

**Carleton University
Early Summer 2014
Department of English**

**ENGL 4976A / 5804S: Issues in Postcolonial Lit.
Making Settler Colonial Modernity**

Tues. and Thurs. 11:35 – 2:25
Classroom: 234 Paterson (Please confirm on Carleton Central)

Professor Jennifer Henderson
Office Hours: Tues. and Thurs. 2:30 – 3:30, 1911 Dunton Tower
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DESCRIPTION

In this course we will read 19th-century Anglo-American prose that reflects on and participates in the process of constituting the spaces, values, subjectivities, social and economic logics, and forms of governance associated with ideas of modernity in the settler-colonial context. Our focus is on Canada but a Canada conceived discursively as a transnational, trans-Atlantic space within which ideas of liberal progress, civility, proper gender, and religious and racial difference circulate. The literary texts on our reading list include the genres of the captivity narrative, gothic fiction, sensation fiction, and realism. Through an attentiveness to questions of genre, we will think about relationships between aesthetic conventions and social ones. Another key concern of the course will be to make connections between two levels of analysis, biopolitics and geopolitics, or subjectivities and sexualities on the one hand and questions of territorial and political sovereignty on the other. In tracing these discursive and institutional connections we will be guided by recent postcolonial and Indigenous studies scholarship emphasizing the way that colonial reshapings of Indigenous family and household formation were crucial means of building 'modern' Canada.

LITERATURE*

John Galt, *Bogle Corbet* (1831) [professor's copies]
Maria Monk, *The Awful Disclosures of Maria Monk* (1836) [online]
Anna Jameson, *Winter Studies and Summer Rambles in Canada* (1838)
Catharine Maria Sedgwick, *Hope Leslie* (1827)
Pauline Johnson, selected stories [on reserve]
Theresa Gowanlock and Theresa Delaney, *Two Months in the Camp of Big Bear* (1885)
Isabella Valancy Crawford, *Winona* (1873)
Susan Frances Harrison, *Crowded Out! and Other Sketches* (1886)

*Texts available at Octopus Books, 116 Third Ave. 613-233-2589 unless otherwise indicated. Secondary readings to supplement this list of literary texts will be available electronically through ARES and/or put on reserve.

EVALUATION

Undergraduate students

Attendance & participation	15%
1 Identification of territory	15%
3 Reading responses (10+15+15)	40%
1 essay	30%

Graduate students

Attendance & participation	10%
1 Identification of territory	10%
2 Reading responses	30%
1 Seminar presentation	20%
1 essay	30%

(Essays due: Thurs. June 26th noon)

EXPLANATION OF EVALUATION

Attendance and participation

Come to class having read the assigned materials, and bring them with you. Try to come with some thoughts and questions. The success of our course will depend upon your commitment to being prepared for class, your willingness to share ideas, to listen attentively, and respond to others.

Identification of territory

The purpose of this brief exercise is to build into the course a collective awareness of the fact that 19th century settler writing was a writing *over*, a re-mapping of Indigenous spaces and territories. Choose one of our literary texts. Find out about the history of land base on which the story is set (the location is given in square brackets for each text on our reading schedule). Try to find answers to the following questions: Whose traditional territory is it? What treaty applies to the territory? When did the treaty transaction occur? What were some of the terms of the agreement? Are there ongoing struggles related to this territory? You will have 5-10 minutes to present your findings at the beginning of class. Please hand in your notes.

Resources (see details on these resources posted on WebCT)

- <http://www.thecanadianencyclopedia.ca/en/article/aboriginal-treaties/>
- <https://www.aadnc-aandc.gc.ca/eng/1100100016302/1100100016303>
- J. R. Miller, *Compact, Contract, Covenant: Aboriginal Treaty-Making in Canada* [on reserve in the library]
- http://esask.uregina.ca/entry/aboriginal_treaty_rights.html

Reading responses

500-600 words. Write two to three well-constructed paragraphs responding to a text on our reading list, or to several of the texts. There are different ways of approaching this writing assignment. You may analyze a striking passage, consider a theme or pattern you see, compare and contrast, pursue a question, explore an idea related to the text. There are no rules about when these are due, other than that no more than 1 may be submitted during the last week. Reading responses are also not a substitute for attendance: please do not email me a response instead of coming to class. Do email your reading response as an attachment, using the subject line: [Your last name] reading response 1 [or 2 or 3].

Essay

Approximately 2,500 words. Write an essay on one of our primary texts and topic of your own choosing, addressing themes within the parameters of this course. Use at least two secondary sources (these may be from our secondary readings, but you are not limited to those). Use MLA style for formatting and references. Essays are due Thurs. June 26th at noon (deliver to the drop box on 18th floor Dunton). Please note that this really is the last possible day I can accept papers and submit your grades by the FASS deadline. Plan ahead.

Seminar presentation (for graduate students only)

A 20 minute presentation on any one of our texts, primary or secondary, plus facilitation of 10-15 minutes of discussion (which can be woven through your presentation, or saved until the end). Have a thesis, but make your presentation pivot on a close reading of one or two passages. Set a discussion in motion, with the particular frame, angle, questions, passage(s) you have focused on in your presentation. Hand in an informal write-up of your presentation, in paragraph form, so that I have a record of what you presented. The grade for this assignment is based only on your in-class presentation.

READING SCHEDULE

Tues May 6th

Introduction to the course

Lorenzo **Veracini**, *Settler Colonialism: A Theoretical Overview*: read Introduction and Chapter 1: Population

Thurs May 8th

Last stop on the colonial circuit: Canada as new beginning or as repetition compulsion?

-John **Galt**, *Bogle Corbet* (1831) read to page 108

-Katie **Trumpener**, *Bardic Nationalism*: 277-91

*** We are just reading the 3rd volume of *Bogle Corbet*. Our library has the entire book, ie. all 3 vols, as an ebook.***

Tues May 13th

Scottishness, character, and improvement

[Guelph]

-**Galt**, *Bogle Corbet*: read to end

-Daniel **Coleman**, *White Civility*: 5-13, 92-99

Thurs May 15th

Settler space and liberal experiment

[Toronto, Niagara]

-Anna **Jameson**, *Winter Studies and Summer Rambles in Canada* (1838):

Preface, 15-21, 26-34, 39-47, 55-59, 65-68, 70-75, 89-91, 94-103, 117-

120, 145-46, 148-49, 150-55, 164-74, 177-81, 190-205

-Mary **Wollstonecraft**, *A Vindication of the Rights of Woman* (1792): 133, 139-141, 153-54, 225-30

-Harriet **Martineau**, *Society in America* (1837): 126-30

-Lord **Durham**, "Report on the Affairs of British North America" (1840)

Tues May 20th

Four stages theory and Aboriginal peoples

[Sault Ste Marie, north shore of Lake Huron, Manitoulin Island]

- **Jameson**: 217-37, 246-48, 254-60, 287-98, 302-12, 319-23, 347-52, 362-68, 377-78, 379-84, 394-403, 429-37, 454-71, 477-82, 512-20

-John **Millar**, *The Origin of the Distinction of Ranks* (1806): read First 5 paragraphs, then skip to Chapter I: Of the Rank and Condition of Woman in Different Ages and read Section I: The effects of poverty and barbarism with respect to the condition of women (read up to para beginning "In all these German nations") electronic copy of text at: <http://socserv2.socsci.mcmaster.ca/~econ/ugcm/3ll3/millar/rank>

***link to sketches by Anna Jameson

http://ve.torontopubliclibrary.ca/capturing_canada/jameson.html***

Thurs May 22nd

Captivity, the gothic, Protestantism, sexuality

[Montreal]

- Maria **Monk**, *The Awful Disclosures of Maria Monk* (1836) [available online through our library. Go to Databases > Early Canadiana Online > in the "Search" box type the title of the book and under "Search in" choose Titles. Three editions will come up. Click on the second]

-Jennifer **Blair**, *ReCalling Early Canada*, Chapter 7: "The Knowledge of 'Sex' and the Lattice of the Confessional" pages 173-210

Tues May 27th

Sentimental history: gender, race, and sympathy

[Massachusetts]

- Catharine Maria **Sedgwick**, *Hope Leslie* (1827): read to end of Vol. 1

Thurs May 29th

Family feeling and the problem of sovereignty

-**Sedgwick**, read to end

-Mark **Rifkin**, *When Did Indians Become Straight?:* read Intro: 3 – top 6, 9 - mid 12, 15 - 25, btm 34- mid 38, & Chapter 2: 99-142

optional: Veracini, *Settler Colonialism*, Chapter 2: "Sovereignty"

Tues June 3rd

Imposing colonial institutions: the "fortress of marriage"

-Sarah **Carter**, *The Importance of Being Monogamous*: read 4-17; 58-50; 67-73; 80-85; 112-15; 118-31; 148-54; 166-69; 174-75; 208-11; 232-35; 282-85

-Jean **Barman**, "Taming Aboriginal Sexuality," *BC Studies* 115/116

-Bonita **Laurence**, "*Real*" *Indians and Others*: read 25-63

Thurs June 5th

Decolonizing representations of family

-Pauline **Johnson**, "A Red Girl's Reasoning," "The Iroquois Women of Canada," "As It Was in the Beginning" and "The Lodge of the Law-Makers" (these are pages 188-212, 215-18 in *E. Pauline Johnson Tekahionwake*)

- Pauline **Johnson**, "A Strong Race Opinion" (This is at the back of the novel *Winona*, Appendix A, pages 299-308)

-Julia **Emberley**, *Defamiliarizing the Aboriginal*: read 6-12, btm 22 – mid 24, mid 37 – mid 39, and Chapter 5: "The Family in the Age of Mechanical Reproduction":152-80

Tues June 10th

Captivity, again

[Frog Lake, Saskatchewan]

-Theresa **Gowanlock** and Theresa **Delaney**, *Two Months in the Camp of Big Bear* (1885)

-Jennifer **Henderson**, "Female Freedom as an Artefact of Government," Chapter 2 of *Settler Feminism*

-Kate **Higginson**, "Jessica Lynch's Captivity as (neo)Colonial Rape Scare," from *ReCalling Early Canada*, pages 65-70

Thurs June 12th

Sensation fiction

[Thousand Islands region of the St. Lawrence river]

-Isabella Valancy **Crawford**, *Winona* (1873)

- Appendix B: read "Sensation Literature" 311-14

Tues June 17th

Colonial taste

[Ottawa or Toronto (Humber river) or]

-Susan Frances **Harrison**, *Crowded Out! and Other Sketches* (1886)

-Jennifer **Henderson**, "Taste and Colonial Conjugality," *Canadian Literature* 213 (Summer 2012)

Thurs June 19th

Optional individual meetings with me to discuss research paper due in one week.