

**Carleton University  
Fall 2016  
Department of English**

**ENGL 5804F : Studies in Canadian Literature I  
*Making Settler Colonial Modernity***

**Mondays / 11:30-2:30  
Location: Dunton Tower 1816**

**Instructor: Jennifer Henderson  
Email: [jennifer.henderson@carleton.ca](mailto:jennifer.henderson@carleton.ca)  
Office: Dunton Tower 1911  
Office Hours: Thursdays, 11:00-12:00 or by appointment**

### **DESCRIPTION**

In this course we will read 19<sup>th</sup>-century prose that participates in the process of constituting the spaces, subjectivities, social and economic logics, and strategies of governance associated with the enterprise of modernity in the settler-colonial context. Our focus is on Canada but a Canada conceived as a trans-Atlantic and continental space of discourse within which ideas of liberal progress, political economy, civility, proper gender and sexuality, and religious and racial difference circulate. Our settler literary texts include the genres of travel literature, captivity narrative, and sensation fiction. We will also read Indigenous historiography and short stories. Our last few weeks will introduce current writing reflecting on the inheritances of the 19<sup>th</sup> century in the present: an experimental novel by the Montreal writer, Gail Scott, and songs and stories by the Nishnaabeg writer and theorist, Leanne Simpson. Literary texts will be supplemented each week by theory and criticism.

### **INTELLECTUAL GOALS:**

- A central 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.
- We will be guided by recent postcolonial and Indigenous studies scholarship emphasizing the way that colonial reshaping of Indigenous family and household formation were crucial means of dispossession.
- The course is structured around the idea that settler colonialism in Canada is a particular version of liberal thought and practice. Hence, we'll be thinking about the relations between 19<sup>th</sup> century liberal ideas and the settler project.
- We'll try to be attentive to questions of literary genre, thinking wherever possible about relationships between aesthetic or formal conventions and social ones.
- We'll try to be self-reflexive about what it means to continue reading the literature of settlement in the context of a commitment to decolonization. What approaches does this require of us? Particular readings will get us thinking about the politics of epistemology or what has been called 'cognitive imperialism.'

- The [thisnativeland.org](http://thisnativeland.org) site is a great resource to use for locating yourself, and the territories our texts figure, within Indigenous geography, language group, and treaty history.

## LITERARY TEXTS

Please purchase the texts at Octopus Books, 116 Third Ave. 613-233-2589. They will also be put on reserve for short-term loan. I will advise you on how to access the secondary readings in our first class.

John Galt, *Bogle Corbet* (1831) This Canadian abridgement is out of print. I have some copies to loan out. If you don't mind reading an electronic version, you can put together the abridgement yourself by reading:

Vol.2: read last two chapters <https://archive.org/details/boglecorbetoremi02galt>

Vol. 3 read all <https://archive.org/details/boglecorbetoremi03galt>

Anna Jameson, *Winter Studies and Summer Rambles in Canada* (1838) McClelland & Stewart, 2008: ISBN 9780771017056

Catharine Maria Sedgwick, *Hope Leslie* (1827) Penguin Classics, 1998: ISBN 9780140436761

George Copway, *The Traditional History and Characteristic Sketches of the Ojibway Nation* (1850) Wilfrid Laurier Universit Press, 2014: ISBN 978155458976

Theresa Gowanlock & Theresa Delaney, *Two Months in the Camp of Big Bear* (1885) University of Regina Press, 1999: ISBN 9780889771079

Isabella Valancy Crawford, *Winona* (1873) Broadview, 2006: ISBN 9781551117096

Gail Scott, *The Obituary* (2010) Coach House, 2010: ISBN 9781552452332

Leanne Simpson, *Islands of Decolonial Love* (2013) ARP, 2013: 9781894037884

Leanne Simpson, *Dancing On Our Turtle's Back* (2011) ARP, 2011: ISBN 9781894037501

## EVALUATION

Attendance & participation	<b>15%</b>
2 reading responses	<b>20%</b> (option to do 3, with only best 2 counting)
1 Seminar presentation	<b>30 %</b> (on a literary text, write-up handed in)
1 essay (approx. 12 pages)	<b>35%</b>

### Attendance and participation (15%)

Come to class having read the required reading materials, primary and secondary. Bring them with you to class so that you can refer to them (print outs or electronic versions). The success of our seminar will really depend on your commitment to being prepared for class, your willingness

to share relevant ideas and questions, to listen attentively, and respond generously and maturely to others. I cannot stress enough the importance of doing the readings before class: your contributions should be informed by your reading and the knowledge accumulated from our discussions. This is not an automatic 15%: you have to earn attendance and participation grades. That said, the emphasis is not on the ‘quantity’ of words spoken in class. I just want you to be a live, informed presence.

### **Reading responses (2 x 10% = 20%)**

Over the course of the term, you will submit to me (by email) TWO responses to secondary readings. In three pages (double-spaced), your response should:

1. *Summarize*: Describe, as if for a reader who has never read the piece, a sense of what it concerns, what it does, and how it does that. Be concise, precise, and non-evaluative at this point. Isolate what you see as the thesis, and paraphrase it.
2. *Isolate the important points*: Isolate the two or three most salient points from the reading. (Salience in this context means: what stands out as crucial to our concerns that week or in the course more generally; what is memorable, provocative, useful—a point you think requires ongoing consideration.) You may present these as quotations, or simply refer to them by page number and paraphrase them.
3. *Reflect on these points*: Think about and respond to the points you have selected. How is each significant to the author’s argument? How do you respond to it (agree/disagree--in whole or in part, what does it open up for you, what linkages does it help you make, how is it pertinent to you/your research interests?)
4. *Frame an on-going question*: Formulate a question that remains with you after the steps above. Give one reason why this question continues to be significant and on-going. This part of the response is about what you take away from the reading, but it allows for an element of uncertainty and unfinishedness.

Choose from those readings categorized as “secondary” [ie. required] *or* “optional.” Choose one from weeks 2-6 (must be submitted by Oct. 24) and the other from weeks 7-14 (must be submitted by Dec. 12). You may send your responses to me at any time but allow 2 weeks for them to be returned to you. Email your response as an attachment, using the subject line: [your last name] reading response [put number here]. NB: You have the option of submitting THREE reading responses, and having me count only your best two towards this portion of the final grade.

### **Seminar presentation (30%)**

A 15-minute presentation on one of our literary texts, plus facilitation of 10 minutes of discussion (which can be woven through your presentation, or saved until the end, depending on your preferred style). *Have a clear thesis* and make your presentation pivot on a close reading of one or two crucial passages, which you should take us to as part of the presentation. Set a discussion in motion, with the particular frame, angle, questions, passage(s) you have focused on. Your argument concerns the text as a whole but it is anchored in precise observations about: connections between its parts, how something is functioning, an aspect of how the text works or is put together, something curious, contradictory, unresolved, and the questions and implications arising from this. Although the focus of your presentation is the literary text, you are encouraged to make connections to our secondary (and/or optional) readings for the week. Hand in a write-up of your presentation, in paragraph form, so that I have a record of what you presented. (This

may be handed in right at the end of class, or one week later.) The grade for this assignment is based on both your in-class presentation and your write-up.

### **Final essay (35%)**

This is a conference-paper length essay of approximately 12 pages (double-spaced). Write an essay on one of our primary texts and a topic of your own choosing, addressing themes within the parameters of this course. Use at least three secondary sources. I encourage you to make use of our secondary and optional readings. You may go beyond them, but do engage with them. Use MLA style for formatting and references. Essays are due **Fri. Dec. 16<sup>th</sup> by 10am** in the drop-box on the 18<sup>th</sup> floor. Please note that I have already built an extension into this due date. It is firm.

### **Additional notes:**

**GRADES:** Grades for written work will be based on insightfulness, presentation of focused ideas supported by textual evidence, effective organization of ideas, clarity of expression, correct use of MLA style, correct spelling and grammar. The following percentage equivalents will be used when calculating your final grade for this class:

A+=90; A/A- = 88; A=85; A-=80; B+/A- = 79; B+ = 77; B/B+ = 75; B = 73; B-/B = 72; B- = 70; C+/B- = 69; C+ = 67; C/C+ = 65; C= 63; C-/C = 62; C- = 60; D+/C- = 59; D+ = 57; D/D+ = 55; D = 53; D-/D = 52; D- = 50; F = 0-49 (a numerical grade will be assigned for an F paper)

**PLAGIARISM:** Plagiarism means passing off someone else's words or ideas as your own or submitting the same work in two different academic contexts. The most common forms of plagiarism include unacknowledged copying from secondary sources, purchasing papers online or from essay-writing services, or having another person write a paper for you. Do not take these risks. The consequences of plagiarism are severe and are issued by the Dean and the University Senate. In order to avoid plagiarism, you must clearly and correctly attribute the specific sources of quotations, phrasings, and ideas you pick up from books, the internet, and other people. Acknowledging the sources for your writing is considered a crucial part of scholarship and does not suggest that you are unoriginal; rather, it shows that you are responsible and honest about how your own writing builds on the work of others. For additional information, consult the section on Instructional Offenses in the Undergraduate Calendar.

**ACADEMIC ACCOMMODATIONS POLICY:** If you need special arrangements to meet your academic obligations during the term due to pregnancy, religious obligation, or disability, the processes to be followed for an accommodation request are:

**Pregnancy obligation:** write to me with any requests for an 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 visit the Equity Services website

[www2.carleton.ca/equity/accommodation](http://www2.carleton.ca/equity/accommodation)

**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 visit the Equity Services website [www2.carleton.ca/equity/accommodation](http://www2.carleton.ca/equity/accommodation)

Students with disabilities requiring academic accommodation in this course must register with the Paul Menton Centre for Students with Disabilities for a formal evaluation of disability-related needs. Documented disabilities could include but are not limited to mobility/physical impairments, specific Learning Disabilities (LD), psychiatric/psychological disabilities, sensory

disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions. Registered PMC students are required to contact the PMC 613-520-6608 every term to ensure that I receive your Letter of Accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you only require accommodations for your formally scheduled exam(s) in this course, please submit your requires for accommodations to PMC by the deadlines published on the PMC website [www2.carleton.ca/pmc/new-and-current-students/dats-and-deadlines/](http://www2.carleton.ca/pmc/new-and-current-students/dats-and-deadlines/)

**LEARNING SERVICES AT CARLETON:** The Centre for Student Academic Support (CSAS) offers help with writing at a university level, according to the requirements of specific disciplines. You can make an appointment for free one-on-one tutoring in relation to a specific assignment you are working on. Ask for a tutor specializing in literary studies. The Centre also offers students learning support strategies including academic skills workshops and information sessions, study rooms, a tutor referral service, and peer helpers. Visit the Centre on the 4<sup>th</sup> floor of the MacOdrum Library or contact them directly to make an appointment: [www.carleton.ca/csas](http://www.carleton.ca/csas), 613-520-3822, [csas@carleton.ca](mailto:csas@carleton.ca).

Career Services and Co-operative Education: career development, employment preparation, experiential learning opportunities for Carleton students. The Career and Resource Centre is located at 401 Tory 613-520-6611. The Co-op and Employer Centre is at 1400 Carleton Technology and Training Centre 613-520-4331. For information on the co-op program for English students see [carleton.ca/english/2015/co-op-program-english-students](http://carleton.ca/english/2015/co-op-program-english-students)

## READING SCHEDULE

### **WEEK 1: Sept. 12 What is distinctive about settler colonialism?**

Introductory readings to complete *before* this class please:

- Patrick Wolfe, “Settler Colonialism and the Elimination of the Native”
- Lorenzo Veracini, Ch 1 “Population” from *Settler Colonialism: A Theoretical Overview*
- Bonita Lawrence, Ch 1 of *‘Real’ Indians and Others* (“From Sovereign Nations to ‘A Vanishing Race’”)

### **WEEK 2: Sept. 19 Canada and the trans-atlantic world: a new beginning or a haunted space-time?**

Literary text:

John Galt, *Bogle Corbet* (1831)

Required secondary reading:

- Kenneth McNeil, “Time, Emigration, and the Circum-Atlantic World: John Galt’s Bogle Corbet”

Optional:

*genre:*

- Excerpts from Katie Trumpener, *Bardic Nationalism: The Romantic Novel and the British Empire* (key pages are 277-288, but also relevant: 19-20, 25-26, btm30-top32, 253-mid255, 257, 262, 269-top270, btm153-156)

*political economy:*

- Peter Burroughs, ed. *Colonial Reformers and Canada, 1830-1849* (i-xv, xxiv, 43-64, 67-79) available electronically at:  
<http://catalogue.library.carleton.ca/search/?searchtype=t&SORT=D&searcharg=colonial+reformers+and+canada&searchscope=3&submit=Submit>
- Karl Polanyi, *The Great Transformation: the Political and Economic Origins of Our Time*, Ch 6 (“The Self-Regulating Market and the Fictitious Commodities: Labor, Land, and Money”)

*The first two volumes of Bogle Corbet:*

- Vols 1 & 2 of *Bogle Corbet*, which are not part of our very abbreviated edition (only the 3<sup>rd</sup> Vol), are available at archive.org
  - Vol 1: [https://archive.org/stream/cihm\\_42428#page/n7/mode/2up](https://archive.org/stream/cihm_42428#page/n7/mode/2up)  
Bogle Corbet’s childhood, apprenticeship in Scotland, time spent amongst weavers with revolutionary inclinations, his turn to enterprise
  - Vol. 2: [https://archive.org/stream/cihm\\_42429#page/n7/mode/2up](https://archive.org/stream/cihm_42429#page/n7/mode/2up)  
Bogle Corbet returns to his birthplace, colonial Jamaica

*The Huron Tract (treaty, 1827)*

- <https://www.aadnc-aandc.gc.ca/eng/1370372152585/1370372222012#ucls21>

### **WEEK 3: Sept. 26 NO CLASS THIS WEEK**

### **WEEK 4: Oct. 3 Settler colony and liberal utopia**

Literary text:

- Anna Jameson, *Winter Studies and Summer Rambles in Canada* (1838)  
(read the following pages in the 2008 edition: Preface, 7-13, 19-28, 33-42, 51-55, 62-66, 67-73, 88-104, 120-123, 150-51, 154-55, 156-161, 171-183, 187-191, 201-217, 230-53, 262-64, 269-277, 306-318, 322-333, 341-45, 372-378, 389-395, 404-406, 423-434, 462-471, 516-524, 542-548, 555-563)

Required secondary reading:

- Excerpts from Mary Wollstonecraft, *A Vindication of the Rights of Woman* (1792)

Optional:

- Excerpts from John Millar, *Observations Concerning the Distinction of Ranks in Society* (1771)  
[three stages theory, sometimes called conjectural history: read especially 83-85, 93-97, 106-07, 144]

Karl Polanyi, *The Great Transformation: the Political and Economic Origins of Our Time*, Ch 7 (“Speenhamland, 1795”)

**WEEK 5: Oct. 10      NO CLASS (Thanksgiving)**

**WEEK 6: Oct. 17      Sentiment and sovereignty**

Literary text:

- Catharine Maria Sedgwick, *Hope Leslie* (1827)

**Sentiment and sovereignty cont'd**

Required secondary reading:

- Mark Rifkin, Intro to *When Did Indians Become Straight?* (3 - top 6; 9 - mid 12; 15 -25; btm 34 – mid 38) and Ch 2, “Adoption Nation”

Optional:

- Mark Rifkin, “Indigenizing Agamben: Rethinking Sovereignty in Light of the ‘Peculiar’ Status of Native Peoples”
- Mark Rifkin, “Settler States of Feeling: National Belonging and the Erasure of Native American Presence”

**WEEK 7: Oct. 24      NO CLASS (Reading Week)**

**WEEK 8: Oct. 31      Ethics and politics of knowledge in a settler context**

Literary text:

- George Copway, *The Traditional History and Characteristic Sketches of the Ojibway Nation* (1847)

Required secondary reading:

- Daniel Coleman, “Grappling with Respect: Copway and Traill in a Conversation That Never Took Place”

Optional:

- Excerpts from Julia Emberley, *Defamiliarizing the Aboriginal: Cultural Practices and Decolonization in Canada* (read only up to p.39)
- On the Robinson-Superior and Robinson-Huron treaties (1850) <http://www.aadnc-aandc.gc.ca/eng/1360945974712/1360946016409?pedisable=true>

**WEEK 9: Nov. 7      Decolonizing representations of family**

Literary texts:

- Pauline Johnson, “A Red Girl’s Reasoning” (1893) and “As It Was in the Beginning” (1899)

Required secondary reading:

- Bonita Lawrence, Ch 2 of *‘Real’ Indians and Others* (“Regulating Native Identity by Gender”)
- Julia Emberley, “The Family in the Age of Mechanical Reproduction: Aboriginality in the Photographic Archive,” Ch 5 of *Defamiliarizing the Aboriginal*

Optional:

- Sarah Carter, excerpts from *The Importance of Being Monogamous: Marriage and Nation Building in Canada to 1915*

**WEEK 10: Nov. 14 White women's captivity and subjectification**

Literary text:

- Theresa Gowanlock and Theresa Delaney, *Two Months in the Camp of Big Bear* (1886)

Required secondary readings:

- Jennifer Henderson, "Female Freedom as an Artifact of Government: *Two Months in the Camp of Big Bear*," Ch 3 of *Settler Feminism and Race Making in Canada* 114-118, 129-140
- Kate Higginson, excerpt from "Female Vulnerability, (Neo)colonial Captivities, and Rape Scares"

Optional:

- <http://www.mediaindigena.com/> Interview with historian James Daschuk on Canada's strategy of displacement through starvation
- Excerpt from Daschuk, *Clearing the West*

**WEEK 11: Nov. 21 Sensation and settler nation-building**

Literary text:

- Isabella Valancy Crawford, *Winona* (1873)

Required secondary reading:

- Read the editors' Introduction and appendices on 299-308 & 311-314.

Optional:

- Ailsa Kay, "Sensation and Civility: Protecting the Confederation Family in Isabella Valancy Crawford's *Winona; Or, the Foster-Sisters*"

**WEEK 12: Nov. 28 Writing unsettler time, space, and self**

Literary text:

- Gail Scott, *The Obituary* (read to p. 71)

Required secondary readings:

- 2-page primer on *The Obituary*
- Walter Benjamin, "Theses on the Philosophy of History"

Optional:

- Jonathan Flatley, excerpt from *Affective Mapping: Melancholia and the Politics of Modernism* (read "Walter Benjamin: Melancholy as Method" pp. 64-75)
- Avery Gordon, excerpt from *Ghostly Matters*



(resources on Gail Scott & her writing):

- “Gail Scott in Conversation,” from *Gail Scott: Essays on Her Works*
- Gail Scott weblinks (see links 1 and 2 especially)
- See “Gail Scott: Sentences on the Wall,” a special issue of the journal *Open Letter* 14.9 (2012) devoted to the work of Gail Scott, with essays by Hulse, Quartermain, and Eichorn & Carr on *The Obituary* (in library: PS 8001 O65 Floor 1/Compact shelving)
- Dianne Chisholm, “Paris, *Mon Amour*, My Catastrophe, or *Flâneries* through Benjaminian Space” (read especially pp. 157-174)

**WEEK 13: Dec. 5 Writing unsettler time, space, and self [cont’d]**

Literary text:

- Gail Scott, *The Obituary* (read to the end)

Required secondary reading:

- Chris Andersen, excerpts from “*Métis*”

**WEEK 14: Dec. 9 Indigenous resurgence: knowledge, territory, relationality**

Literary text:

- Leanne Simpson, *Islands of Decolonial Love*

Required secondary reading:

- Leanne Simpson, *Dancing On Our Turtle’s Back: Stories of Nishnaabeg Re-Creation, Resurgence and a New Emergence*: pages 11-15, 65-71, 80-81, 85-98, 119-127, 134-35
- Listen to some of the recordings at the companion website for the book at [arpbooks.org](http://arpbooks.org)

Optional:

- Andrea Smith, “Queer Theory and Native Studies”
- On the Williams treaties of 1923 to which Simpson refers:
- <http://www.aadnc-aandc.gc.ca/eng/1100100028996/1100100028998>  
<https://www.aadnc-aandc.gc.ca/eng/1100100029000/1100100029002#chp2>