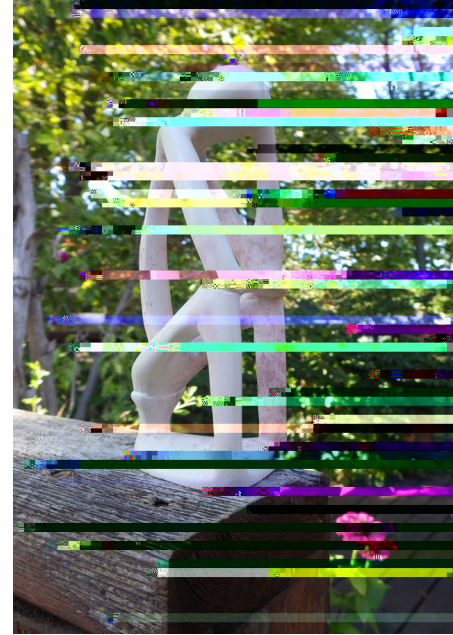


Some naive and tentative attempts at introducing Indigenous perspectives into my Biology teaching

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Specific Teaching Practices to help promote Indigenization - Equity, Diversity, Inclusion, Accessibility and Anti-racism (I-EDIAA)

(Version 1.1, February 2023)

Introduction

Acknowledgements

Faculty, teaching staff and graduate students of the Queen's Department of Biology

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Monica GarMo.3-2 (c), (r) 803 Tw -2Tr 27.9. (F) 28. (P) 8 (-) f) 2.1 D (ue) f (tu)-2 () ents of 8 (De) 6 (t.)-3 (of) 2

Specific Teaching Practices to help promote Indigenization - Equity, Diversity, Inclusion, Accessibility and Anti-racism (I-EDIAA)

(Version 1.1, February 2023)

Practices for:

Broadly introducing the principles of I-EDIAA (14#)

Highlighting Indigenization (14#)

Highlighting Equity(3#)

Highlighting Diversity (7#)

Highlighting Inclusion (7#)

Highlighting Accessibility (1#)

Highlighting Anti-racism (2#)

Resources (6 pages):

References cited above and some extras

Specific Indigenous topic resources

General I-EDIAA resources

General I-EDIAA training resources

Practices for broadly introducing the principles of I-EDIAA (14#)

(1) “Curricular diversification involves questioning, disrupting, and challenging dominant western-centric knowledges, pedagogies, intellectual traditions, and ways of knowing, to include Indigenous, global, non-western, anti-racist, decolonial, and feminist perspectives”. (PICRDI recommendation #16)

(3) Approach coverage of EDIAA in your course from a mutual learning perspective

(9) Consider the role and requirements of your Teaching Assistants in addressing (m).

Practices for highlighting Indigenization (14#)

(1) Land acknowledgement

(6) Explore the use and misuse of Indigenous Knowledge/Traditional Ecological Knowledge (TEK) science.

(9) Where appropriate in ecology/environmental science courses, highlight the distinct inter-relationship and respect-based perspectives that Indigenous groups have with the land and water, and all the organisms that live in those habitats

(13) Consider introducing yourself and your students to the Thanksgiving Address entitled “The Words Before All Else”

(14) Consider attempting to include some coverage of non-science based ‘ways of knowing’

The Biology of Sustainability (BIOL 510)

2022 course subtitle:

Maybe our greatest need now is not more knowledge
but more wisdom



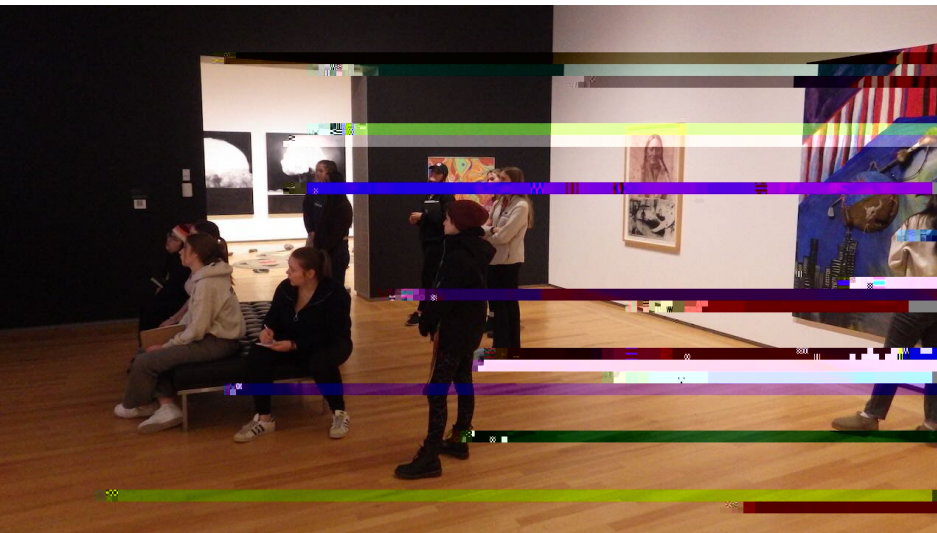
Course question

Interconnectedness and impermanence: Is enhanced deep awareness of these fundamental biological principles the ultimate key to significantly advancing our species toward more sustainable living?



The particular learning potential of the Arts

The Scream– Kent Monkman's depiction of the Canadian residential school system



BIOL 200 - Biodiversity: What's a species worth?

According to what value system? **Manoomin– Wild rice**

- *Zizania aquatica* the only cereal grain that is native to Canada (widespread in north eastern N. America)
- A 'slow' crop; of profound indigenous cultural significance (e.g. Anishinaabeg)
- Manoomin production severely diminished by colonial water management practices to control lake levels and to promote recreation, water-skiing etc.

Humans <--> Nature

Separation/Independence <----> Relationships/Interconnectedness

Individualism <----> Community

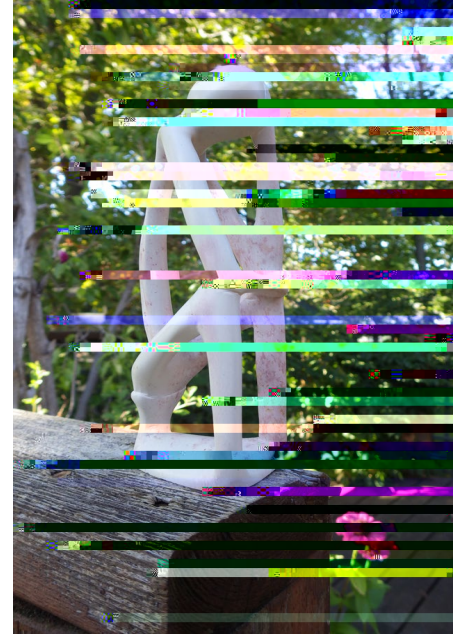
Ownership <----> Gift

Commodification/Legality <----> Sharing/Reciprocity

- See Manoomin: Resurgence of Indigenous Food Sovereignty within the Kawartha Lakes Region <http://nourishingontario.ca/black-duck-wild-rice-a-case-study/>
- And for broader context see Kimmerer, R. 2013. Braiding Sweetgrass

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From Paula Anderson and James Whetung:

<http://nourishingontario.ca/black-duck-wild-rice-a-case-study/>