



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

**IST 142**  
***Land, Water & Stewardship***  
***Spring 2021***

**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) <b>Instructor</b>	Jarrad Reddekop
(b) <b>Office hours</b>	Mondays 11:00-12:00
(c) <b>Location</b>	"Course Room" on Blackboard Collaborate
(d) <b>Phone</b>	<b>Alternative:</b>
(e) <b>E-mail</b>	<a href="mailto:ReddekopJ@camosun.bc.ca">ReddekopJ@camosun.bc.ca</a>

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**2. Short 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.

**2. 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.*

Upon successful completion of this course a student 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

The main textbook for this class, available at the Bookstore, 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 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. Course Content and Schedule

#### Week 1 (Jan. 11): Orienting Ourselves

#### Week 2 (Jan 18): These Lands & Waters

\*Live session #1 (Monday @ 1 pm)

#### Readings & Materials

Required:

- *Read:* 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.

Supplemental (but highly recommended):

- Dave Elliot Sr., *Saltwater People* (1990)

#### Week 3 (Jan 25): Indigenous Science & Traditional Ecological Knowledge (TEK)

#### Readings & Materials

Required:

- Deborah McGregor "Traditional Ecological Knowledge." *Ideas: The Arts and Science Review*, 3 (2006)

Supplemental:

- Gregory Cajete. "Chapter 2: Philosophy of Native Science" in *Native Science: Natural Laws of Interdependence*. Santa Fe: Clear Light Publishing, 2000.

## **Week 4: (Feb. 1): Local Knowledge-Keepers and Land-Based Teachings**

**\*Live session #2 (Monday @ 1 pm)**

### **Readings & Materials**

Required:

- *Watch:* JB Williams, “Killer Whale & Bird Song Stories”
- *Watch:* JB Williams, Creation Story
- *Watch:* Della (Rice) Sylvester, “K.T.V.A. 015”

## **Week 5 (Feb. 8): Territory & Jurisdiction**

**\*\*Short reflection paper due end of week, Feb. 12 @ 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*.
- 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 15): Reading Week**

## **Week 7 (Feb. 22): Self-Determination & Resource Development**

**\*Live session #3 (Monday @ 1 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*.
- 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 8: (Mar. 1) Environmental Justice & Community Health**

**\*\*Midterm Quiz this week, due Fri. March 5 @ 11:59 pm\*\***

### **Readings & Materials**

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

## **Week 9 (Mar. 8): Water is Life**

### **Live session #4 (Monday @ 1 pm)**

#### **Readings & Materials**

Required:

- Renée Elizabeth Mzinegiizhigo-kwe Bedard “Keepers of the Water: Nishnaabekweg 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 15): Climate & Indigenous Lifeways**

**\*\*Discussion Post Due March 19<sup>th</sup> @ 11:59 pm\*\***

#### **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 11 (Mar. 22): Food Sovereignty & Security**

**\*Live session #5 (Monday @ 1 pm)**

#### **Readings & Materials**

- Nicholas XEMT̩OLTW 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 12 (Mar 29): 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)

Supplemental:

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

**Week 13 (Apr. 5): POSSIBLE CLASS TRIP OUT ON THE LAND**

**Week 14 (April 12): Shared Futures & Living Leadership | Wrap-Up**

**Live session #6 (Monday @ 1 pm)**

**\*\*Final Paper due by April 16<sup>th</sup> @ 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) Live session attendance/participation: 15%
- ii) Short reflection paper: 15%
- iii) Midterm quiz: 25%
- iv) 1 Discussion post (plus peer commentary): 10%
- v) Final stewardship action paper: 35%

**i) Live Session Attendance/participation: 15% (6 x 2.5%)**

We will be holding 6 synchronous class discussions on Blackboard Collaborate, accessible through the course site on D2L. As this is an asynchronous class, it is expected that not everyone will be able to attend our synchronous meetings together, **although it is highly recommended that you do this if at all possible**. During this bizarre pandemic time, we will have to rely on these sessions to replace much of the dynamic and live back-and-forth both with your peers and with your instructor that forms such a crucial part of our in-class learning together. For those that can't attend, the sessions will be recorded and you will be expected to view those recordings on your own time. For this part of your grade, you will have two options: i) attend and participate in the live sessions; or ii) view them afterwards and complete a short (**~250 word**) discussion post. Depending on how things go, I may assign a particular discussion question for that week's session for you to address, or I may leave it up to you to simply respond to some aspect of the recorded material that struck you. Check the "Description" for each discussion thread as we go along for that week's specific instructions. If you are opting for option ii), please note that you will have **1 week from the date the recorded session is available on D2L to write your post**.

I also encourage you to approach these sessions with the intention of getting as much from them as you can for your own learning. Like many things in higher education, the more energy you put in, the more you are likely to get out of these sessions. This means coming to class prepared to engage. Get the week's readings done beforehand. Take notes that include your own reactions and questions, and come to class with ideas of what you might want to talk about.

**ii) Short reflection paper (due by Feb. 12 @ 11:59 pm): 15%  
600 words (~2 pages)**

By this point in the term, we will have spent a fair amount of time engaging teachings and stories by Indigenous knowledge keepers. Pick one of these stories or teachings – or even one aspect or piece within these, which could also perhaps be one that has come out through class discussion – that you have found especially striking or interesting and that relates to course themes concerning interrelationships between people and land/waters. Write a **600 word reflection** on what lessons or provocations you draw from this (and how the material leads you to draw this lesson), 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. Ideally, this is an opportunity to develop and articulate a line of thought, tied in with an engagement with oral teachings.

**NOTE ON CITATION: You are required to cite, therefore, at least 1 video resource from the course for this assignment.** In doing so, please include time references to specific parts of the videos you are engaging as part of your in-text citation. This is not strictly APA but is **exceedingly** useful in terms of my ability to evaluate your work. E.g.,

if you are citing Della Sylvester's video and want to specifically refer to something she says 4 minutes and 52 seconds in, the in-text citation would be (Sylvester, 2020, 4:52)

**iii) Mid-Term Quiz (Week 8, due Mar. 5 @ 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) One Discussion Post (plus peer comments) 10%**  
**250-300 words**

**Due on March 19<sup>th</sup> @ 11:59 pm**

For this assignment, you will write a **short discussion post (250-300 words)** and also **comment on at least 2 posts** from your peers. You can write these posts at any point prior to the due date, and I encourage you not to leave it to the last minute. You will only be able to comment on others' posts once you have written your own (this is made automatic through D2L), so this will be an incentive to leave yourself plenty of time and do it as early as you can.

For your post, you will choose a teaching that you have found especially striking within the course materials, and you will respond to it. Try to articulate why that teaching matters or is important in your view. A point to consider could be, How might this connect to your own situation or praxis? Conversely, perhaps something is not sitting well with you. Use your discussion post to try to articulate what that is and why. By "course materials" here, I mean readings or any other required materials, excluding lectures. You can of course refer to lectures, but your primary focus should be tied to those materials that are not from or by your instructor. Make sure you cite your reference material(s) as well. (Since you will only be referring to required materials from the course syllabus, you can just use the in-text citation method like APA without making a final bibliography/references list.)

When responding to/commenting on others' posts, there is no minimum word count, but your post needs to be long enough to encapsulate an idea. A quality response will go beyond simple statements like "I agree/disagree" (see below).

The aim here is to create an opportunity for peer-based learning and discussion, and for practicing the skills of responding to others' ideas in a thoughtful way.

*Assessment Criteria – or, how to write a good discussion post:*

- Does your contribution reflect a high-quality engagement with assigned course materials? (Does it show that you are doing the readings, and working hard to understand them? Does it show an ability to understand and analyze the arguments within the readings? This doesn't mean showing that you know everything. It also means trying to be clear about what you don't understand.)
- In your responses to others' posts, are you helping to advance a conversation and our collective learning together, helping to bring new aspects of a topic into consideration or deepen class understandings of what has already been discussed?
- Do your responses show that you are engaging respectfully with others, coming to the conversation with a good mind and heart? Does it show a commitment to a thoughtful and positive relational practice with your peers and instructor? Are you allowing yourself a degree of vulnerability before others as you work to learn together with them?
- Are you engaging at a high level with what others have said? A higher level of engagement means going beyond "I agree/disagree". Instead, how can you develop a theme or question someone has introduced? If there is something you don't understand, how can you clarify what that is so we can all learn it better? Could you take something they have said a step further, or apply it usefully in a new context? Are there new problems that arise in doing so? Perhaps the way someone has framed an issue seems wrong to you. How would you want to put the matter differently, and what's at stake in the difference? In all of this, again, it is also important to check one's ego: let's approach discussion from the point of view of trying to collectively puzzle through things together, rather than of digging in to positions we are then trapped by. Learning how to respond positively and constructively in dialogue with others, even on potentially fraught topics, is a crucial skill and this exercise should give you an opportunity to polish that particular stone.

**Grading Rubric for discussion post:**

Criteria	Value
Quality of engagement, main post	5
Citation	1
Clear and concise writing	2
Peer responses, quality of engagement	2

**v) Stewardship Action Paper – Research Project: 35%**

**Topic Selection: End of Week 5**

**Due: end of Week 14 (Fri. Apr. 16 @ 11:59 pm)**

**1500 words (~6 pages)**



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 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 will also need to cite **at least 2 course readings** in your analysis/discussion.

## 6. Course Policies

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

## 7. 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/>

## 8. Built-in D2L features for online learning

Since this is an online class, there are some features of the course page on D2L worth emphasizing. First, every week there is an optional, voluntary “survey” available through each course module. This is intended to give you an easy channel through which to communicate with me at the level of “I would raise my hand and ask about this in class” rather than “I need to come see the instructor in office hours”. I will try to answer your questions – whether through an email to you if this seems most appropriate, or possibly through an additional short video if I think the question is likely to be of broader interest, which I will post in the module. Or if it seems more reasonable to do so I may just roll it into the next week’s live session or lecture video. This feature should be useful for you but also for me, since it will help me keep abreast of where all of you are at in your learning and thinking and how I can speak to your interests.

For Office Hours, each week I have included a link to Blackboard Collaborate. During Office Hours I will just open the Course Room and leave it open for the hour in case any of you want to “drop by” to ask me anything. If that is too public however (since anyone in the class could also join at the same time) you can always just send me an email or phone me.

## 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.

## 10. Grading System

- Letter Grades
- Competency Based

Refer to Grading Policy (at <http://www.camosun.bc.ca/policies/policies.php> or the College Calendar) for specific information regarding these systems)

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.