



COURSE OUTLINE

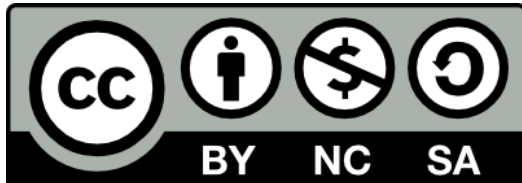
PHIL 230
Bridging Knowledges

3 CREDITS

PREPARED BY: Dazawray Landrie-Parker, Instructor
DATE: July 14, 2020

APPROVED BY: Name, Title
DATE: May 24, 2020

APPROVED BY SENATE: Click or tap to enter a date
RENEWED BY SENATE: Click or tap to enter a date



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Phil 230: Bridging Knowledges

INSTRUCTOR: Dazawray Landrie-Parker

OFFICE HOURS: TBA

OFFICE LOCATION: Online via Zoom

CLASSROOM: A2103

E-MAIL: Dlandrieparker@yukonu.ca

TIME: Wednesday 1-4 PM or by appointment

TELEPHONE: 306-370-0920

DATES: Tuesdays & Thursdays 1:00PM-2:25PM

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

RELATED COURSE REQUIREMENTS

Can insert detail if online course, or computer required

EQUIVALENCY OR TRANSFERABILITY

This course is new/newly developed/recently re-developed, and its transferability is still being evaluated. Receiving institutions always determine course transferability. Further information and assistance with transfers may be available from the School of Liberal Arts.

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 behaviors);
- 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; and
- describe the importance of revitalizing, expressing, and retaining Indigenous ways of knowing and being in contemporary Indigenous governance.

COURSE FORMAT

Blended

Course delivery will be asynchronous with posted lectures, blog posts and discussion board. Course will include a synchronous component on Thursdays from 1-2:25 PM.

ASSESSMENTS:

Late Assignments

Late penalties will be in operation except for lateness caused by documented medical reasons or if previous arrangements have been made with the instructor in advance of the due date. There are no exceptions. Penalties: 1 day 5 percent 2-4 days 15 percent 5-7 days 25 percent. Assignments are not accepted after 7 days except for documented medical reasons. There is no extension permitted for the final assignment or the closing of blog posts.

Attendance & Participation (10%)

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

Blog Posts & Discussion (50%)

Students will produce 10 blog entries throughout the term. For each entry, the student will address the course readings, topics, and themes in response to a prompt from the instructor. Students will write a short entry (200-400 words). In addition to the original post, student will be expected to engage with fellow classmates in a thoughtful and meaningful way. Student are also expected to reply to any discussion on their posts. Examples of these will be discussed in class along with detailed expectations presented in the grading rubrics. Students will be graded on their thoughtfulness, effort, critical engagement, and timely completion.

Midterm Exam (20%)

There will be a midterm exam worth a total of 20% of the course grade. These assignments are based on the material covered in weekly lessons and will provide the opportunity for students to engage with the course topics and materials and demonstrate key learning outcomes in the course.

Quiz to be completed via Moodle

Final Project (20%)

This assignment will give you an opportunity to reflect on the blog discussions, course readings, lectures and notes from throughout the semester. Drawing on the examples of decision-making mechanisms presented by our guest speakers at the end of the course, in what way have land use planning councils (Indigenous-led and co-governed) and/or co-management boards been successful in bridging knowledges and what have been some of their challenges? What suggestions do you have for what needs to change?

EVALUATION:

| | |
|-------------------------|------|
| Blog Posts & Discussion | 50% |
| Midterm Exam | 20% |
| Participation | 10% |
| Final Exam | 20% |
| Total | 100% |

REQUIRED TEXTBOOKS AND MATERIAL

*There is no textbook or course pack for this course. All readings will be available on Moodle or online via links provided.

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.

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, he/she should contact the Learning Assistance Centre (LAC): lac@yukonu.ca.

TOPIC OUTLINE

| WEEK | TOPIC |
|-------------|--|
| 1 | Introduction: course overview and syllabus; instructor and student introductions |
| 2 | Introduction to Bridging Knowledges and Western/Dominant Worldviews |
| 3 | Introduction to Indigenous ways of Knowing and Being |
| 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 |
| 9 | Bridging Knowledges in cross-cultural relations: North and beyond |
| 10 | Bridging Knowledges in cross-cultural relations: Examples from the Yukon |
| 11 | Decolonization, Indigenization and Reconciliation |
| 12 | Bridging Knowledges- Yukon Case Study |
| 13 | Case Study Final Project Debrief |
| 14 | Make-up Class (If needed) |