

Carleton University*
Department of English
Summer 2024 (July/August)
ENGL 4961A: Indigenous Literatures II
ENGL5007W: Studies in Indigenous Literatures
Topic: Re-storying Resurgence in Indigenous Multi-Media Genres

Instructor: Brenda Vellino
Email: BrendaVellino@cunet.carleton.ca
Office: DT 1815
Office Hours: by appointment

***On the traditional unceded territories of the Algonquin Anishinaabe Peoples in the Kiji Sibi (Ottawa River) Watershed**

Course Description: Contemporary Indigenous literary and multi-media artists from northern Turtle Island (also known as Canada) have increasingly taken up popular genres and modes such as speculative fiction, graphic novels, the horror film, stop motion animation film shorts, documentary, drama, spoken word, and performance art. These practices decolonize settler genre norms, represent complex contemporary social realities, and assert Indigenous sovereignties and resurgence. This course will enable us to consider the politics and ethics of cultural production and reception within the intersecting conditions of ongoing settler colonial impacts and Indigenous decolonisation and resurgence work. Our course methodology will feature careful attention to specific Indigenous, Inuit, and Métis cultural contexts, social realities, protocols, and priorities. Whenever possible, our discussion will centre Indigenous knowledge keepers, along with literary, performance, and cultural critics such as Greg Younging, Jo-Ann Archibald, Grace Dillon, Warren Cariou, Jesse Rae Archibald-Barber, Daniel Heath Justice, Dorothy Christian, and Kyle Whyte. Topics may include residential schools legacies, contemporary urban or rez realities, MMIWG2S interventions, relational kinship ethics, revitalization and resurgence practices, Indigenous justice, climate change interventions, and re-embodiment and decolonial love, particularly informed by questions of gender and sexuality. We will pursue this central question: what draws Indigenous writers and artists to popular and multi-media genres and how do they revise and refashion them to decolonize, intervene, and assert cultural sovereignty and resurgence? Experiential learning through attending Indigenous cultural events or teachings in addition to class readings and viewings will be a priority.

Course Print Texts: for purchase: Available at Haven Books, Bank & Sunnyside

- Greg Younging, (Cree): *Elements of Indigenous Style* (2018)
- Cherie Dimaline (Anishnaabe Métis), *The Marrow Thieves* (2017)
- Tanya Tagaq (Inuit) – *Split Tooth* (2018)
- Patti LaBoucane Benson (Cree Métis) - *The Outside Circle* (2016)
- David Robertson (Cree Métis) - *Betty: The Helen Betty Osborne Story* (2015)
- Billy-Ray Belcourt (Driftpile Cree Nation): *This Wound is a World* (2019)

Course Visual and Performance Texts:

- **Feature Film:** Jeff Barnaby (Mi'kmaq), Dir. *Rhymes for Young Ghouls*.
- **Stop Motion Animation:** Amanda Strong (Métis), Dir. and Leanne Betasamosake Simpson (Michi Saggiig Anishinaabe): “Biidaaban” and “How to Steal a Canoe”
- “Four Faces of the Moon”
- **Documentary:** Tasha Hubbard (Cree), Dir.: *nîpawistamâsowin (We Will Stand Up)*, NFB (2019)
- **Play:** Kevin Loring (Nlaka'pamux), Quelema Sparrow (Musqueam), and Sebastian Archibald. *The Pipeline Project. Canadian Theatre Review (2020): 57-74.*
- **Spoken Word/Performance:** Laakkuluk Williamson Bathory (Greenlandic Inuk)

Course Evaluation: Fourth Year Students

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| • Attendance/Participation: | 10% |
| • Locating Positionalities Personal Reflection (750 words) | 10% |
| • 3 in-class writing reading responses (350 words): | 15% |
| • Seminar Discussion Co-facilitation: | 25% |
| • Final Research Project Proposal: | 5 |
| • Final Research Extension Projects (10-12 pages or equiv.) | 35% |
| • Optional Experiential Learning Extra Credit Event Response(s) | +3 |

Course Evaluation: Graduate Students

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| • Locating Positionalities Personal Narrative (750 words) | 10% |
| • 3 in class writing reading responses (350 words): | 15% |
| • Seminar Discussion Facilitation | 20% |
| • Short Critical Article Discussion | 15% |
| • Final Research Project Proposal with Annotated Bibliography: | 5% |
| • Final Research Extension Project: (12-15 pages or equiv.) | 35% |
| • Optional Experiential Learning Extra Credit Event Response | +3 |