



Camosun College
Aboriginal Education & Community Connections
Indigenous Studies
IST 243-X01 – Comparative Indigenous Issues
Fall 2012

Instructor Information

Instructor: Tommy Happynook
Office Hours: 9am – 10am, Ewing 204
Class Time & Location: Tuesday, 10:00am – 12:50pm, WTCC 234
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Course Content

This course examines historical policies, current realities and future aspirations of Indigenous people internationally. Key topics include Treaties, Aboriginal Policy, Education, Child Welfare, International Law and Resistance movements.

Intended Learning Outcomes

On completion of this course students will:

- Gain knowledge and understanding of Indigenous experiences with social policies of the United States of America, 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.

Course Materials

Required Text:

Hall, Thomas & James Fenelon. 2009. Indigenous Peoples and Globalization: Resistance and Revitalization. Paradigm Publishers.

Basis for Student Assessment

1. Attendance

10%

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|---------------------------|---------------|
| 2. Critical review papers | 30% (2 x 15%) |
| 3. Panel presentation | 30% |
| 4. Research paper | 30% |

Assignments

- 1. Attendance and Participation** **10%**

Students are expected to attend all classes to learn, share ideas, and dialogue with one another. Participation through group discussions, written assignments, and interacting with guest speakers are critical to the successful progression of this course. Your engagements with other students will enrich the classroom learning and benefit your assignments. Due to the nature of the course, you are expected to attend each class on time unless previously arranged with the instructor. Attendance and tardiness will be noted. Your attendance is essential and students need to attend 80% of the classes in order to succeed in this course. No more than two classes can be missed without a doctor's notes.

- 2. Critical Analysis Review Papers** **30% (2x15%)**

Students are expected to sign up for two of the guest speakers and/or films and write a critical analysis review of the main points from the film or guest lecture. **Students can sign up for this assignment in week two.** Critical reviews are not simple summaries of the guest's lecture or film and are to be a response to the points and arguments that were discussed in the class.

Students should consider the following: what are your points of view based on? Why are these points of view important or not to your analysis? Do you agree or disagree with what a guest or film talked about and why or why not? If applicable, be sure to reflect on strategies for revitalization and self-determination. Be sure to support your analysis with articles and/or class discussions.

Critical analysis reviews must reference at least four of the class readings (or recommended readings) related to the topic discussed by the guest speaker or film. Be sure to document all of your sources thoroughly and accurately. Title page, introduction, review, and conclusion are essential.

Critical analysis reviews are to be 5-6 pages in length and are due one week after the class you have signed up for.

- 3. Panel presentation** **30%**

Students are expected to participate in 1 panel presentation in which selected students will discuss the assigned readings in front of the rest of the class. The group participating on the panel will have 20 minutes to discuss the meaning and main points of the readings with other members of the group after which the instructor and class will have 30 minutes to pose questions. Students may use written notes during the panel presentation. This assignment will be discussed further during class.

- 4. Research Paper** **30%**

Students will write an 8-10 page research paper that is due on the last day of class. The research paper will focus on current and/or potential strategies for revitalization of Indigenous communities internationally.

The research paper must focus on one of the countries or movements discussed in this course. Students will provide a brief historical background on the issues facing the community being studied and will expand on the uniqueness, innovative initiatives, and strategies being utilized.

A list of potential topics will be provided, however, students may choose another topic, subject to the instructor's approval. Students are expected to write an academic paper, with a minimum of 8 sources, that represents their philosophical position to Indigenous political theories with supporting references and citations.

Course Schedule

September 04: Introduction to the course

Discussion Topics:

- Philosophy of the course and introduction of people involved in the development of the course
- Overview of the themes and issues to be covered in the course as well as the class expectations
- Academic expectations for the course regarding attendance, assignments, and analytical skills
- The importance of understanding international ideologies, laws, resistance strategies, terminology, and definitions
- Introductions

September 11: Indigenous knowledge

Film: In the light of reverence pt.1

Discussion Topics:

- What is Indigenous knowledge
- How is Indigenous knowledge defined
- Who carries Indigenous knowledge

Sign up for Critical Review Papers

September 18: International policies and Indigenous peoples

Readings:

1. Indigenous Peoples and Globalization - chapter one: Globalization and Indigenous Survival
2. Website: <http://www.nativevillage.org/Messages%20from%20the%20People/Sovereignty-%20Teacher%20Background%20Information.htm>

Discussion Topics:

- Defining sovereignty
- How has tribal sovereignty been eroded by colonial nation's constitutions, policies and laws
- What is the difference between an Indigenous and liberal ideology
- Discussion of how the concept "equal laws for everyone" may lead to inequality for some
- Reasons for comparing Aboriginal policy internationally
- Terminology, theories, and knowledge
- Discussion of readings

September 25: Filmmaking as stereotypes & filmmaking as resistance

Guest: Dr. Andrea Walsh

Readings:

1. Website: http://www.nativeweb.org/papers/essays/franki_webb.html

Discussion Topics:

- Discussion of the "stoic", "romanticized", and "savage" Indian and its effects on identity and perceptions
- How are socialization and public perception shaped by the media
- How can we redefine imagery through filmmaking
- Discussion on self-determination, sovereignty, and autonomy

October 02: Revitalization and resistance

Readings:

1. Indigenous Peoples and Globalization – chapter 2: Indigenous Global Struggles: Models of Revitalization and Resistance
2. Indigenous Peoples and Globalization – chapter 3: Maori in New Zealand (Aotearoa) and Adevasi in South Asia (India)

Discussion Topics:

- Indigenous global struggles: models of revitalization and resistance
- Maori in New Zealand (Aotearoa) and Adevasi in South Asia (India)

October 09: Indigenous Mexico and the Zapatistas

Guest: Richard Spearman

Film: A place called Chiapas

Readings:

1. Indigenous Peoples and Globalization – chapter 4: Indigenous Mexico: Globalization and Resistance

Discussion Topics:

- History of Mexico
- The Zapatistas movement
- Movements in South America

Assignment due: critical analysis #1

October 16: An international perspective on Indigenous health

Readings:

1. World Health Organization: <http://www.who.int/mediacentre/factsheets/fs134/en/>

Discussion Topics:

- What are the common health issues that have been identified internationally for Indigenous peoples
- In what ways are these issues are being confronted
- What resources and strategies are needed for the future well being of Indigenous peoples

October 23: An international look at Treaties

Guest: Dr. Michael Asch

Readings:

1. Handout – From Terra Nullius to Affirmation: reconciling Aboriginal rights with the Canadian constitution. Canadian Journal of Law and Society 17(2): 23-40.
2. The Mabo decision: <http://rodhagen.customer.netspace.net.au/nativetitle.html#Mabo>
3. Tiriti o Waitangi - The Treaty of Waitangi: <http://www.postcolonialweb.org/nz/dewes1.html>

Discussion Topics:

- Defining Terra Nullius as it relates to the Asch article
- What are the key differences (worldviews) in interpreting the Treaty of Waitangi
- What is the meaning/significance of the Mabo decision in Australia

October 30: Role of the American Indian Movement and Red Power

Guest: Richard Spearman

Film: Wounded Knee and Alcatraz is not an island

Readings:

1. Website: <http://www.pbs.org/itvs/alcatrazisnotanisland/activism.html>
2. Website: <http://www.aimovement.org/ggc/history.html>

Discussion Topics:

- What stood out for you about the history of AIM
- What lessons can be learned from AIM's history as we move forward

November 06: Panel presentations

- Day 1 of panel presentations

November 13: Panel presentations

- Day 2 of panel presentations

November 20: Repatriation

Films: Totem: the Return of the G'Pgolox Pole and In the light of reverence pt.2

Discussion Topics:

- What are the key issues identified in the film
- Should the Haisla bring the pole to Miskusa? Why or why not
- In regard to the film: why is it important for the Haisla to understand traditional Haisla laws and the laws of Sweden
- Should Sweden's government tell poles story in their education system? Why or why not
- What have you learned from this story and how has it informed your educational path
- Discussion of the film: In the light of reverence pt.2

Assignment due: critical analysis #2

November 27: International Indigenous Education

Film: WIPCE 2005

Readings:

1. Tribal Colleges: An introduction. Prepared by the American Indian Higher Education Consortium. The Institute for Higher Education Policy: <http://www.aihec.org/colleges/index.cfm>
2. Indigenous Struggle for the Transformation of Education and Schooling: <http://www.ankn.uaf.edu/Curriculum/Articles/GrahamSmith/>
3. Handout: Why Indian people should be the ones to write about Indian education. Swisher.

Discussion Topics:

- Educational policies: who makes them and who do they serve
- Implications of historical policies on present educational situations
- Strategies by which Indigenous people can retain language, identity, and culture in the classroom
- What changes do you feel need to be made now
- Future aspirations

December 04: Resistance and Renewal

Film: Thunderbird woman: Winona Laduke

Readings:

1. Indigenous Peoples and Globalization – chapter 6: Indigenous Peoples: Global Perspectives and Movements
2. Indigenous Peoples and Globalization – chapter 7: Conclusions: Indigenous Peoples. Globalization, and Future Prospects

Discussion Topics:

- Global perspectives and movements as identified in chapter 6 and 7
- Discussion of movements from the course or your own teachings
- How do we decolonize ourselves
- Moving towards self-determination
- What can be learned from global movements
- What can we do individually and collectively in the struggle for self-determination

Assignment due: research paper

Instructional Policies

1. Late Assignments

All assignments must be complete and submitted on the date assigned. All written work that is late will be penalized by 2% per day unless an extension is legitimately warranted and approved by the instructor in advance of the assignment due date.

2. Written Assignment Requirements

All written assignments are due at the beginning of class. Written assignments must be typewritten, double-spaced, and referencing/citation must be consistent. Assignments should be turned in to the instructor personally; assignments put under the door, in the mail, or otherwise submitted will not be accepted without approval from the instructor. If submission of an assignment is problematic, contact the instructor prior to the due date.

3. Assignment Preparation

The instructor is available to assist students in the preparation and planning of all course assignments. Please contact the instructor to make an appointment. If you require an extension or support for an assignment, contact the instructor before the due date.

4. 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

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	Minimum level of achievement for which credit is granted; a course with a “D” grade cannot be used as a prerequisite	1
0-49	F	Minimum level has not been achieved	0

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

Competency Based Grading System

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

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

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 website at:

<http://camosun.ca/about/policies/education-academic/e-1-programming-&-instruction/e-1.1.pdf>