

**Committee on Curriculum, Curricular Policy and Standards
Report to Academic Policy and Planning Committee
Major Modification: Creating INDG from MIST**

September 2017

Major Modification

Restructuring and Retitling of the BA Program in Multicultural and Indigenous Studies •
Department of Equity Studies • Faculty of Liberal Arts and Professional Studies

Effective: September 2018

The Department of Equity Studies is proposing the following changes to the BA program in Multicultural and Indigenous Studies:

- Create new program in Indigenous Studies (INDG) out of existing Indigenous Studies stream within Multicultural and Indigenous Studies (MIST)
- Create new rubric for INDG
- Change existing courses migrating from MIST to INDG
- Change program learning outcomes to reflect focus of INDG.
- Change calendar copy to reflect focus of INDG.
- Add new courses in Indigenous Studies to reflect INDG.
- Keep temporarily MIST courses in the Racism & Multiculturalism and Diaspora Studies streams for eventual adoption by the Human Rights and Equity Studies (HREQ) program within the Department of Equity Studies in a separate curriculum proposal.
- Close the MIST program once existing courses have been adopted by INDG and HREQ (in a separate curriculum proposal)

1. Description and Rationale:

This proposal represents a major modification to a program: we propose to extract the Indigenous Studies stream from the program in Multicultural and Indigenous Studies (MIST) and revise this into a stand-alone undergraduate degree program in Indigenous Studies (INDG). We have chosen to offer the full range of BA degrees (BA, Honours BA, Specialized Honours BA, Major/Minor, and Minor BA) because we currently offer this range of degrees within the Indigenous Studies stream in MIST.

At a later date, the Human Rights and Equity Studies (HREQ) program will submit a curriculum proposal to absorb the courses for the two remaining streams in MIST, Racism & Multiculturalism and Diaspora Studies. This is a logical move as the HREQ program focuses on the intersections between human rights, race, and migration/diasporic issues. With this transfer, the courses currently offered in MIST will still exist, though the MIST program itself will dissolve. Students who are currently in the program will be able to be grandparented into MIST even after the revised program in Indigenous Studies has replaced MIST. Details on how these students will be accommodated are highlighted in the Appendix.

We will continue to use the term “Indigenous Studies” as this has replaced previous terms such as “Native Studies” or “Aboriginal Studies” at many universities, and is currently the primary term in use within such programs. We have created a proposal for a new rubric, INDG, for the Indigenous Studies program, replacing the MIST rubric which applied to the program in Multicultural and Indigenous Studies. This rubric will be applied to all of the courses which are included in this program. The proposal for a new rubric is in the Appendix.

This proposal has been developed in consultation with the Indigenous Council of York University, with members of the Aboriginal Students Association at York, and in partnership with some of the individuals who currently teach in the Indigenous Studies stream of Multicultural and Indigenous Studies. Consultation has been undertaken with one department where a faculty member is cross-appointed and where certain of our courses are cross-listed. Approval has been granted from that department (see attached letter in Appendix).

The BA program in Indigenous Studies will be housed in the Faculty of Liberal Arts and Professional Studies, in the Department of Equity Studies.

2. General Objectives of the Program

The framework of the program already exists, as the Indigenous Studies field in Multicultural and Indigenous Studies. The purpose of creating this revised program from the existing stream in MIST reflects our central objective to provide students with a greater range of knowledge within Indigenous Studies, including experiential learning, placements, and exposure to traditional Indigenous knowledge that will provide students with opportunities for greater intellectual and personal growth, and an improved ability to apply their studies in a range of contexts.

Indigenous Studies as a field of critical inquiry generally appeals to a diverse range of students. Our objective, when it comes to Indigenous students, is to provide a structure of inquiry that validates their own, as well as their families’ and communities’ experiences, and increases their understanding of the reasons for the suffering that too often characterizes the lives of Indigenous peoples. At the same time, experiential knowledge of cultural and spiritual practices, and the opportunity to engage with the traditional knowledge within their own communities is profoundly empowering.

The objective of the BA in Indigenous Studies for non-Indigenous students is to provide the critical space to learn about the harsh realities that Indigenous peoples face, and contextualize the growing awareness that they are, without knowledge or foresight, living on other peoples’ territory in the land now known as Canada.

The overarching objective of the BA in Indigenous Studies for all students, then, is to generate profound new ways of thinking. It will provide students with the opportunity to develop social awareness and a sense of social responsibility. At the same time, in this program, students’ access to traditional Elders and ceremonies, and their placements with Indigenous organizations will provide them with a form of *cultural* experiential knowledge that they generally cannot obtain in any other program at York. With this program, we want to expand our ability to

provide programming that is at once more sophisticated than current offerings within MIST, and at the same time increases the breadth and depth of knowledge for students in Indigenous Studies.

2.2 Describe how the general objectives of the program align with University and Faculty missions and academic plans.

The BA program in Indigenous Studies aligns with York's Strategic Mandate Agreement in at least two ways. First of all, since the greatest numbers of Indigenous students are the first in their families to attend university, the new program, which we expect will draw greater numbers of Indigenous students to York, aligns more closely with York's particular strength in educating more first-generation students than any other Ontario university. Secondly and most obviously, the program change is expected to result in an increase in the number of Indigenous students, currently one of the most underrepresented groups at York.

Furthermore, the revised program more closely aligns with York's upcoming Indigenous Strategy, which is York's response to the 94 Calls to Action within the Final Report of the Truth and Reconciliation Commission. Providing education to all students about colonization history, particularly as it relates to residential schooling, and providing Indigenous students with significantly greater opportunities to learn about Indigenous traditional knowledge in an experiential manner aligns the program closely with the Calls to Action as articulated in the Indigenous Strategy.

The Academic Planning Discussion Paper of the Faculty of Liberal Arts and Professional Studies has addressed concerns about the decrease in domestic enrollments. The paper attributes this to the slowing of demographic growth among the university-aged population, decreased or stalled participation rates among that domestic age group for post-secondary education, and a static "market share" for York. The proposed program should offset these concerns in a number of ways. First of all, Indigenous people are the largest growing demographic group in Canada, with the greatest part of the population being under 25. Secondly, over 50% of Indigenous peoples in Canada are now urban, and close to 100,000 Indigenous people live in Toronto. Creating an Indigenous Studies program therefore has the potential to attract a larger demographic group, in greater numbers. Finally, being able to advertise the changed program AS Indigenous Studies means that our "market share" can change since the University of Toronto will lose its monopoly on Indigenous Studies among Toronto universities.

3. Need and Demand

3.1 Identify similar programs offered at York and/or by other Ontario universities, with special attention paid to any innovative and distinguishing aspects of the proposed program.

There are no other Indigenous Studies programs at York. There are increasing numbers of programs in LA&PS—particularly Social Work, but also within History and Politics, as well as Anthropology, and Gender and Women's studies, where hirings in Indigenous Studies have been obtained or are sought and courses are being developed relating to Indigenous peoples, which reflects a generalized interest across York in Indigenous programming. The same can be said about Osgoode Hall Law School, with its Indigenous law programming; Glendon College, with its focus on Indigenous languages; the Faculty of Education, with its MA in Urban Indigenous Education; the School of Arts, Media, Performance and Design, with its heightened interest in Indigenous content; and the Faculty of Environmental Studies. But for a decade, Equity Studies has been the only department offering undergraduate Indigenous Studies, through MIST. With the expansion into its own program, Indigenous Studies will be unique at York.

In Ontario, while a number of universities offer a minor in Indigenous Studies or a focus within social work or teacher education, or may offer a BA in combination with other degrees, free-standing Indigenous Studies undergraduate BA programs are only available at Trent, Toronto, Western, and Algoma. Trent and Toronto are the longest-standing programs. All of these programs offer Indigenous language programming, which, in the current climate of austerity we will not attempt to develop until our program enrollments enable it. Among all of the programs, York's program will be unique for having more urban and Metis content and more emphasis on connections between Indigenous and racialized communities, reflecting a common awareness that developed over the years within MIST between Indigenous Studies and anti-racism. No other BA programs in Indigenous

Studies in Ontario emphasize these strengths. In many respects, Indigenous Studies at York is most suited for the concerns of Indigenous peoples in Toronto—not only for the reality that many urban Native people are non-status or Metis, but because on a daily basis they must negotiate a vibrant multicultural milieu that other Indigenous Studies programs do not reflect.

3.2 Provide brief description of the need and demand for the proposed program, focusing as appropriate on student interest, social need, potential employment opportunities for graduates, and/or needs expressed by professional associations, government agencies or policy bodies.

The interest of high school students is critical, as they are the group most concerned with post-secondary education. Ontario has no mandatory Indigenous Studies courses at the high school level but has created ten elective courses in First Nations, Metis, and Inuit Studies. Approximately half of Ontario high schools offered one or more of these courses in 2015. Paul Chaput's 2012 Queen's MA thesis *Native Studies in Ontario High Schools* demonstrated that the demand for Native Studies has significantly increased across Ontario high schools since 2007; these students will want to continue this subject in university. He also demonstrates a clear correlation between Native Studies education, the revitalization of culture, and increased health and wellbeing for Indigenous peoples.

Societal need is demonstrated in York's draft Indigenous Strategy: Canada is 6th in the world on the United Nations Human index for quality of life, but 63rd when First Nations are included; approximately 10,000 Indigenous students are on waiting lists for higher education while disparities in public schooling—on average, \$6000 per child is provided to reserve schools while \$10,000 per child is provided to public schools—limit aspirations towards higher education; as a result less than 10% of Indigenous people have a university education—almost 1/3 of the national average of 27%.

While an Indigenous Studies program cannot answer to all of the above issues, educating non-Natives about Indigenous issues is important, in terms of creating awareness about the need to address these issues societally, while the empowering aspect of Indigenous Studies for Indigenous students has been demonstrated in the research, as well as by many of the Indigenous students in the Aboriginal Students Association at York who have taken Indigenous Studies in MIST. Finally, the proposed program addresses the need that the Truth and Reconciliation Commission asserted for more education on Indigenous issues within universities.

In terms of careers, Indigenous Studies is highly important for students who want to enter any of the professions—in particular law, teaching, or social work—where knowledge of Indigenous issues provides particular strengths. Over the years, several former students from Indigenous Studies in MIST have worked with the Ontario government on policy development relating to Indigenous peoples. Obviously, proceeding to graduate studies in the field will ensure that government positions relating to Indigenous peoples are much more easily obtainable; nevertheless, an undergraduate degree in Indigenous Studies itself provides good employment possibilities, as well as a gateway to a number of professions.

4. Program Content and Curriculum

4.1 Describe the program requirements, including the ways in which the curriculum addresses the current state of the discipline or area of study. Identify any unique curriculum or program innovations or creative components.

The BA program in Indigenous Studies program will have five core courses for its Honours BA. The Honours Minor and the BA would have fewer core courses and the Specialized Honours would have AP/INDG/HREQ 4600 6.00 Research Seminar, in addition to the five core courses below.

AP/INDG 1050 6.00 Introduction to Indigenous Studies
AP/INDG 2050 6.00 Indigenous Spiritualities in the Contemporary World
AP/INDG 3310 6.00/CDNS/HUMA 3530 6.00: Metis issues in North America
AP/INDG 3050 6.00 Indigenous Protocols and Methodologies: Contexts and Relationships
AP/INDG 4705 6.00 Indigenous Theory

Having a required course on Metis issues is entirely unique among Indigenous Studies programs in Ontario; Metis representatives on the Indigenous Council at York have addressed the need for such a course to remedy the

persistent forgetting of Metis people in most Indigenous Studies programs. Otherwise, the other four core courses, with local variations at different universities, are generally viewed as required courses in Indigenous Studies. Two of these core courses are new and one core course is modified; the appropriate new course proposals and modified course proposal are included in the Appendix.

The program will have six BA degrees:

- A Specialized Honours with a major of 60 credits, (36 credits of core courses + 24 courses from a list of other optional Indigenous Studies courses)
- An Honours BA with a major of 42 credits (30 credits of core courses + 12 courses from a list of other optional Indigenous Studies courses)
- An Honours double major BA
- An Honours Major/Minor BA
- An Honours Minor BA, with a major of 30 credits (12 credits of core courses + 18 courses from a list of other optional Indigenous Studies courses)
- A BA, with a major of 36 credits (24 credits of core courses + 12 courses from a list of other optional Indigenous Studies courses)

All of the courses required for the program major are offered within the program, with one exception from Humanities (which will be addressed further down). We anticipate that once the program is up and running we would request permission from outside departments to allow our students the ability to take their Indigenous Studies courses for credit, in order to add breadth to their major. But initially we believe that it is important that we mount all of their optional courses within the program, to ensure that we control the quality and frequency of courses offered.

4.2 Provide a list of courses that will be offered in support of the program. The list of courses must indicate the unit responsible for offering the course (including cross-lists and integrations, as appropriate), the course number, the credit value, the short course description, and whether or not it is an existing or new course. For existing courses, the frequency of offering should be noted. For new courses, full course proposals are required and should be included in the proposal as an Appendix. (The list of courses may be organized to reflect the manner in which the courses count towards the program requirements, as appropriate; e.g. required versus optional; required from a list of specified courses; specific to certain concentrations, streams or fields within the program, etc.)

- All courses are mounted within the Department of Equity Studies, with the exception of a few cross-listed to the Department of Humanities (where a faculty member in Equity Studies is cross-appointed) and one course based in Humanities taught by the cross-appointed faculty member. Permission has been acquired from the Department of Humanities to include Humanities-based or cross-listed courses. The letter is in the Appendix.
- AP/INDG 1050 6.00; AP/INDG 2050 6.00; AP/INDG 3050 6.00; AP/INDG 3310 6.00 AP/CDNS/HUMA 3530 6.00; AP/INDG 4705 6.00 and AP/HREQ/INDG 4600 6.00 are core courses and are offered every year.
- Two of the core courses (AP/INDG 2050 6.00; AP/INDG 3050 6.00) and three electives (AP/INDG 3060 3.00; AP/INDG 4060 3.00 and AP/INDG 4070 3.00/6.00) are new courses; new course proposals have been included in the Appendix. These courses will be offered annually, phased in as the first cohort reaches the year when the course is offered. Library statements for them are included in the Appendix. Two core course (AP/INDG 3310 6.00 AP/CDNS/HUMA 3530 6.00 and AP/INDG 4705 6.00) have been modified; the forms for modifications to existing courses are included in the Appendix.
- The remaining courses in the program are former Indigenous Studies courses from the MIST program; as electives they will be taught every other year. Five of them have been modified, in terms of number of credits, or cross-listing, or title change. The forms for modifications to existing courses are included in the Appendix.

- The students' path through the program is as follows: Students begin their first year with AP/INDG 1050 6.00 Introduction to Indigenous Studies. For most of the first year they will be taking their General Education courses. Students are advised to take AP/HREQ 1960 6.00 Indigenous Resistance in Global Context as their social science General Education course.
- The second year core course AP/INDG 2050 6.00 Indigenous Spiritualities in the Contemporary World is where students begin to learn about the spiritual foundations of First Nations and Metis communities, in ways that militate against assumptions that Indigenous peoples are "frozen in time" in the past. Students may choose to begin their breadth requirements at this point as well as taking INDG 2060 6.00: Treaties and the Indian Act and INDG 2030 6.00 Racism and Colonialism.
- In third year, students have two core courses—AP/INDG 3050 6.00 Indigenous Protocols and Methodologies and AP/INDG 3310 6.00/CDNS/HUMA 3530 6.00: Metis issues in North America. In addition to this, they also have the option to do a three-credit placement at an Indigenous organization or engage in experiential knowledge of cultural teachings. They can continue taking breadth requirements as well as taking some of the third year courses from the list of Indigenous Studies courses offered.
- In the following summer, they may take a 6 credit practicum, involving a placement within an Indigenous community or traditional knowledge through experiential learning. In fourth year, they have a core course AP/INDG 4705 6.00 Indigenous Theory, in addition to 3rd or 4th year optional courses within the program to fill out their degree. Specialized Honours students will also be taking AP/HREQ/INDG 4600 6.00 Research Seminar.

Courses with descriptions are listed below:

Core courses (required):

AP/INDG 1050 6.00 Introduction to Indigenous Studies: This course introduces basic issues facing Indigenous peoples, in Canada and internationally. Students must engage in critical thinking about settler state colonialism at home and abroad. Topics include colonization histories, identity legislation, residential schooling, child welfare, criminal justice, and self-determination.

AP/INDG 2050 6.00 Indigenous Spiritualities in the Contemporary World: This course introduces students to Indigenous spiritualities grounded in the contemporary worlds of the Indigenous peoples whose territories lie in Central and Eastern Canada, primarily of the Anishinaabeg, Haudenosaunee, Cree, and Metis peoples, although some texts will address diverse peoples' spiritual worldviews. The texts will be supplemented by visits with Elders as well as ceremonial and land-based practices. Topics include examples of the role of spirituality in shaping anti-colonial resistance, a history of suppression of Indigenous spirituality, the survival and revival of spiritual practices, the importance of land to spiritual heritage and of protecting the land against resource development, and the importance of spirituality to the survival of contemporary Indigenous communities. Struggles around the repatriation of sacred artifacts will also be addressed. The texts also engage in the personal journeys of Indigenous individuals in relationship to their spirituality and the struggles they have faced with residential schooling which accompanied the outlawing of spiritual practices.

AP/INDG 3310 6.00 AP/CDNS/HUMA 3530 6.00 Métis Issues in North America: This course explores the history and literature of the Métis and Louis Riel in their homelands and in their communities in North America since the 17th century. Topics include Métis identities, family histories, communities, resistance movements, and land and treaty rights.

AP/INDG 3050 6.00 Indigenous Protocols and Methodologies: Contexts and Relationships: This course addresses issues that arise when conducting research with Indigenous peoples. Addressing both quantitative and qualitative research methods, this course engages centrally with how to Indigenize research, involving questions of intellectual property rights, and the importance of grounding Indigenous research methods in Indigenous epistemologies and axiologies. Students explore topics such as decolonizing theory, story as method, research as ceremony, and situating self and culture. This course also helps students gain confidence in negotiating multiple research protocols—from the SSHRC guidelines on conducting research with Indigenous peoples to York Ethics Review requirements to the separate tribal council, community, and Elders' protocols that the student may

encounter, and how to conduct ethical research with Indigenous communities that lack such protocols. Students develop an awareness of how to approach negotiating consent from research participants when the knowledge in question is communal and not individual. In conducting quantitative analysis, particularly in terms of engaging with statistics, students learn about ethical concerns with how Indigenous communities are represented in government statistics.

AP/INDG 4705 6.00 Indigenous Theory: Provides a solid knowledge of the theoretical foundations of Indigenous studies, its relationship to postcolonial, and critical race theory, as well as a range of contemporary theoretical work by Indigenous scholars, addressing, among other subjects, questions of gender, racism, culture, identity, recognition, decolonization and self-determination.

AP/INDG/HREQ 4600 6.00 Research Seminar: This course provides an opportunity for the development and completion of a substantial project in research and writing at a more advanced level. It is restricted to students in the Specialized Honours BA program. Papers are written under the supervision of a faculty member, and each step in the research is discussed in seminar.

Optional courses:

AP/INDG 2030 6.00 Racism and Colonialism: This course examines colonialism and racial conflict in historical and comparative perspective, including a discussion of links between racism and sexism, and the experience of Indigenous peoples. Examples are drawn from Africa, Asia, the Americas and the Middle East.

AP/INDG 2060 6.00 Treaties and the Indian Act: This course explores the nature of treaties, beginning with those negotiated between Indigenous nations—historically and at present -- those between Indigenous peoples and European powers, and those between Indigenous peoples and the Canadian state. This offering addresses the imposition of the Indian Act, the regulation of Indigenous identities, the exclusion of the Metis, and the acquisition of land. It examines current treaty practices among Indigenous peoples, deconstructs the concept of “modern treaties” when tied to Canada’s comprehensive claims process, and examines treaties as tools for self-determination.

AP/INDG 2780 3.00 Indigenous Peoples and Education: This course examines educational policies and practices for Indigenous Peoples in Canada, including residential schooling, the Indian Residential School Settlement Agreement, the Truth and Reconciliation Commission, and decolonizing/Indigenizing educational initiatives.

AP/INDG 3380 6.00 Indigenous Women: Stories, Community and Ritual: Explores the power and authority that Indigenous women traditionally held within their communities and their contemporary struggles to re-empower themselves and strengthen their communities. Explores the roles of cultural traditions, nationalism, and feminism in relation to Indigenous women's empowerment. Prerequisite: AP/INDG1050 6.00.

AP/INDG 3535 3.00/AP/CDNS/EN/HUMA 3535 3.00 Indigenous Knowledge and the Environment: This course analyzes the history and theories of Canada from the perspectives of Indigenous knowledge and environment.

AP/INDG 3536 3.00/AP/CDNS/HUMA3536 3.00 Indigenous People, Legend and Memory: This course examines concepts and relationships among history, literature and nature in Europe and North America.

AP/INDG 3060 3.00 Indigenous Cultural Experience and Practicum: This course enables students to engage in a three-credit independent study, involving cultural activity, such as ceremonies, Elders' teachings or language classes, or volunteer placement at an Indigenous community-based organization. All of the cultural activities involve readings, reflection journals on how these activities are important and instructive, and final papers.

In order to register for this course, the student must find a supervisor in the program willing to supervise him or her. Before they can register for course, the details of the cultural activity or placement must already be arranged with the necessary individuals and a statement provided to the supervisor indicating the term of the cultural activity or placement. The student also negotiates with the faculty member as to relevant readings that may be required, journal-writing and final paper requirements, and hours of contact required. Student's completion in a

cultural activity or placement must be confirmed by a statement from the individual responsible for their activity or placement. Between 40-60 hours of cultural activities or 100 hours at a placement are required.

AP/INDG 3470 6.00 Black Indians and Native Black Relations: This course examines conceptual issues shaping racial formation for Black and Native peoples, histories of genocide and slavery, and the histories of Native-Black relations in different regions of Latin America, the Caribbean, the U.S. and Canada. The course addresses both alliances and divisions between Black and Native peoples across the Americas.

AP/INDG 3615 3.00 Race, Detention and Internment: The course analyses processes of colonialism, racialization and racism in historical and contemporary examples of the internment and detention of racialized individuals and groups by Canada and other western countries. The internment of Japanese Canadians is examined, as well as contemporary examples of detention, including Guantánamo Bay and other sites.
Prerequisites: AP/INDG 1050 6.00.

AP/INDG 3650 3.00 Urban Native Communities: With a focus on Toronto, this course challenges assumptions about Indigeneity and urbanity, explores emergent urban Native identity in the contexts of displacement, identity legislation and intermarriage, and examines cultural renewal and sovereignty in urban settings.

AP/INDG 3720 3.00/6.00 Directed Reading Course: Students may do supervised special study in one or two selected areas. Prerequisites: 48 credits, including at least 12 credits in Indigenous Studies; or, for students with equivalent preparation, permission of the Undergraduate Program Director. Students must be accepted by a faculty supervisor before they can register in this 3000-level reading course. The course transaction form for this course must be submitted with a note from the supervisor stating his/her willingness to perform this task. Note: only 6 credits of 3000-level reading courses are permitted for a BA in Indigenous Studies.

AP/INDG 4060 6.00 Indigenous Experience and Placement: Community-Based Knowledge: This course enables students to explore community-based Indigenous knowledge, either through experiential education or a long-term placement. Students work with Indigenous knowledge keepers with a focus on language acquisition, relationship to land, and community empowerment, or engage in a community placement in their own community or with an urban Indigenous organization. The course gives urban Indigenous students the opportunity to engage, through experiential education, in ceremonial practices in the Toronto Native community or with programming offered through the Woodlands Cultural Centre. For the six-credit placement option, students may engage in a placement with an urban Indigenous organization. The course also enables non-Native students to take this course through a non-status land-based community in eastern Ontario as an experiential education option focusing on Indigenous knowledge. Six-credit placements in this community may also be possible. The course is only offered in the summer term.

AP/INDG 4070 3.00/6.00/AP/HREQ 4070 3.00/6.00 Special Topics in Indigenous Studies: This course enables visiting scholars and experts in Indigenous Studies to offer a one-time course on a special topic relating to Indigenous Studies.

AP/INDG 4701 6.00 Contesting Racial and Colonial Violence: The course critically analyzes representations of racial and colonial violence in scholarly and creative literature and media. It also examines how survivors and witnesses contest the effects of racism and colonialism through representation.

AP/INDG 4720 3.00/6.00 Directed Reading Course: Students may do supervised special study in one or two selected areas. Prerequisites: 78 credits including at least 18 credits in Indigenous Studies; or, for students with equivalent preparation, permission of the Undergraduate Program Director. Students must be accepted by a faculty supervisor before they can register in this 4000-level reading course. The course transaction form for this course must be submitted with a note from the supervisor stating his/her willingness to perform this task. Note: Only 12 credits of Directed Reading Courses (at 3000 or 4000 level) are permitted for a BA in Indigenous Studies.

AP/INDG 4765 3.00/6.00: Indigenous Literature, Survival and Sovereignty: This course explores the connections between Indigenous literature, community survival, and sovereignty through Indigenous novels, short stories, literary criticism, poetry, and drama.

AP/INDG 4770 3.00/6.00: First Nations Music and Cultural Regeneration: This is a music appreciation course—no prior knowledge of music is required. The course examines various forms of Indigenous music in

Canada and the United States, from traditional to contemporary, including protest music, blues, rock and hip-hop, and the role music has played in maintaining communities, engaging in social commentary, promoting cultural regeneration, and recreating sovereignty.

AP/INDG 4800 6.00 Honours Thesis: Students will design and write a thesis in consultation with a faculty supervisor. Students must be accepted by a faculty supervisor before they can register in AP/INDG 4800 6.00 Honours Thesis. Prerequisites: AP/INDG 3050 6.00. Student must have completed 78 credits. Open to: Honours INDG students.

AP/HUMA 3537 3.00/AP/CDNS/INDG 3839 3.00 Canadian Native Autobiography: This course explores how Canadian Native writers of the nineteenth and twentieth centuries have defined themselves and their world through unique representations of their own life stories. Students examine the contexts and interpretations of "identity", "history", "literature", "tradition", and the integration of different worldviews.

AP/HUMA/CDNS/INDG 3538 6.00 Comparative Issues in Canadian and American Native Literature: This course examines similarities and contrasts in contemporary Native writers in Canada and the United States, exploring the many varied interpretations of Native historical experience, definitions of culture and "self-determination," and the meaning and implications of "Indian" identities.

AP/HUMA/INDG 4144 3.00: Indigenous Knowledge and Children's Literature: This course analyzes and examines children's literature and Indigenous Knowledge in North America, focusing on the similarities among diverse traditions of contemporary Indigenous children's writers in both Canada and in the United States. It explores the many and varied interpretations of Indigenous children and their historical experiences, residential schools, definitions of cultures, childhood self-determination, and the meaning and implication of "Indian" identities and their representations in communities and in cities. Issues focus on growing up Indigenous, including the experiences of Indigenous children in residential, boarding and day schools in North America. N. Scott Momaday, Louise Erdrich, Thomas King, Tomson Highway, and Edward Benton-Banai, among others, will be the focus.

AP/HREQ/INDG 3561 6.00: Racism and the Law: This course discusses Canadian legal provisions with explicit racial content, beginning with the Indian Act (1876); the Continuous Journey Regulation (1908), which effectively barred South Asians; the Chinese Exclusion Act (1923); the rejection of Jewish refugees in the first part of the 20th century, and Japanese Canadian internment during World War II—as well as contemporary racism and efforts at redress in the criminal justice system.

4.3 For undergraduate programs, comment on the anticipated class sizes.

We anticipate offering the first, second, and third year courses to fifty students at a time. A blended component to enable online discussion will be included to provide an alternative format for students to participate. If enrollments are higher than predicted, we will consider expanding classroom enrollments for core courses, except for fourth year classes, which are capped at 25.

4.4 As an appendix, provide a copy of the program requirements as they will appear in the Undergraduate Calendar or Graduate Calendar, as appropriate.

5. Program Structure, Learning Outcomes and Assessment

The intent of this section is to provide reviewers with an understanding of the knowledge, methodologies, and skills students will have acquired by the time they complete the program (i.e. the program learning outcomes), including the appropriateness of the program learning outcomes and how they will be supported and demonstrated. With that in mind, and with explicit reference to the relevant degree level expectations, it would be useful to focus on what students in the program will know and/or be able to do by the end of a defined period of time and how that knowledge, methodology and/or skill will be supported and demonstrated.

5.1 Provide a detailed description of the program learning outcomes and indicate how the program learning outcomes are appropriate and align with the relevant degree level expectations.

Indigenous Studies is interdisciplinary, in the sense that it is articulated to a range of disciplinary discourses including history, politics and political theory, social movement theory, religious studies, cultural studies, and traditional narratives, among other discourses. And yet it has a distinctive intellectual and political genealogy. Since its inception in universities in the 1970s, both in Canada and the United States, Indigenous Studies has continuously challenged the colonizing societies that have engulfed the Indigenous nations of the Americas—but it has also engaged in the historical and political contexts that define truth within these colonizing nations. In Canada, the longevity of residential schools with their attacks on Indigenous identity and traditional knowledge has meant that Indigenous Studies must engage with questions of cultural reclamation as well as the historical, political, intellectual, and cultural contexts of settler colonialism. This genealogy has shaped how the program is organized, and the degree level expectations for this program.

The six sections below reflect the University Undergraduate Degree Level Expectations (UUDLEs). In each section, specific program learning outcomes relative to each expectation are articulated for students in Indigenous Studies. Taken cumulatively, the outcomes listed across all sections demonstrate how students will fulfill the expectations of a BA in Indigenous Studies.

1. Depth and Breadth of Knowledge:

The Indigenous Studies BA program has three themes: Colonization/Decolonization, Indigenous Identities, and Traditional Knowledge & Worldviews. These themes organize the program's key concepts and ensure students graduate with sufficient depth and breadth of knowledge in Indigenous Studies. The key concepts and the learning outcomes for all BA students are listed below, while the current theoretical advances that contribute to the depth of knowledge that Honours BA students in particular will obtain in the program are addressed further down. A chart, mapping out the key concepts and learning outcomes with the courses that will enable each learning outcome to be actualized, is in the Appendix.

A. Colonization/Decolonization

Key concepts: centrality of treaty relationships; colonization history; nationhood, sovereignty and self-determination; relations with people of colour; international Indigeneity

Learning Outcomes:

- Students will acquire a comprehensive knowledge of treaty relationships and appreciate the centrality of Indigenous agency in theorizing pre-contact, historical and contemporary treaty struggles.
- Students will develop an in-depth understanding of colonization history in Canada, including the fur trade era under the French and the British, land acquisition, settlement processes, policies of subordination, the regulation of Indigenous identities, the erasure of Indigenous peoples from the body politic of Canada, and contemporary Indigenous resistance.
- Students will gain a comprehensive knowledge of the concepts of nationhood, sovereignty, and/or self-determination.
- Students will explore alliances with people of colour in seeking decolonization.
- Students will acquire a knowledge of Indigeneity as a global phenomenon, encompassing Indigenous peoples living in “third world” formally decolonized nations as well as Indigenous people in “first world” settler nations.

B. Indigenous Identities

Key concepts: trauma, recovery, and reconciliation; gender; urbanity; racism and stereotyping; cultural recovery, identity and community

Learning Outcomes:

- Students will acquire a solid comprehension of residential schooling and child welfare practices as systems of cultural genocide with profound implications for Indigenous identities, families, and communities; a critical understanding of state-sponsored discourses of reconciliation, including the Indian Residential School Settlement Agreement, the Truth and Reconciliation Commission, and court cases relating to the Sixties Scoop; and an appreciation of Indigenous perspectives on restitution and decolonization.
- Students will address the structures of dominance and exclusion which shape Indigenous life today, and the discursive means through which these structures are normalized.
- Students will explore the traditional roles of gender in Indigenous communities, and Indigenous women's contemporary experiences.
- Students will learn about the issues, concerns, and possibilities facing urban Native peoples and the struggles of urban communities, using the example of Toronto's urban Native community.
- Students will gain familiarity with aspects of Indigenous cultural production and its importance for Indigenous identity, cultural recovery, and community rebuilding.

C. Traditional Knowledge & Worldviews

Key concepts: Indigenous worldviews, spirituality, and relationship to land

Learning Outcomes:

- Students will develop a basic understanding of Indigenous worldviews, spiritualities, and relationships to the land through experiential knowledge from Elders as well as through texts.

For BA Honours and Specialized Honours:

Recent theoretical developments within Indigenous Studies enable Honours BA and Specialized Honours BA students in Indigenous Studies to engage in a more theoretically-based approach to Indigenous Studies within their final year in the program. There are five key concepts that students will engage with:

- a. Critiques of the politics of recognition
- b. Conceptualizing transIndigenous relations
- c. Subjectivity, post-modern and post-colonial discourse
- d. Theorizing settler colonialism
- e. Discourses of authenticity relating to Indigeneity.

All of these concepts are theorized within the fourth year theory course, AP/INDG 6.00 Indigenous Theory.

a. Critiques of the politics of recognition

Learning Outcomes: Students will acquire a critical grasp of insurgent Indigenous challenges to the politics of recognition, defined as models of liberal pluralism that seek to reconcile Indigenous assertions of nationhood within settler state sovereignty, without fundamental changes to the structures and practices of the settler society.

b. Conceptualizing transIndigenous relations

Learning Outcomes: Students will develop a solid foundation in the issues and concerns relating to transIndigenous relations. This theoretical framework addresses how processes of Indigenous recovery and self-definition cannot easily be conceptualized except through a trans-Indigenous framework—both discursively, in challenging the emphasis on “transnationalism” which situates Indigenous nations as subordinated to nation-states within international relations, and in practice, addressing how a number of Indigenous communities are currently networking for collective empowerment through transfers of resources, disregarding the settler nations where they are situated.

c. Subjectivity, post-modern and post-colonial discourse

Learning Outcomes: Students will acquire a basic familiarity with the deconstructive methods involved with the postmodern critique of structuralism and its effects on the abilities of Indigenous people to make truth claims based on identity. They will address basic aspects of postcolonial discourse, its potential for addressing the ontological understanding of “difference”, at the heart of the colonial project, coupled with its failure to address Indigeneity and the implications of this erasure of Indigeneity for how Indigenous peoples are understood, globally.

d. Theorizing Settler Colonialism

Learning Outcomes: Students will acquire a comprehensive knowledge of how settler colonialism is theorized, the key assumptions in this area and the phenomena they seek to understand. Students will learn multiple theories exploring the role of colonization and slavery in shaping historic and contemporary settler formations, processes of decolonization, the interrelationships between Indigenous peoples and peoples of colour within settler colonialism, and finally, questions of “refusing the gift” of settler citizenship for those Indigenous nations seeking to maintain a sovereign nationhood in opposition to the imposition of Canadian sovereignty on their territories.

e. Authenticity and Indigeneity

Learning Outcomes: Students will develop a strong grasp of the multiple ways in which the concept of “authenticity” structures how Indigeneity is conceptualized. The colonial dichotomy of “civilization versus savagery” has shaped how Indianness has been constructed in Canada and has enabled multiple challenges by settlers relating to the “authenticity” of Indigenous peoples, relating in particular to boundary construction, and discourses of race and space.

Through the above learning outcomes and theoretical concepts, students will have developed the ability to gather, review, evaluate and interpret information; to understand and compare the different approaches to knowledge that different themes and theories within the program demonstrate; and to advance their detailed knowledge of and experience in research within at least one of the three theme areas.

For the remaining degree level expectations, a chart in the Appendix will connect the learning outcomes to the courses that will enable the learning outcomes to be actualized.

2. Knowledge of Methodologies

Learning Outcomes:

- Students will comprehend how Indigenous worldviews and values are central in conducting research in Indigenous communities, including knowledge of the importance of respect, inclusion, and reciprocity.
- Students will acquire knowledge of qualitative and quantitative methodologies
- Students will gain an understanding of Indigenous epistemologies, axiologies, and protocols.

3. Application of Knowledge

Learning Outcomes:

- Students will be equipped to independently assess the terms of reconciliation that Canada seeks.
- Students will be able to work through the multiple contradictions within Canadian society, whereby Canada still relies on Indigenous lands to export energy or other resources, denies Indigenous peoples basic human rights to clean water, proper housing, health care, and education, and yet seeks reconciliation with respect to residential schooling.

- Students will gain experiential knowledge from engaging with Elders on issues relating to culture and spirituality; this will enable students to explore, in fundamental ways, questions of values, particularly relating to the importance of land and the strong emphasis on material consumption that characterizes Canadian society.

4. Communication Skills

Learning Outcomes:

- Students will refine their communication skills by engaging in concepts and ideas in front of other students through in-class presentations and seminar discussions.
- Students will be engaged with Indigenous people in placements in experiential education courses where they will learn the importance of clear communication in work environments.
- Students will interact with Native groups in presenting their research via their methodology course, which requires a small one-term research project.

5. Awareness of Limits of Knowledge

Learning Outcomes:

- Students will become aware of the limits to own knowledge by engagement with Indigeneity in a global context, which -- while improving the breadth of knowledge they acquire in the program --will also demonstrate to them that Indigeneity in Canada has been shaped by Canadian contexts; they will therefore learn that in order to understand Indigeneity more fully in other countries they must be introduced fully to the contexts that Indigenous peoples are facing.
- Students will gain an understanding that their experiential knowledge of Indigenous cultural practices and traditional knowledge will of necessity be understood only as a beginner's knowledge, since they will work with elders who have acquired advanced traditional knowledge only after years of dedicated effort.
- Students in the Honours BA program, by engaging with different theoretical perspectives, will gain an understanding of how these theoretical frameworks are based on different fundamental assumptions and which accordingly shape what they can "explain" about the world.

6. Autonomy and Professional Capacity

Learning Outcomes:

- Students in the Honours BA program will acquire the theoretical capacity for a much deeper, more complex way of seeing the issues that they have learned in the four years in the program. This will prepare them for post-graduate work or to work as consultants with governments, relating to First Nations and Metis issues.
- Students in the BA program will be equipped to enter certain professions (law, social work, education) where a broad knowledge of Indigenous realities and perspectives will be central to their capacity to thrive in their professions and serve their clients or students well.

5.2 Address how the program curriculum and structure supports achievement of the program learning outcomes. For undergraduate programs, comment on the nature and suitability of students' final-year academic achievement in the program.

In the above section, we outlined the program's structure, demonstrating how the key premises of the program were organized, in terms of depth and breadth of knowledge, based on normative program learning outcomes for a BA in Indigenous Studies. In the attached charts, we demonstrate how the program curriculum addresses the learning outcomes for the program. Students' final-year academic achievement should demonstrate proficiency across the range of program learning outcomes.

5.3 Address how the methods and criteria for assessing student achievement are appropriate and effective relative to the program learning outcomes and Degree Level Expectations.

1. The new courses are all aligned with the program learning outcomes and Degree Level Expectations; course syllabi will be designed with these learning outcomes clearly explained so that students understand the overall logic of the course and the program as a whole.
2. For the core courses and electives that already existed within MIST prior to the creation of the Indigenous Studies program, the learning outcomes have been modified for the two core courses to conform to those developed for Indigenous Studies (existing course changes can be found in the Appendix).
3. Since 19 courses formerly in MIST are being brought into the new program, it would be prohibitive to submit changes in learning outcomes from MIST to Indigenous Studies for all of these courses at the same time as this application for a revised program is being submitted. We will change the learning outcomes for these courses next year, to bring them in line with Indigenous Studies learning outcomes before the revised program comes into effect.
4. The courses that are cross-listed with Humanities were created by David McNab who is cross-appointed to Humanities. We will create Indigenous Studies learning outcomes for these courses since David McNab teaches them for credit in either department.
5. David McNab has subsequently created a fourth year course in Humanities that counts for credit in MIST but is not crossed to it. While we have permission from Humanities to include it in Indigenous Studies along with all of the courses that are crossed between our departments that David McNab teaches, we cannot guarantee the learning outcomes or the frequency with which the course is offered, and so it will represent the program's one "outside" elective.

5.5 Describe the proposed mode(s) of delivery, including how it/they are appropriate to and effective in supporting the program learning outcomes.

The core courses are all taught in class, in lecture and discussion mode (with seminars for the 4th year courses). Online sections for class discussions may be included in first and second year courses to facilitate having students take part in class discussions, since many first and second year students have difficulty speaking up in classes. The second year core course on Indigenous spiritualities will have an experiential component, with Elders' teachings, attendance at ceremonies, and land-based teaching for six weeks out of twenty-four; the third and fourth year self-directed studies will also involve experiential knowledge (consultations with Karlene Davis, the Experiential Education Program Coordinator are scheduled for May 31st; the design of these courses will conform with their guidelines). One second year six credit course (INDG 2060), one third year six credit course (INDG 3470 6.00) and one third year three-credit course (INDG 3650 3.00) are being taught in blended format. The remainder of the electives are taught in class through lecture and/or seminar style. Each course within Indigenous Studies will align with some aspect of the learning outcomes for the program.

6. Admission Requirements

6.1 Describe the program admission requirements, including how these requirements are appropriately aligned with the program learning outcomes.

The standard requirements for admission to York University apply to this program.

- Ontario Secondary School Diploma (OSSD)
- ENG4U
- five additional 4U or M courses
- Students may also be considered for admission under the additional established admission options (for

example, mature students, bridging programs)

6.2 Explain any alternative requirements, if any, for admission into an undergraduate, graduate or second-entry program, such as minimum grade point average, additional languages or portfolios, along with how the program recognizes prior work or learning experience.

The program recognizes *alternative* learning experience, through engaging with university admissions committees to evaluate and take into account those attending urban or alternative Aboriginal secondary school programming as well as other educational institutions geared specifically towards First Nations, Metis, and Inuit students.

The admissions requirements for the BA in Indigenous Studies program recognize both the need for a strong academic foundation prior to undergraduate studies, and also the diverse ways in which that foundation can be built. In particular, acknowledging alternative learning experience recognizes the importance of a grounding in Indigenous curriculum and teachings as effective preparation for more immersive studies. In this way, the program's admissions requirements align with the overall intent of the program learning outcomes to prioritize Indigenous ways of knowing and traditional Indigenous knowledge.

7. Resources

7.1 Comment on the areas of strength and expertise of the faculty who will actively participate in delivering the program, focusing on its current status, as well as any plans in place to provide the resources necessary to implement and/or sustain the program.

Professor David T. McNab (Metis) has been working in Indigenous communities and teaching Indigenous studies for at least thirty years; his expertise can be demonstrated by the many books he has written on Indigenous policy and Metis history. Dr. McNab's areas of specialization within the program include Metis histories and issues, Indigenous literature, and Indigenous thought.

Associate Professor Bonita Lawrence (Mi'kmaq) has been teaching in Indigenous studies for the past 17 years, both at Queen's University and at York (since 2004). She is a co-founder of the Undergraduate degree program in Race, Ethnicity and Indigeneity (now Multicultural and Indigenous Studies) where she has taught courses in Indigenous Studies since the program's inception. Dr. Lawrence's areas of specialization include Indigenous identities, particularly for non-status Native people, colonization history, First Nations Music and First Nations literature.

Dr. Maggie Quirt, Assistant Lecturer, is an alternative stream hire, which requires demonstrating excellence in teaching. Her primary focus is on teaching undergraduates. Her PhD in Canadian Studies at Trent has given her strengths in working outside of disciplinary enclaves. As a member of the City of Markham's Race Relations Committee in Markham, she is assisting the city with implementing the TRC's Calls to Action and has provided feedback on the developing partnership between the City of Markham and Eabametoong First Nation.

Dr. Elizabeth Brule (Metis) has a Long Service Teaching Appointment within the Department of Equity Studies. She has won the Dean's Award for Excellence in Teaching. Her area of research is in the field of comparative studies in higher education with an analytic focus in the sociology of education; her work is grounded in a strong knowledge of feminist and critical race theory. Her current research involves a pan-university focus on Indigenizing universities in the wake of the Calls to Action of the Truth and Reconciliation Commission.

7.2 Comment on the anticipated role of retired faculty and contract instructors in the delivery of the program, as appropriate.

We anticipate that faculty who retire will continue to teach part-time. The program will have two contract instructors, Brenda Blondeau, who will teach one of the core courses when required, and optional courses; and Paula Madden, who will also teach one of the core courses when required, as well as optional courses.

7.3 As appropriate, identify major laboratory facilities/equipment that will be available for use by undergraduate and/or graduate students and to support faculty research, recent acquisitions, and commitments/plans (if any) for the next five years.

It is not anticipated that such facilities will be needed.

7.4 As appropriate, provide information on the office, laboratory and general research space available that will be available for faculty, undergraduate and/or graduate students; the availability of common rooms for faculty and graduate students; administrative space; as well as any commitments/plans (if any) for the next five years.

There is an existing common room for undergraduate students in the Department of Equity Studies, and office space for contract faculty or graduate students is available.

7.5 As appropriate, comment on academic supports and services, including information technology, that directly contribute to the academic quality of the program proposed.

The program offers three blended course; it is anticipated that information technology will continue to be used within courses where appropriate or required.

7.7 For undergraduate programs, indicate anticipated class sizes and capacity for supervision of experiential learning opportunities, as appropriate.

Anticipated class sizes: 50 students/1st to 3rd year; 25 students/4th year.

Table 1 – Listing of Faculty

For undergraduate programs: Identify all full-time faculty who will actively participate in delivering the program, as follows.

Faculty Name & Rank	Home Unit	Area(s) of Specialization
Bonita Lawrence, Associate Professor	Equity Studies	Indigenous identities, in particular non-status Indian and Metis identities; treaties; the Indian Act
David T. McNab, Professor	Equity Studies/Humanities	Metis Studies; Indigenous history; Indigenous literature
Maggie Quirt, Assistant Lecturer	Equity Studies	Colonization history; residential schools and 'reconciliation'; Indigenous-settler histories
Elizabeth Brule (Long Service Teaching Appointment)	Equity Studies	Metis studies; Indigenous education; Indigenous pedagogies feminist and critical race theory
Brenda Blondeau, Phd (ABD) (contract faculty)	Graduate Program in Women's Studies	Indigenous Women; Research Methodologies
Paula Madden, PhD Candidate in Law	Osgoode Hall	Indigenous/Settler Relations; Indigenous Peoples/State Relations; Mi'kmaw and Canadian Legal Traditions; Aboriginal Rights Law; Indigenous Law; Critical Theory

8. Enrolment Projections

8.1 Indicate the anticipated implementation date (i.e. year and term of initial in-take), and provide details regarding the anticipated yearly in-take and projected steady-state enrolment target, including when steady-state will be achieved.

It is anticipated that the revised BA in Indigenous Studies will begin in fall 2018-2019; however, for the first 18 months, until the program is advertised sufficiently outside of the university, intake will primarily be from existing York students. We therefore anticipate a smaller enrollment for the first two years of the program until it becomes widely advertised in high schools. Six years after the program begins, we anticipate that the numbers of students applying may reach a steady state (or they could continue to rise). A conservative approach is shown below.

Year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Students Entering	7	10	15	20	25	25
Students withdrawing	0	2	2	2	2	2
Students graduating	0	0	0	5	6	6
New student minus those graduating	7	8	13	13	17	17
Total Students	7	$7 + 8 = 15$	$15 + 13 = 28$	$24 + 13 = 37$	$28 + 17 = 45$	$45 + 17 = 62$

9. Support Statements

A support statement from the Dean of LAPS is attached to this proposal. A support letter from the Registrar's Office in support of the creation of the INDG rubric is forthcoming. Because this proposal is a major modification, it does not require a support statement from the Vice-President Academic or the Vice-Provost. Library statements for each new course are in the Appendix. No professional associations are involved, so these statements are not needed.

1. Depth and Breadth of Knowledge		
Key Concepts for Colonization/ Decolonization	Learning Outcomes	Courses
Centrality of Treaty Relationships	Students will acquire a comprehensive knowledge of treaty relationships and appreciate the centrality of Indigenous agency in theorizing pre-contact, historical and contemporary treaty struggles.	<p>AP/INDG 1050 6.00 Introduction to Indigenous Studies: This course introduces basic issues facing Indigenous peoples, in Canada and internationally. Students must engage in critical thinking about settler state colonialism at home and abroad. Topics include colonization histories, identity legislation, residential schooling, child welfare, criminal justice, and self-determination.</p> <p>AP/INDG 2060 6.00: Treaties and the Indian Act: Explores the nature of treaties, beginning with those negotiated between Indigenous nations—historically and at present, those between Indigenous peoples and European powers and those between Indigenous peoples and the Canadian state. Addresses the imposition of the Indian Act, the regulation of Indigenous identities, the exclusion of the Metis, and the acquisition of land. Examines current treaty practices among Indigenous peoples, deconstructs the concept of “modern treaties” when tied to Canada’s comprehensive claims process, and examines treaties as tools for self-determination.</p>
Colonization History	Students will develop an in-depth understanding of colonization history in Canada, including the fur trade era under the French and the British, land acquisition, settlement processes, policies of subordination, the regulation of Indigenous identities, the erasure of Indigenous peoples from the body politic of Canada, and contemporary Indigenous resistance.	<p>AP/INDG 1050 6.00: Introduction to Indigenous Studies</p> <p>AP/INDG 2030 6.00/AP 2030 6.00 Racism and Colonialism: This course examines colonialism and racial conflict in historical and comparative perspective, including a discussion of links between racism and sexism, and the experience of Indigenous peoples. Examples are drawn from Africa, Asia, the Americas and the Middle East.</p> <p>AP/INDG 3310 3.00/6.00/AP/ CDNS/HUMA 3530 3.00/6.00 Metis Issues in North America: This course explores the history and literature of the Métis and Louis Riel in their homelands and in their communities in North America since the 17th century. Topics include Métis identities, family histories, communities, resistance movements, land and treaty rights.</p>
Nationhood, Sovereignty, and Self-Determination	Students will gain a comprehensive knowledge of the concepts of nationhood, sovereignty, and/or self-determination.	<p>AP/INDG 1050 6.00 Introduction to Indigenous Studies</p> <p>AP/INDG 2060 6.00 Treaties and the Indian Act</p> <p>AP/INDG 4705 6.00 Indigenous Theory: Provides a solid knowledge of a solid knowledge of the theoretical foundations of Indigenous studies, its relationship to postcolonial, and critical race theory, as well as a range of contemporary theoretical work by Indigenous scholars, addressing, among other subjects, questions of gender, racism, culture, identity, recognition, decolonization and self-determination.</p>

Relations with People of Colour	Students will explore alliances with people of colour in seeking decolonization.	<p>AP/INDG 2030 6.00/AP 2030 6.00 Racism and Colonialism: This course examines colonialism and racial conflict in historical and comparative perspective, including a discussion of links between racism and sexism, and the experience of Indigenous peoples. Examples are drawn from Africa, Asia, the Americas and the Middle East.</p> <p>AP/INDG 3470 6.00 Black Indians and Native Black Relations: This course examines conceptual issues shaping racial formation for Black and Native peoples, histories of genocide and slavery, and the histories of Native-Black relations in different regions of Latin America, the Caribbean, the U.S. and Canada. The course addresses both alliances and divisions between Black and Native peoples across the Americas.</p> <p>AP/INDG 3615 3.00 Race, Detention and Internment: The course analyses processes of colonialism, racialization and racism in historical and contemporary examples of the internment and detention of racialized individuals and groups by Canada and other western countries. The internment of Japanese Canadians is examined, as well as contemporary examples of detention, including Guantánamo Bay and other sites. Prerequisites: AP/INDG 1050 6.00.</p> <p>AP/HREQ 3561 6.00/AP/INDG 3561 6.00 Racism and the Law: Discusses Canadian legal provisions with explicit racial content, beginning with the Indian Act (1876); the Continuous Journey Regulation (1908), effectively barring South Asians; the Chinese Exclusion Act (1923); and the rejection of Jewish refugees and Japanese Canadian internment during World War II—as well as contemporary racism and efforts at redress in the criminal justice system. Course credit exclusion: AP/REI 3561 6.00 (prior to Fall 2013).</p>
International Indigeneity	Students will acquire a knowledge of Indigeneity as a global phenomenon, encompassing Indigenous peoples living in “third world” formally decolonized nations as well as Indigenous people in “first world” settler nations.	AP/INDG 4705 6.00 Indigenous Theory
Key Concepts for Indigenous Identities		
Trauma, Recovery, and Reconciliation	Students will acquire a solid comprehension of residential schooling and child welfare practices as systems of cultural genocide with profound implications for Indigenous identities, families, and communities; a critical understanding of state-sponsored discourses of reconciliation, including the Indian Residential School Settlement Agreement, the Truth and Reconciliation	<p>AP/INDG 1050 6.00 Introduction to Indigenous Studies</p> <p>AP/INDG 2780 3.00 Indigenous Peoples and Education: This course examines educational policies and practices for Indigenous Peoples in Canada, including residential schooling, the Indian Residential School Settlement Agreement, the Truth and Reconciliation Commission, and decolonizing/Indigenizing educational initiatives.</p> <p>AP/INDG 4701 6.00 Contesting Racial and Colonial Violence: The course critically analyzes representations of racial and colonial violence in scholarly and creative literature and media. It also examines how survivors and witnesses contest the effects of</p>

	Commission, and court cases relating to the Sixties Scoop; and an appreciation of Indigenous perspectives on restitution and decolonization.	racism and colonialism through representation.
Racism and Stereotyping	Students will address the structures of dominance and exclusion which shape Indigenous life today, and the discursive means through which these structures are normalized.	AP/INDG 4701 6.00 Contesting Racial and Colonial Violence: The course critically analyzes representations of racial and colonial violence in scholarly and creative literature and media. It also examines how survivors and witnesses contest the effects of racism and colonialism through representation. AP/INDG 4705 6.00 Indigenous Theory
Gender	Students will explore the traditional roles of gender in Indigenous communities, and Indigenous women's contemporary experiences.	AP/INDG 3380 6.00 Indigenous Women: Stories, Community and Ritual: Explores the power and authority that Indigenous women traditionally held within their communities and their contemporary struggles to re-empower themselves and strengthen their communities. Explores the roles of cultural traditions, nationalism, and feminism in relation to Indigenous women's empowerment. Prerequisite: AP/INDG1050 6.00.
Urbanity	Students will learn about the issues, concerns, and possibilities facing urban Native peoples and the struggles of urban communities, using the example of Toronto's urban Native community.	AP/MIST 3650 3.00 Urban Native Communities: With a focus on Toronto, this course challenges assumptions about Indigeneity and urbanity, explores emergent urban Native identity in the contexts of displacement, identity legislation and intermarriage, and examines cultural renewal and sovereignty in urban settings.
Cultural Recovery, Identity, and Community	Students will gain familiarity with aspects of Indigenous cultural production and its importance for Indigenous identity, cultural recovery, and community rebuilding.	AP/HUMA 3537 3.00/AP/CDNS/INDG 3839 3.00 Canadian Native Autobiography: This course explores how Canadian Native writers of the nineteenth and twentieth centuries have defined themselves and their world through unique representations of their own life stories. Students examine the contexts and interpretations of "identity", "history", "literature", "tradition", and the integration of different worldviews. AP/INDG/CDNS/HUMA 3538 6.00 Comparative Issues in Canadian and American Native Literature. : This course examines similarities and contrasts in contemporary Native writers in Canada and the United States, exploring the many varied interpretations of Native historical experience, definitions of culture and "self-determination," and the meaning and implications of "Indian" identities. AP/MIST 3650 3.00 Urban Native Communities: With a focus on Toronto, this course challenges assumptions about Indigeneity and urbanity, explores emergent urban Native identity in the contexts of displacement, identity legislation and intermarriage, and examines cultural renewal and sovereignty in urban settings. Course credit exclusion: AK/SOSC 4750 6.00. AP/INDG 4765 3.00: Indigenous Literature, Survival and Sovereignty: This course explores the connections between Indigenous literature, community survival, and sovereignty through Indigenous literary criticism, poetry, short stories, and drama. AP/MIST 4770 3.00: First Nations Music and Cultural Regeneration: This is a music

		<p>appreciation course—no prior knowledge of music is required. The course examines various forms of Indigenous music in Canada and the United States, from traditional to contemporary, including protest music, blues, rock and hiphop, and the role music has played in maintaining communities, engaging in social commentary, promoting cultural regeneration, and recreating sovereignty.</p>
Key Concepts for Traditional Knowledge		
Indigenous Worldviews, Spirituality, and Relationship to Land	<p>Students will develop a basic understanding of Indigenous worldviews, spiritualities, and relationships to the land through experiential knowledge from Elders as well as through texts.</p>	<p>AP/INDG 2050 6.00 Indigenous Spiritualities in the Contemporary World: This course introduces students to Indigenous spiritualities grounded in the contemporary worlds of the Indigenous peoples whose territories lie in Central and Eastern Canada, primarily of the Anishinaabeg, Haudenosaunee, Cree, and Metis peoples, although some texts will address diverse peoples' spiritual worldviews. The texts will be supplemented by visits with Elders as well as ceremonial and land-based practices. Topics include examples of the role of spirituality in shaping anti-colonial resistance, a history of suppression of Indigenous spirituality, the survival and revival of spiritual practices, the importance of land to spiritual heritage and of protecting the land against resource development, and the importance of spirituality to the survival of contemporary Indigenous communities. Struggles around the repatriation of sacred artifacts will also be addressed. The texts also engage in the personal journeys of Indigenous individuals in relationship to their spirituality and the struggles they have faced with residential schooling which accompanied the outlawing of spiritual practices.</p> <p>AP/INDG/CDNS/EN/HUMA 3535 3.00 Indigenous Knowledge and the Environment: This course analyzes the history and theories of Canada and the True North from the perspectives of Indigenous knowledge and environment.</p> <p>AP/INDG/CDNS/HUMA3536 3.00 Indigenous People, Legend and Memory: This course examines concepts and relationships among history, literature and nature in Europe and North America.</p> <p>AP/INDG 3060 3.00 Indigenous Experience and Placement: Community-Based Knowledge: This course enables students to engage in a three-credit independent study, involving cultural activity, such as ceremonies, Elders' teachings or language classes, or volunteer placement at an Indigenous community-based organization. All of the cultural activities involve readings, reflection journals on how these activities are important and what students are learning, and final papers.</p> <p>In order to register for this course, the student must find a supervisor in the program willing to supervise him or her. Before they can register for course, the details of the cultural activity or placement must already be arranged with the necessary individuals and a statement provided to the supervisor indicating the term of the cultural activity or</p>

		<p>placement. The student also negotiates with the faculty member as to relevant readings that may be required, journal-writing and final paper requirements, and hours of contact required. Student's completion in a cultural activity or placement must be confirmed by a statement from the individual responsible for their activity or placement. Between 40-60 hours of cultural activities or 100 hours at a placement are required.</p> <p>AP/INDG 4060 6.00 Indigenous Experience and Placement: This course enables students to explore community-based Indigenous knowledge, either through experiential education or a long-term placement. Students work with Indigenous knowledge keepers with a focus on language acquisition, relationship to land, and community empowerment, or engage in a community placement in their own community or with an urban Indigenous organization. The course gives urban Indigenous students the opportunity to engage, through experiential education, in ceremonial practices in the Toronto Native community or with programming offered through the Woodlands Cultural Centre. For the six-credit placement option, students may engage in a placement with an urban Indigenous organization. The course also enables non-Native students to take this course through a non-status land-based community in eastern Ontario as an experiential education option focusing on Indigenous knowledge. Six-credit placements in this community may also be possible. The course is only offered in the summer term.</p>
2. Knowledge of Methodologies		
Learning Outcomes		Courses
<ul style="list-style-type: none"> Students will comprehend how Indigenous worldviews and values are central in conducting research in Indigenous communities, including knowledge of the importance of respect, inclusion, and reciprocity. Students will acquire knowledge of qualitative and quantitative methodologies Students will gain an understanding of Indigenous epistemologies, axiologies, and protocols. 		<p>AP/INDG 3050 6.00 Indigenous Protocols and Methodologies: Contexts and Relationships: This course addresses issues that arise when conducting research with Indigenous peoples. Addressing both quantitative and qualitative research methods, this course engages centrally with how to Indigenize research, involving questions of intellectual property rights, and the importance of grounding Indigenous research methods in Indigenous epistemologies and axiologies. They explore topics such as decolonizing theory, story as method, research as ceremony, and situating self and culture. This course also helps students gain confidence in negotiating multiple research protocols—from the SSHRC guidelines on conducting research with Indigenous peoples to York Ethics Review requirements to the separate tribal council, community, and Elders' protocols that the student may encounter, and how to conduct ethical research with Indigenous communities that lack such protocols. Students develop an awareness of how to approach negotiating consent from research participants when the knowledge in question is communal and not individual. In conducting quantitative analysis, particularly in terms of engaging with statistics, students learn about ethical concerns with how Indigenous communities are represented in government statistics.</p>

3. Application of Knowledge	
Learning Outcomes	Courses
<ul style="list-style-type: none"> Students will be equipped to independently assess the terms of reconciliation that Canada seeks. Students will be able to work through the multiple contradictions within Canadian society, whereby Canada still relies on Indigenous lands to export energy or other resources, denies Indigenous peoples basic human rights to clean water, proper housing, health care, and education, and yet seeks reconciliation with respect to residential schooling. Students will gain experiential knowledge from engaging with Elders on issues relating to culture and spirituality; this will enable students to explore, in fundamental ways, questions of values, particularly relating to the importance of land and the strong emphasis on material consumption that characterizes Canadian society. 	<p>AP/INDG 1050 6.00 Introduction to Indigenous Studies</p> <p>AP/INDG 2050 6.00 Indigenous Spiritualities in the Contemporary World</p> <p>AP/INDG 3060 6.00 Independent Study: Placements/Cultural Practices</p> <p>AP/INDG 4060 6.00 Independent Study: Placement/Community-Based Indigenous Knowledge</p> <p>AP/INDG 4705 6.00 Indigenous Theory</p>
4. Communication Skills	
Learning Outcomes	Courses
<ul style="list-style-type: none"> Students will refine their communication skills by engaging in concepts and ideas in front of other students through in-class presentations and seminar discussions. Students will be engaged with Indigenous people in placements in experiential education courses where they will learn the importance of clear communication in work environments. Students will interact with Native groups in presenting their research via their methodology course, which requires a small one-term research project. 	<p>AP/INDG 1050 6.00 Introduction to Indigenous Studies</p> <p>AP/INDG 2050 6.00 Indigenous Spiritualities in the Contemporary World</p> <p>AP/INDG 3050 6.00 Indigenous Protocols and Methodologies</p> <p>AP/INDG 3310 3.00/6.00/AP/ CDNS/HUMA 3530 3.00/6:00 Metis Issues in North America: This course explores the history and literature of the Métis and Louis Riel in their homelands and in their communities in North America since the 17th century. Topics include Métis identities, family histories, communities, resistance movements, land and treaty rights.</p> <p>AP/INDG 3060 6.00 Independent Study: Placements/Cultural Practices</p> <p>AP/INDG 4060 6.00 Independent Study: Placement/Community-Based Indigenous Knowledge</p> <p>AP/INDG 4705 6.00 Indigenous Theory</p>

5. Awareness of Limits of Knowledge	
Learning Outcomes	Courses
<ul style="list-style-type: none"> Students will become aware of the limits to own knowledge by engagement with Indigeneity in a global context, which--while improving the breadth of knowledge they acquire in the program--will also demonstrate to them that Indigeneity in Canada has been shaped by Canadian contexts; they will therefore learn that in order to understand Indigeneity more fully in other countries they must be introduced fully to the contexts that Indigenous peoples are facing. Students will gain an understanding that their experiential knowledge of Indigenous cultural practices and traditional knowledge will of necessity be understood only as a beginner's knowledge, since they will work with elders who have acquired advanced traditional knowledge only after years of dedicated effort. Students in the Honours BA program, by engaging with different theoretical perspectives, will gain an understanding of how these theoretical frameworks are based on different fundamental assumptions and which accordingly shape what they can "explain" about the world. 	AP/INDG 2050 6.00 Indigenous Spiritualities in the Contemporary World AP/INDG 3060 6.00 Independent Study: Placements/Cultural Practices AP/INDG 4060 6.00 Independent Study: Placement/Community-Based Indigenous Knowledge AP/INDG 4705 6.00 Indigenous Theory
6. Autonomy and Professional Capacity	
Learning Outcomes	Courses
<ul style="list-style-type: none"> Students in the Honours BA program will acquire the theoretical capacity for a much deeper, more complex way of seeing the issues that they have learned in the four years in the program. This will prepare them for post-graduate work or to work as consultants with governments, relating to First Nations and Metis issues. Students in the BA program will be equipped to enter certain professions (law, social work, education) where a broad knowledge of Indigenous realities and perspectives will be central to their capacity to thrive in their professions and serve their clients or students well. 	AP/INDG 1050 6.00 Introduction to Indigenous Studies AP/INDG 2050 6.00 Indigenous Spiritualities in the Contemporary World AP/INDG 3050 6.00 Indigenous Protocols and Methodologies AP/INDG 3060 6.00 Independent Study: Placements/Cultural Practices AP/INDG 4060 6.00 Independent Study: Placement/Community-Based Indigenous Knowledge AP/INDG 4705 6.00 Indigenous Theory

Calendar Copy

Undergraduate Degree Programs in Indigenous Studies

Specialized Honours BA: 120 Credits

Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.

Graduation requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00.

General education: a minimum of 21 general education credits as follows:

- 6.00 credits in natural science (NATS)
- a 9.00 credit approved general education course in the social science or humanities categories
- a 6.00 credit approved general education course in the opposite category to the 9.00 credit course in social science or humanities already taken
- Students are advised to take AP/HREQ 1960 6.00 Indigenous Resistance in Global Context as their social science General Education course.

Major credits: 60 credits including:

(i) 36 credits core courses:

- AP/INDG 1050 6.00
- AP/INDG 2050 6.00
- AP/INDG 3050 6.00
- AP/INDG 3310 6.00/AP/CDNS/HUMA 3530 6.00
- AP/INDG 4705 6.00
- AP/HREQ 4600 6.00/AP/INDG 4600 6.00

(ii) 24 credits from list of optional Indigenous Studies courses:

AP/INDG 2030 6.00
AP/INDG2060 6.00
AP/INDG 2780 3.00/6.00
AP/INDG 3060 3.00
AP/INDG 3380 6.00
AP/INDG 3470 6.00
AP/INDG 3535 3.00/AP/CDNS/EN/HUMA 3535 3.00
AP/INDG 3536 3.00/AP/CDNS/HUMA3536 3.00
AP/INDG 3615 3.00
AP/INDG 3650 3.00
AP/INDG 4060 6.00
AP/INDG 4070 3.00/6.00/AP/HREQ 4070 3.00/6.00
AP/INDG 4701 6.00
AP/INDG 4765 3.00/6.00
AP/INDG 4770 3.00/6.00

AP/INDG 4800 6.00
AP/HUMA 3537 3.00/AP/CDNS/INDS 3839 3.00
AP/HUMA/CDNS 3580 6.00/AP/INDG 3538 6.00
AP/HUMA 4144 3.00
AP/HREQ 3561 6.00/AP/INDG 3561 6.00

Note: at least 12 credits in the major must be at the 4000 level.

Upper-level credits: at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level.

Credits outside the major: at least 18 credits.

Honours BA: 120 Credits

Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.

Graduation requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00.

General education: a minimum of 21 general education credits as follows:

- 6.00 credits in natural science (NATS)
- a 9.00 credit approved general education course in the social science or humanities categories
- a 6.00 credit approved general education course in the opposite category to the 9.00 credit course in social science or humanities already taken
- Students are advised to take AP/HREQ 1960 6.00 Indigenous Resistance in Global Context as their social science General Education course.

Major credits: 42 credits including:

(i) 30 credits in core:

- AP/INDG 1050 6.00
AP/INDG 2050 6.00
- AP/INDG 3310 6.00/AP/CDNS/HUMA 3530 6.00
- AP/INDG 3050 6.00
- AP/INDG 4705 6.00

(ii) 12 credits from list of optional Indigenous Studies courses

AP/INDG 2030 6.00
AP/INDG2060 6.00
AP/INDG 2780 3.00/6.00
AP/INDG 3060 3.00
AP/INDG 3380 6.00
AP/INDG 3470 6.00

AP/INDG 3535 3.00/AP/CDNS/EN/HUMA 3535 3.00
AP/INDG 3536 3.00/AP/CDNS/HUMA3536 3.00
AP/INDG 3615 3.00
AP/INDG 3650 3.00
AP/INDG 4060 6.00
AP/INDG 4070 3.00/6.00/AP/HREQ 4070 3.00/6.00
AP/INDG 4701 6.00
AP/INDG 4765 3.00/6.00
AP/INDG 4770 3.00/6.00
AP/INDG 4800 6.00
AP/HUMA 3537 3.00/AP/CDNS/INDS 3839 3.00
AP/HUMA/CDNS 3580 6.00/AP/INDG 3538 6.00
AP/HUMA 4144 3.00
AP/HREQ 3561 6.00/AP/INDG 3561 6.00

Note: at least 12 credits in the major must be at the 4000 level.

Upper-level credits: at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level.

Credits outside the major: at least 18 credits. (Note: students who are completing a double major or major/minor are deemed to have fulfilled this requirement.)

Honours Double Major BA

The Honours BA program described above may be pursued jointly with approved Honours Double Major degree programs in the Faculties of Environmental Studies, Health, Liberal Arts and Professional Studies, Science, the School of the Arts, Media, Performance & Design, or the Lassonde School of Engineering. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties.

Note: in a double major program, a course may count only once toward major credit.

Honours Major/Minor BA

The Honours BA program described above may be pursued jointly with approved Honours Minor degree programs in the Faculties of Environmental Studies, Health, Liberal Arts and Professional Studies, Science, the School of the Arts, Media, Performance & Design, or the Lassonde School of Engineering. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties.

Note: in a major/minor program, a course may count only once toward major credit or minor credit.

Honours Minor BA

The Honours Minor BA program described may be combined with any approved Honours BA program that offers a major/minor option in the Faculties of Environmental Studies, Health, Liberal Arts and Professional Studies, Science, the School of the Arts, Media, Performance & Design, or the Lassonde

School of Engineering. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties.

Note: in a major/minor program, a course may count only once toward major credit or minor credit.

Minor Credits: 30 credits including:

(i) 12 credits in core:

- AP/INDG1050 6.00
- AP/INDG 4705 6.00

(ii) 18 credits from list of optional Indigenous Studies courses:

AP/INDG 2030 6.00
AP/INDG2060 6.00
AP/INDG 2780 3.00/6.00
AP/INDG 3060 3.00
AP/INDG 3380 6.00
AP/INDG 3470 6.00
AP/INDG 3535 3.00/AP/CDNS/EN/HUMA 3535 3.00
AP/INDG 3536 3.00/AP/CDNS/HUMA3536 3.00
AP/INDG 3615 3.00
AP/INDG 3650 3.00
AP/INDG 4060 6.00
AP/INDG 4070 3.00/6.00/AP/HREQ 4070 3.00/6.00
AP/INDG 4701 6.00
AP/INDG4765 3.00/6.00
AP/INDG4770 3.00/6.00
AP/HUMA 3537 3.00/AP/CDNS/INDS 3839 3.00
AP/HUMA/CDNS 3580 6.00/AP/INDG 3538 6.00
AP/HUMA 4144 3.00
AP/HREQ 3561 6.00/AP/INDG 3561 6.00

Note: at least six credits in the minor at the 4000 level.

BA: 90 Credits

Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.

Graduation requirement: students must successfully complete (pass) at least 90 credits that meet the Faculty's degree and program requirements with a cumulative grade point average of at least 4.00.

General education: a minimum of 21 general education credits as follows:

- 6.00 credits in natural science (NATS)
- a 9.00 credit approved general education course in the social science or humanities categories

- a 6.00 credit approved general education course in the opposite category to the 9.00 credit course in social science or humanities already taken.
- Students are advised to take AP/HREQ 1960 6.00 Indigenous Resistance in Global Context as their social science General Education course.

Major credits: 36 credits including:

(i) 18 credits in core:

- AP/INDG 1050 6.00
- AP/INDG 2050 6.00
- AP/INDG 3310 6.00/CDNS/HUMA 3530 6.00

(ii) 18 credits from list of optional Indigenous Studies courses

AP/INDG 2030 6.00
 AP/INDG2060 6.00
 AP/INDG 2780 3.00/6.00
 AP/INDG 3060 3.00
 AP/INDG 3380 6.00
 AP/INDG 3470 6.00
 AP/INDG 3535 3.00/AP/CDNS/EN/HUMA 3535 3.00
 AP/INDG 3536 3.00/AP/CDNS/HUMA3536 3.00
 AP/INDG 3615 3.00
 AP/INDG 3650 3.00
 AP/INDG 4060 6.00
 AP/INDG 4070 3.00/6.00/AP/HREQ 4070 3.00/6.00
 AP/INDG 4701 6.00
 AP/INDG4765 3.00/6.00
 AP/INDG4770 3.00/6.00
 AP/HUMA 3537 3.00/AP/CDNS/INDS 3839 3.00
 AP/HUMA/CDNS 3580 6.00/AP/INDG 3538 6.00
 AP/HUMA 4144 3.00
 AP/HREQ 3561 6.00/AP/INDG 3561 6.00

Note: at least 12 credits in the major must be at the 3000 or 4000 level.

Upper-level credits: at least 18 credits at the 3000 or 4000 level.

Credits outside the major: at least 18 credits.

**Calendar Changes from MIST Program
To
Indigenous Studies Degree Program**

Specialized Honours BA120 Credits

Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.

Graduation requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00.

General education: a minimum of 21 general education credits as follows:

- 6.00 credits in natural science (NATS)
- a 9.00 credit approved general education course in the social science or humanities categories
- a 6.00 credit approved general education course in the opposite category to the 9.00 credit course in social science or humanities already taken

Major credits: 60 credits including:

(i) ~~24~~ credits core courses:

- ~~AP/MIST 1100 6.00;~~
- ~~AP/HREQ 3100 6.00 (cross-listed to AP/MIST 3100 6.00);~~
- AP/~~MIST~~ 4705 6.00;
- AP/~~MIST~~ 4600 6.00 (cross-listed to: AP/HREQ 4600 6.00).

(ii) ~~12~~ credits ~~of required~~ courses ~~in the student's stream as follows:~~

Specialized Honours BA: 120 Credits

Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.

Graduation requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00.

General education: a minimum of 21 general education credits as follows:

- 6.00 credits in natural science (NATS)
- a 9.00 credit approved general education course in the social science or humanities categories
- a 6.00 credit approved general education course in the opposite category to the 9.00 credit course in social science or humanities already taken
- [Students are advised to take AP/HREQ 1960 6.00 Indigenous Resistance in Global Context as their social science General Education course.](#)

Major credits: 60 credits including:

i) 30 credits core courses:

- [APINDG 1050 6.00](#)
- [AP/INDG 2050 6.00](#)
- [AP/INDG 3050 6.00](#)
- [AP/INDG 3310 6.00/AP/CDNS/HUMA 3530 6.00](#)
- AP/~~INDG~~ 4705 6.00;
- AP/~~INDG~~ 4600 6.00 (cross-listed to: AP/HREQ 4600 6.00).
- (ii) 30 credits [from list of optional Indigenous Studies courses](#)

~~1. Diaspora Studies Stream~~

- ~~• AP/MIST 3610 6.00;~~
- ~~• AP/MIST 3624 6.00.~~

~~2. Indigenous Studies Stream~~

- ~~• AP/MIST 1050 6.00;~~
- ~~• AP/MIST 3640 3.00;~~
- ~~• AP/HUMA 3537 3.00 (cross-listed to: AP/CDNS 3839 3.00, AP/MIST 3839 3.00).~~

~~3. Racism and Multiculturalism Stream~~

- ~~• AP/MIST 3620 6.00 (cross-listed to: AP/POLS 3565 6.00);~~
- ~~• AP/MIST 3680 6.00.~~

~~(iii) 12 credits chosen from the extended list of courses for the student's stream.~~

~~(iv) 12 additional credits chosen from courses in any of the three streams.~~

Note: at least 12 credits in the major must be at the 4000 level.

Upper-level credits: at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level.

Credits outside the major: at least 18 credits.

Honours BA: 120 Credits

Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree

Note: at least 12 credits in the major must be at the 4000 level.

Upper-level credits: at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level.

Credits outside the major: at least 18 credits.

Honours BA: 120 Credits

Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree

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program major/minor must be taken at York University.

Graduation requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00.

General education: a minimum of 21 general education credits as follows:

- 6.00 credits in natural science (NATS)
- a 9.00 credit approved general education course in the social science or humanities categories
- a 6.00 credit approved general education course in the opposite category to the 9.00 credit course in social science or humanities already taken

Major credits: 42 credits including:

(i) ~~18~~ credits core courses:

- ~~AP/MIST 1100 6.00;~~
- ~~AP/HREQ 3100 6.00 (cross-listed to AP/MIST 3100 6.00);~~
- ~~AP/MIST 4705 6.00;~~

(ii) 12 credits ~~of required courses in the student's stream as follows:~~

- ~~Diaspora Studies Stream~~

~~AP/MIST 3610 6.00;~~
~~AP/MIST 3624 6.00.~~

~~2. Indigenous Studies Stream~~

~~AP/MIST 1050 6.00;~~

~~AP/MIST 3640 3.00;~~

program major/minor must be taken at York University.

Graduation requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00.

General education: a minimum of 21 general education credits as follows:

- 6.00 credits in natural science (NATS)
- a 9.00 credit approved general education course in the social science or humanities categories
- a 6.00 credit approved general education course in the opposite category to the 9.00 credit course in social science or humanities already taken

Students are advised to take AP/HREQ 1960 6.00 Indigenous Resistance in Global Context as their social science General Education course.

Major credits: 42 credits including:

(i) 30 credits core courses:

- AP/INDG 1050 6.00
- AP/INDG 2050 6.00
- AP/INDG 3050 6.00
- AP/INDG 3310 6.00/AP/CDNS/HUMA 3530 6.00
- AP/INDG 4705 6.00;

(ii) 12 credits chosen from list of optional Indigenous Studies courses

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- ~~AP/MIST 3640 3.00~~
- ~~3. Racism and Multiculturalism Stream~~
- ~~AP/MIST 3620 6.00 (cross-listed to AP/POLS 3565 6.00);~~
- ~~AP/MIST 3680 6.00.~~

~~(iii) 12 additional credits chosen from courses in any of the three streams.~~

Note: at least 12 credits in the major must be at the 4000 level.

Upper-level credits: at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level.

Credits outside the major: at least 18 credits. (Note: students who are completing a double major or major/minor are deemed to have fulfilled this requirement.)

Honours Double Major BA

The Honours BA program described above may be pursued jointly with approved Honours Double Major degree programs in the Faculties of Environmental Studies, Health, Liberal Arts and Professional Studies, Science, the School of the Arts, Media, Performance & Design, or the Lassonde School of Engineering. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties.

- **Note:** in a double major program, a course may count only once toward major credit.

Note: at least 12 credits in the major must be at the 4000 level.

Upper-level credits: at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level.

Credits outside the major: at least 18 credits. (Note: students who are completing a double major or major/minor are deemed to have fulfilled this requirement.)

Honours Double Major BA

The Honours BA program described above may be pursued jointly with approved Honours Double Major degree programs in the Faculties of Environmental Studies, Health, Liberal Arts and Professional Studies, Science, the School of the Arts, Media, Performance & Design, or the Lassonde School of Engineering. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties.

- **Note:** in a double major program, a course may count only once toward major credit.

Honours Major/Minor BA

The Honours BA program described above may be pursued jointly with approved Honours Minor degree programs in the Faculties of Environmental Studies, Health, Liberal Arts and Professional Studies, Science, the School of the Arts, Media, Performance & Design, or the Lassonde School of Engineering. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties.

Note: in a major/minor program, a course may count only once toward major credit or minor credit.

Honours Minor BA

The Honours Minor BA program described may be combined with any approved Honours BA program that offers a major/minor option in the Faculties of Environmental Studies, Health, Liberal Arts and Professional Studies, Science, the School of the Arts, Media, Performance & Design, or the Lassonde School of Engineering. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties.

Note: in a major/minor program, a course may count only once toward major credit or minor credit.

Honours Major/Minor BA

The Honours BA program described above may be pursued jointly with approved Honours Minor degree programs in the Faculties of Environmental Studies, Health, Liberal Arts and Professional Studies, Science, the School of the Arts, Media, Performance & Design, or the Lassonde School of Engineering. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties.

Note: in a major/minor program, a course may count only once toward major credit or minor credit.

Honours Minor BA

The Honours Minor BA program described may be combined with any approved Honours BA program that offers a major/minor option in the Faculties of Environmental Studies, Health, Liberal Arts and Professional Studies, Science, the School of the Arts, Media, Performance & Design, or the Lassonde School of Engineering. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties.

Note: in a major/minor program, a course may count only once toward major credit or minor credit.

Minor Credits: 30 credits including:

(i) 12 credits core courses:

- ~~AP/MIST 1100 6.00;~~
- ~~AP/MIST 4705 6.00;~~

~~(ii) 6 credits of required courses in the student's stream as follows:~~

~~1. Diaspora Studies Stream~~

- ~~AP/MIST 3610 6.00~~

~~2. Indigenous Studies Stream~~

- ~~AP/MIST 1050 6.00~~

~~3. Racism and Multiculturalism Stream~~

- ~~AP/MIST 3620 6.00 (cross-listed AP/POLS 3565 6.00);~~

~~(iii) 12 credits chosen from the extended list of courses for the student's stream.~~

Note: at least six credits in the minor at the 4000 level.

Minor Credits: 30 credits including:

(i) 12 credits core courses:

- [AP/INDG 1050 6.00;](#)
- [AP/INDG 4705 6.00;](#)

(ii) 18 credits chosen from list of optional Indigenous Studies courses

Note: at least six credits in the minor at the 4000 level.

~~Course offerings within the three streams~~

~~1. DIASPORA STUDIES~~

- ~~• AP/ANTH 3220 6.00~~
- ~~• AP/ANTH 3400 6.00~~
- ~~• AP/ANTH 4240 3.00~~
- ~~• AP/EN 3410 3.00~~
- ~~• AP/GL/GWST 3530 6.00~~
- ~~• AP/GL/GWST 3540 6.00~~
- ~~• AP/HIST 3870 6.00~~
- ~~• AP/HREQ 4800 6.00 (cross-listed
to: AP/MIST 4800 6.00)~~
- ~~• AP/HUMA 3482 6.00 (cross-listed
to: AP/MIST 3482 6.00)~~
- ~~• AP/HUMA 3510 6.00 (cross-listed
to: AP/MIST 3520 6.00)~~
- ~~• AP/HUMA 3660 3.00 (cross-listed
to: AP/CDNS 3660 3.00, AP/MIST 3660
3.00)~~
- ~~• AP/HUMA 3802 3.00 (cross-listed
to: AP/MIST 3802 3.00)~~
- ~~• AP/HUMA 3815 6.00 (cross-listed
to: AP/MIST 3815 6.00)~~
- ~~• AP/MIST 2000 6.00 (cross-listed
to: AP/GEOG 2310 6.00)~~
- ~~• AP/MIST 2350 6.00~~
- ~~• AP/MIST 3350 6.00~~
- ~~• AP/MIST 3370 6.00 (cross-listed
to: AP/GL/GWST 3801 6.00)~~
- ~~• AP/MIST 3375 6.00~~
- ~~• AP/MIST 3475 3.00~~
- ~~• AP/MIST 3510 6.00~~
- ~~• AP/MIST 3610 6.00~~
- ~~• AP/MIST 3624 6.00~~
- ~~• AP/MIST 4040 6.00~~
- ~~• AP/MIST 4050 6.00~~
- ~~• AP/MIST 4081 6.00~~
- ~~• AP/POLS 3260 6.00 (cross-listed
to: AP/MIST 3260 6.00)~~
- ~~• AP/POLS 4245 3.00 (cross-listed
to: AP/GL/GWST 4802 3.00)~~
- ~~• AP/SOSC 3575 6.00 (cross-listed
to: AP/MIST 3575 6.00)~~

List of Optional Indigenous Studies Courses

2. INDIGENOUS STUDIES

- ~~AP/ANTH 3030 3.00~~
- ~~AP/ANTH 3420 3.00~~
- ~~AP/ANTH 3510 3.00~~
- ~~AP/CREE 1000 6.00 (cross-listed to: AP/MIST 1000 6.00)~~
- ~~AP/HIST 3546 6.00~~
- ~~AP/HIST 3736 6.00~~
- ~~AP/HIST 4508 6.00~~
- ~~AP/HIST 4753 6.00~~
- ~~AP/HREQ 4800 6.00 (cross-listed to: AP/MIST 4800 6.00)~~
- AP/HUMA 3537 3.00 (cross-listed to: AP/CDNS 3839 3.00, AP/~~MIST~~ 3839 3.00)
- ~~AP/MIST 1050 6.00~~
- AP/~~MIST~~ 3310 3.00 (cross-listed to: AP/CDNS 3530 3.00, AP/HUMA 3530 3.00)
- AP/~~MIST~~ 3310 3.00 (cross-listed to: AP/CDNS 3530 6.00, AP/HUMA 3530 3.00)
- AP/~~MIST~~ 3380 3.00
- AP/~~MIST~~ 3470 6.00
- AP/~~MIST~~ 3535 3.00 (cross-listed to: AP/CDNS 3535 3.00, AP/EN 3535 3.00, AP/HUMA 3535 3.00)
- AP/~~MIST~~ 3536 3.00 (cross-listed to: AP/CDNS 3536 3.00, AP/EN 3536 3.00, AP/HUMA 3536 3.00)
- AP/~~MIST~~ 3538 6.00 (cross-listed to: AP/CDNS 3538 6.00, AP/HUMA 3538 6.00)
- ~~AP/MIST 3640 3.00~~
- AP/HUMA 3537 3.00 (cross-listed to: AP/CDNS 3839 3.00, AP/INDG 3839 3.00)
- AP/HUMA 4144 3.00
- AP/HREQ 3561 6.00 (cross-listed to AP/INDG 3561 6.00)
- AP/INDG 2030 6.00
- AP/INDG2060 6.00
- AP/INDG 2780 3.00
- AP/INDG 2780 6.00
- AP/INDG 3060 3.00
- AP/INDG 3310 3.00 (cross-listed to: AP/CDNS 3530 3.00, AP/HUMA 3530 3.00)
- AP/INDG 3310 6.00 (cross-listed to: AP/CDNS 3530 6.00, AP/HUMA 3530 6.00)
- AP/INDG 3380 3.00
- AP/INDG 3470 6.00
- AP/INDG 3535 3.00 (cross-listed to: AP/CDNS 3535 3.00, AP/EN 3535 3.00, AP/HUMA 3535 3.00)
- AP/INDG 3536 3.00 (cross-listed to: AP/CDNS 3536 3.00, AP/EN 3536 3.00, AP/HUMA 3536 3.00)
- AP/INDG 3538 6.00 (cross-listed to: AP/CDNS 3538 6.00, AP/HUMA 3538 6.00)
- AP/INDG 3615 3.00

- AP/~~MIST~~ 3650 3.00

- AP/~~MIST~~ 4765 3.00
- AP/~~MIST~~ 4765 6.00
- AP/~~MIST~~ 4770 3.00
- AP/~~MIST~~ 4770 6.00
- ~~AP/MIST 4780 3.00~~
- ~~AP/POLS 4102 3.00~~
- ~~AP/SOSC 3921 6.00~~
- ~~AP/SOSC 4351 6.00 (only eligible for those who are doing a Certificate in Law and Society or enrolled in a double major with law and society; in this case, the course could count either for MIST or for the law and society degree/certificate, but not both)~~
- ~~ED/EDUC 2200 3.00~~
- ~~ES/ENVS 3170 3.00~~
- ~~ES/ENVS 4215 3.00~~
- ~~FA/FACS 3900M 3.00~~
- ~~FA/FILM 4710 6.00~~
- ~~FA/VISA 3350A 3.00~~
- ~~FA/VISA 3350C 3.00~~
- ~~FA/VISA 3350D 3.00~~
- ~~FA/VISA 4351 3.00~~
- ~~FA/VISA 4800I 3.00~~
- ~~GL/SOCI 2630 3.00 (cross-listed to: GL/CDNS 2630 3.00, GL/SOSC 2630 3.00)~~
- ~~GL/LIN 3616 3.00 (cross-listed to: GL/CDNS 3616 3.00, GL/SOSC 3616 3.00)~~

-

- AP/INDG 3650 3.00
- AP/INDG 3990 3.00
- AP/INDG 3990 6.00
- AP/MIST 4060 6.00
- AP/INDG 4070 3.00 (cross-listed to AP/HREQ 4070 3.00)
- AP/INDG 4070 6.00 (cross-listed to AP/HREQ 4070 6.00)
- AP/INDG 4701 6.00
- AP/MIST 4720 3.00
- AP/INDG 4765 3.00
- AP/INDG 4765 6.00
- AP/INDG 4770 3.00
- AP/INDG 4770 6.00
- AP/INDG 4800 6.00

3. RACISM AND MULTICULTURALISM

- ~~AP/MIST 3615 3.00~~
- ~~AP/MIST 3615 6.00~~
- ~~AP/GWST 3536 3.00 (cross-listed
to: GL/GWST 3536 3.00)~~
- ~~AP/GWST 3538 3.00 (cross-listed
to: GL/GWST 3538 3.00)~~
- ~~AP/GWST 4506 3.00 (cross-listed
to: GL/HIST 4606 3.00, GL/GWST
4506 3.00)~~
- ~~AP/HIST 3385 3.00~~
- ~~AP/HIST 3386 3.00~~
- ~~AP/HIST 3387 3.00~~
- ~~AP/HIST 3546 6.00~~
- ~~AP/HIST 3555 6.00~~
- ~~AP/HIST 3581 6.00~~
- ~~AP/HIST 3582 6.00~~
- ~~AP/HIST 3860 6.00~~
- ~~AP/HIST 4053 6.00~~
- ~~AP/HIST 4385 6.00~~
- ~~AP/HREQ 4800 6.00 (cross-listed
to: AP/MIST 4800 6.00)~~
- ~~AP/HUMA 3305 3.00 (cross-listed
to: AP/MIST 3305 3.00)~~
- ~~AP/HUMA 3317 6.00 (cross-listed
to: AP/CDNS 3317 6.00, AP/MIST 3317
6.00)~~
- ~~AP/HUMA 3320 6.00 (cross-listed
to: AP/MIST 3320 6.00)~~
- ~~AP/HUMA 3660 6.00 (cross-listed
to: AP/CDNS 3660 6.00, AP/MIST 3660
6.00)~~
- ~~AP/HUMA 3661 3.00 (cross-listed
to: AP/MIST 3661 3.00)~~
- ~~AP/HUMA 3661 6.00 (cross-listed
to: AP/MIST 3661 6.00)~~
- ~~AP/MIST 3370 6.00 (cross-listed
to: AP/GWST 3801 6.00, GL/GWST
3801 6.00)~~
- ~~AP/MIST 3470 6.00~~
- ~~AP/MIST 3561 6.00 (cross-listed
to: AP/POLS 3561 6.00)~~
- ~~AP/MIST 3562 6.00~~
- ~~AP/MIST 3580 6.00~~

- ~~AP/MIST 3604 6.00~~
- ~~AP/MIST 3605 6.00~~
- ~~AP/MIST 3620 6.00 (cross-listed to: AP/POLS 3565 6.00)~~
- ~~AP/MIST 3645 6.00~~
- ~~AP/MIST 3680 6.00~~
- ~~AP/MIST 4701 6.00~~
- ~~AP/POLS 4240 6.00 (cross-listed to: AP/MIST 4760 6.00)~~
- ~~AP/POLS 4430 6.00 (cross-listed to: AP/MIST 4060 6.00)~~
- ~~AP/MIST 3604 6.00~~
- ~~AP/MIST 3605 6.00~~
- ~~AP/MIST 3620 6.00 (cross-listed to: AP/POLS 3565 6.00)~~
- ~~AP/MIST 3645 6.00~~
- ~~AP/MIST 3680 6.00~~
- ~~AP/MIST 4701 6.00~~
- ~~AP/POLS 4240 6.00 (cross-listed to: AP/MIST 4760 6.00)~~
- ~~AP/POLS 4430 6.00 (cross-listed to: AP/MIST 4060 6.00)~~

Proposal for a New Program Course Rubric

The proposed Indigenous Studies program in the Department of Equity Studies seeks to establish INDG as its rubric when the program is approved.

Rationale for the New Rubric

The new program is a modification of the Indigenous Studies which is currently part of the Multicultural and Indigenous Studies program. This stream will be created as a new program by removing two existing streams from MIST and adding the courses from these streams to the Human Rights and Equity Studies program. The remaining Indigenous Studies stream will be recreated as an undergraduate degree program in Indigenous Studies. The INDG rubric will replace the Multicultural and Indigenous Studies rubric MIST, which is currently applied to all courses in the Indigenous Studies stream of the program.

Need for the New Rubric

It is important to create a new rubric for this program because with its creation, the Multicultural and Indigenous Studies program will cease to exist. The MIST rubric would no longer be appropriate for the courses in Indigenous Studies. Indeed, the INDG rubric would clarify that these are courses within the proposed Indigenous Studies program.

The rubric INDG is not used anywhere else at York University. A search through the various departments and faculties that offer courses relating to Indigenous people has shown that the courses all bear the rubric of the department that offers them.

Appropriateness of the rubric for identifying Indigenous Studies courses

The rubric is one of several that are used when designating Indigenous Studies programs at the four universities which currently offer a BA in Indigenous Studies in Ontario. The INDG rubric is currently used for designating Indigenous Studies courses at Trent University's undergraduate and graduate programs in Indigenous Studies. The University of Toronto uses the rubric ABS for their BA program in Aboriginal Studies, although the program is maintained in their Centre for Indigenous Studies. Western uses the rubric FNS for their program which is called "First Nations Studies." Nipissing uses the term "Native Studies" with the rubric NATI for their courses.

In Western Canada, other variations are used. Manitoba uses "Native Studies" with "NATI", while Winnipeg uses Indigenous Studies with the rubric of "IS" (which we fear would be confused with Interdisciplinary Studies here at York). Saskatchewan uses INDG for Indigenous Studies, while UBC uses "First Nations and Indigenous Studies" with a rubric of FNIS.

We wish to call the program Indigenous Studies as this is the most widely used and accepted terminology in the field. INDG is the most logical rubric for the program and will enable students and/or non-York readers of transcripts to identify the area of study indicated..

Accommodating Multicultural & Indigenous Studies (MIST) after 2018/19

Students who enter MIST often take the program part-time, and so typically take 6 to 7 years to graduate. As a result, students grandparented within MIST may have to be accommodated for several years. At the same time, the reality is that enrollments in MIST are generally low, so that large numbers of students will not have to be accommodated. The last cohort of students who enter MIST in 2017/2018 will be in second year when the first students in the revised program enter in 2018/2019. Because of this, the core courses are the first concern for those who wish to complete their studies in MIST.

1. MIST 1100, the introductory course to MIST, will probably have to be offered one more time, for students who did not take it in first year.
2. AP/HREQ/MIST 3100, the research methodology course, is a required course both in MIST and in the Human Rights and Equity Studies (HREQ) program, so that course will continue to be taught as a core course for MIST and HREQ students.
3. The current version of MIST 4705 6.00 Critical Race, Diaspora, and Indigenous Theory will have to be taught as a MIST core course probably three more times while the modified course INDG 4705 6.00 Indigenous Theory is being taught for the Indigenous Studies program.
4. The three streams in MIST also have required courses. The faculty who have in the past taught the required courses for the streams in Racism and Multiculturalism and Diaspora Studies will continue to teach these courses but now within HREQ.
5. One of the required courses for the Indigenous Studies Stream, AP/MIST 1050 6.00: Introduction to Indigenous Thought will become the core course for the Indigenous Studies program (as AP/INDG 1050 6.00 Introduction to Indigenous Studies), so it will continue to be taught with new Indigenous Studies students sharing space with MIST Indigenous Studies students.
6. Another of the required courses for the Indigenous Studies stream, AP/MIST 3310 6.00/AP/CDNS/HUMA 3530 6.00: Metis issues in North America, will also become a core course (as AP/INDG 3310 6.00/AP CDNS/HUMA 3530 6.00), so once again, MIST students will be sharing space with Indigenous Studies students.
7. The third required course in the Indigenous Studies stream, AP/HUMA 3537 3.00/AP/CDNS 3839 3.00, AP/MIST 3839 3.00 will be one of the optional courses that students can take for credit in Indigenous Studies (as AP/HUMA 3537 3.00/AP/INDG 3839), so it will be shared by both groups until the final students in MIST have completed their degrees.
8. While MIST students continue to complete their programs, a minimum of three cohorts of the Indigenous Studies program will require their core courses. We will have to teach the new core courses two to three times while MIST students are completing their requirements. The optional courses for credit for the MIST streams in Racism and Multiculturalism and Diaspora Studies will continue to be taught within HREQ by the faculty members who generally teach them, while optional courses for credit for the Indigenous Studies stream in MIST are the same as the optional courses for credit in the Indigenous Studies program.

FACULTY OF
LIBERAL ARTS &
PROFESSIONAL STUDIES

Office of the Dean

S900 ROSS BLDG.
4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
T 416 736 5220
F 416 736 5750
laps.yorku.ca

July 31, 2017

Professor Bonita Lawrence
Department of Equity Studies
408 Atkinson College

bonital@yorku.ca

Dear Professor Lawrence:

On behalf of Ananya Mukherjee-Reed, Dean of the Faculty of Liberal Arts & Professional Studies, I am writing in support of the proposal of a Bachelor of Arts degree in Indigenous Studies. I have reviewed the proposal and I am satisfied that not only is the degree timely, innovative, interdisciplinary and likely to draw significant student interest, it also responds directly to the recommendations of the Truth and Reconciliation Commission's Report (2015).

In short this is a quality proposal and the Dean's Office is in full support.

Sincerely,



John-Justin McMurtry
Associate Dean, Programs

cc: Committee on Curriculum, Curricular Policy and Standards

**FACULTY OF
LIBERAL ARTS &
PROFESSIONAL STUDIES**

**Department of
Humanities**

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CANADA M3J 1P3
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lapshuma@yorku.ca
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May 12, 2017

Dr. Bonita Lawrence
Department of Equity Studies
Liberal Arts and Professional Studies
York University

Dear Dr. Lawrence:

The Department of Humanities is pleased to support the major modifications you are proposing to the Multicultural and Indigenous Studies program in Equity Studies. These modifications will shift the focus of the program to Indigenous Studies, which we agree is both timely and useful.

In addition, the Department of Humanities supports the inclusion of the following courses in fulfilling program requirements:

AP/HUMA 3537 3.00/AP/CDNS/MIST 3839 3.00 Canadian Native Autobiography

AP/MIST 3310 CDNS/HUMA 3530 6.00/3.00 Metis Issues in North America

AP/MIST/CDNS/HUMA3536 3.00 Indigenous People, Legend and Memory

AP/MIST/CDNS/HUMA 3538 6.00 Comparative Issues in Canadian and American Native Literature

AP/HUMA/MIST 4200 6.00: Metis Identities, Families and Issues in Canada

AP/HUMA 4144 3.00: Indigenous Knowledge and Children's Literature

Sincerely,



Andrea A. Davis, PhD
Chair, Department of Humanities



OFFICE OF THE FACULTY COUNCIL
NEW COURSE PROPOSAL FORM

Faculty-level Curriculum Committee Submission Deadlines & Details

Fall Winter 2018-19, Summer 2019 Academic Sessions

June 1, 2017 Complete proposal package for all proposal types

October 15, 2017 Complete proposal package for New Course proposals and Changes to Existing Courses

Early submissions are welcome and appreciated. Incomplete and late proposals may not be processed in time for the requested academic session.

New Course proposal packages include the proposal form, a library statement, and consultation form (if applicable).

New: Submit your proposal using the new [online submission form](#).

NOTE: A Change to Existing Degree/Certificate proposal is required if a new course is to be coded as a program requirement in the course repository and included in as a Degree Requirement in the official undergraduate Academic Calendar.

Department:

Equity Studies

UPD:

Livy Visano

Proponent Name:

Bonita Lawrence

Proponent Email:

bonital@yorku.ca

Effective Session:

Term: (e.g., Fall; Winter; Summer)

Fall-Winter

Year:

2018-2019

New Course Information (Originator):

Faculty:

AP

Rubric:

INDG

Course #:

2050

Weight:

6

Indicate both the fee and MET weight if different from the academic weight: e.g., AC = 6.00, FEE = 6

FEE:

Expected enrolment:

50

Please specify if this is a York Abroad course: ☐ Yes ☒ No

Course Title: Maximum 100 characters. The official name of the course as it will appear in the Undergraduate Calendar.

INDG 2050 Indigenous Spirituality in the Contemporary World

Short Title: Maximum 40 characters, including punctuation and spaces.

The short title appears on any documents where space is limited (e.g. transcripts and lecture schedules).

Indigenous Spirituality

Brief Course Description: Maximum 60 words. This is the official description of the course as it will appear in the Undergraduate Calendar.

The course description should be carefully written to convey what the course is about. For editorial consistency, **verbs should be in the present tense** (i.e., "This course analyzes the nature and extent of...", rather than "This course will analyze...").

This course introduces students to Indigenous spiritualities grounded in the contemporary worlds of the Indigenous peoples whose territories lie in Central and Eastern Canada, primarily of the Anishinaabeg, Haudenosaunee, Cree, and Metis peoples, although some texts will address diverse peoples' spiritual worldviews. The texts will be supplemented by visits with Elders as well as ceremonial and land-based practices.

Prerequisites:	INDG 1050 6.00 Introduction to Indigenous Studies
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Co-requisites:	None
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¹ Course credit exclusions:	None
--	------

Language of Instruction:	English
--------------------------	---------

Include the following information only if the course is limited to a specific group of students; closed to a specific group of students; and/or if there is any additional information necessary for students to know before enrolling (notes).

Open to:	Students in Indigenous Studies program or those from the former Indigenous Studies stream in MIST
----------	---

Not open to:	
--------------	--

Expanded Course Description: Maximum 250 Words

The expanded course description must begin with the brief course description and include topics/theories.

This course introduces students to Indigenous spiritualities grounded in the contemporary worlds of the Indigenous peoples whose territories lie in Central and Eastern Canada, primarily of the Anishinaabeg, Haudenosaunee, Cree, and Metis peoples, although some texts will address diverse peoples' spiritual worldviews. The texts will be supplemented by visits with Elders as well as ceremonial and land-based practices. Topics include examples of the role of spirituality in shaping anti-colonial resistance, a history of suppression of Indigenous spirituality, the survival and revival of spiritual practices, the importance of land to spiritual heritage and of protecting the land against resource development, and the importance of spirituality to the survival of contemporary Indigenous communities. Struggles around the repatriation of sacred artifacts will also be addressed. The texts also engage in the personal journeys of Indigenous individuals in relationship to their spirituality and the struggles they have faced with residential schooling which accompanied the outlawing of spiritual practices.

¹ "Course credit exclusion" is a formal status accorded to pairs of courses that are recognized as having sufficient overlap in content to warrant specifically excluding students from obtaining credit for both.

Will this course be cross-listed?²

no

If yes, cross-listed to: (please complete details below)

Faculty:

Rubric:

Course #:

Weight:

Faculty:

Rubric:

Course #:

Weight:

Additional cross-listings (if applicable):

Will this course be integrated with a Faculty of Graduate Studies course? (Yes/No)

No

If yes, integrated with:

Faculty:

Rubric:

Course #:

Weight:

Relevance

Which program(s) (or certificates) will this new course be applicable to and how?

e.g., Program: English; Relevance: Core course.

Program:

Indigenous Studies Program

Relevance:

Core Course

Program:

Relevance:

Program:

Relevance:

Program:

Relevance:

Additional program relevance(s) (if applicable):

Course Specific Learning Outcomes:

Students gain an introductory grasp of some aspects of the Indigenous spiritual heritages of the nations who have occupied and continue to occupy the ground where the university is situated, and an understanding of the role of spirituality for Indigenous individuals, families and communities. Through learning about the histories of suppression of Indigenous spirituality, students will gain a heightened understanding of the contemporary crises that still wrack many Indigenous communities, as well as efforts to overcome these crises.

Course Rationale:

1. How does the course contribute to the program learning outcomes of the program/degree?

Proponents are asked to specifically make reference to the **University Undergraduate Degree-Level Expectations (UUDLES) Statement** for the program/degree when providing details as to how this new course will contribute to the program learning outcomes. The OCAV Guidelines on **UUDLES** can be found [here](#).

DEPTH AND BREADTH OF KNOWLEDGE: This course provides depth and breadth of knowledge in the third thematic area of the program: Traditional Knowledge & Worldviews. It aligns specifically with the program learning objective for students to develop a basic understanding of Indigenous worldviews, spiritualities, and relationships to the land through experiential knowledge from Elders as well as through texts.

APPLICATION OF KNOWLEDGE: This course will allow students to apply their knowledge according to the following program Learning Outcome:

² Cross-listed courses are offered jointly by two or more teaching units (such as departments or schools), or teaching units in two or more different Faculties. Regardless of the offering Faculty or discipline identified by the course prefix of a cross-listed course, every offered section of a cross-listed course is substantially the same as every other and all are therefore recognized as instances of the "same" course.

- Students will gain experiential knowledge from engaging with Elders on issues relating to culture and spirituality; this will enable students to explore, in fundamental ways, questions of values, particularly relating to the importance of land and the strong emphasis on material consumption that characterizes Canadian society

AWARENESS OF LIMITS OF KNOWLEDGE: This course aligns with the following program Learning Outcome regarding students' awareness of the limits of their own knowledge:

- Students will gain an understanding that their experiential knowledge of Indigenous cultural practices and traditional knowledge will of necessity be understood only as a beginner's knowledge, since they will work with elders who have acquired advanced traditional knowledge only after years of dedicated effort.

2. Please indicate the relationship of the proposed course to other existing offerings, particularly in terms of overlap in objectives and/or content.

There are currently no courses addressing Indigenous spirituality at York. The course will provide a foundation for the 3rd and 4th year experiential education courses.

Course Design

Please indicate how the course design supports students in achieving the learning outcomes.

- *For example, in the absence of contact hours what role does student-to-student and/or student-to-instructor communication play, and how is it encouraged?*
- *Detail any aspects of the content, delivery, or learning goals that involve "face-to-face" communication, non-campus attendance or experiential education components.*
- *Alternatively, explain how the course design encourages student engagement and supports student learning in the absence of substantial on-campus attendance.*
- *If this course incorporates Experiential Education, please contact the Experience Education Program Coordinator (eelaps@yorku.ca).*

Approximately sixteen weeks of the course will involve classroom teaching in the form of both lecturing and discussion, using a range of texts. Four weeks will involve having traditional elders attend class to speak to the students about spirituality. Four weeks will involve ceremonies and land-based teachings—in the teepee at York University, in a sweat lodge at a Native organization, and in land-based teachings.

1. Please indicated the planned frequency of offering and the number of sections anticipated (every year, alternate years, etc.)?

Frequency of offering:	Annually
Number of sections anticipated:	1

2. Please list the names of the department/school members currently competent to teach the course.

Bonita Lawrence, David T. McNab, Elizabeth Brule

3. Please list the instructor(s) likely to teach the course in the coming year.

Bonita Lawrence

4A. Please indicate the number of contact hours (defined in terms of hours, weeks, etc) in order to indicate whether an effective length of term is being maintained.

Hours:	3 hours a week
Weeks:	24 weeks (for a 6 credit course)

4B. or in the absence of scheduled contact hours a detailed breakdown of the estimated time students are likely to spend engaged in learning activities required by the course.

Evaluation:

Please address the following questions and provide details:

1. Please provide a detailed description of the basis of evaluation for the proposed course, including the type and percentage value of each assignment (out of 100%).

Note: when participation is one of the methods of evaluation, please provide a brief description of how it will be evaluated (e.g., participation in tutorial discussions; submission of response papers; leading a tutorial discussion; etc.).

Assignment:	Responses to readings: 1 st Assignment	Value (%):	15%
Assignment:	Responses to readings: 2 nd Assignment	Value (%):	15%
Assignment:	Responses to readings: 3 rd Assignment	Value (%):	15%
Assignment:	Responses to readings: 4 th Assignment	Value (%):	15%
Assignment:	Attendance for Elders' visits	Value (%):	15%
Assignment:	Attendance at ceremonies	Value (%):	15%
Assignment:	Final Paper	Value (%):	10%
Assignment:		Value (%):	
		Total (%):	100 %

2. If the course is to be integrated (graduate/undergraduate), please list the additional evaluation requirements for graduate students.

n/a

3. If the proposed course is amenable to technologically mediated forms of delivery, please identify how the integrity of learning evaluation will be maintained (will "on-site" examinations be required, etc.)

n/a

Other Resources:

Please provide a statement regarding the adequacy of physical resources (equipment, space, etc.). If other resources will be required to mount this course, please explain.

Courses will not be approved unless it is clear that adequate resources are available to support it.

The only resources needed are \$200 honoraria for elders' visits (beyond the visitors' amounts allocated once a term per course).

Bibliography and Resources Lists

The reading lists must contain complete bibliographical information (full name of author, title, year of publication, etc.).

Required Reading List

The texts and readings included on this list are to be chosen from:

The Knowledge Seekers: Embracing Indigenous Spirituality by Blair Stonechild (2016, University of Regina Press)

Severing the Ties that Bind: Government Repression of Indigenous Religious Ceremonies on the Prairies by Katherine Pettipas (1994: University of Manitoba Press)

Preserving the Sacred: Historical Perspectives on the Ojibwa Midewiwin by Michael Angel (2002 Univ. Manitoba Press)

Wovoka and the Ghost Dance. Written by Michael Hitton, Edited by Don Lynch (1990 University of Nebraska Press)

Peace, Power and Righteousness: An Indigenous Manifesto by Taiaiake Alfred (1999, Oxford University Press)

Iroquois on Fire: A Voice from the Mohawk Nation by Douglas M. George-Kanentiio (2006, University of Nebraska Press)

God is Red: A Native View of Religion. By Vine Deloria Jr, (30th Anniversary Edition, 1973, 1992, 2003, Fulcrum Press)

Native American Religious Identity: Unforgotten Gods. Edited by Jace Weaver. (1998, Orbis Books)

Recovering the Sacred: The Power of Naming and Claiming by Winona LaDuke (2005: Between the Lines Press)

The Manitous: The Spiritual World of the Ojibway by Basil Johnston (2001, Minnesota Historical Society Press)

Rekindling the Sacred Fire: Métis Ancestry and Anishinaabe Spirituality by Chantal Fiola (University of Manitoba Press, 2015)

Suggested Reading List

From the Glittering World: A Navajo Story by Irwin Morris (1997, University of Oklahoma Press)

Folktales from the Amazon. Edited by Juan Carlos Galeano, Translated by Rebecca Morgan and Kenneth Watson (1999: Libraries Unlimited, Greenwood Press).

Online Resources List

--

If the course is to be integrated (graduate/undergraduate), please list the additional readings required for graduate students (please include complete bibliographical information as indicated above).

If no additional readings are to be required, please provide a rationale as to why.

--

Library Support Statement:

Proposals for new courses **must include a library support statement** from the [Bibliographer](#) responsible for the relevant discipline to indicate whether resources are adequate to support the course.

Confirmation of Consultation/Approval

If the proposed course is to be cross-listed, integrated, listed as a course credit exclusion with another course, or listed as a major/minor course option in another program, approval from all of the relevant parties is also required. **Proposals which require consultation but are submitted without evidence of consultation will not be considered.**

Is evidence of consultation attached? (please check) ☒ **Yes** ☐ **Not applicable**

[Curriculum Toolkit: Consultation Form](#)

Departmental Curriculum Approval

The Committee on Curriculum, Curricular Policy and Standards will not consider new course proposals that have not been approved by the Department responsible for offering the course.

Livy Visano	Chair, Dept of Equity Studies Curriculum Committee	May 21, 2017
Name	Position	Date
Minoo Derayeh	Chair, Dept of Equity Studies	May 21, 2017
Name	Position	Date
Click here to enter text.	Click here to enter text.	Click here to enter a date.
Name	Position	Date

Scott Reference

4700 Keele St.
Toronto ON
Canada M3J 1P3
Tel 416 736-2100
Ext. 33428
Fax 416 736-5920
<http://www.library.yorku.ca/ScottReference>

May 25, 2017

Re: New Course Proposal – INDG 2050 *Indigenous Spirituality in the Contemporary World*

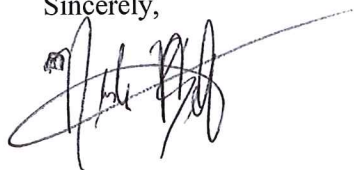
Dear Dr. Bonita Lawrence

I have reviewed the new course proposal material for INDG 2050 *Indigenous Spirituality in the Contemporary World*. I have checked the proposed bibliography and found that most of the required readings are available at the York University Libraries. I have ordered copies of the two titles we currently do not own which should be available in the library by the start of the course in fall 2018.

The Libraries offers reference sources, books, journals (e.g. *Canadian Journal of Native Studies*, *Native Studies Review*, *American Indian Quarterly*, and *Windspeaker*), government documents, electronic indexes, films, music and DVDs to support learning in this course. Given the interdisciplinary nature of the course, there are a variety of online indexes (such as *Bibliography of Native North Americans*, *ATLA Religion Database*, *CBCA Complete*, and *America: History and Life*) that might be particularly useful for the final research paper. Learners can access many of the resources related to indigenous spirituality via the *First Nations, Métis & Inuit in Canada* (<http://researchguides.library.yorku.ca/fnmi>) and *Humanities* (<http://researchguides.library.yorku.ca/humanities>) research guides.

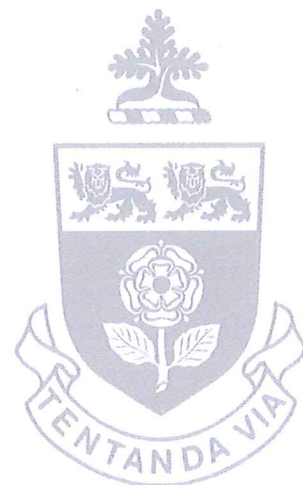
The Libraries, particularly the Learning Commons in Scott Library, offers a number of services and workshops to support student learning. The Libraries also offers course or program-specific library instruction sessions focusing on research strategies and discipline-appropriate resources. I am confident the Libraries' resources will help to make this course a success and am therefore pleased to support this proposal.

Sincerely,



Norda Bell

Liaison to Department of Equity Studies



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NEW COURSE PROPOSAL FORM

Faculty-level Curriculum Committee Submission Deadlines & Details

Fall Winter 2018-19, Summer 2019 Academic Sessions

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New: Submit your proposal using the new [online submission form](#).

NOTE: A Change to Existing Degree/Certificate proposal is required if a new course is to be coded as a program requirement in the course repository and included in as a Degree Requirement in the official undergraduate Academic Calendar.

Department:

Equity Studies

UPD:

Livy Visano

Proponent Name:

Bonita Lawrence

Proponent Email:

bonital@yorku.ca

Effective Session: Term: (e.g., Fall; Winter; Summer)

Fall-Winter

Year:

2018-19

New Course Information (Originator):

Faculty:

AP

Rubric:

INDG

Course #:

3050

Weight:

6

Indicate both the fee and MET weight if different from the academic weight: e.g., AC = 6.00, FEE = 6

FEE:

Expected enrolment:

50

Please specify if this is a York Abroad course: ☐ Yes ☒ No

Course Title: Maximum 100 characters. The official name of the course as it will appear in the Undergraduate Calendar.

Indigenous Protocols and Methodologies: Contexts and Relationships

Short Title: Maximum 40 characters, including punctuation and spaces.

The short title appears on any documents where space is limited (e.g. transcripts and lecture schedules).

Indigenous Protocols and Methodologies
--

Brief Course Description: Maximum 60 words. This is the official description of the course as it will appear in the Undergraduate Calendar.

The course description should be carefully written to convey what the course is about. For editorial consistency, **verbs should be in the present tense** (i.e., "This course analyzes the nature and extent of..." rather than "This course will analyze...").

This course addresses issues that arise when conducting research with Indigenous peoples. Covering both quantitative and qualitative Indigenous research, this course enables students to navigate Indigenous protocols and those demanded by government funding agencies, questions of intellectual property rights, the permissions required at multiple levels in order to conduct research in Indigenous communities, and how research can be Indigenized.
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Prerequisites:	INDG 1050 6.00, INDG 2050 6.00
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Co-requisites:	None
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¹ Course credit exclusions:	None
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Language of Instruction:	English
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Include the following information only if the course is limited to a specific group of students; closed to a specific group of students; and/or if there is any additional information necessary for students to know before enrolling (notes).

Open to:	Indigenous Studies Students
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Not open to:	
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Expanded Course Description: Maximum 250 Words

The expanded course description must begin with the brief course description and include topics/theories.

This course addresses issues that arise when conducting research with Indigenous peoples. Addressing both quantitative and qualitative research methods, this course engages centrally with how to Indigenize research, involving questions of intellectual property rights, and the importance of grounding Indigenous research methods in Indigenous epistemologies and axiologies. They explore topics such as decolonizing theory, story as method, research as ceremony, and situating self and culture. This course also helps students gain confidence in negotiating multiple research protocols—from the SSHRC guidelines on conducting research with Indigenous peoples to York Ethics Review requirements to the separate tribal council, community, and Elders' protocols that the student may encounter, and how to conduct ethical research with Indigenous communities that lack such protocols. Students develop an awareness of how to approach negotiating consent from research participants when the knowledge in question is communal and not individual. In conducting quantitative analysis, particularly in terms of engaging with statistics, students learn about ethical concerns with how Indigenous communities are represented in government statistics.
--

¹ "Course credit exclusion" is a formal status accorded to pairs of courses that are recognized as having sufficient overlap in content to warrant specifically excluding students from obtaining credit for both.

Will this course be cross-listed?²

no

If yes, cross-listed to: (please complete details below)

Faculty:

Rubric:

Course #:

Weight:

Faculty:

Rubric:

Course #:

Weight:

Additional cross-listings (if applicable):

Will this course be integrated with a Faculty of Graduate Studies course? (Yes/No)

No

If yes, integrated with:

Faculty:

Rubric:

Course #:

No

Weight:

Relevance

Which program(s) (or certificates) will this new course be applicable to and how?

e.g., Program: English; Relevance: Core course.

Program:

Indigenous Studies

Relevance:

Core Course

Program:

Relevance:

Program:

Relevance:

Program:

Relevance:

Additional program relevance(s) (if applicable):

Course Specific Learning Outcomes:

Students will have learned how to shape their research with Indigenous peoples in ways that are ethical, that promote equity between researcher and those being researched, and that respond to the research needs of Indigenous communities.

Intellectually, students will have understood the commonalities and differences between qualitative Indigenous methodologies and other research lenses, including feminist research methodologies and postcolonial research, and the importance of relationships within Indigenous research methodologies.

Students will also have learned the importance of conducting quantitative Indigenous research, and will be aware of critiques of the role of government statistics in creating perceptions of Indigenous dysfunction.

Course Rationale:

1. How does the course contribute to the program learning outcomes of the program/degree?

Proponents are asked to specifically make reference to the **University Undergraduate Degree-Level Expectations (UUDLES) Statement** for the program/degree when providing details as to how this new course will contribute to the program learning outcomes. The OCAV Guidelines on **UUDLES** can be found [here](#).

KNOWLEDGE OF METHODOLOGY: This course contributes significantly to students' knowledge of the methodological approaches that work best in Indigenous Studies. It aligns specifically with the following Program Learning Outcomes:

- Students will comprehend how Indigenous worldviews and values are central in conducting research in

² Cross-listed courses are offered jointly by two or more teaching units (such as departments or schools), or teaching units in two or more different Faculties. Regardless of the offering Faculty or discipline identified by the course prefix of a cross-listed course, every offered section of a cross-listed course is substantially the same as every other and all are therefore recognized as instances of the "same" course.

Indigenous communities, including knowledge of the importance of respect, inclusion, and reciprocity.

- Students will acquire knowledge of qualitative and quantitative methodologies

Students will gain an understanding of Indigenous epistemologies, axiologies, and protocols.

AUTONOMY AND PROFESSIONAL CAPACITY: This course will be central to developing a student's skills in negotiating relationships with Indigenous communities, in ways that demands initiative, academic integrity and social responsibility. Specifically, it corresponds to the following Program Learning Objective:

- Students will be equipped to enter certain professions (law, social work, education) where a broad knowledge of Indigenous realities and perspectives will be central to their capacity to thrive in their professions and serve their clients or students well.

2. Please indicate the relationship of the proposed course to other existing offerings, particularly in terms of overlap in objectives and/or content.

AP/HREQ 3100 6.00 Research Methods in Equity Studies addresses general research methods with relatively minimal Indigenous content (depending on the faculty member teaching it, Indigenous content typically will range from one to three weeks in a six credit course). INDG 3050 6.00 will address both qualitative and quantitative research methods; however, the course will be framed within Indigenous epistemologies, axiologies and protocols, and will address the particular challenges and potential pitfalls that students will have to negotiate in conducting research with Indigenous peoples.

Course Design

Please indicate how the course design supports students in achieving the learning outcomes.

- *For example, in the absence of contact hours what role does student-to-student and/or student-to-instructor communication play, and how is it encouraged?*
- *Detail any aspects of the content, delivery, or learning goals that involve "face-to-face" communication, non-campus attendance or experiential education components.*
- *Alternatively, explain how the course design encourages student engagement and supports student learning in the absence of substantial on-campus attendance.*
- *If this course incorporates Experiential Education, please contact the Experience Education Program Coordinator (eelaps@yorku.ca).*

Weekly classes (3 hours/week) will be held on campus throughout the academic year, in addition to weekly office hours. The classes will be a mixture of lectures and small-group discussions. Throughout the second half of the term, each group will engage with case studies relating to both the practicalities (such as the length of time it typically takes to negotiate community permissions to engage in research) and the potential pitfalls (particularly in communities that lack formal research protocols). The small groups will then report their findings in the larger group for discussion.

1. Please indicated the planned frequency of offering and the number of sections anticipated (every year, alternate years, etc.)?

Frequency of offering:	Once a year
Number of sections anticipated:	1

2. Please list the names of the department/school members currently competent to teach the course.

Maggie Quirt, Elizabeth Brule, Bonita Lawrence

3. Please list the instructor(s) likely to teach the course in the coming year.

Elizabeth Brule

4A. Please indicate the number of contact hours (defined in terms of hours, weeks, etc) in order to indicate whether an effective length of term is being maintained.

Hours:	5 hours/week (3 hours in class, 2 hours of office hours)
Weeks:	24 weeks

4B. or in the absence of scheduled contact hours a detailed breakdown of the estimated time students are likely to spend engaged in learning activities required by the course.

Evaluation:

Please address the following questions and provide details:

1. Please provide a detailed description of the basis of evaluation for the proposed course, including the type and percentage value of each assignment (out of 100%).

Note: when participation is one of the methods of evaluation, please provide a brief description of how it will be evaluated (e.g., participation in tutorial discussions; submission of response papers; leading a tutorial discussion; etc.).

Assignment:	Indigenous Epistemologies, Indigenous Axiologies – Response paper	Value (%):	20%
Assignment:	Qualitative Research Methods – Response paper	Value (%):	15%
Assignment:	Indigenous Statistics and Quantitative Research methods – Response paper	Value (%):	20%
Assignment:	Participation: in-class discussion, small group discussion	Value (%):	15%
Assignment:	Case Studies (group work)	Value (%):	15%
Assignment:	Oral Presentations	Value (%):	15%
Assignment:		Value (%):	
Assignment:		Value (%):	
		Total (%):	100 %

2. If the course is to be integrated (graduate/undergraduate), please list the additional evaluation requirements for graduate students.

3. If the proposed course is amenable to technologically mediated forms of delivery, please identify how the integrity of learning evaluation will be maintained (will “on-site” examinations be required, etc.)

Other Resources:

Please provide a statement regarding the adequacy of physical resources (equipment, space, etc.). If other resources will be required to mount this course, please explain.

Physical resources are adequate for this course.

Courses will not be approved unless it is clear that adequate resources are available to support it.

Bibliography and Resources Lists

The reading lists must contain complete bibliographical information (full name of author, title, year of publication, etc.).

Required Reading List

The texts and readings included on this list are to be chosen from:

Indigenous Methodologies: Characteristics, Conversations and Contexts by Margaret Kovach (2010, University of Toronto Press).

Research is Ceremony: Indigenous Research Methods by Shawn Wilson (2009, Fernwood Press).

Indigenous Research Methodologies by Dr. Bagele Chilisa (2011, SAGE Publishing).

Indigenous Statistics: A Quantitative Research Methodology by Maggie Walter and Chris Anderson (2013, Routledge).

Decolonizing Methodologies: Research and Indigenous Peoples by Linda Tuhiwai Smith (2nd edition, 2012, Zed Books).

Suggested Reading List

Power, by Linda Hogan (1999, W. W. Norton & Company).

Online Resources List

- [United Nations Declaration on the Rights of Indigenous Peoples](#) (2007)
- [Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans. Chapter 9: Research Involving the First Nations, Inuit and Métis Peoples of Canada](#)
- [SSHRC's definition of Aboriginal research](#)
- [Guidelines for the Merit Review of Aboriginal Research](#)

If the course is to be integrated (graduate/undergraduate), please list the additional readings required for graduate students (please include complete bibliographical information as indicated above).

If no additional readings are to be required, please provide a rationale as to why.

Library Support Statement:

Proposals for new courses must include a library support statement from the [Bibliographer](#) responsible for the

relevant discipline to indicate whether resources are adequate to support the course.

Confirmation of Consultation/Approval

If the proposed course is to be cross-listed, integrated, listed as a course credit exclusion with another course, or listed as a major/minor course option in another program, approval from all of the relevant parties is also required. **Proposals which require consultation but are submitted without evidence of consultation will not be considered.**

Is evidence of consultation attached? (please check) ☒ **Yes** ☐ **Not applicable**

[Curriculum Toolkit: Consultation Form](#)

Departmental Curriculum Approval

The Committee on Curriculum, Curricular Policy and Standards will not consider new course proposals that have not been approved by the Department responsible for offering the course.

Livy Visano	Professor and Chair of Curriculum Committee	May 11, 2017
Name	Position	Date
James Laxer	Professor	May 11, 2017
Name	Position	Date
Minoo Derayeh	Associate Professor and Chair of Equity Studies	May 11, 2017
Name	Position	Date

Scott Reference

4700 Keele St.
Toronto ON
Canada M3J 1P3
Tel 416 736-2100
Ext. 33428
Fax 416 736-5920
<http://www.library.yorku.ca/ScottReference>

May 24, 2017

Re: New Course Proposal – INDG 3050 *Indigenous Protocols and Methodologies: Contexts and Relationships*

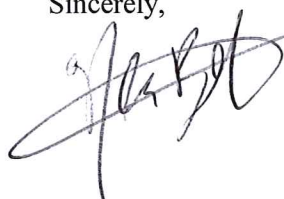
Dear Dr. Bonita Lawrence,

I have reviewed the new course proposal material for INDG 3050 “Indigenous Protocols and Methodologies: Contexts and Relationships”. The Libraries own multiple copies of all the required texts listed in the proposed bibliography.

The York Libraries offers books, government documents, journals and electronic indexes that might support research for this course. Researchers in this course will have access to periodical literature in indigenous studies primarily through *Bibliography of Native North Americans*, *First Nations Periodical Index* and *North American Indian Thought and Culture*. The Libraries also provide access to resources relevant to research methodologies, notably *Sage Research Methods* (an online database of over 1000 books, reference works, journal articles on all areas of research methods) and *Sociological Abstract* (an online index to academic literature in sociology). Students can start their research by consulting the *First Nations, Métis & Inuit in Canada* (<http://researchguides.library.yorku.ca/fnmi>) and *Sociology* (<http://researchguides.library.yorku.ca/sociology>) guides.

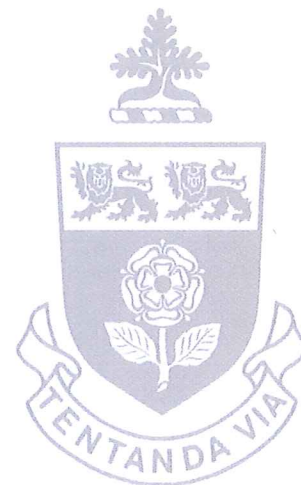
The Libraries also offers course or program-specific library instruction sessions focusing on research strategies and discipline-appropriate resources. I am confident the Libraries’ resources will help to make this course a success and am therefore pleased to support this proposal.

Sincerely,



Norda Bell

Liaison to Department of Equity Studies



OFFICE OF THE FACULTY COUNCIL
NEW COURSE PROPOSAL FORM

Faculty-level Curriculum Committee Submission Deadlines & Details

Fall Winter 2018-19, Summer 2019 Academic Sessions

June 1, 2017 Complete proposal package for all proposal types

October 15, 2017 Complete proposal package for New Course proposals and Changes to Existing Courses

Early submissions are welcome and appreciated. Incomplete and late proposals may not be processed in time for the requested academic session.

New Course proposal packages include the proposal form, a library statement, and consultation form (if applicable).

New: Submit your proposal using the new [online submission form](#).

NOTE: A Change to Existing Degree/Certificate proposal is required if a new course is to be coded as a program requirement in the course repository and included in as a Degree Requirement in the official undergraduate Academic Calendar.

Department:

Equity Studies

UPD:

Livy Visano

Proponent Name:

Bonita Lawrence

Proponent Email:

bonital@yorku.ca

Effective Session: Term: (e.g., Fall; Winter; Summer)

Fall-Winter

Year:

2018-2019

New Course Information (Originator):

Faculty:

AP

Rubric:

INDG

Course #:

3060

Weight:

3

Indicate both the fee and MET weight if different from the academic weight: e.g., AC = 6.00, FEE = 6

FEE:

Expected enrolment:

5*

*This is an individually supervised course, not a classroom course.

Please specify if this is a York Abroad course: ☐ Yes ☒ No

Course Title: **Maximum 100 characters.** The official name of the course as it will appear in the Undergraduate Calendar.

Indigenous Cultural Experience

Short Title: Maximum 40 characters, including punctuation and spaces.

The short title appears on any documents where space is limited (e.g. transcripts and lecture schedules).

Indigenous Cultural Experience

Brief Course Description: Maximum 60 words. This is the official description of the course as it will appear in the Undergraduate Calendar.

The course description should be carefully written to convey what the course is about. For editorial consistency, **verbs should be in the present tense** (i.e., "This course analyzes the nature and extent of..." rather than "This course will analyze...").

This course enables students to engage in a three-credit independent study, involving cultural activity, such as ceremonies, Elders' teachings, or language classes.	
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Prerequisites:	INDG 1050, INDG 2050
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Co-requisites:	
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¹ Course credit exclusions:	
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Language of Instruction:	English
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Include the following information only if the course is limited to a specific group of students; closed to a specific group of students; and/or if there is any additional information necessary for students to know before enrolling (notes).

Open to:	Students who have completed 48 credits in the BA Honours or BA Specialized Honours Program in Indigenous Studies.
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Not open to:	
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Expanded Course Description: Maximum 250 Words

The expanded course description must begin with the brief course description and include topics/theories.

This course enables students to engage in a three-credit independent study, involving cultural activity, such as ceremonies, Elders' teachings, or language classes. All of the cultural activities also involve readings, reflection journals on how these activities are important and what students are learning, and final papers. There is no classroom instruction—the course is considered an individual supervision by the professor involved.
--

In order to register for this course, the student must find a supervisor in the program willing to supervise him or her, and must have planned out the cultural activities with the supervisor and the organizations involved. A repository/list of cultural organizations will be kept in the department. If students find their own activities/placement, faculty will negotiate and approve the activity(s). Students must also negotiate with the faculty supervisor as to relevant readings that may be required, journal-writing and final paper requirements, and the frequency and type of contact between the faculty member and the student. Student's completion of cultural activities must be confirmed by a statement from the individual(s) or organizations with whom they are engaging in the cultural activities in order to achieve a certificate of completion.

Because cultural activities frequently involve ceremonies and other activities which are learning-intensive, 60 hours of cultural activities are considered to be sufficient for a 3 credit course.

¹ "Course credit exclusion" is a formal status accorded to pairs of courses that are recognized as having sufficient overlap in content to warrant specifically excluding students from obtaining credit for both.

Will this course be cross-listed?²

no

If yes, cross-listed to: (please complete details below)

Faculty:

Rubric:

Course #:

Weight:

Faculty:

Rubric:

Course #:

Weight:

Additional cross-listings (if applicable):

Will this course be integrated with a Faculty of Graduate Studies course? (Yes/No)

No

If yes, integrated with:

Faculty:

Rubric:

Course #:

Weight:

Relevance

Which program(s) (or certificates) will this new course be applicable to and how?

e.g., Program: English; Relevance: Core course.

Program:

Indigenous Studies

Relevance:

Elective

Program:

Relevance:

Program:

Relevance:

Program:

Relevance:

Additional program relevance(s) (if applicable):

Course Specific Learning Outcomes:

This course enables Indigenous students who wish to engage in cultural knowledge to focus, for a twelve-week interval, on a particular aspect of their cultural heritage—whether it involves ceremonies, language, working with Elders, or relationship to land. For non-Indigenous students, participation at cultural venues—taking Indigenous languages, attending cultural and social events such as sunrise ceremonies, drum socials, and powwows, and speaking with Elders at Dodem Kanonhsa', a Native organization which focuses on cross-cultural relations, will provide experiential education about the social or ceremonial aspects of Native life. For Indigenous and non-Indigenous students alike, a more profound appreciation for cultural knowledge is a central aspect of Indigenous Studies.

Course Rationale:

1. How does the course contribute to the program learning outcomes of the program/degree?

Proponents are asked to specifically make reference to the **University Undergraduate Degree-Level Expectations (UUDLES) Statement** for the program/degree when providing details as to how this new course will contribute to the program learning outcomes. The OCAV Guidelines on **UUDLES** can be found [here](#).

DEPTH AND BREADTH OF KNOWLEDGE: This course provides depth and breadth of knowledge in the second thematic area of the program: Indigenous Identities. It aligns specifically with the following program Learning Outcome:

- Students will gain familiarity with aspects of Indigenous cultural production and its importance for Indigenous identity, cultural recovery, and community rebuilding

For many students, this course will also give depth and breadth of knowledge in the third thematic area of the program: Traditional Knowledge & Worldviews. It aligns specifically with the following program Learning Outcome:

² Cross-listed courses are offered jointly by two or more teaching units (such as departments or schools), or teaching units in two or more different Faculties. Regardless of the offering Faculty or discipline identified by the course prefix of a cross-listed course, every offered section of a cross-listed course is substantially the same as every other and all are therefore recognized as instances of the "same" course.

- Students will develop a basic understanding of Indigenous worldviews, spiritualities, and relationships to the land through experiential knowledge from Elders as well as through texts

APPLICATION OF KNOWLEDGE: This course allows students to apply their knowledge according to the following program Learning Outcome:

- Students will gain experiential knowledge from engaging with Elders on issues relating to culture and spirituality; this will enable students to explore, in fundamental ways, questions of values, particularly relating to the importance of land and the strong emphasis on material consumption that characterizes Canadian society.

2. Please indicate the relationship of the proposed course to other existing offerings, particularly in terms of overlap in objectives and/or content.

This course is unique as an experiential education course in the opportunities it offers for students to develop Indigenous cultural and intellectual knowledge.

Course Design

Please indicate how the course design supports students in achieving the learning outcomes.

- For example, in the absence of contact hours what role does student-to-student and/or student-to-instructor communication play, and how is it encouraged?*
- Detail any aspects of the content, delivery, or learning goals that involve "face-to-face" communication, non-campus attendance or experiential education components.*
- Alternatively, explain how the course design encourages student engagement and supports student learning in the absence of substantial on-campus attendance.*
- If this course incorporates Experiential Education, please contact the Experience Education Program Coordinator (eelaps@yorku.ca).*

Students are engaging with experiential education in gaining knowledge of Indigenous cultural activities. The faculty supervising the course works out with the student the range of activities that are expected of them (readings relevant to the cultural activity, reflection journals, and a final paper) as well as what kinds of contact they will have with the faculty member—either in person, over the internet if the student is out of the city, or if necessary, by telephone). Through regular contact with the student, the instructor ensures that the student's chosen activity is proceeding as planned.

1. Please indicated the planned frequency of offering and the number of sections anticipated (every year, alternate years, etc.)?

Frequency of offering:	As individual students require it (for the faculty it represents a supervision, not a classroom course).
Number of sections anticipated:	

2. Please list the names of the department/school members currently competent to teach the course.

Maggie Quirt, Bonita Lawrence, David T. McNab

3. Please list the instructor(s) likely to teach the course in the coming year.

Bonita Lawrence

4A. Please indicate the number of contact hours (defined in terms of hours, weeks, etc) in order to indicate whether an effective length of term is being maintained.

Hours:	It can take up to ten hours initially to negotiate with the student and relevant cultural organizations for specific activities that the student will engage with, in addition to sorting out relevant readings, and detailing the written work required (generally a learning journal and a final paper). It is estimated that the student will engage in a minimum of five hours a week in ceremonies, language classes, or in learning from elders, for a total of 60 hours of experiential learning. Faculty will maintain weekly contact in person,
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	or by email or phone, or more as necessary to ensure that the negotiated experiential learning is proceeding as planned.
Weeks:	Twelve weeks

4B. or in the absence of scheduled contact hours a detailed breakdown of the estimated time students are likely to spend engaged in learning activities required by the course.

--

Evaluation:

Please address the following questions and provide details:

1. Please provide a detailed description of the basis of evaluation for the proposed course, including the type and percentage of assignment (out of 100%).

Note: when participation is one of the methods of evaluation, please provide a brief description of how it will be evaluated (e.g., discussions; submission of response papers; leading a tutorial discussion; etc.).

Assignment:	Participation in cultural activities (as evaluated by supervisor)
Assignment:	Reflection journal addressing student's experience and reflections on the process
Assignment:	Final Paper based on experience, on readings, and how they fit together
Assignment:	
Assignment:	
Assignment:	
Assignment:	
Assignment:	

2. If the course is to be integrated (graduate/undergraduate), please list the additional evaluation requirements for graduate students.

--

3. If the proposed course is amenable to technologically mediated forms of delivery, please identify how the integrity of learning evaluation will be maintained (will "on-site" examinations be required, etc.)

--

Other Resources:

Please provide a statement regarding the adequacy of physical resources (equipment, space, etc.). If other resources will be required to mount this course, please explain.

Courses will not be approved unless it is clear that adequate resources are available to support it.

The Experiential Education Office will assist with Risk Management and handle required paper work
A Student Indemnity Waiver might be required.

Bibliography and Resources Lists

The reading lists must contain complete bibliographical information (full name of author, title, year of publication, etc.).

Required Reading List

The texts and readings included on this list are to be chosen from:

The Mishomis Book: Voice of the Ojibway, by Eddie Benton-Banai (Univ Of Minnesota Press, 2nd edition, 2010)

Reading the Wampum: Essays on Hodinohso Ni' Visual Code and Epistemological Recovery by Penelope Kelsey (Syracuse University Press, 2014)

Ojibway Ceremonies, by Basil Johnston (McClelland & Stewart, 1987)

Ojibway Heritage, by Basil Johnston (McClelland & Stewart, 1987)

Manual for the Peacemaker: An Iroquois Legend to Heal Self and Society by Jean Houston and Margaret Rubin (Quest Books, 1995)

Dancing On Our Turtle's Back: Stories of Nishnaabeg Re-Creation, Resurgence, and a New Emergence by Leanne Simpson (Arbeiter Ring Publishing, 2011)

Ojibwe Waasa Inaabidaa (We Look in All Directions). Thomas Peacock and Marline Wisuri, (Minnesota Historical Press, 2002)

Suggested Reading List

Haudenosaunee Guide for Educators: <http://nmai.si.edu/sites/1/files/pdf/education/HaudenosauneeGuide.pdf>

Online Resources List

Student Guide to Experiential Education

Dodem Kanonhsa'
dodemkanonhsa.ca/

A space for learning and fostering greater acceptance, understanding and harmony between Aboriginal and Non-Aboriginal peoples.

If the course is to be integrated (graduate/undergraduate), please list the additional readings required for graduate students (please include complete bibliographical information as indicated above).

If no additional readings are to be required, please provide a rationale as to why.

Library Support Statement:
Proposals for new courses **must include a library support statement** from the [Bibliographer](#) responsible for the relevant discipline to indicate whether resources are adequate to support the course.

Confirmation of Consultation/Approval

If the proposed course is to be cross-listed, integrated, listed as a course credit exclusion with another course, or listed as a major/minor course option in another program, approval from all of the relevant parties is also required. **Proposals which require consultation but are submitted without evidence of consultation will not be considered.**

Is evidence of consultation attached? (please check) ☐ **Yes** ☒ **Not applicable**

[Curriculum Toolkit: Consultation Form](#)

Departmental Curriculum Approval		
The Committee on Curriculum, Curricular Policy and Standards will not consider new course proposals that have not been approved by the Department responsible for offering the course.		
Livy Visano	Chair of Department Curriculum Committee	May 11, 2017
Name	Position	Date
James Laxer	Professor	May 11, 2017
Name	Position	Date
Minoo Derayeh	Chair of Department of Equity Studies	May 11, 2017
Name	Position	Date



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UNIVERSITY
LIBRARIES

Scott Reference

4700 Keele St.
Toronto ON
Canada M3J 1P3
Tel 416 736-2100
Ext. 33428
Fax 416 736-5920
<http://www.library.yorku.ca/ScottReference>

May 25, 2017

Re: New Course Proposal – INDG 3060 *Independent Study: Cultural Activities and Placements*

Dear Dr. Bonita Lawrence,

I have reviewed the new course proposal material for INDG 3060 “Independent Study: Cultural Activities and Placements”. The York University Libraries will provide access to all the texts listed on the required reading list in time for the proposed fall 2018 start date. Given the nature of the independent study and the range of possible topics related to indigenous cultural activities, I strongly recommend that students registered in this course book a research consultation with a librarian to help identify relevant accessible readings in advance of negotiating these with the faculty member.

The Libraries offers books, government documents, journals and electronic indexes that might support research and readings for the cultural activities and final paper required for this course. Researchers in this course will have access to periodical literature in Indigenous studies primarily through *Bibliography of Native North Americans*, *First Nations Periodical Index* and *North American Indian Thought and Culture* as well as via more specific discipline-based indexes, including *Canadian Periodical Index*, *America History and Life*, and *Sociological Abstracts*. Students can start their research by consulting the *First Nations, Métis & Inuit in Canada* (<http://researchguides.library.yorku.ca/fnmi>) research guide.

The Libraries also offers course or program-specific library instruction sessions focusing on research strategies and discipline-appropriate resources. I am confident the Libraries’ resources will help to make this course a success and am therefore pleased to support this proposal.

Sincerely,

Norda Bell

Liaison to Department of Equity Studies



OFFICE OF THE FACULTY COUNCIL
NEW COURSE PROPOSAL FORM

Faculty-level Curriculum Committee Submission Deadlines & Details

Fall Winter 2018-19, Summer 2019 Academic Sessions

June 1, 2017 Complete proposal package for all proposal types

October 15, 2017 Complete proposal package for New Course proposals and Changes to Existing Courses

Early submissions are welcome and appreciated. Incomplete and late proposals may not be processed in time for the requested academic session.

New Course proposal packages include the proposal form, a library statement, and consultation form (if applicable).

New: Submit your proposal using the new [online submission form](#).

NOTE: A Change to Existing Degree/Certificate proposal is required if a new course is to be coded as a program requirement in the course repository and included in as a Degree Requirement in the official undergraduate Academic Calendar.

Department:

Equity Studies

UPD:

Livy Visano

Proponent Name:

Bonita Lawrence

Proponent Email:

bonital@yorku.ca

Effective Session: Term: (e.g., Fall; Winter; Summer)

Fall-Winter

Year:

2018-19

New Course Information (Originator):

Faculty:

LAPS

Rubric:

INDG

Course #:

3065

Weight:

3

Indicate both the fee and MET weight if different from the academic weight: e.g., AC = 6.00, FEE = 6

FEE:

Expected enrolment:

5*

*Individually Supervised course, not a classroom course.

Please specify if this is a York Abroad course: ☐ Yes ☒ No

Course Title: Maximum 100 characters. The official name of the course as it will appear in the Undergraduate Calendar.

Indigenous Fieldwork Placement

Short Title: Maximum 40 characters, including punctuation and spaces.

The short title appears on any documents where space is limited (e.g. transcripts and lecture schedules).

Indigenous Fieldwork Placement

Brief Course Description: Maximum 60 words. This is the official description of the course as it will appear in the Undergraduate Calendar.

The course description should be carefully written to convey what the course is about. For editorial consistency, **verbs should be in the present tense** (i.e., "This course analyzes the nature and extent of..." rather than "This course will analyze...").

This course enables students to engage in a three-credit fieldwork placement with an Indigenous organization.	
---	--

Prerequisites:	INDG 1050, INDG 2050
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Co-requisites:	
----------------	--

¹ Course credit exclusions:	
--	--

Language of Instruction:	English
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Include the following information only if the course is limited to a specific group of students; closed to a specific group of students; and/or if there is any additional information necessary for students to know before enrolling (notes).

Open to:	Students who have completed 48 credits in the BA Honours or BA Specialized Honours Program in Indigenous Studies.
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Not open to:	
--------------	--

Expanded Course Description: Maximum 250 Words

The expanded course description must begin with the brief course description and include topics/theories.

<p>This course enables students to engage in a three-credit fieldwork placement with an Indigenous organization. In order to register for this course, the student must find a supervisor in the program willing to supervise him or her. A repository/list of Indigenous organizations willing to accept field placements will be kept in the department. If students find their own placement, faculty must negotiate and approve the placement before the student can register. Students must also negotiate with the faculty supervisor as to relevant readings that may be required as well as the required final paper after the placement is completed. At the end of the placement, the organization must provide an evaluation of the student's placement activities. 100 hours of fieldwork placement are required for completing this 3 credit course.</p>

Will this course be cross-listed?²

no

If yes, cross-listed to: (please complete details below)

Faculty:

Rubric:

Course #:

Weight:

Faculty:

Rubric:

Course #:

Weight:

Additional cross-listings (if applicable):

Will this course be integrated with a Faculty of Graduate Studies course? (Yes/No)

No

¹ "Course credit exclusion" is a formal status accorded to pairs of courses that are recognized as having sufficient overlap in content to warrant specifically excluding students from obtaining credit for both.

² Cross-listed courses are offered jointly by two or more teaching units (such as departments or schools), or teaching units in two or more different Faculties. Regardless of the offering Faculty or discipline identified by the course prefix of a cross-listed course, every offered section of a cross-listed course is substantially the same as every other and all are therefore recognized as instances of the "same" course.

If yes, integrated with:

Faculty: Rubric: Course #: Weight:

Relevance

Which program(s) (or certificates) will this new course be applicable to and how?

e.g., Program: English; Relevance: Core course.

Program:	Indigenous Studies	Relevance:	Elective
Program:		Relevance:	
Program:		Relevance:	
Program:		Relevance:	

Additional program relevance(s) (if applicable):

Course Specific Learning Outcomes:

This course enables students to gain practical experience of the issues that Indigenous community organizations face through a 100-hour three-credit placement in an Indigenous organization. Students will be evaluated upon completion of the course by the organization's supervisor in order to receive a certificate of completion. The student will also write a final paper, engaging with related readings, addressing the issues that the Indigenous organization they were placed with contends with, along with the role that this organization plays within the urban Indigenous community.

Course Rationale:

1. How does the course contribute to the program learning outcomes of the program/degree?

Proponents are asked to specifically make reference to the **University Undergraduate Degree-Level Expectations (UUDLES) Statement** for the program/degree when providing details as to how this new course will contribute to the program learning outcomes. The OCAV Guidelines on **UUDLES** can be found [here](#).

DEPTH AND BREADTH OF KNOWLEDGE:

Students will learn about the issues, concerns, and possibilities facing urban Native peoples and the struggles of urban communities, using the example of Toronto's urban community (*where applicable for urban-based placements)

APPLICATION OF KNOWLEDGE:

Students will be equipped to independently assess the terms of reconciliation that Canada seeks.

Students will be able to work through the multiple contradictions within Canadian society, whereby Canada still relies on Indigenous lands to export energy or other resources, denies Indigenous peoples basic human rights to clean water, proper housing, health care, and education, and yet seeks reconciliation with respect to residential schooling

COMMUNICATION SKILLS:

Students will be engaged with Indigenous people in placements in experiential education courses where they will learn the importance of clear communication in work environments.

2. Please indicate the relationship of the proposed course to other existing offerings, particularly in terms of overlap in objectives and/or content.

This course is unique as an experiential education course in the opportunities it offers for students to obtain practical knowledge at an Indigenous organization.

Course Design

Please indicate how the course design supports students in achieving the learning outcomes.

- For example, in the absence of contact hours what role does student-to-student and/or student-to-instructor communication play, and how is it encouraged?
- Detail any aspects of the content, delivery, or learning goals that involve “face-to-face” communication, non-campus attendance or experiential education components.
- Alternatively, explain how the course design encourages student engagement and supports student learning in the absence of substantial on-campus attendance.
- If this course incorporates Experiential Education, please contact the Experience Education Program Coordinator (eelaps@yorku.ca).

This Experiential Education course enables students to gain experience through a placement in an Indigenous organization. One hundred hours of placement are required for the organization’s supervisor to evaluate the student’s work and for the student to gain a certificate of completion. The faculty supervisor negotiates expectations at the start of the course as to the student requiring an evaluation from the on-site supervisor and the requirements for a final paper. Contact will be maintained on a weekly basis through email or telephone as necessary.

1. Please indicated the planned frequency of offering and the number of sections anticipated (every year, alternate years, etc.)?

Frequency of offering:	As individual students require it (for the faculty it represents a supervision, not a classroom course).
Number of sections anticipated:	

2. Please list the names of the department/school members currently competent to teach the course.

Maggie Quirt, Bonita Lawrence, David T. McNab

3. Please list the instructor(s) likely to teach the course in the coming year.

Bonita Lawrence

4A. Please indicate the number of contact hours (defined in terms of hours, weeks, etc) in order to indicate whether an effective length of term is being maintained.

Hours:	It can take up to ten hours initially to negotiate with the student and relevant placement organizations, in addition to detailing the written work required (generally a final paper). It is estimated that the student will engage in a minimum of ten hours a week at field placement, for a total of 100 hours of placement activity for the term. Faculty will maintain weekly contact in person, or by email or phone as necessary to ensure that the placement is proceeding as planned.
Weeks:	

4B. or in the absence of scheduled contact hours a detailed breakdown of the estimated time students are likely to spend engaged in learning activities required by the course.

Evaluation:

Please address the following questions and provide details:

1. Please provide a detailed description of the basis of evaluation for the proposed course, including the type and percentage value of each assignment (out of 100%).

Note: when participation is one of the methods of evaluation, please provide a brief description of how it will be evaluated (e.g., participation in tutorial discussions; submission of response papers; leading a tutorial discussion; etc.).

Assignment:	Assessment by the Supervisor at the field placement	Value (%):	60%
Assignment:	Final Paper relating to the community issues within the Indigenous community that the placement organization is dealing with.	Value (%):	40%
Assignment:		Value (%):	
Assignment:		Value (%):	
Assignment:		Value (%):	
Assignment:		Value (%):	
Assignment:		Value (%):	
Assignment:		Value (%):	
		Total (%):	100 %

2. If the course is to be integrated (graduate/undergraduate), please list the additional evaluation requirements for graduate students.

3. If the proposed course is amenable to technologically mediated forms of delivery, please identify how the integrity of learning evaluation will be maintained (will “on-site” examinations be required, etc.)

Other Resources:

Please provide a statement regarding the adequacy of physical resources (equipment, space, etc.). If other resources will be required to mount this course, please explain.

Courses will not be approved unless it is clear that adequate resources are available to support it.

Experiential Education Office will assist with Risk Management and handle required paper work
Third Party Affiliation Agreement between the University and the learning site will be required, as well as Student
Obligation Agreement and Health & Safety Checklist for WSIB coverage.

Bibliography and Resources Lists

The reading lists must contain complete bibliographical information (full name of author, title, year of publication, etc.).

Required Reading List

The texts and readings included on this list are to be chosen from:

Reading list will vary according to the issues that the placement organization is addressing within the Indigenous community.

Suggested Reading List

Online Resources List

If the course is to be integrated (graduate/undergraduate), please list the additional readings required for graduate students (please include complete bibliographical information as indicated above).

If no additional readings are to be required, please provide a rationale as to why.

Library Support Statement:

Proposals for new courses **must include a library support statement** from the [Bibliographer](#) responsible for the relevant discipline to indicate whether resources are adequate to support the course.

Confirmation of Consultation/Approval

If the proposed course is to be cross-listed, integrated, listed as a course credit exclusion with another course, or listed as a major/minor course option in another program, approval from all of the relevant parties is also required. **Proposals which require consultation but are submitted without evidence of consultation will not be considered.**

Is evidence of consultation attached? (please check) ☐ **Yes** ☒ **Not applicable**

[Curriculum Toolkit: Consultation Form](#)

Departmental Curriculum Approval

The Committee on Curriculum, Curricular Policy and Standards will not consider new course proposals that have not been approved by the Department responsible for offering the course.

Minoo Derayah	Associate Professor	May 11, 2017
Name	Position	Date
James Laxer	Professor	May 11, 2017
Name	Position	Date
Livy Visano	Chair of Department Curriculum Committee	May 11, 2017

Scott Reference

4700 Keele St.
Toronto ON
Canada M3J 1P3
Tel 416 736-2100
Ext. 33428
Fax 416 736-5920
<http://www.library.yorku.ca/ScottReference>

May 25, 2017

Re: New Course Proposal – INDG 2050 *Indigenous Spirituality in the Contemporary World*

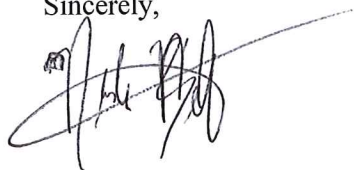
Dear Dr. Bonita Lawrence

I have reviewed the new course proposal material for INDG 2050 *Indigenous Spirituality in the Contemporary World*. I have checked the proposed bibliography and found that most of the required readings are available at the York University Libraries. I have ordered copies of the two titles we currently do not own which should be available in the library by the start of the course in fall 2018.

The Libraries offers reference sources, books, journals (e.g. *Canadian Journal of Native Studies*, *Native Studies Review*, *American Indian Quarterly*, and *Windspeaker*), government documents, electronic indexes, films, music and DVDs to support learning in this course. Given the interdisciplinary nature of the course, there are a variety of online indexes (such as *Bibliography of Native North Americans*, *ATLA Religion Database*, *CBCA Complete*, and *America: History and Life*) that might be particularly useful for the final research paper. Learners can access many of the resources related to indigenous spirituality via the *First Nations, Métis & Inuit in Canada* (<http://researchguides.library.yorku.ca/fnmi>) and *Humanities* (<http://researchguides.library.yorku.ca/humanities>) research guides.

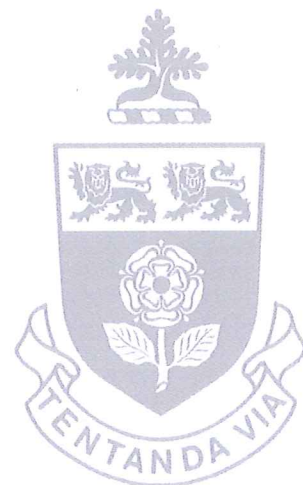
The Libraries, particularly the Learning Commons in Scott Library, offers a number of services and workshops to support student learning. The Libraries also offers course or program-specific library instruction sessions focusing on research strategies and discipline-appropriate resources. I am confident the Libraries' resources will help to make this course a success and am therefore pleased to support this proposal.

Sincerely,



Norda Bell

Liaison to Department of Equity Studies



OFFICE OF THE FACULTY COUNCIL
NEW COURSE PROPOSAL FORM

Faculty-level Curriculum Committee Submission Deadlines & Details

Fall Winter 2018-19, Summer 2019 Academic Sessions

June 1, 2017 Complete proposal package for all proposal types

October 15, 2017 Complete proposal package for New Course proposals and Changes to Existing Courses

Early submissions are welcome and appreciated. Incomplete and late proposals may not be processed in time for the requested academic session.

New Course proposal packages include the proposal form, a library statement, and consultation form (if applicable).

New: Submit your proposal using the new [online submission form](#).

NOTE: A Change to Existing Degree/Certificate proposal is required if a new course is to be coded as a program requirement in the course repository and included in as a Degree Requirement in the official undergraduate Academic Calendar.

Department:

Equity Studies

UPD:

Livy Visano

Proponent Name:

Bonita Lawrence

Proponent Email:

bonital@yorku.ca

Effective Session: Term: (e.g., Fall; Winter; Summer)

Fall-Winter

Year:

2018-2019

New Course Information (Originator):

Faculty:

AP

Rubric:

INDG

Course #:

3990

Weight:

3

Indicate both the fee and MET weight if different from the academic weight: e.g., AC = 6.00, FEE = 6

FEE:

Expected enrolment:

On an Individual basis, represents a supervision for faculty member.

Please specify if this is a York Abroad course: ☐ Yes ☒ No

Course Title: Maximum 100 characters. The official name of the course as it will appear in the Undergraduate Calendar.

Directed Reading Course

Short Title: Maximum 40 characters, including punctuation and spaces.

The short title appears on any documents where space is limited (e.g. transcripts and lecture schedules).

Directed Reading Course

Brief Course Description: Maximum 60 words. This is the official description of the course as it will appear in the Undergraduate Calendar.

The course description should be carefully written to convey what the course is about. For editorial consistency, **verbs should be in the present tense** (i.e., "This course analyzes the nature and extent of..." rather than "This course will analyze...").

This course enables students to do a 3-credit 3000-level directed reading. Students must be accepted by a faculty supervisor before they can register. A Directed Reading Application Form, including the name and signature of the supervisor, must be completed and submitted by the student. Note: only 6 credits of 3000-level reading courses are permitted for a BA in Indigenous Studies.

Prerequisites:	48 credits, including 12 credits in Indigenous Studies or permission from Undergraduate Program Director
Co-requisites:	
¹ Course credit exclusions:	None
Language of Instruction:	English

Include the following information only if the course is limited to a specific group of students; closed to a specific group of students; and/or if there is any additional information necessary for students to know before enrolling (notes).

Open to:	Students in Indigenous Studies
Not open to:	

Expanded Course Description: Maximum 250 Words

The expanded course description must begin with the brief course description and include topics/theories.

This course enables students to do a 3-credit 3000-level directed reading. Students must be accepted by a faculty supervisor before they can register. A Directed Reading Application Form, including the name and signature of the supervisor, must be completed and submitted by the student. Note: only 6 credits of 3000-level reading courses are permitted for a BA in Indigenous Studies.

Will this course be cross-listed?²

no

If yes, cross-listed to: (please complete details below)

Faculty:

--

Rubric:

--

Course #:

--

Weight:

--

Faculty:

--

Rubric:

--

Course #:

--

Weight:

--

Additional cross-listings (if applicable):

¹ "Course credit exclusion" is a formal status accorded to pairs of courses that are recognized as having sufficient overlap in content to warrant specifically excluding students from obtaining credit for both.

² Cross-listed courses are offered jointly by two or more teaching units (such as departments or schools), or teaching units in two or more different Faculties. Regardless of the offering Faculty or discipline identified by the course prefix of a cross-listed course, every offered section of a cross-listed course is substantially the same as every other and all are therefore recognized as instances of the "same" course.

Will this course be integrated with a Faculty of Graduate Studies course? (Yes/No)

No

If yes, integrated with:

Faculty:

Rubric:

Course #:

Weight:

Relevance

Which program(s) (or certificates) will this new course be applicable to and how?

e.g., Program: English; Relevance: Core course.

Program:

Indigenous Studies

Relevance:

Expands course offerings

Program:

Relevance:

Program:

Relevance:

Program:

Relevance:

Additional program relevance(s) (if applicable):

Course Specific Learning Outcomes:

Students will be able to pursue topics within Indigenous Studies tailored to their specific interests.

Course Rationale:

1. How does the course contribute to the program learning outcomes of the program/degree?

Proponents are asked to specifically make reference to the **University Undergraduate Degree-Level Expectations (UUDLES) Statement** for the program/degree when providing details as to how this new course will contribute to the program learning outcomes. The OCAV Guidelines on **UUDLES** can be found [here](#).

DEPTH AND BREADTH OF KNOWLEDGE: The course should enable students to gather, review, evaluate and interpret information; and learn about other aspects of Indigenous Studies.

2. Please indicate the relationship of the proposed course to other existing offerings, particularly in terms of overlap in objectives and/or content.

The 3000-level Directed reading course enriches the existing offerings.

Course Design

Please indicate how the course design supports students in achieving the learning outcomes.

- For example, in the absence of contact hours what role does student-to-student and/or student-to-instructor communication play, and how is it encouraged?
- Detail any aspects of the content, delivery, or learning goals that involve “face-to-face” communication, non-campus attendance or experiential education components.
- Alternatively, explain how the course design encourages student engagement and supports student learning in the absence of substantial on-campus attendance.
- If this course incorporates Experiential Education, please contact the Experience Education Program Coordinator

(eelaps@yorku.ca).

Regular meeting hours will be negotiated with the supervisor to ensure that the student follows the guidelines that have been negotiated with the supervisor.

1. Please indicated the planned frequency of offering and the number of sections anticipated (every year, alternate years, etc.)?

Frequency of offering:	As students request it.
Number of sections anticipated:	1

2. Please list the names of the department/school members currently competent to teach the course.

N/A

3. Please list the instructor(s) likely to teach the course in the coming year.

N/A

4A. Please indicate the number of contact hours (defined in terms of hours, weeks, etc) in order to indicate whether an effective length of term is being maintained.

Hours:	
Weeks:	

4B. or in the absence of scheduled contact hours a detailed breakdown of the estimated time students are likely to spend engaged in learning activities required by the course.

Students must engage with sufficient readings to represent a 12-week term.

Evaluation:

Please address the following questions and provide details:

1. Please provide a detailed description of the basis of evaluation for the proposed course, including the type and percentage value of each assignment (out of 100%).

Note: when participation is one of the methods of evaluation, please provide a brief description of how it will be evaluated (e.g., participation in tutorial discussions; submission of response papers; leading a tutorial discussion; etc.).

Participation is not one of the methods of evaluation in a Directed Reading course. Students negotiate with professors as to the type and percentage value of each assignment.

Assignment:		Value (%):	
Assignment:		Value (%):	
Assignment:		Value (%):	
Assignment:		Value (%):	
Assignment:		Value (%):	
Assignment:		Value (%):	
Assignment:		Value (%):	
Assignment:		Value (%):	

2. If the course is to be integrated (graduate/undergraduate), please list the additional evaluation requirements for graduate students.

N/A

3. If the proposed course is amenable to technologically mediated forms of delivery, please identify how the integrity of learning evaluation will be maintained (will "on-site" examinations be required, etc.)

N/A

Other Resources:

Please provide a statement regarding the adequacy of physical resources (equipment, space, etc.). If other resources will be required to mount this course, please explain.

Courses will not be approved unless it is clear that adequate resources are available to support it.

Existing resources are adequate.

Bibliography and Resources Lists

The reading lists must contain complete bibliographical information (full name of author, title, year of publication, etc.).

Required Reading List

The texts and readings included on this list are to be chosen from:

The texts and readings will be chosen by the student in negotiation with the professor supervising the Directed Reading.

Suggested Reading List

Online Resources List

To be chosen by the individual teaching the course.

If the course is to be integrated (graduate/undergraduate), please list the additional readings required for graduate students (please include complete bibliographical information as indicated above).

If no additional readings are to be required, please provide a rationale as to why.

N/A

Library Support Statement:

Proposals for new courses **must include a library support statement** from the [Bibliographer](#) responsible for the relevant discipline to indicate whether resources are adequate to support the course.

No library statement is required since student will be choosing his or her own readings for the Directed Reading Course out of the materials available.

Confirmation of Consultation/Approval

If the proposed course is to be cross-listed, integrated, listed as a course credit exclusion with another course, or listed as a major/minor course option in another program, approval from all of the relevant parties is also required. **Proposals which require consultation but are submitted without evidence of consultation will not be considered.**

Is evidence of consultation attached? (please check) ☐ Yes ☒ Not applicable

[Curriculum Toolkit: Consultation Form](#)

Departmental Curriculum Approval

The Committee on Curriculum, Curricular Policy and Standards will not consider new course proposals that have not been approved by the Department responsible for offering the course.

Professor Livy Visano	Chair of Equity Studies Curriculum Committee	May 11, 2017
Name	Position	Date
Professor James Laxer	Professor	May 11, 2017
Name	Position	Date
Assoc.Professor Minoo Derayeh	Chair of Department of Equity Studies	May 12, 2017
Name	Position	Date

OFFICE OF THE FACULTY COUNCIL
NEW COURSE PROPOSAL FORM

Faculty-level Curriculum Committee Submission Deadlines & Details

Fall Winter 2018-19, Summer 2019 Academic Sessions

June 1, 2017 Complete proposal package for all proposal types

October 15, 2017 Complete proposal package for New Course proposals and Changes to Existing Courses

Early submissions are welcome and appreciated. Incomplete and late proposals may not be processed in time for the requested academic session.

New Course proposal packages include the proposal form, a library statement, and consultation form (if applicable).

New: Submit your proposal using the new [online submission form](#).

NOTE: A Change to Existing Degree/Certificate proposal is required if a new course is to be coded as a program requirement in the course repository and included in as a Degree Requirement in the official undergraduate Academic Calendar.

Department:	Equity Studies	UPD:	Livy Visano
Proponent Name:	Bonita Lawrence	Proponent Email:	bonital@yorku.ca
Effective Session:	Term: (e.g., Fall; Winter; Summer)	Fall-Winter	Year: 2018-2019
New Course Information (Originator):			
Faculty:	AP	Rubric:	INDG
Course #:	3990	Weight:	6
Indicate both the fee and MET weight if different from the academic weight: e.g., AC = 6.00, FEE = 6		FEE:	
Expected enrolment:		On an Individual basis, represents a supervision for faculty member.	
Please specify if this is a York Abroad course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			

Course Title: Maximum 100 characters. The official name of the course as it will appear in the Undergraduate Calendar.

Directed Reading Course

Short Title: Maximum 40 characters, including punctuation and spaces.

The short title appears on any documents where space is limited (e.g. transcripts and lecture schedules).

Directed Reading Course

Brief Course Description: Maximum 60 words. This is the official description of the course as it will appear in the Undergraduate Calendar.

The course description should be carefully written to convey what the course is about. For editorial consistency, **verbs should be in the present tense** (i.e., "This course analyzes the nature and extent of..." rather than "This course will analyze...").

This course enables students to do a 6-credit 3000-level directed reading. Students must be accepted by a faculty supervisor before they can register. A Directed Reading Application Form, including the name and signature of the supervisor, must be completed and submitted by the student. Note: only 6 credits of 3000-level reading courses are permitted for a BA in Indigenous Studies.

Prerequisites:	48 credits, including 12 credits in Indigenous Studies or permission from Undergraduate Program Director
Co-requisites:	
¹ Course credit exclusions:	None
Language of Instruction:	English

Include the following information only if the course is limited to a specific group of students; closed to a specific group of students; and/or if there is any additional information necessary for students to know before enrolling (notes).

Open to:	Students in Indigenous Studies
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Not open to:	
--------------	--

Expanded Course Description: Maximum 250 Words

The expanded course description must begin with the brief course description and include topics/theories.

This course enables students to do a 6-credit 3000-level directed reading. Students must be accepted by a faculty supervisor before they can register. A Directed Reading Application Form, including the name and signature of the supervisor, must be completed and submitted by the student. Note: only 6 credits of 3000-level reading courses are permitted for a BA in Indigenous Studies.

Will this course be cross-listed?²

no

If yes, cross-listed to: (please complete details below)

Faculty:

Rubric:

Course #:

Weight:

Faculty:

Rubric:

Course #:

Weight:

Additional cross-listings (if applicable):

¹ "Course credit exclusion" is a formal status accorded to pairs of courses that are recognized as having sufficient overlap in content to warrant specifically excluding students from obtaining credit for both.

² Cross-listed courses are offered jointly by two or more teaching units (such as departments or schools), or teaching units in two or more different Faculties. Regardless of the offering Faculty or discipline identified by the course prefix of a cross-listed course, every offered section of a cross-listed course is substantially the same as every other and all are therefore recognized as instances of the "same" course.

Will this course be integrated with a Faculty of Graduate Studies course? (Yes/No)

No

If yes, integrated with:

Faculty:

Rubric:

Course #:

Weight:

Relevance

Which program(s) (or certificates) will this new course be applicable to and how?

e.g., Program: English; Relevance: Core course.

Program:

Indigenous Studies

Relevance:

Expands course offerings

Program:

Relevance:

Program:

Relevance:

Program:

Relevance:

Additional program relevance(s) (if applicable):

Course Specific Learning Outcomes:

Students will be able to pursue an in-depth topic within Indigenous Studies tailored to their specific interests.

Course Rationale:

1. How does the course contribute to the program learning outcomes of the program/degree?

Proponents are asked to specifically make reference to the **University Undergraduate Degree-Level Expectations (UUDLES) Statement** for the program/degree when providing details as to how this new course will contribute to the program learning outcomes. The OCAV Guidelines on **UUDLES** can be found [here](#).

DEPTH AND BREADTH OF KNOWLEDGE: The course should enable students to gather, review, evaluate and interpret information; and learn about other aspects of Indigenous Studies.

2. Please indicate the relationship of the proposed course to other existing offerings, particularly in terms of overlap in objectives and/or content.

While students can take one or two 3-credit 3000-level Directed Reading courses for more breadth of knowledge, the 6 credit 3000-level Directed Reading Course allows for more in-depth knowledge of a subject of the student's choosing.

Course Design

Please indicate how the course design supports students in achieving the learning outcomes.

- For example, in the absence of contact hours what role does student-to-student and/or student-to-instructor communication play, and how is it encouraged?
- Detail any aspects of the content, delivery, or learning goals that involve "face-to-face" communication, non-campus attendance or experiential education components.
- Alternatively, explain how the course design encourages student engagement and supports student learning in the absence of substantial on-campus attendance.
- If this course incorporates Experiential Education, please contact the Experience Education Program Coordinator

(eelaps@yorku.ca).

Regular meeting hours will be negotiated with the supervisor to ensure that the student follows the guidelines that have been negotiated with the supervisor.

1. Please indicated the planned frequency of offering and the number of sections anticipated (every year, alternate years, etc.)?

Frequency of offering:	As students request it.
Number of sections anticipated:	1

2. Please list the names of the department/school members currently competent to teach the course.

N/A

3. Please list the instructor(s) likely to teach the course in the coming year.

N/A

4A. Please indicate the number of contact hours (defined in terms of hours, weeks, etc) in order to indicate whether an effective length of term is being maintained.

Hours:	
Weeks:	

4B. or in the absence of scheduled contact hours a detailed breakdown of the estimated time students are likely to spend engaged in learning activities required by the course.

Students must engage with sufficient readings to represent a full 6-credit 24-week course.

Evaluation:

Please address the following questions and provide details:

1. Please provide a detailed description of the basis of evaluation for the proposed course, including the type and percentage value of each assignment (out of 100%).

Note: when participation is one of the methods of evaluation, please provide a brief description of how it will be evaluated (e.g., participation in tutorial discussions; submission of response papers; leading a tutorial discussion; etc.).

Participation is not one of the methods of evaluation in a Directed Reading course. Students negotiate with professors as to the type and percentage value of each assignment.

Assignment:		Value (%):	
Assignment:		Value (%):	
Assignment:		Value (%):	
Assignment:		Value (%):	
Assignment:		Value (%):	
Assignment:		Value (%):	
Assignment:		Value (%):	
Assignment:		Value (%):	

2. If the course is to be integrated (graduate/undergraduate), please list the additional evaluation requirements for graduate students.

N/A

3. If the proposed course is amenable to technologically mediated forms of delivery, please identify how the integrity of learning evaluation will be maintained (will "on-site" examinations be required, etc.)

N/A

Other Resources:

Please provide a statement regarding the adequacy of physical resources (equipment, space, etc.). If other resources will be required to mount this course, please explain.

Courses will not be approved unless it is clear that adequate resources are available to support it.

Existing resources are adequate.

Bibliography and Resources Lists

The reading lists must contain complete bibliographical information (full name of author, title, year of publication, etc.).

Required Reading List

The texts and readings included on this list are to be chosen from:

The texts and readings will be chosen by the student in negotiation with the professor supervising the Directed Reading.

Suggested Reading List

Online Resources List

To be chosen by the individual teaching the course.

If the course is to be integrated (graduate/undergraduate), please list the additional readings required for graduate students (please include complete bibliographical information as indicated above).

If no additional readings are to be required, please provide a rationale as to why.

N/A

Library Support Statement:

Proposals for new courses **must include a library support statement** from the [Bibliographer](#) responsible for the relevant discipline to indicate whether resources are adequate to support the course.

No library statement is required since student will be choosing his or her own readings for the Directed Reading Course out of the materials available.

Confirmation of Consultation/Approval

If the proposed course is to be cross-listed, integrated, listed as a course credit exclusion with another course, or listed as a major/minor course option in another program, approval from all of the relevant parties is also required. **Proposals which require consultation but are submitted without evidence of consultation will not be considered.**

Is evidence of consultation attached? (please check) ☐ Yes ☒ Not applicable

[Curriculum Toolkit: Consultation Form](#)

Departmental Curriculum Approval

The Committee on Curriculum, Curricular Policy and Standards will not consider new course proposals that have not been approved by the Department responsible for offering the course.

Professor Livy Visano	Chair of Equity Studies Curriculum Committee	May 11, 2017
Name	Position	Date
Professor James Laxer	Professor	May 11, 2017
Name	Position	Date
Assoc.Professor Minoo Derayeh	Chair of Department of Equity Studies	May 12, 2017
Name	Position	Date

OFFICE OF THE FACULTY COUNCIL
NEW COURSE PROPOSAL FORM

Faculty-level Curriculum Committee Submission Deadlines & Details

Fall Winter 2018-19, Summer 2019 Academic Sessions

June 1, 2017 Complete proposal package for all proposal types

October 15, 2017 Complete proposal package for New Course proposals and Changes to Existing Courses

Early submissions are welcome and appreciated. Incomplete and late proposals may not be processed in time for the requested academic session.

New Course proposal packages include the proposal form, a library statement, and consultation form (if applicable).

New: Submit your proposal using the new [online submission form](#).

NOTE: A Change to Existing Degree/Certificate proposal is required if a new course is to be coded as a program requirement in the course repository and included in as a Degree Requirement in the official undergraduate Academic Calendar.

Department:

Equity Studies

UPD:

Livy Visano

Proponent Name:

Bonita Lawrence

Proponent Email:

bonital@yorku.ca

Effective Session: Term: (e.g., Fall; Winter; Summer)

Summer

Year:

2018-19

New Course Information (Originator):

Faculty:

AP

Rubric:

INDG

Course #:

4060

Weight:

6

Indicate both the fee and MET weight if different from the academic weight: e.g., AC = 6.00, FEE = 6

FEE:

Expected enrolment:

10

Please specify if this is a York Abroad course: ☐ Yes ☒ No

Course Title: Maximum 100 characters. The official name of the course as it will appear in the Undergraduate Calendar.

Indigenous Experience: Community-Based Knowledge

Short Title: Maximum 40 characters, including punctuation and spaces.

The short title appears on any documents where space is limited (e.g. transcripts and lecture schedules).

INDG Experience: Community-Based Knowledge
--

Brief Course Description: Maximum 60 words. This is the official description of the course as it will appear in the Undergraduate Calendar.

The course description should be carefully written to convey what the course is about. For editorial consistency, **verbs should be in the present tense** (i.e., "This course analyzes the nature and extent of..." rather than "This course will analyze...").

This course enables students to explore community-based Indigenous knowledge through experiential education. Students work with Indigenous knowledge keepers with a focus on language acquisition, relationship to land, and community empowerment. The course is only offered in the summer term.

Prerequisites:	INDG 1050 6.00, INDG 2050 6.00
Co-requisites:	
¹ Course credit exclusions:	
Language of Instruction:	English

Include the following information only if the course is limited to a specific group of students; closed to a specific group of students; and/or if there is any additional information necessary for students to know before enrolling (notes).

Open to:	Students who have completed 60 credits in Indigenous Studies and have begun their fourth year of study in the BA Honours or BA Specialized Honours Program in Indigenous Studies.
Not open to:	

Expanded Course Description: Maximum 250 Words

The expanded course description must begin with the brief course description and include topics/theories.

This course enables students to explore community-based Indigenous knowledge through experiential education. Students work with Indigenous knowledge keepers with a focus on language acquisition, relationship to land, and community empowerment. The course gives urban Indigenous students the opportunity to engage, through experiential education, in ceremonial practices in the Toronto Native community or with programming offered through the Woodlands Cultural Centre. The course also enables non-Native students to take this course through experiential education with land-based Indigenous knowledge keepers through a non-status land-based community in eastern Ontario. The course is only offered in the summer term.

Will this course be cross-listed?²

no

If yes, cross-listed to: *(please complete details below)*

¹ "Course credit exclusion" is a formal status accorded to pairs of courses that are recognized as having sufficient overlap in content to warrant specifically excluding students from obtaining credit for both.

² Cross-listed courses are offered jointly by two or more teaching units (such as departments or schools), or teaching units in two or more different Faculties. Regardless of the offering Faculty or discipline identified by the course prefix of a cross-listed course, every offered section of a cross-listed course is substantially the same as every other and all are therefore recognized as instances of the "same" course.

Faculty:		Rubric:		Course #:		Weight:	
Faculty:		Rubric:		Course #:		Weight:	

Additional cross-listings (if applicable):

Will this course be integrated with a Faculty of Graduate Studies course? (Yes/No)	No
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If yes, integrated with:

Faculty:		Rubric:		Course #:		Weight:	
----------	--	---------	--	-----------	--	---------	--

Relevance

Which program(s) (or certificates) will this new course be applicable to and how?

e.g., Program: English; Relevance: Core course.

Program:	Indigenous Studies	Relevance:	Elective
Program:		Relevance:	
Program:		Relevance:	
Program:		Relevance:	

Additional program relevance(s) (if applicable):

Course Specific Learning Outcomes:

While scholars have addressed important aspects of Indigenous knowledge that can be utilized as sources for students' knowledge, Indigenous knowledge systems exist first and foremost through the knowledge of Elders, the traditional knowledge keepers. This course enables students to work with traditional knowledge-keepers through experiential education.

Course Rationale:

1. How does the course contribute to the program learning outcomes of the program/degree?

Proponents are asked to specifically make reference to the **University Undergraduate Degree-Level Expectations (UUDLES) Statement** for the program/degree when providing details as to how this new course will contribute to the program learning outcomes. The OCAV Guidelines on **UUDLES** can be found [here](#).

DEPTH AND BREADTH OF KNOWLEDGE: This course provides depth and breadth of knowledge in the second thematic area of the program: Indigenous Identities. It aligns specifically with the following program Learning Outcome:

- Students will gain familiarity with aspects of Indigenous cultural production and its importance for Indigenous identity, cultural recovery, and community rebuilding

For many students, this course will also give depth and breadth of knowledge in the third thematic area of the program: Traditional Knowledge & Worldviews. It aligns specifically with the following program Learning Outcome:

- Students will develop a basic understanding of Indigenous worldviews, spiritualities, and relationships to the land through experiential knowledge from Elders as well as through texts

APPLICATION OF KNOWLEDGE: This course allows students to apply their knowledge according to the following program Learning Outcome:

- Students will gain experiential knowledge from engaging with Elders on issues relating to culture and spirituality; this will enable students to explore, in fundamental ways, questions of values, particularly relating to the importance of land and the strong emphasis on material consumption that characterizes Canadian society.

2. Please indicate the relationship of the proposed course to other existing offerings, particularly in terms of overlap in objectives and/or content.

There are three third year 3-credit courses that address aspects of Indigenous knowledge. David McNab's two courses: AP/INDG/CDNS/EN/HUMA 3535 3.00 *Indigenous Knowledge and the Environment* and AP/INDG/CDNS/HUMA3536 3.00 *Indigenous People, Legend and Memory* provide an intellectual foundation for understanding aspects of Indigenous knowledge, while the third year Indigenous Cultural Experience and Practicum course enables students to engage in some experiential aspects of cultural knowledge. This fourth year option in Indigenous knowledge builds on the intellectual and experiential foundations of the third year courses to engage in a significant experiential learning experience about traditional knowledge.

Course Design

Please indicate how the course design supports students in achieving the learning outcomes.

- For example, in the absence of contact hours what role does student-to-student and/or student-to-instructor communication play, and how is it encouraged?*
- Detail any aspects of the content, delivery, or learning goals that involve "face-to-face" communication, non-campus attendance or experiential education components.*
- Alternatively, explain how the course design encourages student engagement and supports student learning in the absence of substantial on-campus attendance.*
- If this course incorporates Experiential Education, please contact the Experience Education Program Coordinator (eelaps@yorku.ca).*

Students must first find a faculty member to supervise them. If students are planning to work in their own community they must work with the faculty member in arranging contacts with the band office and the community elders who will be working with the students. Students must fund their own travel. They will negotiate with the faculty supervisor as to hours of contact (by email or phone). Students must keep a journal of their learning (they can speak "about" what they are learning, rather than specifically what Elders are teaching them). They will be graded on this journal, as well as a final paper relating to what they have learned about Indigenous knowledge, with reference both to teachings and to the course texts, and how this has changed their understandings.

Because traditional land-based experiential learning is intensive, 120 hours of ceremonies, land-based teachings or language instruction is sufficient for a six-credit summer course. Students in urban settings are also expected to engage with ceremonies, consultations with Elders and language training for 120 hours for a six-credit course.

1. Please indicated the planned frequency of offering and the number of sections anticipated (every year, alternate years, etc.)?

Frequency of offering:	As students require it (the course represents an individual supervision for faculty members)
Number of sections anticipated:	1

2. Please list the names of the department/school members currently competent to teach the course.

David T. McNab, Bonita Lawrence, Maggie Quirt

3. Please list the instructor(s) likely to teach the course in the coming year.

Bonita Lawrence

4A. Please indicate the number of contact hours (defined in terms of hours, weeks, etc) in order to indicate whether an effective length of term is being maintained.

Hours:	Approximately 10 hours initial contact, then weekly contact by email or telephone (more if the student requires it), to ensure that the cultural experience is going as planned.
Weeks:	24 weeks

4B. or in the absence of scheduled contact hours a detailed breakdown of the estimated time students are likely to spend engaged in learning activities required by the course.

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Evaluation:

Please address the following questions and provide details:

1. Please provide a detailed description of the basis of evaluation for the proposed course, including the type and percentage value of each assignment (out of 100%).

Note: when participation is one of the methods of evaluation, please provide a brief description of how it will be evaluated (e.g., participation in tutorial discussions; submission of response papers; leading a tutorial discussion; etc.).

Assignment:	Certificate from Elder as to the student's learning in the course	Value (%):	40%
Assignment:	Learning journal	Value (%):	30%
Assignment:	Final paper	Value (%):	30%
Assignment:		Value (%):	
Assignment:		Value (%):	
Assignment:		Value (%):	
Assignment:		Value (%):	
Assignment:		Value (%):	
		Total (%):	100 %

2. If the course is to be integrated (graduate/undergraduate), please list the additional evaluation requirements for graduate students.

--

3. If the proposed course is amenable to technologically mediated forms of delivery, please identify how the integrity of learning evaluation will be maintained (will "on-site" examinations be required, etc.)

--

Other Resources:

Please provide a statement regarding the adequacy of physical resources (equipment, space, etc.). If other resources will be required to mount this course, please explain.

Courses will not be approved unless it is clear that adequate resources are available to support it.

Experiential Education Office will assist with Risk Management and handle required paper work (Student Indemnity Waiver might be required).

Bibliography and Resources Lists

The reading lists must contain complete bibliographical information (full name of author, title, year of publication, etc.).

Required Reading List

The texts and readings included on this list are to be chosen from:

Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge and the Teachings of Plants by Robin Wall Kimmerer (Milkweed Editions, 2015)

Living on the Land: Indigenous Women's Understanding of Place, edited by Nathalie Kermoal and Isabelle Altamirano-Jimenez (AU Press, 2016)

Protecting Indigenous Knowledge and Heritage: A Global Challenge by Marie Battiste and James (Sa'Ke'j) Youngblood Henderson (Purich Publishing, 2000)

The Struggle and Renaissance of Indigenous Knowledge in Eurocentric Education by Marie Battiste (Harvard Educational Publishing Group, 2014)

Indigenous Knowledges in Global Contexts: Multiple Readings of Our World. Edited by George J. Sefa Dei (University of Toronto Press, 2000)

Mark My Words: Native Women Mapping Our Nations by Mishuana Goeman (Univ Of Minnesota Press, 2013)

Maps of Experience: The Anchoring of Land to Story in Secwepemc Discourse. Andie Diane Palmer, 2005, U of T Press)

Science, Colonialism, and Indigenous Peoples: The Cultural Politics of Law and Knowledge by Laurelyn Whitt (Cambridge University Press, 2014)

Suggested Reading List

The Winter we Danced: Voices from the Past, the Future, and the Idle No More Movement (Kino-nda-niimi Collective, Arp Books, 2014)

Wasáse: Indigenous Pathways of Action and Freedom, by Taiaiake Alfred (University of Toronto Press, 2005)

Contours of a People: Metis Family, Mobility, and History. Nicole St-Onge (Editor), University of Oklahoma Press; Reprint edition (Jan. 15 2014)

Online Resources List

If the course is to be integrated (graduate/undergraduate), please list the additional readings required for graduate students (please include complete bibliographical information as indicated above).

If no additional readings are to be required, please provide a rationale as to why.

Library Support Statement:

Proposals for new courses **must include a library support statement** from the [Bibliographer](#) responsible for the relevant discipline to indicate whether resources are adequate to support the course.

Confirmation of Consultation/Approval

If the proposed course is to be cross-listed, integrated, listed as a course credit exclusion with another course, or listed as a major/minor course option in another program, approval from all of the relevant parties is also required. **Proposals which require consultation but are submitted without evidence of consultation will not be considered.**

Is evidence of consultation attached? (please check) ☐ Yes ☒ Not applicable

[Curriculum Toolkit: Consultation Form](#)

Departmental Curriculum Approval

The Committee on Curriculum, Curricular Policy and Standards will not consider new course proposals that have not been approved by the Department responsible for offering the course.

Livy Visano	Chair of Department Curriculum Committee	May 11, 2017
Name	Position	Date
James Laxer	Professor	May 11, 2017
Name	Position	Date
Minoo Derayeh	Chair of Department of Equity Studies	May 11, 2017
Name	Position	Date



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LIBRARIES

Scott Reference

4700 Keele St.
Toronto ON
Canada M3J 1P3
Tel 416 736-2100
Ext. 33428
Fax 416 736-5920
<http://www.library.yorku.ca/ScottReference>

May 18, 2017

Re: New Course Proposal – INDG 4060 *Independent Study: Community-based Indigenous Knowledge*

Dear Dr. Bonita Lawrence,

I have reviewed the new course proposal material for INDG 4060 “Independent Study: Community-based Indigenous Knowledge”. The York University Libraries provides access to all the texts and readings required for this course as well as those from the suggested reading list.

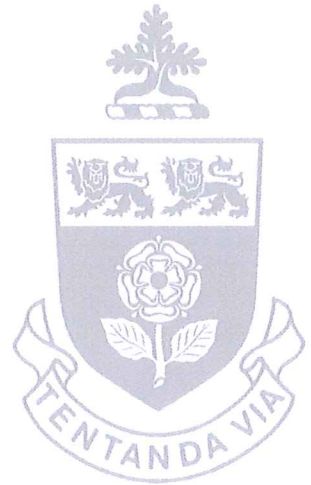
The Libraries offers books, government documents, journals and electronic indexes that might support research for this course, particularly for the final research paper. Researchers in this course will have access to periodical literature in indigenous studies primarily through *Bibliography of Native North Americans*, *First Nations Periodical Index* and *North American Indian Thought and Culture*. Access is also provided through other more specific discipline-based indexes, including *Canadian Periodical Index*, *America History and Life*, *Sociological Abstracts*, and *ERIC*, among others. Students can start their research by consulting the *First Nations, Métis & Inuit in Canada* (<http://researchguides.library.yorku.ca/fnmi>) research guide.

The Libraries also offers course or program-specific library instruction sessions focusing on research strategies and discipline-appropriate resources. The Libraries already adequately supports the other two courses related to Indigenous knowledge (INDG3535 and INDG3536). I am confident the Libraries’ resources will help to make this course a success and am therefore pleased to support this proposal.

Sincerely,

Norda Bell

Liaison to Department of Equity Studies



OFFICE OF THE FACULTY COUNCIL
NEW COURSE PROPOSAL FORM

Faculty-level Curriculum Committee Submission Deadlines & Details

Fall Winter 2018-19, Summer 2019 Academic Sessions

June 1, 2017 Complete proposal package for all proposal types

October 15, 2017 Complete proposal package for New Course proposals and Changes to Existing Courses

Early submissions are welcome and appreciated. Incomplete and late proposals may not be processed in time for the requested academic session.

New Course proposal packages include the proposal form, a library statement, and consultation form (if applicable).

New: Submit your proposal using the new [online submission form](#).

NOTE: A Change to Existing Degree/Certificate proposal is required if a new course is to be coded as a program requirement in the course repository and included in as a Degree Requirement in the official undergraduate Academic Calendar.

Department:

Equity Studies

UPD:

Livy Visano

Proponent Name:

Bonita Lawrence

Proponent Email:

bonital@yorku.ca

Effective Session: Term: (e.g., Fall; Winter; Summer)

Summer

Year:

2018-19

New Course Information (Originator):

Faculty:

LAPS

Rubric:

INDG

Course #:

4065

Weight:

6

Indicate both the fee and MET weight if different from the academic weight: e.g., AC = 6.00, FEE = 6

FEE:

Expected enrolment:
based.

5*

*This is an independent study, counting as a supervision, not classroom-

Please specify if this is a York Abroad course: ☐ Yes ☒ No

Course Title: Maximum 100 characters. The official name of the course as it will appear in the Undergraduate Calendar.

First Nations Field Placement

Short Title: Maximum 40 characters, including punctuation and spaces.

The short title appears on any documents where space is limited (e.g. transcripts and lecture schedules).

First Nations Field Placement

Brief Course Description: Maximum 60 words. This is the official description of the course as it will appear in the Undergraduate Calendar.

The course description should be carefully written to convey what the course is about. For editorial consistency, **verbs should be in the present tense** (i.e., "This course analyzes the nature and extent of..." rather than "This course will analyze...").

This course enables students to engage in a six-credit summer field placement with a First Nation.	
--	--

Prerequisites:	INDG 1050 6.00, INDG 2050 6.00
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Co-requisites:	
----------------	--

¹ Course credit exclusions:	
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Language of Instruction:	English
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Include the following information only if the course is limited to a specific group of students; closed to a specific group of students; and/or if there is any additional information necessary for students to know before enrolling (notes).

Open to:	Students who have completed 60 credits in Indigenous Studies and have begun their fourth year of study in the BA Honours or BA Specialized Honours Program in Indigenous Studies.
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Not open to:	
--------------	--

Expanded Course Description: Maximum 250 Words

The expanded course description must begin with the brief course description and include topics/theories.

<p>This course enables students to engage in a six-credit summer field placement with a First Nation. In order to register for this course, the student must find a supervisor in the program willing to supervise him or her. If students negotiate their placement within their own First Nation, they will negotiate the process in conjunction with a faculty supervisor who will approve the process in discussion with relevant First Nations staff. For other students, faculty will maintain a list of land-based communities that welcome non-members as placements. Students must also negotiate with the faculty supervisor as to relevant readings that may be required as well as the required final paper after the placement is completed. At the end of the placement, the organization must provide an evaluation of the student's placement activities. 200 hours of fieldwork placement are required for completing this 6 credit summer course.</p>

Will this course be cross-listed?²

no

If yes, cross-listed to: *(please complete details below)*

Faculty:

Rubric:

Course #:

Weight:

Faculty:

Rubric:

Course #:

Weight:

¹ "Course credit exclusion" is a formal status accorded to pairs of courses that are recognized as having sufficient overlap in content to warrant specifically excluding students from obtaining credit for both.

² Cross-listed courses are offered jointly by two or more teaching units (such as departments or schools), or teaching units in two or more different Faculties. Regardless of the offering Faculty or discipline identified by the course prefix of a cross-listed course, every offered section of a cross-listed course is substantially the same as every other and all are therefore recognized as instances of the "same" course.

Additional cross-listings (if applicable):

Will this course be integrated with a Faculty of Graduate Studies course? (Yes/No)

No

If yes, integrated with:

Faculty:

Rubric:

Course #:

Weight:

Relevance

Which program(s) (or certificates) will this new course be applicable to and how?

e.g., Program: English; Relevance: Core course.

Program:

Indigenous Studies

Relevance:

Elective

Program:

Relevance:

Program:

Relevance:

Program:

Relevance:

Additional program relevance(s) (if applicable):

Course Specific Learning Outcomes:

This course enables students to gain practical experience of the issues that First Nations face through a 200-hour six-credit summer placement with a First Nation. Students will be evaluated upon completion of the course by the placement supervisor in order to receive a certificate of completion. The student will also write a final paper for the faculty supervisor, engaging with related readings, in order to address their understanding of the issues that the First Nation they were placed with are addressing.

Course Rationale:

1. How does the course contribute to the program learning outcomes of the program/degree?

Proponents are asked to specifically make reference to the **University Undergraduate Degree-Level Expectations (UUDLES) Statement** for the program/degree when providing details as to how this new course will contribute to the program learning outcomes. The OCAV Guidelines on **UUDLES** can be found [here](#).

- **Application of Knowledge:** Students will be equipped to independently assess the terms of reconciliation that Canada seeks.
- Students will be able to work through the multiple contradictions within Canadian society, whereby Canada still relies on Indigenous lands to export energy or other resources, denies Indigenous peoples basic human rights to clean water, proper housing, health care, and education, and yet seeks reconciliation with respect to residential schooling.
- **Communication Skills:** Students will be engaged with Indigenous people in placements in experiential education courses where they will learn the importance of clear communication in work environments.

2. Please indicate the relationship of the proposed course to other existing offerings, particularly in terms of overlap in objectives and/or content.

This course is unique as an experiential education course in the opportunities it offers for students to obtain practical knowledge through placement in a First Nations community.

Course Design

Please indicate how the course design supports students in achieving the learning outcomes.

- For example, in the absence of contact hours what role does student-to-student and/or student-to-instructor communication play, and how is it encouraged?
- Detail any aspects of the content, delivery, or learning goals that involve “face-to-face” communication, non-campus attendance or experiential education components.
- Alternatively, explain how the course design encourages student engagement and supports student learning in the absence of substantial on-campus attendance.
- If this course incorporates Experiential Education, please contact the Experience Education Program Coordinator (eelaps@yorku.ca).

This Experiential Education course enables students to gain experience through a placement with a First Nation. Two hundred hours of placement are required in order for the First Nation’s supervisor to evaluate the student’s work and for the student to gain a certificate of completion. The faculty supervisor negotiates expectations at the start of the course as to the student requiring an evaluation from the First Nations supervisor and the requirements for a final paper. Contact will be maintained on a weekly basis through email or telephone as necessary.

1. Please indicated the planned frequency of offering and the number of sections anticipated (every year, alternate years, etc.)?

Frequency of offering:	As individual students require it (for the faculty it represents a supervision, not a classroom course).
Number of sections anticipated:	

2. Please list the names of the department/school members currently competent to teach the course.

Bonita Lawrence, Maggie Quirt, David McNab

3. Please list the instructor(s) likely to teach the course in the coming year.

Bonita Lawrence

4A. Please indicate the number of contact hours (defined in terms of hours, weeks, etc) in order to indicate whether an effective length of term is being maintained.

Hours:	It can take up to ten hours initially to negotiate with the student and relevant First Nation, in addition to detailing the written work required (generally a final paper). It is estimated that the student will engage in 200 hours of placement activity for the term. Faculty will maintain weekly contact in person, or by email or phone as necessary to ensure that the placement is proceeding as planned.
Weeks:	

4B. or in the absence of scheduled contact hours a detailed breakdown of the estimated time students are likely to spend engaged in learning activities required by the course.

Evaluation:

Please address the following questions and provide details:

1. Please provide a detailed description of the basis of evaluation for the proposed course, including the type and percentage value of each assignment (out of 100%).

Note: when participation is one of the methods of evaluation, please provide a brief description of how it will be evaluated (e.g., participation in tutorial discussions; submission of response papers; leading a tutorial discussion; etc.).

Assignment:	Assessment by the Supervisor at the First Nations field placement	Value (%):	60%
Assignment:	Final Paper addressing the issues the First Nation in question are placing	Value (%):	40%
Assignment:		Value (%):	
Assignment:		Value (%):	
Assignment:		Value (%):	
Assignment:		Value (%):	
Assignment:		Value (%):	
Assignment:		Value (%):	
			Total (%): 100 %

2. If the course is to be integrated (graduate/undergraduate), please list the additional evaluation requirements for graduate students.

3. If the proposed course is amenable to technologically mediated forms of delivery, please identify how the integrity of learning evaluation will be maintained (will “on-site” examinations be required, etc.)

Other Resources:

Please provide a statement regarding the adequacy of physical resources (equipment, space, etc.). If other resources will be required to mount this course, please explain.

Courses will not be approved unless it is clear that adequate resources are available to support it.

Experiential Education Office will assist with Risk Management and handle required paper work
Third Party Affiliation Agreement between the University and the learning site will be required, as well as Student Obligation Agreement and Health & Safety Checklist for WSIB coverage.

Bibliography and Resources Lists

The reading lists must contain complete bibliographical information (full name of author, title, year of publication, etc.).

Required Reading List

The texts and readings included on this list are to be chosen from:

Reading list will vary according to the issues that the First Nation is facing.

Suggested Reading List

Online Resources List

If the course is to be integrated (graduate/undergraduate), please list the additional readings required for graduate students (please include complete bibliographical information as indicated above).

If no additional readings are to be required, please provide a rationale as to why.

Library Support Statement:

Proposals for new courses **must include a library support statement** from the [Bibliographer](#) responsible for the relevant discipline to indicate whether resources are adequate to support the course.

Confirmation of Consultation/Approval

If the proposed course is to be cross-listed, integrated, listed as a course credit exclusion with another course, or listed as a major/minor course option in another program, approval from all of the relevant parties is also required. **Proposals which require consultation but are submitted without evidence of consultation will not be considered.**

Is evidence of consultation attached? (please check) ☐ Yes ☒ Not applicable

[Curriculum Toolkit: Consultation Form](#)

Departmental Curriculum Approval

The Committee on Curriculum, Curricular Policy and Standards will not consider new course proposals that have not been approved by the Department responsible for offering the course.

Minoo Derayeh	Associate Professor	May 11, 2017
Name	Position	Date
James Laxer	Full Professor	May 11, 2017
Name	Position	Date
Livy Visano	Chair of Dept. Curriculum Committee	May 11, 2017
Name	Position	Date

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NEW COURSE PROPOSAL FORM

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October 15, 2017 Complete proposal package for New Course proposals and Changes to Existing Courses

Early submissions are welcome and appreciated. Incomplete and late proposals may not be processed in time for the requested academic session.

New Course proposal packages include the proposal form, a library statement, and consultation form (if applicable).

New: Submit your proposal using the new [online submission form](#).

NOTE: A Change to Existing Degree/Certificate proposal is required if a new course is to be coded as a program requirement in the course repository and included in as a Degree Requirement in the official undergraduate Academic Calendar.

Department:

Equity Studies

UPD:

Livy Visano

Proponent Name:

Bonita Lawrence

Proponent Email:

bonital@yorku.ca

Effective Session: Term: (e.g., Fall; Winter; Summer)

Fall-Winter

Year:

2018-2019

New Course Information (Originator):

Faculty:

AP

Rubric:

INDG

Course #:

4070

Weight:

3

Indicate both the fee and MET weight if different from the academic weight: e.g., AC = 6.00, FEE = 6

FEE:

Expected enrolment:

50

Please specify if this is a York Abroad course: ☐ Yes ☒ No

Course Title: Maximum 100 characters. The official name of the course as it will appear in the Undergraduate Calendar.

Special Topics in Indigenous Studies

Short Title: Maximum 40 characters, including punctuation and spaces.

The short title appears on any documents where space is limited (e.g. transcripts and lecture schedules).

Special Topics

Brief Course Description: Maximum 60 words. This is the official description of the course as it will appear in the Undergraduate Calendar.

The course description should be carefully written to convey what the course is about. For editorial consistency, **verbs should be in the present tense** (i.e., "This course analyzes the nature and extent of..." rather than "This course will analyze...").

This course enables visiting scholars and experts in Indigenous Studies to offer a one-time course on a special topic relating to Indigenous Studies.

Prerequisites:	None
----------------	------

Co-requisites:	INDG 1050
----------------	-----------

¹ Course credit exclusions:	None
--	------

Language of Instruction:	English
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Include the following information only if the course is limited to a specific group of students; closed to a specific group of students; and/or if there is any additional information necessary for students to know before enrolling (notes).

Open to:	Students in Indigenous Studies
----------	--------------------------------

Not open to:	
--------------	--

Expanded Course Description: Maximum 250 Words

The expanded course description must begin with the brief course description and include topics/theories.

This course enables visiting scholars and experts in Indigenous Studies to offer a one-time course on a special topic relating to Indigenous Studies.

Will this course be cross-listed?²

no

If yes, cross-listed to: *(please complete details below)*

Faculty:

--

Rubric:

--

Course #:

--

Weight:

--

Faculty:

--

Rubric:

--

Course #:

--

Weight:

--

Additional cross-listings (if applicable):

Will this course be integrated with a Faculty of Graduate Studies course? (Yes/No)

No

¹ "Course credit exclusion" is a formal status accorded to pairs of courses that are recognized as having sufficient overlap in content to warrant specifically excluding students from obtaining credit for both.

² Cross-listed courses are offered jointly by two or more teaching units (such as departments or schools), or teaching units in two or more different Faculties. Regardless of the offering Faculty or discipline identified by the course prefix of a cross-listed course, every offered section of a cross-listed course is substantially the same as every other and all are therefore recognized as instances of the "same" course.

If yes, integrated with:

Faculty: Rubric: Course #: Weight:

Relevance

Which program(s) (or certificates) will this new course be applicable to and how?

e.g., Program: English; Relevance: Core course.

Program:	Indigenous Studies	Relevance:	Expands course offerings
Program:		Relevance:	
Program:		Relevance:	
Program:		Relevance:	

Additional program relevance(s) (if applicable):

Course Specific Learning Outcomes:

Students will learn about broader topics relating to Indigeneity than the program can offer on a regular basis.

Course Rationale:

1. How does the course contribute to the program learning outcomes of the program/degree?

Proponents are asked to specifically make reference to the **University Undergraduate Degree-Level Expectations (UUDLES) Statement** for the program/degree when providing details as to how this new course will contribute to the program learning outcomes. The OCAV Guidelines on **UUDLES** can be found [here](#).

DEPTH AND BREADTH OF KNOWLEDGE: The course should enable students to extend their knowledge in one or more of the three thematic clusters of the program: Colonization/Decolonization, Indigenous Identities, and/or Traditional Knowledge & Worldviews

2. Please indicate the relationship of the proposed course to other existing offerings, particularly in terms of overlap in objectives and/or content.

The Special topics courses enrich the existing offerings; by definition they are always about topics that are not currently addressed within this Indigenous Studies Program.

Course Design

Please indicate how the course design supports students in achieving the learning outcomes.

- For example, in the absence of contact hours what role does student-to-student and/or student-to-instructor communication play, and how is it encouraged?
- Detail any aspects of the content, delivery, or learning goals that involve “face-to-face” communication, non-campus attendance or experiential education components.
- Alternatively, explain how the course design encourages student engagement and supports student learning in the absence of

substantial on-campus attendance.

• If this course incorporates Experiential Education, please contact the Experience Education Program Coordinator (eelaps@yorku.ca).

As a Special Topics course, the individual teaching the course will design the course according to York course outline guidelines.

1. Please indicated the planned frequency of offering and the number of sections anticipated (every year, alternate years, etc.)?

Frequency of offering:	Occasionally
Number of sections anticipated:	1

2. Please list the names of the department/school members currently competent to teach the course.

N/A

3. Please list the instructor(s) likely to teach the course in the coming year.

N/A

4A. Please indicate the number of contact hours (defined in terms of hours, weeks, etc) in order to indicate whether an effective length of term is being maintained.

Hours:	To be determined by the scholar teaching the Special Topics course.
Weeks:	

4B. or in the absence of scheduled contact hours a detailed breakdown of the estimated time students are likely to spend engaged in learning activities required by the course.

Evaluation:

Please address the following questions and provide details:

1. Please provide a detailed description of the basis of evaluation for the proposed course, including the type and percentage value of each assignment (out of 100%).

Note: when participation is one of the methods of evaluation, please provide a brief description of how it will be evaluated (e.g., participation in tutorial discussions; submission of response papers; leading a tutorial discussion; etc.).

Assignment:	To be determined by the Special Topics instructor	Value (%):	
Assignment:		Value (%):	
Assignment:		Value (%):	
Assignment:		Value (%):	
Assignment:		Value (%):	
Assignment:		Value (%):	
Assignment:		Value (%):	

Assignment:		Value (%):	
		Total (%):	100 %

2. If the course is to be integrated (graduate/undergraduate), please list the additional evaluation requirements for graduate students.

3. If the proposed course is amenable to technologically mediated forms of delivery, please identify how the integrity of learning evaluation will be maintained (will “on-site” examinations be required, etc.)

Other Resources:

Please provide a statement regarding the adequacy of physical resources (equipment, space, etc.). If other resources will be required to mount this course, please explain.

Courses will not be approved unless it is clear that adequate resources are available to support it.

Existing resources are adequate.

Bibliography and Resources Lists

The reading lists must contain complete bibliographical information (full name of author, title, year of publication, etc.).

Required Reading List

The texts and readings included on this list are to be chosen from:

To be chosen by the individual teaching the course.

Suggested Reading List

To be chosen by the individual teaching the course.

Online Resources List

To be chosen by the individual teaching the course.

If the course is to be integrated (graduate/undergraduate), please list the additional readings required for graduate students (please include complete bibliographical information as indicated above).

If no additional readings are to be required, please provide a rationale as to why.

Library Support Statement:

Proposals for new courses **must include a library support statement** from the [Bibliographer](#) responsible for the relevant discipline to indicate whether resources are adequate to support the course.

Confirmation of Consultation/Approval

If the proposed course is to be cross-listed, integrated, listed as a course credit exclusion with another course, or listed as a major/minor course option in another program, approval from all of the relevant parties is also required. **Proposals which require consultation but are submitted without evidence of consultation will not be considered.**

Is evidence of consultation attached? (please check) ☐ Yes ☒ Not applicable

[Curriculum Toolkit: Consultation Form](#)

Departmental Curriculum Approval

The Committee on Curriculum, Curricular Policy and Standards will not consider new course proposals that have not been approved by the Department responsible for offering the course.

Livy Visano	Chair of Department Curriculum Committee	May 11, 2017
Name	Position	Date
James Laxer	Professor	May 11, 2017
Name	Position	Date
Minoo Derayeh	Chair of Department of Equity Studies	May 11, 2017
Name	Position	Date

Scott Reference

4700 Keele St.
Toronto ON
Canada M3J 1P3
Tel 416 736-2100
Ext. 33428
Fax 416 736-5920
<http://www.library.yorku.ca/ScottReference>

May 18, 2017

Re: New Course Proposal – INDG 4070 *Special Topics in Indigenous Studies*

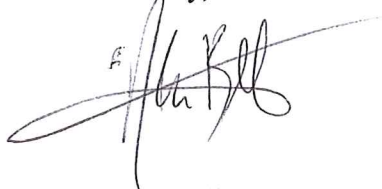
Dear Dr. Bonita Lawrence,

I have reviewed the new course proposal material for INDG 4070 “Special Topics in Indigenous Studies”. A detailed bibliography was not included, but will be generated as needed based on the special topic. The Libraries already adequately supports the Indigenous Studies program at York, but I would encourage the course director to contact the Equity Studies librarian once they identify the particular nature of the special topic as well as the required readings, to ensure all timely access to resources.

The York Libraries offers books, government documents, journals and electronic indexes that might support research for this course. Researchers in this course will have access to periodical literature in indigenous studies primarily through *Bibliography of Native North Americans*, *First Nations Periodical Index* and *North American Indian Thought and Culture*. Access is also provided through other more specific discipline-based indexes, including *Canadian Periodical Index*, *America History and Life*, *Sociological Abstracts*, and *ERIC*, among others. Students can start their research by consulting the *First Nations, Métis & Inuit in Canada* (<http://researchguides.library.yorku.ca/fnmi>) research guide.

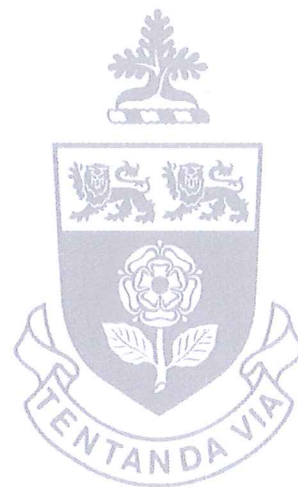
The Libraries also offers course or program-specific library instruction sessions focusing on research strategies and discipline-appropriate resources. I am confident the Libraries’ resources will help to make this course a success and am therefore pleased to support this proposal.

Sincerely,



Norda Bell

Liaison to Department of Equity Studies



OFFICE OF THE FACULTY COUNCIL
CHANGE TO/EXPIRE EXISTING COURSE

Faculty-level Curriculum Committee Submission Deadlines & Details

2018-19 Academic Session

June 1, 2017 Complete proposal package for all proposal types

October 15, 2017 Complete proposal package for New Course proposals and Changes to Existing Courses

Early submissions are welcome and appreciated. Incomplete and late proposals may not be processed in time for the requested academic session.

Course proposal packages include the proposal form, a library statement, and consultation form (if applicable).

New: Submit your proposal using the new [online submission form](#).

NOTE: A Change to Existing Degree/Certificate proposal is required if a course is to be coded as a program requirement in the course repository and included in as a Degree Requirement in the official undergraduate Academic Calendar.

Completed Proposal Submission Date: 34T

Department:

Equity Studies

UPD:

Livy Visano

Proponent Name:

Bonita Lawrence

Proponent Email:

bonital@yorku.ca

Current Course Information (Originator):

Faculty:

AP

Rubric:

MIST

Course #:

1050

Weight:

6.00

Current Long
Course Title:

Introduction to Indigenous Thought

Effective Session for Change:

Term: (e.g., Fall; Winter; Summer)

Fall-Winter

Year:

2018-2019

Type of Change (check all that apply):

- ☐ in course number / year-level ☐ in calendar description (editorial) ☐ in course credit exclusion(s) [†]
- ☐ in credit value ☐ in pre-requisite(s)/co-requisite(s) ☐ in course format/delivery mode [‡]
- ☒ in course title (editorial) ☐ in cross-listing * ☐ retire/expire course
- ☒ other (please specify): Change of rubric (as part of the change from MIST to INDG)

Is this course currently cross-listed? No

Complete if this course is cross-listed:

Faculty:		Rubric:		Course #:		Weight:	
Faculty:		Rubric:		Course #:		Weight:	

* Cross-listed courses are offered jointly by two or more teaching units (such as departments or divisions), or teaching units in two or more different Faculties. Regardless of the offering Faculty or discipline identified by the course prefix of a cross-listed course, every offered section of a cross-listed course is substantially the same as every other and all are therefore recognized as instances of the "same" course.

† "Course Exclusion" is a formal status accorded to pairs of courses that are recognized as having sufficient overlap in content to warrant specifically excluding students from obtaining credit for both. Course exclusion status requires the same curricular approval process required for establishing cross-listings. Course exclusions will be recognized by all Faculties and programs.

‡ Courses converted from face-to-face to an on-line delivery mode should follow the instructions provided on page 4 of the New Course Proposal Form to provide revised 'Course Design' and 'Method of Instruction' information.

Academic Rationale for Change:

Note: If this is a change in course number/year-level or in credit value please provide a detailed rationale below.

The change in rubric is required for the transition of MIST to INDG. The change in name reflects our intent to convey to students that this is the introductory course for the BA program of the same name (Indigenous Studies).

The alignment of Indigenous Studies courses to program learning outcomes is required according to York's quality assurance committee. This course aligns with the following learning outcomes for INDG:

DEPTH AND BREADTH OF KNOWLEDGE:

- Students will develop an in-depth understanding of colonization history in Canada, including the fur trade era under the French and the British, land acquisition, settlement processes, policies of subordination, the regulation of Indigenous identities, the erasure of Indigenous peoples from the body politic of Canada, and contemporary Indigenous resistance.
- Students will gain a solid comprehension of residential schooling and the child welfare system as systems of cultural genocide, and their implications for Indigenous identities, families, and communities.

APPLICATION OF KNOWLEDGE:

- Students will be equipped to independently assess the terms of reconciliation that Canada seeks.
- Students will be able to work through the multiple contradictions within Canadian society, whereby Canada still relies on Indigenous lands to export energy or other resources, denies Indigenous peoples basic human rights to clean water, proper housing, health care, and education, and yet seeks reconciliation with respect to residential schooling.

COMMUNICATION SKILLS:

- Students will refine their communication skills by engaging in concepts and ideas in front of other students through in-class presentations and seminar discussions.

AUTONOMY AND PROFESSIONAL CAPACITY:

- Students in the BA program will be equipped to enter certain professions (law, social work, education) where a broad knowledge of Indigenous realities and perspectives will be central to their capacity to thrive in their professions and serve their clients or students well.

AP/ MIST 1050 6.00 Introduction to Indigenous Thought	AP/ <u>INDG</u> 1050 6.00 Introduction to Indigenous <u>Studies</u>
Example: Delete this text.	Example: <u>Add</u> this text.

Instructions: Since one change (such as a change in year-level or credit value) may result in several changes (e.g., to the course description, evaluation, instruction, bibliography, etc.), please submit as many details as possible. If there are several changes, please use or attach sections from the New Course Proposal Form in order to ensure that all required information is included.

Confirmation of Consultation/Approval

It is the Department's responsibility to ensure that proposed changes (e.g. title change, etc.) will not result in overlap with existing courses in other units. The Committee on Curriculum, Curricular Policy and Standards asks that proponents proactively consult with other units where overlap could possibly occur. **Evidence of any consultations that have taken place must be submitted along with this proposal form (including consultations that simply confirm that no overlap exists).**

[Curriculum Toolkit: Consultation Form](#)

Is evidence of consultation attached? (please check) ☐ Yes ☒ Not applicable

The Committee on Curriculum, Curricular Policy and Standards will not consider new course proposals that have not been approved by the Department/School responsible for offering the course.

Departmental Curriculum Approval

Livy Visano	Chair of Equity Studies Curriculum Committee	May 11, 2017
Name	Position	Date
James Laxer	Professor	May 11, 2017
Name	Position	Date
Minoo Derayeh	Chair of Department of Equity Studies	May 11, 2017
Name	Position	Date

OFFICE OF THE FACULTY COUNCIL
CHANGE TO/EXPIRE EXISTING COURSE

Faculty-level Curriculum Committee Submission Deadlines & Details

2018-19 Academic Session

June 1, 2017 Complete proposal package for all proposal types

October 15, 2017 Complete proposal package for New Course proposals and Changes to Existing Courses

Early submissions are welcome and appreciated. Incomplete and late proposals may not be processed in time for the requested academic session.

Course proposal packages include the proposal form, a library statement, and consultation form (if applicable).

New: Submit your proposal using the new [online submission form](#).

NOTE: A Change to Existing Degree/Certificate proposal is required if a course is to be coded as a program requirement in the course repository and included in as a Degree Requirement in the official undergraduate Academic Calendar.

Completed Proposal Submission Date: 34T

Department:

Equity Studies

UPD:

Livy Visano

Proponent Name:

Bonita Lawrence

Proponent Email:

bonital@yorku.ca

Current Course Information (Originator):

Faculty:

AP

Rubric:

MIST

Course #:

3310

Weight:

6.00

Current Long
Course Title:

Virtual Riel/ity: Louis Riel and Metis Issues in North America

Effective Session for Change:

Term: (e.g., Fall; Winter; Summer)

Fall-Winter

Year:

2018-2019

Type of Change (check all that apply):

- ☐ in course number / year-level ☐ in calendar description (editorial) ☐ in course credit exclusion(s) [†]
- ☐ in credit value ☐ in pre-requisite(s)/co-requisite(s) ☐ in course format/delivery mode [‡]
- ☒ in course title (editorial) ☐ in cross-listing * ☐ retire/expire course
- ☒ other (please specify): Change of rubric (as part of the change from MIST to INDG)

Is this course currently cross-listed? Yes

Complete if this course is cross-listed:

Faculty:	AP	Rubric:	CDNS/HUMA	Course #:	3530	Weight:	6.00
Faculty:		Rubric:		Course #:		Weight:	

* Cross-listed courses are offered jointly by two or more teaching units (such as departments or divisions), or teaching units in two or more different Faculties. Regardless of the offering Faculty or discipline identified by the course prefix of a cross-listed course, every offered section of a cross-listed course is substantially the same as every other and all are therefore recognized as instances of the "same" course.

† "Course Exclusion" is a formal status accorded to pairs of courses that are recognized as having sufficient overlap in content to warrant specifically excluding students from obtaining credit for both. Course exclusion status requires the same curricular approval process required for establishing cross-listings. Course exclusions will be recognized by all Faculties and programs.

‡ Courses converted from face-to-face to an on-line delivery mode should follow the instructions provided on page 4 of the New Course Proposal Form to provide revised 'Course Design' and 'Method of Instruction' information.

Academic Rationale for Change:

Note: If this is a change in course number/year-level or in credit value please provide a detailed rationale below.

The change in rubric is in accordance with the transition of MIST to INDG. The change in name reflects our intent to convey the Metis focus of the course in general.

The alignment of Indigenous Studies courses to program learning outcomes is required according to York's quality assurance committee. This course aligns with the following learning outcomes for INDG:

DEPTH AND BREADTH OF KNOWLEDGE:

- Students will develop an in-depth understanding of colonization history in Canada, including the fur trade era under the French and the British, land acquisition, settlement processes, policies of subordination, the regulation of Indigenous identities, the erasure of Indigenous peoples from the body politic of Canada, and contemporary Indigenous resistance.

COMMUNICATION SKILLS:

- Students will refine their communication skills by engaging in concepts and ideas in front of other students through in-class presentations and seminar discussions.

AP/ MIST 3310 6.00 AP/CDNS/HUMA 3530 6.00 Virtual Riel/ty: Louis Riel and Metis Issues in North America	AP/ INDG 3310 6.00 AP/CDNS/HUMA 3530 6.00 Metis Issues in North America
Example: Delete this text.	Example: Add this text.

Instructions: Since one change (such as a change in year-level or credit value) may result in several changes (e.g., to the course description, evaluation, instruction, bibliography, etc.), please submit as many details as possible. If there are several changes, please use or attached sections from the New Course Proposal Form in order to ensure that all required information is included.

Confirmation of Consultation/Approval

It is the Department's responsibility to ensure that proposed changes (e.g. title change, etc.) will not result in overlap with existing courses in other units. The Committee on Curriculum, Curricular Policy and Standards asks that proponents proactively consult with other units where overlap could possibly occur. **Evidence of any consultations that have taken place must be submitted along with this proposal form (including consultations that simply confirm that no overlap exists).**

[Curriculum Toolkit: Consultation Form](#)

Is evidence of consultation attached? (please check) ☐ Yes ☒ Not applicable

The Committee on Curriculum, Curricular Policy and Standards will not consider new course proposals that have not been approved by the Department/School responsible for offering the course.

Departmental Curriculum Approval

Livy Visano	Professor	May 11, 2017
Name	Position	Date
James Laxer	Professor	May 11, 2017
Name	Position	Date
Minoo Derayeh	Associate Professor	May 11, 2017
Name	Position	Date



OFFICE OF THE FACULTY COUNCIL CHANGE TO/EXPIRE EXISTING COURSE

Faculty-level Curriculum Committee Submission Deadlines & Details

2018-19 Academic Session

June 1, 2017 Complete proposal package for all proposal types

October 15, 2017 Complete proposal package for New Course proposals and Changes to Existing Courses

Early submissions are welcome and appreciated. Incomplete and late proposals may not be processed in time for the requested academic session.

Course proposal packages include the proposal form, a library statement, and consultation form (if applicable).

New: Submit your proposal using the new [online submission form](#).

NOTE: A Change to Existing Degree/Certificate proposal is required if a course is to be coded as a program requirement in the course repository and included in as a Degree Requirement in the official undergraduate Academic Calendar.

Completed Proposal Submission Date: 34T

Department: Equity Studies UPD: Livy Visano

Proponent Name: Bonita Lawrence Proponent Email: bonital@yorku.ca

Current Course Information (Originator):

Faculty: AP Rubric: MIST Course #: 3535 Weight: 3.00

Current Long Course Title: Canada and the True North: Indigenous Knowledge and Canada's North

Effective Session for Change: Term: (e.g., Fall; Winter; Summer) Fall-Winter Year: 2018-2019

Type of Change (check all that apply):

- ☐ in course number / year- level ☒ in calendar description (editorial) ☒ in course credit exclusion(s) [†]
- ☐ in credit value ☐ in pre-requisite(s)/co-requisite(s) ☐ in course format/delivery mode [‡]
- ☒ in course title (editorial) ☐ in cross-listing * ☐ retire/expire course
- ☒ other (please specify): Change of rubric (as part of the change from MIST to INDG)

Is this course currently cross-listed?
YES

Complete if this course is cross-listed:

Faculty:	AP	Rubric:	CDNS	Course #:	3535	Weight:	3.00
Faculty:	AP	Rubric:	HUMA	Course #:	3535	Weight:	3.00
Faculty:	AP	Rubric:	EN	Course #:	3535	Weight:	3.00

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† "Course Exclusion" is a formal status accorded to pairs of courses that are recognized as having sufficient overlap in content to warrant specifically excluding students from obtaining credit for both. Course exclusion status requires the same curricular approval process required for establishing cross-listings. Course exclusions will be recognized by all Faculties and programs.

‡ Courses converted from face-to-face to an on-line delivery mode should follow the instructions provided on page 4 of the New Course Proposal Form to provide revised 'Course Design' and 'Method of Instruction' information.

Academic Rationale for Change:

Note: If this is a change in course number/year-level or in credit value please provide a detailed rationale below.

The change in rubric is required for the transition of MIST to INDG. The change in title and course description is to avoid the unnecessary redundancy and more effectively articulate the course content.

The alignment of Indigenous Studies courses to program learning outcomes is required according to York's quality assurance committee. This course aligns with the following learning outcomes for INDG:

DEPTH AND BREADTH OF KNOWLEDGE:

- Students will develop a basic understanding of Indigenous worldviews, spiritualities, and relationships to the land through experiential knowledge from Elders as well as through texts.
- Students will gain familiarity with aspects of Indigenous cultural production and its importance for Indigenous identity, cultural recovery, and community rebuilding.

COMMUNICATION SKILLS:

- Students will refine their communication skills by engaging in concepts and ideas in front of other students through in-class presentations and seminar discussions.

AP/MIST/CDNS/EN/HUMA 3535 3.00 ~~Canada and the True North: Indigenous Knowledge and Canada's North~~

Analyzes the history and theories of Canada ~~and the True North~~ from the perspectives of indigenous knowledge and environment. ~~Examines concepts and relationships among history, literature and nature in Europe and North America. Course credit exclusion: AP/REI 3535 3.00 (prior to Fall 2013). PRIOR TO FALL 2009: Course credit exclusion: AK/EN 3535~~

AP/INDG/CDNS/EN/HUMA 3535 3.00 ~~Canada and the True North: Indigenous Knowledge~~ and the Environment

Analyzes the history and theories of Canada from the perspectives of indigenous knowledge and environment.

Formatted: Normal (Web), Pattern: Clear (White)

3.00.	
Example: Delete this text.	Example: <u>Add</u> this text.

Instructions: Since one change (such as a change in year-level or credit value) may result in several changes (e.g., to the course description, evaluation, instruction, bibliography, etc.), please submit as many details as possible. If there are several changes, please use or attach sections from the New Course Proposal Form in order to ensure that all required information is included.

Confirmation of Consultation/Approval

It is the Department's responsibility to ensure that proposed changes (e.g. title change, etc.) will not result in overlap with existing courses in other units. The Committee on Curriculum, Curricular Policy and Standards asks that proponents proactively consult with other units where overlap could possibly occur. **Evidence of any consultations that have taken place must be submitted along with this proposal form (including consultations that simply confirm that no overlap exists).**

[Curriculum Toolkit: Consultation Form](#)

Is evidence of consultation attached? (please check) ☐ Yes ☒ Not applicable

The Committee on Curriculum, Curricular Policy and Standards will not consider new course proposals that have not been approved by the Department/School responsible for offering the course.

Departmental Curriculum Approval

Livy Visano	Chair of Equity Studies Curriculum Committee	May 11, 2017
Name	Position	Date
James Laxer	Professor	May 11, 2017
Name	Position	Date
Minoo Derayeh	Chair of Department of Equity Studies	May 11, 2017
Name	Position	Date



OFFICE OF THE FACULTY COUNCIL CHANGE TO/EXPIRE EXISTING COURSE

Faculty-level Curriculum Committee Submission Deadlines & Details

2018-19 Academic Session

June 1, 2017 Complete proposal package for all proposal types

October 15, 2017 Complete proposal package for New Course proposals and Changes to Existing Courses

Early submissions are welcome and appreciated. Incomplete and late proposals may not be processed in time for the requested academic session.

Course proposal packages include the proposal form, a library statement, and consultation form (if applicable).

New: Submit your proposal using the new [online submission form](#).

NOTE: A Change to Existing Degree/Certificate proposal is required if a course is to be coded as a program requirement in the course repository and included in as a Degree Requirement in the official undergraduate Academic Calendar.

Completed Proposal Submission Date: 34T

Department: UPD:
 Proponent Name: Proponent Email:

Current Course Information (Originator):

Faculty: Rubric: Course #: Weight:

Current Long Course Title:

Effective Session for Change: Term: (e.g., Fall; Winter; Summer) Year:

Type of Change (check all that apply):

- ☐ in course number / year- level ☒ in calendar description (editorial) ☒ in course credit exclusion(s) [†]
☐ in credit value ☐ in pre-requisite(s)/co-requisite(s) ☐ in course format/delivery mode [‡]
☐ in course title (editorial) ☐ in cross-listing * ☐ retire/expire course
☒ other (please specify): Change of rubric (as part of the change from MIST to INDG)

Is this course currently cross-listed?
YES

Complete if this course is cross-listed:

Faculty:	AP	Rubric:	CDNS	Course #:	3536	Weight:	3.00
Faculty:	AP	Rubric:	HUMA	Course #:	3536	Weight:	3.00
Faculty:	AP	Rubric:	EN	Course #:	3536	Weight:	3.00

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‡ Courses converted from face-to-face to an on-line delivery mode should follow the instructions provided on page 4 of the New Course Proposal Form to provide revised 'Course Design' and 'Method of Instruction' information.

Academic Rationale for Change:

Note: If this is a change in course number/year-level or in credit value please provide a detailed rationale below.

The change in rubric is required for the transition of MIST to INDG. The change in title is to more accurately convey the course content.

The alignment of Indigenous Studies courses to program learning outcomes is required according to York's quality assurance committee. This course aligns with the following learning outcomes for INDG:

DEPTH AND BREADTH OF KNOWLEDGE:

- Students will develop a basic understanding of Indigenous worldviews, spiritualities, and relationships to the land through experiential knowledge from Elders as well as through texts.
- Students will gain familiarity with aspects of Indigenous cultural production and its importance for Indigenous identity, cultural recovery, and community rebuilding.

COMMUNICATION SKILLS:

- Students will refine their communication skills by engaging in concepts and ideas in front of other students through in-class presentations and seminar discussions.

AP/MIST/CDNS/EN/HUMA 3536 3.00 ~~Canada and the True North: Legend and Memory~~
~~Explores the character of Canada and the True North in legend and memory in the context of Canadian literature since the 18th century. Topics include concepts of nature, landscape, memory and the origins of the environmental movements. Course credit exclusion: AP/REI-3536-3.00 (prior to Fall 2013). PRIOR TO FALL 2008: Course credit exclusions: AK/EN-3536-3.00.~~

AP/INDG/CDNS/EN/HUMA 3536 3.00 Indigenous People. Legend and Memory
This course examines concepts and relationships among history, literature and nature in Europe and North America.

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Example: Delete this text.	Example: <u>Add</u> this text.
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Instructions: Since one change (such as a change in year-level or credit value) may result in several changes (e.g., to the course description, evaluation, instruction, bibliography, etc.), please submit as many details as possible. If there are several changes, please use or attached sections from the New Course Proposal Form in order to ensure that all required information is included.

Confirmation of Consultation/Approval

It is the Department's responsibility to ensure that proposed changes (e.g. title change, etc.) will not result in overlap with existing courses in other units. The Committee on Curriculum, Curricular Policy and Standards asks that proponents proactively consult with other units where overlap could possibly occur. **Evidence of any consultations that have taken place must be submitted along with this proposal form (including consultations that simply confirm that no overlap exists).**

[Curriculum Toolkit: Consultation Form](#)

Is evidence of consultation attached? (please check) ☐ Yes ☒ Not applicable

The Committee on Curriculum, Curricular Policy and Standards will not consider new course proposals that have not been approved by the Department/School responsible for offering the course.

Departmental Curriculum Approval

Livy Visano	Chair of Equity Studies Curriculum Committee	May 11, 2017
Name	Position	Date
James Laxer	Professor	May 11, 2017
Name	Position	Date
Minoo Derayeh	Chair of Department of Equity Studies	May 11, 2017
Name	Position	Date

OFFICE OF THE FACULTY COUNCIL
CHANGE TO/EXPIRE EXISTING COURSE

Faculty-level Curriculum Committee Submission Deadlines & Details

2018-19 Academic Session

June 1, 2017 Complete proposal package for all proposal types

October 15, 2017 Complete proposal package for New Course proposals and Changes to Existing Courses

Early submissions are welcome and appreciated. Incomplete and late proposals may not be processed in time for the requested academic session.

Course proposal packages include the proposal form, a library statement, and consultation form (if applicable).

New: Submit your proposal using the new [online submission form](#).

NOTE: A Change to Existing Degree/Certificate proposal is required if a course is to be coded as a program requirement in the course repository and included in as a Degree Requirement in the official undergraduate Academic Calendar.

Completed Proposal Submission Date: 34T

Department:

Equity Studies

UPD:

Livy Visano

Proponent Name:

Bonita Lawrence

Proponent Email:

bonital@yorku.ca

Current Course Information (Originator):

Faculty:

AP

Rubric:

MIST

Course #:

3561

Weight:

6.00

Current Long
Course Title:

Racism and the Law

Effective Session for Change:

Term: (e.g., Fall; Winter; Summer)

Fall-Winter

Year:

2018-2019

Type of Change (check all that apply):

- | | | |
|--|---|--|
| <input type="checkbox"/> in course number / year-level | <input checked="" type="checkbox"/> in calendar description (editorial) | <input checked="" type="checkbox"/> in course credit exclusion(s) [†] |
| <input type="checkbox"/> in credit value | <input type="checkbox"/> in pre-requisite(s)/co-requisite(s) | <input type="checkbox"/> in course format/delivery mode [‡] |
| <input type="checkbox"/> in course title (editorial) | <input checked="" type="checkbox"/> in cross-listing * | <input type="checkbox"/> retire/expire course |
| <input checked="" type="checkbox"/> other (please specify): 1. Change of rubric (as part of the change from MIST to INDG)
2. Addition of Learning objectives for Indigenous Studies as required by Quality Assurance. | | |

Is this course currently cross-listed?

yes

Complete if this course is cross-listed:

Faculty:

AP

Rubric:

POLS

Course #:

3561

Weight:

6.00

Faculty:

Rubric:

Course #:

Weight:

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‡ Courses converted from face-to-face to an on-line delivery mode should follow the instructions provided on page 4 of the New Course Proposal Form to provide revised 'Course Design' and 'Method of Instruction' information.

Academic Rationale for Change:

Note: If this is a change in course number/year-level or in credit value please provide a detailed rationale below.

Dropping the cross-listing to political science is part of our process of gradually clearing out extraneous cross-listings. We also want to remove the older course exclusions.

At the same time, the course is relevant, as MIST is transformed to INDG, both to Indigenous Studies and to HREQ (where most of the courses on Race are going). We want it crossed between INDG and HREQ, with HREQ as the originator.

The change in course description reflects this connection between the two programs in which the course will be situated.

The change in rubric is in accordance with the transition of MIST to INDG.

The alignment of Indigenous Studies courses to program learning outcomes is required according to York's quality assurance committee. This course aligns with the following learning outcomes for INDG:

DEPTH AND BREADTH OF KNOWLEDGE:

- Students will gain a broader understanding of the histories of global colonization and current racialization of peoples of colour in Canada, with a view to building alliances towards decolonization.

Existing Calendar Copy (Change From)

Please use strikethrough to denote deletions.

AP/MIST/POLS 3561 6.00 Racism and the Law

Theories of law applied to the sociology of racism. Topics include history of law and the political economy of racism; reproductions of class, race and gender; promises and prospects of legal remedies; local/global and private/public controls
Course credit exclusion: AP/REI 3561 6.00 (prior to Fall 2013).

Proposed Calendar Copy (Change To)

Please denote additions in **bold**, blue, underlining.

AP/HREQ/INDG 3561 6.00 Racism and the Law

Addresses Canadian legal provisions with explicit colonial and racial content—the Indian Act (1876); the Continuous Journey Regulation (1908); the Chinese Exclusion Act (1923); the rejection of Jewish refugees in the first half of the 20th century; and the Japanese Canadian internment during World War II. Engages with contemporary racism and efforts at redress in the criminal justice system. Course credit exclusion: AP/MIST 3561 6.00 (Prior to Fall 2018); AP/REI 3561 6.00 (prior to Fall 2013).

Example: Delete this text.	Example: <u>Add</u> this text.

Instructions: Since one change (such as a change in year-level or credit value) may result in several changes (e.g., to the course description, evaluation, instruction, bibliography, etc.), please submit as many details as possible. If there are several changes, please use or attach sections from the New Course Proposal Form in order to ensure that all required information is included.

Confirmation of Consultation/Approval

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[Curriculum Toolkit: Consultation Form](#)

Is evidence of consultation attached? (please check) ☐ Yes ☒ Not applicable

The Committee on Curriculum, Curricular Policy and Standards will not consider new course proposals that have not been approved by the Department/School responsible for offering the course.

Departmental Curriculum Approval

Livy Visano	Chair of Equity Studies Curriculum Committee	May 11, 2017
Name	Position	Date
James Laxer	Professor	May 11, 2017
Name	Position	Date
Minoo Derayeh	Chair of Department of Equity Studies	May 11, 2017
Name	Position	Date

OFFICE OF THE FACULTY COUNCIL
CHANGE TO/EXPIRE EXISTING COURSE

Faculty-level Curriculum Committee Submission Deadlines & Details

2018-19 Academic Session

June 1, 2017 Complete proposal package for all proposal types

October 15, 2017 Complete proposal package for New Course proposals and Changes to Existing Courses

Early submissions are welcome and appreciated. Incomplete and late proposals may not be processed in time for the requested academic session.

Course proposal packages include the proposal form, a library statement, and consultation form (if applicable).

New: Submit your proposal using the new [online submission form](#).

NOTE: A Change to Existing Degree/Certificate proposal is required if a course is to be coded as a program requirement in the course repository and included in as a Degree Requirement in the official undergraduate Academic Calendar.

Completed Proposal Submission Date: 34T

Department:

Equity Studies

UPD:

Livy Visano

Proponent Name:

Bonita Lawrence

Proponent Email:

bonital@yorku.ca

Current Course Information (Originator):

Faculty:

AP

Rubric:

MIST

Course #:

3620

Weight:

6.00

Current Long
Course Title:

Racism and Colonialism

Effective Session for Change:

Term: (e.g., Fall; Winter; Summer)

Fall-Winter

Year:

2018-2019

Type of Change (check all that apply):

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> in course number / year-level | <input checked="" type="checkbox"/> in calendar description (editorial) | <input checked="" type="checkbox"/> in course credit exclusion(s) [†] |
| <input type="checkbox"/> in credit value | <input type="checkbox"/> in pre-requisite(s)/co-requisite(s) | <input type="checkbox"/> in course format/delivery mode [‡] |
| <input type="checkbox"/> in course title (editorial) | <input checked="" type="checkbox"/> in cross-listing * | <input type="checkbox"/> retire/expire course |
| <input checked="" type="checkbox"/> other (please specify): Change of Rubric (in accordance with the change of MIST to INDG). | | |

Is this course currently cross-listed?

yes

Complete if this course is cross-listed:

Faculty:

AP

Rubric:

POLS

Course #:

3565

Weight:

6.00

Faculty:

Rubric:

Course #:

Weight:

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‡ Courses converted from face-to-face to an on-line delivery mode should follow the instructions provided on page 4 of the New Course Proposal Form to provide revised 'Course Design' and 'Method of Instruction' information.

Academic Rationale for Change:

Note: If this is a change in course number/year-level or in credit value please provide a detailed rationale below.

We are removing the cross-listing to POLS as part of our general policy on removing cross-listings that are no longer useful. We wish to remove the older course exclusions that stretch back almost twenty years; we will keep the exclusions for courses mounted in 2012 and later.

We wish to turn the course into a second year option because it will build connections between critiques of colonialism and racism, which is a useful analysis for student to develop early on in their undergraduate studies. Even though the course level will change from 3rd to 2nd year, it will still address the same range of issues—the main change will be in the new course outline and bibliography which will obviously utilize less readings and will cover issues at a more basic level.

The course description is being changed primarily to update the content.

The rubric will be changed in accordance with the transition from MIST to INDG.

The alignment of Indigenous Studies courses to program learning outcomes is required according to York's quality assurance committee. This course aligns with the following learning outcomes for INDG:

DEPTH AND BREADTH OF KNOWLEDGE:

- Students will explore alliances with people of colour in seeking decolonization.
- Students will develop an in-depth understanding of colonization history in Canada, including the fur trade era under the French and the British, land acquisition, settlement processes, policies of subordination, the regulation of Indigenous identities, the erasure of Indigenous peoples from the body politic of Canada, and contemporary Indigenous resistance.

<p>Existing Calendar Copy (Change From) Please use strikethrough to <i>denote deletions</i>.</p> <p>AP/MIST 3620 6.00 AP/POLS 3565 6.00 Racism and Colonialism</p> <p>Colonialism and racial conflict examined in historical and comparative perspective, including a discussion of links between racism and sexism. Examples are drawn from some of these areas: Africa, Asia, Latin America and the Caribbean, the Middle East. Course credit exclusions: AP/REI 3620 6.00 (prior to Fall 2013), AP/SOCI 3620 6.00 (prior to Fall 2012). PRIOR TO FALL 2009: Course credit exclusions: AK/SOCI 2580 6.00 (prior to Summer 1998), AK/SOCI 3620 6.00.</p>	<p>Proposed Calendar Copy (Change To) Please <i>denote additions in bold, blue, underlining</i> .</p> <p>AP/<u>INDG 2030</u> 6.00 Racism and Colonialism</p> <p>Colonialism and racial conflict are examined in historical and comparative perspective, including a discussion of links between racism and sexism, <u>and the experiences of Indigenous peoples</u>. Examples are drawn from Africa, Asia, <u>the Americas, and</u> the Middle East. <u>Course credit exclusions: AP/MIST 3620/ AP/POLS 3565 6.00 (Prior to Fall 2018); AP/REI 3620 6.00 (prior to Fall 2013), AP/SOCI 3620 6.00 (prior to Fall 2012).</u></p>
<p>Example: Delete this text.</p>	<p>Example: <u>Add</u> this text.</p>

Instructions: Since one change (such as a change in year-level or credit value) may result in several changes (e.g., to the course description, evaluation, instruction, bibliography, etc.), please submit as many details as possible. If there are several changes, please use or attached sections from the New Course Proposal Form in order to ensure that all required information is included.

Confirmation of Consultation/Approval

It is the Department's responsibility to ensure that proposed changes (e.g. title change, etc.) will not result in overlap with existing courses in other units. The Committee on Curriculum, Curricular Policy and Standards asks that proponents proactively consult with other units where overlap could possibly occur. **Evidence of any consultations that have taken place must be submitted along with this proposal form (including consultations that simply confirm that no overlap exists).**

[Curriculum Toolkit: Consultation Form](#)

Is evidence of consultation attached? (please check) ☐ Yes ☒ Not applicable

The Committee on Curriculum, Curricular Policy and Standards will not consider new course proposals that have not been approved by the Department/School responsible for offering the course.

Departmental Curriculum Approval

Livy Visano	Professor	May 11, 2017
Name	Position	Date
James Laxer	Professor	May 11, 2017
Name	Position	Date
Minoo Derayeh	Associate Professor	May 11, 2017
Name	Position	Date

OFFICE OF THE FACULTY COUNCIL
CHANGE TO/EXPIRE EXISTING COURSE

Faculty-level Curriculum Committee Submission Deadlines & Details

2018-19 Academic Session

June 1, 2017 Complete proposal package for all proposal types

October 15, 2017 Complete proposal package for New Course proposals and Changes to Existing Courses

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Course proposal packages include the proposal form, a library statement, and consultation form (if applicable).

New: Submit your proposal using the new [online submission form](#).

NOTE: A Change to Existing Degree/Certificate proposal is required if a course is to be coded as a program requirement in the course repository and included in as a Degree Requirement in the official undergraduate Academic Calendar.

Completed Proposal Submission Date: 34T

Department:

Equity Studies

UPD:

Livy Visano

Proponent Name:

Bonita Lawrence

Proponent Email:

bonital@yorku.ca

Current Course Information (Originator):

Faculty:

AP

Rubric:

MIST

Course #:

3640

Weight:

3.00

Current Long
Course Title:

The Indian Act, Treaties, and Non-Status Native Communities

Effective Session for Change:

Term: (e.g., Fall; Winter; Summer)

Fall-Winter

Year:

2018-2019

Type of Change (check all that apply):

- | | | |
|--|---|---|
| <input type="checkbox"/> in course number / year-level | <input checked="" type="checkbox"/> in calendar description (editorial) | <input type="checkbox"/> in course credit exclusion(s) [†] |
| <input checked="" type="checkbox"/> in credit value | <input type="checkbox"/> in pre-requisite(s)/co-requisite(s) | <input checked="" type="checkbox"/> in course format/delivery mode [‡] |
| <input checked="" type="checkbox"/> in course title (editorial) | <input type="checkbox"/> in cross-listing * | <input type="checkbox"/> retire/expire course |
| <input checked="" type="checkbox"/> other (please specify): Change of rubric (as part of the change from MIST to INDG) | | |

Is this course currently cross-listed?

no

Complete if this course is cross-listed:

Faculty:

Rubric:

Course #:

Weight:

Faculty:

Rubric:

Course #:

Weight:

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‡ Courses converted from face-to-face to an on-line delivery mode should follow the instructions provided on page 4 of the New Course Proposal Form to provide revised 'Course Design' and 'Method of Instruction' information.

Academic Rationale for Change:

Note: If this is a change in course number/year-level or in credit value please provide a detailed rationale below.

Adding a six-credit option for this course reflects the nature of the subject. In a three-credit course the content is extremely condensed and must of necessity be abbreviated. While at times scheduling difficulties may make it necessary to continue to teach the course for 3 credits, a solid coverage of the treaty process is highly important within Indigenous Studies. For that reason, we need to have a six-credit option.

The title change reflects a change in priorities within Indigenous Studies, towards an emphasis on treaties rather than prioritizing the Indian Act. The change in rubric is required for the transition of MIST to INDG.

The change in course delivery to a blended online option will allow some flexibility for students with other work, school, and familial responsibilities, and improve the diversity of INDG offerings overall.

The change in course level from 3000 to 2000 recognizes how important it is for students to develop an in-depth understanding of treaty history and the impact of the Indian Act as early as possible in the course of their undergraduate program.

The alignment of Indigenous Studies courses to program learning outcomes is required according to York's quality assurance committee. This course aligns with the following learning outcomes for INDG:

DEPTH AND BREADTH OF KNOWLEDGE:

- Students will gain a comprehensive knowledge of treaty relationships, and appreciate the centrality of Indigenous agency in theorizing pre-contact, historical and contemporary treaty struggles.
- Students will acquire comprehensive knowledge of the concepts of nationhood, sovereignty, or self-determination.

<p>Existing Calendar Copy (Change From) Please use strikethrough to <i>denote deletions</i>.</p> <p>AP/MIST 3640 3.00 The Indian Act, Treaties, and Non-Status Native Communities</p> <p>Focuses on federal recognition and non-status Native people. It explores the nature of treaties, their replacement with identity legislation, and the effects of identity legislation in dividing Native people who have Indian status from those who do not. Examines different struggles for federal recognition, in Canada and the United States, and the implications, for sovereignty, of struggles for federal recognition. Course credit exclusion: AP/REI 3640 3.00 (prior to Fall 2013).</p>	<p>Proposed Calendar Copy (Change To) Please <i>denote additions in bold, blue, underlining</i> .</p> <p>AP/<u>INDG 2060</u> 3.00/<u>6.00</u> <u>Treaties and The Indian Act</u></p> <p><u>Explores the nature of treaties, including those negotiated between Indigenous nations (historically and at present), between Indigenous peoples and European powers, and between Indigenous peoples and the Canadian state. Addresses the imposition of the Indian Act, the regulation of Indigenous identities, the exclusion of the Metis, and the acquisition of land. Examines current treaty practices among Indigenous peoples, deconstructs the concept of “modern treaties” when tied to Canada’s comprehensive claims process, and examines treaties as tools for self-determination.</u></p>
<p>Example: Delete this text.</p>	<p>Example: <u>Add</u> this text.</p>

Instructions: Since one change (such as a change in year-level or credit value) may result in several changes (e.g., to the course description, evaluation, instruction, bibliography, etc.), please submit as many details as possible. If there are several changes, please use or attach sections from the New Course Proposal Form in order to ensure that all required information is included.

Confirmation of Consultation/Approval

It is the Department’s responsibility to ensure that proposed changes (e.g. title change, etc.) will not result in overlap with existing courses in other units. The Committee on Curriculum, Curricular Policy and Standards asks that proponents proactively consult with other units where overlap could possibly occur. **Evidence of any consultations that have taken place must be submitted along with this proposal form (including consultations that simply confirm that no overlap exists).**

[Curriculum Toolkit: Consultation Form](#)

Is evidence of consultation attached? (please check) ☐ Yes ☒ Not applicable

The Committee on Curriculum, Curricular Policy and Standards will not consider new course proposals that have not been approved by the Department/School responsible for offering the course.

Departmental Curriculum Approval

Livy Visano	Professor	May 11, 2017
Name	Position	Date
James Laxer	Professor	May 11, 2017
Name	Position	Date
Minoo Derayeh	Associate Professor	May 11, 2017
Name	Position	Date

OFFICE OF THE FACULTY COUNCIL
CHANGE TO/EXPIRE EXISTING COURSE

Faculty-level Curriculum Committee Submission Deadlines & Details

2018-19 Academic Session

June 1, 2017 Complete proposal package for all proposal types

October 15, 2017 Complete proposal package for New Course proposals and Changes to Existing Courses

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Course proposal packages include the proposal form, a library statement, and consultation form (if applicable).

New: Submit your proposal using the new [online submission form](#).

NOTE: A Change to Existing Degree/Certificate proposal is required if a course is to be coded as a program requirement in the course repository and included in as a Degree Requirement in the official undergraduate Academic Calendar.

Completed Proposal Submission Date: 34T

Department:	Equity Studies	UPD:	Livy Visano
Proponent Name:	Bonita Lawrence	Proponent Email:	bonital@yorku.ca

Current Course Information (Originator):

Faculty:	AP	Rubric:	MIST	Course #:	4705	Weight:	6.00
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Current Long Course Title:	AP/MIST 4705 6.00 Critical Race, Diaspora and Indigenous Theory
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Effective Session for Change:	Term: (e.g., Fall; Winter; Summer)	Fall-Winter	Year:	2018-2019
-------------------------------	------------------------------------	-------------	-------	-----------

Type of Change (check all that apply):

- | | | |
|---|---|--|
| <input type="checkbox"/> in course number / year-level | <input checked="" type="checkbox"/> in calendar description (editorial) | <input type="checkbox"/> in course credit exclusion(s) [†] |
| <input type="checkbox"/> in credit value | <input type="checkbox"/> in pre-requisite(s)/co-requisite(s) | <input type="checkbox"/> in course format/delivery mode [‡] |
| <input checked="" type="checkbox"/> in course title (editorial) | <input type="checkbox"/> in cross-listing * | <input type="checkbox"/> retire/expire course |
- other (please specify): 1. Change of rubric (as part of the change from MIST to INDG);
☒ 2. Adding learning objectives which is required for courses in Indigenous Studies according to Quality Assurance committee at York.

Is this course currently cross-listed?

no

Complete if this course is cross-listed:

Faculty:

Rubric:

Course #:

Weight:

Faculty:

Rubric:

Course #:

Weight:

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‡ Courses converted from face-to-face to an on-line delivery mode should follow the instructions provided on page 4 of the New Course Proposal Form to provide revised 'Course Design' and 'Method of Instruction' information.

Academic Rationale for Change:

Note: If this is a change in course number/year-level or in credit value please provide a detailed rationale below.

With the transition from MIST to INDG, this course needs to be modified both in title and content to address Indigenous theory rather than including critical race and diaspora theory. The title and course description reflect this. The older course credit exclusions will be removed and the prerequisites changed to fit the modified program. Finally, the learning objectives developed for the Indigenous Studies program must be reflected in this course (articulated below).

DEPTH AND BREADTH OF KNOWLEDGE:

- Students will acquire comprehensive knowledge of the theories and challenges involved when Indigenous peoples invoke concepts of nationhood, sovereignty, or self-determination.
- Students will develop an in-depth understanding of Indigeneity as a global phenomenon, encompassing Indigenous peoples living in "third world" formally decolonized nations as well as in "first world" settler nations.
- Students will develop their critical knowledge about the structures of dominance and exclusion which shape Indigenous life today, and the discursive means through which these structures are normalized.

APPLICATION OF KNOWLEDGE:

- Students will be equipped to independently assess the terms of reconciliation that Canada seeks.
- Students will be able to work through the multiple contradictions within Canadian society, whereby Canada still relies on Indigenous lands to export energy or other resources, denies Indigenous peoples basic human rights to clean water, proper housing, health care, and education, and yet seeks reconciliation with respect to residential schooling.

AWARENESS OF LIMITS OF KNOWLEDGE:

- Students will become aware of the limits to own knowledge by engagement with Indigeneity in a global context, which -- while improving the breadth of knowledge they acquire in the program -- will also demonstrate to them that Indigeneity in Canada has been shaped by Canadian contexts; they will therefore learn that in order to understand Indigeneity more fully in other countries they must be introduced fully to the contexts that Indigenous peoples are facing.

<p>Existing Calendar Copy (Change From) Please use strikethrough to <i>denote deletions</i>.</p> <p>AP/MIST 4705 6.00 Critical Race, Diaspora and Indigenous Theory</p> <p>Provides a solid foundation in both anti-racist and Indigenous theory, and explores both the intersections and divergences of these theoretical frameworks. Students explore a range of literature, from critical race and post-colonial theory to Indigenous writers addressing decolonization and self-determination. Prerequisites: 78 credits, including AP/MIST 1100 6.00 or AP/REI 1100 6.00 (prior to Fall 2013). Course credit exclusion: AP/REI 4705 6.00 (prior to Fall 2013). PRIOR TO FALL 2009: Prerequisites: AK/SOSC 2100 6.00 and AK/SOCI 3620 6.00 or AK/POLS 3620 6.00. Course credit exclusions: None</p>	<p>Proposed Calendar Copy (Change To) Please <i>denote additions in bold, blue, underlining</i> .</p> <p>AP/<u>INDG</u> 4705 6.00 Indigenous Theory</p> <p><u>Provides a solid knowledge of the theoretical foundations of Indigenous Studies, its relationship to postcolonial, and critical race theory, as well as a range of contemporary theoretical work by Indigenous scholars, addressing, among other subjects, questions of gender, racism, culture, identity, recognition, decolonization and self-determination. Prerequisites: 78 credits, including AP/INDG 1050. Course credit exclusion: AP/MIST 4705 (Prior to Fall 2018, AP/REI 4705 6.00 (prior to Fall 2013).</u></p>
<p>Example: Delete this text.</p>	<p>Example: <u>Add</u> this text.</p>

Instructions: Since one change (such as a change in year-level or credit value) may result in several changes (e.g., to the course description, evaluation, instruction, bibliography, etc.), please submit as many details as possible. If there are several changes, please use or attached sections from the New Course Proposal Form in order to ensure that all required information is included.

Confirmation of Consultation/Approval

It is the Department's responsibility to ensure that proposed changes (e.g. title change, etc.) will not result in overlap with existing courses in other units. The Committee on Curriculum, Curricular Policy and Standards asks that proponents proactively consult with other units where overlap could possibly occur. **Evidence of any consultations that have taken place must be submitted along with this proposal form (including consultations that simply confirm that no overlap exists).**

[Curriculum Toolkit: Consultation Form](#)

Is evidence of consultation attached? (please check) ☐ Yes ☒ Not applicable

The Committee on Curriculum, Curricular Policy and Standards will not consider new course proposals that have not been approved by the Department/School responsible for offering the course.

Departmental Curriculum Approval

Livy Visano	Professor	May 11, 2017
Name	Position	Date
James Laxer	Professor	May 11, 2017
Name	Position	Date
Minoo Derayeh	Associate Professor	May 11, 2017
Name	Position	Date

OFFICE OF THE FACULTY COUNCIL CHANGE TO/EXPIRE EXISTING COURSE

Faculty-level Curriculum Committee Submission Deadlines & Details

2018-19 Academic Session

June 1, 2017 Complete proposal package for all proposal types

October 15, 2017 Complete proposal package for New Course proposals and Changes to Existing Courses

Early submissions are welcome and appreciated. Incomplete and late proposals may not be processed in time for the requested academic session.

Course proposal packages include the proposal form, a library statement, and consultation form (if applicable).

New: Submit your proposal using the new [online submission form](#).

NOTE: A Change to Existing Degree/Certificate proposal is required if a course is to be coded as a program requirement in the course repository and included in as a Degree Requirement in the official undergraduate Academic Calendar.

Completed Proposal Submission Date: 34T

Department:	Equity Studies	UPD:	Livy Visano
Proponent Name:	Bonita Lawrence	Proponent Email:	bonital@yorku.ca

Current Course Information (Originator):

Faculty:	AP	Rubric:	MIST	Course #:	4780	Weight:	3.00
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Current Long Course Title:	Indigenous Peoples and Education in Canada and the World
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Effective Session for Change:	Term: (e.g., Fall; Winter; Summer)	Fall-Winter	Year:	2018-2019
--------------------------------------	---	-------------	--------------	-----------

Type of Change (check all that apply):

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> in course number / year- level | <input type="checkbox"/> in calendar description (editorial) | <input type="checkbox"/> in course credit exclusion(s) [†] |
| <input type="checkbox"/> in credit value | <input type="checkbox"/> in pre-requisite(s)/co-requisite(s) | <input type="checkbox"/> in course format/delivery mode [‡] |
| <input checked="" type="checkbox"/> in course title (editorial) | <input type="checkbox"/> in cross-listing * | <input type="checkbox"/> retire/expire course |
| <input checked="" type="checkbox"/> other (please specify): Change of rubric (as part of the change from MIST to INDG) | | |

Is this course currently cross-listed? NO

Complete if this course is cross-listed:

Faculty:		Rubric:		Course #:		Weight:	
Faculty:		Rubric:		Course #:		Weight:	

* Cross-listed courses are offered jointly by two or more teaching units (such as departments or divisions), or teaching units in two or more different Faculties. Regardless of the offering Faculty or discipline identified by the course prefix of a cross-listed course, every offered section of a cross-listed course is substantially the same as every other and all are therefore recognized as instances of the "same" course.

† "Course Exclusion" is a formal status accorded to pairs of courses that are recognized as having sufficient overlap in content to warrant specifically excluding students from obtaining credit for both. Course exclusion status requires the same curricular approval process required for establishing cross-listings. Course exclusions will be recognized by all Faculties and programs.

‡ Courses converted from face-to-face to an on-line delivery mode should follow the instructions provided on page 4 of the New Course Proposal Form to provide revised 'Course Design' and 'Method of Instruction' information.

Academic Rationale for Change:

Note: If this is a change in course number/year-level or in credit value please provide a detailed rationale below.

The change in rubric is required for the transition of MIST to INDG. The change in course level from 4000 to 2000 recognizes how important it is for students to develop, early on, an in-depth understanding of the impact of education policies, including residential schools and the chronic underfunding of Indigenous students on reserves. The change in title is for efficiency of language.

The alignment of Indigenous Studies courses to program learning outcomes is required according to York's quality assurance committee. This course aligns with the following learning outcomes for INDG:

DEPTH AND BREADTH OF KNOWLEDGE:

- Students will gain a solid comprehension of residential schooling and the child welfare system as systems of cultural genocide, and their implications for Indigenous identities, families, and communities.

APPLICATION OF KNOWLEDGE:

- Students will be equipped to independently assess the terms of reconciliation that Canada seeks.
- Students will be able to work through the multiple contradictions within Canadian society, whereby Canada still relies on Indigenous lands to export energy or other resources, denies Indigenous peoples basic human rights to clean water, proper housing, health care, and education, and yet seeks reconciliation with respect to residential schooling.

COMMUNICATION SKILLS:

- Students will refine their communication skills by engaging in concepts and ideas in front of other students through in-class presentations and seminar discussions.

AP/ MIST 4780 3.00 Indigenous Peoples and Education in Canada and the World	AP/ <u>INDG 2780</u> 3.00 Indigenous Peoples and Education
Example: Delete this text.	Example: <u>Add</u> this text.

Instructions: Since one change (such as a change in year-level or credit value) may result in several changes (e.g., to the course description, evaluation, instruction, bibliography, etc.), please submit as many details as possible. If there are several changes, please use or attached sections from the New Course Proposal Form in order to ensure that all required information is included.

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It is the Department's responsibility to ensure that proposed changes (e.g. title change, etc.) will not result in overlap with existing courses in other units. The Committee on Curriculum, Curricular Policy and Standards asks that proponents proactively consult with other units where overlap could possibly occur. **Evidence of any consultations that have taken place must be submitted along with this proposal form (including consultations that simply confirm that no overlap exists).**

[Curriculum Toolkit: Consultation Form](#)

Is evidence of consultation attached? (please check) ☐ Yes ☒ Not applicable

The Committee on Curriculum, Curricular Policy and Standards will not consider new course proposals that have not been approved by the Department/School responsible for offering the course.

Departmental Curriculum Approval

Livy Visano	Professor	May 11, 2017
Name	Position	Date
James Laxer	Professor	May 11, 2017
Name	Position	Date
Mino Derayeh	Associate Professor	May 11, 2017
Name	Position	Date

From: mquirt@yorku.ca
To: Lucy Bellissimo
Cc: bonital@yorku.ca; doyleka@yorku.ca; mkanwar@yorku.ca
Subject: Re[2]: Fwd: requesting letter of support from Registrar for INDG rubric change
Date: 09/14/2017 10:45 PM

Wonderful! Thank you so much.
Sincerely,
Maggie

MAGGIE QUIRT • Assistant Lecturer
Department of Equity Studies
Faculty of Liberal Arts & Professional Studies

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Atkinson 312 • 4700 Keele Street
Toronto ON • Canada M3J 1P3
T 416.736.2100 ext 20872 F 416.650.3876
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[Twitter: @maggie_quirt](https://twitter.com/maggie_quirt)

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----- Original Message -----

From: Lucy Bellissimo <lucybell@yorku.ca>
To: mquirt@yorku.ca
Cc: bonital@yorku.ca, doyleka@yorku.ca, mkanwar@yorku.ca
Sent: Thu, Sep 14, 2017, 4:21 PM
Subject: Re: Fwd: requesting letter of support from Registrar for INDG rubric change

I've confirmed that the rubric of INDG is available for use. You may include it in your overall proposal.

Lucy Bellissimo
Deputy Registrar
York University
phone: 416-736-2100 X22519
www.yorku.ca/yorkweb/cs.htm

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From: mquirt@yorku.ca
To: lucybell@yorku.ca,
Cc: doyleka@yorku.ca, mkanwar@yorku.ca, bonital@yorku.ca
Date: 09/13/2017 06:06 PM
Subject: Fwd: requesting letter of support from Registrar for INDG rubric change

Hi Ms Bellissimo,

I am following up regarding an email I sent you on August 8 requesting a letter of support from the RO regarding a new rubric (INDG for the proposed Indigenous Studies program). The LA&PS curriculum committee met today and the lack of evidence of such support was flagged by one committee member.

The Indigenous Studies program proposal will be an agenda item at the October LA&PS Faculty Council meeting. Could we ensure that the RO letter of support for the rubric is generated in time for that meeting?

If I can assist in the process in any way, please let me know.

Sincerely,

Maggie Quirt

Chair, Committee on Curriculum, Curricular Policy, and Standards
LA&PS

MAGGIE QUIRT • Assistant Lecturer
Department of Equity Studies
Faculty of Liberal Arts & Professional Studies

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----- Original Message -----

From: mquirt@yorku.ca

To: lucybell@yorku.ca

Cc: bonital@yorku.ca, mkanwar@yorku.ca, doyleka@yorku.ca

Sent: Tue, Aug 8, 2017, 9:49 PM

Subject: requesting letter of support from Registrar for INDG rubric change

Dear Ms. Bellissimo,

The Dept of Equity Studies is developing a new BA in Indigenous Studies out of our existing Multicultural & Indigenous Studies (MIST) degree option. This proposal has the support of VP Alice Pitt and Dean Mukherjee-Reed of the Faculty of Liberal Arts & Professional Studies.

I am writing to request a letter of support from the Registrar's Office for a new rubric, INDG, to identify this new degree option. Would you be able to assist us?

Many thanks,
Maggie Quirt

MAGGIE QUIRT • Assistant Lecturer
Department of Equity Studies

Faculty of Liberal Arts & Professional Studies

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Twitter: [@maggie_quirt](https://twitter.com/maggie_quirt)

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