



Spring 2016

Course Number:	SOWK555.13/INDG399.17	Classroom:	PF 4259
Course Name:	International Indigenous Issues/Globalization and Indigenous Ways		
Day & Time:	May 16-20, 2016; 9:00 a.m. – 4:00 p.m.		

Instructor:	Les Jerome/Linda Kreitzer	Office Hours:	By Appointment
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COURSE OUTLINE

Syllabus Statement

This course will focus on a variety of global indigenous issues. Students will emerge with an introductory understanding of the effects of colonization and Macro Oppression upon indigenous peoples past and present.

Course Description

This course examines international indigenous issues; in particular, colonization and its effect on indigenous peoples today. Current issues resulting from Macro Oppression will be discussed. A combination of personal experience, group work, guest speakers and media resources provides a stimulating and thought provoking course, and everyone's place in maintaining (and addressing) these dynamics.

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

Learning Objectives

1. To become familiar with the incredible diversity of different indigenous peoples globally, on an individual, familial, group, community, and National basis.
2. To examine the effects of colonization on these indigenous peoples; particularly through policy analysis and development both historically and concurrently. Students will become aware of social injustice on a global scale, both historically and concurrently. Students will begin to discover tangible ways in which to address these structural sources of inequity via critical thinking, reflection, and social action.
3. To examine ones' own values concerning colonization, diversity, Macro Oppression and indigenous issues. Values and principles of the social work profession will be emphasized, as well as practical links between social work theory and practice.
4. To discuss current issues concerning indigenous peoples, including the work of indigenous peoples currently engaged in struggle in Micro and Mezzo ways, and the role of the United Nations and other NGO's in this struggle. Links to social work values, social work identity, guiding and principles of the profession will be emphasized.

5. Students will engage in research. Historically and concurrently, individual, organizational and societal change will be discussed

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)

There is no text for this course. Readings will be provided on D2L upon the beginning of the course.

Class Schedule

Monday, May 16	<p>Morning – Introduction -Values</p> <p>Afternoon - Definitions of indigenous peoples Video – Babakiueria/Discussion</p>
Tuesday, May 17	<p>Morning – Reflections Historical influence of western civilization Video – The Goddess Remembered</p> <p>Afternoon – Colonization in Africa Guest Speaker – Francis Boayke Colonization in India: Guest Speaker Lakshmi Krisna</p>
Wednesday, May 18	<p>Morning – Reflections</p> <p>Colonization in North America – Canada/US Colonization in South America</p> <p>Afternoon - Current issues concerning indigenous peoples Video – Once were Warriors/Discussion</p>
Thursday, May 19	<p>Morning – Reflections Video – Yakoana: The Voice of Indigenous Peoples Discussion</p> <p>Afternoon – Decolonization (5 step model) Breakout Groups: “What can we do to aid Decolonization?” Reporting back and Discussion</p>
Friday, May 20	<p>Morning – Reflections</p> <p>United Nations and NGO’s concerning indigenous issues Afternoon – Final Sharing and Closing</p>

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 23, 2016.

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 consist of a minimum of 15 references. Special effort should be maintained on using Indigenous writers and scholars.

Term paper is due on Friday June 3, 2016

Class Participation: (20%)

Students are expected to participate fully in classroom discussion. Each day (except May 25, 2015) 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

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.
- Blaser, M., Feit, H., and McRae, G. (2004). *In the Way of Development: Indigenous Peoples, Life Projects and Globalization*. New York: Zed Books.
- 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.
- Deer, K. (2010). Reflections on the development, adoption and implementation of the UN Declaration on the Rights of Indigenous Peoples. In J. Hartley, P. Joffe & J. Preston (Eds.) *Realizing the UN Declaration on the Rights of Indigenous Peoples: Triumph, Hope and Action*. Saskatoon, SK: Purich Publishing.
- 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.

- Hughes, 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.
- Maaka, Roger, C. A. and Andersen, Chris (2006). *The Indigenous Experience: Global Perspectives*. Toronto: Canadian Scholars Press, Inc.
- 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.
- Truth and Reconciliation Commission of Canada (2012). *Interim Report*. Winnipeg, Man.: Truth and Reconciliation Commission of Canada.
- 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 (<http://www.ucalgary.ca/research/researchers/ethics-compliance/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. You are reminded that academic misconduct, including plagiarism, has extremely serious consequences, as set out in the University Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

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. Discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

If you are a student with a documented disability who may require academic accommodation, please register with the Student Accessibility Services <http://www.ucalgary.ca/access/> (403) 220-8237 or email: access@ucalgary.ca. Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or to the Faculty of Social Work's Associate Dean (Teaching & Learning).

SAFEWALK (403) 220-5333

Campus security will escort individuals, day or night. Call (403) 220-5333. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.

IMPORTANT INFORMATION

Each individual is responsible to ensure compliance with the University of Calgary copyright policy. 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 <http://www.ucalgary.ca/ombuds/>

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.