

**CAPILANO UNIVERSITY
COURSE OUTLINE**

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| TERM: Effective Fall 2014 | COURSE NO: FNST 104 |
| INSTRUCTOR: | COURSE NAME: The Sechelt People and Language I (Shíshálh I) |
| PHONE: LOCAL: | |
| OFFICE: | OFFICE HOURS: |
| EMAIL: | CREDITS: 3.0 |

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. The fourth hour equivalent will consist of group meetings with the instructor.

PREREQUISITES: There are no prerequisites.

COURSE DESCRIPTION:

This course tells the story of the Shíshálh (the Sechelt people) from a Sechelt perspective. The story is represented in the oral tradition, passed down from past generations of speakers in Sháshíshálhem (the Sechelt language). We will explore what language can tell us about Sechelt culture and social structure. 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. This course focuses on expressions of collective identity, which can be seen as the sharing of a common territory, language, owned and shared resource sites and rights, kinship (both blood and marriage relations) and various complex cultural and political relationships.

COURSE LEARNING OUTCOMES:

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

1. Know the origins of the Sechelt from the oral tradition, and from the perspectives of archaeology, linguistics and ethnography.
2. Understand the role of land, language and family in the shaping of identity.
3. Appreciate the importance of language as a repository of cultural knowledge.
4. Recognize culturally significant place names.

REQUIRED TEXTS:

Course Reading Package.

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

SYLLABUS:

Introduction

| WEEK | DATE | CONTENT |
|------|------|---|
| 1 | | Introduction to the Goals and Structure of the Course. |

Origins

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| 2 | | Oral Traditions. <i>xéx?áls</i> (Transformer). The Flood. |
| 3 | | An Archaeological Picture. Migrations The Archeological Record of Village Sites, Resource Sites, Culturally Modified Trees, Transportation Routes etc. |
| 4 | | The Distribution of the Salish Languages. The Salish Language Family. Proto-Salish: The Origins of the Salish Language Family Language and Dialect |

The People (Expressions of Collective Identity)

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| 5/6 | | Collective/Personal Identity cont. Names. Villages, Resource Sites, Sacred Sites. |
| 7/8 | | Kinship First ancestors (<i>spélemúlh</i>). Geneologies/Family Histories. |

The Land

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| 9 | | Fieldtrip (Mandatory) |
| 10/11 | | Sechelt Place Names. Transformer Sites. Names of Historical Events. The Cultural Significance of Place Names. |
| 12/13 | | Presentations. |
| 14/15 | | Final Exam Period. |

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. The topic could include a family geneology, and the sharing of family stories and songs. Alternatively, students could explore a particular oral text or culturally significant place. The research project will be presented to the class. There will be one or several place name field trips. Group work will be an integral part of the course and students will be expected to write a group fieldtrip report. The participation grade will be given for students cooperating in the spirit of the class and the group work.

EVALUATION PROFILE:

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| Fieldtrip Report | 20% |
| Research Report | 20% |
| Summary of Readings | 10% |
| Presentations | 20% |
| Attendance and Participation | 10% |
| Final Exam | <u>20%</u> |
| | 100% |

GRADING PROFILE:

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|----------------|---------------|---------------|--------------|
| 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.