



**CAMOSUN COLLEGE**  
***Eyē Sqâ'lewen (IECC)***  
***Indigenous Studies***

**IST 142**  
***Land, Water & Stewardship***

**COURSE OUTLINE**

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◆ *Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.*

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**1. Instructor Information**

(a) Instructor	Jarrad Reddekop	
(b) Office hours	Tuesdays 12:00-1:00	
(c) Location	WT 234	
(d) Phone	1-250-889-7331	Alternative: _____
(e) E-mail	<a href="mailto:ReddekopJ@camosun.bc.ca">ReddekopJ@camosun.bc.ca</a>	

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**2. Course Description and Intended Learning Outcomes**

*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.*

*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.*

**3. Required Materials**

Other materials will be available on D2L or online and linked in the course outline. 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. Any changes will be posted as news items on D2L and made available at

least a week in advance.

#### **4. 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.

##### **1) Engagement and Attendance: 20%**

Engagement and experiential learning is highly valued in this course. You will be assessed for your contributions to co-learning through in-class activities and discussions, demonstration of preparedness and reading, as well as participation in excursions.

You must attend 80% of classes to pass the course. If there are extenuating circumstances that will lead you to miss more than 3 classes, this must be discussed with the instructor and academic advisors as early as possible.

##### **2) Self-Location Reflection (End of Week 2): 10% (Pass/fail grading; half-marks possible at instructor's discretion)**

In this course, an aim is to reflect on our roles, rights and responsibilities in ethical relationship with our communities, other peoples and particularly the natural world (lands, waters, the non-human). Self-location is about reflecting on who we are and where we come from (our positions and perspective) in relationship with place and others. This is important in our ongoing processes of self-understanding and learning.

Write a 1.5 – 2 page (750 – 1000 word) reflection introducing and situating yourself in relation with your home communities and territories (where you are from, grew up, live now). If you are non-Indigenous, indicate your awareness of the Indigenous territories you call home, live and work on (the peoples, histories, significant places in the region etc.). Please also share what you know of the concept and practice of stewardship of land and waters from your own traditions or understanding, and why you have chosen to take the course (what you hope to learn, explore).

##### **3) Mid-Term Quiz (Week 8): 20%**

You will write one in-class quiz to demonstrate your engagement with course material and understanding of key concepts. There will be 2-3 concept definitions and 2-3 short answer questions based on course materials, activities and discussion. The definitions and questions will be selected from a list of possibilities distributed a week prior to the quiz.

##### **4) Two Class Blog Entries 20% (10% each) 1<sup>st</sup> due by Feb 24, 2<sup>nd</sup> due by March 24**

You are asked to write TWO blog entries on the course D2L page over the course of the term.

In the blog entries you will reflect on your learning in the course. This includes ideas and issues from the course material, in-class discussions and activities that surprise, interest, puzzle or challenge you etc. You can also pose discussion questions for class, share and comment on any events, news stories, media (videos, photos etc.) associated with course topics and Indigenous-led land and water

stewardship locally, in B.C, Canada or globally that you have researched for the blog or recently encountered.

- The written portion should be minimum 300-500 words.
- Please include a list of all references to class readings and other sources you use, and ensure that each blog entry refers to/engages course materials in some way.
- We will discuss blog entries in-class so please check and read the blog entries every week before each class.

## **5) Stewardship Action Toolkit – Partner Research Project: 30%**

**Topic Selection: End of Week 5**

**Sharing and Due: Last Day of Classes**

With a partner, 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 design a Stewardship Action Toolkit for Indigenous and non-Indigenous folks. This guide will compile information and resources on the project you researched and the stewardship issue and relationship it focuses on. You will also outline resources and ideas for people who want to support this work and related stewardship practices and actions they can engage in in their own communities, at home etc.

- You are encouraged to utilize course materials in addition to your research.
- Your Guide should be engaging for readers and can be in the form of a PDF with photos and graphics, a Power Point with Voice-Over, and can include a video or podcast.
- 2500 Word minimum (at least ½ written if including a video or podcast).
- One of the goals of this project is that students develop their relational skills in reciprocity and collaborative work in the course of the assignment. Please include a short description (not more than 200 words) of how you and your partner equitably divided up and mutually enhanced your work together.

## **5. Course Policies**

Please see Course Policies document for information on expectations around assignment submission, in-class conduct, communication etc.

## **8. Recommended Materials to Assist Students to Succeed Throughout the Course**

Our fantastic librarians have compiled a website for Indigenous Studies that should be your first stop for research assignments, find it here:

<http://camosun.ca.libguides.com/IndigenousStudies>

For tips on critical reading and engagement with texts please use the resources shared in class and posted on D2L. For citation help please see these guides:

<http://camosun.ca.libguides.com/cite>

There are a variety of services available for students to assist you throughout your learning including academic and Indigenous advisors, counsellors, accessibility, library and Writing Centre staff. Here are a few links:

IECC Student Supports | <http://camosun.ca/learn/school/indigenous-education-community-connections/students/index.html>

Centre for Accessible Learning | <http://camosun.ca/services/accessible-learning/>

Writing Centres | <http://camosun.ca/services/writing-centre/>

## 9. College Supports, Services and Policies

### Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts: <http://camosun.ca/about/mental-health/emergency.html> or

<http://camosun.ca/services/sexual-violence/get-support.html#urgent>

### College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

### College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

## Assessment and Grading System

Standard Grading System (GPA)

Competency Based Grading System

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2

50-59	D		1
0-49	F	Minimum level has not been achieved.	0

### Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://www.camosun.bc.ca/policies/E-1.5.pdf> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete</i> : A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress</i> : A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal</i> : A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

## 4. Course Schedule and Weekly Readings

### Week 1 (Jan. 7): Orienting Ourselves

### Week 2 (Jan 14): Introduction | These Lands & Waters

#### Readings & Materials

- Introduction “The Voice of the Land Is Our Language,” 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.

### Week 3 (Jan 21): Indigenous Science & Traditional Ecological Knowledge (TEK)

#### Readings & Materials

- Deborah McGregor “Traditional Ecological Knowledge.” *Ideas: The Arts and Science Review*, 3 (2006)
- Gregory Cajete. “Chapter 2: Philosophy of Native Science” in *Native Science: Natural Laws of Interdependence*. Santa Fe: Clear Light Publishing, 2000.

### Week 4 (Jan 28): Territory & Jurisdiction

#### Readings & Materials

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

## **Week 5 (Feb 4): Self-Determination & Resource Development**

### **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*.
- 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 6 (Feb 11): 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 7 (Feb 18): Reading Week**

## **Week 8 (Feb 24): Water is Life**

### **\*Mid-Term Quiz**

### **Readings & Materials**

- Renée Elizabeth Mzinegiizhigo-kwe Bedard “Keepers of the Water: Nishnaabe-kwewag Speaking for the Water” in *Lighting the Eighth Fire*.
- 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 9 (Mar 3): 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 10 (Mar 10): Food Sovereignty & Security**

### **Readings & Materials**

- Nicholas XEMT̩OLT̩W Claxton “ISTÁ SCÍÁNEW, 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](https://foodsecurecanada.org/sites/foodsecurecanada.org/files/DP1_Indigenous_Food_Sovereignty.pdf)>

## **Week 11 (Mar 17): 6 HOUR CLASS TRIP TO GOLDSTREAM WITH KNOWLEDGE-KEEPERS**

### **Conservation & Resource Management**

### **Readings & Materials**

- Jacquie Green “Haisla Nuuyum: Cultural conservation and regulation methods within traditional fishing and hunting” *Decolonization: Indigeneity, Education and Society* 2.2 (2013)

**Week 12 (Mar 24): NO CLASS**

**Week 13 (Mar 31): Sustainability & Indigenous Economies**

**Readings & Materials**

- Laura Hall “The Environment of Indigenous Economies: Honouring the Three Sisters and Recentring Haudenosaunee Ways of Life” in *Lighting the Eighth Fire*.
- Corntassel, Jeff and Cheryl Bryce. “Practicing Sustainable Self-Determination: Indigenous Approaches to Cultural Restoration and Revitalization” *The Brown Journal of World Affairs* 18. 2 (2012): 151-162.
- *Check out:* Dasiqox Tribal Park Position Paper (2016) and Summary of Community Vision and Management Goals (2018)

**Week 14 (Apr 7): Shared Futures & Living Leadership | Wrap-Up**

**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*