



IST 104 – 001 & X01
Indigenous Ways of Knowing
2016F

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	Tommy Happynook (hii ni nah sim)		
(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. *Demonstrate the importance of Indigenous identity in relation to personal academic growth*
2. *Discuss the 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

- (a) None
- (b) Additional resources may be distributed throughout the course

4. Course Content and Schedule

Lecture 01 - September 07 - Introduction to course

Readings: None

Content:

- Acknowledge Territory
- Introductions
- Course Overview
- Discussion

Lecture 02 - September 14 - The Land

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

Content:

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

Film: *Heart of the People*

Lecture 03 - September 21 - 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 Unpublished thesis.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

Film: *In the Light of Reverence*

Lecture 04 - September 28 - Identity**Readings:**

1. 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 Unpublished thesis.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
2. Alfred, Taiaiake & Jeff Corntassel. 2005. *Being Indigenous: Resurgences against Contemporary Colonialism*. Government and Opposition. Blackwell Publishing: Malden, MA.

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 05 - October 05 - Identity

Readings: Uwujaren, Jarune. The Difference between Cultural Exchange and Cultural Appropriation.

Content:

- Understanding stereotypes
- The media's role in defining Indigenous identity
- Overcoming misunderstanding, misinterpretations, and misguided definitions
- Discussion

Film: Reel Injun

Lecture 06 - October 12 - Indigenous Learning in Practice

- **Film:** Teachings of the Tree People – <https://vimeo.com/64099709>

Content:

- Cedar workshop #1

Lecture 07 - October 19 - Indigenous Learning in Practice

Content:

- Cedar workshop #2

Lecture 08 - October 26 - Knowledge

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.: 54-72

Content:

- What is knowledge
- What is Indigenous knowledge
- Definition of Indigenous knowledge
- The transfer of knowledge
- Using technology to preserve knowledge
- Preservation vs. conservation
- Discussion

Lecture 09 - November 02 - Métis Ways of Knowing

Readings: Gaudry, Adam. 2012. Respecting Metis Nationhood and Self-Determination in Matters of Metis Identity. In *Aboriginal History: A Reader*, 2nd edition. Eds. Kirstin Burnett & Geoff Read. Oxford University Press. Pgs: 152-163.

Content:

- Who are the Métis
- Métis & colonization
- The Daniels Case
- Métis ways of knowing
- Discussion

Guest:

Lecture 10 November 09 - Government and Leadership

Readings:

Content:

- Traditional
- Historic Treaties
- Band Council

- Contemporary Treaties
- Self-governance
- Discussion

Lecture 11 - November 16 - 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.:73-87

Content:

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

Lecture 12 - December 23 - Presentations

Content:

- Student Presentations

Lecture 13 - November 30 - Presentations

Content:

- Student Presentations

Lecture 14 - December 07 - Closing Circle

Content:

- Student Presentations (if necessary)
- Review of course
- Connecting the outcomes to our learning

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) Presentation (40%)

Each student must complete a presentation that demonstrates an understanding of Indigenous Ways of Knowing. Students can choose any topic that is discussed throughout the course. Please refer to the course schedule for the date of presentations.

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. Introduction of topic and self
2. A brief overview of how colonization relates to your topic
3. Demonstrate how your project relates to Indigenous Ways of Knowing
4. How has this project impacted 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

- 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.