



School of Applied Arts
PHIL 230
Bridging Knowledges
Fall 2021
3 Credits

Course Outline

INSTRUCTOR: Gillian Staveley - Mészdžh

E-MAIL: gstaveley@yukonu.ca

OFFICE LOCATION AND HOURS: By Appointment Only

TELEPHONE: 403-465-3385

CLASSROOM: Online or Room A2603 – Whitehorse Campus

TIME: 1:00 – 2:20 PM

DATES: Mondays and Wednesdays

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.

COURSE REQUIREMENTS

Prerequisite(s): 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 a 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:

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

COURSE FORMAT

This course will be delivered in a blended format. Students will be required to attend online synchronous lectures and complete an assortment of synchronous and asynchronous online activities. Course delivery will be online synchronous with live lectures on Mondays and Wednesdays from 1:00 -2:20 each week. In addition, the course will have posted lectures, assignments, and materials, all available via Moodle.

Instructional class time is 2 hours 40 minutes each week. It is expected that this course will also require 3 hours each week of homework and additional reading and attending the weekly lectures. It is important to note that the time required will vary by each individual.

EVALUATION

Discussion Question Entries	50%
Midterm Exam	20%
Final Assignment	20%
Attendance and Participation	10%
Total	100%

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 the class will see their efforts reflected in the graded assignments.

Blog Posts & Discussion (50%)

Students will produce ten 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, students will be expected to engage with fellow classmates in a thoughtful and meaningful way. Students 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.

Final Action 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 Indigenous Knowledge, in what way can we locate space for Indigenous knowledge to be utilized in our world today. What suggestions do you have for what needs to change? More details describing the assignment will be available on the course website.

COURSE WITHDRAWAL INFORMATION

Refer to the YukonU website for important dates.

TEXTBOOKS & LEARNING MATERIALS

There is no textbook or course pack for this course. All readings will be available on Moodle or online via the links provided. Internet Access is needed for this course, and a reliable connection is part of the requirements to attend the class and complete all assignments.

ACADEMIC INTEGRITY

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Academic Regulations & Procedures for further details about academic standing and student rights and responsibilities.

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 by contacting the Learning Assistance Centre (LAC): LearningAssistanceCentre@yukonu.ca.

TOPIC OUTLINE

Week	Topics	Assignments Due
Week 1: September 8th	Introductions and Relationality – Respect, Reciprocity and Interconnectedness?	Weekly Discussion Entry Due
Week 2: September 13-15th	Ways of Knowing, Doing, and Being – Indigenous Philosophy and where do our thought traditions come from?	Weekly Discussion Entry Due
Week 3: September 20-22nd	Knowledge Acquisition and Stories – How do we acquire and pass on knowledge?	Weekly Discussion Entry Due
Week 4: September 27-29th	What are Worldviews – What are our Beliefs?	Weekly Discussion Entry Due
Week 5: October 4-6th	Land, Language, and Law – How are these three facets tied to Indigenous Knowledge?	Weekly Discussion Entry Due
Week 6: October 13 th	History of Colonization in Knowledge Formation – How did our Worldviews Change?	Weekly Discussion Entry Due
Week 7: October 18-20th	What is Ethical Space – How do we Bridge/Braid Knowledge?	Weekly Discussion Entry Due
Week 8: October 25 th – 27th	Revitalization and Resurgence – Where do we rebuilding our ways of Being?	Midterm Exam
Week 9: November 1-3rd	Reconciling Multiple Ways of Knowing – What is Two-Eyed Seeing?	Weekly Discussion Entry Due
Week 10: November 8-10th	Case Study of Northern Examples – Who are the Dene Land Guardians?	Weekly Discussion Entry Due
Week 11: November 15-17th	Case Study of Canadian Examples – How are IPCA’s changing the way we use Indigenous Knowledge?	Weekly Discussion Entry Due
Week 12: November 22-24th	Case Study of Global Examples – Legal Rights for Knowledge and the Land	No Assignment Due
Week 13: November 29th- December 1st	Final Connect – How do we move Forward?	Final Assignment

