

University  
of Regina



## COURSE OUTLINE

ELBP 225  
INDIGENOUS LAND BASED EDUCATION: PART 2

1.5 CREDITS

PREPARED BY: Dr. Norma Shorty, Instructor  
DATE: December 11, 2020

APPROVED BY:  
DATE:

APPROVED BY SENATE:  
RENEWED BY SENATE:



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## INDIGENOUS LAND BASED EDUCATION: PART 2

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<b>INSTRUCTOR:</b> Dr. Norma Shorty	<b>OFFICE HOURS:</b> By Appointment
<b>OFFICE LOCATION:</b> Online via Zoom	<b>CLASSROOM:</b> Online via Zoom
<b>E-MAIL:</b> nshorty@yukonu.ca	<b>TIME:</b> 9:00 am- 3:30 pm
<b>TELEPHONE:</b> HEHS Office 867.668.8845	<b>DATES:</b> Sat. Feb. 13 <sup>th</sup> - Sun. Feb. 14 <sup>th</sup> , 21

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### COURSE DESCRIPTION

The course will focus on Yukon First Nation land, history, and environment in order to enhance academic, cultural, personal, and social growth. Students will learn activities and methods for teaching within a land based learning environment (COVID – RESTRICTIONS APPLY).

### YUKON CONTEXT

Yukon First Nation perspectives, knowledge and experience will be incorporated throughout this course to build firm foundations in the practice and rationale of land-based education classrooms.

### PREREQUISITES

None

### RELATED COURSE REQUIREMENTS

It is highly recommended that all students have access to a computer or other device and Internet to do their studies. The minimum specifications for a student device are as follows:

Requirement	Windows-based PC	Apple Mac/macOS-based PC
Operating System	Windows 10	macOS X
Web Browser	Firefox, Edge or Google Chrome	Firefox, Edge or Google Chrome
RAM/Memory	4 GB	4 GB
Storage	5 GB of available space	5 GB of available space

## LEARNING OUTCOMES

Upon successful completion of the course, students will be able to:

- Experience and reflect holistically upon traditional knowledge and methods of teaching used by Elders.
- Experience an awareness of the Experiential Learning cycle through peer interaction and self-reflections.
- Demonstrate reflection of personal relations and interaction with the land and/or environment from a First Nations world view through planning and future teaching.
- Participate in activities that will enhance healing and learning through self-reflection, positive interaction with each other, and with the environment.

## COURSE FORMAT

Classes will include inquiry, hands-on activities, collaborative work, presentations, discussions, videos, lectures, guest speakers, readings.

## ASSESSMENTS:

### *Attendance & Participation (10%)*

Students are expected to complete all assignments, come to class ready and be prepared to learn, and participate actively in class activities.

### *Creative Project (30%)*

Students will pre-read and discuss chapter V of *Summer in Alaska*, Frederick Schwatka, 1891. In chapter 5 Schwatka is exploring Tagish, Tlingit, and Southern Tutchone country.

These stories are free and online @ [great\\_river\\_of\\_alaska-century\\_magazine-1885.html](http://great_river_of_alaska-century_magazine-1885.html) (10%)

Students will then listen to place based stories about Tagish, Tlingit, and Southern Tutchone. The stories as told by First Nation historians including Knowledge Bearers, focus on the trade trails and other elements of past living history (10%).

Students are expected to create an art journal. Students will reflect and create an art journal which represents their healing and learning, their relationship with the land

and environment as they listen to place-based histories as retold by Yukon First Nation Elders and Knowledge Keepers (10%).

*ART JOURNAL SHOW AND TELL (10%)*

Students are expected to share their art journals at the end of class. Students will show what they have learned through reflections and positive interactions with each other and the environment as experienced through written documents and Yukon First Nation history telling. **Due February 14, 2020**

**EVALUATION:**

Assignments	
Participation	10%
Total	100%

**REQUIRED TEXTBOOKS AND MATERIAL**

Canvas or Notebook or Old Book, Paints, Pens, Pencils, Glue, Photographs, Maps

Online Links

Schwatka, F. (1891). Summer in Alaska. John Y. Huber Company. Retrieved from [http://www.explorenorth.com/library/history/the\\_great\\_river\\_of\\_alaska-century\\_magazine-1885.html](http://www.explorenorth.com/library/history/the_great_river_of_alaska-century_magazine-1885.html)

Sidney, A. (1980). Place Names of the Tagish Region, Southern Yukon. Yukon Native Languages Project, Council of Yukon Indians. Retrieved from [http://ynlc.ca/languages/tagish/Tagish\\_Place\\_Names\\_Angela\\_Sidney\\_1980.pdf](http://ynlc.ca/languages/tagish/Tagish_Place_Names_Angela_Sidney_1980.pdf)

**ACADEMIC AND STUDENT CONDUCT**

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registration web page.

## **PLAGIARISM**

Plagiarism is a serious academic offence. Plagiarism occurs when a student submits work for credit that includes the words, ideas, or data of others, without citing the source from which the material is taken. Plagiarism can be the deliberate use of a whole piece of work, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Students may use sources which are public domain or licensed under Creative Commons; however, academic documentation standards must still be followed. Except with explicit permission of the instructor, resubmitting work which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the University.

## **YUKON FIRST NATIONS CORE COMPETENCY**

Yukon University recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon University program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see [www.yukonu.ca/yfnccr](http://www.yukonu.ca/yfnccr).

## **ACADEMIC ACCOMMODATION**

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, they should contact the Learning Assistance Centre (LAC): [lac@yukonu.ca](mailto:lac@yukonu.ca).

**TOPIC OUTLINE**

Date	Class Activities	Student Activities
Feb 13	Chapter V Along the Lakes The Great River of Alaska Place Names of the Tagish Region, Southern Yukon (Sidney, A., 1980) Marsh Lake History (Pat Joe)	Students will pre-read and discuss Chapter 5 Students will hear and participate in dialogue about the marsh lake region Students will work independently on their art journals.
Feb 14	Southern Tutchone Place Names (Shirley Adamson) Completing Outstanding Items Course Wrap Up	Students will hear and participate in dialogue about Southern Tutchone Country Students will work independently on their art journals. Art Journal Show and Tell

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