each student will write a 15-20 page paper that addresses the themes of affect or emotion in the public sphere. A more detailed breakdown of this assignment will be discussed and posted during the Methods and Ethics class on **January, 31 2015**. Each student should contact me via email or on my office hours to discuss the topic of their paper. This final research paper is due: **April 8, 2015** (although I encourage you to hand the assignment in on the 4th when after your presentation).

LATE ASSIGNMENTS ARE NOT ACCEPTED EXCEPT FOR OFFICIALLY DOCUMENTED REASONS.

SCHEDULE OF READINGS:

January 8, 2015 (Class 1): Course Introduction – no readings

January 15, 2015 (Class 2): Methods and Ethics

- LaRocque, Emma. “Decolonizing Postcolonials” *When the Other is Me: Native Resistance Discourse 1850-1990*. Winnipeg: University of Manitoba Press, 2010.
- McKegney, Sam. 2008. “Strategies for Ethical Engagement: An Open Letter Concerning Non-Native Scholars of Native Literatures” *Studies in American Indian Literatures* 20:4, 56-67
- Appleford, Rob. 2009. “A Response to Sam McKegney’s “Strategies for Ethical Engagement: An Open Letter to Non-Native Scholars of Native Literatures” *Studies in American Indian Literatures* 21:3, 58-65

Recommended:

- Smith, Linda Tuhiwai. *Decolonizing Methodologies: Research and Indigenous Peoples*. Dunedin: University of Otago Press, 1999.

January 22, 2015 (Class 3): Applying Ethics: Awards and Cultural Production

- Boyden, Joseph. *The Orenda*. Toronto: Penguin Canada, 2013.
- Akwenzie-Damm, Kateri
<http://cwila.com/an-interview-with-kateri-akiwenzie-damm-an-anishinaabe-writer-and-the-founder-and-owner-of-kegedonce-press/>
- Nurse, Donna Bailey. 2014. “Review: The Orenda by Joseph Boyden.” *The National Post*.
<http://arts.nationalpost.com/2013/09/06/book-review-the-orenda-by-joseph-boyden/>
- King, Hayden. 2014. The Orenda Faces Tough Criticism for First Nations Scholar. CBC News.
<http://www.cbc.ca/news/aboriginal/the-orenda-faces-tough-criticism-from-first-nations-scholar-1.2562786>
- Turner, Christina. 2014. “The Orenda won Canada Reads and I feel weird about it.” *Rabble.ca*
<http://rabble.ca/blogs/bloggers/bound-not-gagged/2014/03/orenda-won-canada-reads-and-i-feel-weird-about-it>

January 29, 2015 (Class 4): Indigenous Affect Criticism

- Million, Dian. 2007. “Felt Theory: An Indigenous Feminist Approach to Affect and History” *Wicazo Sa Review*, 24 no 2: 53-76
- Rifkin, Mark 2010. “Settler States of Feeling: National Belonging and the Erasure of Native American Presence” Caroline Levander and Robert Levine (eds) *A Companion to American Literary Studies*. Malden, MA,: Blackwell Publishing, 342-355
- Carpenter, Cari. 2008. “Anger, Sentimentality, and American Indians” *Seeing Red: Anger, Sentimentality, and American Indians*. Columbus: The Ohio State University Press, 1-29

Recommended:

- Smith, Andrea “Queer Theory and Native Studies: The Heteronormativity of Settler Colonialism” *GLQ: A Journal of Lesbian and Gay Studies* 16 1-2(2010): 41-88

February 5, 2015 (Class 5): Affect and Inuit Literatures

- Thrasher, Anthony Apakak “First Cage—Aklavik Residential School (1942-49)”; “Inuit Koviasokmata—When the Inuit were Happy”
- Kusugak, Michael Arvaarluk “Kaugiagjuk”
- Ipellie, Alootook “Waking Up”; “Walking Both Sides of an Invisible Border”
- Martin, Keavy. 2012. “*Silattuqsarvik—A Place (and Time) to Become Wise,*” “*Inuuqatigittiarniq—Living Together in a Good Way*” *Stories in a New Skin: Approaches to Inuit Literature*. Winnipeg: University of Manitoba Press, 1-12, 121-127

February 12, 2015 (Class 6): Trauma

- Van Camp, Richard. *The Lesser Blessed*. Douglas & McIntyre, 1996.

Recommended:

- McKegney, Sam “Beautiful Hunters with Strong Medicine’: Indigenous Masculinity and Kinship in Richard Van Camp’s *The Lesser Blessed*.” *The Canadian Journal of Native Studies* 29 nos. 1&2 (2008): 203-227
- Fagan, Kristina “Weesageechak Meets the Weetigo: Storytelling, Humour, and Trauma in the Fiction of Richard Van Camp, Tomson Highway, and Eden Robinson” *English Canadian Literature* 34 no (2009): 204-226
- Haladay, Jane. “I liked it so much I emailed and told him so: *Teaching The Lesser Blessed* at the University of California”, *Studies in American Indian Literatures* 19 no 1 (2007): 66-90

February 19, 2015: no class due to Reading Week.

February 26, 2015 (Class 7): The Politics of Adaptation

- *The Lesser Blessed*. 2012. Anita Doran, Dir.
- Million, Dian “Trauma, Power, and the Therapeutic: Speaking Psychotherapeutic Narratives in an Era of Indigenous Human Rights” *Reconciling Canada: Critical Perspectives on the Culture of Redress*. Jennifer Henderson and Pauline Wakeham (eds.) Toronto: University of Toronto Press (2013): 159-179
- Episkenew, Jo-Ann. “Myth, Policy and Health,” *Taking Back Our Spirits: Indigenous Literature, Public Policy, and Healing*. Winnipeg: University of Manitoba Press (2010): 1-20. (reserve)

March 5, 2015 (Class 8): Local Poet Visit

Wabegijig, Vera. *Wild Rice Dreams*. BookLand Press, 2013.
Author Guest Speaker

March 12, 2015 (Class 9): Love and the Short Story

- Simpson, Leanne. “Excerpts” *Islands of Decolonial Love*. Arbeiter Ring, 2013.
- Nanibush, Wanda. 2010. “Love and Other Resistances: Responding to Kahnasata:ke through Artistic Practice.” In *This is an Honour Song*, eds. Leanne Simpson and Kiera Ladner, 165-174. Winnipeg: Arbeiter Ring Publishing.

- Baker, Emerance. 2005. “‘Loving Indianess’: Native Women's Storytelling as Survivance.” *Atlantis: Critical Studies in Gender, Culture and Social Justice* 29 (2): 111-121.

Recommended:

- Rifkin, Mark. “The Erotics of Sovereignty” *Queer Indigenous Studies: Critical Interventions in Theory, Politics, and Literature*. Tuscon: The University of Arizona Press, 2011.

March 19, 2015 (Class 10): Justice/Love: Missing and Murdered Aboriginal Women in Canada

- Clements, Marie. 2005. *The Unnatural and Accidental Women*. Vancouver: Talon Books.
- Emberley, Julia. 2014. “Sacred Justice and an Ethics of Love in Marie Clements’ *The Unnatural and Accidental Women*” *The Testimonial Uncanny: Indigenous Storytelling, Knowledge and Reparative Politics*. Albany: State University of New York Press, 2014, 183-211

Recommended:

- Bamford, Kim. 2010. “Romance, Recognition and Revenge in Marie Clements’s *The Unnatural and Accidental Women*” *Canadian Journal of Theatre Research* 31 2:

March 26, 2015 (Class 11): Healing, Sentimentality and Reconciliation

- Alexie, Robert Arthur. 2009. *Porcupines and China Dolls*. Penticton: Theytus Books.
- Martin, Keavy. 2009. “Truth, Reconciliation, and Amnesia: *Porcupines and China Dolls* and the Canadian Conscience.” *ESC: English Studies in Canada* 35 (1): 47-65
- Alfred, Taiaiake. 2009. “Restitution” *Response, Responsibility and Renewal: Canada's Truth and Reconciliation Journey*, G Younging, J Dewar, M DeGagné (Eds.), Aboriginal Healing Foundation, 179-191. Publication can be accessed here: <http://www.ahf.ca/downloads/trc2.pdf>

Recommended:

- Henderson, Jennifer and Pauline Wakeman, “Colonial Reckoning, National Reconciliation?: Aboriginal Peoples and the Culture of Redress in Canada”, *ESC: English Studies in Canada*, 35:1, 2009, 1-26. (online)

April 2, 2015 (Class 12): In-Class Presentations of Research Project

UNIVERSITY DEADLINES:

Final submission of assignments is governed by the deadlines imposed by the University. All assignments are due **no later** than the deadlines set by the University Senate for each semester. Instructors **are not allowed** to grant extensions beyond these dates. Students who cannot meet these deadlines must request a deferral from the Registrar’s Office. University deadlines are as follows: Winter 2015 is **April 8**.

ACADEMIC ACCOMODATIONS:

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#).

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#).

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation.

If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable).

After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the [PMC website](#) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

PETITIONS TO DEFER

Students unable to complete a final term paper or write a final examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply within five working days to the Registrar's Office for permission to extend a term paper deadline or to write a deferred examination. The request must be fully and specifically supported by a medical certificate or other relevant documentation. Only deferral petitions submitted to the Registrar's Office will be considered.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

The last day to withdraw from a Fall 2014 course, without academic penalty, is Dec. 8, 2014. The last day to withdraw from Winter 2015 course, without academic penalty, is April 8, 2015.

OFFICIAL FINAL EXAMINATION PERIOD

Fall 2014 courses: Dec. 10-21, 2014 and Winter 2015 courses: April 11-23, 2015 (may include evenings & Saturdays or Sundays)

For more information on the important dates and deadlines of the academic year, consult the [Carleton 2014-2015 Calendar](#).

PLAGIARISM

The University Senate defines plagiarism as “*presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.*” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "*substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.*"

Plagiarism is a serious offence, which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They range from a mark of zero for the plagiarized work to a final grade of "F" for the course, and even suspension from all studies or expulsion from the University.

GRADING SYSTEM

Letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100 B = 73-76 C - = 60-62
 A = 85-89 B - = 70-72 D+ = 57-59
 A - = 80-84 C+ = 67-69 D = 53-56
 B+ = 77-79 C = 63-66 D - = 50-52

F Failure. No academic credit

ABS Absent from the final examination

DEF Official deferral (see "Petitions to Defer")

FND “Failed, no Deferral” – assigned when the student is absent from the final exam and has failed the course on the basis of inadequate term work as specified in the course outline. Standing in a course is determined by the course instructor, subject to the approval of the Chair and Faculty Dean.

RESOURCES (613-520-2600, phone ext.)

Registrar's Office (3500)	300 Tory
Student Academic Success Centre (7850)	302 Tory
Paul Menton Centre (6608)	500 Unicentre
Writing Tutorial Service (1125)	4 th fl Library
Learning Support Services (1125)	4 th fl Library

DEPARTMENTAL DROP BOX POLICY – Located outside DT 1812

Mail received prior to 4:30pm will be date stamped with the current date. Mail received after 4:30pm will be date stamped with the next business day’s date.

Please ensure to include your name, student number, course code and instructor’s name. We are unable to distribute without this information.