

LFS 340: First Nations Health & Traditional Role of Plants



In-Class sessions: Tuesdays, January 7- April 8, 2025, 1pm -3:30pm



xʷməθkʷəy̓əm (Musqueam) & UBC:

UBC Vancouver is located on the traditional, ancestral, and unceded territory of the Musqueam people. The land it is situated on has always been a place of learning for the Musqueam, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

xʷməθkʷəy̓əm (Musqueam) Elder Larry Grant Welcome Message: <https://indigenous.ubc.ca/indigenous-engagement/musqueam-and-ubc/>

To learn more about First Nations and Indigenous territories where you live, please visit native-land.ca [Links to an external site.](#)

COURSE OVERVIEW

This course will introduce Indigenous plant knowledge and some traditional uses in maintaining indigenous people's health. These uses may include medicinal foods, fibers, ceremonies, and poisons. We will also examine Indigenous people's traditional health models and explore potential bridging between traditional and modern medical systems. Finally, we will discuss contemporary issues regarding plant uses, land-based education and research, including existing intellectual property frameworks and research ethics involving Indigenous knowledge systems.

COURSE OBJECTIVES

- Explore Indigenous cultures and traditional botanical knowledge systems.
- Examine Indigenous plant knowledge and practices as a way of knowing.
- Appreciate medicinal plants, oral tradition, and contributions of Indigenous people.
- Review the role and value of medicinal plants and Indigenous knowledge to contemporary society.
- Discuss Indigenous land-based practices in the context of Indigenous research frameworks.
- Consider the cultural role and chemistry of some entheogenic plants used by Indigenous people.
- Discuss alternative medical practices and the influence of Western technologies on traditional medicine.
- Learn about food and medicinal plants used by Indigenous people and discuss their cultural relevance.

- Examine the role of Indigenous knowledge in Western science.

LEARNING OUTCOMES

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

- Recognize traditional knowledge as a way of knowing.
- Outline aspects of traditional health systems and identify issues impacting Indigenous people.
- Describe some plants of cultural significance to Indigenous people.
- Discuss the chemistry and bioactivity of some BC plants used by Indigenous people.
- Support the bridging of traditional knowledge and Western knowledge.
- Describe intellectual property rights and ethical issues related to Indigenous plant knowledge.
- Explain the principles of land-based education and research.

TEACHING TEAM:

ROLE	NAME	EMAIL	OFFICE HOURS
Instructors:	Dr. Alannah Young	alannah.young@ubc.ca	By appointment online or in-person
	Dana Hunter	dana.hunter@ubc.ca	By appointment online or in-person
Teaching Assistants:	Mackenzie Hall		Mondays 12-1pm online or in-person
	Yolanda Calderon	Yolanda.calderonmerino@ubc.ca	Wednesdays 11am-12pm online

Course Format

We will use a variety of online teaching and in-person learning formats: mini-lectures, small group discussion, class discussions, individual thinking, and writing time. Course readings can be accessed online through UBC library, which is directly linked through Canvas. You are expected to pre-read the assigned articles and come to class prepared to discuss them.

Students are expected to attend all classes and to be on time. Engagement includes having read the articles before class and thoughtful participation in small group and whole class discussions and activities. Cooperation among class members includes sharing and caring for the well-being of each person and for the collective/group. Evaluation Criteria: (a) attendance; and (b) quality of engagement and (c) cooperation.

We will create a learning environment that respects diverse opinions, even though we may not all agree with points put forward. We will create a learning environment that is caring, respectful and inclusive. We will challenge ideas, but we will not tolerate any connotations that are of a negative personal nature.

4R's in Higher Education. Respect, Relevance, Reciprocity & Responsibility. (Kirkness & Barnhardt, 1991)

We will use and adapt the 4R's that Verna J. Kirkness and Ray Barnhardt recommended for quality Indigenous

higher education in the following ways:

1. Demonstrating *respect* toward Indigenous Knowledge Systems and each other;
2. Searching for theory and practice that is *relevant* to Indigeneity, and reconciliation leadership;
3. Practicing *reciprocity* that benefits educational contexts/institutions, Indigenous communities/organizations, and learners; and
4. Developing ethically *responsible* approaches to our learning.

For more adapted Indigenous 4 R frameworks see: <https://fnhl.ubc.ca/longhouse/longhouse-teachings/>

STATEMENTS OF RESPECTFUL PARTICIPATION, PERSONAL SELF-CARE, RESPECT AND INCLUSION

Please ensure that you carefully read each of the following community agreements & expectations:

Respectful Participation:

You may be strongly affected by content, ideas, and experiences within the course. This is because the course may challenge personal and professional beliefs, values, and assumptions we hold about ourselves and about others. Challenging what we think we know can move us beyond our comfort zone, creating forms of resistance for some and/or embracing new learning. In order to ensure functional, productive, inclusive, and respectful dialogues, it is important that each person take responsibility for how they participate in this course. Therefore, it is necessary that each person:

- Communicate thoughtfully, professionally, and respectfully;
- Respond to each other with the goal of understanding the perspective of others. This does not mean you can't disagree or question interpretations of our exchanges with one another; and
- Respect diversity and be tolerant of the ideas and experiences of others.

Personal Self-Care:

It is essential to emphasize the importance of personal self-care when learning about forms of colonization that form part of the content in this course. Indigenous history and contemporary realities may be new to some, while others may have more experience with this content. Your new understandings, further explorations, classroom materials, and conversations may evoke for you unexpected emotions and give rise to unpredicted behaviors. It is important that you consider strategies to support yourself in your personal responses. Some suggestions include:

- Take time to debrief and respond to emotions through talking with others, whether a friend, colleague, instructor, or counselor.
- Follow up with your instructor(s).
- Contact support staff in the Program Advisor if you are uncomfortable discussing matters with your instructor.

Respect and Inclusion:

The Faculties at UBC are committed to creating a respectful workplace and learning environment that supports inclusion based on the principles of equity, diversity, and social justice in order to create an educational and employment environment that supports our community members' full participation. This also includes providing accessible, usable, and welcoming spaces for faculty, staff, students, and visitors with disabilities, members of racialized communities, Indigenous people, trans, two-spirit and gender-diverse people, regardless of their age, sexual orientation, social status, religion, ethno-linguistic, nationality and citizenship status.

Our learning environments are inclusive of gender identity, gender expression, sex, race, ethnicity, class, sexual orientation, ability, age. Students, instructors, visitors, and readings/media in Education courses may raise controversial issues. Learners and educators expect to be treated respectfully at all times and in all interactions. Non-sexist, non-racist, non-homophobic, non-transphobic and non-heterosexist language is expected in UBC class discussions and course assignments. You may also email your instructor with your name and pronoun and how you

would like these to be used. For more information or support see: <https://equity.ubc.ca/resources/gender-diversity/pronouns/>

***BY ATTENDING THIS COURSE YOU AGREE TO THE ABOVE STATEMENTS OF RESPECTFUL PARTICIPATION**

LEARNING ACTIVITIES

Some self-directed outdoor classroom activities may require small group work; assigned reading must be completed before class meetings. In addition, you should submit any discussion questions before the meeting. There will be one or two flexible learning sessions, no class meeting, where students must complete an outdoor assignment and report to the class later. Depending on COVID-19 restrictions and weather conditions, we will organize class meetings at the UBC Farm Indigenous Health Research Education Garden. Class participation is graded, expected, and highly encouraged.

LEARNING MATERIALS

There is no required textbook for this course; links to assigned reading material will be available with each module posted on Canvas. (Also see Library online course reserve section). Canvas will be used as the central online learning management system. You may be asked to visit or directed to other online resources if necessary.

PLANT RESOURCE GUIDES:

The links below are helpful resources on Indigenous plants you are welcome to use to complete your assignments. There is also a Canvas course page with more plant resources.

<https://www.nativeplantsandfoodsintitute.com/plant-teachings/toolkit>

Musqueam Plants: <https://vancouver.housing.ubc.ca/musqueam-plants/>

COURSE LOCATIONS:

The Course will be held in blended outdoor and indoor classrooms dependent on weather. Anticipated Locations are noted in the Syllabus, and will be announced in reminder each week on Canvas. Please practice checking the announcements on Canvas each week before class to confirm the location.

Outdoor Classroom:

The Centre for Indigenous Education, Research, & Wellness at x^wçic̓əsəm Garden

Location: in the UBC Farm (3461 Ross Drive)

Map & info: <https://indigenous.landfood.ubc.ca/location/>

Indoor Classrooms (2):

<p>This course has 2 different Indoor Classrooms for this course that serve 2 functions:</p> <ul style="list-style-type: none"> • First to keep us warm anticipating cold weather, • Second as a backup classroom for days when weather does not allow class to occur in the outdoor classroom (eg. days with inclement weather) 	
Jan 14-Feb 11	<p>Indoor Classroom #1: x^wθəθiqətəm (Place of Many Trees)</p> <p>Building: Liu Institute for Global Issues</p> <p>Address: 6476 NW Marine Dr, Vancouver, BC V6T 1Z2</p> <p><i>*Entrance is on West Mall</i></p>
Feb 25-April 8	<p>Indoor Classroom #2: (back-up indoor space):</p> <p>Location: To be Confirmed, likely in SWING Space Building</p>

COURSE SCHEDULE:

This course is a hybrid course with one weekly in-person discussion-based class and online video lecture content as well as readings. Video content is to be watched before each class as well as readings completed to prepare for class discussions. You will have a week to watch the video before each class to watch it when it suits your schedule. The content for the following week will be released at the end of every class.

The course is divided into four modules which we will refer to as “Bundles” in this course, and will be made available via Canvas. Each module includes two to three pre-recorded lectures, assigned readings and online discussion posts, writing assignments, and one outdoor activity. The weeks we do not have lecture videos to view, your discussion boards can relate to the weekly readings.

Readings are assigned per bundle (module); you are expected to refer to these articles in your academic and self-reflective essays, journal entries, and other assignments. The links to assigned readings have been included for your convenience and can also be found in the online **course reserves** available here:

<https://courses.library.ubc.ca/instructorhome/id/215775>

In-Class Time: 1:00 - 3:30 pm / Independent Video Watching Time: 20-40mins **As fits your schedule*

Course Reading Schedule (on pg. 6): This is organized to help you know the content (readings and lecture videos) to arrive to that week’s class prepared with.

- Eg. For week 5, class on Tuesday, arrive having prepared the content listed in week 5 (M2 Lecture video 1, and the Hare et al. (2020) reading.

COURSE READINGS SCHEDULE:

MODULE ONE: Indigenous Knowledge and Worldviews		
<u>Week/ Date:</u>	<u>Readings:</u>	<u>Supplementary Content:</u>
<p>Topics:</p> <ul style="list-style-type: none"> • Indigenous worldviews • Community history and Indigenous people • Ways of knowing and being • Colonization • Decolonization <p>Video Lectures: (3)</p> <ol style="list-style-type: none"> 1. Worldviews [21mins] 2. Colonization [30mins] 3. Decolonization [38 mins] 		
<p>WK1 Class 1 TU Jan/7</p>	<p>Orientation class: Meet 1-3:30 at Garden or indoor classroom (if bad weather) *check Canvas for location announcements</p> <p>Orientation actions:</p> <ul style="list-style-type: none"> • Review Syllabus • Complete Reading on learning on Musqueam Land (2mins) • Write welcome Discussion Board (DB) with personal introduction posting & a creative land acknowledgement. <p>Actions to prepare for class #2 on 1/14:</p> <ul style="list-style-type: none"> • Complete Week 1 readings to prepare to discuss in Watch Module 1 VIDEO LECTURE #1: (21mins) • DB1: Post on readings for before class 2 (on 1/14) [Due Mon 13 at 11:59pm] • Share an Indigenous plant resource in weekly DB post 	
<p>WK 2 Class 2 TU Jan/14</p> <p>*Class in PLOMT</p>	<p><i>Required to Prepare for in-class discussion this week:</i></p> <p>Module 1 VIDEO LECTURE #1: Worldviews (21mins)</p> <p>Kirkness, VJ and Barnhardt. (1991). First Nations and higher education: in the four r's: respect, relevance, reciprocity, responsibility. Journal of American Indian Education 30(3): 1-11.</p> <p>Bartlett, C.; Marshall, M; Marshall, Albert (2012). Two-eyed seeing and other lessons learned within a co-learning journey of bringing together indigenous and mainstream knowledges and ways of knowing. Journal of Environmental Studies and Sciences, (2) 4: 331–340.</p> <p>Complete Discussion Board #1: Worldviews</p>	<p><i>Supplementary Plant resource:</i></p> <p>https://indigenousfoundations.arts.ubc.ca/cedar/</p>

<p>WK 3 Class 3 TU Jan/21</p> <p>*Class in PLOMT</p>	<p>Module 1 VIDEO LECTURE #2: Colonization (30mins)</p> <p><i>Required Reading [1]</i></p> <p>Arrows, Four. "The CAT-FAWN connection: Using metacognition and Indigenous worldview for more effective character education and human survival." <i>Journal of Moral Education</i> 45, no. 3 (2016): 261-275.e. https://doi.org/10.4324/9781003019299.138-156.</p> <p>*Walk to Xwi7xwa Library on break for orientation 2:30-3:20</p>	<p><i>Supplementary Plant resource:</i></p> <p>https://vancouver.housing.ubc.ca/musqueam-plants/</p>
<p>WK 4 Class 4 TU Jan/28</p> <p>*Class in PLOMT</p>	<p>Module 1 VIDEO LECTURE #3: Decolonization (38mins)</p> <p><i>Required Reading [1]</i></p> <p>Borré, K. (1994). The healing power of the seal. <i>Arctic Anthropology</i> 31: 1-15.</p> <p><i>Recommend Complete Out of Class Activity of choice:</i></p> <p><i>Decolonizing Walk:</i> https://belkin.ubc.ca/events/decolonization-tours-september-2024</p> <p>Musqueam Street Sign Info https://planning.ubc.ca/transportation/transportation-planning/musqueam-street-signs</p> <p>OR MOA- <i>In a different light:</i> https://moa.ubc.ca/exhibition/in-a-different-light-reflecting-on-northwest-coast-art/</p>	<p><i>Supplementary video:</i></p> <p><i>Video: First Nations House of Learning Great Hall Tour: Sty-Wet-Tan</i></p> <p>Example of place-based pedagogy:</p> <p>https://fnhl.ubc.ca/longhouse/sty-wet-tan-great-hall/</p>
<p>MODULE TWO: Indigenous Medical Systems</p> <p>Topics:</p> <ul style="list-style-type: none"> ● <i>Indigenous Health and Wellness</i> ● <i>Principles and Indicators of Indigenous Health and Wellness</i> ● <i>Repatriation, Protocols & Place as Pedagogy for Holistic Wellness</i> <p>Video Lectures: (2)</p> <ol style="list-style-type: none"> 1) <i>Indigenous Medical Systems [23mins]</i> 2) <i>Plant Relationality & Indigenous Knowledges [23mins]</i> 		
<p>WK 5</p>		<p><i>Supplemental Reading:</i></p>

<p>Class 5 TU Feb 4</p> <p>*Class in PLOMT</p> <p>*Due: Journal Log #1 Due Sun Feb 2 11:59pm</p>	<p>Module 2 LECTURE #1: Indigenous Medical Systems</p> <p><i>Required Readings (2)</i></p> <p>Hare, J., Bridge, C., & Shilling, A. (2020). Preparing teachers through land education: Indigenous erasure, reclamation, and resurgence in campus spaces. In <i>Indigenous Futures and Learnings Taking Place</i> (1st ed.). López López, L., & Coello, G. (Eds.). Routledge. https://www.taylorfrancis.com/chapters/edit/10.4324/9781003019299-7/preparing-teachers-land-education-jan-hare-christine-bridge-amber-shilling?context=ubx&refId=e7768978-dbc3-49f8-b257-933b3fd415b3</p> <p>*Walk to Xwi7xwa Library on break for story research guided by librarians, & final closing 2:30-3:20</p>	<p>Gomes T., Brown L, and Young Leon, A. (2013). Indigenous Health Leadership: Protocols, Policy and Practice. <i>Pimatisiwin: A Journal of Aboriginal and Indigenous Community Health</i>. 11(3). https://lfs-indigenous.sites.olt.ubc.ca/files/2014/07/GomesYoung.pdf</p>
<p>WK 6 Class 6 TU Feb/11</p> <p>*Class in POMT</p> <p>Due: Out of Class Project Sun/16 11:59pm</p>	<p>M2 LECTURE #2: <i>Plant Relationality & Indigenous Knowledges</i></p> <p><i>Required Reading [1] for in-class Discussion:</i></p> <p>T. Dennis, M.K & Robin (2020). Healthy on our terms: Indigenous well-being and the colonized food system. <i>Journal of Critical Dietetics</i> 5: 4-11. 739-52</p> <p>*Guest speaker Tricia Logan with combined class FNIS 401R: <i>Structures of Settler Colonialism</i></p>	<p><i>Supplemental Reading:</i> Adamson, J. (2011). Medicine Food: Critical Environmental Justice Studies, Native North American Literature and the movement for Food Sovereignty. <i>Environmental Justice</i>. 213-219</p> <p><i>Supplementary Plant resource:</i> https://museumofvancouver.ca/indigenous-plant-guide-in-hnqminm</p>
<p>WK 7 Feb/18</p>	<p><u>Reading week NO CLASS</u></p>	
<p>WK 8 Class 7 Tu Feb/25</p> <p>*Class in Garden</p> <p>Due: Journal Log #2 Sun/2 11:59pm</p>	<p><i>No lecture this week</i></p> <p><i>Required Readings (Complete & Post for week 6):</i></p> <p>Ugent, D. (2000). medicine, myths and magic. The folk healers of a Mexican market. <i>Economic Botany</i> 54: 427-438.</p> <p>*Feb 14 MMIWG March</p>	<p><i>Supplemental Reading:</i></p> <p>UBC Sustainability. (2018). <i>Indigenous Wellness Indicators</i>. https://sustain.ubc.ca/sites/default/files/2018-62%20Indigenous%20Wellness%20Indicators_Heggie.pdf</p> <p><i>Plant Resource:</i> https://www.csiro.au/en/research/indigenous-science/indigenous-knowledge/calendars</p>

<p>WK 9 Class 8 Tu Mar/4</p> <p><i>*Class in Musqueam</i></p>	<p><i>No lecture this week</i></p> <p><i>Required Readings (Complete & Post for week 7):</i></p> <p>Vowel, C. (2016). What is cultural appropriation? Respecting cultural boundaries. <i>Indigenous writes: A guide to First Nations, Métis, and Inuit issues in Canada</i>. 80-91.. Winnipeg, MB: HighWater Press. https://www.portageandmainpress.com/content/download/17819/220849/version/1/file/9781553796800_Indigenous_Writes_excerpt.pdf</p> <p>Field trip to Musqueam: Salishan Catering- Indigenous Food Practices. https://salishancatering.com/</p>	<p><i>Supplementary Videos</i></p> <p>St. Denis, V. (2017). Critical Race Theory and its Implication for Indigenous Cultural Safety. <i>Indigenous Cultural Safety Collaborative Learning Series</i>.</p> <p>https://www.icscollaborative.com/webinars/critical-race-theory-and-its-implication-for-indigenous-cultural-safety</p>
<p>MODULE THREE: Indigenous Research and Education</p> <p>Topics:</p> <ul style="list-style-type: none"> ● <i>Indigenous plant knowledge and research</i> ● <i>Indigenous research frameworks and methodologies</i> ● <i>Land-based education and practices</i> ● <i>Ethics, protocols, and customary laws</i> ● <i>Research paradigms and ways of thinking</i> <p>Video Lectures: (2)</p> <ol style="list-style-type: none"> 1) <i>Protection of Indigenous Knowledge [37mins]</i> 2) <i>Indigenous Research Paradigms [30mins]</i> 		
<p>WK 10 Class 9 Tu Mar/11</p> <p>Due: Journal Log 3 Sun/16 11:59pm</p>	<p>M3 LECTURE #1: Protection of Indigenous Knowledge</p> <p><i>Required Readings:</i></p> <p>Cambou, D. (2019). The UNDRIP and the legal significance of the right of indigenous peoples to self-determination: a human rights approach with a multidimensional perspective. <i>The International Journal of Human Rights</i>, 23(1-2), 34-50.</p>	<p><i>Supplementary Videos</i></p> <p>http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf</p> <p><i>Plant Resource</i></p> <p>https://www.csiro.au/en/research/indigenous-science/indigenous-knowledge/calendars</p>

<p>WK 11 Class 10 Tu Mar/18</p>	<p>M3 LECTURE #2: Indigenous Research Paradigms</p> <p><i>Required Readings:</i></p> <p>McDonald, M. (2023) Indigenous Land-Based Education in Theory and Practice. <i>Yellowhead Institute</i>. https://yellowheadinstitute.org/land-based-education/ https://yellowheadinstitute.org/wp-content/uploads/2023/01/YI-Land-Based-Education-Special-Report-2.2023-1.pdf</p> <p>Young Leon, A., W. Mendes, E. Jovel. (2019). Decolonizing Framework for Land based Pedagogies. <i>Canadian Journal of Native Education</i>. 41 (1) 37-59. https://doi.org/10.1428/cjne.v41i1.196613</p>	<p><i>Supplementary Reading</i></p> <p><i>Supplementary Reading</i></p> <p>Betasamosake Simpson, L. (2014). Land as pedagogy: Nishnaabeg intelligence and rebellious transformation. <i>Decolonization: Indigeneity, Education & Society</i>, 3(3).</p> <p><i>Supplementary Video:</i> National Centre for Collaboration for Indigenous Education (2020). Knowledge Keeper: Dr. Alannah Young Leon, Indigenous land-based education pedagogy - plants and foods as medicine https://www.nccie.ca/story/knowledge-keeper-dr-alannah-young-leon-indigenous-land-based-education-pedagogy-plants-and-foods-as-medicine/</p>
<p>MODULE FOUR: Indigenous Knowledge and Western Science</p> <p>Topics:</p> <ul style="list-style-type: none"> ● Chemistry, Pharmacology, & Intellectual Property ● Cultural roles of Entheogenic plants & sacred knowledge ● Conservation and Sustainability of Fragile Ecosystems ● Reconciling educational systems and ways of living <p>Video Lectures: (2)</p> <p>1) Indigenous Knowledge & Western Science [49m] 2) Health, Wellbeing & Connection to Place [33m]</p>		
<p>WK 12 Class 11 Tu Mar/25</p> <p>Due: Cultural Identity Essay 3/30 11:59pm</p>	<p>M4 LECTURE #1: Indigenous Knowledge & Western Science</p> <p><i>Required Reading:</i></p> <p>Johnston, F.H.; Jacups, S.P.; Vickery, A.J.; Bowman, DMJS (2007). Ecohealth and Aboriginal testimony of the nexus between human health and place. <i>Ecohealth</i> 4: 489-499. https://link.springer.com/article/10.1007/s10393-007-0142-0</p>	<p><i>Supplementary Reading</i></p> <p>Jauregui, X., Clavo, Z.M., Jovel, E.M., Pardo de Santiyana, M. (2011). "Plantas con Madre": plants that teach and guide in the shamanic initiation process in the east-central Peruvian Amazon. <i>J Ethnopharmacology</i>. 2011 April 12;134(3):739-52</p>
<p>WK 13 Class 12 Tu Apr/1</p>	<p>M4 LECTURE #2: Health, Wellbeing & Connection to Place</p>	

	<p><i>Required Reading:</i></p> <p>Corntassel, J. & Hardbarger, T. (2019). Educate to perpetuate: Land-based pedagogies and community resurgence. <i>International Review of Education</i>: 65: 87-116. https://www.researchgate.net/publication/330116299_Educate_to_perpetuate_Land-based_pedagogies_and_community_resurgence</p>	
<p>WK 14 Class 13 Tu Apr/8</p> <p>*Due: Journal Log 4 TU/8 11:59pm</p>	<p><i>Required Reading:</i></p> <p>Young Leon, A. & Nadeau, D. (2018). Embodying indigenous resurgence: All my relations' pedagogy. In S. Batacharya & R. Wong, (Eds.), <i>Sharing Breath: Embodiment, Pedagogy and Decolonization: Critical and Materialist Considerations</i> . 55-82 https://www.aupress.ca/app/uploads/120269_99Z_Batacharya_Wong_2018-Sharing_Breath.pdf</p> <p><i>Final Class, Closing Class Reflections & Activities</i></p>	<p><i>Supplementary Reading:</i></p> <p>Young Leon, A. (2012). Elders' teachings on leadership: Leadership is a gift. <i>Living Indigenous leadership: narrative on building strong communities</i>. 48-63. UBC Press. https://ebookcentral.proquest.com/lib/ubc/reader.action?docID=3412811&ppg=65</p>

LEARNING ASSESSMENT

Assignment	Points
● 10 Academic and Self-Reflective Postings	20
● Out-of-class project (UBC Decolonizing Walk/Belkin Gallery)	15
● Story Analysis and Cultural Identity Essay	20
● Journal log response (4)	30
● Participation	15
TOTAL	100

ASSIGNMENTS SCHEDULE & DUE DATES:

Due Date/Time	Assignment:
Sun Feb 2 (11:59pm)	Journal Log #1
Sun Feb 16 (11:59pm)	Out-of-Class Assignment
Sun March 2 (11:59pm)	Journal Log #2
Sun March 16 (11:59pm)	Journal Log #3

Sun March 30 (11:59pm)	Cultural Identity & Story Analysis
Tues April 8 (11:59pm)	Journal Log #4

ASSIGNMENT DETAILS

- **Academic and Self-Reflective Discussion Board Posting & Reply [20 Points]**

Throughout the term you will engage in a weekly Discussion Board. This has two components/week. The first is an original posting of your own reflections on course content covered that week. The academic portion of the posting should be based on required readings, guest speakers (if applicable), videos, and class content presented by your instructors. The self-reflective piece should demonstrate your personal growth from a significant experience (s). It is not a summary of other people's thoughts but your opinion. For the second part, you will thoughtfully respond to at least one other student's posting each week.

Weekly Timeline: Original Posting: by 11:59 pm each Friday, Response to the post of another student: by 11:59 each Sunday. **Total of 10 Reflective Discussion Posting and Replies**

- **Out-of-Class Project (UBC Decolonizing Walk/ Belkin Gallery OR MOA) [15 Points]**

DUE: Monday, February 16, 2025, by 11:59pm

Complete an out-of-class experiential in your own time. You have the option to choose either a modified (shortened) version of the Belkin Art Gallery's Decolonizing Walk or visit the MOA's exhibit *In a Different Light*.

In a short essay format, describe your reflections and impressions of the exhibition or walk, keeping the course's topics in mind. The self-reflective portion should demonstrate your personal growth from significant experiences. It is not a summary of other people's thoughts or descriptions of the material describing the exhibit/walk. Still, your opinion and feelings, and gained an understanding of the impact of colonization and dispossession/repatriation/remapping of Indigenous people's cultures through your visit to the Belkin Gallery UBC Decolonizing Walk.

MOA: <https://moa.ubc.ca/exhibition/in-a-different-light-reflecting-on-northwest-coast-art/>

DECOLONIZING WALK: <https://belkin.ubc.ca/events/outdoor-art-tours/>

- **Story Analysis and Cultural Identity Essay [20 points]**

DUE: Friday, March 30, 2024, by 11:59pm.

Based on a selected Indigenous story, write a 1200-word response that demonstrates and supports your answer to the story by linking other ideas and concepts, describing opinions and emotions to the story's message, generating conclusions using analyses and evidence, and suggesting contextual connections and relationships. Reflective writing is more personal than other types of academic writing; think mindfully about the message offered in the story, what it means to you, and the process of learning or practicing in your professional career.

Try to identify literary devices such as allusion and metaphor and explain their purpose in the story. Make connections, interpret, and draw conclusions about Indigenous worldviews. Discuss any ethical implications, issues, or conflicts in the story's title. How does it relate to the topics addressed in the course? Would you tell the story from a different perspective? Does the story relate to your own experience or culture? What are the teachings embedded in the story? Was there any message conveyed about Indigenous knowledge? How is the message communicated? Why did you choose the video for your assignment? Do you feel sympathy or empathy for the characters?

- **Journal Log Response (4 entries)** [30 points total/7.5 points each log]

Each student will keep a journal of the course. The journals have due dates spaced throughout the term. The journal may be any notebook where papers are already attached, or you may attach loose documents—writing about ideas relevant to the class/topic/course. A large part of your journal grade will depend on whether you create a synthesis of the course information. If references are made, you must cite them properly. No two people in the class should have the same story written in their journals.

Journal Log Response Dates:		
JOURNAL RESPONSE #	1	Sunday, February 2, 2025, by 11:59pm
	2	Sunday, March 2, 2025, by 11:59pm
	3	Sunday, March 16, 2025, by 11:59pm
	4	Sunday, April 8, 2025, by 11:59pm

- **Participation** [15 Points]

Your enthusiasm, involvement, and active participation affect the quality of class discussion and contributions to the online forum and learning environment throughout the term, and it will be included in your total participation. Take this opportunity to reflect on your participation in the course, share your reflections and write a short 400-500 words in a self-report, assessing your course participation with a justified recommendation for your grade. Use the rubric (on Canvas) and include a praxis of academic integrity. This will help you build confidence and prepare you for future professions. Your assessment will be reviewed and applied or adjusted by the teaching team as per the assignment rubric.

Note: Additional assignment information (e.g., detailed instructions & rubrics, etc.) is provided in the assignment section.

APA & INDIGENOUS FORMATTING:

All assignments should follow APA formatting and citation guidelines. You will be marked on your ability to demonstrate efficacy in these styles. See below for links to relevant guides:

Indigenous Style Guide: <https://guides.library.ubc.ca/IndigenousCitationGuide/WritingIndigenousKnowledge>

Indigenous Citation Guide: <https://guides.library.ubc.ca/IndigenousCitationGuide>

APA Formatting Guide: https://owl.purdue.edu/owl/research_and_citation/apa_style/index.html

SUBMITTING ASSIGNMENTS:

Assignments should be submitted via Canvas in the appropriate section. If you have any issues submitting assignments in this format, please contact one of the instructors as soon as possible.

MISSED OR LATE ASSIGNMENTS

Late penalties apply to all assignments: 5% per working day up to 5 days, after which you will receive zero marks. Extensions are granted only in exceptional circumstances. If there is a health issue, a medical note is required.

GRADING SCHEME

Grade Percent Level of achievement:

A+	90-100 Exceptional	B	72-75 Competent	C-	55-59 Adequate
A	85-89 Exceptional	B-	68-71 Competent	D	50-54 Adequate
A-	80-84 Exceptional	C+	64-67 Adequate	F	00-49 Inadequate
B+	76-79 Competent	C	60-63 Adequate		

UNIVERSITY POLICIES

UBC provides resources to support student learning and maintain healthy lifestyles but recognizes that sometimes crises arise. So, there are additional resources to access, including those for survivors of sexual violence. UBC values respect for the person and ideas of all academic community members. Harassment and discrimination are not tolerated, nor is the suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and religious observances. UBC values academic honesty. Students are expected to acknowledge others' ideas and uphold the highest academic standards in their actions. Details of the policies and how to access support are available at [UBC Campus Policies](#) and on [the UBC Senate website](#).

<https://www.landfood.ubc.ca/current/undergraduate/student-services/indigenous-students/>

ACADEMIC INTEGRITY

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow academic integrity codes. At the most basic level, this means submitting only original work done by you, acknowledging all sources of information or ideas, and attributing them to others as required. It also means you should not cheat, copy, or mislead others about

your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise. Therefore serious consequences arise, and harsh sanctions are imposed. For example, plagiarism or cheating may result in a zero mark on the assignment or exam, and more severe consequences may apply when the matter is referred to the dean's office. In addition, careful records are kept to monitor and prevent recurrences. A more detailed description of academic integrity, including the university's policies and procedures, may be found in the [UBC Calendar: Student Conduct and Discipline. Links to an external site.](#)

ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES

Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the [Centre for Accessibility. Links to an external site.](#) They will determine the student's eligibility for accommodations following [Policy 73: Academic Accommodation for Students with Disabilities.](#) Your instructors do not determine academic accommodations, and instructors should not ask you about the nature of your disability or ongoing medical condition or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility if accommodations affect a course's essential learning outcomes.

Copyright:

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline. *Version: January 5, 2025*