



Instructor: Michele Mundy
Class time: Monday 12:30 p.m. - 3:20 p.m.
Location: SAEC, 2nd Floor
Office hours: Monday, 10:00 a.m. - 12:00 noon at SAEC
(additional office hours scheduled at student's request)
Phone: 250-544-2192
Email: mundym@camosun.bc.ca
Instructional
Assistant: Wendy McDonald,
Email: mcdonaldw@camosun.bc.ca

IST 092 Introductory Indigenous Studies

Approved Course Description: This course looks at Aboriginal peoples' relationships with land, resources, cultures, and each other, as well as historical and contemporary relationships between Aboriginal people and settlers and settler governments. The course includes an overview of Aboriginal cultures in BC, colonialism, and cultural and political re-emergence.

Approved Learning Outcomes:

After completing *Introductory Indigenous Studies*, the student will be able to:

- ◆ Analyze the relations of Aboriginal peoples with the natural world by relating to the traditional settlement and lifestyle patterns of a local First Nation;
- ◆ Relate Aboriginal concepts of land and resource ownership to spiritual and other cultural dimensions, including language;
- ◆ Explain the intent of various government policies related to BC First Nations before and after Confederation;
- ◆ Assess the impacts of contact and colonialism on social organization, spiritual beliefs, and governance, among BC First Nations;
- ◆ Demonstrate competence in the critical thinking skills that are essential for understanding such issues as land claims and self-government;
- ◆ Assess personal values in relations to appreciation of other peoples and cultures.

Evaluation:

Camosun College Grading Scale

A+	95 - 100%	C+	65 - 69%
A	90 - 94%	C	60 - 64%
A-	85 - 89%	D	50 - 59%
B+	80 - 84%	F	0 - 49%
B	75 - 79%		
B-	70 - 74%		

For information on Camosun College's grading policy, see the webpage

<http://camosun.ca/about/policies/education-academic/e-1-programming-&-instruction/e-1.5.pdf>

Student Conduct

As a student or prospective student taking part in college-related activities you are expected to conduct yourself in an appropriate way. This means the College does not tolerate academic dishonesty, cheating, plagiarism or conduct that is deemed inappropriate. Please ensure you understand the Student Conduct Policy, as failure to abide by this policy can result in serious consequences.

Academic policies can be found @ the following link:

<http://camosun.ca/learn/becoming/policies.html>

Academic Honesty Guidelines:

Camosun College is committed to promoting competence, professionalism and integrity in our students and developing their core skills to succeed throughout their academic programs and in their careers. The purpose of these guidelines is to provide clear expectations of appropriate academic conduct and to establish processes for discipline in appropriate circumstances. It is the student's responsibility to become familiar with the content and the consequences of academic dishonesty.

Camosun College's Plagiarism: Definition and Consequences Policy (E-2.5.1)

<http://camosun.ca/about/policies/education-academic/e-2-student-services-&-support/e-2.5.1.pdf>

Assignment break-down:

- Attendance– 10 %
- Professionalism and participation – 10%
- Chapter presentation (group) – 10%
- Reading summaries - 15% total - 5 reading summaries (5% each)
- Assignment - Precedent setting court cases – 10%
- Final week – Final take home exam – 15%
- Major Research Paper – 30%
 - Draft of research paper – 10% of overall mark for research assignment
 - Final Paper –20%

Required texts:

B.C. First Nations Studies, Authors: K., Menzies, C. & Peacock, B. ((2003). Publisher: Pacific Educational Press, UBC.Vancouver, BC

Saltwater People, as told by Dave Elliott Sr., J. (revised, 1990). Published through Native Education, School District 63 (Saanich)

Unit One: Living in a Natural World

Week One	Sept. 5
Topic	Welcome, introductions, philosophy and structure of the course and course outline, overview of expectations for the course for computer use and classroom requirements for assignments to be completed on the computer.

Week Two	Sept. 12
Topic	Introductions of land we are on and student introductions of their traditional territories
Core Question(s)	Why are we in this course? What is the land that we are on, what does “traditional territory” mean, and why is it important to me?
Readings	Instructor will bring to class: Grant Keddie, <i>Songhees pictorial: A history of the Songhees people as seen by outsiders, 1790-1912</i> . Pp. 13-19 Readings for next class: Saltwater People, as told by Dave Elliott Sr. read pgs. 9-18
Assignment	Begin thinking about next week’s assignment, speaking to elder, community resource person, or reading you would like to share. We will discuss this in class.

Week Three	Sept. 19
Topic	Stories of the Land in Indigenous Cultures – Field trip onto the land 9:30 AM – 2 PM.
Core Question(s)	How do the stories of different peoples in these territories and visitors connect? How do they relate to what I believe or know?
Assignment	Speak to an Elder or family member and ask them to share a story about being on the land or speaking the language. Be prepared to share that story with the rest of the class in the next class.
Readings	Throughout the course students will be required to read from the text <i>BC First Nations Studies, written by Kenneth Campbell, Charles Menzies, & Brent Peacock</i> (2003). Please read Introduction & Chapter 1 (pgs. 8 – 34) of BC First Nations Studies. Saltwater People pgs 19-40

Week Four	Sept. 26
Topic	Language & Identity
Core Question(s)	What are the relationships between language and cultural identity? How can knowledge of language support learning, even if we aren’t, or can’t immediately become, fluent?
Assignments	Criteria for 1 st reading summary will be handed out.
Readings	Reading on Elders and local Douglas Treaty to be handed out & discussed in class. Video in class: Whose land is this? BC Learning Connections (1999) Chapters 2 & 3 of BC First Nations Studies pages 35-61. Saltwater People pgs 69-74.

Unit Two: Settlement and Colonization

Week Five	Oct. 3 Student chapter presentations begin through to Nov. 22
Topic	Visitors Coming To Stay: Indigenous Decimation & Re-populating of Turtle Island
Core Question(s)	What were the settler patterns in BC, and particularly in and around Saanich: What affect did they have on my ancestors?

Assignments	1 st reading summary DUE , worth 5% of overall mark.
Readings	Chapter 4 & 5 in BC First Nations Studies pgs. 64-89. Saltwater People pgs. 61-68. Canadian policy regarding Indians and the Indian Act to be handed out by Instructor.

Week Six	Oct. 10 – NO CLASS – THANKSGIVING DAY
-----------------	--

Week Seven	Oct. 17 Student chapter presentation
Topic	Policies and Legislation: Confederation, the Evolution of the <i>Indian Act</i> , & Banning of the Potlatch. A Strict Law Bids us Dance (banning of the potlatch) video to be shown in class.
Core Question(s)	What is the <i>Indian Act</i> , where did it come from, how does it affect me & my community? What is an “Indian” (legal term), what is Metis, what is Inuit? How many First Nations, tribes, live in BC & Canada? What legislation has affected Aboriginal Canadians?
Readings	Sections of Ann Sam’s autobiographical account of her being taken to Residential School? Indian residential schools: The Nuu-chah-nulth experience. pp. 124-148; Chapter 11 of BC First Nations Studies pgs. 161-175.

Week Eight	Oct. 24 Instructor to lead this class
Topic	Residential Schools & 60’s Scoop
Core Question(s)	What affect did Residential Schools have on my family, my community, and me? What harm came to us, and how are we healing, if we are?
Assignments	Criteria for 2 nd reading summary to be handed out. Journal of residential schools.
Readings	Video on residential school system and effects on community, debriefing to follow. Chapters 6 & 8 in BC First Nations Studies pgs. 90-107 & 122-133. Reading on 60’s Scoop to be handed out by Instructor.

Unit Three: Revitalization

Week Nine	Oct. 31 Student chapter presentation
Topic	The Blinds Were Just Closed – We Were Here All Along, post 1951 revitalization Further discussions on 60’s Scoop into present day.
Core Question(s)	How did our people rebound? In what ways did cultural expression re-emerge after <i>Indian Act</i> amendments?
Assignments	2 nd summary DUE , worth 5% of overall mark. Research paper criteria to be handed out.
Readings	Chapters 9 and 10 in BC First Nations Studies pgs. 134-149. Take time to research the following political movements in Canada: AIM, Leonard Peltier, Oka Crisis, and the Sharon McIvor case.

Week Ten	Nov. 7 Student chapter presentation
Topic	The Burgeoning of the Indian Political Movement, The Native Indian Brotherhood and AIM Possible guest speaker in class.
Core Question(s)	What is the history of Native political movements during the last 50 years, and what connection does this have to the political realities of today?
Comments	Discussion around the development of the Native Indian Brotherhood, and what ancestral roles it may have played in the formation of the AFN, UBCIC, and First Nations Summit. Discussion of American political movements, including the development of AIM. Who is Leonard Peltier? What were the political roles played by women and the

	political needs of women? Discussion of Bill C-31, and the McIvor case moving forward right now.
Assignments	Criteria for 3 rd reading summary to be handed out.
Readings	Chapters 12 & 13 of BC First Nations Studies pgs. 176 – 207. Additional reading on Aboriginal people and legal cases that set precedence for Aboriginal people to be handed out by Instructor.

Unit Four: Land, Culture, and the Future

Week Eleven	Nov. 14	Student chapter presentation
Topic	Oral Traditions and beyond stereotypes	
Assignments	3 rd summary DUE , worth 5% of overall mark. Assignment criteria for precedent setting court cases to be handed out. Review of research project progress.	
Readings	Chapters 14 and 17 in BC First Nations Studies pages 208-227 & 257-273. Saltwater people pgs. 75-84.	

Week Twelve	Nov. 21	Student chapter presentation
Topic	Making Our Own Future: Looking to What Lies Ahead Taking Back Our Knowledge: Indian Control of Indian Education	
Core Question(s) For Students	What is the future going to hold for Saanich and other Aboriginal people? What do we need to do to survive? What do we need to stop? What do we celebrate? How do we begin to see ourselves and have others see us?	
Assignments	Draft of research paper DUE , worth 10% of overall mark of research project. Hand out take home exam for course. Can be completed @ home and time will be set aside in class to discuss & support provided.	
Comments	Discussion of educational barriers that emerged from Residential School and systemic racism in education systems. Further discussion of the White Paper and the NIB's subsequent demand for Indian Control of Indian Education, and what that means.	
Readings	Chapter 16 in BC First Nations Studies pgs. 240-256.	

Week Thirteen	Nov. 28	
Topic	Indigenous Political and Cultural Movements in the 21 st Century.	
Core Question(s) For Students	What political and cultural movements (besides education) have been emerging and developing during the last few decades and today? How do I learn more? What would I do to get involved?	
Assignments	Precedent setting court cases assignment DUE , worth 10% of overall mark.	
Readings	Chapter 15 of BC First Nations Studies pgs. 228-239.	

Week Fourteen	Dec. 5	
Topic	Reflections on the course.	
Core Question(s) For Students	What do I do with this knowledge? How does it help me decide what I'm going to do with the rest of my education?	
Assignments	Major research paper due, worth 20% of overall mark.	
Comments	Discussion about <i>overall learning that has been meaningful for students</i> and what it means to be Indigenous. Reflections on your own identity. Prepare to be reading Indigenous philosophers/thinkers as part of FNCS 104, and reading all kinds of literature and examining orators in English 096.	

Additional reading resources/suggested:

Arnett, C. (1999). Excerpts from *The terror of the coast: Land alienation and colonial war on Vancouver Island and the gulf islands, 1849-186*. Burnaby: Talon Books.

Campbell, K., Menzies, C. & Peacock, B. ((2003). *B.C. First Nations Studies*. Vancouver, BC. Pacific Educational Press, UBC.

Dickason, O. (2006). *A Concise History of Canada's First Nations*. Oxford, ON: Oxford University Press.

Keddie, G. (2003). Excerpts from *Songhees pictorial: A history of the Songhees people as seen by outsiders, 1790-1912*. Victoria: Royal BC Museum.

Nuu-chah-nulth Tribal Council (1996). Excerpts from *Indian residential schools: The Nuu-chah-nulth experience*. Port Alberni: Nuu-chah-nulth Tribal Council

Poth, J. (revised, 1990). *Saltwater People, as told by Dave Elliott Sr.* Native Education, School District 63 (Saanich).

Additional reading and videos of the instructor's choice.