

COURSE SYLLABUS



COURSE TITLE: IST 230 Community Engagement & Action

CLASS SECTION: X-01

TERM: Fall 2021

COURSE CREDITS: 3

DELIVERY METHOD(S): Lecture

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: J. Hjalmer Wenstob

EMAIL: wenstobh@camosun.bc.ca

OFFICE: online, collaborate

HOURS: Wednesdays, 12-2 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 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.

PREREQUISITE(S): One of: C+ in English 12, C in Camosun Alternative

CO-REQUISITE(S): None

EXCLUSION(S): None

COURSE LEARNING OUTCOMES / OBJECTIVES

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 & RECOMMENDED PREPARATION / INFORMATION

Corntassel, J., Alfred T., Goodyear-Ka'ōpua, N., Silva, N. K., Aikau, H., & Mucina, D. (Eds). (2018). *Everyday acts of resurgence: Peoples, places, practices*. Daykeeper Press.

In addition, I will post a variety of additional required readings and documents online, either as external links or as PDF files on the D2L site for the course. You can read these materials online or print them out, but they will be required, unless specifically marked as optional. All readings should be done by the beginning of that week.

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 and in line with COVID-19 restrictions.

Classes: Thursdays, 9:30am – 12:20pm, Y 300

WEEK	DATE	ACTIVITY or TOPIC	READINGS/VIDEOS
1	Sept. 9	<p>Connecting to Place</p> <p>Welcome to IST 230!</p> <p>Course Overview – Overview of Special Projects</p> <p>Review Syllabus</p> <p>Introductions:</p> <ul style="list-style-type: none"> • Name(s) • Ancestry • Interest in IST 230 • What do you hope to learn? 	

WEEK	DATE	ACTIVITY or TOPIC	READINGS/VIDEOS
2	Sept. 16	<p>Class discussion:</p> <p>What does being a visitor mean to you?</p> <p>What is a healthy community?</p> <p>Share one teaching that made the biggest impression from the videos and readings?</p> <p>Sign up for Student-Led Discussion (3 groups of 6 students)</p>	<p>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> (pp. 75-93). Living Justice Press.</p> <p>Lekwungen: http://www.songheesnation.ca/news/bradley-dick-tedx-talk (13 min).</p> <p>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-victoria-for-thousands-of-years-606233/</p> <p>WSÁNEĆ: https://wsanec.com/history-territory/</p> <p>Optional (recommended): A WSÁNEĆ perspective: CRD Parks https://www.youtube.com/watch?v=HWfiGBs9fGE (1 hr. 16 min)</p>
3	Sept. 23	<p>Insider-Outsider</p> <ul style="list-style-type: none"> • Relationships • Reconciliation • Self-determination <p>Class discussion:</p> <p>Locating yourself within the context of Indigenous community engagement.</p> <p>1). Who am I in relation to the community I am proposing a project with?</p> <p>2). What is my responsibility within this role?</p>	<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.</p> <p>The Sacred Relationship (2015) https://www.youtube.com/watch?v=5NxBzyZ-8a4 (52 mins)</p>
4	Sept. 30	<p>No Class - National Day for Truth and Reconciliation</p> <p>Class discussion post on d2l due Sunday, Oct 3rd</p>	<p>Truth and Reconciliation Calls to Action: https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous-people/aboriginal-peoples-documents/calls_to_action_english2.pdf</p>

WEEK	DATE	ACTIVITY or TOPIC	READINGS/VIDEOS
			<p>Class discussion post: Reflecting on 2 Calls to action from the TRC report that stood out and resonated with you.</p> <p>+ you must respond to 2 other students by following class</p>
5	Oct. 7	<p>Community Engagement:</p> <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>Class 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. <i>Community Service-Learning in Canada: Emerging Conversations</i> 4(1), 123-139.</p>
6	Oct. 14	<p>Indigenous Relational Research</p> <p>Student-led discussions: October 14 – November 25</p>	<p>Wilson, S. (2008). Relationality. In, <i>Research is ceremony: Indigenous research methods</i> (pp. 80 – 96). Fernwood Publishing.</p> <p>Kovach, M. (2009). Introduction. In, <i>Indigenous methodologies: Characteristics, conversations, and contexts</i> (pp. 9 – 22). University of Toronto Press.</p> <p><u>Student-led discussion reading:</u></p> <p>Scow, M. (2018). Relentlessly coastal: Parenting, research and everyday resurgence. In J. Corntassel, T. Alfred, N. Goodyear-Ka’ōpua, N. K. Silva, H. Aikau, & D. Mucina (Eds.), <i>Everyday acts of resurgence: Peoples, places, practices</i> (pp. 37-41). Daykeeper Press.</p>
7	Oct. 21	<p>Protecting Indigenous knowledge</p> <p>Indigenous food sovereignty, movement and cultural resurgence and protection of Indigenous knowledge.</p> <p>Pit Cook</p> <p>DUE: October 24 Community Engagement Outline</p>	<p>Muller, M. K. (2018). Promoting or protecting traditional knowledges? Tensions in the resurgence of Indigenous food practices on Vancouver Island. <i>The International Indigenous Policy Journal</i>, 9(4).</p> <p>2017: Honouring Our Matriarchs (2018). https://www.youtube.com/watch?v=Mt5rD2YmK9c</p> <p><u>Student-led discussion reading:</u></p> <p>The SXOLE: Reef Net Fishery as an everyday act of resurgence. In J Corntassel, T. Alfred, N. Goodyear-Ka’ōpua, N. K. Silva, H. Aikau, & D. Mucina (Eds.), (pp. 93-97). Daykeeper Press.</p>

WEEK	DATE	ACTIVITY or TOPIC	READINGS/VIDEOS
8	Oct 28	Lateral Violence	<p>Native Women’s Association of Canada. https://www.nwac.ca/wp-content/uploads/2015/05/2011-Aboriginal-Lateral-Violence.pdf</p> <p>Lateral Violence video https://www.youtube.com/watch?v=neWtt3sAqMM (19mins)</p> <p>Student-led discussion reading:</p> <p>Gilpin, E. (2018). From a place of love. In J. Corntassel, T. Alfred, N. Goodyear-Ka’ōpua, N. K. Silva, H. Aikau, & D. Mucina (Eds.), <i>Everyday acts of resurgence: Peoples, places, practices</i> (pp. 49-52). Daykeeper Press.</p>
9	Nov. 4	<p>Protecting Land/Water & Community Action</p> <p>Instructor Presentation and Class discussion</p>	<p>Timeline of Canadian Colonialism and Indigenous Resistance (2019) https://leveller.ca/2019/09/timeline-of-canadian-colonialism-and-indigenous-resistance/</p> <p>The Oka Legacy (2015) https://gem.cbc.ca/media/firsthand/s01 (44 mins)</p> <p>How To Stop An Oil And Gas Pipeline: The Unist'ot'en Camp (2014) https://www.youtube.com/watch?v=aiVxyLb1hJA (9 mins)</p> <p>Student-led discussion reading:</p> <p>Peralto, N. (2018) Mālama ‘āina koholālele: Recalling the roots of our resurgence. In J Corntassel, T. Alfred, N. Goodyear-Ka’ōpua, N. K. Silva, H. Aikau, & D. Mucina (Eds.), <i>Everyday acts of resurgence: Peoples, places, practices</i>. (pp. 64-67). Daykeeper Press.</p>
10	Nov 11	<p>No Class – Remembrance day</p> <p>DUE: November 14 Critical Reflection</p>	<p>Goodyear-Ka’ōpua, N. (2018) Dreaming is an everyday act of resurgence. In J Corntassel, T. Alfred, N. Goodyear-Ka’ōpua, N. K. Silva, H. Aikau, & D. Mucina (Eds.), <i>Everyday acts of resurgence: Peoples, places, practices</i>. (pp. 82 - 88). Daykeeper Press.</p> <p>Starblanket, G. (2018). Resurgence as relationality. In J Corntassel, T. Alfred, N. Goodyear-Ka’ōpua, N. K. Silva, H. Aikau, & D. Mucina (Eds.), <i>Everyday acts of</i></p>

WEEK	DATE	ACTIVITY or TOPIC	READINGS/VIDEOS
			<i>resurgence: Peoples, places, practices</i> (pp. 28-32). Daykeeper Press.
11	Nov 18	Indigenous Sovereignty UNDRIP Bill 41	<p>What is UNDRIP? https://indigenousfoundations.arts.ubc.ca/un_declaration_on_the_rights_of_indigenous_peoples/</p> <p>UNDRIP https://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf</p> <p>How the United Nations Declaration on Rights Changes Canada's Relationship with Indigenous Peoples (2018) https://www.cigionline.org/multimedia/how-undrip-changes-canadas-relationship-indigenous-peoples/ (5 mins)</p> <p>BC provincial UNDRIP bill receives royal assent APTN News (2019) https://www.youtube.com/watch?v=AN8R2OPE91A</p> <p>Student-led discussion reading:</p> <p>Aiku, H. (2018). Bring the 'umeke of poi to the table. In J. Corntassel, T. Alfred, N. Goodyear-Ka'ōpua, N. K. Silva, H. Aikau, & D. Mucina (Eds.), <i>Everyday acts of resurgence: Peoples, places, practices</i>. (pp. 89-92) Daykeeper Press.</p>
12	Nov 25	Community-Based Collaboration: Place Names	<p>How monuments shape our memory of the past and influence how we move forward (2020) 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) https://www.youtube.com/watch?v=XoFOXX-bKSI (4 mins)</p> <p>Official Naming of the Salish Sea (2010) http://www.coastsalishgathering.com/official-naming-of-the-salish-sea (4 mins)</p> <p>Student-led discussion reading:</p>

WEEK	DATE	ACTIVITY or TOPIC	READINGS/VIDEOS
			Silva, N. (2018). Recovering place names from Hawaiian literatures. In J. Cornassel, T. Alfred, N. Goodyear-Ka'ōpua, N. K. Silva, H. Aikau, & D. Mucina (Eds.), <i>Everyday acts of resurgence: Peoples, places, practices</i> (pp. 59-63). Daykeeper Press.
13	Dec 2	Uplifting One Another Presentations Due the night before, uploaded to D2L: Community Engagement PowerPoint	
14	Dec 9	Uplifting One Another Presentations Due the night before, uploaded to D2L: Community Engagement PowerPoint	

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 noticed is required. Deadlines scan 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
Community Engagement/Action Outline (Oct. 24)	15%
Critical Reading Reflection (Nov. 14)	20%
Community Engagement PowerPoint (December 2 or 9)	Uploaded the night before presentation to d2l 35%
Student-led discussions (Oct. 14 – Nov. 25)	15%
Participation/Professionalism	15%
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

Participation/Professionalism:

Class attendance and participation is essential to the course objectives, and largely involves discussion of the weekly topic and assigned readings or activities. It is also an opportunity for students to ask questions and learn from each other.

Your participation grade is assigned based on attendance (including being on time), completing the weekly readings, completion and engagement in the class discussion on d2l, the level of your constructive engagement in the weekly classes and your small-group discussions, handing your assignments in on time and overall professionalism in the classroom. Professionalism also includes making arrangements with the instructor for extensions on assignments; and, looking for clarification when you are not understanding something.

Due Dates and Late Assignments

The due dates are established in accordance with the course and term duration. The purpose of the due dates is to help both you and I to get the assignments done so that they can be assessed in a timely manner. Just as you need time to complete the assignments, I need enough time to grade them. As such, it is expected that students will hand in assignments on time. Assignments will be returned to students in a timely manner, usually within 1-3 weeks, depending on the length of the assignment.

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.

Emails and communications

I am available by email for clarification and questions, but as a sessional instructor I am not on my email every day – expect up to 48 hours for a response. Please do your best to plan ahead and bring your questions to our in-person classes, so that all students can hear and benefit from the response.

For support with assignments, students must connect with the instructor no later than 48 hours (2 days) before the assignment is due.

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, and can result in expulsion from the college.

SCHOOL OR DEPARTMENTAL INFORMATION

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/>.

Support Service	Website
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](#) (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.