

FACULTY OF ARTS
DEPARTMENT OF ENGLISH
COURSE OUTLINE

ENGL 605-T46 Theoretical and Cultural Studies: TransIndigenous Literature

Instructor: Dr. Rain Prud'homme-Cranford (Dr. PC)

Fall: 2017

Office: SS 1124

Phone: 403-220-4664

E-mail: lrain.prudhommecranf@ucalgary.ca

Sessions: F 10:00-12:45; SS 1015

Office Hours: R 2:00-3pm; F 1:00-2:30pm and by appointment

Course Description: TransIndigenous literary study seeks to move beyond simple comparisons between Indigenous Peoples that occasionally decentralize tribal specificity. Rather, as Chadwick Allen asserts in *Trans-Indigenous: Methodologies for Global Native Literary Studies*, “[o]ne of the mutliperspectivist strategies of Trans-Indigenous is to place contemporary Indigenous literature in dialogue with other Indigenous arts and aesthetics... to engage in Indigenous-centered conversations across boundaries of traditional disciplines.” This methodology foregrounds Indigenous epistemologies expanding Indigenous text into material culture, history, law and policy, Red Rhetorics (Indigenous Rhet/Comp), and the arts and sciences. In this class we will focus on introducing key topics and texts within discussions on transnational Indigenous literary theory and culture, reading across Indigenous epistemological frameworks, while practicing putting text “into council,” so we might come to a better understanding of the conversations across, between, and within Indigenous communities in the Americas, Pacific, Circum-Caribbean, and Northern Europe. The reading load is rigorous and discussion is mandatory.¹

Objectives and Expectations: Students will be responsible for course readings, expanding vocabulary, homework, presentations, writing and research assignments, and a final seminar paper. As a class we will use a variety of texts to develop writing, cultural, and historic knowledge, and research skills. This will cumulate in a final seminar paper project.

- Students will learn to read for paricolonial/settler-colonial constructs and active Indigenous Peoplehood structures which seek to decolonize these constructs, oppressions, erasures, and exploitations/exploitations.
- Students will engage with theory/texts as a response to social constructs, as social commentary, and as a reflection of specific historic movements and moments.
- Students will reflect on connections between landbase, cultural knowledge, gender, and theory-making to story-making.

¹ The reading load is approximately book length (200-300pgs) per week.
L. Rain Prud'homme-Cranford©2017

- Students will connect readings with historic events, ideologies and “isms,” (i.e. colonialism, racism, imperialism, idealism, modernism, feminism, etc).
- Students will learn to read for specific themes prevalent in particular constructs of landbase, culture, history, gender, sovereignty, class, race, and power.
- Students will seek to connect reading material to map a historiography or genealogy of Indigenous literary critical theory and practice in the Americas and beyond.
- All assignments are due when specified. No exceptions.
- All written essays and formal papers must be in MLA style explicitly.
- All students are required to fully participate in class discussions and are to be graded according to their vocal and intellectual participation. Those who choose not to participate will not be given participation credit.

Required Texts: ²

Allen, Chadwick. *Trans-indigenous: Methodologies for Global Native Literary Studies.* Minneapolis: U of Minnesota, 2012. Print.

Baca, Damiaín. *Mestiz@ Scripts, Digital Migrations and the Territories of Writing.* N.p.: Palgrave Macmillan, 2008. Print.

Byrd, Jodi A. *The Transit of Empire: Indigenous Critiques of Colonialism.* Minneapolis: U of Minnesota, 2011. Print.

Kovach, Margaret. *Indigenous Methodologies: Characteristics, Conversations and Contexts.* Toronto: U of Toronto, 2010. Print.

Lowe, Lisa. *The Intimacies of Four Continents.* N.p.: Duke Univ Pr, 2015. Print.

Million, Dian. *Therapeutic Nations: Healing in an Age of Indigenous Human Rights.* Tucson: U of Arizona, 2013. Print.

Moreton-Robinson, Aileen. *Critical Indigenous Studies: Engagements in First World Locations.* N.p.: U of Arizona, 2016. Print.

Shanley, Kathryn W., Bjørg Evjen, and S. James Anaya. *Mapping Indigenous Presence: North Scandinavian and North American Perspectives.* Tucson: U of Arizona, 2015. Print.

Shoemaker, Nancy. *Clearing a Path: Theorizing the past in Native American Studies.* N.p.: Routledge, 2002. Print.

Media and PDF Texts³

² All texts may be purchased the UC Bookstore. **However, as your professor, I encourage you to select a method of purchase that is most economically reasonable for you including but not limited to: amazon; kindle e-books; used books from online vendors.**

³ These short online and digital media texts are hyperlinked in the online version of your syllabus.

Video: [Postindian Warrior: Creating a New Consciousness in Native America](#)

Alfred, Taiaiake, and Jeff Corntassel. "Being Indigenous: Resurgences against Contemporary Colonialism." *Government and Opposition: An International Journal of Comparative Politics* 40.4 (2005): 597-614. PDF.

Cobb, Amanda J. "Understanding Tribal Sovereignty: Definitions, Conceptualizations, and Interpretations." *Indigenous Studies Today* 1.Fall/Spring (2006): 115-32. PDF.

Heiss, Anita. "Post-Colonial—NOT!" *Macquarie PEN Anthology of Aboriginal Literature*. N.p.: Allen & Unwin, 2008. 1-4. PDF.

Jolivétte, Andrew. "Louisiana Creoles and Latinidad: Locating Culture and Community." *Converging Identities: Blackness in the Contemporary African Diaspora*. Eds by Julius O. Adekunle and Hettie V. Williams, Carolina Academic Press, 2013. PDF

Vizenor, Gerald Robert. "Aesthetics of Survivance: Literary Theory and Practice." *Survivance: Narratives of Native Presence*. N.p.: U of Nebraska, 2009. 1-23. PDF.

[Vowel, Chelsea. "Check the Tag on That "Indian" Story." âpihtawikosisân. âpihtawikosisân.com, 05 Mar. 2012. Web.](#)

----- ["Who Are the Métis?" âpihtawikosisân. âpihtawikosisân.com, 23 May 2016. Web.](#)

Major Assignments

1. **Research Presentations:** Each student will present a conference style research paper to their peers for feedback before turning in the research paper. You will have approximately twenty minutes for presentations. This means you will have to present a shorter version of the paper (conference length) to the class. If needed, we will discuss in class approaches to writing the conference paper/article and the differences between the two. We will also discuss ahead of time appropriate ways to give feedback and ask questions of your peers in the classroom setting **in preparation for** the conference setting. 10%
2. **Bi-Weekly Discussion Questions:** Every other week I will post a discussion question on D2L in the Discussion forum. These questions seek to help situate/flush out the readings (and class conversations) in relation to one another creating a kinship or genealogy of relationship between authors/theorists, theory and practice, community/communities, and historic moments and movements across Indigenous landscapes. Additionally, these questions seek to help students work through how settler-colonial notions of Indigenous inscription, erasure, and exploitation are confronted, dismantled, and addressed within Indigenous epistemological practices in the Americas, Latinidad, Pacific, and beyond. 15%
3. **Book Reviews:** Each student should read a work of Comparative Indigenous/TransIndigenous Studies and/or Indigenous Rhetorics *not* on our syllabus and write a

book review for it following the specific guidelines for one of the major journals in the field. This review should be prepared for submission when you turn it in to me.

Suggested journals include *American Indian Culture and Research Journal*, *Canadian Journal of Indigenous Studies*, *Constellations: Cultural Rhetorics Consortium*, *Studies in American Indian Literatures*, *Journal of Critical Mixed Race Studies*, *American Indian Quarterly*, *Native American and Indigenous Studies Journal (NAISA Journal)*.

15%

4. **Final Paper Proposal:** Each student will write a formal paper proposal for feedback before turning in the research paper. Proposals written in the form of an abstract of between 1-2 pages are due to me by **Nov. 4, 11pm** via online. 10%
5. **Research Paper:** 20-25 double-spaced 12 pt. Times New Roman font MLA formatted. This paper is to be an article length researched paper exploring/dialoging Cultural, Material, Rhetorics/Poetics, Historiographic (etc.) or Indigenous Law and Policy, **which utilizes current critical approaches within the field of TransIndigenous Studies**. This paper is **due finals week** via online. **No assignments will be accepted after 5pm on 12/12.** 40%

There is no registrar-scheduled exam in this course.

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.

L. Rain Prud'homme-Cranford©2017

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

Participation

Participation as university scholars working together to better our understanding of the writing and critical literary criticism process, historic and contemporary Indigenous issues, cultural sustainability, and critical engagement with and by Indigenous Peoples is imperative to learning and mastering the process of interdisciplinary studies within Indigenous Studies and Literary Criticism. Participation consists of clarifying content questions or questions that require students to apply what they have learned and/or read for class. Students will be graded on their participation in the discussions as well as the quality of their responses. Coming to class prepared (books, homework, writing utensils) also qualifies as participation. **Only students present for the discussion will be given the points.** Your participation is mandatory for your individual academic growth and our collective growth as scholars dialoguing our knowledge. **Community** is key in all things. This classroom is a community setting. **For our community to function we must be beholden to reciprocity.** Class Discussion/Participation is 10% of your grade.

Essays and Paper format: All writing assignments SHOULD engage analytic responses and be MLA formatted, following MLA format layout and citation/works cited formats. Your instructor will give detailed instructions before each essay assignment.

Revision Policy: Please note: I do not allow revisions on papers. I do meet with students to go over paper drafts.

Late Work: Your assignments are due on time at the start of class, not later in the day. For L. Rain Prud'homme-Cranford©2017

every class meeting day an assignment is late, students will be docked one letter grade. Once the assignment is worth less than 60% it will not be accepted, and the student will earn a zero. (For serious or extenuating circumstances, contact the instructor as soon as possible. Arrangements will be made at the instructor's discretion.)

Attendance: Your attendance at every class meeting is required. Absences should be saved for illness, conferences, religious observances, funerals, family/cultural/community events that require your attendance, court dates, and job interviews. Should a medical or family emergency arise that will require your absence in excess of missing three classes, *please notify me as soon as possible.* The instructor reserves the right to drop your final grade one letter grade if you miss more than three classes without notifying the instructor of serious illness or other serious complication(s) prior to the absences. Any medical complications should be addressed, and arrangements made with the instructor. If a conflict arises between your obligation to attend class and an obligation to the university, or personal, family, or community obligations it is your responsibility to see me in advance, hand in all assignments, and to make up work missed during your absence. *I will happily work with you so we can find a way to success in the course, but communicating will be key.*

Classroom Decorum and Respect

Students and the instructor will seek to foster a community environment that is conducive to scholarly dialogue. This means respect of your peers and instructor is MANDATORY. Respect includes but is not limited to: NO CELL PHONE USE (THIS INCLUDES TEXTING), carrying on conversations while someone is speaking, reading non-class material in class, using gender, classiest, sizest and/or racially biased language, and unapproved electronic devices.

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-5.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:

Melanie Boyd Librarian for English, offers research support to students, including strategies for finding articles, books, and other library materials. Contact: maboyd@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 to make an appointment with Dr. Suzette Mayr, 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:

ACADEMIC ACCOMMODATIONS

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy.

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

The full policy on Student Accommodations is available

at 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) 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.

**THE INSTRUCTOR RESERVES THE RIGHT TO ADD OR AMEND TO THIS
SYLLABUS OR SCHEDULE AT ANYTIME**

“All acts of kindness are lights in the war for justice...” ~Joy Harjo

Weekly Schedule*

Week 1 09/01: Introduction: Syllabus

*Discussion: Vizenor, "Aesthetics of Survivance: Literary Theory and Practice."

[Postindian Warrior: Creating a New Consciousness in Native America](#)

Heiss, Anita. "Post-Colonial—NOT!"

*(Reading /viewing assignments sent before start of classes)

Week 2 09/18:

"The Story of America: A Tribalography," LeAnne Howe (*Clearing a Path*)

Cobb, Amanda J. "Understanding Tribal Sovereignty: Definitions, Conceptualizations, and Interpretations."

Indigenous Methodologies, Kovach (Introduction; Chapt 1)

Bi-Weekly Discussion Question Posted: Due 9/19 5pm

Week 3 09/25:

Indigenous Methodologies, Kovach (Chaps:2-5)

Trans-indigenous, Allen (Introduction)

["Check the Tag on that "Indian" Story," Chelsea Vowel](#)

Week 4 10/02:

Trans-indigenous, Allen (Part I)

Indigenous Methodologies, Kovach (Chaps: 6,8,9)

Bi-Weekly Discussion Question Posted: Due 10/17 5pm

Week 5 10/09:

(October 9: Thanksgiving)

Trans-indigenous, Allen (Part II: Chaps 3, 4)

Alfred, Taiaiake, and Jeff Corntassel. "Being Indigenous: Resurgences against Contemporary Colonialism."

Week 6 10/16:

The Intimacies of Four Continents, Lowe (Chaps: 1-3)

The Transit of Empire, Byrd (Introduction, Chaps 1-2)

Bi-Weekly Discussion Question Posted: Due 10/14 5pm

Week 7 10/23:

The Intimacies of Four Continents, Lowe (Chaps: 4-5)

The Transit of Empire, Byrd (Chaps 4;6; Conclusion)

[Book Review Submission Folder Opens 10/23 5pm](#)

Week 8 10/20: *Mestiz@ Scripts*, Baca (Chaps: 1-2;4)

L. Rain Prud'homme-Cranford©2017

“Life Proceeds from the Name: Indigenous Peoples and the Predicament of Hybridity,” Jack D Forbes (*Clearing a Path*)

“Louisiana Creoles and Latinidad: Locating Culture and Community,” Andrew Jolivétte

[“Who are the Métis?,” Chelsea Vowel](#)

Final Seminar Paper Proposals: Due Nov. 4, 11pm via online

No Discussion Question this week

Week 9 11/06:

Mid Term Break- **Friday-Monday, November 10-13**

No Class

Last Day to Submit Book Review 11/10 11pm

Week 10 11/13:

Presentations

Week 11 11/20:

Mapping Indigenous Presence, Shanley et all (Introduction; Chaps 1-2; 6)

Critical Indigenous Studies, Moreton-Robinson (Introduction; Part I: Chap1-Heath-Justice; 3 Anderson)

Week 12 11/27:

Mapping Indigenous Presence, Shanley et all (Chaps 7-8)

Critical Indigenous Studies, Moreton-Robinson (Part II. Chap 1- TallBear)

Mestiz@ Scripts, Baca (Chapt: 7)

Bi-Weekly Discussion Question Posted: Due 12/05 5pm

Week 13 12/04:

12/8 Last Class:

Therapeutic Nations, Million (1-2;5;7)

12 /11

Finals Week: Assignment Final Papers Due

Paper is due 12/11-12/12 via online. **No assignments will be accepted after 5pm on 12/12.**

40%

12/15- Class Lunch Feast: 11:30- 12:45- We will hold a feast to celebrate the end of class. I will prepare two traditional dishes (one Choctaw, one Louisiana Creole), supply plates, cutlery, and napkins. Students are encouraged to bring a beverage and snack (carrot sticks/chips etc). Please notify me if you are vegetarian or have a food allergy.

All assigned readings are required, even if not discussed in class

Readings should be completed by the day they are listed on the syllabus

The instructor reserves the right to add or amend to the syllabus as required /fitting to the course