

FACULTY OF ARTS  
DEPARTMENT OF ENGLISH  
COURSE OUTLINE

English 607.72-S01  
Course Title: Indigenous/Diasporic Solidarities  
Fridays, 10:00-12:45 SS1015

Winter 2017

Instructor: Dr. Larissa Lai  
Office: SS1059  
Office Hours: Fridays, 1:45pm - 2:45pm or by appointment  
Email: larissa.lai@ucalgary.ca

**Course Description:**

Since the passing of the Delgamu'uukh decision in British Columbia in 1997, the T'silqotin decision in 2014, and the intensification of Indigenous sovereignty movements with Idle No More, questions have arisen in postcolonial/diasporic contexts about a renewed way of imagining and creating productive and meaningful coalitions, and about being supportive allies, while maintaining an analysis of global movement. In Indigenous contexts, meanwhile, the question of sovereignty poses problems of "nation to nation" relations, both vis à vis the Canadian state, among Indigenous nations and between Indigenous nations and other subaltern locations. This is a fraught terrain in which there can be no prescribed course of action or form of relation. What is needed is discussion, imagination, respect, responsibility, attention to history, attention to the present, and attention to embodied experience. In this course we will read, watch and/or listen to some of the most recent thinking on this difficult problem and seek avenues for attention, action and relationship building.

**Required Texts:**

Note that URLs are given for texts available at the University of Calgary library or texts that are free online. Texts without URLs are available at the University of Calgary Bookstore, with the exception of SKY Lee's *Disappearing Moon Cafe*, which may be purchased used online at Abe Books; and *Village of Widows*, which is a film, to be screened in class if I can get it in time.

Maracle, Lee. "Yin Chin." *Native Writers and Canadian Writing*. Ed. W.H. New. Vancouver: UBC Press, 1990. 156-161.  
<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/detail.action?docID=10135985>

Lawrence, Bonita and Enakshi Dua. "Decolonizing Anti-racism." *Reconciling Canada: Reconciliation Through the Lens of Cultural Diversity*. 233-262.

<http://www.ahf.ca/downloads/cultivating-canada-pdf.pdf>

Tallbear, Kim. "Introduction: An Indigenous Feminist Approach to DNA Politics". *Native American DNA: Tribal Belonging and the False Promise of Genetic Science.* Minnesota Scholarship Online, 2015.  
<http://minnesota.universitypressscholarship.com.ezproxy.lib.ucalgary.ca/view/10.5749/m-innesota/9780816665853.001.0001/upso-9780816665853-chapter-1>

Coleman, Daniel. "Indigenous Place and Diaspora space: Of Literalism and Abstraction." *Settler Colonial Studies* 6.1 (2015): 61-76. <http://www.tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/2201473X.2014.1000913?scroll=top&needAccess=true>

Olwan, Dana M. "On Assumptive Solidarities in Comparative Settler Colonialisms." *Feral Feminisms* 4.  
<http://www.feralfeminisms.com/assumptive-solidarities/>

Amadahy, Zainab, and Bonita Lawrence. "Indigenous Peoples and Black People in Canada: Settlers or Allies?" *Breaching the Colonial Contract: Anti-Colonialism in the US and Canada.* A. Kempf, ed. Toronto: Spring, 2009. 105-136.  
[http://link.springer.com.ezproxy.lib.ucalgary.ca/chapter/10.1007/978-1-4020-9944-1\\_7](http://link.springer.com.ezproxy.lib.ucalgary.ca/chapter/10.1007/978-1-4020-9944-1_7)

Clements, Marie. *Burning Vision.* Vancouver: Talonbooks, 2003.

*Village of Widows.* Dir. Peter Blow. 1999. Video. **TBC, depending on availability.**

Compton, Wayde. *The Outer Harbour.* Vancouver: Arsenal Pulp Press, 2014.

Silko, Leslie Marmon. *Ceremony.* New York: Penguin, 1986.

Regan, Paulette. *Unsettling the Settler Within: Indian Residential Schools, Truth Telling, and Reconciliation in Canada.* Vancouver: UBC Press, 2010.

Lee, SKY. *Disappearing Moon Cafe.* Vancouver: Douglas and McIntyre, 1990.  
**\*\*Please note that this book is out of print. However, there are plenty of used copies available at Abe Books online. Please order this book ASAP to make sure you have it in time to read it for the March 4 class.**

Maracle, Lee. *Memory Serves: Oratories.* Edmonton: NeWest, 2015.

Coulthard, Glenn. *Red Skins, White Masks: Rejecting the Colonial Politics of Recognition.* Minneapolis: U of Minnesota P, 2014.

Mathur, Ashok, Jonathan Dewar and Mike DeGagne, eds. *Cultivating Canada: Reconciliation Through the Lens of Cultural Diversity*. Ottawa: Aboriginal Healing Foundation, 2011.

<http://www.ahf.ca/downloads/cultivating-canada-pdf.pdf>

Howe, LeAnne. *Choctalking on Other Realities*. San Francisco: Aunt Lute 2013.

Christian, Dorothy and Rita Wong. *Downstream: Reimagining Water*. Waterloo: Wilfrid Laurier UP, 2017.

### **Course Requirements:**

#### 1. Presentations (20% X 2) (15 minutes each):

Briefly summarize the text you are presenting on (3-5 minutes). If it is a critical piece, tell us what the main arguments are. If it is a novel, story or play, give us the main plot points. If it is a book of poetry, then the summary depends on the author's approach. It may be appropriate to talk about themes, or alternately the author's formal approach and the relationship between form and content. Use your best judgement. You may always consult with me if you wish.

The bulk of your presentation (10-12 minutes) should be a critical assessment of the text from an angle chosen to generate interest and complex, engaged discussion. Some questions you may wish to consider: What is the historical/social/political/personal context of this text? How does the text address (or otherwise inflect) the problem of kinship, coalition, respect or relation? What other knowledge or community formations does this text speak to? How does the form/structure of the text reflect the author's interests and concerns? Is this an "embodied" text? How so? Is this text a form of situated knowledge? How so? Or why not? Is there a drive towards meaning in this text? If not, why not? Is the text beautiful and/or excellent? If yes, how so? If not, why not? What other kinds of aesthetic, social, political or thematic concerns might be at work in this text? Does the text aim to transparently represent experience? How? Or alternately, why not? Is the text a call-to-action? What kind of action?

Close the presentation with two well-thought-out questions designed for discussion purposes. We may refine one or both of them, then take them/it up for further elaboration in class. For the presentation, please give me and your classmates a visual aid, so we can follow you. This may be a handout, Powerpoint/Keynote/Prezi slides or some other aid of your choice. Please also put your discussion questions on the handout or slides.

Students will be penalized for going under the 12-minute mark or over the 20-minute mark, so **time your presentation carefully**. The key is to draw out a few important ideas; you do not need to be comprehensive. If there are two texts up for presentation on a given day and two presenters, each presenter must present on a different text. On days when there are two presenters and a single long text to be presented on, presenters must coordinate in advance to ensure they are offering sufficiently different presentations.

After your presentation, you will hand in a 3-page précis (concise summary) of your presentation. Précis due: one week after you present.

3. Final assignment (12 - 15 pages) (40%):

The final assignment may take one of three forms:

a) The final assignment may be a polished, substantive revision of one or more of your presentations. It should deepen, complicate and elaborate upon the presentation content. Please do not simply add on to what you presented in class. **The revision must be substantive.** Come discuss the assignment with me if you are in any way unsure.

b) The final assignment may be a new, conventionally-structured academic paper, 12 - 15 pages in length. It may emerge from one of your own questions or comments in relation to course material, or questions or comments from me or a classmate. You are strongly encouraged to come discuss this with me before you embark on it.

c) The final assignment may be a critical-creative project of your own devising that addresses the concerns of the course. It should require the equivalent labour of 12 - 15 page paper. Its content must be your original work. It may take the form of a chapbook, a zine, a video, a monologue, or another structure of your choice. Please come to my office hour or make a separate appointment to discuss this project with me before you embark on it.

**Final assignment due: Friday, April 21, 2017.** Since this is not a class day, please hand the paper in at the front desk of the English Department main office on the 11th Floor of the Social Sciences Tower. **The final assignment must be submitted in hard copy. No emailed assignments will be accepted.**

4. Participation and Participation Portfolio (20%):

You will earn your participation grade in the following manner:

Two days before we meet, ie., every Wednesday, you will email one question to me in relation to the text(s) under discussion for that week. In order to keep this exercise from getting out of control, or getting too onerous, please make your contribution clear, concise and to the point. A single paragraph of two to six well-considered sentences is plenty. More than six sentences is too much. I will make a handout consisting of all the submitted questions, which will then form the basis for class discussion.

Your general in-class participation will also be taken into consideration. Good participation entails active contribution to class discussion. In both your questions and comments, please strive for clarity of expression. You may, if it is pertinent, introduce texts and ideas from outside the syllabus; however, if you do so, you are required to explain that text or idea to the class in a way that those who are unfamiliar with the text or idea can clearly make sense of what you are saying. Ideally, you make intellectual space for productive response. "Star" behaviour, name-dropping, intentional obfuscation and other forms of academic bullying are strongly discouraged and will be penalized. A good seminar participant has done all the reading in time for class and given it serious

thought. She/he/they voice thoughts, opinions and responses regularly, though always at an appropriate moment. She/he also has regard and respect for the ideas of classmates, the ideas in the texts, and the contexts from which both texts and classmates emerge. He or she listens actively, and does not monopolize conversations. Students are expected to have read to the end all texts listed for the date of the seminar.

Attendance will also be considered.

The participation portfolio should contain questions emailed to me and any comments prepared for class. A key component of the portfolio for this class is the questions prepared by Wednesday for class discussion on Friday. These should be both punctual and well-considered. You may include in addition any other material that offers evidence of good participation, though this is not required. To be clear, then, you are required to submit each discussion question twice: Every Wednesday by email for class discussion, and again at the end of the course **in hard copy**, neatly organized in a single portfolio. This is to facilitate fair and accurate grading.

**Portfolio due: Friday, April 7, 2017.** This is the last day of class.

There is no final exam in this course.

### **Classroom conduct:**

Classroom conduct will be guided by the following purposes and values:

- to promote free inquiry and debate
- to act as a community of scholars
- to lead and inspire societal development
- to respect, appreciate, and encourage diversity
- to display care and concern for community
- to act as a community of scholars
- to lead and inspire societal development

In our classroom we seek to create and maintain a positive and productive learning and working environment, that is, an environment in which there is:

- respect for the dignity of all persons
- fair and equitable treatment of individuals in our diverse community
- personal integrity and trustworthiness
- respect for academic freedom
- respect for personal and University property

Students may be expected to read, respect, consider and discuss materials that they find challenging on a number of accounts, whether this is because of sexually explicit content, controversial ideas, or unfamiliar world views. Critical thinking is encouraged. Racism, sexism, homophobia, and classism of any kind will not be tolerated. Please turn off your cell phones before coming in to class. Laptops may be used in the classroom for note-taking purposes only. If you wish to watch a movie or engage in on-line chat, please leave the room to do so.

**Grading system:**

Grades are calculated according to the 4 point scale used in the *Graduate Calendar*:

<https://www.ucalgary.ca/pubs/calendar/grad/current/gs-g-1.html>

Grade	Grade Point Value	Graduate Description
A+	4.00	Outstanding
A	4.00	Excellent-superior performance showing comprehensive understanding of the subject matter
A-	3.70	Very good performance
B+	3.30	Good performance
B	3.00	Satisfactory performance
B-	2.70	Minimum pass for students in Faculty of Graduate Studies
C+	2.30	All grades below B- are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.
C	2.00	
C-	1.70	
D+	1.30	
D	1.00	
F	0.00	

Please note: A B- is considered a minimum pass for students in the Faculty of Graduate Studies.

Although the A+ is solely an honorific that entails no additional points in the four-point system, the course instructor will employ this mark to distinguish superlative work that exceeds expectations in style, correctness, intellectual depth and breadth, sophistication, and originality.

In the case of Instructors using numerical marks in the grading of term work, the departmental conversion chart applies.

90 + %	A+	4.0
85 – 89 %	A	4.0
80 – 84 %	A–	3.7
77 – 79 %	B+	3.3
74 – 76 %	B	3.0

70 – 73 %	B–	2.7
67 – 69 %	C+	2.3
64 – 66 %	C	2.0
60 – 63 %	C–	1.7
55 – 59 %	D+	1.3
50 – 54 %	D	1.0
0 – 49 %	F	0

**Late assignment policy:**

Assignments submitted after the deadline will be penalized with the loss of a third of grade (e.g.: A- to B+) for each day late. Weekends count as two days. Exceptions will be granted only with a doctor’s note.

**Style:**

The take-home essay should be written in MLA style. The definitive text on this style is: Gibaldi, Joseph. *The MLA Handbook for Writers of Research Papers*. 8<sup>th</sup> ed. New York: MLA, 2016. It is available in our library.

Other useful resources on MLA style:

<http://www.library.ubc.ca/home/about/instruct/mlastyle.html>

<http://owl.english.purdue.edu/owl/resource/557/01/>

**Academic Dishonesty:**

Please take note of the University of Calgary policy and do not plagiarize. Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possible suspension or expulsion from the university.

Purchased, commissioned or downloaded papers will be regarded with equal severity.

**Reading:**

It is your responsibility to have read the text under discussion on the day it is discussed in class. Longer texts will not necessarily be discussed in a linear fashion. Expect spoilers.

**Plagiarism:**

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possible suspension or expulsion from the university. Please refer to the following information and make sure you are familiar with the statement below on plagiarism.

<http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

**English Department Website:**

For more information about courses, programs, policies, events and contacts in the Department of English, please go to our website at <http://english.ucalgary.ca/graduate>.

Please note that the course outlines posted on the English Department website constitute the official course outline for purposes of appeals. Students should verify any hard copies against this posted version. For courses which employ numerical grades, the official departmental percentage to letter grade conversion scale is also posted on the department website.

**Writing support:**

The Student Success Centre offers both online and workshop writing support for U of C students. <http://www.ucalgary.ca/ssc/writing-support>

**Library and Research Support:**

Christie Hurrell, Interim Librarian for English, offers research support to students, including strategies for finding articles, books, and other library materials. Contact:

[christie.hurrell@ucalgary.ca](mailto:christie.hurrell@ucalgary.ca).

Find The English Pages research guide here: <http://libguides.ucalgary.ca/english>

**Follow the Department of English on Facebook & Twitter:**



**Academic regulations and schedules:**

Consult the Department of English's graduate website for courses, departmental deadlines, and other related program information at <http://english.ucalgary.ca/node/245>.

Consult the Faculty of Graduate Studies Calendar for university and faculty regulations, dates, deadline, fees, and schedules, student, faculty and university rights and responsibilities. The homepage for the Faculty of Graduate Studies Calendar is <http://grad.ucalgary.ca>.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact the Graduate Office at 403 220 5484 or visit us in Social Sciences Tower 1148 in the first instance.

For program planning and advice, contact the Graduate Program Administrator at [enggrad@ucalgary.ca](mailto:enggrad@ucalgary.ca) to make an appointment with Dr. Aruna Srivastava, Graduate Program Director.

**Grade appeals:**

Consult the following University Calendar link and request advice from the English Department office, SS 1152. Please note that “mere dissatisfaction with a decision is not sufficient grounds for the appeal of a grade or other academic decision.”

<http://www.ucalgary.ca/pubs/calendar/current/i.html>

**Deferral of term work and final examinations:**

Should you require an extension for completion of term papers or assignments beyond the deadline of five days after the end of lectures, an Application of Deferment of Term Work form must be completed. The University also has regulations governing the deferral of final examinations. See Calendar: <http://www.ucalgary.ca/pubs/calendar/current/g-6.html>, <http://www.ucalgary.ca/pubs/calendar/current/g-7.html>.

**Student Accommodations:**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/).

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at [http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy\\_0.pdf](http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf).

**Emergency Evacuation/Assembly Points:**

<http://www.ucalgary.ca/emergencyplan/assemblypoints>;

**Freedom of Information and Protection of Privacy Act:**

<http://www.ucalgary.ca/legalservices/foip/>

**“Safewalk” Program:**

Campus Security will escort individuals day or night: call 220-5333 for assistance. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.

<http://www.ucalgary.ca/security/safewalk/>

Contact for the Graduate Student Association: <http://gsa.ucalgary.ca/>

**Contact for Students Ombudsman’s Office:**

<http://www.ucalgary.ca/provost/students/ombuds>

**Universal Student Ratings of Instruction (USRI):**

"At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses ([www.ucalgary.ca/usri](http://www.ucalgary.ca/usri)). Your responses make a difference - please participate in USRI Surveys."

## PLAGIARISM

Plagiarism is an extremely serious offence. Please read the following information carefully. The penalty routinely recommended by the English Department for documented plagiarism is failure of the course in which the offence occurred; academic probation is also routinely applied at the Faculty level. Suspension or expulsion can result from severe or repeated plagiarism.

The University Calendar states:

1. Plagiarism - Essentially plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when:

- (a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),
- (b) parts of the work are taken from another source without reference to the original author,
- (c) the whole work (e.g., an essay) is copied from another source, and/or,
- (d) a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted.

Plagiarism occurs when direct quotations are taken from a source without specific acknowledgement, or when original ideas or data from the source are not acknowledged. Citing your sources in a bibliography is not enough, because a bibliography does not establish which parts of a student's work are taken from other sources. MLA (Modern Language Association) documentation or other recognized forms of citation must be used for this purpose. Advice on adequate documentation can be found at the following web sites:

<http://www.dianahacker.com/resdoc/>

<http://owl.english.purdue.edu/owl/resource/747/01/>

## DEPARTMENT OF ENGLISH STATEMENT ON PRINCIPLES OF CONDUCT

According to the University Calendar, (<http://www.ucalgary.ca/pubs/calendar/current/j.html>)

“The University of Calgary community has undertaken to be guided by the following statements of purpose and values: to promote free inquiry and debate, to act as a community of scholars, . . . , to respect, appreciate, and encourage diversity, [and] to display care and concern for community”. The Department of English, like the university as a whole, is committed to a “positive and productive learning and working environment.” This environment is characterized by appreciation and encouragement of diversity and respect for the dignity of all persons: students, support staff, and faculty. The department will not tolerate unacceptable behaviour, such as threatening gestures, threatening or abusive verbal or written communication (including e-mails), or any conduct that “seriously disrupts the lawful education and related activities of students and/or university staff”. Any cases of such misconduct should be reported immediately to the department Head, who, depending on the nature and severity of the incident, may then take further appropriate action.

**Class Schedule:**

**Week 1: Introduction: Self-Reflections**

Jan. 13

Introduction to the course

Icebreakers

Maracle, Lee. "Yin Chin." *Native Writers and Canadian Writing*. Ed. W.H. New.

Vancouver: UBC Press, 1990. 156-161.

<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/detail.action?docID=10135985>

**Please order *Disappearing Moon Cafe* from Abe Books (or another site of your choosing) today so you will have it in time for the March 4 class!**

**Week 2: Self-Reflections**

Jan. 20

Lawrence, Bonita and Enakshi Dua. "Decolonizing Anti-racism." *Reconciling Canada: Reconciliation Through the Lens of Cultural Diversity*. 233-262.

<http://www.ahf.ca/downloads/cultivating-canada-pdf.pdf>

Tallbear, Kim. "Introduction: An Indigenous Feminist Approach to DNA Politics". *Native American DNA: Tribal Belonging and the False Promise of Genetic Science.*

Minnesota Scholarship Online, 2015.

<http://minnesota.universitypressscholarship.com.ezproxy.lib.ucalgary.ca/view/10.5749/minnesota/9780816665853.001.0001/upso-9780816665853-chapter-1>

Coleman, Daniel. "Indigenous Place and Diaspora space: Of Literalism and Abstraction." *Settler Colonial Studies* 6.1 (2015): 61-76. <http://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/2201473X.2014.1000913?scroll=top&needAccess=true>

Presentation (Lawrence and Dua): \_\_\_\_\_

Presentation (Tallbear): \_\_\_\_\_

Presentation (Coleman): \_\_\_\_\_

**Week 3: Self-Reflections**

**Jan. 20 is the Add/Drop deadline (without financial penalty)**

**Jan. 23 is the last day to add, edit or swap a course**

Jan. 27

Olwan, Dana M. "On Assumptive Solidarities in Comparative Settler Colonialisms."

*Feral Feminisms* 4. <http://www.feralfeminisms.com/assumptive-solidarities/>

<http://www.feralfeminisms.com/assumptive-solidarities/>

Amadahy, Zainab, and Bonita Lawrence. "Indigenous Peoples and Black People in Canada: Settlers or Allies?" *Breaching the Colonial Contract: Anti-Colonialism in the US and Canada*. A. Kempf, ed. Toronto: Spring, 2009. 105-136.

[http://link.springer.com.ezproxy.lib.ucalgary.ca/chapter/10.1007/978-1-4020-9944-1\\_7](http://link.springer.com.ezproxy.lib.ucalgary.ca/chapter/10.1007/978-1-4020-9944-1_7)

Presentation (Olwan): \_\_\_\_\_

Presentation (Amadahy and Lawrence): \_\_\_\_\_

**Week 4: Elemental Relations**

Feb. 3

Clements, Marie. *Burning Vision*. Vancouver: Talonbooks, 2003.

*Village of Widows*. Dir. Peter Blow. 1999. Video. TBC, depending on availability.

Presentation (Clements): \_\_\_\_\_

Presentation (Clements): \_\_\_\_\_

**Week 5: Space and Bodies**

Feb. 10

Compton, Wayde. *The Outer Harbour*. Vancouver: Arsenal Pulp Press, 2014.

Presentation (Compton): \_\_\_\_\_

Presentation (Compton): \_\_\_\_\_

**Week 6: Likeness and Difference**

Feb. 17

Silko, Leslie Marmon. *Ceremony*. New York: Penguin, 1986.

Presentation (Silko): \_\_\_\_\_

Presentation (Silko): \_\_\_\_\_

**Mid-term Break: Feb. 19-26**

**Week 7: Settlers and Unsettlers**

Mar. 3

Regan, Paulette. *Unsettling the Settler Within: Indian Residential Schools, Truth Telling, and Reconciliation in Canada*. Vancouver: UBC Press, 2010.

Presentation (Regan): \_\_\_\_\_

Presentation (Regan): \_\_\_\_\_

**Week 8: Debts and Responsibilities**

Mar. 4 (Tues.)

Lee, SKY. *Disappearing Moon Cafe*. Vancouver: Douglas and McIntyre, 1990.

**Please note that this book is out of print. However, there are plenty of used copies available at Abe Books online. Please make sure to order the book well in advance of this class.**

Presentation (Lee): \_\_\_\_\_

Presentation (Lee): \_\_\_\_\_

**Week 9: Artists' Responses**

Mar. 10

Maracle, Lee. *Memory Serves: Oratories*. Edmonton: NeWest, 2015.

Presentation (Maracle): \_\_\_\_\_

Presentation (Maracle): \_\_\_\_\_

**Week 10: Recognition**

Mar. 17

Coulthard, Glenn. *Red Skins, White Masks: Rejecting the Colonial Politics of Recognition*. Minneapolis: U of Minnesota P, 2014.

Presentation (Coulthard): \_\_\_\_\_

Presentation (Coulthard): \_\_\_\_\_

**Week 11: Indigenous and POC Artists Respond**

Mar. 24

Mathur, Ashok, Jonathan Dewar and Mike DeGagne, eds. *Cultivating Canada: Reconciliation Through the Lens of Cultural Diversity*. Ottawa: Aboriginal Healing Foundation, 2011.

<http://www.ahf.ca/downloads/cultivating-canada-pdf.pdf>

Presentation (Chapters: \_\_\_\_\_): \_\_\_\_\_

Presentation (Chapters: \_\_\_\_\_): \_\_\_\_\_

**Week 12: Choctalking**

Mar. 31

Howe, LeAnne. *Choctalking on Other Realities*. San Francisco: Aunt Lute 2013.

Presentation (Howe): \_\_\_\_\_

Presentation (Howe): \_\_\_\_\_

**Week 13: Water**

Apr. 7

Christian, Dorothy and Rita Wong. *Downstream: Reimagining Water*. Waterloo: Wilfrid Laurier UP, 2017.

Presentation (Chapters: \_\_\_\_\_): \_\_\_\_\_

Presentation (Chapters: \_\_\_\_\_): \_\_\_\_\_

**Final Paper due Friday, April 21, 2017.**



**Student Questionnaire (For First Class)**

The purpose of this questionnaire is for me to get some sense of who you are, both as individuals and as a class. Please answer the following:

1. What is your year and program (MA or PhD)?
  
2. What courses have you taken?
  
  
  
  
  
  
  
  
  
  
3. What are your research interests? (If you are writing a dissertation and know the topic, do feel free to mention it briefly.)
  
  
  
  
  
  
  
  
  
  
3. Why are you interested in this course? What do you expect learn?
  
  
  
  
  
  
  
  
  
  
4. Have you read any of the texts before? Which ones?