



UNIVERSITY OF CALGARY

Faculty of Arts
Department of Sociology
Sociology Department Home Page: <http://www.soci.ucalgary.ca>

SOCI 403 Indigenous Masculinities

Fall 2018

Tues/Thurs 9:30-10:45 am

SH 274

Instructor: Robert Henry
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Office Hours: Wed 1-3

Course Description

Though the literature on masculinity has increased dramatically in the last 15 years, researchers have only recently begun to explore the notion of Indigenous masculinities. The majority of research has emerged in the Pacific Islands and Africa, but has garnered sparse attention in North America. Through course readings of articles and books, class discussion, and written assignments, this course will introduce students to the issues of masculinity from a global Indigenous perspective and provide an introduction to the general masculinity literature. The course will explore to what degree the notions of masculinity in general, and global Indigenous masculinity specifically, applies to the North American Indigenous context.

Course Objectives/Learning Outcomes

1. To give students an overview of the impacts of colonization and settler colonialism on Indigenous masculinities.
2. Develop an understanding of the experiences of Indigenous masculinities and identities.
3. To engage students in the growing literature on Indigenous masculinities and its importance to family and community.

Required Textbooks, Readings, Materials

Innes, R. A., and K. Anderson. (2015). *Indigenous men and masculinities: Legacies, identities, regeneration*. Winnipeg: University of Manitoba Press.

All other course readings can be found on the course webpage. Course readings will also be placed on reserve at the library.

Methods of Evaluation

NOTE: Receiving credit in all components of this course is mandatory to obtain a passing grade.

1. Essay 30%

Students will write an 8-10 page essay on a topic of their choosing that has arisen through course readings and discussions. Paper topics will be approved by the instructor to ensure the topic is relevant to the course materials. More information about the paper will be discussed over the term, with the grading rubric attached to the course web page. Papers will be due on the final day of class. **Dec. 7, 2017**

2. Discussion Paper 15%

Students will submit a short discussion paper of between 2-3 pages in length and double-spaced. The discussion paper will explore the significance of the readings from the week. This is not meant to be a summary, but rather a reflection of the readings. You do not have to incorporate every reading into your discussion, but more is better. You want to demonstrate that you have read the assigned readings and have some thoughts about them. You should focus in on a particular theme or topic – you won't be able to cover everything in a short paper. You will need a thesis statement and a short introduction. You can also incorporate some discussions about the readings that arose in class. **Ongoing.**

3. Photovoice Project 20%

Students will engage in a photovoice project focusing on the representation of Indigenous masculinities. Choosing a topic assigned by the instructor associated to weekly topics and course readings, students will take metaphorical photographs that represent their assigned topic. Students will present their photographs to the class with a description of the meaning and importance of the photograph. The project will run all semester with presentations happening at the beginning of class. The presentations will be approximately 10 minutes in length and dates will be assigned according to the dates associated to the readings.

Final Exam Information

1. Closed Book Examination 35%

There will be 1 final examination. The examination will cover lectures, guest lectures, videos, and reading materials scheduled up to the exam. This means that students will also be responsible for reading/topics not covered in class.

The examination will be a combination of any or all of the following: multiple choice, definition, short answer, and essay questions. This manner of testing allows the student to demonstrate varying methods of academic skill. I do not expect students to rely solely on rote memory. I expect application, analysis, synthesis, and integration of course materials into your reasoned and concise answers.

The short answer and essay questions require a reasonable standard of writing. Poor spelling, disjointed or incomplete sentences, poor grammar and punctuation, inadequate sentence and paragraph structure only detract from the ideas you are trying to express and will negatively impact your mark.

Grading Scale

Letter grades will be assigned and submitted to the registrar based on the following scale:

Grade	Percent range	Grade Point Value	Description
A+	96 – 100%	4.0	Outstanding performance
A	90 – 95.99%	4.0	Excellent-superior performance
A-	85 – 89.99%	3.7	
B+	80 – 84.99%	3.3	
B	75 – 79.99%	3.0	Good – clearly above average performance
B-	70 – 74.99%	2.7	
C+	67 – 69.99%	2.3	
C	63 – 66.99%	2.0	Satisfactory - basic understanding
C-	59 – 62.99%	1.7	
D+	55 – 58.99%	1.3	
D	50 – 54.99%	1.0	Minimal pass - marginal performance
F	<50%	0	unsatisfactory performance

The grades for a course component may be scaled to maintain equity among sections and to conform to departmental norms.

Grade Reappraisal

Within two weeks of the date the exam/assignment is returned, students seeking reappraisal of examinations or assignments must submit a written response to the instructor explaining the basis for reconsideration of one's mark. The instructor will reconsider the grade assigned and will then book a time with the student to discuss his or her work and rationale. It should be noted that a re-assessed grade may be raised, lowered, or remain the same.

Emergency Evacuations

In the case of fire or other emergency evacuation of this classroom, please proceed to the assembly point at **Education Block**. Please check these assembly point locations for all of your classes at: <http://www.ucalgary.ca/emergencyplan/assemblypoints>

Handing in Papers, Assignments

1. The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor.
2. **Protection of Privacy:** The Freedom of Information and Protection of Privacy (FOIPP) legislation does not allow students to retrieve any course material from public places. Anything that requires handing back will be returned directly during class or office hours. If students are unable to pick up their assignments from the instructor, they provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.
3. Final grades are not posted by the Sociology Department. They are only available online.

Ethics Research

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Faculty Ethics Committee. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.

Academic Misconduct

Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct:

<http://www.ucalgary.ca/pubs/calendar/current/k-5.html>

Deferrals

When possible, please provide advance notice if you are unable to write an exam or complete/turn-in assignments on time. All requests for deferral of a course component due to health reasons must be accompanied by written documentation as outlined in the University Calendar and should be obtained while the student has the health issue rather than after recovery. Deferrals will be allowed in the following circumstances: illness, domestic affliction or religious conviction. Travel arrangements, misreading the syllabus, and scheduling conflicts with other classes or employment are not valid reasons for requesting a deferral. Deferrals will not be granted if it is determined that just cause is not shown by the student.

If you have missed a test for a legitimate reason, the instructor can require you to write a “make up” test as close in time to the original test as possible or can choose to transfer the percentage weight to another course component. If the instructor schedules a “make up” test for you, its date and location will be at the convenience of the Department of Sociology.

Deferred Final Exam Form: Please note that requests to defer a Registrar scheduled final exam are dealt with through the Registrar’s Office. Further information about deadlines, and where paperwork should be taken, is available on the form, which can be found at:

<https://www.ucalgary.ca/registrar/student-forms>

Deferred Term Work Form: Deferral of term work past the end of a term also requires a form to be filled out. It’s available at

https://www.ucalgary.ca/registrar/files/registrar/deferred_termwork15_0.pdf

Once an extension date has been agreed between instructor and student, the form should be taken to the Faculty of Arts Program Information Centre (SS 110) for approval by an Associate Dean (Students).

Student Representation

The 2018-19 Students’ Union VP Academic is Jessica Revington (suvpaca@ucalgary.ca).

For more information, and to contact other elected officials with the Student’s Union, please visit this link: <https://www.su.ucalgary.ca/about/who-we-are/elected-officials/>

You may also wish to contact the Student Ombudsperson for help with a variety of University-related matters: <http://www.ucalgary.ca/ombuds/contact>

Safewalk

The University of Calgary provides a “safe walk” service to any location on Campus, including the LRT, parking lots, bus zones, and campus housing. For Campus Security/Safewalk call 220-5333. Campus Security can also be contacted from any of the “Help” phones located around Campus.

Academic Accommodation

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy.

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy.

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

Student Resources

[SU Wellness Centre](#)

[Campus Mental Health Strategy](#)

Class Schedule

September 6

Introductions and syllabus review

September 11

Indigenous Masculinities – Complexities and Issues

Introduction: “Who is Walking for Our Brothers?” in *Indigenous Men and Masculinities: Legacies, Identities, Regeneration*, edited by Kim Anderson and Robert Alexander Innes (Winnipeg: University of Manitoba)

Robert Alexander Innes “What is Indigenous Masculinities Studies?” K.I.N. Knowledge in Indigenous Networks website. Access: <https://indigenouknowledgenetwork.net/2016/06/14/what-is-indigenous-masculinities-studies/>

September 13

Histories and Legacies of Colonialism and Settler Colonialism

September 18

Patriarchy and Heteronormativity – Constructing Western Notions of Masculinity

Allan Johnson. “Why Patriarchy?” in *The Gender Knot: Unraveling our Patriarchal Legacy*. 3rd Edition. Philadelphia: Temple University Press (2014): 48-76. (Online Library)

Todd Reeser. "Theorizing the Male Body." In *Masculinities in theory: an introduction*. Malden: Wiley-Blackwell (2010): 91-118. (Online Library)

Video – Tough Guise 2

September 20

Video – Tough Guise 2

September 25

Hegemonic Masculinity

Raewyn Connell and James Messerschmidt "Hegemonic Masculinity: Rethinking the Concept" *Gender & Society* 19, Vol. 6 (2005): 829-859

September 27

Scott L. Morgensen, "Cutting to the Roots of Colonial Masculinity" in *Indigenous Men and Masculinities: Legacies, Identities, Regeneration*, edited by Kim Anderson and Robert Alexander Innes (Winnipeg: University of Manitoba)

October 2

Leah Snider, "Complementary Relationships: A Review of Indigenous Gender Studies," in *Indigenous Men and Masculinities: Legacies, Identities, Regeneration*, edited by Kim Anderson and Robert Alexander Innes (Winnipeg: University of Manitoba)

October 4

Brendan Hokowhitu "Taxonomies of Indigeneity: Indigenous Heterosexual Patriarchal Masculinity," in *Indigenous Men and Masculinities: Legacies, Identities, Regeneration*, edited by Kim Anderson and Robert Alexander Innes (Winnipeg: University of Manitoba)

October 9

Queer Indigenous Masculinities

Chris Fineley, "Decolonizing the Queer Native Body (and Recovering the Native Bull-Dyke): Bringing 'Sexy Back' and out of Native Studies Closet," in *Queer Indigenous Studies: Critical Interventions in Theory, Politics, and Literature*, edited by Qwo-Li Diskill et al (Tucson: University of Arizona Press, 2011)

October 11

Female Masculinity

Lisa Tatonetti, "'Tales of Burning Love:' Female Indigenous Masculinity in Contemporary Native Literature," in *Indigenous Men and Masculinities: Legacies, Identities, Regeneration*, edited by Kim Anderson and Robert Alexander Innes (Winnipeg: University of Manitoba)

October 15-19 Work Week – further details in class

October 23

Indigenous Masculinities and Sports

Phillip Borell, “Patriotic Games: Boundaries and Masculinity in New Zealand Sport,” in *Indigenous Men and Masculinities: Legacies, Identities, Regeneration*, edited by Kim Anderson and Robert Alexander Innes (Winnipeg: University of Manitoba)

Aileen Moreton-Robinson, “Bodies That Matter: Performing White Possession on the Beach” *American Indian Culture and Research Journal* 35, no. 4 (2011): 57-72

October 25

Michael A. Robidoux “Historical Interpretations of First Nations Masculinity and its Influence on Canada’s Sport Heritage” *The International Journal of the History of Sport* 23, no. 2 (2006): 267-284.

October 30

Necropolitics

Sherene Razack, “‘It Happened More Than Once’: Freezing Deaths in Saskatchewan” *Canadian Journal of Women and the Law* 36, no. 1 (2014): 51-80 **Next switch this article with October 31 for better cohesiveness**

November 1

Brendan Hokowhitu, “Producing Elite Indigenous Masculinities.” *Settler Colonial Studies*, 2 no. 2 (2012): 23-48

November 6

Toxic Environments and Toxic Masculinities

Adam Jones, “Aboriginal men are murdered and missing far more than aboriginal women. A proper inquiry would explore both,” *National Post* April 27, 2015 access: <http://news.nationalpost.com/full-comment/adam-jones-aboriginal-men-are-murdered-and-missing-far-more-than-aboriginal-women-a-proper-inquiry-would-explore-both>

Robert Innes, “Moose on the Loose: Indigenous Men, Violence, and the Colonial Excuse (with errata)” *aboriginal policy studies* 4, no. 1 (2015): 46-56.

November 8

Toxic Masculinities Cnt’d

Nicole Russell, "The Toxic Masculinity Trend Blames Boys for Being Born Male," *The Federalist* (April 12, 2017) Access: <https://thefederalist.com/2017/04/12/toxic-masculinity-trend-blames-boys-born-male/>

Nancy Macdonald, "Canada's prisons are the 'new residential schools': A months-long investigation reveals that at every step, Canada's justice system is set against Indigenous people," *Macleans Magazine* (February 18, 2016): Access: <http://www.macleans.ca/news/canada/canadas-prisons-are-the-new-residential-schools/>

November 12-16

Term Break

November 20

Prisons and Identity

Emma Ogilvie and Allan Van Zyl "Young Indigenous Males, Custody and the Rites of Passage" *Australian Institute of Criminology: Trends & Issues in Crime and Criminal Justice* 204 (2001): 1-6

Robert Nichols. "The Colonialism of Incarceration," *Radical Philosophy Review* 17, no. 2 (2014): 435–455

November 22

Allison Piche, "Imprisonment and Indigenous Masculinities: Contesting Hegemonic Masculinity in a Toxic Environment," in *Indigenous Men and Masculinities: Legacies, Identities, Regeneration*, edited by Kim Anderson and Robert Alexander Innes (Winnipeg: University of Manitoba)

November 27

Street Gangs and the Street Lifestyle

Robert Henry, "Social Spaces of Maleness: The Role of Gangs in Practicing Indigenous Masculinities," in *Indigenous Men and Masculinities: Legacies, Identities, Regeneration*, edited by Kim Anderson and Robert Alexander Innes (Winnipeg: University of Manitoba)

November 29

Warrior Culture and Fatherhood

Sasha Skye, "A Conversation with the Crazy Indians," in *Indigenous Men and Masculinities: Legacies, Identities, Regeneration*, edited by Kim Anderson and Robert Alexander Innes (Winnipeg: University of Manitoba)

Ty P. Kāwika Tengan, “The Face of Kū: A Dialogue on Hawaiian Warriorhood,” in *Indigenous Men and Masculinities: Legacies, Identities, Regeneration*, edited by Kim Anderson and Robert Alexander Innes (Winnipeg: University of Manitoba)

December 4

Jessica Ball, “Fathering in the Shadows: Indigenous Fathers and Canada’s Colonial Legacies” *The ANNALS of the American Academy of Political and Social Science*, 624: 29-48

Kim Anderson, et al, “To Arrive Speaking’: Voice From the Bidwewidam Indigenous Masculinities Project,” in *Indigenous Men and Masculinities: Legacies, Identities, Regeneration*, edited by Kim Anderson and Robert Alexander Innes (Winnipeg: University of Manitoba)

December 6

Course Review