



CAMOSUN COLLEGE
Aboriginal Education and Community Connections
INDIGENOUS STUDIES 116: 002
Indigenous Studies in Canada 1

Fall 2018

COURSE OUTLINE

Instructor Information:

- (a) **Instructor:** Dorothy Ruth Lyall
- (b) **Office hours:** Mondays 3:30pm – 4:30pm (Paul 229) by appointment only
- (c) **Class Location and Time:** Wilna Thomas room 101 - Mondays 12:00pm – 2:50pm except as noted
- (d) **Phone:** (250) 818-3664
- (e) **E-mail:** lyallr@camosun.bc.ca

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.

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.

Required Materials:

- a) Wall. S. (2001) *To become a human being: The message of Tadodaho Chief Leon Shenandoah*, Hampton Roads Publishing Comp.
- b) IST 116: Course Pack

Course Topics and Schedule:

*Schedule may change based on availability of potential guests.

SEPT. 10	Introductions/ Course outline review
	<ul style="list-style-type: none">• Introductions• Vision of the course• Opening circle <p>Reading Handout:</p> <p>Poth, J. (Ed.) (1990). Saanich seasonal cycles. In <i>Saltwater Peoples</i>. School District 63. (pp. 41-54). To be read before next week's trip to SNIDØEŁ)</p> <p>http://www.islandstrust.bc.ca/media/341928/saltwater-people-1983-delliot-sr.pdf</p> <p>Website review:</p> <p>Place of the Blue Grouse https://seachangesociety.com/place-of-the-blue-grouse/ (to be reviewed before week's trip to SNIDØEŁ)</p>

SEPT. 17	Introduction to the W'SÁNEĆ territory – On the Land (*Extended Class 12:00 – 4:00ish)
	<ul style="list-style-type: none"> • SNIDÇEŁ (Tod Inlet) • Place names, creation stories and restoration work • John Bradley Williams & Earl Claxton
SEPT. 24	Culture
	<p>Readings:</p> <p>Graudebeck, M. (1993). Introduction. In <i>Potlatch: Native ceremony and myth on the northwest coast. Alaska: Alaska Northwest Books.</i> (pp. 5 – 11).</p> <p>Walls, S. (1994). Cowichan. In <i>Wisdom's Daughters: Conversations with Women Elders of Native America.</i> New York: Harper Collins Publishing (pp. 212 – 227).</p> <p>Key Terminology: https://www.oise.utoronto.ca/deepeningknowledge/UserFiles/File/SABAR-Glossary-English-Final.pdf</p> <p>Interactive map of Vancouver Island First Nations: http://viea.ca/business-living-on-vancouver-island/first-nations/</p> <p>Interactive map of BC First Nations: http://www.bctreaty.ca/map</p> <p>Video: Sanala: To be whole (6 min)</p>
OCT. 1	Traditional Values
	<p>Readings:</p> <p>Graveline, F. J. (1998). Revitalizing a traditional worldview: In <i>Circle Works: Transforming eurocentric consciousness.</i> Halifax: Fernwood Publishing. (pp. 49 – 69).</p> <p>Knudtson, P. & Suzuki, D. (1992). The consequence of time's circle on cause and effect. In <i>Native and Scientific Ways of Knowing About Nature.</i> Vancouver: Douglas & McIntyre Publishing Group. (pp. 152 – 157).</p> <p>Video: Tłina: A Rendering of Wealth (38 min.)</p> <p>*Groups sign up for Culture presentations.</p> <p>Assignment Due: Personal Journal</p>

OCT. 8	NO CLASS/THANKSGIVING
OCT. 15	Cultural Identity
	<p>Readings:</p> <p>Ormiston, T. (2012). <i>The canoe journey as a methodological framework</i>. Unpublished PhD UVic.</p> <p>Weaver, H. (2001) <i>Indigenous identity: What is it, and who really has it?</i> In American Indian Quarterly. Vol 25, No. 2. Nebraska: University of Nebraska.</p> <p>Video: Reel Injuns (40 min).</p> <p>21 Things you may have not known about the Indian Act: https://www.ictinc.ca/blog/21-things-you-may-not-have-known-about-the-indian-act-</p>
OCT. 22	Colonization & Decolonization
*WT 234	<p>Readings:</p> <p>Adams, H. (2001). The failure of native leadership. In <i>Prison of grass: Canada from a native point of view</i>. Ontario: Fifth House Books.</p> <p>Ormiston, T. (2010). Re-conceptualizing research: An Indigenous perspective. In <i>First Peoples Child & Family Review</i>, 5 (1), 50 – 56.</p> <p>Assignment due: Cultural Presentations Outline</p> <p>Guest: Della Rice Sylvester: Traditional Medicine Walk (12 – 1)</p>
OCT. 29	Cultural Revitalization
	<p>Mid-term circle</p> <p>Readings:</p> <p>Anderson, K. (2000). Working with notions of tradition and culture & Foundations of resistance. In <i>A recognition of being: Reconstructing native womanhood</i>. Toronto: Second Story Press (pp. 34 – 39; 116 – 136).</p>

	McKay, S. (1992). Calling creation into our family. In <i>Aboriginal sovereignty and the future of Canada</i> . Concord, Ontario: Anansi Press. (pp. 28 – 34)
NOV. 5	Self-Determination
	Readings: Claxton, N. (2018). The SXOLE (reef net fishery) as an everyday act of resurgence. In Corntassel, J., Aldred, T., Goodyear-Ka'ōpua, N., Silva, N.K., Aikau, H., & Mucina, D. (Eds.), <i>Everyday acts of resurgence</i> . Olympia, Washington: Daykeeper Press. (pp. 93 – 97) Hampton, E. (2001). <i>First Nations-controlled University Education in Canada</i> . In Castellano, M. B., Davis, L., & Lahache, L. (Eds.), <i>Aboriginal education: Fulfilling the promise</i> . Vancouver: UBC Press.
NOV. 12	NO CLASS/REMEMBERANCE DAY
NOV. 19	Cultural Presentations
NOV. 26	Cultural Presentations
	Assignment Due: Personal Journal
DEC. 3	Closing Feast & Circle
	Assignment Due: Personal Journal

Basis of Student Assessment

- A. Personal structured journal submitted the first class of each month
30%
- B. Outline for Group Culture Presentation (October **22**)
10%
- C. Group Cultural Presentation dates: (Nov. **19 & 26**)
20%
- D. Elder Reflection Paper: (Nov. 26)
25%
- E. Participation - ongoing
15%

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

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>