



**MASKWACIS CULTURAL COLLEGE**  
**Faculty/Department: University Studies**  
**Course Code/Title INDG 2010/Indigenous Decolonization**  
**Course level 2<sup>nd</sup> year**  
**Course term/ date Fall 2017**

**Course dates:** Friday, 2:00 pm – 4:00 pm, & 5:00 – 8:00 pm

**Instructor and qualifications** Dr. Tina Northwest

**Room No:** 134 MCC Site

**Contact Number:** 780-585-3920

**Email address:** [tinanorthwest@gmail.com](mailto:tinanorthwest@gmail.com)

**Hours:** 39 hours

**Academic Calendar description and credit hour breakdown:**

**University Transfer Course (MCC) 13-3-0**

**Indigenous Decolonization**

An overview of various major issues stemming from the colonization process of Indigenous peoples internationally. This course uses an indigenous perspective to critically analyze our traditional ways of life, values and customs so we can begin the decolonization process.

**Course Description:**

This course will have students examine historical paradigms prior to the inception of treaty making from an indigenous perspective. Secondly, students will critically analyze the factors set forth by elders of the Four Nations. It was necessary to seek the help of elders as they are the primary historians of past occurrences that have affected indigenous people of Canada.

The examination of past events will aid in addressing the factors associated in the colonization process of First Nation's people. This analysis will help in the promotion of healing by acknowledging the factors that came into play and begin to help Indigenous people to decolonize while continuing to be unique in our traditional ways of life, values and customs.

**Required Course Materials:**

Wilson, A. & Yellow Bird, M. (2005). *A decolonization handbook: For indigenous eyes only*. Santa Fe, NM: School for Advanced Research Press.

Rogers, S., DeGagne, M., Dewar, J. & Lowry, G. (2012). *Speaking my truth: Reflections on reconciliation and residential school*. Available for free online download:

[www.speakingmytruth.ca](http://www.speakingmytruth.ca).

**Reference Book:**

American Psychological Association. (2009). *Publication manual of the American Psychological Association (6<sup>th</sup> ed.)*. Washington, DC: Author.

**Additional Resources**

Jana-Rae-Yerxa. (2014, March 17). The unravelling of a colonized mind. Retrieved from <http://lastreallndians.com-unravelling-of-a-colonized-mind-by-jana-rae-yerxa>

Doyle, K. (2011, January/February). Modes of colonisation and patterns of contemporary mental health: Towards an understanding of Canadian Aboriginal, Australian Aboriginal and Maori peoples. *Aboriginal & Islander Health Worker Journal*, 35, 20-23.

Waziyatawin & Yellowbird (Eds). *Decolonizing Our Minds and Actions*. Retrieved from <http://unsettlingamerica.wordpress.com/2013/05/08-decolonizing-our-minds-and-actions/#more-1280>

**LIST ANY VIDEOS OR WEBSITES FOR OTHER RESOURCES**

Elder consult and traditional protocol has been followed in order to talk, share, present, and demonstrate teachings in order to have students experience traditional teachings in an academic setting. The traditional teachings are being shared in a “good way”

**Prerequisites and Co-requisite information:**

Students must complete INDG 1910 and 1911 prior to taking INDG 2010

**Suggested Readings:**

Additional readings may be distributed as the term progresses. Any additional assigned readings are considered part of the overall course load therefore content may be included on quizzes and examinations.

*Note: While every effort will be made to adhere to and cover the material on the dates outlined specifically in the class schedule, it is subject to modification by the instructor and dependent on guest speaker availability.*

**Course Objectives:**

- To encourage students to learn the effects of colonization
- To understand the colonist ideology that effected the Indigenous world
- To be critically of the colonist worldview

- To discuss the process of decolonization from an Indigenous perspective
- To analysis various ways of decolonization and ways it will promote healing and reconciliation.

**Learning outcomes:** The students will be able to

1. Communicate an understanding of colonial and decolonization practices through a historical and present context
2. Create a portfolio that focuses on the process of decolonization through a “Think Piece” demonstrating reconciliation

**Assignments:** Attendance and participation cannot account for more than 20 % of a course. Final Exam should also be less than 35%.

Assignment	Request for	Percentage of total grade	Due date
1	Attendance & Participation	10%	
2	Journal	10%	Weekly beginning September 22
3	Mid-Term Paper	15%	October 20, 2017
4	Portfolio	35%	December 1, 2017
5	Final Paper	35%	December 8, 2017
<b>Total</b>		<b>100%</b>	

**Assignments:** All assignments must be handed in word processed using APA formatting (Times New Roman Size 12 font, double spaced **AND** referenced where required).

**Attendance and Participation:** Full attendance is required and participation

1. **Activities:** Students will complete chapter activities in the Wilson & Yellowbird book.
2. **Journal:** students will submit a journal after each class. Students are to reflect on one or more of the following: readings, activity assignments, lecture, presentations, work groups and discussion. Students will submit a one page journal after each class.
3. **Mid-term Paper:** students will write on one of the Chapters 1-6 and reflect on how one or more of the following topics relates to his/her life. Your paper will be three pages in length using APA formatting (Times New Roman size 12 font, double spaced).
4. **Portfolio:** Students will complete, present and submit a seven page “think paper” on one of the following discourses relating to either the social, economical, educational and or political discourses presented in Wilson & Yellowbird. APA formatting (Times New Roman size 12 font, double spaced, and referenced. **Instruction on Assignments will be presented on the first day of class.**
5. **Final Paper:** Students will write a five- page paper on one of the subjects presented in Chapters 7-12. Students will discuss how reconciliation through decolonization can be implemented in practice when working within a micro, macro or mezzo framework: Individual, Family, Community

or Society. Use examples from the chapters: activities, journal, presentations, readings (guest speakers, video). This must be submitted using APA formatting (Times New Roman size 12 font, double spaced, referenced)

### Evaluation

Evaluation is based on attendance, effort, dedication, commitment, respect, empowerment

Evaluation for written assignments are based on clarity grammar, and critical thinking.

### Grading system revised April 2017

Descriptor	Grade point value	Percentage	Alpha grade	Standing
Outstanding performance	4.0	95 or above	A +	Honours
Excellent performance – superior performance showing comprehensive knowledge of the subject matter	4.0	85 – 94.99	A	Honours
Approaching excellent	3.7	80-84.99	A-	Honours
Exceeding good performance	3.3	77-79.99	B+	
Good performance – clearly above average performance with knowledge of subject matter generally complete	3.0	73-76.99	B	
Approaching good performance	2.7	70-72.99	B-	
Exceeding Satisfactory performance	2.3	67-69.99	C +	
Satisfactory performance basic understanding of the subject matter	2.0	63-66.99	C	<b>Minimal pass</b>
Approaching satisfactory performance	1.7	60-62.99	C-	
Insufficient prep for subsequent courses in same subject	1.3	55-59.99	D+	
Insufficient prep for subsequent courses	1.0	50-54.99	D	
Failure. Did not meet course requirements	0.0	0-49.99	F	
Incomplete	0.0	0.0	I	

\*Group/Individual work to be identified

**Schedule of lectures and topics covered:** dates of each class, topics that will be covered, any assignments due on that date, speakers attending, etc. These topics should match the learning outcomes above. Classes will be every other week beginning 2:00 pm to 4:00 pm and 5:00 pm to 8:00 pm. There will be 8 weeks of classes to establish 39 hours of class times.

	Date	Topic	Readings	Additional guests or info	Assignments Due (as a reminder)
1	September 8 2:00 - 4:00  5:00 - 8:00	<ul style="list-style-type: none"> <li>Opening Prayer Elder</li> <li>Introduction Circle</li> <li>Review of Course outline</li> <li>Teacher and Student Expectation</li> <li>Lecture Colonization/Decolonization</li> </ul> <p><u>Group work:</u> Group presentations on own understanding Colonization and Decolonization</p>	Chapter 1  -Speaking my truth  -The Unravelling of a colonized mind (Class Handout)	-Elder Clarence Cutknife (day)  - Lorne Green: Reconnecting: Moving Beyond Reconciliation (evening)  -Hand out: Portfolio Assignments	-Journal at the end of the class
2	September 22 2:00 - 4:00  5:00 - 8:00	<ul style="list-style-type: none"> <li>Opening Prayer Elder</li> <li>Sharing Circle</li> <li>Facilitate</li> </ul> <p><u>Group work:</u> 1) Group Presentations on Chapter Readings 2) Group think Assessment Exercise</p>	Chapters 2 & 3  - Modes of Colonisation and Patterns of mental Health (Hand out end of Class)	Bruce Cutknife: Treaties (evening)	-Portfolio Assignment 1 Due -Journal at the end of the class
3	October 6 2:00 - 4:00  5:00 - 8:00	<ul style="list-style-type: none"> <li>Opening Prayer Elder</li> <li>Sharing Circle</li> <li>Facilitate</li> </ul> <p><u>Group work:</u> -Group Presentations on Chapter Readings/Activities</p>	Chapter 4 & 5	Leslie Kucy: Being Trauma Informed (Day)	-Portfolio Assignment 2 Due -Journal at the end of class
4	October 20 2:00 - 4:00  5:00 - 8:00	<ul style="list-style-type: none"> <li>Opening Prayer Elder</li> <li>Check in</li> <li>Lecture</li> </ul>	Chapter 6 & 7 - Decolonizing our Minds and Actions (Hand out end of Class)	-Yvonne Saddleback/Mary Moonias: Language Survival	<b>Midterm Open Book</b>
5	November 3	<ul style="list-style-type: none"> <li>Opening Prayer</li> <li>Sharing Circle</li> </ul>	Chapter 8 & 9	-Jerry Saddleback/Mary	-Portfolio Assignment 3 Due

	2:00 - 4:00 5:00 - 8:00	<ul style="list-style-type: none"> <li>Facilitate</li> </ul> <p><u>Group work:</u> -Group Presentations on Chapter Readings/Activities</p>		Moonias: Decolonizing through storytelling	-Journal at the end of class
6	November 17 2:00 - 4:00 5:00 - 8:00	<ul style="list-style-type: none"> <li>Opening Prayer</li> <li>Sharing Circle</li> <li>Lecture</li> </ul> <p><u>Group work:</u> -Group Presentations on Speaking my truth reading</p>	Chapter 10 & 11	-Elder Video: Traditional ways of life	-Journal at the end of class
7	December 1 2:00 - 4:00 5:00 - 8:00	<ul style="list-style-type: none"> <li>Opening Prayer</li> <li>Sharing Circle</li> <li>Facilitate</li> </ul> <p><u>Group work:</u> Group Presentation on Chapter Readings/Activities</p>	Chapter 12		<b>-Portfolio Due &amp; Class Presentation</b>
8	December 8 2:00 - 4:00 5:00 - 8:00	<ul style="list-style-type: none"> <li>Opening Prayer</li> <li>Sharing Circle</li> </ul>			<b>LAST DAY</b>  <b>Final Paper Open Book</b>

**Additional Information:** add anything related to your classroom and course

**Attendance:** Attendance at class is a great predictor of course grades. Students are encouraged to attend every class. Students who miss two consecutive classes without reasonable explanation ahead of time will be referred to Student Services for follow up. Participation grades are given for participation which means being prepared to participate by reading materials ahead of time. In some classes discussion is vital for thorough understanding of the subject matter.

**Student Success Services** is available for all students who require additional help with study skills, time management, exam preparation skills, tutoring, and any other personal life skills.

**Student conduct:** Students are expected to behave in a professional manner with honesty and integrity. Please refer to the Student Guide for details and adhere to all expectations.

**Plagiarism:** is a serious Academic offence. The consequence of such an offence is suspension or termination from the program or from the College. Please discuss plagiarism with your instructor or Student Services to fully understand what this entails.

**Late assignments and projects:** Assignments are due at the beginning of the class on the due date. Five percent (5%) will be deducted each day that an assignment is late. Assignments will not be accepted after 5 days unless for extreme circumstances. The instructor may consider an extension if notified 48 hours prior to due date and supporting documentation of an acceptable reason is provided. Extensions will not be granted if not requested ahead of the due date. If you are late with assignments, it is often very difficult to catch up and obtain a reasonable grade. If you need help, please ask your instructor first, then your advisor.

**Accommodation:** Students who require accommodation in this course due to any type of disability must discuss this with their instructor and Advisor.

**Re-appraisal of grades:** Any student seeking a re-appraisal of grades must discuss this with the instructor within two weeks of the work being returned. If the student is not satisfied with the outcome of that discussion, further discussion can take place with the Dean of the program.

**Contract:** This course outline is a contract between the instructor and the students. At times course outlines need to change, however, all students will be consulted prior to final change.

**APA, MLA, and Chicago citation formats:**

Please see the following videos for assistance:

[Maskwacis Cultural College - APA Formatting & Title Page](#)  
[Maskwacis Cultural College - APA - Citing One and Two Authors](#)  
[Maskwacis Cultural College - APA - Personal Communications](#)  
[Maskwacis Cultural College - APA - Reference Page](#)

MLA and Chicago style videos are in progress at Maskwacis Cultural College Library, but students can go to Youtube.com and view other videos and/or ask their instructor for guidance.

**FALL TERM 2017**

**September**

4 Labour Day – college closed  
 5 Orientation for students  
 6 Classes begin  
 20 Registration: ADD/Drop deadline

**October**

3 Tuition Refund (50%)  
 9 Thanksgiving Day - MCC closed  
 24 Mid-term grades due

**November**

13 Remembrance Day – MCC closed  
 17 Withdrawal deadline (W)

**December**

5 Last Day of classes  
 6-14 EXAM week for University Classes  
 19 Final grades due  
 20 Holiday Season begins College closed

**WINTER TERM 2018**

**January**

2 College Closed  
 3 Admin Day  
 4 Classes begin  
 17 Registration: Add/drop deadline

**February**


1 Application to Grad deadline  
 1 Tuition refund (50%)  
 19 Family Day – MCC closed  
 19-23 Reading week – no classes  
 26- Mar 2 – mid-term exam week

**March**


Feb 26 – Mar 2 – mid-term exams  
 1 Deadline to apply for Fall 2018  
 9 Mid-term grades due  
 10 Withdrawal Deadline (W)  
 30 Good Friday – MCC Closed

**April**

2 Easter Monday – MCC Closed  
 3 Last Day of classes  
 9-13 Exam week  
 20 Final grades due

Academic approval by 

President Dr. Claudine Louis

Cultural content approved by 

Elder Jerry Saddleback

*Approvals must be obtained prior to start of classes and will be organized by the Dean of Academic Studies with a signed copy sent to the instructor for copies to students.*

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