

University of Calgary
Sociology 403.11: Indigenous Masculinities
Fall 2017

Professor: Dr. Robert Henry
Office: 912 SST
Class: Tuesday & Thursday 11-12:15 pm
Classroom: SS 541
Office Hours: Tuesday 1:00-3:00 pm or by appointment
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Sociology Website: www.soci.ucalgary.ca

Course Prerequisite: Sociology 303 and 313; or consent of the Department. Sociology 331 and 333 are recommended.

Course Description: Though the literature on masculinity has increased dramatically in the last 15 years, researchers have only recently begun to explore the notion of Indigenous masculinities. The majority of research has emerged in the Pacific Islands and Africa, but has garnered sparse attention in North America. Through course readings of articles and books, class discussion, and written assignments, this course will introduce students to the issues of masculinity from a global Indigenous perspective and provide an introduction to the general masculinity literature. The course will explore to what degree the notions of masculinity in general, and global Indigenous masculinity specifically, applies to the North American Indigenous context.

Course Objectives:

1. To give students an overview of the impacts of colonization and settler colonialism on Indigenous masculinities.
2. Develop an understanding of the experiences of Indigenous masculinities and identities.
3. To engage students in the growing literature on Indigenous masculinities and its importance to family and community.

Course Format: Classes will combine several formats: lectures based on topics covered in the readings, small and large group discussions of issues raised in lectures, class presentations, guest lectures, videos, class questions, and in-class assignments. I will cover some of the assigned readings in class and will also lecture from additional materials on the topic. Therefore, you are responsible for any assigned readings and reserve materials.

Required Texts:

Innes, R. A., and K. Anderson. (2015). *Indigenous men and masculinities: Legacies, identities, regeneration*. Winnipeg: University of Manitoba Press.

All other course readings can be found on the course webpage. Course readings will also be placed on reserve at the library.

Course Evaluation:

NOTE: Receiving credit in all components of this course is mandatory to obtain a passing grade.

1. Closed Book Examinations 35%

There will be 1 final examination. The examination will cover lectures, guest lectures, videos, and reading materials scheduled up to the exams. This means that students will also be responsible for reading/topics not covered in class.

The examination will be a combination of any or all of the following: multiple choice, definition, short answer, and essay questions. This manner of testing allows the student to demonstrate varying methods of academic skill. I do not expect students to rely solely on rote memory. I expect application, analysis, synthesis, and integration of course materials into your reasoned and concise answers.

The short answer and essay questions require a reasonable standard of writing. Poor spelling, disjointed or incomplete sentences, poor grammar and punctuation, inadequate sentence and paragraph structure only detract from the ideas you are trying to express and will negatively impact your mark.

Final Examination Date set by Registrar 35%

If you miss the final exam for a valid reason, contact the Sociology Department Office at the University of Calgary (220-6502) within 48 hours to apply for a deferred exam no later than the deadline indicated in the 2017/18 University of Calgary Calendar. Otherwise, again, university regulations require that you receive a score of zero on the final exam.

2. Essay 30%

Students will write an 8-10 page essay on a topic of their choosing that has arisen through course readings and discussions. Paper topics will be approved by the instructor to ensure the topic is relevant to the course materials. More information about the paper will be discussed over the term, with the grading rubric attached to the course web page. Papers will be due on the final day of class. **Dec. 7, 2017**

3. Two Discussion Papers 20%

Students will submit 2 short discussion papers of between 2-3 pages in length and double-spaced. The discussion paper will explore the significance of the readings from the week. This is not meant to be a summary, but rather a reflection of the readings. You do not have to incorporate every reading into your discussion, but the more is better. You want to demonstrate that you have reading the assigned readings and have some thoughts about them. You and focus in on a particular theme or topic – you won't be able to cover

everything in a short paper. You will need a thesis statement and a short introduction. You can also incorporate some discussions about the readings that arose in class. **Ongoing.**

4. Photovoice Project 15%

Students will engage in a photovoice project focusing on the representation of Indigenous masculinities. Choosing a topic assigned by the instructor, students will take metaphorical photographs that represent their assigned topic. Students will present their photographs to the class with a description of the meaning and importance of the photograph. The project will run all semester with presentations happening at the beginning of class. **Ongoing.**

Percentage	Grade	Meaning
95+	A+	Outstanding
89- 94	A	
86- 88	A-	
82 – 85	B+	Very Good
79- 81	B	
76- 78	B-	
72-75	C+	Good
68-71	C	
64-67	C-	
60-63	D+	Minimal Pass
55-59	D	
0 – 54	F	

Please feel free to consult me if you have any questions or concerns regarding grades.

NOTE: Receiving credit in all components of this evaluation is mandatory to obtain a passing grade in this course. This means that if you do not hand in an assignment, do not receive participation marks, do not make a class presentation, receive a group presentation participation grade of "0" from all of your fellow group members, or do not write the exams, then you will receive the grade of “F” in this course.

Exam Policies: When possible, please provide advance notice if you are unable to write an exam or complete/turn-in assignments on time. All requests for deferral of a course component due to health reasons must be accompanied by written documentation as outlined in the University Calendar and should be obtained while the student has the health issue rather than after recovery. Deferrals will be allowed in the following circumstances: illness, domestic affliction or religious conviction. Travel arrangements, misreading the syllabus, and scheduling conflicts with other classes or employment are not valid reasons for requesting a deferral. Deferrals will not be granted if it is determined that just cause is not shown by the student. **Again, if you miss the midterm I will not give you a makeup exam. You will be given a comprehensive final.**

Deferred Final Exam Form: Please note that requests to defer a Registrar scheduled final exam are dealt with through the Registrar’s Office. Further information about deadlines, and where

paperwork should be taken, is available on the form, which can be found at:
<https://www.ucalgary.ca/registrar/student-forms>

Deferred Term Work Form: Deferral of term work past the end of a term also requires a form to be filled out. It's available at
https://www.ucalgary.ca/registrar/files/registrar/deferred_termwork15_0.pdf

Academic Accommodation: The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy.

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy.

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

Freedom of Information and Protection of Privacy (FOIP): The Freedom of Information and Protection of Privacy (FOIP) legislation disallows the practice of having student's retrieve assignments from a public place, (e.g. outside the instructor's office, the department office, etc.). Term assignments must be returned to students individually, during class or during the instructor's office hours. If a student is unable to pick up their assignment from the instructor, they may provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.

Research Ethics: Students are advised that any research with human subjects such as interviews (including interviews with family and friends), opinion polling, and unobtrusive observation must have the approval of the Department of Sociology's Ethics Committee. **In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.**

Student Representation:

The 2017-18 Students' Union VP Academic is Tina Miller (suvpaca@ucalgary.ca).

For more information, and to contact other elected officials with the Student's Union, please visit this link: <https://www.su.ucalgary.ca/about/who-we-are/elected-officials/>

You may also wish to contact the Student Ombudsperson for help with a variety of University-related matters: <http://www.ucalgary.ca/ombuds/contact>

Emergency Evacuations: In the case of fire or other emergency evacuation of this classroom, please proceed to the assembly point at **Social Science-Food Court**. Please check these assembly point locations for all of your classes at:
<http://www.ucalgary.ca/emergencyplan/assemblypoints>

Safewalk: The University of Calgary provides a “safe walk” service to any location on Campus, including the LRT, parking lots, bus zones, and campus housing. For Campus Security/Safewalk call 220-5333. Campus Security can also be contacted from any of the “Help” phones located around Campus.

Academic Misconduct: Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct:

<http://www.ucalgary.ca/pubs/calendar/current/k-5.html>

Handing in Papers Outside of Class, Returning Final Papers and Release of Final Grades:

When students are unable to submit papers at class, they should make arrangements to hand in their papers directly to the instructor or teaching assistant rather than at the Sociology Department’s main office. Final papers will not be returned through the Sociology Department main office. The Freedom of Information and Protection of Privacy (FOIP) legislation disallows the practice of having students retrieve assignments from a public place, (i.e., outside an instructor’s office, the department office, etc.). Students who want their final papers returned by mail must attach a stamped, self-addressed envelope with the paper. Otherwise final papers will only be available for pick-up during the instructor’s office hours at the end of this term or the beginning of the next term. The sociology department does not post final grades. They are only available online.

Electronic Classroom Etiquette: Technology can be both a blessing and a curse. In recent years electronic devices have been the cause of a tremendous amount of disturbance in the classroom. Please get the most of your (or your parents’) hard-earned tuition dollars by devoting your class time exclusively to classroom activities. Please be courteous to your classmates and professor by ensuring that your iPhones, pagers, or any other electronic devices are turned off and remain off for the duration of the class.

For those taking notes on a laptop, please be aware that your screen is visible to those both beside you and behind you. I have received many complaints from fellow classmates who have been forced to endure distracting, offensive and otherwise unsuitable images from others’ laptops. Please remember that laptops are to be used exclusively for the purposes of taking notes during class.

Usage of electronic devices outside of course or engaging in any other type of internet/or electronic activity during this class is not permitted. That means cannot answer emails or being on Facebook during this class. Those who choose to ignore this rule will be asked to leave my classroom immediately. Students who have been asked to leave my classroom must meet with me before returning. Students taking class notes on a laptop computer will be asked to close their laptops from time to time to answer questions and/or engage in classroom discussions. Please be ready to answer questions or add comments to the classroom discussion throughout the class.

Class Schedule

September 12

Introductions and syllabus review

September 14

Indigenous Masculinities – Complexities and Issues

Introduction: “Who is Walking for Our Brothers?” in *Indigenous Men and Masculinities: Legacies, Identities, Regeneration*, edited by Kim Anderson and Robert Alexander Innes (Winnipeg: University of Manitoba)

Robert Alexander Innes “What is Indigenous Masculinities Studies?” [K.I.N. Knowledge in Indigenous Networks](https://indigenouknowledge.net/2016/06/14/what-is-indigenous-masculinities-studies/) website. Access:

<https://indigenouknowledge.net/2016/06/14/what-is-indigenous-masculinities-studies/>

September 19

Histories and Legacies of Colonialism and Settler Colonialism

September 21

Patriarchy and Heteronormativity – Constructing Western Notions of Masculinity

Allan Johnson, Untying the Gender Knot

Todd Reeser. “Theorizing the Male Body.” In *Masculinities in theory: an introduction*. Malden: Wiley-Blackwell (2010): 91-118.

Video – Tough Guise 2

September 26

Video – Tough Guise 2

September 28

Hegemonic Masculinity

Raewyn Connell and James Messerschmidt “Hegemonic Masculinity: Rethinking the Concept” *Gender & Society* 19, Vol. 6 (2005): 829-859

October 3

Scott L. Morgensen, “Cutting to the Roots of Colonial Masculinity” in *Indigenous Men and Masculinities: Legacies, Identities, Regeneration*, edited by Kim Anderson and Robert Alexander Innes (Winnipeg: University of Manitoba)

October 5

Leah Snider, “Complementary Relationships: A Review of Indigenous Gender Studies,” in *Indigenous Men and Masculinities: Legacies, Identities, Regeneration*, edited by Kim Anderson and Robert Alexander Innes (Winnipeg: University of Manitoba)

October 10

Brendan Hokowhitu “Taxonomies of Indigeneity: Indigenous Heterosexual Patriarchal Masculinity,” in *Indigenous Men and Masculinities: Legacies, Identities, Regeneration*, edited by Kim Anderson and Robert Alexander Innes (Winnipeg: University of Manitoba)

October 12

Queer Indigenous Masculinities

Chris Fineley, “Decolonizing the Queer Native Body (and Recovering the Native Bull-Dyke): Bringing ‘Sexy Back’ and out of Native Studies Closet,” in *Queer Indigenous Studies: Critical Interventions in Theory, Politics, and Literature*, edited by Qwo-Li Diskill et al (Tucson: University of Arizona Press, 2011)

October 17

Female Masculinity

Lisa Tatonetti, “‘Tales of Burning Love’: Female Indigenous Masculinity in Contemporary Native Literature,” in *Indigenous Men and Masculinities: Legacies, Identities, Regeneration*, edited by Kim Anderson and Robert Alexander Innes (Winnipeg: University of Manitoba)

October 19

Indigenous Masculinities and Sports

Phillip Borell, “Patriotic Games: Boundaries and Masculinity in New Zealand Sport,” in *Indigenous Men and Masculinities: Legacies, Identities, Regeneration*, edited by Kim Anderson and Robert Alexander Innes (Winnipeg: University of Manitoba)

Aileen Moreton-Robinson, “Bodies That Matter: Performing White Possession on the Beach” *American Indian Culture and Research Journal* 35, no. 4 (2011): 57-72

October 24

Michael A. Robidoux “Historical Interpretations of First Nations Masculinity and its Influence on Canada’s Sport Heritage” *The International Journal of the History of Sport* 23, no. 2 (2006): 267-284.

October 26

Necropolitics

Sherene Razack, “‘It Happened More Than Once’: Freezing Deaths in Saskatchewan” *Canadian Journal of Women and the Law* 36, no. 1 (2014): 51-80

October 31

Brendan Hokowhitu, “Producing Elite Indigenous Masculinities.” *Settler Colonial Studies*, 2 no. 2 (2012): 23-48

November 2

Toxic Environments and Toxic Masculinities

Adam Jones, “Aboriginal men are murdered and missing far more than aboriginal women. A proper inquiry would explore both,” *National Post* April 27, 2015 access: <http://news.nationalpost.com/full-comment/adam-jones-aboriginal-men-are-murdered-and-missing-far-more-than-aboriginal-women-a-proper-inquiry-would-explore-both>

Robert Innes, "Moose on the Loose: Indigenous Men, Violence, and the Colonial Excuse (with errata)" *aboriginal policy studies* 4, no. 1 (2015): 46-56.

November 7

Toxic Masculinities Cnt'd

Nicole Russell, "The Toxic Masculinity Trend Blames Boys for Being Born Male," *The Federalist* (April 12, 2017) Access: <https://thefederalist.com/2017/04/12/toxic-masculinity-trend-blames-boys-born-male/>

Nancy Macdonld, "Canada's prisons are the 'new residential schools': A months-long investigation reveals that at every step, Canada's justice system is set against Indigenous people," *Macleans Magazine* (February 18, 2016): Access: <http://www.macleans.ca/news/canada/canadas-prisons-are-the-new-residential-schools/>

November 9

Paper work day

November 14

Prisons and Identity

Emma Ogilvie and Allan Van Zyl "Young Indigenous Males, Custody and the Rites of Passage" *Australian Institute of Criminology: Trends & Issues in Crime and Criminal Justice* 204 (2001): 1-6

Robert Nichols. "The Colonialism of Incarceration," *Radical Philosophy Review* 17, no. 2 (2014): 435–455

November 16

Allison Piche, "Imprisonment and Indigenous Masculinities: Contesting Hegemonic Masculinity in a Toxic Environment," in *Indigenous Men and Masculinities: Legacies, Identities, Regeneration*, edited by Kim Anderson and Robert Alexander Innes (Winnipeg: University of Manitoba)

November 21

Street Gangs and the Street Lifestyle

Robert Henry, "Social Spaces of Maleness: The Role of Gangs in Practicing Indigenous Masculinities," in *Indigenous Men and Masculinities: Legacies, Identities, Regeneration*, edited by Kim Anderson and Robert Alexander Innes (Winnipeg: University of Manitoba)

November 23

Sasha Skye, "A Conversation with the Crazy Indians," in *Indigenous Men and Masculinities: Legacies, Identities, Regeneration*, edited by Kim Anderson and Robert Alexander Innes (Winnipeg: University of Manitoba)

November 28

Warrior Culture and Fatherhood

Ty P. Kāwika Tengan, “The Face of Kū: A Dialogue on Hawaiian Warriorhood,” in *Indigenous Men and Masculinities: Legacies, Identities, Regeneration*, edited by Kim Anderson and Robert Alexander Innes (Winnipeg: University of Manitoba)

November 30

Jessica Ball, “Fathering in the Shadows: Indigenous Fathers and Canada’s Colonial Legacies”
The ANNALS of the American Academy of Political and Social Science, 624: 29-48

December 5

Kim Anderson, et al, “To Arrive Speaking’: Voice From the Bidwewidam Indigenous Masculinities Project,” in *Indigenous Men and Masculinities: Legacies, Identities, Regeneration*, edited by Kim Anderson and Robert Alexander Innes (Winnipeg: University of Manitoba)

December 7

Course Review