



COURSE OUTLINE

PHIL 230

BRIDGING KNOWLEDGES

3 CREDITS

PREPARED BY: Lianne Charlie, Instructor DATE: March 31, 2017

APPROVED BY: Dr. Andrew Richardson, Dean DATE: May 16, 2017

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BRIDGING KNOWLEDGES

INSTRUCTOR:

OFFICE HOURS:

OFFICE LOCATION:

CLASSROOM:

E-MAIL:

TIME:

TELEPHONE:

DATES:

COURSE DESCRIPTION

This course is designed to help students develop skills for understanding Indigenous and non-Indigenous knowledge systems. How do we communicate with each other across diverse worldviews? How do we ensure that Indigenous ways of knowing and being continue to survive and thrive? The course has a Yukon and Northern focus and draws on multiple Indigenous traditions to explore how power, dominant worldviews, globalization, and colonialism have shaped and continue to shape collaborative work and Indigenous governance. Students will leave the course with an understanding of ways of knowing and its value in personal, professional, and political contexts.

PREREQUISITES

FNGA 100 or HIST 140

EQUIVALENCY OR TRANSFERABILITY

In progress

LEARNING OUTCOMES

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

- describe the knowledge systems that inform the students' worldviews (values, beliefs, and behaviours);
- recognize different Indigenous ways of knowing and being, explain why they are valuable, and understand how they are land- and language-based;
- identify the impacts of continued colonialism on Indigenous ways of knowing and being;
- identify the power dynamics between Indigenous and Western ways of knowing and being and understand how they influence collaborative work and cross-cultural understanding in a modern treaty and self-determination context;
- identify ways of communicating effectively across diverse knowledge systems and demonstrate a variety of creative media for communicating and expressing ways of knowing and being in a modern treaty and self-determination context;
- describe the importance of revitalizing, expressing, and retaining Indigenous ways of knowing and being in contemporary Indigenous governance.

COURSE FORMAT:

Blended delivery.

ASSESSMENTS

Participation

Students enrolled in this course will be successful if they actively participate. All lectures, assignments, and classes complement and build on each other. Students who attend regularly, do the assigned readings, engage their peers, and participate in class will see their efforts positively reflected in the graded assignments.

Assignments

Weekly Reflections: Students will produce 10 journal entries throughout the term. For each journal entry, the student will use a different creative medium to address the course readings, topics, and themes in response to a prompt from the instructor. Entries will include a short write-up that explains the student's creative work. Students will not be graded on their artistic abilities; they will be graded on their thoughtfulness, effort, critical engagement, and timely completion.

Book Review: Students will write a book review of a work of fiction, poetry, creative non-fiction written by an Indigenous author (see: list of Required Readings for options). The book review will be between 500 and 750 words (2-3 pages, double spaced) and will follow standard, academic format for book reviews.

Community Engagement: Each student will attend one Indigenous cultural event of their choice in the community. The event must be open to the public. A short, written reflection (250 words) responding to a prompt provided by the instructor, plus a photo (if appropriate), is due two weeks after the student attends the event.

Final Project: Each student will critically engage one of themes/topics addressed in the course using a creative medium of their choice (e.g. photography, drawing, video, podcast, zine, comic/graphic novel, storytelling, creative non-fiction, essay, poetry, spoken word, play/script, music/song, dance, animation, diorama, beading, carving, painting, etc.). The student's creation will be accompanied by an essay (750 words, 3 pages double-spaced) that explains their work. The essay will have proper citations and a bibliography. Students will present their final project to the class.

Final Assignment: For the final assignment, students will write a letter (500-750 words, 2-3 pages double spaced) to one of the authors of the course readings that resonated with them. The student will summarize the author's points (using proper citations), and explain how and why the student will incorporate the author's work into their personal and professional lives. The reading the student chooses will be different from the book they reviewed. The assignment will be completed during the exam period and is open-book. Students will have the option to write their letter at home.

EVALUATION

Participation	15%
Weekly Journals (10 x 3%)	30%
Book Review	15%
Community Engagement	5%
Final Project	25%
Final Exam	10%
Total	100%

REQUIRED TEXTBOOKS AND MATERIALS

Cruikshank, Julie. 2000. *The Social Life of Stories: Narrative and Knowledge in the Yukon Territory*. Lincoln, Neb etc.: University of Nebraska Press.

Kimmerer, Robin Wall. 2015. *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge and the Teachings of Plants*. Milkweed Editions.

Nadasdy, Paul. 2002. "'Property' and Aboriginal Land Claims in the Canadian Subarctic: Some Theoretical Considerations." *American Anthropologist* 104 (1): 247-61.

Natcher, David C., Susan Davis, and Clifford G. Hickey. 2005. "Co-Management:

Managing Relationships, Not Resources.” *Human Organization* 64 (3): 240-50.
Simpson, Leanne R. 2004. “Anticolonial Strategies for the Recovery and Maintenance of Indigenous Knowledge.” *The American Indian Quarterly* 28 (3): 373-84.
Tom, Gertie. 1987. *Ekeyi: Gyo Cho Chu My Country Big Salmon River*. Yukon Native Language Centre.

Supplementary:

Atleo, Umeek E. Richard. 2005. *Tsawalk: A Nuu-Chah-Nulth Worldview*. Vancouver: UBC Press.
Cajete, Gregory, and Leroy Little Bear. 1999. *Native Science: Natural Laws of Interdependence*. 2nd edition. Santa Fe, N.M: Clear Light Publishers.
Cruikshank, Julie. 2006. *Do Glaciers Listen?: Local Knowledge, Colonial Encounters, and Social Imagination*. New edition. Vancouver, B.C.: UBC Press.
Cruikshank, Julie. 1992. *Life Lived Like a Story: Life Stories of Three Yukon Native Elders*. New edition. Lincoln: University of Nebraska Press.
Graveline, Fyre Jean. 1998. *Circle Works: Transforming Eurocentric Consciousness*. Halifax, N.S: Fernwood Publishing Co., Ltd.
Kwanlin Dün First Nation. 2013. *Listen to the Stories: A History of the Kwanlin Dün: Our Land and People*:
http://www.kwanlindun.com/images/uploads/Listen_to_the_Stories_Book_WE_B.pdf
Maracle, Lee. 2015. *Memory Serves and Other Essays*. First edition. Edmonton, AB: NeWest Press.

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 students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person’s writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Resubmitting a paper 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 College.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon College 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 College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukoncollege.yk.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 College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or lassist@yukoncollege.yk.ca.

TOPIC OUTLINE

WEEK	TOPIC
1	Introduction: course overview and syllabus; instructor and student introductions; opening circle
2	Dominant/Western Worldviews and You
3	Introduction to Indigenous ways of Knowing and Being: Yukon
4	Our Land and Languages: the foundation of Indigenous worldviews
5	Our Land and Languages: continued
6	Imperialism and Colonialism: theory, practices, concepts, etc. (historical)
7	Colonialism: impacts on Indigenous ways of knowing and being (contemporary)
8	Cultural Revitalization: context and practices
9	Cultural Revitalization: resurgence principles

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| 10 | Bridging Knowledges in cross-cultural relations:
Examples from the Yukon |
| 11 | Bridging Knowledges in cross-cultural relations: North and beyond |
| 12 | Decolonization and Indigenization |
| 13 | Final Project Presentations and Closing Circle |
| 14 | Exam Week |