

## **Class Schedule :: Healing & Indigenous Education :: Winter 2023**

Schedule subject to change according to the needs of the class and community partner.  
Access readings and assignments through Canvas modules for each week.

### **Week 1: Introduction to the Capstone**

**Friday, January 13**

*Readings to prepare for our first class:*

- Capstone Student Handbook
- NAYA Capstone Welcome Packet

### **Week 2: Service-Learning Preparation**

*Note: Weeks 2-4 have the heaviest reading load of the term to get us up to speed on core philosophies needed to collaborate with NAYA. (Readings significantly reduce Week 5.) The texts are chosen for their accessibility—there are very few scholarly tomes, but some of these texts can be emotionally painful—so pace yourself and allot about 6 hours for reading.*

**Friday, January 20 \*Class meets at NAYA\*  
FOR ONSITE TOUR AND TRAINING**

*Everyone read before Friday class, recommend in this order:*

- Remen “Helping, Fixing or Serving” (1 page)
- The Relational Worldview Model (12 pages)
- Barker “Kill the Indian, Save the Child: Genocide and the Indian Boarding Schools” (19 pages)
- Culture Card (note, this is a scan of a brochure, so it prints out awkwardly-best read online)

Next, to prepare for service (which begins next week), read the following to prepare for our training at NAYA Friday. Read only the texts corresponding to your service assignment:

- Learning Center & College & Career Center group: Rabow: Preface/Intro, Ch. 1 “Anxieties, Attitudes, and Expectations” and read the Cheat Sheet for access and preparation instructions.
- Garden group: Armstrong “Sharing One Skin” and Whittle “Reciprocity of Tradition”. Also read the Cheat Sheet for access and preparation instructions.
- Tribal History/Shared History Curriculum group: Watch former NAYA Culture & Wellness Manager Mick Rose’s video introduction and the official introductory video to the curriculum, and review the Oregon Department of Education curriculum on the website. All of these links can be found on the Cheat Sheet.

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

- Response #1 (on all of this week’s readings)

### **Week 3: Historical Context & Healing**

**Monday, Jan. 23-Sat. Jan 28: Begin your Service for/at NAYA**

**Friday, January 27 class at PSU**

*All-class readings/texts due:*

- *The Wellbriety Journey of Forgiveness* (75-minute film—note this is a film created by the indigenous community to support healing from intergenerational trauma. Elders tell their personal stories which include instances of physical and sexual abuse.)
- Harris “How Childhood Trauma Affects Health” (25-minute video)
- *Native American Community in Multnomah County*, pages 2-12, & 42-59

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

- Response #2
- Record your service on timesheet

### **WEEK 4: Land, Education, & Healing**

**Friday, February 3**

All-class readings/texts due:

- Kimmerer “Asters and Goldenrod” from *Braiding Sweetgrass*
- Kimmerer: “In the Footsteps of Nanabozho” from *Braiding Sweetgrass*

Service-focused texts (read the text corresponding to your service assignment):

- Learning Center & College and Career: Rabow “Chapter 2: Building Relationships” and “Chapter 3: Teaching Techniques” (~50 pages, very accessible reading)
- Tribal History/Shared History Curriculum: Smith, Ch. 1 from *Indigenous and Decolonizing Studies in Education* (12 pages, academic read)
- Segrest: “Food Sovereignty” (~15-minute video) and Adamson “First Nations Survival and the Future of the Earth” (11-pages)

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

- Response #3
- Record your service on timesheet

### **WEEK 5: Non-Violent Communication**

**Friday, February 10**

*Readings/texts due:*

- Brene Brown “The Power of Vulnerability”
- Manning “Introduction to Non-Violent Communication”
- Optional: Rosenberg, Ch. 1-4, *Non-Violent Communication*

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

- Response #4
- Peer Reply
- Record your service on timesheet

## **WEEK 6**

### **Friday, February 17**

#### *Readings/texts due:*

- Menakem “Notice the Rage, Notice the Silence” podcast interview with author of *My Grandmother's Hands: Racialized Trauma and the Pathway to Healing our Hearts and Bodies* (51-minute listen)
- “Epigenetics: Inheritance is Weirder than we Thought” (~ 3-minute video)
- Straton & Niles “Beyond Guilt: How to Deal with Societal Racism”

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

- Response #5
- Record your service on timesheet

## **Week 7:**

### **Friday, February 24**

#### *Readings/texts due:*

- Nelson “Re-Indigenizing Our Bodies and Minds through Native Foods” from *Original Instructions: Indigenous Teachings for a Sustainable Future*
- Wilson “Whole Body Mental Health”

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

- Peer Reply (no Reading Response asgt today, but be prepared for an in-class writing exercise)
- Record your service on timesheet

## **WEEK 8**

### **Friday, March 3**

(Assign Final Reflective Essay and Self-Assessment letter, due end of term)

#### *Readings due:*

- Yellowbird “Healing through neurodecolonization and mindfulness”

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

- Response #6
- Record your service on timesheet

## **WEEK 9**

### **Friday, March 10**

- *Two Rivers* (film)

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

- Peer Reply (no Reading Response)
- Record your service on timesheet

## **Week 10**

**Friday, March 17**

*Reading:* TBD

*Assignments due:*

- Record your service on timesheet
- Final Essay and Self-Assessment Letter
- Come prepared to share with the class a text suggestion for this course, something that you think 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 post a link in the chat, and to explain verbally why you suggest it, and where you think it would fit in the syllabus.**

**Week 11: No class finals week.**

*Assignments due:*

- ODE Curriculum: Post all final work course google folder, and make sure any contacts you identified are added to the spreadsheet.
- Learning Center & College & Career Center: Arrangements for making up any absences should be made with NAYA and cleared with Anmarie.
- Indigenous Garden: Arrangements for making up any absences should be made with Bonz and cleared with Anmarie.