



**IST 241 Gender and Identity  
COURSE OUTLINE**

**INSTRUCTOR INFORMATION**

Instructor: Patience Cox  
Office Hours: Wednesdays 6:30 – 7:30pm – or by appointment  
Location & Time: Wednesdays 3:30 pm - 6:20 pm, Young 300  
E-mail: coxp1@camosun.bc.ca Cell: 778-584-0435

**LEARNING AND KNOWLEDGE OUTCOMES**

Students will be able to:

- Understand shifts over time towards contemporary gender roles within 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.
- Prepare formal research and synthesis papers.
- Develop an ideal model of gender balance within Indigenous 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 two spirit folks, women and men.
- Compare and discuss two-spirit men's and women's writing about the development of gender roles in Indigenous communities.

**REQUIRED TEXTS**

Course Pack

\*Some readings are available on-line and will be adapted depending on the needs of the class

APA REFERENCING:

[https://www.uvic.ca/library/research/citation/documents/MLAStyle\\_QuickGuide\\_Update\\_Sept\\_2014.pdf](https://www.uvic.ca/library/research/citation/documents/MLAStyle_QuickGuide_Update_Sept_2014.pdf)

### **SUGGESTED BOOKS AND LINKS**

Anderson, K. (2011). *Life Stages and Native Women: Memory, Teachings, and Story Medicine*. Winnipeg, Manitoba: University of Manitoba Press.

Burgess, M., Guthrie Valaskakis, G. (1995). *Indian Princesses and Cowgirls: Stereotypes from the Frontier*. Ottawa, Ontario: National Library of Canada

Driskill, Q., Finley, C., Gilley, B., Morgensen, S. (2011). *Queer Indigenous Studies: Critical Interventions in Theory, Politics, and Literature*. Arizona: University of Arizona Press.

Green, J. (2007). *Making Space for Indigenous Feminism*. Victoria, BC: Fernwood Publishing.

Jamieson, K. (1978). *Indian Women and the Law in Canada: Citizens Minus*. Ottawa: Minister of Supply & Services Canada.

Jolivet, A.J. (2016). *Indian Blood: HIV & Colonial Trauma in San Francisco's Two-Spirit Community*. Seattle: University of Washington Press.

McDiarmid, J. (2019). *Highway of Tears: A True Story of Racism, Indifference and the Pursuit of Justice for Missing and Murdered Indigenous Women & Girls*. Canada: Penguin Random House.

Monture-Angus, P. (1999). *Journeying Forward: Dreaming First Nations' Independence*. Victoria, BC: Fernwood Publishing.

Monture-Angus, P. (1995). *Thunder in my Soul: A Mohawk Woman Speaks*. Victoria, BC: Fernwood Publishing.

Qwul'sih'yah'maht (Thomas, R.A.) (2018). *Protecting the Sacred Circle: Indigenous Women and Leadership*. Vernon, BC: JCharlton Publishing Ltd.

Ouellette, G. J.M.W. (2002). *The Fourth World: an Indigenous Perspective on Feminism and Aboriginal Women's Activism*. Fernwood Press

Smith, Andrea (2005). *Conquest: Sexual Violence and American Indian Genocide*. South End Press.

Trask, H.K. (1993). *From a Native Daughter: Colonialism and Sovereignty in Hawai'i*. University of Hawai'i Press, Honolulu.

Native Women's Association of Canada: <http://www.nwac.ca/>

Decolonizing the Queer Native body (and Recovering the Native Bull-Dyke)

[http://books.google.ca/books?id=GfjOugTuaXEC&pg=PA31&source=gbs\\_toc\\_r&cad=4#v=onepage&q&f=false](http://books.google.ca/books?id=GfjOugTuaXEC&pg=PA31&source=gbs_toc_r&cad=4#v=onepage&q&f=false)

Emotional before Law, Cheryl Suzack:

<https://books.google.ca/books?id=nzVpoB5KJs0C&pg=PA133&dq=Indigenous+gender+and+identity&hl=en&sa=X&ei=lcioVL-jMInwoASVz4LIBA&ved=0CDYQ6AEwBQ#v=onepage&q=Indigenous%20gender%20and%20identity&f=false>

## **SCHEDULE OF TOPICS**

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### **WEEK 1 - January 8, 2020**

#### **Introduction to Gender, Identity from an Indigenous and Western Worldview**

- Introduction – including our understanding of gender from our personal experience and exploring what we now refer to as “traditional” Indigenous roles and gender
  - Review syllabus and assignments
  
  - Creating a safe classroom space
  - 101 of Gender & Identity
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### **WEEK 2 - January 15, 2020**

#### **How we/I define my location and what informs my location.**

- Politics of location, what is this? Values, beliefs, teachings
  - How do artists, filmmakers and authors ‘story’?
  - Sense of ‘Place’
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### **WEEK 3 – January 22, 2020**

#### **Feminism and Indigenous gender analysis**

- Your understanding about differences between “feminism” and Indigenous feminist thought?
  - Examine the connections between race, gender, ethnicity, sexuality, and cultural identity
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### **WEEK 4 - January 29, 2020**

#### **Re-learning Identity and Gender Roles**

- Problematizing ‘Gender’ and ‘Identity’
  - How does power and privilege inform and/or affect gender and identity?
  - What traditional teachings could we bring forward?
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**WEEK 5 - FEBRUARY 5, 2020**

**Speaking Out and Taking Action: confronting colonial violence**

- Think about notions of patriarchy and how this looks in our families, communities and nation – mapping exercise
- Presentation and discussion of Walking with Our Sisters exhibition

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**WEEK 6 - FEBRUARY 12, 2020**

**Gender Roles interrupted: Indigenous gender analysis**

- What are Indigenous nations utilizing as acts of resistance, regeneration and re-claiming?
- Decolonization and Empowerment Strategies

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**WEEK 7 - February 17-21<sup>st</sup>, 2020**

**READING BREAK this is a great time to focus on your assignments!**

**Take the time to work on your final assignments**

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**WEEK 8 - February 26, 2020**

**Indigenous teachings in a contemporary environment**

- What are stereotypes when looking at 'traditional' Indigenous roles in our diverse cultural identities?
- Strategize aspects to confront stereotypes in this classroom, program and or/college

**Identifying and Confronting Gender Stereotypes**

- As we move to the western direction – has your knowledge of gender and identity shifted?
- How do you bring these 'braided' notions of identity into your emerging role within academia?

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**WEEK 9 – March 4, 2020**

**Resistance**

- Philosophy of Leadership
- Identify barriers to leadership and strategize how to work through and/or overcome barriers

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**WEEK 10 - March 11, 2020**

**Gender and Identity in Indigenous arts**



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**WEEK 11 - March 18, 2020**

**Strengths, Resilience and Self-Determination of Indigenous Peoples**

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**WEEK 12 – March 24, 2020**

**Contemporary Indigenous Leadership**

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**WEEK 13 & 14 – April 1<sup>st</sup> and April 8<sup>th</sup>, 2020 classes**

**Class Presentations, wrap-up last class**

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## **COURSE ASSIGNMENTS AND EVALUATION**

Attendance/ Community Participation	20%
Annotated Bibliography	25%
Auto-ethnography response paper	30%
Presentation	25%

## **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 prior to the due date. **Extensions will not be granted if requested a day before due date and if requested on the due date of the assignment.** Students who hand in late papers will lose 5% per day unless an extension is given.

## **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.

As second year students, you are expected to write your academic papers according to APA format. Please review appropriate guidelines in your writing. You can provide your instructor with a draft copy of your paper prior to the due date. Your assignment will be typed, and submitted with a title page, body of paper, include page numbers and a bibliography. Please ensure they are written in proper formats, i.e. margins, fonts and in a word document



**Assignment 1: Attendance/Community Participation**

**20%**

You are expected to attend each class and to be on time. Your attendance and participation are required to respect philosophies of circle teachings that in turn are respectful of your peers, stories and experiences shared each week. Attendance will be taken each week and will be counted as participation marks. Please inform the instructor if you will be late or absent.

Throughout the course, our discussions will take place within a circle format. Each person will be provided with equal opportunity to share or ask questions throughout each week. If you do not have a question or comment, you can pass the discussion to the next person. You are expected to come to class fully prepared for discussions on each weekly theme and reading. Importantly, when we have a guest speaker, please be in attendance and prepared to ask questions and/or provide comments to our guests.

**Assignment 2: Annotated Bibliography – Due February 12, 2020**

**25%**

This assignment will prepare you in your emerging academic and scholarly experiences to inform such documents such as writing a research paper, writing a project proposal, post-secondary writing, compiling research and interviewing. In this annotated bibliography, the intent is for you to strengthen your research skills for specific topics. In this course, you are required to research up 10 sources that can be in the form of books, journals, on-line journals, and news items.

In addition, you can identify a person to interview about your topic (no more than one interview). When interviewing, please keep in mind Indigenous processes and protocols when approaching a participant.

You are to proceed with this assignment as new learning, or you can link this assignment to an initiative in your workplace, or community volunteer work with Indigenous people.

You are to analyze the information through a critical lens and present your findings clearly and concisely. This assignment will provide you with an opportunity to challenge your existing beliefs, while providing you with a depth of understanding about what it means to do Indigenous research.

Possible topics are:

1. Gender roles within Indigenous communities.
2. Gender and leadership
3. Gender and education
4. Caring for seven generations
5. Rites of passage
6. Traditional roles and/or in ceremony as it pertains to gender roles

7. Contemporary issues facing men, women or two-spirit people
8. Arts-based methods being used to express gender identity/roles/tradition

You can do this assignment in pairs. At the onset of your work, collaborate on your topic; discuss tasks and responsibilities, timelines and how you will work collaboratively. The page length for this assignment will be 10-12 pages. Ensure you include a title page, introduction, conclusion and bibliography. Please refer to APA writing style for this assignment. Your assignment will be typed, stapled and submitted with a title page, body of paper and bibliography. Assignments to be submitted in the drop-box in D2L.

**Grading Criteria:**

1. Clear introduction, main body of text, and conclusion
2. Clear and concise writing
3. Identification of sources researched and its relevance to your topic
4. Clear and concise introduction of participant if you choose to do an interview
5. Articulate how your sources broaden your knowledge of your topic
6. Minimum of ten sources (personal communication, news, academic journal, books, internet source)
7. APA format (margins, citations, title page, bibliography)

**Assignment 3: Auto-ethnography, Gender analysis response paper – March 18, 2020 30%**

In this course, you are required to keep on task with readings, film viewings and guest speakers throughout the term. Be mindful of who the author/speaker is and the ‘theses statement’ of the author. Keeping your notes and ‘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.

This assignment is designed for you to reflect and respond in written form your ‘location’ within the journey of gender and identity.

Students are expected to write a 5 - 7-page paper that is reflective of your personal location and gender identity throughout each week of this course. As emerging Indigenous and non-Indigenous post-secondary students, it is important to learn how to articulate and locate yourself in relation to your analysis, and writing. 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. You can include in your paper:

- What are your traditional teachings about gender roles?
- If you are not familiar with traditional teachings, what are important aspects that you draw upon in your life? for example what are your values, philosophies and morals?
- What gender expectations 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 an ally to Indigenous livelihoods?
- What are the implications for situating and asserting your location?
- How does this affect your academic journey, your profession, your family, your community?

You are to include in your writing at least five references from the course material or any other 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. Your assignment will be typed, stapled and submitted with a title page, body of paper and bibliography. Papers will not be accepted via email.

**Grading Criteria:**

1. Clearly outlined introduction, main analysis and conclusions
2. Brief overview of the direction and/or class theme you are analyzing
3. Personal engagement with the text – how is this meaningful to you?
4. Five or more references
5. APA or MLA format (margins, citations, title page, bibliography)

**Assignment 4 “Presentation”**

**25%**

The final project for this course will require students to present their research findings for assignment 2. You will use visual aids such as: PowerPoint, short video, poster board, artwork, etc. Your presentation should be approximately 10-15 minutes long with 5 minutes for question/discussion. **DUE: Presentations will take place April 1 and April 8, 2020**

If you interviewed a person for assignment 2, you can choose to invite them to your presentation. In doing so, be sure to introduce yourself, the course, this assignment and your topic. You can offer your guest with a small gift and provide them with your final product.

**Grading Criteria:**

1. Presentation Style – PowerPoint, video, podcast (you can borrow recording equipment from library), artwork, poster board
2. Presentation Topic – thorough overview of topic, your interest, your meaning making, your analysis
3. Clear & concise
4. Submit your PowerPoint/video/speaking notes etc. to the instructor
5. Sources properly referenced



### Expectations for Assignments

All assignments must be handed in on time. If students are in need of an extension, this must be negotiated with the instructor one week prior to the due date. **Extensions will not be granted if requested a day before due date and if requested on the due date of the assignment.** Students who hand in late papers will lose 5% per day unless an extension is given.

### PLEASE NOTE:

Two grading systems are used at Camosun: standard grading system (GPA) or Competency Based Grading system. This class will use the standard GPA system

**GRADING SYSTEMS** <http://www.camosun.bc.ca/policies/policies.php>

#### 1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

### Recommended Materials or Services to Assist Students to Succeed

#### LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, through Student Services or on the College website at [www.camosun.ca](http://www.camosun.ca).

#### STUDENT CONDUCT POLICY

There is a Student Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Enrolment Services, and on the College website at [www.camosun.ca/about/policies/policies.html](http://www.camosun.ca/about/policies/policies.html).

## TEMPORARY GRADES

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://www.camosun.bc.ca/policies/E-1.5.pdf> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.