



**CAMOSUN COLLEGE**  
*Aboriginal Education and Community Connections*  
**INDIGENOUS STUDIES 116**

*Fall 2017*

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**COURSE OUTLINE**

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**1. Instructor Information:**

- (a) **Instructor:** Richard Mookaasige Spearman
- (b) **Office hours:** Mondays 3:30pm – 4:30pm By Appointment Only
- (c) **Class Location and Time:** Wilna Thomas RM. 226 - Mondays 12:30pm - 3:20pm except as noted
- (d) **Phone:**
- (e) E-mail: [spearmanr@camosun.ca](mailto:spearmanr@camosun.ca)

**2. Course Description:**

- *This course examines the traditions, societies, and cultures of Indigenous peoples in what is now known as Canada prior to European contact. The course provides an introduction to various Indigenous peoples' ways of knowing (epistemology) with a special emphasis on the maintenance and/or revitalization of traditional values, cultural identity and spirituality.*

**3. Intended Learning Outcomes:**

1. Describe the diversity of Indigenous peoples, cultures, and communities across Canada.
2. Describes strategies for healing, leadership, and revitalization of Indigenous communities in Canada and discuss implications of these strategies for their communities.
3. Describe Indigenous community based approaches to healing, influence, leadership, and governance.
4. Describe the concepts “colonialism,” “decolonization,” “Indigenous knowledge,” and “self determination.”

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• **Students will demonstrate the ability to:**

1. Research key topics using various media forms; books, periodicals, newscasts, key informants, the internet, and academic papers - using both Indigenous and non- Indigenous sources.

2. Understand and utilize indigenous ways of knowing, being, seeing, and doing.
3. Analyze and evaluate information from a cultural perspective; examining bias, accuracy, completeness and fairness.
4. Analyze and understand the social dynamics that have occurred to Indigenous peoples in Canada.
5. Describe and explain the process of decolonization and empowerment at the level of the individual, community and large Indigenous cultural groups.
6. Formulate a personal opinion and perspective on historical and current issues and policies and articulate that perspective effectively.

### 3. Required Materials:

- a) Course Text: To Become a Human Being:: The Message of Tadodaho Chief Leon Shenandoah, and
- b) IST 116: Course Pack

### 4. Course Content and Schedule:

#### Sept. 11 - Introductions/ Course outline review

- Introductions
- Vision of the course
- Opening circle

#### Sept. 18: Culture

- **Understanding Culture**
  - Consciously constructing your world view
  - Personal definition of culture
  - Material vs. non-material culture
  - Culture as a key to the continuing strength of Indigenous people
- **Creating the Path**
  - Review of expectations for journals and assignments
  - Group culture assignment handouts
- **Discussion Questions:**
  - What does Indian time actually mean?
  - How are Indigenous conceptions of time constructed and understood?
  - How do conceptions of religion and spirituality differ?
- **Readings:**
  1. Is Professionalism a Dirty Word? - Drew Hayden Taylor.
  2. The Consequence of Time's Circle on Cause and Effect.
  3. Seeking Life: Definitions of Religion and the Sacred by Peggy Beck.

## **Sept. 25 - Introduction to the Saanich territory – On the Land (Extended Class 1:00 – 4:00ish)**

- LÁU, WELNEW (Mt. Newton) and Cordova Spit walk
- Place names, creation stories and language connection
- Special guest John Bradley Williams.

## **Oct. 2 - Indigenous identity and Leadership**

- Traditional and Contemporary elements of identity
- Introduction to Indigenous leadership
- Group Culture Presentation assignment introduction
- **Discussion Questions:**
  - Why are notions of Indigenous identity so complex?
  - Identify and describe the different aspects of Identity, and how do these shape our understanding of Identity creation?
  - Is Indigenous identity measurable? And, how has internalized colonialism reshaped identity within Indigenous nations?
  - How were traditional forms of Indigenous leadership constructed? And, what was the purpose of Indigenous leadership?
- **Readings:**
  1. Indigenous Identity: What is it, and Who Really Has it?- Hilary Weaver
  2. The Failure of Native Leadership - Howard Adams
  3. Growing Respected People by Laura Fraser
- **Group sign up for Nov 13 and 20 Culture presentations.**
- **Assignment Due:**
  - **Personal Journal**

## **Oct. 7 - Indigenous Knowledge & Elder reflections – SWEATLODGE @ Vic Underwood - no class on October 30 (Saturday)**

- **Readings:**
  1. Cowichan: Ethel Wilson by Steve Wall
  2. Calling Creation into Our Family by Stan McKay
  3. Potlatch: Introduction

- **Readings:** - Circle Works - handout in class

## **Oct. 9 – No Class (Thanksgiving)**

## **Oct. 16 – Colonialism & Decolonization**

- Colonialism & Decolonization defined
- Stages of colonialism
- Decolonization or Revitalization
- **Discussion Questions:**
  - How do you understand the notions of “historicize, politicize, strategize, and actualize”?
  - How can these notions be incorporated into your future works as an academic?
- **Reading:**
  - Re-Conceptualizing Research: An Indigenous Perspective – Todd Ormiston
- **Assignment:**
  - **Outline due for ‘Culture’ Presentation**

## **Oct. 23 – Self-Determination**

- **Understanding Self-determination**
  - From an Indigenous perspective
  - From individual nations perspective
  - From a colonial perspective
- **Discussion Questions:**
  - How does the author define self-determination?
  - What role does spirituality play in self-determination for Indigenous people?
  - What role do women have in the development of self-determination for Indigenous people?
  - How will understanding oral tradition help to understand Indigenous self-determination?

- **Readings:**

1. Wahpimaskwasis, Makokis Janice Alison. Nehiyaw iskwew kiskinowâtasinahikewina—paminisowin namôya tipeyimisowin: Learning Self Determination Through the Sacred, *Canadian Woman Studies* Volume: 26 Issue 3/4 (2008) From [file:///C:/Users/Richard/AppData/Local/Packages/Microsoft.MicrosoftEdge\\_8wekyb3d8bbwe/TempState/Downloads/ProQuestDocument.pdf](file:///C:/Users/Richard/AppData/Local/Packages/Microsoft.MicrosoftEdge_8wekyb3d8bbwe/TempState/Downloads/ProQuestDocument.pdf)

**Oct. 30 - NO CLASS DUE TO EXTENDED CLASS ON OCTOBER 14**

**Nov. 6 – ‘Culture’ Presentations**

- **Assignment Due:**
  - **Personal Journal**

**Nov, 13 – No Class (Remembrance Day)**

**Nov. 20 - ‘Culture’ Presentations**

**Nov. 27 - Indigenous Education lecture**

- **Diversity/ Indigenous Education**
  - Cultural Diversity in BC/Canada
  - Cultural groupings/ linguistic groups
  - Demographics
- **Discussion Questions:**
  - What are the five types of Indigenous education? And, what are their definitions?
  - What role did traditional Indigenous education play within communities and nations?
  - Why is the development of Indigenous controlled education important?
- **Reading:**
  1. The Socio- Demographic Picture by J. Rick Pointing
  2. First Nations Controlled University Education in Canada by Eber Hampton
- **Video:** World Indigenous Education Conference 2005

**Western Science vs. Indigenous Ways of Knowing**

- **Readings:**
  1. Science and Oral Tradition by Vine Deloria Jr.
  2. The Leech and the Earthworm by Deborah Harry
- **Presentation of “The Leach and the Earthworm.”** Discussion to follow

#### **Dec. 4 - Aboriginal Women**

- **Readings:**
  - Anderson, Kim. An Interview with Katsi'tsakwas Ellen Gabriel, of the Kanien'kehá:ka Nation, Turtle Clan. Canadian Woman Studies, Winter/Spring2008, Vol. 26 Issue 3/4, p52-58, 7p. From [file:///C:/Users/Richard/AppData/Local/Packages/Microsoft.MicrosoftEdge\\_8wekyb3d8bbwe/TempState/Downloads/ProQuestDocument%20\(1\).pdf](file:///C:/Users/Richard/AppData/Local/Packages/Microsoft.MicrosoftEdge_8wekyb3d8bbwe/TempState/Downloads/ProQuestDocument%20(1).pdf)
- **Video:**
  - Keepers of the Fire
- **Guests:**
  - **Jacque Green**
- **Assignment Due:**
  - **Personal Journal**

#### **December 11 – Closing Circle and Feast**

- **Assignment:**
  - **Elder Reflection paper due by 4:00pm.**

#### **5. Basis of Student Assessment**

<b>A.</b> Personal structured journal submitted the first class of each month	<b>30%</b>
<b>B.</b> Outline for Group Culture Presentation ( <b>October 16</b> )	<b>10%</b>
<b>C.</b> Group cultural presentation- Presentation dates: ( <b>Nov. 6 &amp; 20</b> )	<b>25%</b>
<b>D.</b> Summary of group cultural presentation: ( <b>Nov. 6 &amp; 20</b> )	<b>5%</b>
<b>E.</b> Elder Reflection Paper: ( <b>Dec. 11</b> )	<b>20%</b>
<b>F.</b> Participation - ongoing	<b>10%</b>

## 6. Assignment

- A. **Personal Journal (Oct. 2, Nov. 6, & Dec. 4)**
- B. **Presentation Outline (Oct. 16)**
- C. **Culture Presentation (Nov. 6 & Nov. 20)**
- D. **Cultural Presentation Summary (Nov. 6 & Nov. 20)**
- E. **Elder Reflection Paper (Dec. 11)**
- F. **Participation**

- **Attendance** is a critical part of learning and a very important part of this class.
- **Being Prepared for Class** includes making sure you have your readings done and are ready to talk about and respond them, and the class lectures.
- **Active Listening** is a vital aspect of being in a respectful dialogue with others. You must be able to hear what other people are saying so that you can respond to them in a respectful, and appropriate manner.
- **Professionalism** includes being on time for class; letting me know when you are unable to attend class; making arrangements with me for extensions on assignments; and, looking for clarification when you are not understanding something.
- **You cannot miss more than two classes without a valid excuse. Missing more than two classes will mean you cannot pass this class.**

## 7. Instructional Policies

### 1. Late Assignments

All assignments must be completed and handed in on the date assigned. Late assignments will be penalized 5% per day and after ten days will not be accepted unless an extension is legitimately warranted and approved by the instructor in advance of the assignment due date.

### 2. 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>

## 8. Course Grading System:

### Grading System

Standard Grading System (GPA)

Competency Based Grading System

**A. GRADING SYSTEM** <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+	Technically flawless and original work demonstrating insight, understanding and independent application of course expectations.	9
85-89	A	Demonstrates a very high level of integration of material demonstrating insight, understanding and independent application or extension of course expectations.	8
80-84	A-	Represents a high level of integration, comprehensiveness and complexity, as well as mastery of relevant techniques/concepts.	7
77-79	B+	Represents a satisfactory level of integration, comprehensiveness, and complexity; demonstrates a sound level of analysis with no major weaknesses.	6
73-76	B	Represents a satisfactory level of integration of key concepts/procedures. However, comprehensiveness or technical skills may be lacking.	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

**9. Recommended Materials or Services to Assist Students to Succeed Throughout the Course:**

The Aboriginal Education and Community Connections Department and Services, located in Ewing 272, is a valuable resource for you. If you are having difficulty with course content, registration, course selection, funding issues or anything that would get in the way of you being successful in this program, there are Aboriginal advisors and support people there for you to talk with. Please stop by the office or call Jeanine, our secretary, to make an appointment, at 370-3299, feel free to drop by my office for related information on any topics covered in class.

**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, Registrar's Office or the College web site at <http://www.camosun.bc.ca>



## **ACADEMIC CONDUCT POLICY**

There is an Academic 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.

[www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html](http://www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html)

## **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 web site in the Policy Section.

<http://camosun.bc.ca/policies/Education-Academic/E-1-Programming-&-Instruction/E-1.1.pdf>