



CAMOSUN COLLEGE
School
Department

IST 232- Indigenous Political Science
Fall 2017

COURSE OUTLINE

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	Richard Mookaasige Spearman
(b) Office hours	Tuesdays 2:00pm - 3:00pm – by appointment
(c) Class Location	WT 234 Tuesdays 11:00am – 1:50pm; WT 234 Friday Sept 29 th 4:00pm – 7:50pm; On the Land Saturday Sept 30 th 10:00am – 5:50pm
(d) Phone	Alternative:
(e) E-mail	spearmanr@camosun.ca
(f) Website	

(g) Description

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

Sept. 5 - *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

Sept. 12 - *Introduction to Indigenous Political Philosophy, Coast Salish Territory and Political Theories (Brianna Dick)*

- Introduction to the Lekwungen peoples and territory
- Political Theories introduction/ Family, community and Political teachings of Songhees people
- Introduction to governance structure of Songhees
- What are some of the issues and some of the positives Songhees has made movements in?
- Brianna Dick -An introduction to Lkwungen people
- **Discussion Questions:**
 - Identify and discuss key learnings for you about the Lekwungen People from the website “Songhees Nation” below and the Saanich people- **Group Work**
 - How can we resist further dispossession and disconnection when the effects of colonial assaults on our own existence are so pronounced and still so present in the lives of all Indigenous peoples? **Group Work** based on Alfred and Cornatassel article below

- What are the 5 slogans that Alfred and Cornstassel suggest as 'pathways to action and freedom?' Can you think of other slogans? **Group Work**
- **Readings:**
 - Elliott, D. (1990). A Remarkable Legacy-Saanich. Please read opening page at: http://www.mushkeg.ca/fot%201%20episodes/Ep13/fot_season_one_ep13.html
 - Saanich peoples: <http://www.terralingua.org/voicesoftheearth/saanich/>
 - To prepare for class spend 10 minutes reviewing the Songhees Nation website. Songhees Nation (2006). <http://www.songheesnation.com/>
 - Being Indigenous: Resurgences against Contemporary Colonialism at <http://web.uvic.ca/igov/uploads/pdf/Being%20Indigenous%20GOOP.pdf>
- **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:

In “google” website, highlight these words and paste into google search bar: Introduction, The Universe of Spirits. In, The World We Used to Live In Choose the first article and read the introduction. Stop at Chapter one.
- **Recommended web audiobook:**

Episode 27: Vine Deloria, Jr. - Evolution, Spirit, and Indigenous Mind
See: <http://personallifemedia.com/podcasts/212-living-dialogues/episodes/2713-vine-deloria-jr-evolution-spirit/play>

Sept. 19 - *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 Mi'kmaq 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
- **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

- **Assignment:**

- **Oral Critical Analysis**

Sept. 29 – Reconciliation (4:00 - 7:50pm)

- 12 Step Program
- TRC Calls to Action

- **Discussion Questions:**

- How do these two approaches to reconciliation differ?
- How are these two approaches to reconciliation similar?
- What does reconciliation mean to you on an individual level? And, from a family, community, and nation perspective?

- **Readings:**

- Hafez Shady, 12 Easy Steps for Canadians to follow if they're Serious about Reconciliation. *BuzzFeed*, June 30, 2017. From https://www.buzzfeed.com/shadyhafez/the-12-step-program-to-reconciliation?utm_term=.lww8bdP9NJ#.knaRgkAwrN
- Truth and Reconciliation Commission of Canada: Calls to Action (2015). From http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf

- **Assignment:**

- **Oral Critical Analysis**

Sept. 30 – Role of Ceremony as Political Action – On the Land (10:00 - 5:50)

- Ceremony as Political Action
- Roles and Responsibilities of Ceremony preparation (Sweat Lodge)
- Sweat Lodge Ceremony

- **Discussion Questions**

- How can the revitalization of Indigenous ceremonies be viewed as political action?

- From your personal perspective, what would be some of the most important ceremonies to be revitalizing from an individual, family, community, and nation perspective?
 - Within a post-secondary environment, what ceremonies would you like to explore, and participate in?
- **Readings**
 - Garrett, Michael Tlanusta; Torres-Rivera, Edil; Brubaker, Michael; Agahe Portman, Tarrell Awe; Brotherton, Dale; West-Olatunji, Cirecie; Conwill, William; Grayshield, Lisa. Crying for a Vision: The Native American Sweat Lodge Ceremony as Therapeutic Intervention. *Journal of Counseling & Development*. Summer 2011, Vol. 89 Issue 3, p318-325. 8p. From <http://libsecure.camosun.bc.ca:2069/ContentServer.asp?T=P&P=AN&K=62807991&S=R&D=bth&EbscoContent=dGJyMNxb4kSeqa44v%2BvlOLCmr0%2Bep7FSr6%2B4TbaWxWXS&ContentCustomer=dGJyMPGrE%2BwqbBIuePfgeyx43zx>
 - Schiff, Jeannette Wagemakers; Moore, Kerrie. The Impact of the Sweat Lodge Ceremony on Dimensions of Well-being. *American Indian & Alaska Native Mental Health Research: The Journal of the National Center*. 2006, Vol. 13 Issue 3, p48-69. 22p.. From <http://libsecure.camosun.bc.ca:2069/ContentServer.asp?T=P&P=AN&K=24286210&S=R&D=a9h&EbscoContent=dGJyMNxb4kSeqa44v%2BvlOLCmr0%2Bep7FSsaq4S7SWxWXS&ContentCustomer=dGJyMPGrE%2BwqbBIuePfgeyx43zx>

Oct. 3 - Defining Sovereignty and Self Determination and the role of Constitutions. Section 35 of the Constitution. Indigenous Constitutions

- Constitution Act, 1982
 - Self-Determination
 - Sovereignty
 - Indigenous Constitutions
- ***Discussion Questions:***
 - 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?
 - What are Indigenous Constitutions?
- ***Readings:***

- McGuire, Patricia D., Tensions, Contradictions, and Uneasiness of Stories, and the Resurgence of Indigenous Societies *Canadian Review of Sociology*. Aug2017, Vol. 54 Issue 3, p372-374. 3p.. From <http://libsecure.camosun.bc.ca:2069/ContentServer.asp?T=P&P=AN&K=124562679&S=R&D=rch&EbscoContent=dGJyMNxb4kSeqa44v%2BvIOLCmr0%2Bep7JSsK24TLOWxWXS&ContentCustomer=dGJyMPGrE%2BwqbBluePfgex43zx>
- Borrows, John. Challenging Historical Frameworks: Aboriginal Rights, The Trickster, and Originalism. *Canadian Historical Review*. Mar2017, Vol. 98 Issue 1, p114-135. 22p.. From <http://libsecure.camosun.bc.ca:2069/ContentServer.asp?T=P&P=AN&K=121397278&S=R&D=a9h&EbscoContent=dGJyMNxb4kSeqa44v%2BvIOLCmr0%2Bep7JSsa24S7CWxWXS&ContentCustomer=dGJyMPGrE%2BwqbBluePfgex43zx>

Oct. 10 – Indigenous and Northern Affairs Canada

- Role of INAC
- Current Developments in INAC Evolution
- ***Discussion Questions***
 - What role has INAC historically played in Indigenous/Settler Relations
 - Do you think the new INAC split will be beneficial or detrimental for Indigenous peoples? Why or why not?
- ***Readings***
 - Indigenous and Northern Affairs Canada. 2016–17 Report on Plans and Priorities. From http://www.aadnc-aandc.gc.ca/DAM/DAM-INTER-HQ-AI/STAGING/texte-text/16-17_1457122360970_eng.pdf
 - Scotti, Monique. Cabinet Shuffle: Indigenous and Northern Affairs sees major shakeup, *Global News Canada*, August 28, 2017. From <http://globalnews.ca/news/3700807/cabinet-shuffle-indigenous-northern-affairs-shakeup/>
- ***Assignment***
 - **Learning Journal**

October 17 – Indigenous Organizations

- 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/>

- Congress of Aboriginal Peoples: <http://abo-peoples.org/>
- **Discussion Questions:** Pick two of these organizations, and be prepared to discuss the following questions:
 - When were these organizations formed?
 - What are their mandates?
 - Have they been beneficial for Indigenous Peoples? Why or why not?
- **Readings:**
 - Please visit the sites listed

October 24 - *The U.N. Declaration on the Rights of Indigenous Peoples (UNDRIP)*

- **Discussion questions:**
 - What are some concerns of the Declaration?
 - What are some positives of the Declaration?
- **Readings:**
 - The actual Declaration of Indigenous Peoples adopted in 2007-
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/>
 - Union of BC Indian Chiefs perspective:
<http://indigenousfoundations.arts.ubc.ca/home/global-indigenous-issues/un-declaration-on-the-rights-of-indigenous-peoples.html>

Oct. 31 - *A closer look at the role of Treaties*

- What is the role of Treaties?
- Why are some Nations involved and some not in Treaties
- **Discussion Questions:**
 - Are treaties a viable option for First Nations in B.C.? Why or why not?
 - How does the author suggest we are changed by the treaty making process?
 - If entering into treaties with the state, what process should be followed? And whose governing authority should be in control of the treaty process?
- **Readings:**

- Stark, Heidi Kiiwetinepinesiiik. Respect, Responsibility, and Renewal: The Foundations of Anishinaabe Treaty Making with the United States and Canada *American Indian Culture & Research Journal*, 2010, Vol. 34 Issue 2, p145-164, 20p. From <http://libsecure.camosun.bc.ca:2069/ContentServer.asp?T=P&P=AN&K=509972385&S=R&D=ssf&EbscoContent=dGJyMNLe80Seqa84v%2BvIOLCmr0%2Bepq5Ssqm4TbeWxWXS&ContentCustomer=dGJyMPGrE%2BwqbBluePfgex43zx>
- Stark, Heidi Kiiwetinepinesiiik. Marked by Fire: Anishinaabe Articulations of Nationhood in Treaty Making with the United States and Canada *American Indian Quarterly*. 36(2):119-149; University of Nebraska Press, 2012. From <http://libsecure.camosun.bc.ca:2069/ContentServer.asp?T=P&P=AN&K=73388230&S=R&D=a9h&EbscoContent=dGJyMNLe80Seqa84v%2BvIOLCmr0%2Bepq5Ssq24SLCWxWXS&ContentCustomer=dGJyMPGrE%2BwqbBluePfgex43zx>

Nov. 7 – Creative Project Fair & Feast

- **Assignment Due:**
 - **Creative Indigenous Project.**

5. Basis of Student Assessment (Weighting)

Assignments:

- All Assignments are to be submitted to Dropbox on D2L by the date and time shown.
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|-----|---|----------------------------|---------------|
| (a) | Option 1 - Learning Journal | (Oct. 10) | 30% |
| | Or, Option 2-Summary and Critical Analysis paper on Orange Shirt Day | | |
| (b) | Oral Critical Analysis | (Sept. 19 & 29) | 15% x2 |
| (c) | Creative Indigenous Project | (Nov. 7) | 30% |
| (d) | Classroom participation | | 10% |

Breakdown:

- | | | | |
|-----|---------------------------------|------------------|------------|
| (a) | Learning Written Journal | (Oct. 10) | 30% |
| | 6-8 pages. | | |

Your journal submission should be 6-8 pages in total (written) in length and include a title page and works consulted page. **Four** sources should be cited for your journal.

Learning Journal Option 1

The learning journal will be submitted on **Sunday October 20th (by e-mail)** and will include a reflection on one or all of the following classes of the term

- *Sep 12: Introduction to Indigenous Political Philosophy, Coast Salish Territory and Political theories*
- *Sep 19: Political theories/Inherent rights/ State defined rights*
- *Sep 29: Reconciliation*
- *Sept. 30: Role of Ceremony as Political Action*

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?

Learning Journal OPTION 2 - Summary and Critical Analysis paper based on Orange Shirt Day

- A 6-8 page paper is required on **October 10**, which will answer the following:
 - Describe (summarize) key teachings of Orange Shirt Day.
 - What do these teachings mean to you on an individual, community/nation level?
 - How do these teachings help you understand Indigenous philosophies/ knowledges?
 - 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?
- 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?
 - 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. **Alternatively, you can present as a group of two or three for up to 20 minutes each in class**

(b) Oral Critical Analysis (Sept. 19 & 29) 15% x2 30%

- You will be expected to engage in an oral 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-Sep 24 and Oct 22. Please see course outline for discussion questions. As well, as you engage with the article, guest and/or ceremony 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?

(c) Creative Indigenous Project (Nov. 7) 30%

- For this assignment students are asked to choose one of the “Twenty-five Indigenous Projects” that are discussed in Linda Tuhiwai Smith’s “Decolonizing Methodologies: Research and Indigenous Peoples,” and create a creative display which will be presented in a fair like setting. (To get started you can review the website listed below, but this doesn’t replace the original source, and should only be used as a reference)
- Students will be expected to discuss their chosen project as outlined by Smith; their choice of topic for their chosen project; why this is relevant on either an individual, family, clan, community, or nation level; the potential for implementation of your project into individual, family, clan, community, or nation life: and, how does your project lend itself to working towards notions of self-determination, and or, self-governance.
- For this assignment, you will also need to submit a 6 – 8 page summary of your project what covers all the above mentioned points. Please ensure you include a title page, intro/conclusion, as well as a references page and proper APA citations. You must use a minimum of 4 outside sources that support your work
- **Reference Materials:**
 - 25 Indigenous Projects: <https://quizlet.com/5277328/nas-final-25-indigenous-projects-flash-cards/>

(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>