



CAMOSUN COLLEGE
Eyē Sqâ'lewen (IECC)
Indigenous Studies

IST 243
Comparative Indigenous Issues
Winter 2020

COURSE OUTLINE

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	Kelly Aguirre
(b) Office hours	Tuesdays 1:30-2:30 Paul 229
(c) Location	Tuesdays 10:00am-12:50pm Fisher 310 (Except Jan 17-18 WT 234)
(d) Phone	250-370-3162 Tuesdays Alternative:
(e) E-mail	aguirrek@camosun.bc.ca - Please use this email to reach me outside class

2. Intended Learning Outcomes

This course examines historical and contemporary policies and practices concerning Indigenous people in New Zealand, Australia and the United States. Students identify, examine and analyze treaties, Aboriginal policy, education, child welfare and international law. The course includes examination of international Indigenous movements towards self-determination.

On completion of this course students will be able to:

- *Gain knowledge and understanding of Indigenous experiences with social policies of United States, Australia, New Zealand and Canada.*
- *Draw on the respect, knowledge and history of Indigenous peoples from a variety of countries and dialogue various forms of autonomy for Indigenous peoples.*
- *Acquire a basic knowledge of contemporary political theory and international policies regarding Indigenous people.*
- *Develop the ability to analyze and critique social/political impacts of colonization.*
- *Acquire skills and analysis to examine your own beliefs, values and practice for future policy analysis and development.*
- *Acquire skills to research, write and document an academic paper.*

3. Required Materials

All reading materials will be available on D2L or linked in the Outline. It is the student's responsibility to access and read all required texts each week. If you find reading from a screen or doing digital markups difficult, printing the online readings so you can annotate them by hand as you read might be helpful.

4. Assignments

- All written assignments are to be uploaded to designated drop boxes on D2L by 11:59pm on the due date unless specified otherwise below.
- All assignments received after the due date will receive a 10% per day penalty to a maximum of 3 days only, after which I will not accept it.
- Extensions must be requested a minimum of 3 days prior to the original due date with no exceptions except for extenuating circumstances.
- See Course Policies for more detail.

1) Engagement and Attendance: 10%

Engagement is highly valued in this course. You will be assessed for your contributions to co-learning through in-class activities and discussions, demonstration of preparedness and reading, as well as participation in any excursions.

You must attend 80% of classes (miss no more than 9 hours of class time). If there are extenuating circumstances that will lead you to miss more than 3 classes, this must be discussed with the instructor and academic advisors as early as possible regarding accommodations.

2) Discussion Questions x 2: 10%

You are expected to prepare at least TWO discussion questions from the assigned readings during the term. You will submit these on D2L by 11:59pm the night *before* the class they are for. Please try to submit at least ONE before Feb. 18th.

You can use the Critical Reading Exercise Questions as a guide to help formulate your discussion questions. These can relate to an idea or argument you find interesting or difficult, a conflict or connection between readings or a concept, term or phrase from the readings you find confusing or problematic etc.

Your questions should be at least a paragraph in length, set up the context for your question and contain specific references to the reading you are focusing on.

3) Current Event Presentation: 20%

Absence without excused accommodation on the day of your assigned presentation will result in a 0.

You will sign-up to do a short (under 10 minute max) presentation on a recent news article or media item from the US, Australia or NZ/Aotearoa recounting a current event relating to a concept, issue or theme from the course and the reading for that week or previous readings.

You will post the news article or media item on D2L *before* the class you are presenting in.

Your presentation should include:

- Title, source and brief outline of the article or media item and why you chose it
- A copy or copies of the article (paper or digital) for reference
- Your explanation and analysis of how the article or issue discussed addresses a concept or issue from the course or in the course reading
- Reflection on connections to similar issues in the Canadian context
- At least one substantial discussion question for the class based on the connection between the article and course themes or reading
- You may use powerpoint

Your media item can be either an article or a video news story, but it must be from a reputable news source, ie NOT a blog, or social media site such as Facebook. Such sources might include national and international newspapers (e.g. *The Globe and Mail*, *New York Times*, *The Washington Post*, *The Guardian*, *The Vancouver Sun*, *The Toronto Star*), major weekly news magazines (e.g. *The Economist*, *Maclean's*, *Al Jazeera*, *Newsweek*, *Time*), television news programming (e.g. *CBC The National*, *PBS Newshour*, *BBC World News*, *CNN*).

4) '25 Indigenous Projects' Research Assignment

Review the chapter called '25 Indigenous Projects' from Linda Tuhiwai's book *Decolonizing Methodologies* (2nd Ed). Select one or two of the broad 'projects' she describes. This will be used to help you form a research question.

You will research a specific topic that is directly related to at least one of the weekly course themes and also reflects on the project/s you chose from Smith's chapter. You will need to critically discuss your topic in relation to specific examples from TWO of the contexts we discuss - Canada, USA, Aotearoa or Australia. You can focus on one example but should bring in reflections on at least one other example.

For example:

- Project from Smith Chapter: 'Returning'
- Course Theme or Issue: Repatriation and Reconciliation
- Topic: Initiatives to address historically violent relationships between Indigenous communities and museums and their role in reconciliation
- Question: *Addressing the history of non-consensual removal of cultural property like totem poles from Indigenous communities has the potential to positively restructure their relationships with museums. Yet what are the broader social and political implications? Specifically, how do such initiatives, like the B.C. Museum and community 'Repatriation Handbook,' have in moving reconciliation forward?*
- Examples:
 - Main Example: The B.C. Museum recently created a 'Repatriation Handbook' to assist communities and institutions in the return of Indigenous cultural property and ancestral remains.
 - Secondary Example: The 'Return, Reconcile, Renew' Project in Australia

We will work on formulating a research question, writing a proposal, researching resources and the paper structure in class.

You are asked to utilize the IST 243 Research Guide on the library website for the assignment.

a. Proposal and Annotated Bibliography – 20% Due February 11

You will write a research proposal (1-1.5 pages) outlining your topic, how it reflects your chosen 'project' described by Smith, what examples you are considering and why you chose it. You will also state your Research Question.

You will also prepare an annotated bibliography with a minimum of ONE course reading and THREE external sources (min. FOUR TOTAL). These sources can be books, articles from academic journals, reports produced by a government (eg. National, provincial/territorial or Indigenous), International institution like the U.N. or an NGO. You can use films, news articles and informal sources like blog posts in your paper but you must have at least FOUR academic sources.

If you plan on interviewing or citing any personal communication with a family member or acquaintance, please include this as an additional resource (beyond 4 minimum) with a few lines on why and how you will take this up in the paper.

b. Peer Review of Proposal – 10% Due February 25

You will exchange proposals with a classmate and review and comment on their proposal using a questionnaire provided. You will be assessed on the length, depth of engagement and thoughtfulness of your feedback.

c. Paper – 30% Due March 17

7 pages minimum (excluding list of References) to 10 pages max.

Minimum SIX sources (FOUR academic and external to course material).

Please look at the College's guide to writing research papers here:

<http://camosun.ca.libguides.com/c.php?g=92416>

5. Course Policies

Please see Course Policies document on D2L for more information on assignment submission, communication and conduct.

8. Recommended Materials to Assist Students to Succeed Throughout the Course

Our fantastic librarians have compiled a website for Indigenous Studies that should be your first stop for research assignments, find it here:

<http://camosun.ca.libguides.com/IndigenousStudies>

For tips on assignments and critical reading please use the resources shared in class and posted on D2L. For citation help please see these guides:
<http://camosun.ca.libguides.com/cite>

There are a variety of services available for students to assist you throughout your learning including academic and Indigenous advisors, counsellors, accessibility, library and Writing Centre staff. Here are a few links:

IECC Student Supports | <http://camosun.ca/learn/school/indigenous-education-community-connections/students/index.html>
Centre for Accessible Learning | <http://camosun.ca/services/accessible-learning/>
Writing Centre | <http://camosun.ca/services/writing-centre/>

9. 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.

Assessment and Grading System

Standard Grading System (GPA)

Competency Based Grading System

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> 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.

4. Course Schedule and Readings

***** Assigned readings and topic order may be changed.**

For guidance on identifiers and Indigenous peoples, please see on D2L:

Chelsea Vowel, 'Terminology of Relationships' in *Indigenous Writes: A Guide to First Nations, Métis and Inuit Issues in Canada*. Winnipeg: Highwater Press, 2016: 7-22.

"Aboriginal Identities" in *Aboriginal and Torres Strait Islander Studies Handbook*. Queensland Studies Authority, 2010

Bruce Pascoe Ed. "Who Are We?" in *The Little Red Yellow Black Book: An Introduction to Indigenous Australia (Fourth Edition)*. AIASTIS, 2018

Rāwiri Taonui "Tribal Organization" from *Te Ara: The Encyclopedia of New Zealand*. Manatū Taonga Ministry for Culture and Heritage, 2005:
<https://teara.govt.nz/en/tribal-organisation>

“Introduction,” in *State of the World’s Indigenous Peoples*, New York: United Nations, 2009.

Colin Sampson and Carlos Gigoux “Identity” in *Indigenous Peoples and Colonialism: Global Perspectives*. Polity Press, 2016: Esp. 10, 25-35.

Week 1 (January 7): Foundations of Connection & Difference

- Introductions and review of Outline: Weekly Topics and Assignments
- Introduction to connections between Indigenous peoples’ experiences in the ‘C.A.NZ.US’ countries through concepts of settler-colonialism and Indigeneity. These are the four English-speaking majority settler-states that are former colonies of Britain: Canada, Australia, Aotearoa (New Zealand) and the USA & Hawai’i.

Week 2 (January 14): Indigenous Nationhoods and Self-Government

Stephen Cornell. “Processes of Native Nationhood: The Indigenous Politics of Self Government.” *The International Indigenous Policy Journal* 6.4 (2015)

Week 3 (January 17 and 18): Topics in Self-Government with Prof. Jacquie Green

- **Friday January 17 4:30pm to 8:50pm WT 234**
- **Saturday January 18 9:30am to 3:50pm WT 234**

Repatriation

“Introduction” and “Case Study: Repatriation Journey of the Haida Nation” in *Indigenous Repatriation Handbook*, 2019

Indigenous Child Welfare

Sonia Harris-Short “Introduction” [redacted version] in *Aboriginal Child Welfare, Self-Government and the Rights of Indigenous Children: Protecting the Vulnerable Under International Law*. London: Routledge, 2011

Indigenous Education

Graham Hingangaroa Smith “Maori Education: Revolution and Transformative Action” *Canadian Journal of Native Education* 24.1 (2000): 57

Week 4 (January 28): Sovereignty and Self-Determination

Margaret Mutu “The Māori” in Neeley Ed. *Native Nations: The Survival of Fourth World Peoples*. J. Charlton Publishing, 2014

Ranginui J. Walker, "Māori Sovereignty, Colonial and Post-Colonial Discourses," in Havemann Ed. *Indigenous Peoples' Rights in Australia, Canada and New Zealand*. Auckland: Oxford University Press, 2000): 108 – 122.

Week 5 (February 4): International Treaty Politics

Sheryl Lightfoot and David MacDonald "Treaty Relations Between Indigenous Peoples: Advancing Global Understandings of Self-Determination." *New Diversities* Special Issue "Indigenous Politics of Resistance: From Erasure to Recognition," 19 (2017): 25-40.

Week 6 (February 11): Reconciliation and Reparations

Research Paper Proposal is Due, Peer-Review Exchange

**Please review "Who Are We?" in The Little Red Yellow Black Book: An Introduction to Indigenous Australia*

Bruce Pascoe Ed. "Our Shared History" in *The Little Red Yellow Black Book: An Introduction to Indigenous Australia (Fourth Edition)*. AIASTSI, 2018

Kyle Powys Whyte, "On Resilient Parasitisms, or Why I'm Skeptical of Indigenous/Settler Reconciliation," *Journal of Global Ethics* 14.2 (2018): 277-289.

Week 7 (February 18): READING BREAK – No Classes

Week 8 (February 25): Indigenous Rights and Title

Peer-Review Due

Bruce Pascoe Ed. "Our Leadership and Activism" in *The Little Red Yellow Black Book: An Introduction to Indigenous Australia (Fourth Edition)*. AIASTSI, 2018

Justin Healy Ed. "Land Rights in Australia" in *Indigenous Rights*, The Spinney Press, 2014

Week 9 (March 3): Protecting the Sacred

Cynthia Kanoelani Kenui "Na Kanaka Maoli: The Indigenous People of Hawai'i" in James Ed. *Diversity in Human Interactions: The Tapestry of America*. Oxford: Oxford University Press, 2003: 93-99 (and rest if interested)

Noelani Goodyear-Ka'ōpua "Protectors of the Future, Not Protestors of the Past: Indigenous Pacific Activism and Mauna a Wākea." *South Atlantic Quarterly* 116.1 (2017): 184–194.

Week 10 (March 10): Indigenous Human Rights

Rauna Kuokkanen, "Confronting Violence: Indigenous Women, Self-Determination, and International Human Rights," in *Indivisible: Indigenous Human Rights*, edited by Joyce Green. Winnipeg: Fernwood Publishing, 2014: 126 – 143.

Week 11 (March 17): UNDRIP & Potluck Lunch

Sheryl Lightfoot, "The Declaration on the Rights of Indigenous Peoples: Forging Structural Change" in *Global Indigenous Politics: A Subtle Revolution* (New York: Routledge, 2016): 33-65.

We will finish up our discussion of UNDRIP and the relationship between the collective right to self-determination and human rights here.