



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	Mookaasige (Richard Spearman)
(b) Office hours	Mondays 11:30 – 12:30 Ewing 204
(c) Location	Wilna Thomas 234 – Mondays 1:00 – 3:50
(d) Phone	Alternative: _____
(e) E-mail	spearmanr@camosun.ca
(f) Website	_____

2. Intended Learning Outcomes:

After completing this course, students will be able to:

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:

- As assigned on Course Outline

4. Course Content and Schedule

Jan. 7 - *Contact and Colonization*

- Introductions
- Course outline Review

Jan. 14 - *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?
- Role Model/ self- determination assignment outline- quick discussion

Readings:

Borrows, John (N.D.). *Wampum at Niagara: The Royal Proclamation, Canadian Legal History, and Self-Government*. Retrieved from www.sfu.ca/~palys/Borrows-WampumAtNiagara.pdf

YouTube: <https://www.youtube.com/watch?v=dSQsyZDGoX0> (In class)

Jan. 21 – *Wellness: Sweat Lodge (9:00 - 3:00)*

- Construction, Cleaning & Maintenance

Assignment Due:

- **Role Model Outline Due**

Jan. 28 – *Wellness: Sweat Lodge (Saturday 10:00 – 4:00 @Victor Underwood's 2983 Sa Su Rd,)*

Feb. 4 – *Residential Schools and Library research skills tour*

- History of Canada's genocide and assimilation of First Nations
- Effects on First Nations today
- Strategies for healing
- Preparing for the Role Model assignments - Research skills at the library from 2:30 - 3:50pm

Readings:

Truth and Reconciliation Commission of Canada (2015). *Calls to Action*. Retrieved from http://nctr.ca/assets/reports/Calls_to_Action_English2.pdf

Feb. 9 – *Indigenous Education*

- What are the benefits of developing Indigenous education for Indigenous people?
- Is Indigenous education just for Indigenous people?

Readings:

Assembly of First Nations (2010). *First Nations Control of First Nations Education*. Retrieved from http://www.afn.ca/uploads/files/education/3.2010_july_afn_first_nations_control_of_first_nations_education_final_eng.pdf

Feb. 18 – *No Class: Family Day*

Feb. 25 – *The Indian Act and Bill C-31*

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

Reading:

Coates, Ken (2008). *The Indian Act and the Future of Aboriginal Governance in Canada*. Retrieved from National Centre for First Nations Governance website http://www.fngovernance.org/ncfng_research/coates.pdf

Mar. 4 – *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

Readings:

Borrows, John (2017). Challenging historical frameworks: Aboriginal rights, the Trickster, and originalism. *The Canadian Historical Review* 98(1), 114-135. Retrieved from <http://www.afn.ca/wp-content/uploads/2018/09/2017-03-01-Challenging-Historical-Frameworks-Aboriginal-Title-the-Trickster-and-Originalism-Borrows.pdf>

Assignment Due:

Research Paper Due

Mar. 11 – *Indigenous Governance*

aboriginal rights
sovereignty
aboriginal title
self-government.

Readings:

Peach, Ian (2011). More Than a Section 35 Right: Indigenous Self-Government as Inherent in Canada's Constitutional Structure. Retrieved from <https://www.cpsa-acsp.ca/papers-2011/Peach.pdf>

Mar. 18 - *Role Model/ Self Determination Presentations*

Mar. 25 - *Role Model/ Self Determination Presentations*

Apr. 1 - *No Class: Due to extended classes on Jan. 21*

Apr. 8 – *No Class: Due to extended classes on Jan. 28*

Assignment Due:

Self-Location Paper Due

5. Basis of Student Assessment

All assignments to be submitted on D2L, and all citations are to be done according to APA style.

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| 1. Reading Reflection (Weekly) | 10% |
| 2. Outline of Role Model/ Self Determination presentation (Jan. 21) | 10% |
| 3. Research Paper: TRC Calls to Action (Mar. 4) | 20% |
| 3. Role model/ Self Determination presentation (Mar. 18 and 25) | 30% |
| 4. Self-Location Paper (April 8) | 20% |
| 5. Participation and Attendance | 10% |

1. Reading Reflection

10%

- Every week, students are expected to submit a maximum one (1) page (hand written) reflection on the readings of the week. This reflection should include:
 - a summary of the authors thesis (one paragraph),
 - your interpretation of the reading (one paragraph),
 - and one question for class discussion (this can be on something you did not understand, want more clarification on, highlights something that was missing in the reading, etc..)
- *Only accepted at the beginning of each class.*

2. Outline of Role Model/ Self Determination presentation:

10%

Students are expected to complete a group project in which you will choose an Indigenous role model and work in groups of 1 or 2. Creativity is encouraged (poetry, passage from a book, spoken word, song etc.) as well as class involvement. You will have 15 minutes to present your subject to the class if done individually, 30 minutes if done in group of 2. Evaluation will be based on Content and clarity, creativity and group cohesion. You can type on the actual outline I provide for you. Three aspects of this assignment are essential:

1. A history of the person chosen
2. Accomplishments of the role model chosen and
3. How this person is working towards self-determination for Indigenous peoples.

Please identify in the outline who is covering what (if in groups). Please note that a minimum of four outside sources are required on your outline (one can be internet and one must be an academic journal), and the outline will also have a thesis paragraph and the outline will also indicate what resources you will use in your presentation- PowerPoint, collage, handouts, video etc.

3. Research Paper

20%

- You will write a 6-8 page research paper on the Truth and Reconciliation Commission of Canada: Calls to Action.
http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf
- Within this paper you will provide: an acknowledgement of the territory, and a brief self-location.
- You are asked to choose one of the headings within the Calls to Action paper (e.g. Child Welfare, Education, Language and Culture, Health, etc.), to provide an overview and summary of that section, and finally develop an action plan for the implementation of these recommendations.
- You are to make use of a minimum of four outside sources.

- This assignment is 6-8 double spaced pages, Times New Roman 12-point font, and must include a title page, introduction, body, conclusion, and references (APA Style) page for anything that is from a source that is not your own thoughts.

4. Role model/ Self Determination presentation 30%

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, 15 minutes is expected for your presentation. If you present in pairs, 30 minutes is allotted. Creativity is encouraged, i.e. - a collage, questions posed for the class on your subject, artifacts etc. Three aspects of this assignment are essential:

1. A history of the person chosen
2. Accomplishments of the role model chosen and
3. How this person is working towards self-determination for Indigenous peoples on an individual, family, community or Nation level.

You are encouraged to engage the class in some way-handouts, questions, etc. 5 minutes will be reserved for class participation in addition to the times listed above. Please note that if you are showing a video-five minute's maximum will be allotted. PowerPoint presentations or Prezi presentations are encouraged but not mandatory.

4. Self-Location paper 20%

One of the most fundamental principles of Indigenous research is the importance for researchers to self-locate. In doing so, researchers, including both Indigenous and non-Indigenous/Settlers, are asked to consider their own histories and relationships – i.e. identity, cultural and territorial origins, and familial and community relations. With this in mind, students are asked to write a self-location paper demonstrating their understanding of not only where they come from, but how that affects what they know and the opinions they have. There are two sections to this paper, and you should respond to the following questions:

- **Section 1: Self-location**
 - What is your ancestral heritage? And how does this shape your values and beliefs?
 - What role has education played in the shaping of your world view?
 - How have your personal relationships shaped the way you see the world?
- **Section 2: Motivations**
 - Why is it important for you to be in this class?
 - What do you hope to take away from this class?

- What do you hope to do with what you have experienced and/or gained from this class?
- And finally, how does all of this shape your understanding and relationship to Indigenous peoples?
- It is also expected that students will develop an understanding of whose traditional territory they are on, and acknowledge the territory within their paper.
- **This assignment is 4-5 double spaced pages, Times New Roman 12-point font, and must include a title page, introduction, body, conclusion, and references (APA Style) page for anything that is from a source that is not your own thoughts.**

5. Participation

10%

- **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.**

6. 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>

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 to Assist Students to Succeed Throughout the Course

8. College Supports, Services and Policies



Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @

<http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

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.