

CAMOSUN COLLEGE – COURSE OUTLINE

FNCS 200 SECTION 001

Gender Roles in Aboriginal Communities

Instructor: Susan R. Wilson
Office: Paul 328
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Office Hours:

| | |
|-----------|-------------------------|
| Monday | 11:30 a.m. - 12:30 p.m. |
| Tuesday | 1:20 p.m. - 2:20 p.m. |
| Wednesday | 11:30 a.m. - 12:30 p.m. |
| Thursday | 1:20 p.m. - 2:20 p.m. |

or by appointment

Course Times and Locations:

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|-----------|-------------------------|-----|
| Monday | 10:00 a.m. – 11:20 a.m. | TBA |
| Wednesday | 10:00 a.m. – 11:20 a.m. | TBA |

Required Text: Anderson, Kim. A Recognition of Being: Reconstructing Native Womanhood. Toronto: Second Story Press, 2000.

Course Pack of readings, articles, and excerpts from works by First Nations writers. **

**In the event that the course pack is not ready for the beginning of the semester, these readings will be provided as handouts.

Course Description:

Mediating such disciplines as First Nations Studies, Women's Studies, Literary Studies, and Post-Colonial Studies, this course will examine traditional and contemporary gender roles within First Nations communities with emphasis on the influence of colonization and issues of race, ethnicity, and sexuality on the construction of gender roles and identity.

Core Learning Objectives:

Students will:

- **Understand** traditional and contemporary gender roles within the First Nations community;
- **Understand** the relationship between colonization and issues of gender roles and identity within the First Nations community;
- **Recognize and evaluate** the ways in which writing has served as a tool in de-colonizing, reclaiming and reshaping First Nations notions of gender identity;
- **Comprehend** notions of “privilege”, “power”, and “responsibility” and their relationship to issues of gender identity within the First Nations community;
- **Possess** the tools to devise strategies to improve gender situations within the First Nations community;
- **Know how to prepare and submit formal response papers** to student-generated questions arising from issues explored by the course;
- **Critically analyse and discuss** the issues addressed in student response papers;
- **Be able to reconceptualize** traditional and contemporary gender roles within the First Nations community;
- **Develop** an ideal model of gender balance within First Nations communities; **explain** the components of this model and the purpose they serve in terms of establishing and maintaining a healthy balance between the roles of men and women.
- **Compare and discuss** men's and women's writing about the development of gender roles in the First Nations community;

- **Develop** a heightened awareness of First Nations writers who address issues of identity;
- **Examine** the connection between writing and issues of identity by comparing and contrasting various works, authors, and styles.

Evaluation:

Your final grade will be determined as follows:

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|----------------------|-------------|------------------------|
| Assignments | 90% | |
| Response Paper #1 | 30% | Due Wed. 12 Feb. 2003 |
| Response Paper #2 | 30% | Due Wed. 12 March 2003 |
| Final Project | 30% | Due Mon. 14 April 2003 |
| Participation | 10% | |
| Total: | 100% | |

The assignments listed above will vary in terms of both their nature and their length. Explicit instructions will be given for each one, well in advance of its respective due date.

PLEASE NOTE:

This is a second year level course that involves a substantial amount of reading - all students will be expected to attend regularly and arrive in class with their homework and assigned readings completed. No meaningful participation can take place without this preparation.

Grades:

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|----|---|---------|----|---|----------|
| A+ | = | 95-100% | B- | = | 70-74 |
| A | = | 90-94 | C+ | = | 65-69 |
| A- | = | 85-89 | C | = | 60-64 |
| B+ | = | 80-84 | D | = | 50-59 |
| B | = | 75-79 | F | = | below 50 |

Assignment Formats and Due Dates:

- All assignments are due AT THE BEGINNING OF CLASS on the date specified.
- Students **MAY NOT** SUBMIT PAPERS VIA E-MAIL.
- 10% WILL BE DEDUCTED FOR EACH SCHOOL DAY A PAPER IS LATE.
- PAPERS MORE THAN 2 DAYS LATE WILL NOT BE ACCEPTED. EXTENSIONS MAY BE GRANTED IN EXTREME CIRCUMSTANCES, BUT OBVIOUSLY THIS MUST BE NEGOTIATED WITH YOUR INSTRUCTOR. IN THE EVENT OF ILLNESS, A DOCTOR'S NOTE MUST BE PROVIDED.
- For correct essay presentation format (i.e. title page requirements, pagination, spacing, etc.), see the details specified with each assignment's instructions.
- FOLLOW THE MLA GUIDELINES for documentation of research/reference sources.
- ALL ASSIGNMENTS MUST BE TYPED. Those papers not conforming to the accepted standards of academic writing will not be graded.
- As the writing process is made up of various stages, KEEP ALL WORK PERTAINING TO EACH ASSIGNMENT UNTIL THE COURSE IS OVER. This work may be called in for review/assistance at the instructor's discretion. (It's extremely wise to keep a back-up copy of each assignment you hand in, either in the form of a photocopy, or a file stored on disk.)

Plagiarism:

Plagiarism is the conscious theft of another person's ideas and/or words. Simply stated, this involves the use of someone else's prose or ideas in your writing without acknowledging where you got them. You thereby imply that someone else's work is your own. **THIS IS A VERY SERIOUS ACADEMIC OFFENSE THAT WILL BE DEALT WITH ACCORDINGLY!**

Two of the principal goals of the academic experience are to foster original thought and intellectual honesty. Plagiarism, whether intentional or unintentional, is a violation of academic ethics that results in serious penalties. Therefore, it is vitally important "to give credit where credit is due."

Be sure to use research/reference materials to support your ideas, not to replace them, and make sure your documentation is accurate.

Classroom Protocols/Behavioural Expectations:

Each student is expected to take responsibility for his/her learning experience and contribution to the classroom environment. As members of this class, students are asked to adhere to the following protocols regarding appropriate behaviour; this will ensure positive interaction during the course:

- **Listen carefully to other people's views to understand and learn.**
- **Recognize the diversity of opinions – it's a source of strength.**
- **Participate in a balanced way by**
 - **Being mindful of "equal air time";**
 - **Avoiding interrupting others (one voice at a time);**
 - **Not dominating the discussion;**
 - **Maintaining a sense of humour;**
 - **Contributing to good time management.**
- **Respect anonymity and/or confidentiality.**
- **Recognize that silence implies neutrality or consent.**
- **If you are absent from class, IT IS YOUR RESPONSIBILITY TO OBTAIN COPIES OF ANY HANDOUTS DISTRIBUTED BY THE INSTRUCTOR. EITHER PICK THEM UP DURING OFFICE HOURS OR PHOTOCOPY A FRIEND'S.**

Attendance and Participation:

Due to the sheer volume of material covered in this course, it is impossible to successfully complete the course without at least 85% attendance; this means you can miss no more than 4 classes. Your active participation is essential to a supportive, enlightening, stimulating, and mutually rewarding learning experience.

Each of us brings a unique experience, mind, and sensibility to what we read, so the class's interpretation(s) – the refined combination of many people's ideas and insights – should be larger and richer than any individual's. The achievement of such breadth, depth and richness is one of the important values of class discussion, and one of the reasons participating in discussion is not simply something a student might elect to do, but rather it is a student's responsibility.

Learning is not passive, but active. We learn by doing: reading, thinking, (analyzing, synthesizing, and questioning), writing, and talking. The classroom should be a laboratory of ideas, a place in which both students and instructor test

and deepen their insights by speaking them out loud, countering, qualifying, or extending the insights of others. Therefore all students in this course are expected to participate in class discussion throughout the semester. Your participation will be noted and discussed with you, and eventually credited towards your grade. Obviously, to participate, you must attend class.

