



IST 104-X01/001  
Indigenous Ways of Knowing  
2018F

## 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	Thursday 1-2 pm or by appointment		
(c) Location	P229		
(d) Phone	250-370-3162	Alternative:	n/a
(e) E-mail	<a href="mailto:happynookt@camosun.ca">happynookt@camosun.ca</a>		
(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 role 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 provided throughout the course

## Course Content and Schedule

### Lecture 1 – September 05 - Introduction to course

**Content:**

- Acknowledgment of territory
- Introductions
- Overview of course and outline
- Discussion

### Lecture 2 - September 12 - Knowing the land

**Content:**

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

**Film: Heart of the People**

**Lecture 3 - September 19 - Knowing our world(s)**

**Content:**

- What is worldview
- What informs our worldview
- How does the way we know the world shape our relationships
- Discussion

**Film: Babakiueria**

**Lecture 4 - September 26 - Knowing ourselves**

**Content:**

- Colonization's impact on Indigenous identity
- General vs. Specific terminology (the pan-Indian)
- Who are you
- Discussion

**Lecture 5 - October 03 - Knowing how others see us**

**Content:**

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

**Film: Reel Injun or Searching for Winnetou**

**Lecture 6 - October 10 – Indigenous ways of knowing in practice**

**Content:**

- Cedar prep

**Lecture 7 - October 17 – Indigenous ways of knowing in practice**

**Content:**

- Cedar weaving

**Lecture 8 - October 24 – Indigenous Knowledge**

**Content:**

- What is knowledge
- What is Indigenous knowledge
- Defining Indigenous knowledge
- The transfer of knowledge
- Preservation vs. Conservation
- Technology and knowledge
- Discussion

## **Lecture 9 – October 31 – Metis ways of knowing**

### **Content:**

- Who are the Metis
- Metis and colonization
- The Daniels case
- Metis ways of knowing – Blake Dejarlais Tedx talk

## **Lecture 10 - November 07 - Governance and leadership**

### **Content:**

- Colonization's impacts
- Barriere Lake First Nation
- Haudenosaunee
- Huu ay aht
- Discussion

## **Lecture 11 - November 14 – Decolonization, Revitalization & Resurgence**

### **Content:**

- Defining terminology (decolonization, revitalization, resurgence)
- Barriers to decolonization, revitalization, resurgence
- Examples of decolonization, revitalization, resurgence
- Discussion

## **Lecture 12 - November 21 - Presentations**

### **Content:**

- Student presentations

## **Lecture 13 - November 28 – Presentations**

### **Content:**

- Student presentations

## **Lecture 14 - December 05 - Presentations & Closing Circle**

### **Content:**

- Student presentations
- Closing circle

## **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 for this course. The critical reflections should draw on the course discussions, films, guests, and/or readings.

Each critical reflection can have a short introduction that summarizes what you will be writing about. **BUT** remember that you are critically reflecting and **NOT** summarizing. Use this opportunity to critically reflect and then show the instructor that you have an understanding or personal experience with a certain topic.

Critical reflections must be 2 full typed pages, double spaced, 12 pt. font. You may use any citation style as long as you are consistent throughout the paper.

You may turn in a critical reflection anytime throughout so long as I receive the first critical reflection by lecture 5 and the second critical reflection by lecture 10.

### **(c) Presentation Outline (10%)**

Students must complete a presentation outline prior to giving their presentation. This assignment will help to ensure that the instructor has the opportunity to help you in your exploration. The outline should be typed, double spaced, 12 pt. font. You may use any citation style as long as you are consistent throughout the paper. You must also have three references and one must be from an academic source.

The outline should briefly address the following questions:

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?

The presentation outline is due by lecture 9.

### **(d) 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?

## **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.