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D R A F T

NATIVE STUDIES PROPOSAL

Presented by

The Native Studies Study Group

Lakehead University

November 1991

"Post-secondary education is essential to all First Nations activities that share this objective of self-determination." - Assembly of First Nations, Tradition and Education: Towards a Vision of Our Future (Ottawa, 1990), 92.

ACKNOWLEDGEMENT

Native Studies Study Group 1991

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EXECUTIVE SUMMARY

The overall purpose of the proposal is to achieve academic programming in Native Studies and Native Community Development in the Faculty of Arts and Science at Lakehead University. This programming will complement long-established programs in the Faculty of Professional Studies such as the Native Teachers Education Program and the Native Language Instructors' Program.

Native organizations are keenly aware of the need to develop more opportunities for the post-secondary education of aboriginal people. Their concerns are recognized in this report and some of the responses of Lakehead and other universities are noted. The Academic Plan adopted in 1987 recognized the opportunity for Lakehead University to meet these Native needs, and the Native Studies Study Group declared the enhancement of research and teaching in Native Studies to be one of its four objectives in 1989. This report presents the plan that would make that objective a reality for Native and other students at Lakehead University.

It is recommended that the Faculty of Arts and Science consider the following actions:

- 1.1 Establishment of a program in Native Studies incorporating the core courses in Native Studies that have long been part of the Anthropology listings in the Calendar plus a new introductory course and including cross-listed or recommended courses offered by various Arts and Science departments.
- 1.2 Creation of Double Major, Minor and Certificate options for the study of these Native Studies courses.
- 1.3 Development of a program in Native Community Development incorporating new courses in this area and courses already offered by the various Arts and Science departments.
- 1.4 Implementation of both the Native Studies and Native Community Development programs by means of a new department within the Faculty of Arts and Science and the appointment of a Native faculty member to begin to develop the new department.
- 1.5 Further consideration of curriculum development in Native Studies and Native Community Development by the Faculty of Arts & Science.

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ACADEMIC PROGRAMMING IN NATIVE STUDIES AND NATIVE COMMUNITY DEVELOPMENT

1. INTRODUCTION

The development of research and teaching in Native Studies was recognized as one of the areas needing development in this Academic Plan adopted by Lakehead University in 1987. Soon after the adoption of the Academic Plan, a Native Studies Study Group began work on a number of initiatives to encourage research relating to Native people and their needs. In a report completed in May 1989, the Native Studies Study Group also recommended the establishment of a Native Access program for Arts and Science to complement the Native Teacher Education Program and the Native Nurses Entry Program in the Faculty of Professional Studies. A community-based proposal for a Native Community Development program was brought to the Native Studies Study Group during the 1989/90 Academic Year. Early in 1991, the Native Studies Study Group created a Sub-Committee on Academic Programming to develop both an interdisciplinary program in Native Studies and a quasi-professional program in Native Community Development.

The Native Studies and Native Community Development programs proposed in this report are designed to equip the Faculty of Arts and Science to meet its responsibilities to Native people in the Ontario region with the highest proportion of aboriginal people. The proposal recognizes the fact that, although the Faculty of Professional Studies offers a number of important programs to Native people and is developing others, the education needs of many Native people can only be met within the Faculty of Arts and Science. The proposal represents an acceptance of the Native Studies challenge offered by the Academic Plan of 1987 and will enable the Faculty of Arts & Science to enter a new phase in its academic service as the new Academic Plan is being formulated. The proposal also reflects the determination of Native people in the region to have Lakehead University meet their own needs for academic study and

professional preparation. At a time when Native people assert the right to plan there own futures, Native people employed by Lakehead University, as well as residents in our community, have asserted that Lakehead University should meet their education needs.

2. STATEMENT OF PURPOSE

The Native Studies and Native Community Development programs proposed in this report are designed: a) to offer academic courses in the developing field of Native Studies to Native and other students, and b) to provide a quasi-professional program in the vital area of Native Community Development to Native students. These programs are designed above all to enable Native students from Northwestern Ontario and other areas both to explore their own cultures and to develop the specialized skills they need to develop their societies. This proposal will enable Lakehead University to meet the contemporary challenge of assisting Native people and their organizations to advance their education and develop their communities in the new era of Native self-government.

3. THE EXPECTATIONS OF NATIVE PEOPLE

Native people in this region and across Canada are actively pursuing the benefits of post-secondary education. The Assembly of First Nations declared in 1990 that "post-secondary education is essential to all First Nations activities that share the objective of self-determination" (Tradition and Education: Towards a Vision of Our Future, 92). The expectations of Native people with regard to post-secondary education involve the training of Native professionals to meet the needs of developing and implementing strategies that will contribute to self-determination. Moreover, there is an expressed desire among Native people to exercise jurisdiction over their own education, including post-secondary education.

The goal of direct participation in the formation of post-secondary educational policy has been expressed by a number of Native organizations. Their ambition is to create and administer programmes which reflect the needs and concerns of Native people across the country. Because the quality of post-secondary education is important to the development of self-government and self-determination, Native people have specified cultural input, building on existing post-secondary programmes, teacher training, curriculum content and development, counselling, programme delivery to Native communities, and funding to be the most important areas of immediate concern. The overall aim of this involvement in the policy-making process is the improvement of the quality of Native post-secondary education. Quality education has been defined by the Assembly of First Nations as "the means by which history, values, beliefs, and knowledge are transmitted and new ideas are incorporated" (Tradition and Education: Towards a Vision of Our Future, 93).

Post-secondary education should prepare students, Native and non-Native, for the job market. Native people are aware of the educational requirements relevant to today's employment situation in Canada. Moreover, they are aware of the need to foster a greater

understanding among Native and non-Native students of the needs of Native people with regard to cultural identity and awareness, language retention, and the relating of the concepts of Native self-determination and self-government. Therefore, it is important to recognize that the Nishnawbi-Aski Nation All-Chiefs Conference in August 1990 identified three important and related goals in the delivery of post-secondary education:

- a) to increase Native participation and completion rates in university and college programs;
- b) to increase the sensitivity and awareness of post-secondary institutions to native cultures and issues, and;
- c) to increase the extent and participation of Native peoples in decisions affecting Native post-secondary education (Keewatin Report, 32).

The serious under-representation of Native people in Ontario post-secondary education institutions can only be rectified by concerted action. The Native Advisory Committee to the Ministry of Colleges and Universities, which included representatives of the Chiefs of Ontario Joint Indian Association, Association of Iroquois and Allied Indians, Nishnawbe-Aski Nation, Union of Ontario Indians, Ontario Federation of Indian Friendship Centres, Ontario Metis and Aboriginal Association and Ontario Native Women's Association has called for "the use of expanded and more flexible mature student admission and selection criteria, the development of special access or bridging programs, the active recruitment of interested Native students and the expansion of distance education opportunities, particularly for people in northern Native communities."

It is clear that Native people in this region and across Canada are actively participating in and directing the future of Native post-secondary education. This activity will provide Native students with the skills required to succeed in either Native or mainstream

communities. It is also clear that the University community at Lakehead is interested in working with Native people to help them to create the kind of post-secondary education that they require for the realization of self-reliance and economic and political self-sufficiency. In this spirit, the proposal for a Native Studies Program at Lakehead University is a first step in meeting the needs of both communities.

4. THE WORK OF THE NATIVE STUDIES STUDY GROUP

Lakehead University has, through the first quarter century of its academic development, come to recognize the challenge that it faces in meeting the educational needs of a region characterized by a higher proportion of Native people than is to be found in any other part of Ontario. Northwestern Ontario is the home of dozens of First Nations and of thousands of urban Native people. The University has been most successful in developing such programs as the Native Teacher Education Program and the Native Language Instructors Program. For some time the Anthropology Department also offered a well-received Native Studies Program each Summer Session.

The Academic Plan adopted by the Senate of Lakehead University in 1987 recognized the importance of academic services to Native people. Recommendation 4.5 of the Academic Plan stated:

a major goal over the next five years be to try and introduce additional undergraduate and graduate programming of direct regional relevance.

A series of study groups were formed "to coordinate and further develop courses and programs now being offered and investigate the feasibility of mounting new undergraduate programs in regionally relevant subject areas" (Recommendation 4.6). Specifically a Native Studies Study Group was recommended for the following reason:

Northwestern Ontario has a significant Native population which is an increasing proportion of the regional total. Lakehead University should, therefore, increase its activities related to Native peoples in all respects as part of its regional mandate. This should be done in close co-operation and with the advice of the Native groups. Lakehead already has undertaken a number of program initiatives in the areas

of Nursing, Social Work, Anthropology, Native Languages, and Education. However, these are not coordinated and have not been analyzed in any comprehensive way. A Study Group should be formed to do this.

The Academic Plan also recognized the importance of a distinct institutional setting for the academic services to Native people:

Senate would like to note that, in its opinion, Native Studies initiatives should be organizationally distinct from Northern Studies initiatives. Although the two were linked in the Report of the Presidential Advisory Committee on Northern Studies (March 1985) so much is involved in each that it is likely to be less complicated to form two distinct organizational structures even though the two areas are intimately connected.

As the Native Studies Study Group Report May 1989 indicated, the Senate recommendations relating to Native people were taken up soon after the Academic Plan had been adopted. The Native Studies Study Group focused its attention on four areas of priority:

- a) identification of Native needs and interests;
- b) developing a Native Students Access Program;
- c) promoting Native interests on campus; and
- d) enhancing research and programs in Native Studies.

A substantial part of the Report was devoted to the creation of a Native Students Access Program modelled on the Native Nurses Entry Program but meeting the needs of Native students entering Arts and Science programs generally.

The Study Group also recognized that "the University's commitment to Native education will be demonstrated in part by the number of tenured Native faculty members it has, by actions designed to increase the number of tenured Native faculty members, and by its support of their efforts to develop professionally." The NSSG therefore recommended: "That Lakehead University take steps designed to increase the number of tenured Native faculty members" (p. 42).

The Native Studies Study Group Report also recognized that "some centralized support and co-ordination of faculty activities would provide a continuity and visibility to University Native Studies that should enhance the effectiveness of the work and attract interest and funding" (p. 43). The Report, therefore, recommended "That the University obtain funds for the limited term appointment and support of a Co-ordinator of Native Studies to assist the Study Group in setting up a Centre for Native Studies and in other aspects of planning and implementing its programs in Native Studies" (p. 50).

One of the specific issues that the Native Studies Study Group Report of May 1989 also dealt with was the academic location of the important Native Language program of the University: "Given the importance of Native languages within the Department of Languages, not only to Native people but also as a subject worthy of academic study, consideration should be given to enhancing the status of Native Languages within the Department of Languages or, alternatively, to locating Native Languages in another academic unit in the University" (p. 45).

The Native Studies Study Group saw progress in the University's establishment of a Native Access Program during 1990/91 and has had the assistance of a Co-ordinator of

Native Programming since 1989. The need to focus effort on the academic development of Native Studies led to the creation of a Sub-Committee on Academic Programming in Native Studies in 1990. This Sub-Committee began consideration of an inter-disciplinary program in Native Studies. It also received a proposal in 1990 from a community group, the "Animkee Education Council", to consider the establishment of a new quasi-professional program in Native Community Development.

Native people have come to play a very important part in the work of the Native Studies Study Group and the Sub-Committee on Academic Programming in Native Studies. Lakehead University has also established a Native Advisory Committee (Appendix III) through which Native organizations advise the University on its responses to the educational needs of the Native people of Northwestern Ontario and the rest of the province. The Native Advisory Committee is now chaired by a Native person from the Lakehead community and provides the various Native governmental confederacies and other leading Native organizations with an instrument to guide academic development of concern to them at Lakehead University.

The proposal for a new Department of Native Studies to offer Double Major, Minor and Certificate programs in Native Studies and a major program in Native Community Development was presented to the Native Advisory Committee at its meeting of 16 July 1991. The Native Advisory Committee has encouraged the University to continue working along the lines envisaged in these program proposals.

The Native Advisory Committee has also received with interest a proposal from the President of Lakehead University for the establishment of a "School of Native Studies" that "would be comprised of two departments: an academic department to house academic and

research programs and support services departments where a full range of services such as social, personal and career counselling, orientation, and Native student advocacy would be provided" (The School of Native Studies: A Proposal Submitted to the Native Advisory Committee: July, 1991, p. 3). The "Proposal" envisages "the academic Department of Native Studies [as] a newly constituted department in the Faculty of Arts and Science" providing *inter alia* Native Studies Programs on an interdisciplinary basis "as described ...in the report by the Native Studies Study Group sub-committee on Academic Programming" and a Native Community Development Program (p.5).

5. THE RATIONALE FOR ESTABLISHING PROGRAMS

a) Native Studies

Native Studies programs have become established in many Canadian universities to enable Native students to become more familiar with the experience and situation of their communities in Canada. Native Studies programs recognize that the historical experience of the First Nations, the social evolution of the Native peoples, the culture and way of life of aboriginal peoples generally are appropriate focuses for post-secondary study by both Native and non-Native students. Native Studies programs represent an instrument for cultural development and social empowerment by Native people as well as a forum within which non-Native persons can become more informed about the experience of their Native fellow citizens.

Native Studies programs, which are sometimes regarded with concern as intrusions in the social or cultural life of Native peoples, have generally served to enable Native persons to make their own experience a legitimate focus for post-secondary education. This has certainly been true in Ontario of the Native Studies program at Trent University, which played a pioneering role in the development of programming and which has enabled Native people from every part of the province to achieve university degrees.

A Native Studies program at Lakehead University will provide an opportunity for the Native people, particularly of Northwestern Ontario to explore the experience of their own people at the university of their region. The proposed program will enable them to combine this exploration with studies in a Double Major disciplinary context and thus become better prepared to act as leaders in their own communities. The Minor program will enable students to have some participation in Native Studies recognized on their transcripts. The Certificate in Native Studies will enable persons who have already achieved university degrees to add courses in Native Studies to their professional qualifications.

b) Native Community Development

Native people are keenly aware of their need for professional qualifications to undertake work in the community development context. All communities hope to find the professional skills they need for economic and social development among their own members. Members of the community are most keenly aware of the needs and have the greatest stake in the development of programs and the achievement of results. What member of Native communities need is the opportunity to equip themselves in a quasi-professional way to meet the needs and plan the programs need for community development. A program in Native Community Development will enable Native students to combine study of the principles of community development with study of various courses offered by the existing departments of the Faculty of Arts and Science.

The economic development option will inevitably require a good deal of study in Economics whereas the social development option will focus study in Political Studies, Philosophy and Social Welfare. The Native Community Development program was proposed by a Native community group and will be developed further in discussion with First Nations and other Native organization.

6. PROPOSED FORMAT OF THE NEW PROGRAMS

a) Native Studies

The programs in Native Studies and Native Community Development offer students fundamental knowledge of First Nations' history; cultural and traditional values; political, constitutional, and sociological issues; and economic relationships with the mainstream society.

The programs include a double major and a minor in Native Studies and a Certificate in Native Studies.

The program in Native Studies combines relevant courses in the existing curriculum of various departments with core courses in Native Studies to enable students to complete the program.

PROGRAMS

1. B.A. (Native Studies Double Major) Three Year Program

The double major in Native Studies consists of five courses in Native Studies and must be taken in combination with another Major whose requirements must be met. The following courses are required:

- First Year - Native Studies 1100
- Second Year - Native Studies 2431 and 2433
- Third Year - Native Studies 3435 and 3437

Note: Students in need of academic counselling should consult the Chair of the Department of Native Studies.

2. B.A. (Minor in Native Studies)

A minor concentration in Native Studies consists of at least three full-course-equivalents in Native Studies. An overall average of 60% is required in Native Studies 1100 and any two other Native Studies elective courses at the second year level or above.

3. Certificate in Native Studies

The program consists of four full-course-equivalents in Native Studies:

- a) Native Studies 1100
- b) Native Studies 2431, 2433, 3435 and 3437
- c) one full-course-equivalent Native Studies course

On completion of all four courses with an overall average of 60%, registrants will be awarded a Certificate in Native Studies.

6. b) Native Community Development (Draft Proposal)

This program is designed to equip the student with the qualification to assist with the development of their community.

The Interdisciplinary Program in Native Community Development offers a Bachelor Degree in Native Community Development. Studies may opt to complete a Fourth Year and achieve an Honours Degree in Native Community Development.

B.A. (Major in Native Community Development) Three Year Program

Option I - Economic

First Year:

- (a) Native Community Development 1000
- (b) Native Studies 1100
- (c) Business 1511 and 1512
- (d) Economics 1100
- (e) One elective course from Group II

Second Year:

- (a) Native Community Development 2000
- (b) Economics 2003
- (c) Three elective courses, one of which is recommended to be Business 1513

Third Year:

- (a) Native Community Development 3000
- (b) Economics 3211
- (c) Political Studies 3351
- (d) Three elective courses

Option II - Social**First Year:**

- (a) Native Community Development 1000
- (b) Political Studies 1100
- (c) Sociology 1100
- (d) two elective courses

Second Year:

- (a) Native Community Development 2000
- (b) Philosophy 2805
- (c) Political Studies 3351
- (d) two and one-half elective courses

Third Year:

- (a) Native Community Development 3000
- (b) Social Welfare 3411
- (c) Native Studies 3437
- (d) three elective courses

RECOMMENDATIONS

actions: It is recommended that the Faculty of Arts and Science consider the following

- 1.1 Establishment of a program in Native Studies incorporating the core courses in Native Studies that have long been part of the Anthropology listings in the Calendar plus a new introductory course and including cross-listed or recommended courses offered by various Arts and Science departments.
- 1.2 Creation of Double Major, Minor and Certificate options for the study of these Native Studies courses.
- 1.3 Development of a program in Native Community Development incorporating new courses in this area and courses already offered by the various Arts and Science departments.
- 1.4 Implementation of both the Native Studies and Native Community Development programs by means of a new department within the Faculty of Arts and Science and the appointment of a Native faculty member to begin to develop the new department.
- 1.5 Further consideration of curriculum development in Native Studies and Native Community Development by the Faculty of Arts & Science.

8. CONCLUSIONS

The challenge from the First Nations and Native organizations is clear. These proposals will enable Lakehead University to join in meeting the challenge.

"The provision of post-secondary education to First Nations students is an absolute necessity." - Assembly of First Nations 1990

"Post-secondary education is essential to all First Nations activities that share the objective of self-determination." - Assembly of First Nations 1990

"We want education to give our children a strong sense of identity with confidence in their personal worth and ability." - National Indian Brotherhood 1973

"Many First Nations communities today have 80 to 90 per cent unemployment rates, and government spends enormous sums on maintaining these people through the payment of social assistance that is a right for all Canadians. Our great hope for climbing out of this state of dependency is to produce a highly educated generation that can put its knowledge and skills to work in improving life on the reserves. In fact, it costs more to keep people uneducated and unemployable, either in the reserves or in the cities, than to put them through university. This is, for us, a definition of frustration." George Erasmus Drumbeat, (1989)

APPENDIX I

COURSES

NATIVE STUDIES PROGRAM

APPENDIX I

COURSES NATIVE STUDIES PROGRAM

The following courses are offered for the Native Studies degree program:

CORE COURSES

The following courses are offered for the Native Studies degree program:

Native Studies 1100 - Introduction to Native Studies

This course provides an introduction to the experience of Native people before and after the arrival of Europeans. The aim of the course is to assist the student in exploring Native traditions and understanding the current situation of Native people.

ANTHROPOLOGY

Native Studies 2431 - Anthropology 3431 Native People and the Past

This course focuses on an analysis of Native cultures from prehistoric times through to the height of the fur trade. The aim of the course is to evaluate Native-European relations prior to Confederation.

Native Studies 2433 - Anthropology 3433 Native People and the Government

The aim of this course is to consider Native-government relations since the time of Confederation. Topics include the status of Native women, Native education, the role of Indian and Northern Affairs Canada, and the nature of treaty organizations.

Native Studies 3435 - Anthropology 3435 -- Native People and the Land

During the past few years, land ownership has emerged as a central issue in Native-government relations. This course examines some of the main controversies centering on this issue.

Native Studies 3437 - Anthropology 3437 Native People and the Issues

The purpose of this course is to introduce the student to some of the key issues in contemporary Native life. Among others, the topics will include economic development, the impact of technology and education.

ELECTIVE COURSES

The following Native Studies courses are listed under related disciplines where indicated and may be counted as Native Studies courses or as courses in the related discipline. All of the prerequisites established by the various departments for the following courses must be adhered to:

ANTHROPOLOGY

Native Studies 2103 -- Anthropology 2103 -- The Archaeology of North America

This course examines the archaeological techniques and methods of interpretation focusing on the excavations and analysis of material culture of prehistoric cultures of North America. Using the anthropological approach to reconstruct prehistoric societies beginning with the first movement of people onto the continent, the course surveys the evolution of the Indian cultures.

Native Studies 2401 -- Anthropology 2401 -- Introduction to Native Canadian Studies

This course focuses on an analysis of the customs and cultures of the aboriginal peoples of Canada from the time they entered the New World to the present. The course begins with an examination of the migration of Native People to the New World, traces the impact of Europeans on Native societies and deals with some of the day issues that confront Native Canadians today.

ENGLISH

Native Studies 2702 -- English 2702 -- Canadian Indian Literature

An introduction to Canadian Indian literature from the seventeenth century to the present. Among those to be studied are Tecumseh, Brant, Johnson, Redbird and Copeway.

HISTORY

Native Studies 3304 -- History 3304 -- The North American Fur Trade

A survey of the varied domains of the fur trade in North America and the scholarship that has developed on this topic; study of the social consequences as well as the economic nature of the trade; appreciation of the basic role of the Native people in this trade and assessment of the effect it had on their history.

LANGUAGES

Native Studies 1XXX -- Ojibwe 1010 -- Introduction to Ojibwe I

Introduction to basic Ojibwe phonetics, grammar and conversation.

OR

Native Studies 1XXX -- Cree 1010 -- Introduction to Cree I

Introduction to basic Cree phonetics, grammar and conversation.

Native Studies 1XXX -- Ojibwe 1012 -- Introduction to Ojibwe II

Development of conversational skills and practice in writing.

OR

Native Studies 1XXX -- Cree 1012 -- Introduction to Cree II

Development of conversational skills and practice in writing.

Native Studies 1XXX -- Algonquian 1210 -- Written Algonquian Structure Part I

An introduction to the Algonquian language structure and syllabic orthographic principles through the study of examples from the various Algonquian languages represented by class members.

OR

Native Studies 1XXX -- Algonquian 1212 -- Oral Algonquian Structure Part I

Introduction to the analysis of spoken Algonquian languages, their structure and orthographic principles, through the study of examples from the various Algonquian languages represented by other class members.

Native Studies 1XXX -- Algonquian 1230 -- Written Algonquian Structure Part II

Continuation of the structural study of the Algonquian languages by the inductive approach. Reading of selected syllabic texts from various language areas and syllabic traditions for comparison purposes. Proof-reading and correcting of unedited text. Advanced work in syllabic.

OR

Native Studies 1XXX -- Algonquian 1232 -- Oral Algonquian Structure Part II

Structural study of Algonquian languages with emphasis on conversation patterns. Students will also read selected texts and participate in selected activities requiring a standard orthography.

Native Studies 2XXX -- Ojibwe 2001 -- Intermediate Ojibwe

Development of basic skills. Introduction to reading materials.

OR

Native Studies 2XXX -- Cree 2001 -- Intermediate Cree

Development of basic skills. Introduction to reading materials.

Native Studies 2XXX -- Ojibwe 2011 -- Field Study

Special project to be pursued as a practicum on location.

OR

Native Studies 2XXX -- Cree 2011 -- Field Study

Special project to be pursued as a practicum on location.

Native Studies 2211 -- Algonquian 2231 -- Written Algonquian Structure Part III

Continuation of the structural study of Algonquian languages with the student assuming increasing responsibility for independent analysis. Contrasting phonemic and morphophonemic conventions. Introduction to Roman orthography.

OR

Native Studies 2XXX -- Algonquian 2213 -- Oral Algonquian Structure Part IV

Continued Study of Algonquian language structure, with students assuming increasing responsibility for independent analysis of speech patterns. Application of orthographic principles in proofreading and correcting of unedited text.

Native Studies 2XXX -- Algonquian 2231 -- Written Algonquian Structure Part IV

Preparation of Algonquian structural descriptions. Summary of considerations in standardizing an orthography. Guided individual transcription project.

OR

Native Studies 2XXX -- Algonquian 2233 -- Oral Algonquian Structure Part IV

Guided individual or small group work on selected Algonquian structural and orthographic projects relating to the development of written materials of increasing difficulty in the student's own language.

Native Studies 2XXX -- Native Languages 2711 -- Introduction to Native American Linguistics

A survey of the native languages of North America: present situation, historical relationships, sound systems, grammatical structures, geographic and social variation, writing systems and language maintenance. The basic principles of descriptive and historical linguistics will be introduced.

Native Studies 2XXX -- Native Languages 2713 -- Algonquian Linguistics

A study of the languages of the Algonquian family with particular emphasis on Ojibwe and Cree.

Native Studies 3XXX -- Ojibwe 3001 -- Advanced Ojibwe

Continued practice of aural, oral, reading and writing skills. Introduction to syllabic writing. Contrastive analysis of related languages.

OR

Native Studies 3XXX -- Cree 3001 -- Advanced Cree

Continued practice of aural, oral, reading and writing skills. Introduction to syllabic writing. Contrastive analysis of related languages.

Native Studies 3XXX -- Ojibwe 3011 -- Ojibwe Immersion

Development of all language skills on location.

OR

Native Studies 3XXX -- Cree 3011 -- Cree Immersion

Development of all language skills on location.

Native Studies 3XXX -- Ojibwe 3211 -- Translation

Theory and practice of translation. Problems of literary and technical translation.

OR

Native Studies 3XXX -- Cree 3211 -- Translation

Theory and practice of translation. Problems of literary and technical translation.

Native Studies 3XXX -- Native Languages 3251 -- Translation

Specific problems of translation. The topic of this seminar will vary from year to year.

Native Studies 3XXX -- Native Languages 3511 -- Literature: The Oral Tradition

Problems and methods of collection and analysis. Research and guided projects in oral literature.

Native Studies 3XXX -- Native Languages 3531 -- Composition

Expository and creative writing, research and guided project.

Native Studies 3XXX -- Native Languages 3553 -- Literature

Specific problems of extant literature or creative writing. The topic of this seminar will vary from year to year.

Native Studies 3XXX -- Native Languages 3711 -- Native American Applied Linguistics

Introduction to problems and research methods.

Native Studies 3XXX -- Native Languages 3751 -- Linguistics

Specific problems of theoretical or applied linguistics. The topic of the seminar will vary from year to year.

Native Studies 3XXX -- Native Languages 3801 -- Special Subject

Introduction to bibliography and independent research methods. Project on a literary, linguistic or language subject.

PHILOSOPHY

Philosophy 2805 -- Native Canadian World Views

This course is designed to introduce the student to the manner in which the world is viewed from the perspective of the Native peoples of Canada. Through a comparative analysis of the many interpretations placed upon the Indian perspective by mainstream society basic insights into the traditional Indian world view can be gained. The course discusses some of the distinctive aspects of Indian cultural perspective. The significance of these aspects and their implications in contemporary issues concerning cultural, social, legal, political and economic matters is explored.

POLITICAL STUDIES

Native Studies 3351 -- Political Studies 3351 -- Aboriginal Peoples and the Law

An examination of the unique legal position of Aboriginal Peoples in Canada with particular emphasis on the political, economic and social impact of the law. Topics to be dealt with include: International Law and indigenous people. Aboriginal identity in Canada, the nature of aboriginal title, the scope of aboriginal rights, pre and post confederation treaties (particular emphasis on treaties in northwestern Ontario), land claim negotiations (specific and comprehensive land claims), self-government, constitutional developments, the nature of amendments to the Indian Act.

Native Studies 4203 -- Political Studies 4203 -- Politics in the Canadian North

An analysis of politics in the Canadian territorial - and provincial north. Comparisons will be made with other countries of the circumpolar north.

SOCIAL WORK

Native Studies 3411 -- Social Welfare 3411 -- Social Policy and Indian People

Examination of the historical development of social policy and social welfare services and programs with respect to Indians and the role of the profession of social work in meeting the needs of Indians.

VISUAL ARTS

Native Studies 2060 -- Visual Arts 2060 -- Native Arts and Crafts

This studio/lecture course focuses on the traditional designs and craft objects associated with the indigenous groups of Canada from immediate pre-contact to the present. Historical and cultural contexts are analyzed as they relate to various Native groups and their artistic production.

APPENDIX II

COURSES

NATIVE COMMUNITY DEVELOPMENT

(DRAFT PROPOSAL)

APPENDIX II
CORE COURSES

- a) The following courses are offered for Native Community Development program:

Native Community Development 1000 - Introduction to Native Community Development

This course examines the theory of community development and the methods for facilitating aboriginal self-determination and self-government. It considers the history of the relations between First Nations and the federal and provincial/state governments of Canada and the United States.

Lectures 3 hours

Native Community Development 2000 - The Dynamics of Native Community Development

This course explores the means that First Nations have used to develop their communities. First Nations have sought control of the administration of human services (including education, health, housing and social welfare) as well as policing and judicial services. They have endeavoured to develop and operate commercial enterprises, and they have asserted aboriginal rights on natural resources. This course enables students to apply these precedents to their own communities.

Lectures/Seminars 3 hours

Native Community Development 3000 - Program Planning and Evaluation in Native Communities

This course provides instruction in assessment of community needs, application of program planning theory and practice, writing of program proposals and evaluation of programs. Studies will be encouraged to apply computer software packages to various communities whether rural or urban.

Lectures/Seminars 3 hours

APPENDIX III

**LAKEHEAD UNIVERSITY
NATIVE ADVISORY COMMITTEE
TERMS OF REFERENCE**

LAKEHEAD UNIVERSITY

NATIVE ADVISORY COMMITTEE

Preamble

Lakehead University has a history of participating in Native endeavours. For example, the Native Nurses Entry Program, the Native Teacher Education Program, the Native Language Instructors' Program, and the Native Student Support Services Program are testaments to this institution's commitment to make the Native students' academic goals more successful. Most recently, Lakehead University established the Native Studies Study Group and the position of Co-ordinator of Native Programming to assist in the University's objectives of developing programming relevant to Native people and of helping Native students succeed. A further initiative by the University is to establish a Native Students Access Program to further the ability of Native students to enter University programs and to succeed in their work.

Lakehead University is committed to involving and consulting the Native community at large with respect to such objectives and programs. It needs a mechanism for regular and mutually useful participation of representatives of the Native population. The University proposes to establish the *Lakehead University Native Advisory Committee* as a means of involving Native people in University programs of interest to them. The Committee would have the following terms of reference.

TERMS OF REFERENCE

1. Advisory Relationship within the University

The *Lakehead University Native Advisory Committee* (LUNAC) is established to give advice to the President at Lakehead University on programming in Native Studies, on University relationships with Native communities and students, and on other matters of interest to Native people and the University.

2. Membership

The *Lakehead University Native Advisory Committee* shall consist of fifteen persons:

- 1) The Grand Council Chief of the Nishnawbe-Aski Nation
- 2) The Grand Council Chief of Grand Council Treaty #3
- 3) The Grand Chief of the Union of Ontario Indians
- 4) The Grand Chief of the Association of Iroquois and Allied Indians
- 5) The President of the Ontario Métis and Aboriginal Association
- 6) The President of the Ontario Federation of Indian Friendship Centres
- 7) The President of the Ontario Native Women's Association
- 8) The President of the Lakehead University Native Students' Association

The elected leaders named above may be represented by such other qualified and formally designated representatives as she/he appoints.

- 9) Two Native persons from Northwestern Ontario to be nominated and appointed by the Committee, one of whom shall be an elder.
- 10) The Chairperson of the Native Studies Study Group
- 11) Two persons appointed by and from the Native Studies Study Group
- 12) The Co-ordinator of Native Programming
- 13) The Vice-President (Academic), who shall be Secretary of the Committee.

The Chairperson of the Lakehead University Native Advisory Committee shall be a Native person, nominated and selected from the Committee membership.

3. Representation and Advice

The representation of the Native community served by Lakehead University, with their special knowledge and trust within their community, are expected to represent the interests of their people in the deliberations of the Advisory Committee. They are in a position to know the concerns and needs of their people, to bring these to the attention of the Advisory Committee and the Vice-President (Academic), and to influence the actions of the university.

4. Responsibilities

The *Lakehead University Native Advisory Committee* is established to:

- 1) provide ongoing support and advice to Lakehead University through the Offices of the President and the Vice-President (Academic);
- 2) review data and statistics on the recruitment and retention of Native students, the courses of study in which they are enrolled, and their success in and after their University studies;
- 3) review and advise on general policy additions and changes to University programs, as these relate to the Native communities and students, through such procedures as periodic program reviews and evaluations;
- 4) advise on the promotion of University programs and services, program budgets, recruitment of Native staff, faculty and students, application procedures, admissions procedures and criteria, the support of Native students and proposals for Native specific initiatives;
- 5) advise and educate the University and the general public on Native issues;
- 6) assess ways in which courses of study may be offered in Native communities in northern Ontario;
- 7) advise on the establishment of a Centre or Department of Native Studies, and,
- 8) submit specific recommendations with regard to the above named matters.

5. Meetings

The Committee may meet as often as it sees fit, provided that it does so within the budget provided. The University shall pay appropriate travel, meal, and accommodation expenses according to established University accounting practices.

The University shall provide secretariat services through the Office of the Vice-President (Academic).

APPENDIX IV

SELECTED NATIVE STUDIES

BIBLIOGRAPHY

APPENDIX IV

SELECTED NATIVE STUDIES BIBLIOGRAPHY

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APPENDIX V

**PROPOSAL FOR A
SCHOOL OF NATIVE STUDIES**

THE SCHOOL OF NATIVE STUDIES

A PROPOSAL SUBMITTED TO

THE NATIVE ADVISORY COMMITTEE

JULY, 1991

INTRODUCTION

Lakehead University has a long history of participation in Native education. The university's first experience in programming specifically addressed to Native students began twenty years ago with the introduction of the Native Teacher Education Program. The university's ongoing commitment to Native education is stressed in its Academic Plan (1987) where a course of action to increase activities related to Native peoples is outlined as part of the regional mandate of the university. It was noted that this should be done in close co-operation and with the advice of Native groups. This commitment was reinforced further when, in response to the Academic Plan recommendation, a Native Studies Study Group was formed to analyze and coordinate present activities and to propose new ones. In its Native Studies Study Group Report (May, 1989), the Study Group noted the following:

"A strong emphasis on service to Native people and Native communities would be a notable and worthwhile contribution by Lakehead University to the welfare of Northwestern Ontario and to its own efforts to establish a distinguished and characteristic specialization. The present state of interest and activity in Native studies and matters is primarily the result of (individual) faculty and departmental initiatives. A serious intent by Lakehead University to make Native studies and serving Native interests an intrinsic part of its operations will require concrete and sustained actions by the university as an institution.

The Native Studies Study Group set four priorities having to do with the identification of Native needs and interests through consultations with Native people, developing a Native Students Access Program, promoting native interests on campus, and enhancing research and programs in Native Studies at the university."

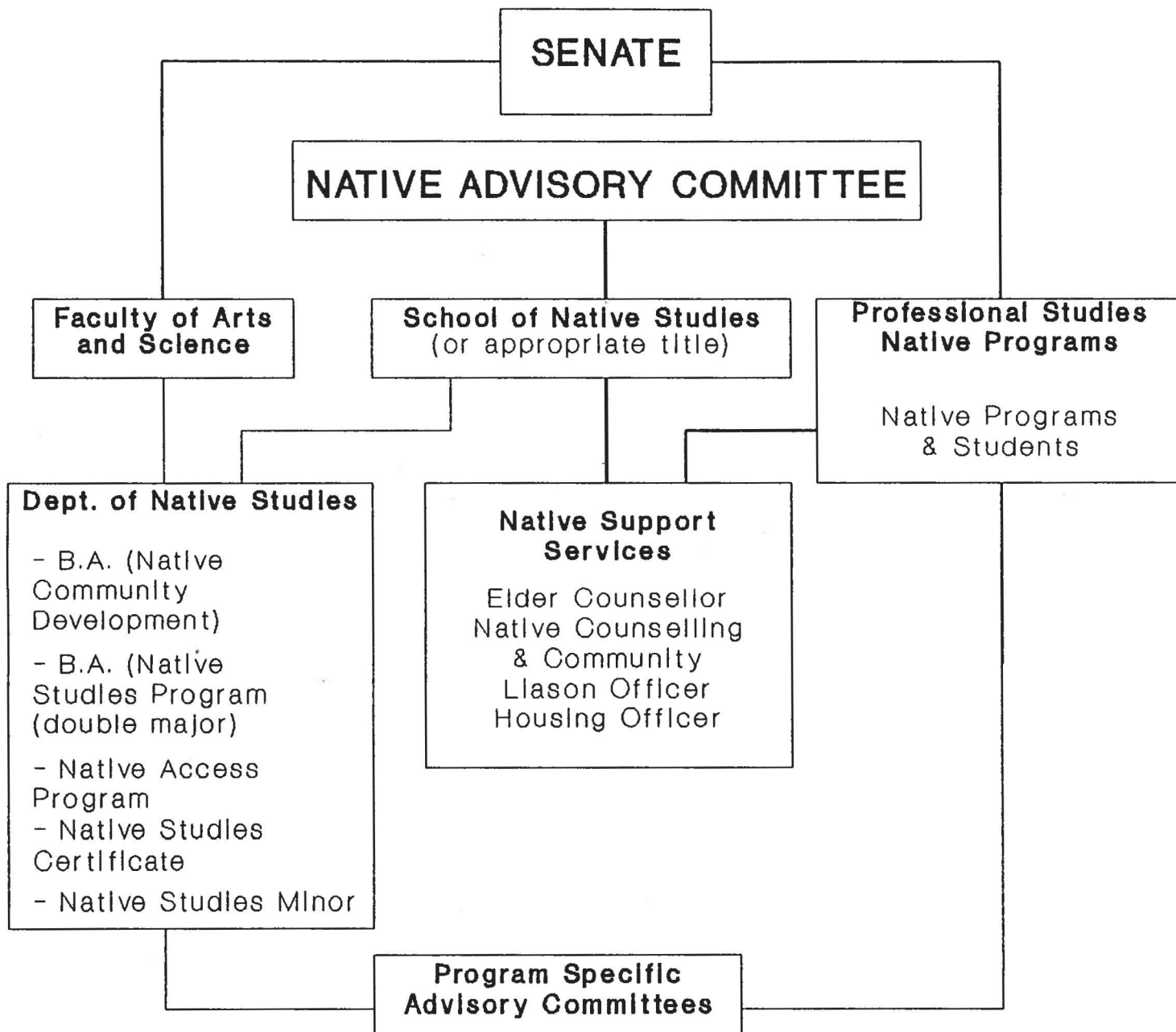
Although modest improvements have been seen in recent years in the participation rate of Natives in higher education, it is still considerably lower than the overall average for the general population. The problem is systemic and must be dealt with on a system-wide basis. Until participation rates for Native students approximate that of the general population, innovative solutions must be found to encourage Native students to see higher education as an attainable goal and to provide the necessary support for success once they are here. It is our wish to continue working in partnership with the Native community to improve programming, both academic and support, for Native students and to work toward increasing the participation rate and success of Native students in higher education.

The ideas we are presenting today come to a large extent from the efforts of the Study Group and follow from the recommendations of its first report. With the implementation of the Native Education Strategy by the Ministry of Colleges and Universities, the university sees an opportunity to move from a planning phase to an implementation stage and further enhance the value of the university to our Native students.

The proposal that follows would see the establishment of a School for Native Studies to house the Academic Department of Native Studies and the Department of Native Support Services. The concept is discussed in greater detail in the report.

THE SCHOOL FOR NATIVE STUDIES

As stated earlier, the concept of a School of Native Studies was first proposed in the 1987 Academic Plan and reinforced by the Native Studies Study Group. At that time the idea was posed that such a structure would co-ordinate and promote instructional and research activities by faculty and educational services for Native students. Today, the concept of a School of Native Studies has been extended to mean a centre for Native activities, both academic and support. Special professional programs such as Native Nursing, Education and possibly Engineering would remain in those schools but with support services and community liaison services provided by the School would be available to all Native students regardless of the program of enrolment. The School of Native Studies would be comprised of two departments: an academic department to house academic and research programs and a support services department where a full range of services such as social, personal and career counselling, orientation, and Native student advocacy would be provided. The organizational structure proposed is presented in Table 1.



DEPARTMENT OF NATIVE STUDIES

The academic Department of Native Studies would be a newly constituted department in the Faculty of Arts and Science. In this department a number of Native programs are possible.

Native Access

A program already implemented on a trial basis is a general Native Access Program. The Access Program is modelled after the very successful Native Nurses Entry Program and is intended to facilitate entry into university for individuals who do not have the necessary preparation for university admission. The program is a bridging year of special courses to provide students with the skills to begin a successful academic career. The Access Program features specialized recruitment and admission procedures, program orientation and personal counselling, a curriculum that addresses deficiencies in preparation, tutoring services for academic courses, counselling in the area of financial assistance, and social and cultural support systems.

Native Studies Programs

By using an interdisciplinary approach to teaching Native Studies, the expertise of several academic departments could be drawn together to build a major in Native Studies. A certificate and a minor program could be offered as well using the same approach. Plans in this area are described further in the report by the Native Studies Study Group sub-committee on Academic Programming.

Community Development Program

Another approach being investigated follows from a proposal made by the

Animkee group that suggested that the university offer a program in Native Community Development. The intent of the community development program is to provide Natives with the skills and education needed in their self-government initiatives and the development of community and resources. Such a program would be subject to the system-wide university program approvals process. It would require extensive planning and would be subject to rigorous scrutiny both internally and system-wide on curriculum, academic quality, societal need, student demand and many other points.

SUPPORT SERVICES DEPARTMENT

A significant element in the provision of special programs to minority students is the support system that must be in place to assist students in making the transition to a successful academic life. For this reason the university operates the Native Support Services Office. Students receive academic, personal and financial counselling as well as cultural support and understanding. Assistance is provided for academic course work and study skills. Tutors are provided through interface with the Learning Assistance Centre and a Native peer tutor system is in place. The office is a centre of Native student activity on campus and has an ambitious program of social and cultural events. Cultural support would be enhanced with a Elder in Residence program to provide the support of an Elder on a regularly-scheduled basis. The Native Support Services Office is staffed year round because of summer programs such as Native Languages and the number of students participating in a variety of summer courses. Additionally, it is proposed to enhance the Native support service function with a Native Counsellor and Community Liaison Officer and a Native housing officer.

Native Counsellor and Community Liaison Officer

Lakehead University recognizes that in order to be successful in our endeavours to encourage greater participation by Native students, we must reach out to the community to deliver the message that higher education is an option for Native Canadians and to communicate the range of programs available. Our belief is that if we target Native students more directly we can increase the number who will view university education as a viable alternative.

In the report Native Student Drop-Out in Ontario Schools (1990), it was noted that northern Native students are in general at greater risk of dropping out than are their

southern counterparts. "There are particular geographical, social, economic, educational, and historical factors present in northern Ontario which both singly and together mitigate against a northern Native student experiencing the same chances of academic success as his or her southern counterpart". Factors contributing to this situation include low expectations due to a number of negative factors such as poor self esteem, low expectations from the education system, from their communities and families, the lack of positive Native role models and, most important, a feeling that their communities lack many of the employment opportunities that would make the struggle and sacrifices to graduate worthwhile. The reports went on to say that "There was a high degree of agreement between Native and non-Native educators that Native dropouts lacked clear plans. Generally, these educators thought that the main reasons for this dearth of planning could be attributed to cultural factors, lack of role models, and to a lack of career counselling in both elementary and secondary schools".

For these very compelling reasons we propose to establish the position of Native Counselling and Community Liaison Officer who will be responsible for meeting directly with Native students, teachers, families and community leaders. As a Native person, the counsellor will present a positive role model who understands and is sensitive to the needs of these students. The counsellor will provide information to potential students, both mature students and high school students, guidance teachers, families and community leaders. Information on programs, facilities, career opportunities, support services at the university and information on the City of Thunder Bay would be communicated. The Liaison Officer would play the extremely valuable role of endeavouring to encourage greater participation in university programs, would coordinate efforts to present information on programs at the university that are specifically addressed to Native students as well as provide information about regular programming that is accessible to Native students. Liaison with university departments would take place as well in order to see that students are placed in programs that best suit their needs.

The geographic area targeted will be northern Ontario with particular emphasis on northwestern Ontario. Emphasis will be on visiting outlying and remote areas where direct contact is most needed. Native specific programs will be stressed as will the fact that all university programs are accessible to Native students. Counselling on the accessibility of education using Distance Education technology and off-campus on-site delivery through Continuing Education also will be provided. Promoting university programs and recruiting in the target groups will result in reaching the goal of more Native students accessing university education.

Native Housing Support

Many of our Native students come from small, remote northern communities and are attempting to live for the first time in a larger urban city. Finding suitable accommodation is a major hurdle that Native students encounter in making the transition to an urban university setting. As well, many of our Native students are mature students with families and these students have an even more difficult time finding suitable and reasonably priced accommodation. In order to assist these students in the transition, it is proposed that a part-time appointment be made to provide support to students in their search for accommodation and to act as an advocate for Native housing concerns.

STAFFING REQUIREMENTS

Implementation of this plan would require the following staffing arrangement:

Full time appointments:

- Senior faculty appointment for Native Studies and chair of the School.
- Faculty appointment for Native Access.
- Co-ordinator of Native Support Services.
- Native Counsellor and Community Liaison Officer.
- Secretarial Support Personnel (2)

Part-time appointments:

- Tutors
- Native Housing Officer

For the most part, these are either new or re-defined appointments based on role and funding considerations. The university currently has a Co-ordinator of Native Support Services and secretary in the Native Support Services Offices. These positions are funded from a grant that is being phased out. The positions of Co-ordinator of Native Access and the secretary are funded as a pilot project by the university pending finding a source of funds to fully implement the program. If the program continues, the co-ordinator position will become a faculty appointments.

SUMMARY

Lakehead University would like to access the funds available from the Native Education Strategy and sees this as a window of opportunity to enhance and expand programming provided for our Native students. The advise of the Native Advisory Committee is sought in this initiative to ensure that the university works in partnership with Native leaders to provide an educational experience that meets the needs of the Native community.