



School of Applied  
Science & Management

PHIL 230

Bridging Knowledges

Fall 2025

3 Credits

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## Course Outline

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**Instructor:** David E. N. Silas, B.Sc.

**Email:** dsilas@yukonu.ca

**Office Hours:** By appointment only

**Telephone:** 867-456-6962

**Classroom:** Online or Room A2317, Whitehorse Campus

**Schedule:** Tuesdays, 10:30 AM – 11:50 AM

**Course Delivery:** Blended (synchronous online sessions + Moodle materials)

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## Course Description

This course explores Indigenous and non-Indigenous knowledge systems and the ways they intersect in contemporary contexts. With a focus on Northern and Yukon First Nations traditions, students will examine how worldviews are shaped, sustained, and challenged by colonialism, globalization, and power dynamics. Emphasis is placed on bridging knowledges through dialogue, ethical space, and creative expression. Students will leave the course with tools to critically engage with diverse knowledge systems in personal, professional, and political settings.

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## Course Requirements

**Prerequisites:** FNGL 100 or HIST 140

**Transferability:** Receiving institutions determine transfer credit. See: [YukonU Transfer Credit](#)

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## Yukon First Nations Core Competency

Successful completion of this course fulfills the Yukon First Nations Core Competency requirement. Students will gain knowledge of Yukon First Nations history, culture, and self-determination journeys. For more details, visit: [YukonU YFNCC](#).

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## Learning Outcomes

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

1. **Analyze** their own worldviews by reflecting on the values, beliefs, and behaviors that shape their knowledge systems.
2. **Compare and evaluate** Indigenous and Western ways of knowing and being, with attention to their land- and language-based foundations.
3. **Assess** the historical and ongoing impacts of colonialism on Indigenous knowledge systems and cultural continuity.
4. **Examine** the power dynamics between Indigenous and Western knowledge traditions and **evaluate** how these dynamics influence collaborative governance, modern treaties, and self-determination.
5. **Apply** principles of Ethical Space and other frameworks to **communicate effectively** across diverse worldviews and knowledge systems.
6. **Demonstrate** creative and critical approaches to expressing Indigenous ways of knowing through written, oral, or multimedia forms.
7. **Formulate** strategies for revitalizing, protecting, and sustaining Indigenous knowledge systems in contemporary contexts of governance, education, and policy.

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## Course Format

This course will be delivered in a blended format. Students will participate in weekly synchronous lectures, complemented by asynchronous readings, discussions, and assignments posted on Moodle.

- **Instructional Time:** 1.5 hours weekly (lectures + discussions)
  - **Independent Study:** Approx. 3 hours weekly (readings + assignments)
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## Evaluation

- **Discussion & Blog Posts – 35%**

Eight short blog entries (200–400 words) responding to course readings and prompts, plus engagement with classmates' posts.

- **Midterm Exam – 20%**

A written exam covering key concepts, readings, and discussions from Weeks 1–7.

- **Final Action Project – 30%**

A culminating assignment (research paper, creative project, or policy brief) integrating course materials and proposing strategies for bridging knowledges.

- **Attendance & Participation – 15%**

Active engagement in lectures, discussions, and class activities.

**Total: 100%**

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## Weekly Topic Outline

### Week 1 – Sept 9

**Introductions & Relationality** – Building classroom community through respect, reciprocity, and interconnectedness. Introduction to key course concepts.

*Assignment: Weekly Discussion Entry*

### Week 2 – Sept 16

**Ways of Knowing, Doing, and Being** – Indigenous philosophy, epistemology, and traditions of thought. Exploring where our own worldviews come from.

*Assignment: Weekly Discussion Entry*

### Week 3 – Sept 23

**Knowledge Acquisition and Storytelling** – Oral traditions, narratives, and story as pedagogy. How knowledge is passed on across generations.

*Assignment: Weekly Discussion Entry*

### Week 4 – Sept 30

**Understanding Worldviews** – Belief systems, assumptions, and values. Comparative discussion of Indigenous and Western frameworks.

*Assignment: Weekly Discussion Entry*

**Week 5 – Oct 7**

**Land, Language, and Law** – Exploring the interconnections of land, Indigenous languages, and Indigenous legal orders.

*Assignment: Weekly Discussion Entry*

**Week 6 – Oct 14**

**Colonialism and Knowledge Formation** – How colonialism reshaped Indigenous worldviews and continues to influence knowledge systems today.

*Assignment: Weekly Discussion Entry*

**Week 7 – Oct 21**

**Ethical Space and Knowledge Bridging** – Introduction to the Ethical Space framework. Strategies for dialogue across Indigenous and Western worldviews.

*Assignment: Weekly Discussion Entry*

**Week 8 – Oct 28**

**Revitalization and Resurgence** – Movements to rebuild Indigenous ways of being, knowing, and governing.

*Midterm Exam*

**Week 9 – Nov 4**

**Indigenous Methodologies** – Research and knowledge production from Indigenous perspectives. How methods connect to governance, identity, and resurgence.

*Assignment: Weekly Discussion Entry*

**Week 10 – Nov 11**

**Northern Case Studies** – Examples from Yukon and the North. Self-determination, co-management, and Indigenous governance in practice.

*Assignment: Weekly Discussion Entry*

**Week 11 – Nov 18**

**Canadian Case Studies** – Modern treaties, Indigenous law, and reconciliation initiatives across Canada.

*Assignment: Weekly Discussion Entry*

**Week 12 – Nov 25**

**Global Case Studies** – Indigenous knowledge in international contexts: land rights, biodiversity, and legal recognition of Indigenous knowledge systems.

*Assignment: Weekly Discussion Entry*

## **Week 13 – Dec 2**

**Final Reflections & Pathways Forward** – How do we move forward with bridging knowledges? Strategies for reconciliation, governance, and ethical collaboration.

*Final Action Project Due*

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### **Textbooks & Learning Materials**

No textbook is required. All readings will be provided via Moodle or online links. Reliable internet access is required for participation and assignment completion.

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### **Academic Integrity**

Students are expected to conduct themselves with honesty and integrity. Plagiarism, cheating, and other forms of academic misconduct will not be tolerated. See *Yukon University Academic Regulations* for full details.

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### **Academic Accommodation**

Students requiring accommodations for disabilities, chronic conditions, or other circumstances should contact the Learning Assistance Centre:  
[LearningAssistanceCentre@yukonu.ca](mailto:LearningAssistanceCentre@yukonu.ca).