



CAMOSUN COLLEGE
School
Department

*IST 232- Indigenous Political Science
Fall 2014*

COURSE OUTLINE

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.

1. Instructor Information

(a) Instructor	Todd Ormiston
(b) Office hours	Tuesdays 1:00pm-2:00pm – or contact me by e-mail to set up an appointment
(c) Class Location	WT 234 Tuesdays except one Saturday class Sep 20
(d) Phone	250-370-3122 Alternative
	_____ :
(e) E-mail	toddo@shaw.ca or 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

Sep 2- Introduction to the course (ONE HOUR CLASS)

- Introductions
- Define Political Science-**Group Work**
- 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? **Group Work**
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?
- Key terminology for this class
- Course Outline-Discuss Layout of the course
- BAKE SALES-dates discussed

Sep 9- Introduction to Indigenous Political Philosophy, Coast Salish Territory and Political Theories (Brianna Dick)

- Introduction to the Lekwungen peoples and territory
- Political Theories introduction/ Family, community and Political teachings of Songhees people
- Introduction to governance structure of Songhees
- What are some of the issues and some of the positives Songhees has made movements in?
- Brianna Dick -An introduction to Lkwungen people
- Tour of Songhees Wellness Center

Discussion Questions:

- Identify and discuss key learnings for you about the Lekwungen People from the website "Songhees Nation" below and the Saanich people- **Group Work**
- How can we resist further dispossession and disconnection when the effects of colonial assaults on our own existence are so pronounced and still so present in the lives of all Indigenous peoples? **Group Work** based on Alfred and Cornatassel article below
- What are the 5 slogans that Alfred and Corntassel suggest as 'pathways to action and freedom?' Can you think of other slogans? **Group Work**

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

Saanich peoples: <http://www.terralingua.org/voicesoftheearth/saanich/>

To prepare for class spend 10 minutes reviewing the Songhees Nation website. Songhees Nation (2006). <http://www.songheesnation.com/>

Being Indigenous: Resurgences against Contemporary Colonialism at <http://web.uvic.ca/igov/uploads/pdf/Being%20Indigenous%20GOOP.pdf>

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.

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

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>

September 16-Political theories/Inherent rights/State defined 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
- **Video** of James Ward talk at Camosun College in 2009

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

Sep 20- 9:30-5:30pm- Morning session???? Holistic wellness, spirituality and leadership from an Indigenous perspective

Richard Spearman to present fasting teachings
Todd to examine Indigenous Leadership

Afternoon sweatlodge

Sep 23- Defining Sovereignty and Self Determination and the role of Constitutions. Section 35 of the Constitution. Indigenous Constitutions

Public / Social Policy –A closer look at Canadian Indian Policy-

- 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?
- What are Indigenous Constitutions

****Guest Speaker- John Borrows**

September 30- No Class?

October 7- A closer look at Indigenous policy-Major Court Decisions- Delgammukkw /Chilcotin

October 14 or 21 -Lee Brown- NOTE THIS IS A 4 HOUR CLASS workshop on Emotional Wellness in Higher Education

October 14 or 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/unpfi/documents/DRIPS_en.pdf

Canada endorses the UN Declaration - <http://triballink.org/2010/11/canada-endorses-the-united-nations-declaration-on-the-rights-of-indigenous-peoples/>

Union of BC Indian Chiefs perspective: <http://indigenousfoundations.arts.ubc.ca/home/global-indigenous-issues/un-declaration-on-the-rights-of-indigenous-peoples.html>

Discussion questions:

- What are some concerns of the Declaration?
- What are some positives of the Declaration?

October 28- No class due to Saturday class Sep 20

Nov 4-????????????PRESENTATIONS!!!!!!!!!!!!!!!!!!!!!!

Nov 11- No class due to Remembrance day

Nov 18- A closer look at the role of Treaties

- What is the role of Treaties?

-Why are some Nations involved and some not in Treaties?

Special Guest-Heidi Stark-11:00-12:30pm

Nov 25- No class due to extended Saturday

Dec 2- Spirituality/Political thought discussion AND closing circle

Dec 9-No class due to extended Saturday

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?

Readings:

T’hoahoken. (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/sarpress27.pdf>

5. Basis of Student Assessment (Weighting)

Assignments

(a)	option 1-Learning Written Journal or Audio Journal (Oct. 20)	30%
Or	option 2-Summary and Critical Analysis paper on Residential School Walk (Sep 30)	
(b)	WRITTEN analysis of readings/films/Guests	15% x2
(c)	Research Paper	30%
(d)	Classroom participation	10%

Breakdown:

(a)	Learning Written Journal or Audio Journal 6-8 pages or 10 min. each if done by audio	30%
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Your journal submission should be 6-8 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 October 20th (by e-mail)** and will include a reflection on one or all of the following classes of the term

Sep 10: Introduction to Indigenous Political Philosophy, Coast Salish Territory and Political

theories

Sep 17 *Political theories/Inherent rights/ State defined rights*

Sep 24: *- Defining Sovereignty and Self Determination*

October 8 *Nick Claxton-Indigenous Governance-Saanich perspective*
Annie Banks-Activism in action: " How do we take what we are learning (in life, in school, from each other) and turn it into action? And what do we need to do this?"

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 Residential School walk

A 6-8 page paper is required on **October 20 by e-mail** which will answer the following:

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

A title page, works cited page and references page (with 4 sources cited) with intro/conclusion is expected for this assignment. **Alternatively, you can present as a group of two or three for up to 20 minutes each in class**

(b) Oral analysis of readings/films/guests
30%

15% x2

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 40-60 minute discussion on assigned questions (approximately 5 minutes each). There are two dates set aside for this assignment-Sep 24 and Oct 22. Please see course outline for discussion questions. As well, as you engage with the article, guest

and/or ceremony 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? What did you appreciate most and why?

(c) 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 Indigenous Political Organizations websites:

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/>

Indigenous Adult Higher Learning Association: <http://iahla.ca/>

Questions guiding your visit to the websites:

- 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 4 outside sources to help formulate your points.

This paper is due no later than beginning of class on December 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. Students cannot miss more than 2 classes in order to pass this course.

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>