



CAMOSUN COLLEGE
Department of Aboriginal Education and Community
Connections
Indigenous Studies Program
IST 117-02/X02
Winter 2013

COURSE OUTLINE

1. Instructor Information

- (a) Instructor: Todd Ormiston
- (b) Office hours: Mondays, 11:30am-12:30pm, or by appointment, Ewing 204
- (c) Class Location and Time: WILNA THOMAS-234, Monday 12:30-3:20pm
- (d) Phone: 370-3122, Alternative: 370-3299, (24-hour voice mail message system for both numbers)
- (e) E-mail: toddo@shaw.ca

2. Intended Learning Outcomes:

Calendar description:

This course analyzes the effects of colonization on Indigenous peoples/ communities through an examination of policies such as residential schools, child welfare, treaties and the Indian Act. The course studies revitalization strategies and the nation rebuilding processes operating in Indigenous communities.

After completing this course, students will be able to:

1. *Analyze Canadian/ Indigenous relations by examining the differing worldviews from contact to present.*
2. *Describe and compare the terms aboriginal rights, sovereignty, aboriginal title and self government.*
3. *Compare past and present federal and provincial Indigenous policies (Indian Act, Education, Treaties etc) and its effects on Indigenous identity, consciousness, and culture.*
4. *Analyze the division of powers in Canada and its historical and present-day impact on issues related to Indigenous peoples;*
5. *Describe and compare the recommendations of various White Papers and Royal Commissions (government and Indigenous) set up to explore Canada's First Peoples well being.*
6. *Evaluate Indigenous community-based approaches to healing, influence, leadership, and governance.*

3. Required Materials:

- a) Ormiston, Todd. And Robert Wells- Indigenous Studies 117- Course Pack Readings

4. Course Content and Schedule

January 7-Contact and Colonization

- Review of course outline
- Definition of Colonization, decolonization and Self-determination
- Timeline presented

January 14- Indigenous Leadership

- Indigenous Leadership discussion
- Role Model/ self- determination assignment outline- quick discussion
- Workshop on Citations/Referencing

Reading: Handout

Video: The Eighth Fire

January 21-Introduction to the Indian Act and Research from an Indigenous perspective

- What is Indigenous research and what is an Indigenous research methodology?
- Discussion on role models assignment
- What is the Indian Act and how has it been oppressive?
- Should it be scrapped or should it remain?
- Review of International Virtual Fieldtrip assignment
- Bill C-31-Ron George-second half of class-all students

Readings: visit website : <http://www.mapleleafweb.com/features/the-indian-act-historical-overview>

Website: <http://www.fncfcs.com/publications/online-journal/vol5num1>

Pages 50-56

Jan 28- Residential Schools-in Comunity

- History of Canada's genocide and assimilation of First Nations
- Effects on First Nations today
- Strategies for healing

Readings: Rebuilding Community after the Residential School Experience." By Maggie Hodgson

Readings: "Abuse of Trust." Macleans magazine-in course pack

Website: <http://www.cbc.ca/news/canada/story/2008/05/16/f-faqs-residential-schools.html>

Panel Discussion: Colleen Mansen, Barney Williams elder TRC, Joyce Underwood-1:45-3:20pm

Feb 4- Women and Leadership-Both classes together

Reading: Remaking Balance: Decolonizing Gender relations in Indigenous Communities

(Role Model outline due)

Readings: TBA

Feb 11-No Class-Family Day

Feb 17-Stolen Sisters March-Volunteers needed-written journal due Feb 25

February 18- The History of First Nations' Child Welfare in BC Virtual Fieldtrip Paper due

An Introduction to Public Policy

- What is Public Policy and social policy?
- How has it affected First Nations historically and today?
- Components of Royal Proclamation
- Question & Answer period
- Imposed Colonial Child Welfare Structures
- The 60's Scoop
- Continued Institutionalization

Readings: What is Social Policy?

Readings: "Excerpts from the Royal Proclamation of 1763
"Canadian History: An Aboriginal Perspective

Website: <http://www.ushistory.org/us/9a.asp>

Readings: "We Can Heal: Aboriginal Children today." From Stolen From Our Embrace, written by Suzanne Fournier and Ernie Crey. pp 303- 327

Resource: Child Welfare Powerpoint presentation.

Readings: Aboriginal Child and Family Services: An analysis of Delegated Services by Todd Ormiston.

Feb 25 Continuation of Policy discussion

- Who are the 4 Aboriginal Policy tables in BC and what are their roles?
- What is the role/ function of the BC Association of Aboriginal Friendship Centers?

Guest: Paul Lacerte- President of the BC Association of Aboriginal Friendship Centers

March 4 AND 11- Role Model/ Self Determination Presentations

March 18- Wellness-Sweatlodge

- [Joyce](#) and Victor Underwood

March 25- Sovereignty/ Self Determination

Strategies on how we can become self determining

*Guest: Taiaiake Alfred, Director, Master of Arts in Indigenous Governance, University of Victoria

Readings from Coursepack: Taking a Stand for our People by Taiaiake Alfred

Taiaiake Alfred

April 1-The Rights Discourse

- Section 35 of Canada's Constitution
- The White paper and Royal Commission Report
- Guest speaker last half of class

Special Guest: David Dennis

Handouts provided in class.

April 8-No class due to sweatlodge on March 19

5. Basis of Student Assessment

- 1) 10% outline of Role Model/ Self Determination presentation (Feb 4)
- 2) 20% Virtual International field trip paper FEB 18
- 3) 25% Role model/ Self Determination presentation (March 4 and 11)
- 4) 20% Summary of Role Model presentation (March 18)
- 5) 15% attendance and participation (ongoing)
- 6) 10% Stolen Sisters March and summary-1.5-2 page review (Due Feb 25)

1) Outline of Role Model/ Self Determination presentation:

Students are expected to present individually (or in pairs) on an Indigenous role model who has impacted you or who you would like to conduct research on. The presentation will be for 10 minutes (or 20 minutes) if done in pairs. Please rehearse as time will be monitored by the instructor. Three aspects of this assignment are essential: A) A history of the person chosen B) Accomplishments of the role model chosen and C) How this person is working towards self determination for Indigenous peoples. These three aspects will be the headings for your written summary. Students are asked to write a one page outline (an outline format will be provided in class) with a thesis statement, Proper MLA or APA sources used (minimum of four outside sources, one can be internet and one must be an academic journal) and what resources you will use in your presentation- powerpoint, collage, handouts, video etc. **This is due on FEB 4-10%**

2) Role model/ Self Determination presentation (March 4 and 11th)

Students are expected to present individually (or in pairs) on an Indigenous role model who has impacted you or who you would like to conduct research on. The presentation will be for 10 minutes (or 20 minutes) if done in pairs. Please rehearse as time will be monitored by the instructor. Three aspects of this assignment are essential: A) A history of the person chosen B) Accomplishments of the role model chosen and C) How this person is working towards self determination for Indigenous peoples on an individual, family, community or Nation level. You are encouraged to engage the class in some way-handouts, questions, etc. 5 minutes will be reserved for class participation in addition to the times listed above. Please note that if you are showing a video-five minutes maximum will be allotted. Powerpoint presentations are encouraged but not mandatory. **Worth 25%**

3) Summary of Role Model presentation (March 18th)

Students are expected to present a three page (four pages if done in a group) summary of your role model chosen. Papers must include a title page, intro/conclusion and proper citations/ references page. The following headings are to be used in this summary: A) History of role model chosen B) Accomplishments C) Self Determination. A minimum of four sources must be used for this paper. One can be from the internet. Summary is due no later than March 19. **Worth 20%**

4) Virtual International field trip paper (Feb 18)

The Web Virtual Fieldtrip is an on-line individual activity that is worth **20%** of your course mark. This assignment shows an international Indigenous community/ organization which is creating transformation/ self-determination by designing/ adapting policies from "within." Each website represents a compilation of all of the course objectives, including Indigenous community-based approaches to healing, influence, leadership, and governance.

Your paper will be between 4-5 pages in total length-double spacing-12 font (excluding title page and Works Cited page). You are required to include a title page and an introduction and conclusion. Grading will be based on the ability to

critically analyze (answer) the policy questions below, and the ability to synthesize 3 of the course readings (or outside sources) into the paper. Students will be graded individually – this is not a group mark. Students are asked to visit all of the websites below and choose ONE website to answer the following questions:

- * What struggles/policy issues did you witness at the website you chose?
- * What strategies for self determination, transformative action, and/ or regeneration did you witness at the site below.
- * How will these teachings inform your life, teachings, your idea of self-determination or help you in the re-generation of your community?

Tour

Each student is to virtually travel to one of the below websites which reflect an indigenous community/organization. Be mindful that these sites reflect an international glimpse at various strategies focused on decolonization – transformative action:

Native Women's Association of Canada
www.nwac.ca

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

* Language Nests:
<http://www.kohanga.ac.nz/>

*Ouje-Bougoumou
<http://www.ouje.ca/>

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5) Attendance and participation (ongoing)

Attendance will be taken occasionally during this class and will go towards these marks. Participation may include small group discussions, circle discussions, seminar and lecture questions etc. Worth 15% of your grade.

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6. Course Grading System:

90- 100	A+	9
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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
90-100	A+		9

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

The Aboriginal Education and Community Connections Department and Services, 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 First Nations advisors and support people there for you to talk with. Please stop by the office or call our secretary, to make an appointment, at 370-3299.

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

8. FACULTY EXPECTATIONS

Any papers that are handed in late (unless worked out in advance with instructor) will receive a **5% penalty** per day (excluding weekends). As

well, please ensure that you call or e-mail the instructor should you not be able to attend a class. Unless otherwise indicated by the instructor, no papers will be accepted by e-mail. Students are expected to attend 80% of the classes to succeed in this class. No more than 2 classes can be missed without a doctor's certificate. Please show respect for others and write to me or call when you cannot attend a class.