



**IST 241 Gender and Identity (3.0 Credits)
COURSE OUTLINE**

INSTRUCTOR INFORMATION

Instructor: Kirsten Mikkelsen

Virtual Office Hours: Mondays 5:30-6:30 pm (set up appointment via email) & 7:00-8:30 pm – or by appointment (Fri, Sat)

Location & Time: Mondays 7:00 pm – 8:30 pm, Phone & Virtual Blackboard Collaborate

E-mail: MikkelsenK@camosun.bc.ca

Participation in Synchronous Virtual Learning Circles

The following sessions are offered throughout the course via blackboard collaborate at 7:00pm pacific time on the following dates. Blackboard collaborate can be accessed through the IST 241 D2L site.

Monday September 14

Monday October 19

Monday November 9

Monday Dec 7

In addition, Sept 21 optional sessional with the library.

COURSE DESCRIPTION

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

LEARNING OUTCOMES

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 TEXTS

All course materials are available online via links in D2L or links to the Camosun Library.

APA Referencing:

<https://apastyle.apa.org/style-grammar-guidelines/references/examples>

*The following course schedule may be adjusted from time to time and course sources may be replaced or adjusted as the course proceeds by the Instructor.

SCHEDULE OF TOPICS

WEEK 1 – Monday Sept 14, 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
- Intro to gender fluidity, two-spirit identity, indigenous identity, status and collective belonging
- Introduction to settler society and unequal Indigenous gender relations
- Review syllabus and assignments

Synchronous Blackboard Collaborate:

Monday September 14 theme: Opening circle/Course Outline/Assignment Q & A

Required Videos:

Metcalf, N. (2015). Why we need gender fluidity –Nicholas Metcalf. Ted X. Retrieve from,
<https://www.youtube.com/watch?v=ICWB8pfGBvc>

Simpson, A. (2014). “The Chiefs Two Bodies: Theresa Spence and the Gender of Settler Sovereignty”. Unsettling Conversations”, Keynote by Dr. Audra Simpson at the 14th Annual Critical Race and Anticolonial Studies conference at the University of Alberta, Oct. 2014:
<https://vimeo.com/110948627>



Required Reading:

Centennial College. (n.d. Creative Commons 4.0 OER). Identity, Status, and Belonging. In, *Our Stories: First Peoples in Canada*. Retrieve from, <https://ecampusontario.pressbooks.pub/indigstudies/chapter/103/>

WEEK 2 – Monday September 21, 2020

Indigenous Identity

- Identity, values, beliefs, teachings.
- Understand the relationship between colonization/contemporary colonialism and identity within Indigenous communities.
- The peoplehood model
- Being Indigenous

***Assignment 2 office hour with library at 7pm, details to be announced in D2L**

Graded Discussion Forums (10%)

Sept 23-28

Discussion Forum:

Drawing on your personal experiences, family teachings as well as both readings share about your own identity in the context of the peoplehood model? What are you seeing as the relationship between historic and contemporary colonialism and identity in relation to Indigenous peoples?

Required Readings:

Weaver, H. (2001). Indigenous Identity: What Is It, and Who Really Has It? In *American Indian Quarterly*, Spring, 25(2), 240-255.

This is a secure login to Camosun library – you will need to put in your C# and login to access.

<https://libsecure.camosun.bc.ca:2443/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edsjrs&AN=edsjrs.1185952&site=eds-live>

Alfred, T., & Cornassel, J. (2005). Being indigenous: Resurgences against contemporary colonialism. *Government and Opposition*, 40, 597-614. Retrieved from: <http://www.cornassel.net/articles.htm>

WEEK 3 – Monday September 28, 2020

Feminism and Indigenous gender analysis

- Understanding about differences between “feminism” and Indigenous feminist thought

- Examine the connections between race, gender, ethnicity, sexuality, and cultural identity

Assignment 2 Expression of Interest: By or before 10pm on Monday Sept 28 which submission date of Assignment 2 you are choosing. See Assignment 2 pages 13/14 of the Course Outline for more details.

Required Readings:

Anderson, K. (2000). The dismantling of gender equity. In *A recognition of being: Reconstructing Native womanhood* (pp. 57-78). Toronto, Canada: Second Story Press.
<https://www.collectionscanada.gc.ca/obj/s4/f2/dsk2/ftp01/MQ29139.pdf>

Smith, A. (2011) Indigenous feminism without apology. *Unsettling America, Decolonization in Theory & Practice*. <http://unsettlingamerica.wordpress.com/2011/09/08/indigenous-feminism-without-apology/>

WEEK 4 – Monday October 5, 2020

Settler Identity & Privilege

- Comprehend notions of settler identity, privilege, power, and responsibility of the settler story of colonization and their relationship to Indigenous people
- Examine settler colonialism and what does it have to do with Canadian society and identity
- How does power and privilege inform and/or affect identity

Assignment 3 Expression of Interest: By or before 10pm on Monday Oct 5 email your Instructor your expression of interest about Assignment 3. See pages 15/16 of the course outline for more information.

Graded Discussion Forums (10%)

Oct 7-10 (this week wraps up 2 days early due to the holiday)

Discussion Forum:

- Share a highlight from each of the readings and speak to new or reaffirming understandings of settler colonialism, settler identity and privilege? How does this learning relate to Settler-Indigenous relationships in contemporary times?

Required Readings:

Barker, A. (2012). Locating Settler Colonialism. *Journal of Colonialism and Colonial History*, 13(3). Retrieved from:

https://www.academia.edu/2250591/Review_Essay_Locating_Settler_Colonialism

Regan, P. (2006). The Peacemaker Myth: The Settler Story of Colonization Then and Now. From 'Unsettling the Settler Within: Canada's Peacemaker Myth, Reconciliation, and Transformative Pathways to Decolonization.' PhD thesis, University of Victoria (pp.86-108). Retrieved from:

<https://dspace.library.uvic.ca/handle/1828/1941>

Smith, A. (2013) *The Problem with "Privilege"*. Andrea366, The 18-year plan to end global oppression.

<https://andrea366.wordpress.com/2013/08/14/the-problem-with-privilege-by-andrea-smith/>

Monday Oct 12 -holiday

WEEK 5 – Monday October 19, 2020

Gender Roles interrupted: Indigenous two-spirit gender analysis

- Introduction to Two-Spirit Identities
- Discuss two-spirit writing about the development of gender roles in Indigenous communities.
- Two-Spirit identity health and mobilization

Synchronous Blackboard Collaborate:

Monday October 19 theme: Guest Speaker & course content check in

Required Readings:

Centennial College. (n.d. Creative Commons 4.0 OER). Introduction, Two-Spirit Identities, Indigenous Sovereignty and Two-Spirit Identities, Discrimination Against Two-Spirit Peoples. In, *Our Stories: First Peoples in Canada*. Retrieve from,

<https://ecampusontario.pressbooks.pub/indigstudies/chapter/gender-identities/>

Depelteau, J., & Giroux, D. (2015). LGBTQ Issues as Indigenous Politics: Two Spirit Mobilization in Canada. In, M. Trembley (Ed.), *Queer Mobilizations: Social Movement Activism and Canadian Public Policy* (pp. 64-84). UBC Press: Vancouver, BC.

Hunt, S. (2016). An Introduction to the Health of Two-Spirited People: Historical, contemporary, and emergent issues. National Collaborating Center for Aboriginal Health. Retrieve from,

<https://www.cnsa-nccah.ca/docs/emerging/RPT-HealthTwoSpirit-Hunt-EN.pdf>

WEEK 6 - Monday October 26, 2020

De-colonizing Indigenous gender identity and revitalizing sustainable self-determining practices

- Definitions of decolonization and sustainable self-determination
- Examining decolonizing, reclaiming and reshaping Indigenous notions of gender identity
- Introducing everyday decolonizing practices

Required Readings:

- Corntassel, J., & Bryce, C. (Spring/Summer 2012). Practicing sustainable self-determination: Indigenous approaches to cultural restoration and revitalization. *Brown Journal of World Affairs*, 18(2), 151-162. Retrieve from http://www.corntassel.net/sustainable_selfdetermination.pdf
- Walia, H. (2012). Decolonizing Together: Moving beyond a politics of solidarity toward a practice of decolonization. *Briarpatch Magazine*. Retrieved from: <https://briarpatchmagazine.com/articles/view/decolonizing-together>
- Watts, V. (2013). Indigenous Place-Thought and Agency Amongst Humans and Non Humans (First Woman and Sky Woman Go On a European World Tour!). *Decolonization: Indigeneity, Education & Society* 2(1), 20-34. Retrieved from: <https://jps.library.utoronto.ca/index.php/des/article/view/19145>

WEEK 7 - Monday Nov 2, 2020

Indigenous Women in Life Stages and Regenerating Nationhood

- Introduction to Indigenous women, identity and life stages
- Regenerating Indigenous women's visions of nationhood
- Decolonizing approaches to Indigenous women's perspectives on settler solidarity with Indigenous resistance

Required Readings:

- Centennial College. (n.d. Creative Commons 4.0 OER). Women's Issues, Gender Discrimination & the Indian Act. In, *Our Stories: First Peoples in Canada*. Retrieve from, <https://ecampusontario.pressbooks.pub/indigstudies/chapter/gender-identities/>
- Anderson, K. (2000). Self-determination & The Future. In *A recognition of being: Reconstructing Native womanhood* (pp. 201-207). Toronto, Canada: Second Story Press. <https://www.collectionscanada.gc.ca/obj/s4/f2/dsk2/ftp01/MQ29139.pdf>
- Anderson, K., & Lawrence, B. (2005). Introduction. *Indigenous Women: The State of Our Nations*, 29(2),1-4. <https://journals.msvu.ca/index.php/atlantiss/article/view/1041/998>
- Flowers, R. (2015). Refusal to forgive: Indigenous women's love and rage. *Decolonization: Indigeneity, Education & Society*, 4(2), 32-44. <https://jps.library.utoronto.ca/index.php/des/article/view/22829/19320>

Podcast: At the Edge of Canada: Indigenous Research with Robert Oulette and Kim Anderson on Life Stages of and Native Women: Memory, Teachings, and Story Medicine:
<http://ia800303.us.archive.org/11/items/DrKimAndersonLifeStagesAndNativeWomenMemoryTeachingsAndStory/AtTheEdgeOfCanadaMay31kimAnderson.mp3>

WEEK 8 - Monday Nov 9, 2020

Indigenous Men and Masculinities in Family, Sport and Leadership

- Introducing Indigenous men and masculinities through impact of colonialism
- Representation of Indigenous men in the hetero-patriarchal family, sports and leadership
- Decolonization and resurgence in reshaping Indigenous notions of men and gender identity

Required Readings:

Centennial College. (n.d. Creative Commons 4.0 OER). Indigenous Masculinities, Gendered Impacts of Colonization, Reclaiming Indigenous Masculinity, Gender Discrimination. In, *Our Stories: First Peoples in Canada*. Retrieve from, <https://ecampusontario.pressbooks.pub/indigstudies/chapter/gender-identities/>

Norman, M.E., Hart, M., Petherick, L. (2019) Indigenous Gender Reformations: Physical Culture, Settler Colonialism and the Politics of Containment. *Sociology of Sport Journal*, 36(2), 113-123. doi: 10.1123/ssj.2918-0130

Hokowhitu, B. (2015). Excerpt from Indigenous Men and Masculinities. In, R.A. Innes., & K. Anderson. (Eds.), *Indigenous Men and Masculinities: Legacies, Identities, Regeneration*. Winnipeg, Manitoba: University of Manitoba Press. <https://uofmpress.ca/blog/entry/excerpt-from-indigenous-men-and-masculinties-brendan-hokowhitu>

WEEK 9 - Monday Nov 16, 2020

De-colonizing and reclaiming Indigenous notions of gender identity and leadership

- Identifying strengths and leaders in decolonizing, reclaiming, and reshaping identity and leadership
- Strategizing to improve gender situations within Indigenous communities

Synchronous Blackboard Collaborate:

Monday November 16 theme: Preparing for your Assignment 3 Presentations & course content check in



Required Readings:

Centennial College. (n.d. Creative Commons 4.0 OER). Indigenous Leadership. In, *Our Stories: First Peoples in Canada*. Retrieve from, <https://ecampusontario.pressbooks.pub/indigstudies/chapter/indigenous-leadership/>

Yellowbird, M. & Wilson, W.A. (2012). Introduction Decolonizing Our Minds and Actions. In. W.A. Wilson & M. Yellowbird (Eds.). *For Indigenous Minds Only: A Decolonization Handbook*. Sante Fe, NM: School of American Research Press.

Website: <https://www.indigenousmindfulness.com/portfolio>

Browse sources at this website and view the video Decolonizing the Mind with Michael Yellowbird

WEEK 10 - Monday November 23, 2020

Class Presentations

WEEK 11 – Monday November 30, 2020

Class Presentations

WEEK 12 - Monday December 7, 2020

IST 241 Gender and Identity Course Reflections & Closing Circle

Indigenous teachings in a contemporary environment

- Bringing ‘braided’ notions of identity into your life stage and contemporary environments
- What are stereotypes when looking at ‘traditional’ Indigenous roles in our diverse cultural identities?
- Identifying teachings from diverse Indigenous nations that apply to contemporary times on identity

Synchronous Blackboard Collaborate:

Monday Dec 7 theme: Overall course reflections/closing circle

Required Readings:

Centennial College. (n.d. Creative Commons 4.0 OER). Stages of Life. In, *Our Stories: First Peoples in Canada*. Retrieve from, <https://ecampusontario.pressbooks.pub/indigstudies/chapter/stages-of-life/>

Green, J. (2008) Reclaiming Haisla Ways: remembering oolichan fishing. *Canadian Journal of Native Education*. 31(1) 41-60.

<https://libsecure.camosun.bc.ca:2443/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edo&AN=42116145&site=eds-live>

The following Suggested Books and Links are not required for IST 241 and are additional optional sources that students may be interested in.

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.

Young Leon, A. Elder's Teachings on Leadership as a Gift. In, C. Kenny, & T.N. Fraser. (Eds.). (2012). *Living Indigenous Leadership*. Vancouver, BC: UBC Press.

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/>

COURSE ASSIGNMENTS AND EVALUATION

Assignment 1A: Participation in 4 Synchronous Virtual Learning Circles 10% (4 x 2.5% each)

Assignment 1B: Graded Discussion Forums 20% (2 x 10% each)

Sept 23-28

Oct 7-10

Due to the quick turn around for these two discussion forums, they will be marked after the second is completed.

Assignment 2 Reflection Paper 40%

Due: Either Thur Oct 22 or Thur Nov 5 (students choose either date and email Instructor by Sept 28 which date is chosen)

Assignment 3 Presentation 30%

Due: Monday Nov 23 or Monday Nov 30 (includes required participation each week)

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 dedicate time each week to review required sources. On the weeks of synchronous sessions, you should come prepared having already reviewed the required sources. On the weeks of discussion forums you should review sources to inform your initial posts and reply posts. In addition, please note that an Instructor can pull up a record of student access to D2L and sources if needed to inform participation or if an Instructor is concerned about a student successfully completing a course.



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 and that they are uploaded in D2L. If you are unsure if the submission went through you can email a backup copy.

Assignment 1A: Participation in Synchronous Virtual Learning Circles 10%

The following synchronous/live sessions are offered throughout the course via blackboard collaborate. Blackboard collaborate can be accessed through the IST 241 D2L site.

Monday September 14 2.5%

Monday October 19 2.5%

Monday November 16 2.5%

Monday Dec 7 2.5%

Participation grading is inclusive of attending, preparedness to engage, and participation. Please note if you cannot make the Virtual Learning Circle you are required to review the recording that would be made available later that week. It is possible for the Instructor to view your access to the recording.

The Instructor may shift the Oct/Nov dates due to various circumstances.

These sessions are tentatively scheduled for 7:00 pm pacific time the time will range from 30 minutes to 1.5 hours depending on level of participation from students in the course.

Assignment 1B: Online Discussion Forums 20%

Throughout the course, our discussions will take place within an online discussion forum format. The online discussion forums are asynchronous and provide space for learners to share their initial responses by mid week in the course, after reviewing the course content, and providing time to share replies to group/class members in the virtual learning circle in the following days and by or before the next week starts.

Posting Requirements: The initial post speaking to the guiding discussion question(s) is to be approximately 500-750 words and you may include image. Within online discussion forum theme in



sharing your insights to the discussion questions make linkages to reading/course content and your own life experiences. Include references to all course materials and any external sources that you site.

Online Discussion Forum Timelines: The four graded forums that take place from Wed (any time) to Monday (by or before 1:00 pm pacific time, exception of option to post early on Oct 10, however postings up to Mon Oct 12 will be accepted) of the following weeks, the initial post is encouraged to be up by or before Wednesday of that week and replies concluded by or before 1pm pacific time Monday of that following week. Please note that your reply posts could be completed the Thur/Fri of that week (those due dates were chosen to encourage earlier replies, but replies will be accepted until 1pm the following Monday). The dates are guidelines for when the first post of that week is due (Wednesday's) and that the replies are due by or before the next Monday course date. You are required to reply to a minimum of 7 learners in the course and these replies can vary in length from 25-250 words.

The graded forums are scheduled for:

Sept 23-28 10%

Oct 7-10 10%

Grading for the 20% of the assignment will be done at the conclusion of the Oct 10 posting and students will receive a grade /20 for this assignment with a breakdown of /10 for each of the weeks. Due to the quick turn around for these two discussion forums, they will be marked after the second is completed.

**Assignment 2: Reflection Paper -Write Instructor by Mon Sept 28 on due date chosen
-Assignment Due Thur Oct 22 or Thur Nov 5, 2020 40%**

In this course, you are required to keep on task with moving through the course content 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. You are expected to draw on a minimum of 4 course sources in this assignment and they can be from any of the of the course sources. You are also expected to research two outside sources that are relevant to your paper theme and are meaningful for you to personalize this paper. The additional researched sources can be from a variety of sources in addition to journals, books, documentaries, and various broader sources that you may be guided to consider during the Sept 21 library session for this assignment. The total minimum sources are 6 and you are welcome to include additional sources if you are compelled to do so.

Students are expected to write a 6 - 8-page paper that is reflective of your personal location and gender identity throughout each week of this course. As emerging Indigenous and settler/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?

In addition, you also have the option to write your reflective paper on one of the following themes (optional):

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 various genders such as men, women or two-spirit people
8. Arts-based methods being used to express gender identity/roles/tradition

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 and you can submit a back up copy via email. It is important that your file name include your first and last name, course abbreviated title IST 241.

Assignment 2 Expression of Interest: Please notify the Instructor by Mon Sept 28 at 10 pm pacific time which of the two assignment dates you are choosing to submit. Identify either: Due Thur Oct 22 or Thur Nov 5

Engage in this by sending the Instructor a private email and include the course name in the subject line. In addition, if you have not done so already you may wish to send any questions you have about this assignment with this email. In addition, on Monday Sept 21 there will be an office hour with a librarian that you may want to attend to discuss researching the sources for your paper. The time will be announced the week before via D2L.

Grading Criteria:

1. Clearly outlined introduction, main analysis and conclusions (5)



2. Brief overview of the direction of your paper and/or class theme you are analyzing (5)
 3. Personal engagement with the course materials – how is this meaningful to you? (15)
 4. Six or more references (6)
 5. APA format (in text citations, title page, reference page) (9)
- Total marks /40

**Assignment 3 “Presentation” -Write Instructor your expression by Monday Oct 5
Presentation Due Monday Nov 23 or Monday Nov 30 via option below 30%**

The Assignment 3 course presentation will be a customized theme that you work on throughout the course and conclude via presenting in mid-later November via one of the presentation options outlined below. The presentation will be related to one of the following course outcomes:

- Shifts over time towards contemporary gender roles within Indigenous communities.
- 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.
- Comprehend notions of privilege, power, and responsibility, and their relations to issues of Indigenous gender identity.
- 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 peoples.
- Discuss two-spirit people’s writing about the development of gender roles in Indigenous communities.

This presentation can be a power point or pdf and should be approximately 7-9 pages of content/visuals and can include a multimedia piece of up to 10 minutes and 4 sources. In addition, you are to include a guiding discussion question to the rest of the class and are required to engage in the discussion of your presentation with other students in the days following posting your presentation. Learners are expected to post replies by answering the discussion question.

DUE: Presentations will take place Monday Nov 23 and Monday Nov 30, 2020 and discussion on the presentations will take place asynchronously (posted in a forum in D2L) throughout each of those weeks. The presentations are encouraged to be done in pairs; however, individual presentations will be accepted. Discussion Forum presentation in which you are required to post your presentation in the D2L Assignment 3 Presentation Forum by 12 noon on the due date pre-arranged (Nov 23/30 or the day before).

By Monday Oct 5 are required to choose one of the following presentation date options:

- 1) Discussion Forum presentation in which you are required to post your presentation in the D2L Assignment 3 Presentation Forum by 12 noon on Monday Nov 23 (or the day before). This presentation can be a power point or pdf and should be approximately 7-9 pages of



content/visuals and can include a multimedia piece of up to 10 minutes. In addition, you are to include a guiding discussion question to the rest of the class.

- 2) With either option identified above please let your Instructor know on Oct 5 which of the broad course outcomes you will be presenting on. You do not need to identify the customized theme yet as that can be worked on throughout the semester. In addition, clearly outline who the pair you are working with or if you are needing to do this assignment individually. One email from the pair, cc'ing the other pair to Instructor is preferred.

Expression of Interest: Please email your Instructor by 10:00 pm on Monday Oct 5. Your Instructor will inform you of any changes to your expression of interest or confirm your original request. If any learners do not express interest in either option by Mon Oct 5 to the presentation dates the Instructor will assign the dates.

Participation: All students are encouraged to reply to the guiding discussion question and make thoughtful comments/feedback on each others' presentations.

Grading Criteria:

1. On time inclusive of Oct 5 expression of interest, preparedness for presentation option/date
2. Presentation Style – PowerPoint, PDF 7-9 slides or pages (last page reference page)
3. Presentation Topic – thorough overview of topic, your interest, your meaning making, your analysis
4. Visuals and clear & concise text (optional 10 minute multimedia piece from a source such as Vimeo)
5. Inclusion of a discussion question
6. Submit your PowerPoint/PDF to the instructor via the Assignments tool and in either the forum option or via blackboard collaborate & follow guidelines for either presentation option as previously identified (25 marks inclusive of all criteria above)
7. 4 sources properly referenced (5)

Total marks /30

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 assignments 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.

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.

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.