

 Yukon University	Division of Applied Science and Management School of Indigenous Governance
	Course Code: PHIL 230 Course Title: Bridging Knowledges
	Term: Fall 2026-01 Number of Credits: 3
Course Outline	

INSTRUCTOR:	David E. N. Silas, B.Sc.
OFFICE HOURS:	By appointment
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DATES:	September 1, 2026 – December 1, 2026 (Tuesdays 10:30 AM – 11:50 AM)
CRN:	10007
FORMAT:	HyFlex

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.

COURSE REQUIREMENTS

FNGA 100 or HIST 140.

EQUIVALENCY OR TRANSFERABILITY

Receiving institutions determine course transferability. Find further information at:
<https://www.yukonu.ca/admissions/transfer-credit>

YUKON FIRST NATIONS CORE COMPETENCY

Students who successfully complete this course will have achieved core competency in knowledge of Yukon First Nations. By the end of this course, students will have greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination. For details, please see www.yukonu.ca/yfnccr

LEARNING OUTCOMES

Upon successful completion of the 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
7. expressing Indigenous ways of knowing through written, oral, or multimedia forms.
8. **Formulate** strategies for revitalizing, protecting, and sustaining Indigenous knowledge systems in contemporary contexts of governance, education, and policy.

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)

ASSESSMENT & EVALUATION

Assessment	Description	
Discussion & Participation	Eight short blog entries (200–400 words) responding to course readings and prompts, plus engagement with classmates' posts.	35%
Midterm Assignment	A written exam covering key concepts, readings, and discussions from Weeks 1–7.	20%
Final Action Project	A culminating assignment (research paper, creative project, or policy brief) integrating course materials and proposing strategies for bridging knowledges.	30%
Attendance & Participation	Active engagement in lectures, discussions, and class activities.	15%
Total		100%

WEEKLY TOPIC OUTLINE

Week	Date	Topic	Assignment
1	Sept 1	Introductions & Relationality Building classroom community through respect, reciprocity, and interconnectedness. Introduction to key course concepts.	<i>Weekly Discussion Entry</i>
2	Sept 8	Ways of Knowing, Doing, and Being Indigenous philosophy, epistemology, and traditions of thought. Exploring where our own worldviews come from.	<i>Weekly Discussion Entry</i>
3	Sept 15	Knowledge Acquisition and Storytelling Oral traditions, narratives, and story as pedagogy. How knowledge is passed on across generations.	<i>Weekly Discussion Entry</i>
4	Sept 22	Understanding Worldviews Belief systems, assumptions, and values. Comparative discussion of Indigenous and Western frameworks.	<i>Weekly Discussion Entry</i>
5	Sept 29	Land, Language, and Law Exploring the interconnections of land, Indigenous languages, and Indigenous legal orders.	<i>Weekly Discussion Entry</i>
6	Oct 6	Colonialism and Knowledge Formation How colonialism reshaped Indigenous worldviews and continues to influence knowledge systems today.	<i>Weekly Discussion Entry</i>
—	Oct 13–16	READING WEEK	No class
7	Oct 20	Ethical Space and Knowledge Bridging Introduction to the Ethical Space framework. Strategies for dialogue across Indigenous and Western worldviews.	<i>Weekly Discussion Entry</i>
8	Oct 27	Revitalization and Resurgence Movements to rebuild Indigenous ways of being, knowing, and governing.	<i>Midterm Exam</i>
9	Nov 3	Indigenous Methodologies Research and knowledge production from Indigenous perspectives. How methods connect to governance, identity, and resurgence.	<i>Weekly Discussion Entry</i>
10	Nov 10	Northern Case Studies Examples from Yukon and the North. Self-determination, co-management, and Indigenous governance in practice.	<i>Weekly Discussion Entry</i>
11	Nov 17	Canadian Case Studies Modern treaties, Indigenous law, and reconciliation initiatives across Canada.	<i>Weekly Discussion Entry</i>
12	Nov 24	Global Case Studies Indigenous knowledge in international contexts: land rights, biodiversity, and legal recognition of Indigenous knowledge systems.	<i>Weekly Discussion Entry</i>
13	Dec 1	Final Reflections & Pathways Forward How do we move forward with bridging knowledges? Strategies for reconciliation, governance, and ethical collaboration.	<i>Final Action Project Due Dec 8, 2026</i>

Final Action Project Due December 8, 2026

COURSE WITHDRAWAL INFORMATION

Refer to the YukonU website for important dates.

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.

Additional required readings will be available on Moodle or online via links provided.

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.

ACCESSIBILITY AND ACADEMIC ACCOMMODATION

Yukon University is committed to providing a positive, supportive, and barrier-free academic environment for all its students. Students experiencing barriers to full participation due to a visible or hidden disability (including hearing, vision, mobility, learning disability, mental health, chronic or temporary medical condition), should contact [Accessibility Services](#) for resources or to arrange academic accommodations: access@yukonu.ca.