



**IST 241 Gender and Identity  
COURSE OUTLINE**

**INSTRUCTOR INFORMATION**

(a)	Instructor:	France Trépanier
(b)	Office Hours:	Wednesdays 2:30pm to 3:30pm
(c)	Location & Time:	Wednesdays 3:30pm to 6:20pm 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>

**WEEK 1 - January 11, 2017**

Reading and conversation with visiting author Leanne Betasamosake Simpson

**WEEK 2 – January 18, 2017**

***Introduction to Gender and Identity from an Indigenous & Western Worldviews***

- Introduction of self, our understanding of gender and traditional roles
- Community responses - Presentation of the Muskrat Magazine video interview with Christi Belcourt, curator of Walking with Our Sisters.  
<https://www.youtube.com/watch?v=ehyOa05ecNA>

“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>

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

**WEEK 3 - January 25, 2017**

**Speaking Out and Taking Action: Confronting Colonial Violence**

- Notions of patriarchy and how this looks in our families, communities and nation
- Discussion of Walking with Our Sisters exhibition
- Beading Workshop with Zofia Rogowski

Podcast with Sarah Hunt, Decolonizing the Roots of Rape Culture, Emma Talks, 2016  
<https://soundcloud.com/user-210912628>

The paper of this presentation is also available at

[https://www.academia.edu/30006930/Decolonizing\\_the\\_Roots\\_of\\_Rape\\_Culture\\_reflections\\_on\\_consent\\_sexual\\_violence\\_and\\_university\\_campuses](https://www.academia.edu/30006930/Decolonizing_the_Roots_of_Rape_Culture_reflections_on_consent_sexual_violence_and_university_campuses)

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](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 4 – February 1, 2017**

***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'?
- Mapping exercise

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 5 - February 8, 2017**

***Feminism and Indigenous gender analysis***

- Understanding differences between “feminism” and Indigenous feminist thought
- Examine the connections between race, gender, ethnicity, sexuality, and cultural identity

McKegney, Sam (2014) *Repairing the Circle. A conversation with Tomson Highway, Masculindians: conversations about Indigenous manhood*, University of Manitoba Press.

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 6 – February 22, 2017**

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

- Problematizing ‘gender’ and ‘identity’
- How do power, prejudice 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/>

**WEEK 7 – March 1, 2017**

***Indigenous gender role and analysis***

**Class visit and reading with Lee Maracle from 4pm to 5pm**

**Red Words Conversation with Lee Maracle and Kevin Paul facilitated by Janet Rogers**

At Open Space, 510 Fort Street, from 7:30pm to 9pm

A community feast precedes this event at 6:30pm

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

Journey of Indigenous Gender Identity by Kelly Malone, 2014

<https://www.youtube.com/watch?v=mlTuqQ7jDfs>

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 8 - March 8, 2017**

***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

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

Betasamosake Simpson, Leanne, decolonial love: building resurgent communities of connection, Emma Talks, April 8, 2015. <https://vimeo.com/125060840>

**WEEK 9 – March 15, 2017**

***Identifying and Confronting Gender Stereotypes***

- 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 10 – March 22, 2017**

***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 11 - March 29, 2017**

***Strengths, Resiliency and Self Determination of Indigenous Peoples***

Absolon, K. Minogizhigokwe (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 Glastowk askq and Bakk Jus moojilth, Ray & Mary Green. Indigenous Law Journal. Vol. 12 Issue 1.

**WEEK 12 – April 5, 2017**  
**Class Presentations**

**WEEK 13 – April 12, 2017**  
**Class Presentations**

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## **COURSE ASSIGNMENTS AND EVALUATION**

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

## **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. For this assignment, you are required to research up to 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 for 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 offer you 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 length for this assignment will be 10 to 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 22, 2017 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 to 7 page paper that is reflective of your personal location and gender identity. 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 8**

**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 questions/discussion.

**\* Presentations will take place on April 5 and 12, 2017**

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](http://www.camosun.ca).

**STUDENT CONDUCT POLICY**

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

## Temporary Grades

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

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