



CAMOSUN COLLEGE
School of Access
Indigenous Education & Community Connections

IFS 100 – X01
Exploring Indigeneity
2016 Fall

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	hii ni nah sim (Tommy Happynook)		
(b) Office hours	_____		
(c) Location	Ewing 204		
(d) Phone	250-370-3162	Alternative:	n/a
(e) E-mail	happynookt@camosun.ca		
(f) Website	n/a		

2. Intended Learning Outcomes

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

- (b) Additional resources may be provided throughout the course

4. Course Content and Schedule

Lecture 1 - September 12 - Introduction to course

Readings: None

Content:

- Acknowledge Territory
- Introductions
- Course Overview
- Discussion

Lecture 2 - September 19 - The Land

Readings: Horne, Jack. 2012. WSANEC: Emerging land or emerging people. The Arbutus Review. Vol.3 (2).

Content:

- Importance of land
- Learning from the land
- Connection to the land
- On the land exercise
- Discussion

Film: Heart of the People

Lecture 3 - September 26 - Colonization

Readings: The Indian Act, Bill C31, & Bill C3

Content:

- Indigenous Affairs and Northern Development Canada
- The Indian Act
- Bill C31
- Bill C3

Lecture 4 - October 03 - Policies of Assimilation

Readings: Truth and Reconciliation Commission. 2012. They came for the children: Canada, Aboriginal peoples, and residential schools. Pgs.: 1-70.

Content:

- Residential Schools
- The Sixties Scoop
- The Band system

Lecture 5 - October 10 - Thanksgiving NO CLASS

Lecture 6 - October 17 - Workshop

Content:

- Workshop Day #1

Lecture 7 - October 24 – Workshop & Midterm check-in

Content:

- Workshop Day #2
- Individual check in with the instructor

Lecture 8 - October 31 - Worldview

Readings: Happynook, Tommy. 2010. ina see atla nish kwee see yuk mit kin: the end of one journey is the beginning of another. Unpublished thesis. Pgs.: 3-31

Content:

- What is worldview
- What informs our worldview
- How does worldview shape our relationships
- How worldview shaped the relationship between Indigenous Nations and Canada
- Discussion

Lecture 9 - November 07 - Identity

Readings: Happynook, Tommy. 2010. ina see atla nish kwee see yuk mit kin: the end of one journey is the beginning of another. Unpublished thesis. Pgs.: 32-53

Content:

- What is Identity
- Defining terminology
- United Nations Declaration of Rights of Indigenous Peoples (UNDRIP)
- Colonization's impact on Indigenous identity
- Generalized vs. specific (the pan-Indian)
- Who are you?
- Discussion

Lecture 10 - November 14 - Spirituality

Content:

- What is spirituality
- Defining spirituality
- Is spirituality different than religion
- Traditional understanding of spirituality
- Practicing spirituality today
- Discussion

Film: *In the Light of Reverence*

Lecture 11 - November 21 - Decolonization, Revitalization, and Resurgence

Readings: Happynook, Tommy. 2010. ina see atla nish kwee see yuk mit kin: the end of one journey is the beginning of another. Unpublished thesis. Pgs.: 54-87

Content:

- Defining terminology
- Decolonization
- Revitalization
- Resurgence
- Barriers to revitalization and resurgence
- Examples of revitalization and resurgence
- Discussion

Film: Return of the River

Lecture 12 - November 28 - Presentations

Content:

- Student Presentations

Lecture 13 – December 05 - Presentations & Closing Circle

Content:

- Student Presentations
- Course wrap-up

5. Basis of Student Assessment (Weighting)

(a) Attendance & Participation (20%)

Attendance and participation is a critical part of learning and a very important part of this class. Being prepared for class includes making sure that the readings are done and you are ready to talk about and respond to them. Active Listening is a vital aspect of being in respectful dialogue with others. You must be able to hear what people are saying so that you can respond to them in a respectful and appropriate manner.

(b) Critical Reflections (30%)

Each student must write two critical reflections. The critical reflections should be written using any of the discussions, films, and/or readings in the course.

Provide a short introduction that summarizes what you will be writing about but remember that you are critically reflecting not summarizing. Use this opportunity to critically reflect and show the instructor that you have an understanding or personal experience with a certain topic.

The first critical reflection is due at the beginning of lecture five. The second critical reflection is due at the beginning of lecture ten.

Each critical reflection must be 3 pages, double spaced and typed. You may use any citation style as long as you are consistent throughout the paper. This assignment is worth 30% (2x15%) of your total grade.

(c) Exploring Indigeneity Presentation (40%)

Each student must complete a presentation that demonstrates a personal exploration of their indigeneity. The presentation should focus on the students own story and connect with course content and materials where applicable.

The presentation must be 10-15 minutes; any references must be cited correctly. Students can choose to deliver the presentation using any form of creative expression including, but not limited to, carving, dance, drawing, film, oration, painting, poetry, and story. Or students can choose to deliver a more traditional academic presentation that is more research focused.

Use the following guidelines to inform your presentation

1. Introduce yourself and discuss your exploration of indigeneity (tell your story)
2. Discuss the effects of colonization in relation to your indigeneity
3. Discuss the major influences in exploring your indigeneity (positive &/or negative)
4. Discuss any barriers that you have had in exploring your indigeneity
5. Discuss how you have or will overcome the barriers
6. Discuss how exploring your indigeneity has changed you

(d) Summary of Understanding (10%)

Each student must write a summary of understanding. To complete this assignment please answer the following three questions.

1. What is something that you learned in the course that you did not know at the beginning?
2. How has this course changed your perspective on Indigenous Ways of Knowing?
3. How will you incorporate this knowledge and experience into your personal and/or professional life?

This assignment is due on the last day of class.

This assignment should be a minimum of one page, double spaced, and typed. You may use any citation style as long as you are consistent throughout the paper. This assignment is worth 15% of your total grade.

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.