

COURSE SYLLABUS



Camosun College campuses are located on the traditional territories of the Ləkʷəŋən7 and W SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.
Learn more about Camosun's [Territorial Acknowledgement](#).

COURSE TITLE: IST 241 Gender & Identity
CLASS SECTION: 001
TERM: Winter 2023
COURSE CREDITS: 3

DELIVERY METHOD(S): Lecture and experiential learning

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: Marcey Louie

EMAIL: louiem@camosun.ca LouieM@online.camosun.ca

OFFICE: Paul 229

HOURS: after class or by appointment

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

APA 7 Referencing:

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

[COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION](#)

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

SCHEDULE OF TOPICS

WEEK 1 – Monday Jan. 09, 2023

Introduction to Gender, Identity & Worldview

- Introductions – including our understanding of gender from our personal experience
- Intro to “traditional” Indigenous roles and gender
- Intro to gender identity, fluidity, two-spirit identity
- Creating a safer classroom space
- Review syllabus and assignments

➤ **Please review the required materials prior to class each week**

Required Videos:

Pruden, H. & Dame, J. (2021). Two Spirit Healing and Teachings with Harlan Pruden and Jesse Dame. <https://www.youtube.com/watch?v=4fokQWn9YCY> Please watch until **26:00 min.** If you have not completed the 1st year of IST, you are invited to watch this up to 40:00 min. *Content Warning:* After the assigned 26:00 min, there is some graphic colonial violence against Two-Spirit people recounted.

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> Watch up to **43:00 min. only.** *Content Warning:* this video discusses the painful truth of how Indigenous women are treated in what we call Canada; after 43:00 min., there is disturbing and graphic content.

Required Reading:

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

WEEK 2 – Monday Jan. 16, 2023

Indigenous Identity

- Introduction to equity & Indigenous gender relations
- Identity, values, beliefs, teachings.
- Colonization/contemporary colonialism and identity within Indigenous communities.
- The peoplehood model

Required Readings:

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

Access through **secure login to Camosun library – you will need to put in your C# and login**
<https://libsecure.camosun.bc.ca:2443/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edsjsr&AN=edsjsr.1185952&site=eds-live>

WEEK 3 – Monday Jan. 23, 2023

Special Class - Library Research/Assignment Preparation Session at Lansdowne Library Lab

Feminism and Indigenous gender analysis

- "Feminism" and Indigenous feminist thought

Required Readings:

Content warning for this week's readings: the words and the work shared by these authors are powerful, important, full of love and love-based anger; they touch on many of the painful things going on in community. Read them when you feel able to be present with them, skim the parts that you need to. Use your medicines and supports as needed. Let me know if you need more.

Also, some of the readings are quite long, but only a few pages are assigned.

Betasemosake Simpson, L. (2020). Not Murdered, Not Missing: Rebelling against colonial gender violence. <https://www.versobooks.com/blogs/4611-not-murdered-not-missing-rebelling-against-colonial-gender-violence>

Environmental Violence and Indigenous People: Introduction (p. 4-9) & Indigenous Feminists Speak Out (p. 18 & 19): <http://landbodydefense.org/uploads/files/VLVBReportToolkit2016.pdf>

Hunt, S. (2013). More than a poster campaign: Redefining colonial violence (BLOG). <https://decolonization.wordpress.com/2013/02/14/more-than-a-poster-campaign-redefining-colonial-violence/>

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 Jan. 30, 2023

Identity & Privilege

- Connections between ‘race’, ethnicity, gender, sexuality, and cultural identity
- Identity, privilege, power, and responsibility
- Settler colonialism, ‘Canadian’ society and identity
- What traditional teachings could we bring forward?

Required Readings:

Environmental Violence and Indigenous People: Chapter 3 – The Health of Indigenous Nations (p. 36 – 39): <http://landbodydefense.org/uploads/files/VLVBReportToolkit2016.pdf>

Showing Up for Racial Justice (SURJ) (2020). This work is done by, and for, non-Indigenous, white skinned people. Focus on these 3 sections: White Supremacy, White Privilege and Decolonization. https://surjtoronto.com/education-resources?fbclid=IwAR3dt-oz5WzyfR3s1yzLuBO2eKp9n8PCMq97V_aETKMKfINonekBwvUGo0

Yellowhead Institute (2019). Land Back: A Yellowhead Institute red paper. Executive Summary (P. 8 – 12) <https://redpaper.yellowheadinstitute.org/wp-content/uploads/2019/10/red-paper-report-final.pdf>

WEEK 5 – Monday Feb. 6, 2023

Gender Roles interrupted: Indigenous Two-Spirit people

- Introduction to Two-Spirit Identities
- Two-spirit voices on gender roles in Indigenous communities.
- Two-Spirit identity

Required Readings:

Hunt, S. (2016). An Introduction to the Health of Two-Spirited People: Historical, contemporary, and emergent issues. National Collaborating Center for Aboriginal Health. Focus on P. 11-13, 18 & 19, 21 – 23. Retrieved from: <https://www.cnsa-nccah.ca/docs/emerging/RPT-HealthTwoSpirit-Hunt-EN.pdf> *Content warning: the above reading covers bullying, transphobia, homophobia, racism, sexual exploitation, MMIWG2S, residential ‘schools’.*

Wilson, A. (2015) Our Coming In Stories: Cree identity, body sovereignty and gender self-determination. <https://ro.uow.edu.au/cgi/viewcontent.cgi?article=1011&context=jgi> *Content Warning* - Colonization of gender, Suicide.

WEEK 6 - Monday Feb. 13, 2023

***In-Class Assignment Today - Sharing the Learning/Guided Group Discussion (& submit Reference Page)**

Please come ready to complete this assignment.

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

- Definitions of decolonization and sustainable self-determination in relation to Indigenous gender identity
- What are Indigenous nations utilizing as acts of resistance, regeneration and re-claiming?
- Decolonization and Empowerment Strategies

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. Retrieved from http://www.corntassel.net/sustainable_selfdetermination.pdf *Content Warning* - environmental violence, colonial violence

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> *Content Warning* - the author makes reference to violence against women, including sexualized violence as well as the removal of children from their homes.

***Feb. 20th Assignment 4 Expression of Interest is Due**

Monday Feb. 20, 2023 is a holiday – No class – Reading week

WEEK 7 - Monday Feb. 27, 2023

Indigenous Women in Life Stages and Identity

- 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/Podcast:

"Paula Gunn Allen, in her book *Grandmothers of the Light*, writes of the changing roles of women as they spiral through the phases of life, like the changing face of the moon. We begin our lives, she

says, walking the Way of the Daughter. This is the time for learning, for gathering experiences in the shelter of our parents. We move next to self-reliance, when the necessary talk of the age is to learn who you are in the world. The path brings us next to the Way of the Mother. This, Gunn relates, is a time when "her spiritual knowledge and values are all called into service of her children". Life unfolds in a growing spiral, as children begin their own paths and mothers, rich with knowledge and experience, have a new task set before them. Allen tells us that our strengths turn now to a circle wider than our own children, to the well-being of the community. The net stretches larger and larger. The circle bends around again and grandmothers walk the Way of the Teacher, becoming models for younger women to follow. And in the fullness of age, Allen reminds us, our work is not yet done. The spiral widens farther and farther, so that the sphere of a wise woman is beyond herself, beyond her family, beyond the human community, embracing the planet, mothering the earth." ~ Robin Wall Kimmerer - Braiding Sweetgrass

Anderson, K., & Lawrence, B. (2005). Introduction. *Indigenous Women: The State of Our Nations*, 29(2), Read P.1- 4. <https://journals.msvu.ca/index.php/atlantia/article/view/1041/998> *Content Warning:* this article highlights the oppression experienced by Indigenous women through colonization/patriarchy.

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: <https://archive.org/details/DrKimAndersonLifeStagesAndNativeWomenMemoryTeachingsAndStory> (27 min.) *Content Warning:* Author references MMIWG2S

WEEK 8 - Monday Mar. 6, 2023

Indigenous Men and Masculinities in Family and Leadership

- Introducing Indigenous men and masculinities and the impact of colonialism
- Representation of Indigenous men in the hetero-patriarchal family and leadership
- Decolonization and resurgence in relation to men and gender identity

Required Readings:

Antone, B. (2015). Reconstructing Indigenous Masculine Thought, Chapter 1, in: *Indigenous Men and Masculinities: Legacies, Identities, Regeneration*. <https://books.google.ca/books?hl=en&lr=&id=za8HCwAAQBAJ&oi=fnd&pg=PT7&dq=INDIGENOUS+,MASCULINITIES+BOOK&ots=1587tHcKrb&sig=HYUcW-PVjRTUuszovETBkSQSY4Lc#v=onepage&q=INDIGENOUS%20%2CMASCULINITIES%20BOOK&f=false> *Content Warning:* refers to domestic violence and residential school impact

Centennial College. (n.d. Creative Commons 4.0 OER). (SCROLL down to...) *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/>

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> *Content Warning:* refers to the violent colonial impact of patriarchy on men's roles and on sexuality.

***Mar. 12th - Reflection Paper Due 9pm**

WEEK 9 - Monday Mar. 13, 2023

De-colonizing and reclaiming - Indigenous gender identity and leadership

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

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. http://sarweb.org/media/files/sar_press_for_indigenous_minds_only_chapter_1.pdf

Content warning: The author makes reference to: genocidal policies and actions, children being taken from their homes, violence against women and children, violence and incarceration, climate emergency collapse & survival

WEEK 10 Monday Mar. 20, 2023

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

Possible Guest Speaker

WEEK 11 - Monday Mar. 27, 2023

Class Presentations

WEEK 12 - Monday Apr. 3, 2022

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

Required Reading:

Green, J. (2008) Reclaiming Haisla Ways: remembering oolichan fishing. *Canadian Journal of Native Education*. 31(1) 41-60. <https://www.proquest.com/docview/230303267?accountid=26530>

For students who have not completed any IST courses:

You may want to learn more about issues that the IST group has already learned about, for more course context:

Songhees Nation: <https://www.songheesnation.ca/downloads/lekwungen-pdf-3.pdf>

Esquimalt Nation: <https://www.esquimaltnation.ca/our-nation/language-culture>

WSANEC Nation: <https://wsanec.com/history-territory/>

T'Sou-ke Nation: <https://www.tsoukenation.com/sun-keeps-shining-on-tsou-ke/>

& <https://www.tsoukenation.com/sun-keeps-shining-on-tsou-ke/>

The Indian Act Explained: <https://www.youtube.com/watch?v=OhBrq7Ez-rQ>

Watch: We Were Children: <https://gem.cbc.ca/media/we-were-children/s175e175>

For all students: The following **Suggested Books and Links** are not required for IST 241 and are additional, optional sources that students may be interested in, or may use for research purposes.

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

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/>

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.

Les Femmes Michif Otipemisiwak - *The national voice of Métis women in Canada*: <https://metiswomen.org/>

Makokis, Dr. J. (2021). Dr. James Makokis. <https://www.drjamesmakokis.com/>

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.

National Inquiry into Missing and Murdered Indigenous Women and Girls Final Report: Reclaiming Power and Place: <https://www.mmiwg-ffada.ca/final-report/>

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

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.

Two-Spirit Journal (2021). Articles. https://twospiritjournal.com/?page_id=10

Violence on the Land, Violence on our Bodies: Building and Indigenous Response to Environmental Violence. A partnership of Women's Earth Alliance and Native Youth Sexual Health Network <http://landbodydefense.org/uploads/files/VLVBReportToolkit2016.pdf>

Walking with Our Sisters (n.d.). Commemorative Art Installation <http://walkingwithoursisters.ca/about/>

Yellowbird, M. (n.d.). Neurodecolonization and Indigenous Mindfulness <https://www.indigenousmindfulness.com/portfolio>

ASSIGNMENT SUMMARY

Assignment 1 - Class Participation and Engagement (In-Class/Ongoing)	15%
Assignment 2 – Sharing the Learning/Guided Group Discussion & Reference Page (In-Class assignment) Feb. 13 th , 2023	20%
Assignment 3 – Reflection Paper Due: Mar. 12 th , 2023	35%
Assignment 4 – In-Class Presentation Due: March 27th	30%

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. Students who hand in late papers will lose **3% per day, unless an extension is given, ahead of 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.

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 Discussions classes are 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. 13^h, 2023**

This is a **Research assignment**. It 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 may be able to 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)

Assignment 3 – Reflection Paper Due: Mar. 12th, 2023

35%

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). **For more information on what social location is and looks like, refer to these resources:**

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. 27th, 2023

30%

Due Date: Mar The expression of interest for topics is due Feb. 20th.

Step 1: Choose a group(3-4) to do the presentation assignment with

Step 2: The presentation will be an opportunity to share some additional Research (2-6 sources – **Indigenous voices - 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.
- Compare and contrast 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 group, cc'ing the other pair to Instructor is preferred. As a result of time limitations (two holidays fall on our course day) the presentations will be done in groups.

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 **10-15 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 critical thinking question, to leave with the class at the end to encourage some deeper thinking on your topic.

Each person contributes to creating the presentation and presenting it. The grade is shared by the group.

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. 27th

Step 5: Presentations will take place Mar. 27th, 2023.

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 – at least one that is not from your course readings)
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 Expectations

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

All assignments are to be double spaced, double-sided, Times New Roman 12-point font, and must include a title page, introduction, body, conclusion; it is also very important to use citations and references (APA Style) for anything that is from a source that is not your own thoughts, or it is considered plagiarism.

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.

***Note: It is the student’s responsibility to track the dates missed and to follow up with colleagues about content missed, while they still remember.**

SCHOOL OR DEPARTMENTAL INFORMATION

Eyē? Sqá’lewen The Centre for Indigenous Education & Community Connections

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 Integrity

Students are expected to comply with all College policy regarding academic integrity; which is about honest and ethical behaviour in your education journey. The following guide is designed to help you understand your responsibilities: <https://camosun.libguides.com/academicintegrity/welcome>

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

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 Progress

Please visit https://www.camosun.ca/sites/default/files/2021-05/e-1.1_0.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” (<https://camosun.ca/registration-records/policies-and-procedures-students/registration-policies-students>) 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://www.camosun.ca/sites/default/files/2021-05/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 250-370-3841

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.

Looking for other policies?

The full suite of College policies and directives can be found here: <https://camosun.ca/about/camosun-college-policies-and-directives>

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.

GRADING

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.

Possible readings for next course:

Lieffers, C. (2022). *Inseparable: Lands and Peoples in Sacred Connection*.

DisabilityStudies Quarterly. Vol 41, No 4. Accessed from:

A great example of self-location from some academics at UVIC...

https://www.growthandsolidarity.ca/wp-content/uploads/2020/09/Cultivating-Growth-and-Solidarity-Fillable.pdf?fbclid=IwAR3sjh1ezbr1JJ4j58PKW4_1NBnlWdlwrOYHyBRNDPnKfmigZcDaxoBslw