

COURSE SYLLABUS



COURSE TITLE: IST 230: Community Engagement & Action

CLASS SECTION: X01

TERM: 2022 Fall

COURSE CREDITS: 3

DELIVERY METHOD(S): In class (Young 303C – Thursdays 9:30-12:20) and D2L

For COVID-19 information please visit <https://legacy.camosun.ca/covid19/index.html>.

Camosun College campuses are located on the traditional territories of the lək'wəŋən and W SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

Learn more about Camosun's [Territorial Acknowledgement](#).

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: Ruth Lyaal

EMAIL: lyallr@camosun.bc.ca

OFFICE: Ewing 204

OFFICE HOURS: Thursdays 3:00 – 4:30 or 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.

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

- a) Corntassel, J. et al, (Eds.). (2018). *Everyday acts of resurgence: People, places, practices*. Washington: Daykeeper Press.

PREREQUISITE(S):

One of:

- C in [IST 104](#)
- C in [IST 116](#)
- C in [IST 120](#)
- C in [IST 136](#)
- C in [IST 205](#)
- C in [IST 206](#)

And one of:

- C in [ENGL 151](#)
- C in [ENGL 161](#)
- C in [ENGL 163](#)
- C in [ENGL 164](#)

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

	TOPIC	READINGS/VIDEOS	STUDENT-LED CONVERSATIONS
WEEK 1 Sept 8	<p>Connecting to Place & Introductions</p> <p>Welcome to IST 230!</p> <ul style="list-style-type: none"> • Introductions • Course Overview <p>1). Share what “community engagement & action” means to you. Please share examples that come to mind, including personal experiences, if applicable</p> <p>PEPÁKEN HÁUTW Engagement Protocols</p> <p>https://pepakenhautw.com/protocols-for-engagement/</p>	<p>Videos:</p> <p>Honouring Tradition (2018) https://www.songheesnation.ca/news/bradley-dick-tedx-talk (13 min).</p> <p>*Watch in class</p>	
WEEK 2 Sept 15	<p>Indigenous Community</p> <p>1). Explain what “community” means to you.</p> <p>2). Explain one or two attributes/qualities of a healthy Indigenous community.</p> <p>3). Share one teaching from the video that made the biggest impression.</p> <p>4). What does being a “visitor” mean to you?</p> <p>Guest: Richard Doucet, former IST student to share about his Special Project</p>	<p>Reading:</p> <p>Cajete, G. (2015) What is healthy community? Revitalizing Indigenous community in a twenty-first century world. In. Indigenous community: Rekindling the teachings of the seventh fire. Minnesota: Living Justice Press (p. 75 – 93)</p> <p>Video/links:</p> <p>A W̱SÁNEĆ perspective - CRD Parks (2019)</p> <p>https://www.youtube.com/watch?v=H</p>	

		WfiGBs9fGE (1 hr. 16 min) *Watch before class and come prepared to discuss	
WEEK 3 Sept 22	Indigenous Leadership & Relationality 1). Share what “Indigenous leadership” means to you. 2). What concepts of Indigenous leadership, from this week’s reading, resonate with you the most and why? Guest: Alisha Parks, former IST student to share about her Special Project.	Reading: 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 29	Insider-Outsider 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? Sign up for Student-led Dialogue	Reading: 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. Video: The Sacred Relationship (2015) https://www.youtube.com/watch?v=5NxBzyZ-8a4 (52 min).	
WEEK 5 Oct 6	Community Engagement: <ul style="list-style-type: none"> • Respect: Working in a good way • Relevance: Why partner? • Risk-Taking: Bridging the divide • Relationship-building Check-in Discussion about your Community	Reading: 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)	

	Engagement Outline and share what you are hoping for your Community Project. DUE: October 6 Critical Reflection 1 (15%)		
WEEK 6 Oct 13	Indigenous Relational Research DUE: October 13 Community Engagement Outline (10%) Student-led Conversations: October 13 – November 24 (10%)	Reading: Wilson, S. (2008). Relationality. In <i>Research is ceremony: Indigenous research methods</i> . (pp. 80 – 96). Halifax: Fernwood Publishing.	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.
WEEK 7 Oct 20	Lateral Violence Workshop Guest: Sandee Mitchell	Reading: Let’s use Lateral Kindness to “lift each other up https://www.fnha.ca/about/news-and-events/news/let%E2%80%99s-use-lateral-kindness-to-lift-each-other-up Video: Lateral Violence (2014) https://www.youtube.com/watch?v=neWtt3sAqMM (20 min).	Gilpin, E. (2018) From a place of love. In <i>Everyday acts of resurgence: Peoples. Places. Practices</i> (Corntassel et al. Eds). (pp. 49-52). Washington: Daykeeper Press.
WEEK 8 Oct 27	Traditional Pit Cook Our class will participate and support the Traditional Pit Cook taking place on campus on this day. We will discuss and plan how we plan to engage and support this event.	A deep-rooted history https://martlet.ca/a-deeper-rooted-history/	
WEEK 9 Nov 3	The Four R’s: Respect, Relevance, Risk-taking, Relationships Students to share thoughts on	Reading: Bain, M. (2018) Community-University Engagement: Case Study of a Partnership on Coast Salish Territory in	Peralto, N. (2018) Mālama ‘āina koholālele: Recalling the roots of our resurgence. In <i>Everyday acts of resurgence: Peoples. Places. Practices</i>

	<p>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 3 (15%) Critical Reflection 2</p> <p>Guest: Melissa Jack, IST 230 graduate</p>	<p>British Columbia. In Community Service-Learning in Canada: Emerging Conversations Volume 4/Issue 1/Spring 2018 (p. 123 – 139)</p>	<p>(Corntassel et al. Eds). (pp. 64-67). Washington: Daykeeper Press.</p>
WEEK 10 Nov 10	<p>Protecting Land/Water & Community Action</p> <p>Sign up for Community Engagement Presentation</p>	<p>Reading:</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>Videos:</p> <p>The Oka Legacy (2015)</p> <p>https://gem.cbc.ca/media/firsthand/season-1/episode-6/38e815a-00955a0afc8 (44 min).</p> <p>How To Stop An Oil And Gas Pipeline: The Unist'ot'en Camp Resistance AJ+ Docs (2014)</p> <p>https://www.youtube.com/watch?v=aiVxyLb1hJA (10 min)</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: Daykeeper Press.</p>
WEEK 11 Nov 17	<p>Indigenous Sovereignty</p> <p>UNDRIP Declaration Act</p>	<p>Reading:</p> <p>What is UNDRIP? https://indigenousfoundations.arts.ubc.ca/un-declaration-on-the-rights-of-indigenous-peoples/</p> <p>UNDRIP</p> <p>https://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf</p> <p>Videos:</p>	<p>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</p>

		<p>How the United Nations Declaration on Rights Changes Canada's Relationship with Indigenous Peoples (2018)</p> <p>https://www.cigionline.org/multimedia/how-united-nations-declaration-rights-changes-canadas-relationship-indigenous-peoples (5 min)</p> <p>BC provincial UNDRIP bill receives royal assent APTN News (2019)</p> <p>https://www.youtube.com/watch?v=AN8R2OPE91A (3 min).</p>	
<p>WEEK 12 Nov 24</p>	<p>Protecting Indigenous Knowledge</p> <p>Indigenous food sovereignty movement and cultural resurgence vs. protection of Indigenous knowledge.</p> <p>DUE: November 24 Community Engagement PowerPoint (25%)</p>	<p>Reading:</p> <p>Muller, M. K. (2018). 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>Video:</p> <p>Wild Salmon Caravan 2017: Honouring Our Matriarchs (2018)</p> <p>https://www.youtube.com/watch?v=Mt5rD2YmK9c (20 min).</p>	<p>Claxton, N. (2018) 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>WEEK 13 Dec 1</p>	<p>Community Engagement Presentations: Class 1</p> <p>DUE: December 1 Critical Reflection 3 (15%)</p>		
<p>WEEK 14 Dec 8</p>	<p>Community Engagement Presentations: Class 2</p> <p>Closing Circle Potluck?</p>		

Critical Reflections (Oct. 6, Nov. 3, Dec. 1)	45%
Community Engagement Outline (Oct. 9)	10%
Community Engagement Presentation(November 27)	25%
Student-led Conversations (Oct. 13 – Nov. 27)	10%
Participation/Professionalism	10%

**A. Critical Reading Reflections: 45%: 3 X 15% each (Oct. 6, Nov. 3 &, Dec. 1)
Approx. 750 words (3 pages, Times New Roman, 12-font, double-spaced). Due on D2L by midnight**

Students will write three Critical Reflections throughout the course (**15% each**). Each Critical Reflection will be approximately 3 pages (750 words) and include a title page (name, course name and section & date), a BRIEF summary paragraph of the section (readings/videos/guests/field trip(s) 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.

Grading criteria:

- Brief summarize some highlights/theme(s) of section (all classes since beginning of class or since last reflection) /3
- Describe Indigenous principles connected with, building respectful relationships in collaboration with Indigenous individuals, families, communities and Nations /6
- Explain your personal values and beliefs about traditional Indigenous leadership /4
- Min. of 3 internal citations: APA format (from the course readings/videos/guest speakers) /2
/15

**B. Community Engagement Outline (Oct. 20) 10%
Approx. Two page (500 words, Times New Roman, 12 font, single-spaced). Due on D2L by midnight**

Each student will submit a Community Engagement Outline in preparation for their Presentation at the end of the term, when each student will share with your peers about a project that interests them. Each outline should include:

- Name of community/organization/contact person /1
- Explain your interest in this community/organization/project /2
 - What skills/strengths/abilities do you believe you have to share with this community/organization? /1
 - How have you determined that this community/organization has a need? /2
 - Outline how you are planning to address:
 - Respect
 - Relevance
 - Risk-taking
 - Relationship /4
/10

**C. Community Engagement PowerPoint Presentation: (Nov. 24) 25%
Upload on to D2L by midnight**

On December 1 and 8, each student will, in 8 – 10 minutes, present a 7 - 10 slide PowerPoint to share about a community engagement project that interests them:

- Name of community/organization/contact person(s) /2
 - Explain your interest in this community/organization/Project /5
 - How have you determined that this community/organization has a need? /3
 - How might/have you go/gone about approaching this community/organization/contact? /4
 - What skills/knowledge/abilities do you believe you have to share with this community/organization? /3
 - Outline how you are addressing:
 - Respect
 - Relevance
 - Risk-taking
 - Relationship
- /8
/25

This presentations is, essentially, a sharing of well thought out and scripted words, without the use of audiovisual aides. After all presentations for that day, the class will share in dialogue, questions and informal responses.

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

Each student will lead ONE conversation with their peers on one chapter within Everyday Acts of Resurgence (as outlined in the schedule above). This discussion will be approximately 30 minutes and will involve:

- Providing a brief summary of the chapter
- Inquiry from peers about their thoughts on the chapter
- Discussion questions posed to elicit dialogue
- A one-page summary sharing (**DUE ONE WEEK AFTER DISCUSSION DATE**):
 - Brief summary of chapter (5%)
 - Discussion questions posed (4%)
 - Highlights from discussion (6%)

E. Participation - ongoing 10%

Participation/Professionalism includes:

- regular attendance in classes
- Being on time for class
- Engaging in active listening and dialogue in class discussions PowerPoints (100 – 150 words)
- Communicating with your instructor (and classmates, when appropriate) if/when you will be late/absent
- Making arrangements with the instructor for extensions on assignments; and, looking for clarification when you are not understanding something.

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

SCHOOL OR DEPARTMENTAL INFORMATION

<https://camosun.ca/indigenous-programs>

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
Centre for 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

Support Service	Website
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.