



CAMOSUN COLLEGE
School of Access
Indigenous Education & Community Connections

IFS 100 – X01
Exploring Indigeneity
2019F

COURSE OUTLINE

In this course students are supported to engage in self-reflection and self-renewal as they explore their indigeneity. A brief overview of historical realities affecting Indigenous peoples in Canada provides a foundation for understanding present realities. The importance of community and land in the lives of Aboriginal people is also explored.

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

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|------------------|--|--------------------|
| (a) Instructor | hii ni nah sim (Tommy Happynook) | _____ |
| (b) Office hours | Wednesday 11-12 or by appointment | _____ |
| (c) Location | P229 | _____ |
| (d) Phone | _____ | Alternative: _____ |
| (e) E-mail | happynookt@camosun.ca | _____ |
| (f) Website | _____ | _____ |

2. Intended Learning Outcomes

1. Discuss important aspects of an Indigenous worldview, recognizing the difference and similarities of differing First Nations
2. Describe the effects of colonization on Indigenous individuals and communities
3. Discuss the impacts of land on the development of Indigenous cultures
4. Demonstrate an awareness of their own Indigenous identity in relation to personal and professional growth
5. Display an awareness of their own Indigenous identity as it relates to themselves as individuals and members of a family. An Aboriginal community and relationship to place
6. Explore aspects of Indigenous spiritual knowledge and connection

3. Required Materials

- (a) Resources will be provided throughout the course

4. Course Content and Schedule

Lecture 1 – September 09 - Introduction to course

Content:

- Acknowledgment of territory
- Introductions
- Overview of course and outline
- What is Indigenous indigeneity

Lecture 2 - September 16 – Land & Indigeneity

Content:

- Importance of the land
- Learning from the land
- Connection to the land
- On the land exercise
- Film: Heart of the People
- Discussion

Lecture 3 - September 23 - Policies of Assimilation

Content:

- The Indian Act
- Bill C31
- Bill C3
- Film: Breaking down the Indian Act with Russell Diabo
- Discussion

Lecture 4 – September 30 - Orange Shirt Day

Content:

- Meeting at Lansdowne

Lecture 5 – October 07 - Impacts of Colonization

Content:

- Residential Schools
- The 60's Scoop
- The Band System
- Discussion

Lecture 6 - October 14 – No Class

Content:

- Thanksgiving

Lecture 7 - October 21 – Sweatlodge Ceremony

Content:

- Meeting for Sweat in Tsawout

Lecture 8 - October 28 – Worldview & Indigeneity

Content:

- What is worldview
- What informs our worldview
- How does worldview shape our relationships
- How do we overcome the challenges of different worldviews
- Film: Babakiueria
- Discussion

Lecture 9 – November 04 – Indigenous Indigeneity

Content:

- What is the identity
- Defining terminology
- UNDRIP
- Colonization's impact on Indigenous identity
- Identity – General vs. Specific (the pan-Indian)
- Who are you?
- Discussion

Lecture 10 - November 11 – No Class

Content:

- Remembrance Day

Lecture 11 - November 18 – Spirituality & Indigeneity

Content:

- What is spirituality – how do you define it
- Is spirituality different than religion
- Traditional understandings of spirituality
- Practicing spirituality today
- Film: In the Light of Reverence
- Discussion

Lecture 12 - November 25 - Decolonization & Revitalization

Content:

- Defining terminology
- Decolonization
- Revitalization
- Barriers to decolonization & revitalization
- Examples of decolonization & revitalization
- Film: Return of the River
- Discussion

Lecture 13 - December 02 - Presentations

Content:

- Student presentations

5. Basis of Student Assessment (Weighting)

Note about grading: The assignment descriptions listed below outline the basic criteria by which you will be assessed. In order to receive top marks for your assignments you will need to go above and beyond the expectations described below. You can do this by showing a depth of engagement with the topic that you are writing about.

(a) Attendance (20%)

Attendance is a very important part of this class. You must be in class to hear what people are saying so that you can benefit from all the knowledge that is shared in this course.

(b) Self-location assignment (20%) – Due by lecture 6

A fundamental principle of Indigenous ways of knowing is the importance of self-location within your work/research/studies. For this assignment consider your own histories and relationships (identity, worldview, culture, ancestry) and write a self-location paper. Your paper should focus on who you are (identity/culturally), where you come from (ancestral origins) and how you have come to be in L'kwungen and W̱SÁNEĆ territory.

This assignment should be 2 full typed pages, double spaced, 12 pt. font. You do not need to provide a title page but ensure that your name and the course is listed on the paper.

(c) Critical Reflections (20%) – Due by lecture 11

Each student must write a critical reflection for this course. The critical reflection should draw on the course discussions, films, guests, and/or readings. Each critical reflection can have a short introduction that summarizes what you will be writing about. **BUT** remember that you are critically reflecting and **NOT** summarizing. Use this opportunity to critically reflect on a topic(s) and show the instructor that you have an understanding or personal experience that goes beyond readings, films, guests, and/or discussions.

Critical reflections must be 2 full typed pages, double spaced, 12 pt. font. You may use any citation style as long as you are consistent throughout the paper. You do not need to provide a title page but ensure that your name and the course title/section is listed on the paper.

(d) Presentation (40%)

Each student must complete a presentation that demonstrates an understanding of the exploration of their indigeneity, tell your story. Please refer to the course schedule for the date of presentations.

The presentation must be 10-15 minutes; any references (print materials, pictures, film, media, etc.) must be cited correctly. Students can choose to deliver the presentation using any form of creative expression including, but not limited to, carving, dance, drawing, film, oration, painting, poetry, and story. Or students can choose to deliver a more traditional academic presentation.

Use the following guidelines to help you with your presentation: Introduction of topic and self; a brief overview of how colonization has impacted you; share the exploration of your Indigeneity, tell us your story; how has this project impacted you?

6. Grading System

(If any changes are made to this part, then the Approved Course description must also be changed and sent through the approval process.)

(Mark with "X" in box below to show appropriate approved grading system – see last page of this template.)

- Standard Grading System (GPA)
- Competency Based Grading System

7. Recommended Materials to Assist Students to Succeed Throughout the Course

1. **Camosun College library citation guides** - <http://camosun.ca.libguides.com/cite>
2. **Camosun College research guides** - <http://camosun.ca/services/library/research-guides.html>
3. **Camosun College plagiarism policy** - <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.1.pdf>
4. **Late assignments** – All assignments must be completed and turned in on the due date listed in the course outline. Late assignments will have 5% per day deducted and after 10 days will not be accepted unless an extension is legitimately warranted and approved by the instructor in advance of the assignment due date.

8. College Supports, Services and Policies



Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

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

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. 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.