ES 410/510
Native Feminisms

Dr. Lani Teves
Alder 203
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MW 12-1:20
ALDER 111
Office hours: Wednesdays, 2-5 p.m.

Description
This course examines the foundational and aspirational trajectory of Native feminist scholarship. We will begin by identifying some of the central concerns of Native feminist scholarship. After we have established the intellectual origins of Native feminisms, each week we will read a key text in recent publication that intervenes in Native feminism and its possibilities. With an emphasis on the praxis of Native feminism, we will cover a range of indigenous contexts, but focus primarily on the Americas and the Pacific.

Course Objectives
- Trace the origins and debates of “feminism” in Native Studies.
- Examine the interlocking logics of white supremacy, heteropatriarchy and settler-colonialism to outline the methodologies of Native feminisms.
- Discuss the contributions of Native feminist theories to analyzing gender, sexuality, race, and settler colonialism in multiple contexts and disciplines.
- Graduate students will conduct research pertinent to their scholarly development and present their findings in a conference-like presentation.

Books


Simpson, Leanne. Islands of Decolonial Love


(510 only)

**Course Expectations**

Students are expected to come to class on time and to participate in discussion. I believe that students should be actively involved in the learning process, so class will be a mix of lecture and lots of discussion. Students should come to class prepared to discuss the readings on the day they are listed.

**Assignments for 410**

- Participation – 25%
- Discussion Leader – 10%
- Weekly Forum and Response – 15%
- Essays – 50%

**Participation/Attendance – 25%**

Class participation is essential to get the full learning experience. This class is built around student participation and therefore, you must be present. I do not take attendance because we are all adults. It is your choice whether or not you come to class, but bear in mind that classroom participation is critical to my overall perception of you. Participation is measured by your ability to contribute productively in class. This means being a thoughtful participant in classroom discussion and listening to the perspectives of others. Also, don’t be late, its rude. Chronic tardiness will impact your grade.

**Discussion Leader – 10%**

Everyone will have to lead discussion at least once in the quarter. You will be put in groups and you will be responsible for leading discussion on the readings of that day. Discussion leaders will summarize the readings, identify, discuss, and evaluate the main points and themes raised by the readings and, if applicable, compare and contrast them to previous readings, films, discussions, etc. You may structure the discussion as you wish, but plan to give a ten minute oral presentation that summarizes the readings and main points, and then to spend the remainder of the period leading discussion on pre-circulated questions and any other learning activities you may have planned. Questions should be posted on Blackboard with any accompanying media. Questions may address any of the following: strengths and weaknesses of the approach(es) of the author for advancing Native Feminisms, the specifics of the “objects” of study (like film, performance, literature, art), and how the reading impacted your thinking.

**Weekly Forum/Response - 15%**

You must write a short response in the “Discussion” section of Blackboard. This response is due on Tuesdays by 12 p.m. and MUST cover the reading for Monday and Wednesday. These are informal responses that should be a minimum of 250 words. They should demonstrate engagement with the reading, attempt to relate the reading with previous weeks or things you would like to bring in from outside of class (e.g. blogs, news, songs, etc). You can use this response to work out an idea, solicit responses, pose questions and so on. Each entry is worth 2 points and is due every week unless otherwise noted. If your response appears rushed or unthoughtful, I will reduce the amount of points.

**Essays - 50%**

Over the course of the semester you will complete three 4-6 page essays.

- Essay 1 (10%)
  - Engages the first few weeks of reading.
- Essay 2 (15%)
Focuses specifically on at least two of the readings that we have examined and what kinds of analytical contributions they have made to your thinking. In this essay, you should pose further questions that link with your course of study or personal experience.

* Essay 3 (25%)
  - The final essay is a close analysis of a Native feminist text/activity. Or, you can perform a Native feminist reading of a current event and how Native feminism offers a different way to think or understand an issue.

**Special considerations for 510**
- Participation/Attendance – 20%
- Discussion Leader – 10%
- Mid-semester outline/draft of final paper – 20%
- Final paper 15-20 pgs – 40%
- Presentation (15 min conference paper style) – 10%

Graduate students taking the course for graduate credit will have to read all the books in their entirety in addition to readings and meetings to be determined after the first meeting.

**Final paper (40%)**
Graduate students will complete a piece of writing that contributes to their academic work. This can be a dissertation chapter, a prospectus, a conference paper, a literature review or an article. Graduate students should plan time to meet with me to discuss.

**Final Presentation (10%)**
510 students will have to present their final paper in a conference like presentation for their classmates during the final exam period.

**Grading Scale**

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Note: To get an A+ in this class, in addition to completing all the course requirements, you must work to make the class better for your classmates.
Policies

Readings
There is an ancient drag queen proverb: “Reading is Fundamental!” It is. Read closely and with precision. Think of questions and comments, bring them up in class. Without doing the reading, the in-class participation will not make sense. Reading will allow us to have more effective and informed discussions, so please keep up.

Academic Integrity and Plagiarism
Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas). If there is any question about whether an act constitutes academic misconduct, it is the student’s obligation to clarify the question with the instructor. Please contact me with any questions you have about academic conduct. Additional information about maintaining your academic integrity is available at integrity.uoregon.edu; information about a common form of academic misconduct, plagiarism, is available at http://library.uoregon/guides/plagiarism/students/index.html.

Deadlines, Extensions, Incompletes
Assignments and other work are due before or on the dates specified in the syllabus. Extensions or incompletes are only granted in the case of extreme medical and personal emergency, which must be documented. You must notify me as soon as possible if you are experiencing an emergency that will prevent you from completing an assignment on time. Variations of the assignment requirements may be necessary for work that is late.

Grade Disputes Policy
Students that wish to dispute grades must do so in writing with thorough justification. Written grade disputes must be followed up with me during office hours. Disputes must be submitted to me at least twenty-fours in advance of an appointment. Please note that a dispute does not guarantee a better grade.

Email
Email is the best way to contact me, but please note that I will likely only respond to email between 9 a.m. – 6 p.m. M-F.

Accommodations
If you have specific physical, psychiatric or learning capabilities that require accommodations, please let me know early in the quarter so that your learning needs may be appropriately met. For more information or assistance, you are encouraged to contact the Accessible Education Center, http://aec.uoregon.edu.

Student Athletes
If you are a student athlete whose schedule will cause you to miss class, inform me of your schedule as soon as you can. Please visit me during office hours so that arrangements can be made around your game schedule.
Schedule

**Week 1**

January 5
- (in class) – Kate Shanley, “Thoughts on Indian Feminism” and Lee Maracle, “I am Woman”

January 7
- Kim Andersen, “Affirmations of an Indigenous Feminist” (81-91)
- Verna St. Denis, “Feminism is for Everybody” (33-52)
- Haunani-Kay Trask, “Feminism and Indigenous Hawaiian Nationalism” (196-213)

**Week 2 – From “F” Word to . . .?**

January 12
- Luana Ross, “From the ‘F’ Word to Indigenous/Feminisms” (39-52)
- Andrea Smith, “American Studies without America: Native Feminisms and the Nation-State” (309-315)
- Discussion Leader:

  Comment due 1/13

January 14
- Maile Arvin, Eve Tuck, and Angie Morrill, “Decolonizing Feminism: Challenging Connections between Settler Colonialism and Heteropatriarchy” (8-34)
- Patrick Wolfe, “Settler Colonialism and the Elimination of the Native” (387-409)

**Week 3 – Colonialism and Sexual Violence**

January 19 (MLK no class)

  Comment due 1/20

January 21
- Amnesty International, *Maze of Injustice* (read chapters 1-4, skim 5-8)
- Sarah Deer, “Decolonizing Rape Law” (149-167)
- Film: *Finding Dawn* (shown in class)

*Essay 1 Due 1/23, 5 p.m. (10%)*

**Week 4 – “Felt Theory”**

January 26
- Dian Million, *Therapeutic Nations: Healing in an Age of Indigenous Human Rights*. Intro, Chapters 1, 3
- Discussion Leader:

  Comment due 1/27

January 28
- Chapters 6 & 7

**Week 5 – Towards Native Feminist Spatial Practice**

February 2
- Mishuana Goeman, *Mark My Words: Native Women Mapping Our Nations*. Intro, Chapters 1, 2, 3 & conclusion
• Discussion Leader:

February 4
- NO CLASS
- Film: La Operacion (watch online on your own)

(510) – Outline/Draft of Final paper due.

**Week 6 – Chicana/Native Feminism Dialogues**

February 9
- Class will meet at the Many Nations Longhouse to hear Angie Morrill’s talk “Recognizing the Native Mother Through Native Feminist Reading Methodology”, 12-1:20.
- (510) Myra Vicenti Carpio, “The Lost Generation: American Indian Women and Sterilization Abuse” (40-53)

Comment due 2/10

February 11
- Sheila Marie Contreras, “From La Malinche to Coatlicue: Chicana Indigenist Feminism and the Mythic Native Women” (105-132)
- Renya Ramirez, “Julia Sanchez’s Story: An Indigenous Woman Between Nations” (65-83)
- Norma Alarcon, “Chicana Feminism: In the Tracks of ‘The Native Woman’” (63-71)
- Discussion Leader:

**Week 7 – Where Are Your Men?**

February 16
- Ty Kawika Tengan, *Native Men Remade: Gender and Nation in Contemporary Hawai‘i*. Chapters – Intro, 1, 2, 4, Conclusion
- Discussion Leader:

Comment due 2/17

February 18
- Kēhaulani Kauanui, “Native Hawaiian Decolonization and the Politics of Gender” (281-287)
- Lisa Kahale‘ole Hall, “Navigating our own sea of islands” (15-38)

**Week 8 – Native Feminisms in Praxis**

February 23
- Michelle Jacob, *Yakama Rising: Indigenous Cultural Revitalization, Activism and Healing*  
  Intro, Ch 1-2  
  Discussion Leader:

Comment due 2/24

February 25
- Chapter 3-5
• (510) Audra Simpson, *Mohawk Interuptus: Native Life Across the Borders of Settler States*. Chapters 1 & 4, 6

*Essay 2 due 2/27, 5 p.m. (15%)*

**Week 9 – Queering Indigeneity**
March 2
- Chris Finley, “Decolonizing the Queer Native Body” (31-42)
- Andrea Smith, “Queer Theory and Native Studies: The Heteronormativity of Settler Colonialism” (41-68)
- Qwo-Li Driskill, “Doubleweaving Two-Spirit Critiques: Building Alliances between Native and Queer Studies” (69-92)
- Discussion Leader:

*Comment due 3/3 (worth 3 pts)*

March 4
- (510) Mark Rifkin, *When Did Indians Become Straight?: Kinship, the History of Sexuality, and Native Sovereignty*. Chapters TBD

**Week 10 – Islands of Decolonial Love**
March 9

March 11
- Leanne Simpson, *Islands of Decolonial Love* (85-103, 135-139)

*Essay 3 Due 3/13 5 p.m. (25%)*

Final exam: Thursday, March 19 @ 10:15 – 12:15
- Final Projects and presentations
- 3/13 Last day of classes