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FEATURED ARTIST

Luther Aday

Inside Out Prison Exchange Program

The Faculty of Arts currently
offer three Indigenous
Studies (INDG) courses for
all KPU students:

INDG 1100—Introduction to Indigenous Studies

INDG 3155—Indigenous Perspectives on Settler Colonial Societies
(cross listed with SOCI 3155)

INDG 4245—Indigenous Activism (cross listed with CRIM 4245)

Dean's Message

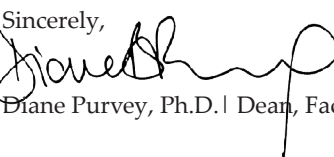
Dear faculty and staff, Since 2013 I’ve been on Surrey’s Public Art Advisory Committee. One of our latest projects involves collaboration with the Kwantlen, Katzie, and Semiahmoo First Nations as we commission public art for two new arenas. It’s an opportunity to see something beautiful arise and a symbol of indigenous communities’ resilience.

The most rapidly growing city in Canada contains one of the most rapidly growing urban indigenous populations. Indigenous people in Surrey are now estimated to number approximately 19,000, recently surpassing Vancouver in this respect. This population includes a cross-section of peoples from across the northern half of North America; more than a dozen distinct indigenous languages are spoken in Surrey and Richmond. High school completion rates for Aboriginal students are rising in the school districts served by KPU but they remain well below that of non-Aboriginal students. The indigenous population is one that the Faculty of Arts strives to serve and whose substantial barriers to post-secondary success we need to identify and remove as we engage with decolonization.

This newsletter highlights new programs such as the Minor in Indigenous Community Justice, launched this Fall term, and Inside–Out which was offered at Kwikwəxwelhp Healing Village at Harrison Mills in the Spring. Also included are student testimonials from an indigenous-focused section of IDEA 1100: Exploring the Self and World, which includes secondary school indigenous students as well as KPU students. Learning Together, the Surrey Urban Indigenous Outreach Project, prepared by Brock Endean and supported through a Vancity Credit Union grant, articulates the 10 top barriers to education faced by Surrey’s indigenous population and identifies ways in which the Faculty of Arts can support community-based programming.

Also included is an invitation to join a faculty-led discussion group on decolonizing our practice. The Canadian culture of education is predicated on colonialist values: making a significant course correction (in terms of direction and in content) is going to require continuous and sustained thought and action.

Many staff and faculty support indigenous learners and learning in a multitude of ways. Thank you. There are going to be opportunities to do more.

Sincerely,

Diane Purvey, Ph.D. | Dean, Faculty of Arts

Thank you from Simon Chiu



Sending an all Arts email then finding a typo; Dessert Clubs; the Value of An Arts Degree; David Burns’ visits; becoming a #HumanofKPU; photo waivers; interofficing candy; Sandar’s lunch specials; Christina’s candy jar; speaking “Dothraki” with Peter; the room booking process; Wade jumping off a pier; buying \$30 in ice milk and not cream that one time – I will never forget these moments with you all. You won’t believe me, but I’m the lucky one for the kindness you’ve afforded me. I’ve worked all over the place and I can honestly say, I haven’t felt more supported, inspired and connected to a family of colleagues as I have working in the Faculty of Arts at KPU. So much so, that I decided to pursue a Masters of Education in Post-Secondary Leadership at SFU full time that begins this Fall. Further to that, I’ve also accepted a continuing role at KPU in events and communications as Confidential Assistant to the VP, External Affairs in September – a busy Fall for me, indeed!

I want to take a moment to wish Desiree McLeod a welcome return from becoming new mom – rest assured, all things Marketing and Communications are back in your great hands! It’s been my pleasure to have covered for you and thank you for having me.

Faculty of Arts Highlights



Christina Fung with Dr. Wayne Tebb and her nephew Jonathan.

Christina Fung, Dean's Assistant

Christina crossed over to the School of Business and received her Business Administrative degree in Marketing Management in May. While Christina offers a big thank you for the Support from faculty and staff in Arts and Business, the Faculty of Arts thanks Christina for her diligence and commitment to her studies while working full-time in the Dean's Office. We are proud of you Christina!

Heather Cyr, English

Heather Cyr successfully defended her Ph.D. dissertation on June 27th at Queen’s University in Kingston, Ontario. Supervised by Dr. Shelley King, Head of English Language and Literature at Queen’s, her dissertation is entitled “Dreamers and Critical Thinkers: Landscape as Narrative Strategy in Contemporary Contiguous Fantasies for Children.” Congratulations to Heather for her achievement!



Heather Cyr (right) with Dr. Shelley King (left).

Dean of Arts Teaching Award

Congratulations to 2017 Faculty of Arts Dean’s Teaching Award, Dr. Mike Larsen!

Revered by so many of his colleagues, Mike Larsen instrumentally led the Criminology Honours program, whose commitment to the department is unmatched. Mike is recognized as having a talent for combining the polytechnic focus of KPU with theoretically informed critical analyses that provide students with challenging yet accessible learning opportunities that enable them to be both challenged and successful.

The Dean of Arts Teaching Award is presented annually to a KPU Faculty of Arts instructor in recognition of outstanding and innovative teaching practices that consistently encourage student success and academic achievement.



Diane Purvey with Mike Larsen at the Dean of Arts Teaching Award presentation.

Welcome to new Arts Faculty

- CRIMINOLOGY
Gurpreet Johal
Josh Murphy
- EDUCATIONAL STUDIES
Veronica Gaylie
Candy Ho
Gabriela Ionita
Neil Soggie
- ENGLISH
Jennifer Hardwick
Asma Sayed
- GEOGRAPHY
David Sadoway
- LANGUAGE AND CULTURE STUDIES
Somayeh Kamranian – French
- MUSIC
Alejandro Ochoa
- PHILOSOPHY
Leland Harper
- POLITICAL SCIENCE
Jennifer Gagnon
- CONGRATULATIONS TO RETIRED FACULTY!
Karen Inglis, English
Kent Anderson, Fine Arts
Sibéal Foyle, Fine Arts
Ann Rees, Journalism and Communication Studies
Arthur Bailey, Language and Culture Studies
Patrick Karsenti, Language and Culture Studies

SAY
HELLO

WELCOME TO OUR NEW AND RETURNING STAFF

- Tracey Bowles
Administrative Coordinator (mat leave coverage)
- Natashia Devji, BA
Administrative Assistant – Anthropology, Geography, Sociology, and Philosophy
- Desiree McLeod, BBA
Communications & Events Coordinator (return from mat leave)

Sean Smith, BA
Administrative Assistant - Curriculum and Faculty Affairs

BEST WISHES TO OUR OUTGOING STAFF

- Maria Doucet
Administrative Assistant – Faculty Affairs
- Simon Chiu, BA
Communications & Events Coordinator

Congratulations to FAEAF Award Recipients

- Alana Abramson, Simon Beck, & Evelyn Zellerer, Criminology
- Daniel Bernstein, Psychology, & Mariana Gatzeva, Sociology
- Dave Lyon, Criminology
- Department of Creative Writing
- Cory Pedersen, Psychology
- Ellen Pond, Policy Studies, & Larissa Petrillo, Anthropology
- Jocelyn Lymburner, & Kristie Dukewich, Psychology
- Jan Thompson, & Mungandi Nasitwitwi, Geography

Congratulations to 0.6% PD Recipients

- Julia Murphy, Anthropology
- Paul Tyndall, English
- Sarah Hickinbottom, Educational Studies
- Katie Warfield, Journalism and Communication Studies
- Zdenek Skoumal, Music
- Mark Glouberman, Philosophy
- Puqun Li, Philosophy
- Greg Millard, Political Science
- Levente Orban, Psychology
- Cory Pedersen, Psychology
- Amir Mirfakhraie, Sociology
- Charles Quist-Adade, Sociology

Indigenous Community Justice Minor Program

Dr. Lisa Monchalin, Criminology, Program Developer



Launching this Fall, KPU aptly announced its new minor in Indigenous community justice program on National Aboriginal Day, a first of its kind. “My hope is that this minor will play a role in honouring, acknowledging, and respecting Indigenous peoples,” said criminology instructor Dr. Lisa Monchalin, who developed the program. “Canada is Indigenous land, it always has been, and it always will be.”

The program will be uniquely offered from Indigenous perspectives and include partnerships with local Indigenous communities as well as with peoples throughout Turtle Island, which is the name given to North America by some Indigenous communities. Students will be encouraged to challenge false assumptions, identify the impact of colonialism, and explore systemic and institutional racism and the impact of European influence on Indigenous life, cultures, and languages. Students will also critically assess government and corporate intrusion on Indigenous rights and lands, and Indigenous people’s collective resistance and activism.

Courses in the program will be taught by Indigenous instructors and instructors with practical community justice experience using Indigenous teaching techniques such as a focus on oral tradition, Elder teachings, learning through experiences, and sharing circle learning. Access to Indigenous content and learning methods will be ensured through ongoing input from KPU’s Aboriginal Advisory Committee, which comprises local Indigenous community members from shared territories, school boards, and community organizations.

Learning Together

Brock Endean, RedPier Group, Indigenuity Consulting Group Inc.

The Learning Together report was prepared following six months of outreach with the local urban Indigenous community in Surrey in an effort to better understand the barriers to education and identify ways for KPU to support community based programming.

The top barriers expressed ranged from items common throughout metro Vancouver, such as childcare, housing, and transportation, to the lack of essential skills and insufficient high school education, unfamiliarity with a post-secondary setting and its processes, and cultural disconnection. Potential courses and programs that were expressed by the community for KPU to offer/explore include Indigenous language courses, business/entrepreneurship classes for artists and those who share cultural practices, as well as elder care and early childhood education. During the project, feedback was also sought from community members on ways KPU can improve engagement and communication with the Indigenous population. The following are some of these key recommendations:

- Unless information or resources are specific to one Indigenous identity, ensure language used in materials is “Indigenous” or “Aboriginal” so to be inclusive of status, non-status, treaty, and non-treaty First Nations, Métis, and Inuit.
- Avoid using the word “recruitment” while meeting with or discussing future Indigenous students, as this word can sometimes invoke negative sentiments due to its use in military and colonial history.
- Acknowledgement of traditional territories and the Kwantlen name should be included at the beginning of all publications.
- Feature photos, stories, and videos of past/current Indigenous students in marketing materials and course content.

The information outlined in the Learning Together report is in no way an exhaustive list of barriers and recommendations, but rather another step forward in creating a more inclusive environment for Indigenous learners, built on understanding, participation, and dialogue.

IDEA 1100 – Exploring Self and World: Transcultural, Creative and Interdisciplinary Inquiry

Dr. Rajdeep S.Gill, Interdisciplinary Expressive Arts

IDEA 1100 (Indigenous focus) offers a cognitively just approach to introducing Indigenous knowledges while energizing a participatory and creative teaching and learning framework that is resonant with Indigenous philosophies. Indigenous knowledges are engaged in their rich constitutional bases i.e. how they can depthfully inform and help shape not only every domain of society but also every field of study. IDEA 1100 thus works to challenge colonial lenses that reduce, distort, contain and racialize Indigenous peoples and knowledges. Teaching from this perspective also creates space for learning and dialogue that acknowledges and invites the profound contributions and possibilities of Indigenous ways of knowing and being across human and more-than-human communities and cultures. Some of the wonderful and inspiring individuals that have taken IDEA 1100 (indigenous focus) shared their experiences of taking the course, below.

Marcus Reid, who participated in the course as a high school student, identifies as an urban Indigenous person, and calls Bella Bella home. Reid shares that “*as an Indigenous student getting education off reserve, I’ve often felt singled out and surrounded by misconceptions when there is an indigenous focus area for a class. But, with this class, I was so shocked how there was nothing like that at all. The professor created such an open and safe environment with his presence and the way he taught his curriculum.*” **Reid expresses that in IDEA 1100**, “I was really able to immerse myself in a learning experience that changed my perspective on my own identity and my relationship with non-Indigenous people.”

Lev Karasin, describes himself as an immigrant student, enrolled in IDEA 1100 after a nine-year break from KPU, a time during which he successfully built several business ventures. Karasin connects his journey within IDEA to his path in business and creative practice. Apart from reigniting a love of the Arts, painting, writing and playing the piano, he observes that the impact of IDEA 1100 occurred as “IDEA... revolutionizes the way that education ought to be taught...It’s about socializing, expressing, finding one self from within, and looking through with a new lens, applying real-world skills to redefine the concept of what it is to be you.” Karasin also notes how there are similarities in understanding the role of social contexts, conditions and structures in shaping freedom and opportunity, vital in not only busting fantasies of self-made entrepreneurial success but also myths regarding Indigenous peoples.

Gurveen Saini, Associate of Arts degree in General Studies, shared how integral becoming aware of Indigenous realities, knowledges and communities has been to her personhood and education. Saini noted, “IDEA 1100 played a very vital role in my university phase, where I learned from different perspectives, not from just one person but from each and every one who was a part of IDEA 1100.” “I am a very shy person,” Saini explains, “but this course helped me to gain confidence and speak to other people.” She also indicated that the course assisted her “...as a human being because I learned to establish values like love, friendship, care, gratitude, etc. No doubt, I had all these values in me but, after this course, I can say I started expressing myself in a better way.”

Decolonizing our Practice

Ellen Pond, Policy Studies and Dr. Jan Thompson, Geography

Arts Faculty engage monthly during the Spring and Fall terms to share and support each other on decolonizing our practices (e.g. teaching methods, curriculum). Colonialism is firmly entrenched in all levels of academia and we work at understanding and dismantling these structures. The term ‘decolonizing’ was chosen to reflect the processes of our own unsettling – in our classrooms as well as in ourselves. When we meet together, we discuss what is brought to the group, from inclusion of territorial acknowledgements in our course outlines to ways to build more meaningful relationships with local Indigenous communities. All Faculty are welcome to join the group and to share resources via our Moodle site. If interested, please contact Ellen Pond or Jan Thompson to be added to our mailing list.

Getting started

Reading:

- Final Report of the Truth and Reconciliation Commission of Canada, Volume 1: Summary, 2015. Toronto: James Lorimer & Company, Ltd. Available at the KPU library, or as a free download from www.trc.ca
- Linda Gray, *First Nations 101*, 2011. Vancouver: Adaawx Publishing. Available at the KPU library.
- Linda Tuhiwai Smith, 2012. *Decolonizing Methodologies*, 2nd edition. London: Zed Books. Available at the KPU library.

Events:

- Walk for Reconciliation, Vancouver – September 24
- Orange Shirt Day – September 30
- 5th Annual KPU powwow (hosted by KPU Aboriginal Services) - October 14

CONVOCATION

Yusra Said – George C. Wootton Award

Bachelor of Arts in Psychology



As a student in the Faculty of Arts at KPU, I was able to explore various courses outside of my psychology and counselling program through the electives that I took. I learned my passion for social justice, improved my photography and Photoshop skills, and learned how several arts courses weave together with psychology. It opened my eyes to new career opportunities that could utilize several of my passions. One of my best memories was getting the opportunity to interact with not only people within the psych program, but those in Anthropology, Sociology, Geography, History and Journalism. These interactions assisted me in learning new perspectives on the world from a multitude of students.

I am currently working at KPU in the Future Students’ Office and able to share my knowledge and experiences at KPU with prospective students. My positive experiences in the Faculty of Arts and the flexibility of the program allowed me to have time to work, volunteer, join clubs, and play sports. All of which prepared me to assist others and inform them of the benefit of an Arts degree at KPU.

My next goal is to pursue working with youth and children in some capacity using what I learned throughout my degree and experiences at KPU. I’m excited for what is to come next!

Department Celebrations –Anthropology

The Major in Anthropology was granted to the department in 2011. To celebrate, our faculty decided that we need to honour our grads by giving them a keepsake. Back in 2006 when we separated from being a joint Sociology/Anthropology Department, the first item the department decided we needed was a department logo. We had the privilege of having Brandon Gabriel, a renowned artist and of Kwantlen First Nation heritage, design a logo that represents our department’s motto of “Culture, Community & Well-Being”. A form of this logo has been given to graduating students at convocation, the first on a coffee cup and most recently on a key chain. We are extremely proud of our grads and delighted with the fact that several of the Spring group received jobs within a couple of months of convocation.



Department Celebrations – Criminology

For the past several years the Department of Criminology has held a reception, open to all graduating criminology students, following the Spring convocation ceremony. This year marked the Department’s fourth Convocation Reception. Every student who attended the reception received a beautiful lapel pin designed by First Nation's artist, Cody LeCoy, from KPU’s Fine Arts Program. The Department also handed a variety of Recognition Awards to students who demonstrated outstanding achievement in one or more areas. Congratulations to this year's award recipients!



Faculty of Arts at Convocation

Each convocation, the Faculty of Arts sets up a table and photo backdrop for the students to stop by to pick up their Faculty of Arts convocation gift and celebrate with the staff and faculty. Students get a chance to take photos with their families, lifelong KPU friends, and the wonderful faculty and staff that have been part of their journey at KPU. The students, especially their families, really appreciate the chance to say thank you and to see the faculty join them in the celebration. We look forward to seeing you at the next convocation ceremonies!



EVENT HIGHLIGHTS

Inside out Prison Exchange Program receives \$10,000 from the TELUS Foundation

Sujata Bakshi, Inside Out Prison Exchange student shared her experience as part of the impactful program with the course topic on Trauma and Healing. Brené Brown's book, "The Gifts of Imperfection", (2010). Sujata's shared her experience in an intimate circle - the same way discussions were led throughout the program. Here are excerpts from Sujata's speech:

"The Inside-Out Prison Exchange program has been something that has had a profound impact on how I view the world."

"I really wanted to help, but never did I expect that I would be the one who would be receiving help."

I recall when I decided to gather my courage to open up to my group about something that I had never imagined talking about. I couldn't even get to the heart of my story; I was so incoherent by the time my emotions got to me. I sobbed and sobbed for what felt like an eternity, only to be interrupted by a fellow student handing me some tissues. I dreaded looking up, I was incredibly afraid of what everyone would think of me, whether their perception of me had changed. When I did however, I saw four pairs of eyes looking at me, telling me that they see me, that they understand, and that I'm not alone. In that moment, each of us told a story without a single word being spoken. We communicated beyond words, our eyes said it all. Here they were, empathizing with my hardships that seemed so benign in comparison to theirs, but that didn't matter because we met in a field beyond right or wrong; a place where we honored each other's experiences.



To me, this was the power of connection: a magnificent flame so bright that it blinded the darkness that dwelled inside my heart. As ironic as it may sound, this was my safe place; a place where it was okay for me to be me.

Even though this course took place inside a prison, I felt free. This was because in that classroom, there were no offenders, and nor were there any outsiders. We were all students, people that needed empathy, love, and respect.

It was at this point when I realized that I really had no idea what I was getting into when I signed up for this program. In my pursuit for change, I was encouraged to isolate the factors that produce the offender, but by doing so, I was simultaneously creating pre-conceived ideas of who these individuals were. What became peripheral in my narrative was the ability to break down barriers that would allow me to see and relate to others as complex human beings with needs that need to be met. A realization that while the details of our lives differ, the way we experience emotions are the same. It then hit me that perhaps relationships are the foundation of change. We are wired for connection, wired to build relationships that nurture one another through a place of healing. Thanks to this program, I was able to find a middle ground between what I've been learning at school and what I personally experienced to think critically about the ways in which our criminal justice system can improve. While my time in this course has ended, I ask myself what is stopping me from building connections in the outside world? Perhaps I'm afraid of rejection, or further isolation but maybe we all have those fears. I see the power of initiating conversations and this has really given me hope.



Upcoming events

September 25, 2017

I knew it and so did you! Social cognition across the lifespan
Dr. Daniel M. Bernstein, Department of Psychology

November 28, 2017

First we eat with our eyes: What multisensory research has to say about how to eat, drink & be merry
Dr Kristie Dukewich, Department of Psychology

January 23, 2018

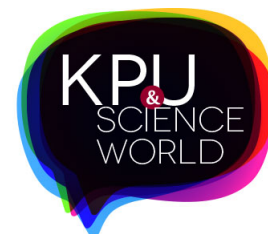
Written In Ice – Glaciers and Climate Change
Johannes Koch, Department of Geography

March 6, 2018

Why We Need To Talk About Poo
Dr. Paul Richard, Department of Policy Studies

May 30, 2018

What's App with your health? Exploring technology applications for your wellness
Leeann Waddington, MSN Faculty of Health & Dr. Karen Davison, Faculty of Science and Horticulture



SPEAKER SERIES



ISSUE 12
Fall 2017

FACULTY OF ARTS
Newsletter