



CAMOSUN COLLEGE
Aboriginal Education and Community Connections
INDIGENOUS STUDIES 230: 001
Community Engagement & Action

Fall 2020

COURSE OUTLINE

Instructor Information:

- (a) Instructor:** Hjalmer Wenstob
- (b) Office hours:** by appointment
- (c) Class Location and Time:** Online, including 4 virtual live classes
- (d) E-mail:** wenstobh@camosun.bc.ca

We seek knowledge in these territories

Camosun College serves the communities of southern Vancouver Island and the south Gulf Islands that are located in the traditional territories of the Lekwungen (Esquimalt and Songhees), Malahat, Pacheedaht, Scia'new, T'Sou-ke and W̱SÁNEĆ (Pauquachin, Tsartlip, Tsawout, Tseycum) peoples.

Course Description:

Students will learn about building relationships with and contributing to Indigenous communities, Nations, and organizations. Students, participating in both theoretical and applied learning processes, will explore their own beliefs and values about collectivity and traditional forms of leadership as well as contribution to and with community; learn how to respectfully engage with Indigenous community members, knowledge keepers, and community leaders; and learn how to appropriately access and work with community-owned knowledge.

Intended Learning Outcomes:

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

- Describe the importance of, and principles connected with, building respectful relationships in collaboration with Indigenous individuals, families, communities and Nations.
- Demonstrate a deeper level of and understand levels of community knowledge and appropriate access and use of community knowledge.
- Explain their own values and beliefs about traditional Indigenous leadership.
- Describe the importance of reciprocity and responsibility when engaging with Indigenous community members, knowledge keepers and community leaders.

Required Materials:

Corntassel, J. et al. (Eds). (2018). Everyday acts of resurgence. Daykeeper Press.

Course Topics and Schedule:

*Schedule may change based on availability of potential guests and students' needs.

	TOPIC	READINGS	VIDEOS	STUDENT-LED CONVERSATIONS	SCHEDULE/ DISCUSSION POST
WEEK 1 Sept 8 - 11	<p>Connecting to Place</p> <p>Welcome to IST 230!</p> <p>*Review the following sites/videos for discussion next week and be prepared to share.</p>	<p>Lekwungen:</p> <p>Lək'wəŋən Traditional Territory https://www.songheesnation.ca/community/l-k-ng-n-traditional-territory</p> <p>https://www.cheknews.ca/like-a-big-supermarket-the-lekwungen-people-lived-off-the-land-around-</p>	<p>Lekwungen:</p> <p>Honouring Tradition https://www.songheesnation.ca/news/bradley-dick-tedx-talk (13 min).</p> <p>WSÁNEĆ</p> <p>A WSÁNEĆ perspective: CRD Parks</p>		

		victoria-for-thousands-of-years-606233/ WSÁNEĆ: https://wsanec.com/history-territory/	(2019) https://www.youtube.com/watch?v=HWfiGBs9fGE (1 hr. 16 min)		
WEEK 2 Sept 14 - 18	Let's meet our IST 230 community Introductions: <ul style="list-style-type: none"> • Name(s) • Ancestry • Interest in IST230 • What do you hope to learn? Course Overview BREAK <u>"Circle"</u> Share one teaching that made the biggest impression from the videos you watched last week? Sign up for Student-Led Discussion	Starblanket, G. (2018). Resurgence as relationality. In <i>Everyday acts of resurgence: Peoples. Places. Practices</i> (Corntassel et al. Eds). Washington: Daykeeper Press. (p. 28 – 32). Cajete, G. (2015) What is healthy community? Revitalizing Indigenous community in a twenty-first century world. In. <i>Indigenous community: Rekindling the teachings of the seventh fire.</i> Minnesota: Living Justice Press (p. 75 – 93)			CLASS (2 hours) Discussion Posts: 1). What does being a visitor mean to you? 2). What teachings shared by the Lekwungen and <u>WSÁNEĆ</u> community members (in last week's videos) stood out to you?

WEEK 3 Sept 21 - 25	Indigenous Leadership & Relationality	Kenny, C. (2012) Liberating leadership theory. In <i>Living Indigenous leadership: Native narratives on building strong communities</i> . Kenny, C. & Fraser, T.N. (Eds), (pp. 1 – 12). Vancouver: UBC Press.			
WEEK 4 Sept 28 – Oct 2	Insider-Outsider <ul style="list-style-type: none"> • Relationships • Reconciliation • Self-determination <p>DUE: October 2 Critical Reflection 1 (10%)</p>	Innes, R. A. (2009). "Wait A Second. Who Are You Anyways?": The Insider/Outsider Debate and American Indian Studies. <i>American Indian Quarterly</i> 33(4), 440-461.	The Sacred Relationship (2015) https://www.youtube.com/watch?v=5NxByzZ-8a4 (52 min).		Discussion Post: Locating yourself within the context of Indigenous community engagement. 1). Who am I in relation to the community I am proposing a project with? 2). What is my responsibility within this role?

WEEK 5 Oct 5-9	Community Engagement: <ul style="list-style-type: none"> • Respect: Working in a good way • Relevance: Why partner? • Risk-Taking: Bridging the divide • Relationship-building <p>Check-in</p> <p>Discussion about your Community Engagement Outline and share what you are hoping for your Community Project.</p>	<p>Bain, M. (2018) Community-University Engagement: Case Study of a Partnership on Coast Salish Territory in British Columbia. In <i>Community Service-Learning in Canada: Emerging Conversations</i> Volume 4/Issue 1/Spring 2018 (p. 123 – 139)</p>			CLASS (2 hours)
WEEK 6 Oct 13 - 16	Indigenous Relational Research Community Project Outline (10%) Student-led Conversations: October 13 – November 27 (15%) DUE: October 16 Community Engagement Outline (10%)	<p>Wilson, S. (2008). Relationality. In <i>Research is ceremony: Indigenous research methods</i>. (pp. 80 – 96). Halifax: Fernwood Publishing.</p>		<p>Scow, M. (2018) Relentlessly coastal: Parenting, research and everyday resurgence. In <i>Everyday acts of resurgence: Peoples. Places. Practices</i> (Corntassel et al. Eds). (p. 37-41). Washington: Daykeeper Press.</p>	

WEEK 7 Oct 19 - 23	Lateral Violence	<p>Native Women’s Association of Canada. (2011). <i>Aboriginal Lateral Violence</i>.</p> <p>https://www.nwac.ca/wp-content/uploads/2015/05/2011-Aboriginal-Lateral-Violence.pdf</p>	<p>Lateral Violence (2014)</p> <p>https://www.youtube.com/watch?v=neWtt3sAqMM (20 min).</p>	<p>Gilpin, E. (2018) <i>From a place of love</i>. In <i>Everyday acts of resurgence: Peoples. Places. Practices</i> (Corntassel et al. Eds). (pp. 49-52). Washington: Daykeeper Press.</p>	
WEEK 8 Oct 26 - 30	Community-Based Collaboration: Place Names	<p>How monuments shape our memory of the past and influence how we move forward (2020)</p> <p>https://www.cbc.ca/news/canada/prince-edward-island/pei-monuments-commemoration-how-we-see-history-1.5616026</p>	<p>The Re-Naming of PKOLS (2018)</p> <p>https://www.youtube.com/watch?v=XoFOXX-bKSI (4 min)</p> <p>Official Naming of the Salish Sea (2010)</p> <p>http://www.coastsalishgathering.com/official-naming-of-the-salish-sea (4 min).</p>	<p>Silva, N. (2018) <i>Recovering place names from Hawaiian literatures</i>. In <i>Everyday acts of resurgence: Peoples. Places. Practices</i> (Corntassel et al. Eds). (pp. 59-63). Washington: Daykeeper Press.</p>	

<p>WEEK 9 Nov 2 – 6</p>	<p>The Four R's: Respect, Relevance, Risk-taking, Relationships</p> <p>Guest: Todd Ormiston??</p> <p>Discussion:</p> <p>Students to share thoughts on one of the Rs from the Bain reading (Respect, Relevance, Risk-taking, Relationship-building) and how they plan to integrate into future Indigenous community engagement.</p> <p>DUE: November 6 (10%) Critical Reflection 2</p>	<p>Bain, M. (2018) Community-University Engagement: Case Study of a Partnership on Coast Salish Territory in British Columbia. In Community Service-Learning in Canada: Emerging Conversations Volume 4/Issue 1/Spring 2018 (p. 123 – 139)</p>		<p>Peralto, N. (2018) Mālama 'āina koholālele: Recalling the roots of our resurgence. In Everyday acts of resurgence: Peoples. Places. Practices (Corntassel et al. Eds). (pp. 64-67). Washington: Daykeeper Press.</p>	<p>CLASS (2 hours)</p> <p>Discussion Post:</p> <p>In response to the Bain reading, share your thoughts on one of the R's (Respect, Relevance, Risk-taking, Relationship-building) and how you plan to integrate this into future Indigenous community engagement.</p>
<p>WEEK 10 Nov 9 - 13</p>	<p>Protecting Land/Water & Community Action</p>	<p>Timeline of Canadian Colonialism and Indigenous Resistance (2019)</p> <p>https://leveller.ca/2019/09/timeline-of-canadian-colonialism-and-indigenous-resistance/</p>	<p>The Oka Legacy (2015)</p> <p>https://gem.cbc.ca/medi-a/firsthand/season-1/episode-6/38e815a-00955a0afc8 (44 min).</p> <p>How To Stop An Oil And Gas Pipeline: The Unist'ot'en Camp</p>	<p>Goodyear-Ka'ōpua, N. (2018) Dreaming is an everyday act of resurgence. In Everyday acts of resurgence: Peoples. Places. Practices (Corntassel et al. Eds). (pp. 82.88). Washington:</p>	

			Resistance AJ+ Docs (2014) https://www.youtube.com/watch?v=aiVxyLb1hJA (10 min)	Daykeeper Press.	
WEEK 11 Nov 16 - 20	Indigenous Sovereignty UNDRIP Bill 41	What is UNDRIP? https://indigenousfoundations.arts.ubc.ca/un_declaration_on_the_rights_of_indigenous_peoples/ UNDRIP https://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf	How the United Nations Declaration on Rights Changes Canada's Relationship with Indigenous Peoples (2018) https://www.cigionline.org/multimedia/how-united-nations-declaration-rights-changes-canadas-relationship-indigenous-peoples (5 min) BC provincial UNDRIP bill receives royal assent APTN News (2019) https://www.youtube.com/watch?v=AN8R2OPE91A (3 min).	Aiku, H. (2018) Bring the 'umeke of poi to the table. In Everyday acts of resurgence: Peoples. Places. Practices (Corntassel et al. Eds). (pp. 89-92: Daykeeper Press	
WEEK 12	Protecting Indigenous	Muller, M. K. (2018).	Wild Salmon Caravan	Claxton, N. (2018)	Discussion Post:

<p>Nov 23 - 27</p>	<p>Knowledge</p> <p>Indigenous food sovereignty movement and cultural resurgence vs. protection of Indigenous knowledge.</p> <p>DUE: November 27 Community Engagement PowerPoint (25%)</p>	<p>Promoting or Protecting Traditional Knowledges? Tensions in the Resurgence of Indigenous Food Practices on Vancouver Island. The International Indigenous Policy Journal, 9(4).</p>	<p>2017: Honouring Our Matriarchs (2018)</p> <p>https://www.youtube.com/watch?v=Mt5rD2Ymk9c (20 min).</p>	<p>The S_XOLE (Reef Net Fishery as an everyday act of resurgence. In Everyday acts of resurgence: Peoples. Places. Practices (Corntassel et al. Eds). (pp. 93-97 Daykeeper Press</p>	<p>Respond to this quote from this week's reading: "While the Indigenous food sovereignty movement holds important objectives, such as the recognition of Indigenous rights and cultural reclamation, the sharing of Indigenous knowledges within public and policy domains can sometimes place those knowledges and related resources at risk"</p>
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WEEK 13 Nov 30 – Dec 4	Uplifting One Another DUE: December 4 Critical Reflection 3 (10%) There are no readings or videos for this week, to allow you to review your classmates PowerPoints and respond in a discussion post.				Discussion Post: After reviewing your classmates' Community Engagement PowerPoints, respond by sharing, from a strength-based place: 1). Overall, what did you learn? 2). Are there aspects of what you learned that you would incorporate into how you plan to engage with community?
WEEK 14 Dec 7 - 11	Closing Circle				CLASS (2 hours)

Basis of Student Assessment

Critical Reading Reflections (Oct. 2, Nov. 6, Dec. 4)	30%
Community Engagement/Action Outline (Oct. 16)	10%
Community Engagement PowerPoint (November 27)	25%
Student-led Conversations (Oct. 13 – Nov. 27)	15%
Participation/Professionalism	20%

A. **Critical Reading Reflections: 30%** (Oct. 2, Nov. 6 &, Dec. 4)

Students will write three critical reflections throughout the course (**10% each**). The paper will be 2-3 pages and include a BRIEF summary paragraph of the section (readings and videos from either the start of class or since last critical reflection) and critical reflections on any of the films and/or readings used in that section.

Please include citations and referencing using APA.

B. **Outline for Community Engagement Project (Oct. 16)** 10%

B. ii). (Alternative Assignment for non-IST diploma students): **Outline for Community Action Project (Oct. 16)** 10%

C. **Community Engagement PowerPoints: (November 27)** 25% (Upload on to D2L)

C.ii). (Alternative Assignment for non-IST diploma students) **Community Action PowerPoints: (November 27)** 25%
(Upload on to D2L)

D. **Student-led Discussion on “Everyday Acts of Resurgence” Readings:** 15%

E. Participation - ongoing

20%

Participation/Professionalism:

- Participation includes either attending Collaborate class sessions on dates outlined in the schedule.
- Participation also includes critical responses to questions posed on Discussion Posts (150 – 250 words) and a minimum of 2 responses to students' Discussion Posts (100 – 150 words)
- Professionalism includes making arrangements with the instructor for extensions on assignments; and, looking for clarification when you are not understanding something.

7. Instructional Policies

1. Late Assignments

All assignments must be completed and handed in on the date assigned. Late assignments will be penalized 5% per day and after ten days will not be accepted unless an extension is legitimately warranted and approved by the instructor in advance of the assignment due date.

2. Plagiarism, Cheating, and Academic Dishonesty

If plagiarism, cheating, or academic dishonesty can be documented, the penalty will be an automatic “zero” on the assignment in question. Camosun College’s policy on Plagiarism can be found here:

<http://camosun.ca/about/policies/education-academic/e-2-student-services-&-support/e-2.5.1.pdf>

8. Course Grading System:

Grading System

Standard Grading System (GPA)

Competency Based Grading System

A. GRADING SYSTEM <http://www.camosun.bc.ca/policies/policies.php>

The following grading system is used at Camosun College:

1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+	Technically flawless and original work demonstrating insight, understanding and independent application of course expectations.	9
85-89	A	Demonstrates a very high level of integration of material demonstrating insight, understanding and independent application or extension of course expectations.	8
80-84	A-	Represents a high level of integration, comprehensiveness and complexity, as well as mastery of relevant techniques/concepts.	7
77-79	B+	Represents a satisfactory level of integration, comprehensiveness, and complexity; demonstrates a sound level of analysis with no major weaknesses.	6
73-76	B	Represents a satisfactory level of integration of key concepts/procedures. However, comprehensiveness or technical skills may be lacking.	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

9. Recommended Materials or Services to Assist Students to Succeed Throughout the Course:

The Aboriginal Education and Community Connections Department and Services, located in Ewing 272, is a valuable resource for you. If you are having difficulty with course content, registration, course selection, funding issues or anything that would get in the way of you being successful in this program, there are Aboriginal advisors and support people there for you to talk with. Please stop by the office or call Jeanine, our secretary, to make an appointment, at 370-3299, feel free to drop by my office for related information on any topics covered in class.

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Registrar's Office or the College web site at <http://www.camosun.bc.ca>

ACADEMIC CONDUCT POLICY

There is an Academic Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.

www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html

ACADEMIC PROGRESS POLICY

There is an Academic Progress Policy designed to enhance a learner's likelihood of success. Students should become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.

<http://camosun.bc.ca/policies/Education-Academic/E-1-Programming-&-Instruction/E-1.1.pdf>