



Global Studies Participatory Project

| CGS 3203G | Winter 2022 |

Course Information

Instructor

Sâkihítowin Awâsis
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Office Hours

Tuesdays 2:30-
3:30pm
Wednesdays 3:30-
4:30pm or by
appointment

Tutorials

Beginning January
5th, this class will
meet every third
Wednesday
6:30-9:20pm (W102)
and check-in regularly
via owl.uwo.ca

Prerequisite(s)

Permission of the
Centre for Global
Studies



Photo by Shawn Johnston (Red Rising Magazine 2017)

Course Description

This experiential course provides students with an opportunity to combine academic study with practical experience working with an organization affiliated with the **Indigenous Leadership Circle (ILC)**. Students will participate in an Indigenous-led project for at least 4-weeks. This year's course theme is **resurgence and reconciliation**. Students are encouraged to critically reflect on these topics in relation to social determinants of Indigenous health. Students will engage in pre-participation workshops and post-participation reflection, completing a major assignment at both of these stages. Pre-participation, cultural safety and competency training will be provided to familiarize students with local treaties, protocols, and First Nations, focusing on Chippewas of Thames, Oneida Nation of the Thames, and Munsee-Delaware Nation. During placement, students will collaboratively conduct an assessment of community needs and available resources. Post-participation, students' will prepare a resource for their host organization to help meet the identified needs.

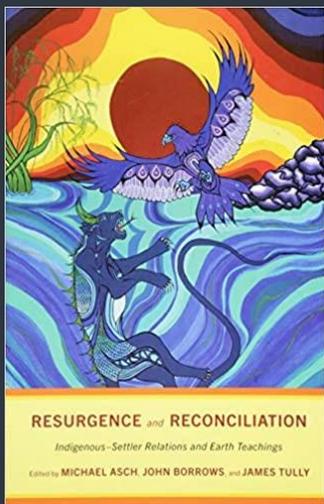


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Course Materials

This course requires access to one book:

Asch, M., Borrows, J., & Tully, J. (Eds.). (2018). *Resurgence and Reconciliation: Indigenous-Settler Relations and Earth Teachings*. Toronto, ON: University of Toronto Press.



The book is available online and for loan via lib.uwo.ca.

Links to all other required materials will be posted on owl.uwo.ca.

Course Structure

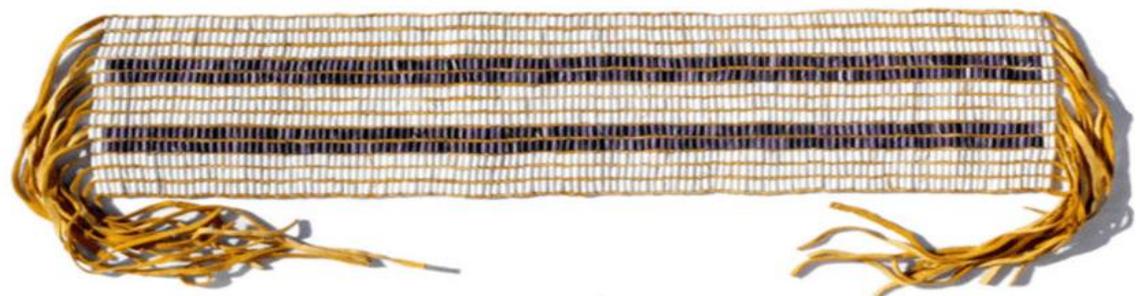
The course is based in relationship building with and participation in an Indigenous organization. Tutorials include activities and multimedia that complement the required readings. Students are expected to come to class having read the assigned readings and prepared to take an active role in discussion.



Learning Objectives

By the end of this course students should be able to:

- Apply understandings of cultural safety and cultural competency when working with Indigenous community members.
- Describe critiques of state-centered reconciliation efforts.
- Identify connections between community-based resurgence and social determinants of Indigenous peoples' health.
- Collaboratively assess community needs and available resources.
- Develop a community resource to help address identified needs.
- Demonstrate the significance of Indigenous self-determination, rights, and responsibilities.



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Timeline Overview

January 2022

Interview with host organization(s)

February 2022

Participate in an Indigenous-led project ~6hrs/week

March 2022

Develop a community resource for the host organization as a final project

Host Organizations May Include:

Assiniyiskew Press

Nimkii Binesi
Zaswaaning

Atlohsa Native Family
Healing Services

Nshwaasnangong Child
Care & Family Centre

Class Schedule

DATE	TUTORIAL TOPIC	READINGS	ADDITIONAL INFO
Jan 5	Cultural safety	- Course Syllabus - Assignment Instructions - Indigenous Culture Card - Borrows & Tully Introduction (p.1-12) - Asch Chapter 1	Introduction to host organizations
Jan 26	Social determinants of Indigenous health	- Borrows Chapter 2 - Tully Chapter 3 - Mills Chapter 4 - Starblanket & Stark Chapter 5 - Richmond & Ross (2008)	Organizational profile due
Jan 31	PLACEMENT WITH HOST ORGANIZATION BEGINS		
Feb 16	Reconciliation	-TRC: Calls to Action (2020) - Mosby & Jewell - Regan Chapter 6 - Darnell Chapter 7 - Ladner Chapter 8	Field notes assignment #1 due
Feb 21-25 * READING WEEK * NO CLASS OR PLACEMENT *			
Mar 4	PLACEMENT WITH HOST ORGANIZATION ENDS		
Mar 9	Resurgence	- Turner & Spalding Chapter 9 - McNeil Chapter 10 - Noble Chapter 11 - Corntassel (2008) - Simpson (3:2017)	Field notes assignment #2 due
Mar 30	Student presentations	- Peers' final projects	Final project due

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Assignments

Organizational Profile (20%)
Field Notes 2x15% (30%)
Final Project (30%)
Presentation (10%)
Participation (10%)

Methods of Evaluation

All assignments will be evaluated based on the quality of reasoning, writing, and collaboration. Students should: (1) demonstrate deep engagement with key concepts, (2) communicate in a clear, concise, organized, and compelling way, and (3) draw upon and cite scholarly sources, including assigned and suggested readings, as well as independent research when appropriate. The student's own experiences, critical analysis, and synthesis should be emphasized and supported with detailed evidence and specific examples.

Organizational Profile

What is the history and trajectory of the organization? What services do they provide? Who are their community partners?

Field Notes Assignment #1

What are some needs of the organization and the communities they serve? How might your final project help meet these needs?

Field Notes Assignment #2

How does your project relate to reconciliation, resurgence, and/or social determinants of Indigenous health? What are some of the limitations your project may face? How might these limitations be overcome?

Final Project

Create a resource for your host organization! This could be in the form of a report, zine, podcast, website, video, infographic, etc. The format will depend on your unique skillset and the preferences of your host organization.

Presentation

Share your final project with the class. Describe the need(s) your project aims to address, how it contributes to meeting the need(s), any remaining limitations, as well as strategies for dissemination.

Participation

This course requires ongoing active engagement in class discussion and collaborative work with a host organization.



Grade Appeals

Please carefully read all feedback provided and wait at least 3 days after receiving your grade before contacting me for an appeal. You can attend my office hours or we can arrange another time to meet. The onus is on you to come prepared with clear reasons why your grade should be higher. An appeal could result in your grade going up or down.