

**WESTERN UNIVERSITY
DEPARTMENT OF ENGLISH**

PhD QUALIFYING EXAMINATION READING LIST

INDIGENOUS LITERATURE AND LITERARY CRITICISM/THEORY

In order to develop a wide-ranging competency to teach and research in the field of Indigenous Literature and Literary Criticism/Theory, candidates will prepare a reading list according to the instructions and requirements outlined below.

1. Instructions

This reading list comprises two sections of required texts (the first for Indigenous literature and the second for Indigenous literary criticism and theory), and one supplementary section (concerning special topics in Indigenous studies). Any changes or substitutions in the list must be approved by the examining committee.

When compiling personalized versions of the list according to the instructions outlined below, students should include: (1) the titles of all poems and short stories alongside the texts to which they belong, and (2) the author(s) and titles of critical essays and/or book chapters alongside the texts from which they have been chosen. This will enable the committee to see each student's specifically tailored list, and, moreover, will be a useful memory aid for students writing the exam.

i. Secondary Field Exam

Students must read the texts in Sections 1 and 2 which appear in **BOLD** type. Students writing this examination for their secondary field will not be responsible for any of the texts in Section 3.

ii. Primary Field Exam

Students must read all texts in Sections 1 and 2. In addition, students must read 12 texts from Section 3.

2. Exam Structure

- i.** This examination is divided into three parts: Part A: Poetry and Drama; Part B: Prose Fiction, Storytelling, and Autobiography; Part C: General Question. Students should incorporate insights from criticism and theory into their answers for each section of the exam.
- ii.** Students are required to answer **THREE** questions in total (one from each section of the exam). All questions are of equal value.
- iii.** Students must not write extensively on the same text more than once.

3. Recommended Anthologies

Please note: The anthologies listed below are not all required reading. Rather, they are listed as possible study aids or texts for locating potential poetry, short fiction, and drama that could be substituted for other texts on the list (with the approval of the examination committee).

Appleford, Rob, ed. *Aboriginal Drama and Theatre*.

Armstrong, Jeannette and Lally Grauer, eds. *Native Poetry in Canada*.

Cariou, Warren and Niigaanwewidam James Sinclair. *Manitowapow: Aboriginal Writings from the Land of Water*.

Driskill, Qwo-Li et al. eds. *Sovereign Erotics: A Collection of Two-Spirit Literature*.

Gedalof, Robin, ed. *Paper Stays Put: A Collection of Inuit Writing*.

Harjo, Joy and Gloria Bird, eds. *Reinventing the Enemy's Language: Contemporary Native Women's Writings of North America*. New York: Norton, 1997.

King, Thomas, ed. *All My Relations: An Anthology of Contemporary Canadian Native Fiction*.

Knowles, Ric and Monique Mojica, eds. *Staging Coyote's Dream: An Anthology of First Nations Drama in English*.

MacFarlane, Heather and Armand Garnet Ruffo, eds. *Introduction to Indigenous Literary Criticism in Canada*.

Moses, Daniel David, et. al. eds. *An Anthology of Canadian Native Literature in English*.

Purdy, John L and Ruppert, James. *Nothing but the Truth: An Anthology of Native American Literature*.

Reder, Deanna and Linda Morra, eds. *Learn, Teach, Challenge: Approaching Indigenous Literatures*

Vizenor, Gerald, ed.. *Native American Literature: A Brief Introduction and Anthology*.

SECTION 1—CORE TEXTS: LITERATURE

*For this section, students writing the primary field exam are required to read all texts listed below. Students writing the secondary field exam are required to read only the texts in **bold**.*

Poetry: *students must select 4-5 poems per required text and the titles of each poem should be included in students' personalized lists.*

Abel, Jordan. *The Place of Scraps or Injun*.

Akiwenzie-Damm, Kateri. *My Heart is a Stray Bullet*.

Armstrong, Jeannette. *Breath Tracks*.

Belcourt, Billy-Ray. *This Wound is a World*.

Dumont, Marilyn. *A Really Good Brown Girl or The Pemmican Eaters*

Chrystos. *Not Vanishing*.

Halfe, Louise Bernice. *Blue Marrow or Burning in this Midnight Dream*.

Harjo, Joy. *She Had Some Horses*

Joe, Rita. *Song of Eskasoni*

Johnson, Pauline. *Selected Poems*

Ortiz, Simon. *From Sand Creek*

Simpson, Leanne. *Islands of Decolonial Love*

Scofield, Gregory. *Singing Home the Bones or Native Canadiana: Songs from the Urban Rez*

Francis, Marvin. *City Treaty*

Drama: *students must read the required texts in their entirety.*

Clements, Marie. *The Unnatural and Accidental Women or Burning Vision*

Griffiths, Linda and Campbell, Maria. *The Book of Jessica: A Theatrical Transformation*

Highway, Tomson. *The Rez Sisters or Dry Lips Oughta Move to Kapuskasing*

Loring, Kevin. *Where the Blood Mixes*

Mojica, Monique. *Princess Pocahontas and the Blue Spots*

Nolan, Yvette. *Annie Mae's Movement or The Unplugging*

Moses, Daniel David. *Almighty Voice and His Wife*

Riggs, Lynn. *Green Grow the Lilacs*

Taylor, Drew Hayden. *alterNatives, or Someday*

Prose Fiction: *students must read the required texts in their entirety.*

Alexie, Robert Arthur. *Porcupines and China Dolls*

Armstrong, Jeannette. *Slash*

Brant, Beth. *Food and Spirits or Mohawk Trail*

Culleton, Beatrice. *In Search of April Raintree*

Cook-Lynn, Elizabeth. *The Power of Horses and Other Stories*

Dimaline, Cherie. *The Marrow Thieves*

Erdrich, Louise. *Love Medicine, Tracks, or another novel of the student's choice.*

Glancy, Diane. *Pushing the Bear*

Highway, Tomson. *Kiss of the Fur Queen*

Hogan, Linda. *Power or Mean Spirit*

King, Thomas. *Green Grass, Running Water, or The Back of the Turtle, or Truth and Bright Water*

Maracle, Lee. *Ravensong: A Novel*

McNickle, Darcy. *The Surrounded*

Momaday, N. Scott. *House Made of Dawn or The Way to Rainy Mountain*

Mourning Dove, *Cogewea: The Half Blood. A Depiction of the Great Montana Cattle Range*

Owens, Louis. *Bone Game or The Sharpest Sight*

Robinson, Eden. *Monkey Beach or Son of a Trickster*

Silko, Leslie Marmon. *Ceremony or Almanac of the Dead*

Van Camp, Richard. *The Lesser Blessed*

Vermette, Katherena. *The Break*

Vizenor, Gerald. *The Heirs of Columbus*

Wagamese, Richard. *Keeper 'n Me or Indian House*

Welch, James. *Winter in the Blood*

Whitehead, Joshua. *Jonny Appleseed*

Whitehead, Joshua, ed. *Love After the End: An Anthology of Two-Spirit and Indigiqueer Speculative Fiction*

Zitkala-Sa. *American Indian Stories, Legends, and Other Writings*

Autobiography: *except where indicated, students must read the required texts in their entirety.*

Apess, William. Excerpts from *A Son of the Forest*.¹

Belcourt, Billy-Ray. *A History of My Brief Body*

Campbell, Maria. *Half-Breed*.

Copway, George. Excerpts from *The Life, History, and Travels of Kah-ge-ga-gah-Bow*.²

Freeman, Minnie Aodla. *Life Among the Qallunaat*.

Mailhot, Terese Marie. *Heart Berries: A Memoir*

Joe, Rita. *Song of Rita Joe: Autobiography of a Mi'kmaq Poet*.

Johnston, Basil. *Indian School Days*.

Maracle, Lee. *Bobbi-Lee, Indian Rebel*.

Scofield, Gregory. *Thunder Through my Veins*.

Wiebe, Rudy and Johnson, Yvonne. *Stolen Life: The Journey of a Cree Woman*.

Storytelling: *students must select 2-3 stories from each collection and include the titles of each selected story in their personalized reading list.*

Campbell, Maria. *Stories of the Road Allowance People*.

Robinson, Harry. *Write It On Your Heart*.

Simpson, Leanne. *The Gift is in the Making*.

Teuton, Chris, ed. *Cherokee Stories of the Turtle Island Liars' Club*.

SECTION 2—CORE TEXTS: LITERARY CRITICISM AND THEORY

*For this section, students writing the primary field exam are required to read all texts listed below. Students writing the secondary field exam are required to read only the texts in **bold**.*

Core Literary Criticism: *For single-authored monographs listed below, students should read the introduction and at least one body chapter of each text. For edited collections of essays, students are required to read the introduction and at least two chapters from each text. Students should include the titles of selected chapters in their personalized reading lists.*

Allen, Chadwick. “Introduction” from *Trans-Indigenous: Methodologies for Global Native Literary Studies*

Armstrong, Jeannette, ed. *Looking at the Words of Our People*

Blaeser, Kimberly. “Writing Voices Speaking: Native Authors and an Oral Aesthetic”

¹ Students can find the required excerpt in the Vizenor anthology listed above under “Recommended Anthologies.”

² Students can find the required excerpt in the Moses anthology listed above under “Recommended Anthologies.”

- Cook-Lynn, Elizabeth. "The American Indian Fiction Writers: Cosmopolitanism, Nationalism, the Third World, and First Nations Sovereignty"
- Cook-Lynn, Elizabeth. "American Indian Intellectualism and the New Indian Story"
- Cox, James and Daniel Heath Justice, eds. *The Oxford Handbook of Indigenous American Literature*
- Driskill, Qwo-Li et al. *Queer Indigenous Studies: Critical Interventions in Theory, Politics, and Literature*
- Eigenbrod, Renate. *Travelling Knowledges: Positioning the Im/Migrant Reader of Aboriginal Literatures in Canada*
- Eigenbrod, R., & Episkenew, J.-A. (Eds.). (2002). *Creating community: A Roundtable on Canadian Aboriginal literature*
- Emberley, Julia V. *Defamiliarizing the Aboriginal: Cultural Practices and Decolonization in Canada*
- Episkenew, Jo-Ann. *Taking Back Our Sprits: Indigenous Literature, Public Policy, and Healing*
- Fagan, Kristina et. al., "Canadian Indian Literary Nationalism?: Critical Approaches in Canadian Indigenous Contexts--A Collaborative Interlogue"
- Fagan, Kristina. "What's the Trouble with the Trickster?: An Introduction" in *Troubling Tricksters: Revisioning Critical Conversations*
- Fee, Margery. "The Trickster Moment, Cultural Appropriation, and the Liberal Imagination in Canada" in *Troubling Tricksters: Revisioning Critical Conversations*
- Goeman, Mishuana. *Mark My Words: Native Women Mapping Our Nations*
- Hoy, Helen. *How Should I Read These: Native Women Writers in Canada*
- Justice, Daniel Heath. *Why Indigenous Literatures Matter*
- LaRocque, Emma. *When the Other is Me: Native Resistance Discourse 1850-1990*
- Martin, Keavy. "Introduction: *Silattuqsarvik* —A Place (and Time) to Become Wise" in *Stories in a New Skin: Approaches to Inuit Literature*
- McCall, Sophie. *First Person Plural: Aboriginal Storytelling and the Ethics of Collaborative Authorship.*
- McKegney, Sam. *Magic Weapons: Aboriginal Writers Remaking Community after Residential School*
- McLeod, Neal, ed. *Indigenous Poetics in Canada*
- Porter, Joy and Kenneth M. Roemer, eds. *The Cambridge Companion to Native American Literature*
- Rifkin, Mark. *When did Indians Become Straight?: Kinship, the History of Sexuality, and Native Sovereignty*
- Simpson, Audra and Andrea Smith, "Introduction" to *Theorizing Native Studies*
- Velie, Alan R. and A. Robert Lee. *The Native American Renaissance: Literary Imagination and Achievement*
- Vizenor, Gerald. "Introduction" from *Narrative Chance: Postmodern Discourse on Native American Indian Literatures*
- Warrior, Robert Allen. *Tribal Secrets: Recovering American Indian Intellectual Traditions*
- Weaver, Jace; Womack, Craig S. and Warrior, Robert. *American Indian Literary Nationalism*
- Womack, Craig S. et. al. *Reasoning Together: The Native Critics Collective*
- Womack, Craig S. *Red on Red: Native American Literary Separatism*

Key Concepts in Indigenous Studies: *This module is required reading for all students taking the exam and is designed to introduce students to key concepts in the interdisciplinary field of Indigenous Studies, including settler colonialism, sovereignty, decolonization and research methods, and allied scholarship. Students will read listed texts as directed below. Where book chapters are to be selected, students should include the titles of the selected chapters in their personalized lists.*

Alfred, Taiaiake and Jeff Corntassel. “Being Indigenous: Resurgences Against Contemporary Colonialism”

Barker, Joanne. “For Whom Sovereignty Matters”

Coulthard, Glen. “Introduction” and one body chapter from *Red Skin, White Masks: Rejecting the Colonial Politics of Recognition*.

Davis, Lynne, ed. *Alliances: Re/Envisioning Indigenous-non-Indigenous Relationships* (students should select two essays from this collection).

Kovach, Margaret. “Introduction” and one body chapter from *Indigenous Methodologies: Characteristics, Conversations, and Contexts*.

Lowman, Emma Battell and Adam Barker. *Settler: Identity and Colonialism in 21st Century Canada*

Simpson, Audra. “Settlement’s Secret”

Simpson, Leanne. *As We Have Always Done: Indigenous Freedom Through Radical Resistance*

Smith, Linda Tuhiwai. “Introduction” and “Imperialism, History, Writing, Theory” in *Decolonizing Methodologies: Research and Indigenous Peoples*

Wolfe, Patrick. “Settler Colonialism and the Elimination of the Native”

SECTION 3—SUPPLEMENTARY TEXTS

This section applies only to students writing the primary field exam.

*Students must select a total of 12 additional texts from the modules below. Students may select 12 from across the many modules **or** they may focus specifically on just two of the modules.*

Please note: students who would like to study Indigenous literatures and criticism/theory of Australia and New Zealand will be responsible for choosing at least 8 texts from the Australia & New Zealand module only, so as to ensure appropriate coverage of the region.

Indigenous Studies and Postcoloniality: *If chosen, students must read the introductions and two body chapters from the monographs in this module.*

Byrd, Jodi. *The Transit of Empire: Indigenous Critiques of Colonialism*

Byrd, Jodi, and Michael Rothberg. “Between Subalternity and Indigeneity”

Cook-Lynn, Elizabeth. *A Separate Country: Postcoloniality and American Indian Nations*

King, Thomas. “Godzilla vs. the Postcolonial”

Weaver, Jace. “Indigeneity and Indigenusness”

History of the Book and Indigenous Literature: *Students must read listed texts in their entirety.*

Cohen, Matt. *The Networked Wilderness: Communicating in Early New England*

Krupat, Arnold. *Ethnocriticism*

Round, Phillip. *Removable Type: Histories of the Book in Indian Country, 1663-1880*

Story Theory: *If chosen, students must read the introductions and two body chapters from the monograph-length texts in this module. Students should list the titles of selected chapters in their personalized reading lists.*

Archibald, Jo-Ann. *Indigenous Storywork: Educating the Heart, Mind, Body and Spirit*

Carlson, Keith, Kristina Fagan, and Natalia Khanenko-Friesen, eds. *Orality and Literacy: Reflections Across Disciplines*

Cruikshank, J., with A. Sidney, K. Smith, & A. Ned. *Life Lived Like A Story: Life Stories of Three Yukon Native Elders*

Cruikshank, Julie. *The Social Life of Stories: Narrative and Knowledge in the Yukon Territory*

Hulan, Renée and Eigenbrod, Renate, eds. *Aboriginal Oral Traditions: Theory Practice Ethics*

King, Thomas. *The Truth About Stories*

Robinson, Eden. *The Sasquatch at Home: Traditional Protocols and Modern Storytelling*

Sarris, Greg. *Keeping Slug Woman Alive: A Holistic Approach to American Indian Texts*

Simpson, Leanne. *Dancing on Our Turtle's Back: Stories of Nishnaabeg Re-Creation, Resurgence, and a New Emergence*

Indigenous Gender and Sexuality Studies: *If chosen, students must read the introductions and two body chapters from the monograph-length texts in this module. Students should list the titles of selected chapters in their personalized reading lists.*

Allen, Paula Gunn. *The Sacred Hoop: Recovering the Feminine in American Indian Traditions*

Justice, Daniel Heath, Mark Rifkin, and Bethany Schneider, eds. *GLQ: A Journal of Lesbian and Gay Studies*. Special issue on "Sexuality, Nationality, Indigeneity"

Povinelli, Elizabeth. *The Empire of Love: Toward a Theory of Intimacy, Genealogy, and Carnality*

Rifkin, Mark. *When Did Indians Become Straight?: Kinship, the History of Sexuality, and Native Sovereignty*

Suzack, Cheryl et. al., eds. *Indigenous Women and Feminism: Politics, Activism, Culture*

Tatonetti, Lisa. *The Queerness of Native American Literature*

Indigenous Literary Criticism: Reading Earlier Work: *If chosen, students must read the introductions and two body chapters from the monograph length-texts in this module. Students should list the titles of selected chapters in their personalized reading lists.*

Allen, Paula Gunn. *Off the reservation: Reflections on boundary-busting, border-crossing loose canons*

King, Thomas, Cheryl Calver, and Helen Hoy, eds. *The Native in Literature: Canadian and Comparative Perspectives*

Krupat, Arnold. *Ethnocriticism: Ethnography, History, Literature*
Krupat Arnold. *The Turn to the Native: Studies in Criticism and Culture*
Murray, David. *Forked Tongues: Speech, Writing and Representation in North American Indian Texts*
Petrone, Penny. *Native Literature in Canada: From the Oral Tradition to the Present*
Swann, Brian and Arnold Krupat, eds. *Recovering the Word: Essays on Native American Literature*

Australia and New Zealand: Literature and Criticism: *Literary texts must be read according to the guidelines for Section 1 (prose texts in full, 4-5 poems per collection, drama in full, and autobiography in full unless otherwise directed). Critical texts must be read according to the guidelines for Section 2 (individual essays/articles in full, introduction + one body chapter from single-authored monographs, and introduction + 2 body chapters for edited collections). Students should list the titles of selected poems, essays, and/or chapters in their personalized reading lists.*

For additional resources, students may wish to consult the following anthologies:

Heiss, Anita and Peter Minter, eds. *Anthology of Australian Aboriginal Literature*. Kingston and Montreal: McGill-Queen's University Press, 2008.

Sabbioni, Jennifer, Kay Schaffer, and Sidonie Smith, eds. *Indigenous Australian Voices: A Reader*. Brunswick, New Jersey: Rutgers University Press, 1998.

Poetry: *students must select 4-5 poems per required text and list the titles of each poem in their personalized reading list. Students may request substitutions for some poems using the anthologies listed above as sources.*

Bellar, Lisa. "Women's Liberation" and "Woman of the Dreaming"
Davis, Jack. "The Firstborn," "Integration," and "Walker"
Everett, Jim. "planegarrartoothenar"
Fogarty, Lionel. *Dha'lan Djani Mitti: Collected Poems*
McDermott, Dennis. "Dorothy's Skin"
Noonuccal, Oodgeroo. *We Are Going*
Patuawa-Nathan, Evelyn. *Opening Doors*
Sullivan, Robert. *Star Waka*
Sykes, Roberta (Bobbi). *Love Poems and Other Revolutionary Actions*
Thaman, Konai Helu. *You, the Choice of my Parents: Poems*
Tuhware, Hone. *Deep River Talk: Collected Poems*
Wagon Watson, Samuel. "Recipe for Metropolis Brisbane," "White Stucco Dreaming," and "Forthe Wake and Skeleton Dance"

Prose Fiction: *students must read the required texts in their entirety.*

Behrendt, Larissa. *Home or Legacy*

Cleven, Vivienne. *Bitin' Back*
Duff, Alan. *Once Were Warriors*
Grace, Patricia. *Potiki*
Hulme, Keri. *The Bone People*
Ihimaera, Witi. *The Whale Rider*
Morris, Paula. *Rangatira*
Nyoongah, Mudrooroo. *Doctor Wooreddy's Prescription for Enduring the Ending of the World*
Pilkington, Doris. *Follow the Rabbit-Proof Fence*
Scott, Kim. *Benang: From the Heart or That Dead Man Dance*
Te Awekotuku, Ngahuia. *Tahuri*
Ward, Glenyse. *Unna You Fullas*
Weller, Archie. *Day of the Dog*
Wright, Alexis. *Carpentaria*

Autobiography: *except where indicated, students must read required texts in their entirety.*

Ginibi, Ruby Langford. *Real Deadly or My Bundjalung People or Haunted by the Past*
Kohere, Reweti Tuhorouta. *The Autobiography of a Maori*
Morgan, Sally. *My Place*
Smith, Shirley and Bobbi Sykes. *Mum Shirl: An Autobiography*
Tucker, Margaret. *If Everyone Cared*
Ward, Glenyse. *Wandering Girl*

Storytelling: *students must select 2-3 stories from each collection.*

Noonuccal, Oodgeroo. *Stradbroke Dreamtime*
Wharton, Herb. *Cattle Camp: Murrie drovers and their stories*

Drama: *students must read required texts in their entirety.*

Belleair, Lisa. *The Dirty Mile: A History of Indigenous Fitzroy*
Enoch, Wesley. *Black Medea or The Story of the Miracles at Cookie's Table*
Gilbert, Kevin. *The Cherry Pickers*
Grace-Smith, Briar. *Nga Pou Wahine and When Sun and Moon Collide*
Harrison, Jane. *Stolen and Rainbow's End*
Miloy, David. *Windmill Baby*
Potiki, Roma. *Going Home*
Taylor, Renee Gertrude. *Setting the Table*

Australian and New Zealand Literary Criticism/Theory:

Allen, Chadwick. Chapters 1 & 3 of *Blood Narrative: Indigenous Identity in American Indian and Maori Literary and Activist Texts*
Kennedy, Rosanne. "Australian Trials of Trauma: The Stolen Generations in Human Rights, Law, and Literature." *Comparative Literature Studies* 48.3 (2011): 333-355.
Moreton-Robinson, Aileen. *Sovereign Subjects: Indigenous Sovereignty Matters*.
Moura-Koçoğlu, Michaela. "Introduction" and "'Things are not exactly black or white in

- Aotearoa': The Many Facets of Kiwi Identity." *Narrating Indigenous Modernities: Transcultural Dimension in Contemporary Māori Literature*
- Mudrooroo. *Writing from the Fringe: A Study of Modern Aboriginal Literature in Australia*. Introduction and one selected chapter
- Povinelli, Elizabeth. *The Cunning of Recognition: Indigenous Alterities and the Making of Australian Multiculturalis*.
- Te Punga Somerville, Alice. *Once Were Pacific: Maori Connections to Oceania*
- Thomas, Jared. "Respecting Protocols for Representing Aboriginal Culture." *Journal of Australian Studies and Literature*. 14.3 (2014).
<http://www.nla.gov.au/openpublish/index.php/jasal/article/view/3319/4086>
- Whitlock, Gillian and Roger Osborne. "Benang: A Worldly Book." *Journal of the Association for the Study of Australian Literature (JASAL)* 13.3 (2013).
- Quinlivan, Natalie. "Finding a Place in Story: Kim Scott's Writing and the Wirlomin Noongar Language and Stories Project." *Journal of Australian Studies and Literature*. 14.3 (2014).
<http://www.nla.gov.au/openpublish/index.php/jasal/article/view/3261/4067>
- Worby, Gus et al. "Writing Forward, Writing Back, Writing Black." *Journal of Australian Studies and Literature*. 14.3 (2014).
<http://www.nla.gov.au/openpublish/index.php/jasal/article/view/3320/4101>