

## **Reconciliation and its Discontents: Theory, Art, Critique**

**Course Texts:**

J.M. Coetzee, *Disgrace*

Gail Jones, *Sorry*

Cherie Dimaline, *The Marrow Thieves*

- All other readings are available online or via the course OWL site.

**Assignments:**

- Two 4-page response papers [**12.5% each for a total of 25% of final grade**]

- One 30-minute seminar presentations and subsequent leading of class discussion [**30% of final grade**]

- One original research paper between 18-20 pages in length [**35% of final grade**]

- Participation in class discussion (please

to put the assigned readings for the week together in critical conversation. Students might also wish to raise a question or two for further thought or discussion.

**Guidelines for Seminar Presentations:**

- Seminar presentations should succinctly and briefly outline the arguments developed in the critical essays and analyze key themes and strategies of the readings assigned for the day. A strong presentation, however, should go much further than merely rehearsing the articles' arguments or the plot and structures of a cultural text. Seminar presentations should engage

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_grad.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf)

- It is crucial that students create all assignments (both written and oral) using their own ideas and their own words. If a writer uses a concept, idea, or phrasing from another source, it is imperative to signal the direct borrowing of words with quotation marks and to register the borrowing of ideas and concepts via the use of explanatory footnotes and parenthetical citations (or verbal explanation in the case of seminar presentations).

**Graduate Course Health and Wellness:**

As part of a successful graduate student experience at Western, we encourage students to make their health and wellness a priority. Western provides several on-campus health

Haydie Gooder and Jane M. Jacobs, “‘On the Border of the Unsayable’: The Apology in Postcolonizing Australia”  
Gail Jones, *Sorry*

## **Unit 2: Reconciliation in Canada?**

### **October 4: The Rise of Reconciliation in Canada: The Royal Commission on Aboriginal Peoples (RCAP)**

Sophie McCall, “‘My Story is a Gift’: The Royal Commission on Aboriginal Peoples and the Politics of Reconciliation”

Dale Turner, “On the Idea of Reconciliation in Contemporary Aboriginal Politics”

“Address by the Honourable Jane Stewart Minister of Indian Affairs and Northern Development on the occasion of the unveiling of Gathering Strength — Canada’s Aboriginal Action Plan”  
(available here: <https://www.aadnc-aandc.gc.ca/eng/1100100015725/1100100015726>)

### **October 11: Class Cancelled for Fall Reading Week**

### **October 18: Settler Colonialism and the Problem of Reconciliation: Transitional Justice in Non-Transitional Societies**

Emma Battell Lowman and Adam J. Barker, "Canada and Settler Colonialism"

Courtney Jung, “Canada and the Legacy of the Indian Residential Schools: Transitional Justice

## **November 8: Art, Realism, Truth**