



UNIVERSITY OF
CALGARY

FACULTY OF ARTS
INTERNATIONAL INDIGENOUS STUDIES PROGRAM

INDG 395 – Winter 2020
Topics in Indigenous Gender, Sexuality, and Feminism

INSTRUCTOR

NAME: Gina Starblanket

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TELEPHONE: 403.220.4103

OFFICE: SS724

OFFICE HOURS: T 1:45 – 3:00 or by appointment

*Email or office hours are the preferred method of contact.

COURSE DETAILS

DAYS/TIME: MTWRF 08:30 – 16:30 (Block week)

LOCATION: SA 119

PRE-REQUISITES: N/A

COURSE DESCRIPTION

This course examines the history, politics, and contemporary contexts surrounding questions of gender and sexuality within Indigenous communities. It will involve a survey of Indigenous women's and Indigenous feminist intellectual, activist, literary, and/or creative contributions, past and present. Indigenous peoples' historical and contemporary engagements with and responses to feminist theories are explored. Specific focus is given to Indigenous feminist critiques of heteronormative and colonial violence, as well as Indigenous efforts to resist or reimagine understandings of gender within discourses of tradition, nation and authenticity are examined. This course consists of lectures, readings, class discussions, daily activities and productions, a quiz, and a final portfolio.

REQUIRED READINGS

There is no textbook for this course. However, there are mandatory readings and other works on D2L.

COURSE OBJECTIVES AND LEARNING OUTCOMES

- 1) To gain an understanding of the contours and implications of debates surrounding gender in Indigenous contexts, past and present
- 2) To explore the intersections of patriarchy, misogyny, racism and colonialism, among other systems of power and oppression

- 3) To identify and critically analyze the significance and implications of gender within Indigenous decolonization and resurgence movements

CAPACITIES

- 1) This course aims to assist students in developing critical thinking skills. Through assignments, course discussions, and examinations students will be expected to demonstrate the capacity for critical thought by deconstructing major themes and questions from the readings and lectures, by exploring the political implications of different ways of thinking about a given issue, and by reflecting critically on their own assumptions and perspectives in relation to these issues.
- 2) This course seeks to improve students' capacity for effective communication and argumentation. Students will learn to review, synthesize and present a broad range of information in a focused manner, and to develop and sustain an argument relative to subjects covered in the course.
- 3) This course aims to help students develop their intellectual mobility; that is, it will encourage students to challenge and collapse dominant narratives, rigid claims to truth, notions of objectivity, pre-existing categories or bases of knowledge and binary ways of thinking.

COURSE COMPONENT WEIGHTS AND DUE DATES

ASSIGNMENT	WEIGHTING	DUE DATE
Activity 1 – Women and the Colonial Archive	Pass/fail (5%)	End of class Jan 6
Activity 2– Worlds and Intersections of Gender and Indigeneity	Pass/fail (5%)	End of class Jan 7
Activity 3 – Surveying the Terrain	Pass/fail (5%)	End of class Jan 8
Activity 4 – Methods of Resistance/Transformation	Pass/fail (5%)	End of class Jan 9
Quizzes (2 @10%)	20%	Jan 8 th (in class) & Jan 12 th (midnight via D2L)
Portfolio Presentation	10%	Jan 10 th (in class)
Written Portfolio	40%	Jan 20 th (midnight via D2L)
Participation	10%	
Total	100%	

ASSIGNMENTS

Activity #1

Value: 5% (pass/fail)

Due Date: End of class on Jan 6th

Description: For this activity, we will be going to the Archives and Special Collections section of the TFDL to engage in hands on work with primary sources. Students will be asked to choose and review an archival document, and to complete an activity to be provided by the instructor on the first day of class. The activity will include questions, directions, and prompts for engaging in a critical reflection of the archival document and of the location of Indigenous women within historical archives.

Activity #2

Value: 5% (pass/fail)

Due Date: End of class on Jan 7th

Description: This activity will ask students to take on a counter-mapping exercise that asks them to challenge Western cartographies and understandings of geography, and to draw on Indigenous women's challenges to bounded notions of place and property in order to illustrate their political contributions over time.

Activity #3

Value: 5% (pass/fail)

Due Date: End of class on Jan 8th

Description: For this activity, students will be asked to engage in a collage project that allows them to visualize the seemingly disparate and incommensurable worlds of politics that Indigenous women find themselves in, past and present. This activity will allow students to draw on course contents and piece them together to intersect in new and perhaps unexpected ways.

Activity #4

Value: 5% (pass/fail)

Due Date: End of class on Jan 9th

Description: For this activity, students will be asked to identify a contemporary political issue relating to Indigeneity, gender, and/or sexuality, and to compile a list of policy recommendations to help address or transform the matters of concern. A list of political issues will be handed out by the course instructor.

Quiz #1

Value: 10% of final grade

Due Date: In-class on Jan 8

Length: 1hr

Description: This quiz will be a combination of multiple choice, true/false, and short answer questions. It will draw on readings and lectures from the first two days of the week. Students will be assessed on their ability to engage with key topics and debates covered in class.

Quiz #2

Value: 10% of final grade

Due Date: On D2L by midnight on Jan 12th

Length: 1hr

Description: This quiz will be a combination of multiple choice, true/false, and short answer questions. It will draw on readings and lectures from the last three days of the week. Students will be assessed on their ability to engage with key topics and debates covered in class.

Written Portfolio

Due Date: Jan 20th, midnight, via D2L

Value: 40% of final grade

Description: Students will be asked to take three of the in-class activities produced between days 1 - 4 and to provide an analysis that explains their significance, reflects upon the learning process and connects the works to the course materials. A complete portfolio will possess three documents, each connected and analyzed using the course concepts, readings, lectures, and relevant external sources.

The student is to give a brief summary of each of the works, explain their meaning, and then analyze their significance relative to the course content (i.e.: what does the creative/intellectual work do relative to the topics discussed in class? How does it intervene in the discourses? Having now completed the daily activities, how did they require you to think differently about the questions and topics covered in class? If you could do the activity differently, what would you now choose to include/highlight and for what reason?) The most important part of the analysis is your ability to relate the works that comprise the portfolio to the course materials, and to reflect on these works in ways that allow you to develop and sustain an argument. Length: 10 – 12 double spaced pages.

Oral Portfolio Presentation

Due Date: Jan 10, in class

Value: 10% of final grade

Description: The courses will include an opportunity for students to share their portfolios with the class and hear about the work of their peers. Students will be asked to prepare a presentation lasting no more than five minutes. This time limit will be strictly enforced. 5 minutes is not enough time to present your entire portfolio. Instead, you should focus on the significance of 1-2 works and the argument and analysis you are advancing. Make sure to state your central argument, provide supporting analysis and provide examples through reference to your portfolio.

Participation

Value: 10% of final grade

Description: This course places an emphasis on critical reflection, and will involve a substantial level of in class discussion with regular in-class activities. The participation grade will be based both on the level and quality of involvement in class discussions and activities.

COURSE SCHEDULE AND ASSIGNED READINGS

The following is a list of topics for class, associated readings, and assignment / exam due dates. Please note that unforeseen circumstances may cause changes to the schedule with respect to the timing of topics and readings. *The instructor reserves the right to delete reading from those listed below.* Students will be notified of any changes in a timely manner by way of email and D2L announcements.

Date(s)	Readings (Please refer to D2L for full citations)
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Jan 6	-Julie Cruikshank “Discovery of Gold on the Klondike: Perspectives from Oral Tradition” -Katherine Weist “Beasts of Burden and Menial Slaves: Nineteenth Century Observations of Northern Plains Indian Women”
Jan 7	-Kim Anderson “The Construction of a Negative Identity” -Emma Larocque “The Colonization of a Native Woman Scholar”
Jan 8	-Mishuana Goeman “(Re)Mapping Indigenous Presence on the Land in Native Women’s Literature” -Julie Nagam “(Re)mapping the Colonized Body: The Creative Interventions of Rebecca Belmore in the Cityscape” -Video: Sarah Hunt “In her Name: Relationships as Law”
Jan 9	-Joyce Green “Constitutionalizing the Patriarchy: Aboriginal Women and Aboriginal Government” -J. Kehaulani Kauanui “Native Hawaiian Decolonization and the Politics of Gender”
Jan 10	-Billy-Ray Belcourt, Selections from “this Wound is a World” and “NDN Coping Mechanisms” -Leanne Simpson “Indigenous Queer Normativity” in “As We Have Always Done: Indigenous Freedom through Radical Resistance”

ADDITIONAL READINGS AND RESOURCES

Additional readings and resources for each week will be posted on D2L under the weekly assigned readings.

The Royal Commission on Aboriginal Peoples Report offers a comprehensive examination of a range of issues relating to settler colonialism and Indigenous-state relations in Canada. The full report can be accessed at the following link: <https://www.bac-lac.gc.ca/eng/discover/aboriginal-heritage/royal-commission-aboriginal-peoples/Pages/final-report.aspx>

The University of British Columbia has an excellent online resource on key topics relating to the histories, politics, and cultures of the Aboriginal peoples of Canada, which can be accessed at the following link: <https://indigenousfoundations.arts.ubc.ca/home/>

COURSE EXPECTATIONS

EXPECTATIONS FOR ATTENDANCE AND PARTICIPATION

Since this course depends in crucial ways on lecture and in-class discussion, *it is important that you attend regularly (and punctually), and that you participate fully and appropriately.* Please come to class prepared, having read the material and formulated questions about the readings in preparation for discussions and participation activities. Please bring your annotated readings, notes, and relevant media pieces to class.

It is my goal that we all engage course materials with a critical lens. Please be aware of discriminatory power relations and strive to maintain a safe environment for other students. I do not provide make-up work for in-class activities when students are absent. *If health or personal crises arise* that necessitate your absence, it is your responsibility to arrange to obtain notes or other information from class. If you are absent for any reason, you are responsible for all material covered in class.

EXPECTATIONS FOR WRITING

For all written course assignments, including both essays, the final exam, and any in-class writing activities, students will be evaluated on their analytical skills, writing, referencing, and their ability to develop and sustain an argument. Assessment of writing skills will include elements such as grammar, punctuation, sentence structure, clarity, and organization. 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>.

GUIDELINES FOR FORMATTING ASSIGNMENTS

All written assignments are to be submitted in Times New Roman, 12pt font, double-spaced with standard margins. You are welcome to use MLA, APA, or Chicago style but must be consistent with your choice.

GUIDELINES FOR SUBMITTING ASSIGNMENTS & LATE ASSIGNMENTS

The daily activities are to be submitted by the end of class on the day they are due. Written assignments such as the written portfolio are to be submitted on D2L by midnight on their due date. Late assignments are penalized 5% per day (including weekends and holidays). Note that an assignment submitted ten or more days after the due date will be assigned a grade of 0% Students are responsible for any assignments announced in class and for all announced changes, additions, and deletions to the syllabus. Absence from class is not a valid excuse for failing to meet deadlines or fulfill course requirements

GRADE SCALE: 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

These are the grade ranges and specific numeric values I assign to letter grades on D2L. Any individual assignment grade is converted to the mid-point value of the grade range and then weighted accordingly. Although the A+ is solely and honorific than entails no additional points in the four-point system, I will use this mark to distinguish superlative work that exceeds expectations in style, intellectual depth and breadth, sophistication, creativity and originality.

INSTRUCTOR GUIDELINES

CLASS COMMUNICATION

An online forum on Desire to Learn (D2L) will facilitate course communication and assignment submission. Please see the resources available at <http://elearn.ucalgary.ca/d2l-student/> for more details on using D2L.

Students are required to obtain and use their U of Calgary email account for all communication with the professor. Check your University email account often. You will be held responsible for information about the class posted via email sent between classes (I will give you a reasonable amount of time to check email). I will only send mail to your university account. Full or unchecked e-mailboxes do not excuse you from knowing the content of class emails. Please take the time to properly address your email inquiries, include the course number in the subject line, and make sure to properly sign your message.

INTERNET AND ELECTRONIC DEVICE INFORMATION AND RESPONSIBLE USE

Students are welcome to use laptops and other electronic note-taking devices in this course. Please be considerate of others during lectures, screenings, and discussions and switch off all MP3 players, cellphones, etc., whenever you enter the classroom. Sending/receiving text messages or leaving the class to take calls is disruptive to the entire class and will not be tolerated unless absolutely necessary. Failure to respect these rules may result in the revocation of your privileges to use devices in the classroom.

RECORDING OF LECTURES

With the exception of students who have arranged for an accommodation through Student Accessibility Services, no audio or video recording of lectures or presentations is allowed in any format, openly or surreptitiously, in whole or in part without permission from the Professor. Course materials (both paper and digital) are for the participant's private study and research.

INTELLECTUAL PROPERTY

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may not be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third-party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course may be allowed under fair dealing.

INFANTS

All parents with infants are welcome in class. Nursing babies are also welcome in class at any time. I would ask that parents with children sit closer to the door such that if their little ones become restless the parent(s) can step outside to see to their child's needs with minimal disruption to the rest of the class. All students are asked to help create a welcoming, supportive environment for parents, and parents are asked to contribute to a considerate environment for other learners in the class.

INDG 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). 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 Commissioners for Oaths, visit 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 Tower Room 116.

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/>
The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the:
Student Wellness Services (Room 370, MacEwan Student Centre)
<https://www.ucalgary.ca/wellness-services/services/mental-health-services>

and the Campus Mental Health Strategy website:

<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>