



Jean LaMarr, [\*Urban Indian Girls\*](#), 1982. Etching, 22 x 24 inches

**MAS 320G**  
**Syllabus**

**NATIVE AMERICAN WOMEN'S HISTORY**  
**Spring 2024**

**Instructor:** Dr. Lilia Raquel Rosas

**Email:** [lrdrosas@utexas.edu](mailto:lrdrosas@utexas.edu)

### **LAND ACKNOWLEDGMENT**

We would like to acknowledge that we are meeting on Indigenous land. Moreover, We would like to acknowledge and pay our respects to the Carrizo & Comecrudo, Coahuiltecan, Caddo, Tonkawa, Comanche, Lipan Apache, Alabama-Coushatta, Kickapoo, Tigua Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas, here on Turtle Island.

### **COURSE DESCRIPTION**

Without a doubt, the untimely deaths of Native American leaders Marsha Gomez (Choctaw/Chicana) and Ingrid Washinawatok (Menominee), in the late 1990s, accentuates the complexity, globality, and intersectional nature of their labor, activism, and vision that predates and foreshadows current concerns of multifaceted decoloniality and self-determination. Gomez, a sculptor and peace activist, was a founder of Indigenous Women's Network (IWN) in 1983 and an instrumental organizer of a 1997 multiday gathering of indigenous women, who were community leaders, activists, healers, educators, writers, thinkers, on the grounds of Alma de Mujer. Washinawatok was a human rights activist who served as the chair of the NGO Committee on the United Nations International Decade of the World's Indigenous Peoples. Her work embraced a global indigeneity as an approach to advocate, demand, and highlight the human dignity of Natives peoples across the world and challenged the constrictions of geopolitics. This course investigates the histories of Native American

women to reaffirm and reclaim their place and role in the histories of Native Americans, indigenous peoples, women, Chican@/xs, Greater Mexico, and the United States. We will use a historical approach to unravel Western paradigms of women's history that erase and omit the histories of Native American women because it defies the singular lens of gender. Furthermore, we will contemplate how multiplicitous understandings that center colonization, settler colonialism, genocide, race, and environmentalism are essential to examining Native American women's history. Overall, this class will illuminate the stories, struggles, and ideas of community-building, sovereignty, and liberation as integral to their genders and sexualities as Native American, Indian, First Nations, indigenous, and red and brown women.

### LEARNING OUTCOMES

Students will improve their analytical abilities through reading, writing, researching and discussing class materials. As a course within the curriculum of MALS, students will learn about the subtleties within Native American Women's History, and, specifically the experiences of Native American, Indian, First Nations, indigenous, and red and brown women. Ultimately, they will learn to think critically about the dynamic field of First Nations Women's history and defend original arguments, investigate topics within the scope of history, ethnic studies, queer studies, and other burgeoning arenas, and they will be able to:

1. Be familiar and analyze the significant forces, events, groups, and individuals relevant to historical struggles and freedoms in the meanings, regulations, and politics of Native American women
2. Use and prioritize the analytical lenses of gender and sexuality, along with colonization, settler colonialism, genocide, race, and environmentalism to understand the identity formations, subjectivities, and the multiple oppressions confronted by Native American women
3. Recognize the importance of global indigeneity, self-determination, and sovereignty in shaping a diverse and pluralistic experience of Native American, Indian, First Nations, indigenous, and red and brown women

Texas Senate Bill 17, the recent law that outlaws diversity, equity, and inclusion programs at public colleges and universities in Texas, does not in any way affect content, instruction or discussion in a course at public colleges and universities in Texas. *Expectations and academic freedom for teaching and class discussion have not been altered post-SB 17, and students should not feel the need to censor their speech pertaining to topics including race and racism, structural inequality, LGBTQ+ issues, or diversity, equity, and inclusion.*

This course carries 3-flags:

**Cultural Diversity in the United States:** This course carries the flag for Cultural Diversity in the United States. The purpose of the Cultural Diversity in the United States flag is for students to explore in depth the shared practices and beliefs of one or more underrepresented cultural groups subject to persistent marginalization. In addition to learning about these diverse groups in relation to their specific contexts, students should engage in an active process of critical reflection. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one underrepresented cultural group in the U.S.

**Writing:** This course carries the Writing flag. Writing flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help

you improve your writing. You will also have the opportunity to revise one or more assignments, and you may be asked to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

**Independent Inquiry:** This course carries the Independent Inquiry flag. Independent Inquiry courses are designed to engage you in the process of inquiry over the course of a semester, providing you with the opportunity for independent investigation of a question, problem, or project related to your major. You should therefore expect a substantial portion of your grade to come from the independent investigation and presentation of your own work.

This course meets core curriculum requirement for Social & Behavioral Science (I).

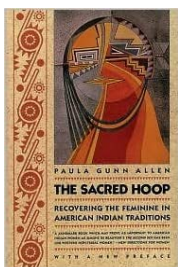
### COMMUNICATION & CLASSROOM SUCCESS

Please feel free to message me via Canvas or email me since this is the best and most effective way to contact me. I check it frequently, so email me whenever you have questions or concerns. I also strongly encourage you to talk to me during office hours, before or after class, or make an appointment with me if you have any questions, comments, or other issues.

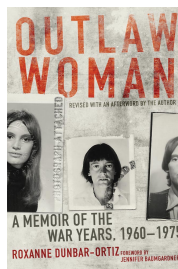
In my experience, students who stop by to talk, message, email, or communicate frequently, attend class regularly, complete the assigned readings, participate in the classroom discussion, and all assignments tend to be more successful in the class. Similarly, I will email you regularly with reminders, instructions, and late breaking information. Last, if I ever cancel class, email and/or Canvas is how you will know it, so please check both daily.

### COURSE REQUIREMENTS

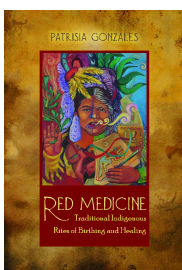
*Required assigned books and course materials:* Available at University Coop Bookstore or the bookstore of your choice) to purchase/rent OR *available digitally via UT libraries/Canvas:*



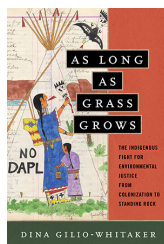
Allen, Paula Gunn. *The Sacred Hoop: Recovering the Feminine in American Indian Traditions*. Boston: Beacon, 1994.



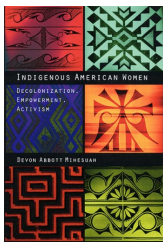
Dunbar-Ortiz, Roxanne. *Outlaw Woman: A Memoir of the War Years, 1960-1975*. Reprint. Norman: University of Oklahoma Press, 2014.



Gonzales, Patrisia. *Red Medicine: Traditional Indigenous Rites of Birthing and Healing*. University of Arizona Press, 2015.



Gilio-Whitaker, Dina. *As Long As Grass Grows: The Indigenous Fight for Environmental Justice, from Colonization to Standing Rock*. Boston: Beacon Press, 2019.



Mihesuah, Devon  
Abbott. *Indigenous  
American Women:  
Decolonization,  
Empowerment, Activism.*  
Lincoln: University of  
Nebraska Press, 2003.

Additional articles and chapter excerpts will be made available on CANVAS or via an online link. Readings and handouts distributed in class and/or via Canvas during the course of the semester will become also part of your required readings.

*Attendance:* Attendance is required and repeated absences will be noted by detrimentally impacting your participation grade. When missing class, you must provide a valid reason for your absence with appropriate documentation. This policy does not include absences due to university-related activities (sports, conferences), or to serious medical issues (severe illness or death in the immediate family), which are excused and not deducted (with documentation). **Three (3) or more** unexcused or “no contact” absences will result in **the overall grade reduction of full letter grade (10%)**.

*Class Participation:* **Come prepared and on time to class. This includes that you bring the appropriate reading(s) and course materials, and complete the assigned reading.** Make sure when you read, you read actively. Consider questions such as the following while you read, which may also help with your regular journaling assignment: What is the argument or purpose of this work or chapter? What kind of issue(s) are the authors addressing? Why is this reading significant? How can I highlight a significant point(s) in the class discussion through a specific example(s)? What questions or issues does the reading cause me to reflect about in my own understanding?

*Assignments will include:*

Weekly Check-In Journal: You also will be responsible for maintaining a check-in journal once a week throughout the semester that you will submit to Canvas. This will be a place to reflect on your journey, struggles, insights about learning. You might write about any topic, subject-matter, or issue you wish but this is meant to be a place to check-in on how your handling the workload, other obstacles you may be encountering, and/or to alert me about anything else. These journal entries are especially crucial if you are engaging with this course on your own time and not engaging synchronously with class meetings.

Research Proposal and Annotated Bibliography: In the 3-4 page proposal, you will identify and discuss your proposed topic and argument for your semester-long final research paper, which will allow you to delve more deeply into a topic addressed in class or tackle an arena, which needs closer consideration or intrigues your interest. Additionally, you will provide a detailed annotated bibliography with 10-12 sources.

Rough Draft of Final Paper: In this 8-10 page preliminary paper, you will provide a draft of your final research paper. This paper will be an opportunity to unearth/reclaim an area of the Native American women’s history, which needs further investigation.



Oral Presentation: Your in-class presentation will be an opportunity for you to highlight the most salient elements of your research conducted for the final project. You also will have an opportunity to create a social media site to further illustrate your research.

Final Project Digital Presentation: You have an opportunity to create a social media site to further illustrate your research, where you select “artifacts” (literal or figurative cultural/historical objects) that represents your final project.

Final Paper: In this final 10-12 page original paper, you will pursue a semester-long rigorous inquiry on a previously identified topic where you develop and write an analytical research paper to elucidate ideas and stories, which have informed the experience of Native American women.

The grade distribution for each requirement/assignment will be as follows and none are negotiable:

• Attendance and Participation	15%	• Oral Presentation	10%
• Weekly Check-In Journal	5%	• Final Paper Digital Presentation	10%
• Research Proposal & Bibliography	10%	• Final Paper	30%
• Rough Draft of Final Paper	20%		

Class Expectations: Learning Principle: This course uses the principle of collaborative learning or seminar format. In other words, I believe the classroom is a place of mutual respect and shared learning. In addition, it is a place where everyone’s informed or well-thought comments will be valued. This means we are here to learn from each other. I expect you to participate by listening, making comments, responding to your classmates, and asking questions. In turn, I will facilitate, direct, summarize, and clarify the discussion. Participation means more than just coming to class and hoping that you can get the answers from the instructor or the students who talk a lot. Collaborative learning means that it is your responsibility to share your own considered perspective on the assigned reading, assignment, or topic. In turn, the class will be structured to make sure that your views will enhance our understanding of the purpose of each class discussion.

Common Courtesy: Overall, you are also expected to conduct yourself appropriately by turning off your cell phones and other electronic devices or safely securing them in a pocket, purse, backpack, or book bag with the ringer/tones turned off. Texting or “secret surfing/chatting” on computers (other devices) in our classroom (Facebook, Twitter, Tumblr, Pinterest, Instagram, Snapchat, WhatsApp, Hulu, Netflix, etc.) is also not allowed. While these may seem like minor infractions, they contribute to a disrespectful and unprofessional classroom environment that interferes with the work all of us are trying to accomplish together.

## **COURSE POLICIES**

*Sharing of Course Materials is Prohibited:* No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University’s Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

*Class Recordings:* Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

*Statement on Learning Success:* Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we will develop strategies to meet both your needs and the requirements of the course. I also encourage you to reach out to the student resources available through UT Austin. Many are listed on this syllabus, but I am happy to connect you with a person or Center if you would like.

*Grading:* The final course grade will be assigned based on the completion of the course requirements within the semester and will adhere the following grading scale:

Grade	Cutoff	Grade	Cutoff
A	93%	C+	77%
A-	90%	C	73%
B+	87%	C-	70%
B	83%	D	65%
B-	80%	F	<65%

*Assignment Guidelines and Late Work:* I will distribute detailed guidelines as we approach certain assignments such as the proposal, essays, paper, and presentations. All assigned work is due on the due date, and is submitted via Canvas. Please do not count on uploading/submitting your assignments via Canvas right before the class meeting time. Inevitably, the servers fail when you are in such a rush, and these are not valid excuses for late assignments.

Late assignments/papers will **only be accepted without penalty** if you negotiate an alternative due date with me at least 48 hours prior to the due date and turn in the paper within a week of the original deadline. Likewise, it is up to my discretion to decide which circumstances constitute the need for an alternative due date. Otherwise, late papers will be penalized according one-half grade (5 points) if turned in within 48 hours of the due date, and one full grade (10 points) if turned in within one calendar week of the due date. After that, they will be penalized 15 points everyday. I also reserve the right to grade these papers until the end of the semester.

*Student Rights & Responsibilities:*

- You have a right to a learning environment that supports mental and physical wellness.
- You have a right to respect.
- You have a right to be assessed and graded fairly.
- You have a right to freedom of opinion and expression.
- You have a right to privacy and confidentiality.
- You have a right to meaningful and equal participation, to self-organize groups to improve your learning environment.
- You have a right to learn in an environment that is welcoming to all people. No student shall be isolated, excluded or diminished in any way.

With these rights come responsibilities:

- You are responsible for taking care of yourself, managing your time, and communicating with the teaching team and with others if things start to feel out of control or overwhelming.
- You are responsible for acting in a way that is worthy of respect and always respectful of others.
- Your experience with this course is directly related to the quality of the energy that you bring to it, and your energy shapes the quality of your peers' experiences.
- You are responsible for creating an inclusive environment and for speaking up when someone is excluded.
- You are responsible for holding yourself accountable to these standards, holding each other to these standards, and holding the teaching team accountable as well.

*Names and Pronouns:* Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender identity & expression, and nationalities. Class rosters are provided to the instructor with the student's legal name, unless they have added a "chosen name" with the registrar's office, which you can do so [here](#). I will gladly honor your request to address you by a name that is different from what appears on the official roster, and by the pronouns you use (she/he/they/ze, etc). Please advise me of any changes early in the semester so that I may make appropriate updates to my records. For instructions on how to add your pronouns to Canvas, visit [this site](#).

## UNIVERSITY POLICIES

*Academic Integrity:* Each student in the course is expected to abide by the University of Texas Honor Code: "As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity." **Plagiarism is taken very seriously at UT.** Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT's Academic Honesty and the University Honor Code which can be found at the following web address: <https://deanofstudents.utexas.edu/conduct/academicintegrity.php>

### *Religious Holy Days*

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

*Q Drop Policy:* If you want to drop a class after the 12th class day, you'll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see: <http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>

*University Resources for Students: Disability & Access (D&A):* The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability & Access (D&A).

Please refer to the D&A website for more information: <http://diversity.utexas.edu/disability/>. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

Counseling and Mental Health Center: Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful. If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. University Health Services (UHS): Your physical health and wellness are a priority. University Health Services is an on-campus high-quality medical facility providing care to all UT students. Services offered by UHS include general medicine, urgent care, a 24/7 nurse advice line, gynecology, sports medicine, physical therapy, lab and radiology services, COVID-19 testing and vaccinations and much more. For additional information, visit <https://healthyhorns.utexas.edu> or call 512-471-4955.

The Sanger Learning Center: Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <http://www.utexas.edu/ugs/slc> or call 512-471-3614 (JES A332).

Other resources include:

Undergraduate Writing Center: <http://uwc.utexas.edu/>

Libraries: <http://www.lib.utexas.edu/>

ITS: <http://www.utexas.edu/its/>

*Student Emergency Services:* <http://deanofstudents.utexas.edu/emergency/>

*Important Safety Information:* If you have concerns about the safety or behavior of fellow students, TAs or professors, contact BCCAL (the Behavior Concerns and COVID-19 Advice Line) at <https://safety.utexas.edu/behavior-concerns-advice-line> or by calling 512-232-5050. Confidentiality will be maintained as much as possible, however the university may be required to release some information to appropriate parties.

Classroom safety and COVID-19:

- For any illness, students should stay home if they are sick or contagious, not only to stop the spread, but also to promote their personal wellness.
- The university will continue to provide rapid antigen self-test kits at [distribution sites](#) throughout campus. Students can receive up to four tests at a time.
- The university will provide [symptomatic COVID-19 testing](#) on campus for all students, faculty and staff.
- UHS maintains up-to-date resources on COVID, which can be found here:
  - [COVID-19 Information and Resources](#)
  - [COVID-19 Exposure Action Chart](#)



Carrying of Handguns on Campus: Texas' Open Carry law expressly prohibits a licensed to carry (LTC) holder from carrying a handgun openly on the campus of an institution of higher education such as UT Austin. Students in this class should be aware of the following university policies:

- Students in this class who hold a license to carry are asked to [review the university policy regarding campus carry](#).
- Individuals who hold a license to carry are eligible to carry a concealed handgun on campus, including in most outdoor areas, buildings and spaces that are accessible to the public, and in classrooms.
- It is the responsibility of concealed-carry license holders to carry their handguns on or about their person at all times while on campus. Open carry is NOT permitted, meaning that a license holder may not carry a partially or wholly visible handgun on campus premises or on any university driveway, street, sidewalk or walkway, parking lot, parking garage, or other parking area.

Per my right, I prohibit carrying of handguns in my personal office. Note that this information will also be conveyed to all students verbally during the first week of class. This written notice is intended to reinforce the verbal notification, and is not a “legally effective” means of notification in its own right.

Title IX Reporting: Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's [relevant policies](#)

Faculty members and certain staff members are considered “Responsible Employees” or “Mandatory Reporters,” which means that they are required to report violations of Title IX to the Title IX Coordinator. **I am a Responsible Employee and must report any Title IX related incidents** that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you want to speak with someone for support or remedies without making an official report to the university, email [advocate@austin.utexas.edu](mailto:advocate@austin.utexas.edu) For more information about reporting options and resources, visit [titleix.utexas.edu](http://titleix.utexas.edu) or contact the Title IX Office at [titleix@austin.utexas.edu](mailto:titleix@austin.utexas.edu).

Campus Safety: The following are recommendations regarding emergency evacuation from the [Office of Campus Safety and Security](#), 512-471-5767,

- Students should sign up for Campus Emergency Text Alerts at the page linked above.
- Occupants of buildings on The University of Texas at Austin campus must evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.

- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.

For more information, please visit [emergency preparedness](#)

## COURSE SCHEDULE

All instructions, assignments, readings, rubrics and essential information will be on the Canvas website at <http://utexas.instructure.com/>. Check this site regularly and use it to ask questions about the course schedule. **Changes** to the schedule may be made at my discretion and if circumstances require. It is your responsibility to note these changes when announced (although I will do my best to ensure that you receive the changes with as much advanced notice as possible).

Date	Topics/Items Due
<b>WEEK ONE: RE-IMAGINING NATIVE AMERICAN WOMEN'S HISTORY</b>	
Monday, 15 January	Martin Luther King Jr. Day Holiday: No Class
Wednesday, 17 January	Introductions and Course Syllabus
<b>WEEK TWO: RE-IMAGINING NATIVE AMERICAN WOMEN'S HISTORY</b>	
Monday, 22 January	• Reading: Mihesuah, <i>Indigenous American Women</i> (selections)
Wednesday, 24 January	• Reading: Mihesuah, <i>Indigenous American Women</i> (selections) Kim TallBear, "Standing with and Speaking as Faith: A Feminist-Indigenous Approach to Inquiry," <i>Journal of Research Practice</i> 10, no. 2 (January 1, 2014): 1-7 (Canvas) <u>Weekly Check-In Journal Entry Due Friday, 26 January 2024</u>
<b>WEEK THREE: THE 1491ERS AND REFRAMING "CONTACT"</b>	
Monday, 29 January	• Reading: Roxanne Dunbar-Ortiz, <i>An Indigenous Peoples' History of the United States</i> (Boston: Beacon Press, 2015) (selections) (Canvas)
Wednesday, 31 January	• Reading: Roxanne Dunbar-Ortiz, <i>An Indigenous Peoples' History of the United States</i> (Boston: Beacon Press, 2015) (selections) (Canvas) <u>Weekly Check-In Journal Entry Due Friday, 2 February 2024</u>
<b>WEEK FOUR: METHODOLOGIES OF WELLNESS AND AUTONOMY</b>	
Monday, 5 February	• Reading: Gonzales, <i>Red Medicine</i> , Chapter 1: "Anatomy of Learning: Yauhtli, Peyotzin, Tobacco, and Maguey" (Canvas/UT Libraries) Chapter 2: "Birth Ceremony: Storying Sacred Knowledge" (UT/Canvas) Libraries)
Wednesday, 7 February	• Reading: Gonzales, <i>Red Medicine</i> , Chapter 3: "Ceremony of Memory: The Call and Response" (Canvas/UT Libraries) <u>Weekly Check-In Journal Entry Due Friday, 9 February 2024</u> <u>Research Proposal &amp; Bibliography Due Friday, 9 February 2024</u>
<b>WEEK FIVE: METHODOLOGIES OF WELLNESS AND AUTONOMY</b>	
Monday, 12 February	• Reading: Gonzales, <i>Red Medicine</i> , Chapter 4: "Ceremony of Sweeping: Symbols as Medicine" (Canvas/UT Libraries) Chapter 5: "Ceremony of the Land ¿Y dónde está tu ombligo?" (Canvas/UT Libraries)
Wednesday, 14 February	Library Visit

	<u>Weekly Check-In Journal Entry Due Friday, 16 February 2024</u>
<b>WEEK SIX: METHODOLOGIES OF WELLNESS AND AUTONOMY</b>	
Monday, 19 February	<ul style="list-style-type: none"> <li>• Reading: Gonzales, <i>Red Medicine</i>, Chapter 6: “Ceremony of Time: Time as Medicine” (UT Libraries)</li> <li>Chapter 7: “Dreaming Ceremony: Medicine Dreams” (UT Libraries)</li> </ul>
Wednesday, 21 February	<ul style="list-style-type: none"> <li>• Reading: Gonzales, <i>Red Medicine</i>, Chapter 8: “Curing Ceremony: Spiders in Her Hair” (UT Libraries)</li> </ul> <u>Weekly Check-In Journal Entry Due 23 February 2024</u>
<b>WEEK SEVEN: ACTIVISM AND SOLIDARITY</b>	
Monday, 26 February	<ul style="list-style-type: none"> <li>• Reading: Dunbar-Ortiz, <i>Outlaw Woman</i>, Chapter 1: “San Francisco Chrysalis” (Canvas)</li> <li>Chapter 2: “Becoming a Scholar” (Canvas)</li> </ul>
Wednesday, 28 February	<ul style="list-style-type: none"> <li>• Reading: Dunbar-Ortiz, <i>Outlaw Woman</i>, Chapter 3: “Valley of Death”</li> <li>Chapter 4: “Valley of Death” (Canvas)</li> </ul> <u>Weekly Check-In Journal Entry Due Friday, 1 March 2024</u>
<b>WEEK EIGHT: ACTIVISM AND SOLIDARITY</b>	
Monday, 4 March	<ul style="list-style-type: none"> <li>• Reading: Dunbar-Ortiz, <i>Outlaw Woman</i>, Chapter 5: “Sisterhood in the Time of War” (Canvas)</li> <li>Chapter 6: “Sisterhood in the Time of War” (Canvas)</li> </ul>
Wednesday, 5 March	<ul style="list-style-type: none"> <li>• Reading: Dunbar-Ortiz, <i>Outlaw Woman</i>, Chapter 7: “Cuba Libre” (Canvas)</li> <li>Chapter 8: “Desperada” (Canvas)</li> </ul> <u>Weekly Check-In Journal Entry Due Friday, 5 March 2024</u>
<b>WEEK NINE: SPRING BREAK: 11-16 MARCH 2024</b>	
<b>WEEK TEN: ACTIVISM AND SOLIDARITY/ENVIRONMENTAL JUSTICE AND SUSTAINABILITY</b>	
Monday, 18 March	<ul style="list-style-type: none"> <li>• Reading: Dunbar-Ortiz, <i>Outlaw Woman</i>, Chapter 9: “Desperada” (Canvas)</li> <li>Chapter 10: “Indian Country” (Canvas)</li> </ul>
Wednesday, 20 March	<ul style="list-style-type: none"> <li>• Reading: Gilio-Whitaker, <i>As Long As Grass Grows</i>, Chapter 1: “Environmental Justice Theory and Its Limitations for Indigenous Peoples” (Canvas)</li> <li>Chapter 2: “Genocide by Any Other Name: A History Of Indigenous Environmental Injustice” (Canvas)</li> </ul> <u>Weekly Check-In Journal Entry Due Friday, 22 March 2024</u>
<b>WEEK ELEVEN: ENVIRONMENTAL JUSTICE AND SUSTAINABILITY</b>	
Monday, 25 March	<ul style="list-style-type: none"> <li>• Reading: Gilio-Whitaker, <i>As Long As Grass Grows</i>, Chapter 4: “Food Is Medicine, Water Is Life: American Indian Health And The Environment” (Canvas)</li> <li>Chapter 5: “(Not So) Strange Bedfellows, Indian Country's Ambivalent Relationship With The Environmental Movement”</li> </ul>
Wednesday, 27 March	<ul style="list-style-type: none"> <li>• Reading: Gilio-Whitaker, <i>As Long As Grass Grows</i>, Chapter 6: “Hearts Not on the Ground: Indigenous Women's Leadership And More Cultural Clashes” (Canvas)</li> </ul> <u>Weekly Check-In Journal Entry Due Friday, 29 March 2024</u>

<b>WEEK TWELVE: ENVIRONMENTAL JUSTICE AND SUSTAINABILITY/DECOLONIZING FEMININITY AND TWO-SPIRITEDNESS</b>	
Monday, 1 April	<ul style="list-style-type: none"> <li>• Reading: Reading: Gilio-Whitaker, <i>As Long As Grass Grows</i>, Chapter 7: “Sacred Sites and Environmental Justice” (Canvas)</li> <li>Chapter 8: “Ways Forward for Environmental Justice in Indian Country”</li> </ul>
Wednesday, 3 April	<ul style="list-style-type: none"> <li>• Reading: Allen, <i>The Sacred Hoop</i> (selections) (Canvas)</li> </ul> <u>Weekly Check-In Journal Entry Due Friday, 5 April 2024</u>
<b>WEEK THIRTEEN: DECOLONIZING FEMININITY AND TWO-SPIRITEDNESS</b>	
Monday, 8 April	Writing Day Rough Draft Peer Review
Wednesday, 10 April	Writing Day <u>Rough Draft of Final Paper Due Friday, 12 April 2024</u>
<b>WEEK FOURTEEN: DECOLONIZING FEMININITY AND TWO-SPIRITEDNESS</b>	
Monday, 15 April	<ul style="list-style-type: none"> <li>• Reading: Reading: Allen, <i>The Sacred Hoop</i> (selections) (Canvas)</li> </ul>
Wednesday, 17 April	<ul style="list-style-type: none"> <li>• Reading: José Esteban Muñoz, et al., “Theorizing Queer Inhumanisms: The Sense of Brownness,” <i>GLQ: A Journal of Lesbian and Gay Studies</i> 21, no. 2 (2015): 209–210</li> <li>Deborah A. Miranda, <i>Bad Indians: A Tribal Memoir</i> (Berkeley: Heyday, 2013) (selections) (Canvas)</li> </ul> <u>Weekly Check-In Journal Entry Due Friday, 19 April 2024</u>
<b>WEEK FIFTEEN: SURVIVANCE AND THE PERSISTENCE OF REMAINING</b>	
Monday, 22 April	<ul style="list-style-type: none"> <li>• Reading: Deborah A. Miranda, <i>Bad Indians: A Tribal Memoir</i> (Berkeley: Heyday, 2013) (selections) (Canvas)</li> </ul>
Wednesday, 24 April	Rough Draft Feedback <u>Weekly Check-In Journal Entry Due Friday, 26 April 2024</u>
<b>WEEK SIXTEEN</b>	
Monday, 29 April	Rough Draft Feedback

*Final Exam:* \_\_\_\_\_ date will serve as the deadline for the following two assignments:

*Final Paper Due*

*Final Paper Digital Presentation*