

CANADIAN SCHOOL OF PEACEBUILDING
CANADIAN MENNONITE UNIVERSITY

Session I: June 5–9, 2023

**PCD-5190 Indigenous Cultural Safety: Working Authentically Across Difference
Graduate Course Syllabus**

Instructor: Harley Eagle

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Lecture times: 8:30am-5pm, Monday to Friday

Office hours: After class

Last date for voluntary withdrawal without academic penalty: **July 14, 2021**

COURSE DESCRIPTION

Originating in the medical and health services field by Māori Indigenous Health care professionals over 30 years ago, Cultural Safety and an emergent secondary concept, Cultural Humility, have since spread to many areas of the globe where Indigenous Peoples still maintain connections to their lands. Cultural Safety strives to address the disparities that many Indigenous Peoples face and is an entry point into understanding the dynamics and intersections of forms of oppression across many marginalized groups. This course utilizes processes rooted in Indigenous ways of knowing and being as well as interactive small and whole group dialogue and exercises. *Prerequisite: PCTS-1110 or 24 credit hours of university-level studies.*

OBJECTIVES

After successful completion of this course students should have: A solid understanding of the foundations of the concept and practice of Indigenous Cultural Safety and how it might be useful for the student's personal and chosen field of a professional context. The foundations include a deeper understanding of the history of Canada from Indigenous perspectives, Colonization and Decolonizing in the context of its relationship to Indigenous Peoples, systemic racism and its connection to colonization, and foundational skills such as Trauma Informed Practice and Anti-racism and the Talking Circle Process.

REQUIRED TEXTBOOK(S)

It is the participant's responsibility to order texts ahead of time, whether online, as e-books, or from local book-sellers.

Joseph, Bob. *21 Things You May Not Know about the Indian Act: Helping Canadians Make Reconciliation with Indigenous Peoples a Reality*. Canada: Indigenous Relations Press, 2018.

TEACHING APPROACH

In addition to lectures, there will be opportunities for interactive exercises, learning about and in the talking circle process, and interactive and self and small group activities. Students will be expected to keep up with readings and actively engage in class activities.

COURSE REQUIREMENTS AND DEADLINES (for credit)

The following are the general outlines of requirements for those taking the class for credit. Others are encouraged to read as much as possible, however, in order to receive maximum benefit from the course.

Assignments are due as scheduled. Marks will be deducted for lateness (5% per day), unless previous arrangements have been made with the instructor. Please email assignments to heagle3000@gmail.com.

ASSIGNMENT SUMMARY

ASSIGNMENT	DUE DATE	VALUE
1. Introduction to Self	June 6	20%
2. Reflection Paper <i>21 Things</i> Parts A & B	June 5 & 16	25%
3. Essay on Indigenous Cultural Safety	June 16	30%
4. Class participation		25%

ASSIGNMENT GUIDELINES

1. Introduction to Self and Learning Goal Reflective Paper

Due: June 6, midnight.

Length: Up to 750 to 1000 words

Value: 20%

- Description: This paper is designed for you to think about yourself and your relationship with Indigenous Peoples as close or as distant as that may be. It is also a skill development paper that you can draw upon if you find yourself engaging in an Indigenous Community. This paper is not due until after the 2nd day of our course to allow you to make any adjustments based on the insight you might gain from our first 2 days together in class.

Please include these elements:

- Your name and anything significant you might like to share about your name. This paper is designed for you to prepare and practice an introduction to self as if you were engaging with a traditional Indigenous community introduction protocol. During our first day, we will spend time in introduction talking circles and you may want to use your paper as a summary to help guide you while you speak in the talking circle.
- Where do you currently consider home? Tell me a little about your home community. Then describe the lands in terms of their relationship to Indigenous Peoples historically and/or currently. This will require you to do some research even if Indigenous Peoples are no longer inhabitants of the area. You might want to include Treaty territory information or whom the lands belonged to traditionally. In addition, if you are Indigenous and/or you have relationships with the Indigenous territory of that area, please describe.
- Say a little about your heritage, that is who are your ancestors and where are they from? (Sometimes this is a difficult question for some as maybe there is adoption in your history or

perhaps that information has never been shared with you. But do the best you can with what you do know or what you can find out)

- Lastly, what brought you to this course? That is, why is this course content important to you?

2. Reflection on *21 Things you may not know about the Indian Act*. 2-part paper

Assignment Description: This overall assignment is designed to assist you in engaging in well-informed conversations with colleagues, friends, and family about the history and current reality of Canada from Indigenous perspectives.

Due: (Part A) June 5, midnight.

Length: 1500 words

Value: 10%

Part A Description: Read the book *21 Things you may not know about the Indian Act*, by Bob Joseph and describe the feelings that come up for you, and name and describe four specific content points, themes, or elements of the Indian Act in relation to your reactions.

Due: (Part B) June 16, midnight.

Length: 2000 words (i.e., the original 1500 words revised and expanded to 2000)

Value: 15%

Part B Description: Once the class is completed review and revise your 4 specific content points, themes, or elements of the Indian Act and describe them in such a way that it would assist the general Canadian population (and, in particular, those without knowledge of the Indian Act) in deepening their understanding of the history and/or current reality of First Nations Peoples in Canada.

3. Essay on Indigenous Cultural Safety's main themes and your continued learning path.

Due: July 7, midnight.

Length: 3500 words

Value: 30%

Description: In this essay draw from a) the readings and lectures of this course and b) interactions that you had in the classroom, putting them into conversation with c) additional research of your own (5+ journal articles, a scholarly book, or some combination thereof) to describe what Indigenous Cultural Safety is, its main elements, and how it is being utilized. Further, describe how you see its relevance to your context and how you plan in continuing in your learning journey regarding Indigenous Cultural Safety.

STYLISTIC REQUIREMENTS

CMU has adopted the following as its standard guide for all academic writing:

L. Diana Hacker, *A Pocket Style Manual*, Ninth Edition (Bedford/St. Martin's, 2020)

Student writings should follow the APA style guide for citations.

OTHER REQUIREMENTS

Academic Integrity—All material referred to in any assignment MUST be appropriately referenced. Plagiarism is a serious matter. Students should be aware of CMU Academic Policies, particularly those regarding academic misconduct (plagiarism and cheating), which apply to all University courses. These are detailed on CMU’s website (<http://www.cmu.ca/students.php?s=registrar&p=policies>) and in the CMU Calendar.

Attendance—In order to maximize the potential of the educational process, and given the intensive nature of CSOP courses, it is necessary that each student attend all classes. On occasion, a student may need to miss some class time. A half-day of class (4 total hours) is the maximum allowable absence, and any student missing more than this may be barred from further class attendance. In such cases the student is responsible to advise the instructor before the class occurs. It is the responsibility of the student to become familiar with all academic policies, including those pertaining to attendance, academic misconduct, and grading.

ACCESSIBILITY

CMU strives to provide a fair and supportive learning environment for academically qualified students with disabilities. If you are eligible for these services or have questions about becoming eligible, please contact Sandra Loeppky, Coordinator of Accessibility Programs at sloepky@cmu.ca or 204.487.3300 x.340.

In recognition of individuals with asthma, allergies and severe environmental/chemical sensitivities, CMU is striving to become a scent-free campus. Students, staff and guests are asked to refrain from wearing fragrances and scented personal care products at CMU. This includes perfumes, colognes, aftershave and scented hair products. Your cooperation is greatly appreciated by those affected.

EVALUATION

Good communication skills are essential for justice and peacebuilding work. Thus, in general, instructors should look for quality writing that adheres to the assignment guidelines, expresses ideas clearly, concisely, and persuasively, and demonstrates engagement with readings and class sessions. All written work should be well informed, well organized and well documented.

Students to take up any concerns or questions regarding grades first with the instructor. If this does not produce a satisfactory result, the student should submit a written appeal to the Registrar (spenner@cmu.ca).

NOTE: Grades are not final until vetted and approved by the Dean’s Office.

For more information on CMU policies regarding grades, academic misconduct, appeals, and other matters, please see the *CMU Student Handbook*.

LETTER GRADE/PERCENTAGE SCALE

Letter Grade	Percentage	Grade Points	Descriptor
A+	90-100	4.5	Exceptional
A	80-89	4	Excellent

B+	75-79	3.5	Very Good
B	70-74	3	Good
C+	65-69	2.5	Satisfactory
C	60-64	2	Adequate
D	50-59	1	Marginal
F	0-49	0	Failure

EXTENSIONS

The last date within the semester an instructor can grant as an extension is AUG 15. If a student is unable to complete the requirements of a course by this date, the student must submit a written appeal for an “incomplete” to the Registrar’s office (spenner@cmu.ca). The student should seek the instructor’s support for the appeal and must submit it by AUG 16.

If the student’s appeal is granted, the instructor will enter a grade of I (for incomplete) accompanied by a temporary grade (which is based on completed work and assigns a value of zero for uncompleted work). Instructor grades are due by AUG 21. If the student completes the remaining work within the extension period, the grade will be recalculated and the incomplete status will be removed. If the student does not complete the work within the extension period, the incomplete status will be removed and the provisional grade entered alongside the “incomplete” will become the final grade. The maximum extension for courses ending in August is DEC 1.

SCHEDULE, TOPICS & READINGS

This schedule, along with assigned readings, may be adjusted slightly in response to pace of discussion, availability of guests, and other scheduling issues. The instructor will provide advance notice of any changes.

Monday, June 05

Topic: Introduction to self and the concept of Indigenous Cultural Safety

Readings:

Land Acknowledgments: Why Land Acknowledgements are Important in Healthcare

<https://www.youtube.com/watch?v=g7IKXK-I-DM>

On Land Acknowledgments: UBC Distance Learning

<https://guides.library.ubc.ca/distance-research-xwi7xwa/landacknowledgements>

Indigenous Territory Map

This map may have inaccuracies, or omissions, as it is a living document, so it is best to use it as a start to your research regarding Indigenous Territory.

<https://native-land.ca/>

Canadian Association of University Teachers (CAUT)

<https://www.caut.ca/content/guide-acknowledging-first-peoples-traditional-territory>

Fact Sheet: Cultural Safety

<https://fnim.sehc.com/getmedia/c1ef783b-520a-44cf-a7b8-d40df5e406e7/Cultural-Safety-Fact-Sheet.pdf.aspx?ext=.pdf>

S. McGough, D. Wynaden, S. Gower, R. Duggan & R. Wilson. “There is no health without Cultural Safety: why Cultural Safety matters.” *Contemporary Nurse* 58/1 (2022):33-42, DOI: [10.1080/10376178.2022.2027254](https://doi.org/10.1080/10376178.2022.2027254)

Anti-Indigenous Racism Training and Culturally Safe Learning: Theory, Practice, and Pedagogy Cheryl Ward, Melody E. MortonNinomiya, Michelle Firestone
<https://jps.library.utoronto.ca/index.php/ijih/article/view/33204/27350>

Tuesday, June 06

Topic: Preparing for and embracing the History in Canada from Indigenous perspectives.

Readings:

Doctrine of Discovery: Stolen lands, Strong Hearts (Anglican Church of Canada)
<https://www.youtube.com/watch?v=mQwkB1hn5E8>

The great dying: The academic article

<https://www.sciencedirect.com/science/article/pii/S0277379118307261>

The Indian act:

<https://www.thecanadianencyclopedia.ca/en/article/indian-act>

The Indian Act and Women

<https://www.thecanadianencyclopedia.ca/en/article/women-and-the-indian-act>

Wednesday, June 07

Topic: Embracing the History in Canada from Indigenous perspectives continued.

Readings:

Indian hospitals: The evolution of intentional coloniality and the biology of anti-Indigenous racism, Dr. Cassandra Felske-Durksen
<https://add.albertadoctors.org/issues/special-issue-indigenous-health/indian-hospitals/>

Researching and Revealing Indian Hospitals in Canada

<https://www.canadashistory.ca/explore/canada-s-history-forum/researching-and-revealing-indian-hospitals-in-canada>

Legacy of Canada's Indian hospitals:

<https://www.youtube.com/watch?v=ATA95frbiAU>

A five-part film exploring the health and well-being of Indigenous peoples living in Canada

<https://theunforgotten.cma.ca/>

Separating children from parents: The Sixties Scoop in Canada

https://www.youtube.com/watch?v=_nmd6HXKXYU

Have you heard about the Sixties Scoop?

<https://livelearn.ca/article/living-in-manitoba/have-you-heard-about-the-sixties-scoop/>

Sixties Scoop Millennium Scoop: Overview- Indigenous Studies KPU

<https://libguides.kpu.ca/indigenous/sixtiesscoop>

Thursday, June 08

Topic: Indigenous Cultural Safety Skills

Readings:

Relational Systems Thinking. That's How Change is Going to Come, From Our Earth Mother. Melanie Goodchild. <https://jabsc.org/index.php/jabsc/article/view/577>

Public Service Alliance of Canada: Anti-racism resources

<https://psacunion.ca/anti-racism-resources>

Jacqueline K. Nelson, Kevin M. Dunn, Yin Paradies. "Bystander Anti-Racism: A Review of the Literature." *Analyses of Social Issues and Public Policy* 11 (2011): 263-284. <https://doi.org/10.1111/j.1530-2415.2011.01274.x>

Shut down White Clay. (nd). Indigenous Solidarity Guidelines.

<https://shutdownwhiteclay.wordpress.com/indigenous-solidarity-guidelines/>

Trauma-Informed Practice (TIP) – Resources:

<https://www2.gov.bc.ca/gov/content/health/managing-your-health/mental-health-substance-use/child-teen-mental-health/trauma-informed-practice-resources>

Between the Tides: Developing an Indigenous-Informed Cultural Safety. Training Impact Assessment Survey Tool for Post-Secondary Institutions on Vancouver Island, BC

<https://pdfs.semanticscholar.org/173a/fce0907e637f26f6048b55cc2250f6141f73.pdf>

Neurodecolonization and Indigenous Mindfulness- Dr. Michael Yellow Bird:

<https://www.indigenousmindfulness.com/about>

Shame and Accountability with Brené Brown

<https://brenebrown.com/podcast/brene-on-shame-and-accountability/>

Brené Brown - Embracing Vulnerability

<https://www.youtube.com/watch?v=AO6n9HmG0qM>

Shame: 3 Tips for Breaking the Cycle

https://www.youtube.com/watch?v=yxpUGOu_yjE

Self-Regulation Skills: Why They Are Fundamental

https://www.youtube.com/watch?v=m4UGDaCgo_s

Shame Resilience Theory: A Grounded Theory Study on Women and Shame. Brené Brown, PhD, LMSW

Polyvagal Theory: Vagus Love by Dr. Monique Andrews

<https://www.youtube.com/watch?v=8Xt83O2oAVo&t=2s>

Friday, June 09

Topic: Examples of Indigenous Cultural Safety and Decolonizing action.

Readings:

The National Center for Truth and Reconciliation

<https://nctr.ca/>

The 94 Calls to Action

https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous-people/aboriginal-peoples-documents/calls_to_action_english2.pdf

Jagged Worldviews Colliding. Leroy Little Bear.

https://www.learnalberta.ca/content/aswt/worldviews/documents/jagged_worldviews_colliding.pdf

Talking to kids about Residential Schools

https://www.youtube.com/watch?v=ebOJ_lMCVvk

Dear Dr. Bryce: Letters to late residential school whistleblower express gratitude, pledge action

<https://www.cbc.ca/news/canada/ottawa/dr-bryce-letters-residential-school-whistleblower-1.6190973>

Cultural Continuity as a Hedge Against Suicide in Canada's First Nations

<http://web.uvic.ca/~lalonde/manuscripts/1998TransCultural.pdf>

Restorative Justice Circles

<https://livingjusticepress.org/about-circles/>

Turning a new page: cultural safety, critical creative literary interventions, truth and reconciliation, and the crisis of child welfare. Sarah de Leeuw sarah.deleeuw@unbc.ca and Margo Greenwood

How UNDRIP Changes Canada's Relationship with Indigenous Peoples

<https://www.cigionline.org/multimedia/how-undrip-changes-canadas-relationship-indigenous-peoples/>

Creating environments for Indigenous youth to live & succeed | Tunchai Redvers

<https://www.youtube.com/watch?v=zwLR23fHBQU>

CONTINUITY PLAN

Faculty and students should plan to stay home when ill, and continue to follow current public health isolation requirements following a positive covid test: <https://manitoba.ca/covid19/info-for-mbs.html#isolation>

Individual students: what to do if you can't come to class

Please let the instructor know asap if you are not able to attend class and make plans to visit with the instructor after you return for a summary and co-designed plan for you to access the content.

What happens if the instructor can't come to class

If the instructor is unable to attend class then, if possible, we will set a zoom (or the like) conference to share the content and to relay further instructions to access content concerning that particular day.

SCHEDULE NOTES

July 15	The final date to withdraw from the course without academic penalty.
Aug 15	Instructors cannot grant extensions past this date.
Aug 16	The last day for students to appeal in writing to the Registrar's office for extensions past Aug 15.
Aug 21	Last day for instructors to submit grades.