



CAMOSUN COLLEGE
School of Access
Eyē? Sqâ'lewen – The Centre for
Indigenous Education &
Community Connections

IST 120 D03
Introduction to Indigenous Peoples:
TELFIN TFE WILNEW
2020 Fall

COURSE OUTLINE

The calendar description is available on <http://camosun.ca/learn/calendar/current/web/ist.html>
 the web @ _____

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.

TELFIN TFE WILNEW, is a SENCOFEN phrase meaning "Understanding Indigenous People." This unique, award-winning course is intended for students unfamiliar with Indigenous world-views. Participants will learn from Indigenous people about Indigenous worldviews and colonization through video, audio interviews, radio shows and scholarly articles. The purpose of the course is to dispel stereotypes and myths, to enable learners to understand the experience of Aboriginal peoples in a Canadian context, and to equip them with the knowledge and skills to begin to interact respectfully with Aboriginal peoples in community and in the workplace. Discussions are conducted in circle format with an Aboriginal facilitator.

1. Instructor Information

- (a) **Instructor** Mookaasige (Richard Spearman)
- (b) **Office hours** _____
- (c) **Location** 09-08-2020-12-12-2020 Seminar Wed 10:00PM - 12:50PM, Online
9-9-2020 Seminar Wed 10:00AM - 12:50PM - Blackboard Collaborate
10-7-2020 Wed Seminar Wed 10:00AM – 12:50PM Blackboard Collaborate
11-04-2020 Seminar Wed 10:00AM - 12:50PM - Blackboard Collaborate
12-9-2020 Seminar Wed 10:00PM - 12:50PM – Blackboard Collaborate
- (d) **Phone** _____ **Alternative:** _____
- (e) **E-mail** spearmanr@camosun.ca
- (f) **Website** _____

2. Intended Learning Outcomes

1. Describe colonization and the impact of this process on the Aboriginal people of BC and Canada and on your experience with Aboriginal peoples.
2. Evaluate and articulate the ways in which your values and beliefs align or conflict with Indigenous ways of seeing, being, doing, and relating;
3. Identify and describe similarities and differences between, and across, Indigenous worldviews and settler worldviews.

4. Identify and build on practices/ways that foster mutually respectful relationships in community and the workplace.

3. Required Materials

- (a) All materials available on D2L site (readings, videos). Handouts provided when necessary

4. Course Content and Schedule

		Content	Activities
Week 1 Introduction Sept. 9	Face-to-Face	Storyscapes	Circle #1 Introductions Intro to course
Week 2 Stories of Place Sept. 16	Online	W'SÁNEĆ L'kwungen	Discussion Questions
Week 3 Stories of Creation Sept. 23	Online	Settlers Treaties	Discussion Questions
Week 4 Stories of Harm Sept. 30	Online	Indian Act, Assimilation ****content warning	Discussion Questions
Week 5 Stories of Loss Oct. 7	Face-to-face	Identity Stolen Generations ****content warning	Circle #2 Discussion Questions
Week 6 Stories of the Dark Oct. 14	Online	Indian Residential Schools ****content warning	Discussion Questions
Week 7 Stories as "Myth" Oct. 21	Online	Stereotypes Racism Media	Discussion Questions
Week 8 Stories of Healing Oct. 28	Online	Truth-telling Apologies	Discussion Questions Critical Reflection Due
Week 9 Stories of Resistance & Ally Awareness Nov. 4	Face-to-Face	Governance Court Decisions	Circle #3 Discussion Questions
Week 10 Stories of Revitalization Nov. 11	Online	Language Culture	Discussion Questions

Week 11 Stories of Relationships Nov. 18	Online	Treaties Partnerships	Discussion Questions
Week 12 Stories of Activism Nov. 25	Online	Youth Voices Idle No More	Discussion Questions
Week 13 Reconciling Stories Dec. 2	Online	Self-determination	Discussion Questions
Week 14 New Stories Dec. 9	Face-to-face	Building Your Story, Our Story	Circle #4 Discussion Questions Critical Reflection Due

******Content Warning:** *Throughout the course, but particularly in weeks 4, 5 & 6, the module readings and videos include difficult topics such as harms from the Indian Act, violence against Indigenous women, loss of land, identity, intergenerational trauma in Indigenous communities due to residential schools, and the ongoing traumas associated with the child welfare system. It is important to acknowledge that these topics can evoke a range of emotional responses. Please do not hesitate to check in with the instructor, program leader or counselling services if you are feeling that this content is triggering.*

5. Basis of Student Assessment (Weighting)

a) Attendance and Participation in Circle Discussion, total (45%)

Attendance and active participation is a crucial part of learning and a very important part of this course. Being prepared for discussions includes arriving on-time, staying for the entire class, engaged participation through active listening, ensuring that all the preceding modules are viewed, readings are completed, and students are ready to participate. Students must attend a minimum of **85% of the in-class sessions to meet the participation requirements**. Cell phone ringers are turned to silent and only used during the breaks. Missing a session is an automatic 7.5% deduction.

b) Online Discussion Posts (15%)

Each module has a discussion question concluding the section. Posts are responses to the initial question and a chance to dialogue with fellow classmates on their posts. Posts are meant to be **brief (1-2 paragraphs)**, written in complete sentences with appropriate grammar, punctuation and spelling.

To earn full marks for this assignment students must complete a minimum of **10 discussion question posts** and respond to **2 posted discussions (not your own)**.

Note: Discussion questions close after 2 weeks.

c) Critical Reflections (40%)

Each student must write **two critical reflections** for this course. The critical reflections should draw on the *course discussions, films, readings, and/or face-to-face sessions*. Critical Reflection 1 is due **Oct. 28** and

Critical Reflection 2 is due **Dec. 9**

Each critical reflection can have a short introduction that summarizes what you will be writing about. Please note that you are critically reflecting and **NOT** summarizing. Use this opportunity to critically reflect and show the instructor that you have a *deeper understanding of the topic* you are writing about. Critical reflections should be *more comprehensive* than the discussion posts.

Possible questions to ask yourself while writing:

- What was interesting about the topic? (or not)
- Why was it interesting or not?
- How do you relate to the topic or how will you incorporate your learning into your life?

Critical reflections must be **2-3 typed pages**, double spaced, 12 pt. TNR font. APA citation style. Critical reflections are due at the face-to-face class after your topic week. Submissions must include a title page, running head, in-text citations in APA style and a separate reference page.

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 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, Student Services or the College web site at <http://www.camosun.bc.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, Registration, and on the College web site in the Policy Section.
<http://www.camosun.bc.ca/policies/policies.html>

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->

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.
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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.