Simon Fraser University Arts and Social Sciences ENGL/FNST 226-3

**Indigenous Writing since 1867: Once Neglected Now Celebrated**

D-100 Intersession 2017

Instructor: Dr. Deanna Reder & Dr. Sophie McCall

e-mail: dhr@sfu.ca & smccall@sfu.ca Class Schedule: Monday 5:30 p.m. - 8:20 p.m. and Wednesday 5:30 p.m.-7:30 p.m.

May 8 – June 19, 2017

tutorials scheduled for once a week at various times (see gosfu.ca)

Location: Harbour Centre Fletcher Challenge Theatre room HC 1900

Office Hours: Dr. Reder & Dr. McCall: Wednesdays, 7:30-8:30 or by request

TAs Natalie Knight & Audrey MacTavish: Wednesdays, 8:30-9:30

* **Course Description**:
* **Indigenous Writing since 1867: Once Neglected Now Celebrated** will collect and study one of the most neglected literary archives in English Canada. Part of the reason why this archive has been ignored is because settlers used literature to consolidate a narrative of Canada that prioritized British-descended writers, resulting in university curricula that featured British and American canonical works. This course demonstrates that in spite of significant barriers, Indigenous people continued writing and circulating their literary works throughout the 19th, 20th, and 21st centuries. Particularly since the 1990s, as a result of Indigenous people’s loud and persistent collective action against the prejudices in the publishing world, their work has become increasingly visible, recognized and valued in the university and beyond. It is only recently that scholars and writers, such as The People and The Text Project, are systematically gathering the extraordinary archive of Indigenous writing of the past 150 years.
  1. **BREADTH HUMANITIES COURSE**

**Required Texts in order that we will discuss them**

Sean A. Tinsley & Rachel A. Qitsualik, *Ajjiit: Dark Dreams of the Ancient Arctic*

Anahareo, *Devil in Deerskins* (U Manitoba P, 2014)

Maria Campbell, *Halfbreed* (1973)

Vera Manuel, *Strength of Indian Women* (PDF provided)

Eden Robinson, *Son of a Trickster* (Knopf 2017)

Plus short excerpts on Canvas that includes: George Copway; Abraham Ulrikab;Louis Riel;E. P. Johnson; Edward Ahenakew, Mike Mountain Horse; Joseph Dion; etc.

**Assignments**

10% Participation, particularly during tutorials & in asking questions in lecture to guests

25% Critical Analysis Exercise 1: **DUE in class May 17** (on *Ajjiit*)

25% Critical Analysis Exercise 2: **DUE in class May 31** (on *Legends of Vancouver*)

10% Report on community event in honour of National Aboriginal Day): **DUE June 26**

30% Take-Home Exam: **DUE June 26**

**SEMESTER AT A GLANCE**:

Monday, May 8, 2017:

Special Guests: Sḵwx̱wú7mesh professor Dr. Rudy Reimer; Dr. David Gaertner, Anishinaabe professor Dr. Niigaan Sinclair.

Wednesday May 10, 2017

Assigned Readings: “Slippery Babies”; “Oil”; and “Elder” in *Ajjitt*;

Viewing lecture by Dr. Keavy Martin

Monday, May 15, 2017:

Assigned Readings: Addresses to the Court by Louis Riel, posted on Canvas

Special Guest: Dr. Margery Fee

Wednesday, May 17, 2017 **Critical Analysis Exercise #1 on *Ajjitt* DUE**

Assigned Readings: selected stories from *Legends of Vancouver* by E. Pauline Johnson; Lee Maracle’s “Goodbye Snauq” both posted on Canvas; Special Guest: Alix Shield

Monday, May 22, 2017: VICTORIA DAY—class cancelled

Wednesday, May 24, 2017

Assigned Readings: excerpts Edward Ahenakew; viewing *The Pass System*

Monday, May 29, 2017:

Special Guest: Dr. Brendan Edwards; viewing *The Reel Injun*

Wednesday, May 31, 2017 **Critical Analysis Exercise #2 DUE on *Legends of Vancouver***

Assigned Readings: Preface and Introduction from Grey Owl’s *Pilgrims of the Wild*

and Anahareo’s *Devil in Deerskins*; Special Guest: Nisga’a poet Jordan Abel, *Injun*.

Monday, June 5, 2017

Assigned Readings: *Halfbreed;*

Wednesday, June 7, 2017

Assigned Reading: Vera Manuel’s *Strength of Indian Women*

Special Guests: Métis poet Joanne Arnott, Secwepemc and Ktunaxa educator Emalene Manuel and Algonquin professor Dr. Michelle Coupal

Monday, June 12, 2017

Special Guest Cherokee scholar Dr. Daniel Heath Justice: *Why Indigenous Literature Matters*; Dr. Sarah Henzi on Indigenous writing in French Canada

Wednesday, June 14, 2017

Assigned Readings: *The Son of a Trickster*; Special Guest: Haisla Heiltsuk author Eden Robinson

Monday, June 19, 2017: cancelled so that students can attend a public event

Wednesday, June 21, 2017 at 5:30-6:30 p.m.: Special Office Hour

**Take-Home Exam and the Report are due Monday, June 26, 2017**

**SCHEDULE:**

**Monday, May 8, 2017**

**introductions**

**Presenting Local Stories from Time Immemorial**: Acknowledging the territories of the Musqueam, Tsleil-Waututh, and Sḵwx̱wú7mesh First Nations

**Special Guests**:

Sḵwx̱wú7mesh archeologist and SFU Professor Rudy Reimer, also known as Yumks, will discuss how Squamish stories are encoded in the land.

Anishinaabe scholar Niigaan Sinclair will lecture on nineteenth century Anishinaabe writers, a group that includes George Copway, whose first book was published in 1847.

David Gaertner, SFU Alumnus and Instructor at UBC will analyze Quelemia Sparrow’s *Ashes on the Water*, a 2011 podplay that re-interprets Vancouver’s Great Fire of 1886 to emphasize the heroism of Sḵwx̱wú7mesh women who paddled canoes across the Burrard Inlet to rescue settlers from the inlet’s south shore.

**For Further Viewing:** See the Aboriginal Peoples Television Network Series, *Wild Archaeology* Episode 1 that features Dr. Reimer discussing local Squamish stories

**Introduction to close reading and critical analysis: explanation of the first assignment**

**Wednesday May 10, 2017**

**Assigned Readings:** introduction to *Ajjitt* and stories “Slippery Babies”; “Oil”; and “Elder”

**1880-81**

**An Inuit Family Tours Europe as Human Zoo Attractions**: Inuk writer Abraham Ulrikab wrote about his family’s experiences in a diary that he wrote in Inuktitut in 1880-81. It was not translated into English until 2005 and remains the only work of lifewriting by one the many Indigenous people exhibited as zoo attractions in Europe in the end of the 19th Century.

**lecture:** by Deanna Reder onearly writing by Indigenous authors, including Inuit diarist Abraham Ulrikab

**lecture and class discussion:** by Sophie McCall on selected short stories from Tinsley and Qitsualik’s *Ajjiit*; including directions for the upcoming assignment

**For Further Viewing**:Recorded Lecture by Keavy Martin, author of *Stories in a New Skin: Approaches to Inuit Literature*, on Approaching and Enjoying Inuit Literature. <http://www.sfu.ca/tlcvan/clients/sfu_woodwards/2014-02-28_VOCE_Indiginous_Literatures_21st_Century_12369_01/>

**Monday, May 15, 2017:**

**Assigned Readings:** Riel’s addresses to the court;

**1885**

**Métis Leader Louis Riel’s Speeches Before and After being Sentenced to Hang**: In the trial in which Riel is found guilty as a traitor to Canada and subsequently hanged, he provides the court with his vision for a diverse and harmonious Canada.

**Lecture:** “The contradictory images of Louis Riel”

**View:** Skawanneti, *TimeTraveller*, 1875.

**Special Guest**: UBC Professor Margery Fee, author of *Literary Land Claims*, argues that Riel’s vision for sharing the land derives from the Indigenous value of respect.

**lecture**: Sophie McCall on Kent Monkman on “Shame and Prejudice”

**Wednesday, May 17, 2017 Critical Analysis Exercise #1 on *Ajjitt* DUE**

**Assigned Readings:** *Legends of Vancouver* by E. Pauline Johnson.

Lee Maracle’s “Goodbye Snauq”

**1911**

**Revisiting Mohawk writer E. Pauline Johnson’s *Legends of Vancouver***: Chief Joe Capilano (Sahpluk), also known as Joe Matthias, and his wife, Mary Agnes (Lixwelut), shared Squamish stories with the famous poet over a hundred years ago who then composed them with her trademark flourish. We will revisit these stories by examining them in light of the stories of the land that Johnson talks about.

**Introduction to E. Pauline Johnson**

**Special Guest**: SFU Graduate Student and Digital Humanist Alix Shield will share her work mapping the *Legends of Vancouver* with a digital app, to think about storytelling spatially;

**View**: interview with Lee Maracle

**lecture and class discussion:** Sophie McCall will lead a discussion on Lee Maracle, and “Goodbye Snauq”.

**Monday, May 22, 2017**: VICTORIA DAY—class cancelled

**Wednesday, May 24, 2017**

**Assigned Readings**: excerpt of the unpublished novel *Black Hawk* by Cree Anglican cleric Edward Ahenakew—the earliest novel by an Indigenous author writing in Canada discovered thus far.

**View:** *The Pass System* by Alex Williams.

**1918**

**Discovering Cree Writer Edward Ahenakew’s Novel, *Black Hawk*:**  the manuscript of the earliest novel written by an Aboriginal person in Canada, was transcribed by historian Brendan Edwards working with Metis scholar Deanna Reder’s research team—Indigenous Research Assistants Natalie Knight (Yuroc and Diné) and Rachel Taylor (Iñupiaq). Currently Ahenakew’s great-niece Heather Hodgson is working with Cree historian Winona Wheeler to release it.

**Lecture:** Deanna Reder on Edward Ahenakew

**Discuss: Discuss:** Return the assignments and examine questions on the Upcoming Critical Analysis Exercise #2 DUE May 29

**Monday, May 29, 2017:**

**1920s-1970s**

**Special Guest:** Brendan Edwards, author of *Paper Talk: A History of Libraries, Print Culture, and Aboriginal People in Canada before 1960* and current librarian at the Royal Ontario Museum.

**Lecture:** Deanna Rederon Indigenous authors and the difficulty of getting published.

Books by Indigenous authors written in the first half of the twentieth century either were often published only after their authors’ death, or when published, often heavily edited by non-Indigenous editors. Reder will introduce such authors as:

Mike Mountain Horse (Blackfoot), Joseph Dion (Cree and Metis), George Clutesi (Nuuchahnult) and Mini Aodla Freeeman (Iñupiaq).

**View:** NFB documentary on images of “the Indian” in popular culture, *Reel Injun*

**Wednesday, May 31, 2017**

**Critical Analysis Exercise #2 DUE on *Legends of Vancouver***

**Assigned Readings**: Preface and Introduction from Grey Owl’s *Pilgrims of the Wild*

and Anahareo’s *Devil in Deerskins*

**1940/1972**

**Anahareo’s Life with a Devil in Deerskins**: While British born, Archibald Belaney, a.k.a. Grey Owl, posed as Aboriginal in order to further his work as an author and environmental activist. He was so convincing to mainstream Canada that he was presented to the King of England in the 1930s as an eminent Canadian Indian. His last wife, Mohawk and Algonquin author Anahareo, wrote about her life with Grey Owl in an autobiography that was released in 1940 and then rewritten in 1972.

**Lecture and Discussion**: SFU Associate Professor Sophie McCall, who edited the critical edition of Anahareo’s text in 2014 called *Devil in Deerskins: My Life with Grey Owl* examines the first book-length autobiography by an Indigenous woman in Canada.

**Special Guest**: Jordan Abel, *Injun*.

**Monday, June 5, 2017**

return of assignments and look ahead to exams;

**Assigned Readings**: *Halfbreed*

**1973**

**Maria Campbell’s** *Halfbreed*: easily the most influential book by a Métis author and likely the most important autobiography by an Aboriginal person written in Canada so far.

**Lecture:** Deanna Reder on *Halfbreed*

discussion of final exam and the community report assignment

**Wednesday, June 7, 2017:** last day to sign up for bus to Chilliwack, June 18th

**Assigned Reading:** Vera Manuel’s*Strength of Indian Women*

**1992**

**Vera Manuel’s *Strength of Indian Women***: a play first produced over two decades ago about a generation of women who survived residential school together. Written before the stories of missing and murdered Aboriginal women had come to national consciousness, the stories of the women in this play focus on the strength they find together even as they grapple with misogyny, racism and the traumatic legacies of residential school.

**Live Reading of** Vera Manuel’s*Strength of Indian Women*

**Special Guests:** Metis poet Joanne Arnott, a friend of Vera Manuel’s, Emalene Manuel (her sister), and Michelle Coupal will read from Manuel’s and her own work.

**Monday, June 12, 2017**

**Assigned Readings:** *The Son of a Trickster* by Eden Robinson

**Special Guest**: Cherokee writer and UBC Canada Research Chair Daniel Heath Justice will be discussing his forthcoming book *Why Indigenous Literature Matters*

**Special Guest**: Sarah Henzi on Indigenous literatures in French and the equivalent ground-breaking text in Quebec by Antane Kapesh, *Je suis une maudite sauvagesse,* published in 1975 but never yet translated into English

**Introduction to Eden Robinson: Eden Robinson’s fiction:** Eden Robinson draws on her childhood in Kitimaat Village and East Van, her Haisla/Heitsik heritage and her love of Stephen King to write stark, stunning stories that shock and beguile.

**Wednesday, June 14, 2017**

**Assigned Readings:** *The Son of a Trickster* by Eden Robinson

**Special Guest:** Eden Robinson will read from *The Son of a Trickster*

**Class Questions and Discussion**

**Monday, June 19, 2017:** This final class will be cancelled so that students can attend a public event to mark National Aboriginal Day and then write a short reflection; take-home exams will be distributed by email

**Wednesday, June 21, 2017 at 5:30-6:30 p.m.:** Special Office Hour to ask questions about the reflection and the Take-Home exam due on June 26th.

**For the last week of classes you can write about your choice of one of the following:**

a) visit to the former Residential School, Coqueleetza, and the Stó:lō Long House in **Chilliwack on Sunday June 18, 2017**

By early June you will be asked which event you will attend; for those attending the event at Stó:lō Nation in Chilliwack, you will have the option of taking your own transportation to the venue or catching a shuttle at the King George Skytrain Station (time t.b.a.) on the afternoon of June 18th; supper will be provided. Reservations for a seat on the shuttle must be made by June 7, 2017.

b) Cultural programming on National Aboriginal Day **throughout the Lower Mainland on or around Wednesday, June 21 2017. For example:**

**ON NATIONAL ABORIGINAL DAY:**

Join us for an evening of poetry performance and music by Indigenous artists June 21st

Free and open to the public. Cash bar.

7-9:30pm

Coast Plaza Hotel

1763 Comox St, Vancouver, BC V6G 1P5

**featuring: M’Girl, Jordan Abel, Rain Prud’homme-Cranford, and Samantha Nock**

c) Other events by Indigenous artists that occur in Vancouver in May and June 2017 such as the Premiere of *The Road Forward*, a filmed version of the play of the same name by Marie Clements (Métis) on May 10th <http://www.doxafestival.ca/film/road-forward> and tentatively scheduled at Woodwards for June 8th

OR

Inuit throatsinger Tanya Tagaq May 12th <http://festival.vancouveropera.ca/tanya-tagaq/>

Please note that there will be costs for the Doxa festival and the Opera Festival; students will responsible for reserving their own tickets.

**Assignment Instructions:**

**English 226/ First Nations Studies 226**

**Critical Analysis (Diagnostic)**

**Length**: 350 - 500 words

**Due**: Wed., May 17, 2017 on *Ajjiit*; Wed., May 31, 2017 on *Legends of Vancouver*

**Weighting**: 25% each

The **critical analysis** is a detailed examination of a specific passage from the assigned work. A "passage" is about 2 paragraphs. It is up to you to select the passage. Choose a passage that sparks your interest or curiosity and answer any of the following questions (or another question that you have crafted):

* Does the passage address or explore an issue or question that you want to explore further, or tease out its implications?
* Does the passage appeal to you aesthetically, politically, emotionally, personally (etc.)? If so, how and why?
* Does the passage invite an exploration of a critical or theoretical approach that you want to experiment with?
* Does the passage express an idea or make assumptions about something that you agree or disagree with?

**Four Requirements:**

1. Justifying your choice of passage (explain why you chose the passage you did and why it is important);
2. Setting the passage in context of the rest of the text (**briefly** explain at what point the passage occurs);
3. Analysing in careful detail the language and literary strategies in the passage (characterization, setting, mood, images, metaphors, use of language [etc.]);
4. Constructing an argument or interpretation about what you think is significant about the passage. Your argument or interpretation is your central point. It should be a one-sentence statement that someone could agree or disagree with.

**Features of the Critical Analysis:**

* a title;
* a clear statement of argument;
* effective citation of evidence;
* typed and double-spaced;
* a completed checklist (checklist on following page);
* While you may consult secondary sources, it is not necessary; your essay should consist primarily of your own analysis and insights.

**Evaluation criteria:**

We will focus on effectiveness of the argument (clarity, logic, originality), depth of analysis, engagement with the language of the passage, and use of evidence. I will also grade style, diction, spelling and grammar.

# Essay Checklist

Please be sure to go over the following checklist before handing in your essay.

1. Have I fulfilled the four requirements of the assignment?

* Justifying choice of passage
* Setting passage in context
* Analysing the passage's details
* Constructing an argument

1. Is my argument supported with evidence from the text?
2. Have I checked my spelling and grammar?
3. Have I read my essay out loud (to check for flow and grammatical   
   errors)?
4. Is my essay double-spaced?
5. Do I use Times New Roman font 12?

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**Assignment Instructions:**

**English 226/ First Nations Studies 226**

**Report on Community Event in honour of National Aboriginal Day**

**Length**: 350 words, double-spaced, Times New Roman font 12

**Due**: Mon., June 26, 2017 at the same time that the Take-Home Exam is Due

**Weighting**: 10%

Students will attend a community event of their own choosing. They can attend a portion of the Indigenous Literary Studies Association Conference on Sunday, June 18th in Chilliwack or any other event scheduled that week at various venues around Vancouver on National Aboriginal Day, including for events through May and June.

Students will describe the event that they attended and link it to course content. This is not an assignment that requires an argument but rather an assignment that requires summary and self-reflection.

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**The Final Take-Home Exam will be distributed by email on Monday, June 19th.** It will ask you to complete critical analyses of several of other class readings excluding *Ajjiit* and *Legends of Vancouver*; you can also attach your report of the community event you attended to your take-home exam since **both the Report and the Take-Home Exam are due Monday, June 26, 2017**

**Community Reports and Take-Home Exams**

Students can drop off a hard copy of their take-home exams and community reports to the Professors’ mail boxes at the main reception desk at Life-Long Learning, Harbour Centre room 2300 before 6:00 p.m. on Monday, June 26th. Students are welcome to hand in their final assignments during the week before, and are encouraged to make sure the name of the class, the date, the name of the professors, and their own names are on both documents. If you have any questions about what hours that the Life-Long Learning office is open, call 778-782-5100.

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**Participation**

Teaching Assistants Natalie Knight and Audrey MacTavish will give instructions during tutorials on the requirement that all students demonstrate engagement with the course material by preparing questions for our many guest lecturers.

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**Keeping in touch**

Please note that every intersession course requires students to **attend faithfully the lectures and tutorials and to keep up on the readings.** Occasionally, we might not have enough time in class to announce everything we intend and so will relying on sending your information via email. **Please be sure to check your email regularly and to ask questions** to the Professors, your TAs, and your classmates should you need clarification on any item.