



# CUPE 4207 & THE INDIGENIZATION OF POST-SECONDARY EDUCATION

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**Course Instructor**  
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## Recognition of Territory

As a child of European immigrants and a first-generation settler, I begin by acknowledging and honouring the Ancestors and the traditional lands of Turtle Island that we all gather upon today.

My home is located on traditional beaver hunting grounds and the shared territory of the Anishnaabe, Haudenosaunee, and Chonnonton.

This territory is covered by the Upper Canada Treaties and its land protected by the Dish with One Spoon Wampum Agreement.

# TRACY KENNEDY, PHD

- Two BAs Brock; MA York; PhD U of Toronto - Sociology
- Instructor at Brock for 20 years
- TA for 22 years
- Currently Instructor in IASC
- 4207 Outreach Officer
- Equity Committee Member
- Collaborating & advocating with/for Indigenous Community members for over eight years



*My first introduction to the actual lived experiences of Indigenous, Métis, Inuit was in 1995\* - SOCI 1F90 with Dr. Rebecca Raby (U1 at that time), who discussed Indigenous genocide & Residential Schools in Canada (in this course and others). Dr. Walter Watson's courses also provided accurate accounts & analyses of Canada's dark history with Indigenous, Métis, & Inuit Peoples.*

# “SO YOU WANT TO BE AN ALLY.”

- Lamont, A. *Guide to Allyship.*

## **ALLY**

*Being an ally is about disrupting oppressive spaces by educating others on the realities and histories of marginalized people.*

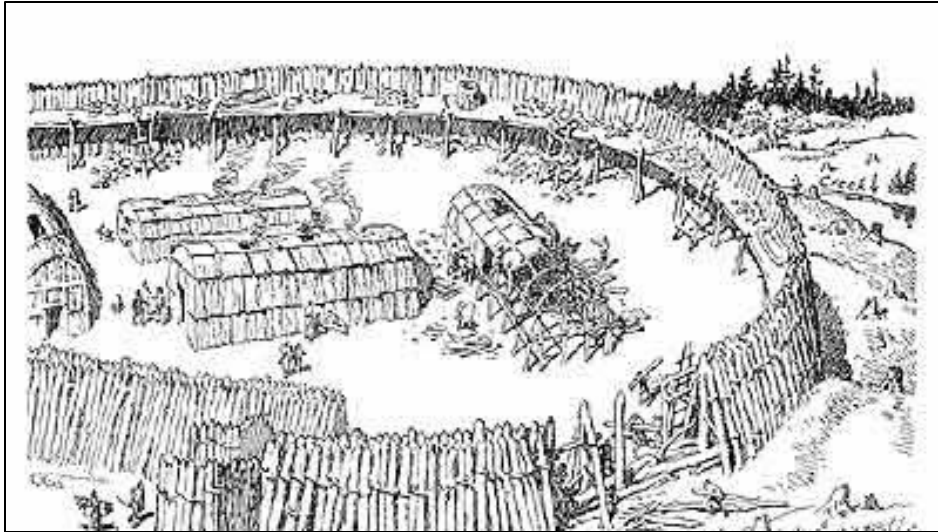
## **ACCOMPLICE**

*An accomplice works within a system and “directly challenges institutionalized/systemic racism, colonization, and white supremacy by blocking or impeding racist people, policies, and structures”.<sup>1</sup>*

## **CO-RESISTOR**

*Being a co-resistor is about standing together, as an ensemble, in resistance against oppressive forces and requires constant learning. It is combining theory and practice by establishing relationships and being deeply involved within a community that informs how one listens critically, understands an issue and influences the way they go about disrupting oppressive institutions and systemic systems.*

# DID YOU KNOW?



More info about [Barbican Heights](#)

More info about [The Neutral Confederacy](#)

- Barbican Heights down the road from Brock was once the site of a Chonnonton (Neutrals) Village from the early 1600s.
- It was discovered in the 1970s while building the subdivision on St. David's Road East.
- Included 25 Long houses with a population of about 1200 ([Wikipedia](#)).



Photo credit: Melissa Turcotte



We strive to map Indigenous territories, treaties, and languages across the world in a way that goes beyond colonial ways of thinking in order to better represent how Indigenous people want to see themselves.

*\*Learn the history of the land you occupy.\**

# THE INDIGENIZATION OF POST-SECONDARY EDUCATION


## WHAT IS INDIGENIZATION?

Indigenization of post-secondary education is the practice of acknowledging and redressing the ways in which Indigenous Peoples, their scholarship, history, culture, and ways of knowing have been excluded from or made invisible within post-secondary institutions and post-secondary education.

Indigenization recognizes that post-secondary institutions, workers, and students all have a significant role to play in reconciliation with Indigenous Peoples.

While Indigenization needs to take place across the post-secondary sector, this work is also highly local. Indigenization practices at a specific university or college should embrace local Indigenous nations and communities, as well as the nations represented among the staff and student body.

[https://cupe.ca/sites/cupe/files/fact\\_sheet\\_cupe\\_fact\\_sheet\\_on\\_indigenization\\_final.pdf](https://cupe.ca/sites/cupe/files/fact_sheet_cupe_fact_sheet_on_indigenization_final.pdf)




**WHAT ROLE DO ACADEMIC  
LABOUR UNIONS PLAY IN  
RECONCILIATION WITH  
INDIGENOUS, MÉTIS, AND INUIT  
PEOPLES?**



# WHAT DOES INDIGENIZATION IN POST-SECONDARY EDUCATION LOOK LIKE IN PRACTICE?

- Hiring, promotions and tenure
  - Recruitment and admissions
  - Curriculum development, teaching, and learning
  - Research
  - Support services
  - Leadership and administration
  - Campus and community spaces
- 
- Via Collective Bargaining\* & Union Practices (ie Statement of Territory)

*\*BUFA has done this*



**HOW CAN  
CUPE 4207 MEMBERS  
INCORPORATE  
CALLS TO ACTION?**

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# WHAT DOES INDIGENIZATION LOOK LIKE FOR UNIT 1 MEMBERS?

- Hiring, promotions & tenure
- Recruitment & admissions
- **Curriculum development, teaching, & learning**
- Research
- **Support services**
- Leadership and administration
- **Campus and community spaces**

# CUPE 4207 – WHAT ARE WE DOING?

## Support services

- Provide resources and network support services for Indigenous, Métis, & Inuit Peoples at Brock and in the community
- Donating money or needed supplies to Indigenous organizations who can offer on-site help
- Providing time & space for traditional Indigenous practices and Indigenous events on campus (via Equity Committee)

## Campus & Community spaces

- Providing safe Union office space (and virtual space) for Indigenous Members
- Coalitions with groups & organizations that support the Indigenous community

# CURRICULUM DEVELOPMENT, TEACHING, & LEARNING

## Instructors:

- Syllabus
- Lecture material
- Assignments
- Student Engagement

## TAs & Lab Demonstrators

- Seminars
- Lab demos
- Office spaces



Photo Credit – Mohawk College

# INSTRUCTORS

## Syllabus

- Include Recognition of Territory Statement
- Assign Readings with Indigenous authors or focus
- Consider varied pedagogical approaches; epistemology & ontology
  - Indigenous ways of learning, being knowing, teaching

## Course Material

- Lecture material that speaks to lived experiences – both positive & negative (being mindful not to reproduce stereotypes)
- Assignments that unpack issues & challenges for Indigenous, Métis, & Inuit within the context of course topic/dept
- Include Indigenous scholars & community members for guest speakers

**Connect with Experiential Education  
Coordinators at Brock for ideas!**

# INSTRUCTORS, TEACHING ASSISTANTS, & LAB DEMONSTRATORS

## Seminars

- Bring Indigenous focused material into seminar discussions or Labs as examples of concepts or a way of applying concepts, theories, themes etc.
- Consider Indigenous ways of learning, being knowing, & teaching in seminars

## Student Engagement

- Provide safe office spaces for Indigenous members
- How we interact with students (Western - 'holistic'); listening & holding space
- Provide some flexibility for lateness

# SOME OF MY EXAMPLES

## **Broadband Bruce: Fighting Canada's Digital Divide**

*Bruce Buffalo is a local young man who grew up bouncing around foster homes and in and out of jail. Having turned his own life around, he wants to give the First Nations community something millions of other Canadians take for granted: the internet. Convinced that connectivity will open up new job and education opportunities, Bruce sets about building Maskwacis its own high-speed internet network. But with no backing, piling debt and huge technical obstacles, will Bruce succeed in bringing Maskwacis into the digital age?*

- Showing lived experiences & existing challenges
- Showing creativity & capabilities of Indigenous People
- Students tackle & unpack the digital divide within an Indigenous community; critical reflection upon problems & resolutions – locally & systemically

## **Métis Artist Using The Internet To Keep Indigenous Myths Alive**

- Showing the importance of digital media and the role it can play in sharing generational knowledge in Indigenous, Métis, and Inuit Communities.



# SOME OF MY ASSIGNED READINGS THIS TERM

McMahon, R. (2020). Co-developing digital inclusion policy and programming with indigenous partners: Interventions from Canada. *Internet Policy Review*, Alexander von Humboldt Institute for Internet and Society: Berlin, Vol. 9(2): 1-26.

Cook, K. (2020). "Re-coding Collaborative Archaeology: Digital Teaching and Learning for a Decolonised Future" in Communicating the Past in the Digital Age, Sebastian Hageneuer (Ed). Ubiquity Press Ltd: London; pp 115-126.

McGurk, T. J., & Caquard, S. (2020). To what extent can online mapping be decolonial? A journey throughout Indigenous cartography in Canada. *The Canadian Geographer*, 64(1): 49–64.

Carpenter, M. J. (2021). Replaying Colonialism Indigenous National Sovereignty and Its Limits in Strategic Videogames, *American Indian Quarterly*. Vol. 45(1): 33-55.

Petersson. B. (2014). "Dances with Petroglyphs" in Perspectives to Archaeological Information in the Digital Society, Isto Huvila (Ed). Uppsala University; pp 73-98.

# LIBRARY COLLABORATION

## Jennifer Thiessen - Liaison Librarian for Indigenous Studies & John Dingle (with thanks!)

- <https://researchguides.library.brocku.ca/INDG> *The Indigenous Studies research guide provides links to many of the key resources Brock has access to and that address Indigenous experiences and perspectives.*
- <http://iportal.usask.ca/> *Very useful database of material maintained by the University of Saskatchewan Library. Some content can be accessed directly from the site and some can be accessed by using the citation information there to access the article/book/film in our own collection.*
- [Bibliography of Native North Americans](#) *Good database covering academic literature related to Indigenous topics*
- [Early Encounters in North America](#)
- [North American Indian Thought and Culture](#)
- [Indigenous Peoples: North America](#)
- [Frontier Life](#)

Digitized historical material with a strong focus on Indigenous history & experiences

- [National Film Board Indigenous Cinema collection](#) *NFB has a strong and growing collection of Indigenous-made films that cover a variety of subjects*
- [Brock Library Indigenous Reading Collection](#) *A collection located on the main floor of the James A. Gibson Library. The link above shows all items included in the collection.*

# THE CUPE ONTARIO INDIGENOUS COUNCIL



[Indigenous Council \(cupe.on.ca\)](http://cupe.on.ca)

**The CUPE Ontario Indigenous Council** is firmly committed to promoting and defending the rights of all Indigenous workers in our union and in our communities. The committee's goal is to educate our membership about Indigenous issues, increase participation of Indigenous members, and combat discrimination. They do this through actively participating in their communities, provincial coalitions, lobby days and political campaigns.

**CUPE National Indigenous Council**

<https://cupe.ca/national-indigenous-council>

# RESOURCES FOR CUPE 4207 MEMBERS

- [Indigenization of Post-Secondary Education](#) CUPE National
- [Indigenizing Academia](#) – Stryker Calvez
- [Indigenization as inclusion](#), reconciliation, and decolonization: navigating the different visions for indigenizing the Canadian Academy – Adam Gaudry and Danielle Lorenz
- [100 ways to Indigenize](#) and decolonize academic programs and courses – Dr. Shauneen Pete
- [Resources for Indignizing Higher Education](#) (a collection of links to books, chapters, journal articles and more on initiatives, organization, and research methodology) – Thompson Rivers University Faculty of Education and Social Work



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Miigwech  
Anushiik  
Yawuko  
Nia:wen  
O:nen ki'wahi'  
Marsé  
Merci  
Qujannamiik  
Thank you

**ALLY.  
ACCOMPLICE.  
CO-RESISTOR.**

