



CGS 3515F: Global Cultures of Gendering and Orientation
Centre for Global Studies
Tuesday 2:30-3:30 & Thursday 3:30-5:30
Room W108

Instructor: Sâkihitowin Awâsis
Office: SSC 1430
Office Hours: by appointment
Email: cdakin2@uwo.ca

Course Description

This course examines how colonial power structures exist through imposed gender orders that normalize social and bodily orientations. Students will engage with queer Indigenous feminist theory, practical deployments of gender and orientation globally, and problems of resistance pertinent to the politics of both. This course interrogates how discourses of gender, sex, sexuality, kinship, and reproduction are both controlled by nation-states and mobilized as forms of resistance to colonial nation-state sovereignty. Topics will include how rigid binary gender and heteropatriarchy were introduced and are reinforced through missions, the Indian Act, forced sterilization, and the residential school system, as well as queer immigration, queer imperialism, and homonationalism. This course will also explore how individuals, families, and communities generate movements to resist colonial gender orders through the resurgence and affirmation of two-spirit/queer Indigenous genders and sexualities. A critical study of Indigenous genders and sexualities will serve to challenge enforced binary categories that organize modes of living.

Prerequisite: 0.5 Centre for Global Studies course at the 1000-1099 level, or permission of the Centre for Global Studies.

Course Learning Objectives

This course aims to equip students with a critical analysis of gender and how gendered persons, sexualities, kinship relations, and reproductive capacities are impacted by colonial state policies and nation-building projects. Students will gain experience in critical thinking, interpretation, interdisciplinary research, and both verbal and written communication. By the end of this course students should be able to:

- (1) examine how colonial power structures exist through an imposed hierarchical gendered order;
- (2) identify how the state has forced Indigenous bodies into binary gender roles, and nearly erased queer Indigenous genders and sexualities;
- (3) analyze how colonial nation-states control discourses of gender, sex, sexuality, kinship, and reproduction;
- (4) explain how the gendering and sexing of persons, as well as the policing of sexualities and management of reproduction, are mechanisms through which the nation-state dispossesses Indigenous peoples of lands and governance structures;
- (5) understand how Indigenous genders, sexualities, and kinship relations can serve to challenge nation-state sovereignty.

Methods of Instruction

This course is based around weekly 1-hour tutorials and 2-hour lectures that are interactive and involve multimedia, group discussions, presentations, and other activities. Lecture content is grounded in and provides a more detailed explanation of the course readings, as well as relevant context and commentary. Students are expected to come to lecture having read the assigned readings and prepared to take an active role. Each week different students are responsible for presenting on their chosen topic in tutorial and providing a summary of one of the readings in lecture.

Course Materials

All the below books are available for two-hour loan from the Reserve Loan section of Huron University College's Library. All articles are available online via lib.uwo.ca. The following resource is available for purchase at the Western University Bookstore, and two copies are also available for loan from Weldon Library and the Pride Library:

- Driskill, Q., Finley, C., Gilley, B., & Morgensen, S. (2011). *Queer Indigenous Studies: Critical Interventions in Theory, Politics, and Literature*. The University of Arizona Press.
- Chapter 2 'Queer Theory and Native Studies: The Heteronormativity of Settler Colonialism' by Andrea Smith
 - Chapter 5 'Asegi Ayetl: Cherokee Two-Spirit People Reimagining Nation' by Qwo-Li Driskill
 - Chapter 8 'Unsettling Queer Politics: What Can Non-Natives Learn from Two-Spirit Organizing?' by Scott Lauria Morgensen
 - Chapter 12 'The Revolution Is for Everyone: Imagining an Emancipatory Future through Queer Indigenous Critical Theories' by Scott Lauria Morgensen

The below resources are available online via owl.uwo.ca:

- Simpson, L. B. (2017). *As we have always done: Indigenous freedom through radical resistance*. University of Minnesota Press.
- Chapter 3 'The Attempted Dispossession of Kwe'

- Chapter 6 'Endlessly Creating Our Indigenous Selves'
- Chapter 7 'The Sovereignty of Indigenous Peoples' Bodies'
- Chapter 8 'Indigenous Queer Normativity'

Vowel, C. (2016). *Indigenous Writes: A Guide to First Nations, Métis & Inuit Issues in Canada*. Winnipeg: Highwater Press.

- Chapter 3 'Got Status? Indian Status in Canada'
- Chapter 12 'All My Queer Relations: Language, Culture, and Two-Spirit Identity'
- Chapter 20 'Monster: The Residential School Legacy'
- Chapter 21 'Our Stolen Generations: The Sixties and Millennial Scoops'

Stote, K. (2015). *An Act of Genocide: Colonialism and the Sterilization of Aboriginal Women*. Fernwood Publishing.

- Chapter 2 'Indian Policy and Aboriginal Women'. (p.28-44)
- Chapter 3 'Sterilization, Birth Control and Abusive Abortions' (p.46-70).

Truth and Reconciliation Commission of Canada Final Report (2015). *The Survivors Speak*.

- Preface.

Pegoraro, L. (2015) Second-rate victims: the forced sterilization of Indigenous peoples in the USA and Canada. *Settler Colonial Studies*, 5(2), p. 161-173.

Jewell, E.M. (2018). *Gimaadaasamin, We are Accounting for the People: Support for Customary Governance in Deshkan Ziibiing*. Royal Roads University. p. 37-49.

Cardinal, C. (2018). *Ohpikiihaakan-ohpimh (Raised Somewhere Else): A 60s Scoop Adoptee's Story of Coming Home*. Roseway Publishing.

- Foreward by Raven Sinclair
- Tapeyhtamiwin (Reckoning)

Zimman, L., Davis, J., & Raclaw, J. (2014). *Queer Excursions: Retheorizing Binaries in Language, Gender, and Sexuality*. Oxford University Press.

- Chapter 4 "'More Than Just 'Gay Indians'": Intersecting Articulations of Two-Spirit Gender, Sexuality, and Indigenousness' by Jenny L. Davis

Barker, J. (2017). *Critically Sovereign: Indigenous gender, sexuality, and feminist studies*. Duke University Press.

- Chapter 1 'Indigenous Hawaiian Sexuality and the Politics of Nationalist Decolonization' by J. Kêhaulani Kauanui
- Chapter 2 'Return to "The Uprising at Beautiful Mountain in 1913": Marriage and Sexuality in the Making of the Modern Navajo Nation' by Jennifer Nez Denetdale

Ritchie, J. (2015). Pinkwashing, Homonationalism, and Israel-Palestine: Conceits of Queer Theory and the Politics of the Ordinary. *Antipode* 47(3).

Jackman, M. & Upadhyay, N. (2014). Pinkwatching Israel, Whitewashing Canada: Queer (Settler) Politics and Indigenous Colonization in Canada. *Women's Studies Quarterly*. 42(3).

Lecky, R. & Brooks, K. (2010). *Queer Theory: Law, Culture, Empire*. London: Routledge.

- Chapter 10 'An imperial strategy? The use of comparative and international law in arguments about LGBT rights' by Nicholas Bamforth

- Chapter 11 'Reproducing empire in same-sex relationship recognition and immigration law reform' by Nan Seuffert

Methods of Evaluation

Grades will be allocated based on the following assignments:

Forum discussion	5%
Reflection paper	20%
Chapter summary	20%
Presentation	10%
Participation	10%
Paper proposal	5%
Final paper	30%

All assignments will be due at the beginning of tutorial and evaluated based on the quality of reasoning, writing, and format. Students should: (1) demonstrate deep engagement with course content, (2) communicate in a clear, concise, organized, and compelling way, and (3) draw upon and cite academic sources, including assigned readings, lecture material, case examples discussed in class, and independent research as appropriate. The student's own analysis, synthesis, and opinions should be emphasized and supported with detailed evidence and specific examples.

Forum Discussion (5%) – Due September 21

On the OWL discussion forum, identify and describe a lived experience in which gendering and/or orientation entailed social positions of privilege and/or oppression. In 300-500 words, briefly explore the root causes of your positionality. Read some of your classmates' postings and write a short response to one of them (several sentences in length). Can you relate to the experience they described? Do you agree with their analysis of the situation? Why or why not? Do you have any additional questions for them? Post your response as a reply in their thread and it will contribute to your participation grade.

Reflection Paper (20%) – Due October 12

In 3-4 pages identify and define a systemic form of rigid binary gender and/or heteropatriarchy, explain how they were introduced and are reinforced, provide appropriate context, and discuss impacts. For example, missions, the Indian Act, forced sterilizations, the 60s scoop, millennium scoop, and/or the residential school system. Guiding questions include: How does gender and/or orientation relate to a specific case study? What are some of the impacts? How might they be addressed?

Chapter Summary (Oral 10% and Written 10%) – Various assigned due dates

Each week a student or small group will be responsible for posting a 1-page summary of an assigned reading on the OWL discussion forum prior to lecture and leading a short (15 min) discussion of key terms, main arguments, and their critical analyses.

Presentation (10%) – Various assigned due dates

Choose a news story, art piece, poem, short story, article, or chapter related to the topic of the week and share it in the OWL discussion forum before your assigned presentation date. Each week in tutorial students will give a short presentation and lead a discussion of their selected piece in class. Explain any needed background or context, whether you agree with the author/artist or not in their representation, as well as any underlying assumptions that may be present.

Participation (10%) – Ongoing

Participation is based on active engagement in **online discussion forums on OWL**, including but not limited to responses to peers' discussion questions, presentations, chapter summaries.

Paper Proposal (5%) – Due November 9

Provide an outline of your final paper, based on your choice of topic: homonationalism, queer imperialism, queer immigration, and/or two-spirit/queer Indigenous movements. Indicate the major themes, scope, and main arguments. Draw upon at least 5 references and indicate a plan for further research. Come prepared to pitch and discuss your proposal in tutorial.

Final Paper (30%) – Due December 7

In 10-12 pages, describe key concepts and their significance to a specific case, draw on evidence to explain how the initiative reinforces and/or challenges colonial heteropatriarchy. Guiding questions include: What is your definition of key terms? What are the theoretical foundations? How do the key concepts relate to heteropatriarchy in a specific case study?

Submission Policy and Late Policy

There is no need submit paper copies of any assignment, all assignments should be submitted in electronic form at owl.uwo.ca before tutorial on the due date. The forum post and chapter summary can be posted in the forum and the reflection paper, paper proposal, and final paper can be submitted under the assignments tab. Plagiarism detection software will be used in this course. Please double-space your papers, use 2.54cm margins, and include your name, the date, course number, instructor's name, and title at the top of the first page. Page limits do not include references. Any recognized citation style (APA, MLA, Chicago etc.) can be used, as long as it is used properly and consistently. Late papers will be penalized 5% per day.

Class Schedule

WEEK	TUTORIAL	LECTURE TOPIC	READINGS
1	No tutorial	Sept 9 - Introduction to	Course syllabus

		course, assignments, critical thinking, and presentation sign up.	
2	Sept 14 – Positionality	Sept 16 - Colonial heteronormativity	Driskill et al. – Chapter 2 Simpson – Chapter 3 & 6
3	Sept 21 - Forum discussion due - Atrocities Against Indigenous Canadians Issue 2	Sept 23 - Sexism and the Indian Act	Vowel – Chapter 3 Simpson – Chapter 7 Stote – Chapter 2 (p.28-44)
4	Sept 28 - Student presentation - Atrocities Against Indigenous Canadians Issue 1	Sept 30 - Residential schools	Vowel – Chapter 20 TRC Report 2015 – Preface
5	Oct 5 - Student presentation - Atrocities Against Indigenous Canadians Issue 3	Oct 7 - Kinship	Jewell 2018 – p. 37-49 Vowel – Chapter 21 Cardinal 2018 – Foreward and Reckoning
6	Oct 12 - Reflection paper due	Oct 14 - Forced sterilization	Stote – Chapter 3 (p.46-70) Pegoraro 2015
7	Oct 19 - Student presentation	Oct 21 - Queer normativity	Simpson – Chapter 8 Driskill, et al. – Chapter 5
8	Oct 26 - Student presentation	Oct 28 - Two-Spirit resistance	Vowel – Chapter 12 Zimman, Davis, & Raclaw 2014
9	No tutorial	No lecture	*READING WEEK*
10	Nov 9 - Paper proposal due - Proposal workshop	Nov 11 - Decolonization	Barker – Chapter 1 & 2
11	Nov 16 - Student presentation	Nov 18 - Homonationalism	Ritchie 2015 Jackman & Upadhyay 2014
12	Nov 23 - Student presentation	Nov 25 - Queer imperialism	Lecky & Brooks – Chapters 10 & 11
13	Nov 30 - Student presentation	Dec 2 - Queer Indigenous movements	Driskill et al. – Chapters 8 & 12
14	Dec 7 - Final paper due	No lecture	



Appendix to Course Outlines: Academic Policies & Regulations 2021 - 2022

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Pandemic Contingency

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, typically using a combination of synchronous instruction (i.e., at the times indicated in the timetable) and asynchronous material (e.g., posted on OWL for students to view at their convenience). Any remaining assessments will also be conducted online at the discretion of the course instructor. In the unlikely event that changes to the grading scheme are necessary, these changes will be clearly communicated as soon as possible.

Student Code of Conduct

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at: <https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here:

https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf. The appeals process is also outlined in this policy as well as more generally at the following website: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf.

Turnitin.com

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Statement on Use of Electronic Devices

It is not appropriate to use electronic devices (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Statement on Use of Personal Response Systems (“Clickers”)

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Academic Consideration for Missed Work

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is **48 hours or less** and the other conditions specified in the Senate policy at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf are met.

Students whose absences are expected to last **longer than 48 hours**, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

Policy on Academic Consideration for a Medical/ Non-Medical Absence

(a) Consideration on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly and Contact Academic Advising

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, and if the student has exceeded the maximum number of permissible Self-Reported absences, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. If documentation is requested, the student will need to complete and submit the [Student Medical Certificate](#). The instructor may **not** collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

(b) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email huronsss@uwo.ca.

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf. Consult [Huron Academic Advising](#) at huronsss@uwo.ca for any further questions or information.

Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at huronsss@uwo.ca. An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/>

Office of the Registrar: <https://registrar.uwo.ca/>

Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1>

Academic Support & Engagement: <http://academicsupport.uwo.ca/>

Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>

Western USC: <http://westernusc.ca/your-services/#studentservices>

Mental Health & Wellness Support at Huron and Western

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: huronwellness@huron.uwo.ca

Community Safety Office: safety@huron.uwo.ca

Chaplaincy: gthorne@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.