

A: Division: ACADEMIC DATE: OCTOBER 5, 1993

B: Department: SOCIAL SCIENCES New Course: X

Revision of Course Information form: _____

DATED: _____

C: IDST 110 D: INTRODUCTION TO NATIVE STUDIES E: 3 CREDITS
 Subject & Course No. Descriptive Title Semester Credit

F: Calendar Description: A multi-disciplinary examination of the political and social realities of being a Native person in Canada today. This course exposes students to literature from anthropology, political science, history, sociology and legal studies. When possible the course draws on Native writings and contrasts the difference in viewpoint between Natives and non-Natives. This course will lead to further courses in Native Studies and prepares students to be active participants in the processes of cultural revitalization, political reorganization and social change.

Summary of Revision:
 (Enter date & section)

G: Type of Instruction: Hours Per Week/

Lecture	<u>4</u>	Hrs.
Laboratory	_____	Hrs.
Seminar	_____	Hrs.
Clinical Experience	_____	Hrs.
Field Experience	_____	Hrs.
Practicum	_____	Hrs.
Shop	_____	Hrs.
Studio	_____	Hrs.
Student Directed Learning	_____	Hrs.
Other	_____	Hrs.

H: Course Prerequisites:

I: Course Corequisites

J: Course for which this course is a pre-requisite

K: Maximum Class Size:
 35

TOTAL 4 HOURS

L: College Credit Transfer X
 College Credit Non-Transfer _____

M: Transfer Credit:
 Requested X
 Granted _____
 Specify Course Equivalents or Unassigned Credit as Appropriate

U.B.C. (3) unassigned Arts faculty
 S.F.U. (3) unassigned Arts faculty
 U. Vic. (3) unassigned Arts faculty
 OTHER:

[Signature]
 COURSE DESIGNERS
[Signature]
 DIRECTOR/CHAIRPERSON

[Signature]
 DIVISIONAL DEAN
[Signature]
 REGISTRAR

Introduction to Native Studies

**N: Textbooks and materials to be purchased by students
(Use Bibliographic Form):**

**Brizinski, Peggy. Knots in a String: An Introduction to Native Studies.
Saskatoon: University of Saskatchewan. 1993 (2nd edition).**

Selected readings.

Text to be updated periodically.

**Complete Form with Entries Under the Following Headings: O. Course Objectives;
P. Course Content; Q. Method of Instruction; R. Course Evaluation**

O. Course Objectives

The student will be able to:

- a) Define central concepts.
- b) Distinguish between the contribution of various disciplines and provide examples of each.
- c) Recognize the Native viewpoint.
- d) Describe the complex socio-economic position of Natives in Canadian society.
- e) Discuss the nature and importance of such significant documents (events) as the Royal Proclamation of 1763, the Indian Act, The Constitution of Canada, the Constitutional proposal of 1992, the Valladolid debate of 1550, the White paper of 1969, Treaties, the Sparrow decision (1990), the Nisga'a decision of 1973, the Gitksan-Wesuwet'en (1992).
- f) Use the framework provided by the idea of colonization to discuss the economic underdevelopment of Native communities.
- g) Describe examples of cultural revitalization and social reconstruction.
- h) Describe models of self-government and discuss the strengths and weaknesses of such developments.
- i) Describe the social and cultural life of at least one Native group prior to European contact.

P. Course Content

I. Introduction

- A. What is Native Studies?**
- the development of a new field of study.
 - interdisciplinary.
 - academic education or cultural training?
- 2

Course Content cont.

B. Basic concepts and definitions.

Aboriginal, American, First Nations, Indigenous Peoples, Inuit, Metis, native, Non-status Indian, Status Indian, Treaty Indian, White Man.

C. The Concept of "Indian"

- a legal concept
- a social concept
- a myth or imaginary being.

D. Native Identity in the 1990's

II. Anthropological Views of Native Societies and Cultures

(Instructor will look at selected peoples and may vary this from semester to semester.)

A. The archaeological record.

- "time immemorial" vs. science.

B. Cultural diversity and spiritual life.

C. Social diversity of Native life.

- family structures
- political organization
- economic life

III. Historical Accounts of Contact

A. One or two examples developed to bring out the value of historical investigation.

B. Arguments over interpretation of the historical record.
- Native interpretations vs. non-Native interpretations

C. 1492: whose history?

IV. Natives and the State: Colonization and the Colonial Relationship

A. Clarifying concepts.

B. The Valladolid debate of 1550.

C. The Royal Proclamation of 1763.

D. Treaties

- what they imply about the relationship of the societies involved.
- promises: kept or unkept?

E. The Indian Act as a colonial document.

F. The Canadian Constitution.

G. The White Paper (1969)

- government attempts at assimilation and Native resistance.

Introduction to Native Studies**H. Land Claims**

- a general examination and a detailed analysis of a specific claim.
- The Nisga'a case (1973)
- the Gitksan-Wet'suwet'en decision
- the James Bay agreement.
- Nunavut

V. The History of Native Resistance

Identify the legacy of early instances of resistance and develop an understanding of current events as acts of resistance.

- A. Land claims and resource use. A look at early efforts to retain the land.
- B. Fishing rights.
 - the Sparrow decision (1990).
- C. Selected legal struggles
- D. Political organization and resistance.
 - the emergence of contemporary Native organizations
 - blockades, protest and the potential for violent conflict
 - the legacy of Oka
 - the Lubicon case

VI. Effects of Colonization

- A. Class analysis
 - the economic and social position of Natives today.
 - whose side is the government on?
- B. Economic underdevelopment

VII. Self Government

- A. The concepts of "self-government" and "aboriginal rights".
- B. Models of self-government
 - the territory of Nunavut.
 - the Secheit Nation
 - American examples
 - land claims examples
- C. The politics of self-government
 - internal disputes
 - external disputes

VIII. Native Identity Today

- Exploration through literature, drama, poetry and other approaches.

Q. Method of Instruction

The course is to be taught by a person sensitive to native modes of learning. Where applicable students will be encouraged to learn independently through consulting with elders, native organizations and their local communities. Those active in political organization and cultural revitalization will be brought into the classroom to address sections of the course outline. Films/videos produced by natives and Native writings will be used when available.

R. Method of Evaluation

The evaluation will meet Douglas college criteria. Some scope will be allowed to students to use techniques such as interview with elders, experiential learning, community research, and so on. An evaluation model is suggested:

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| 1. | Exams | 40% |
| 2. | Written paper
(may include class presentation) base on community
research) | 30% |
| 3. | Library orientation project | 5% |
| 4. | Short written assignments | 25% |

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