

Sexual Modernities and Queer/Two-Spirit Pedagogies
History/GWS 519 Spring, 2020: Professor Finn Enke
Thursdays 11:00-12:55, Van Vleck B 219

Office Hours: Thursday 1:20-3:30, 3301 Sterling Hall, Please check ahead for appt

This seminar offers queer, feminist, and Two Spirit indigenous pedagogies of survival in settler-colonial contexts of North America and Hawaii, with particular focus on the ways that settler colonial and indigenous practices have shaped intimacies, reproduction, violences, endurance and creativities among peoples. Through works engaging sovereignty, nation, language, land, migration, trauma, healing, land, sustenance and community, we will gain insight into historically contextualized ways that sex, sexuality, gender, race, class, and embodiments have taken significant meanings within North America, how indigenous peoples have continued to define themselves, and other means of indigenous resistance to settler-colonial dominance.

As an advanced history seminar and core course in LGBTQ+ Studies, we will explore the meanings of story and history, consider how epistemological hierarchies have shaped what counts as knowledge, and open up methods for shifting perspective on past, present, and future. We will thereby expand and gain greater fluency with historical methodologies as well as queer and indigenous critique and pedagogies.

Our sources include historical monographs, tribal memoir, fiction, poetry, short story and literary essay, supplemented by articles, interviews and other documentary works.

Required Books: All books available at Room of One's Own on Gorham (including used copies of most) and also on 3 hour reserve at College Library.

Gloria Anzaldua, *Borderlands/La Frontera*. Any edition is ok.
Louise Erdrich, *The Last Report on the Miracles at Little No Horse*
J. Kehaulani Kauanui, *Paradoxes of Hawaiian Sovereignty*
Deborah Miranda, *Bad Indians: A Tribal Memoir*
Leanne Betasamosake Simpson, *This Accident of Being Lost*

Required Articles: Will be distributed electronically to our Canvas site

Accessibility:

*Everyone is welcome in this seminar and I am happy to make accommodations for disabilities. The McBurney Center provides useful documentation, and feel free to contact me if you'd like to discuss accommodations.

*You may use laptops or reading devices in seminar if you need them for the purpose of accessing materials or taking notes. I ask that you turn off the internet function.

*Cell phone use is not permitted in seminar.

3 credit course expectations. The credit standard for this course is met by an expectation of a total of 135 hours of student engagement with the course's learning activities (at least 45 hours per credit or 9 hours per week), which include regularly scheduled meeting times (group seminar meetings of 115 minutes per week), reading, writing, and projects as described in the syllabus.

Learning Goals and Outcomes: We will further hone the skills associated with advanced history seminars and the LGBTQ+ Studies Certificate:

- *critical analysis of complex texts;
- *facility with contextually appropriate vocabularies and textual production;
- *collaborative process, listening and respect for questions and differing perspectives;
- *leadership with group process;
- *initiative and confidence in generating your own analysis;
- *conducting research to gain additional context;
- *creative synthesis and original expression of insights gained through research.
- *deeper understanding of the ways that settler colonialism and resistance interact with notions of gender, sexuality, and cultural reproduction in historically specific contexts.

Seminar Requirements:

Assignments: You must complete all requirements to receive a passing grade. Assignments are amenable to presentation in alternative formats. I encourage people to use and experiment with a variety of styles of written, visual, tactile, or sonic expression. Please be in consultation with me about your needs and interests.

Attendance is required: A crucial portion of the learning for the semester takes place in seminar, through dialogue with everyone in seminar. Please come prepared to participate in thoughtful discussion of the day's readings and assignments. Please do not schedule meetings or appointments during any portion of our seminar time. If you are ill or have other extenuating circumstances, please let me know as soon as possible.

Seminar Collaborative Co-facilitation: 20%

The most important aspect of this seminar is discovering your own insights from your reading, writing, and maintaining open dialogue with others to collectively build greater insight. Everyone's perspectives are essential to this endeavor. You are encouraged to share your questions, and also be aware of the overall discussion dynamic. What can you do to facilitate an open-minded and respectful process of sharing and listening?

Consider yourselves to be co-caretakers of seminar dynamics by actively working to ensure that everyone is invited to share their perspectives; speaking in the first person singular; modeling respect for all persons; facilitating communication if discussion becomes stressful; and helping open things up if people in seminar are reluctant to speak. *It is everyone's responsibility to help each other participate; this is at the heart of your participation grade.*

Keyword, Passage, and/or Question 25%: Each week, choose either of these options:

*Develop a keyword that evokes what for you are the most compelling or central aspects of the reading, and a very brief comment explaining your word/s.

*Select a brief passage from the reading that you find particularly poignant or important, and explain how this passage is meaningful to you or what concerns it speaks to.

Length guideline: Less than one page. (If passage is long, use ellipses and include page# citation)

Supplementing Context, 25%: For readings in each book, identify something within that you want to learn a little more about, and do a little research! Your research can be online, but please be very careful and aware of the source of your sources. Include your question and where it comes from, what you learned, and what your sources are. You can write this up informally but come ready to share! See schedule for due dates.

Length guideline: Maximum one page.

Written Analysis-Engagement Paper, five total, 40%: one paper engaging each book.

Your response should *substantively* engage some aspect of the book that you find particularly compelling. Your paper should *begin with a question* that you frame around the issue of interest to you, and use the rest of the paper to articulate your approaches to the question and insights based on a deep reading of the book. You may use whatever writing style works the best to communicate what you want to say. Due in class on the final day we discuss each book. Length Guideline: 3 pages, hard copy please.

Final Paper, 10%: You may write this paper on anything that is in or closely related to this course. This is your opportunity to delve more deeply into something you find very compelling, conducting focused research to address a question or issue you care about. You will receive a separate assignment sheet for this. Suggested Length if standard expos style of paper: 5 pages. This can be modified for alternative formats. I encourage you to consider using a medium that you particularly enjoy or feel is best suited to what you want to do (e.g. 'zines, visual art, poetry, dialogue, blog, video, etc.) Electronic or hard copy, due on or before May 8.

Seminar Schedule:

Jan 23 Introductions; Some Notes on Sexuality, Modernity, and an Ongoing Story

Jan 30 Kauanui, *Paradoxes of Hawaiian Sovereignty*, Preface and Introduction (up to p. 41)

Vic Munoz, "Gender/Sovereignty"

Arvin, Tuck, Morrill, "Decolonizing Feminism"

Supplementing Context Due

Feb 6 Kauanui, *Paradoxes of Hawaiian Sovereignty*, Chptrs 1, 2, 3

Supplementing Context Due

- Feb 13 Kauanui, *Paradoxes*, chptr 4 and Conclusion
Reflection on Kauanui, Paradoxes of Hawaiian Sovereignty due
- Feb 20 Gloria Anzaldua, *Borderlands/La Frontera*, chptrs 1-3
Richard LaFortune/Anguksuar, "A Postcolonial Perspective"
Supplementing Context Due
- Feb 27 Anzaldua, *Borderlands/La Frontera*, chptrs 4-6
Niigaan Sinclair, "Returning to Ourselves"
Supplementing Context Due
- Mar 5 Anzaldua, *Borderlands/La Frontera*, Part II remainder of book
Daniel Heath Justice, "The Boys Who Became the Hummingbirds"
Reflection on Borderlands/La Frontera due
- Mar 12 Louise Erdrich, *The Last Report on the Miracles at Little No Horse*
"Sts'yoye smestiyexw slha:li, "Twin-Spirited Woman"
Kelli Lyon Johnson, "Writing Deeper Maps"
Supplementing Context Due
- Mar 19 SPRING BREAK**
- Mar 26 Erdrich, *Last Report*
Reflection on Last Report due
- Apr 2 Deborah Miranda, *Bad Indians*
Supplementing Context Due
- Apr 9 Deborah Miranda, *Bad Indians*
- Apr 16 Deborah Miranda, *Bad Indians*
Reflection on Bad Indians due
- [GWS Consortium Conference: Resistance and Reimagination: Gender, Change and the Arts
April 16-19th. So many outstanding keynotes, plenaries, and sessions!!]
- Apr 23 Leanne Betasamosake Simpson, *This Accident of Being Lost*
Supplementing Context Due
- Apr 30 **LAST CLASS**
Reflection on This Accident due