



CAMOSUN COLLEGE
Department of Aboriginal Education and Community
Connections
Indigenous Studies Program
IST 117-002-x02
Winter 2015

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 Richard Spearman- Indigenous Studies 117- Course Pack Readings

4. Course Content and Schedule

January 5-Contact and Colonization

- Introductions
- Course outline Review
- Terminology

January 12- The Royal Proclamation (both classes)

- How did the Royal Proclamation come to be?
- Why is it considered a Magna Carta by some Indigenous people?
- What are a couple positives and a couple negatives of this proclamation?
- Role Model/ self- determination assignment outline- quick discussion
- Last hour-Circle discussion, Timeline presented

Youtube: <http://www.youtube.com/watch?v=ZPXfRMTu2jY> (in class)

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

January 19-Residential Schools and Library research skills tour

- History of Canada's genocide and assimilation of First Nations
- Effects on First Nations today
- Strategies for healing
- Preparing for the Role Model assignments-Research skills at the library from 2:00-3:20pm for both classes in Ewing 110

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

Jan 26-

Women and Leadership-Both classes together

- Coast Salish women and leadership
- How can we apply these concepts into our lives on a personal, community and Nation level?

Special Guest: Dr. Robina Thomas (Coast Salish-Lyackson)

(Role Model outline due)

Feb 2—An introduction to Policy- Both classes

- 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

Website: Please visit the BC Association of Aboriginal Friendship Centers website at: www.bcaafc.com

Course Pack Readings: "Eurocentricism, Colonization and Resistance." Heart Michael. Seeking Mino-Pimatisiwin: An aboriginal approach to helping. Fernwood Publishing Co. 2003 Black Point, NS. ISBN: 1552660737. Pg.23-37

Readings: TBA

Feb 9-No Class-Family Day

Feb 16 The Indian Act and Bill C-31 (Both classes second half)

- What is the Indian Act and how has it been oppressive?
- Should it be scrapped or should it remain?
- Bill C-31-An Indigenous perspective

Course pack Reading:" The Royal Proclamation and the Indian Act. " Steckley John L.. Full Circle: Canada's First Nations. Pearson Education Canada. Don Mills, ISBN-10: 0-13-2305631. Pg.119-129

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

Special guest: Ron George, Hereditary chief Wet'suwet'en First Nation

February 23- An Introduction to the role of Treaties in Canada

- A review of the historical treaties in Canada
- Should Indigenous peoples engage in Treaty making?
- Strategies on how we can become self -determining

Course pack readings: Entrenching Self Government: The Treaty Option. Russell Dan. A People's Dream, Aboriginal Self-Government in Canada UBC press 2000 Vancouver ISBN-10: 0774807997. Pg47-57

Course pack Readings: Anderson, Kim. "The dismantling of Gender equity." Recognition of Being, A: Reconstructing Native Womanhood, Canadian Scholars Press. Toronto, ON. ISBN-10: 1894549120. Pg.57-78

- 4-5 page critical analysis due on Stolen Sisters Walk OR Robina Thomas

March 2- The History of First Nations' Child Welfare in BC

An Introduction to Public Policy, Social Policy and Indigenous child Welfare

- What is Public Policy and social policy?
- How has it affected First Nations historically and today?
- Imposed Colonial Child Welfare Structures
- The 60's Scoop
- Continued Institutionalization

Course pack Readings: "Policy: What is it and who makes it?" Wharf Brian & McKenzie Brad. Connecting Policy to Practice in the Human Services. Oxford University Press, Don Mills, ON. ISBN-10: 0195414136. Pg1-16

Course pack Readings "Children in the Center: Indigenous Perspectives..." Kundouqk & Qwul'sih'yah'maht. Walking This Path Together. Fernwood Publishing 2009 Black Point, ISBN: 978-1-55266-292-2. Pg.29-44

Resource: Child Welfare Powerpoint presentation

- 4-5 page critical analysis due on Stolen Sisters Walk OR Robina Thomas

March 9 AND 16- Role Model/ Self Determination Presentations

March 23- Wellness-Sweatlodge-meet in town for rides at 11:30 am

- [Joyce](#) and Victor Underwood

Course pack Readings: "Moving Beyond the Politics of Aboriginal Well being and Health." Dickason Olive P. Visions of the Heart: Canadian Aboriginal Issues. Oxford University Press Don Mills, ON. ISBN-13: 978-0195433777. Pg.292-327

March 30- Sovereignty and Self Determination

- Definition of Sovereignty

- Definition of Self Determination

Course Pack reading: "Organizing Indigenous Governance to invent the Future." Thohahoken in Waziyatawin Angela W. For Indigenous Eyes Only: A Decolonization Handbook. School of American Research Press. ISBN-10: 1930618638 Pg157-177.

April 6-No class-Easter Monday

April 8 or 9-Elders Honoring Feast

5. Basis of Student Assessment

- 1) 10% outline of Role Model/ Self Determination presentation (Jan 26)
- 2) 20% Critical Anal. paper on Stolen Sisters March or Robina T.(Feb 23)
- 3) 25% Role model/ Self Determination presentation (March 9 and 16)
- 4) 30% Elders Honoring Feast (Tue April 8 or Wed Apr 9)
- 5) 15% Participation and Attendance

1) Outline of Role Model/ Self Determination presentation:

Students will be given particulars for this assignment in January. You can type on the actual outline I provide for you (students in the IST program will notice that I ask for an outline consistently through your courses with me). 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. Please identify in the outline who is covering what (if in groups). Please note that a minimum of four outside sources are required on your outline, one can be internet and one must be an academic journal), the outline will also have a thesis paragraph and the outline will also indicate what resources you will use in your presentation- powerpoint, collage, handouts, video etc. **Due Jan 26-10%**

2) Critical Analysis paper on Stolen Sisters March OR Robina Thomas talk

Students are asked to hand in a 4-5 page 'journal entry' based on your experience at the Stolen Sisters March on Sat Feb 14 and the guest talk by Robina Thomas. Please consider the following questions when moving forward:

What stood out for you in the March and Why?

How does this resistance movement create social change/change in attitudes within the community?

What can we do in the future to continue to create awareness/social change or transformation?

How does Robina Thomas speak to Indigenous Women and Leadership?

What leadership qualities can you/do you carry with you in your life? How can you use these to walk in a good way with others?

Any students not able to attend the March will complete this assignment based on the Health reading for March 17 class. **Due-Feb 23 15%**

- 3) Role model/ Self Determination presentation** Students are expected to present individually (or in pairs) on an Indigenous role model who has impacted your life or who you have an interest in. If you present individually, 10 minutes is expected for your presentation. If you present in pairs, 20 minutes is allotted. Creativity is encouraged, ie- a collage, questions posed for the class on your subject, artifacts etc. 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 or Prezzi presentations are encouraged but not mandatory. **March 9 and 16. Worth 20%**

4) Community honoring Feast

Students will be participating in an honoring feast for all guests in the Indigenous Studies program this year. This will mean that you will sign up within four organizational groups which includes (but not limited to) 1) Food and serving, 2) Invitations and pre-planning, 3) Event activities/speakers, and 4) gift making/preparations. Students will also learn and share a group song. **April 8 or 9 -30%**

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 5% 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>