

COURSE SYLLABUS



COURSE TITLE: IST 116 – Indigenous Studies in Canada 1

CLASS SECTION: X01

TERM: 2021Fall

COURSE CREDITS: 3

DELIVERY METHOD(S): In class (Young 324 – 9:30-12:20) and D2L

Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here. Learn more about Camosun's [Territorial Acknowledgement](#).

For COVID-19 information please visit <https://legacy.camosun.ca/covid19/index.html>.

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.

INSTRUCTOR DETAILS

NAME: Sandee Mitchell

EMAIL: mitchell@camosun.bc.ca

OFFICE: Ewing 204

HOURS: Monday 4:00pm-5:00pm, Friday 9:00am-10:00am, or by appointment

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

CALENDAR DESCRIPTION

This course examines the traditions, societies, and cultures of Indigenous peoples in what is now known as Canada prior to European contact. The course provides an introduction to various Indigenous peoples' ways of knowing (epistemology) with a special emphasis on the maintenance and/or revitalization of traditional values, cultural identity, and spirituality.

PREREQUISITE(S):

One of:

- [C+ in English 12](#)
- [C in ENGL 092](#)
- [C in ENGL 103](#)
- [C in ENGL 142](#)
- [C in ELD 092](#)
- [C in ELD 097](#)
- [C in ELD 103](#)

COURSE LEARNING OUTCOMES / OBJECTIVES

1. Describe the diversity of Indigenous peoples, cultures, and communities across Canada.
2. Describes strategies for healing, leadership, and revitalization of Indigenous communities in Canada and discuss implications of these strategies for their communities.
3. Describe Indigenous community-based approaches to healing, influence, leadership, and governance.
4. **Students will demonstrate the ability to:**
 - a) Research key topics using various media forms; books, periodicals, newscasts, key informants, the internet, and academic papers - using both Indigenous and non- Indigenous sources.
 - b) Understand and utilize indigenous ways of knowing, being, seeing, and doing.
 - c) Analyze and evaluate information from a cultural perspective; examining bias, accuracy, completeness and fairness.
 - d) Analyze and understand the social dynamics that have occurred to Indigenous peoples in Canada.
 - e) Describe and explain the process of decolonization and empowerment at the level of the individual, community and large Indigenous cultural groups.
 - f) Formulate a personal opinion and perspective on historical and current issues and policies and articulate that perspective effectively.
 - g) Describe the concepts “colonialism,” “decolonization,” “Indigenous knowledge,” and “self-determination.”

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

- a) Texts
 1. Course Text: To Become a Human Being: The Message of Tadodaho Chief Leon Shenandoah, and
 2. IST 116: Course Pack

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Sept. 13 – Introductions/ Course outline review	<ul style="list-style-type: none"> • Introductions • Vision of the course • How will we be with one another • COVID protocols • Discussion about September 20th class in community, carpooling and protocols for the day 	
Sept. 20 – Building of the Sweat Lodge – On the Land	<p>We will meet in community at Victor Underwood’s property on the Tsawout Nation and we will learn the meaning and gain knowledge of the sweat lodge. We will participate in building a sweat lodge. We will be hosted by elder Vic Underwood and Art Napoleon who will give us sacred teachings. Please view the links on D2L and understand the sacredness of this opportunity. Please note that we will not be taking part in a sweat until it is safe for us to do so, likely in the new year.</p>	

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Sept. 27 – Understanding Place	<p>In this class we will be discussing the Lkwungen speaking people who's Coast Salish territory we are on and talking about the two other island nations: Nuu-chah-nulth and Kwagulth people. We will have a guest speaker from the local territory. Please read links on our D2L site to prepare for this class.</p> <p>Group sign up for Culture presentations.</p> <p>Note: Journal Entry #1 is due on Thursday October 1st by midnight on D2L. You have lots to write about around the sweat lodge and understanding place.</p>	
Oct. 4 – Culture	<p>Understanding Culture</p> <ul style="list-style-type: none"> • Consciously construction your world view • Personal definition of culture • Material vs. Non-material culture • Culture as a key to the continuing strength of Indigenous people <p>Creating the Path</p> <ul style="list-style-type: none"> • Review of expectations for journals and assignments • Group culture assignment handouts <p>Discussion Questions:</p> <ul style="list-style-type: none"> • What does Indian time actually mean? • How are Indigenous conceptions of time constructed and understood? • How do conceptions of religion and spirituality differ? <p>Readings:</p> <ol style="list-style-type: none"> 1. Is Professionalism a Dirty Word? – Drew Hayden Taylor 2. The Consequence of Time's Circle on Cause and Effect 3. Seeking Life: Definitions of Religion and the Sacred – Peggy Beck 	
Oct. 11 – No Class	There will be no class today (Thanksgiving)	
Oct. 18 – Cultural Identity	<p>Today we will have guest speakers Sekwan Wabasca and Todd Ormiston in class, and they will be sharing some personal stories about cultural identity and how we come to know what we know.</p> <ul style="list-style-type: none"> • Traditional and Contemporary elements of identity • Group Culture Presentation assignment introduction <p>Discussion Questions:</p> <ul style="list-style-type: none"> • Why are notions of Indigenous identity so complex? • Identify and describe the different aspects of Identity, and how do these shape our understanding of Identity creation? 	

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
	<ul style="list-style-type: none"> Is Indigenous identity measurable? And, how has internalized colonialism reshaped identity within Indigenous nations? <p>Readings:</p> <ol style="list-style-type: none"> <u>Indigenous Identity: What is it, and Who Really Has it?</u> - Hilary Weaver (D2L) Ormiston, T (2012). <u>The canoe journey as a methodological framework</u>. Unpublished PhD UVic. (D2L) <u>Growing Respected People</u> - Laura Fraser <p>Assignment due: Reflection Paper due</p>	
<p>Oct. 25 – Colonialism & Decolonization</p>	<ul style="list-style-type: none"> Colonialism & Decolonization defined Stages of colonialism Decolonization or Revitalization <p>Discussion Questions:</p> <ul style="list-style-type: none"> How do you understand the notions of “historicise, politicize, strategize, and actualize”? How can these notions be incorporated into your future works as an academic? <p>Readings:</p> <ol style="list-style-type: none"> Re-Conceptualizing Research: An Indigenous Perspective – Todd Ormiston Adams, H (2001) The failure of Native Leadership. In <i>Prison of Grass: Canada from a native point of view</i>. Ontario: Fifth House <p>Assignment due: Outline due for ‘Culture’ Presentation</p>	
<p>Nov. 1 – Self Determination and Cultural Revitalization</p>	<p>Understanding Self-determination</p> <ul style="list-style-type: none"> From an Indigenous perspective From individual nations perspective From a colonial perspective <p>Discussion Questions:</p> <ul style="list-style-type: none"> How does the author define self-determination? What role does spirituality play in self-determination for Indigenous people? What role do women have in the development of self-determination for Indigenous people? How will understanding oral tradition help to understand Indigenous self-determination? <p>Readings:</p> <ol style="list-style-type: none"> Wahpimaskwas, Makokis Janice Alison. <i>Nehiyaw iskwew kiskinowâtasinahikewina—paminisowin namôya</i> 	

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
	<p>tipeyimisowin: Learning Self Determination Through the Sacred, <i>Canadian Woman Studies</i> Volume: 26 Issue 3/4 (2008)</p> <p>2. Anderson, K. (2000) Working with Notions of tradition and culture & foundations of resistance. In <i>A Recognition of Being: Reconstructing Native Womanhood</i>. Toronto: Second Story Press (p. 34-39; 116-136)</p> <p>3. Video: Stolen Spirits of Haida Gwaii – http://www.isuma.tv/DID/community/Haida/stolen-spirits-of-haida-gwaii</p> <p>Note: Your second journal entry is due today. You can write about our guest speakers, the discussions about Identity, colonialism, and decolonization.</p>	
Nov. 8 – Indigenous Nations Across the Lands	Today we will talk about Indigenous nations across turtle island from coast to coast to coast. We will become familiar with the many Indigenous communities across what is now known as Canada. We will seek to know the names of the original or traditional land stewards. We will have guest speakers from the four directions.	
Nov. 15 – ‘Culture’ Presentations	We will have 4 presentations in class today.	
Nov. 22 – ‘Culture’ Presentations	We will have 4 presentations in class today.	
Nov. 29 - ‘Culture’ Presentations	All Final Presentations will be in class today.	
Dec. 6 – Closing Circle and Feast	For this class, we will be in circle we will be reflecting on what we have learned in this class, and from one another. Students will highlight three things that they take away from this class and will share with others. We will share food in Na'tsa'maht	

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced notice is required. Deadlines can be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

EVALUATION OF LEARNING

DESCRIPTION	WEIGHTING
Journals (3 x 10%)	30%
Outline for Group Presentations	10%
Group Presentations	25%
Elder Reflection	25%
Participation	10%

DESCRIPTION	WEIGHTING
If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the Grade Review and Appeals policy for more information. http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf	TOTAL 100%

COURSE GUIDELINES & EXPECTATIONS

Journals (Oct. 1, Nov. 1, & Dec. 1)

Students are asked to keep a weekly journal and hand it in on Oct. 1, Nov. 1, and Dec. 1. Weekly entries should be made in the journal concerning students understanding and thoughts on concepts covered in the course.

The journal should include thoughts/reflections and questions that occur to the students in their learning in this class, relating to their personal and professional journey. Entries should demonstrate how learning in class and through films, guests and land-based activities and readings affects your understanding of Indigenous issues, and changes students' thinking, views or feelings on issues or topics. How do the teachings affect you on a personal, community or Nation level? What did you learn and why do you feel it is important? Feel free to use art, poetry or stories to assist in your expression. You could also submit an audio recording, film or u-tube/video in lieu of writing (with a brief description in writing of your art form including your References page). The journal will be evaluated based both on the quality and quantity of comments – remembering that entries should be no less than 1.5 pages and no more than 2.5 pages per week or 8- 10 minutes of audio/visual per week. Students **must reference one reading per month** in your journals.

PLEASE KEEP ALL OF YOUR JOURNALS IN THE SAME BINDER/ FOLDER and submit on the dates provided.

No extensions for journals being handed in will be accepted unless you connect with the instructor with a valid reason at least three days before the assignment is due. If you miss a class, you must complete a journal based on readings for that week (or choose a theme from one of the course outline). You would provide a critical analysis and relate the reading to your personal life...

Journals are expected to be 1.5 pages double spaced each week, ask questions if need be in your journals. You really need to take mental or written notes in order to reflect on the teachings in your journals. I do not want you to write directly from your notes but relate the themes to your own life/ development and experiences. Please ensure you have the date on each journal entry.

Remember that you must cite and reference one reading from the course pack in at least one of your journals!

Grading Criteria

Critical Reflection (Analysis-how this applies to your life)	/4
Review of theme in the course each week, length of journal, structure	/4
Use of ONE source from the readings in the paper	/2
Total	/10

Presentation Outline (Oct. 25)

Culture Presentation (Nov. 15, 22, 29)

Students are expected to present on an aspect of Indigenous culture in groups of 2, 3, 4, or 5. These presentations will be completed as follows: 10 minutes (groups of two), 15-20 minutes (group of 3) or 20-25 minutes (group of 4) or 25-30 minutes (group of 5). **6 minutes each person presenting max** and you all are expected to present equally in this presentation so practice before presenting!! The presentation should provide a history of the topic chosen-an example is the 'story of the great flood or Medicine Wheel Teachings etc.' You are being asked to reflect on the importance of your subject to the identity and well-being of Indigenous peoples and implications for the future of Indigenous peoples -challenges and opportunities. Bring in visual imagery such as collections, pictures, collage etc. PowerPoint is an option.

Headings to guide presentation:

- 1) What is the name of your presentation?
- 2) History of topic chosen (provide a background)
- 3) Significance/relevance currently for Indigenous Identity and well being (or for you as a settler person)
- 4) Implications for the future-challenges and opportunities/ how your topic leads to wellness or self determination-

Examples of topics:

Coast Salish knitting
Two Row Wumpum belt
Oolichan fishing as a form of Nisga'a well being
Moose Hunting-The process
People of the Pow Wow
Creation Stories
Our Relationship to the Land
Pit Cooks and other Food cooking and Preservation
Protocols Across the Nations
Storytelling from a Tlingit perspective (or another nation).
Elders Voices and their significance at Camosun College
Traditional diet as a way of controlling Diabetes
Tribal journeys-teachings as a way of life
The medicine wheel teachings as a way of life
Coast Salish and traditional plants- a form of wellness
Contemporary art as defined by Charles Elliot
Re-emergence of whaling for the Makah people

Elder Reflection Paper (Dec. 6)

Due: December 6 on D2L by midnight

Value: 25% of your grade

Length: 5-7 pages

Required: Title page, Introduction, Conclusion, page numbers at the bottom of each page and proper citations, references in APA format

Students are expected to read the book: Wall, S. (2001). To become a human being: The message of Tadodaho Chief Leon Shenandoah. Charlottesville VA; Hampton Roads Publishing Company.

The purpose of this 5-7 page paper (or 8-10 pages if done in a group of two) is to reflect on the **key** teachings from this book for you and why they are important. Students should relate these meaningful teachings to their lives on an individual, family and community/ nation level. You are being asked to make meaning of the teachings in the book. Occasional citations from the book will be required (using proper APA formatting). Students are also required to integrate an elder's interview into this paper (or a wise one/knowledge keeper). This can be a family member- must be Indigenous. Proper protocol (i.e. gifting, going to the Elders place if possible) is encouraged when seeking information. As well, it is important to point out/introduce the person being interviewed in the paper, make sure you let the person you are interviewing know what you are gathering information for and that it will only be shared with the instructor of this course. It is respectful to share what you have written with the person interviewed (and any feedback from the instructor).

Think of 2-3 interview questions to ask the elders based on the book's passages. One citation comes from the actual book. One citation will be the elder you interview. One other citation must be included from the course pack which means a total of 3 citations are needed for this paper. You must also have a title page, introduction, and a conclusion.

Some questions to be examined in this paper should be:

What are the important teachings covered in this book and how are the important teachings incorporated into your life or could they be?

How do the elders relate to these themes? Do they have anything to add?

How are the important teachings incorporated into your life?

What aspects can/should we incorporate into our own lives on an individual, family, community, or nation level and why?

What aspects of the book did we have a difficult time agreeing with (conceptualizing) and why?

Grading Criteria

Question	Criteria	Grade
What are the important teachings covered in this book, and how are the important teachings incorporated into your life/ how could/should they be?	In text citations and APA references appearing in text, and on the reference page.	/7.5
What aspects of the book did you have a difficult time agreeing with (conceptualizing) and why?	In text citations and APA references appearing in text, and on the reference page. Response is one page in length, 12pt font.	/5
How do the elders relate to these themes? Do they have anything to add?	In text citations and APA references appearing in text, and on the reference page. Response is one page in length, 12pt font (Three sources needed overall)	/7.5
Writing skills – title page, introduction, conclusion, 3 citations/references page (APA referencing consistent throughout paper)		/5
Total		/25

Participation (ongoing)

- **Attendance** is a critical part of learning and a very important part of this class.
- **Being Prepared for Class** includes making sure you have your readings done and are ready to talk about and respond them, and the class lectures.
- **Active Listening** is a vital aspect of being in a respectful dialogue with others. You must be able to hear what other people are saying so that you can respond to them in a respectful, and appropriate manner.
- **Professionalism** includes being on time for class; letting me know when you are unable to attend class; making arrangements with me for extensions on assignments; and, looking for clarification when you are not understanding something.

- **We have a policy that you must attend 80% of classes in each course within the Indigenous Studies Program. You cannot miss more than three classes without a valid excuse. Missing more than three classes will mean you cannot pass this class.**

- **Late papers are subject to a 5% penalty per day for a maximum of 10 days. After this date, no papers will be accepted.**

SCHOOL OR DEPARTMENTAL INFORMATION

[INSERT TEXT HERE]

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Support Service	Website
Academic Advising	http://camosun.ca/advising
Accessible Learning	http://camosun.ca/accessible-learning
Counselling	http://camosun.ca/counselling
Career Services	http://camosun.ca/coop
Financial Aid and Awards	http://camosun.ca/financialaid

Support Service	Website
Help Centres (Math/English/Science)	http://camosun.ca/help-centres
Indigenous Student Support	http://camosun.ca/indigenous
International Student Support	http://camosun.ca/international/
Learning Skills	http://camosun.ca/learningskills
Library	http://camosun.ca/services/library/
Office of Student Support	http://camosun.ca/oss
Ombudsperson	http://camosun.ca/ombuds
Registration	http://camosun.ca/registration
Technology Support	http://camosun.ca/its
Writing Centre	http://camosun.ca/writing-centre

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the “Attendance” section under “Registration Policies and Procedures” (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun’s Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student’s right to choose what is right for them. For more information see Camosun’s Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and camosun.ca/sexual-violence. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-3703841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College’s Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College’s expectations of academic integrity and student behavioural conduct.

Changes to this Syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.