

COURSE SYLLABUS



COURSE TITLE: IST 116 – Indigenous Studies in Canada 1

CLASS SECTION: X01

TERM: 2022 Fall

COURSE CREDITS: 3

DELIVERY METHOD(S): In class (Fisher 338 – Mondays 9:30-12:20) and D2L

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

Camosun College campuses are located on the traditional territories of the lək'wəŋən and W SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

Learn more about Camosun's [Territorial Acknowledgement](#).

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: Ruth Lyall

EMAIL: lyallr@camosun.bc.ca

OFFICE: Ewing 204

OFFICE HOURS: Thursdays 3:00 – 4:30 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) Songhees (2013). *Songhees: gai? ata?ey? šqal'o'wen = Songhees : to work with good mind, good feelings*. Altona: Friesens Corporation.
- b) Corntassel, J. et al, (Eds.). (2018). *Everyday acts of resurgence: People, places, practices*. Washington: Daykeeper Press.

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	READINGS/VIDEOS
Sept. 12	<p>Welcome, Introductions and Course Overview</p> <ul style="list-style-type: none"> • Introductions <ul style="list-style-type: none"> ○ Name ○ Ancestry ○ What you hope to learn in IST 116 • Co-create classroom agreements • Discussion about September 19th class at SNIDÇEŁ: carpooling <p>Videos/links: Lekwungen: Place to Smoke Herring (2018) https://vimeo.com/275788251</p>	

Sept. 19	COLLEGE CLOSED: QUEEN'S FUNERAL	<p>həlitx^w tθə lək^wəŋiʔnəŋ - Bringing lək^wəŋiʔnəŋ Back to Life https://www.songheesnation.ca/community/l-k-ng-n-language-reawaken</p> <p>W'SÁNEĆ History & Territory https://wsanec.com/history-territory/</p> <p>The SNIDÇEŁ Project - Tod Inlet Clean Up (2021) https://www.youtube.com/watch?v=8J3tbMMqFCM</p>
----------	---------------------------------	--

WEEK or DATE RANGE	ACTIVITY or TOPIC	READINGS/VIDEOS
Sept. 26	<p>Library Visit: 9:30 – 10:45:</p> <ul style="list-style-type: none"> Meet in front of library <p>Connecting to Place:</p> <p>Guest: JB Williams, Tsawout</p> <ul style="list-style-type: none"> Meet by Na'tsa'maht at 11:00 	<p><u>Video:</u></p> <p>Every Child Matters: Reconciliation - Act Two (2020) https://www.youtube.com/watch?v=kbb5-Xp1Ys&t=1093s (48 min)</p>
Oct. 3	<p>Diversity of Indigenous Peoples in Canada</p> <p>Culture & Tradition</p> <ul style="list-style-type: none"> Personal definition of culture Culture as a key to the continuing strength of Indigenous peoples <p>DUE: Critical Reflection #1 by midnight on D2L.</p> <p>Group Culture Presentation assignment introduction</p>	<p>Anderson, K. (2000) Working with Notions of tradition and culture. In <i>A Recognition of Being: Reconstructing Native Womanhood</i>. Toronto: Second Story Press (pp. 34-39).</p> <p>Songhees (2013). Čel'áŋ: Our culture, the way of our people. In <i>Songhees: gai? ata?ey? šqal'o'wen = Songhees : to work with good mind, good feelings</i>. Altona: Friesens Corporation. (pp. 8 – 21)</p>
Oct. 10	NO CLASS: STATUTORY HOLIDAY	<p>Songhees (2013). Niłá? sx^wən'əŋ qwu heo la: The way it was – long, long ago. In <i>Songhees: gai? ata?ey? šqal'o'wen = Songhees : to work with good mind, good feelings</i>. Altona: Friesens Corporation. (pp. 22 – 35)</p> <p>Saanich Adult Education Centre (2008). What knowledge is most important to W'SÁNEĆ peoples. In <i>ÁLENENEÇ: Learning from homeland</i>. (pp. 12 – 20).</p>

WEEK or DATE RANGE	ACTIVITY or TOPIC	READINGS/VIDEOS
Oct. 17	<p>Cultural Identity</p> <ul style="list-style-type: none"> • Traditional elements of identity • Contemporary elements of identity <p>Indigenous gender identity</p> <p>Videos:</p> <p>The Indigenous Doctor Helping Trans Youth (2020)</p> <p>https://www.youtube.com/watch?v=4Hj-a5AE-VM&t=501s (12 min.)</p>	<p>Starblanket, G (2018). Resurgence as relationality. In Corntassel, J. et al, (Eds. pp. 28-32). <i>Everyday acts of resurgence: People, places, practices</i>. Washington: Daykeeper Press</p> <p>Kirk, R. (1986). <i>Wisdom of the Elders: Native traditions on the Northwest Coast</i>. Vancouver: Douglas & McIntyre.</p> <ul style="list-style-type: none"> • Owing Songs (pp. 38) • What’s in a name (pp. 55)
Oct. 24	<p>Colonization & Decolonization</p> <ul style="list-style-type: none"> • Colonization & Decolonization defined • Stages of colonialism • Decolonization or Revitalization <p>Due: Cultural Presentation Outline</p>	<p>Scow, M. (2018). Relentlessly Coastal: Parenting, research, and everyday resurgence. In Corntassel, J. et al, (Eds. pp. 37 - 41). <i>Everyday acts of resurgence: People, places, practices</i>. Washington: Daykeeper Press</p> <p>Gilpin, E. (2018). From a place of love. In Corntassel, J. et al, (Eds. pp. 49 – 52). <i>Everyday acts of resurgence: People, places, practices</i>. Washington: Daykeeper Press.</p>
Oct. 31	<p>Cultural Revitalization</p> <ul style="list-style-type: none"> • Connection to Land • Language • Storytelling • Spirituality <p>Due: Critical Reflection #2</p>	<p>Anderson, K. (2000) Foundations of resistance. In <i>A Recognition of Being: Reconstructing Native Womanhood</i>. Toronto: Second Story Press (pp. 116 - 136).</p>

WEEK or DATE RANGE	ACTIVITY or TOPIC	READINGS/VIDEOS
Nov. 7	Leadership, Governance & Self-Determination Videos: Rebuilding First Nations Governance (2020) https://www.youtube.com/watch?v=sGnMWVgm8DI (3 min.)	Claxton, N. (2018). The S _X OLE (reef net fishery as an everyday act of resurgence. In Corntassel, J. et al, (Eds. pp. 93-97). <i>Everyday acts of resurgence: People, places, practices</i> . Washington: Daykeeper Press. Songhees (2013). Ł'yás: Happy, having fun & Hyčqa: Thank you. In <i>Songhees: gai? ata?ey? šqal'o'wen = Songhees : to work with good mind, good feelings</i> . Altona: Friesens Corporation. (pp. 54 - 73).
Nov. 14	Cultural Presentations	
Nov. 21	Cultural Presentations	
Nov. 28	Cultural Presentations	
Dec. 5	Cultural Presentations, Closing Circle & Potluck DUE: Critical Reflection #3	

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
Critical Reflections (3 x 15%) Due Oct. 3, Oct. 31 & Dec. 5	45%
Cultural Presentation Outline Due Oct. 24	5%
Group Cultural Presentations Due Nov. 14, 21 & 28	15%
Resurgence Paper Nov. 7	25%
Participation	10%
DESCRIPTION	WEIGHTING
TOTAL	100%

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](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information.
<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

COURSE GUIDELINES & EXPECTATIONS

Critical Reflections (Oct. 3, Oct. 31, & Dec. 5) 3 X 15%

Approximately 1.5 pages, Times New Roman, 12 font, double-spaced per class

Submit to D2L by midnight on the due dates:

Critical reflections should include:

- o a BRIEF overview (one paragraph) of **each class**,
- o describe the strategies for healing, leadership, and revitalization of Indigenous communities that were explored in **each class**
- o critically reflect on what you have learned applies to your life at a personal, family and/or community level

Feel free to use art, poetry or stories to assist in your expression. You can also submit an audio recording, film or YouTube video in lieu of writing (with a brief description in writing of your art form including your references page).

The Critical Reflection will be approximately 1.5 pages **per class** (for example, a Critical Reflection covering 3 classes will be approximately 4.5 pages) or 3- 5 minutes of audio/visual per week. You must reference, using APA format, one reading, video or guest speaker per week in your Critical Reflections (so, for a Critical Reflection covering 3 classes will have a minimum of 3 citations).

For extensions on Critical Reflections, you must connect with the instructor with a valid reason **BEFORE** the paper is due. If you miss a class, you must complete a Critical Reflection based on reading(s)/video(s) for that week, and you will connect with a classmate to learn what you missed in class that day.

Please ensure to include your name, course name/section and date on each Critical Reflection entry.

Grading Criteria

BRIEF overview of class: reading/video/guest/activity	/4
Reflections on how your learning applies to you and a/your Indigenous family/community	/7
Length of critical reflection, structure/formatting, spelling/grammar	/2
Proper APA citation, including ONE source for each week/class	<u>/2</u>
	/15

Cultural Presentation Outline (Oct. 24): 5%

One page, Times New Roman, 12 font, single-spaced

Submit to D2L by midnight on due date.

Name of Presentation:	/1
Brief description of topic:	/3
Division of labour:	/1

In the Cultural Presentation Outline, include a name that clearly explains the topic of your presentation, a brief description of the topic(s) you will be exploring, and how your group plans to present the topic (for example: Ruth will provide an introduction/background; Todd will cover the history; and Sandee will cover revitalization).

Please include names, course title/section and date on paper.

Cultural Presentations (Nov. 14, 21, 28)

*If using a PowerPoint, submit to the instructor by 9am on day of presentation

Students are expected to present on an aspect of Indigenous culture(s) in groups of 2, 3, 4, or 5. These presentations will be completed as follows: 12 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 background/history of the topic chosen.

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.

Use a minimum of 3 sources external to this course and 2 internal (sources listed on this syllabus) sources: APA format.

Grading criteria:

Name of your presentation	/1
Background/history of topic chosen	/4
Significance/relevance for Indigenous peoples/communities	/4
Implications for the future/challenges and opportunities	/4
Clarity of presentation/APA Citation	<u>/2</u>
	/15

Resurgence Paper (Nov. 7) 25%

Required: Title page, Introduction, Conclusion, page numbers at the bottom of each page and proper citations, references in APA format. Paper: 1000 words (approx. 4 pages), Times New Roman, double-spaced.

Based on one chapter in Everyday Acts of Resurgence, and using various media forms (books, periodicals, newscasts, key informants, the internet, and academic papers - using both Indigenous and non- Indigenous sources), in this paper, you are asked to:

- Describe one strategy for healing, leadership, and revitalization of Indigenous communities in Canada
- Discuss implications of this strategy for:
 - You on a personal level
 - Your family
 - Your or an Indigenous community in Canada
- Minimum of 5 Citations
 - One chapter in Everyday Acts of Resurgence
 - One key informant (someone you know/guest speaker)
 - One internet source/link
 - One academic/journal article
 - Indigenous author

- Non-Indigenous authour

Grading Criteria

Introductory paragraph	/2
Description of one strategy for healing, leadership or revitalization	/7
Discuss implications of this strategy for	
o Self	/3
o Family	/3
o Community	/3
Concluding paragraph	/2
5 Citations (as outlined above)	/5

The purpose of this paper is to reflect on the *key* teachings from Everyday acts of resurgence: People, places, practices. Students should relate these meaningful teachings to their lives on individual, family and community/nation levels.

Participation (ongoing): 10%

- Attendance is a critical part of learning and a very important part of this class.
- Being prepared for class includes making sure you have completed your readings and are prepared to respectfully engage in class discussions.
- 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.
- Late papers will only be accepted when you have made such arrangements with the instructor BEFORE the due date.

SCHOOL OR DEPARTMENTAL INFORMATION

<https://camosun.ca/indigenous-programs>

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
Centre for 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.