



**FACULTY OF ARTS
INTERNATIONAL INDIGENOUS STUDIES
COURSE OUTLINE**

**INDG 503-02 Advanced Topics in International Indigenous Studies: Gender,
Two-Spirit, & Sexuality**

Instructor: Dr. Rain Prud'homme-Cranford (Dr. PC)

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Sessions: Fall 2019; Mondays 11:00-1:45; SS 006

Office Hours: M 2:00-3:00pm; W 2pm-3:00pm and by appointment

Prerequisite: 60 units, including 3 units in courses labelled Indigenous Studies at the 300 level

Course Description: Alex Wilson (Opaskwayak Cree Nation) asserts, “Two-spirit identity is one way in which balance is being restored to our communities. Throughout the colonial history of the Americas, aggressive assimilation policies have attempted to displace our own understandings, practices and teachings around sexuality, gender and positive relationships and replace them with those of Judeo Christianity.” Moreover, in the wake of national settler-colonial laws recognizing same-sex marriage in Canada and the United States, it is vital to understand Indigenous concepts of gender and sexuality. This class will focus the importance of a multiplicity of Indigenous Gender/ LGBTAIQ2S voices and our relationships traditional, contemporary, and historic with matriarchy, two-spirit, feminism, masculinity, health, and gender balance. As a class community, we will address issues of western vs Indigenous concepts of gender, sexuality, matrilocality, and equality/equity/balance. In this class our dialogues will address cultural practice, law, tradition, sovereignty, health, and sexuality, often centering literature as starting point for these conversations. As a community of scholars within Literature, Ethnic Studies, Indigenous Studies, Gender/ Women’s Studies, Rhetorics, and other disciplines, we will explore theories, histories, and intersectionality of Indigenous Gender and Two-Spirit/Queer Literature/Text and Theory within a transnational context.

Objectives and Expectations: Students will be responsible for course readings, expanding vocabulary, homework, presentations, writing and research assignments, and a final seminar paper. As a class we will use a variety of texts to develop writing, cultural, and historic knowledge, and research skills. This will cumulate in a final seminar paper project.

- ❖ Students will learn to read for aspects of sexuality as connected to the spiritual/mental/physical/political, as well as concepts of sexuality imposed by settler-colonial binary constructs.
- ❖ Students will connect sexual sovereignty to Indigenous/tribal sovereignty and as acts of decolonization.
- ❖ Students will reflect on connections between landbase, cultural knowledge, gender, and theory-making to story-making.
- ❖ Students will connect readings/theory-making/epistemologies with historic events, ideologies and “isms,” (i.e. colonialism, racism, imperialism, idealism, modernism, feminism, etc).
- ❖ Students will learn to read for specific themes prevalent in particular constructs of

landbase, culture, history, gender, sovereignty, class, race, and power and their relationships with sexual sovereignty or sexual oppression.

- ❖ All written essays and formal papers must be in MLA, Chicago style, or APA explicitly.
- ❖ All students are required to fully participate in class discussions and are to be graded according to their vocal and intellectual participation. Those who choose not to participate will not be given participation credit.
- ❖ Writing and its grading is a factor in course work evaluation.
- ❖ Students must turn in ALL assignments to receive a passing grade in the course.
- ❖ Assignments are due digitally on D2L by the due date. Final papers will not be accepted after the due date. Late assignments are subject to late work policy.

Required Texts¹

Theory & Wellness

[Barker, Joanne. *Critically Sovereign: Indigenous Gender, Sexuality, and Feminist Studies*. Duke University Press, 2017. U of C Library Digital](#)

[Cariou, Warren, Daniel Heath Justice, Gregory Scofield, Ty P. Kāwika Tengan, Brendan Hokowhitu, Niigaanwewidam James Sinclair, Sam Mckegney, Bob Antone, Robert Alexander Innes, and Kim Anderson. *Indigenous Men and Masculinities : Legacies, Identities, Regeneration*. Winnipeg: U of Manitoba, 2015. U of C Library Digital](#)

Jolivéte, Andrew. *Indian Blood: HIV and Colonial Trauma in San Francisco's Two-spirit Community*. Seattle: U of Washington, 2016. Print. U of C Bookstore or Amazon.ca

[Green, Rayna. "The Pocahontas Perplex: The Image of Indian Women in American Culture." *The Massachusetts Review*, vol. 16, no. 4, 1975, pp. 698–714.. doi:10.1515/9783110978926.150.](#)

[Morgensen, Scott Lauria. *Spaces between Us: Queer Settler Colonialism and Indigenous Decolonization*. University of Minnesota Press, 2011. U of C Library Digital](#)

[Driskill, Qwo-Li. "Doubleweaving Two-Spirit Critiques: Building Alliances between Native and Queer Studies." *GLQ: A Journal of Lesbian and Gay Studies* 16.1-2 \(2010\): 69-92. U of C Digital or D2L PDF](#)

Wilson, Alex. "Our Coming In Stories: Cree Identity, Body Sovereignty and Gender Self-Determination." *Journal of Global Indigeneity* 11 (20145): 1-5. D2L PDF.

Practice (Literatures/Media):

Campbell, Tenille K. *#IndianLovePoems: Poems*. Signature Editions, 2017. U of C Bookstore or Amazon.ca

¹ All texts may be purchased the UC Bookstore or are available via U of C online. *However, as your professor, I encourage you to select a method of purchase/borrow that is most economically reasonable for you including but not limited to: amazon; kindle e-books; e-book rental; used books from online vendors. IF a student has a financial situation that impacts your ability to access texts- Please see me and we will create a plan of success and access to materials.*

Note: Any text hyperlinked is available digitally for FREE via u of c library

Kumu Hina. Dir. Dean Hamer and Joe Wilson. Perf. Hina Wong- Kalu. Passion River PBS Independent Lens, 2015.²

Rogers, Janet M. *Red Erotic : indigenous erotica in pictures and words*. Ojistah Pub., 2010. ISBN 9781770840201 U of C Bookstore

Sumac, Smokii. *you are enough: love poems for the end of the world*. ISBN 978-1928120162 U of C Bookstore

[Taylor, Drew Hayden. *Me Sexy : An Exploration of Native Sex and Sexuality*. Vancouver: Douglas and McIntyre \(2013\), 2012. U of C Library Digital](#)

FILM/Video/Audio³

Diane Obomsawin, Diane. "I Like Girls." *National Film Board of Canada*, NFBC, 1 Jan. 1970, https://www.nfb.ca/film/i_like_girls/

Hatch, Heather. "Jaat Sdihltl'lxa: Woman Who Returns - Short Docs." *CBCnews*, CBC/Radio Canada, 2017, <https://www.cbc.ca/shortdocs/shorts/woman-who-returns>

TV, Akwesasne. "Two Spirited Native American Documentary 'Open & Out.'" *YouTube*, YouTube, 4 Apr. 2017, www.youtube.com/watch?v=oxjfhS66Y8k

Marcia Anderson-DeCoteau, Marcia. "Indigenous Knowledge to Close Gaps in Indigenous Health ." *YouTube*, YouTube, 13 Apr. 2016, <https://www.youtube.com/watch?v=IpKjtujtEYI&list=PLMAIsW4U2jatyjtqdyphYYLonUmmVCUr&index=4&t=0s>

[Whisper, "Violence Against Native Women is Not Traditional"](#)

["The Native Masculinity Collaborative"](#)

[Goldtooth, Dallas, and Ayana Young. "Dallas Goldtooth on Responding to Toxic Masculinity/99."](#)

Major Assignments

1. **Group Questions:** Each student will sign up to write a set of questions for readings/ texts one week. Students will submit four (4) questions to help lead class discussion on the texts (articles, chapters, videos etc) for the class for which they have signed up. Questions must be sent to me for editing 48hrs before class and posted to D2L 24 hours before the readings are due in class. Groups will lead class discussion (with the professor). *The rubric for class discussion and questions will be available on D2L and reviewed in class. 10%*

² We will watch *Kuma Hina* in class

³ Films and Videos to watch at home

2. **Digital Take-Home D2L Midterm:** You will be responsible for a midterm exam. Midterms will be held during the 7th week and will comprise all material read, viewed, assigned, and discussed/lectured in class. Your mid-term exam will be an open book combination of short answer, multiple choice, and T/F on D2L. We will go over the midterm closer to the date of the exam. Students will have a 3 day window to take the exam on D2L. Midterms open online **Midterm exams open D2L 12 am October 25 to 11 pm October 27. 20%**
3. **Journal Homework:** Starting the *second week* of class, each week students will be responsible for writing a journal response to the readings/texts. Students will reflect on themes and observations from the readings and their own personal thoughts/responses/questions/stories etc inspired/in conversation with that week's readings. Each entry should do the following:
 1. engage the full readings for the week;
 2. include a section of *critical* summary of key points;
 3. connect the reading to Indigenous Gender, Sexuality, 2SQ;
 4. Self-reflexivity (how you connect or struggle to connect personally to the reading).
 Journal responses are due **by 11pm** on Sunday. Responses will be graded as follows: *P/F* **20%**
4. **Digital Take-Home D2L Final Exam:** You will be responsible for an online (D2L) Final exam. Finals will be held during the Registered Final Exam week and will comprise all material read, assigned, viewed, and discussed/lectured in class. Your final exam will be an open book combination of short answer, multiple choice, T/F, and close reading response. We will go over the final closer to the date of the exam. Students will have a 3 day window to take the exam on D2L. **Final exams will open online D2L 11pm December 12th to 11 pm December 15^h 20%**
5. **Participation:** Participation consists of clarifying content questions or questions that require students to apply what they have learned and/or read for class. Students will be graded on their participation in the discussions as well as the quality of their responses, responses to in class writing on discussion questions, group discussion/writing, quizzes, and attendance. **10%**
6. **Critical Creative Reflexivity Project (CCRP):** The CCRP is a multi-genre research project mixing critical research/analysis, personal positionality/reflectivity, arts, and popular sources/media to create a coherent "argument" (i.e. follows the modes and interpretation) about your topic/thesis using critical thinking skills, epistemologies, and methods of inquiry to find appropriate research to support your argument. Note it is NOT a portfolio or bibliography of sources. It is a well-crafted merger of creative texts, rhetorical argument, and personal reflection, combining stylistic methodologies, creative voices, and rhetorical tactics. Projects should be between **7-8 pages** of written material (1750-2000 words double-spaced) and include 2- 3 artistic/multimodal images. *A detailed assignment sheet and rubric will be on D2L and gone over in class.*
 Paper is due **12/07 5pm** via online. **No assignments will be accepted after 5pm on 12/07. 20%**

There is no registrar-scheduled exam in this course. *There is an online final exam and a final project paper.*

Grading

The International Indigenous Studies Program uses the percentage conversion scale below. Your final grade will be converted to the University's official 4-point scale at the end of term. The interpretation of the undergraduate university grading system can be found at <http://www.ucalgary.ca/pubs/calendar/current/f-1.html>.

A+	96-100
A	90-95.99
A -	85-89.99
B+	80-84.99
B	75-79.99
B-	70-74.99
C+	65-69.99
C	60-64.99
C-	55-59.99
D+	53-54.99
D	50-52.99
F	0-49.99

General Rubric:

"A" Paper Has:

- A clear, relevant introduction that engages the reader
- A clear thesis statement that synthesizes the paper's main points
- Coherent and relevant topic sentences
- Examples within the body of the paper that prove the thesis
- Text that demonstrates comprehension of the prompt and subject matter
- Logical transitions between paragraphs
- Conclusion that is insightful and brings closure to the presented ideas in the paper
- No spelling or syntax errors
- Few punctuation errors
- A writer's voice that is clear and personal
-

"B" Paper Has:

- An introduction with a thesis that perhaps is unclear
- Good organization
- Relevant examples in the body of the paper
- Commentary/analysis that lacks development
- A clear understanding of prompt and subject matter but not as focused as an "A" paper
- Rough transitions between paragraphs
- Lack of depth and insight in conclusion
- Few spelling errors
- Frequent punctuation errors
- An inconsistent voice that lacks clarity and creativity

"C" Paper Has:

- An introduction that is abrupt or does not engage the reader
- Unclear or inconsistent organization
- Unfocused, poorly chosen examples that perhaps do not prove thesis
- Weak analysis of examples

- A conclusion that simply restates the introduction
- Frequent spelling and syntax errors
- Little evidence of the writer's voice

"D" Paper Has:

- No clear sense of introduction or an introduction that does not engage the reader
- A weak thesis that perhaps lacks validity
- Few or no examples in body or plot summaries as examples
- No development of thesis
- No clear conclusion or a conclusion that is irrelevant to the ideas presented in the paper
- Several spelling, grammatical, and punctuation errors

"F" Paper Has:

- Illogical thesis, if a thesis is present
- No structure or organization
- No evidence of comprehension of prompt and/or subject matter
- Poor or inappropriate conclusion
- Excessive errors in spelling, grammar, syntax, and/or punctuation

Participation

Participation as university scholars working together to better our understanding of both historic and contemporary Indigenous issues, cultural sustainability, and critical engagement with and by Indigenous Peoples is imperative to learning and mastering the process of interdisciplinary studies within Indigenous Studies. Participation consists of clarifying content questions or questions that require students to apply what they have learned and/or read for class. Students will be graded on their participation in the discussions as well as the quality of their responses. Coming to class prepared (books, homework, writing utensils) also qualifies as participation.

Only students present for the discussion will be given the points. Your participation is mandatory for your individual academic growth and our collective growth as scholars dialoguing our knowledge. *Community* is key in all things. This classroom is a community setting. *For our community to function we must be beholden to reciprocity.* Class Discussion/Participation is 10% of your grade.

Essays and Paper format: All writing assignments SHOULD engage analytic responses and be MLA, Chicago, or APA formatted, following MLA, Chicago, APA format layout and citation/works cited formats. You should use the format followed in your discipline/major. Your instructor will give detailed instructions before each essay assignment.

Writing Statement: Written assignments are often required in Indigenous Studies courses, including this one, and the quality of writing skills, including but not limited to such elements as grammar, punctuation, sentence structure, clarity, citation, and organization, will be considered in the determination of grades. Students are encouraged to make use of the services offered through Writing Support Services in the Student Success Centre (3rd floor of the Taylor Family Digital Library) or at <http://www.ucalgary.ca/ssc/writing-support>

Revision Policy: Please note: I do not allow revisions on papers. I do meet with students to go over paper drafts. I strongly recommend and encourage you meet with me to go over the rough draft of you final paper projects. *While conferences are not mandatory, they are strongly encouraged.*

Course work Submissions for Indigenous Studies:

All course work submissions for INDG 503 will be turned in digitally online as specified in the assignments. If for some reason you are unable to submit your work online you may turn your work into Indigenous Studies at SS 756 (Department of Political Science, 7th floor of Social Sciences) during their office hours but no later than the due date deadline. When the office is closed, the brown dropbox is located on the wall beside SS 756.

Attendance and Late Work: Your attendance at every class meeting is required to earn full participation which is 10% of your grade. Absences should be saved for illness, conferences, religious observances, funerals, family/cultural/community events that require your attendance, court dates, and job interviews. Should a medical or family emergency arise that will require your absence in excess of missing three classes, *please notify me as soon as possible*. The instructor reserves the right to drop your final grade one letter grade if you miss more than three classes without notifying the instructor of serious illness or other serious complication(s) prior to the absences or asap after an emergency. Any medical complications should be addressed, and arrangements made with the instructor. If a conflict arises between your obligation to attend class and an obligation to the university, personal, family, or community obligations it is your responsibility to see me in advance, hand in all assignments, and to make up work missed during your absence. *I will happily work with you so we can find a way to success in the course, but communicating will be key.*

Late Work: Assignments (other than the Final paper), will be penalized with the loss of a third of a grade (an A- to B+) for each business day [not class] that the assignment is overdue. EX: A paper three days late that on time would have earned a score B/76 will earn a score of C/62.

Classroom Decorum and Respect

Students and the instructor will seek to foster a community environment that is conducive to scholarly dialogue. This means respect of your peers and instructor is MANDATORY. Respect includes but is not limited to: NO CELL PHONE USE (THIS INCLUDES TEXTING), carrying on conversations while someone is speaking, reading non-class material in class, using gender biased, homophobic, transphobic, classiest, sizest and/or racially biased language, and unapproved electronic devices.

Electronic Devices: As many of our materials are available as both print and digital (often cheaper as ebooks), Students are allowed to use digital devices (computers/phones/tablets) for class material in good faith. This does not mean digital devices are allowed for personal, other courses, or “checkin out.” Students who abuse the good faith policy will no longer be allowed access to these devices and/or your participation will be considered compromised. Phones should be on silent for both calls and messages. However, IF a student is expecting an emergency call: i.e. child, family, partner, pet illness; job on-call/interview— You are asked to notify me at the start of class and excuse yourself if an emergency call comes through. Students who text/message outside of this policy will be redirected. Note, your professor has no shame in “callin you out” for misuse of digital devices 😊 😊

IMPORTANT POLICIES AND INFORMATION

Supporting Documentation and the Use of a Statutory Declaration

As stated in the University Calendar:

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

Students can make a Statutory Declaration as their supporting documentation (available at [ucalgary.ca/registrar](https://www.ucalgary.ca/registrar)). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus. For a list of locations to access a Commissioner for Oaths, visit [ucalgary.ca/registrar](https://www.ucalgary.ca/registrar)).

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

This statement is accessible at: <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

Please note that while the form of supporting documentation provided is at the discretion of the student, the instructor has the discretion not to accept the supporting documentation if it does not corroborate the reason(s) given for the exemption/special request.

Absence From a Mid-term Examination:

Students who are absent from a scheduled term test or quiz for legitimate reasons are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of this email may be requested as proof of the attempt to contact the instructor. Any student who fails to do so forfeits the right to a makeup test.

Deferral of a Final Examination:

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Appeals:

If a student has a concern about the course or a grade they have been assigned, they must first discuss their concerns with the instructor. If this does not resolve the matter, the student then proceed with an academic appeal. The first step in an academic appeal is to set up a meeting with the Department Head. Appeals must be requested within 15 days of receipt of the graded assignment.

Student Accommodations:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

University Regulations:

Students are responsible for familiarizing themselves with the University policies found in the Academic Regulations sections of the Calendar at www.ucalgary.ca/pubs/calendar/current/academic-regs.html.

Plagiarism And Other Forms Of Academic Misconduct:

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k-5.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

Copyright Legislation:

As stated in the University of Calgary Calendar, Academic Regulations, “students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright and requirements of the copyright act to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.”

<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf> and <https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>

Freedom of Information and Protection of Privacy (FOIP):

FOIP legislation requires that instructors maintain the confidentiality of student information. In practice, this means that student assignment and tests cannot be left for collection in any public place without the consent of the student. It also means that grades cannot be distributed via

email. Final exams are kept by instructors but can be viewed by contacting them or the main office in the Department of Political Science. Any uncollected assignments and tests meant to be returned will be destroyed after six months from the end of term; final examinations are destroyed after one year.

Evacuation Assembly Points:

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at www.ucalgary.ca/emergencyplan/assemblypoints and note the assembly point nearest to your classroom.

Faculty of Arts Program Advising and Student Information Resources:

For program planning and advice, visit the Arts Students' Centre in Social Sciences 102, call 403-220-3580 or email artsads@ucalgary.ca. You can also visit arts.ucalgary.ca/advising for program assistance.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit their office in the MacKimmie Library Block.

Important Contact Information:

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)

Phone: 403-220-5333

Faculty of Arts Undergraduate Students' Union Representatives

Phone: 403-220-6551

Email: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca,
arts4@su.ucalgary.ca

Students' Union URL: www.su.ucalgary.ca

Graduate Students' Association

Phone: 403-220-5997

Email: askgsa@ucalgary.ca

URL: www.ucalgary.ca/gsa

Student Ombudsman

Phone: 403-220-6420

Email: ombuds@ucalgary.ca

Campus Mental Health Resources:

SU Wellness Centre: <http://www.ucalgary.ca/wellnesscentre/>

Campus Mental Health Strategy: <https://www.ucalgary.ca/mentalhealth/>

Facebook Group for Indigenous Studies Program

<https://www.facebook.com/groups/UC.IIST/>

INDG Program Website

<http://www.ucalgary.ca/indg/>

Writing Symbols Lodge (Native Centre) Website

<https://www.ucalgary.ca/nativecentre>

Weekly Schedule*

Week1 09/09: Introduction

M: Introduction: Syllabus, Terms and Languages

*Read: "Introduction" in: [Barker, Joanne. *Critically Sovereign: Indigenous Gender, Sexuality, and Feminist Studies*. Duke University Press, 2017.](#)

*(Reading assignment sent before start of classes)

Sign Up for Group Questions

Week 2 09/16: NDN Sexuality/Settler Notions⁴

M: "Why Cree is the Sexiest Language" Highway;

"You can always count on the anthropologist" Gregory Scofield;

in [Taylor, Drew Hayden. *Me Sexy : An Exploration of Native Sex and Sexuality*. Vancouver: Douglas and McIntyre \(2013\), 2012.](#)

Chapter 7 in [Barker, Joanne. *Critically Sovereign: Indigenous Gender, Sexuality, and Feminist Studies*. Duke University Press, 2017.](#)

Group 1 Discussion Questions

Week 3 09/23: Two-Spirit Stories

M: "Our Coming In Stories: Cree Identity, Body Sovereignty and Gender Self- Determination," Wilson, PDF

[Driskill, Qwo-Li. "Doubleweaving Two-Spirit Critiques: Building Alliances between Native and Queer Studies."](#)

"Fear of a Changing Moon: A Rather Queer Take from a Cherokee Hillbilly" in [Taylor, Drew Hayden. *Me Sexy : An Exploration of Native Sex and Sexuality*. Vancouver: Douglas and McIntyre \(2013\), 2012.](#)

Week 4 09/30:

M: [Morgensen, Scott Lauria. *Spaces between Us: Queer Settler Colonialism and Indigenous Decolonization*. Chp.1 and 4](#)

Obomsawin, Diane. "I Like Girls." *National Film Board of Canada*, NFBC, 1 Jan. 1970, https://www.nfb.ca/film/i_like_girls/

Group 2 Discussion Questions

Week 5 10/07: No Class

(October 9: Thanksgiving)

⁴ Weekly Journal Assignment Begin

Week 6 10/14: 2SQ & Health

M: *Indian Blood: HIV and Colonial Trauma*, Jolivéte (Chapts 1-4)

Marcia Anderson-DeCoteau, Marcia. "Indigenous Knowledge to Close Gaps in Indigenous Health." *YouTube*, YouTube, 13 Apr. 2016,

<https://www.youtube.com/watch?v=IpKjtujtEYI&list=PLMAIsW4U2jatytqdyphYYLonUmmVCUr&index=4&t=0s>

Group 4 Discussion Questions

Review Requirement for Final Multi-Genre Research Paper

Week 7 10/21: Women, Trauma, & Finding Home

M: [Benaway, Gwen. "You Have a Woman's Spirit'." *Macleans*, 2017.](#)

[Green, Rayna. "The Pocahontas Perplex: The Image of Indian Women in American Culture." *The Massachusetts Review*, vol. 16, no. 4, 1975, pp. 698–714., doi:10.1515/9783110978926.150.](#)

[Whisper, "Violence Against Native Women is Not Traditional"](#)

Hatch, Heather. "Jaat Sdiihl'tl'ixa: Woman Who Returns - Short Docs." *CBCnews*, CBC/Radio Canada, 2017, <https://www.cbc.ca/shortdocs/shorts/woman-who-returns>

Midterm exams open D2L 12 am October 25 to 11 pm October 27

Week 8 10/28: Men, Trauma, and Finding Home

M: "Introduction;" "Chapter 3 & 14;" in [Indigenous Men and Masculinities Legacies, Identities, Regeneration. Winnipeg: U of Manitoba, 2015](#)

["The Native Masculinity Collaborative"](#)

[Goldtooth, Dallas, and Ayana Young. "Dallas Goldtooth on Responding to Toxic Masculinity/99."](#)

Group 5 Discussion Questions

Week 9 11/04: Hawaii and Māhū

M: Chapter 1 in in: [Barker, Joanne. *Critically Sovereign: Indigenous Gender, Sexuality, and Feminist Studies*. Duke University Press, 2017.](#)

Chapter 13 in [Indigenous Men and Masculinities Legacies, Identities, Regeneration. Winnipeg: U of Manitoba, 2015](#)

Watch in Class:

Kumu Hina. Dir. Dean Hamer and Joe Wilson. Perf. Hina Wong- Kalu. *Passion River* PBS Independent Lens, 2015.

Week 10 11/11: No classes term break Nov 10-16

Week 11 11/18: Let's Write about Sex (Baby)... & Love & Laughter

M: Sumac, Smokii. *you are enough: love poems for the end of the world.*

Campbell, Tenille K. *#IndianLovePoems: Poems.*

[Beneway, Gwen. "Decolonial Love: A How-To Guide." WIOT, workingtouttogether.com/content/decolonial-love-a-how-to-guide/.](http://workingtouttogether.com/content/decolonial-love-a-how-to-guide/)

Week 12 11/25: Let's Write about Sex (Baby)...Continued

Rogers, Janet M. *Red Erotic : indigenous erotica in pictures and words.*

"Indian Men and Erotic Art" in [Taylor, Drew Hayden. Me Sexy : An Exploration of Native Sex and Sexuality. Vancouver: Douglas and McIntyre \(2013\), 2012.](#)

TV, Akwesasne. "Two Spirited Native American Documentary 'Open & Out.'" *YouTube*, YouTube, 4 Apr. 2017, www.youtube.com/watch?v=oxjfhS66Y8k

Week 13 12/02: Writing a Healing

Indian Blood: HIV and Colonial Trauma, Jolivéte (Chapt 8)

"Red Hot to the Touch" in [Taylor, Drew Hayden. Me Sexy : An Exploration of Native Sex and Sexuality. Vancouver: Douglas and McIntyre \(2013\), 2012.](#)

Selected poems from Wieser and Sovereign Traces D2L

12 /09: Week 15: Finals Week: Assignment Final Papers Due

Paper is due 12/07 5pm via online. **No assignments will be accepted after 5pm on 12/07.**

20%

Final exams will open online D2L 11pm December 12th to 11 pm December 15^h

**All assigned readings are required, even if not discussed in class.
Readings should be completed by the day they are listed on the
syllabus.**

**The instructor reserves the right to amend topics on the syllabus as required /fitting
to the course.**