

FIRST NATIONS WOMEN AND COLONIZATION: RACE, CLASS AND GENDER

FNWS 103 March 10 – 15 2008

Burnaby Campus: Presentation Room

Class Hours:

08:30 am to 4:30 pm

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DATE & FOCUS	PLANNED ACTIVITIES
<p>DAY ONE (March 10):</p> <p>Introduction to the Experience of Women: Forces of Race, Class and Gender: A Personal Perspective</p> <p>Today we will explore our own personal experiences as First Nations women within modern society. We will connect to the foundation of traditional knowledge, the wisdom of the elders, and the personal stories of women (our own and recorded women's stories).</p> <p>TODAY'S ACTIVITIES</p> <p>PREPARATION TIME (orientation to course, texts)</p> <p>INTRODUCTION TIME (personal story sharing)</p> <p>READING TIME (assigned readings)</p>	<p>READINGS</p> <p>1. Read Introduction and Chapter One: Reclaiming Myself in Acoose, J.(1995) ISKWEWAK (in class)</p> <p>2. Read: First Nations Centre. (2005). Sacred Ways of Life: Traditional Knowledge. Ottawa: NAHO.</p> <p>CLASS DISCUSSION (Women's Stories)</p> <p>1. Introduction and Sharing One's Own Story</p> <p>2. Case Studies: Women's Stories</p> <p>Resource:</p> <p>Native Women's Association of Canada. (1997). Hearing Their Stories: 40 Aboriginal Women Speak. Ottawa: Health Canada.</p> <p>3. WATCH VIDEOS:</p> <p>1. For the Next 7 Generations: The Grandmothers Speak (5 mins) YouTube: http://ca.youtube.com/watch?v=GKGXpK8LXR4</p> <p>Related Site: http://www.forthenext7generations.com/</p> <p>2. Indigenous Native American Prophecy (5 parts)</p> <p>a) (Elders Speak part 1) Youtube: (6.36 mins)</p>

MULTI-SENSORY TIME**View Videos****EXPRESSIVE TIME****Visual Exercise****GROUP TIME****(form presentation groups,
begin planning)****REFLECTION - NATURE
TIME****(Find a message to share)**<http://ca.youtube.com/watch?v=g7cylfQtkDg>

b) (Elders Speak: part 2) Youtube: (9 mins)

<http://ca.youtube.com/watch?v=tqfvUA2vRAM>

c) (Elders Speak: part 3) Youtube: (8 mins)

<http://ca.youtube.com/watch?v=9piIziXU9RE>

d) (Elders Speak: part 4) Youtube: (8 mins)

http://ca.youtube.com/watch?v=Z57zs_Q67Ng

e) (Elders Speak: part 5) Youtube: (4.32 mins)

<http://ca.youtube.com/watch?v=2BqJMwKZdyE>**4. Visual Exercise: Expressing My Woman Being**

In your sketch book, create a visual representation of yourself as a First Nations woman within modern society.

5. Reflection – Nature Exercise

Spend this period to enter into a state of reflection (if possible, outdoors) to receive a personal message related to today's content to share with the rest of the group.

6. GROUP WORK

Form groups of 2 to 3 people and begin to discuss the topic you would like to present on Days 4 or 5.

DATE & FOCUS	PLANNED ACTIVITIES
<p>DAY TWO: (March 11):</p> <p>Forces of Dominance within Colonization, Residential Schools, and the Impact on First Nations Women</p> <p>Today we will explore how domination, hegemony, and the residential school has influenced the experience of First Nations women.</p> <p>DIALOGUE TIME Discuss readings</p> <p>MULTI-SENSORY TIME View Videos</p> <p>EXPRESSIVE TIME Visual Exercise</p> <p>GROUP TIME (PLAN GROUP WORK)</p> <p>REFLECTION - NATURE TIME (Find a message to share)</p>	<p>1. READINGS</p> <p>1. Read Chapter Two: Literature, Image and Societal Values in Acoose, J. (1995) ISKWEWAK</p> <p>2. Read Chapter Five: She was the Means of Leading into the Light in Kelm, Mary-Ellen, Townsend, Lorna. (2006) <i>In the Days of Our Grandmothers-A Reader in Aboriginal Women's History in Canada.</i></p> <p>2. Visual Exercise: Exploring Historical and Contemporary Hegemony</p> <p>In your sketch book, create a visual representation of First Nations women's experiences with hegemony within historical and modern society.</p> <p>3. WATCH VIDEOS</p> <p>1. Unrepentant - Canada's Genocide - Part 1 of 11 (11 mins) http://ca.youtube.com/watch?v=kHvODdvAkdE</p> <p>2. Unrepentant - Canada's Genocide - Part 2 of 11 (11 mins) http://ca.youtube.com/watch?v=I2zEjI_nUew</p> <p>3. Unrepentant - Canada's Genocide - Part 3 of 11 (9 mins) http://ca.youtube.com/watch?v=Nkf58k_JwBM</p> <p>4. Unrepentant - Canada's Genocide - Part 4 of 11 (10 mins) http://ca.youtube.com/watch?v=snxPOfIVRlo</p> <p>5. Unrepentant - Canada's Genocide - Part 5 of 11 (10 mins) http://ca.youtube.com/watch?v=0C8B0Ecqisg</p> <p>6. Unrepentant - Canada's Genocide - Part 6 of 11 (10 mins) http://ca.youtube.com/watch?v=g6das4hlXko</p> <p>7. Unrepentant - Canada's Genocide - Part 7 of 11 (10.33 mins) http://ca.youtube.com/watch?v=l9rikpqXGV8</p> <p>8. Unrepentant - Canada's Genocide - Part 8 of 11 (10.33 mins) http://ca.youtube.com/watch?v=WfOp6zw4nEs</p> <p>9. Unrepentant - Canada's Genocide - Part 9 of 11 (10.33 mins)</p>

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	<p>http://ca.youtube.com/watch?v=aXiD2K0JM4g</p> <p>10. Unrepentant - Canada's Genocide - Part 10 of 11 (10.33 mins) http://ca.youtube.com/watch?v=KQS0vlGpw0o</p> <p>11. Unrepentant - Canada's Genocide - Part 11 of 11 (10.33 mins) http://ca.youtube.com/watch?v=vUykstA0rZM</p> <p>Official Website: Hidden from History: The Canadian Holocaust http://www.hiddenfromhistory.org/</p> <p>4. Reflection – Nature Exercise</p> <p>Spend this period to enter into a state of reflection (if possible, outdoors) to receive a personal message related to today's content to share with the rest of the group.</p> <p>5. GROUP WORK</p> <p>Work on the Planning and Organization of your Group Presentation.</p>
<p>DAY THREE: (March 12):</p> <p>Forces of Racism and Discrimination within Colonial Society and the Impact on First Nations Women</p> <p>Today we will examine the influences of racism on the lives of First Nations women and aboriginal society.</p> <p>DIALOGUE TIME Discuss readings</p> <p>EXPRESSIVE TIME Visual Exercise</p> <p>GROUP TIME (PLAN GROUP WORK)</p>	<p>1. GROUP PRESENTATION PREPARATION</p> <p>This morning work on your group presentation together.</p> <p>2. READINGS</p> <p>1. Read Chapter Three: Discovering the Spark in Acoose, J. (1995) ISKWEWAK</p> <p>2. Read Chapter Six: Categories and Terrains of Exclusion in Kelm, Mary-Ellen, Townsend, Lorna. (2006) <i>In the Days of Our Grandmothers-A Reader in Aboriginal Women's History in Canada.</i></p> <p>3. Visual Exercise: The Effects of Racism and Discrimination</p> <p>In your sketch book, create a visual representation of the effects of racism and discrimination on First Nations women and ultimately, society within historical and contemporary times.</p>

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<p>DAY FOUR: (March 13):</p> <p>Legal and Political Forces within Colonial Society and the Impact on First Nations Women</p> <p>Today we will examine how politics and the law were used by colonists to strip First Nations women of their lineage rights and place in aboriginal society.</p> <p>REVIEW TIME Midterm</p> <p>DIALOGUE TIME Discuss readings</p> <p>EXPRESSIVE TIME Visual Exercise</p> <p>GROUP TIME (Presentations)</p>	<p>1. MID TERM QUIZ</p> <p>In morning,work on Midterm Quiz</p> <p>2. READINGS</p> <p>1. Read Chapter Four: Fenced In and Forced to Give Up in Acoose, J. (1995) ISKWEWAK</p> <p>2. Read Chapter Thirteen: Political Status of North American Women in Kelm, Mary-Ellen, Townsend, Lorna. (2006) <i>In the Days of Our Grandmothers-A Reader in Aboriginal Women's History in Canada.</i></p> <p>3. VIEW VIDEOS</p> <p>Sunshine Coast Watershed - Sechelt Nation Interviews http://ca.youtube.com/watch?v=HOgUBXkDjkQ</p> <p>New Vision for Coastal B.C. http://ca.youtube.com/watch?v=i5LcuuzGBG0</p> <p>Nanwakolas Clearinghouse http://ca.youtube.com/watch?v=V2xXb9Ycejc</p> <p>4. Visual Exercise: Political Action</p> <p>In your sketch book, create a visual representation of how First Nations women can take political action to better protect, guide, and nourish their people.</p> <p>5. GROUP PRESENTATIONS</p>
<p>DAY FIVE: (March 14):</p> <p>Decolonizing Ourselves and Society: Rekindling the Fire</p> <p>Today we will look at aboriginal ways that First Nations women can use in helping young people to keep their inner fire strong and to utilize education to help</p>	<p>1. READINGS</p> <p>1. Read Chapter Five: A Warm Wind Blowing in Acoose, J. (1995) ISKWEWAK</p> <p>2. Read Chapter Ten: The Women's Lodge in Kelm, Mary-Ellen, Townsend, Lorna. (2006) <i>In the Days of Our Grandmothers-A Reader in Aboriginal Women's History in Canada.</i></p> <p>2. Visual Exercise: Rekindling the Fire</p>

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<p>position themselves in the world on their terms.</p> <p>WRITING TIME Personal Essay</p> <p>DIALOGUE TIME Discuss readings</p> <p>EXPRESSIVE TIME Visual Exercise</p> <p>MULTISENSORY TIME View Videos and Flash</p> <p>GROUP TIME (Presentations)</p>	<p>In your sketch book, create a visual representation of a guide or map that First Nations women can share with others to help them to reawaken the inner fire. (Hand in your Sketch Book today for marking- it will be returned to you tomorrow)</p> <p>3. PERSONAL ESSAY WORK – take this time to work on writing this assignment.</p> <p>4. WATCH VIDEOS:</p> <p>Visioning - Native American Drummer/Singer Brenda MacIntyre http://ca.youtube.com/watch?v=zrJbAAJVfFo</p> <p>The Four Directions Teachings (Flash movies) http://www.fourdirectionsteachings.com/main.html</p> <p>5. GROUP PRESENTATIONS</p>
<p>DAY SIX: (March 15):</p> <p>First Nations Women in the 21st Century – Reshaping Our Perspective and Experience</p> <p>Today we will complete the course by visioning how First Nations women can contribute to the reawakening of PreColonial wisdom, knowledge, and ways of being within society.</p> <p>DIALOGUE TIME Discuss readings Discuss Visual Exercises</p> <p>REVIEW TIME Final Exam</p> <p>EVALUATION TIME Course Evaluation</p>	<p>1. READINGS</p> <p>1. Read Chapter Six: Spark into Flame and Afterword in Acoose, J. (1995) ISKWEWAK</p> <p>2. Read Chapter 15: The Colonization of a Native Woman Scholar in Kelm, Mary-Ellen, Townsend, Lorna. (2006) <i>In the Days of Our Grandmothers-A Reader in Aboriginal Women's History in Canada.</i></p> <p>2. Discussion of Visual Exercises and the Images created.</p> <p>3. Hand in PERSONAL ESSAY</p> <p>4. FINAL EXAM</p> <p>5. COURSE EVALUATION</p>

ASSIGNMENTS

PARTICIPATION worth up to 20%

A major component of this course is presence and participation. You will be awarded a mark of 20% of the total for engaging in the course content in an active and involved manner.

This mark will be assessed by your participation in the class discussions, activities (including visual, reflective, group, literary, and story telling activities).

VISUAL EXERCISES worth up to 20%

There will be five visual exercises that will be done within the classroom setting in provided sketch books. These exercises will be related to the content in the first five workshops.

Each visual exercise will be marked out of 3 marks, which will be assessed by looking at expressiveness, use of metaphor, colour, and symbolism, and reflectiveness of the course content.

1. Expressing My Woman Being

In your sketch book, create a visual representation of yourself as a First Nations woman within modern society.

2. Exploring Historical and Contemporary Hegemony

In your sketch book, create a visual representation of First Nations women's experiences with hegemony within historical and modern society.

3. The Effects of Racism and Discrimination

In your sketch book, create a visual representation of the effects of racism and discrimination on First Nations women and ultimately, society within historical and contemporary times.

4. Political Action

In your sketch book, create a visual representation of how First Nations women can take political action to better protect, guide, and nourish their people.

5. Visual Exercise: Rekindling the Fire

In your sketch book, create a visual representation of a guide or map that First Nations women can share with others to help them to reawaken the inner fire.

GROUP PRESENTATION

worth up to 25%

This assignment gives you the opportunity to further your group collaborative and planning skills as well as skill in presenting a topic in front of an audience. It also affords opportunity to further investigate a selected contemporary issue in First Nations Women's Studies.

1. Form a group of 2 to 3 people and present a class activity related to a topic of choice pertinent to this course. You will be allotted at least one hour each day of class to plan this activity.
2. Prepare a 15 minute presentation including visual aids such as posters, Powerpoint, handouts, Plus an inclass activity for the rest of the class to participate in. You will be allotted up to one hour for your entire activity.
3. Each member of the group should be involved in both the preparation and the presentation. Planning is needed in order to divide the presentation time equitably and efficiently.
4. Prepare a reflective summary to detail the group process used. Include a description of how tasks were distributed in the group, an explanation of how you chose the style and delivery of presentation used, innovations and visual aids used, and the general group dynamics.

CRITERIA FOR GRADES (the 20 marks will be assessed using the following criteria)

- 5 - Comprehensive presentation and application of key First Nations Women's Studies concepts and processes, addressing the selected contemporary issue.
- 3 - Clear, logical flow to presentation.
- 3 - Equitable division of labour (preparation and presentation).
- 4 - Clarity and style of delivery.
- 5 - Aesthetic use of visual aids.
- 5 - Reflective summary (done by group together)

FINAL EXAM CONSISTS OF TWO PARTS:

Personal Essay and Midterm Exam (total of 35%)

PERSONAL ESSAY: A WOMAN'S JOURNEY

(marked out of 20 marks)

Write a 1,000 word essay related to your personal journey to becoming the education leader you are at this time of your life. You may use a storyteller approach and weave your story with great realistic detail, or you frame it as a metaphoric story that could be used to guide others in their journey. This is not a biography so much as a story to be shared with others with the intent of pointing out values, insights, self-knowing, and a sense of one's own positionality (your own place in the scheme of life). You can also include how you have become aware of your own strengths, challenges, and gifts.

Your final work should be typed, using double spacing, size 12 font, and proper spelling and grammar.

Other than that, you are free to organize your story as you see fit.

Exam 15 marks

(combined with Personal Essay marked out of 35 marks)

The final exam will be written in the afternoon of the sixth day of the course. You will be assessed on your knowledge of the course content using multiple choice, true/false, and short answer questions.