



*School of Access in the Department of
Indigenous Education and Community Connections*

**IST 120
Introduction to Indigenous Peoples
January 2020**

COURSE OUTLINE

The Approved Course Description is available on the web @ www.camosun.ca

** Please note: this outline will be electronically stored for five (5) years only. It is therefore strongly recommended students keep this outline for their records.*

1. Instructor Information

(a)	Instructors:	Robert Mahikwa
(b)	Location:	Wilna Thomas
(c)	Email:	MahikwaR@camosun.bc.ca
(e)	Office Hours:	Please email to arrange appointment
(e)	Website:	D2L

2. Territory Acknowledgement

Camosun College campuses are located on the traditional and unceded territories of the Lkwungen and WSÁNEĆ peoples. We acknowledge their welcome and graciousness to Camosun students who seek knowledge here.

3. Course Description

An updated course description can be found at www.camosun.ca

4. Intended Learning Outcomes

Upon successful completion of this course a student will be able to:

- Describe colonization and the impact of this process on Indigenous Peoples of BC and Canada and on your experience with Indigenous Peoples;
- Evaluate and articulate the ways in which your values and beliefs align or conflict with Indigenous ways of seeing, being, doing, and relating;
- Identify and describe similarities and differences between, and across, Indigenous worldviews and settler worldviews.
- Identify and build on practices/ways that foster mutually respectful relationships in community and the workplace.

5. Required Materials

All course materials will be provided on D2L.

6. Course Schedule

Jan 06-12	Face-to-Face	Chapter 1	Introduction	Storyscapes	
Jan 13-19	Online	Chapter 2	Place	W'SÁNEĆ L'kwungen	
Jan 20-26	Online	Chapter 3	Creation	Stettler Treaties	
Jan 27-Feb 02	Face-to-Face	Chapter 4	Harm Content Warning	Indian Act Assimilation	
Feb 03-09	Online	Chapter 5	Loss Content Warning	Stolen Generations and Identity	
Feb 10-16	Online	Chapter 6	Darkness Content Warning	Indian Residential Schools	
Feb 17-23	Online	Chapter 7	Myth	Stereotypes, Racism, Media	Discussion Set A (10%)
Feb 23-Mar 01	Online	Chapter 8	Healing	Truth-Telling and Apologies	
Mar 02-08	Face-to-Face	Chapter 9	Resistance	Governance and Court Decisions	
Mar 09-15	Online	Chapter 10	Revitalization	Language and Culture	
Mar 16-22	Online	Chapter 11	Relationships	Treaties and Partnerships	
Mar 23-29	Online	Chapter 12	Two-Worlds	Two-Eyes Seeing	
Mar 30-Apr 05	Face-to-Face	Chapter 13	Allies	Working with, for, and Alongside	Critical Reflection Journals (20%) Discussion Set B (10%)
Apr 06-12	Online	Chapter 14	Reconciliation	A Path Forward	Pictorial Analysis (30%)

CONTENT WARNING Topics in this course include *violence and harm against Indigenous women and children, loss of land and identity, intergenerational trauma, residential schools, suicide/self-harm, addictions, poverty*, and other potentially difficult topics most students may find triggering, which may also evoke a range of emotional responses. Students are encouraged to check-in with the Instructor, Elders, or the counselling service department if this occurs.

7. Basis of Student Assessment and Weighting

Face-to-Face Circles	10%	Saturday January 11 th , Saturday February 1 st , Saturday March 7 th , Saturday April 4 th 2020
Territorial Acknowledgement and Self-Location Protocol	5%	on or before Friday January 24 th by 1159PM
Weekly Online Discussions (Weeks 2-7)	15%	Initial Posts on Wednesday 11:59PM; Response Posts on Saturdays 11:59PM Set A due on or before Sat Feb 15 11:59PM
Critical Reflection Journal	20%	on or before Friday April 3 rd by 1159PM
Weekly Online Discussions (Weeks 8-13)	15%	Initial Posts on Wednesday 11:59PM; Response Posts on Saturdays 11:59PM Set B due on or before Sat Apr 04 11:59PM
Pictorial Analysis	35%	on or before Wednesday April 8 th by 11:59PM

ASSIGNMENT #1: Face-to-Face Circle Discussions (10%)

Due Dates: in-class Saturday January 11th, February 1st, March 7th, April 4th

Marks: 5 participation marks per session for a total of 20 marks toward 10% of the final grade.

Description: Student will participate in four on-campus face-to-face circle discussions facilitated by the Instructor. Circle sessions will be culturally-rooted within Indigenous ways of knowing and being, and will follow ‘Circle Protocols’ (which will be discussed in class).

Attendance: attendance in all face-to-face circle is mandatory to pass the course. If you have any questions to concerns about this, please discuss it with your Instructor as soon as possible.

ASSIGNMENT #2: Territorial Acknowledgement and Self-Location Protocol (5%)

Due Date: on or before Friday January 24th 2020 by 11:59PM

Description: Students will write a 2-3 paged apa-formatted paper (plus title page and reference list) responding to the following prompts as discussed during the first on-campus class:

1. Provide a ***Territorial Acknowledgement*** and discuss what this means to you (8 marks)
2. Demonstrate your ***Self-Location Protocol***. Any information about yourself that you do not wish to share, please indicate this in your protocol (8 marks)
3. Identify any **two readings, videos, and/or websites** that have stood out to you thus far in the course and discuss why these have stood out to you thus far. Please use apa-referencing and formatting when citing course materials (8 marks)
4. Discuss why you are taking IST120 and discuss what hope to gain from this experience. (6 marks) Please feel free to include anything else you’d like to share at this time.

Dropbox: please upload the assignment to the appropriate drobox on D2L as a Microsoft Word or PFD document only. Google docs and links will not be accepted for marking.

Label: please label the assignment as *FirstName_LastNameInitial -120-Protocol*. For example; Sara_M-120-Protocol.

Late Penalties: this assignment is subject to a -5% penalty for each 24-hour period it is late, up to a maximum of one week (after which time the assignment will be marked as 0), unless otherwise agreed upon with your Instructor in advance. For issues related technology, Students are expected to email the assignment to the Instructor, resolve the matter with Camosun's Technical Support, and then upload the assignment to the appropriate dropbox for official grading.

ASSIGNMENT #3A/B: Weekly Online Group Discussions (15% each or 30% total)

Description: Students will participate in weekly online discussions in large and small groups related to the topics and course content for that that week. Each weekly discussion will consist of a discussion prompted (posted on D2L in advance), one Initial Post (from each group member), and at least one Response Post to another other group member.

Sets: Assignments 3A = Week 2-7. Assignment 3B = Weeks 8-13.

Initial Posts: one per selected-week at a minimum 250 words plus least 2 apa-references from the course materials (readings, videos, or websites) for that week, and is due on or before the Wednesday at 11:59PM of that same week.

Response Posts: at least one per selected-week at a minimum 150 words each plus least 1 apa-reference each from the course materials (readings, videos, or websites) for any week in the course thus far (if non-selected weeks is okay) and is due on or before the Saturday at 11:59PM of that same week.

Purpose: to discussing topics in a co-learning peer-to-peer environment in relation to Indigenous ways of knowing and learning. These online discussions are an opportunity for Students to process new knowledge collectively, build community, and to help nurture each other's wellness as we process the information in this course together.

Topics: discussion topics will be posted on D2L.

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Grading Criteria:

- √ Posts must not simply summarize of the course materials for that week.
- √ The focus of these discussions is the learning process via the mind (mental), the heart (emotions), between each other and with self (spirit), and to reflect on next steps (physical).
 - ⇒ Mental – *how did what you learn this week change your thoughts or perspectives about the world or how you think about yourself or others?*
 - ⇒ Emotional – *what emotions came up for you? How did the topic make you feel?*
 - ⇒ Spiritual – *what is your connection to this week's topic? How has your sense of connection to self and others changed as a result of this week?*
 - ⇒ Physical – *what actions are you going to take going forward as a result of this week's topic or discussions? What are your next steps toward being an Ally with and for Indigenous Peoples?*

- √ Posts should be clear and concise.
- √ Post should include plenty of I-statements and incorporate clear and specific examples to when articulating critical points.
- √ Post should be consistent with the discussion prompts and the topic/content for that week.
- √ Post should be thoughtful, and well-organized.
- √ Posts must be apa-formatted (for academic marking purposes only) and a reference list must be included at the bottom of each post (reference list does not count toward the minimum word count).
- √ Students are welcome to be creative in their posts by incorporating music, videos, photographs, images, story, song, poetry, dance, art etc – this is optional.

Marks: each Initial Post will be marked out of 6 and Response Posts marked out of 4. In cases where there are more than one Response Post for a particular week, the Instructor will select the highest marked Response Post for that week.

Late Penalty: the final grade for this assignment will receive a -5% penalty per late post, per day, up to a maximum of one week, after which time the late post(s) will be marked as 0. Each discussion thread will close after one week. For issues related technology, Students are expected to email the assignment to the Instructor directly so that the date-time stamp can be counted as the official submission date and time; however, students are then expected to resolve the matter with Camosun's Technical Support team right away and then upload the post for official grading.

ASSIGNMENT #4: Reflection Journal (20%)

Due Dates: on or before Friday April 3rd 2020 by 11:59PM

Purpose: to promote self-reflective learning as per Indigenous ways of knowing and learning.

Format: Students will self-select three units in the course and write a minimum 2.5-paged apa-formatted journal entry for each self-selected week responding to the following;

Emotional Process – how do you feel about this week's topic and how did you feel while you were reviewing the course materials and engaging in the online discussion?

Mental Process – how did the course materials and the discussion change your perspectives on (or evolve your thinking around) Indigenous Peoples in Canada, about Canada itself, and/or about yourself and the profession your studying to become after graduation?

Spiritual Process – how did you connect with others in your class this week during the online discussion? How did this week's topic connect with you? How has your connection to yourself or others changed as a result of this week?

Physical Process – what are your next steps as a result of this week? How will you apply this new learning and new knowledge to your life or to your profession after graduation, particularly with regards to being an Ally with and for Indigenous Peoples? Use specific and provide clear practical examples.

Grading Criteria for Each Entry:

Critical Self-Reflection (8 marks): depth of authentic engagement with one's learning process; ability to discuss how the materials, topics, discussions encouraged the Student to re-examine or challenge their values, assumptions, and/or belief systems about themselves, others, and/or Indigenous Peoples in Canada.

Practical Application (8 marks) clear examples of how the knowledge from the learning process will be applied in practical ways to one's personal life or professional work especially when it comes to being an Ally with/for Indigenous Peoples. Plenty of I-Statements and clear, practical, and specific examples to articulate their next steps.

Integration of Course Materials and Online Group Discussion (8 marks): Demonstration of ability to integrate course material *and* online group discussions into learning process rather than simply restating what was read, watched, or reviewed.

Apa Referencing, Clarity, Organization, and Assignment Requirements (6 marks) Adherence to assignment requirements (2.5 pages per entry and at least 2 internal sources from the course readings, videos, or websites from that week), fulfilment of apa-referencing and formatting, and clarity, structure, and organization (it is highly recommended that students utilize *sub-headings* - no longer than a few words or one line of text - for each section of each entry to help organize their work)

Dropbox: please upload the assignment to the appropriate drobox on D2L as a Microsoft Word or PFD document only. Google docs and links will not be accepted for marking.

Label: please label the assignment as *FirstName_LastNameInitial -120-Journal*.
For example; Sara_M-120-Jorunals.

Late Penalties: this assignment is subject to a -5% penalty for each 24-hour period it is late, up to a maximum of one week (after which time the assignment will be marked as 0), unless otherwise agreed upon with your Instructor in advance. For issues related technology, Students are expected to email the assignment to the Instructor, resolve the matter with Camosun's Technical Support, and then upload the assignment to the appropriate dropbox for official grading.

ASSIGNMENT #5: Pictorial Analysis of Colonization and Reconciliation (35%)

Due Dates: on or before Wednesday April 8th 2020 by 11:59PM ****note, due to the short turnaround time between when this assignment is due, and when grades need to be submitted to Camosun College, there will be no extensions permitted for this assignment. As such, please note that assignments handed-in after Friday April 10th 11:59PM will be marked as 0**.**

Format: Students will submit an 4-6 paged apa-formatted critical analysis (plus title page and reference page) presenting two self-selected images/photos/creative works – one representing **truth-telling and colonization** and the other representing **reconciliation**.

Grading Criteria:

Critical Analysis (15 marks / 7.5 marks per image): Ability to integrate and analyze course materials and online discussions in relation to how the images represent truth-telling and colonization; and reconciliation.

Being an Ally (10 marks): a detailed discussion outlining how students will apply this information as an Ally working with and alongside Indigenous Peoples. Use of I-Statement and incorporation of clear and practical examples to demonstrate next steps.

Apa Referencing, Clarity, Organization, and Assignment Requirements (10 marks)

Adherence to assignment requirements (4-6 pages per and at least 8 internal sources from the course readings, videos, or websites), fulfilment of apa-referencing and formatting, and clarity, structure, and organization (it is highly recommended that students utilize *sub-headings* - no longer than a few words or one line of text - for each section of each entry to help organize their work)

IMAGES: please note that the images themselves will not count toward the above page limits.

Dropbox: please upload the assignment to the appropriate drobox on D2L as a Microsoft Word or PFD document only. Google docs and links will not be accepted for marking.

Label: please label the assignment as *FirstName_LastNameInitial -120-Pictorial*.
For example Sara_M-120-Pictorial.

Late Penalties: this assignment is subject to a -5% penalty for each 24-hour period it is late unless otherwise agreed upon with your Instructor in advance. For issues related technology, Students are expected to email the assignment to the Instructor, resolve the matter with Camosun's Technical Support, and then upload the assignment to the appropriate dropbox for official grading.

8. Attendance Policy

Students who miss one or more on-campus sessions (and may include leaving early or arriving late) will be withdrawn from the course unless otherwise approved by Instructor(s) in advance.

9. Grading System

(No changes are to be made to this section unless approved by the EDCO)

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	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

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 E-1.5 at camosun.ca 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, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. <i>(For these courses a final grade will be assigned to either the 3rd course attempt or at the point of course completion.)</i>
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.

22. Recommended Materials or Services to Assist Students' Success

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available to assist students throughout their learning. This information is available in the College calendar, at Student Services or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There are a variety of services available to assist students throughout their learning. This information is available in the College calendar, at Student Services or the College web site at camosun.ca.

ESL WRITING CENTRE AND SUPPORTS

Free writing support for ESL students. Support for all college-level students. One-on-one consultations. Focus on strengthen writing skills. Clarification of assignment criteria/expectations. 30-45 minutes appointments. Two bookings available per week. Online booking: <http://camosun.ca/services/writing-centre/appointments.html>