

Indigenous Feminisms

General Information

Course #: GSFS 307

Fall 2020

Faculty of Arts, Institute for Gender, Sexuality, and Feminist Studies

Friday 08:35 am-11:25 am

September 4th to November 27th, 2020

Prerequisite(s): GSFS 200 OR GSFS 250

3 Credits

Online only

Instructor Information

Suzanne Kite, Lecturer

suzanne.kite@mcgill.ca

Office hours by appointment and every Wednesday 12-2pm EST:

<https://mcgill.zoom.us/j/6919058169>

Course Overview

Explores Indigenous feminisms in historical and contemporary contexts, with a critical focus on the tensions between feminist and Indigenous epistemologies. The relationships between feminisms, settler-colonialism, nation-building, and indigenous social justice struggles will be emphasized.

Learning Outcomes

Acquire and integrate information on issues related to Indigenous Feminisms regarding the history, social institutions, culture, literature, arts, and theories.

Instructional Method

This course will engage with the materials through reading, lectures, online and zoom discussion, annotated bibliographies.

Please use MyCourses to complete all assignments.

Assignments

Bibliography Entries and Discussion

Due for the top readings/viewings (highlighted in green) anytime before end of semester.

- Write one annotated MLA bibliography entry for each blue highlighted reading or artwork and submit on MyCourses as an Assignment. Details will be provided in first lecture.

Discussions:

Option 1: On MyCourses, offer salient discussion points referencing the lecture and assigned reading, and additional readings if you also read those. Please demonstrate you watched the lectures and read the assigned text. Questions about the lectures and readings will come up. Submit three questions for the top reading in the MyCourses Discussion and answer 1 of your classmate's questions.

Option 2: Join the Zoom discussion Fridays at 2pm-3pm EST.

NOTE: I will take attendance and give you credit for joining, *you must comment in the MyCourses Discussion "Attended discussion"*. During the discussion offer salient discussion points referencing the lecture and assigned reading and I will prompt you to ask questions and respond to classmates in the chat or in breakout groups.

All Assignments and Discussions can be submitted anytime during the semester but the hard cut off for assignments is December 18th, 2020.

Recommended Weekly Zoom Discussions

Zoom discussion Fridays 08:35 am-11:25 am (time will be adjusted based on first discussion session 9/4)

See Links in Syllabus and Calendar TBA

I highly encourage students to join on Fridays as you will learn the most in conversation with others if that time is good for your time zone.

Course Materials

All course materials will be available on MyCourses.

Course Content

A survey course introducing Indigenous Feminisms; focusing on an interdisciplinary approach to view the history, social institutions, culture, literature, arts, and relationships of Indigenous Feminisms in Canada, North America, and beyond.

This course is not about the basics of Indigenous culture.

Throughout the semester I will be adding and adjusting Additional Readings based on questions and discussions if you want to dive deeper into the subject.

Color Guide:

Assignment (Assigned Readings for Discussion, Presentations, etc)

Recommended Reading

Additional Reading (especially if you would like to present or write about this topic)

Lecture 1: Week of 9/4/2020

Introduction to the Course

Assignment: Introduction in MyCourses Discussion

Lecture 2: Week of 9/11/2020

'What is Indigenous Feminism?'

Assignment Reading: "Making Space for Indigenous Feminism": About + Intro. Pages XI-XVI, 1-17.

Reading: Excerpts from "21 Things You May Not Know about the Indian Act", Pages 7-23, 94-102.

Additional Reading: Reconciliation Report

ADD/DROP DEADLINE: September 15, 2020

Lecture 3: Week of 9/18/2020

'What is the difference between feminism and Indigenous feminism?'

Assignment Reading: Decolonizing Feminism: Challenging Connections between Settler Colonialism and Heteropatriarchy by Maile Arvin, Eve Tuck, Angie Morrill .

Recommended Reading: Decolonizing Methodologies by Linda Tuhiwai Smith

Additional Reading: Andrea Smith, *Conquest*

Lecture 4: Week of 9/25/2020

"What are 2Spirit Indigenous Feminisms?"

Assignment Reading: Leanne Simpson, Indigenous Queer Normativity

Recommended Reading: What Do We Mean by Queer Indigenous Ethics? Billy-Ray Belcourt and Lindsay Nixon

Additional Reading: DOUBLEWEAVING TWO-SPIRIT CRITIQUES: Building Alliances between Native and Queer Studies

Lecture 5: Week of 10/2/2020

Assignment Reading: Recommended Reading: Leanne Simpson, As We Have Always Done, 27-54

Recommended Reading: "Post Modern Environmental Ethics" by Jim Cheney.

Additional Reading: Leanne Simpson, Land As Pedagogy

Lecture 6: Week of 10/9/2020

“What are African Indigenous Feminisms?”

Assignment Reading: Njoki Wane- "African Indigenous Feminist Thought: An Anti-Colonial Project."

Recommended Reading: Naomi Nkealah (2016) (West) African Feminisms and Their Challenges, *Journal of Literary Studies*, 32:2, 61-74.

Additional Reading: Coloniality of Power- Anibal Quijano

Lecture 7: Week of 10/16/2020

Assignment Reading: Reading: MMIWG Report, <https://www.mmiwg-ffada.ca/final-report/>.

Recommended Reading: “Perpetual State of Violence” in Making Space

Additional Reading: Sarah Deer- The Beginning and End of Rape

Lecture 8: Week of 10/23/2020

‘What is Lakota Feminism?’

Assignment Reading: “Beads and a Vision: Waking Dreams and Induced Dreams as a Source of Knowledge for Beadwork Making. An Ethnographic Account from Sioux Country.” From Plains Anthropologist.

Recommended Reading: “Land and Beaded Identity: Shaping Art Histories of Indigenous Women of the Flatland.” RACAR : Revue d’art Canadienne.

Additional Reading: Ella Cara Deloria- Speaking of Indians

+Sign up for presentations by 10/24/2020

Lecture 9: Week of 10/30/2020

‘What is Intersectional Indigenous Feminism?’

Paper Topics Due by 10/30/2020 in Assignments Section

Assignment Reading: Coloniality of gender and power_ From postcoloniality to decoloniality

Recommended Reading: Zapatista Revolutionary Laws,

<http://schoolsforchiapas.org/wp-content/uploads/2014/03/Zapatista-Womens-Revolutionary-Laws.pdf>

Additional Reading: Black Feminist Thought- Patricia Hill Collins

+ Presentations submitted as videos by 10/29/2020 in Assignments Section

Lecture 10: Week of 11/6/2020

‘What is Indigenous Relationality?’

Assignment Reading: TallBear, Kim "Why Interspecies Thinking Needs Indigenous Standpoints." Theorizing the Contemporary, Cultural Anthropology website, April 24, 2011. <https://culanth.org/fieldsights/260-why-interspecies-thinking-needs-indigenous-standpoints>.

Recommended Reading: Lindsay Nixon, Eco feminist appropriations.

Additional Reading: <http://indigenousfutures.net/output/lecture-series-zoe-todd/>

Lecture 11: Week of 11/13/2020

'What are pressing Indigenous Feminist Issues?'

Assignment Reading: What She Say It Be Law: Tribal Rape Law- Sarah Deer

Recommended Reading: Decolonizing Sex Work, Developing an Intersectional Indigenous Approach- Sarah Hunt

Additional Reading:

https://www.vice.com/en_ca/article/5gi8vb/why-indigenous-women-are-canadas-fastest-growing-prison-population

<https://www.publicsafety.gc.ca/cnt/rsracs/pblctns/mrgnlzd/index-en.aspx>

Lecture 12: Week of 11/20/2020

'Beyond Indigenous Feminisms'

Assignment Reading: "Waterlily" by Ella Cara Deloria.

Recommended Reading: Making Space, Politics of Gendered Violence

Additional Reading: Leanne Simpson, Islands of Decolonial Love

+Sign up for Individual Meetings by 11/21/2020

Lecture 13: Week of 11/27/2020

Individual Meetings

Final Project Due: December 4, 2020

Cut off for Assignments is December 18, 2020.

Evaluation

Assignments (Bibliography Entries and Discussions) (50%): See above for details.

1) Write one annotated bibliography entry for top reading or artwork.

(2) Write three questions for each reading for Weekly Zoom discussion or submit on MyCourses Discussion.

Midterm Presentation (20%): Video presentation/slideshow. More info TBA. Deadline is October 15th.

Final Paper (30%): There will not be a final exam. Three options for Final Paper.

Option 1: Write a final paper discussing Indigenous feminisms in relation to texts or artworks we have discussed in class 1500 words

Option 2: Write a 500 words and a complete a research-creation project that has been pre-approved by the professor.

DUE DATE: Final Paper due the last day of classes: December 5, 2020 @ 11:59 PM EST.

Grading Criteria: Assignments are graded on thoughtful engagement with materials in their assignments.

McGill Policy Statements

<https://www.mcgill.ca/tls/instructors/class-disruption/guidelines-remote>

Guidelines for Students

Posted: May 27, 2020 | **Updated:** July 6, 2020

1. You are responsible for being familiar with, and abiding by, the applicable policies, such as the ones listed at the beginning of these Guidelines, in the context of remote learning, and otherwise, while you are a McGill student. The more specific information below complements the information provided in existing policies and is not intended as a summary of all policy information pertaining to McGill students involved in remote learning.
2. Per McGill's Code of Student Conduct and Disciplinary Procedures, *"[t]he integrity of University academic life and of the degrees the University confers is dependent upon the honesty, integrity and soundness of the teacher-student learning relationship and, as well, that of the assessment process."* Note that student obligation measures under the heading "C. Academic Offences" in the Code of Student Conduct and Disciplinary Procedures (i.e., avoiding plagiarism or cheating) and associated disciplinary measures apply as much during online exams or other remotely-conducted evaluations as exams and other evaluations on McGill premises.
3. Do not share your login or password information. Keeping this information confidential minimizes the risk of harassment and intrusion into your classes by unauthorized and ill-intended users, and ensures that you remain compliant with the requirements of the Policy on the Responsible Use of McGill's Information Technology Resources.
4. Instructors use multiple modes of communication to share their pedagogical materials with students. Their slides, video recordings, lecture notes, etc. remain their intellectual property. As such, you may use these only for your own learning (and research, with proper referencing/citation) ends. You are not permitted to disseminate or share these materials; doing so may violate the instructor's intellectual property rights and could be cause for disciplinary action.
5. Because some students may not be able to view lectures in fixed time (i.e., synchronously), many instructors will record their lectures over the Fall 2020

term. Recordings will be made available to students from within myCourses. Students registered in the course will have access by logging in with their McGill credentials.

6. Recordings will be kept for one year, after which they will be deleted. McGill is taking all reasonable measures to ensure that the recordings are only accessible to registered students in the course.
7. You must consent to being recorded if you are attending a lecture or participating in a component of a course that is being recorded. You will be notified through a “pop-up” box in Zoom if a lecture or portion of a class is being recorded. If you are not comfortable being in a class that is recorded, you may decide to not take part by logging off Zoom. Students who log off will be able to later watch the video recording in myCourses.
8. For pedagogical reasons and for the enrichment of the experience of all students, attendance may be monitored and/or active participation may be expected or required during fixed (synchronous) class time. As such, you may be asked to turn on your camera and audio. If you do not have the necessary resources (e.g., adequate Internet bandwidth or equipment) to do so, inform your instructor *at the beginning of term* so that appropriate accommodations can be made.
9. In addition to the recording of your image and voice, your name (or preferred name) may be displayed on screen, and your instructor may call your name during the lecture. As such, this personal information will be disclosed to classmates, whether during the lecture or in viewing the recording. By remaining in classes that are being recorded, you accept that personal information of this kind may be disclosed to others, whether during the lecture or in viewing the recording.
10. The University recognizes the importance of maintaining teaching spaces that are respectful and inclusive for all involved. To this end, offensive, violent, or harmful language arising in contexts such as the following may be cause for disciplinary action:
 1. Username (use only your legal or preferred name)
 2. Visual backgrounds
 3. "Chat" boxes
11. To maintain a clear and uninterrupted learning space for all, you should keep your microphone muted throughout your class, unless invited by the instructor to speak.
12. You should follow instructors' directions about the use of the “chat” function on remote learning platforms.

Language of Submission:

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded. This does not apply to courses in which acquiring proficiency in a language is one of the objectives.

Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue).

Academic Integrity:

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures. (see www.mcgill.ca/students/srr/honest/ for more information).

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site www.mcgill.ca/students/srr/honest/).

As the instructor of this course I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the [Office for Students with Disabilities](#), 514-398-6009.

McGill University is on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous people whose footsteps have marked this territory on which peoples of the world now gather.

L'Université McGill est sur un emplacement qui a longtemps servi de lieu de rencontre et d'échange entre les peuples autochtones, y compris les nations Haudenosaunee et Anishinabeg. Nous reconnaissons et remercions les divers peuples autochtones dont les pas ont marqué ce territoire sur lequel les peuples du monde entier se réunissent maintenant.

Content warning: Please be aware that some of the course content may be disturbing for some students. It has been included in the course because it directly relates to the learning outcomes. Please contact the instructor if you have specific concerns about this.