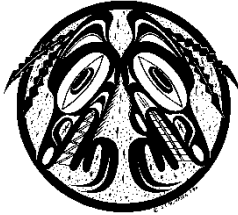




IFS 100
Exploring Indigeneity
Fall 2012

COURSE OUTLINE

Description



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

(a) Instructor	Chaw-win-is	
(b) Office hours	12:30-1:30 pm Tuesday's	
(c) Location	WSANEC Adult Education Centre	
(d) Phone	250-544-2192	Alternative: _____
(e) E-mail	ogilvier@camosun.ca	

2. Intended Learning Outcomes

Upon completion of this course, students will be able to:

1. **Discuss** important aspects of an **Indigenous worldview**, recognizing the differences and similarities of differing First Nations.
2. **Describe** the **effects of colonization** on Indigenous individuals and communities.
3. **Discuss** the **impact of land** on the development of Indigenous cultures.
4. **Demonstrate an awareness of** the importance of **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 as members of a family, an Aboriginal community and relationship to place
6. **Explore** aspects of **Indigenous spiritual knowledge** and connection.

3. Required Materials

a) Texts;

- Fournier Suzanne and Crey Ernie Stolen from Our Embrace
- Brown et al The Sacred Tree
- Additional readings may be distributed in class.

(b) Other

4. Course Content and Schedule

Session One	<p>IFSP Orientation</p> <ul style="list-style-type: none"> · Elder welcome to the territory · Welcome and Introduction to the IFS Program · Icebreaker: Getting to know one another · Creating a positive and safe learning environment? · What is Indigeneity and why a class on Indigeneity is needed.
Session Two	<p>Culture / Family</p> <ul style="list-style-type: none"> · Review Course Outline and assignments · Culture, Values, Traditions, and Ways of Knowing as · Introduce Family tree assignment · Video Woman in the shadows.
Session Three	<p>Spirituality and Spirituality Of Language</p> <p>Circle talk: Spirituality/Language</p> <p>Video: Tlina</p>
Session Four	<p>Integration and presentations.</p> <p>Family story Presentations</p>
Session Five	<p>Integration: Family story Presentations continued.</p> <p>Circle talk: Modern Identity vs. Traditional Identity</p> <p>Who am I and where do I fit in this world</p> <p>Who am I and where do I fit within my culture, territory, family</p>
Session Six	<p>Education traditional approaches</p> <p>Circle talk: What is an Elder</p> <p>Bring in an elder to talk about traditional approaches to education, as well as to discuss What is an elder?</p>
Session Seven	<p>Colonization a basic overview</p> <p>Circle talk Discussion</p> <ul style="list-style-type: none"> · Banning of the potlatch and traditional systems · Historical Treaties in Canada · Douglas Treaties · Presentation Family trees <p>Video</p> <p>“A Strict Law Bids Us Dance”</p>

Session Eight	<p>Colonization continued. Integration: Personal and familial experiences</p> <ul style="list-style-type: none"> · Introduce Biography assignment
Session Nine	<p>Brief introduction of significant legislation that has influenced Aboriginal people and where we are today</p> <ul style="list-style-type: none"> · The Constitution Act 1867 · Indian Act 1876 · Bill C-31
Session Ten	<p>Government imposed educational systems</p> <ul style="list-style-type: none"> · Indian Day Schools · Residential schools · Suppression of traditional languages · Impact on Aboriginal people <p>Circle talk: Intergenerational impacts of the Residential schools.</p>
Session Eleven	<p>Sixties Scoop Discussion:</p> <ul style="list-style-type: none"> · Section 88: welfare system, The Canadian prison system and the impact of these systems on Indigenous communities. <p>Video: "Foster Child"</p>
Session Twelve	<p>Sixties Scoop continued.</p> <ul style="list-style-type: none"> · Integration: Personal and familial experiences <p>Presentation Biography</p>
Session Thirteen	<p>Presentation Biography continued Beliefs, Values and sense of self: Re-exploring self, future directions, Exploration of personal beliefs and values</p>
Session Fourteen	<p>Integration: Recognition of self, class, Aboriginal people as whole and culture Potluck: Revisiting power, culture, family, philosophy & spirituality, ask students how their world view has changed / shifted since the beginning of the term. Regaining strength, power, self-worth, and pride Rebirth of cultural, language, and traditional connections</p>

Note: Subject to change based on the availability of resources or learning needs of students.

5. Basis of Student Assessment (Weighting)

- (a) Assignments
- (b) Quizzes
- (c) Exams
- (d) Other

Evaluation of Learning:

- | | |
|--|-----|
| 1. Participation: Attendance, sharing of experiences, active participation in-group work, cooperation and supporting others. Participation in a weekly talking circle. | 30% |
| 2. Family story | 10% |
| 3. Elders Biography | 20% |
| 4. Research paper | 40% |

Elaboration of Assignments

- ◇ **Participation:** 30%

Criteria for grading for participation:

- | | |
|--------|--|
| 25-30% | Excellent and sustained level of preparation and participation/on time and <u>NEAR</u> perfect attendance. |
| 20-25% | Good participation, preparation and a high level of attendance. |
| 10-20% | Fair level of participation, and preparation with noticeable absences. |

Assignment: Family Story

Mark: 10% of final mark. Due date: _____ October 2nd 9:30 am _____

Task outline

- ◇ **Research the history of your family through to your great grandparents or further (on both sides of the family).**
- ◇ **Complete a 2 page written report on the information you have gathered.**
- ◇ **Describe your great grand parent's generation.**
- ◇ **Describe your grand parents generation, your parents generation and then describe your generation including yourself.**
- ◇ **Use photos, family stories or other artefacts to help.**
- ◇ **Tell the story.**
- ◇ **Hand in a copy.**

Criteria for evaluation.

Is your family story as complete as you can make it? I will be looking for evidence of insights and clarity. How complete is the story (this is relative and not all students will have access to the same amount of information), how balanced is this story, and how well the information is articulated. I will be looking for evidence of understanding, insight and creativity. Pictures would be nice.

Assignment: Research Paper

Mark: 40% of final mark. Due date: __December 4th, 9:30 am_____

Pick one of the following.

1. Write a paper that tells the story of your people. This type of paper will be academic (APA) in its approach (talk to me if you don't understand this). You must use a variety (5) of sources, including an elder (if at all possible).
2. Focus on one aspect of your cultural background. For example, you may want to focus on traditional methods of fishing, blanket making, or storytelling. Write a research paper on this topic. You must use and cite* a variety (5) of sources, including an elder (if at all possible). If you choose this option please talk to me before you start.

Task outline:

- ◇ Do a mind map and an outline of your proposed paper. (Hand in) 5 marks
- ◇ Write an introduction and list the proposed resources. (Hand in) 5 marks
- ◇ Write and turn in completed research paper. 10 marks
- ◇ Present your paper to the group. 10 marks
 - ✓ This presentation should take approximately 15-20 minutes.
 - ✓ You should be prepared to respond to questions from the group.

Criteria for Evaluation.

- ✓ This paper is worth 30% of your final grade and as such should represent a substantial effort on your part.
- ✓ Use as many pages (No less than 5) as is necessary to tell the story.
- ✓ Clarity of writing, how complete the topic approached, how balanced your presentation and how well the information is articulated are all-important aspects that I will be considering.
- ✓ I will be looking for examples of understanding and insight you bring to the subject.
- ✓ Ask yourself, Will someone who doesn't know this history or culture understand what I am trying to convey?

Assignment: Elder's Biography

Mark: 20% of final mark. Due date: November 20th, 9:30 am_____

Task outline:

1. Interview an Elder or an older person from your family, or community.
2. Complete a written report on the information you have gathered.
3. Show the report to the individual you are writing the biography on.
4. Make any changes they might request.
5. Tell the story; share this biography with the rest of the class.

Elaboration:

Select an adult individual from your family or First Nation community that you would like to get to know better. Preferably this person would be your Grandparent, Elder or family friend.

When requesting an interview, explain why you want to interview the person. Explain that s/he will be able to see your paper for his/her comments before you hand it in. Be sure you give yourself enough time to finish the draft of your paper so that you can complete a second meeting and make any necessary changes before the deadline.

Go prepared with a series of questions. Ask permission to tape record the sessions as this will make it easier to keep the information accurate. **You must be sure the person you are interviewing is agreeable to being tape recorded.** Don't assume they will agree, ask them.

Bring a small gift, such as flowers, food (cookies) or fruit.

During your visit find out about the persons family history. Try to get information on as many topics as possible such as: Band affiliation, geographical location, languages spoken, profession, community involvement, friends and support groups, education, spiritual beliefs, and values, family stories, exceptionalities, responsibilities of individuals, families and community responsibilities and achievements, births, deaths, marriages, interests, etc. Get to know this person.

- ◇ Ask open ended questions. (Questions that can't be answered by a simple yes or no). i.e. Tell me about ... or what was it like
- ◇ Listen to the silence.
- ◇ Always communicate respect in how you talk and act with this person.
- ◇ Your biography should summarize and synthesize the information you have gathered. Do not just write a transcript of your interview.
- ◇ What did you hear between the lines?

Criteria for evaluation:

- ✓ The biography will be assessed for the degree of understanding and insight you have of the person's life.
- ✓ Will someone who doesn't know this person or his/her culture understand the story?
- ✓ Do not judge! It's their life not yours.

6. GRADING SYSTEMS <http://www.camosun.bc.ca/policies/policies.php>

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

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>

The Department of Community, Family & Child Studies is committed to promoting competence, professionalism and integrity in our students and developing their core skills to succeed throughout their academic programs and in their careers. The purpose of Academic Honesty Guidelines is to provide clear expectations of appropriate academic conduct and to establish processes for discipline in appropriate circumstances. It is the student's responsibility to become familiar with the content and the consequences of academic dishonesty. Before you begin your assignments, review the Academic Policies on the Camosun College website: <http://camosun.ca/learn/becoming/policies.html>

Academic Honesty Guidelines: The School HHS is committed to promoting competence, professionalism and integrity in our students and developing their core skills to succeed throughout their academic programs and in their careers. The purpose of these guidelines is to provide clear expectations of appropriate academic conduct and to establish processes for discipline in appropriate circumstances. It is the student's responsibility to become familiar with the content and the consequences of academic dishonesty.