

## BCcampus Indigenization Collaborative Project, 2016 - 2018

### Style Sheet for Indigenization Guides

#### Resources

*BCcampus Writing Guidelines for Style and Tone*

*Canadian Press Stylebook* (17th ed.)

*Elements of Indigenous Style*

*Publication Manual of the American Psychological Association* (6th ed.)

*Canadian Oxford Dictionary* (2nd ed.)

#### Principles

Capitalize according to Indigenous preference, not to standard resources.

Avoid possessives before groups (e.g., Canada's Indigenous Peoples).

Always refer to the three major groups of Indigenous Peoples in the same order: First Nations, Métis, Inuit. (And where Urban Indigenous people are included in the list, it follows Inuit.)

Use *Indigenous Peoples* as a term specifically referring to groups of people—i.e. peoples). Use *Indigenous people* as a more generic term referring more to the people than to the groups—e.g. when Indigenous people move to urban centres ...)

Use the term *settlers* (noun) instead of colonizers, Europeans, newcomers, and so on; use *settler* (adjective) instead of colonial, European, Euro-Canadian, and so on.

Use terms such as *settler perspectives*, *settler governments*, *settler policies*, *settler laws*, but use *Western* when referring to larger systems, such as *Western knowledge system*, *Western educational systems*, and *Western-dominated systems*.

For authors, instructors, Elders, etc., add which Nation they are from after their name in parenthesis. Some examples:

- Bradley Dick (Lekwungen First Nation)
- Mi'kmaq educator Marie Battiste (2002)
- Elder Albert Marshall from the Eskasoni Mi'kmaq First Nation (2012) describes *Etuaptmumk*, the approach of "two-eyed seeing"

#### Punctuation

Use the serial comma (BCcampus, contra CP and APA)

Use sentence case for all secondary headings (i.e., not guide titles and first-level/section headings) **except** activity textbox titles.

Use a spaced en dash for sentence breaks.

Use a closed en dash for number ranges (e.g., 1850–1854)

Use double quotation marks. (Use single quotation marks only for quotations that appear within a quotation.)

Place most punctuation (commas and periods always) within quotation marks.

In bulleted lists, do not include end punctuation except where items are complete sentences.

Indicate omissions from quotations with ellipses. Use three dots, with a space before and after them (e.g., The decision ... rests solely with), except where they immediately follow other punctuation, in which case insert the three dots immediately after the punctuation and follow with a space (e.g., We must strive harder,... But the government). (CP style)

## Numbers and dates

Spell out numbers one through nine in most cases in running text; use numerals for 10 and higher and for decimals.

When referring to sections in the guides, use figures (e.g., Section 1, Section 2).

Grade 7—use caps and numerals, but seventh grade

For percentages, spell out “per cent” in running text, but use “%” in tables.

For decades, no apostrophe: 1970s, 1940s.

Do not use superscript for ordinals (e.g., 2<sup>nd</sup> ed.).

## Capitalization

(Does not follow standard CP or CanOx capitalization.)

Cap:

150 Acts of Reconciliation

2016 Census (but “the census”)

Band, Band Councils

Calls to Action (caps when referring to the TRC’s 94 Calls to Action)

Chief, hereditary Chief

Chief and Council

Chinook jargon

communities of practice

Comprehensive Land Claims

Confederation, pre-Confederation

Crown

Douglas Treaties

Elder

First Nations

Friendship Centre

Government of Canada, but Canadian government

Grade 7—use caps and numerals, but seventh grade

Green Report  
Indian  
Indian Agent  
Indian Bands and Councils  
Indigenous knowledge  
Indigenous Peoples, Indigenous people  
Indigenize, Indigenization (but *indigenous* in relation to plants, animals, etc.)  
International Phonetic System (IPS)  
Internet  
Inuit  
Medicine Wheel  
Métis, Métis Citizen, Métis Historic Homeland, Métis Homeland, Métis Nation  
Nation, Nations  
non-Indigenous people  
Numbered Treaties  
Parliament  
Potlatch  
Province of British Columbia  
Province of Canada  
Section 1, Section 2 (upper case and numeral when referring to sections within a guide)  
Status Indian, non-Status Indian, but Indian status  
Supreme Court of Canada  
Urban Indigenous people  
the West, Western

Do not cap:

act, acts of Parliament  
colonialism  
colonization  
contact  
day schools, Indian day schools  
decolonization  
federal government  
ghost dance  
reconciliation  
residential school system, residential schools, Indian residential schools  
sun dance  
treaty, treaties (generic)  
treaty process

## Usage and other style issues

Do not use “the” or “people” with “Inuit.” (Sources:  
[http://www.btb.termiumplus.gc.ca/tpv2guides/guides/wrtps/index-eng.html?lang=eng&lettr=indx\\_catlog\\_i&page=91V1uxvxfEc4.html](http://www.btb.termiumplus.gc.ca/tpv2guides/guides/wrtps/index-eng.html?lang=eng&lettr=indx_catlog_i&page=91V1uxvxfEc4.html) and  
<http://www.naho.ca/publications/topics/terminology/>)

Avoid use of “etc.” and “e.g.” unless in parentheses.

Use sentence case for all titles and headings (except guide titles and activity boxes). (BCcampus style)

Capitalize names of universities and colleges (e.g., University of Victoria), but lowercase departments (e.g., faculty of education). (BCcampus style)

Do not capitalize job titles (BCcampus style: “lowercase job titles for everybody”), with the possible exception of “Chief.”

Italicize guide titles in running text.

Do not italicize titles of legislation (e.g., Indian Act, Canadian Charter of Rights and Freedoms, the Constitution; BCcampus and CP style).

Use italics for words used as words (e.g., We recommend that the word *Indigenization* be used cautiously; The English word *nuance* comes from a Middle French word meaning “shades of color.”)

The singular “they/them/their” is acceptable if there is no easy way to avoid it.

Avoid using “and/or” if possible.

## Spelling

20th century

Aboriginal Peoples Television Network (APTN)

acknowledgement

adviser (BCcampus style guide)

a.m./p.m.

among (not amongst)

B.C. (except in wordmarks)

BCcampus

benefited, benefitting

biosecurity

Chinook Jargon

colonization

coexist (CanOx)

co-manage

contact

co-operation

decision making (n; CanOx but contra CP Style, which doesn’t speak to similar constructions like problem solving, information gathering, capacity building, so I have left all open in the noun form)

decolonization

Elder

enroll, enrolment

fundraise (v)

geopolitical

Google

Green Report

holism/holistic (except Michelle Pidgeon uses “wholistic” for her Indigenous wholistic framework in the Front-Line Workers Guide)

Hudson’s Bay Company

Indian Residential Schools Settlement Agreement

Indian Residential School Survivors Society (IRSSS)

Indigenous Peoples, Indigenous people

Indigenize, Indigenization (but *indigenous* in relation to plants, animals, etc.)

International Phonetic Alphabet (IPA)

judgment

K-12 (use en-dash)

knowledge-keepers

Kwakwaka’wakw

Kwak’wala language

Lik’wala language

Māori

map-makers

massive open online course (MOOC)

Medicine Wheel

Métis, Métis citizens

Métis Nation British Columbia

Métis Nation Homeland, historic Métis Nation Homeland

Métis National Council (MNC)

Michif (use this spelling for Métis language)

microaggression

mindset

Ministry of Advanced Education, Skills and Training

Mi’kmaq and Maliseet First Nations

modelling

multi-faceted (CanOx)

Nation (when referring to First Nation)

’Namgis (straight apostrophe)

non-Indigenous people

North West Company

northwest coast

Nuu-chah-nulth

per cent (in running text, two words, BCcampus style)

reconciliation

Reconciliation Canada website

re-evaluate

re-traumatize  
Royal Proclamation, 1763 (rom)

self-mastery  
Sixties Scoop or '60s Scoop  
socio-economic  
socio-historic  
Stó:lō

TCPS2 (Tri-Council Council Policy Statement, version 2)  
TELTIN TFE WILNEW  
*terra nullius* (ital)  
toward (not towards)  
treaty-making  
Truth and Reconciliation Commission of Canada (TRC)

U'mista  
UN Declaration of the Rights of Indigenous Peoples  
U.K.  
U.S.

Voyageur sash

website (not web site)  
well-being  
Western and the West (when referring to European culture/knowledge in contrast to Indigenous culture/knowledge)  
worldview (contra CanOx)  
WSÁNEĆ

## References

Follow APA style for references. (examples to come)

Note: Follow APA capitalization rules (i.e., sentence case for titles) in reference list only; use headline style for titles in running text.

UBC Press (use abbreviation).

Diamond, B. (2013). The Cree experience. In J. Barman, Y. Hébert & D. McCaskill (Eds.), *Indian education in Canada, Volume 2: The challenge* (p. 86). Vancouver, BC: UBC Press.

Idle No More. (n.d.). The story. Retrieved from <http://www.idlenomore.ca/story>

Point, S. L., Xwě lī qwěł tēl. (2001). Foreword in K. T. Carlson et al. (Eds.), *A Stó:lō -Coast Salish historical atlas* (p. xiv). Vancouver, BC: Douglas & McIntyre, and Chilliwack, BC: Stó:lō Heritage Trust.

Strong, A. (2016, March 21). *Four faces of the moon* [video file]. Retrieved from <https://www.youtube.com/watch?v=rWe--sysNkk&t=46>

Follow APA style for in-text citation capitalization, quotes, italics:

- When referring to the title of a source with text, capitalize the title: e.g., The article “Psychological Distress, Acculturation, and Mental Health-Seeking Attitudes Among People of African Descent in the United States: A Preliminary Investigation” (Obasi & Leong, 2009) makes an important contribution to the mental health and acculturation literature.
- Use italics for books, reports, films, videos, magazines, etc. (e.g., *Final Report of the Truth and Reconciliation Commission of Canada*)
- Put quotation marks around the titles of shorter works such as journal articles, articles from edited collections, videos:

#### URLs:

Add URLs in parenthesis for all links. E.g., View [the video](https://www.youtube.com/watch?v=dZjshXqEk8o) *Aboriginal Worldviews and Perspectives in the Classroom: Moving Forward* ([www.youtube.com/watch?v=dZjshXqEk8o](https://www.youtube.com/watch?v=dZjshXqEk8o))

## Elements of guides

Acknowledgements

Table of contents

Introduction to [*Title of Guide*]

Sections (numbered)

- intro para(s), no “Introduction” heading, includes estimated reading time
- Topics textbox, containing bulleted list of main headings
- Locate Yourself textbox
- topics (main headings) and subsections
- Activity textboxes
- Key Learnings from the Section textbox
- Conclusion or Summary
- Additional Resources textbox

References

Glossary\*

Appendices

\* Each guide will have a glossary at the back. It will be our responsibility to generate these. They should contain only key terms, which are also defined in the text. Glossary terms should be in bold the first time they appear in the text.