



**IST 241 Gender and Identity
COURSE OUTLINE**

INSTRUCTOR INFORMATION

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|-----|------------------|-------------------------------------------------------------------|
| (a) | Instructor: | France Trépanier |
| (b) | Office Hours: | Wednesdays 3pm to 4pm |
| (c) | Location & Time: | Wednesdays 4pm to 6:50pm
Wilna Thomas Cultural Center room 234 |
| (d) | Phone: | 250-686-4442 |
| (e) | E-mail: | francetrepanierart@gmail.com |

LEARNING AND KNOWLEDGE OUTCOMES

Students will be able to:

- Understand traditional and 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.
- Devise strategies to improve and/or enhance gender situations within Indigenous communities.
- Prepare formal research and synthesis papers.
- Be able to re-conceptualize traditional and contemporary gender roles within Indigenous communities.
- 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 men and women.
- Compare and discuss men’s and women’s writing about the development of gender roles in Indigenous communities.

Required Texts:

Course Pack

Some readings are available either as ‘retrieved on...’ or ‘on-line’.

MLA REFERENCING: <http://www.utm.utoronto.ca/asc/Handouts/MLA%20Format.pdf>

APA REFERENCING: <http://library.concordia.ca/help/citing/apa.php>

SUGGESTED BOOKS AND LINKS

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

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

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

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

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/>

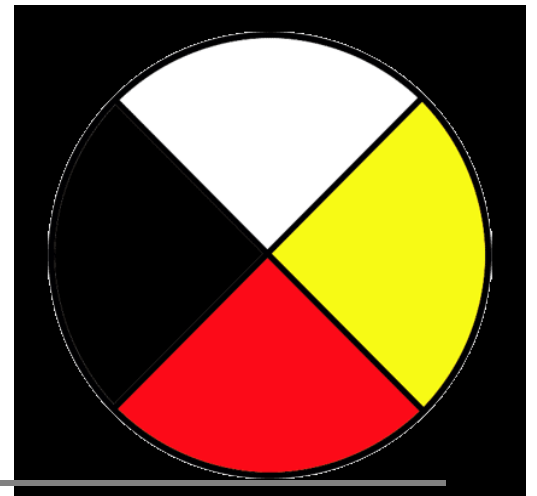
Decolonizing the Queer Native body (and Recovering the Native Bull-Dyke) http://books.google.ca/books?id=GfjOugTuaXEC&pg=PA31&source=gbs_toc_r&cad=4#v=onepage&q&f=false

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 READINGS AND ASSIGNMENTS

This course is framed within four directions of Medicine Wheel Philosophies. Starting in the Eastern direction, spring and direction of new beginnings, we will begin with a historical analysis of Gender and Identity. In the Southern direction, summer, the direction of much activity, emotions and asking many questions, we will explore our 'politics of location'. In the Western direction, the direction of the adult, autumn, this is the 'action' direction and here we will explore how knowledge of gender and identity from both an Indigenous and Western worldview could engage with each other. In the direction of the North, we honor our Elders teachings, we learn, re-learn and often times un-learn



multiple forms of knowledge. The Northern Direction is the direction of Vision.

*The eastern direction, the direction of spring, Infant, Spiritual and the color yellow.
We will examine the historical context of identity, gender and feminism*

WEEK 1 - January 13, 2016

Introduction to Gender, Identity from an Indigenous and Western Worldview

- Introduction of self, our understanding of gender and traditional roles
- Review Four Directions Pedagogy

Presentation in class of “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>

Four Directions Teachings: Ojibwe teachings with Lillian Pitawanakwat
- <http://www.fourdirectionsteachings.com/main.html>

Andrea Smith at Women’s Worlds <https://www.youtube.com/watch?v=eCZY78dbiD0>

WEEK 2 - January 20, 2016

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’?

Presentation in class of the film Mother of Many Children by Alanis Obomsawin, NFB, 1977
<http://www3.nfb.ca/enclasse/doclens/visau/index.php?mode=view&language=english&filmId=13471>

Green, J. (2013) Haisla Nuuyum: Cultural conservation and regulation methods within traditional fishing and hunting. In Decolonization Indigeneity, Education & society Vol 2, No.2 pp 57 – 82. <http://decolonization.org/index.php/des/article/view/19408>

Weaver, H. (2001) Indigenous Identity: What Is It, and Who Really Has It? In American Indian Quarterly, 0095182X, Spring. Vol. 25 Issue 2.

Absolon, K. Minogizhigokwe (2011) Preparing to Search in *Kaandossiwin How We Come To Know*. Fernwood Publishing.

WEEK 3 – January 27, 2016

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

Guerrero, M.A. (2003) “Patriarchal Colonialism” and Indigenism: Implications for Native Feminist Spirituality and Native Womanism. *Hypatia* vol. 18 no. 2, spring 2003

Smith, Andrea. (2011). Against the Law: Indigenous Feminism and the Nation-State. In Glen Coulthard, Jacqueline Lasky, Adam Lewis, and Vanessa Watts (Eds.). *Affinities: A Journal of Radical Theory, Culture, and Action* 5(1). Special Issue on Anarch@Indigenism, 56-69.

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 - February 3, 2016

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?

Charbonneau, S., Thomas, R., Janzen, C., Carriere, J., Strega, S., Brown, L. (2014) Storying the Untold Indigenous Motherhood and Street Sex Work. In, *Mothers of the Nations Indigenous Mothering as a Global Resistance, Reclaiming and Recover*. Eds. D. Memme Lavall-Havard and Kim Anderson. Pp 163-178.

Cruz, L.E. Medicine Bundle of Contradictions Female-man, Mi’kmaq/Acadian/Irish Diasporas Invisible disAbilities, masculine-Feminist. *Feminism FOR REAL Deconstructing the academic industrial complex of feminism*. February 7, 2011.
<https://www.policyalternatives.ca/sites/default/files/uploads/publications/National%20Office/2011/02/Medicine%20Bundle%20of%20Contradictions%20by%20Louis%20Esme%20Cruz.pdf>

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/>

The southern direction, the direction of Summer, Youth, Emotional and Red. We will examine Politics of Location – what has informed who and how I am?

WEEK 5, 6 & 7 - SATURDAY FEBRUARY 6, 2016 - 9:30 to 6:20
Speaking Out and Taking Action: confronting colonial violence

This all day class will take place at Open Space artist-run centre, 510 Fort St, Victoria.

- 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

Presentation of the Muskrat Magazine video interview with Christi Belcourt, curator of Walking with Our Sisters. <https://www.youtube.com/watch?v=ehyOa05ecNA>
Beading workshop with Lindsay Katsitsakatste Delaronde.

Hunt, S. (2010). Colonial Roots, Contemporary Risk Factors: a cautionary exploration of the domestic trafficking of Aboriginal women and girls in British Columbia, Canada. *Alliance News*, 33, 27-31.

http://scholar.google.ca/citations?view_op=view_citation&hl=en&user=JaawyZQAAAAJ&citation_for_view=JaawyZQAAAAJ:2osOgNQ5qMEC

Survival, Strength, Sisterhood: Power of Women in the Downtown Eastside by Alejandro Zuluaga, : <http://vimeo.com/19877895>

WEEK 5, 6 & 7 - SATURDAY FEBRUARY 6 - 9:30 to 6:20
Gender Roles interrupted: Indigenous gender analysis

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

Presentation in class of Journey of Indigenous Gender Identity by Kelly Malone, 2014
<https://www.youtube.com/watch?v=mlTugQ7jDfs>

Malone, Kelly, *Journal of Indigenous Gender Identity*, News Talk 650 CKOM, November 2014
<http://ckom.com/article/194879/video-journey-indigenous-gender-identity>

Tabobondung, R., Wolfe, S., Smylie, J., Senese, L., Blais, G. Indigenous Midwifery as an expression of Sovereignty. In, *Mothers of the Nations Indigenous Mothering as a Global Resistance, Reclaiming and Recover*. Eds. D. Memme Lavall-Havard and Kim Anderson. Pp 71 - 87.

WEEK 5, 6 & 7 - SATURDAY FEBRUARY 7 - 9:30 to 6:20

Traditional teachings in a contemporary environment

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

Artist talk by France Trépanier on the installation Offerings/Offrandes
Presentation in class of the film The Whale Rider

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

The Western direction, the direction of Fall, Adult, Physical and black. We will examine Praxis. How do Indigenous & western philosophies inform your practice, education, leadership?

WEEK 8 - February 10

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?

Taiaiake (2011). "Indigenous Masculinity and Warriorism" November 24, 2011. Available on Taiaiake's blog: <http://taiaiake.net/2011/11/24/81790039/>

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

WEEK 9 – February 17, 2016

Resistance

- Philosophy of Leadership

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

Thomas, R. (2014) Violence and Terror in a Colonized Country: Canada's Indian Residential School System. In, *At the Limits of Justice Women of Colour on Terror*. Eds. Suvendrini Perera & Serene H. Razack. University of Toronto Press. Pp 23 – 37.

WEEK 10 - March 2, 2016
Gender and Identity in Indigenous arts

Guest speaker: Chris Creighton-Kelly

The Northern direction, the direction of Winter, Elder, Mental and White. We will examine So What? Where do we go from here? Vision of identity?

WEEK 11 - March 9, 2016

Guest Speaker: Elder May Sam (with Jacquie Green in attendance)

Please ensure we are on time and present for our Elder
Be prepared to engage and to ask questions. Offering of gifts to our Elder

Absolon, K. Minogiizhigokwe (2011) "Wholistic Worldviews and Methodologies". In *Kaandossiwin How We Come To Know*. Fernwood Publishing.

Green, J. (2014) "Transforming Our Nuuyum: Contemporary Indigenous Leadership and Governance. Stories told by Glasttowk askq and Bakk Jus moojilth, Ray & Mary Green. *Indigenous Law Journal*. Vol. 12 Issue 1.

WEEK 12 - March 16, 2016
Strengths, Resiliency and Self Determination of Indigenous Peoples

Guest Speaker: Janet Rogers

Week 13 – March 30, 2016
Class Presentations

Week 14 – April 6
Class Presentations



COURSE ASSIGNMENTS AND EVALUATION

Attendance/ Community Participation	25%
Annotated Bibliography	30%
Auto-ethnography response paper	20%
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 or MLA format. Please review appropriate guidelines in your writing. You have the opportunity to provide your instructor with a draft copy of your paper prior to the due date. Your assignment will be typed, stapled and submitted with a title page, body of paper and bibliography. Please ensure they are written in proper formats, ie margins, fonts and in a word document

Assignment 1: Attendance/Community Participation **30%**

You are expected to attend each class and to be on time. Your attendance and participation is required in an effort 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 and peers 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 **30%**



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, 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 work place, or community volunteer work with Indigenous people.

You are to analyze the information through a critical lens and present your findings in a clear and concise way. 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 or MLA writing style for this assignment. Your assignment will be typed, stapled and submitted with a title page, body of paper and bibliography. Papers will not be accepted via email.

*** Due February 17, 2016 at the beginning of class**

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 or MLA format (margins, citations, title page, bibliography)

Assignment 3: Auto-ethnography, Gender analysis response paper **20%**

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 'direction' in 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 or MLA 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.



* Due: March 9

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”

20%

The final project for this course will require students to present their research findings for assignment 2. You are required to 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.

* Presentations will take place March 30 and April 6, 2016

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 gesture as a gift and provide them with your final product.

Grading Criteria:

1. Presentation Style – power point, 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 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

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

The following two grading systems are used at Camosun College:

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 Throughout the Course

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.