

COURSE SYLLABUS



COURSE TITLE: IST 142: Land, Water, & Stewardship

CLASS SECTION:

TERM: W2025

COURSE CREDITS: 3

DELIVERY METHOD(S): In person Wednesdays 1:30-4:30

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](#).

INSTRUCTOR DETAILS

NAME: Jarrad Reddekop

EMAIL: reddekopj@camosun.ca

OFFICE: Online via Zoom

HOURS: By appointment

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

Students will explore Indigenous relationships with land and water, perspectives on traditional ecological knowledge, concepts of traditional territory, and how ideas about economic and social development intersect with Indigenous cultural values. Students will explore contemporary Indigenous environmental issues including those related to extraction industries, development, tourism, and differing perspectives on stewardship.

PREREQUISITE(S):

- C+ in [English 12](#)
- C in [Camosun Alternative](#)

COURSE LEARNING OUTCOMES / OBJECTIVES

On completion of this course students will be able to:

- 1. Demonstrate an understanding of the interconnections within the environment and how it is a living, adaptive system.*
- 2. Describe, from the perspectives of the student's own Nation, other Nations, or local Indigenous peoples, major tenets of responsibility to land and water.*
- 3. Explain differing concepts of traditional territory and how they impact planning and practices related to use of land and water.*

4. *Demonstrate an understanding of differing viewpoints and practices related to economic and social development on traditional Indigenous lands.*

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

Our main text will be *Lighting the Eighth Fire: The Liberation, Resurgence, and Protection of Indigenous Nations*, edited by Leanne Simpson (Winnipeg: ARP, 2008).

Other materials will be made available online. It is the student's responsibility to access and read all required texts each week.

*Please note: readings may be subject to change as we go along through the course. Students will be made aware of any changes at least a week in advance.

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.

Week 1 (Wed. Jan. 8): Orienting Ourselves

Week 2 (Jan 15): These Lands & Waters

Readings & Materials

Required:

- *Read:* Introduction "The Voice of the Land Is Our Language," in Campbell, Menzies & Peacock. *B.C. First Nations Studies*. Victoria: B.C., Ministry of Education, 2003: pp. 10-18.
- Dave Elliot Sr., *Saltwater People* (1990): pp. 13-17; 41-54. Take a look at some of the place-names listed in the chapter between these readings.

Supplemental:

- Chapter 1 "The Land" and 2 "Living on the Land" in Campbell, Menzies & Peacock. *B.C. First Nations Studies*. Victoria: B.C. Ministry of Education, 2003.
- <https://racerocks.ca/the-13-moons-of-the-wsanec/>

Week 3: (Jan. 22): Storied and Animate Territories

****Critical self-location due Monday, Jan. 20 @ 11:59 pm****

Readings & Materials

Read: Robin Wall Kimmerer, "Learning the Grammar of Animacy," in *Braiding Sweetgrass* (Milkweed, 2013), 48-59.

Read/Watch:

Storied places:

- “The Legend of ŁÁU, WELNEW”, at <https://wsanec.com//history-territory/#legend>
- “Four Stories of How Things Came to Be.” <https://wsanec.com/four-stories-of-how-things-came-to-be/>
- “The Story of Cedar” https://youtu.be/H_IVHL4eYqM?si=vsHWojhnNPoc2LQz
- Belgica Dagua, Spirit Eye Tree <https://youtu.be/-SM-n3Dv2wg?si=g1vB-y1IPNUtnpr9>

Natural Law:

- Sources of Knowledge, 2017. “Dr. John Borrows SOK 2017.” Youtube video. 43:59. <https://www.youtube.com/watch?v=suuQ4am-cIM> ** Please watch 19:00-26:00.

Relating to non-human relatives:

- Assembly of First Nations. 2011. “E. Richard Atleo (Umeek), academic, author and Hereditary Chief.” YouTube video. 9:09. https://youtu.be/1CLb39kyRGM?si=vqKK91RfH_UqKmlA
- Redfish School of Change. 2016. “Della Rice Sylvester.” <https://youtu.be/XBq70yP2gcU?si=mbhSn3ESBUeB-n3T>
- Revolutions per minute. 2016. “Leanne Betasamosake Simpson – ‘How To Steal A Canoe’”. Youtube video. 4:09. https://youtu.be/dp5oGZ1r60g?si=sEF5_rlgwz0N0GUa
 - “We are to talk to him nicely.” https://youtu.be/jmN-tb9Z45o?si=tap_7N3DiimQ32--
 - Tod D. Swanson, “Luisa Cadena: ‘Reflections of the Life of an Unknown Sloth.’” Youtube video. 2:41. October 25, 2016. <https://youtu.be/JLO2tie3SJw>
 - Tod Swanson, “Clara Santi Grefa, “Waranga Sisa.”” Youtube video. 5:03. September 18, 2015. <https://youtu.be/MIZA1f5cLMw>

Week 4 (Jan 29): Indigenous Science & Traditional Ecological Knowledge (TEK)

Readings & Materials

Required:

- Deborah McGregor “Traditional Ecological Knowledge.” Ideas: The Arts and Science Review, 3 (2006)
- Jeff Corntassel and Cheryl Bryce, “Practicing Sustainable Self-Determination: Indigenous Approaches to Cultural Restoration and Revitalization,” in The Brown Journal of World Affairs, Vol. 18, No. 2 (Spring/Summer 2012): esp. pp. 157-160.

Supplemental:

- Gregory Cajete. “Chapter 2: Philosophy of Native Science” in *Native Science: Natural Laws of Interdependence*. Santa Fe: Clear Light Publishing, 2000.
- Deborah McGregor, “Indigenous Knowledge Systems in Environmental Governance in Canada.” In KULA, 5:1 (2021). Available at: <https://www.erudit.org/en/journals/kula/2021-v5-n1-kula06185/1079226ar.pdf>
- “Down2Earth 1.3 – Cheryl Bryce” https://youtu.be/PKTxP_zy_mA?si=jSILPR16i6bp1rmz

Week 5 (Feb. 5): Territory & Jurisdiction

****Short reflection paper due Monday Feb. 3rd @ 11:59pm****

Readings & Materials

- Fred (Gopit) Metallic “Strengthening Our Relations in Gespe’gewa’gi, the Seventh District of Mi’gma;gi” in *Lighting the Eighth Fire*.
- Check out: <https://tribalparks.com>
- (Recommended): Chapter 3 “Sharing the Land and Resources” in Campbell, Menzies & Peacock. *B.C. First Nations Studies*. Victoria: B.C. Ministry of Education, 2003.

Week 6 (Feb 12): Pearson Special Topics Day → No Class

Week 7 (Feb. 19): Class trip to Duncan? Plant-based teachings 1:00-4:00 pm

Week 8: (Feb. 26) Self-Determination & Resource Development

****Midterm Quiz this week, due Sunday March 2 @ 11:59 pm****

Readings & Materials

Choose One:

- Susan Hill “Travelling Down the River of Life together in Peace and Friendship, Forever: Haudenosaunee Land Ethics...” in *Lighting the Eighth Fire*.

Or:

- Paula Sherman “The Friendship Wampum: Maintaining Traditional Practices in Our Contemporary Interactions in the Valley of the Kiji Sibi” in *Lighting the Eighth Fire*.

Week 9 (Mar. 5): Water is Life

Class Activity: Canoe teachings with Scia’new Elders/Knowledge-Keepers

Readings & Materials

Required:

- Renée Elizabeth Mzinegiizhigo-kwe Bedard “Keepers of the Water: Nishnaabe-kwewag Speaking for the Water” in *Lighting the Eighth Fire*.

Supplemental:

- Kim Anderson, Barbara Clow, Margaret Haworth-Brockman “Carriers of Water: Aboriginal women’s experiences, relationships, and reflections” Journal of Cleaner Production. Volume 60 (2013): 11-17

Week 10 (Mar 12): Environmental Justice & Community Health

Readings & Materials

- Deborah McGregor. "Mino-Mnaamodzawin: Achieving Indigenous Environmental Justice in Canada." *Environment and Society* 9.1 (2019): 7-24.

Week 11 (Mar. 19): Class Trip to SNIDCEĒ with JB Williams, 1:00-4:00 pm

****Final Assignment Step 1 due Friday March 21 @ 11:59 pm****

Week 12 (Mar. 26): Climate & Indigenous Lifeways

Readings & Materials

- Nancy J. Turner and Helen Clifton “It’s so different today’’: Climate change and Indigenous lifeways in British Columbia, Canada” *Global Environmental Change* 19 (2009) 180–190.
- Jackie Price “Living Inuit Governance in Nunavut” in *Lighting the Eighth Fire*.

Week 13 (April 2): Reading Week → No class

Week 14 (April 9): Food Sovereignty & Security

Readings & Materials

- Nicholas XEMTOLTW Claxton “ISTÁ SĆIÁNEW, ISTÁ SXOLE: “To Fish as Formerly’’: The Douglas Treaties and the WSÁNEĆ Reef-Net Fisheries” in *Lighting the Eighth Fire*.
- “Discussion Paper: Indigenous Food Sovereignty” Food Secure Canada <https://foodsecurecanada.org/sites/foodsecurecanada.org/files/DP1_Indigenous_Food_Sovereignty.pdf>

Week 15 (April 16): Shared Futures & Living Leadership | Wrap-Up

****Final Paper due by April 16th @ 11:59 pm****

Readings & Materials

- Brock Pitawanakwat “Bimaadziwin Oodenaang: A Pathway to Urban Nishnaabe Resurgence” in *Lighting the Eighth Fire*.
- Jocelyn Cheechoo “Ooshkahneekwayweuk: Living What I Love Most” in *Lighting the Eighth Fire*.
- Eden Robinson “Closing Words: Go Fish” in *Lighting the Eighth Fire*

5. Assignments

All assignments are to be submitted to D2L unless otherwise noted.

Unless specified, **all assignments received after the due date will receive a 5% per day penalty to a maximum of one week** after which I will not accept it unless you have consulted with me at least three days in advance of the due date and received an accommodation.

Assignment breakdown:

- i) Participation: 10%
- ii) Critical Self-Location: 10%
- iii) Short reflection: 10%
- iv) Midterm quiz: 25%
- v) Final assignment step 1: summary of chosen initiative (2 pages): 15%
- vi) Final stewardship action paper or presentation: 30%

i) Participation: 10%

Participation grades will be based on notes taken throughout the semester by me and will be holistic and retrospective and compiled at the end of the term. Questions I will be asking, in determining these grades, will be: i) does this student come to class prepared, having done the readings, able to demonstrate that they have done the readings, and ready to discuss the material and weekly topic? Do they participate actively in class discussions – whether in smaller breakout groups or with the whole class? ii) Are they consistently bringing their energy and good intentions to help co-create the best learning environment possible, helping their fellow students to maximize their learning, and making their own contribution to the richness of the course? Do they demonstrate respect in their interactions with their peers and with their instructor? iii) Are they making sure not to dominate the space, and instead do they demonstrate a honed relational sensitivity in leaving enough space so that others can contribute?

ii) Critical Self-Location: 10%

350 – 500 words (1-1.5 pages, double spaced) due Jan. 20

An important principle in general (ethically, relationally, epistemically, methodologically), but also in coming to the work of this class in particular, is to situate ourselves and think critically about how we do so. Who are each of us, where do we come from, and how/where do we stand in relation to the themes/topics of this class (which include, among other things, engagement with traditional Indigenous lifeways and knowledges)? How do we each locate ourselves in relation to this place? What teachings, backgrounds, and life stories (our own, and those of the people who come before us) do we carry with us into this circle? What do we hope to learn here in our time together? What might we want/need to take account of as we seek to come to this work in a respectful and authentic way? Each of us will have a different answer to these questions, which we will begin to explore in this assignment.

Begin, then, with where you are: introduce yourself, and answer as best you can the above questions in one page (or a little more if need be).

Short reflection paper (due by Feb. 3 @ 11:59 pm): 10%

600 words (~2 pages)

By this point in the term, we will have spent a fair amount of time engaging traditional teachings and stories – both in class and in the materials you have read/viewed outside of it. Pick one teaching that you have found especially striking or interesting and that you this is valuable for “thinking with” about interrelationships between people and land/waters. Write a **600 word reflection** unpacking

what lessons you draw from this (and how the material leads you to draw these lessons), how it has stretched your thinking, how you might connect this to your own relationships to the land going forward, and why.

In evaluating your papers, I will be grading on writing quality/organization and citations, but most importantly I will be looking for quality and depth of engagement with the material and with your own ideas.

NOTE ON CITATION: You are required to cite, therefore, at least 1 video or written resource from the course for this assignment. If citing a video, please include time references to specific parts of the videos you are engaging as part of your in-text citations. This is not strictly APA but is **exceedingly** useful in terms of my ability to evaluate your work. E.g., if you are citing Delicia Dagua in a video uploaded by iyarinapamba in 2020 and want to specifically refer to something she says 4 minutes and 52 seconds in, the in-text citation would be (iyarinapamba, 2020, 4:52)

iii) Mid-Term Quiz (Week 8, due Mar. 3 @ 11:59 pm): 25%

There will be one mid-term quiz, made up of definition, short answer, and essay questions. It will effectively be an open-book, “take home”-style quiz. I will give you a list of questions at the start of the week, which you will answer and hand in by the end of the week. Quiz questions are intended to reference specific readings or lecture material from the course, so answering the questions should involve going back and finding where we have talked about X *specifically within the context of this course*. While you will have access to all your usual resources while writing the quiz from home, including Google, be aware therefore that there are limits to *how useful the internet can be* in this kind of exercise.

iv) Final assignment step 1: summary of chosen initiative: 15%
(2 pages text, plus 1 page references list in APA = 3 pages total)
Due Mar. 21

This assignment will help you prepare for your final project, get going on it early, and practice the art of gathering information from other sources, synthesizing it, and re-presenting it in your own words. So: you will pick the Indigenous-led project that you will be engaging with in your final assignment. Your task here, however, is simply to do some initial research on this project, and then give an account of it in your own words. This can include short direct quotations if need be, but you should be relying most on paraphrasing – i.e., putting information taken from other sources in your own words (while still attributing the source of your information through citations).

This is an important skill to develop both for your final project and as you go on in your scholarly, professional, and existential journeys. It is the kind of skill we get better at by doing. Accordingly, please note that the use of AI is not only emphatically disallowed but would, most tragically, be a waste of your own time here, since it would rob you of the opportunity to hone this skill on your own.

v) Stewardship Action Paper – Research Project: 30%
Due: Apr. 16 @ 11:59 pm)

1500 words (~6 pages + references list in APA)

***An alternative presentation-based format with PowerPoint is possible but will need to be worked out with me in advance. Presentations will either be given in the final class or submitted as a recorded presentation.**

****NOTE: For this final assignment I will be unable to accept late papers past April 21.**

You will research a specific Indigenous-led project, campaign, action, movement, program or initiative relating to a stewardship issue from the course and a relationship with land, water, ice, air, non-human animals, plant life etc. This project can be undertaken by a community organization, a specific Indigenous community, coalition of communities, members of a community (clan, citizen's group, youth etc.), non-governmental organization (NGO), other grassroots groups, or a combination of these.

You will then write a paper (or prepare and deliver a presentation with a PowerPoint component which you will also submit) that discusses this initiative in relation to your chosen course theme. Therefore, you will need to utilize course materials in addition to your research. Your paper should also offer an analysis of this initiative for the purposes of drawing out lessons that might apply to others more broadly. This does not mean *criticizing* the initiative, but *evaluating* and *analyzing* it *as a way of grappling with the theme in question*. Some questions to ask here might be: what challenges and successes has this initiative experienced, and how have or might these be responded to? What lessons might be drawn from your example that others interested in similar projects or issues could benefit from? How might this initiative be supported by others (Indigenous and non-Indigenous folks)? How has learning about this initiative helped to develop your own thinking about the issue and what can be done about it?

For this assignment, you will need to provide citations for information about your initiative. You can use what you have already included in your preparatory assignment, but may wish to add more. You will also need to cite **at least 2 course readings** in your analysis/discussion.

COURSE GUIDELINES & EXPECTATIONS

All assignments must be submitted via the appropriate assignment dropboxes on D2L and must be in either a Word .doc or .docx, or .pdf format. Word is freely available to Camosun students via the Office 365 suite. Submissions in other formats will result in the assignment being returned to the student and not marked until resubmitted in an accepted format and in the proper place.

Each of the assignments outlined in the syllabus have specific due dates and submission requirements.

If through circumstances you are unable to meet a due date for an assignment, you must request an extension *at least three days before* the original due date. Extensions are reserved for times when unforeseen circumstances arise that require accommodation. They are not something you should rely on getting simply because you are busy or did not start your assignment early enough to get it in on time. Amongst other things, this is simply not fair to the other students who *have* ensured that their assignments are ready in time. In cases of illness or medical issues, documentation from a physician may be required.

Without prior accommodation, all assignments received after the due date will receive a 5% per day penalty to a maximum of one week after which I will not accept it.

With regards to "I" letter grade requests (in harmony with e-1.5 and e-1.5.1), these requests are rare, and are reviewed on a case-by-case basis. At a minimum, these requests will only be considered if the student has completed at least 75% of the course assignments. Moreover, these types of requests will only apply to the *final major assignment*. Students who are granted an "I" letter grade are also not permitted to complete the above final major assignment in a pair or group (if applicable). No other assignments will be considered for an "I" letter grade given the time-sensitive nature of these assignments.

If any of the above extensions are granted, it is the student's responsibility to adhere to the extended due date. If in the event an extended assignment is submitted late, the extended due date will be void and the assignment will be marked as though no extension was previously granted. Late penalties will apply.

Technical Issues

If a student is having technical issues at any point in the course, the student is expected to contact the appropriate technical support services right away to resolve the issues. If the technical issue involves D2L, the student is expected to contact the D2L Technical Support team directly (desupport@camosun.ca).

If the technical issue impedes the student's ability to submit their assignment on-time for any reason, it is the student's responsibility to email a copy of their assignment to their instructor, and then contact the appropriate technical support service team to resolve their situation. To avoid late penalties, assignments must be emailed prior to the assignment due date. Assignments will be considered 'submitted' based on the email's date/time-stamp.

SCHOOL OR DEPARTMENTAL INFORMATION

IST 142 is offered as part of the Indigenous Studies program curriculum, and to Pearson College students as part of our Camosun-Pearson partnership. At Camosun, IST is housed within Eyē? Sqâ'lewen: the Centre for Indigenous Education and Community Connections. Eyē? Sqâ'lewen is a Lekwungen word offered to us by Lekwungen Elder Elmer George, and means "good heart, good mind, good feelings," – which I invite us all to bring with ourselves into this space of learning.

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 camosun.ca/services.

Support Service	Website
Academic Advising	camosun.ca/services/academic-supports/academic-advising
Accessible Learning	camosun.ca/services/academic-supports/accessible-learning
Counselling	camosun.ca/services/health-and-wellness/counselling-centre
Career Services	camosun.ca/services/co-operative-education-and-career-services
Financial Aid and Awards	camosun.ca/registration-records/financial-aid-awards
Help Centres (Math/English/Science)	camosun.ca/services/academic-supports/help-centres
Indigenous Student Support	camosun.ca/programs-courses/iecc/indigenous-student-services
International Student Support	camosun.ca/international
Learning Skills	camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills
Library	camosun.ca/services/library
Office of Student Support	camosun.ca/services/office-student-support
Ombudsperson	camosun.ca/services/ombudsperson
Registration	camosun.ca/registration-records/registration
Technology Support	camosun.ca/services/its
Writing Centre	camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills

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 Integrity

Students are expected to comply with all College policy regarding academic integrity; which is about honest and ethical behaviour in your education journey. The following guide is designed to help you understand your responsibilities: <https://camosun.libguides.com/academicintegrity/welcome>

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.13.pdf> for Camosun's Academic Integrity policy and details for addressing and resolving matters of academic misconduct.

Academic Accommodations for Students with Disabilities

Camosun College is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging appropriate academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a documented disability and think you may need accommodations, you are strongly encouraged to contact the Centre for Accessible Learning (CAL) and register as early as possible. Please visit the CAL website for more information about the process of registering with CAL, including important deadlines:

<https://camosun.ca/cal>

Academic Progress

Please visit <https://camosun.ca/sites/default/files/2023-02/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 <https://camosun.ca/sites/default/files/2021-05/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <https://camosun.ca/registration-records/tuition-fees#deadlines>.

Grading Policy

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

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 (see [policy](#)). Please visit <https://camosun.ca/services/forms#medical> 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: <https://camosun.ca/sites/default/files/2021-05/e-2.9.pdf> and camosun.ca/services/sexual-violence-support-and-education. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-370-3841

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 <https://camosun.ca/sites/default/files/2021-05/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

Looking for other policies?

The full suite of College policies and directives can be found here: <https://camosun.ca/about/camosun-college-policies-and-directives>

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.