



CAMOSUN COLLEGE
Department of Aboriginal Education and Community
Connections
Indigenous Studies Program
IST 117
Winter 2016

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 Tommy Happynook- Indigenous Studies 117- Course Pack Readings

4. Course Content and Schedule

January 11-Contact and Colonization

- Introductions-Define colonization, is colonization still occurring?
- Course outline Review
- Terminology

January 18- Residential Schools and Library research skills tour (library tour second half of class)

- 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

Course Pack: Royal Proclamation and the Indian Act

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

Website: Indian Residential Schools:

<https://www.aadnc-aandc.gc.ca/eng/1100100015576/1100100015577>

January 25- Residential schools/Truth and Reconciliation and The Royal Proclamation

- What is the TRC and how does it relate to residential schools?
- 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

Course Pack: Royal Proclamation and the Indian Act

Website:

http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf

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

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

Feb 1- 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)

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

Feb 8—Family Day No Class

Feb10- Victoria Film Festival. 6:00-8:00pm Vic theater (humboldt and Douglas). The film 'Mekko' see:
<http://tiff.net/festivals/festival15/contemporaryworldcinema/mekko>

Feb 15-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

(Role Model outline due)

Feb 22 The Indian Act and Bill C-31

- 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

- 5-6 page critical analysis due on Robina Thomas seminar (please ensure this paper has ONE citation/reference from the course pack).

February 29- An Introduction to the role of Treaties in Canada –both classes together

- 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

March 7- The History of First Nations' Child Welfare in BC-Both classes

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

- 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 14 AND 21- Role Model/ Self Determination Presentations

March 28- Easter Monday NO CLASS

April 4 Sovereignty and Self Determination

- Definition and forms of Sovereignty
- Definition and forms of Self Determination

Course Pack reading: "Organizing Indigenous Governance to invent the Future." Thohahoken in Waziyatawin Angela W. For Indigenous Eyes Only:

April 11- Quiz and final Potluck

5. Basis of Student Assessment

- 1) 10% outline of Role Model/ Self Determination presentation (Feb 15)
- 2) 25% Critical Anal. paper on Robina T or Stolen Sisters.(Feb 23)
- 3) 25% Role model/ Self Determination presentation (March 14 and 21)
- 4) 20% Quiz (Tue April 11)
- 5) 20% 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 exemplifies self determination for Indigenous peoples. Please identify in the outline who is covering what (if in groups-max of 2). Please note that a minimum of three 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 Feb 15-10%**

2) **Critical Analysis paper on Robina Thomas talk**

Students are asked to hand in a 5-6 page critical analysis paper based on the guest talk by Robina Thomas. Please consider the following questions when moving forward:

How does Robina Thomas speak to Indigenous Women and Leadership? (main themes presented). Do you agree/disagree? 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 on a personal, community, Nation level? **STUDENTS MUST INCLUDE TWO OUTSIDE CITATIONS/REFERENCES IN THIS PAPER**
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 14 and 21. Worth 20%**

4) Quiz-20%

Students will be expected to take notes on the major themes in this course as a quiz will assess students learning in regards to topics covered. This quiz will consist of 4 questions by which you will choose two to write on.

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. Students must attend 80% of classes to pass this course.

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. If you cannot make a class, please contact me by e-mail prior to the class.

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>