

Department of Languages, Literatures and Cultures
2024-2025
Special Topic Courses

Fall 2024

19 August 2024

INDG 301/3.0 Indigenous Ways of Knowing:

Section 001 *Global Indigenous Ways of Knowing: Resistance and Emergent Vitalities* (topic #16)

Instructor: Adesoji Babalola

In this course, we will explore global Indigenous ways of knowing, specifically in the context of North and South America, Africa, and Asia. We will cautiously read diverse Indigenous scholars/theorists as we engage with the question of how Indigenous ways of knowing continue to emerge against the dominance of Euro-American systems and practices. We will pay attention to the strategies Indigenous communities often use to centre Indigenous ways of knowing through what Bernard Perley describes as “emergent vitalities” (2012: 141). We will learn the different ways through which Indigenous ways of knowing stimulate knowledge creation and dissemination, foster empowerment, and enrich our understanding of the world and our responsibilities in making it a better place for humanity, the land, and the ecosystem. As such, we will examine how Indigenous ways of knowing across these geographies converge and diverge, and their resistance to colonial oppression, marginalization and racialization. This course is open to all students and no previous knowledge is required.

INDG 395/ENGL 481/3.0 Topics in Indigenous Literature:

Section 001 *The Role of Writing – Incarcerating Indigenous Peoples: Cultural & Political Perspectives* (topic #4)

This seminar will examine the concepts and reality of incarceration for Indigenous people in Canada and the role of writing. We will consider a variety of literary strategies that authors have adopted to tell their stories of incarceration with the end goal of confronting and destroying colonialism. The texts for this seminar may include memoir, biography, fiction, and poetry, as well as a selection of critical writing, histories and journalism, which serve to open the literature to analysis. Our focus will necessarily connect to related themes such as diaspora, racism, residential schools, violence, self-determination, and empowerment.

According to a 2016 investigative report by *Macleans* magazine, the asymmetrical jailing of the Indigenous population in Canada now exceeds the jailing of African-Americans in the USA. In fact, there are now more Indigenous people incarcerated across the country than there were Blacks jailed at the height of the apartheid in South Africa. While statistics may surprise the majority of Canadians, incarceration for Indigenous peoples comes as no surprise and extends back to European contact. How is incarceration connected to the history and colonization of Indigenous peoples, and what insight can literature give us into this experience? Our examination will necessarily lead us to consider writing by Indigenous authors as a vital form of cultural expression. In his Foreword to *Red Skin White Masks*, Mohawk scholar Taiaiake Alfred says, “Native writers... are trying to explain to settlers that their values and the true facts of their existence are at great odds and that the Native can never be completely erased or totally assimilated. This new Indigenous Intelligentsia is trying to get settlers to understand that colonialism must and will be confronted and destroyed.”

LLCU 295/3.0 Special Topics:

Section 001 *The Public and Other Political Bodies* (topic #27)

Instructor: Brenna MacDougall

A look at political bodies such as the public, community, the people, etc. Engaging with questions around how they define

politics, draw borders around membership, the kind of relationships each term denotes, and who is included and excluded.

LLCU 295/3.0 Special Topics:

Section 002 *Sport and Global Relations* (topic #26)

Instructor: Amy Parks

There is always more at play in sports than the winning of a game. This course introduces students to what is at stake by exploring how sport is an agent of global relations and developments. Applying historical and critical media lenses to a range of sport contexts, students will consider sport's vital, yet complex relationship to such topics as colonialism, nation-building, place branding, diplomacy, international governance, and activism.

LLCU 295/3.0 Special Topics:

Section 003 *The Semiotics of the Arts* (topic #5)

Instructor: Donato Santeramo

A broad-ranging introduction to the role the arts play in human society through the study of the unique sign systems that make up what is considered an artistic production. Through the semiotics lens, students will explore how words, images and other signs produce meaning in art and in contrast, how or if, these signs' meanings differ in non-artistic endeavors. Through a series of readings and image analyses, students will engage with arts' philosophical and abstract being and the practices that are embedded in cultures, politics and identities when creating a work of art. Paintings, sculptures, narratives, storytelling, and other art forms will be studied and discussed in the classroom both synchronically and diachronically.

LLCU 395/3.0 Special Topics:

Section 001 *Classical Literature of Spain* (topic #11)

Instructor: Daniela Maldonado Castañeda

This course offers a comprehensive survey of Spanish literature from its earliest stages to the end of the 17th century, exploring a diverse array of genres and historical periods. Students will analyze texts that reflect Spain's multicultural identity, originally composed in languages including Spanish, Arabic, Hebrew, and Latin, allowing exploration of how interactions between cultures and languages led to literary borrowings and adaptations. Highlights include intriguing framed narratives, such as the tale of a dean who seeks papal authority with the aid of a necromancer; an invented autobiography detailing romantic adventures of a religious figure; stories featuring elderly witches assisting men in achieving their desired loves; and a selection of Cervantes' masterpiece "Don Quixote," which is framed in the prologue as a fictional translation from an Arabic manuscript.

Our discussions will focus on carefully examining these texts to foster attentive reading skills and cultivate critical and analytical thinking. We will explore the aesthetic experience of reading and analyze themes and structures within literary works. This course provides a unique opportunity to uncover Spain's rich literary culture and its dynamic multicultural influences across languages, cultures, and literary genres

Winter 2024

19 August 2024

HEBR 301/LLCU 395/3.0 Topics in Hebrew:

Section 001 *Contemporary Hebrew Literature in Translation* (topic #1)

Instructor: Na'ama Haklai

From the mid-19th century, the Hebrew language has been revived to answer a need for the Jewish people for cohesion and a unified form of expression that would bring together scattered diasporic groups. From few visionaries of the *Haskalah* (or enlightenment), and in less than 150 years, it has become the spoken and written language of more than nine million people. Modern Hebrew literature was used as a means to enhance this vision, to rebel against it, and to

provide a platform of expression of the myriad streams of Jews and non-Jewish people that live in Israel today. The course will explore Hebrew literature in translation produced by multiple social groups with competing visions of “Israeliness” to reflect the complex fabric of contemporary Israeli society.

All texts and lectures are in English. Students will have the option to write the assignments in English (LLCU 395) or in Hebrew (HEBR 301).

INDG 301/3.0 001 Indigenous Ways of Knowing: *Exploring Indigenous Visual Storytelling and Digital Artmaking for Gender-Diverse Narratives* (topic #14)

Instructor: Carleigh Milburn

This course provides a comprehensive exploration of Indigenous artwork through diverse gender perspectives, focusing on the significance of visual storytelling and how Indigenous artists are continuously changing dominant cultural narratives. Students will also be challenged to explore the decolonial potential of digital art media and artificial intelligence.

Throughout the course, students will immerse themselves in exhibitions, critically analyzing curatorial contexts, and gaining a nuanced understanding of how Indigenous artists use their work to reclaim narratives, challenge colonial legacies, and assert their cultural identities. The course is structured into three parts. The first part delves into the historical context of Indigenous art and its representation of gender and sexuality. Through critical examination of prominent artists and their work, students will situate their art within political and cultural settings.

The second part of the course focuses on contemporary Indigenous art, emphasizing how Indigenous artists use their work to challenge stereotypes and misconceptions about Indigenous people, cultures, and identities. By examining current exhibitions, students will analyze how Indigenous artists use visual storytelling to shift dominant cultural narratives and combat colonial legacies.

The final section of the course, students will be prompted to reflect on the diverse art forms explored throughout the course and create artwork that authentically reflects themselves and their understanding of the world. This involves challenging preconceived notions that were once accepted and finding ways to enhance their knowledge of Indigenous contexts.

INDG 395/3.0 Special Indigenous Topics

Section 001 *History and Material Culture of the Métis Nation* (topic #2)

Instructor: Danielle Lussier

In this course, learners and the lead educator will study the history and material culture of the Métis Nation. Learners will have the opportunity to engage in curated embodied Métis pedagogical practice in the classroom to facilitate building new relationships to ideas and will be expected to engage in individual artistic practice grounded in theories of Persuasive Aesthetic over the course of the term. No previous artistic experience is required; the lead educator, a Flower Beadwork Person, will support you. Note: threads of inquiry will include difficult topics including but not limited to The Reign of Terror and historic and ongoing Genocide of Indigenous Women, Girls, and Two-Spirited folx. The lead educator is committed to building a learning space centring love and community care and encourages learners to reach out with any questions or concerns.

INDG 495/HLTH 493 /3.0 Special Indigenous Topics:

Section 001 *Indigenous Food Sovereignty* (topic #1)

Indigenous Food Sovereignty highlights the innate ability of Indigenous peoples to be in charge of their own food systems, including the ability to define one’s own food sources and processes. This course will explore the reciprocal nature of food sovereignty, foregrounding the interdependent relationships humans have with the land, plants, and animals that give their lives for sustenance, as well as Indigenous Food Sovereignty’s inherently anti-colonial foundations, which prioritize the resurgence and revitalization of Indigenous cultures and ways of being that support physical, emotional, mental, and spiritual wellbeing.

Note: INDG 495/HLTH 493 will be taught in Winter 2025 by the Queen’s National Scholar in Indigenous Food Sovereignty and Community Health, and the course focus may be subject to change.

LING 490/3.0 Special Topics in Linguistics:

Section 001 *Indigenous Languages of North America*

Instructor: Devin Moore

An introduction to Indigenous languages of North America, including linguistic, cultural and sociopolitical aspects.

LLCU 295/3.0 Special Topics:

Section 001 *Languages, Nationalism, and Popular Culture in South Asia* (topic #xx)

Instructor: Samia Khan

The role of nationalism and its intersection with linguistic and cultural minorities in shaping the popular culture (cinema, literature, visual culture, music, etc.) in countries like India. The course will engage with and unpack what nationalism means in the context of South Asia, what is the political significance of linguistic minorities in South Asian politics, society, and culture.

LLCU 295/3.0 001 Special Topics:

Section 002 *Themes in Modern Arab Novels and Film* (topic #28)

Instructor: Abdelrahman Kamel

This course will discuss prevalent themes in modern and contemporary Arabic novels and film. Students will explore the diverse and evolving narratives within Arabic literature and cinema, focusing on the historical, social, and political contexts that have shaped these works. Each lecture will include the exploration of a literary work discussing Arab culture and identity, a literary criticism related to the theme, and a film that corresponds or contradicts with the theme of the works. This approach will allow students to discuss contemporary problems from a multidimensional perspective.

In addition, the course will cover discussions on film adaptations of literary works and the concept of Orientalism. These discussions will provide further insight into how Arabic culture and identity are portrayed and perceived both within and outside the Arab world. By examining key literary works, their film adaptations, and relevant criticisms, students will gain a deeper understanding of the rich cultural heritage and contemporary issues in the Arab world.

LLCU 395/HEBR 301 3.0 Special Topics:

Section 001 *Contemporary Hebrew Literature in Translation* (topic #4)

Instructor: Na'ama Haklai

From the mid-19th century, the Hebrew language has been revived to answer a need for the Jewish people for cohesion and a unified form of expression that would bring together scattered diasporic groups. From few visionaries of the *Haskalah* (or enlightenment), and in less than 150 years, it has become the spoken and written language of more than nine million people. Modern Hebrew literature was used as a means to enhance this vision, to rebel against it, and to provide a platform of expression of the myriad streams of Jews and non-Jewish people that live in Israel today. The course will explore Hebrew literature in translation produced by multiple social groups with competing visions of "Israeliness" to reflect the complex fabric of contemporary Israeli society.

All texts and lectures are in English. Students will have the option to write the assignments in English (LLCU 395) or in Hebrew (HEBR 301).

LLCU 395/3.0 Special Topics:

Section 002 *Modern Literature of Spain* (topic #xx)

Instructor: Daniela Maldonado Castañeda

This course introduces students to the major authors and works of Spanish literature from the Enlightenment to the present day. We will explore a diverse array of genres, including selections of poetry, autobiography, epistolary novels, plays, essays, and experimental texts. Through close study and analysis, students will gain insights into the cultural, historical, and societal trends that have shaped modern and contemporary Spanish literature. Highlights include an autobiography by a weather forecaster, poems exploring themes such as death, love, and exile, a tragic play depicting a woman's yearning for a child, a fictional memoir from a remorseful prisoner, a novel about a woman during the Civil War

era in Barcelona, and a fragmented novel portraying four women navigating contemporary Barcelona, addressing pressing themes nowadays in this city such as urban squatting.

Our discussions will focus on carefully examining these texts to foster attentive reading skills and cultivate critical and analytical thinking. We will explore the aesthetic experience of reading and analyze the themes and structures within literary works. This course provides a unique opportunity to explore Spain's vibrant modern and contemporary literary culture. Students will not only enhance their understanding of literature but also develop a richer appreciation for the cultural and societal dynamics that define modern and contemporary Spain.