



**EDST 456/556 Equal Opportunity: Decolonization**

**Instructor**

Michelle Jacob, PhD  
[mjacob@uoregon.edu](mailto:mjacob@uoregon.edu)

**Graduate Teaching Employee**

Shianne Walker  
[shianne@uoregon.edu](mailto:shianne@uoregon.edu)

**Office Hours** (via Zoom or Conference Call): By Appointment

**Catalog Course Description**

In this course, students examine educational institutions and their continuing part in larger social processes of colonization and cultural genocide. Prereq: EDST 420 or Instructor approval.

Graduate students enrolled in EDST 556 are expected to complete a substantive and measurable difference in the type and amount of work required for credit, as noted on this syllabus.

**Course Learning Outcomes**

Every student will:

1. Summarize literature relevant to the history and ongoing effects of genocide, colonization, and assimilation through a lens of Indigenous decolonization.
2. Summarize literature on intersections between colonization and gender, race, class, and heteronormativity.
3. Critically reflect on one’s own positionality in light of the literature on colonization and assimilation.
4. Recognize policies, practices, and materials schools can use to further educational self-determination and sovereignty for Indigenous students and disrupt the reproduction of colonization in schools.

**Required Books**

Jacob, M. M. & RunningHawk Johnson, S., (Eds). (2020). *On Indian Ground: A Return to Indigenous Knowledge-Generating Hope, Leadership and Sovereignty through Education in the Northwest*. Charlotte, NC: Information Age Publishing.

Additional readings on Canvas. Readings subject to change with notice, as announced in class or on Canvas.

**Course Requirements and Assignments**

BASIS FOR EVALUATION					
✓	<b>Digital Engagement with Native Communities Log</b>			20 pts	
✓	<b>Weekly Journals</b> (456 students: 2 pages double spaced each week; 556 students 4 pages double spaced each week: due by Thursday at 11:59pm on OneDrive)			60 pts	
✓	<b>Hosting Guest Author</b>			20 pts	
✓	<b>TOTAL</b>			100 pts	
A+	n/a	A	95-100	A-	90-94
B+	87-89	B	83-86	B-	80-82
C+	77-79	C	73-76	C-	70-72
D+	67-69	D	63-66	D-	60-62
		F	< 59		

**Student Engagement**

Educational Activity	Hours Undergraduates Engaged	Hours Graduate Students Engaged
Attendance	25	25
Readings/Digital Engagement	30	30
Writing Assignments	25	55
Hosting Guest Author	10	10
Total	90	120

## **Weekly Schedule of Topics**

### Week 1 (3/30): Welcome: Kalapuya Ilihi

Welcome: Instructor and GE Introductions

Kalapuya Ilihi

Syllabus Discussion

Canvas

OneDrive Site

EDST 458 Instructions

Sign up for Hosting Guest Authors

**2:30pm Guest: Stephany RunningHawk Johnson (Indigenizing Education Project)**

### Week 2 (4/6): Introducing Indigenous Studies in Education

Read: Indigenous UO map: <https://map.uoregon.edu/indigenous>

Read: SB 13 legislative text (Posted on Canvas)

Read: Kalapuya Treaty of 1855 (*The Oregon Encyclopedia*) Posted on Canvas

Read: *On Indian Ground* Foreword, Preface, and Introduction

**2:15pm Guest Author: Stephany RunningHawk Johnson**

### Week 3 (4/13): Indigenous Place-Based Education

Read: *On Indian Ground* Chapter 8

**2:00pm Guest Author: Dr. Jessica Black**

### Week 4 (4/20): Institutional Policies, Colonization, and Indigenous Resistance

Read: *On Indian Ground* Chapter 9

**2:15pm Guest Author: Dr. Carol Ward**

### Week 5 (4/27): The 5 Rs and Educators Serving Indigenous Students, Families, and Communities

Read: *On Indian Ground* Chapter 4

**2:15pm Guest Author: Hobie Blackhorn**

### Week 6 (5/4): Indigenous Cultural Teachings as Education

Read: *On Indian Ground* Chapter 5

**2:15pm Guest Author: Dr. Anthony Craig**

### Week 7 (5/11): Indigenous Teacher Education as Decolonization

Read: *On Indian Ground* Chapter 10

Read: Sapsikʷalá Program Blog: <https://sapsikwala.uoregon.edu>

**2:00pm Guest Author: Jimmy Snyder**

**2:30pm Guest Blog Author: Stephanie Tabibian**

### Week 8 (5/18): Indigenous Language Education as Decolonization

Read: *On Indian Ground* Chapters 11 and 12

**2:15pm Guest Authors: Regan Anderson, Dr. Joana Jansen, and Dr. Janne Underriner**

### Week 9 (5/25): Memorial Day Holiday (No Class)

Finish your Digital Engagement Log and post your updated log in OneDrive

### Week 10 (6/1): Indigenous Education on Indigenous Terms

Read: *On Indian Ground* Chapters 3 and 6

**2:00pm Guest Author: Dr. Brook Colley**

**3:00pm Guest Author: Dr. Leilani Sabzalian**

### Finals Week

Digital Engagement Final Log Due (456/556 AND 458 students) on OneDrive by 8:00am on Monday, June 8.

**Assignment Descriptions:** There are three types of assignments you need to complete.

**Weekly Journals are due every Thursday by 11:59pm on OneDrive.**

Please upload a reflective journal that is at for **undergraduate students: at least 2 pages (double-spaced) in length** for **graduate students: at least 4 pages (double-spaced)** in which you reflect on the week's discussions, readings, digital engagement, and your experiences in learning about Indigenous education. You are permitted to collaborate on Journals.

Each Journal should contain three sections:

**Section 1: Description:** Describe the content you learned. This demonstrates knowledge content retention.

**Section 2: Reflection:** Reflect upon what you learned. This is the section in which you could state what surprised you, what resonated with one of your experiences, how you might use the knowledge you gained in your own future teaching practice.

**Section 3: Analysis:** In this section you analyze what you are learning in terms of student learning outcomes for our class and/or synergy with other course material (from our own class or another course you are taking). This is the section in which you bring multiple pieces of your thinking together to show you are achieving our course learning outcomes.

Journals are intended to be a fun way to engage material. You can focus on course meetings/discussion, readings, and/or digital engagement. Also, YOU get to decide how much of each of the 3 sections you will write. Some weeks you may be feeling more reflective, and that section may take up most of the journal, with only a few sentences for sections 1 and 2. That is ok! Just include EACH of the 3 sections each week. You have quite a bit of freedom in these journals, so make it as fun and engaging as you can for yourself in your own decolonizing journey!

Please note you may post your journal EARLY, for example on Monday right after class. You don't need to wait until Thursday night to post. 😊

Please type your name at the top of each Journal and tell us what Journal it is, for example:

**First Name Last Name: Week 1 Journal.**

**Digital Engagement with Native Communities: (456-556 students: 10 hours; 458 students: 30 hours)**

Although you are not allowed to do field placements and there are no on campus events this term to attend, there are numerous ways to engage Native communities. I've posted several options for you on OneDrive. You will also find there a blank log for you to fill out. Log your time for each activity you do, and summarize what you learned (1-3 sentences). **EDST 456-556 students are required to complete 10 hours of Digital Engagement with Native Communities.**

**EDST 458 students will complete 30 hours of Digital Engagement for their Field Placement Credit.** Please use the same log for 456 and 458; you should only have one log that shows how you completed your 30 hours. This will earn your 1 credit of Field Placement. How simple! (And I hope fun)!

**Hosting Guest Authors (Each student helps host once)**

Sign up on the sheet in OneDrive to host a guest author who will join us by Zoom. Your responsibilities are to check in with your group members (see sheet to find out who your group members are) and each group member will prepare a **1-2 sentence statement to share with the guest author about what you learned from reading their chapter**. Also, each group member will **prepare one question to ask the guest author**. Our time is limited with guest authors, so please be prepared, **share your summary and question with your group members, and post on OneDrive AHEAD of time**, in case your Zoom connection fails at the wrong time, we still have your summary and question to share with the author when they are with us live on Zoom and you can earn credit. I'm delighted so many authors we are reading are willing to join us and "meet" you! This is a valuable and unique experience and I am thrilled this is part of our decolonizing journey together this term.

## **Attendance and Participation**

Attend and participate in ways that honor everyone's contributions, including your own. Please share your very best with us. Your presence is a gift.

Bring the assigned readings to the class session they are to be discussed.

Please submit all your work on time. It is disrespectful to your classmates if you do not follow the due dates. Out of fairness to your classmates, I will not accept late work and there will be no make ups unless 1) Shianne and I are notified ahead of time, and 2) a documented emergency has taken place. If you are absent, it is your responsibility to contact a classmate for notes and to catch up by reviewing posted material on Canvas and OneDrive. It is your responsibility to check your email and Canvas for information if you are absent.

## **Expected Classroom Behavior**

Your presence is a gift. Honor us and yourself with respectful conduct at all times.

## **Diversity, Equity and Inclusion**

It is the policy of the University of Oregon to support and value equity and diversity and to provide inclusive learning environments for all students. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

In this course, class discussions, projects/activities and assignments will challenge students to think critically about and be sensitive to the influence, and intersections, of race, ethnicity, nationality, language, religion, gender, socioeconomic background, physical and cognitive ability, sexual orientation, and other cultural identities and experiences. Students will be encouraged to develop or expand their respect and understanding of such differences. Maintaining an inclusive classroom environment where all students feel able to talk about their cultural identities and experiences, ideas, beliefs, and values will not only be my responsibility, but the responsibility of each class member as well. Behavior that disregards or diminishes another student will not be permitted for any reason. This means that no racist, ableist, transphobic, xenophobic, chauvinistic or otherwise derogatory comments will be allowed. It also means that students must pay attention and listen respectfully to each other's comments.

## **Documented Disability**

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Accessible Education Center, please see <http://aec.uoregon.edu>

## **Mandatory Reporting of Child Abuse**

UO employees, including faculty, staff, and GEs, are mandatory reporters of child abuse. This statement is to advise you that that your disclosure of information about child abuse to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting:

<http://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect>

## **Reporting Title IX Experiences**

Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at [safe.uoregon.edu](http://safe.uoregon.edu). To get help by phone, a student can also call either the UO's 24-hour hotline at 541-346-7244 [SAFE], or the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE website, students may also connect to Callisto, a confidential, third-party reporting site that is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment can find information at [respect.uoregon.edu](http://respect.uoregon.edu) or [aaeo.uoregon.edu](http://aaeo.uoregon.edu) or contact the non-confidential AAEO office at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available at <http://aaeo.uoregon.edu/content/discrimination-harassment>

Specific details about confidentiality of information and reporting obligations of employees can be found at <https://titleix.uoregon.edu>.

I am a designated reporter. For information about my reporting obligations as an employee, please see <http://titleix-stage.uoregon.edu/employee-reporting-obligations>. Students experiencing any form of prohibited discrimination or harassment, including sex or gender based violence, may seek information on <http://safe.uoregon.edu>, <https://respect.uoregon.edu>, <https://titleix.uoregon.edu> or <https://aaeo.uoregon.edu> or contact the non-confidential Title IX office (541-346-8136), AAEO office (541-346-3123) or Dean of Students offices (541-346-3216), or call the 24-7 hotline 541-346-SAFE for help.

### **Academic Misconduct Policy**

All students are subject to the regulations stipulated in the UO Student Conduct Code (<http://conduct.uoregon.edu>). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

### **Conflict Resolution**

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness, or other improper treatment.

It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, you can contact the Associate Dean for Academic Affairs and Equity (Krista Chronister, 346-2415, [kmg@uoregon.edu](mailto:kmg@uoregon.edu)). Outside the College, you can contact:

- UO Bias Response Team: 346-3216 <http://bias.uoregon.edu/whatbrt.htm>
- Conflict Resolution Services 346-3216 <http://studentlife.uoregon.edu/support>
- Affirmative Action and Equal Opportunity: 346-3123 <http://aaeo.uoregon.edu/>

### **Grievance Policy**

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (<https://education.uoregon.edu/academics/student-grievance>) or enter search: student grievance.

### **In Case of Inclement Weather**

In the event the University operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university's schedule will be posted on the UO main home page (in the "News" section) at <http://www.uoregon.edu>. Additional information is available at <http://hr.uoregon.edu/policy/weather.html>. If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on

Canvas or via email. During periods of inclement weather, please check Canvas and your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.

**Course Incomplete Policy**

Students are expected to be familiar with university policy regarding grades of “incomplete” and the time line for completion. For details on the policy and procedures regarding incompletes, Please see:

<https://education.uoregon.edu/academics/incompletes-courses>