

Class Schedule :: Healing & Indigenous Education :: Spring 2023

Note: Schedule subject to change according to the needs of the class and community partner.

Week 1: Introduction to the Capstone

Friday, April 7, 11:30am-2:30pm

Readings due (emailed during break, and also posted on Canvas):

- Barker, "Kill the Indian, Save the Child: Cultural Genocide and the Boarding School" (19 pgs)
- Capstone Student Handbook
- NAYA Capstone Volunteer Welcome Manual

Week 2: Service-Learning Preparation: Meet at NAYA

Friday, April 14, 11:30am-2:30pm **NOTE: Class meets AT NAYA**

Note: Weeks 2 & 3 have the heaviest reading load of the term, to get you up to speed on core philosophies to help us collaborate with NAYA. (Readings will significantly reduce Week 5.) Be sure to pace yourself and allot 6-8 hours for reading and video viewing these weeks. Read/view from the General list AND your Service List to prepare for Friday class (recommended in this order):

Everyone: general read/view to prepare for Friday class:

- Dunbar-Ortiz: "Introduction: This Land" and "Chapter 2: A Culture of Conquest," from *Indigenous People's History of the United States* (~40 pages)
- Remen "Helping, Fixing or Serving" (1 page)
- The Relational Worldview Model at NAYA (12 pages)
- Culture Card (note, this is a scan of a brochure, so it prints out awkwardly---best viewed online)
- *Native American Community in Multnomah County*, p 2-12, & 42-59
(this is a HUGE doc, so if you print it out, you'd only want the listed pages)
- Straton & Niles "Beyond Guilt: How to Deal with Societal Racism"

Service group-specific texts (only read the text(s) that corresponds to your service assignment):

- *Garden group*: Armstrong "Sharing One Skin" and Whittle "Reciprocity of Tradition"
- *Learning Center & College & Career groups*: Rabow: Intro, Ch. 1 "Anxieties, Attitudes, and Expectations"
- *ODE curriculum group*:
 - Watch official state introductory video "Senate Bill 13: Tribal History/Shared History"
 - Browse the Oregon Department of Education curriculum on the website.

Assignment due by 11:30am (before Friday class):

- Response #1 (post to Canvas in Discussions area)

Week 3: Historical Context, Healing, & Pedagogy

Saturday-Thursday April 15-20: Begin Service (Refer to Cheat Sheet for instructions)

Friday, April 21, 11:30am-2:30pm

Historical context:

- *Oregon Experience: Broken Treaties* (~59 minute watch)

Trauma-informed philosophies and practice, general context:

- Burke Harris (video) "How Childhood Trauma Affects Health" (25 min)
- Ablon "Rethinking Challenging Kids" (20-min video)
- Sanders "Trauma-Informed Classrooms" (video, watch to 14:20 min)
- Abeyta "Look for their Strengths" (~ 8 pages)
- Kimmerer "Asters and Goldenrod" (~9 pages)

Service-specific texts (read those that correspond to your service assignment):

- *Garden group*: Segrest "Food Sovereignty" (~15-minute video) and Adamson "First Nations Survival and the Future of the Earth" (11 pages)
- *College and Career Center*: Rabow Ch. 2 "Building Relationships" (~25 pages)
Optional: Ch. 3 "Teaching Techniques"
- *ODE curriculum groups*: Smith, Ch. 9, from *Indigenous and Decolonizing Studies in Education*

Assignment due by 11:30am (before Friday class):

- Response #2 (post on Canvas in Discussions)
- Record your week's Service on the Timesheet (on Canvas, in the Syllabus & Essentials module)

WEEK 4: Historical Context & the Agency of Healing

Friday, April 28, 11:30am-2:30pm

Readings/texts due:

- *The Wellbriety Journey to Forgiveness* (75-minute video)—note this film was created by the indigenous community to support healing from intergenerational trauma. Elders tell their personal stories which include instances of physical and sexual abuse. Please practice self-care as you view this powerful film.)
- "Epigenetics: Inheritance is Weirder than We Thought" (~3-minute video)
- Menakem interview "Notice the Rage, Notice the Silence" (51-minute podcast)

Assignment due by 11:30am (before Friday class):

- Response #3
- Record your week's Service on the Timesheet (on Canvas, in the Syllabus & Essentials module)

Week 5: Cross-Cultural & Non-Violent Communication

Friday, May 5, 11:30am-2:30pm

Readings due:

- Brown “The Power of Vulnerability” (20- minute video)
- Manning “Introduction to Non-Violent Communication” (~34-minute video)
- Rosenberg, Chapters 1-4, from *Non-Violent Communication* (50 pages)

Assignment due by 11:30am (before Friday class):

- Peer Reply: Respond to any ONE of your peers’ previous Responses (can be 1, 2, or 3)
- Record your week’s Service on the Timesheet (on Canvas, in the Syllabus & Essentials module)

WEEK 6: Land, Education & Healing

Friday, May 12, 11:30am-2:30pm

Readings due:

- Kimmerer “Reclaiming the Honorable Harvest” (15-minute video)
- Kimmerer “In the Footsteps of Nanabozho” from *Braiding Sweetgrass* (~10-pages)
- “Rooted in Culture: Oregon’s Wild Camas” (3-minute video)
- TBD (check Canvas for update—my book delivery didn’t arrive in time....)

Assignment due by 11:30am (before Friday class):

- Response #4
- Record your week’s Service on the Timesheet (on Canvas, in the Syllabus & Essentials module)

Week 7

Friday, May 19, 11:30am-2:30pm

Readings due:

- Nelson “Re-Indigenizing Our Bodies and Minds Through Native Foods” from *Original Instructions: Indigenous Teachings for a Sustainable Future* (16 pages)
- Wilson “Whole Body Mental Health” (1-hour podcast)

Assignment due by 11:30am (before Friday class):

- Response #5
- Record your week’s Service on the Timesheet (on Canvas, in the Syllabus & Essentials module)

WEEK 8

Friday, May 26, 11:30am-2:30pm

(Assign Final Reflective Essay)

Readings due:

- Yellowbird “Decolonizing the Mind” (~1 hour 15-minute video)
- Okun “White Supremacy Culture”

Assignment due by 11:30am (before Friday class):

- Peer Reply: Respond to one of your peers’ Responses (#4or #5)
- Record your week’s Service on the Timesheet (on Canvas, in the Syllabus & Essentials module)

WEEK 9: Restoration & Reconciliation

Friday, June 2, 11:30am-2:30pm

Readings due::

- *Two Rivers* (1-hour film)
- Restorative Practices at NAYA

Assignment due by 11:30am (before Friday class):

- Peer Reply: Respond to one of your peers’ Responses (#4or #5)
- Record your week’s Service on the Timesheet (on Canvas, in the Syllabus & Essentials module)

Week 10

Friday, June 9, 11:30am-2:30pm Pacific Time

Assignments due:

- Final Essay (bring hardcopy to class)
- Come prepared to share a text suggestion for this course, something that might be a good addition to future syllabi: a short story, a poem, an article, a film suggestion, or anything you think would be a good addition to the class. **Be prepared to explain why you suggest it, and where you think it would fit in the syllabus.**

Week 11: No class meeting during finals.

Assignments due:

- Garden: Arrangements for making up any service-day absences should be made with Bonz and cleared with Anmarie
- Learning Center: Finalize and submit your project to Anmarie and Becca
- College & Career Center: Arrangements for making up any service absences should be made with NAYA and cleared with Anmarie.

- Curriculum: Post final revisions to Google folder, per Auntie Louise's instructions