I want to acknowledge that the land on which we gather is the traditional and unceded territory of the Kumeyaay Nation. I want to pay respect to the citizens of the Kumeyaay Nation, both past and present, and their continuing relationship to their ancestral lands.

Course Description
Native American women experience a shocking rate of sexual violence due to the legacy of colonization. Native American women are more than 2.5 times as likely to be targeted for sexual violence as non-Indigenous women. This course introduces students to the realities and histories confronting Indigenous women today through scholarly articles and literature. Additionally this course highlights community projects, revitalization efforts, and acts of resilience that continue to strengthen Native American communities. This course will enable students to engage with Native American history, contemporary impacts of policy, Indigenous feminisms and theoretical frameworks.

Course Goals and Objectives
- Students will develop their knowledge of Indigenous feminisms and identify significant terminology and definitions in the field
- Students will gain an understanding of gendered colonial violence and how this violence continues into the present.
- Students will learn how Native American women have remained strong in decolonial and cultural revitalization projects.
- Students will evaluate settler frameworks and narratives and apply course material to write inclusively to challenge these narratives

Required Texts
- Cutcha Risling Baldy, We Are Dancing For You: Native Feminisms & The Revitalization of Women’s Coming-Of-Age Ceremonies (2018)
- Readings Available on Blackboard

Land Acknowledgement
This course acknowledges that the land on which we gather is the traditional and unceded territory of the Kumeyaay Nation. We pay respect to the citizens of the Kumeyaay Nation, both past and present, and their continuing relationship to their ancestral lands.

A Land Acknowledgement is “a formal statement that recognizes the unique and enduring relationship that exists between Indigenous Peoples and their traditional territories. To recognize the land is an expression of gratitude and appreciation to those whose territory you reside on, and
a way of honouring the Indigenous people who have been living and working on the land from time immemorial. It is important to understand the long standing history that has brought you to reside on the land, and to seek to understand your place within that history. Land acknowledgements do not exist in a past tense, or historical context: colonialism is a current ongoing process, and we need to build our mindfulness of our present participation. It is also worth noting that acknowledging the land is Indigenous protocol.”
For more information, please visit http://www.lspirg.org/knowtheland.

Course Policies
Respect: This community/class is based on mutual respect. Students are expected to listen, speak, and write from a space of openness and understanding. Mutual respect also means that disruptive behaviors (e.g., texting, internet surfing, disruptive talking, gaming, etc.) will not be tolerated.

Attendance is required: Three absences are allowed during the term. Please maintain communication with me if any serious problem preventing your attendance develops.

Accommodations: Please contact the Disability and Learning Difference Resource Center for information regarding accommodations https://www.sandiego.edu/disability/.

Religious Observance: Please see me at the beginning of the term or as soon as possible if religious observance requires a missed class, assignment, or leaving class early.

Course Requirements: The requirements of this course include regular attendance and participation, keeping up with course readings, timely completion of assignments and your contribution to discussions. Part of your course grade will be based on your efforts to do the assigned readings and to think critically about them; your willingness to interact with other students; and your ability to thoughtfully engage with course texts and topics. All weekly readings must be completed before each class. Please come to class prepared to listen to each other, discuss ideas, and participate in a constructive and collaborative place of learning.

Deadlines: See specific assignment instructions for due dates and method of submission. All work must be submitted through Blackboard or submitted in class on the designated due date. Late assignments will be penalized one-half letter grade for every day past the deadline. If you are absent on the due date, it is your responsibility to make prior arrangements when possible to turn in your work.

*If Blackboard is undergoing maintenance, or if you experience a problem with your submission, e-mail me your assignment by the deadline.

Changes to Syllabus: The instructor reserves the right to make changes to the syllabus and course schedule as needed.

Assignments: Detailed instructions for each assignment will be available on Blackboard
Class Participation: 10%
Assignment 1: 10%
Midterm: 15%
Assignment 2: 20%
Assignment 3: 20%
Final Reflection Paper: 10%
Final Exam: 15%

Grades are only discussed in office hours or by appointment.

Class Participation: Come to class prepared to discuss readings. I encourage you to take notes and write questions you may have for class discussion while completing your readings. Participation includes active in-class contributions, reading responses, and meetings during office hours or by appointment.

“A” – Frequent participation that demonstrates outstanding analyses, sophisticated grasp of course readings, and excellent engagement with course themes and theses; creates a better and more constructive learning environment for others

“B” – Regular participation that demonstrates good analyses and grasp of course materials and theses; contributes to a positive learning environment

“C” – Occasional participation that demonstrates general analyses and grasp of material; contributes to a positive learning environment

“D” – Rare participation that does not demonstrate much engagement with material or contribute to a positive learning environment

“F” – No participation or contribution.

Assignments 1: This assignment is a positionality statement that allows you to engage with feminist methods to consider how your background (position/location/identities) impact your academic perspective.

Assignment 2: This assignment centers on creating a visual representation for the text We are dancing for you

Assignment 3: This assignment is to construct a biographical sketch of an Indigenous historical figure.

Final Reflection Paper: This is a personal reflection on the materials and experiences you had in class that will be due at the end of the term.

Midterm & Final Exam: Study guides will be provided for each exam. Exams will consist of identifications, short answer, or essays that will test your knowledge of class themes, topics, and readings.

COLLEGE POLICIES

Academic Integrity: Scholastic dishonesty is any act by a student that misrepresents the student’s own academic work or that compromises the academic work of another. Examples include cheating on assignments or exams, unauthorized collaboration on assignments or exams, sabotaging another student’s work, and plagiarizing. Plagiarism is presenting someone else’s work as your own, intentionally or not, by failing to put quotation marks around passages taken from a text or failing to properly cite quoted material.
University of San Diego Integrity Policy states that “[a]cademic dishonesty is an affront to the integrity of scholarship at USD and a threat to the quality of learning… Academic dishonesty, and allegations of academic dishonesty, are matters of University-wide concern.” Students who engage in academic dishonesty will be subject to University disciplinary action, including failure of the course, suspension, and/or expulsion from the University. For more information, please visit http://www.sandiego.edu/honorcouncil/integrity.php.

**Sexual Assault, Exploitation, and Harassment:** According to the University of San Diego Sexual Assault Protocol and Harassment Policy,

Sexual assault and sexual exploitation in all forms violates the sanctity of the human body and spirit and will not be tolerated within the USD community. In addition, sexual assault and sexual exploitations are serious violations of university policy and the Student Code of Rights and Responsibilities, and also violate the law… ‘Sexual assault’ is any unwanted physical contact of a sexual nature that occurs either without the consent of each participant or when a participant is unable to give consent freely… ‘Sexual exploitation’ is sexual misconduct that occurs when a person takes unjust or abusive sexual advantage of anyone and that behavior does not otherwise constitute sexual assault.

The University is committed not to tolerate harassment in any form by reason of the race, color, religion, gender, national origin, age, disability or sexual orientation of any person. Violation of this policy will be dealt with by appropriate sanctions, which may include expulsion, suspension, termination or exclusion from campus.

Sexual assault, exploitation, and harassment are illegal and violate Title VII of the 1964 Civil Rights Act and Title IX of the Educational Amendments of 1972. Each one of you deserves to be treated with dignity and respect. If you experience unwelcome sexual advances or behavior that seems to fit the description above - whether from a professor or another student - please contact me or the Dean of Students Office (619) 260-4588. For more information, please visit http://www.sandiego.edu/discipline/appendices.php and http://www.sandiego.edu/archways/harassmentpolicy.php.
Course Schedule
Readings are listed on the date that we will discuss them in class (i.e., they should be completed by the day listed.)
BB = Black Board
CRB = Cutcha Risling Baldy, *We Are Dancing for You* (2018)

**Unit One: Native Feminisms and Revitalization**

**Week 1: Introductions**
1/29 Class introductions and syllabus overview

1/31; Ortiz, “Historical Time Line” (2016) (BB); Anderson, *A Recognition of Being* Ch. 4 “The Dismantling of Gender Equity” (2000) (BB)

**Week 2: Native Feminisms & Frameworks**
2/5 CRB Preface, Introduction

2/7 CRB Ch. 1; Native Women’s Collective (BB)

**Week 3: Understanding the Legacy of Colonialism**
2/12 CRB Ch. 2; Anderson, *A Recognition of Being* Ch. 6 “The Construction of a Negative Identity” (2000) (BB)

2/14 CRB Ch. 3; Native Women’s Collective (BB)

*Assignment 1 Due*

**Week 4: Revitalization of the Flower Dance**
2/19 CRB Ch. 4; Native Women’s Collective (BB)

2/21 **Guest Lecture:** Dr. Cutcha Risling Baldy (Hoopa Valley Tribe) Humboldt State University

**Week 5: Revitalization part II**
2/26 CRB Ch. 5 & Conclusion

2/28 Midterm Exam

*Spring Break March 4th - 8th*

**Week 6: Indigenous Feminisms Revisited**

3/14 **Presentations* and Assignment 2 Due
Unit Two: Reclaiming Narratives

**Week 7: Challenging Historical Narratives**
*Library activity


**Week 8: Beloved Women & Sexual Violence**

3/28 Deer, “What She Say It Be Law” (BB); Deer Woman: A Vignette (BB)

**Week 9: Education & Challenging Narratives**
4/2 Lomawaima *They Called it Prairie Light* Ch. 1 (p. 1-8) “History of Indian Education” & Ch. 4 “‘You’re a Woman, You’re Going to Be a Wife’” (1993) (BB)


**Week 10: Decolonizing Native Bodies**

4/11 Finley, “Decolonizing the Queer Native Body (and Recovering the Native Bull-Dyke)” (2011) (BB); Miranda, *Bad Indians* excerpts (BB)

**Week 11:**
4/16 *Presentations* & Assignment 3 Due

_Easter Break April 18th - 22nd_

**Unit Three: Challenging Systems of Oppression**

**Week 12: Incarceration (What is justice?)**


**Week 13: What is justice? II**
4/30 Ogden, *Sharing Our Stories of Survival* Ch. 9 “Prisoner W-20170/Other” (2007); White & Martin, *Sharing Our Stories of Survival* Ch. 18 “The Indian Child Welfare Act and Violence Against Women” (2007)


**Week 14: Contemporary Activism & Empowerment**
5/7 Mihesuah, *Indigenous American Women* Ch. 9 & Ch. 11 (2003)

5/9 Allard, LaDonna Bravebull, “Why the Founder of Standing Rock Sioux Camp Can’t Forget the Whitestone Massacre”

**Week 15:**
5/14 Review and Reflection on the Course

*Final Reflection Due*

**Week 16: Final**
Final Exam Tuesday, May 21st 11-1pm