

**CAPILANO UNIVERSITY  
COURSE OUTLINE**

<b>TERM: Fall 2016</b>	<b>COURSE NO: FNST105</b>
<b>INSTRUCTOR:</b>	<b>COURSE NAME: The Sechelt People and Language II (Shíshálh II)</b>
<b>PHONE:</b> <b>LOCAL:</b>	
<b>OFFICE:</b>	<b>OFFICE HOURS:</b>
<b>EMAIL:</b>	<b>CREDITS: 3.0</b>

**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.

**PREREQUISITES:**                      None

**COURSE DESCRIPTION:**

This course tells the story of the Shíshálh (the Sechelt people) from a Sechelt perspective. This story is represented in the oral tradition, passed down in oral texts from past generations of speakers in Sháshíshálhem (the Sechelt language). We will explore what language can tell us about the Sechelt people and their relationship with the living world. Elders, community members and resource people will be asked to visit the class in order to give this perspective. As well, field trips and community events will be integrated into the course content.

**COURSE LEARNING OUTCOMES:**

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

1. Recognize the Sechelt names for culturally significant plants and animals.
2. Explain the teaching and values of oral texts.
3. Tell a traditional story from their own perspective.
4. Use the Sechelt names for the 'moons' in the seasonal round and describe their role in subsistence.
5. Recognize named places associated with culturally significant plants and animals.

**REQUIRED TEXTS:**

Course Reading Package.

Peterson, Lester. The Story of the Sechelt Nation. Sechelt: Sechelt Indian Band, 1990.

**SYLLABUS:**

**Introduction**

WEEK	DATE	CONTENT
1		<b>Introduction to the Goals and Structure of the Course.</b> <i>xéx?áls</i> (Transformer). First ancestors ( <i>spélemúlh</i> ) and the technological skills that they brought.

**The Living World**

2		<b>Culturally Significant Plants and Animals.</b> First food ceremonies. Plants and Animals in Language and Folk Classification. Specialized Vocabulary Associated with Plants (e.g. <i>sk'émel</i> 'paddle' from <i>k'émelay</i> ).
3		<b>Land.</b> Sechelt Topographic Terms & Associations with Biogeoclimatic Zones. "Plants, Rocks and Mountains as People." Resource Sites and ownership. Place Names Associated with Plants and Animals (eg. <i>kwékwwnis</i> 'whale', <i>sexw7ámin</i> 'herring spawn place', <i>chachlílhtenam</i> 'having lots of fish', <i>kelkála<sub>x</sub>ay</i> 'ironwood', <i>ch'ich'at'áyutsin</i> 'devil's club bush at the mouth').
4		<b>The Seasonal Round.</b> Traditional natural relationship to the environment. Names for the Moons in the Sechelt Language (eg. <i>temsásxwílnach shálshal</i> 'sea onion month', <i>temskw'étú? shálshal</i> 'raven month', <i>temstsátskay shálshal</i> 'salmonberry month', <i>temsyánxw shálshal</i> 'dog salmon run month')
5		<b>Traditional Ecological Knowledge.</b> Environmental Indicators.

**Plants**

6		<b>Role of Plants in Sechelt Culture.</b> Sechelt Plant Names that have Cultural Significance. Knowledge and plant diversity.
7		<b>Role of Plants in Sechelt Culture cont.</b> The Sechelt Use of Plants. The Relationship Between Plants and Animals in Sechelt Culture.
8		<b>Field Trip (Mandatory)</b>

**Animals**

9		<b>Role of Animals in Sechelt Culture.</b> Sechelt Animals Names that have Cultural Significance Culture Heroes ( <i>kayx</i> 'mink', <i>skw'éti?</i> 'raven', <i>ch'inkw'u</i> 'two headed serpent' etc.) Seal and Raven story. Beaver story.
10		<b>Fish.</b> Culturally significant fish. Fishing sites and methods.
11		<b>Traditional Stories and Beliefs.</b>
12		<b>Presentations.</b>
13		<b>Presentations.</b>
14/15		<b>Final Exam Period.</b>

**COURSE ASSIGNMENTS:**

Students will be expected to complete a research report associated with one of the topics of the course and discuss this from a Sechelt perspective. There will be one or several field trips to spiritual sites, resource sites, or village sites. Group work will be an integral part of the course and students will be expected to write a group fieldtrip report. There will also be a group presentation on a culturally significant plant or animal, found in the oral texts. The participation grade will be given for students cooperating in the spirit of the class and the group work.

**EVALUATION PROFILE:**

Fieldtrip Report .....	20%
Research Report .....	20%
Assignments (4).....	10%
Group Presentations .....	20%
Attendance and Participation .....	10%
Final Exam .....	<u>20%</u>
	100%

## **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	

## **OPERATIONAL DETAILS:**

Capilano University has policies on Academic Appeals (including appeal of final grades), Student Conduct, Cheating and Plagiarism, Academic Probation and other educational issues. These and other policies are available on the University website.

- Attendance:** Regular attendance is expected. Students are responsible for all assignments distributed, announcements made and material covered in their absence.
- Participation:** Students should participate actively in class discussions and group work and co-operate in the spirit of the course goals.
- Late Assignments:** Assignments will be collected promptly at the beginning of the class. Assignments submitted at the end of class will be considered late. Late assignments will incur the following deductions: 15% on the first day, increased to 30% on the second day (including weekends), etc. The instructor will accept the electronic submission of assignments, but the student should bring a hard copy to the next class.
- Missed Exams:** Make-up tests are given at the discretion of the instructor. They are generally given only in medical emergencies or severe personal crisis. Students should be prepared to provide proof of inability to write the test on the scheduled date (e.g. letter from doctor).
- Incomplete Grades:** Given at the discretion of the instructor. Generally given only in medical emergencies or severe personal crises.
- Electronic Devices:** No personal electronic devices (cell phones, pagers, calculators, electronic dictionaries, etc.) may be used during an examination without prior approval from the instructor. During an exam, turn off all cell phones and pagers and remove them from the desk.
- Emergency Procedures:** Students are expected to familiarise themselves with the emergency procedures posted on the wall of the classroom.