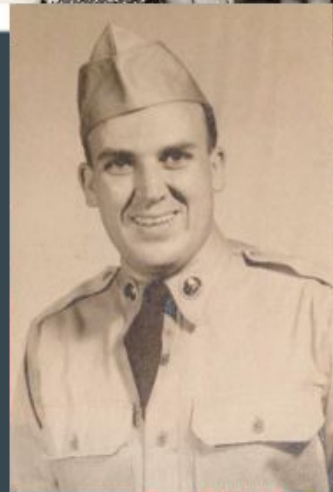


Centering People and Place in Academic Civic Engagement (ACE) Classrooms

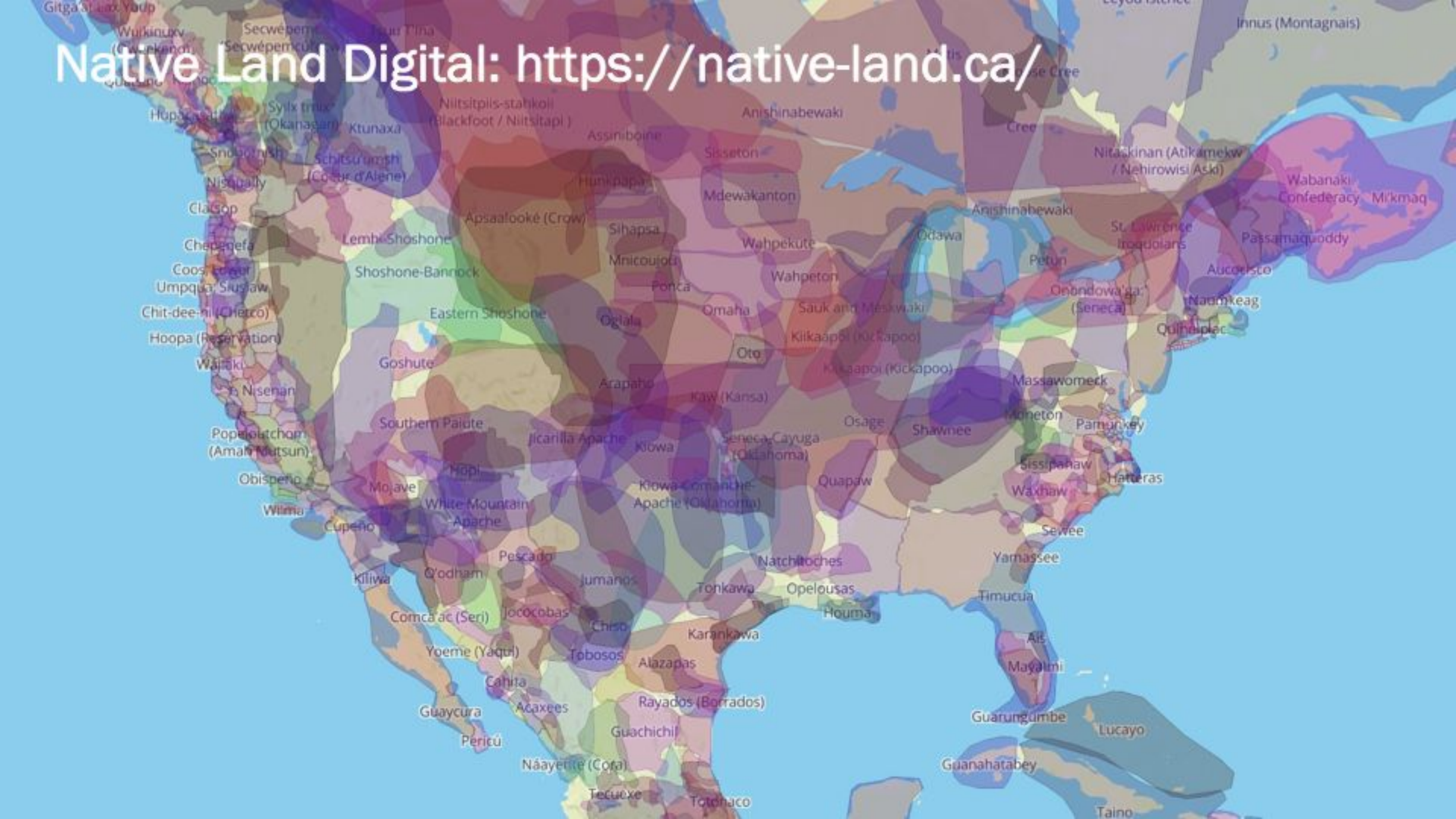


Meredith L. McCoy
Carleton College

Boozhoo!



Native Land Digital: <https://native-land.ca/>



Decolonization is *not* -

- Bringing in Indigenous people for the sake of inclusion or diversity
- Adding extracted Indigenous ideas to existing projects
- Performative shifts toward talking about Indigenous issues
- Trying to align Indigenous perspectives with settler frameworks

Decolonization: Indigeneity, Education & Society

Vol. 1, No. 1, 2012, pp. 1-40

Decolonization is not a metaphor

Eve Tuck

State University of New York at New Paltz

K. Wayne Yang

University of California, San Diego

Slides adapted from “Understanding Decolonization,” North Dakota Association of Colleges for Teacher Education, Virtual Keynote by Dr. Meredith McCoy and Dr. Krystal Tsosie, 2021

Native Academic BINGO

Invited to talk on a subject outside of your field	Asked to "pick your brain"	Expected to speak for other Tribes of which you are not connected	Asked to help determine if someone is Native
Asked to be a consultant on a grant	Asked to join a DEI committee to be the Native voice	Given unrealistic timelines to produce Native focussed content	Asked how to be a better ally
Asked to review land acknowledgment	Asked for feedback on work	Asked to work for free	Put on a grant without approval
Given emotional labor without payment	Asked to determine if something qualifies as appropriation	Asked to find Native "extras" for films	Asked "how much" Native you are or blood quantum questions

myfreebingocards.com



L. J. Merciless NDN Savage
@ecohugger

Inspired by @leilanisabz recent post about the types of "asks" she receives and then reading how prevalent this is with other Native academics and students, I decided to create a bingo card for this school year. (Most items on the card were taken from her original post).



Dr. Leilani Sabzalian
@leilanisabz

You're Native!

Can you review my land acknowledgment, present on a random Native topic that isn't your area of expertise, have coffee with me so I can pick your brain, help me find extras for my movie, give me feedback on my work, help me determine whether or not I'm Native...



Dr. Leilani Sabzalian
@leilanisabz

You're Native!

Can you tell me if this is appropriation, send me a list of resources, tell me what to do to be a better ally, be a consultant on our grant, serve on our advisory board, submit a chapter to our edited book by tomorrow so we can include Native perspectives...

Decolonization is the dismantling of colonial constructs.

Decolonization can refer to:

- Reinvesting in Indigenous governance and educational models
- Resurgence of Indigenous intellectual traditions and languages
- Restoring Indigenous connections to our territories and relations
- Reconnecting with Indigenous conceptions of bodily autonomy, gender, sexuality, and personhood
- Dismantling colonial systems of harm

How can we craft learning environments that are...?

What would it mean to restore models of education that are:

- Non-punitive
- Intergenerational
- Place-based and experiential
- Individualized and play-based
- Interdisciplinary / arts-integrated
- Built from the languages and intellectual traditions of the places where they occur
- Grounded in a sense of responsibility to one another and to the places where we live and learn

Note - there is no one model! Each classroom is going to approach this differently based on their local context.

Decolonization is not additive. It's a fundamental shift in approach. As you think about decolonizing, ask yourself:

- What is it that I want? Why am I doing this?
- How am I identifying gaps in my own knowledge? What assumptions might I be making?
- Whose goals should take priority in this situation? How can I use my status within my institution to shift power dynamics and amplify Indigenous voices?
- What are the colonial histories of my discipline? My institution?
- What are some common mistakes that colleges and universities make when they try to do decolonizing work?

What might another model look like?

What would it mean to ground our work in higher education within the 4Rs?

What would it mean to counter the 2Ps with deliberate steps toward relationship building and enacting our responsibilities to one another?

Systems Research and Behavioral Science

Syst. Res. **21**, 1–15 (2004)

Published online in Wiley InterScience (www.interscience.wiley.com)

DOI: 10.1002/sres.631

■ *Research Paper*

Indigeneity, an Alternative Worldview:
Four R's (Relationship, Responsibility,
Reciprocity, Redistribution) vs. Two P's
(Power and Profit). Sharing the Journey
Towards Conscious Evolution

La Donna Harris^{1*} and Jacqueline Wasilewski²

Two academic civic engagement (ACE) classes:

Collaborations with a local Dakota cultural center across two terms:

- Visiting and building slowly before creating formal partnerships
- Identifying our partners' priorities and finding structures on our campus to help meet them
- Identifying where our limited skill sets and knowledges can be best put to use (“cogs”); refusing the idea of savior intervention

Researching the Indigenous histories of our own institution:

- How our institution acquired its land based and has used it over time
- Histories of Native faculty, staff, and students on campus over time
- How Native people have been represented through campus events
- Sharing knowledge with the broader public, both on campus and off

Broadly, what are some areas of need in Indian Country?

- Support [Indigenous peoples' voting rights](#) and organize against obstacles to the Native Vote
- Support efforts to stop [the violence](#) against Missing and Murdered Indigenous Women, Girls, and Two-Spirit People
- [Support Indigenous-led efforts](#) to protect our traditional homelands, waters, and more-than-human relatives
- Support efforts to [bring justice for boarding school survivors](#), including the [Truth and Reconciliation Commission Bill](#)
- Support [Native-led efforts to improve the educational opportunities](#) available for Native youth today
- Support [organizations that represent Native leaders](#) and teach others to respect and honor treaty obligations
- Support efforts to more ethically represent Native people, including [countering Native mascots](#) and [promoting Native representation in the media](#)
- Follow diverse Indigenous voices on social media and [Indigenous-run news outlets](#)
- Examine the books in your local library and/or the curriculum in your local schools, and then amplify [the calls of Native scholars](#) to more ethically represent Native people in K-12 texts
- Support [#LandBack](#) initiatives
- Stand against violence against our Black and Black-Native relatives

In listening to the nations whose territories you occupy and to the urban Native communities in your area, which of these issues is most pressing to them? How can your ACE work contribute to their efforts?

Campus infrastructure to make this possible:

- “Acts of healing and honest storytelling”
- Center for Community and Civic Engagement’s course development and logistical support, including workshops and trainings
- Campus archivists, librarians, and external relations staff
- Funding support from the CCCE and the Dean’s office

Academic Civic Engagement and Scholarship

At Carleton, Academic Civic Engagement (ACE) has long referred to an approach to education focusing on community-based learning. ACE Courses may be **Applied**, which generally indicates that a civic engagement project is an integral part of the course, and often involves collaboration with community partners. ACE can also be **Theoretical**, meaning that it focuses on the theoretical exploration of civic engagement. These courses centrally focus on issues of democracy, such as social justice, positionality, and forms of systemic oppression and *directly* explore how students might engage in work towards social change.

Increasingly, we at the CCCE are also interested in the potential nexus of interested faculty connecting their engaged coursework to their engaged research, further leveraging the range of resources available at Carleton College towards community-identified needs. In keeping with the values of our office, we are interested in how dynamic collaboration contributes to transformative social change.

Through our ACE
partnerships, how can we...

...build meaningful, ongoing, and mutually beneficial relationships that recognize each partner's talents, resources, strengths, and needs?

...advance epistemic justice
by building new structures
based in Indigenous
knowledges and value
systems?

...respond to our learning from
one another with gratitude and
reciprocity?

...nurture an ethos of
responsibility to one another as
kin and neighbors?

...listen for, amplify, and work
toward meeting Indigenous
nations' goals?

...recognize tribal sovereignty
and respect tribal governance?

...remediate histories of extraction,
exploitation, erasure, and exclusion?

...rebalance relationships and redistribute
resources to meet each partner's priorities?

Miiigwetch!

Twitter: @meredithlmccoy