



FACULTY OF ARTS
INTERNATIONAL
INDIGENOUS STUDIES
COURSE OUTLINE

**INDG 397.11 L01 Special Topics in Canadian Indigenous Studies
(Aboriginal Feminism)**

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

Summer: 2018

Office: SS 1124

Phone: 403-220-4664

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Sessions: T/R 12:00-2:45; SS 012

Office Hours: T/R 3-4:30pm and by appointment

Course Description: Shari M. Huhndorf (Yup'ik) and Cheryl Suzack (Anishinaabe) write in their introduction to *Indigenous Women and Feminism*: “For Indigenous women, colonization has involved their removal from positions of power, the replacement of traditional gender roles with Western patriarchal practices, the exertion of colonial control over Indigenous communities through the management of women’s bodies and sexual violence” (1). This class will focus the importance of a multiplicity of Indigenous women’s/ LGBTAIQ2S voices and our relationships traditional, contemporary, and historic with matriarchy, feminism, and gender balance. As a class community, we will address issues of western vs Indigenous concepts of feminism, matrilocality, and gender equality/balance. Issues at the center of female (LGBTAIQ2S) Indigenous concerns, histories, contestations, and sustainability including but not limited to: MMIW/Violence against FNMI women, children, and Two-Spirits; Food Sovereignty, Land Sovereignty, Matrilocality/Governing; and Settler Colonial/Western inscriptions of Indigenous women vs. Decolonial Gender practices.¹

Prerequisite: None

Objectives and Expectations: Students will be responsible for course readings, expanding vocabulary, homework, online midterm exam, presentations, writing and research assignments, online final exam, and a final semester paper/project. 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 gender/sexuality as connected to the

¹ As this material is necessary to understanding settler-colonialism, patterns of violence, survivals through sexual, historic, and physical traumas, please know some material might be triggering. However, making space for Indigenous stories, survivance, and witness, means hearing the stories of Indigenous Peoples unfiltered. Students are encouraged to engage with the material and supported as we travel through triumphant, defiant, resistant, and traumatic narratives as a community.



spiritual/mental/physical/political, as well as concepts of gender/sexuality imposed by settler-colonial binary constructs.

- Students will connect gender 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 Indigenous women/gender/LGBTAIQ2S as it relates to law & policy, landbase, culture, history, sovereignty, class, race, and power and their relationships with gender sovereignty or sexual/gender oppression.
- All written essays and formal papers must be in MLA, APA, or Chicago style 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.
- 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 Texts:²

[Carlson, Nellie, et al. *Disinherited Generations: Our Struggle to Reclaim Treaty Rights for First Nations Women and Their Descendants*. University of Alberta Press, 2013.](#)

[Kermoal, Nathalie J., et al. *Living on the Land: Indigenous Women's Understanding of Place*. AU Press, 2016.](#)

[LaPenseé, Elizabeth. *Deer Woman: An Anthology*. Native Realities Press, 2017. 978-0-9906947-8-6³](#)

[Leatherdale, Mary Beth, and Lisa Charleyboy. *#NotYourPrincess: Voices of Native American Women*. Annick Press Ltd., 2017.](#)

Suzack, Cheryl, et al. *Indigenous Women and Feminism: Politics, Activism, Culture*. UBC Press, 2014.

Movies/Media/ Videos/ PDFs:

Film⁴

[*This River*](#)

[*Finding Dawn*](#)

² Hyper-linked texts are online via U of C library. We only be reading specific selections, as listed on the weekly syllabus of these texts. Non-linked texts may be purchased the UC Bookstore. **However, as your professor, I encourage you to select a method of purchase that is most economically reasonable for you including but not limited to: amazon; kindle e-books; used books from online vendors.**

³ *Deer Woman: An Anthology* is available in hoard copy form the U of C bookstore OR as a digital comic download Follow the link in syllabus). This will be useful if the bookstore is sold out, as well as the coast for the digital is less.

⁴ All films should be watched on your own before class.

Videos/Digital

[Patti Doyle Bedwel, "Aboriginal women -- resistance, resilience & revitalization"](#)
[Marcia Anderson-DeCoteau, "Indigenous Knowledge to Close Gaps in Indigenous Health"](#)
[Whisper, "Violence Against Native Women is Not Traditional"](#)
[Winona LaDuke, "Seeds of our Ancestors"](#)
[Indigenous Feminisms Power Panel](#)
[Dian Million, "Indigenous Feminisms' Affective Response to State Violence"](#)
[Kim Anderson, "An Indigenous Feminist Commemoration of Canada 150"](#)
[Brandy Montaña, "I Am"](#)
[Kelsey Leonard, "We Do Not Consent: Native Feminism on the Front Lines of Water Protection"](#)
[Chelsea Vowel, "Indigenization in the Time of Pipelines"](#)
[Alex Wilson, "Coming In to Indigenous Sovereignty: Relationality and Resurgence"](#)
[Jennifer Brant, "Indigenous maternal pedagogies: Lessons from our Sweetgrass Baskets"](#)
[Valerie Segrest, "Food Sovereignty"](#)
[Choctaw Nation of OK, "Wild Onion"](#)
[University of Oklahoma, "Native Peoples of Oklahoma - Women's Issues, 4.4.5"](#)
[University of Oklahoma "Native Peoples of Oklahoma- Women's Issues, 4.4.7"](#)
[The Oklahoman, "Native Pride-Tee Shawnee"](#)
["Sacred Water: Standing Rock"- Viceland](#)
[Linda Lomahaftewa, "Doc 1"](#)
["Return from Exile artist Linda Lomahaftewa"](#)
[Christie Belacourt, "My Heart is Beautiful"](#)
[Christie Belacourt, "'Giniigaaniimenaaning"](#)

Arts

Artist Judy Davis
Artist Christie Belacourt
Artist Linda Lomahaftewa
Artist: Tee Shawnee

PDFs/Digital Chapters

[Anderson, Judy. "Cree mother and son turn graffiti into traditional beading artwork"](#)

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

[Byrd, Jodi. "Loving Unbecoming: The Queer Politics of the Transitive Native ." *Critically Sovereign: Indigenous Gender, Sexuality, and Feminist Studies*, Duke University Press, 2017, pp. 207–228.](#)

[Goeman, Mishuana R. "Ongoing Storms and Struggles: Gendered Violence and Resource Exploitation ." *Critically Sovereign: Indigenous Gender, Sexuality, and Feminist Studies*, Duke University Press, 2017, pp. 99–126.](#)

[Mihesuah, Devon A. \(Devon Abbott\). "Decolonizing Our Diets By Recovering Our Ancestors' Gardens." *The American Indian Quarterly*, vol. 27, no. 3, 2003, pp. 807–839., doi:10.1353/aiq.2004.0084.](#)



Major Assignments

- 1) **Group Questions:** Each student will sign up to be part of a group for a set of readings/texts. Groups will submit four-six (4-6) questions to help lead class discussion on the texts (articles, chapters, videos etc) for the Thursday class for which they have signed up. Questions must be posted to D2L 24 hours before the readings are due in class. **10%**
- 2) **Digital Take-Home D2L Midterm:** You will be responsible for a midterm exam. Midterms will be held during the 3rd/4th 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 D2L 12 am July 20 to 11 pm July 22. **20%**
- 3) **Homework:** Each week students will be responsible for writing notes as regards the reading/text assignments for that week of class. Students will make notes in a manner most useful to them. Notes for the full week will be due on d2l 2 hrs before class meetings on Tuesday. Homework notes will be graded as follows: E for Excellent (A grade), S for Satisfactory (B grade), P for Pass (C grade), P- for low pass/revise for next time (D), and U for Unsatisfactory (F grade). **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 12 am August 17 to 11 pm August 19. **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. Coming to class prepared (books, homework, writing utensils) also qualifies as participation. The night before each Tuesday class, I will post a set of 4-6 questions to partially guide our discussion. By posting these questions in the "Lecture Notes" module of d2l, I seek to foster your thinking critically about the readings and issues before class and to better insure participation. **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



discipline of rhetoric to persuade your reader of a stance, position, 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.

CCRP is due online the last day of summer classes 08/15. **No assignments will be accepted after 8pm on 08/15.** A detailed assignment will be gone over the second week of classes. **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

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, or APA format layout and citation/works cited formats. Your instructor will give detailed instructions before each essay assignment.

Digital Take-Home Midterm & Final Exams: There is no scheduled registrar exam in class. However, students will be responsible for an online (D2L) Midterm and Final exam. Midterms will be held during the 3rd/4th. Finals will be held during the Registered Final Exam week. Both the midterm and final will be open book (meaning students can use their reading, lecture, and note material--- *This does not mean exams may be taken in consultation with other students*). The midterm and final and will comprise all material read, assigned, viewed, and discussed/lectured in class. Your midterm and final exam will be open book and consist of 50 questions in combination of short answer, multiple choice, T/F, and close reading response. Students will have a three-day window to take the midterm, and a three-day window to take the final. This is for your own convenience and comfort. Once you log-on to start the midterm and/or final, students will have a three-hour window to finish the 50 question exam. The three-day window to choose a start day and the three-hour exam time limit, (once the exam is started), allows ample time for students who need extra test time, have test anxiety, etc.; while allowing students the opportunity to take the exam in an environment most comfortable to them: home, work, computer lab etc.⁵ For example, you may elect to start your final on August 18th at 11:30pm. This means you have until 2:30 am August 19th to complete the short 50 question exam. We will go over the midterm and final closer to the date of the exam.

Midterms open online D2L 12 am July 20 and close 11 pm July 22.

Final exams will open online D2L 12 am August 17 and close 11 pm August 19.

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 397 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 that 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

⁵ For students who may need more accommodation and have documentation from student access, please see me for arrangements.

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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. **Final papers and exams will not be allowed to be turned in late: unless a previous agreement and deferral of course work form has been agreed upon by the professor and student.**

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, classiest, sizest and/or racially biased language, and unapproved electronic devices.

Absence From a Mid-term Examination:

Students who are absent from a scheduled term test or quiz for legitimate reasons (e.g. illness with the appropriate documentation) 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 term work:

Instructors are normally free, subject to any established departmental or faculty procedures, to administer their own policies regarding deadlines for the completion of term papers or assignments. Please see policies on this course outline. Should you require an extension for completion of term papers or assignments, an Application of Deferment of Term Work form must be completed. The University also has regulations governing the deferral of final examinations. See *Calendar*: <http://www.ucalgary.ca/pubs/calendar/current/g-7.html>.

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 of Political Science. Appeals must be requested within 15 days of receipt of the graded assignment. Please note that the “mere dissatisfaction with a decision is not sufficient grounds for the appeal of a grade or other academic decision.”



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.

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>.

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.

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 will be destroyed after three months; 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:

Prud'homme-Cranford (Gómez)9
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: ask@gsa.ucalgary.ca
URL: www.ucalgary.ca/gsa

Student Ombudsman
Phone: 403-220-6420
Email: ombuds@ucalgary.ca

Facebook Group for Indigenous Studies Program:
<https://www.facebook.com/groups/UC.IIST/>

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

Native Centre Website:
<https://www.ucalgary.ca/nativecentre/>

"We must protect our water, and we must unite together to sever the chains of colonialism. Our fight is for the water, for our Treaties, for our Rights, and for our People.... We are stronger when we stand together."~ Suzanne Patles (Eskasoni First Nation)



Week1 07/03: Histories, Inscriptions, & Problematizing Indigenous Feminisms*

T: Introduction: Syllabus

Read: "Introduction: Indigenous Feminism: Theorizing the Issues," *Indigenous Women and Feminism*;

[University of Oklahoma "Native Peoples of Oklahoma- Women's Issues, 4.4.7"](#);

Linda Hogan, "Tear;" Maria Campbell, "Blankets of Shame;" and Roseanna Deerchild, "Two-Braids" in [#NotYourPrincess: Voices of Native American Women](#)

[Indigenous Feminisms Power Panel](#)

***Weekly Notes due 10am**

R: "Indigenous Feminism: The Project"; "Indigenous Women and Feminism on the Cusp of Contact" *Indigenous Women and Feminism*

[Kim Anderson, "An Indigenous Feminist Commemoration of Canada 150"](#)

"Double Consciousness and Nehiyawak (Cree) Perspectives: Reclaiming Indigenous Women's Knowledge," in [Kermoal, Nathalie J., et al. Living on the Land: Indigenous Women's Understanding of Place.](#)

Due: Group 1 Class Questions

*(Assignments sent before start of classes)

Week 2 07/10: Gender/Sexuality, MMIW, & Violence

T: [Brandy Montaña, "I Am"](#);

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

[Byrd, Jodi. "Loving Unbecoming: The Queer Politics of the Transitive Native ." Critically Sovereign:](#)

Section: I am Not Your Princess (full section), [#NotYourPrincess: Voices of Native American Women](#)

***Weekly Notes due 10am**

R: [This River ; Finding Dawn;](#)

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

Section: It Could Have Been Me (full section), [#NotYourPrincess: Voices of Native American Women](#)

[LaPenseé, Elizabeth. Deer Woman: An Anthology](#)

Due: Group 2 Class Questions

Week 3 07/17: Treaties, Law & Policy

T: "Indian Rights for Indian Women," [Our Struggle to Reclaim Treaty Rights for First Nations Women and Their Descendants.](#)

"Métis Women's Environmental knowledge and the Recognition of Métis Rights" in [Kermoal, Nathalie J., et al. Living on the Land: Indigenous Women's Understanding of Place.](#)

"Emotion Before the Law" *Indigenous Women and Feminism*



*Weekly Notes due 10am

R: [Goeman, Mishuana R. "Ongoing Storms and Struggles: Gendered Violence and Resource Exploitation." Critically Sovereign:](#)

["Fighting for Our Birthright," Our Struggle to Reclaim Treaty Rights for First Nations Women and Their Descendants.](#)

[Palmater, Pamela D. "MATNM TEL-MI'KMAWI: I'M FIGHTING FOR MY MI'KMAW IDENTITY."](#)

Due: Group 3 Class Questions

Midterms open online D2L 12 am July 21 to 11 pm July 22

Week 4 07/24: Land Sustainability, Culture Sustainability, Women & Activism

T: [Chelsea Vowel, "Indigenization in the Time of Pipelines"](#)

["From the Tundra to the Boardroom to Everywhere in Between: Politics and the Changing Roles of Inuit Women in the Arctic" *Indigenous Women and Feminism*](#)

[Kelsey Leonard, "We Do Not Consent: Native Feminism on the Front Lines of Water Protection"](#)

*Weekly Notes due 10am

R: ["Sacred Water: Standing Rock"- Viceland](#)

["Native Women and Leadership: An Ethics of Culture and Relationship," *Indigenous Women and Feminism*](#)

[Dian Million, "Indigenous Feminisms' Affective Response to State Violence"](#)

Due: Group 4 Class Questions

Week 5 07/31: Food Sovereignty, Land Sovereignty, & Health & Wellness

T: [Valerie Segrest, "Food Sovereignty"](#)

[Choctaw Nation of OK, "Wild Onion"](#)

[Winona LaDuke, "Seeds of our Ancestors"](#)

[Mihesuah, Devon A. \(Devon Abbott\). "Decolonizing Our Diets By Recovering Our Ancestors' Gardens."](#)

- Class Cooking and Women: Women as Culture Bears & Foodways Feast: Details to follow-

*Weekly Notes due 10am

R: [Marcia Anderson-DeCoteau, "Indigenous Knowledge to Close Gaps in Indigenous Health"](#)

[Jennifer Brant, "Indigenous maternal pedagogies: Lessons from our Sweetgrass Baskets"](#)

["Distortion and Healing: Finding Balance and a "Good Mind" Through the Rearticulation of Sky Woman's Journey" ; "This Is the Life": Women's Role in Food Provisioning in Paulatuuq,](#)

[Northwest Territories" *Kermoal, Nathalie J., et al. Living on the Land: Indigenous Women's Understanding of Place.*](#)

Due: Group 5 Class Questions

Week 6 08/07: Art/Literature Film, & Culture Bearing

T: [Toulouse, Lea. "I Am Woman: The Decolonial Process of Indigenous Feminist Art." *Esse*, vol. 90, 2017, pp. 52–59.](#)

[University of Oklahoma, "Native Peoples of Oklahoma - Women's Issues, 4.4.5"](#)

Section: Pathfinders (full section), [#NotYourPrincess: Voices of Native American Women](#)

***Weekly Notes due 10am**

R: Selected Art Images:

Artists Judy Davis ; Artist Christie Belacourt; Artist Linda Lomahaftewa; Tee Shawnee

[Anderson, Judy. "Cree mother and son turn graffiti into traditional beading artwork"](#)

[Linda Lomahaftewa, "Doc 1"](#)

["Return from Exile artist Linda Lomahaftewa"](#)

[Christie Belacourt, "My Heart is Beautiful"](#)

[Christie Belacourt, "Giniigaaniimenaaning"](#)

[The Oklahoman, "Native Pride-Tee Shawnee"](#)

Due: Group 6 Class Questions

Week 7 08/14: Resistance/Resilience & Decolonization

T: Last Class:

[Patti Doyle Bedwel, "Aboriginal women -- resistance, resilience & revitalization"](#)

[Alex Wilson, "Coming In to Indigenous Sovereignty: Relationality and Resurgence"](#)

"Affirmations of an Indigenous Feminist" *Indigenous Women and Feminism*

INDG 397: Perspectives on Indigenous Feminism Video

**No Weekly Notes this class*

W: 08/15: FINAL PROJECTS: CCRP is due online the last day of summer classes 08/15. No assignments will be accepted after 8pm on 08/15.

FINALS: 08/16

Final exam open online D2L 12 am August 17 to 11 pm August 19

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 amend topics on the syllabus as required /fitting to the course.