



Camosun College
Aboriginal Education & Community Connections
Indigenous Studies
IST 243-X01 – Comparative Indigenous Issues
Winter 2015

Instructor Information

Instructor: Todd Ormiston

Office Hours: 2-3pm Tuesdays, Ewing 204

Class Time & Location: Tuesday, 11:00am – 1:50pm, WTCC 234

Jan 6, 13, 20 (11:00 am-1:50pm)

Friday Jan 30 4:00-7:50pm

Saturday January 31-10:00-5:00pm

Feb 24 (11:00 am-1:50pm)

March 3 (11:00 am-1:50pm)

Fri March 6-11am-7pm in Vancouver

Sat March 7-10am-7pm in Vancouver

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Course Content

This course examines historical policies, current realities and future aspirations of Indigenous people internationally and in relation to Canada. Key topics include Treaties, Aboriginal Policy, Education, 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: None. Readings as assigned.

Basis for Student Assessment

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| 1. Attendance | 20% |
| 2. Critical Analysis review paper- Due Feb 10 | 20% |
| 3. UBC Oral Critical Review-Museum tour- March 6 | 20% |
| 4. Term paper based on UBC-Due March 15 | 40% |

Assignments

- 1. Attendance and Participation** **20%**

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 unless previously arranged with the instructor. Your attendance is essential and students need to attend 80% of the classes in order to succeed in this course.. All written assignments are due by midnight at the latest on due dates. Late papers are subject to a 5% penalty per day.

- 2. Critical Analysis Review Paper** **20%**

Students are expected to reflect on one 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 the first week of class.** Critical analysis 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? It is important 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 three of the class readings (or related readings) related to the topic discussed plus the guest speaker or film for a total of four. Be sure to document all of your sources thoroughly and accurately. Title page, introduction, review, and conclusion are essential.

- 3. UBC Oral Critical Review-Museum tour** **20%**

Students will be expected to critically assess the UBC Museum of Anthropology tour from an Indigenous lens for one hour. Questions to be discussed include:

- 1) Critically analyze the tour including the guide. What feelings were elicited?

2) The museum is a designed space. the museum plays a role in our 'western canadian' identity/history. how would you change the space? how would you re-design the museum? What priorities would you make for this new experience?

3) How might elders included in the museum?

4) How do you search for your identity in the museum? what are the perimeters which influence your search? are they cultural? Is it your grandmother who is helping you looking for information? Your grandpa? How do you acknowledge them for helping you search in the museum?

5) Do you see yourself represented? how are you represented? how would you change this representation?

4) Term Paper- Summary and Critical Analysis paper based on the Museum of Anthropology tour and the Indigenous Symposium **40%**

A 7-8 page paper is required on **March 15 by midnight** which will answer the following:

- FOCUS ON INDIGENOUS GRADUATE SEMINAR
- Describe (summarize) key themes of the Indigenous symposium, you can focus on one particular presentation that you viewed or several themes
- How do these teachings help you understand Indigenous philosophies/ knowledges?
- How can these teachings be of benefit on an individual, community/nation level.
- 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. You may choose to do a video AND Written summary of this assignment in lieu. See instructor by the end of January if you are interested in this option.

Course Schedule

January 6: 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-Powerpoint
- In the Land of reverence film

January 13: An introduction to Indigenous Activism, John Trudell and resistance movements. Repatriation introduction

Discussion Topics:

- Define activism as described by John Trudell and how might you be an activist? Is there a better way to describe this term for yourself?
- What does Repatriation mean?
- How might we ethically advocate for Repatriation of sacred artifacts?

Readings:

What Remains: Reconciling Repatriation, Aboriginal Culture, Representation and the past (handout)

Repatriation: The Cook Islands National Museum and Repatriation (handout)

Fim: The John Trudell Story

January 20: An international look at Treaties and preparation for Vancouver

1. The Mabo decision: <http://rodhagen.customer.netspace.net.au/nativetitle.html#Mabo>
2. Tiriti o Waitangi - The Treaty of Waitangi: <http://www.postcolonialweb.org/nz/dewes1.html>
3. Chapter 5-On Being Here to Stay by Michael Asch- "Treaty Relations" HANDOUT

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

Special Guest: Dr. Michael Asch

Fri January 30: Indigenous Wellness (Sweatlodge Ceremony)

Sat February 1: "Sustainable Self-Determination: Indigenous Approaches to Sustainability"

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

Assigned reading- Website:

https://www.cigionline.org/sites/default/files/indigenous_rights_special_report_web.pdf

“Our Ways will Continue” on-p. 65 AND

“Indigenous Internationalism” -p.5

Afternoon: International policies/Repatriation and Indigenous peoples

Readings: <http://ecotrust.ca/g%E2%80%99psgolox-pole-returns-home-after-77-years-first-totem-ever-be-repatriated-oversea>

Film: Totem: The Return of the G’Pgolox Pole. National Film Board of Canada

Special Guest: Jacquie Green

Group Discussion questions after the film:

- What was the significance of the Pole prior to its removal by the colonizers?
- What were some of the laws/policies that supported the removal of the pole
- Now that you know the story of the Pole, what would your message be to other people

February 24: Indigenous Education: The US and New Zealand experiences

Special Guest by Skype from New Zealand: Dr. Graham Smith (Maori)

Readings:

1. Tribal Colleges: An introduction. Prepared by the American Indian Higher Education Consortium. The Institute for Higher Education Policy: http://www.aihec.org/who-we-serve/docs/TCU_intro.pdf
2. Indigenous Struggle for the Transformation of Education and Schooling: http://ankn.uaf.edu/Curriculum/Speeches/Graham_Smith

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

March 3: Resistance movements: Role of the American Indian Movement and Red Power-Preparation for Vancouver

Guest: Richard Spearman

Film: Alcatraz is not an island

Readings: 1968: American Indian Movement: http://siouxme.com/lodge/aim_68.html

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

March 6-Vancouver trip: Leave on 9:00 am Ferry

Tour UBC Museum of Anthropology from 11:30am-1:00pm

Lunch 1:00-2:00pm

UBC Classroom oral discussion on the UBC museum tour 2:00-3:30pm

Dinner 6:00pm

March 7

7:30am-Breakfast

9:00am- UBC Graduate Symposium at Simon Fraser University

4:00pm-return to the hotel

5:00pm-Dinner

March 8-Return to Victoria

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>