CAPILANO UNIVERSITY

COURSE OUTLINE		
TERM: Fall 2022	**COURSE NO:** ENSO 402	
INSTRUCTOR:	**COURSE TITLE:** Introduction to Traditional Ecological Knowledge Research	
OFFICE: **LOCAL:** **E-MAIL:** @capilanou.ca	**SECTION NO(S):**	**CREDITS:** 3.0
OFFICE HOURS:		
COURSE WEBSITE:		

Capilano University acknowledges with respect the Lilwat7úl (Lil'wat), xʷmə ɬ θkʷəyəm (Musqueam), shíshálh (Sechelt), Sḵwx̱wú7mesh (Squamish), and Səlílwətaʔ/Selilwitulh (Tsleil-Waututh) people on whose territories our campuses are located.

COURSE FORMAT
Three hours of class time, plus an additional hour delivered through on-line or other activities for a 15-week semester, which includes two weeks for final exams.

COURSE PREREQUISITES
45 credits of 100-level or higher coursework

CALENDAR DESCRIPTION
The course addresses the need to apply the practices already in place to protect biodiversity and, in tandem, work toward creating an ethical space of engagement to bring together Indigenous knowledge systems and Western scientific approaches. The course introduces the skills required to recognize culturally important sites and to gather information on Traditional Ecological Knowledge and practices in culturally respectful and reciprocal ways. Lectures will be augmented by Indigenous knowledge holders, other guest speakers and, with permission of and in partnership with First Nation Communities, visits to traditional sites of resource use and conservation.

COURSE NOTE
ENSO 402 is an approved Self and Society course for Cap Core requirements.

REQUIRED TEXTS AND/OR RESOURCES

Readings may include books and articles such as:

Bannister, K. (2018). *From Ethical Codes to Ethics as Praxis: An Invitation*. Ethnobiology Letters 9(1):13–26.

Butler, Caroline. 2004. *Researching Traditional Ecological Knowledge for Multiple Uses*. Canadian Journal of Native Education 28 (1/2).

Ellis, Stephen C. 2005. *Meaningful Consideration? A Review of Traditional Knowledge in Environmental Decision Making*. Arctic 58(1):66-77.

Hunn, Eugene. 2006. *Meeting of the Minds: How do we Share our Appreciation of Traditional Environmental Knowledge?* Journal of Royal Anthropological Institute. SI: SI 143---S160.

Joseph, Leigh. 2021. *Walking on Our Lands Again: Turning to Culturally Important Plants and Indigenous Conceptualizations of Health in a Time of Cultural and Political Resurgence*. International Journal of Indigenous Health. Vol.16: Issue 1: 165-179.

Kimmerer, Robin Wall. 2013. *Braiding Sweetgrass.* Milkweed Editions.

Lutz, John S. and Barbara Neis. 2008. *Making and Moving Knowledge : Interdisciplinary and Community-based Research in a World on the Edge*. McGill-Queen's University Press.

Mander, Jerry. 2008. *Declaration of Dignity*. Resurgence 250:6-9.

Neidhardt, Joe & Nicole (editors). (2019). *Groundswell – Indigenous Wisdom and Moral Revolution for Climate Change.* Strong Nations Publishing Inc.

Posey, Darrell. 2011. *Indigenous Knowledge and Ethics*. Routledge.

Proulx, Mary Jane, et al. 2021. *Indigenous Traditional Ecological Knowledge and Ocean Observing: A Review of Successful Partnerships*. Frontiers in Marine Science.

Smith, Linda Tuhiwai. 2021. *Decolonizing Methodologies*. 3rd edition. Bloomsbury Publishing.

Szalkiewicz, E., J. Sucholas and M. Grygoruk. 2020. *Feeding the Future with the Past: Incorporation Local Ecological Knowledge in River Restoration.* MDPI Resources.

Wilson, Shawn. 2008. *Research is Ceremony: Indigenous Research Methods*. Fernwood Publishing.

And additional resources such as:

Ermine, Willie et al. 2004. [The Ethics of Research Involving Indigenous Peoples](). IPHRC.

COURSE STUDENT LEARNING OUTCOMES
On successful completion of this course, students will be able to do the following:

- Differentiate the nature, sources, and characteristics of traditional ecological knowledge.
- Explain the complex relationship between culture and biology in traditional ecological knowledge and natural resource management.
- Describe issues around Indigenous knowledge and intellectual property rights and problematic history of western research in Indigenous communities.
- Demonstrate how to respectfully gather, integrate and mobilize traditional knowledge in collaboration with First Nations communities.
- Demonstrate how to present traditional knowledge via maps and reporting, emphasizing knowledge translation and ensuring resources and research deliverable are of use and interest to the community.
- Articulate and appreciate the importance of Traditional Ecological Knowledge as a source of environmental information that informs and is applied by First Nations communities.
- Recognize that traditional knowledge has been collected from the land over thousands of years and speaks to both the abiotic and biotic features of that land and the people on it.
- Acknowledge the basis of Traditional Ecological Knowledge as being specific to a location and the values placed on the relationships between landscapes and living organisms and seasonal changes over long periods of time.
- Articulate the understanding that traditional ecological knowledge provides a unique and fundamentally needed piece of scaffolding in today's approaches to biodiversity conservation and ecosystem services management.
- Articulate the understanding that traditional ecological knowledge stands alone as a complex system of knowledge and cannot necessarily be fit into Western science or conservation approaches easily.
- Acknowledge that without Indigenous leadership or active participation and engagement the mere use of traditional ecological knowledge without context or greater impact or meaning for Indigenous communities risks repeating extractive research methodologies.

Students who complete this Self and Society Course will be able to do the following:
- Assess and evaluate individual and collective responsibilities within a diverse and interconnected global society.
- Analyze the impacts of colonialism and racism on Indigenous peoples.
- Generate strategies for reconciling Indigenous and Canadian relations.
- Explain how contexts (e.g. cultural, historical, colonial, economic, technological) shape identity formation and social structures.
- Identify potential root causes of local/global problems and how they affect local/global cultures, economies, politics and policies.
- Synthesize a range of differing community perspectives on ethics and justice and explain how these perspectives can inform structural change.

COURSE CONTENT

Weeks	Topics
1-3	• Traditional Ecological Knowledges –Foundational systems and their importance • Issues around Indigenous knowledge and intellectual property rights • Applications to natural resource management – understanding the complex relationship between culture and biology in traditional ecological knowledge. • UN Convention of Biological Diversity – targets regarding the understanding of the value of traditional knowledge, innovations, and practices. • UN Declaration on the Rights of Indigenous Peoples • Truth and Reconciliation Commission: Calls to Action
4-7	Conducting a Traditional Knowledge project: • Approaches to research and interviews • How to carry out respectful and reciprocal community-engaged research • Cultural resources and ways to identify them • Counter mapping: integration of TEK and traditional places and names • Qualitative and quantitative research: when to use and how to use
8-10	Reporting on a Traditional Knowledge project: • Preparation of field notes appropriate to content, respectful of knowledge holders and knowledge • Check-ins and group discussions re: research scenarios • Transcription of report appropriate to content, respectful of knowledge holders and knowledge; written for community and to be shared with community
11-13	Applying TEK: • In land use planning • Resource management • Indigenous Guardian Programs
14-15	Final exam period

EVALUATION PROFILE
Final grades for the course will be computed based on the following schedule:

Term Work (readings; case studies & summary reviews)	30%
Interviews	30%
Field work and field note package	20%
Final Report	20%
TOTAL	**100%**

Specific dates and details regarding the Evaluation Component will be provided by the instructors.

GRADING PROFILE

A+ 90 - 100%	B+ 77 - 79%	C+67 - 69%	D 50 - 59%
A 85 - 89%	B 73 - 76%	C 63 - 66%	F 0 - 49%
A- 80 - 84%	B- 70 - 72%	C- 60 - 62%	

Incomplete Grades
Grades of Incomplete "I" are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

Late Assignments
Assignments are due at the beginning of the class on the due date listed. If you anticipate handing in an assignment late, please consult with your instructor beforehand.

Missed Exams/Quizzes/Labs etc.
Make-up work is given at the discretion of the instructor. Normally, a score of zero will be given for a missed exam, test, quiz, lab, etc. In certain exceptional situations, the student will be permitted to write a make-up test, defer the lab to a later date or to replace the score by other marks. The date and timing of any make-up option is at the discretion of the instructor. It may not be possible to reschedule certain labs, tests or other activities.

Accommodation can be made to honour community needs and traditional practises.

Attendance
Students are expected to attend all classes and associated activities.

English Usage
Students are expected to proofread all written work for any grammatical, spelling and stylistic errors. Instructors may deduct marks for incorrect grammar and spelling in written assignments.

Electronic Devices
Students may use their own electronic devices during class for note-taking only.

On-line Communication
Outside of the classroom, instructors will (if necessary) communicate with students using either their official Capilano University email or eLearn; please check both regularly. Official communication between Capilano University and students is delivered to students' Capilano University email addresses only.

UNIVERSITY OPERATIONAL DETAILS

Tools for Success
Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: https://www.capilanou.ca/student-life/

Capilano University Security: download the CapU Mobile Safety App

Policy Statement (S2009-06)
Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Academic Integrity, Academic Probation and other educational issues. These and other policies are available on the University website.

Academic Integrity (S2017-05)
Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy and procedures S2017-05 Academic Integrity for more information: https://www.capilanou.ca/about-capu/governance/policies/

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

Academic dishonesty is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

Cheating: Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:
- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

Fraud: Creation or use of falsified documents.

Misuse or misrepresentation of sources: Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

Plagiarism: Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

Self-Plagiarism: Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

Prohibited Conduct: The following are examples of other conduct specifically prohibited:
- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
- Falsifying one's own and/or other students' attendance in a course;
- Impersonating or allowing the impersonation of an individual;
- Modifying a graded assessment then submitting it for re-grading; or,
- Assisting or attempting to assist another person to commit any breach of academic integrity.

Sexual Violence and Misconduct
All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

> Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including B.401 Sexual Violence and Misconduct Policy and B.401.1 Sexual Violence and Misconduct Procedure (found on Policy page https://www.capilanou.ca/about-capu/governance/policies/)

Emergencies: Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.

DEPARTMENT OR PROGRAM OPERATIONAL DETAILS:

Professionalism

Students should be able to demonstrate a professional attitude and behaviour: reliability, respect for and cooperation with colleagues, willingness to work calmly and courteously, respect for equipment and systems, and constructive response to criticism. The use of cellphones for non-academic purposes during lecture and lab sessions is prohibited. Students using cell phones inappropriately could be asked to leave the lecture hall or laboratory room by the instructor.

Tools for Success

For success in this course, students are expected to attend all lectures; come prepared to address topics presented; pre-read and complete assigned textbook readings. For every one hour of lecture material presented, students should expect to spend at least two hours reviewing material and engaging with the study tools provided.