



**COURSE OUTLINE**

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*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.*

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**1. Instructor Information**

- (a) **Instructor** Todd Ormiston
- (b) **Office hours** Tuesdays 1:30pm-2:30pm – CLASSES WILL BE HELD AS BELOW- Ewing 204
- (c) **Location** Ewing 344 except Friday and Saturday classes will be held at WT 234 (AND MAR 9 AND 10 WILL BE IN VANCOUVER)
- (d) **Phone** 250-370-3122 **Alternative** \_\_\_\_\_ : \_\_\_\_\_
- (e) **E-mail** [toddo@shaw.ca](mailto:toddo@shaw.ca) or [ormiston@camosun.bc.ca](mailto:ormiston@camosun.bc.ca)
- (f) **Website** \_\_\_\_\_

This course is an introduction to Indigenous political science. Students will gain awareness about historical and contemporary perspectives on Indigenous political epistemologies, policy initiatives and political organizations. Students will integrate new learning from themes presented with non Indigenous governments as a way of creating transformative political structures for Indigenous communities.

**2. Intended Learning Outcomes**

*Upon completion of this course, students will be able to:*

*Describe historical and contemporary Indigenous political environments with respect to local and other Indigenous nations of North America.*

*Analyse the impact of Canadian government policies on Indigenous peoples.*

*Describe the impact of Canadian government policies on political relationships with Indigenous peoples.*

*Explain the diverse contemporary indigenous political structures, organizations, and movements.*

**3. Required Materials**

(a) Online articles noted below and handouts given in class. **If you have any trouble clicking on the links, please highlight the website, copy it and insert it into your taskbar when in 'google.'**

#### 4. Course Content and Schedule

##### Jan 10- *Introduction to the course*

- Introductions
- Define Political Science
- Key terminology for this class
- Course Outline-Discuss Layout of the course
- BAKE SALES
- Writing techniques-Susan Wilson to guest speak

##### Jan 17- *Introduction to Indigenous Political Philosophy, Coast Salish Territory and Political Theories*

**Special Guests:** William Morris and Gord Elliot

##### *Discussion Questions:*

- Identify and discuss a key learning for you about the Lekwungen People from the website “Songhees Nation” below and the Saanich people as presented by guests William Morris and Gord Elliot
- What is significant about the Court case over Land in Songhees territory?
- As an Indigenous person, who is a knowledge carrier within my own family/Nation/community (or a Nation you are interested in learning about) that I could look to for guidance in strengthening my understanding of Indigenous political philosophy/teachings?  
OR
- As a settler, what are the limitations of what I can learn about Indigenous political philosophy/teachings and how can I go about learning more about Indigenous people and unlearn misperceptions about Indigenous peoples I have been socialized to believe?

##### *Readings:*

Elliott, D. (1990). A Remarkable Legacy-Saanich. Please read opening page at:

[http://www.mushkeg.ca/fot%201%20episodes/Ep13/fot\\_season\\_one\\_ep13.html](http://www.mushkeg.ca/fot%201%20episodes/Ep13/fot_season_one_ep13.html)

To prepare for class spend 15 minutes reviewing the Songhees Nation website. Songhees Nation (2006). <http://www.songheesnation.com/>

##### *Recommended Readings:*

Deloria Jr, V. (2006). Introduction, The Universe of Spirits. In, *The World We Used to Live In : Remembering the Powers of the Medicine Men* (p.xiii-xxxii.). Golden, CO: Fulcrum Publishing.

To access article online:

In “google” website, highlight these words and paste into google search bar:  
Introduction, The Universe of Spirits. In, The World We Used to Live In  
Choose the first article and read the introduction. Stop at Chapter one.

##### ***Recommended web audiotrack:***

Episode 27: Vine Deloria, Jr. - Evolution, Spirit, and Indigenous Mind

See: <http://personallifemedia.com/podcasts/212-living-dialogues/episodes/2713-vine-deloria-jr-evolution-spirit/play>

**FRI FEB 3- *Defining Sovereignty and Self Determination***

**\*\*This class will be from 5:00pm-9:00pm in Wilna Thomas room 234**

**4:00-5:45pm- *Public / Social Policy –A closer look at Canadian Indian Policy- Section 35 of Canada’s Constitution Act***

**Special Guest:** Ron George, Hereditary Chief Wet’suwet’en First Nation

***Discussion Questions:***

- What was the Constitution Act, when did it come into place and did this mean for Canada? What impact did this have on Aboriginal people?
- What does sovereignty mean? How has sovereignty over land been asserted through law?
- Why was Section 35 of the *Constitution Act, 1982*, added?
- How have Indigenous People used Section 35 of the *Constitution Act, 1982* in the Supreme Court of Canada?

**Video:** The Constitutional Express: A multi- media History

***Assigned reading:***

- **HANDOUT** Article by Ron George: “The Constitution Express”-handout in class
- Wording of Section 25 and 35 of the Constitution:
- [http://www.shannonthunderbird.com/canadian\\_constitution.htm](http://www.shannonthunderbird.com/canadian_constitution.htm)

**6:00-7:15PM-*Exploring Indigenous Philosophies: Dr. Sande Grande***

- What are aspects of a Red Pedagogy?
- What aspects can we incorporate into our own lives?
- How can we be ‘revolutionary change agents?’

**Film:** Red Pedagogy, Dr. Sandy Grande

**7:15pm-8:15pm Class Critical Discussion 1 based on Section 35 talk/reading and Sandy Grande talk**

**Saturday Feb 4**

**Nick Claxton-Indigenous Governance-Saanich perspective**

**10:00am-12:00pm-Special Guest: Nick Claxton Student Advisor, Education Department, University of Victoria**

**Handout for class:** Chapter 2-ISTÁ SĆIÁNEW, ISTÁ SXOLE  
“To Fish as Formerly”: The Douglas Treaties and the WSÁNEĆ  
Reef Net Fisheries by Nicholas Xumthoult Claxton

***Discussion Questions:***

- What is the Douglas Treaty and is it important today? Why or why not?
- What is the significance of the Reef Net Fishery to Saanich Governance/

- What are some of the opposing forces to Saanich Governance as identified by Nick Claxton?
- What is the relationship of the Douglas Treaty to Saanich Reef Net Fisheries
- What were some events that transpired during the 2003 Saanich Tribal fisheries Dispute?

## Lunch

### 1:00-3:00pm- Indigenous Governance-Nuu-chah-nulth worldviews/philosophies and governance

#### Special Guests- Tommy Happynook Sr. and Tommy Happynook Jr.

**Handout for class:** iN sii /aZ niS Kvii sii yuk mit kin: The end of one journey is the beginning of another

3:15pm-3:45-Reflections and wrap up

**Feb 14-** Stolen Sisters March

**Feb 21-** The Declaration on the rights of Indigenous Peoples

A closer look at the Declaration of Indigenous Rights: Discussion on readings based on the article: The actual Declaration of Indigenous Peoples adopted in 2007-

<http://www.un.org/esa/socdev/unpfii/en/drip.html>

Indian Affairs perspective - <http://www.ainc-inac.gc.ca/ap/ia/pubs/ddr/ddr-eng.asp>

Union of BC Indian Chiefs perspective:

[http://www.ubcic.bc.ca/News\\_Releases/UBCICNews08120901.htm](http://www.ubcic.bc.ca/News_Releases/UBCICNews08120901.htm)

#### **Discussion questions:**

- What are some concerns of the Declaration?
- What are some positives of the Declaration?
- Do you agree with Corntassel's views on the Declaration? Why or why not?
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#### **Oral Critical Analysis 2**

**Feb 28-** Self Determination-A Cherokee perspective

**Special Guest-Dr. Jeff Corntassel-Professor, Indigenous Governance Masters Program**

Toward Sustainable Self-Determination:

Rethinking the Contemporary Indigenous-Rights Discourse

#### **Assigned reading:**

**Website:** <http://corntassel.net/Sustainable.pdf>

## **March 9-10 10th Annual Indigenous Graduate Student Symposium**

*Indigenous Intellectual Traditions: Re/stor(y)ing Time and Space*

Friday, March 9, 2012, 6:30pm – 9:30pm

Saturday, March 10, 2012, 8:30am – 4:00pm

First Nations House of Learning, University of British Columbia

### **March 9**

**1:00 OR 2:00-** ferry to Vancouver

**4:00pm-** check in at Blue Horizon Hotel

**6:30-9:30pm-** *Indigenous Intellectual Traditions: Re/stor(y)ing Time and Space-UBC*

### **March 10**

**7:00am-**Breakfast near Hotel

**8:30am-**Indigenous Symposium at UBC

**4:00pm** –end of conference

**5:00 OR 7:00pm-**Ferry to Vancouver

### **March 20- *Towards the Future: Envisioning Freedom/ Inherent rights vs Indigenous Rights***

*Discussion Questions:*

- According to James Ward, what are the differences between inherent freedoms, Aboriginal rights and justicial rights?
- How do the Mikmaw have the right to self determination according to the Ward article below?
- Discuss the concept of ‘peoplehood’ as defined in the article by Ward below
- Discuss the concepts of ‘Decolonization’ as put forward by Waz and Michael Yellowbird in their article below.

Readings:

Ward, J. (2004). The Mi’kmaq and the Right to Self Determination. In, *CELANEN: A Journal of Indigenous Governance, February/2004 (1)*. Retrieved October 8, 2006, from [http://web.uvic.ca/igov/research/journal/articles\\_ward\\_p.htm](http://web.uvic.ca/igov/research/journal/articles_ward_p.htm)

T’hoahohen. (2005). Organizing Indigenous Governance to Invent the Future. In, *Wilson, W.A. & Yellow Bird, M. (Eds.), For Indigenous Eyes Only: A Decolonization Handbook* (pp. 157-177). Santa Fe., NM, School of American Research Press. [https://www12.sslldomain.com/schoolofamericanresearch/sarpress/images/pdf/sarpress\\_27.pdf](https://www12.sslldomain.com/schoolofamericanresearch/sarpress/images/pdf/sarpress_27.pdf)

**Video** of James Ward talk at Camosun College in 2009

**March 27-Self Determination-Taiaike Alfred talks** and closing circle

## 5. Basis of Student Assessment (Weighting)

### Assignments

<b>(a)</b>	<b>option 1-Learning Written Journal or Audio Journal</b>		<b>30%</b>
<b>Or</b>	<b>option 2-Summ. and Critical Analysis paper on Indig. Symposium</b>		
<b>(b)</b>	<b>Oral analysis of readings/films</b>	<b>15% x2</b>	<b>30%</b>
<b>(c)</b>	<b>Research Paper</b>		<b>30%</b>
<b>(d)</b>	<b>Classroom participation</b>		<b>10%</b>

### Breakdown:

<b>(a)</b>	<b>Learning Written Journal or Audio Journal</b>	<b>30%</b>
	<b>4-5 pages or 10 min. each if done by audio</b>	

Your journal submission should be 7-8 pages in total (written) or 20-25 min. (audio or video) in length and include a title page and works consulted page. Title page and works consulted page are required for either option. **Four** sources should be cited for your journal. If you choose audio or video, introduce the person quoted and page number and year four times during your talk. You could also bring in a guest into your audio/video to enhance the teachings from your Nation (ie relative)

### *Learning Journal 1*

The learning journal will be submitted on Sunday **February 12th** (by e-mail) and will include a reflection on one or all of the following three themes of the term

*Jan 17: Introduction to Indigenous Political Philosophy, Coast Salish Territory and Political theories*

*Feb 4: Nick Claxton-Indigenous Governance-Saanich perspective*

*Feb 4: Indigenous Governance-Nuu-chah-nulth worldviews/philosophies and governance*

The learning journal submission should make clear links to course readings, videos, guests, and include answers to the following questions:

- How do you self locate yourself in terms of Indigenous/settler identity upon entering this course?
- Acknowledge the Coast Salish territory and provide three examples of key new learning to you from course materials that reflect Coast Salish philosophy/teachings in a political context.
- Reflecting on the videos/ guests/teachings/websites in the first three classes, what are some similarities between Indigenous philosophies/teachings? What are some similarities/differences of Indigenous teachings with respect to the relationship between the land, language, and ceremonial life ways amongst the Coast Salish and other tribal peoples Indigenous to Turtle Island North America?
- How can the learning you've done in this course serve community?

## **OTHER OPTION- Summary and Critical Analysis paper based on the Indigenous Symposium**

A 7-8 page paper is required on **March 17** which will answer the following:

- Describe (summarize) key themes of the Indigenous symposium
- What do these teachings mean to you on an individual, community/nation level.
- How do these teachings help you understand Indigenous philosophies/ knowledges?
- How will these teachings inform the future towards self- determination for Indigenous peoples?

A title page, works cited page and references page (with 3 sources cited) with intro/conclusion is expected for this assignment.

### **(b) Oral analysis of readings/films 15% x2 30%**

You will be expected to engage in an oral analysis of the readings using the questions above as your guide. Students will be expected to engage in a 60-70 minute discussion on assigned questions (approximately 5 minutes each). There are two dates set aside for this assignment-Feb 3 Feb 21. Please see course outline for discussion questions. As well, as you engage with the article, what are some questions you may have? What would you say to the author or guest speaker? What did you agree with/ not agree with or have difficulty understanding?

### **(b) Research Paper 30%**

At the discretion of the instructor, students are expected to visit two of the following websites below and submit a 7-9 page research paper that includes total of 4 outside sources (in addition to the below websites) and speak to how these organizations are striving towards self-determination

Visit two of the following sites: Indigenous Political Organizations

Assembly of First Nations: <http://www.afn.ca>

Metis National Council: <http://www.metisnation.ca>

Union of BC Indian Chiefs: <http://ubcic.bc.ca/>

Native Women's Association of Canada: <http://www.nwac.ca/>

BC Association of Aboriginal Friendship Centers: <http://www.bcaafc.com/>

Questions guiding your visit to the website:

- When/ why did this Indigenous political organization form, and what is its vision/role?
- Speak to two or three of the most important initiatives/issues they are involved in (from your perspective) and why you think they are important. Bring in other sources to emphasize their importance (minimum of 4)
- Who are the current people involved in leadership roles?
- If you were working in an advisory capacity, or asked as a community member to provide feedback and or an emerging vision of change that would have positive impact for the people this organization is to represent what would that include? Within this answer, make links to the contemporary political climate.
- How do you see these organizations creating movements towards self- determination?

Please ensure you include a title page, intro/conclusion, Works Cited page and proper APA citations. Quote websites according to APA guidelines and bring in 3 outside sources to help formulate your points.

**This paper is due no later than noon on Sunday April 1. No late papers will be accepted due to final grades being due.**

Students will be evaluated based on the above criteria .

**(d). Participation and Attendance**

**10%**

Students will be asked to participate in class on a regular basis and attendance is important in this class.

**PLEASE NOTE THAT ALL PAPERS ARE DUE ON ASSIGNED DATES AND PAPERS RECEIVED AFTER THE DUE DATE WILL RECEIVE 5% PER DAY LATENESS PENALTY UNLESS YOU CONNECT WITH THE INSTRUCTOR.**

**You must attend 80% of classes to pass this course.**

**6. Grading System**

Standard Grading System (GPA)

Competency Based Grading System

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

**The following grading system is 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

**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>