



**IFS 100 – X01**  
**Exploring Indigeneity**  
**2014F**

**COURSE OUTLINE**

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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.*

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**1. Instructor Information**

<b>(a) Instructor</b>	hii ni nah sim (Tommy Happynook)	
<b>(b) Office hours</b>	Before and after class as needed	
<b>(c) Location</b>	WAEC 1 <sup>st</sup> floor	
<b>(d) Phone</b>	250.370.3162	<b>Alternative:</b> n/a
<b>(e) E-mail</b>	happynookt@camosun.bc.ca	
<b>(f) Website</b>	n/a	

**2. Intended Learning Outcomes**

*On completion of this course students will:*

1. Discuss important aspects of an Indigenous worldview, recognizing the difference and similarities of differing First Nations
2. Describe the effects of colonization on Indigenous individuals and communities
3. Discuss the impacts of land on the development of Indigenous cultures
4. Demonstrate an awareness of their own 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**

1. None
2. Additional resources may be provided throughout the course

#### 4. Course Content and Schedule

	<b>Class Content</b>	<b>Class Readings</b>
Lecture 01 Sep 08	<ul style="list-style-type: none"> <li>• Acknowledging territory</li> <li>• Introductions</li> <li>• Overview of course outline</li> <li>• Circle guidelines</li> <li>• What is Indigeneity</li> <li>• Why is Indigeneity important</li> </ul>	
Lecture 02 Sept 15	<ul style="list-style-type: none"> <li>• Connection to land</li> <li>• Importance of land</li> <li>• Learning from the land</li> <li>• <b>Films:</b> In the light of reverence</li> </ul>	<ul style="list-style-type: none"> <li>• Horne, Jack. 2012. <i>WSANEC: Emerging land or emerging people.</i> The Arbutus Review. Vol.3 (2).</li> </ul>
Lecture 03 Sep 22	<ul style="list-style-type: none"> <li>• Aboriginal Affairs and Northern Development Canada</li> <li>• The Indian Act</li> <li>• Bill C-31</li> <li>• Bill C-3</li> </ul>	<ul style="list-style-type: none"> <li>• The Indian Act</li> </ul>
Lecture 04 Sep 29	<ul style="list-style-type: none"> <li>• Residential Schools</li> <li>• <b>Film:</b> Kuper Island: Return to the healing circle</li> </ul>	<ul style="list-style-type: none"> <li>• Truth and Reconciliation Commission. 2012. <i>They came for the children: Canada, Aboriginal peoples, and residential schools.</i> Pgs.: 1-70.</li> </ul>
Lecture 05 Oct 06	<ul style="list-style-type: none"> <li>• The Sixties Scoop</li> <li>• Indian Hospitals</li> <li>• <b>Film:</b> Richard Cardinal</li> <li>• <b>Film:</b> Gil Cardinal</li> </ul>	
Lecture 06 Oct 13	<ul style="list-style-type: none"> <li>• <b>No class - Thanksgiving</b></li> </ul>	
Lecture 07 Oct 20	<ul style="list-style-type: none"> <li>• Indigenous worldview</li> </ul>	<ul style="list-style-type: none"> <li>• Happynook, Tommy. 2010. <i>ina see.atla nish kwee see yuk mit kin: the end of one journey is the beginning of another.</i> Unpublished thesis. Pgs.: 3-31</li> </ul>
Lecture 08 Oct 27	<ul style="list-style-type: none"> <li>• Indigenous identity</li> </ul>	<ul style="list-style-type: none"> <li>• Happynook, Tommy. 2010. <i>ina see.atla nish kwee see yuk mit kin: the end of one journey is the beginning of another.</i> Unpublished thesis. Pgs.: 32-53</li> </ul>
Lecture 09 Nov 03	<ul style="list-style-type: none"> <li>• Indigenous knowledge</li> <li>• Knowledge transfer</li> <li>• Culture, values, traditions, and ways of knowing</li> </ul>	<ul style="list-style-type: none"> <li>• Happynook, Tommy. 2010. <i>ina see.atla nish kwee see yuk mit kin: the end of one journey is the beginning of another.</i> Unpublished thesis. Pgs.: 54-72</li> </ul>
Lecture 10 Nov 10	<ul style="list-style-type: none"> <li>• Indigenous Spirituality</li> </ul>	
Lecture 11 Nov 17	<ul style="list-style-type: none"> <li>• Cultural revitalization</li> <li>• Living in two worlds</li> <li>• <b>Film:</b> At the Crossroads</li> </ul>	<ul style="list-style-type: none"> <li>• Happynook, Tommy. 2010. <i>ina see.atla nish kwee see yuk mit kin: the end of one journey is the beginning of another.</i> Unpublished thesis. Pgs.:73-87</li> </ul>
Lecture 12 Nov 24	<ul style="list-style-type: none"> <li>• Cultural revitalization</li> <li>• <b>Film:</b> Return of the river</li> </ul>	
Lecture 13 Dec 01	<ul style="list-style-type: none"> <li>• Ancestry / community presentations</li> </ul>	

## 5. Basis of Student Assessment (Weighting)

### a) Attendance (15%)

Attendance is a crucial part of learning and a very important part of this course. Being prepared for class includes making sure that you are on time, the readings are done, and you are ready to participate in discussions. Please let me know if you are unable to attend class; need to make arrangements for extensions on assignments; or need clarification on anything related to the course.

### b) Critical Reflections (5x10%)

Students need to write 5 critical reflections throughout the course. The critical reflections can be on any of the films, guests, and/or readings used in the course. This assignment is due at the beginning of class 1 week after the film, guest, or reading is discussed in class. The reflection should be 2-3 double spaced pages. **Remember that you are critically reflecting and not summarizing.**

### c) Ancestry/community Research Paper (20%)

The ancestry/community paper is the student's opportunity to show that they have an understanding of the course materials. Students should focus on one of the topics discussed in the course and use a minimum of 4 sources for their project. Students may choose a topic not discussed in the course, subject to the instructor's approval.

Students must write a research paper focusing on an aspect of their own ancestry or a community that they belong to. The research paper should demonstrate an understanding of Indigenous worldview; how colonization has affected your ancestry or community; and how your ancestry or community has influenced your identity.

### d) Ancestry/community Presentation (15%)

Students will prepare a presentation on their ancestry paper. Presentations should be 15 minutes in length (not including questions). Students can use visual aids, power point, Prezi, etc. to engage with their chosen topic.

## 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>

#### 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.

## 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.