



## **Aboriginal Education and Community Connections**

### **Indigenous Studies Program**

#### ***IST 234 001– Land and Language***

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**Office Hours:** Friday 12:30PM – 1:30PM

**Class Time:** Fridays 1:30PM – 4:30PM

#### **Course Description**

This course introduces students to the Indigenous relationships among culture, land and language and their connected influences with development of self identity. Students participate in land based activities, learn some aspects of speaking a traditional Indigenous language, and connect with own ancestral land and language.

#### **Course Learning Outcomes**

By the end of this course, the student will be able to:

1. Discuss the important connections of culture, land and language as they relate to the development of self identity.
2. Display an awareness of the relationships of land and language by introducing self and respectfully acknowledging the territory in one of the traditional Coast Salish languages (SENĆOŦEN).
3. Demonstrate a connection with own ancestry that reflects the relationship of land and language to one's ancestral place/territory.
4. Contribute to the learning of peers and the college community regarding the significance of relationships among land, language and identity.

## Required Texts, Readings and Online Resources

Poth, Janet (ed). Saltwater People as told by Dave Elliott Sr. 1990.

Saanich Adult Education Centre

SÁNEĆ Community

Members. ÁLENENE□: Learning from the Homeland. 2008

Turner, Nancy J. The Earth's Blanket: Traditional Teachings for Sustainable Living. 2005.  
(Selective Readings)

Online resources – see weekly schedule

## Overview of Class Content and Schedule

The course website outlines class content, scheduling, and readings/on line sites in more detail.

Sessions	Class Content	Readings/Online Sites
<b>Session 1</b>  Jan 13 1:30-4:20	<ul style="list-style-type: none"> <li>Classroom session</li> <li>Cultural Advisor and teacher welcome and territory acknowledgement in SENĆOŦEN</li> <li>Introductions and course expectations and overview</li> </ul>	
<b>Session 2</b>  Jan 20 1:30-4:20	<ul style="list-style-type: none"> <li>Preparation for one hour lab based activity and for land based experience.</li> <li>Orientation to First Voices and other resources – one hour lab experience</li> <li>Orientation to expectations for Journal exercises and assignment</li> </ul>	<ul style="list-style-type: none"> <li>Course website – see schedule</li> <li>Aboriginal linguistic and cultural diversity of Salish Nations of Southern Vancouver /San Juan Islands               <ul style="list-style-type: none"> <li><a href="http://www.songheesnation.com">http://www.songheesnation.com</a></li> <li><a href="http://www.tsartlip.com">http://www.tsartlip.com</a></li> <li><a href="http://www.tsawout.ca">http://www.tsawout.ca</a></li> <li><a href="http://www.tseycum.ca">http://www.tseycum.ca</a></li> <li>Selective Readings</li> <li><i>ÁLENENE□: Learning from the Homeland,</i> <ul style="list-style-type: none"> <li><i>Introduction, pp. 6 to 11</i></li> <li><i>What is Knowledge of most worth to SÁNEĆ people? pp. 12 to 48</i></li> </ul> </li> <li><a href="http://www.aboriginallanguagetestaskforce.ca">http://www.aboriginallanguagetestaskforce.ca</a> – <i>Towards a Beginning: A Foundational Report for a Strategy to</i></li> </ul> </li> </ul>

		<i>Revitalize First Nation, Inuit, and Metis Languages and Cultures.</i> pp. 38, 40 to 43 (also in the Camosun Library)
<p><b>Session 3 &amp; 4</b></p> <p>On the Land: SNITŁEŁ : Todd Inlet Jan 27 9:00-4:20</p>	<ul style="list-style-type: none"> <li>• Experiential day for students with the guidance of teacher and Cultural Advisor(s) on the land</li> <li>• Stories from the land (Southern Vancouver Island)</li> <li>• Exploring the influence of language and land on one's identity</li> </ul>	<ul style="list-style-type: none"> <li>• Explore course website and reflect on these questions in preparation for land based activity. <ul style="list-style-type: none"> <li>○ What are some of your expectations about being on the land with a Cultural Advisor and listening to stories about the history, teachings and ecology?</li> <li>○ How could you see yourself contributing to this experience?</li> <li>○ What are some beginning questions that you may have about this experience? What are some questions that you may want to ask the Cultural Advisor and teacher?</li> <li>○ Cultural Advisors ask the question, "How can you know who you are without knowing where you come from?" What does this question mean to you?</li> </ul> </li> <li>• Review SÁNEĆ map online with SENĆOŦEN place names</li> <li>• Selective Readings <ul style="list-style-type: none"> <li>○ <i>Salt Water People as told by Dave Elliot Sr., pp.1-84</i></li> <li>○ <i>ÁLENENEŁ: Learning from the Homeland, pp. 49-80</i></li> <li>○ <i>The Earth's Blanket: Traditional Teachings for Sustainable Living,</i> <ul style="list-style-type: none"> <li>➤ <i>Land-based Stories of Peoples and Home Places, pp. 41-67</i></li> </ul> </li> </ul> </li> </ul>
<p><b>Session 5</b></p> <p>Feb 10 1:30-4:20 Guest: ???</p>	<ul style="list-style-type: none"> <li>• Classroom session</li> <li>• Debrief land based activity</li> <li>• Introduction to all assignments</li> <li>• <i>Journal reflection paper #1 is due</i></li> <li>• Computer lab session or class session - experiential session with fluent speaker – learning some elements of the SENĆOŦEN language</li> <li>• Computer lab session or class session –</li> </ul>	<ul style="list-style-type: none"> <li>• Course website – see schedule</li> <li>• Review course assignments and criteria for evaluation on course website</li> <li>• Please read Ch 1 of Tommy Happynook's thesis (in D2L)</li> <li>• Selective Reading <ul style="list-style-type: none"> <li>• <i>ÁLENENEŁ: Learning from Homeland,</i> <ul style="list-style-type: none"> <li>○ <i>SENĆOŦEN ÁLEN (Revitalization of our Language), pp. 81 to 106</i></li> </ul> </li> </ul> </li> <li>• Course website – see schedule</li> <li>• Online work – Website – First Voices, SENĆOŦEN software, Web based resources</li> <li>• Course website – see schedule</li> <li>• Online work – Website – First Voices, SENĆOŦEN software, Web based resources</li> <li>• Student self practice with the language</li> </ul>

	<p>experiential session with fluent speaker – practice with some elements of the SENĆOŦEN language</p> <ul style="list-style-type: none"> <li>• Set evaluation schedule for March 16</li> </ul>	
<p><b>Session 6</b> Feb 17</p>	<p>No Class: Reading Break</p>	
<p><b>Session 7</b> Feb 24 1:30-4:20</p>	<ul style="list-style-type: none"> <li>• Classroom language session</li> <li>• <i>Introduction of self and acknowledgement of territory is due and is done in class</i></li> <li>• In class video – “A remarkable Legacy” or “In the Light of Reverence”</li> <li>• Preparation for land based session</li> </ul>	<ul style="list-style-type: none"> <li>• Course website – see schedule</li> <li>• Online work – Website – First Voices, SENĆOŦEN software, Web based resources</li> <li>• Student self practice</li> </ul>
<p><b>Session 8</b> March 16 1:30-4:20 LTS</p>	<p>Language Evaluation – individual sessions with John Elliott to assess language acquisition</p>	
<p><b>Sessions 9 &amp; 10</b> On the Land: LAUWELN EW Mar 23 9:00-4:50</p>	<ul style="list-style-type: none"> <li>• Experiential day for students with the guidance of teacher and Cultural Advisor(s) on the land</li> <li>• Stories from the land</li> <li>• Exploring the influence of language and land on one’s identity</li> <li>• <i>Ancestry project is due</i></li> </ul>	<ul style="list-style-type: none"> <li>• Course website – see schedule</li> <li>• Selected Readings <ul style="list-style-type: none"> <li>○ <i>ÁLENENE</i>: <i>Learning from the Homeland pp. 107 to 143</i></li> <li>• <i>The Earth’s Blanket: Traditional Teachings for Sustainable Living, Honouring Nature through Ceremony and</i> <ul style="list-style-type: none"> <li>○ <i>Ritual, pp. 95 to 125</i></li> </ul> </li> </ul> </li> </ul>
<p><b>Session 11</b> March 30 1:30-4:20</p>	<ul style="list-style-type: none"> <li>➤ <i>Classroom session</i></li> <li>➤ <i>Debrief land based session</i></li> <li>➤ <i>Guest speaker (TBD), Group work in preparation for</i></li> </ul>	<ul style="list-style-type: none"> <li>• To be determined by teacher and Cultural Advisor</li> <li>• Selective Reading suggestion: <ul style="list-style-type: none"> <li>○ <i>Earth’s Blanket: Traditional Teachings for Sustainable Living,</i> <ul style="list-style-type: none"> <li>➤ <i>Everything is One, pp. 179 to 210</i></li> </ul> </li> </ul> </li> </ul>

	<i>capstone Journal reflection paper #2 is due</i>	<i>Finding Meaning in a Contemporary Context, pp 211 to 239</i>
<b>Session 12</b>  April 6	No Class: Good Friday	
<b>Session 13</b>  April 13 1:30-4:20	<ul style="list-style-type: none"> <li>• Classroom session</li> <li>• <i>Student presentations</i></li> <li>• Integration seminar – land, language and self identity relationships</li> <li>• Student feedback about the course</li> <li>• Feast</li> </ul>	<ul style="list-style-type: none"> <li>• Course website – see schedule</li> </ul>

### **Assessment of Learning**

The course website outlines the course assignments and criteria for assessments in more detail.

<b>Course Learning Outcomes</b>	<b>Assessment of Learning</b>
#1 Self Identify (Belonging)	Journaling reflections about learning with Cultural Advisors, teacher, community and peers. Focused questions will guide journal reflections. 15%+
2. Introduce self and acknowledge territory in SENĆOŦEN (Mastery)	Speak SENĆOŦEN in class 20%
3. Fully participating in all classes & activities (Mastery)	The only way to really learn what is being taught is to be present in the learning environment. Your presence demonstrates self-respect, responsibility for your learning, and respect for the teachers. 15%
4. Research own ancestry (Independence)	Self project that demonstrates learning about a connection between land and language of own ancestors, and/or explains/demonstrates a personal interaction with place(s) where the student has a deep connection (artwork, maps, spoken word, multimedia on line, presentation, photography, paper, etc.) 20%**+

5. Leadership – assisting others to voice connection of land and language (Generosity)	Capstone project: Individually or in groups of 2 or more. Completes a project that demonstrates land and language connections – could be a directed project related to local territories, could be something else that students decide upon. Students can demonstrate this in their own way – art, online work – perhaps digital storytelling, ceremony, teaching and learning activities, etc. One criterion is that the project <i>must</i> give to peers and/or college community (e.g. presentation in this class, or Year One class, or IFS class, etc. 30%+

+ There are no isolated assessments of readings, online sites, and multi-media. Students are expected to integrate this information into their journals, ancestry and capstone projects.

\*\*\*\*There may be students who do not know about their ancestry. In this case, the teacher will coach the student to explore his or her personal connection with local land and language. **Grading System**

Percentage	Grade	
90 - 100	A+	
85 - 89	A	
80 - 84	A-	
77 - 79	B+	
73 - 76	B	
70 - 72	B-	
65 - 69	C+	
60 - 64	C	
50 - 59	D	Minimum level of achievement for which credit is granted: a course with a “D” grade cannot be used as a pre-requisite
0 - 49	F	Minimum level has not been achieved

## 7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

## **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, Student Services or the College web site at <http://www.camosun.bc.ca>

## **STUDENT CONDUCT POLICY**

There is a Student 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.

<http://camosun.ca/about/policies/education-academic/e-2-student-services-&-support/e-2.5.pdf>

## **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.ca/about/policies/education-academic/e-1-programming-&-instruction/e-1.1.pdf>