



IST 120 – BX01A
Introduction to Indigenous Peoples: TELFIN TFE WILNEW
2019W

COURSE OUTLINE

TELFIN TFE WILNEW, is a SENĆOTEN phrase meaning “Understanding Indigenous People.” This unique, award-winning course is intended for students unfamiliar with Indigenous world-views. 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.

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	By appointment		
(c) Location	P229		
(d) Phone	250-370-3162	Alternative:	
(e) E-mail	happynookt@camosun.ca		
(f) Website			

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) All materials available on D2L site

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

4. Course Content and Schedule

Week 1 – January 7 – Circle #1 (face-to-face)

Content – Storyscapes

- Introductions
- Introduction to course
- Discussion questions

Week 2 – January 14 – Online

Content – Stories of Place

- W'SÁNEĆ & Lekwungen
- Independent online work
- Discussion questions

Week 3 – January 21 – Online

Content – Stories of Creation

- Settlers and treaties
- Independent online work
- Discussion questions

Week 4 – January 28 – Online

Content – Stories of Harm

- Indian Act and assimilation
- Independent online work
- Discussion questions

Week 5 – February 4 – Online

Content – Stories of Loss

- Identity and stolen generations
- Independent online work
- Discussion questions

Week 6 – February 11 – Circle #2 (face-to-face)

Content – Stories of the Dark

- Indian residential schools
- Independent online work
- Discussion questions

Week 7 – February 18 – Online

Content – Stories as “Myth”

- Stereotypes, racism, and media
- Independent online work

- Discussion questions

Week 8 – February 25 – Online

Content – Stories of Healing

- Truth-telling and apologies
- Independent online work
- Discussion questions

Week 9 – March 4 – Circle #4 (face-to-face)

Content – Stories of Resistance and Ally Awareness

- Governance and court decisions
- Independent online work
- Discussion questions

Week 10 – March 11 – Online

Content – Stories of Revitalization

- Language and culture
- Independent online work
- Discussion questions

Week 11 – March 18 – Online

Content – Stories of Relationships

- Treaties and partnerships
- Independent online work
- Discussion questions

Week 12 – March 25 – Online

Content – Activism

- Youth voices and idle no more
- Independent online work
- Discussion questions

Week 13 – April 1 – Online

Content – Reconciling Stories

- Self-determination
- Independent online work
- Discussion questions

Week 14 – April 8 – Circle #6 (face-to-face)

Content – New Stories

- Building your story, our story
- Independent online work
- Discussion questions

5. Basis of Student Assessment (Weighting)

(a) Attendance (35%)

Attendance is a very important part of this course. The class does not meet very often face-to-face and so it is very important that you attend all the face-to-face sessions because it is here that you will be able to share and discuss the content with the instructor and students.

(b) Participation in circle discussions (15%)

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. At a minimum you should be able to talk about what you have learned and how it has impacted you.

(c) Online discussion questions (35%)

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

To earn full marks for this assignment students must complete a minimum of 5 discussion question posts and respond to 2 posted discussions (not your own).

Note: Discussion questions close after 2 weeks

(d) Critical Reflection (15%)

Each student must write a critical reflection for this course. The critical reflection should draw on the course discussions, films, readings, and/or face-to-face sessions.

Each critical reflection can have a short introduction that summarizes what you will be discussing. **BUT** remember the paper is a critical reflection and **NOT** summary. Use this opportunity to critically reflect on the course. Critical reflections should be more comprehensive than the discussion posts.

Questions to ask yourself while writing:

1. What was interesting about the course? (or not)
2. Why was it interesting or not?
3. How do you relate to the topic or how will you incorporate your learning into your life?

Critical reflections must be 2-3 typed pages, double spaced, 12 pt. font. You may use any citation style as long as you are consistent throughout the paper. You do not need to provide a title page but ensure that your name and the course is listed on the paper.

The critical reflection is due at the last face-to-face session of the term.

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 to Assist Students to Succeed Throughout the Course

8. College Supports, Services and Policies



Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @

<http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

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.