

# Live Online Discussion: Role of University/College Partner as Helper

A Community-Based Research Canada Discussion  
April 29, 2021

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Recherche partenariale du Canada



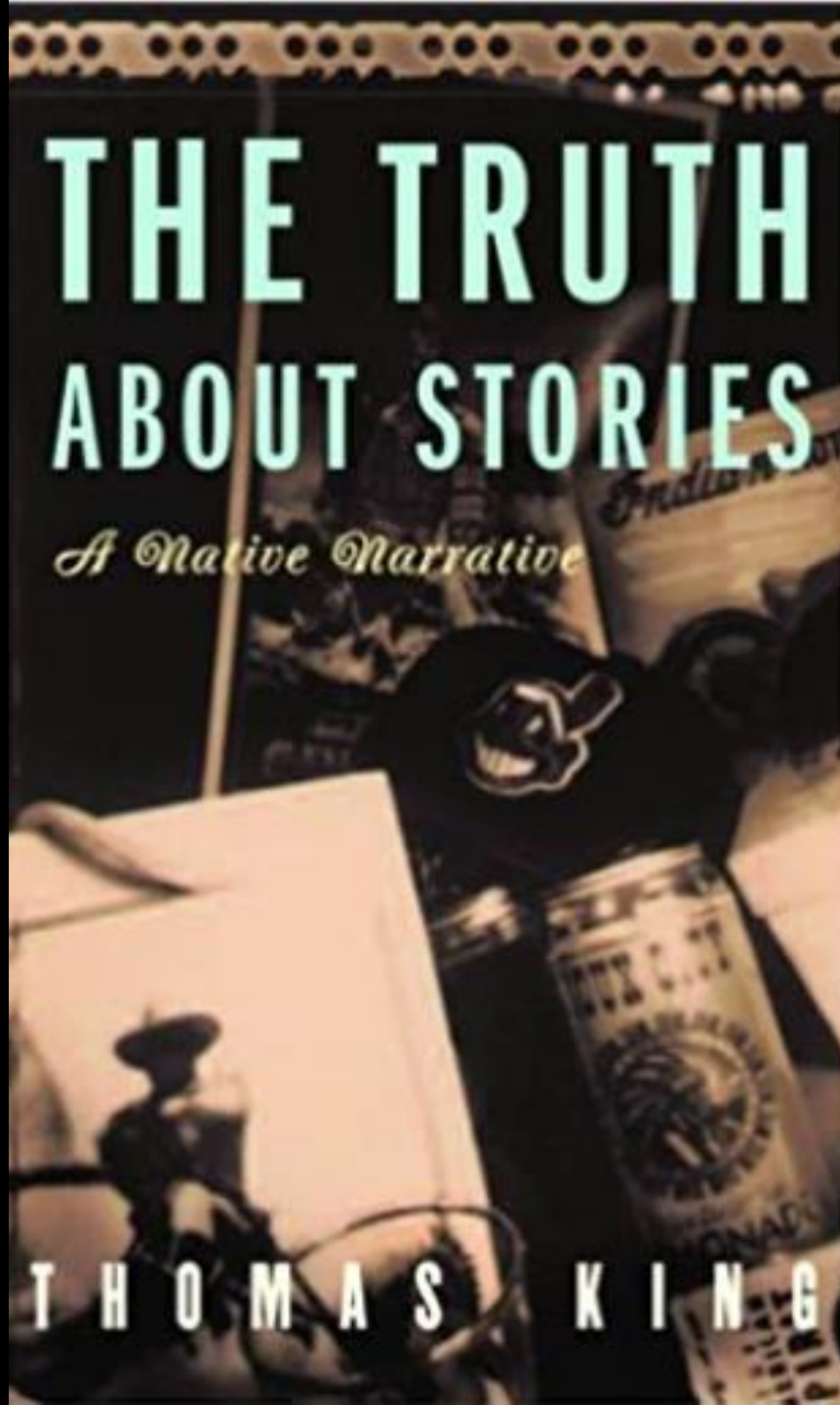
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## Territorial Acknowledgment

“You have to be careful with the stories you tell. And you have to watch out for the stories that you are told.” – Thomas King

# Indigenous knowledge systems

Indigenous knowledge is a living process, a 'lived curriculum', that comes from the history, cultures, beliefs and values of each nation. Each nation has its own natural laws, ways of knowing and ways of doing. Being in relationship with all living beings and honouring the spirit of each being is very important in Indigenous knowledge systems.



# Media Representations

The Examination of News Media Representation of Indigenous Murder Victims in Canada: A Case Study of Colten Boushie's Death, VanEvery (2019)

- Two competing narratives: 1) news coverage constructed Colten Boushie as an 'ideal victim' and 2) news media supported shooter, Gerald Stanley.

'Newsworthy' Victims? Exploring differences in Canadian local press coverage of missing/murdered Aboriginal and White Women, Gilchrist

- 3 Aboriginal women and 3 white women. White victims received 6 times more stories, often with large photo, on front page, and headlines such as "Jenny we love you" and "Waiting for Alicia". Aboriginal victims received less sympathetic coverage, often no photo, shorter stories alongside 'soft news', impersonal headlines "Teen's family keeping vigil" and "RCMP identified woman's remains".

Challenging media stereotypes of Indigenous people

*CBC Radio – Unreserved, Nov 15, 2019*

Breaking media stereotypes with Indigenous storytelling

*UN - Academic Impact, We are Indigenous campaign*

## **Port Renfrew, BC**

A pair of donated canoes, gifts from the University of Victoria to Pacheedaht First Nation, were brushed in a traditional cleansing ceremony lead by cultural teachers from Ditidaht on June 8.

“Pacheedaht, Ditidaht and Makah – we all speak the same dialect because we were one,” said Ditidaht elder Jimmy Chester. He told the story of the broken sacred rattle that split the three sister nations.

“We come from Tatoosh Island (off the coast of Cape Flattery in Washington State); after the sacred rattle broke they were afraid they would get killed so they paddled across the strait,” Chester shared.

They landed in Jordan River but there wasn’t enough food so some of the group paddled up island, settling at area that is now Ditidaht territory.

Pacheedaht people are working hard to revive their culture, because, as Arliss Jones says, “we no longer have the culture.”

A group from Ditidaht travels to Port Renfrew every Tuesday to hold language classes that are well attended by eager Pacheedaht learners. Ditidaht singers, language and culture holders Bobby Durocher, Cyril Edgar, Christine Edgar, Sarah Tom and Jimmy Chester all help to pass the teachings on.

In addition, family from T’Souke Nation are working with PFN to further revive the culture by training youth for the upcoming canoe journey to Lummi, Washington.

Sarah Wright Cardinal, an assistant professor in the School of Child and Youth Care at UVic. Her husband, Jeff Welch, has blood ties to Pacheedaht and wanted to help them help their youth to take part in Canoe Journeys as a way to promote wellness and culture.

*excerpt from news article: Ditidaht helps Pacheedaht revive culture at canoe blessing ceremony in preparation for Paddle to Lummi, Ha-Shilth-Sa news, June 12, 2019*

On Saturday, the Pacheedaht gathered for a canoe blessing and launch ceremony where tribal elder Jimmy Chester led a ceremony attended by about 100 members of the First Nation as well as Chief Jeff Jones, “knowledge keepers,” and invited guests.

“This is a very important day for us and marks the return to our traditions,” Jones said.

“It’s a journey of more than 300 kilometres and this year we’ll be taking it very easy, downsizing a bit to make it easier. But this is something that we’ll be doing every year.”

The purpose of the Tribal Journey is to revitalize old teachings, share stories and traditions, and offer new learning between local elders and 12 local youths participating in this project.

With six months of Tribal Journeys preparations already underway, activities have included workshops on drum-making, cedar paddle making, cedar harvesting and weaving, canoe safety, teachings, and paddle practice.

The University of Victoria, School of Child and Youth Care assistant professor Dr. Sarah Wright Cardinal, is a Cree educator who lives in Sooke and is co-lead on the project.

Funding for the project came as a result of a call to action resulting from the work of the Truth and Reconciliation Commission which included the establishment of a national research program to advance the understanding of reconciliation.

In 2018, 115 Indigenous organizations and researchers were awarded SSHRCC grants to organize engagement activities and develop position papers to inform a national agenda aimed at strengthening Indigenous research capacity and the role of universities in that research.

Pacheedaht Nation and the University of Victoria’s Language, land, and healing: Youth stories of preparing for Tribal Journeys is one of these projects, which received a \$50,000 grant.

*Excerpt from: Pacheedaht Canoe Blessing marks a return to Tribal Journey, Saanich News, June 10, 2019*



# Relevance of Indigenous projects

*Community:* We recognize that our mission as educators, researchers, and practitioners is integrally connected to the children, youth, families, and communities that we serve and to the Coast Salish communities on which the University stands.

*Reconciliation:* We are committed to moving forward honestly and openly in a journey to establish and maintain mutually respectful relationships between settlers and Indigenous people in Canada.

*Respect for diverse knowledges, epistemologies, and pedagogies:* The School of Child and Youth Care is an interdisciplinary program. Our community values diversity in perspective, including theoretical, pedagogical and epistemological diversity, and recognizes the value that this adds to the educational experience of our undergraduate and graduate students and to advancing issues of social justice and equity for children, youth, and their families and communities.

*Source: Excerpt from Mission & Values, School of Child & Youth Care, University of Victoria*

## Indigenous Research, Social Sciences & Humanities Research Council (SSHRC)

- Research in any field or discipline that is conducted by, grounded in or engaged with First Nations, Inuit, Métis or other Indigenous nations, communities, societies or individuals, and their wisdom, cultures, experiences or knowledge systems, as expressed in their dynamic forms, past and present. Indigenous research can embrace **the intellectual, physical, emotional and/or spiritual dimensions of knowledge in creative and interconnected relationships with people, places and the natural environment.**
- Researchers who conduct Indigenous research, whether they are Indigenous or non-Indigenous themselves, **commit to respectful relationships with all Indigenous peoples and communities.**
- Research by and with Indigenous peoples and communities emphasizes and values **their existing strengths, assets and knowledge systems.**

## Toward a successful shared future for Canada: Research insights from the knowledge systems, experiences and aspirations of First Nations, Inuit and Metis peoples, July 2018

### Findings suggest:

- positive changes are underway at both community and institutional levels regarding the rights and well-being of Indigenous peoples.
- progress is being made on revitalization of Indigenous languages and legal orders, reform of educational curricula, and Indigenous models of business that advance self-determination goals.
- progress could be improved with better knowledge about certain topics—such as cogovernance of fresh water systems, or social impacts of resource development—and more evaluation of new approaches to programs and services
- call for future research to be more participatory and collaborative, led by Indigenous communities, and grounded in Indigenous worldviews and approaches to research.
- Meaningful and inclusive dialogue between communities, researchers and all levels of government is critical to building upon and applying resulting knowledge.

Source: <https://www.sshrc-crsh.gc.ca/society-societe/community-communite/ifca-iac/03-aboriginal-peoples-in-Canada-report-les-peuples-autochtones-en-Canada-rapport-eng.aspx>

# Allyship

## **What does it mean to be a genuine ally to Indigenous communities? Amnesty International, 2018**

1. Listen to and follow the community
2. Centre the stories around community
3. Know the historical and cultural context
4. Never show up empty-handed
5. Always seek consent and permission
6. Be responsible for yourself
7. Know when to step back
8. Saviours are not needed, solidarity is
9. Be mindful of others' time and energy
10. Do no harm to the community

Being an ally to an Indigenous person (1m46s): <https://www.youtube.com/watch?v=v55mm2wzmCA>

# Discussion Questions



**Question 1 On Media Representations:**  
What are the impacts and consequences of misrepresenting and stereotyping Indigenous people and communities in the media (and in research)? Whose voice is being represented?(10 minutes)

**Question 2 On Relevance of Indigenous projects:**  
How do we articulate the relevance of Indigenous projects in Canadian society? Who should benefit?  
(10 minutes)

**Question 3 On Allyship:**  
How can I engage respectfully in Indigenous community-based research? (10 minutes)


# Break-Out Session

- Nominate a group facilitator
  - Nominate a group note taker
  - Type notes in the Google doc under your group number (i.e. 1-5)
  - Facilitators, share one key insight from your break-out discussion with the larger group
- Remember: Know where your mute button is in case there's a lot of feedback

The link to the shared Google doc is in the chat box and was sent to all attendees by email



# Upcoming Events - May



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The CBR Canada e-Newsletter is released every Fall, Winter and Spring, providing updates on the latest news, resources, and opportunities in Canadian-led community-based research.

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**C2UExpo2021 Mini Gathering  
and Awards Gala  
| C2UExpo2021 Mini-  
Rassemblement et Gala de  
Remise des Prix**

MAY 6, 2021 at 4pm ET



**Register:** [www.communityresearchcanada.ca/events](http://www.communityresearchcanada.ca/events)





# Thank You!

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