

CAMOSUN COLLEGE



Eyē? Sqâ'lewen - The Centre for Indigenous Education & Community Connections (IECC)

INDIGENOUS STUDIES 116: 001 Indigenous Studies in Canada 1

Fall 2020

COURSE OUTLINE

Instructor Information:

- (a) **Instructor:** Tlehpik (J. Hjalmer Wenstob)
- (b) **Office hours:** By appointment only. Please email to set up a time.
- (c) **Class Location and Time:** online (D2L): including four (4) live online classes
- (d) **E-mail:** WenstobH@camosun.ca

Course Description:

This course examines the traditions, societies, and cultures of Indigenous peoples in what is now known as Canada prior to and after European contact. The course provides an introduction to various Indigenous peoples' ways of knowing (epistemology) with a special emphasis on the maintenance and/or revitalization of traditional values, cultural identity and spirituality.

Intended Learning Outcomes:

1. Describe the diversity of Indigenous peoples, cultures, and communities across Canada.
2. Describes strategies for leadership, revitalization, and healing, of Indigenous communities in Canada and discuss implications of these strategies for their communities.
3. Describe Indigenous community-based approaches to influence, leadership, healing, and governance.
4. Describe the concepts "colonialism," "decolonization," "Indigenous knowledge," and "self determination."

Students will demonstrate the ability to:

1. Research key topics using various media forms; books, periodicals, newscasts, key informants, the internet, and academic papers - using both Indigenous and non-Indigenous sources.
2. Understand and utilize Indigenous ways of knowing, being, seeing, and doing.
3. Analyze and evaluate information from a cultural perspective; examining bias, accuracy, completeness and fairness.
4. Analyze and understand the social dynamics that have occurred to Indigenous peoples in Canada.
5. Describe and explain the process of decolonization and empowerment at the level of the individual, community and large Indigenous cultural groups.
6. Formulate a personal opinion and perspective on historical and current issues and policies and articulate that perspective effectively.

LEARNING MATERIALS

In an attempt to respect the orality of Indigenous peoples, the learning materials will include sound recordings, audio-visual documents, web sites as well as texts. Weekly readings, videos, and materials will be discussed with a reflection.

Required Materials:

- a) Readings posted on D2L
- b) Access to a device and internet capable of participating in our virtual 'live' classes

Course Topics and Schedule:

*Schedule may change based on availability of potential guests and resources.

Sept 08 – Sept 13th	Week 1 - Introduction/Course outline review
	Please review these resources this week: https://native-land.ca https://www.youtube.com/watch?v=s7ZQqIFeE7g https://www.uvic.ca/services/indigenous/facultystaff/territory-acknowledgment/index.php https://wsanec.com/history-territory/#territory Please read through your course outline and assignment descriptions - Assignment #1 (self-location) is due Sept. 27 th . Please bring any questions to next week's class.
Sept 14 – Sept 20	Week 2 - Virtual 'live' class: **Have this week's readings read before class**

	<ul style="list-style-type: none"> • Introductions • Course Outline • Vision of the course • Land Acknowledgments • Territory and Land • Assignment 1 (Due Sept. 27th) <p>Poth, J. (Ed.) (1990) Saltwater Peoples. (pp. 9-17) http://www.islandstrust.bc.ca/media/341928/saltwater-people-1983-delliott-sr.pdf</p> <p>Interactive map of Vancouver Island First Nations: http://viea.ca/business-living-on-vancouver-island/first-nations/</p> <p>Interactive map of BC First Nations: http://www.bctreaty.ca/map</p>
<p>Sept 21 – Sept 27</p>	<p>Week 3 - Culture</p>
	<ul style="list-style-type: none"> • Creation stories and Understandings • Land and Language- People of place • Terminology <p>After finishing the course readings, please watch the presentation on D2L by your instructor.</p> <p>Readings:</p> <p>Graudebeck, M. (1993). Introduction. In <i>Potlatch: Native ceremony and myth on the northwest coast. Alaska: Alaska Northwest Books.</i> (pp. 5 – 11).</p> <p>Walls, S. (1994). Cowichan. In <i>Wisdom’s Daughters: Conversations with Women Elders of Native America.</i> New York: Harper Collins Publishing (pp. 212 – 227).</p> <p>Poth, J. (Ed.) (1990) Saltwater Peoples. (pp.45-54) http://www.islandstrust.bc.ca/media/341928/saltwater-people-1983-delliott-sr.pdf</p> <p>Key Terminology: https://www.oise.utoronto.ca/deepeningknowledge/UserFiles/File/SABAR-Glossary-English-Final.pdf</p> <p>Assignment 1- Self-Location Paper (500 words) DUE Sunday, Sept. 27th, 11:59 pm</p>

Sept 28 – Oct. 4	Week 4 - Traditional Values
	<p>Readings:</p> <p>Graveline, F. J. (1998). Revitalizing a traditional worldview: In <i>Circle Works: Transforming eurocentric consciousness</i>. Halifax: Fernwood Publishing. (pp. 49 – 69).</p> <p>Knudtson, P. & Suzuki, D. (1992). The consequence of time’s circle on cause and effect. In <i>Native and Scientific Ways of Knowing About Nature</i>. Vancouver: Douglas & McIntyre Publishing Group. (pp. 152 – 157).</p> <p>http://www.islandstrust.bc.ca/media/341928/saltwater-people-1983-delliot-sr.pdf(pp. 75-78)</p> <p>Introduce “Cultural Presentation and outline”</p>
Oct 5 – Oct 11	Week 5 - Culture and Traditions Through Art:
	<p>https://www.victoria.ca/assets/Departments/Parks~Rec~Culture/Culture/Public~Art/arts-lekwungen-brochure.pdf</p> <p>More readings/Videos will be posted on D2L</p> <p>Review Reflection Paper assignment- DUE – Oct. 18, 11:59pm.</p>
Oct 12 – Oct 18	Week 6 - Cultural Identity:
	<p>Readings:</p> <p>Ormiston, T. (2012). <i>The canoe journey as a methodological framework</i>. Unpublished PhD UVic.</p> <p>Weaver, H. (2001) <i>Indigenous identity: What is it, and who really has it?</i> In <i>American Indian Quarterly</i>. Vol 25, No. 2. Nebraska: University of Nebraska.</p> <p>Reflection Paper DUE – Oct. 18, 11:59pm.</p>
Oct 19 – Oct 25	Week 7 - Virtual ‘live’ class: Oct. 19, 12:30-2:00

	<p>Discussion Questions: will be posted on D2L</p> <p>Culture Presentation Assignment Outline DUE – Oct. 25, 11:59pm.</p>
Oct 26 – Nov 1	Week 8 - Colonization & Decolonization:
	<p>Readings:</p> <p>Adams, H. (2001). The failure of native leadership. In <i>Prison of grass: Canada from a native point of view</i>. Ontario: Fifth House Books.</p> <p>Ormiston, T. (2010). Re-conceptualizing research: An Indigenous perspective. In <i>First Peoples Child & Family Review</i>, 5 (1), 50 – 56.</p> <p>http://www.islandstrust.bc.ca/media/341928/saltwater-people-1983-delliot-sr.pdf (pp.61-74)</p>
Nov 2 – Nov 8	Week 9 - Cultural Revitalization:
	<p>Readings:</p> <p>Anderson, K. (2000). Working with notions of tradition and culture & Foundations of resistance. In <i>A recognition of being: Reconstructing native womanhood</i>. Toronto: Second Story Press (pp. 34 – 39; 116 – 136).</p> <p>McKay, S. (1992). Calling creation into our family. In <i>Aboriginal sovereignty and the future of Canada</i>. Concord, Ontario: Anansi Press. (pp. 28 – 34)</p> <p>Video: Stolen Spirits of Haida Gwaii - http://www.isuma.tv/DID/community/Haida/stolen-spirits-of-haida-gwaii</p>
Nov 9 – Nov 15	Week 10 - Cultural (Mis)Understandings - Through their eyes and ours
	<p>Museum Visit – Virtual (video) TO BE DETERMINED</p> <p>Readings: TBD- posted on D2L</p> <p>Culture Presentation or Paper Due Nov. 15th, 2020</p>

Nov 16 – Nov 22	Week 11 - Virtual 'live' class: Nov. 16, 12:30-2:00
	<p>Discussion Questions: TBD – posted on D2L</p> <p>Infographic Due Nov. 22th, 2020</p>
Nov 23 – Nov 29	Week 12 - Self-determination:
	<p>Readings:</p> <p>Claxton, N. (2018). The SXOLE (reef net fishery) as an everyday act of resurgence. In Corntassel, J., Aldred, T., Goodyear-Ka'ōpua, N., Silva, N.K., Aikau, H., & Mucina, D. (Eds.), <i>Everyday acts of resurgence</i>. Olympia, Washington: Daykeeper Press. (pp. 93 – 97)</p> <p>Hampton, E. (2001). <i>First Nations-controlled University Education in Canada</i>. In Castellano, M. B., Davis, L., & Lahache, L. (Eds.), <i>Aboriginal education: Fulfilling the promise</i>. Vancouver: UBC Press.</p> <p>Responses to two students' discussion posts (Infographic) due Nov. 29, 2020</p>
Nov 30 – Dec 6	<p>Week 13 - Culture and Tradition as Evolution-Reconciliation(?)</p> <p>TRC 94 Calls to Action- http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf</p> <p>What Reconciliation is and what it is not- https://www.ictinc.ca/blog/what-reconciliation-is-and-what-it-is-not</p> <p>http://www.islandstrust.bc.ca/media/341928/saltwater-people-1983-delliot-sr.pdf(pp.79-84)</p>
Dec 7 – Dec 13	Week 14 - Virtual 'live' class: Dec 7, 12:30-2:00
	<p>Closing Circle</p> <p>(Self, Place and Re-introduction)</p> <p>Self-location paper #2 due WEDNESDAY Dec 9, 2020, 11:59pm</p>

Basis of Student Assessment:

- A. Self-location Paper (Sept 27) **10%**
- B. Outline for Culture Presentation or Paper (Oct 25) **10%**
- C. Reflection Paper (Oct 18) **10%**
- D. Cultural Presentation/Paper (Nov 15) **20%**
- E. Cultural Presentation Infographic (Nov 22) **10%**
- F. Self-location Paper #2 (Dec 9) **20%**
- G. Participation – ongoing **20%**
 - a. Discussion posts and responses
 - b. Participation/Attendance

Participation:

- **Attendance** is a critical part of learning and a very important part of this class. Attendance includes being actively involved in online ‘live’ virtual classes, discussion posts and doing course readings.
- ***NOTE*** Instructor may take up to 48 hours to respond to emails. For support with assignments, students must connect with the instructor no later than 48 hours (2 Days) before the assignment is due.
- **Being Prepared for Class** includes making sure you have your readings done and are ready to talk about and respond them, and the class lectures.
- **Active Listening** is a vital aspect of being in a respectful dialogue with others. You must be able to hear what other people are saying so that you can respond to them in a respectful, and appropriate manner.
- **Professionalism** includes being on time for class; letting me know when you are unable to attend class; making arrangements with me for extensions on assignments; and, looking for clarification when you are not understanding something.

Instructional Policies:

1. Late Assignments

All assignments must be completed and handed in on the date assigned. Late assignments will be penalized 5% per day and after ten days will not be accepted unless an extension is legitimately warranted and approved by the instructor in advance of the assignment due date.

2. Plagiarism, Cheating, and Academic Dishonesty

If plagiarism, cheating, or academic dishonesty can be documented, the penalty will be an automatic “zero” on the assignment in question. Camosun College’s policy on Plagiarism can be found here: <http://camosun.ca/about/policies/education-academic/e-2-student-services-&-support/e-2.5.1.pdf>

Course Grading System:

Grading System – Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+	Technically flawless and original work demonstrating insight, understanding and independent application of course expectations.	9
85-89	A	Demonstrates a very high level of integration of material demonstrating insight, understanding and independent application or extension of course expectations.	8
80-84	A-	Represents a high level of integration, comprehensiveness and complexity, as well as mastery of relevant techniques/concepts.	7
77-79	B+	Represents a satisfactory level of integration, comprehensiveness, and complexity; demonstrates a sound level of analysis with no major weaknesses.	6
73-76	B	Represents a satisfactory level of integration of key concepts/procedures. However, comprehensiveness or technical skills may be lacking.	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

A. GRADING SYSTEM <http://www.camosun.bc.ca/policies/policies.php>

The following grading system is used at Camosun College:

Recommended Materials or Services to Assist Students to Succeed Throughout the Course:

Eyē? Sqâ'lewen – The Centre for Indigenous Education & Community Connections (IECC), located in Ewing 272, is a valuable resource for you. If you are having difficulty with course content, registration, course selection, funding issues or anything that would get in the way of you being successful in this program, there are Indigenous Advisors and support people there for you to talk with. Please stop by the office or call our secretary Christine to make an appointment, at 370-3299, feel free to drop by my office for related information on any topics covered in class.

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, Registrar's Office or the College web site at <http://www.camosun.bc.ca>

ACADEMIC CONDUCT POLICY

There is an Academic 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.

www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html

ACADEMIC PROGRESS POLICY

There is an Academic Progress Policy designed to enhance a learner's likelihood of success. Students should 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://camosun.bc.ca/policies/Education-Academic/E-1-Programming-&-Instruction/E-1.1.pdf>