



Syllabus – ENVS 498c
Transformative Indigenous Resurgence in the Salish Sea
Summer 2019
July 3rd- July 23rd • Salish Sea
Instructors: Ryan Hilperts and Nick Stanger
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3 Credits

Course Description

This course engages students in learning and connecting with multiple Indigenous communities in the Salish Sea to learn about processes of cultural resurgence. It focuses on settler-Indigenous relationships where students undergo an educational learning process called transformative inquiry, that asks them to consider multiple ways of knowing. Students have placements within different organizations and partners and present their inquiry project to the larger community.

Co-requisite: ENVS 491: Environmental and Social Leadership of the Salish Sea

Course outcomes (and yours?)

- Develop inquiry skills using culturally appropriate protocol
- Dialogue and connect with Indigenous resurgence projects in the Salish Sea
- Be exposed and connect with a variety of community based and Indigenous organizations and their education techniques
- Practice skills in co-teaching and co-facilitation within the community of international students
- Present their work in a guided inquiry conversation to the larger community
- Develop and publish a portfolio of learning as a final project

Class Requirements

Grading will be based on 200 total points for all the assignments.

WWU Students:

A = 90-100 points B = 80-89 C = 70-79 D = 60-69 F = < 60

Academic Integrity

The principle aim of your education is to develop your own capacity for reasoned and enlightened judgment about matters of importance to yourself and your world. Your actions in this class should be consistent with this goal as well as with respect for the similar integrity of others. Thus, you should make yourself familiar with WWU's policies on academic honesty such as citation of sources and plagiarism, and understand the potential consequences. See <http://www.wvu.edu/integrity/>; and University Catalog, [Appendix D—Academic Honesty Policy And Procedure](#)

Disability Accommodation

Any student with a documented disability is encouraged to speak to the instructor in the first week of class.

Student Services

Western and UVic encourage students to seek assistance and support at the onset of an illness, difficulty, or crisis, and provides services through the Health Center, the Counseling Center, the University Police, and the Dean of Students.

Sample Itinerary

This three-week long course will be taught seven days a week with time off set over approximate times. Each day will start at 7am and go through until 5pm or 10pm depending on the activities.

Sunday Arrival to Orcas Island TBD	Monday 7am-10am Leadership class 10-12 Resurgence class 12-1 Lunch 1-5 partnership explanation	Tuesday 7am-10am Leadership class 10-12 Resurgence class 12-1 Lunch 1-5 partnership experience 7-10 Debrief and discuss readings	Wednesday 7am-10am Leadership class 10-12 Resurgence class 12-1 Lunch 1-5 partnership experience 7-10 Debrief and discuss readings	Thursday 7am-10am Leadership class 10-12 Resurgence class 12-1 Lunch 1-5 partnership experience 7-10 Debrief and discuss readings	Friday 7am-10am Leadership class 10-12 Resurgence class 12-1 Lunch 1-5 partnership experience 7-10 Debrief and discuss readings	Saturday 7am-5pm Partnership Experience
Sunday 7am-10am Leadership class 10-12 Resurgence class 12-10pm time off	Monday 7am-10am Leadership class 10-12 Resurgence class 12-1 Lunch 1-5 partnership experience 7-10 Debrief and discuss readings	Tuesday 7am-10am Leadership class 10-12 Resurgence class 12-1 Lunch 1-4 prep for community celebration 4-10pm Community celebration	Wednesday Travel day to Saltspring Island	Thursday 7am-10am Leadership class 10-12 Resurgence class 12-1 Lunch 1-5 partnership explanation	Friday 7am-10am Leadership class 10-12 Resurgence class 12-1 Lunch 1-5 partnership experience 7-10 Debrief and discuss readings	Saturday 7am-5pm Partnership Experience
Sunday 7am-10am Leadership class 10-12 Resurgence class 12-1 Lunch 1-5 partnership experience 7-10 Debrief and discuss readings	Monday 7am-10am Leadership class 10-12 Resurgence class 12-1 Lunch 1-5 partnership experience 7-10 Debrief and discuss readings	Tuesday 7am-10am Leadership class 10-12 Resurgence class 12-1 Lunch 1-4 prep for community celebration 4-10pm Community celebration	Wednesday 7-12 kayak prep Kayaking trip	Thursday Kayaking trip	Friday Kayaking trip	Saturday Return to Saltspring – kayak clean up 1-4pm wrap up

Assessments

- 1. Essay of A (20pts):** This should be a 3-4 page paper separated into three parts. You need to read Zander's *Giving an A* pdf before completing this assignment:

- a. **Consider the goals and expectations of this course.** Continue to build on these lists. What are your goals for taking a course or getting your degree? What do you expect of me? What do you expect of yourself? This could be written as a bullet list or paragraph form.
 - b. **Write a letter to me from your future.** I know that predicting what you will be doing tomorrow is impossible, but play along. In five years, what will you be doing that directly relates to the outcomes of this course or your Master's degree?
 - c. **What would you do that would enable me to give you an A in this course?** Look at the assessment breakdown, the standing rubric, and imagine the work that you will have to do that would enable me to give you the most outstanding letter grade there is! What deserves an A? Don't tell me that you will work hard and be on time. I expect that of everyone. What does outstanding mean these days?
2. **Summer Counts (three worth 10pts each for handing it in).** Sioux, and other Plains peoples engaged in "winter counts", or Waniyetu Wowapi ~ keeping an account of the winter. These were pictographic mnemonic images that helped keep track of oral traditions and important events. In the New Year each spring, as ice was breaking, rains were cleansing the earth, and green buds were emerging, elders met together to decide how best to remember the year. Painted on bison robes, each pictograph represented the name or story of a particular year, rather than the year being numbered. For more information see:

- <http://www.youtube.com/watch?v=jubLypWQ29s>
- <http://www.youtube.com/watch?v=A4zF5tlhkGg>
- <http://wintercounts.si.edu/>

For this assignment you will create four *Fall Counts* on specified dates. These are hand-drawn images of the progression of your inquiry and/or your experience of the inquiry process at different points in the term. No computer-generated or other externally derived images should be used.

- Sit quietly amidst your inquiry until you feel centered.
- Let an image of a salient feature "surface" and then create the image on paper
- OR put you're a pencil or pen to paper and let your attention to the end of the pen guide you.
- After you have completed the image turn the paper over and describe the image (1-2 paragraphs) and how it connects to your inquiry. Remember, this activity is not about creating an artistic product. Instead, it is a *representation* that need not be perfect. The purpose of the count is to depict your significant thinking~feeling~wondering~knowing around your topic (and possibly your process) so that your inquiry continues to stay in motion.
- After your free-write, complete the following prompts assigned to each count. Note that prompts are offered to facilitate your inquiry; they are not intended as a checklist.

Summer Count 1 & 2 prompts include, but are not limited to:

- At this point, my inquiry questions or focus...
- This topic is important to me...

- It is a good or useful topic for me as an educator...
- My topic benefits students...
- Exploring my topic brings me joy and satisfaction...
- I am discovering...
- I am challenged...

Summer Count 3 prompts include, but are not limited to:

- My specific focus now...
- My focus is evolving through ...
- Special terms I am using are...
- The meanings I hold for these terms...
- This inquiry informs my work as a teacher...
- My passion is engaged...
- Tensions that are embedded within my topic...
- To keep my inquiry in motion...

3. **Inquiry process and Guided Inquiry Conversation project (50pts).** For this assignment you will offer a snapshot or glimpse into your inquiry that illuminates where it stands at that point in time in order to engage your peers in a professionally useful way. This is not a typical presentation like you have done in other classes, but rather a chance to share what you have learned and further the understanding of the group through appropriate conversation. Presentation formats (such as PowerPoint and video) that summarize and report the facts found in the inquiry can be included to the extent that they set the stage for the above goals, but **are not required and should not be the main focus**. Assessment of this part of the course is based on professional participation. Attendance at all 4 GIC days is mandatory.

To prepare for your GIC, you may choose to draw from other assignments, inquiry pods, mentoring meetings, partner activities, readings, and other experiences in the course. You will then lead the class through a GIC that focuses on one aspect of your inquiry. The purpose of this is not to impress, but to generate useful conversation amongst your peers around your topic. Good inquiry topics are never ending. As such, this activity cannot be planned in advance, as you will need to reflect where you are *in the present* with your topic. This will be done in response to and in conversation with the others in the course. *After each GIC, you will be required to hand each of your peers a comment on their sharing. We will discuss this assignment further in class.*

4. **Self-evaluation of practicum with local organization (50pts).** The grade will be based on level of commitment, quality of participation in your organization work and the content, creativity, and quality of your contributions. Please use the following themes as areas for reflection:

- Personal and Professional Growth
- Completion and Quality of inquiry
- Responsibility to organization
- Punctuality and Attendance

Suggested Topics:

1. How you are feeling and thinking about your partnership? What was hard or easy or fun or rewarding or enlightening about working with your group?
2. How did your overall inquiry process work for you?

Overall Sample Rubric

Criteria	Excellent (9-10pts)	Satisfactory (7-8pts)	Unsatisfactory (5-6 pts)	Poor (0-4pts)
Course Goals and Expectations met (60%)	Project clearly demonstrates a high level of knowledge and articulates their understanding of EE and the goals of this course.	Project clearly demonstrates a moderate level of knowledge regarding EE and the goals of this course.	Project demonstrates a low level of knowledge regarding EE and the goals of this course.	Project demonstrates level of knowledge regarding EE and the goals of this course.
Communication (10%)	Project clearly demonstrates a high level of effective communication with no grammatical errors, concise discussion, and efficient language use.	Project clearly demonstrates a moderate level of effective communication with few grammatical errors, concise discussion, and efficient language use.	Project clearly demonstrates a low level of effective communication with many grammatical errors, wordy discussion, and inefficient language use.	Project clearly demonstrates a no effective communication with many grammatical errors, incomprehensible discussion, and inefficient language use.
Creativity (30%)	Project takes appropriate risks and explores alternative and interactive media in innovative and compelling ways.	Project takes some appropriate risks and explores alternative and interactive media in compelling ways.	Project takes no risks and does not present alternative or compelling mediated experience.	Project is poorly conceptualized with little to no creative thought put to the end product.

Readings

- Gruenewald, D.A., & Smith, G.A. (2008). Making room for the local. In D. A. Gruenewald & G. A. Smith (Eds.), *Place-based education in the global age: Local diversity*. NY: Psychology Press.
- hooks, b. (2003). *Democratic Education in Teaching community: A pedagogy of hope*. Oxford, UK: Taylor & Francis.
- Hammond, W.F. (2002). The creative journal: A power tool for learning. *The Green Teacher*, 69, 34-38.
- Murphyao, A. & Black, K. (2015) Unsettling Settler Belonging: (Re)naming and Territory Making in the Pacific Northwest. *American Review of Canadian Studies*, 45:3, 315-331, DOI: 10.1080/02722011.2015.1063523

- Scully, A. (2012). Decolonization, Reinhabitation and Reconciliation: Aboriginal and Place-Based Education. *Canadian Journal of Environmental Education*, 17, 148-158.
- Stanger, N. R. G., Tanaka, M., Tse, V., & Starr, L. (2013). Winter counts as transformative inquiry: The role of creative imagery as an interpretation of adaptive change. *Complicity*, 10(1/2), 87-110.
- Tanaka, M., Stanger, N. R. G., Tse, V., & Farish, M. (2014). *Transformative Inquiry*. Victoria, BC
Accessed from
<https://itunes.apple.com/ca/book/transformative-inquiry/id854038743?mt=11>: iTunes.
- Tuck, E., McKenzie, M., & McCoy, K. (2014). Land education: Indigenous, post-colonial, and decolonizing perspectives on place and environmental education research. *Environmental Education Research*, 20(1), 1-23. doi:10.1080/13504622.2013.877708
- Zander, R. S., & Zander, B. (2013). *The Art of Possibility*. Boston, MA: Harvard Business Review Press.