

Title: Intersectionality & Indigenous Masculinities

My name is Tristan Wu, I am a 2019 Werklund Graduate – I did my undergraduate degrees in Sociology, with a concentration in Gender, Family, and Work Studies, complimented by my degree in Education in Secondary Social Studies. I am a passionate and avid follower of global affairs and local news, and Social Sciences such as Geography, Sociology, Anthropology, History, and Political Science are some of my major interests as a teacher both in and outside of the classroom. My philosophy as an Educator is that teaching is relational, relevant, and rigorous.

| | |
|---|--|
| Resources used and possible concerns | Book: Indigenous Men and Masculinities: Legacies, Identity, and Regeneration, edited by Kim Anderson and Robert Alexander Innes |
| Author/creator and/or literature background | <p>Kim Anderson (Editor)</p> <ul style="list-style-type: none"> ● Is a Metis Woman ● A Canadian Associate Professor ● Focus on Indigenous Mothering and Feminisms <p>Robert Alexander Innes (Editor)</p> <ul style="list-style-type: none"> ● A Plains Cree member ● PhD in American Indian Studies ● Assistant Professor in Indigenous Studies <p>Literature Background: Highlights voices ranging from scholars to everyday folk in interviews and academic research written by multiple contributors in in four distinct sections, each with a different focus</p> <p>Includes authentic Indigenous voices from direct accounts from ex-gang members, two-spirited folk, youth, fathers, and more</p> |
| UPE course targeted | <p>Education 201: Introduction to Educational Studies</p> <ul style="list-style-type: none"> ● Education 201 serves as a springboard for aspiring teachers to explore the complexities of education, this course has a multidisciplinary approach to a wide array of issues in teaching and learning. This book would serve as an excellent resource in introducing key concepts to all disciplinary backgrounds, such as: intersectionality, toxic masculinity, empathy, and more key concepts that will be further explored |

| | |
|-------------------|---|
| | <p>in greater depth in the coming year(s) in future Education courses such as Diversity & Indigenous Education</p> <ul style="list-style-type: none"> • This introduces the idea early on in the program for new teachers to keep in mind as they move forward and build the foundation to their philosophy and practice |
| K-12 connection | Adult Level Book, Not Applicable for K-12 |
| Materials | <ul style="list-style-type: none"> • The Book: Indigenous Men and Masculinities • Sticky Notes of two different colours • Empty, accessible walls & space for students to get up and move around • Access to technology can also be supplemental to play supporting video clips |
| Rationale | <p>Big idea:</p> <ul style="list-style-type: none"> • What is Intersectionality and why is it so important? • What does Indigenous Masculinity mean for societies that are traditionally matriarchal? <p>Purpose:</p> <ul style="list-style-type: none"> • Understanding the Intersectionality of various groups, reflecting on our own position, and understanding the need for Indigenization in Education • Understanding colonialism and its effects today • Acknowledging and listening to Indigenous voices • Seeking the need for reconciliation and how educators can play a part of this in the classrooms |
| Lesson/activities | <p>1. Start class by using sticky notes. Use the first section of the book as the guide to cover sections: theoretical considerations, colonial masculinity, and intersectionality.</p> <p>Pose the question to the class: <i>What are problems Canadian Men face today?</i> Have students answer on their sticky note (in one of the two colours, e.g. Blue only) and stick their answers up anonymously on an empty wall.</p> <p>Debrief: Summarize and share the results with the class. Ask the class to describe the man they were thinking about it. Potentially through this discussion, students will realize their own unique, and likely limited, view of who is Canadian. The conversation should</p> |

revolve on recognizing our own biases and what groups we talk about while exploring our own identity as Canadians

2. Hone in on specific sections of the book by having students make mini in-class presentations and share with the class briefly their findings by using the next two major sections of the book on: Representations in Art and Literature and Living Indigenous Masculinities and Manhood. Students must have the book on hand, or the desired articles must be uploaded for online access prior to use.

The sections are fairly short so if the class was split into groups of four (4) they could quickly read a chapter.

Assign the topics to each group accordingly, ideally with one group covering each of the topics such as representation in film, in literature, exploring street gang violence, hyper-masculinity, racial profiling, policing and incarceration, sexualization, etc.

Have students share their findings with the rest of the class. This section serves to narrow down the broadness of problems Canadian men face to problems Indigenous men face.

Optional: Put in a short film or news clip on current events and contemporary issues such as skylight tours in Saskatoon where police drop off Indigenous men in the freezing cold, street gangs in Vancouver, or media portrayal (hyper-sexualization as predatory, fetishizing, and objectifying). This will help make a connection from text to the “real” world.

3. Conclusion, utilizing the last section of the book: Conversations, moving forward

Do the sticky note activity again with a different colour of sticky note and pose the question this time: ***What are problems Indigenous men face?***

Debrief There should be changes from the answers in the original sticky note colour, review the findings with the class. Compare and contrast. For example: maybe for men there were little to no problems or the problems were trivial or frivolous, or perhaps there were problems that were general and broad such as sexual violence being underreported, toxic masculinity, or higher death rates through

| | |
|--|--|
| | <p>crime. Compare it to the experiences of Indigenous men and highlight the importance of intersectionality, and how the intersectionality of being an Indigenous man can further exacerbate these issues. Compare and contrast with other groups, sexualities, ability, etc. Look for multiple understandings of intersectionality.</p> <p>Conclude on a positive note and offer a way forward: How can we reconcile? How does Indigenous understandings of Masculinity benefit us all? How can we champion this for all our students in a classroom?</p> |
| | |

Supporting Sources (APA):