

SP9645/ CL 9650

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Dr. Lauren Beck
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On-campus meetings: July 15-26, 2019, 2-5 pm
Room: UC3325

P : This course critically problematizes the treatment of the Americas, its peoples and resources, in textual sources, from Columbus's letters, literature by the likes of Sor Juana, in addition to modern works of fiction and non-fiction. In parallel, it will explore visual and

15: 15n

1. James H. Merrell, "Some Thoughts on Colonial Historians and the American Indians," *The William and Mary Quarterly* 46.1 (1989), pp. 94-119.
2. ---. "Second Thoughts on Colonial Historians and American Indians," *The William and Mary Quarterly* 69.3 (2012), pp. 451-512.
3. Vanessa D. Kam, "Subject Headings for Aboriginals: The Power of Naming," *Art Documentation: Journal of the Art Libraries Society of North America* 26.2 (2007), pp. 18-22.
4. VERONICA (1) Susan Shroeder et al., eds., "Introduction," *Chimalpahin's Conquest: A Nahua Historian's Rewriting of Francisco López de Gomara's Conquista de México* (Stanford, CA: Stanford University Press, 2010), pp. 3-49.


16: 16n

1. WONDER (1) Alcira Dueñas, *Indians and Mestizos in the Lettered City: Reshaping Justice, Social Hierarchy, and Political Culture in Colonial Peru* (Boulder: University of Colorado, 2010).
2. LORENA (1) Bonita Lawrence "Rewriting Histories of the Land: Colonization and Indigenous Resistance in Eastern Canada"

2. (WONDER 3) Martin S. Staum, *Labeling People: French Scholars on Society, Race and Empire, 1815-1848* (Montreal: McGill-Queens University Press, 2003).

22: 

Workshop on the *relaciones geográficas* (1570s-1590s), cast paintings (eighteenth century), and Native-American ways of visualizing empire.

23: 

1. LORENA (2): Sor Juana Inés de la Cruz, *Loa para El divino narciso* / *Loa for*

- Anderson, Chris, *Metis: Race, Recognition, and the Struggle for Indigenous Peoplehood* (Vancouver: UBC Press, 2014).
- Boone, Elizabeth Hill, and Walter D. Mignolo, eds., *Writing without Words: Alternative Literacies in Mesoamerica & the Andes* (Durham, NC: Duke University Press, 1994).
- Bowden, Brett. *The Empire of Civilization: The Evolution of an Imperial Idea* (Chicago: University of Chicago Press, 2009).
- Brotherston, Gordon, *Book of the Fourth World: Reading the Native Americas through Their Literature* (New York: Cambridge University Press, 1992).
- Burger, Michael, *The Shaping of Western Civilization: From Antiquity to the Enlightenment* (Peterborough, ON: Broadview Press, 2008).
- Carrera, Magali Marie, *Imagining Identity in New Spain: Race, Lineage, and the Colonial Body in Portraiture and Casta Paintings* (Austin: University of Texas Press, 2003).
- Cheyfitz, Eric, *The Poetics of Imperialism: Translation and Colonization from The Tempest to Tarzan* (Philadelphia: University of Philadelphia Press, 1997).
- Coulthard, Glen, *Red Skin, White Masks: Rejecting the Colonial Politics of Recognition* (Vancouver: UBC Press, 2014).
- Deloria, Philip J., *Playing Indian* (New Haven, CT: Yale University Press, 1998).
- Dussel, Enrique, *The Invention of the Americas: Eclipse of "The Other" and the Myth of Modernity* (New York: Continuum, 1995).
- Greer, Margaret R., Walter D. Mignolo, and Maureen Quilligan, eds.,

- (Cambridge: Cambridge University Press, 1995).
- Tully, James, **Strange Multiplicity: Constitutionalism in an Age of Diversity** (Cambridge: Cambridge University Press, 1995).
- Vinson III, Ven, **Before Mestizaje: The Frontiers of Race and Caste in Colonial Mexico** (Cambridge: Cambridge University Press, 2018).
- Warkentin, Germaine, and Carolyn Podruchny, eds., **Decentering the Renaissance: Canada and Europe in Multidisciplinary Perspective 1500-1700** (Toronto: University of Toronto Press, 2001).
- Weaver, Jace, **That the People Might Live: Native American Literatures and Native American Community** (New York: Oxford University Press, 1997).
- . **The Red Atlantic: American Indigenes and the Making of the Modern World, 1000-1927** (Chapel Hill: University of North Carolina Press, 2014).
- Weber, David J., **Barbaros: Spaniards and the Savages in the Age of Enlightenment** (New Haven, CT: Yale University Press, 2005).
- Wey-Gómez, Nicolás, **The Tropics of Empire: Why Columbus Sailed South to the Indies** (Cambridge, MA: MIT Press, 2008).
- Williams Jr., Robert A., **The American Indian in Western Legal Thought: Discourses of Conquest** (New York: Oxford University Press, 1993).
- . **Savage Anxieties: The Invention of Western Civilization** (New York: St. Martin's Press, 2014).
- Wilson, Shawn, **Research Is Ceremony: Indigenous Research Methods** (Halifax, NS: Fernwood, 2008).
- Woolford, Andrew John, Jeff Benvenuto, and Alexander Laban Hinton, eds., **Colonial Genocide in Indigenous North America** (Durham, NC: Duke University Press, 2014).



Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: <http://www.westerncalendar.uwo.ca/2015/pg113.html>

Plagiarism is a major academic offense. Plagiarism is the inclusion of someone else's verbatim or paraphrased text in one's own written work without immediate reference. Verbatim text must be surrounded by quotation marks or indented if it is longer than four lines. A reference must follow right after borrowed material (usually the author's name and page number). Without immediate reference to borrowed material, a list of sources at the end of a written assignment does not protect a writer against the possible charge of plagiarism.

Scholastic offenses are primarily forms of cheating. The range of offenses include, but are not limited to, plagiarism, cheating on an examination, falsifying material subject to academic evaluation by recycling a paper, misrepresenting work completed by someone else, co-authored work or group work as individually done, and aiding or abetting any such offense. These offenses are taken very seriously by the University and are treated as such. Penalties range from a failing grade for the assignment or the course to suspension or even expulsion from the University.

Your instructor will be happy to show you a proper method of documenting your sources. Students may choose to use either the MLA or Chicago styles.

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Students who are in emotional/mental distress should refer to Mental Health@Western http://www.health.uwo.ca/mental_health/ for a complete list of options about how to obtain help.

Mental Health can be defined as “the capacity to feel, think and act in ways that enhance our ability to enjoy life and deal with the challenges we face.” (Public Health Agency of Canada) If you are not well, please seek help and if someone you know is feeling overwhelmed, please listen and encourage them to seek help.

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- The Student Development Center includes the writing support center and learning skills services, services for Indigenous students, services for international students, services for students with disabilities and psychological services: <http://www.sdc.uwo.ca/>
- The Student Success Center helps students with all areas of career management, but includes a wide range of programs for First Year Students, Mature Students, Scholars and those interested in leadership training: <http://www.success.uwo.ca/careers/>