



CAMOSUN COLLEGE
Indigenous Education and Community Connections
Indigenous Studies Program
IST 250: QĆÁSET Culture Camp
Fall 2017

COURSE OUTLINE

1. Instructor Information

- (a) Instructor: Mookaasige (Richard Spearman)
Assistant: Marissa Jim
- (b) Office hours: by appointment only.
- (c) Class Location and Time: WILNA THOMAS-234 Tues Sept. 5, 2017 2pm-6:50pm; SATURNA ISLAND Friday Sept. 8, 2017 8am to Sunday Sept 10, 2017 5:50pm; VICTOR UNDERWOOD'S Friday Sept. 15, 2017 1pm-8:50pm
- (d) Phone:
- (e) E-mail: spearmanr@camosun.ca; marissa.jim@hotmail.ca

2. Intended Learning Outcomes:

Calendar description:

Students will learn about traditional Indigenous values, philosophies, spirituality, teachings and ceremonies related to relationships with land. This course will primarily be delivered as a land-based experiential camp, off site, under the direction of Indigenous knowledge keepers, Elders and faculty.

After completing this course, students will be able to:

- *Identify and describe their own understanding of a particular Indigenous culture and traditional practices as related to the land and other aspects of the physical environment.*
- *Describe how Indigenous teachings on the land affect their mental, emotional, physical and spiritual wellbeing.*
- *Demonstrate and practice values and philosophies of Indigenous teachings on the land through participation in ceremonies, activities, tasks and discussions.*
- *Describe traditional and contemporary issues related to relationships with the land.*
- *Describe how Indigenous peoples and communities are reclaiming these teachings as a form of self-determination.*

3. Required Reading Materials:

- a) Simpson, Leanne. Land as pedagogy: Nishnaabeg intelligence and rebellious transformation, *Decolonization: Indigeneity, Education & Society* Vol. 3, No. 3, 2014, pp. 1-25.
- b) Wildcat Matthew, Mande McDonald, Stephanie Irlbacher-Fox, & Glen Coulthard. Learning from the land: Indigenous land based pedagogy and decolonization, *Decolonization: Indigeneity, Education & Society* Vol. 3, No. 3, 2014, pp. I-XV.
- c) Schreyer Christine, Jon Corbett, Nicole Gordon, & Colleen Larson. Learning to talk to the land: Online stewardship in Taku River Tlingit territory, *Decolonization: Indigeneity, Education & Society* Vol. 3, No. 3, 2014, pp. 106-133.

4. Course Content and Schedule

Sept. 5 – Course Introduction

- Personal Introductions
- Course Outline Review
- Equipment Checklist Review

Activities:

1. Paddle Making – Doug LaFortune
2. Oral Critical Analysis

Discussion Questions

1. Based on the reading by Leanne Simpson, why is the practice of “Land as Pedagogy” important to you on an individual, family, community, and nation level?
2. Based on “Learning from the Land,” what role does land based teaching play in the regeneration of cultural, spiritual, and political practices for Indigenous Peoples’? And, how can you incorporate these understandings on an individual, family, community, and nation level?
3. Based on the reading “Learning to Talk to the Land,” why is it important to reclaim place names for our lands? And, what do these place names teach us about our relationships to these lands?

Sept. 8 – QĆÁSET Culture Camp Day 1

- **8:00 am** - Arrive at Camosun College
- **8:15 – 8:45** - Depart College and arrive at Swartz Bay Ferry terminal
- **9:10 – 10:20** - Depart Swartz Bay arrive at Lyall Harbour
- **10:20 – 11:00** - Depart Lyall Harbour and arrive at Narvaes Bay campsite

- **11:00 – 1:00** - Camp set up
- **1:00 – 2:00** - Lunch & Clean up
- **2:00 – 6:00** - Game Processing; Paddle Making; Oral Critical Analysis; Bathing Ceremony Teachings
- **6:00 – 7:00** - Dinner & Clean up
- **7:00 – 8:00** - Circle (Critical reflection of the days experience)
- **8:00 – 10:00** - Stick games

Sept. 9 - QĆÁSET Culture Camp Day 2

- **7:00 – 8:00** - Bathing Ceremony
- **8:00 – 9:00** - Breakfast & Clean up
- **9:00 – 12:00** - Canoeing; Game Processing; Paddle Making
- **12:00 – 1:00** - Lunch & Clean Up
- **1:00 – 4:00** - Elders Teachings (John Elliot; May & Skip Sam)
- **4:00 – 5:00** - Dinner & Clean up
- **5:00 – 8:00** - Canoeing; Meat Processing; Paddle Making
- **8:00 – 10:00** - Drumming & Songs; Traditional Story Telling

Sept. 10 – QĆÁSET Culture Camp Day 3

- 8:00 – 9:00** - Breakfast & Clean up
- 9:00 – 1:00** - Canoeing; Game Processing; Paddle Making
- 1:00 – 2:00** - Lunch & Clean up
- 2:00 – 3:30** - Camp Tear down & Clean up
- 4:15 – 6:20** - Depart Lyall Harbour arrive Swartz Bay
- 6:20 – 7:45** - Swartz Bay to Camsoun/unload personal gear

Sept. 15 - QĆÁSET Culture Camp Ceremony & Feast

- 1:00 – 3:00** - Arrive at Vic Underwood's, and debrief from culture camp
- 3:00 – 8:50** - Sweat Lodge Ceremony and Feast

5. Basis of Student Assessment

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|---|------------|
| 1) Oral Critical Analysis (Due first day of class) | 25% |
| 2) Self-Evaluation and Course Experience Paper (Due Sep 30) | 25% |
| 5) Participation and Attendance (ongoing) | 50% |

1) Oral Critical Analysis: **25%**

- For this assignment, students must come prepared to have a critical discussion based on the three readings assigned. The basis of this discussion will be formed around the following set of questions: **1) Based**

on the reading by Leanne Simpson, why is the practice of “Land as Pedagogy” important to you on an individual, family, community, and nation level? 2) Based on “Learning from the Land,” what role does land based teaching play in the regeneration of cultural, spiritual, and political practices for Indigenous Peoples’? And, how can you incorporate these understandings on an individual, family, community, and nation level? And 3) Based on the reading “Learning to Talk to the Land,” why is it important to reclaim place names for our lands? And, what do these place names teach us about our relationships to these lands?

2) Self-Evaluation and Reflection Paper

25%

- A paper (8-10 pages) will be required from each student. This paper will include a self-evaluation component and reflections on your overall experience in this course. You may wish to consider regular practice of jotting down thoughts, feelings, interactions, activities, in an informal journal format. Frequent journaling will provide a structure from which to base your paper.
- Grading Criteria:
 1. This assignment is worth 50% of your final mark
 2. Papers will be graded on the presentation of ideas:
 - 3 Well-organized flow of ideas that are logical, focused, and orderly
 - 4 Effective introductory and concluding comments
 - 5 Excellent style and mechanics of writing that includes vocabulary, sentences, paragraphing, spelling, grammar, and punctuation
 - 6 Effective use of headings (if applicable)
 - 7 Consistent and accurate use of APA style, three sources needed in this paper to be cited (6th edition)
 - 8 Adherence to page limits of the assignment
- The paper content will be graded on the following criteria:
 - 1. Title page (page 1)**
 - 2. Section One: Self-Evaluation (3 pages)**
 - a) This section of the assignment is a critical self-evaluation of your participation throughout the course, including pre-camp and on-site camp activities, responsibilities, and relationships. The self-evaluation is based on the five major components described in the camp participation rubric included in the course syllabus.
 - b) Using the camp participation rubric attached to the course syllabus you will critically evaluate each of the five categories with a discussion specific to: *Your strengths demonstrated with examples to support your evaluation; Identified areas to improve, using examples from your course experience and including a discussion of ways in which you can develop these skills; Ways in which this area of participation is relevant to you on an individual, family, community, and nation level.*
- **Section Two: Course Experience (4 pages)**

1. This section is a reflective narrative paper wherein students will discuss their unique learning experience from major components of the course.
2. Success in these papers typically occurs when students focus on one or two striking experiences to reflect upon. Listed below are possible areas in which to direct the critical discussion and thoughtful inquiry of this paper. You must include 4 of the following in this paper:
 - c) Key learning about cultural differences and similarities between you and the First Nation hosts and others at camp (lifestyle, values, beliefs and worldview, etc.) gained through the Cultural Camp experience;
 - d) Provide specific examples from camp when you had moments of discovery;
 - e) Your experience facilitating an activity, working with elders or resource people at camp, or participating in Indigenous protocols or ceremony;
 - f) Key learning about building relationships, entering a community and building community;
 - g) Your experience of group process, self-care and stress management, and/or conflict resolution within the larger group or subgroup;
 - h) Key learning about yourself, and how this learning will transfer to working with family, community, and nation;
 - i) Provide examples from camp when you had moments of discovery. This could be a surprise, challenge, insight or learning you experienced, perhaps something you initially did not anticipate, and/or one which lead to an experience of personal growth;
 - j) Explore the applications of the previous learning experiences to personal growth and development, cultural awareness/competence;
 - k) Provide specific examples of your learning experience and how you would apply them on an individual, family, community, and nation level;
 - l) Unanswered questions. Are there any questions that remain unanswered for you? How might you go about finding out answers?
 - m) Ensure your narrative reflection includes a critical discussion about the way in which the(se) specific experience(s) has impacted you on a personal level; a dialogue that speaks to the value and implications of this course experience for revitalization of your mental, emotional, physical, and spiritual self.
3. APA Format:
4. 3 References are required for this paper that articulate the importance of land based or experiential learning. APA format is required for the paper and for any references used in this assignment.

3. Attendance and Participation in the following (50%)

1. Pre-Camp
2. Cultural Camp
3. Camp Debrief
 - a) Students will be involved in the organizing and implementing cultural camp. Attendance and participation in all aspects of cultural camp including group activities and work assignments will be evaluated by the instructor.
 - b) Students will be evaluated on experiential learning as set out in course objectives. Participation, cooperation, attitudes and behaviours, relationships and camp lifestyle will be evaluated by instructor, elders and other teachers. Students will be evaluated by the instructors and possibly the co-facilitator and Elders on a day by day basis for evidence of understanding of cultural content, participation in activities, overall cooperation and leadership within the camp.
 - c) Students cannot miss more than 3 hours of class time for the duration of the Culture Camp.

4. Instructional Policies

1. Late Assignments

All assignments must be complete and submitted on the date assigned. All written work that is late will be penalized by 5% per day unless an extension is legitimately warranted and approved by the instructor in advance of the assignment due date. As this is an experiential land based course, students must not miss more than 3 hours of this course in order to succeed in this course.

2. Written Assignment Requirements

All written assignments are due at the beginning of class. Written assignments must be typewritten, double-spaced, and referencing/citation must be consistent. Assignments should be turned in to the instructor personally; assignments put under the door, in the mail, or otherwise submitted will not be accepted without approval from the instructor. If submission of an assignment is problematic, contact the instructor prior to the due date.

3. Assignment Preparation

The instructor is available to assist students in the preparation and planning of all course assignments. Please contact the instructor to make an appointment. If you require an extension or support for an assignment, contact the instructor before the due date. If you cannot make a class, please contact me by e-mail prior to the class.

4. 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>

Course Grading System

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	Minimum level of achievement for which credit is granted; a course with a “D” grade cannot be used as a prerequisite	1
0-49	F	Minimum level has not been achieved	0

<http://camosun.ca/about/policies/education-academic/e-1-programming-&-instruction/e-1.5.pdf>

Competency Based Grading System

Grade	Description
Com	The student has met the goals, criteria, or competencies established for this course, practicum, or field placement
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum, or field placement
NC	The student has not met the goals, criteria, or competencies established for this course, practicum, or field placement

<http://camosun.ca/about/policies/education-academic/e-1-programming-&-instruction/e-1.5.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 website at:

<http://camosun.ca/about/policies/education-academic/e-1-programming-&-instruction/e-1.1.pdf>