



Camosun College
Aboriginal Education & Community Connections
Indigenous Studies
IST 104-X01 – Indigenous Ways of Knowing
Fall 2012

Instructor Information

Instructor: Tommy Happynook

Office Hours: Thursday, 2:30pm-3:30pm, Ewing 204

Class Location and Time: Thursday, 11:30am – 2:20pm, Young 325

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Course Content

This course will explore Indigenous ways of knowing and living. It engages students in self-reflection on their own learning processes and looks at how various approaches are grounded in culture. The course explores how Indigenous voice and spaces are integral to creating truly inclusive educational experiences.

Intended Learning Outcomes

On completion of this course students will be able to:

- Demonstrate the importance of Indigenous identity in relation to personal and academic growth
- Discuss important aspects of Indigenous worldviews and ways of knowing
- Recognize one's own roles and responsibilities in the learning process
- Advocate for the inclusion of traditional knowledge and worldviews in applied academia
- Identify challenges and processes for resolving challenges for Indigenous students in academia

Course Materials

Required Text:

1. IST 104 Course pack

Basis for Student Assessment

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| 1. Attendance & participation | 10% |
| 2. Welcome feast reflection | 10% |
| 3. Advisor assignment | 10% |
| 4. APA/MLA assignment | 10% |
| 5. Reading questions | 20% |

6. Presentation	20%
7. Final Project	20%

Assignments

1. Attendance & participation 10%

Students are expected to attend all classes to learn, share ideas, and dialogue with one another. Participation through group discussions, written assignments, and interacting with guest speakers are critical to the successful progression of this course. Your engagements with other students will enrich the classroom learning and benefit your assignments.

Due to the nature of the course, you are expected to attend each class on time unless previously arranged with the instructor. Attendance and tardiness will be noted. Your attendance is essential and students need to attend class in order to succeed in this course.

2. Welcome feast reflection 10%

Students must attend the welcome back feast and write a short (1 page) reflection about their experience. The reflection is due the week following the welcome feast.

3. Advisor assignment 10%

Students must book an appointment with one of the aboriginal advisors (Marcey Louie or Faye Martin) to discuss the supports offered by the Aboriginal Education & Community Connections department (Ewing 272). A handout will be provided for this assignment.

4. APA/MLA assignment 10%

This assignment requires students to provide a list of the references they will be using for the presentation and final project. Students must turn in two copies of the references one in APA and one in MLA. A minimum of 4 sources must be used.

5. Reading questions 20% (2x10%)

Each student must submit 3 questions related to the assigned readings. Students may choose the readings for this assignment. Include an answer to 1 of the questions and briefly reflect on why you feel this is a question that the class should discuss. This assignment is due at the beginning of the class for which the readings were assigned.

6. Presentation 20%

Each student will have 10-15 minutes to present on their final project followed by 5 minutes for questions from the class. Presentations should provide a brief description of the final project; why the topic was chosen; how the project relates to the course and indigenous ways of knowing; and, reasons for choosing the references. This assignment will be discussed further during the course.

7. Final project

20%

Students are encouraged to use creative forms of expression for the delivery of this assignment. The final project must focus on one of the topics discussed in the course.

Review the course outline for potential topics, however, students may choose another topic, subject to the instructor's approval. Students are expected to write an academic paper, with a minimum of 4 sources. This assignment will be discussed in more detail during class.

Course Schedule

September 06: Introduction to the course

Discussion Topics:

- Welcome and introductions
- Academic expectations for the course regarding attendance, assignments, and analytical skills
- Overview of the themes and issues to be covered in the course as well as the class expectations
- Discussion of why we are in this course

September 13: No class – Welcome Feast

- Students must attend the welcome and complete the reflection assignment

September 20: Acknowledging Territory

Readings:

1. Alexandra Harmon – Coast Salish History
2. Saltwater People (1-?)

Discussion Topics:

- Library Tour (11:30-12:30)
- Importance of territorial acknowledgments
- Whose land are we on
- Examples of territorial acknowledgments
- Students introduce themselves and where they come from

Assignment due: Welcome feast reflection

September 27: The Land

Film: Whose land is it anyway, part 3 of 8th Fire documentary.

Discussion Topics:

- Discussion of film and readings.

October 04: Indigenous Knowledge

Readings:

1. Lilian Na'ia Alessa – The Other Ways of Knowing
2. Leslie McCartney – Respecting First Nations Oral Histories: Copyright Complexities and Archiving Aboriginal Stories

Discussion Topics:

- What is Indigenous knowledge
- Defining Indigenous knowledge
- Indigenous knowledge in the classroom

Assignment due: Advisor assignment

October 11: Indigenous Worldviews

Readings:

1. Leroy Little Bear – Jagged Worldviews Collide
2. Tlakaheel – The Doctor is the Medicine

Film: Two Worlds Colliding

Discussion Topics:

- Discussion of readings & film

October 18: Indigenous Education & Leadership

Guest: Janice Simcoe

Readings:

1. Wally Isbister – A Piece of the Pie: The Inclusion of Aboriginal Pedagogy into the Structures of Public Education
2. Gregory Cajete – Indigenous Knowledge: The Pueblo Metaphor of Indigenous Education
3. Kathy L. Hodgson-Smith – Issues of Pedagogy in Aboriginal Education

Discussion Topics:

- Discussion of readings

October 25: Indigenous Identity

Readings:

1. Ethel Wilson – Cowichan

2. Tommy Happynook – Introduction of iN sii /aZ niS Kvii sii yuk mit kin.
<https://dspace.library.uvic.ca:8443/handle/1828/2710>

Film: Indigenous in the city, part 1 of 8th Fire documentary.

Discussion Topics:

- Discussion of film & readings

November 01: Indigenous Learning in Practice

Guests: Carly Cunningham & Deb George

Discussion Topics:

- Working with cedar as a teaching tool and strategy
- Be prepared to work with cedar (dress appropriately as wet cedar can stain)

November 08: How to be an Effective Presenter

Guest: Dianne Biin

Discussion Topics:

- Tips for presenting well
- Managing stress and nerves while presenting

Assignment due: APA/MLA assignment

November 15: Presentations

Discussion Topics:

- Day 1 of student presentations

November 22: Presentations

Discussion Topics:

- Day 2 of student presentations

November 29: Living in Two Worlds

Readings:

1. Marlene Brant Castellano – Updating Aboriginal Traditions of Knowledge

Film: At the crossroads, part 4 of 8th Fire documentary.

Discussion Topics:

- Discussion of readings & film

December 06: Closing Circle

Discussion Topics:

- What do I do with the knowledge I have learned
- What about this course has been meaningful
- What have I learned about my identity
- What's next in my educational journey

Assignment due: Final project

Instructional Policies

1. Late Assignments

All assignments must be completed and submitted on the date assigned. All written work that is late will be penalized by 5% per day unless an extension is legitimately warranted and approved by the instructor in advance of the assignment due date.

2. Written Assignment Requirements

All written assignments are due at the beginning of class. Written assignments must be typewritten, double-spaced, and meet the requirements of the APA referencing. Assignments should be turned in to the instructor personally; assignments put under the door, in the mail, or otherwise submitted will not be accepted without approval from the instructor. If submission of an assignment is problematic, contact the instructor prior to the due date.

3. Assignment Preparation

The instructor is available to assist students in the preparation and planning of all course assignments. Please contact the instructor to make an appointment. If you require an extension or support for an assignment, contact the instructor before the due date.

4. Plagiarism, Cheating, and Academic Dishonesty

If plagiarism, cheating, or academic dishonesty can be documented, the penalty will be an automatic "zero" on the assignment in question. Camosun College's policy on Plagiarism can be found here: <http://camosun.ca/about/policies/education-academic/e-2-student-services-&-support/e-2.5.1.pdf>

Course Grading System

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

<http://camosun.ca/about/policies/education-academic/e-1-programming-&-instruction/e-1.5.pdf>

Competency Based Grading System

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

<http://camosun.ca/about/policies/education-academic/e-1-programming-&-instruction/e-1.5.pdf>

Academic Progress Policy

There is an academic progress policy designed to enhance a learner's likelihood of success. Students should become familiar with the content of this policy. The policy is available in each School administration office, registration, and on the college website at:

<http://camosun.ca/about/policies/education-academic/e-1-programming-&-instruction/e-1.1.pdf>