



**IST 120 –BX02 A-B**  
**Introduction to Indigenous Peoples/TELFIN TFE**  
**WILNEW Winter 2018**

**COURSE OUTLINE**

---

**Course Description**

TELFIN TFE WILNEW, is a SENĆOŦEN phrase meaning “Understanding Indigenous People.” This unique, award-winning course is intended for students unfamiliar with Indigenous worldviews. Participants will learn from Indigenous people about Indigenous worldviews and colonization through video, audio interviews, radio shows and scholarly articles. The purpose of the course is to dispel stereotypes and myths, to enable learners to understand the experience of Aboriginal peoples in a Canadian context, and to equip them with the knowledge and skills to begin to interact respectfully with Aboriginal peoples in community and in the workplace.

Discussions are conducted in circle format with an Aboriginal facilitator.

⚡ *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.*

---

**Instructor Information**

<b>(a) Instructor</b>	<u>Marcey Louie</u>
<b>(b) Office hours</b>	Tuesdays online 9:30-10:30am or by appointment
<b>(c) Location</b>	<u>WT234 – Circle Discussions Wk 1 &amp; 14 Jan. 9 &amp; Apr. 10 N=36 (whole class) Wk 6 &amp; 9 Feb. 20 &amp; Mar. 6 N=18(half the class) WTCC 234 on Tuesdays -3:30-5:50 pm Wk 6 and 9 Feb 22 &amp; Mar 8 N=18 (half the class) WTCC 234 on Thursdays- 3:30-5:50pm</u>
<b>(d) Phone</b>	<u>250-370-3299</u> <b>Alternative:</b> _____
<b>(e) E-mail</b>	<u>louiem@camosun.ca</u>

**Intended Learning Outcomes**

*Upon successful completion of this course, you will be able to:*

- 1. Describe colonization and the impact of this process on the Aboriginal people of BC and Canada and on your experience with Aboriginal peoples.*
- 2. Evaluate and articulate the ways in which your values and beliefs align or conflict with Indigenous ways of seeing, being, doing, and relating;*
- 3. Identify and describe similarities and differences between, and across, Indigenous worldviews and settler worldviews.*
- 4. Identify and build on practices/ways that foster mutually respectful relationships in community and the workplace.*

## Required Materials

All materials available on D2L site (readings, videos). Handouts provided when necessary.

## Course Content and Schedule

This blended course consists of online activity including discussion questions and face-to-face sessions with the instructor in a circle format. Reflections, questions and views on issues are heard in the circle discussions. Sitting in circle provides learners with hands-on experience of an Indigenous way of meeting, teaching and learning.

	Online (D2L) Content	Activities / Assignments
Week 1 Jan 9	Introduction Storyscapes	Circle Discussion - Introductions Discussion Question
Week 2 Online	Stories of Place <u>W'SÁNEĆ</u> & Lekwungen	Discussion Question
Week 3 Online	Stories of Creation Settlers, Treaties	Discussion Question
Week 4 Online	Stories that Harm Indian Act & Assimilation	Discussion Question
Week 5 Online	Stories of Loss Identity, Stolen Generations	Discussion Question
Week 6	Stories of the Dark Indian Residential Schools	9:30am Smudge Circle Discussion/Guest Discussion Question
Week 7	Stories as 'Myth' Stereotypes, racism, media	Discussion Question
Week 8 <b>Feb 27</b>	Stories of Healing Truth telling, apologies	<b>Picture Analysis Due</b> Discussion Question
Week 9 <b>Mar 6</b>	Stories of Resistance/Ally Awareness Governance, court decisions	9:30am Smudge Circle Discussion/Guest Discussion Question
Week 10 Online	Stories of Revitalization Languages, culture	Discussion Question
Week 11 Online	Stories of Relationships Treaties, partnerships	Discussion Question
Week 12	Stories of Activism Youth Voices, Idle no More	Discussion Question
Week 13 Online	Reconciling Stories Self-Determination	Discussion Question
Week 14 April 10	Building Your Story, Our Story	9:30am Smudge Circle Discussion - Closure

## Basis of Student Assessment (Weighting)

Detailed descriptions of each assignment along with marking criteria to be posted on D2L before Jan 9 th circle discussion.

### a) Attendance and Participation in Circle Discussion (40%)

Attendance and active participation is a crucial part of learning and a very important part of this course. Being prepared for discussions includes making sure you are on time, the modules are viewed, readings are done and you are ready to participate.

- Discussion Circles occur
- ○ Missing a session is an automatic 10% deduction.

### b) Online Discussion Posts (20%)

Each module has a discussion question concluding the section. Posts are responses to the initial question and a chance to dialogue with fellow classmates on their posts. Posts are meant to be brief (1-2 paragraphs).

- Minimum of 10 new thread posts throughout the course earns full marks.
- Discussion questions close after 2 weeks

(e.g. Jan 9 discussion question closes Jan 23rd at 11pm PST)

### c) Pictorial Analysis of Colonization in Practice (10%)

Select a photograph depicting the Indian Residential School experience. Identify and locate the photograph. Provide a critical analysis of the photograph, identifying colonial policies and how they are manifested in the image. Explore why it resonated with you.

- 3- 4 pages; typed and double spaced, 12pt font. APA citation with minimum 2 referenced sources.
- **Due Week 8 (Feb 27) before 11pm PST** (submitted to dropbox)

### d) Final Paper (30%)

Your final assignment looks at how we construct our stories in the storyscape of Indigenous-Canadian relations. It can be based on a circle discussion or expand on a course theme. Explore shifts in worldviews and describe an ally practice you want to develop.

- 6-8 pages (excluding references), typed and double spaced, 12pt font. APA citation with minimum 3 referenced sources.
- **Due April 13th by 5:00pm PST**

## Grading System

**\*Late papers/submissions are subject to 5% per day unless contact with instructor 3 days prior to due date. Only 1 extension per student.**

Standard Grading System (GPA)

### 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

### 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](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.

### 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>