



# CAPILANO UNIVERSITY

COURSE OUTLINE		
<b>TERM:</b> Fall 2022	<b>COURSE NO:</b> ENSO 301	
<b>INSTRUCTOR:</b>	<b>COURSE TITLE:</b> Traditional Systems of Resource and Land Use	
<b>OFFICE:</b> <b>LOCAL:</b> <b>E-MAIL:</b> @capilanou.ca	<b>SECTION NO(S):</b>	<b>CREDITS:</b> 3.0
<b>OFFICE HOURS:</b>		
<b>COURSE WEBSITE:</b>		

Capilano University acknowledges with respect the Lilwat7úl (Lil'wat), xʷmə ꞑ̓θkʷəyəm (Musqueam), shíshálh (Sechelt), Skwxwú7mesh (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

This course introduces students to Traditional Ecological knowledge, and the teachings of Indigenous peoples and their relationship with the natural environment, both historically and in contemporary times. Traditional Knowledges provide the base for most Indigenous populations to operate and evolve through generations of experience and years of observation. This knowledge illuminates both past and future functioning and components of natural systems. It is acknowledged that traditional ecological knowledge enhances western approaches to conservation and sustainability initiatives.

## COURSE NOTE

ENSO 301 is an approved Self and Society course for Cap Core requirements.

## REQUIRED TEXTS AND/OR RESOURCES

Readings may include books and articles such as:

Basso, Keith. 1996. *Wisdom Sits in Places: Landscape and language among the Western Apache*. University of New Mexico Press.

Corntassel, J., & Bryce, C. (2012). *Practicing Sustainable Self Determination: Indigenous Approaches to Cultural Revitalization and Restoration*. *Brown Journal of World Affairs*. XVIII, 11.

- Cuerrier, A., Turner, N. J., Gomes, T. C., Garibaldi, A., & Downing, A. (2015). *Cultural keystone places: Conservation and restoration in cultural landscapes*. *Journal of Ethnobiology*, 35(3), 427-448.
- Deur, Douglas, Adam Dick, Kim Recalma-Clutesi and Nancy J. Turner. 2015. *Kwakwaka'wakw "Clam Gardens": Motive and Agency in Traditional Northwest Coast Mariculture*. *Human Ecology* 43(2): 201-212.
- Joseph, Leigh and Nancy J. Turner. 2020. *"The Old Foods are the New Foods!": Erosion and Revitalization of Indigenous Food Systems in Northwestern North America*. *Frontiers in Sustainable Food Systems*. Dec 2020; vol. 4
- Kawagley, Angayuqaq Oscar. 2006. *A Yupiaq Worldview: Pathway to Ecology and Spirit*. Waveland Press.
- Lepofsky, D. (2009). *The past, present, and future of traditional resource and environmental management*. *Journal of Ethnobiology* 29 (2):161-166.
- Pojar, Jim & Andy MacKinnon (editors). (2016). *Plants of Coastal British Columbia*. Partners Publishing Ltd.
- Simpson, L. (2004). *Anticolonial Strategies for the Recovery and Maintenance of Indigenous Knowledge*. *The American Indian Quarterly*. 28, 373-384.
- Turner, N.J., D. Duer, and D. Lepofsky. (2013). *Plant management systems of British Columbia's First Peoples*. *BC Studies special edition, "Ethnobotany in British Columbia: Plants and People in a Changing World"* Guest eds. N. Turner and D. Lepofsky, 179, 107-133.
- Turner, Nancy. (2005). *The Earth's Blanket: Traditional Teachings for Sustainable Living*. Douglas and McIntyre.
- Turner, N.J, D. Deur, Douglas and Nancy Turner, eds. 2005. *Keeping it Living: traditions of plant use and cultivation on the Northwest Coast of North America*. University of Washington Press.

**And additional readings/resources such as:**

The Equation: The Importance of Traditional Ecological Knowledge (TEK) When Examining Climate Change. 2017. <https://blog.ucsusa.org/science-blogger/the-importance-of-traditional-ecological-knowledge-tek-when-examining-climate-change>

**COURSE STUDENT LEARNING OUTCOMES**

**On successful completion of this course, students will be able to do the following:**

- Describe the foundational units of Traditional Ecological Knowledge (TEK).
- Differentiate the nature, sources, and characteristics of TEK.
- 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.
- Acknowledge 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.
- Describe the applications of TEK from an Indigenous perspective.
- Explain the complex relationship between culture and biology in TEK and natural resource management.
- Explain some of the differences between Traditional Indigenous Knowledge versus settler knowledge and understanding of environment.
- Articulate and appreciate the importance of TEK as a source of environmental information.
- Identify and describe specified plants and animals and the ecological relationship among them from an Indigenous perspective.
- Identify and describe traditional practices of land use management – e.g. marine and land based agriculture; culturally modified trees; estuarine root gardens; clam gardens; camas meadows; seasonal harvest practices; cultural keystone species, temperate forest gardens.

**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 impact 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.
- Synthesize a range of differing community perspectives on ethics and justice and explain how these perspectives can inform structural change.

**COURSE CONTENT**

Topics for detailed discussion will be supported from selected readings across several disciplines.

Weeks	Topics
1-2	Introduction: Traditional Ecological Knowledges – Foundational systems
3-4	UN declaration on the Rights of Indigenous Peoples

Weeks	Topics
	UN Convention of Biological Diversity – review of targets regarding the understanding of the value of traditional knowledge, innovations, and practices.
5-7	The relationship between culture and Biology in traditional ecological knowledge and natural resource management.
7-10	Case Studies: Traditional techniques of resource use and management practises in BC and around the world
11-13	Contributions and pathways for application of TEK – field study
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)	35%
Field studies	25%
Individual projects: 3 Factsheets: each on one group of Indigenous peoples and TEK practices	15%
Final Research Paper: Value and applications of TEK	25%
<b>TOTAL</b>	<b>100%</b>

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 (see below). 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.