

COURSE SYLLABUS



COURSE TITLE: Indigenous Perspectives in Art

CLASS SECTION: Art 106-001

TERM: 2023 Fall Semester

COURSE CREDITS: 3

DELIVERY METHOD(S): In-Person in Young Building, Room 117 from 3:30-7:20pm

Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

Learn more about Camosun's [Territorial Acknowledgement](#).

For COVID-19 information please visit <https://legacy.camosun.ca/covid19/index.html>.

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.

INSTRUCTOR DETAILS

NAME: Teresa Vander Meer-Chassé

EMAIL: VanderMeerChasseT@camosun.ca

OFFICE: Young Building, Room 113

HOURS: Mondays 2pm – 3pm or as requested

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

CALENDAR DESCRIPTION

Indigenous and Non-Indigenous students will be introduced to contemporary studio art through the perspectives and practical experiences of Indigenous techniques and ways of knowing. Students will use a variety of media, processes, and theories to discover their own interculturally aware stories and ways of making. Students may use this course as preparation for visual arts studies, a university transfer elective, or an experience to increase visual literacy/appreciation of Indigenous arts.

PREREQUISITE(S):

One of:

- C in English 12
- C in Camosun Alternative

CO-REQUISITE(S):

Not Applicable

EXCLUSION(S):

Not Applicable

COURSE LEARNING OUTCOMES / OBJECTIVES

Upon successful completion of this course a student will be able to:

1. Describe and apply conceptual and practical knowledge of a range of Indigenous artistic practices.
2. Describe and apply conceptual and practical knowledge of historical and contemporary approaches to studio arts.
3. Describe historical and cultural issues influencing Indigenous artistic practices.
4. Describe the diversity, history and contemporary context of Indigenous artistic practices.
5. Develop an independent project, which amalgamates the course content.
6. Discuss and critique artworks of practicing Indigenous artists and fellow students.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

IMPORTANT: PLEASE READ!

ANIMALS: Throughout this course you will be exposed to animal carcasses and animal byproducts. You will be working specifically with a dead porcupine as well as fish skins. Working with fish skins can cause allergic reactions, we will have gloves available and other options for those experiencing allergens. However, the use of animal byproducts will be present throughout the course.

TIME COMMITMENT: You are expected to attend each scheduled class; lessons and instructions will be offered in-person and notes uploaded to D2L. If you anticipate missing a class, please let me know as soon as possible. You are also expected to process natural materials, with instructions, outside of class-time. Finally, there is a strong possibility that we will be going on a field trip later in the semester; advanced notice will be given.

MATERIALS: You will need access to a computer, Word, and internet to complete this course. Many of the supplies listed below can be found at Dollarama, second-hand stores, or even a junk-drawer at home. These supplies will get dirty so please, do not use anything you want to keep nice!

What You Need:

- Large scissors (kitchen scissors are best)
- 64oz jar (must have a secure lid, a mason jar is best)
- 355ml container or larger with a secure lid
- Small container with secure lid or a sandwich bag
- 2 dish towels (old raggedy ones will work, as long as they're clean)
- 1 metal spoon (Dollarama is best)
- Box of black tea bags (Red Rose is what I use) Amount TBD
- Notebook or sketchpad, pens and pencils

READINGS, FILMS, & ASSIGNMENTS: Please complete the readings and films listed in the activity section before each class. We will be discussing assigned readings and films during each class. Optional readings are there as an additional resource for your own curiosity. All assignments will be given a due date and instructions in-class and uploaded to D2L. All assignments will be due in-class.

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

WEEKS	ACTIVITIES & TOPICS	NOTES
Week 1 – Sept 4	<p>LABOUR DAY – No Class</p> <p>Questionnaire on D2L: Complete by Friday, September 8</p>	
Week 2 – Sept 11	<p><u>Identities & Perspectives</u> Introduce ourselves and review the course outline and assignments. Learn what land/territorial acknowledgements mean, as well as terminology and definitions that we will use throughout the course. Discussion on identity politics and how to respectfully self-identify.</p> <p>Assignment 1 (due in-class): <i>Who are your relations?</i></p> <p>Readings on D2L</p> <ul style="list-style-type: none"> ○ Diangelo, Robin. “White Fragility and the Rules of Engagement.” University of North Carolina at Greensboro. (2011): 1-3. <p>Film</p> <ul style="list-style-type: none"> ○ APTN News. 2021. “A growing number of “Pretendian” artists and the potential repercussions” https://www.youtube.com/watch?v=3nzt7XecLzl&t=38s <p>Journal Entry 1 on D2L: <i>Identify 3 actions you can take to acknowledge Indigenous Peoples and the Traditional Territory you are on. Respond to two other classmates’ entries.</i></p>	<p>Assignment 1 will be introduced and completed in class. Don’t stress!</p> <p>I will show what materials you will need in the course.</p>

WEEKS	ACTIVITIES & TOPICS	NOTES
Week 3 – Sept 18	<p><u>Historic, Traditional & Contemporary Indigenous Art</u> Learn a brief history of Indigenous Art in so-called Northwestern Canada. Learn the legacy of a hand-full of Indigenous artists living and working in BC today.</p> <p>In-Class Activity: Learning how to bead!</p> <p>Readings on D2L</p> <ul style="list-style-type: none"> ○ Doxtator, Deborah. “Basket, Bead, and Quill, and the Making of “Traditional” Art.” In <i>Basket, Bead and Quill</i>, 11-21. Thunder Bay: Thunder Bay Art Gallery, 1996. ○ Riley-Mukavetz, Andrea. “Baskets, Birchbark Scrolls, and Map of Land: Indigenous Making Practices as Oral Historiography” 40-52. In <i>The Arts of Indigenous Health and Well-Being</i>. Edited by Nancy Van Styvendale, J.D. McDougall, R. Henry, and R. Alexander Innes. Winnipeg: University of Manitoba Press, 2021. <p>Optional Reading</p> <ul style="list-style-type: none"> ○ Robinson, Dylan. “Intergenerational Sense, Intergenerational Responsibility.” In <i>Arts of Engagement</i>, 43-65. Waterloo: Wilfrid Laurier University Press, 2016. <p>Journal Entry 2 on D2L: <i>Identify 2 Indigenous artists not discussed in today’s lesson and in 250-words or a 2-min video, describe their art practice. In addition, provide an example each of an artwork they created and a reason why you were drawn to their work.</i></p>	Please bring to class: scissors, pen, and a small container with secure lid or sandwich bag

WEEKS	ACTIVITIES & TOPICS	NOTES
<p>Week 4 – Sept 25</p>	<p><u>Politics, Art, and Social Activism</u> With two contradictory holidays fast approaching, we will dive into the politics of Indigenous-Canada relations and Indigenous artists’ social activism.</p> <p>In-Class Activity: Cleaning quills!</p> <p>Readings on D2L</p> <ul style="list-style-type: none"> ○ Truth and Reconciliation Commission of Canada. “What We Have Learned: Principles of Truth and Reconciliation.” In <i>Truth and Reconciliation Commission Findings</i>. 2015: 5-8 & 98-102. Optional: 9-41 ○ Garneau, David. “Imaginary Spaces of Conciliation and Reconciliation: Art, Curation, and Healing.” In <i>Arts of Engagement</i>, Dylan Robinson, Keavy Martin, 30-34 & 37-39. Waterloo: Wilfrid Laurier University Press, 2016. <p>Optional Readings</p> <ul style="list-style-type: none"> ○ Corntassel, Jeff. “An Activist Posing as an Academic?” In <i>American Indian Quarterly</i>, vol. 27 (1&2) (2003): 160-171. ○ Lorde, Audrey. “The Master’s Tool Will Never Dismantle the Master’s House.” In <i>Sister Outsider: Essays and Speeches</i>, 110-114. Berkeley: Crossing Press, 1984. <p>Journal Entry 3 on D2L: <i>Do you think we are in an age of reconciliation or, as David Garneau reminds us, conciliation? Provide reasoning for your argument. Respond to two other classmates’ entries.</i></p> <p>Assignment 2 (due Oct 16): Using your creativity and new found skills and materials, create an artwork that expresses your understanding of the political atmosphere of Indigenous-Canada relations. Consider the word “juxtaposition” as inspiration. The work must include the use of beads and quills. Pair the work with a written artist statement of 350-500 words or a 3-min video and submitted on D2L. Include reference to 1 or more readings/films we’ve completed in class.</p>	<p>Please bring to class: 355ml container or larger, scissors, 1 dish towel, needles, thread, fabric</p>

WEEKS	ACTIVITIES & TOPICS	NOTES
Week 5 – Oct 2	<p>NATIONAL DAY OF TRUTH AND RECONCILIATION – No Class</p> <p>Outside of Class Activity: Actively engage with decolonization by attending an event, taking a workshop, reading a book, watching a film, or visiting a gallery on Sept 30.</p> <ul style="list-style-type: none"> ❖ Consider visiting the South Island Powwow at Royal Athletic Park. Admission is free! <p>Journal Entry 4 on D2L: <i>What did you see, hear, read, witness on September 30? How did your participation contribute to decolonization? Respond to two other classmates' entries.</i></p>	<p>We will not see each other for two weeks straight! Please consider this a time to work on your Assignment 2.</p>
Week 6 – Oct 9	<p>THANKSGIVING & INDIGENOUS PEOPLES' DAY (USA) – No Class</p>	
Week 7 – Oct 16	<p><u>Presentations & Land-Based Practices</u> – ASSIGNMENT 2 DUE</p> <p>We will gather in a good way to witness, review, and offer feedback to each person's Assignment 2. We will follow this with an introduction to Blood Memory, Intergenerational Knowledge, and Land-Based Art Practices.</p> <p>In-Class Activity: Introduction to tea-tanning fish skin!</p> <p>Readings on D2L Vander Meer-Chassé, Teresa. <i>Shii'itsüh Crying in the Heart</i>. Concordia University, 2023: 14-18.</p> <p>Film</p> <ul style="list-style-type: none"> ○ Family Stories – All My Salmon Relations – Janey Chang https://www.youtube.com/watch?v=NhtJEJesX58&t=124s 	<p>Please bring to class: 64oz jar, metal spoon, and 2 dish towels</p>

WEEKS	ACTIVITIES & TOPICS	NOTES
Week 8 – Oct 23	<p><u>Land-Based Practices Continued</u> We will check on the progress of everyone’s fish skins and do the hot water test. Then we will learn what Research-Creation and Process-Based Art Practice.</p> <p>Readings on D2L</p> <ul style="list-style-type: none"> o Simpson, Leanne R. “Anticolonial Strategies for the Recovery and Maintenance of Indigenous Knowledge.” In <i>American Indian Quarterly</i>, vol. 28 (3&4) (2004): 373-384. <p>Journal Entry 5 on D2L: <i>What did you learn while processing fish skin this past week? Respond to two other classmates’ entries.</i></p> <p>Assignment 3 (due Nov 6): In groups of two or three, identify an Indigenous artist, exhibition, or practice that focuses on land-based processes. Develop a short 8 to 10-minute presentation that introduces the artist/exhibition/practice to us and provide us with your understandings, curiosities, and critiques.</p>	Bring your fish skins to class along with your towels!
Week 9 – Oct 30	<p><u>Library Session</u> We will be in the Library working on preparing for Assignment 3.</p> <p>Journal Entry 6 on D2L: <i>What are 3 key things you have learned thus far in the course?</i></p>	
Week 10 – Nov 6	<p><u>Presentations & Critiques – ASSIGNMENT 3 DUE</u> We will gather in a good way to witness, review, and offer feedback to each group’s Assignment 3.</p> <p>Final Assignment (due Dec 4): More information to come.</p>	
Week 11 – Nov 13	REMEMBRANCE DAY – No Class	
Week 12 – Nov 20	<p><u>Field Trip - TBD</u></p> <p>Journal Entry 7: TBD</p>	
Week 13 – Nov 27	<p><u>Work Period</u> In-class working period to complete the Final Assignment. Bring supplies, materials, snacks, and questions to class.</p>	Please bring to class: final assignment
Week 14 – Dec 4	<p><u>Last Day of Classes – FINAL ASSIGNMENT DUE</u> We will gather in a good way to witness, review, and offer feedback to each person’s Final Assignment.</p>	

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced notice is required. Deadlines can be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

EVALUATION OF LEARNING

DESCRIPTION	WEIGHTING
Assignment 1 (due September 11)	10%
Assignment 2 (due October 16)	15%
Assignment 3 (due November 6)	15%
Final Assignment (due December 4)	30%
Journal	25%
Participation includes attendance, coming to class prepared, active in group and class discussions	5%
	TOTAL
	100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information. <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

COURSE GUIDELINES & EXPECTATIONS

Mutual Respect is the foundation to any meaningful relationship. As your teacher, I promise to show you the utmost respect inside and outside the classroom.

Two-Way Learning is a pillar to how I have developed this course. Each of us will bring our own perspectives, knowledges, and skills to the classroom. I am just as open to learning from you as I hope you are from me.

Responsibility is an essential part of our relationship with one another. I am responsible for instruction of the course, offering guidance, and providing feedback in a timely manner. You're responsible for completing assignments and participating in class to your utmost ability.

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Academic Advising	http://camosun.ca/advising
Accessible Learning	http://camosun.ca/accessible-learning
Counselling	http://camosun.ca/counselling
Career Services	http://camosun.ca/coop
Financial Aid and Awards	http://camosun.ca/financialaid
Help Centres (Math/English/Science)	http://camosun.ca/help-centres
Indigenous Student Support	http://camosun.ca/indigenous
International Student Support	http://camosun.ca/international/
Learning Skills	http://camosun.ca/learningskills
Library	http://camosun.ca/services/library/
Office of Student Support	http://camosun.ca/oss
Ombudsperson	http://camosun.ca/ombuds
Registration	http://camosun.ca/registration
Technology Support	http://camosun.ca/its
Writing Centre	http://camosun.ca/writing-centre

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](http://camosun.ca/services/accessible-learning/) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the "Attendance" section under "Registration Policies and Procedures" (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized

Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and camosun.ca/sexual-violence. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-3703841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

Changes to this syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.