



6. Please present concise arguments for the GE principles applicable to this course.

- |                                  |   |
|----------------------------------|---|
| ❑ General Knowledge              | This class employs sociological, historical, political science, and cultural analysis methodologies to understand course content, which includes Indigenous cultural and knowledge production, as well as Indigenous epistemologies.                                    |
| ❑ Integrative Learning           | This class deploys several disciplinary approaches to examine class content from different epistemological perspectives.  |
| ❑ Ethical Implications           | This class asks students to contemplate conditions of violence and their relationship to social and power relations to reconsider the way narratives of violence inform our understanding of social justice struggles.  |
| ❑ Cultural Diversity             | This class presents social conditions, including race, class, and gender, that arise as a consequence of colonialism as its experienced by diverse populations.   |
| ❑ Critical Thinking              | This class pushes students to carefully consider their own socialization and how that impacts their comprehension of cultural production, knowledge production, and society.  |
| ❑ Rhetorical Effectiveness       | This class has a significant writing component that will require students to develop an argument and demonstrate its validity using academic, popular culture, and artistic texts.  |
| ❑ Problem-solving                | The class uses a scaffolding technique to develop the students' paper topic, argument, and texts to be used in order to demonstrate the validity and effectiveness of that argument.  |
| ❑ Library & Information Literacy | The interdisciplinary nature of this course exposes students to a variety of media from which they will need to choose for their final papers. The annotated bibliography will allow students to think about, organize, and prioritize the texts they anticipate using. |

**(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)**

- |   |            |         |
|---|------------|---------|
| 1. Lecture:   | <u>3</u>   | (hours) |
| 2. Discussion Section:                                  | <u>N/A</u> | (hours) |
| 3. Labs:  | <u>N/A</u> | (hours) |
| 4. Experiential (service learning, internships, other): | <u>N/A</u> | (hours) |
| 5. Field Trips:   | <u>N/A</u> | (hours) |

**(A) TOTAL Student Contact Per Week** 3 **(HOURS)**

**(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)**

- |                                     |            |         |
|-------------------------------------|------------|---------|
| 1. General Review & Preparation:    | <u>3</u>   | (hours) |
| 2. Reading                          | <u>3</u>   | (hours) |
| 3. Group Projects:                  | <u>N/A</u> | (hours) |
| 4. Preparation for Quizzes & Exams: | <u>N/A</u> | (hours) |
| 5. Information Literacy Exercises:  | <u>.5</u>  | (hours) |
| 6. Written Assignments:             | <u>2</u>   | (hours) |
| 7. Research Activity:               | <u>.5</u>  | (hours) |

**(B) TOTAL Out-of-class time per week** 12 **(HOURS)**

**GRAND TOTAL (A) + (B) must equal at least 15 hours/week**

**15**

**(HOURS)**

# The Violence of Settler Colonialism and Indigenous Feminist Self-Representation

Instructor: Laura Terrance

Email address: [lolalea@ucla.edu](mailto:lolalea@ucla.edu)

Office Hours: TBD

Location: TBD

Location: Gender Studies Office

**Course Description:** North American Indigenous women face rates of sexual and domestic violence greater than any other demographic. According to the CDC, American Indian/Alaska Native women are several times more likely to die a violent death than white women, and the National Intimate Partner and Sexual Violence Survey, 2010-2012, concluded that approximately 50% of American Indian/Native Alaskan women experience some form of sexual violence in their lives. These reports, while crucial to securing necessary resources to address the social and political struggles faced by Indigenous women, also maintain an oft-repeated narrative depicting Indigenous women as perpetual victims. While this narrative persists largely unchallenged in all forms of mainstream media, Indigenous women, deploying various modes of cultural production, tell a very different story about themselves surviving the violence they face as a result of ongoing settler colonialism. This course intends to examine the counter-narratives presented by Indigenous women and what those narratives suggest about settler colonial violence and the resistance enacted in response.

Being mindful that the violence Indigenous women face is as severe as statistics suggest, this course will take an interdisciplinary approach to both the conditions of violence and Indigenous women's cultural and knowledge production produced in response. Focusing especially on the cultural production Indigenous women deploy as survivors of the violence of settler colonialism, this class will draw on social science, historical, literary and film sources to interrogate the social and power relations and structures that profoundly impact these women's lives. Beyond considering the force of settler colonial social and political structures, this course will understand the stories told by Indigenous women addressing this context as the production of points of power that challenge those structures. In so doing, students will experience the significance and force of self-representation, and come to understand the affects of perspective on knowledge production, particularly as it relates to subjectivity formation.

## **Student Responsibilities:**

- Complete each reading assignment
- Arrive to class prepared for discussion and with questions about the substance of the readings
- Complete a reading response of approximately 2-3 pages for each class
- Complete and turn in self-reflection journals weekly
- Do a presentation and discussion facilitation on one week's readings
- Participate in group activities and writing feedback workshops
- Have a paper proposal to present by week 3
- Have a completed outline and annotated bibliography by week 5

- Turn in rough draft by week 7
- Meet one-on-one with instructor during weeks 8 and 9 to discuss final papers
- Turn in final paper one week after final class meeting
- Ask questions and seek out extra help whenever needed

**In-Class Activities:**

- Writing workshops to revise and improve written responses
- Peer feedback to develop an understanding of the relationship between writing and reader interpretation
- Small group activities, including cooperative reading analysis and argument synthesis
- Short, formal written responses to student presentations that demonstrate comprehension and analysis of the material presented as it pertains to the class

**Discussion:** This course intends to provide students with the space to critically engage, synthesize, question, deconstruct, and discuss the concepts and ideas covered in class readings, lectures, and videos. For this course to be useful, you must arrive with the readings completed and ready to participate. ***Please bring any assigned readings with you to class.*** The class is a safe space for us all to try out new ideas and to engage in dialogue over any controversial issues **respectfully and productively** to achieve the goals of the course.

**Guiding Principles:** Along with the UCLA Principles of Community, the following guidelines are the basis for meaningful discussions.

- Assume nothing about the lived experiences of everyone in the class
- Consider carefully the weight and impact of language, being aware that discourses of race, gender, sexuality, disability, etc. have employed certain vocabularies that carry their own history and have real material consequences for different communities
- Respect is key (consider all experiences, perspectives and positions)
- Support your arguments by engaging the texts (academic settings necessitate scholarly claims), bearing in mind this is an *intellectual endeavor*
- It is okay to disagree, but the disagreement should be with arguments not people

**Grading:** I will be grading all of your assignments and evaluating your participation. My grading criteria focuses primarily on how well you thoughtfully and insightfully engage with the assignments and reading material, but structural issues like grammar and complete sentences are a must. If you have concerns with your proficiency relative to the mechanics of writing, please make arrangements to meet with me during office hours or another convenient time.

**Participation:** Everyone is expected to contribute to class discussions. Successful discussion necessitates a full reading of *all* materials by *all* students. If a pattern arises suggesting a lack of reading and/or engagement with the texts, I will give quizzes at the

start of each class meeting. I understand that some students may be uncomfortable speaking in class so I will try to incorporate a variety of classroom activities that will give you various opportunities to participate and will consider all manner of participation when grading.

**Attendance:** Meaningful discussion requires the consistent presence of all seminar participants. Please arrive on time; being chronically late will impact your ability to participate. Please be aware that while attendance is not a component of your final grade, absences prevent participation in class discussion. Should you experience a significant illness or have an emergency arise, please let me know as soon as possible to make arrangements to make up missed class work.

**Email Policy:** I check my email regularly and will do my best to respond to your questions within 24 hours. Email is a good way for you to ask me short, logistical questions and general inquiries about assignments or set up appointments. If you have questions that require an in-depth answer, please see me during office hours or arrange a time to meet outside class.

**Academic Integrity:** Plagiarism is a serious offense, and University regulations require any incidents of plagiarism to be reported to the Dean of Students for investigation and/or review. It is the presentation of another author's words or ideas as if they are your own or the presentation of work you have previously completed as though it is new. If you have any questions about documentation, quotations, citations or related matters, please do not hesitate to ask me before submitting your work. Also, please consider that if you are asking yourself whether it could be plagiarism, it likely would be, and you should cite appropriately. There is no consequence for citing unnecessarily. Please, please, *please*, do not plagiarize! If you are struggling with completing your assignments, talk to me about it so we can work it out together.

**Assignments:** Each student will be expected to produce the following written assignments during the course:

1. Self-reflection journals to be completed and turned in at the end of each class. (10%)
2. A short, 2-3 page reading response paper each week. These responses should thoughtfully engage the readings directly, and, as the course progresses, be put into conversation with other weeks' readings and materials. They should also be of sufficient quality to consider using (with appropriate edits and changes) in a final written paper. (10%)
3. In class presentation reflecting the student's interests, whether academic, artistic, or personal, or otherwise and put into conversation with class materials. (10%)
4. A proposed paper outline that details the argument, supporting ideas, and intended sources for the final paper. These paper topics are subject to change and adjustment, of course, as students' interests and knowledge develop during the class. (10%)
5. A 5-7 page first draft of the course's final paper (5 pages means 5 *full* pages). This paper should clearly demonstrate the basic concepts and supporting ideas the final paper

intends to deploy. Providing more in depth argument and supporting detail in the draft paper will allow me to provide the most constructive feedback. Therefore, it is in your best interest to demonstrate as much of your argument as possible. (20%)

7. A final paper of 12-15 pages. (40%)

**\*\*\*Please note:** The final grade assigned for this class **will not** be up for discussion or negotiation. Nor should it be a surprise; the weekly feedback provided should give a clear indication of your overall performance during the course of the class. Be aware that I do take into account apparent effort and degrees of improvement that occur throughout the class when determining final grades.

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### **Week 1: The Historical Context of Settler Colonial Violence**

Reading: “The Red Race on Our Borders: Dispossessing Indians, Making the United States” from *Traces of History: Elementary Structures of Race*; “Introduction: California is a Story;” “The Genealogy of Violence, Part I,” “The Genealogy of Violence, Part II,” “My Mission Glossary,” and “In the Basement of the Bone Museum” from *Bad Indians: A Tribal Memoir*

In-class: Introductions and syllabus overview; short lecture on terminology, key ideas, and theoretical framework followed by class discussion and questions, writing journal

### **Week 2: A Matter of Sovereignty**

Reading: “For Whom Sovereignty Matters” from *For Whom Sovereignty Matters*; “The Theft Outright” from *National Monuments*; documentary “Kahnatsatake: 270 Years of Resistance”

In-class: Student presentation(s), short lecture on Indigenous governance, student questions and discussion, writing journal

### **Week 3: Indigenous Epistemologies and Settler Colonialism**

**\*\* Paper Proposal Presentation Due \*\***

Reading: “Personalizing Methodology: Narratives of Imprisoned Native Women” from *Reading Native American Women: Critical/Creative Representations*; “Imperialism, Writing, History, and Theory,” from *Decolonizing Methodologies: Research and Indigenous Peoples*; poem “Perhaps the World Ends Here” by Joy Harjo

In-class: Student presentation(s); short lecture on Indigenous epistemologies, paper proposal workshop, student questions and further discussion, writing journal

#### **Week 4: Indigenous Feminist Thought**

Reading: “Decolonizing Feminism: Challenging Connections Between Settler Colonialism and Heteropatriarchy” in *Feminist Formulation*; “The Idle No More Manifesto,” “We Hold Our Hands Up: On Indigenous Women’s Love and Resistance,” from *The Winter We Danced: Voices from the Past, the Future, and the Idle No More Movement*; poem “Remember” by Joy Harjo

In-class: Student presentation(s), “The Chief’s Two Bodies” presentation at R.A.C.E. Network’s 14<sup>th</sup> Annual Critical Race and Anticolonial Studies Conference (2014), class discussion and questions, writing journal

#### **Week 5: Indigenous Knowledge Production**

**\*\* Paper Outline and Annotated Bibliography Due \*\***

Reading: “The Sovereignty of Indigenous People’s Bodies,” from *As We Have Always Done: Indigenous Freedom Through Radical Resistance*; “Decolonizing the 1862 Death Marches” from *The American Indian Quarterly*

In-class: Student presentation(s), class discussion and questions, small group writing workshop for paper outline and bibliography, writing journal

#### **Week 6: Indigenous Cultural Production**

Reading: “Visual Sovereignty: A Line in the Sand” from *Aperture*; –“Reel and Real Worlds” from *Reservation Reelism: Redfacing, Visual Sovereignty, and Representations of Native Americans in Film*

In-class: Student presentation(s), Tanya Tagaq video “Retribution,” No Doubt video “Looking Hot,” class discussion and questions, writing journal

#### **Week 7: Settler Colonialism and Gendered Violence**

**\*\* Rough Draft Due \*\***

Reading: *The Roundhouse* by Louise Erdrich; Sexual Violence in the US Summary, 2011 and CDC Intimate Partner Violence 2010-2012 State Report

In-class: Screening of short film, “A Red Girl’s Reasoning”; student presentation(s), class discussion and questions, peer review workshop of rough draft, writing journal

#### **Week 8: Mapping the Violence of Urban and Reservation Spaces**

Reading: “The Murder of Pamela George” from *Race, Space, and the Law: Unmapping a White Settler Society*; “Introduction: Gendered Geographies and Narrative Markings” from *Mark My Words: Native Women Mapping Our Nations*

In-class: Screening of “Rhymes for Young Ghouls”; student presentation(s), class discussions and questions, writing journal



**Week 9: Settler Colonialism and Indigenous Politics of Refusal**

Reading: “On Ethnographic Refusal: On Indigeneity, ‘Voice,’ and Colonial Citizenship” from *Junctures*; “The Mohawk Refusal,” “We’re Protecting, Not Protesting,” and “Rights and Roots: Addressing a New Wave of Colonialism” from *This is an Honour Song: Twenty Years Since the Blockades*

In-class: Student presentation(s), screening of video “More Than That,” class discussion and questions, writing journal

**Week 10: Social Justice – “What Does Justice Look Like?”**

Reading: “Decolonization is Not a Metaphor” from *Decolonization: Indigeneity, Education & Society*; “Taking Down the Fort” from *What Does Justice Look Like? The Struggle for Literation in Dakota Homeland; The Meaning of Freedom and Other Difficult Dialogues*

In-class: Student presentation(s), class discussion and questions, final writing journal

## Student Resources

To assist you with a variety of challenges that may arise during your time at UCLA, the university offers several resources:

The **Undergraduate Writing Center** is a free service for all UCLA students. We provide one-on-one appointments at our 3 locations: A61 Humanities, Rieber Hall 115 and Powell 228. We are happy to work with you on course papers, capstone projects, senior thesis papers or application materials (resumes, CVs, statements of purpose or cover letters). To contact us: Phone: 310-206-1320; Text: 323-825-1426; E-mail: [wcenter@g.ucla.edu](mailto:wcenter@g.ucla.edu).  
<http://wp.ucla.edu/wc/>

**Counseling and Psychological Services (CAPS)** is here to support your mental health needs as you pursue your academic goals. Our services are designed to foster the development of healthy well-being necessary for success in a complex global environment. We are pleased to offer a variety of services to meet your needs including: crisis counseling available by phone 24 hours a day/7 days a week; emergency intervention; individual counseling and psychotherapy; group therapy; psychiatric evaluation and treatment; psychoeducational programs and workshops for students, staff and faculty; Campus mental health and wellness promotion. For urgent matters or after-hours counseling by phone, please contact us at 310-825-0768. For emergencies, please contact 911.  
<http://www.counseling.ucla.edu/>

**Center for Accessible Education (CAE)**: Our services are designed to meet the unique educational needs of regularly enrolled UCLA students with documented permanent and temporary disabilities. The philosophy and mission of the program is to encourage independence, assist students in realizing their academic potential, and to facilitate the elimination of programmatic and attitudinal barriers. If you are a prospective student, new student or a current student, please click on the specific links above for more information. The CAE staff is here to assist you in meeting your educational challenges successfully. Administrative offices - A255 Murphy Hall, hours: Monday - Friday, 8am - 5pm, (310) 825-1501. <http://www.cae.ucla.edu/>

The **Undocumented Student Program (USP)**, within the UCLA Bruin Resource Center (BRC), supports undocumented students by providing caring, personalized services and resources that enable students to reach their highest potential. Through a variety of programs, workshops, and partnerships with students, campus allies, and community stakeholders, USP strives to support all members of the UndocuBruin community. By advocating for educational equity, empowering students, and fostering a campus environment, USP celebrates the unique contributions of all its members. The Bruin Resource Center (BRC) is open Monday - Friday from 9:00 am - 5:00 pm. The Undocumented Student Program is located in the Student Activities Center, Suite B44. You can reach us by e-mail: [usp@saonet.ucla.edu](mailto:usp@saonet.ucla.edu) or by phone: 310-206-2980 or 310-794-2544. <http://www.usp.ucla.edu/>

Additional resources can be found here:

**Bruin Resource Center:** <http://www.brc.ucla.edu/>

**Guardian Scholars Program:** <http://www.guardianscholars.ucla.edu/Resources>



## New Course Proposal

### Gender Studies 98T Violence of Settler Colonialism and Indigenous Feminist Self-Representation

**Course Number** Gender Studies 98T

**Title** Violence of Settler Colonialism and Indigenous Feminist Self-Representation

**Short Title** VIOL-COLNL&INDG FEM

**Units** Fixed: 5

**Grading Basis** Letter grade only

**Instructional Format** Seminar - 3 hours per week

**TIE Code** SEMT - Seminar (Topical) [T]

**GE Requirement** Yes

**Major or Minor Requirement** No

**Requisites** Enforced: Satisfaction of entry-level Writing requirement. Freshmen and sophomores preferred.

**Course Description** Seminar, three hours. Requisite: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred. Examination of indigenous women's cultural and knowledge production and its relationship to settler colonial violence. Interdisciplinary interrogation of social and power relations and structures through cultural production of indigenous women as survivors of violence. Letter grading.

**Justification** Part of the series of seminars offered through the Collegium of University Teaching Fellows

**Syllabus** File [GENDER 98T Terrance Syllabus.pdf](#) was previously uploaded. You may view the file by clicking on the file name.

**Supplemental Information** Instructor (Laura Terrance) UID: 504099071

Professor Mishuana Goeman is the faculty mentor for this course. UID: 903862685

Approved by the Collegium of University Teaching Fellows Faculty Advisory Committee on May 8, 2018

**Grading Structure** Self-reflection journal - 10%  
Reading Response - 10%  
Class Presentation - 10%  
Paper Outline - 10%  
First Draft - 20%  
Final Paper - 40%

**Effective Date** Spring 2019

**Discontinue Date** Summer 1 2019

**Instructor**

Name	Title
Laura Terrance	Teaching Fellow

**Quarters Taught**  Fall  Winter  Spring  Summer

**Department** Gender Studies

**Contact**

Name	E-mail
MICHELLE CHEN	mchen@oid.ucla.edu

[Routing Help](#)**ROUTING STATUS****Role:** Registrar's Office**Status:** Processing Completed**Role:** Registrar's Publications Office - Livesay, Blake Cary (BLIVESAY@REGISTRAR.UCLA.EDU) - 61590**Status:** Added to SRS on 8/17/2018 12:01:34 PM**Changes:** Title, Description**Comments:** Course description edited into official version.**Role:** Registrar's Scheduling Office - Lin, Jessica (JLIN@REGISTRAR.UCLA.EDU) - 58253**Status:** Added to SRS on 8/3/2018 3:35:08 PM**Changes:** Short Title**Comments:** Within e-mail thread from Mary Ries and Aaron Tornell, FEC Chair Aaron Tornell provided written approval of course proposal on 08/03/2018.**Role:** FEC School Coordinator - Ries, Mary Elizabeth (MRIES@COLLEGE.UCLA.EDU) - 61225**Status:** Returned for Additional Info on 8/1/2018 3:58:47 PM**Changes:** No Changes Made**Comments:** no changes**Role:** Initiator/Submitter - Chen, Michelle L. (MCHEN@OID.UCLA.EDU) - 53042**Status:** Submitted on 8/1/2018 3:43:41 PM**Comments:** Initiated a New Course Proposal[Back to Course List](#)

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