

COURSE SYLLABUS



COURSE TITLE: IST 241

CLASS SECTION: 001 & X01

TERM: Winter 2022

COURSE CREDITS: 3

DELIVERY METHOD(S): Lecture and experiential learning

Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

Learn more about Camosun's [Territorial Acknowledgement](#).

For COVID-19 information please visit <https://camosun.ca/about/covid-19-updates>

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.

INSTRUCTOR DETAILS

NAME: Artemis Fire

EMAIL: firea@camosun.bc.ca

OFFICE: please contact by email

HOURS: after class or Thursdays 3:30 – 4:30 online

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

CALENDAR DESCRIPTION

This course will examine the influence of colonization and the issues of resistance and recovery in regards to traditional knowledge, ethnicity, and sexuality, and the construction of Indigenous gender roles and identity.

Prerequisites

One of:

- C in [ENGL 151](#)
- C in [ENGL 161](#)
- C in [ENGL 163](#)
- C in [ENGL 164](#)

COURSE LEARNING OUTCOMES / OBJECTIVES

Students will be able to:

- Understand traditional and contemporary gender roles within a number of Indigenous communities.

- Understand the relationship between colonization and issues of gender roles and identity within Indigenous communities.
- Recognize and evaluate the ways in which writing, reading and observing has served as a tool in de-colonizing, reclaiming, and reshaping Indigenous notions of gender identity.
- Comprehend notions of privilege, power, and responsibility, and their relations to issues of Indigenous gender identity.
- Devise strategies to improve gender situations with Indigenous communities.
- Prepare formal response papers.
- Do a comparative analysis of men and women’s writing about the development of gender roles in Indigenous communities.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

Readings provided on D2L

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

WEEK or DATE RANGE	ACTIVITY or TOPIC	Class will be in the classroom unless otherwise indicated below
Jan. 10	Introduction to Gender, Identity & Worldview	
Jan. 17	Indigenous Identity	
Jan. 24	Library Research/Assignment Preparation Session at Lansdowne Library Lab & Feminism and Indigenous gender analysis	
Jan. 31	Identity & Privilege	Class Online – See D2L for link
Feb. 7	Gender Roles interrupted: Indigenous Two-Spirit people	Class Online – See D2L for link
Feb. 14	*In-Class Assignment Today - Sharing the Learning/Guided Group Discussion	
Feb. 21	Reading Week – NO class	
Feb. 28	Indigenous Women in Life Stages and Identity	Class will be in Na'tsa'maht
Mar. 7	Indigenous Men and Masculinities in Family and Leadership	Class will be in Na'tsa'maht
Mar. 14	De-colonizing & reclaiming - Indigenous gender identity & leadership	

EXPECTATIONS OF ASSIGNMENTS

All assignments must be handed in on time. If students are in need of an extension, this must be negotiated with the instructor **before the due date**. Students who hand in late assignments will lose **5% per day unless an extension is given, before the due date**.

*All written assignments are due at 10pm on the due date, all to be submitted on D2L ass, on the due date).

All assignments are to be typed, double spaced, double-sided, and must include a title page, page numbers, introduction, body, conclusion; it is also very important to use citations and references (APA 7 Style) for anything that is from a source that is not your own thoughts, or it is considered plagiarism.

This is a second-year level course that involves a substantial amount of reading - all students will be expected to dedicate time each week to review required sources. Please come to class with your readings done so you can participate in the discussion and activities related to the readings.

As second year students, you are expected to write your academic papers according to APA format. Please review appropriate guidelines in your writing. Please ensure they are written in proper formats, i.e. margins, fonts and in a word document and that they are uploaded in D2L. If you are unsure if the submission went through you can email a backup copy.

You can provide your instructor with one page of a draft copy of your paper, for feedback, prior to the due date.

Plagiarism & Academic Dishonesty - If plagiarism, cheating, or academic dishonesty can be documented, the penalty will be an automatic “zero” on the assignment in question. Camosun College’s policy on Plagiarism can be found here: <http://camosun.ca/about/policies/education-academic/e-2-student-services-&-support/e-2.5.1.pdf>

Attendance is required in order to receive the learning in this class. **If you miss a class it will affect your learning and your grade.** If you need to miss a class, you are invited to complete an optional make-up assignment for each class you miss.

Missed Class Makeup Assignment: (Optional for missed classes – except the in-class assignment dates) Review any posted materials from the class and have a minimum 10 minute discussion (in person or on the phone) with at least 2 other students in your class, to learn their perspective of the important aspects of the class missed. Ensure you identify which students you have spoken to. Write a 1- 2 page summary of the learning from that class, along with 1 page of your thoughts/reflections on the material (for a full missed class, for partially missed classes, you can submit a more brief summary and reflection). To be submitted within 2 weeks of class that was missed, on D2L.

ASSIGNMENT DESCRIPTIONS

Assignment 1 - Class Participation and Engagement (In-Class/Ongoing)

15%

Class participation and engagement can be demonstrated and assessed in the following ways:

- attending each class and being on time (Attendance will be taken each week and will be counted as participation marks)
- coming to class prepared to engage with the learning, discuss the readings, speak with guest speakers, etc.
- respecting circle and circle teachings
- showing respect to your peers and their stories and experiences shared each week
- showing respect to your instructor, verbally and in written communications & to guest speakers
- respecting diverse perspectives and experiences (be curious about new ideas/experiences)

- using electronic devices (like laptops, phones, etc.) only for class related activities like taking notes, etc. Otherwise, please leave them in your bag during class.

Throughout the course, discussions will often take place within a circle format. Circle teachings will be offered at the beginning of the term.

Note: Attendance for the Class Presentations & Facilitated Discussion classes is mandatory. If these classes are missed, the student will be required to do a make-up assignment for the missed content, in order to be eligible to pass the course.

**Assignment 2 – Sharing the Learning/Guided Group Discussion & Reference Page 20%
*(In-Class assignment) Feb. 14th, 2022**

This assignment offers the opportunity to research an area of interest, related to the course topics listed, share some of your learning with classmates and practice creating an APA Reference page.

Part 1: Choose a topic from the list below and **pair up with another student** who shares your interest. You will work together to do the research on the chosen topic. The instructor will review the topics chosen (in class) to make sure there is enough diversity of topics.

Part 2: With your partner, **research the topic** in sources that must include: academic research (books, journals, academic research papers/reports), can also include: an interview with an Indigenous person with lived experience and/or a person who is considered a knowledge carrier or Elder by the community and might include other sources, pre-approved by the instructor. We will have a library learning session to build on your academic research skills and prepare you for this assignment.

Note: If you choose to interview about your topic, please keep in mind Indigenous processes and protocols when approaching people.

Part 3: Together, you will sit with a smaller group of students (as assigned by instructor in class) and briefly **share what you learned** and found interesting. Then you will both **offer up some questions to guide the group to have a conversation** with each other about the topic.

Part 4: Lastly, you will each individually create a **Reference list** of all the sources you personally reviewed (also people you personally interviewed) and hand it in on D2L (**Minimum of 2 academic sources, not from course readings**).

Topics to choose from (topic must be approved by instructor):

- Shifts over time towards contemporary gender roles within Indigenous communities.
- Gender and Education
- Caring for Seven Generations
- Rites of Passage
- Colonization and Transphobia/Homophobia
- Environmental Violence and Indigenous People: Chapter 2 – When Relatives are Violenced: <http://landbodydefense.org/uploads/files/VLVBReportToolkit2016.pdf>
- Missing and Murdered Indigenous Women, Girls and Two-Spirit People: <https://www.mmiwg-ffada.ca/>
- Strategies to improve community experiences for Indigenous people of all genders
- Other topic of interest (talk to instructor)

In this course, you are to pay attention to the course content throughout the term (readings, videos, guest speakers, class content). Be mindful of who the author/speaker is and the ideas/theories/'theses statements' of the 'author'. Keeping notes of your 'analysis' / thoughts from each week is a method to engage with the curriculum for this course and to be conscious of what the 'authors' are saying. These notes will be very helpful in writing this paper.

The Reflection Paper assignment is designed for you to reflect on your learning, your knowing and your responses to the course materials. You are invited to write about your 'location' within the journey of gender and identity.

For this assignment, please include **at least 6 course sources** in this paper. **At least 4 of those** are to come from the **assigned readings/videos/podcasts**.

The Reflection Paper will be 6 - 8-pages. Breaking free from Western institutionalized styles of objectified writing, this assignment will provide space for you as students to locate yourself within your lived experiences and your meaning-making of gender and traditional roles.

Section 1: Introduction

The first section of the paper would be the **Introduction**: Please include the following:

- A territorial acknowledgement and whatever you would like to share about your relationship with these lands and the people whose lands we are on (briefly include this in your introductory paragraph)
- your personal location (ethnicity, sex, gender identity and other factors of social location that you wish to share) – also in your introductory paragraph(s).

Section 2: Personal Reflection

In this part of the paper, include the **Personal Reflection** (please use that heading in the paper to help you organize it) you might include some of the following:

- What are your traditional teachings about gender identity and roles?
- If you are not familiar with any traditional teachings in this area, what are important aspects that you learned growing up about gender identity and roles? What are your current values, philosophies and morals in relation to gender identity and roles?
- What gender expectations or norms do you resist?
- How do the values or philosophies you identify with inform your professional, personal, family and community work?
- Why are they important to you?
- In your academic journey, how do your intersecting social locations enrich your identity as an Indigenous person, or as a non-Indigenous person, living on Indigenous lands?
- What are the implications for situating and asserting your location? What are the implications of not doing it?
- How does all of this affect your academic journey, your profession, your family, your community?

Section 3: Reflecting on the Course Content

In the next section of the paper, please use the heading: **Reflecting on Course Content**. This is where you would share your reflections on your learning, your knowing and your responses to the course materials. Remember to include **at least 6 course sources** in this paper. **At least 4** of those are to come from the assigned readings/videos. Others might include relevant sources from the course such as audio-visual presentations, class discussions and/or community events and you are **required to cite them** according to APA style.

You are to **analyze the information through a critical thinking lens** and present your findings clearly and concisely. This assignment will provide you with an opportunity to challenge your existing beliefs.

Include some of the following course concepts in this part of the paper:

- Gender roles within Indigenous communities
- Gender and leadership
- Traditional roles and/or in ceremony as it pertains to gender roles (example: rites of passage)
- Contemporary issues facing people of various genders such as men, women or two-spirit people

Section 4: Conclusion

In the **Conclusion**, give some thought to how this learning or knowledge might inform you on your own journey or the ways you are with others in the future. Also, you might include some unanswered questions that have emerged for you.

Your assignment will be typed with a title page, body of paper and reference page in APA style. Papers will be submitted via the D2L Assignment tool – please check that it worked and was saved/submitted in D2L.

Grading Criteria:

1. Clearly outlined paper, using the headings listed
2. Introduction clearly lays out the focus and theme of the paper
3. Demonstrated personal engagement with the course materials – reflections include some of the topics listed above, as well as critical thinking in your analysis.
4. Clearly written with a good flow throughout the paper & effective communication of your ideas
5. Demonstrated understanding of social location
6. 6 or more references (cited in the paper), at least 4 from course sources
7. APA format (in text citations, title page, reference page, etc.)

Assignment 4 – In-Class Presentation

Mar. 28th, 2022 (& Feb. 20th)

30%

Due Date: for fairness, instructor will assign the presentation date for each student. The expression of interest for topics is due Feb. 20th.

Step 1: Choose a partner to do the presentation assignment with – ideally someone different than the person you chose in Assignment 2.

Step 2: The presentation will be an opportunity to share your research (**2-6 sources – at least 1 of which is not a course source**) in an area of interest, in a creative and visual way, via one of the presentation options outlined below. **Choose a topic preference – first choice & second choice:** The presentation will be related to one of the following topics/course outcomes (Maximum of 2 groups per topic, so all topics are covered – must be approved by instructor):

- The relationship between colonization and issues of gender roles and/or identity within Indigenous communities/nations.
- De-colonizing, reclaiming, and reshaping Indigenous notions of gender identity.
- Explore privilege, power, and responsibility, and their relations to issues of Indigenous gender identity.
- What could the roles of the different genders be within Indigenous communities; explain the components of your vision and how it could contribute to a healthy balance between the roles of all the genders, including two-spirit peoples.
- What differences do you notice in men's and women's perspectives on gender roles in Indigenous communities (from Indigenous people's published writing)

- Share two-spirit people's ideas (from written articles or videos) about gender roles in Indigenous communities.
- Arts-based methods being used to express gender identity/roles/traditions.
- MMIW – include some of this report <https://www.mmiwg-ffada.ca/>

Step 3: Send your top 2 choices for topics (from the list above) to the instructor, along with the names of your pair group, by Feb. 20th. One email from the pair, cc'ing the other pair to Instructor is preferred. You can do this presentation in pairs, or individually. The presentation time will be adjusted accordingly. The Instructor will inform you of any your topic and try to give you one of your top choices. If any learners do not express interest in either option by Feb. 20th, the Instructor will assign the topic.

Step 4: Create a presentation together: This **10 min. presentation (plus a few minutes for questions/discussion)** can be a power point, prezi, short video (2-ish min.), poster board, artwork, etc and should include some content, visuals and citations, or a reference page at the end. In addition, please include a guiding discussion question, or a critical thinking question, to leave with the class at the end. Each person contributes to creating the presentation and presenting it. The grade is shared by the pair.

Note: You will need to cite your sources either with a weblink where you are using the material or on a separate page in APA format.

Step 4: Submit your presentation to the instructor via D2L by Mar. 28th

Step 5: Presentations will take place Mar. 28th & Apr. 4th, 2022.

Grading Criteria:

1. On time, inclusive of Feb. 20th expression of interest; prepared for presentation
2. Presentation Style – a creative, visual presentation, with clear/concise text, including citing/referencing (2-6 sources)
3. Presentation Topic – thorough overview of topic, your interest, your meaning making, your analysis
4. Demonstrated understanding of the topic
5. Effective communication of your thoughts and ideas
6. Inclusion of a discussion question or a critical thinking question at the end

COURSE GUIDELINES & EXPECTATIONS

This is a second-year level course that involves a substantial amount of reading - all students will be expected to dedicate time each week to review required sources. Please come to class with your readings done so you can participate in the discussion and activities related to the readings.

As second year students, you are expected to write your academic papers according to APA format. Please review appropriate guidelines in your writing. Please ensure they are written in proper formats, i.e. margins, fonts and in a word document and that they are uploaded in D2L. If you are unsure if the submission went through you can email a backup copy.

SCHOOL OR DEPARTMENTAL INFORMATION

[INSERT TEXT HERE]

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Support Service	Website
Academic Advising	http://camosun.ca/advising
Accessible Learning	http://camosun.ca/accessible-learning
Counselling	http://camosun.ca/counselling
Career Services	http://camosun.ca/coop
Financial Aid and Awards	http://camosun.ca/financialaid
Help Centres (Math/English/Science)	http://camosun.ca/help-centres
Indigenous Student Support	http://camosun.ca/indigenous
International Student Support	http://camosun.ca/international/
Learning Skills	http://camosun.ca/learningskills
Library	http://camosun.ca/services/library/

Support Service	Website
Office of Student Support	http://camosun.ca/oss
Ombudsperson	http://camosun.ca/ombuds
Registration	http://camosun.ca/registration
Technology Support	http://camosun.ca/its
Writing Centre	http://camosun.ca/writing-centre

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the “Attendance” section under “Registration Policies and Procedures” (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun’s Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student’s right to choose what is right for them. For more information see Camosun’s Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and camosun.ca/sexual-violence. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-3703841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College’s Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College’s expectations of academic integrity and student behavioural conduct.

Changes to this Syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.