



**LAKEHEAD UNIVERSITY**

**FACULTY OF SOCIAL SCIENCES AND HUMANITIES  
INDIGENOUS LEARNING**

**CHANGE REQUEST REPORT**

**Change Request Tracking Number: 2020-SOC-7396**

**Title of Change Request: Course Modification UG Indigenous Learning: 3  
courses**

**Status of Change Request: In Workflow**

**Change Request can be split**

**CHANGE REQUEST CONTENTS**

#	Type	Title
1.	New Version of a Course	Social Movements and Resistance across Turtle Island
2.	New Version of a Course	Contemporary Health Issues
3.	New Version of a Course	Community Service Learning II

**CHANGE REQUEST HISTORY**

Workflow Stage	Action Type	Action Taken By	Change Made	Action Rationale	Date
Initiator	Approved	Indigenous Learning Department	Yes	Submitted to workflow	06/26/2020, 09:44 AM
Submission Review (Academic & Curriculum Development Coordinator)	Approved	Submission Review	No	Okay to move forward in the workflow	06/30/2020, 01:13 PM

**SUPPORTING DOCUMENTS**

File Name	Uploaded By	Upload Date	Size
Curriculum change brief June 2020.pdf	Indigenous Learning Department	06/26/2020, 09:41 AM	253 KB

**SUPPORTING DOCUMENTS AUDIT TRAIL**

File Name	User	Date	Action
Curriculum change brief June 2020.pdf	Indigenous Learning Department	06/26/2020, 09:41 AM	Uploaded

**CHANGE REQUEST COMMENTS**

Date	User	Change Request Comment
06/26/2020, 09:41 AM	Indigenous Learning Department	1)))This submission replaces Request #2020-SOC-7381-B-A: These courses are not existing Type E courses so resubmission required using Modify this course form - not Modify a Type E course form. 2)))Proposal brief attached for more details of this new submission. Miigwetch

1.	New Version of a Course	Social Movements and Resistance across Turtle Island
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**Justification**

Course title and course description updated. Added prerequisites. Removal of Type E course classification

## COURSE DETAILS

MODIFY COURSE FORM - The following is information that will be displayed in the University Calendar

Course Code:	Indigenous Learning 3233 The code is the 'subject' plus the course number (e.g. "Biology 1110").
Title of Course:	<del>Resistance and Indigenous Peoples</del> Social Movements and Resistance across Turtle Island
Course Description:	<del>The changing relationship between Indigenous Peoples and settler society is examined with a special focus on Indigenous mobilization and its consequences. Topics include colonization and decolonization, political mobilization and resistance, land-use and occupancy, cultural rights and language protection. Examples such as the Chiapas experience in Mexico, the Achuar in Peru, the Circassian in Russia as well as the Ojibway, Mohawk and Cree in Canada, will be presented as case studies of Indigenous resistance. So too will the activity of the American Indian Movement, the Zapatistas and the Tupac Katari. Comparative discussion of direct action versus negotiated settlement will be one of the cornerstones of the course.</del> This course engages with theories of resurgence, social movements, and settler allyship to examine efforts to protect Indigenous lands, livelihoods and sovereignty in North America. The role of digital and grassroots infrastructures in movements such as NODAPL and Idle No More will be explored.
Credit Weight of this Course:	0.5 Example 0.25, 0.5, 1.0, 1.5 etc
Offering (Hours of instruction):	3-0; or 3-0 Example 3-0
List any prerequisites for this course here:	Indigenous Learning 1100 or the permission of the Chair of the Department of Indigenous Learning.
List any corequisites for this course here:	
List any special notes or restrictions for this course here:	Will appear in the Calendar. For example: A course fee for field activities may be required.
What is the Grade Scheme?:	
Is this a Special Topics course?:	
Is this course cross listed with another? If so, enter the other course code here:	
Course Classification(s):	<ul style="list-style-type: none"> <li>• Type A: Humanities</li> </ul>

The following is information for Committee Review

Faculty or Institution Unit:	<ul style="list-style-type: none"> <li>• Lakehead University</li> <li>• Faculty of Social Sciences and Humanities</li> </ul>
Calendar Start Term. When this change should be displayed in the Calendar:	<del>2016</del> 2021-1722
Calendar End Term. When is the last calendar year this should be displayed?:	No Specified End Date Use No Specified End date unless you are removing it from the calendar.
Academic Level:	Undergraduate
Is this a required course, or an elective?:	
What is the pedagogical rationale for this request? Why are you submitting this request?:	<p>The pedagogical rationale for the Department of Indigenous Learning developing a "Specialization Program" is fivefold:a) The specialization approach to curriculum development is viewed as part of the natural evolution of curriculum development within the Department of Indigenous Learning. Over the course of the last several years the Department has been working towards the establishment of a specialization program, attempting to build upon not only the strengths of the Department but to do so within a culturally relevant framework, reflective of emerging Indigenous Studies paradigms and practices.b) The specialization approach to curriculum development was also undertaken in response to a much expressed interest by Indigenous Learning students to have a greater focus within the Indigenous Learning program that is representative of the changing realities of the Aboriginal experience. In Aboriginal Law, for example, where Indigenous Learning students have acquired a basic understanding of the law from an Aboriginal perspective in courses such as Aboriginal People and the Law or Aboriginal Self-Government in International Law, students are wanting a more complete understanding of how and why, Duty to Consult or Aboriginal Title have come to form the cornerstone of legal systems' response to the interest of the Aboriginal community.c) The specialization approach to curriculum development is also driven by community interests. The Aboriginal community of northwestern Ontario, like Aboriginal communities elsewhere, are in many ways undergoing considerable pressure to change, to develop, to adapt. While some of this pressure is coming from within the community where communities, for example, are grappling with "models of governance" or "eco-health" practices, a large portion of the pressure is coming from outside the community through industrial/economic development initiatives. Part of what the specialization curriculum is attempting to accomplish is to help provide community members with the tools necessary to deal with these pressures.d) The specialization approach to curriculum development is intended to be complimentary to the work of the recently established Indigenous Learning Knowledge Centre (ILKC). Created in response to the research and/or informational needs of the</p>

community of northwestern Ontario, the ILKC's mandate includes research, report writing, information collection and exchange as well as consultation. It is in the areas of Aboriginal Law, Governance, Community Development, Health and Well-Being and Gender Relations that the ILKC has focused its' activities.e) The specialization approach to curriculum development is also intended to be complimentary to the Masters in Indigenous Learning that is currently being developed by the Department of Indigenous Learning. The five areas of specialization will allow students the opportunity to develop topical areas of interest at the undergraduate level and then to pursue those areas in more rigorous fashion at the Masters level. This is particularly true of the thesis stream of the MA program where students will be encouraged to build upon work already completed at the HBA level.Changes in the course title and course description.Removal of Type E course classification. Please see proposal brief for additional information. For example, is this change required for accreditation?

Learning Outcomes:

Associated Changes - List all other requests that are associate with this change (enter request number or title):

The following is information for Senate Budget Committee Consideration

NOTE: Complete each section and provide full explanations for both "yes" and "no" answers. This will not be displayed in the calendar but will be used by the Senate Budget Committee when considering approval of this proposal. The creator of this proposal may be asked to attend a committee meeting to discuss this proposal. Contact the Chair of the Senate Budget Committee if you wish to discuss any of the questions below.

Will this request impact student enrolment in another program within the same faculty/unit?:

The Department of Indigenous Learning is of the opinion that the Indigenous Learning Specialization Program will have a positive impact on most, if not all, Faculty of Social Science and Humanities programs. This is particularly true of the Political Science, Philosophy, Women's Studies, Sociology and perhaps even the History program. Students in the Indigenous Learning Specialization Program will be encouraged to consider Faculty electives as a way broadening their knowledge base in their specialization area. Here, for example, students pursuing the Gender Relations Specialization will be asked to look at Women's Studies courses such as Women's Action for Social Change or the History of Women and the Law as possible complimentary courses for their specialization area.No impact

Will this request impact student enrolment in another program in a different faculty/unit?:

The Department of Indigenous Learning is hopeful that the Specialization Program will also have a positive impact on "other Programs in Another Faculty/Unit". The Department envisions the Specialization Program as becoming something of a "feeder" program for units such as Social Work, Natural Resource Management, Health Sciences and perhaps even law. It is anticipated that students completing the HBA in Indigenous Learning with a specialization in one of the five



	<del>Specialization areas, will have both the grounding as well as the competency to pursue further studies in other disciplinary areas.</del> No impact
Will additional resources be required (space, staff, equipment, etc)?:	<del>No additional resources will be required as the course will be offered through the regular rotation of course offerings.</del> Does not require any additional or new resources.
How will this impact existing teaching loads within this faculty/unit?:	<del>No anticipated impact.</del> Decrease overload teaching and supervision of students.
What is the impact on the demand for teaching support services (library, computers, staff, etc)? :	No anticipated impact.
Will this course require outside support? If yes, please outline the amount and timing of the funding:	No outside support <del>is</del> required.

2.	New Version of a Course	Contemporary Health Issues
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**Justification**

Updated pre-requisite. To include pre-requisites for all courses at 3rd year and above: INDI 1100 or permission of the Department Chair. Currently, we do not have any prerequisites and we have students taking courses at the third year without any background in Indigenous Learning. Since the implementation of the Indigenous Content Requirement, this practice has increased substantially. This is being done in order to improve the learning experiences of Indigenous Learning students. Removal of Type E course classification.

**COURSE DETAILS**

**MODIFY COURSE FORM** - The following is information that will be displayed in the University Calendar

Course Code:	Indigenous Learning 3711 The code is the 'subject' plus the course number (e.g. "Biology 1110").
Title of Course:	Contemporary Health Issues
Course Description:	Designed to provide students with an overview of the contemporary health issues confronting the Aboriginal community in Canada, students will assess both the positive as well as the negative aspects of health and well-being. Not only will students acquire an understanding of the health-care issues that are confronting the Aboriginal community, they will also address the health-care discourse and the movement to decolonize the same.
Credit Weight of this Course:	0.5 Example 0.25, 0.5, 1.0, 1.5 etc

Offering (Hours of instruction):	3-0; or 3-0 Example 3-0
List any prerequisites for this course here:	Indigenous Learning 1100 or permission of the Chair of the Department of Indigenous Learning.
List any corequisites for this course here:	
List any special notes or restrictions for this course here:	Will appear in the Calendar. For example: A course fee for field activities may be required.
What is the Grade Scheme?:	
Is this a Special Topics course?:	
Is this course cross listed with another? If so, enter the other course code here:	
Course Classification(s):	<ul style="list-style-type: none"> <li>• Type A: Humanities</li> <li>• Type B: Social Sciences</li> </ul>

The following is information for Committee Review

Faculty or Institution Unit:	<ul style="list-style-type: none"> <li>• Lakehead University</li> <li>• Faculty of Social Sciences and Humanities</li> </ul>
Calendar Start Term. When this change should be displayed in the Calendar:	<del>2016</del> 2021-1722
Calendar End Term. When is the last calendar year this should be displayed?:	No Specified End Date Use No Specified End date unless you are removing it from the calendar.
Academic Level:	Undergraduate
Is this a required course, or an elective?:	
What is the pedagogical rationale for this request? Why are you submitting this request?:	<p><del>The pedagogical rationale for the Department of Indigenous Learning developing a "Specialization Program" is fivefold:a) The specialization approach to curriculum development is viewed as part of the natural evolution of curriculum development within the Department of Indigenous Learning. Over the course of the last several years the Department has been working towards the establishment of a specialization program, attempting to build upon not only the strengths of the Department but to do so within a culturally relevant framework, reflective of emerging Indigenous Studies paradigms and practices.b) The specialization approach to curriculum</del></p>

development was also undertaken in response to a much expressed interest by Indigenous Learning students to have a greater focus within the Indigenous Learning program that is representative of the changing realities of the Aboriginal experience. In Aboriginal Law, for example, where Indigenous Learning students have acquired a basic understanding of the law from an Aboriginal perspective in courses such as Aboriginal People and the Law or Aboriginal Self-Government in International Law, students are wanting a more complete understanding of how and why, Duty to Consult or Aboriginal Title have come to form the cornerstone of legal systems' response to the interest of the Aboriginal community.c) The specialization approach to curriculum development is also driven by community interests. The Aboriginal community of northwestern Ontario, like Aboriginal communities elsewhere, are in many ways undergoing considerable pressure to change, to develop, to adapt. While some of this pressure is coming from within the community where communities, for example, are grappling with "models of governance" or "eco-health" practices, a large portion of the pressure is coming from outside the community through industrial/economic development initiatives. Part of what the specialization curriculum is attempting to accomplish is to help provide community members with the tools necessary to deal with these pressures.d) The specialization approach to curriculum development is intended to be complimentary to the work of the recently established Indigenous Learning Knowledge Centre (ILKC). Created in response to the research and/or informational needs of the community of northwestern Ontario, the ILKC's mandate includes research, report writing, information collection and exchange as well as consultation. It is in the areas of Aboriginal Law, Governance, Community Development, Health and Well-Being and Gender Relations that the ILKC has focused its' activities.e) The specialization approach to curriculum development is also intended to be complimentary to the Masters in Indigenous Learning that is currently being developed by the Department of Indigenous Learning. The five areas of specialization will allow students the opportunity to develop topical areas of interest at the undergraduate level and then to pursue those areas in more rigorous fashion at the Masters level. This is particularly true of the thesis stream of the MA program where students will be encouraged to build upon work already completed at the HBA level.To include pre-requisites for all courses at 3rd year and above: INDI 1100 or permission of the Department Chair. Currently, we do not have any prerequisites and we have students taking courses at the third year without any background in Indigenous Learning. Since the implementation of the Indigenous Content Requirement, this practice has increased substantially. This is being done in order to improve the learning experiences of Indigenous Learning students. For example, is this change required for accreditation?

Learning Outcomes:

Associated Changes - List all other requests that are associate with this change (enter request number or title):



The following is information for Senate Budget Committee Consideration

	<p>NOTE: Complete each section and provide full explanations for both "yes" and "no" answers. This will not be displayed in the calendar but will be used by the Senate Budget Committee when considering approval of this proposal. The creator of this proposal may be asked to attend a committee meeting to discuss this proposal. Contact the Chair of the Senate Budget Committee if you wish to discuss any of the questions below.</p>
<p>Will this request impact student enrolment in another program within the same faculty/unit?:</p>	<p><del>The Department of Indigenous Learning is of the opinion that the Indigenous Learning Specialization Program will have a positive impact on most, if not all, Faculty of Social Science and Humanities programs. This is particularly true of the Political Science, Philosophy, Women's Studies, Sociology and perhaps even the History program. Students in the Indigenous Learning Specialization Program will be encouraged to consider Faculty electives as a way broadening their knowledge base in their specialization area. Here, for example, students pursuing the Gender Relations Specialization will be asked to look at Women's Studies courses such as Women's Action for Social Change or the History of Women and the Law as possible complimentary courses for their specialization area.</del>No impact</p>
<p>Will this request impact student enrolment in another program in a different faculty/unit?:</p>	<p><del>The Department of Indigenous Learning is hopeful that the Specialization Program will also have a positive impact on "Other Programs in Another Faculty/Unit". The Department envisions the Specialization Program as becoming something of a "feeder" program for units such as Social Work, Natural Resource Management, Health Sciences and perhaps even law. It is anticipated that students completing the HBA in Indigenous Learning with a specialization in one of the five Specialization areas, will have both the grounding as well as the competency to pursue further studies in other disciplinary areas.</del>No impact</p>
<p>Will additional resources be required (space, staff, equipment, etc)?:</p>	<p><del>No additional resources will be required as the course will be offered through the regular rotation of course offerings.</del>Does not require any additional or new resources.</p>
<p>How will this impact existing teaching loads within this faculty/unit?:</p>	<p><del>No anticipated impact.</del>Decrease overload teaching and supervision of students.</p>
<p>What is the impact on the demand for teaching support services (library, computers, staff, etc)? :</p>	<p>No anticipated impact.</p>
<p>Will this course require outside support? If yes, please outline the amount and timing of the funding:</p>	<p>No outside support <del>is</del> required.</p>

3.	New Version of a Course	Community Service Learning II
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**Justification**

Changed name and course description. We modified the existing Honours Project courses INDI 4111 and 4112 to be service-learning courses. The service learning courses (4111 and 4112) are designed to provide students with more scaffolding and support when carrying out community-based projects than exists under the current Honours Project program. Creating a formal CSL option also speaks to two major objectives of the strategic plan "Engaging with Our Communities" and "Social Responsibility." Removal of Type E course classification.

**COURSE DETAILS**

**MODIFY COURSE FORM** - The following is information that will be displayed in the University Calendar

Course Code:	Indigenous Learning 4112 The code is the 'subject' plus the course number (e.g. "Biology 1110").
Title of Course:	<del>Honours Project</del> Community Service Learning II
Course Description:	<del>In consultation with a faculty supervisor, the student will research, write and present the project started in Indigenous Learning 4111</del> The focus of this course will change from year to year based on the interests and expertise of the instructor. Community Service Learning II builds on the work begun during INDI 4111: Community Service Learning I and undertakes a project that serves community needs and interests.
Credit Weight of this Course:	0.5 Example 0.25, 0.5, 1.0, 1.5 etc
Offering (Hours of instruction):	Example 3-0
List any prerequisites for this course here:	Indigenous Learning 4111 and Permission of the Chair of the Department of Indigenous Learning.
List any corequisites for this course here:	
List any special notes or restrictions for this course here:	Will appear in the Calendar. For example: A course fee for field activities may be required.
What is the Grade Scheme?:	
Is this a Special Topics course?:	
Is this course cross listed with another? If so, enter the other course code here:	
Course Classification(s):	<ul style="list-style-type: none"> <li>• Type A: Humanities</li> <li>• Type B: Social Sciences</li> </ul>

The following is information for Committee Review

Faculty or Institution Unit:	<ul style="list-style-type: none"> <li>• Lakehead University</li> <li>• Faculty of Social Sciences and Humanities</li> </ul>
Calendar Start Term. When this change should be displayed in the Calendar:	<del>Fall 2012</del> 2021-22
Calendar End Term. When is the last calendar year this should be displayed?:	No Specified End Date Use No Specified End date unless you are removing it from the calendar.
Academic Level:	Undergraduate
Is this a required course, or an elective?:	
What is the pedagogical rationale for this request? Why are you submitting this request?:	Removal of Type E Course Classification. We modified the existing Honours Project courses INDI 4111 and 4112 to be service learning courses. The service learning courses (4111 and 4112) are designed to provide students with more scaffolding and support when carrying out community-based projects than exists under the current Honours Project program. Creating a formal CSL option also speaks to two major objectives of the strategic plan "Engaging with Our Communities" and "Social Responsibility." For example, is this change required for accreditation?
Learning Outcomes:	
Associated Changes - List all other requests that are associate with this change (enter request number or title):	

The following is information for Senate Budget Committee Consideration

	NOTE: Complete each section and provide full explanations for both "yes" and "no" answers. This will not be displayed in the calendar but will be used by the Senate Budget Committee when considering approval of this proposal. The creator of this proposal may be asked to attend a committee meeting to discuss this proposal. Contact the Chair of the Senate Budget Committee if you wish to discuss any of the questions below.
Will this request impact student enrolment in another program within the same faculty/unit?:	No impact
Will this request impact student enrolment in another program in a different faculty/unit?:	No impact

Will additional resources be required (space, staff, equipment, etc)?:

Does not require any additional or new resources.

How will this impact existing teaching loads within this faculty/unit?:

Decrease overload teaching and supervision of students.

What is the impact on the demand for teaching support services (library, computers, staff, etc) ?

No impact

Will this course require outside support? If yes, please outline the amount and timing of the funding:

No outside support required.





































