

ENG 701: Global Indigenous Literature Seminar
Spring 2017 MW 2:00-3:20
Professor Audrey Golden

Contact information for Professor Audrey Golden

Office: Hickok Hall 304-D

Email: agolden@coe.edu

Office Hours: Tues/Thurs 2:00-3:00pm and by appointment

Course Description

How do novels, short fiction, poetry, and films engage with issues of indigeneity across the globe? In this course, we will explore the ways in which imaginative literature responds to acts of oppression of indigenous groups and reimagines indigenous rights in North America, the Pacific, Central America, and Northern Eurasia. For example, how do works of fiction speak to the U.N. Declaration on the Rights of Indigenous People, and the possibilities and limitations of the law? How do novels develop modes of resistance to colonialism and forced migration? What is the relationship among indigeneity, eco-criticism, and land rights? What is a creation story, and how does fiction help to keep these stories accessible? We will answer these questions and more as we read texts by Louise Erdrich, Ray Young Bear, Keri Hulme, Larissa Behrendt, Michael Nicholl Yahgulanaas, and Rigoberta Menchú, among others. Ray Young Bear, a Meskwaki poet from Tama, Iowa, will also be visiting Coe in connection with our seminar.

Course Goals

- Articulate key indigenous legal issues outlined in the U.N. Declaration on the Rights of Indigenous People;
- Articulate key sociocultural and legal issues outlined by indigenous communities; and
- Be able to argue, both orally and in writing, about the ways in which literature might help to achieve some of the legal and sociocultural aims of indigenous communities.

Required Texts

**You must buy hard copies of each of the required texts—no e-Books. You can find the required texts at the Coe bookstore, and you can also find new and used copies online (amazon.com, etc.).*

- 1) Louise Erdrich, *Love Medicine*
- 2) Ray Young Bear, *Manifestation Wolverine*
- 3) Jeanette Armstrong, *Slash*
- 4) Michael Yahgulanaas, *RED: A Haida Manga*
- 5) Rigoberta Menchu, *I, Rigoberta Menchu*
- 6) Larissa Behrendt, *Legacy*
- 7) Alexander Vaschenko, *Way of Kinship*
- 8) Witi Ihimaera, *Whale Rider*
- 9) Ailo Gaup, Sami short stories [moodle]
- 10) Alyosha Goldstein, "Introduction" to *Formations of United States Colonialism* [moodle]
- 11) David J. Carlson, "Imagining Sovereignty" [moodle]
- 12) Daniel Heath Justice, "A Better World Becoming: Placing Critical Indigenous Studies" [moodle]
- 13) Larissa Behrendt, "The Semantics of Genocide" [moodle]
- 14) Claudia Orange, *Treaty of Waitangi* [moodle]

Assignments

Research Proposal + Annotated Bibliography: 20% (10% each)

In preparation for writing your research paper, you will be required to draft a research proposal and an annotated bibliography. Your proposal should articulate the questions you plan to ask in your paper and the argument that you will make. Your final paper must have at least 5 secondary sources, and your research proposal must include an annotated bibliography that explains how each source will help to support your argument. I will provide you with feedback on your research proposal and annotated bibliography, and I also recommend you seek feedback from the Learning Commons.

Final Essay: 40%

Over the course of the semester, you will write a longer essay of 15-20 pages. The essay should make an argument about the particular text you've chosen, and that argument must be supported *both* by close-reading analysis as well as the secondary sources you've chosen. Your final bibliography must have at least 5 secondary sources with academic relevance. In other words, you *should* look at critical essays (from databases such as Project Muse) or book-length studies on your topic. Websites will not count toward the 5 required sources, but relevant and legitimate website sources may be used in addition to the required 5 academic sources. I am happy to meet with you at any point during the semester to discuss your research paper. Don't wait too long—it's a good idea to get started early!

Class exhibit project: 20%

We will be putting together an exhibit as a group in conjunction with the Cedar Rapids Public Library. The exhibit will open on March 20, 2017, and we will have an opening reception for Coe College and Cedar Rapids community members in the English Department Suite on the evening of March 20, 2017 at 7:00PM. Each student will be responsible for one book in the exhibit—this means providing a brief exhibit write-up of the text, the author, and the significance of the work. Keep in mind that you want to urge readers to pick up the text on their own, so make your exhibit write-up engaging! In addition, students will work together to design the exhibit as a whole and to create advertising materials for the exhibit and its opening.

Class participation: 20%

Just as important as the quality of your writing is the quality of your participation in class. Thoughtful participation means coming to class on time and being ready to talk about the readings. You shouldn't feel that you need to know everything about a reading in order to participate; rather, the best discussions start with your questions and even confusions.

SCHEDULE OF CLASS MEETINGS

M, Jan 9 — Welcome; UNDRIP

W, Jan 11 — **Read:** Louise Erdrich, *Love Medicine*, pp. 1-121

M, Jan 16 — No class for Martin Luther King, Jr. holiday

W, Jan 18 — **Read:** Louise Erdrich, *Love Medicine*, pp. 122-258; Alyosha Goldstein, "Introduction" to *Formations of United States Colonialism* [moodle]

M, Jan 23 — **Read:** Louise Erdrich, *Love Medicine*, pp. 259 to end

W, Jan 25 — **Watch:** Chris Eyre & Sherman Alexie, *Smoke Signals* [FILM]; David J. Carlson, "Imagining Sovereignty" pp. 15-35 [moodle]

M, Jan 30 — **Read:** Ray Young Bear poems

W, Feb 1 — **Read:** Ray Young Bear poems

M, Feb 6 — **Read:** Jeanette Armstrong, *Slash*, Foreword + pp. 1-102

W, Feb 8 — **Read:** Jeanette Armstrong, *Slash*, pp. 103-end + epilogue ; Daniel Heath Justice, "A Better World Becoming: Placing Critical Indigenous Studies" [moodle]

M, Feb 13 — **Read:** Michael Yahgulanass, *RED: A Haida Manga*, pp. 1-49

W, Feb 15 — **Read:** Michael Yahgulanass, *RED: A Haida Manga*, pp. 50-end

M, Feb 20— **Workshopping Proposals**
****Please bring TWO HARD COPIES with you to class**

W, Feb 22— **Read:** Rigoberta Menchu, *I, Rigoberta Menchu*

M, Feb 27— **Read:** Rigoberta Menchu, *I, Rigoberta Menchu*

W, Mar 1— **Watch:** Pamela Yates, *When the Mountains Tremble* [FILM]

March 4-12—Spring Break/No class

M, Mar 13— **No class (in exchange for required attendance at Ray Young Bear reading and discussion on April 6)**

W, Mar 15— **Individual Meetings re: Research Papers**

M, Mar 20— **Individual Meetings re: Research Papers**

W, Mar 22— **Watch:** Phillip Noyce, *Rabbit-Proof Fence* [FILM]

M, Mar 27— **Read:** Larissa Behrendt, *Legacy*

W, Mar 29— **Read:** Larissa Behrendt, *Legacy*; Behrendt, “The Semantics of Genocide” [moodle]

M, Apr 3— **Workshopping Outlines/Early Drafts**

W, Apr 5— **Read:** Witi Ihimaera, *Whale Rider*; excerpts from Claudia Orange, *Treaty of Waitangi* [moodle]

Th, Apr 6— Required attendance: Ray Young Bear Reading, (Time TBD, but likely 4pm)

M, Apr 10— **Read:** Witi Ihimaera, *Whale Rider*

W, Apr 12— **Read:** Sami short stories [on moodle]

M, Apr 17— **Read:** Sami short stories [on moodle]

W, Apr 19— **Read:** Alexander Vaschenko, Siberian short stories

M, Apr 24— **Workshopping Research Papers**

W, Apr 26— **Read:** Alexander Vaschenko, Siberian short stories

FINAL RESEARCH PAPERS DUE: Tuesday, May 2nd, 5:00pm (via email)