



CAMOSUN COLLEGE  
School  
Department

*IST 232- Indigenous Political Science  
Fall 2016*

COURSE OUTLINE

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□ *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.*

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**1. Instructor Information**

<b>(a) Instructor</b>	Mookaasige (Richard Spearman)
<b>(b) Office hours</b>	Ewing 214, Tuesdays 2:00pm-3:00pm – or contact me by e-mail to set up an appointment
<b>(c) Class Location</b>	WT 234 Tuesdays 11:00-1:50, except for Friday Sept. 30 4:00-7:50; and, Saturday Sept. 24 10:00-5:50.
<b>(d) Phone</b>	<b>Alternative:</b>
<b>(e) E-mail</b>	<a href="mailto:SpearmanR@camosun.bc.ca">SpearmanR@camosun.bc.ca</a>
<b>(f) Website</b>	

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 6 - *Introduction to the course*

- 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 13 - *Land Defenders*

- Open discussion on various land defense actions being taken across Turtle Island
- Exploration of the Unist'ot'en approach
- Exploration of the Musgamagw Dzawada'enuxw eviction of the Fish Farms
- Exploration of the Dakota Access Pipeline Action

**Discussion Questions:** (You are not limited to these questions, they are presented to begin the discussion only)

- Which direct action appears to be the most effective in your opinion, and why?
- In what way are the Unist'ot'en exerting sovereignty over their lands, and what argument are they using for justifying their action?
- In your opinion, why is spirituality vital to the promotion of direct action to protect the land for Indigenous Peoples'?

##### **Readings:**

Unist'ot'en:

<http://unistoten.camp/>

<https://www.youtube.com/watch?v=aiVxyLb1hJA>

<https://unistotencamp.wordpress.com/page/2/> (read the Nov. 27, 2012 letter)

Musgamagw Dzawada'enuxw:

<http://earthfirstjournal.org/newswire/2016/08/23/first-nation-serves-evictions-notice-to-bc-fish-farms-canada/>

<http://www.cbc.ca/news/canada/british-columbia/fish-farm-protests-1.3737728>

Dakota Access:

<http://www.honorearth.org/daplrepression>

[https://d3n8a8pro7vhmx.cloudfront.net/honorearth/pages/2272/attachments/original/1472015056/PressRelease823 DAPL repression and media manip.pdf?1472015056](https://d3n8a8pro7vhmx.cloudfront.net/honorearth/pages/2272/attachments/original/1472015056/PressRelease823%20DAPL%20repression%20and%20media%20manip.pdf?1472015056)

*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:  
[https://books.google.ca/books?redir\\_esc=y&id=S6F7MKRoFS4C&q=Introduction#v=snippet&q=Introduction&f=false](https://books.google.ca/books?redir_esc=y&id=S6F7MKRoFS4C&q=Introduction#v=snippet&q=Introduction&f=false)

Click on xxiii and read to Chapter 1.

## **September 20 - 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

**Guest Speaker:** Melina Allen sharing thoughts around the naming ceremony and roles and responsibilities we will be fulfilling.

**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](http://web.uvic.ca/igov/research/journal/articles_ward_p.htm)

## **Sept 24 10:00-5:50 Naming Ceremony T'Souke First Nation**

### **Sep 30 – 4-7:50 *Defining Sovereignty and Self Determination and the role of Constitutions. Section 35 of the Constitution. Indigenous Constitutions***

- What was the Constitution Act, when did it come into place and what 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

**Readings:**

Borrows, John (N.D.). The Wampum of Niagara: The Royal Proclamation, Canadian Legal History, and Self-Government. Retrieved September 2, 2015, from <http://www.sfu.ca/~palys/Borrows-WampumAtNiagara.pdf>

## **Oct. 4 WSANEC Indigenous Governance: To Fish as Formerly.**

**Handout for class:** Chapter 2-ISTÁ SĆIÁNEW, ISTÁ SXOLE

### ***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:***

“To Fish as Formerly”: The Douglas Treaties and the WSÁNEĆ Reef Net Fisheries by Nicholas Xumthoult Claxton

<http://web.uvic.ca/igov/research/pdfs/To%20Fish%20as%20Formerly.pdf>

## **Guest Speaker: Nick Claxton**

## **October 6 - A closer look at Indigenous policy-Major Court Decisions- Delgamuukw /Chilcotin**

### ***Discussion Questions:***

- According to the Delgamuukw decision, what constitutes Aboriginal Title?
- According to Delgamuukw, what are the tests for establishing Aboriginal Title?
- According to the Tsilhqot'in decision, what justification is required for infringement?
- Does the inclusion of an infringement clause negate the notion of Aboriginal Title?

### ***Readings:***

Parliament of Canada (1998 ). Aboriginal Title: The Supreme Court of Canada in Delgamuukw v. British Columbia. Retrieved Sept 2, 2015, from

<http://www.parl.gc.ca/Content/LOP/researchpublications/bp459-e.htm>

- Read the background section, and Delgamuukw v. British Columbia up to the end of section E.

Judgements of the Supreme Court of Canada (2014). Tsilhqot'in v. British Columbia. Retrieved Sept. 2, 2015, from <https://scc-csc.lexum.com/scc-csc/scc-csc/en/item/14246/index.do>

- Read Intro (para 1 & 2), Historical Background (para 3-9), Aboriginal Title Established (para 24-50), Justification for Infringement (para 77-88), Section 35 of the Constitution Act, 1982 (para 118-127)

## **October 11 - The Declaration on the rights of Indigenous Peoples**

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## Oral Critical Analysis 1

### **Discussion Questions:**

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

### **Readings:**

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/unpfii/documents/DRIPS\\_en.pdf](http://www.un.org/esa/socdev/unpfii/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/](http://triballink.org/2010/11/canada-endorses-the-<u>united-nations-declaration-on-the-rights-of-indigenous-peoples/</u>)

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

## **October 18- Truth and Reconciliation**

### Oral Critical Analysis 2

### **Discussion Questions:**

- How does the TRC define reconciliation?
- Do you agree or disagree with the 10 principles of reconciliation? Why or Why not?

### **Reading**

The Truth and Reconciliation Commission of Canada (2015). What We Learned: Principles of Truth and Reconciliation. Retrieved September 2, 2015, from <http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Principles%20of%20Truth%20and%20Reconciliation.pdf> (pp. 113-126)

## **Oct. 25 - A closer look at the role of Treaties**

### **Discussion Questions**

- What is the role of Treaties?
- Why are some Nations involved and some not in Treaties?

### **Readings**

Stark, Heidi Kiiwetinepinesiik (2010). Respect, Responsibility, and Renewal: The Foundations of Anishinaabe Treaty Making with the United States and Canada. *American Indian Culture and Research Journal*, 34:2, 145-164. Retrieved from <http://www.uvic.ca/socialsciences/politicalscience/assets/docs/faculty/stark/AICRI-stark.pdf>

## Nov 1- Metis Identity and Governance

### Discussion Questions:

- How does Andersen position nationalism as an exclusionary and destructive form of political association?
- What are the differences between “mixed ancestry” and “cultural distinctiveness” with regards to Metis identity?
- How does Andersen define a “de-racialized” Metis identity?

### Reading:

Andersen, Chris (2009) From Nation to Population: The Racialization of “Metis” in the Canadian Census. *Nations and Nationalism*, Vol. 4 (2). Retrieved Sept 2, 2015, from [http://www.academia.edu/10183251/From\\_nation\\_to\\_population\\_the\\_racialization\\_of\\_Metis\\_in\\_the\\_Canadian\\_census](http://www.academia.edu/10183251/From_nation_to_population_the_racialization_of_Metis_in_the_Canadian_census)

Close the box that asks you to download and you can read the article online.

Please review the Metis Nation website <http://www.metisnation.ca/>

- Briefly explore the tab titled “Who are the Metis”

### Guest Speaker: Rob Hancock

## Nov 5 – Sweat Lodge/ Closing Feast

## 5. Basis of Student Assessment (Weighting)

### Assignments

(a)	Learning Written Journal or Audio Journal (Oct. 23)		30%
(b)	Oral Critical Analysis (Oct. 11 & Oct. 18)	15% x2	30%
(c)	Research Paper (Nov. 22)		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. **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 (i.e. relative)

### Learning Journal

The learning journal will be submitted on **Sunday October 23th (by D2L Dropbox)** and will include a reflection on one or all of the following classes of the term

- Sep 13: *Land Defenders*
- Sep 20: *Political theories/Inherent rights/ State defined rights*
- Sept 24: *Naming Ceremony/ T'souke Nation*
- Sep 30: *Defining Sovereignty and Self Determination*
- October 4: *Nick Claxton-Indigenous Governance-Saanich perspective*

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?

<b>(b)</b>	<b>Oral Critical Analysis 1 (Oct. 11)</b>	<b>15%</b>
	<b>Oral Critical Analysis 2 (Oct. 18)</b>	<b>15%</b>
	<b>Total</b>	<b>30%</b>

You will be expected to engage in an oral critical 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- Oct 20 and Oct 27. Please see course outline for discussion questions. As well, as you engage with the readings, 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?

<b>(c)</b>	<b>Research Paper</b>	<b>30%</b>
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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 on Nov. 22. 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>