



**INDIGST 3CC3:
CONTEMPORARY INDIGENOUS SOCIETIES-
INDIGENOUS MEN AND MASCULINITIES**

FALL 2021

TUESDAY 2:30 – 5:20PM

**Instructor: Robert Innes
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Office hours: by appointment

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Course Description

Though the literature on masculinity has increased dramatically in the last 20 years, researchers have only recently begun to explore the various conceptions of Indigenous masculinities. The majority of research has emerged in the Pacific Islands and Africa but has garnered sparse but growing 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 applies to Indigenous masculinity in a global context.

Course Objectives

The goal of the course is to introduce concepts about Indigenous men and masculinities,

Learning outcomes:

- Develop an understanding of the experiences of Indigenous male identities
- Critically analyze the current Indigenous masculinities literature
- Develop public speaking skills
- Hone skills in critical analysis through reading, discussions and writing

Required Materials and Texts

- Innes, Robert Alexander and Kim Anderson. *Indigenous Men and Masculinity: Legacies, Identities, Regeneration*. Winnipeg: University of Manitoba Press, 2015.
- Cannon, Martin J. *Men, Masculinity, and the Indian Act*. Vancouver: UBC Press, 2019.
- Scholarly journal articles or books chapter that students will be able to access through the library or google. Some articles that are not available electronically will be uploaded to the course page.

Class Format

Weekly in-person seminar discussions

Course Evaluation – Overview

Assignment	Weight	Due Date
Participation	20%	Throughout
Book Review	15%	Feb 4
Essay Proposal	10%	Feb 25



Video Presentation	20%	April 1
Essay	35%	Apr 20

Course Evaluation – Details

For this course you will choose a research topic that will serve as the basis for all your written assignments. Throughout the term you will complete elements of research planning and writing – or the stages of a research paper – but will not write the final paper. The goal of these assignments is to break apart the research process and teach you several of the skills needed to complete a successful research project.

1. Participation

Value: 20% of final grade

Due Date: Throughout

Description: This course has a heavy emphasis on readings and class discussions. Students are expected to come to class fully prepared by having read the assigned readings and contribute to meaningful discussions. Students who do not participate in class discussions will not receive a passing grade for participation. Absences will be deemed as non-participation

Students will be expecting to demonstrate a critical understanding of the readings. This includes being able to know what the author’s main argument and identifying the strengths and weaknesses of the arguments presented. Students will be assessed on their ability to effectively communicate their critical understanding of the readings in a professional and academic manner. There are no make-up assignments for missing a class.

The criteria for assessing meaningful participation will be as follows:

A- to A+: Contribute frequently and appropriately; demonstrate critical understanding of assigned reading; apply relevant material from readings and discussions to the issue; build on the comments of others; make integrative statements;

B- to B+: Contribute regularly; demonstrate understanding of main points of reading; occasionally employs relevant materials from readings and discussions to the issue; offers observations but does not integrate or build on the contributions of other students;

C- to C+: Contribute a few times; demonstrate having read assigned material; employed some theory in understanding issues; made statements unconnected to main subject or repeated comments already offered;

D: Was present but contributed minimally to discussion; little demonstration of having read or carefully read assignment; offered comments which did not advance discussion of the issues.



2. Book Review

Value: 15% of final grade

Due Date: April 4, 2022

Description: Students will write a 3-page book review of Martin Cannon's *Men, Masculinity, and the Indian Act*. Students will assess the strengths and weaknesses of the book and discuss its relevance to critical Indigenous Masculinities Studies. There are many resources on how to write an academic book review. **double-spaced and properly formatted according to course writing conventions outlined below).**

Here are some examples of those resources:

<https://owl.english.purdue.edu/owl/resource/704/1/>

<http://library.queensu.ca/research/guide/book-reviews/how-write>

<http://library.concordia.ca/help/writing/book-report.php>

http://libraries.dal.ca/writing_and_styleguides/style_guides/book_reviews.html

3. Essay Proposal

Value: 10% of final grade

Due Date: February 25, 2022

Description: Students will submit a 2-page proposal outlining their essay topic. The proposal will outline the research topic and provide a thesis statement. Students will be expected to situate their essays within the foundational literature of the topic. The proposal should include a bibliography with a minimum of 2 pages. Though students may have read some of their sources at this point, they will not be required to have read all the sources – you want to show that you compiled a list of possible sources. Students are encouraged to discuss their topics with the instructor prior to submitting their essay proposals. **(double-spaced and properly formatted according to course writing conventions outlined below).**

Students must use Chicago Style for citations in both the proposal and the major essay.

4. Video Presentation

Value: 20% of final grade

Due Date: April 1, 2022

Description: Students will give a video presentation that will discuss their research. The presentation can put forth the main arguments, some of the issues. Students should use a PowerPoint. Be sure the PowerPoint is not text heavy. Where possible, you are encouraged to use charts, graphs, photographs,



audio-visuals. Students will be graded on content of the material but also on aesthetic of the PowerPoint slides and speak style. I will write up feedback that you could incorporate into your final paper. I will try to return the comments within a week, but it could be up to 10 days. The presentation should be between 8-10 minutes – no shorter and no longer.

5. Final Essay

Value: 35% of final grade

Due Date: April 20

Description: Students will write an essay of 12-15 pages in length and double-spaced. Topics will need to be approved by the instructor through the essay proposal. A minimum of 7 research sources must be used. Though you can use assigned readings as sources, they are not counted as researched sources.

Students must use Chicago Style for citations in both the proposal and the major essay.

Submitting Assignments

All assignments are to be submitted in Avenue to Learn course page by 11:59PM on the due date.

Weekly Course Schedule and Required Readings

Week 1

Tuesday January 11, 2022 – Introduction to the Course:

Readings:

- Introduction: “Who is Walking for Our Brothers?” in *Indigenous Men and Masculinities: Legacies, Identities, Regeneration*, ed. by Kim Anderson and Robert Alexander Innes (Winnipeg: University of Manitoba, 2015)

Week 2

Tuesday January 18, 2022 – What is Indigenous Masculinities?

Readings

- Scott L. Morgensen, “Cutting to the Roots of Colonial Masculinity” in *Indigenous Men and Masculinities: Legacies, Identities,*



Regeneration, ed. by Kim Anderson and Robert Alexander Innes (Winnipeg: University of Manitoba, 2015)

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

***Week two notes:**

Week 3

Tuesday January 25, 2022 –

Readings:

- Brendan Hokowhitu, “Taxonomies of Indigeneity: Indigenous Heterosexual Patriarchal Masculinity,” in *Indigenous Men and Masculinities: Legacies, Identities, Regeneration*, ed. by Kim Anderson and Robert Alexander Innes (Winnipeg: University of Manitoba)
- Sam McKegney, “Warriors, Healers, Lovers, and Leaders: Colonial Impositions on Indigenous Males Roles and Responsibilities.” in *Canadian Perspectives on Men and Masculinities: An interdisciplinary Reader*, ed. by John A. Laker (Toronto: Oxford University Press, 2012)

- ***Week three notes:**

***Week eight notes:**

Week 4

Tuesday February 1, 2022 – *Masculinity and Two-Spirit*

Readings:

- Andrea Smith, “Queer Theory and Native Studies: The Heteronormativity of Settler Colonialism,” in *Queer Indigenous Studies: Critical Interventions in Theory, Politics, and Literature*, ed. by Qwo-Li Diskill et al (Tucson: University of Arizona Press, 2011)



- Lisa Tatonetti, “‘Tales of Burning Love:’ Female Indigenous Masculinity in Contemporary Native Literature,” in *Indigenous Men and Masculinities: Legacies, Identities, Regeneration*, ed. by Kim Anderson and Robert Alexander Innes (Winnipeg: University of Manitoba, 2015)
- Further reading: *Cultured Queer / Queering Culture Symposium* 1, no. 1 (2015): <https://ro.uow.edu.au/jgi/vol1/iss1/> ([Links to an external site.](#))

***Week four notes:**

Week 5

Tuesday February 8, 2022 – Book Review Discussion

Readings:

- Martin J. Cannon. *Men, Masculinity and the Indian Act*. Vancouver: UBC Press, 2019.

***Week five notes:**

Week 6 – READING BREAK NO CLASS

Tuesday February 15, 2022

Week 7

Tuesday February 22, 2022 – Indigenous Gangs

Wednesday October 20th, 2021

Readings:

- Sasha Skye, “A Conversation with Crazy Indians.” in *Indigenous Men and Masculinities: Legacies, Identities, Regeneration*, ed. by Kim Anderson and Robert Alexander Innes (Winnipeg: University of Manitoba, 2015)
- Robert Henry, “Social Spaces of Maleness: The Role of Gangs in Practicing Indigenous Masculinities,” in *Indigenous Men and Masculinities: Legacies, Identities, Regeneration*, ed. by Kim



Anderson and Robert Alexander Innes (Winnipeg: University of Manitoba, 2015)

***Week seven notes:**

Week 8

Tuesday **March 1, 2022 – *Indigenous Masculinity and Prison***

Readings:

- Robert Nichols, "The Colonialism of Incarceration," *Radical Philosophy Review* 17, no. 2 (2014): 435–455
- Allison Piche, "Imprisonment and Indigenous Masculinities: Contesting Hegemonic Masculinity in a Toxic Environment," in *Indigenous Men and Masculinities: Legacies, Identities, Regeneration*, ed. by Kim Anderson and Robert Alexander Innes (Winnipeg: University of Manitoba, 2015)

○ ***Week eight notes:**

Week 9

Tuesday **March 8, 2022 – *Film***

Readings:

- Brian Klopotek, "‘I Guess Your Warrior Look Doesn’t Work Every Time’: Challenging Indian Masculinity in the Cinema," in *Across the Great Divide: Cultures of Manhood in the American West*, eds. Matthew Basso, Laura McCall, and Dee Garceau (New York: Routledge, 2001)
- Renae Watchman and Robert Alexander Innes, "Transforming Toxic Indigenous Masculinity: A Critical Indigenous Masculinities & Indigenous Film Studies Approach to *Drunktown’s Finest*," in *Visions of the Heart, 5th edition*, ed. by Gina Starblanket, David Long, and the late Olive Dickason (Toronto: Oxford University Press, 2019), 126-141

Week nine notes: Watch: *Drunktown’s Finest (link to the movie will be provided)



Week 10

Tuesday March 15, 2022 – *Indigenous Masculinity and Hip Hop*

Readings:

- Sarah Kent, “I Got This AB Original Soul/I Got This AB Original Flow”: Frank Waln, the Postmasculindian, and Hip Hop as Survivance *Studies in American Indian Literatures* 30, no. 3-4, (2018): 121-150
- Kyle Mays, “Indigenous Masculinity in Hip Hop Culture: Or, How Indigenous Feminism Can Reform Indigenous Manhood,” in *Hip Hop Beats, Indigenous Rhymes: Modernity and Hip Hop in Indigenous North America* (Albany, NY: State University of New York Press, 2018)

***Week ten notes:**

Week 11

Tuesday March 22, 2022 – *Indigenous Fatherhood*

Readings:

- Jessica Ball, “Fathering in the Shadows: Indigenous Fathers and Canada's Colonial Legacies,” *The Annals of the American Academy of Political and Social Science*, Vol. 624, (2009): 29-4
- Jeff Corntassel and Mick Scow, “Everyday Acts of Resurgence: Indigenous Approaches to Everydayness in Fatherhood” *New Diversities* 19, no. 2, (2017): 55-67

***Week eleven notes:**

Week 12

Tuesday March 29, 2022 – *Indigenous Masculinity and Climate Change*

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Readings:

- Kristen Vinyeta, Kyle Powys Whyte, and Kathy Lynn, “Indigenous Masculinities in a Changing Climate: Vulnerability and Resilience in



the United States,” in *Men, Masculinities and Disaster*, ed. by Elaine Enarson and Bob Pease (Routledge: 2016)

- Kari Marie Norgaard, Ron Reed, and J. M. Bacon, “How Environmental Decline Restructures Indigenous Gender Practices: What Happens to Karuk Masculinity When There Are No Fish?” *Sociology of Race and Ethnicity* (2017): 1–16

***Week twelve notes:**

Week 13

Tuesday April 5, 2022 – Critiques of and from Indigenous Masculinities Studies

Readings:

- Billy-Ray Belcout, “Can the Other of Native Studies Speak?” *Decolonization: Indigeneity, Education, and Society* February 1, 2016.
Access: <https://decolonization.wordpress.com/2016/02/01/can-the-other-of-native-studies-speak/> (Links to an external site.)
- 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> (Links to an external site.)
- Robert Alexander Innes, “What is Indigenous Masculinities Studies?” *K.I.N. Knowledge in Indigenous Networks* (Links to an external site.) website.
Access: <https://indigenouknowledgegenetwork.net/2016/06/14/what-is-indigenous-masculinities-studies/>

***Week twelve notes:**

Week 14

Tuesday April 12, 2022 – Writing Day



Course Policies

Submission of Assignments:

All assignments can be submitted in the A2L assignment drop box by 11:59PM on due date

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

Late Assignments

Students will submit their written work through Avenue to Learn at any time during the week it is due up until 11:59 on the Friday of that week. If you think you will have trouble meeting a deadline, please come and speak with me as penalties may apply (except in the case of documented illness or emergency). **Late assignment will be deducted 10%**. Assignments will be accepted for up to 2 weeks. Assignments not submitted will receive a 0.

Writing Conventions

Students must use Chicago's *Manual of Style*, which is the standard in the discipline of Indigenous Studies. The *Chicago Manual of Style* is available online through the library website:

<http://www.chicagomanualofstyle.org.cyber.usask.ca/16/contents.html>

All work must be typed, double-spaced, and use either Times New Roman or Cambria 12-point font with standard margins. Ensure that your written work includes your full name, student number, and date. You can include a title page and title for major assignments. Please keep a digital copy of all your work in case I ask for a second copy.



Absences, Missed Work, Illness

Medical documentation will be needed for all extensions on major assignments.

Example, annotated bibliography, final paper, or final exam

Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

University Policies, 2020 - 2021

Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at:

<https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

Authenticity/Plagiarism Detection

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an



online learning platform (e.g. Avenue to Learn, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. **All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity

Course with an Online Element

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn, LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Online Proctoring

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online.**

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be



taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact [Student Accessibility Services \(SAS\)](#) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy.

Requests for Relief for missed Academic term work

[McMaster Student Absence Form \(MSAF\)](#): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work".

Academic Accommodation for Religious, Indigenous, or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.).



Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, Avenue to Learn and/or McMaster email.

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Course Modification

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.