

University of Calgary
Sociology 421.01: Indigenous Masculinities
Winter 2018

Professor: Dr. Robert Henry
Office: 912 SST
Class: MWF 2-2:50 pm
Classroom: SA147
Office Hours: Monday 3-5:00 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: This course will examine Canadian Aboriginal and American Indian street gangs. Students will consider the historical and societal context within which Indigenous street gangs are produced leading to an increased awareness and understanding of Indigenous youth participation in gangs. Some topics to be covered include: reservation/reserve and urban connections, the intergenerational impacts of the residential/boarding school, female gangs/gang members, institutionalized (criminal justice system) interactions, and the impact of prisons on the perpetuation of Indigenous gangs. Course Format: Lectures, assigned readings, group discussions of those readings, guest speakers, videos, and group presentations. Students will also be required to submit short 'Response' papers reference the guest speakers and videos.

Learning Outcomes:

Students will explore the push/pull factors and the social determinants that may lead some Indigenous peoples to partake in a gang lifestyle.

Students will critically analyze the impact of intergenerational trauma on Indigenous identity and social position, and how this affects Indigenous gang identity.

Students will create an awareness of the differences and similarities between Indigenous and non-Indigenous gangs in Canada and the United States, and how this is played out through social institutions (i.e. media, systemic oppression)

Students will come to understand the varying prevention, intervention, and suppression programs used to deal with Indigenous street gangs.

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:

Henry, R. (2013). *Brighter Days Ahead*. Saskatoon: Hear My Heart Books.

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.

Response Papers: These will be handwritten or typed responses/reactions to the videos, guest speakers and readings. The responses will be used to ascertain any new information learned from each class as well as a way for me to receive feedback regarding the videos, presentations and readings. These responses should also be a critical reflection on previous readings and classes as well as your personal perceptions and changing understandings of Indigenous gangs. They are to be one page in length and include at least one question that you have from the readings. You will need to hand in **3** of these papers. Only papers that focus on the day's readings can be handed in on that day. **You cannot** hand in response papers that have focused on articles that we have previously discussed.

Writing Assignment: The goal of this project is to read the different narratives discussed in *Brighter Days Ahead*. You will choose one or two of the individual's stories and then connect the issues that they discuss in relation to course readings and discussions. The goal of the assignment is to have students relate the narratives of those in the text to course readings and search for similarities and/or differences in the materials. This paper must be 4-5 double-spaced pages in length. **Further to follow on this assignment.**

Poster: As a group select a geographical area within either Canada or the United States and assess the Indigenous gang situation in that area. You may choose a specific tribe/reservation or band/reserve, or, an urban area of either country where Indigenous gangs have made their presence known. You will address the development of a gang(s) utilizing the factors as discussed in class and the readings. For example, what are the factors that have contributed to the creation/formation of a gang(s), what are the characteristics of those gang members, what are their goals (i.e. money-making, defending turf, etc.), activities, etc. Also include a discussion of any prevention and/or intervention efforts currently underway by the government, community, tribal/band or other agencies and attempt to assess the effectiveness of these efforts.

You will present your findings to the class. The presentation will be 15-20 minutes in length and expand on the information that you found. The presentation must also include a historical and demographic analysis of the issues related to Indigenous gang formation, and a critical analysis

of the types of strategies used by the communities to limit gang activities and involvements specific to your community. If a community does not have any anti-gang strategies, what types of strategies would you recommend and why? Think of the assignment as a way to propose an issue and a proposal for a solution to the issue. Each group will also hand in their presentation notes. **Further to follow on this assignment.**

Assignments	Value (%)	Due Date
Response Papers	20%	Total 4
STR8 UP Assignment	25%	June 8, 2016
Poster/Presentation	25%	June 17, 2016
Final Paper	30%	June 21, 2016

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 (suypaca@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>

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.

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

Week:	Week of:	Topic:	Readings:
1	January 8	Introduction	Spindler & Bouchard (2011) White (2008) Freng et al. (2012) Grant (2009)
2	January 15	Work Week	
3	January 22	Theories of Indigenous Street Gang Involvement	Wood & Alleyne (2010) Fraser (2013) Grekul & LaBoucane-Benson (2008) Theriot & Parker (2008)
4	January 29	Formation of Indigenous Street Gangs on the Prairies	Buddle (2011) Comack et al. (2013) Friesen (2015) Video-Wildboyz
5	February 5	Trauma and Effects – Colonialism and Boarding/Residential Schools	Grinde (2004)-update Willmon-Hague & Bigfoot (2008) Comack et al. (2013)
6	February 12	Intergenerational Trauma – Child Welfare and School Experiences	Sinclair (2012) Van Ingen & Halas (2006) Sharkey et al. (2011) Video – State as Parent
7	February 19	Reading Week	
8	February 26	Indigenous Street Gang Narconomy, Addictions, Mental Health	Buddle (2011) Totten (2009) Henry (2013)
9	March 5	Media and Pop Culture	Richardson et al. (2012) Freng (2007)

			Marsh (2011) Video – Rubble Kings
10	March 12	Masculinity and the Gang	Henry (2015) Comack (2008)?? Rios (2011) Video – Tough Guise 2
11	March 19	Indigenous Women and Gangs	Grekul & LaRoque (2011) Fontaine (2014) Te Rangi (2009)
12	March 26	STR8 UP Presentation??	
13	April 2	Suppression and Indigenous Gangs in Prison	Comack (2012) Martel et al. (2011) White (2014)
14	April 9	Course Wrap Up	