



**CAMOSUN COLLEGE**  
***Eyē Sqâ'lewen (IECC)***  
***Indigenous Studies***

***IST 243***  
***Comparative Indigenous Issues***  
***Winter 2019***

**COURSE OUTLINE**

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\* 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.

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**1. Instructor Information**

(a) Instructor	Kelly Aguirre
(b) Office hours	Tuesdays 2:30-3:30 Ewing 204 or meeting by appointment
(c) Location	Tuesdays 10:30am-1:30pm Ewing 344
(d) Phone	Alternative:
(e) E-mail	<a href="mailto:aguirrek@camosun.bc.ca">aguirrek@camosun.bc.ca</a> - Please use this email to reach me outside class

**2. Intended Learning Outcomes**

*This course examines historical and contemporary policies and practices concerning Indigenous people in New Zealand, Australia and the United States. Students identify, examine and analyze treaties, Aboriginal policy, education, child welfare and international law. The course includes examination of international Indigenous movements towards self-determination.*

*On completion of this course students will be able to:*

- *Gain knowledge and understanding of Indigenous experiences with social policies of United States, 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.*

**3. Required Materials**

All reading materials will be available on D2L or online and linked in the course outline. It is the student's responsibility to access and read all required texts each week. If you find reading from a screen or doing digital markups difficult, printing the online readings so you can annotate them by hand as you read might be helpful.

## 4. Course Schedule and Readings

### Week 1 (January 8): What We Will Do Together

- Introductions and review of Outline: Weekly Topics and Assignments
- Assignment Assessment and Expectations
- Critical Reading and Response Paper Assignments

### First Half: Foundational Concepts

In the first half of the course we will consider some foundational concepts that shape comparative approaches to understanding Indigenous social and political struggles in and across the 'CANZUS' or 'Anglosphere' states. These are the four English-speaking majority settler-states that are former colonies of Britain: Canada, Australia, Aotearoa (New Zealand) and the USA & Hawai'i. We will discuss key concepts like Indigeneity, settler-colonialism, sovereignty, nationhood, rights and title and treaty and give particular attention to case studies from the Kanaka Maoli (Hawai'ian), Māori (Aotearoa) and Aborigine & Torres Strait Islander (Australian) contexts to supplement the focus on Canada and the mainland USA in IST 232 Indigenous Political Science.

### Week 2 (January 15): Settler-Colonialism

*\*First Critical Reading Exercise Due*

This week will introduce broad alignments and distinctions of Indigenous experience between CANZUS states with settler-colonialism as a multidimensional system of domination and dispossession. With the reading's specific examples, we will also consider the concept of 'discourse,' and questions on representation and history for understanding power relations in these contexts.

Required Readings:

- Furniss, Elizabeth "Challenging the myth of indigenous peoples' 'last stand' in Canada and Australia: public discourse and the conditions of silence" in Coombes Ed. *Rethinking Settler Colonialism: History and Memory in Australia, Canada, Aotearoa New Zealand and South Africa*. Manchester: Manchester University Press: 2006: 172.

### Week 3 (January 22): Indigenous Nationhoods

This week we look at the politics of Indigenous nationhoods, especially as resisting imposed racialized categories of identity and the association of nations with *states*, considering the Kanaka Maoli led Hawai'ian independence movement to highlight some commonalities and differences across contexts.

Required Readings:

- Cornell, Stephen. "Processes of Native Nationhood: The Indigenous Politics of Self-Government." The International Indigenous Policy Journal 6.4 (2015)

## **Week 4 (January 29): Sovereignty and Self-Determination**

*\*Second Critical Reading Exercise Due*

This week we will discuss concepts of sovereignty and self-determination taken up to forward processes of Indigenous political and cultural resurgence. The case study focus will be on the Māori context discussed in the reading.

Required Reading:

- Maaka, Roger and Augie Fleras “Engaging with Indigeneity: Tino Rangatiratanga in Aotearoa” in Ivison, Patton and Sanders Eds. *Political Theory and the Rights of Indigenous Peoples*. Cambridge: Cambridge University Press, 2000: 89-109.

## **Week 5 (February 5): Law, Rights and Title**

*\*We will discuss the Research Paper Proposal, do a research question brainstorming exercise in class and have a guided library visit to discuss finding and evaluating sources.*

We will consider Indigenous recognition in legal regimes across present settler-state contexts. The persistence of colonial legal concepts and perceptions around Indigenous social organization and especially land occupation/use that deny rights and title will be discussed, with the case study of the Mabo decision in Australia.

Required Reading:

- Knafla, Louis “This is Our Land”: Aboriginal Title at Customary and Common Law in Comparative Contexts” in Knafla & Westra Eds. *Aboriginal Title and Indigenous Peoples*. Vancouver: UBC Press, 2010

\*Note pages 15-22 review chapters in this book but adds more context

## **Week 6 (February 12): Treaty Politics Beyond the State**

*\*Critical Reading Response Paper Due*

This week we will examine treaty politics across contexts, giving specific attention to Indigenous international treaties rather than on settler state-centered treaty relations.

Required Reading:

- Lightfoot, Sheryl and David MacDonald “Treaty Relations Between Indigenous Peoples: Advancing Global Understandings of Self-Determination.” New Diversities Special Issue “Indigenous Politics of Resistance: From Erasure to Recognition,” 19 (2017): 25-40.

## **Week 7 (February 19) READING BREAK**

## **Second Half: Experiences**

In this half of the course we will hone in on a selection of specific experiential issues that can be considered in comparative social and political context.

### **Week 8 (February 26): Reconciliation and 'Transitional' Justice**

*\*Research Paper Proposal is Due in Class, Peer-Review Exchange (paper copies)*

This week we will critically discuss the emergence of reconciliation as a concept of Indigenous-Non-Indigenous relations in the CANZUS states, particularly its association with societies transitioning to post-colonial, post-conflict relations.

Required Reading:

- Johnson, Miranda "Reconciliation, Indigeneity, and Postcolonial Nationhood in Settler States" Postcolonial Studies 14.2 (2011): 187-201.

### **Week 9 (March 5): Indigenous Child Welfare**

*\*Peer-Review of Proposals due in-class and Peer-Review Workshop*

Dr. Todd Ormiston will join us as a guest speaker to discuss issues around Indigenous child welfare across contexts.

Required Reading:

- TBA

### **Week 10 (March 12): Indigenous Education**

*\*We will go over the research paper structure and writing tips*

Dr. Graham Hingangaroa Smith will join us via Skype from Aotearoa as a guest speaker to discuss movements and initiatives around Indigenous education from a Māori perspective.

Required Reading:

- Smith, Graham Hingangaroa. "Maori Education: Revolution and Transformative Action" Canadian Journal of Native Education 24.1 (2000): 57

### **Week 11 (March 19): Urbanization**

*\* Third Critical Reading Exercise Due*

This week we will consider urban Indigenous experiences across contexts.

Required Reading:

- Andersen, Chris "Urban Aboriginality as a Distinctive Identity, In Twelve Parts" in Peters & Andersen Eds. *Indigenous in the City: Contemporary Identities and Cultural Innovation*. Vancouver: UBC Press, 2010: 46-68.

## **Week 12 (March 26): Protecting the Sacred 1**

This week we will focus on struggles around resource development projects especially extractivist industries like mining and movements of land reoccupation, with a case study focus on Kanaka Maoli (Hawaiian) sacred sites.

Required Reading:

- Goodyear-Ka'ōpua, Noelani. "Protectors of the Future, Not Protestors of the Past: Indigenous Pacific Activism and Mauna a Wākea." South Atlantic Quarterly 116.1 (2017): 184–194.

## **Week 13 (April 2): Protecting the Sacred 2**

*\*Research Paper Due*

This week we will focus on processes of repatriation and Indigenous community control and management of cultural property, considering local case studies of relations with museums and their role in representation of Indigenous peoples and settler-state histories.

Required Reading:

- Miller, Bruce Granville. "Repatriation in Two Acts: The Museum of Vancouver." BC Studies.199 (2018): 81-

## **Week 14 (April 9): Wrap-Up and Review, Potluck Lunch**

### **5. Assignments**

- 1) Participation and Attendance: 15%**
- 2) Critical Reading Response Paper: 15% (Feb 12)**
- 3) Critical Reading Exercises x 3: 5% each = 15% total (Jan 15, 29, Mar 19)**
- 4) Research Paper**
  - a. Proposal and Annotated Bibliography: 15% (Feb 26)**
  - b. Peer Review of Paper Proposal: 10% (Mar 5)**
  - c. Research Paper: 30% (April 2)**

#### **1) Participation and Attendance: 15%**

Participation is highly valued in this course. You will be assessed for your contributions to co-learning through discussion, preparedness for discussion through the readings, attentiveness and level of engagement during lectures and in-class activities as well as regular, punctual attendance.

You must attend 80% of classes to pass the course. If there are extenuating circumstances that will lead you to miss more, this must be discussed with the instructor and academic advisors.

Every week students are expected to do the required readings or engage the assigned media and come to class ready to discuss them, as these form the core

resources for each topic as described in the outline. When a guest speaker is in attendance please come prepared with a question for them.

*Weekly Reading Assignment (worth 5% of participation grade):*

You are expected to prepare at least one discussion question from the week's assigned reading. On all weeks EXCEPT those with a critical reading exercise due, you will also include a brief summary of the week's assigned readings (1 paragraph max.) You will submit these (on paper) *at the beginning of each class. You will get the full 5% as long as you submit these every week in-class.*

You can use the Critical Reading Exercise Questions as a guide to help formulate your discussion questions. These can relate to a claim or argument you find interesting, a conflict or alignment between readings or a concept, term or phrase from the readings you find confusing or problematic etc.

## **2) Critical Reading Exercises x 3: 5% each = 15% total**

***Due Dates: January 15, January 29 and March 19***

Using the Critical Reading Questions to guide you (see Hand-Out) write a short response for ONE of the assigned readings for the week due.

This response should be structured under the three question headings from the Hand Out as follows: Context (1 paragraph), Assessment (2-3 paragraphs) and Personal Connection (1-2 paragraphs). *1 to 1.5 pages max.*

Must be written in complete paragraphs, not point form. Any quotations or paraphrasing from the reading or other source must be cited (source, page number).

## **3) Critical Reading Response Paper 15% - Due February 12<sup>th</sup>**

Select ONE reading from Weeks 2 through 6 to write this longer reading response. You can draw on other readings from these weeks to support your assessment if you choose, but this is not required. Any outside materials you draw on must be cited.

Please see hand out on the requirements and structure for this paper. *3 to 5 pages max.*

## **4) Research Paper**

You will research and write a paper on a topic directly related to one of the weekly course themes and discuss it in relation to TWO of the contexts we discuss - Canada, USA, Aotearoa or Australia. We will work on formulating a research question, writing a proposal, researching resources and paper structure in class and additional resources to help you research and write will be provided.

**a. Proposal and Annotated Bibliography – 15% Due In-class February 26**

Write a 1 – 1.5 page paper proposal outlining your Research Question or Problem and how it relates to the chosen course topic and your tentative thesis or argument, including a short annotated bibliography.

Annotated Bibliography: List a minimum of TWO course readings or resources relating to your topic and TWO external academic resources – books, articles from academic journals, reports produced by a government, International body or NGO. For each entry provide a brief summary of the resource. If you plan on interviewing or citing any personal communication with a family member or acquaintance please include this as an additional resource with a few lines on why and how you will take this up in the paper.

**b. Peer Review of Proposal – 10% Due In-class March 5**

On February 26 you will exchange proposals with a classmate. You will review and comment on their proposal using a template provided. On March 5 pairs will spend ½ hour discussing each other's paper topic and research question, questions raised from the peer review, brainstorm ideas for resources etc.

**c. Paper – 30% Due April 2**

7 pages min. (excluding Works Cited) to 9 pages max.

**6. Assessment and Grading System**

*Please see handout with details on assignment design and assessment.*

- Standard Grading System (GPA)
- Competency Based Grading System

**7. Recommended Materials to Assist Students to Succeed Throughout the Course**

For tips on critical reading and engagement with texts please use the resources shared in class and posted on D2L. There are a variety of services available for students to assist you throughout your learning, staff at the library and writing centres are great for help with written and research assignments. Here are a few links:

- IECC Student Supports: <http://camosun.ca/learn/school/indigenous-education-community-connections/students/index.html>
- Centre for Accessible Learning: <http://camosun.ca/services/accessible-learning/>
- Writing Centres: <http://camosun.ca/services/writing-centre/>

## 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.

## 9. GRADING SYSTEM: <http://www.camosun.bc.ca/policies/policies.php>

### 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



## 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.