NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course Blackboard site for enrolled students and may be more current than this sample syllabus.

QS/WGSS/ES 472
Indigenous Queer & Two-Spirit Studies
3 Credits

COURSE INFORMATION

Course Description: "Two-Spirit" refers to North American Indigenous genders outside of European male/female binaries. Two-Spirit communities argue for decolonization as a central political struggle, calling all people to unlearn settler colonial gender/sexuality on Native land. This course addresses Indigenous Two-Spirit/GLBTQ issues through theory, literature, activism, and art. WIC at the 472 level.

Baccalaureate Core Course Attributes: Core, Skills, WIC

This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits.

LEARNING OUTCOMES AND COURSE OBJECTIVES

WHAT WE’LL DO

We will read, talk, write, imagine, and create. This course is designed to challenge you on a number of levels. I do not expect you to agree with or feel comfortable with every aspect of this course. I do, however, expect you to engage critically with these texts, your own writing, and the wider cultures in which you live. It is my expectation that all of us (including myself) will be challenged in new ways.

The learning outcomes for this course include, but are not limited to, the following interrelated skills:

- Analyze Indigenous resistance to heteropatriarchy and settler colonialism.
- Interrogate how GLBTQ identities are shaped by settler colonialism.
- Approach Two-Spirit and GLBTQ issues within specific cultural and political contexts of Indigenous nations and communities.
• Demonstrate a framework to understand the entwined relationship between heteropatriarchy and settler colonialism.
• Demonstrate historical perspective of Two-Spirit movements and politics.
• Demonstrate literacy in key concepts within Queer Indigenous Studies.
• Demonstrate an analysis of Two-Spirit movements as part of larger struggles for decolonization.
• Demonstrate how to bring theory into practice from one's own social locations.

WIC Learning Outcomes:

1. Develop and articulate content knowledge and critical thinking in the discipline through frequent practice of informal and formal writing.
2. Demonstrate knowledge/understanding of audience expectations, genres, and conventions appropriate to communicating in the discipline.
3. Demonstrate the ability to compose a document of at least 2000 words through multiple aspects of writing, including brainstorming, drafting, using sources appropriately, and revising comprehensively after receiving feedback on a draft.

REQUIRED TEXTS

NOTE: For textbook accuracy, please always check the textbook list at the OSU Bookstore website (http://osubeaverstore.com/Academics/). Sample syllabi may not have the most up-to-date information.

A Note on Reading: Reading course materials and coming to class prepared to discuss them is required. This is a reading and writing intensive course and is designed to immerse you into some of the discourse in Two-Spirit/Queer Indigenous Studies. As with any class, what you get out of it is up to you. Reading for college is a specific kind of reading. This course is designed for you to read every day, not to try to read all at once the night before class. The critical responses are designed to help you synthesize and be accountable for the readings. The following link may be useful for you to think about how to approach your readings for this class:
http://www.dartmouth.edu/~acskills/success/reading.html

Essays/Websites (via Blackboard)

Briggs-Cloud, Marcus. "The Holiness of the Two-Spirited Gender." [link]
Chrystos. "Chrystos Speaks at Creating Change." [link]
Monkman, Kent. [link]

Film
ASSIGNMENTS & PROJECTS

Note: All written assignments can be submitted in English, Spanish, or Cherokee.

CRITICAL RESPONSES

Every week you will have a critical response due to synthesize your assigned readings. These are not reflections—they are meant to demonstrate your engagement with the subject matter, your own experiences with it, draw connections between the readings and class activities, and relate it to your own lives both inside and outside the university. 472 Students: 1 pg. single-spaced. (10 points each, 90 points total).

PARTICIPATION POINTS

Part of being in a learning community is participation in class. It is extremely important that you come to class on time, prepared to participate. That means you should have completed any assigned homework before you arrive and be ready to make contributions, whether through class discussion, small group projects, or additional writing. When you are late or unprepared, it disrupts the flow of the class and can interfere with your classmates' experiences in the course. You are expected to be engaged in this class (not the newspaper, your cell phone, MP3 player, or any number of things) during the entire class period. (300 points).

PROJECTS

You will have three major projects during the quarter to help you develop your skills in writing and critical thinking. A week before each project is due, a full draft (not just an outline or couple of paragraphs) of the project is due in class, which will be peer reviewed. When you turn in your portfolio you must include your rough draft and peer review sheets. In addition, your projects must be accompanied by a brief reflection on the learning that you developed through the project. Each portfolio, then, must contain: your rough draft(s), your peer review sheets, your final drafts, and your reflections. You will not receive credit unless the portfolios are complete.

Portfolio #1: Indigenous Place, Memory, and History

Each one of us has a history and relationship to place that is a part of our identities and lives. This project asks you to write a personal narrative that addresses your relationship with place and history, with a specific focus on the intersections between your histories and relationships with land as irrevocably woven into Native land bases, politics, genders, and sexualities. 3-5 pages double-spaced. A brief reflection on your learning (1.5-3 pages double-spaced) will accompany the project. (100 points).

Portfolio #2: Research Project

The purpose of this essay is to research, using primary and secondary sources. Focusing on any aspect of Indigenous Queer/Two-Spirit studies, choose a topic that interests you. You must use a citation format (MLA, APA, etc.) most practical to your major or interests. 4-6 pages double-spaced. A brief reflection (2-3 pages double-spaced) will accompany your analysis. (100 points).
Portfolio #3: Multigenre Project (Final)
Your final project asks you to revise your research for Project #2 in order to engage in further research around this topic, and create a project for a specific audience outside of this classroom. You’ll design a project that includes various rhetorical forms and modes (image, narrative, poetry, lyric, argument, material object, etc). At least one of these genres must be written. The project can be anything you would like to do, as long as it focuses remains within Queer Indigenous Studies. The purpose of this assignment is for you to apply classroom learning to a context outside of this class through a focus on the audience, purpose, and context of production. A reflection on the project (2-4 pages double spaced) as well as a reflection on the entire course (4-6 pages double spaced) is due during your final class period. You will also make a brief presentation to the class during our final. (350 Points).

OUTSIDE EVENTS
Throughout the quarter there will be numerous opportunities to attend events outside of the classroom. You will need to attend a campus event focused on Native and/or LGBTQ communities choice and write a short (2 pages, single spaced) critical reflection of these events, situating them within the contexts of this course. (60 points).

Classroom Conduct and Citizenship
This course is guided by Indigenous methodologies, protocols, and expectations for behavior. Students are expected to treat one another as relatives. Daniel Heath Justice (Cherokee Nation) posits four guiding questions to think about what he calls critical kinship:
1. How do we learn to be human?
2. How do we behave as good relatives?
3. How do we become good ancestors?
4. How do we learn to live together?
In this classroom—and outside of it—we should conduct our behavior, scholarship, and activism with these four questions in mind.

This course is also guided by the idea from Shawn Wilson (Opaskwayak Cree) that "research is ceremony," which means our work together should be approached from that context.

A traditional Cherokee prayer said at sunrise.

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Listen! You are already coming out, rising fast, I will follow you all day, I will learn from all that I observe in the World. Late in the evening as you disappear, I shall be that much wiser.

Source: http://youtu.be/nVdCaDG4Voo

(DIS)ABILITY ACCESS
As an instructor, I am fully committed to ensuring that this space is accessible to people with (dis)abilities.

AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT
Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098.

Community and Professional Responsibility

GROUNDRULES AND EXPECTATIONS
As a student, you are a part of a professional community. You have a responsibility to yourself in your own education. You also have a responsibility to your community. Therefore, you should be aware of how your actions impact those around you.

The following are ground rules and expectations for the class:

- **Mutual Respect:** Perhaps the most important aspect of your community and professional responsibility is respect. Treat each other and me with respect and all times. All of us should feel free to express our thoughts and opinions openly, without fear of penalty, as long as we do so in a courteous way. Also, please do not speak while others are speaking and do not engage in side-conversations.

- **Challenge:** Challenge is a central expectation of this class, and means a number of things. Be open to thinking about writing, language, and society in new ways. Challenge yourself to both "move up" or "move back." This means, notice how much verbal space you take up in class. If you are the kind of person who takes up a lot of verbal space, challenge yourself to "move back" to leave room for others. If you are the kind of person who doesn't speak much in class, challenge yourself to "move up." This space should be one in which we all have the opportunity to participate.

- **Confidentiality:** This is a class that focuses on stories. Personal stories and information are sometimes shared in the classroom or in projects shared with co-learners. Those stories, told or written, remain the property of their teller. Do not bring those stories or personal information, no matter how insignificant they may appear to you, outside of the classroom space without asking.

Kānaka Maoli (Native Hawaiian) Māhu and Trans women
permission from the teller.

- Safety: As much as possible, this classroom should be safe for all participants. Therefore, hateful behavior or language, for any reason, will not be allowed.

**CLASSROOM ATTENDANCE POLICY**

Community participation, collaboration, and peer review are central components of this course. Attendance, therefore, is mandatory. Unless you have a reason that is considered an excused absence by OSU, you are expected to be in class—on time—for every scheduled class. In addition to excused absences, you will be allowed 1 absence without penalty. That's all you get, use it wisely. According to Women, Gender, and Sexuality Studies policy, if have more than 2 unexcused absences a letter grade will be deducted for each additional absence. You will also lose participation points for each unexcused absence. I will take attendance shortly after class starts. If you are not present when I take attendance, I will mark you absent. This absence will be tallied as one of your two unexcused absences. If you are more than 10 minutes late for class, you will be considered absent. If you leave class more than 10 minutes early, you will also be considered absent. If you are less than 10 minutes late, it is up to you to see me after class to change your absence to late. Please notify me in advance of any classes you know you will miss.

**Evaluation of Student Performance: Grading and Grades**

The grading system consists of twelve basic grades, A, A–, B+, B, B–, C+, C, C–, D+, D, D–, and F. The grade of A denotes exceptional accomplishment; B, superior; C, average; D, inferior; F, failure.

- Portfolio #1: 100 points
- Portfolio #2: 100 points
- Critical Responses: 90 points (10 points each)
- Outside Event: 60 points
- Portfolio #3 (Final)
  - Final Presentation: 150 points
  - Final Project: 150 points
  - Final Reflection: 50 points
- Participation Points: 300 points
- (572: Book Review/Presentation 500 points)

**472: Total possible points=1000**

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<th>Grade</th>
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<td>A-</td>
<td>90-92%</td>
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<td>B+</td>
<td>87–89 %</td>
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<td>B</td>
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**PLAGIARISM**

Plagiarism covers a wide range of activities, some of which you may know about and others that may surprise you. The most obvious forms of plagiarism include buying papers/projects online or other places, cutting and pasting from the Internet, and using another writer’s ideas or words without giving proper credit (citing). Any time you quote, you need to cite. Even paraphrasing should include a citation. Plagiarism also includes having someone else write a paper for you. Any form of plagiarism is a serious academic offense and may result in a failing grade on the assignment or the course, and has serious academic consequences at OSU and other universities.

In addition to classroom expectations and policies, please read OSU’s **Statement of Expectations for Student Conduct**: [http://oregonstate.edu/studentconduct/regulations/index.php](http://oregonstate.edu/studentconduct/regulations/index.php)
Driskill 8

Services and Resources
Asia & Pacific Cultural Center: http://oregonstate.edu/apcc/
Centro Cultural César Chávez: http://oregonstate.edu/cccc/
Counseling & Psychological Services: http://oregonstate.edu/counsel/
Emergency Food Pantry: http://oregonstate.edu/hsrc/emergency-food-pantry
Intercultural Student Services: http://oregonstate.edu/dept/iss/
International Student Advising & Services: http://oregonstate.edu/international/atosu/students
Lonnie B. Harris Black Cultural Center: http://oregonstate.edu/bcc/
Eena Haws Native American Longhouse: http://oregonstate.edu/nal/
Pride Center: http://oregonstate.edu/pridecenter/
Sexual Assault and Domestic Violence Survivor Services:
http://www.wildlifestewards.4h.orst.edu/cla/women_studies/sexual-assault-and-domestic-violence-survivor-services
Women’s Center: http://oregonstate.edu/womenscenter/

Daily Syllabus
All work is due on the day it is listed.

Week One
First Day of Class
Driskill, "Doubleweaving Two-Spirit Critiques"
Simpson, "Queering Resurgence"
Yee
Watch Briggs-Cloud http://www.youtube.com/watch?v=e98Q1UeqlFI
In Class "Two Spirits"

Week Two
Driskill, "Stolen from Our Bodies"
Chrystos
McMullin
Driskill et al pp 1-42
CR #1 Due
Watch in Class: Chrystos at Creating Change

Week Three
Morgensen
Morgensen Discussion Guide:
http://www.upress.umn.edu/book-division/books/spaces-between-us
Smith
Driskill et al pp. 43-65
(572: "Romancing the Transgender Native")
Monkman: http://kentmonkman.com
CR #2 Due
Portfolio #1 Drafts Due

Week Four
Miranda, "Extermination of the Joyas"
Miranda
(572: Driskill et al 172-189)
CR #3 Due
Portfolio #1 Due
Week Five
   Allen
   Gould, "Disobedience (In Language) in Texts by Lesbian Native Americans"
   CR #4 Due

Week Six
   Driskill et al, pp. 155-171
   Justice pp. 1-286

Week Seven
   Justice pp 287-588
   Driskill et al 97-122
   Portfolio #2 Drafts Due

Week 8
   Driskill et al pp 123-131
   Cruz
   Womack
   Portfolio #2 Due

Week 9
   Matzer
   Driskill et al, "66-94"

Week 10
   Dunsford
   Driskill et al 113-122; 211-221
   Final Project Drafts Due

Finals Week
   Final: 9:30 AM
   Final Projects Due
   Outside Event #2 Due

Student Conduct and Community Standards