



**Camosun College**  
**Aboriginal Education & Community Connections**  
**Indigenous Studies**  
**IST 243-X01 – Comparative Indigenous Issues**  
**Winter 2017**

Instructor Information

Instructor: Dawn Smith  
Office Hours: January 17 & 27, 2-3pm, Tuesdays, Ewing 204  
Class Time & Location: Tuesday, 11:00am – 1:50pm, WTCC 234  
January 10, 17 (11:00am - 1:50pm)  
Friday, January 27 (Tsawout, 6:45am to 10:30am)  
Saturday, January 28, 10:00am - 4:50pm (Guest Speakers)  
\*February 21 (11:00am-1:50 pm)  
Tuesday, March 7 (11:00am – 1:50pm)  
Friday, March 10, 9am – 9:00pm, Vancouver  
Saturday, March 11, 9:00am - 3:30pm, Vancouver

\*Potential Class Change Feb 21: Victoria Film Festival, Feb 6 or 7.  
See the website at: <http://www.victoriafilmfestival.com/film-guide/category/indigenous/>

Telephone: 250-370-3122 (leave a message)  
Email: [dmsmith@uvic.ca](mailto:dmsmith@uvic.ca)

Course Content

This course examines historical policies, current realities and future aspirations of Indigenous people internationally and in relation to Canada. Key topics include Repatriation, 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

1. Attendance and participation	20%
2. Critical Analysis review paper- Due Feb 2	20%
3. Personal Reflection – Due Feb28	20%
4. Term paper based on UBC-Due March 30	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 one of the themes in the course, a film or guest lecture. 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. Length is 5-6 pages.

**Critical analysis reviews must reference at least three of the class readings (or outside sources) 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-APA style. Title page, introduction, review, and conclusion are essential.

### 3. **Personal Reflection** 20%

Assignment 3, Personal Reflection, will help you assess your own grasp of the materials starting from the first week on into the mid-point of the course. To do well in this assignment, you will need to link the comparative Indigenous issues to the impact of historical and contemporary issues discussed to the realities facing Indigenous peoples, their families and communities today. Before you begin your assignment, review what you have learned from the readings, guest speakers and films. You must demonstrate your ability to integrate these learning(s) into your assignment. Length is 3-4 pages. Use first person, be creative and have fun with this assignment!

**4) Term Paper- Summary and Critical Analysis paper** based on the Keynote talk Friday or UBC Indigenous Symposium Saturday 40%

A 7 - 9 page paper is required on **March 30 by midnight**, which will answer the following:

- FOCUS ON Keynote speech by Rob Joseph or INDIGENOUS GRADUATE SEMINAR
- Describe (summarize) key themes of the keynote talk or Indigenous symposium, for the Saturday 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 10:** Introduction to Course

**Film:** Totem: The Return of the G'Pgolox Pole. National Film Board of Canada Part one

- Questions to be considered: What does Repatriation mean?
- How might we ethically advocate for Repatriation of sacred artifacts?

#### **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
- Current political issues discussion: Standing Rock,
- **Film:** Totem: The Return of the G'Pgolox Pole. National Film Board of Canada Part one
  - Questions to be considered: What does Repatriation mean?
  - How might we ethically advocate for Repatriation of sacred artifacts?

#### **January 17:** Indigenous International Relations

#### **Readings:**

- Maori remains slowly return to New Zealand By: Vanessa O'Brien, USA Today, (handout)
- Toward Sustainable Self-Determination: Re-thinking the Contemporary Indigenous-Rights Discourse, by Jeff Corntassel, 2008
- International Indigenous Relations by Jeff Corntassel and Marc Wooms

**Guest Speaker:** Jeff Corntassel, University of Victoria - Indigenous Governance Program

**Fri January 27:** Indigenous Wellness (Bath Ceremony, 6:45am sharp)

Men will go with men and women go with women. Meet at Vic Underwood's at 6:45am sharp.

Please wear warm clothing, bring a towel or a blanket and food to share.

Following the early morning ceremony we will meet somewhere agreed upon and warm to share some food and conversation.

Class will end around 10:30 am

**Sat Jan 28:** Morning at 10:00 am

Review of Assignments

Film: Totem: Return and Renewal. National Film Board of Canada

### **Repatriation and Indigenous Peoples**

Special Guest Jacquie Green

#### **Reading:**

1. <http://ecotrust.ca/gpsgolox-pole-returns-home-after-77-years-first-totem-ever-be-repatriated-oversea/>

### **Afternoon: Indigenous Education**

#### **Readings:**

2. 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](http://www.aihec.org/who-we-serve/docs/TCU_intro.pdf)
3. Indigenous Struggle for the Transformation of Education and Schooling: <http://ankn.uaf.edu/curriculum/Articles/GrahamSmith/index.html>

#### **Discussion Topics:**

- Educational and repartition policies: who makes them and who do they serve
- Implications of historical policies on present day 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

**WED Feb 15 BAKE SALE 10 AM-2PM**

February 21: **Globalization and Resistance movements**

**Film:** Alcatraz is not an island (library)

**Readings:**

1. Website: [http://www.turtle-island.com/pdf/itvs\\_alcatraz.pdf](http://www.turtle-island.com/pdf/itvs_alcatraz.pdf)
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
- What stood out for you about the occupation at Alcatraz Island? How does this relate to Idle No More and resistance movements in Canada?

**March 7<sup>th</sup>**

Resistance

Discussion Topic:

- What does it mean to Indigenous peoples?
- What comes to mind when the word 'resistance' is used?
- Why is it important to learn about resistance from an Indigenous perspective?
- What others kinds of resistance exist?

Preparation for Vancouver.

**March 10 - Vancouver trip: Leave on 9:00 am Ferry**

Check-in: 1:00pm into Hotel

Leave for UBC at 4:40pm. UBC Indigenous Graduate Symposium 5:00-8:30pm (Keynote – Robert Joseph)

**March 11 – UBC Indigenous Graduate Symposium**

7:30am-Breakfast

9:00am- UBC Graduate Symposium at UBC

3:30pm-Leave symposium

5:00pm-Ferry 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. Students must attend 80% of the classes to pass the course

### **2. Written Assignment Requirements**

All written assignments are due as scheduled above and must have a title page, Works Cited or References page. APA referencing required. 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>