



CAMOSUN COLLEGE
School of Access
Indigenous Education & Community Connections
IST 117
Indigenous Peoples in Canada 2
Winter 2017

COURSE OUTLINE

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.

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	Tommy Happynook		
(b) Office hours	11am-12pm Monday		
(c) Location	Ewing 204		
(d) Phone	250.370.3162	Alternative:	n/a
(e) E-mail	happynookt@camosun.ca		
(f) Website	n/a		

2. Intended Learning Outcomes

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 wellbeing.*
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
- (b) Additional materials may be provided throughout the course.

4. Course Content and Schedule

January 09 - Contact and Colonization

- Introductions
- Course outline Review
- Terminology

January 16 - Library research skills tour

- Research skills at the library
- Preparing for the Role Model assignment

January 23 - The Royal Proclamation

- 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?

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

January 30 - The Indian Act, Bill C-31, & Bill C-3

- What is the Indian Act and how has it been oppressive?
- Should it be scrapped or should it remain?
- Bill C-31
- Bill C-3

February 06 – Metis History

- Guest speakers – Joe and Bertha Landrie

February 13 - Family Day No Class

February 20 – Residential Schools

- History of Canada's genocide and assimilation of First Nations
- Effects on First Nations today
- Strategies for healing

February 27 - 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 Reading: "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 Reading: "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

March 06 - 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 Reading: 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 Reading: "The dismantling of Gender equity." Anderson, Kim. Recognition of Being, A: Reconstructing Native Womanhood, Canadian Scholars Press. Toronto, ON. ISBN-10: 1894549120. Pg.57-78

March 13 – The Truth and Reconciliation Commission

- What is it?
- What do they do?
- How are they helping

March 20 - 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.

March 27 – Presentation check in and working day

April 3 - Presentations

April 10 - Closing circle

5. Basis of Student Assessment (Weighting)

(a) Attendance (20%)

Attendance and participation is a critical part of learning and a very important part of this class. Being prepared for class includes making sure that the readings are done and you are ready to talk about and respond to them. Active Listening is a vital aspect of being in respectful dialogue with others. You must be able to hear what people are saying so that you can respond to them in a respectful and appropriate manner.

(b) Critical Reflections (45%)

Each student must write three critical reflections. The critical reflections should be written using any of the discussions, films, and/or readings in the course.

Provide a short introduction that summarizes what you will be writing about but remember that you are critically reflecting not summarizing. Use this opportunity to critically reflect and show the instructor that you have an understanding or personal experience with a certain topic.

The first critical reflections are due at the beginning of class one week after the topic is presented or discussed in class.

Each critical reflection must be 3 pages, double spaced and typed. You may use any citation style as long as you are consistent throughout the paper. This assignment is worth 45% (3x15%) of your total grade.

(c) Role Model Outline (10%)

Students must complete a role model presentation outline prior to giving their presentation. This assignment must be typed. Students must use a minimum of three resources, one of which must be academic. To complete this assignment answer the following questions:

1. An introduction of the role model and why you chose this person
2. A brief history of the chosen role model

3. Accomplishments of the role model
4. How this role model has exemplified indigenous self determination

(d) Role Model Presentation (25%)

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 as a way to engage the class in some way. 5 minutes will be reserved for class participation in addition to the times listed above.

Please note: if you are showing a video there is a five minute maximum. Powerpoint presentations or Prezzi presentations are encouraged but not mandatory

To complete this assignment answer the following questions:

1. An introduction of the role model and why you chose this person
2. A brief history of the chosen role model
3. Accomplishments of the role model
4. How this role model has exemplified indigenous self determination

6. Grading System

(If any changes are made to this part, then the Approved Course description must also be changed and sent through the approval process.)

(Mark with "X" in box below to show appropriate approved grading system – see last page of this template.)

- Standard Grading System (GPA)
- Competency Based Grading System

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>

A. GRADING SYSTEMS <http://www.camosun.bc.ca/policies/policies.php>

The following two grading systems are 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

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

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.

B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://www.camosun.bc.ca/policies/E-1.5.pdf> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.