

Spring 2013

Course Number: SOWK 553.13 S22/ INDG 399.02 S20	Classroom: PF3257
Course Name: International Indigenous Issues	
Day & Time: May 14 – May 18, 2013; 9:00 a.m. – 4:00 p.m.	

Instructor: Les Jerome & Linda Kreitzer	Office Hours: By appointment
Telephone: 403)220-7095/(780) 492-0892	Email: ljerome@ucalgary.ca lmkreitz@ucalgary.ca

COURSE OUTLINE

Syllabus Statement

This course will focus on a variety of global indigenous issues. Students will emerge with an introductory understanding of indigenous peoples past and present.

Course Description

This course examines international indigenous issues. In particular the course will examine colonization and its effect on indigenous peoples and current issues facing indigenous peoples today. A combination of personal experience, group work, guest speakers and media resources will provide a stimulating course looking at indigenous peoples in the world.

This course has no pre-requisites or co-requisites.

Learning Objectives

1. To become familiar with different indigenous peoples worldwide.
2. To examine the effects of colonization on indigenous peoples.
3. To examine ones' own values concerning colonization, diversity and indigenous issues.
4. To discuss current issues concerning indigenous peoples in including the work of indigenous peoples in presenting their issues to the world, the work of the United Nations and other NGO's.

Relationship to Other Courses

This is an optional course in the Faculty of Social Work. It is also listed as ING 399.02 under Indigenous Studies.

Course Text(s)

Maaka, Roger, C. A. and Andersen, Chris (2006). *The Indigenous Experience: Global Perspectives*. Toronto: Canadian Scholars Press, Inc.

Pre-Class Readings: Students will have read Chapters 1, 6, 13, and 16 prior to May 14, 2013

Class Schedule

Day	Date		Topic
Tuesday	May 14	Morning	Introduction <ul style="list-style-type: none"> • Values
		Afternoon	<ul style="list-style-type: none"> • Definitions of Indigenous peoples • Video – Babakueria
Wednesday	May 15	Morning	<ul style="list-style-type: none"> • Reflections • Historical influence of western civilization • Video – The Goddess Remembered
		Afternoon	<ul style="list-style-type: none"> • Colonization in Africa • Guest Speaker – Francis Boayke • Colonization in India: Guest Speaker Lakshmi Krisna
Thursday	May 16	Morning	<ul style="list-style-type: none"> • Reflections • Colonization in North America – Canada/US • Colonization in South America
		Afternoon	<ul style="list-style-type: none"> • Current issues concerning indigenous peoples • Video – Once were Warriors
Friday	May 17	Morning	<ul style="list-style-type: none"> • Reflections • Indigenous people of China • Sami people • Ochre and Water (Optional video)
		Afternoon	<ul style="list-style-type: none"> • Current Issues of Indigenous Peoples • Decolonization – Group work on “What can we do?” • Video – Yakoana: The Voice of Indigenous Peoples
Saturday	May 18	Morning	<ul style="list-style-type: none"> • Reflections • United Nations and NGO’s concerning indigenous issues • Guest Speaker – TBA
		Afternoon	<ul style="list-style-type: none"> • Sharing and Closing

Assignments

Reflective paper -	20%
Term Paper -	60%
Class participation -	20%

Reflective Paper: (20%)

Reflective papers will be 5 pages long on the topic of colonization specifically. Students will reflect on their own feelings, journeys and thinking concerning colonization. The paper will be non-academic and introspective.

Reflective paper is due by Monday May 21, 2013.

Term Paper: (60%)

Students will be offered two options for the term paper.

Option one: A critical examination of a particular culture of Indigenous Peoples.

Option two: A topic of student's choice pertaining to Indigenous Issues.

Topics must be cleared with the instructors by the end of the block. The breakdown will consist of 30% historical, 20% relating to colonization and the final 50% on issues as they pertain to the current situation. The paper will be 12-15 pp., double-spaced, APA format and will contain a minimum of 15 references. Special effort should be maintained on using Indigenous writers and scholars.

Term paper is due on Monday May 28, 2013.

Class Participation: (20%)

Students are expected to participate fully in classroom discussion. Each day (except May 14, 2013) will begin with a "reflections" piece, in which students will share thoughts, comments, or questions pertaining to the previous day's content. Students will be monitored to ensure fair grading is accomplished in this segment. Students are also expected to participate in an ongoing way throughout the rest of the days' contents as interest dictates.

Note:

There are no in-class tests or final examinations in this course. Students may write informally (i.e. without academic references on the "Reflective Paper", but must write in an academic style for the final "Term Paper". APA may be used as one format; the instructors must be able to see proper academic referencing. A professional academic style is fully expected. Students may have marks deducted for poor writing style and/or referencing.

Recommended Readings

Ani, M. (1994). *Yurugu: An African-centered critique of European cultural thought and behavior*. Trenton: Africa World Press, Inc.

Armitage, A. (1995). *Comparing the policy of Aboriginal Assimilation: Australia, Canada, and New Zealand*. Vancouver: UBC Press.

Bastien, B. (2004). *Blackfoot ways of knowing*. Calgary: University of Calgary Press.

Battiste, M. (2000). *Reclaiming Indigenous Voice and Vision*. Vancouver: UBC Press.

Battiste, M. & Youngblood Henderson, J. (2000). *Protecting Indigenous Knowledge and Heritage*. Saskatoon: Purich Publishing Ltd.

Borlase, T. (1994). *The Labrador Settlers, Metis and Kablunangajuit*. Happy Valley-Goose Bay, Labrador East Integrated School Board.

Borlase, T. (1993). *The Labrador Inuit*. Happy Valley-Goose Bay, Labrador East Integrated School Board.

- Brown, M. F. (2003). *Who owns native culture?* Cambridge: Harvard University Press.
- Burger, Julian (1988). *Aborigines Today: Land and Justice*. Anti-Slavery Society, Indigenous Peoples and Development Series, Report No. 5.
- Burger, J. (1990). *The Gaia Atlas of First Peoples: A future for the indigenous world*. New York: Anchor Books.
- Coates, Ken S. (2004). *A Global History of Indigenous Peoples: Struggle and Survival*. New York: Palgrave/Macmillan.
- Diamond, P. (2003). *A Fire in your Belly: Maori Leaders speak*. Wellington: Huia Publishers.
- Eversole, R., Mcneish, J.A. & Cimadamore, A.D. (2005). *Indigenous peoples and poverty: An International Perspective*. London: Zed Books
- Fanon, Frantz (1968). *The wretched of the earth*. New York: Gove Weidenfeld.
- Freire, P. (1997). *Pedagogy of the oppressed*. New Revised 20th Anniversary Edition. New York: Continuum.
- Galdu Cala (2005-2006). *Journal of Indigenous Peoples Rights*. Kautokeino: Resource Centre for the right of Indigenous Peoples.
- Galdu Resource Centre for the rights of Indigenous Peoples. www.galdu.org
- Goering, Brian (1993). *Indigenous Peoples of the World: An Introduction to Their Past, Present, and Future*. Saskatoon, SK: Purich.
- Herman, RDK (1999). Coin of the Realm: The Political economy of 'indolence' in the Hawaiian Islands. *History & Anthropology*, June, 11, 2/3, p. 387.
- Hughs, L. (2003). *The no-nonsense guide to indigenous peoples*. Oxford: New Internationalist Publication.
- Ishay, Micheline R. (2004). *The History of Human Rights: From Ancient Times to the Globalization Era*. Berkely, CA: University of California Press.
- Memmi, A. (1965). *The colonizer and the colonized*. New York: Orion Press.
- Menzies, Gavin (2003). *1421: The Year China Discovered the World*. New York: Bantam.
- Morin, J.L. (2000). Indigenous Hawaiians under Statehood: Lesson for Puerto Rico. *Centro Journal*, XI, 2, 5-25.
- Mosha, R.S. (2000). *The Heartbeat of indigenous Africa: A study of Chagga Educational System*. New York: Garland Publishing Ltd.
- Pieterse, J.N. & Parekh, B. (1995). *The decolonization of imagination: Culture, knowledge and power*. London: Zed Books.
- Saganash R. & Joffe, P. (2005). *Indigenous peoples and international human rights: Eliminating state discrimination*. Oxford Amnesty Lecture, Sheldonian Theatre, Oxford, February 2005. 13th Series: Land Rights.

- Satre, J.P. (2001). *Colonialism and Neocolonialism*. New York: Routledge
- Semali, L.M. & Kincheloe, J.L. (1999). *What is indigenous knowledge?* New York: Falmer Press.
- Stegen, Manfred B. (2003). *Globalization: A Very Short Introduction*. Oxford: Oxford University Press.
- Smith, L.T. (1999). *Decolonizing methodologies: Research and indigenous peoples*. London: Zed Books.
- Stannard, D.E. (1992). *The conquest of the new world: American Holocaust*. Oxford: Oxford University Press.
- Stewart-Harawira, M. (2005). *The new imperial order: Indigenous responses to globalization*. Zed Books: New York.
- Venne, Sharon Helen (1998). *Our Elders Understand Our Rights: Evolving International Law Regarding Indigenous Peoples*. Penticton, BC: Theytus.
- Waldram, James B. (2004). *Revenge of the Windigo: The Construction of the Mind and Mental Health of North American Aboriginal Peoples*. Toronto: University of Toronto Press.
- Weatherford, Jack (1994). *Savages and Civilization: Who Will Survive?* New York: Crown Publishers, Inc.
- Willinsky, J. (1998). *Learning to divide the world: Education at empire's end*. Minneapolis: University of Minnesota Press.
- Young, R. (1990). *White mythologies: Writing history and the West*. London & New York: Routledge.

RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, he or she should speak with the course instructor and consult the CFREB ethics website (www.ucalgary.ca/research/cfreb) before beginning the assignment."

WRITING EXPECTATIONS

It is expected that all work submitted in assignments should be the student's own work, written expressly by the student for this particular course. Students are referred to the section on plagiarism in the University Calendar (www.ucalgary.ca/pubs/calendar/current/k-2.html) and are reminded that plagiarism is an extremely serious academic offence.

Grading

The University of Calgary Undergraduate Grading System and the standard Faculty of Social Work percentage conversion will be used.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

Course Evaluation

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms

Students are welcome to discuss the process and content of the course at any time with the instructor

STUDENTS WITH DISABILITIES

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

SAFEWALK 220-5333

Campus security will escort individuals, day or night. Call 220-5333. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.

IMPORTANT INFORMATION

The University of Calgary copyright policy has changed. It is the responsibility of each individual to ensure compliance with copyright regulations. Individual questions and concerns should be directed to copyright@ucalgary.ca.

Any research in which students are invited to participate will be explained in class and approved by the appropriate University Research Ethics Board.

Cell phones must be turned off in class unless otherwise arranged with the instructor.

Assembly points for emergencies have been identified across campus. The primary assembly point for the Professional Faculties building is the Education Block Food Court. The alternate assembly point is Scurfield Hall Atrium.

The Social Work representative to the Students Union is to be determined (swsacalgary@gmail.com). The Student Ombudsman's Office can be reached at the [U of C Student Services Website](#)

The Freedom of Information and Protection of Privacy (FOIP) Act indicates that assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your express permission. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

You are reminded that academic misconduct, including plagiarism, has extremely serious consequences, as set out in the University Calendar.