



IST 104 – 001/001A
Indigenous Ways of Knowing
2014F

COURSE OUTLINE

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.

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	hii ni nah sim (Tommy Happynook)	
(b) Office hours	11:00am – 12:00pm	
(c) Location	Ewing 204	
(d) Phone	250.370.3162	Alternative: n/a
(e) E-mail	happynookt@camosun.bc.ca	
(f) Website	n/a	

2. Intended Learning Outcomes

On completion of this course students will:

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

3. Required Materials

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

4. Course Content and Schedule

	Class Content	Class Readings
Lecture 01 Sep 03	<ul style="list-style-type: none"> • Acknowledging territory • Introductions • Overview of course outline 	
Lecture 02 Sep 10	<ul style="list-style-type: none"> • Connection to land <ul style="list-style-type: none"> ○ John Elliott ○ Cheryl Bryce • Importance of land • Learning from the land • Film: Whose land is it anyway? 	<ul style="list-style-type: none"> • Horne, Jack. 2012. <i>WSANEC: Emerging land or emerging people.</i> The Arbutus Review. Vol.3 (2).
Lecture 03 Sep 17	<ul style="list-style-type: none"> • Indigenous learning in practice #1 <ul style="list-style-type: none"> ○ 	
Lecture 04 Sep 24	<ul style="list-style-type: none"> • Indigenous worldview 	<ul style="list-style-type: none"> • 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 Unpublished thesis.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
Lecture 05 Oct 01	<ul style="list-style-type: none"> • Indigenous identity • Film: Indigenous in the city 	<ul style="list-style-type: none"> • 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 • Alfred, Taiaike & Jeff Corntassel. 2005. <i>Being Indigenous: Resurgences against Contemporary Colonialism.</i> Government and Opposition. Blackwell Publishing: Malden, MA.
Lecture 06 Oct 08	<ul style="list-style-type: none"> • Indigenous learning in practice #2 <ul style="list-style-type: none"> ○ 	
Lecture 07 Oct 15	<ul style="list-style-type: none"> • Indigenous knowledge • Traditional knowledge transfer 	<ul style="list-style-type: none"> • 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
Lecture 08 Oct 22	<ul style="list-style-type: none"> • Cultural appropriation • Breaking down stereotypes • Film: Reel Injun 	<ul style="list-style-type: none"> • Uwujaren, Jarune. <i>The Difference between Cultural Exchange and Cultural Appropriation.</i> •
Lecture 09 Oct 29	<ul style="list-style-type: none"> • Indigenous learning in practice #3 <ul style="list-style-type: none"> ○ 	
Lecture 10 Nov 05	<ul style="list-style-type: none"> • Cultural revitalization • Living in two worlds • Film: At the Crossroads 	<ul style="list-style-type: none"> • 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
Lecture 11 Nov 12	<ul style="list-style-type: none"> • Leadership and governance <ul style="list-style-type: none"> ○ Traditional ○ Band system (Indian Act) ○ Contemporary treaty 	<ul style="list-style-type: none"> • Claxton, Nicholas. 2003. <i>The Douglas Treaty and WSANEC traditional fisheries: A Model for Saanich Peoples Governance.</i> Pgs.: 1-44.
Lecture 12 Nov 19	<ul style="list-style-type: none"> • Indigenous learning in practice #4 <ul style="list-style-type: none"> ○ 	
Lecture 13 Nov 26	<ul style="list-style-type: none"> • Presentations 	
Lecture 14 Dec 03	<ul style="list-style-type: none"> • Presentations • Research Paper Due 	

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) Final Project (20%)

The final project is the student's opportunity to show that they have an understanding of Indigenous ways of knowing, being, and doing. 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 are encouraged to use creative forms of expression for the delivery of this assignment. If you choose a more creative form of expression please provide a 1-2 page write up discussing the process, references, and reasons for choosing the creative option. Creative options can include, but are not limited to: carving, painting, poetry, song, dance, etc.

If you choose to write a paper then it should be 6-8 pages and meet the standard requirements for an academic paper.

d) Presentation (15%)

Presentations are the student's opportunity to share their final project with the rest of the class. Presentations should be 5-10 minutes in length. 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
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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.