



IFS 100 – X01
Exploring Indigeneity
2015F

COURSE OUTLINE

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	Tommy Happynook (hii ni nah sim)
(b) Office hours	
(c) Location	Ewing 204 – Lansdowne
(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. 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

	Class Content	Class Readings
Lecture 01	<ul style="list-style-type: none"> Acknowledge territory Introductions, guidelines, & expectations Overview of course outline 	
Lecture 02	<ul style="list-style-type: none"> Connection to land Film: Keepers of the Fire 	<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	<ul style="list-style-type: none"> Aboriginal Affairs and Northern Development Canada The Indian Act, Bill C-31, Bill C-3 	<ul style="list-style-type: none"> The Indian Act
Lecture 04	<ul style="list-style-type: none"> Residential Schools Film: Kuper Island: Return to the healing circle 	<ul style="list-style-type: none"> Truth and Reconciliation Commission. 2012. <i>They came for the children: Canada, Aboriginal peoples, and residential schools.</i> Pgs.: 1-70.
Lecture 05	<ul style="list-style-type: none"> No Class – Thanksgiving 	
Lecture 06	<ul style="list-style-type: none"> The Sixties Scoop Indian Hospitals Film: Richard Cardinal Film: Gil Cardinal 	
First critical reflection must be completed		
Lecture 07	<ul style="list-style-type: none"> 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 08	<ul style="list-style-type: none"> Identity Film: Reel Injun 	<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
Lecture 09	<ul style="list-style-type: none"> Indigenous knowledge Knowledge transfer Culture, values, traditions, and ways of knowing 	<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 10	<ul style="list-style-type: none"> Indigenous Spirituality Film: In the Light of Reverence 	
Lecture 11	<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 12	<ul style="list-style-type: none"> Cultural revitalization Film: Return of the river 	
Second critical reflection must be completed		
Lecture 13	<ul style="list-style-type: none"> Ancestry / community presentations Closing Circle 	
Summary of Learning Due		

5. Basis of Student Assessment (Weighting)

- a) Attendance (20%)
- b) Critical Reflection #1 (15%)
- c) Critical Reflection #2 (15%)
- d) Ancestry/Community Research Paper (40%)
- e) Ancestry/Community Presentation
- f) Summary of Learning (10%)

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.