

## **WGSS 393/693: Native Feminisms and Settler-Colonial Studies**

Dickinson room 109, Wednesdays, 1:25-3:55

Instructor: Dr. Stina Soderling

Office hours: Mondays, 2:00-3:30pm, or by appointment, W473 South College

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### What does my course number mean?

This is a joint undergraduate (393) and graduate (693) class. Students enrolled in 693 have extra assignments, as well as a bigger responsibility in class facilitations. On some days, there are also extra readings for 693 students. Students enrolled in 393 are invited, but not required, to complete these readings.

### Accessibility

I am committed to fostering a classroom environment that supports the full participation of all students. We all learn in different ways: some learn by reading, some by writing, some by talking and listening, some by actively doing. Most of us learn through a combination of mechanisms. In this course, you will be challenged to step into the learning process in various ways, such as those listed above. If you have individual learning needs and have ideas for how to make this course a better learning experience, please let me know.

If you have a documented learning disability, or think you might, and would like to request special accommodations, please contact Disability Services (<http://www.umass.edu/disability/>). I am always open to hearing about your needs and suggestions; however, you are in no way obligated to share any information about a disability with me or any other instructor, unless you yourself decide to do so.

### Teaching philosophy

My teaching philosophy is grounded on feminist and anarchist principles, and I hold that learning can be a collaborative and liberatory experience. I believe that as thinking, feeling beings, we all have something to offer in the learning process. In practical terms, this means that I ask us all to work together to make this course a meaningful experience for everyone involved. While I lay out guidelines and suggestions in this syllabus, they are all up for discussion, with three important exceptions: 1) any student accessibility needs, such as accommodations from Disability Services, shall be met; 2) all class participants must follow the academic integrity policies of the University of Massachusetts; and, most important of all, 3) all participants must strive to treat all class members with respect.

### On Title IX and mandated reporting

WGSS classes are a place where issues of sexual violence and other sexual misconduct are discussed as a matter of course. It's not a taboo subject, and feminists have long worked to develop theory and activism around sexualized violence, including rape, dating violence, child sexual abuse, and the like. If you want to discuss your own personal experiences of sexual violence in a class, we don't consider that a "report" covered by Title IX (although if you want faculty help and support in reporting sexual violence, we are here to help you do that). Other available resources on campus for addressing sexual violence include both confidential and non-confidential resources – non-confidential resources will keep your concerns private but will report your concerns to the Title IX coordinator or the Dean of

Students Office, who will provide you with different options to assist you. Confidential resources will keep your concerns confidential and will provide you support, assistance in addressing safety concerns as well as other services such as providing you with an advocate. The resources can be found at [www.umass.edu/titleix/](http://www.umass.edu/titleix/)

### On names and pronouns

There is a long history of dialogue and activism around how we address one another, with respect to both names and pronouns. Students should be referred to by the name they prefer, and with the proper pronunciation, by faculty and other students. I will gladly honor your request to address you by the name you prefer and gender pronouns that correspond to your gender identity. Please advise me of your name's proper pronunciation, and any names or pronouns not reflected by the record in Spire early in the semester so that I may make appropriate changes to my records.

### Contacting the instructor

The best way to contact me is in person. I hold weekly office hours on Mondays from 2:00 to 3:30pm; if this time does not work for you, I am happy to set up a meeting at a different time. If you cannot make it to a scheduled meeting outside of office hours, you are expected to notify me at least 24 hours in advance. If you miss two scheduled meetings without giving proper notice, you may not schedule any other meetings outside of office hours for the duration of the semester.

I use email sparingly. Please allow for 3 weekdays for a response; I do not answer emails on weekends. I do not answer via email questions the answer to which can be found in the syllabus. If you email about a matter that is best addressed through a conversation, I may ask that you come to office hours or set up a meeting.

### Course materials

There are four required books for this course:

Glen Coulthard, *Red Skin, White Masks*

Qwo-Li Driskill, Chris Finley, Brian Joseph Gilley, and Scott Lauria Morgensen, eds. *Queer Indigenous Studies*

Aileen Moreton-Robinson, *The White Possessive: Property, Power, and Indigenous Sovereignty*

Harsha Walia, *Undoing Border Imperialism*

All other readings will be posted on Moodle.

### Computer and cellphone policy

This course requires a high level of face-to-face engagement. To facilitate this, there is a no-electronics rule. Exceptions to this rule can be made for relevant use of electronics, for example for video clips or slide shows during student facilitations, or in case of an accommodation from Disability Services.

### Good to know

If you are at all struggling in this course, come talk to me! It is my job to facilitate your participation and performance in this course, and you do not “bother” me by asking for help. I have office hours weekly, and we can also schedule a meeting at a different time. I encourage you to attend office hours to check in with me, even if you are not struggling. That way, we can figure out together how to make this semester as beneficial as possible for you.

## Assignments and Expectations

### Attendance

Being present is an important component of this course, and you are expected to attend all meetings. Attendance means not only showing up, but staying present, in both body and mind, to the best of your ability, for the duration of the class period. In accordance to the no-electronics-rule, if you are on your phone, computer, or other electronic device during class time, I will consider you absent for that class meeting.

You can miss 1 class meeting without it affecting your grade. After this, your attendance grade will drop by 3 point for each absence. It is up to you how (and if) you use your absence; there are no “excused” versus “unexcused” absences, and, unless you will miss a major in-class assignment such as your facilitation date, you are not required to inform me that you will be missing class. If there are extenuating circumstances that will cause you to miss several class sessions, please do contact me. *If you miss more than 3 class meetings, you automatically fail the course.*

If you are late, this will count as half an absence. If you are more than an hour late, it will count as a full absence.

### Participation

Much of our learning will take place in conversation with each other. It is therefore crucial that you not only attend class, but also participate. There are many ways to participate in the course: partake in class discussion, bring in questions about the readings, bring in relevant outside material, partake in group work. In order to participate fully in class, it is vital that you have carefully read the assigned texts. You will be evaluated on the extent to which your comments relate to, and critically engage with, the assigned materials.

### Class facilitation

Each week, starting February 15, a group of students will facilitate a portion (about 1 hour) of the class. We will have a workshop on February 1 about how to design a class facilitation.

### Reading responses

For five class meetings of your choosing, you will write a 2-3 page reading response. Each response should: engage with at least one reading for that day, and at least one additional reading, either for that day or from earlier in the semester; put the two readings into conversation; discuss how the readings can be useful for your work; cite all sources; and raise discussion questions. You must also bring up the discussion questions in class. Reading responses are graded pass/fail.

### Final project

At the end of the semester, you will complete a final project. The shape of the project may vary depending on what is useful for you. It could, for example, be an academic essay (~10-15 pages for 393, 20-25 for 693) or a grant proposal. There are three steps to the project:

*Proposal.* 2-3 pages outlining what your project will be and the rationale for the project; providing a bibliography of at least ten sources; a tentative outline. *Due in class, March 29.*

*Draft.* We will talk in class about how to write a draft. Your draft shall be accompanied by a statement on where you perceive the most revision and feedback is needed. *Due in class, April 19.*

*Final version. Due by 9am, May 11.*

### Graduate course assignments

If you are taking this course as a graduate course, you must complete the following assignments, in addition to those listed above.

#### Class facilitation leadership

Each facilitation group will have at least one graduate student member. Graduate students are expected to take the lead role in making sure the facilitation gets completed, and provide guidance in this process.

#### Literature review

As part of the final project, write a 5-page literature review, drawing on the sources in your bibliography. *Due April 5.*

#### Background reading assignment

This course can only scratch the surface of the work done in the fields of Native Feminisms and Settler-Colonial Studies. For a class meeting of your choosing, write a 1-2 page paper on a relevant additional reading, for example one cited in the assigned readings. You must present your paper in class, and also send a copy of the reading to the instructor, so that it can be shared with the class.

#### Additional reading responses

Graduate students are expected to write at least 8 reading responses over the course of the semester.

#### Extra credit

*Book review.* You may read a book of your choosing and write a 1-page review discussing your views of the book, how it relates to the course, and why you would or would not recommend it to others.  
*2 credits.*

#### 393 points

Attendance: 10 points

Participation: 20 points

Reading responses: 25 points (5 points each)

Class facilitation: 15 points

Final project:

    Proposal: 5 points

    Draft: 10 points

    Final version: 15 points

**Total: 100**

693 points

Attendance: 10 points

Participation: 20 points

Reading responses: 40 points (5 points each)

Background reading assignment: 10 points

Literature review: 15 points

Class facilitation: 25 points

Final project:

    Proposal: 5 points

    Draft: 10 points

    Final version: 15 points

**Total: 150**

393, Letter grade percentage-equivalents: A: 94-100; A-: 90-93; B+: 87-89; B: 83-86; B-: 80-82; C+: 77-79; C: 73-76; C-: 70-72; D+: 67-69; D: 63-66; F: 0-62

693, Letter grade percentage-equivalents: A: 141-150; A-: 135-140; B+: 130-134; B: 124-129; B-: 120-123; C+: 114-118; C: 114-118; C-: 105-113; D+: 100-104; D: 94-99; F: 0-93

*All written assignments must be submitted, on paper, in class on the due date. Unless prior arrangements have been made, I do not accept electronic submissions.*

**January 25 – introductions, pedagogy, methodologies**

Maile Arvin, Eve Tuck, and Angie Morrill, “Decolonizing Feminism: Challenging Connections between Settler Colonialism and Heteropatriarchy”

Eve Tuck and K. Wayne Yang, “Decolonization Is Not a Metaphor”

**February 1 – Decolonization and settler colonialism**

Âpihtawikosisân - “Language, Culture, and Two-Spirit Identity”

“Introduction” in *Queer Indigenous Studies*

*Feminism for Real* excerpts: Jessica Yee, introduction; Louis Esme Cruz, “Medicine Bundle of Contradictions”; Theresa (TJ) Lightfoot, “So What if We Didn't Call It 'Feminism'?”

Corey Snelgrove, Rita Kaur Dhamoon, and Jeff Corntassel, “Unsettling Settler Colonialism”

Kauanui, J. Kēhaulani (Kanaka Maoli) and Patrick Wolfe, “Settler Colonialism Then and Now”

*In-class: facilitation workshop*

For 693 students:

Taiaiake Alfred, “Warrior Scholarship: Seeing the University as a Ground of Contention”

Linda Tuhiwai-Smith, *Decolonizing Methodologies* excerpts: Introduction; Chapter 2: Research Through Imperial Eyes; Chapter 3: Colonizing Knowledges. Recommended: whole book

**February 8 – TBA**

**February 15 – Categorization and (anti-)essentialism**

Eva Garroutte, *Real Indians*, excerpts: preface, chapter 3: What If My Grandma Eats Big Macs?

Joanne Barker, “The Indigenous Feminist Killjoy”

Glen Coulthard, *Red Skin, White Masks*, chapter 3

“Happy Indigenous People's Day: Wendell Replaces Columbus Day”

Yvonne Abraham, “It's No Confederate Flag, But Our Banner Is Still Pretty Awful”

Bernard Perley, “Living Traditions: A Manifesto for Critical Indigeneity”

For 693 students

*Suggested:* Garoutte, Introduction

**February 22 – Meeting of Native studies and queer studies**

Chris Finley, “Decolonizing the Queer Native Body (and Recovering the Native Bull-Dyke): Bringing 'Sexy Back' and Out of Native Studies' Closet” in *Queer Indigenous Studies*

Andrea Smith, “Queer Theory and Native Studies: The Heteronormativity of Settler Colonialism” in *Queer Indigenous Studies*

Mark Rifkin, excerpts from *When Did Indians Become Straight?*

Nick Estes, “This Land Was Made for Decolonized Love”

For 693 students

Daniel Heath Justice, Mark Rifkin, Bethany Schneider, “Introduction” in *GLQ* special issue

**March 1 – Recognition; “Occupy/Decolonize”**

Glen Coulthard, *Red Skin, White Masks*, “introduction” and “chapter 1”

Aileen Moreton-Robinson, *The White Possessive: Property, Power, and Indigenous Sovereignty*, part I: “Owning Property”

Joanne Barker, “The Corporation and the Tribe”

For 693 students

Karl Marx, *Capital*, chapters 26-32; *recommended: chapters 1-6*

Frantz Fanon, “The Fact of Blackness”

**March 8 – Resurgence: Idle No More**

“Dancing the World into Being: A Conversation with Idle No More's Leanne Simpson”

Audra Simpson, “The State is a Man: Theresa Spence, Loretta Saunders and the Gender of Settler Sovereignty”

“The Environmental NGO Industry and Frontline Communities”

**March 22 – Standing Rock**

Glen Coulthard, *Red Skin, White Masks*, “chapter 2”

Moreton-Robinson, part II: “Becoming Propertyless”

“Standing Rock Allies Resource Packet”

“Fighting for Our Lives”

Jen Deerinwater, “Beauty and Exquisite Strength: Beyond the Surface of Oceti Sakowin”

Vijay Prashad, "Last Stand at Standing Rock"

Ari Laurel, "We Need to Be Talking About Standing Rock"

Roxanne Dunbar-Ortiz, "The Great Sioux Nation and the Resistance to Colonial Land Grabbing"

### **March 29 – Sovereignty and Incorporation**

Edward Valandra, "US Citizenship: The American Policy to Extinguish the Principle of Lakota Political Consent"

Marie Anna Jaimes Guerrero, "Civil Rights versus Sovereignty: Native American Women in Life and Land Struggles"

Moreton-Robinson, part III: "Being Property"

*Final project proposal due*

For 693 students

Qwo-Li Driskill, "Asegi Ayetl: Cherokee Two-Spirit People Reimagining Nation" in *Queer Indigenous Studies*

Joanne Barker, "For Whom Sovereignty Matters"

Mark Rifkin, "The Erotics of Sovereignty" in *Queer Indigenous Studies*

### **April 5 – Sexual violence and models of justice**

Sarah Deer, "Decolonizing Rape Law: A Native Feminist Synthesis of Safety and Sovereignty"

Jaskiran K. Dhillon, "Indigenous Girls and the Violence of Settler Colonial Policing"

Excerpt from *The Revolution Starts at Home*

*693 literature review due.*

### **April 6-8: Living Waters, Animate Lands: Five College Native American and Indigenous Studies Symposium**

*You are expected to attend at least two symposium events.*

### **April 12 – Living Waters, Animate Lands symposium debrief**

Robin Wall Kimmerer, excerpts from *Braiding Sweetgrass*: "The Gift of Strawberries," "An Offering," "Asters and Goldenrod," "Learning the Grammar of Animacy," "Allegiance to Gratitude," "The Sound of Silverbells"

### **Recognition, resentment, anger**

Glen Coulthard, *Red Skin, White Masks*, "chapter 4"

Leanne Simpson, "An Indigenous Perspective on #BlackLivesMatter"

Rachel Flowers, "Refusal to forgive: Indigenous Women's Love and Rage"

Erica Violet Lee, "Land, Language and Decolonial Love"

### **April 19 – Immigration justice**

Harsha Walia, ed. *Undoing Border Imperialism*

"Migrant Justice and the Tar Sands Industry" (in *Tar Sands*).

"Tohono O'odham Nation Tribal Leaders Say Wall With Mexico Will Not Be Built On Their Land"

*Final project draft due.*

**April 26 – Pedagogy**

Leanne Betasamosake Simpson, “Land as Pedagogy: Nishnaabe Intelligence and Rebellious Transformation”

Sandy Grande, “Whitestream Feminism and the Colonialist Project: Toward a Theory of *Indigenista*” and Eve Tuck's and Andrea Smith's responses

Erin Freeland Ballantyne, “Dechinta Bush University: Mobilizing a Knowledge Economy of Reciprocity, Resurgence and Decolonization”