



Infusing First Nations politics in an Academic English course at UBC Vantage College



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BCCIE 2016 An Agent of Change
#SSVictoria16
#IdleNoMore

Vantage College



- Vantage mandate
 - Innovative
 - “living lab” of best practices
- Student profile:
 - Academic streams
 - Student language proficiency
 - Admission requirements
- Course load

Vantage Arts student schedule

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
08:00							
09:00		<u>POLI 100 V01</u> CEME - 1204 (Sep 8-Dec 4)		<u>GEOG 121 V01</u> HENN - 201 (Sep 8-Dec 4)	<u>VANT 140C V04</u> BUCH - D229 (Sep 8-Dec 4)		
10:00			<u>LLED 200 V01</u> AUDX - 142 (Sep 8-Apr 8)				<u>VANT 140C V04</u> SWNG - 408 (Sep 8-Dec 4)
11:00			<u>PSYC 101 V01</u> HENN - 202 (Sep 8-Dec 4)		<u>PSYC 101 V01</u> HENN - 202 (Sep 8-Dec 4)	<u>VANT 140C V04</u> DMP - 201 (Sep 8-Dec 4)	
12:00							
13:00				<u>GEOG 121 VT1</u> MCLD - 220 (Sep 8-Dec 4)		<u>GEOG 121 V1D</u> FNH - 30 (Sep 8-Dec 4)	
14:00			<u>POLI 100 VT2</u> SCRF - 204A (Sep 8-Dec 4)				
15:00		<u>ASTU 204A V03</u> SWNG - 305 (Sep 8-Dec 4)		<u>ASTU 204A V03</u> SWNG - 305 (Sep 8-Dec 4)		<u>ASTU 204A V03</u> SWNG - 305 (Sep 8-Dec 4)	
16:00					<u>PSYC 101 V1E</u> GEOG - 214 (Sep 8-Dec 4)		

Context of the VANT 140 Arts Course

- 3 credits over 2 semesters
- Coordinated with Poli 100 and VANT 140 colleagues
- 3 disciplinary topics:
 - Political Science
 - Geography
 - Psychology
- 50 minutes per week
- SFL & genre informed
 - Situated *in* the discipline
 - Not “divorced from the real work of the academy” (Spack, 2004)

VANT 140 Learning Outcomes

- disciplinary-specific texts
- identify language patterns
- reflect and revise
- self-directed learning
- specialist or non-specialist audience

Critical discourse analysis

“...to understand what makes texts meaningful, to demonstrate how texts achieve certain social ends, to show how they are implicated in the enactments of status and power in society”

(Moore, 2007, pg. 51)

“...encourage multilingual students to look at the text/context connection in a different way. Texts are not simply context-bound or context-sensitive. They are context-transforming. It is for this reason that students should not treat rules and conventions as given or pre defined for specific texts and contexts. They should think of texts and discourses as changing and changeable.”

(Canagarajah, 2006, pg. 603)

Critical CBI/CLIL

“students develop...a grasp of the ways in which language is used to warrant knowledge claims within the discipline”

(Airey, 2016, pg. 96)

“...both teachers and students learn to unpack how knowledge supporting different positions is produced, maintained, or transformed and to employ empathy, openness, and tolerance when confronting ideas different from our own.”

(Kubota, 2003, pg. 208)

Rationale for First Nations focus

- Authentic texts
- Poli Sci 100: deeper understanding of the idea of nationhood, sovereignty, power
- Engagement in critical pedagogy (Kubota, 2003)
- Larger discourse around Truth and Reconciliation Commission, Indigenizing curricula, UBC Time & Place
- Agency as instructor

...The education system itself must be transformed into one that rejects the racism embedded in colonial systems of education and treats Aboriginal and Euro-Canadian knowledge systems with equal respect. This is consistent with the United Nations Declaration on the Rights of Indigenous Peoples, which articulates the state's responsibility with regard to public education and the promotion of respectful relationships between citizens, as follows:

- Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information. [Article 15:1]
- States shall take effective measures, in consultation and cooperation with the indigenous peoples concerned, to combat prejudice and eliminate discrimination and to promote tolerance, understanding and good relations among indigenous peoples and all other segments of society. [Article 15:2]

Truth and Reconciliation Commission Report, 2015, pg. 290

Process

- Addressing students' language needs:
 - Importance of vocabulary development
 - Nuanced understanding
- Skill development
 - Paraphrasing
 - Reflection
 - Multimodal delivery
- My reading
 - Textual features
 - Staging, purpose
 - Implicit causation
 - Passive voice

VANT 140 Poli Scope & Sequence

Term 1 (13 weeks)

Scaffolded language features & skills

“Gradual release” of articles

Week/dates	Focus	Formal Assessments	Required Readings & location
1 Sept 7-11	Jumpstart		
2 Sept 14-18	Course Introduction, Reflection		Wotherspoon & Hansen *posted as pdf on Connect
3 Sept 21-25	Vocabulary building		Belton *posted as pdf on Connect
4 Sept 28- Oct 2			
5 Oct 5-9		Vocabulary test	
6 Oct 12-16	Organizational features of texts		Morris *available through UBC library
7 Oct 19-23		Information Ordering test	Woons *available through UBC library
8 Oct 26-30	Detailed features of texts: explanation, passive voice		
9 Nov 2-6			
10 Nov 9-13	Paraphrasing		Iyall Smith *available through UBC library
11 Nov 16-20			
12 Nov 23-27	Reflection	Reflection	
13 Nov 30- Dec 4	Test as text		

Intro to Reflection

- **Task: “KWL”:** What I **Know**, What I **Wonder**
 - First Nations
 - Political Science Academic Discourse
 - not assessed, filed away for week 12
- Rationale for Reflection
- Attributes of successful language learners (Kohonen, 2000)
 - **Task:** What do you think?
- Assessment rubric, Student sample
 - **Task:** features, grade?

Vocabulary development: Morphology online practice

Begin: Poli Sci - Morphology practice quiz

Cancel

Begin

INSTRUCTIONS

Instructions	Take the test as many times as you need until you score 100%. These types of questions (and others) will be on the week 5 Vocabulary test.
Force Completion	This test can be saved and resumed later.
Multiple Attempts	This test allows multiple attempts.
Due Date	This Test is due on October 1, 2015 8:30:00 AM PDT.

Click **Begin** to start: Poli Sci - Morphology practice quiz. Click **Cancel** to go back.

→ ⚠ Moving to another question will save this response.

Question 1

Match the morpheme to its meaning. Note that there are extra answers you will not use.

- ▼ homo-

- ▼ pan-, panto-

- ▼ mon-, mono-

- ▼ macro-

- ▼ micro-

A. different

B. small

C. same

D. equal

E. all

F. large

G. one

In class to online practice & assessment

Many indigenous peoples survive, and some even “thrive,” not solely because they engage in local acts of resistance against globalizing effects but because they **appropriate** global ideas, tools, and institutions to pressure home states into changing their discourse and action toward them.

Belton, pg. 196

Some scholars view indigenous peoples’ **appropriation** of global ideas, tools and institutions as part of the “globalization from below” movement.

QUESTION 1

The Idle No More movement is significant for giving focus to the complex phenomenon of social inclusion and its implications for Indigenous people in the Canadian context. In particular, the challenges to define and achieve what it means for Indigenous people to maintain Indigenous rights (formally defined as Aboriginal rights in Canada) as well as their identities as Indigenous people while gaining meaningful participation in the political, social and economic life of the Canadian nation take place within a multidimensional and often highly volatile landscape. This paper explores the emer-

In this excerpt from pg 22 of the Wotherspoon & Hansen text, the information is organized **General to specific**.

- True
- False

locations and experiences associated with Indigenous inclusion in the Canadian context. We conclude by exploring the movement's contributions to broadened conceptions of inclusion that build upon alternative conceptions of socioeconomic participation and success.

Keywords: Indigenous people; social exclusion; social inclusion; social inequality

In this excerpt from pg 21 of the Wotherspoon & Hansen text, what is the first sentence? (choose the best answer):

- a definition to explain
- a definition to inform
- a narrative to get the reader's attention
- a preview to prepare the reader

Organizational & Ideational features of texts

- Nominalization in titles, topic & closing sentences
- Definitions
- Concession and contrast
- Implications
- Explanations
 - Causal (vs correlational)
 - Sequential
 - Factorial

Causation: Explicit & Implicit

Cyberspace

Although cyberspace is not completely unregulated or free from state interference,²¹ it is less regulated than other environments and is not bound to a given physical territory or owned by a particular ethnic group or state. For indigenous peoples this is advantageous since it is their identification as indigenous that often hinders their ability to take part fully in state political discourse as citizens. Cyberspace thus allows those who are marginalized to speak more easily in their own voices without having to go through approved representatives or channels. As a result, indigenous peoples may demand boycotts and strikes, alert the world of human rights violations, and share political tactics and ancestral stories without having to be a present, identified body.²² As Landzelius observes, "the nowhere/everywhere virtuality of cyberspace may mean that groups otherwise far on the periphery of power can nonetheless commandeer information hubs and alliances to gain center stage, in geo- as well as local politics."²³ The Zapatistas are a well-known example of an indigenous group outside of the so-called developed world who used cyberspace to garner support for their political cause and thwart the state's attempt to dominate them.²⁴

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Passive voice

- **Form & Function**

- Prioritizing participants
- Thematic development

- **Task 1: Compare & contrast two excerpts**

- Content
- Organization
- Interpersonal Positioning
- Grammar

Indigenous peoples are making connections and forcing others to contend with them in various locales and in multiple ways. The number of workshops, conventions, and meetings that indigenous groups have put together to inform themselves of issues affecting them is remarkable, and their ability to learn the language of international fora is commendable, as is their ability to persuade institutions to consider indigenous issues. In addition to the PFII and WGIP sessions, indigenous peoples take part in the meetings of the Commission on Human Rights, the World Intellectual Property Organization and the Commission on the Status of Women, and they participated in the Fourth World Conference on Women and the World Conference on Human Rights, among other events.

Interactions and connections are being made in various locales and in multiple ways. A remarkable number of workshops, conventions, and meetings have been put together to inform indigenous peoples of issues affecting them, and it is commendable that they have been taught the language of international fora and been able to persuade institutions to consider indigenous issues. In addition to the PFII and WGIP sessions, indigenous peoples have been admitted in the meetings of the Commission on Human Rights, the World Intellectual Property Organization and the Commission on the Status of Women, and they have been included in the Fourth World Conference on Women and the World Conference on Human Rights, among other events.

(original and adapted from Belton, 2010, pg 206)

Passive voice

- **Task 2:** Note Participants...any omitted?

“Lands are taken, ways of being are threatened, and, in the process, entire communities often become separated from their common past and one another.”

(Belton, 2010, pg 193)

- **Task 3:** use of “by + actor”

“Comack observes, “Aboriginal men are regularly stopped by police, sometimes on a weekly basis, and asked to account for themselves” ([36], p. 30-31).”

(Wotherspoon & Hansen, 2013, pg. 30-31)

- **Task 4:** speculation on excerpts: Why might the author have used the passive voice?

Paraphrasing

- Purpose
 - incorporate others' ideas into your writing
 - demonstrate your understanding of others' work
 - respectfully participate in academic discourse
- Strategies & Process
- Assessment
 - Meaning
 - Accuracy

Paraphrasing

- **Task 1:** “What I know and notice”
 - Small group discussion
 - Feature analysis of paraphrase and original text
- **Task 2:** staged practice
 - Excerpts from articles
 - Different across 5 sections of course
 - Submitted to Connect (LMS)
- **Task 3:** Assessment of compiled (anonymized) student paraphrases
 - Meaning & accuracy assessed separately
 - Further revision

Return to Reflection: KWL: What I Learned

Describe your understanding of First Nations in week 2 (you should reference the writing you did in week 2 of the course).

“My understanding in the second week was narrower than now. I did not know that First Nations are an active group who defends its rights and pursues for justice. Therefore, I could think that my scope about their situation was quite limited. In my knowledge, they were a kind of passive persons who lived in peace with the government. That idea gave me a false reality of those peoples and the Canadian government policies regarding them. I thought that in Canada there were just the typical problems as that many countries face.”

“I have learnt about how their title as Indigenous people may in fact be a threat to their sovereignty and peace. Through learning about their movement 'Idle No More', and its importance as a civil society campaign for equal rights and recognition in the United Nations I see the impact it has on the future generations of First Nations and even non First Nations.”

Return to Reflection: KWL: What I Learned

Identify, describe and explain the relevance of a feature of political science discourse you have worked with this semester.

*“One of the major functions of passive voice is to hide the participants. For example “the bill C-45 was violated in...”, the people who violated the laws were not mentioned in the sentence. When newspapers and social medias used the passive voices in this way, they are trying to remove the social responsibilities of participants. When we read sentences written in passive voices, **we need to critically think who are the participants.**”*

“...there are also various grammatical structures, in the lesson of passive voice and active voice, the **different use of language features can change the interpersonal positioning and how the author want to represent to readers.** Because we can feel the positive and negative thoughts about one historical event, **the different language features and grammatical structures can make readers get different direction of the understanding,** on the other hand, it's also a warning that **we need to think about the questions with critical perspectives.**”

“A political Science discourse feature I have worked with and particularly found very helpful is **the use of passive voice in interpersonal positioning**. It is generally a tool used in academic writing or even in literal works by writers so as to dismiss the relevance of the actor. To be more specific; this maybe because the author wants to remove blame from an actor, he has no certainty over who exactly did what (insufficient information), or the author generally wants the information to be actorless (affiliation to the real instigator of the problem)... Because of its ability to somehow control how the reader perceives and understands the literature, the author might do this intentionally to remove any criticism from the real actor. Why is this relevant to my writing? Political Science is not like a mathematical problem. It is easy to get lost in trying to write something that does not necessarily threaten me the writer and the existing literature. So it allows to be careful and safe yet somehow still show the right content of the reader. **It allows me to position my writing to the intended readers, thereby not in any way offending or misrepresenting information that might already be biased.** Already in my writing, I look forward to using it more often.”

Future Iterations

- Extend to both terms of course
- Include evaluative language, nominalization, more lexical flexibility
- Multimodal
 - Features of written and spoken discourse
- Liaise with Indigenous Initiatives across (and off) campus
- Bring in more local First Nations authors

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Resources

- Indigenizing the academy: What some universities are doing to weave indigenous peoples, cultures and knowledge into the fabric of their campuses. <http://www.universityaffairs.ca/features/feature-article/indigenizing-the-academy/>
- UBC's Aboriginal Strategic Plan: <http://aboriginal.ubc.ca/strategic-plan/>
- "On whose land we sit": the difference in Indigenous engagement between UBCO and UBC Vancouver: <http://ubyssey.ca/news/on-whose-land-we-sit-the-difference-in-indigenous-engagement-between-ubco-and-ubc-vancouver/?platform=hootsuite>
- Time and Place at UBC: Our Histories and Relations: <http://timeandplace.ubc.ca/>
- Words First: An Evolving Terminology Relating to Aboriginal Peoples in Canada: <http://publications.gc.ca/collections/Collection/R2-236-2002E.pdf>

Thank you



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