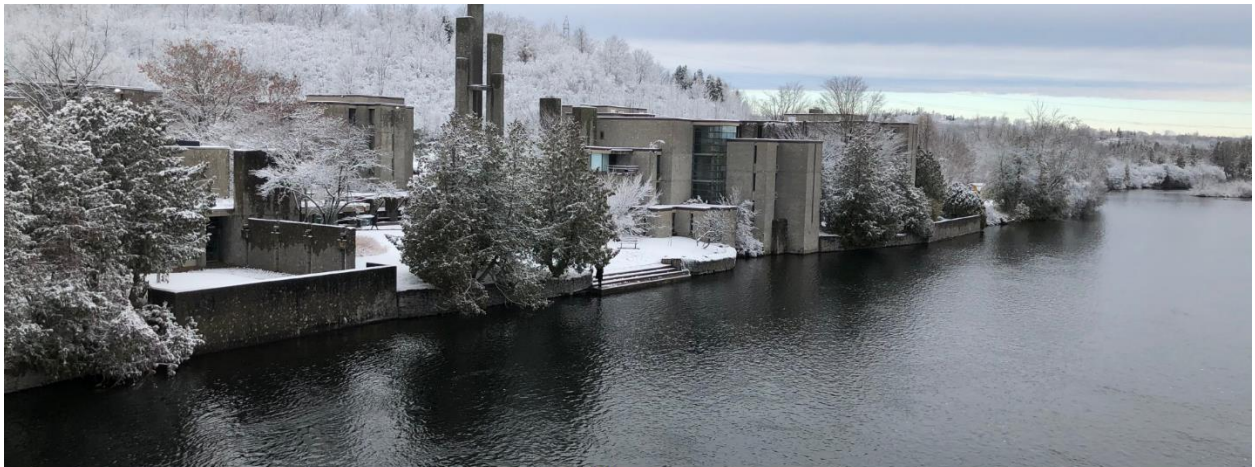


INDIGENOUS ENVIRONMENTAL STUDIES & SCIENCES

2019-2020

ANNUAL REPORT



Contact Information

For more information regarding the Indigenous Environmental Studies and Science Program,

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You can also find us on Facebook @IndigenousEnvironmentalStudies for event information and updates about relevant happenings in the IESS community and/or field.



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Ohen:Ton Karihwaterhkwen (Haudenosaunee Opening Address)

Tenyethinonhwara:ton' ne otsi'nonwa'shon:'a.

We will give thanks to the bugs.

Tenyethinonhwara:ton' ne kahi'shon:'a.

We will give thanks to the fruits.

Tenyethinonhwara:ton' ne tyonnhehkwen.

We will give thanks to the sustenance foods.

Tenyethinonhwara:ton' ne kontirio.

We will give thanks to the animals.

Tenyethinonhwara:ton' ne karonta'shon:'a.

We will give thanks to the trees.

Tenyethinonhwara:ton' ne otsi'ten'okon:'a.

We will give thanks to the birds.

Tenyethinonhwara:ton' ne kaye:ri nikawera:ke.

We will give thanks to the four winds.

Tenyethinonhwara:ton' ne yethihsoto:koni ratiwe:ras.

We will give thanks to our grandfathers the thunders.

Tentshitewanonhwara:ton' ne etshitewa'tshi:'a entyekhenekha karahkwa.

We will give thanks to our elder brother the sun.

Tenyethinonhwara:ton' ne yethihsoto:ahsonthennekha karahkwa.

We will give thanks to our grandmother moon.

Tenyethinonhwara:ton' ne yotsisto'kwaronnyon tsi tkaronnyake.

We will give thanks to the stars in the sky.

Tentshitewanonhwara:ton' ne Shonkwaya'tishon.

We will give thanks to the Creator.

Indigenous Environmental Studies/Sciences Program

Indigenous Environmental Science/Studies (IESS) at Trent University is an innovative and multidisciplinary program. It brings together principles of both Indigenous knowledge and Western science through courses offered in the Indigenous Studies Program and through the Trent School of the Environment as well as unique courses within the program. Instruction, integrating these approaches, will provide students with the necessary knowledge and skills, including both critical and integrative thinking abilities, to begin to address the complex environmental problems facing Indigenous communities, governments, business, industry, research, and society in general.

The IESS program was developed by Dan Longboat through his Masters studies at York University. Many years, later Trent University implemented this unique opportunity into their Academic Calendar. In 1999, the program started as an Emphasis that students could add to other degrees. In 2002, it became a Specialization and in 2009, it then became a degree-granting program with an option of a Bachelors or Diploma.

The goal of the program is to address the need for people to be able to communicate between and use multiple worldviews and knowledges especially in regards to environmental, health and social issues facing Indigenous communities. This collaboration is meant to build on the strengths and recognize the weaknesses in individual knowledges. Multiple knowledge systems can then be used to develop solutions that are mutually beneficial to all parties involved.

Indigenous Environmental Studies/ Sciences offers a variety of courses for students interested in bringing together Indigenous and Western science to address complex environmental issues. The foundation upon which the program is based recognizes both the strengths and limitations of any single perspective, and seeks to develop interactive and integrative thinking to address environmental, health, and social issues. Learning and problem solving are focused on benefiting both Indigenous and non-Indigenous communities.

Figure 1 (below) A breakdown of the different focuses of each year in the Bachelor four-year program.



BACHELOR OF SCIENCE

Students can pursue a General or Honours Bachelor of Science (BSc) in Indigenous Environmental Sciences as a single major or joint major option. This is a four-year or eight-semester degree program. Each year has a different set of courses designed to cover important aspects of cross-cultural work as well as scientific and social issues (Figure 1). There are many courses available to students outside of IESS to supplement their degree. Some course options students can take are Environmental Chemistry, Environmental Resource Management, Statistics, and Geography. It is recommended to take an Indigenous language course to have a better understanding of an Indigenous worldview. For details about requirements, please visit the Academic Calendar.

BACHELOR OF ARTS

Students can pursue a General or Honours Bachelor of Arts (BA) in Indigenous Environmental Studies as a single major or joint major option. This is a four-year or eight-semester degree program. Each year has a different set of courses designed to cover important aspects of cross-cultural work as well as scientific and social issues (Figure 1). Some other course options students can take to supplement their degree are Indigenous Contemporary Dance, Environmental History, Indigenous Food Systems and Introduction to Indigenous Knowledge. It is recommended to take an Indigenous language course to have a better understanding of an Indigenous worldview. For details about requirements, please visit the Academic Calendar.

DIPLOMA

The Diploma of Indigenous Environmental Science/Studies is a two-year program offered with the goal helping students of Indigenous ancestry transition into further educational pathways. This is a two-year or four-semester program and credits earned can be transferred to one of the two degree programs. Courses recommended to supplement this program can include Canada: The Land, Introductory Ecology, and Indigenous-Settler Alliances. It is recommended to take an Indigenous language course to have a better understanding of an Indigenous worldview. For details about requirements, please visit the Academic Calendar.

PROGRAM GROWTH

Each year the IESS program grows in number of students majoring in the program and in number of students enrolling in courses managed by the IESS department through the Trent School of the Environment (TSE) or the Chanie Wenjack School of Indigenous Studies (INDG) (Figure 2).

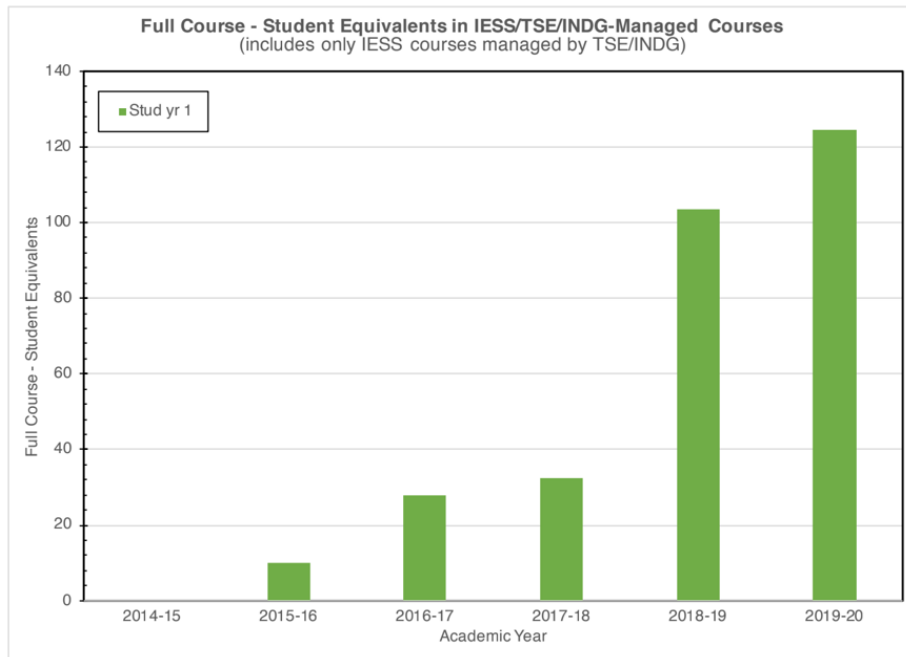


Figure 2 (above) The increase in full courses- student equivalents in IESS courses managed by Trent School of the Environment or the Indigenous Studies Department over each academic year starting in 2014 until 2020.

“

In this course students
are encouraged to
open their hearts and
understand the world
from a greater
perspective than
maybe they came into
it with.

”

ALEXA SMALL, IESS
GRADUATE

Faculty and Staff Biographies

FACULTY



Dorothy Howard (*above*), originally from Ireland, Dorothy completed her BSc at McGill and her MSc at Trent University. Dorothy is involved in supporting all IESS courses. She provides lab and scientific support, as well as the coordination of events and advises academic planning for IESS students. Her environmental interests include the chemistry of aquatic environments and potable groundwater supplies. Her main passion in life is animal rights.

INSTRUCTORS



Chris Furgal (*above*) is cross-appointed to the Trent School of the Environment and the Chanie Wenjack school for Indigenous Studies and is the Director of the Health, Environment and Indigenous Communities Research group (<http://heicresearch.com/>) and Co-Director of the Nasivvik Center for Inuit Health and changing environments (<http://www.nasivvik.ca/>) and the newly created Trent Indigenous Environmental Institute. His teaching and research interests are in the area of Indigenous environmental health and Science-Indigenous Knowledge interactions. He has been working with Arctic Indigenous communities and organizations on issues of environmental health for over 25 years. Chris Furgal is also Acting Director of the Indigenous Environmental Studies & Sciences program



Barbara Moktthewenkwe Wall (*above*) is a Bodwewaadmii Anishinaabekwe and of the Citizen Potawatomi Nation in Shawnee, Oklahoma and traditional knowledge holder. She is a committed learner of Anishinaabemowin, incorporating the language into all aspects of her life.

Barbara is the tenure-track professor of Indigenous Language and Culture in Trent University's Chanie Wenjack School for Indigenous Studies, and is a PhD Candidate. In addition to teaching *Foundations of Indigenous Environmental Studies and Sciences*, Barbara is the instructor for the first year courses of Foundations of Indigenous Learning Diploma program. In past years she has co-instructed *Indigenous Women*, and instructed the on-line course *Indigenous Women and Settler History*. Barbara was the lead Teaching Assistant for *Introduction to Indigenous Environmental Studies* for three years and was nominated for the Trent Award for Excellence in Teaching Assistance. Barbara's PhD research focuses on the reclaiming, restoring and revitalization of Bodwewaadmii women's water knowledges and practices. She has authored *Nokmisag: Bemnigying*, an essay combining creative writing and academic research for a forthcoming edited volume titled "Grandmothers and Grandmothering: Weaving Creative and Scholarly Perspectives in Honor of Our Women Elders."

Beyond academia, Barbara is a mother, auntie, daughter and Grandmother. She has twelve years of experience teaching Grade 6 – 8 mathematics and science using Indigenous pedagogies, and is a Professional Engineer with over ten years experience in consulting engineering.



Jane Gray (*above*) spent 16 years in sustainability policy work including as a senior analyst for the Cabinet Policy Secretariat in Manitoba, an Executive Director for Manitoba's Climate and Green Initiative

Branch and as a director for International NGO, The Climate Group. Her work has included co-creating traditional land planning protocols with First Nations communities and programs to help protect climate, water and land as well as programs to promote healthy early childhood development. Since coming to Michi Saagiig territory she received her MA in Sustainability Studies and has been designing and teaching sustainability courses for the last seven years. She is currently a PhD Candidate in the Chanie Wenjack School of Indigenous Studies focusing on the intersections of governance, sustainability and Indigenous Knowledges. She is deeply grateful for the opportunity to live, work and be part of the community on this beautiful territory.



Tayohseron:tye, Nikki Auten (*above*), daughter of Sharon Hill, is a proud mother of three beautiful children and is now a tota (grandmother) as well. She makes her home Nogojiwanong while she completes her studies, however she comes from Kenhte:ke, also known as the Tyendinaga Mohawk Territory where she has been working with youth in various capacities over the past number of years. She is currently involved with Ratinenhayen:thos (They are Farmers of Seeds), a group of people dedicated to seed saving, seed sovereignty and seed protection.

Tayohseron:tye has completed her Honours Bachelor of Arts in Indigenous Studies at Trent University. She holds a Bachelor of Education from Queen's University and a Diploma in Kanyen'keha (Mohawk language). Currently she is in her final year of the Master of Arts in Sustainability Studies program where she focuses on Indigenous health through the teachings embedded within the Kanyen'keha words used in one version of the Ohen:ton Karihwaterhkwen (Thanksgiving Address).

Tayohseron:tye has been working for the past year as a Professor of Indigenous Studies at Loyalist College, and is now employed at Trent University teaching Indigenous Knowledges and the Natural Environment, and Fleming College teaching Introduction to Indigenous Perspectives and Introduction to Indigenous Knowledges as she continues her studies.



James Wilkes (*above*) is a contract faculty member in the Indigenous Environmental Studies & Sciences Program at Trent University, and he is currently undertaking a PhD in Environmental Studies at Queen's University.

James situates himself as a Canadian in transformation away from empire, and towards naturalized ways of being in place. He honours his mixed European ancestry, and he works to live responsibly as a guest in Nogojiwanong, Michi Saagiig Nishnaabeg territory.

James is a cultural ecologist and educator who is dedicated to land protection and biodiversity, environmental justice and Indigenous rights, as well as decolonization, re-humanization, and knowledge revitalization. His educational and experiential background is rooted in diverse understandings of the environment, coupled with interests in revolution and resurgence, Indigenous law, spirituality, sciences, and knowledge system interaction.

James's courses highlight the need for improved environmental interactions that: respect the relationships, responsibilities, and knowledges of Indigenous peoples; recognize the rights, laws, and autonomy of Indigenous communities; and involve Indigenous people in fair, open, and meaningful ways. James works to support the continuation of Life and cultural diversity through action, teaching, and research.

TEACHING ASSISTANTS



Mackenzie Lespérance –Shoobeegheene Niibish (Smiling Water) (*above*) – is an Indigenous Research Fellow at the rare Charitable Research Reserve, an urban land trust and environmental institute in Waterloo Region/Wellington. She has completed a Bachelor of Science in Plant Biology and a Master of Science in Plant Agriculture from the University of Guelph and is now doing her Doctor of Philosophy in Indigenous Studies at Trent University. She has been a TA for IESS 1001 and IESS 2601 and has a passion for learning about Mother Earth at the interface of Indigenous and Western knowledge systems.



Rebecca Lyon (*above*) is Anishinaabekwe of mixed ancestry from North Bay, Ontario. She is the Teaching Assistant for IESS 3634H: Introduction to Indigenous Food Systems. She is currently working on her PhD in Indigenous studies at Trent and has an MA in Indigenous and Canadian Studies. Her area of interest is language and education, as well as land-based education and traditional forms of hunting, fishing, and trapping



Amy Shawanda, Biidasage Kwe, (*above*) is an Anishinaabe Kwe from Wiikwemkoong, Manitoulin Island. She has completed her Honours Bachelors degree in Law and Justice and Indigenous Studies and Masters of Indigenous Relations at Laurentian University. Currently is a PhD Candidate in the Indigenous Studies program at Trent University.



Joëlle Rondeau (*above*) is currently in her second year of the Indigenous Studies PhD program and identifies as a white Settler of French and French-Canadian ancestry. She holds a Master's degree in Urban Studies from the National Institute of Scientific Research (Montreal) as well as a Bachelor Degree in International Studies from York University (Toronto). At Trent University, she has had the privileged opportunity to work as Teacher Assistant for IESS2601-Indigenous Knowledge Systems and the Natural Environment (Fall 2019-Winter 2020); IESS3634-An Introduction to Indigenous Food Systems (Winter 2019), and INDG1001-Foundations of Indigenous Studies (Fall 2018). Her research interests for her PhD research dissertation are centered on the transformation of settler-colonial urban planning practices to support the resurgence of Indigenous food and governance systems in now urbanized Indigenous territories.



Shirin Nuesslein (*above*) is a MA student in the Sustainability Studies program at Trent University. She is also a tutor for the IESS Resource Centre, a Marking Assistant for IESS 3730 'Indigenous Peoples, Health and the Environment', and a Research Assistant for the Health, Environment and Indigenous Communities Research Group. Shirin enjoys working at the intersection of environment, human health and education in Indigenous contexts – and is particularly interested in understanding factors that influence health vulnerabilities in Indigenous and rural populations shaped by unique environmental, social and cultural values and contexts. Supervised by IESS Program Co-director Dr. Chris Furgal, her thesis explores factors influencing the food insecurity status of Inuit Seniors in Nunatsiavut, the Inuit Settlement Region of Northern.



Name: Brittany Curry-Sharples (*above*)

Job/Study Description: Brittany is a Master of Arts student in the Sustainability Studies program. Her research focuses on better understanding facilitators of and barriers to food security in Inuit Nunangat

(Inuit Settlement Regions in Canada) through statistical modeling. Before starting her MA, she worked in Nunavik, Northern Quebec, in a variety of positions in elementary and secondary education, including as a behavioural teaching assistant, a literacy camp counsellor and a research training program coordinator. She has an Honours Bachelor of Arts in International Development Studies from McGill University with a concentration in development economics. Her undergraduate research focused on exploring perceptions of agrochemical exposure in Panama. You can get in touch with her at bcurrysharples@trentu.ca.

IESS Role: Graduate Student Marker (IESS 4740Y) & IESS Resource Centre Tutor



Heléna Mauti (*above*) is in the first year of her Masters in the Sustainability Studies program at Trent researching Indigenous-led conservation in Southern Ontario. She completed her Hons. B.A. at the University of Toronto with a double major in Equity Studies and Diaspora and Transnational Studies where she completed an undergraduate thesis on Credit Valley Conservation Authority's engagement with Indigenous communities. Currently Heléna is a Graduate Teaching Assistant for IESS2601: Indigenous Knowledges and the Natural Environment, and has found great passion in creating a pedagogy of community learning and dismantling western knowledge structures in academia to create a seminar space where students can use their own experiences and emotions, and centre the knowledge they share in themselves.



Alyssa Sgro (*above*), Member of the Métis Nation of Ontario, grew up in Anishinaabe territory, Treaty 3, Manito Aki Inakonigaawin (Great Earth Law). Graduate of Honours B.Sc. Indigenous Environmental Sciences, Trent University Class of 2017. Currently a graduate student, supervised by IESS Program Co-director Dr. Chris Furgal, in MA of Sustainability Studies program. Looking at factors that influence risk perception in Indigenous populations, specifically with a focus on environmental health communication in northern Indigenous communities. Teaching Assistant for IESS 3730 'Indigenous Peoples, Health and the Environment' and a tutor for the IESS Resource Centre.

PROGRAM STAFF



Tia Bankosky (*above*) is a third-year student completing a Bachelor of Arts in Indigenous Environmental Studies. Her ancestry is from northwestern Europe, France, Poland, and the Cayman Islands. Tia is working for the IESS department to complete the IESS Annual Report, input the data from the program evaluation surveys as well as organize events for the IESS community. She has had the privilege to work at the TRACKS Youth Program as an Outreach and Education Instructor and volunteers with several groups on campus such as Sustainable Trent and Settlers Taking Action and Responsibility at Trent. Tia loves to read, learn new things and engage with other in the community. She is extremely grateful to be able to partake in the many opportunities the IESS Program provides.

TRACKS COORDINATORS



Madison Laurin (*above*) is the Operations Coordinator for TRACKS Youth Program. Throughout her studies at the University of Toronto, Madison had been involved in research and advocacy work with Indigenous groups in North and Central America; from Alberta to Hawai'i, Guatemala, Panama and Belize. As a recent graduate with a Bachelor of A&S in Anthropology she is excited to continue this work of learning from and connecting with communities in Nogojiwanong/Peterborough and surrounding area with TRACKS. With TRACKS, Madison is in charge of financial administration, communications and other aspects of the operations of both TRACKS programs.



Kristin Muskratt (*above*) is currently working as the Oshkwazin Coordinator with the TRACKS Youth Program. She is a Michi-Saagiig Anishinaabe-kwe from Curve Lake First Nation. Kristin started her journey in youth leadership as a participant of the Youth for Water Program and moved on from there

to work as the Youth for Water Coordinator. She is an acting member of the Sacred Water Circle and Trent Source Water Protection Committee. Kristin is very excited to be a part of the IESS community.



Kelly King (*above*) is the Outreach and Education Coordinator for TRACKS Youth Program. Kelly is a settler living in Nogojiwanong/Peterborough. Her maternal ancestral roots come from Poland and Latvia and her paternal ancestral roots come from Scotland and England. Kelly graduated from Trent University in 2014 with a B.A. in Indigenous Studies and from York University in 2017 with a Masters in Environmental Studies. Her Masters research focused on ways in which to discuss Indigenous histories of place, as well as settler identities and responsibilities, through community arts practices. Kelly is passionate about creating spaces to engage youth with traditional ecological knowledge and ways of connecting to the land and to each other. Through popular education methods and Indigenous approaches to learning, Kelly believes that by localizing our environmental perspectives, we can collectively make global differences.

Courses

There are a variety of courses available to students in the Indigenous Environmental Studies/Science programs or for students interested in expanding their way of thinking to be cross-disciplinary and to consider multiple perspectives. The main courses hosted by the Indigenous Environmental Studies/Science department are listed and described below, however, students can a variety of other courses offered by other departments to supplement their degree or diploma. Highlights and key aspects of the courses will be described so students can obtain an understanding of what each course has to offer. For more information about the requirements of the degrees or diploma program please visit the Academic Calendar at www.trentu.ca/registrar/academic-calendar or our website at www.trentu.ca/ies.

Course Title	Course Code	Instructor
Foundations in Indigenous Environmental Studies and Sciences	IESS 1001H	Barbara Motthewenkwe (Wall)
Indigenous Knowledges and the Natural Environment	INDG-ERST-IESS 2601Y	Tayohseron:tye (Nikki Auten)
Issues in Indigenous Environmental Studies	INDG-ERST-IESS 3631H	James Wilkes
Global Issues in Indigenous Environmental Studies	INDG-ERST-IESS 3632H	James Wilkes
Introduction to Indigenous Food Systems	INDG-ERST 3634H	Paula Anderson
Indigenous Peoples Health and the Environment	ERSC/T-INDG 3730Y	Chris Furgal
IESS Practicum Field Placements	INDG 3860Y	Faculty
IESS Reading Course	INDG 3900Y, 3901H, 3902H	Faculty
Thesis	INDG-ERSC/T 4020D	Faculty
Sustainable Indigenous Communities	INDG-ERST 47307	Jane Gray
Critical Investigations in Indigenous Peoples' Health and the Environment	INDG-ERSC/T-NURS 4740Y	Chris Furgal

IESS 1001H: FOUNDATIONS OF INDIGENOUS ENVIRONMENTAL STUDIES/SCIENCES

Course Instructors: Barbara Motthewenkwe (Wall)

Teaching Assistants: Mackenzie Lesperance, Amy Shawanda and Emma Pirie

Course Enrollment: 125 (fall term); 129 (winter term)

Course Description: Introduces students to the foundational approaches, philosophies, values and methods used in Indigenous Environmental Studies. Teaching methods include lectures, written resource materials, classroom discussions, and experiential learning.



"There is a direct relationship
between the loss of
cultural diversity

and the loss of biodiversity.
Wherever Indigenous
Peoples still remain, there is
also a corresponding enclave
of
biodiversity

”

(LaDuke, 1999, p.1).

IESS-ERST-INDG 2601Y: INDIGENOUS KNOWLEDGES AND THE NATURAL ENVIRONMENT

Course Instructors: Tayohseron:tye (Nikki Auten)

Teaching Assistants: Joelle Frampier and Helena Mauti

Course Enrollment: 57

Course Description: Explores Indigenous worldviews, environmental philosophies, and cultural values through exposure to the perspectives of Indigenous Elders, community people, political leaders, academics, activists, and scholars. Students are introduced to Indigenous knowledge as it pertains to the natural environment.

Course Highlights: We have had seminars in the Tipi along with fire teachings and we've gone on many hikes taking in all of Trent's natural beauty. We wrote letters to government officials in regards to RCMP and Coastal Gas Link on Wet'suwet'en unceded territory. Brigitte Evering, a PhD graduate from Trent University's Indigenous Studies program, came as a guest lecturer and shared her concept of Knowledge Constellations with the class.

IESS-ERST-INDG 3631H: ISSUES IN INDIGENOUS ENVIRONMENTAL STUDIES

Course Instructor: James Wilkes

Course Enrollment: 21

Course Description: Issues in Indigenous Environmental Studies examines a wide range of contemporary environmental issues, conflicts, and solutions in the context of Indigenous peoples and territories. Case studies examine issues at local, provincial, and national levels, highlighting the multi-dimensional perspectives of Indigenous peoples in North America. Environmental issues are explored in-depth by approaching an understanding from multiple knowledge systems and ways of being. Topics of colonialism, sovereignty, land rights, treaties, and resurgence are conceptualized and understood in terms of historical conflicts such as the Oka Crisis and Ipperwash Inquiry, as well as recent flashpoint events such as the Wet'suwet'en land dispute and the larger Land Back movement.

Course Highlights: In this course, structured as a three-hour seminar, we had a combination of lectures, discussions, and guest speakers. Gary Pritchard from the Cambium Aboriginal consulting firm spoke to Indigenous land rights and title as well as his work as an Anishinaabe environmental consultant. Barbara Wall visited our class to share women's water teachings from a Bodwewadmii Anishinaabekwe perspective, central to her PhD research. Elder Claudette Commanda spoke to her experience as an Algonquin woman in her community and the challenges of navigating colonial governments when negotiating land claims. Commanda emphasized the importance of navigating the colonial system with training as a lawyer to protect her community's land and rights. Miles Howe, a professor of sociology at Queen's University, made quite an impression during his visit when he spoke about Canada's Access to Information Act and the ability to access documents and emails from public organizations. Howe encouraged the class to put this into practice during advocacy work to understand how governing

bodies may impact your movement or how institutions will respond to your action(s). And finally, visiting from Hawaii, Elder Marie Alohalani Brown shared her experiences on the frontline to protest the construction of the Thirty Metre Telescope (TMT) on Mauna Kea, a sacred site for Indigenous people in Hawaii.

For students in this course, we discussed a range of environmental issues, and how Indigenous Peoples are responding to them. This course typically focuses on Indigenous nations within the nation-state of Canada, emphasizing a diversity of responses and forms of resistance and resurgence by Indigenous Peoples, as well as how we as students can support these efforts. Our final paper involves researching an environmental issue and how Indigenous Peoples are responding and effecting change. The final paper can be written as an essay or persuasive letter to send to those involved in the issue, with the expectation of receiving a response and making a difference.

IESS-ERST-INDG 3632H: GLOBAL ISSUES IN INDIGENOUS ENVIRONMENTAL STUDIES

Course Instructors: James Wilkes

Course Enrollment: 31

Course Description: Global Issues in Indigenous Environmental Studies explores the international dimensions of environmental issues around the world and examines a wide range of contemporary conflicts and solutions in the context of Indigenous peoples worldwide. Concepts such as imperialism, colonialism, globalization, and resource extraction are reviewed as global issues that Indigenous Peoples are responding to in their own unique and impressive ways.

Course Highlights: Similar to the first course, IESS 3631H, this global issues course is structured as a three-hour seminar to allow in-depth discussion of important issues and phenomena such as settler colonialism, capitalism, neoliberalism, climate change, and resource extraction. Readings and guest speakers helped to frame these larger, overwhelming issues in local, tangible contexts. This course was focused on actions being taking by Indigenous Peoples to resist these oppressive forces. Gary Pritchard returned to speak about his experiences working for an international environmental consulting firm. Pritchard also shared some general protocols to follow when working with an Indigenous community when involved in environmental consulting or monitoring, emphasizing that every community is different and deserves respect. Marcelino Entzin Lopez, originally from Chiapas Mexico, also visited our class to speak about the Revolutionary Autonomous Zapatista Movement in his home territory. He spoke to the power of Indigenous women as leaders of the movement, considering the intersections of oppression against Indigenous women and the land.

For students in this course, we had the opportunity to investigate an environmental issue that impacts Indigenous Peoples and the responses of a specific community, beyond the borders of Canada. Again, students were encouraged to use this research and knowledge beyond the course – and beyond the university – to make real change in the greater community and the wider world. There is always an intentional thread of action and purpose within the assignments, readings, and discussions in this course.

IESS-ERST-INDG-SAFS 3634H: INTRODUCTION TO INDIGENOUS FOOD SYSTEMS

Course Instructors: Paula Anderson

Teaching Assistants: Rebecca Lyon

Course Enrollment: 61

Course Description: Provides students with the opportunity for self-directed research that examines the food systems of Indigenous peoples. Students explore a wide range of historical and contemporary food systems practices and issues that impact Indigenous communities and their connections to the ecosystems that support them. Recommended course for the program in Indigenous Environmental Studies/ Science.

Course Highlights: This course is all about good, wholesome, nutritious food, food systems and food sovereignty. We emphasize local food systems and how food systems are part of larger ecosystems with many different relations. Humans are not seen as the dominant beings on the top of the hierarchy of food chains, rather humans are part of ecosystems as equals. The importance of all our relations is taught through guest speakers, videos, documentaries and lectures. The local Indigenous food systems provide all the nutrition needed to participant and thrive in the ecosystem of that place. We emphasize Anishinaabe and Haudenosaunee food systems through guest speakers Barbara Wall, Caleb Musgrave, Terrylynn Brant and Tawnya Brant. Students also had the chance to attend one of the Social Dances by Skahendowaneh Swamp and learn Haudenosaunee protocols and dances for certain types of food. Barbara Wall of Citizen Potawatomi Nation shared berry teachings and the importance of seasons, the lunar cycle and the which with we need treat this knowledge. Caleb Musgrave from Hiawatha First Nation shared teachings around hunting and trapping. He taught the importance of trapping in the winter to keep forests healthy as well as the different types of Anishinaabe technology he uses while hunting and trapping. Terrylynn Brant is a Haundenosaunee farmer from Six Nations who grows traditional crops without the use of pesticides or genetically-modified organisms. She emphasized the importance of Indigenous food sovereignty and canning your own foods. Her daughter, Tawnya Brant is a chef who runs her own catering business that sources her ingredients from only Indigenous farmers and serves traditional meals that are nutritious and tasty. She made corn tortillas for us to eat with maple syrup and drink with maple sap. Students are exposed to a good mix of hands-on experiences and general theory-based lectures to understand the important concepts of colonialism, globalization, and Indigenous food sovereignty as well as seeing how they manifest in peoples' everyday lives.

IESS-ERST-INDG 3730Y: INTRODUCTION TO INDIGENOUS PEOPLES HEALTH AND THE ENVIRONMENT

Course Instructor: Chris Furgal

Teaching Assistant: Alyssa Sgro

Course Enrollment: 22

Course Description: Provides an introduction to the multidisciplinary field of environmental health and its application to understanding health among Indigenous peoples. Students gain an understanding of the concepts, theories, and methods used in environmental health, and apply this knowledge to the investigation of the changing health status of Indigenous populations. This course may be taken as a science credit by successfully undertaking an appropriate technical assignment. Indigenous worldviews are very different from dominant ideologies in the colonial health care system and there is a need for individuals who can navigate between multiple knowledge systems, to which this course provides an introduction.

Course Highlights: The first half of this course focuses on the terminology and concepts involved with health, the environment and Indigenous Peoples. These concepts were emphasized and put into practical perspectives through the visitation of several guest speakers. Elder Shirley Williams spoke about her experiences as a nurse and the importance of culturally-sensitive treatment and staff. Joe Pitiwanakwat from Wiikwemkoong Unceded Territory brought over 50 kinds of medicines and two medicinal teas to class for the students to learn about. He also let us try the tincture he had made from over 100 types of plants from Wiikwemkoong. Joe spoke about plant knowledge and how plants can show us what health benefits they can provide. Erik Mandawe, (ᐱᓴᓯᐸᐸ), Bush Cree from the Beaver Lake Cree Nation in northern Alberta and a third-year medical student joined the class to share his experience and of learning about health and healing from both an Indigenous and western medicine perspective. Erik taught us about his vision of what it means to bring the two ways together and how he is pursuing his goal of graduating medical school and practicing as a land-based physician.

In the second half of the term, students learned about environmental health risk / benefit management processes, or how these issues are dealt with in Indigenous communities in the real world. They were given mock scenarios based on real-world issues and actual communities. Students worked in groups as environmental health task force members to assess and provide advice on issues ranging from mercury in traditional foods to community concerns about the safety of drinking water in First Nations communities. Students then presented their findings and recommendations in oral and written form. The assignment, which takes much of the second term, provides a simulation of real-life environmental health practice in an Indigenous context for students in the class.



(Left) Erik Mandawe speaking to the IESS 3730Y about his experiences in health education.

(Right) Joe Pitiwanakwat explaining to the IESS 3730Y the importance of Anishinaabemowin and the embedded meanings in the language. The jars are full of medicines he has gathered and shared.



INDG 3860Y: IESS PRACTICUM FIELD PLACEMENTS

Course Description: Provides an opportunity for students to learn from experience through a practical hands-on assignment working with an organization that deals with Indigenous peoples or addresses Indigenous issues. Students should contact the School prior to the start of term in order to develop the proposal (written approval of the practicum proposal is required).

INDG 3900Y, 3901H, 3902H: IESS READING COURSE

Course Description: Intended for third-year majors and for second-year students who wish to carry out independent research. Details must be arranged with the director before the end of the preceding academic year.



(Above) A beautiful scene from Camp Wanapitei.

INDG-ERSC/T 4020D: THESIS

Course Description: An in-depth study in library or field-oriented research supervised by a Research Project Committee. Details must be arranged with the director before the end of the preceding academic year.

INDG-ERST 4730Y: SUSTAINABLE INDIGENOUS COMMUNITIES

Course Instructors: Jane Gray

Course Enrollment: 13

Course Description: A research colloquium course that gives students an opportunity to examine concepts of sustainability, select their own research area, and develop a model for a “sustainable” community. Provides insight into Indigenous understandings and environmental impacts, and encourages a multidisciplinary approach to resolving issues.



(Left) A group of students in IESS 4730Y engaging in on-the-land learning at Wallace Pond.



(Right) A group of students in IESS 4730Y learning how to tap trees and gathering maple sap at Wallace Pond.

Course Highlights: Sustainable Indigenous Communities is a course that brings together individual research projects and class collaboration to create a model of a Sustainable Indigenous Community. Throughout the course, students experience a combination of research, discussions, on-the-land teachings, and field trips to brainstorm solutions and develop ideas to envision how communities could be different. The year began with establishing our sense of place and grounding our work in connection to the natural world. We created a foundation by exploring traditional governance protocols, treaties and the land. In addition, we developed understandings around climate change, changes to water, loss of habitat, and colonization. We looked at how these factors are connected to “mainstream” approaches to economics and current issues affecting traditional territories. We discussed what values and factors needed to be included in a sustainable community. Inspiration for sustainable solutions was

drawn from visiting the Camp Kawartha Environment Centre and from investigating sustainable initiatives around land planning, energy systems, food systems, education, health and housing from around the world. Students explored topics in further detail through independent research projects in the areas of languages, food systems, water systems, clothing, energy systems, land planning, governance/laws, housing, animal habitat and more! We had the privilege of having highly respected Knowledge Holders visit the class and inform our research, our discussions and our work beyond the course. These guests were Alohalani Brown from Hawaii, Jamie Ataria from New Zealand, Claudette Commanda from Algonquin First Nation, Caleb Musgrave from Hiawatha First Nation, Elder Dorothy Taylor from Curve Lake First Nation, and we were guided by the writings of Gidigaa Migizi from Curve Lake First Nation. At the end of the course, the class co-created a model for Sustainable Indigenous Community together informed by their own individual innovative research projects that they hoped to put into practice after graduation.


INDG-ERSC/T-NURS 4740Y: CRITICAL INVESTIGATIONS IN INDIGENOUS PEOPLES' HEALTH AND THE ENVIRONMENT

Course Instructors: Chris Furgal

Marking Assistants: Brittany Curry-Sharples

Course Enrollment: 10

Course Description: Facilitates a critical examination of historical and contemporary issues in Indigenous peoples' health with a particular emphasis on the relation to land and other dynamic environments as a determinant of health status by students. It provides a basic foundation in understanding the key determinants of health for Indigenous peoples in Canada and around the world.



**INDIGENOUS
ENVIRONMENTAL
STUDIES AND
SCIENCES OFFERS A
VARIETY OF
COURSES FOR
STUDENTS
INTERESTED IN
BRINGING
TOGETHER**

**INDIGENOUS AND
WESTERN SCIENCE**

**TO ADDRESS
COMPLEX
ENVIRONMENTAL
ISSUES.**

AFFILIATED PROGRAMS

TRENT ABORIGINAL CULTURAL KNOWLEDGES AND SCIENCES (TRACKS) PROGRAM

MESSAGE FROM THE TRACKS COORDINATORS

In 2020, TRACKS is celebrating its 10th year as a youth program. It was in 2010 that a small group of Trent University faculty and community members imagined TRACKS, as a program uniquely positioned to be able to provide important learning experiences to Indigenous and non-Indigenous youth interested in the intersections between Indigenous and Western sciences.



(Left) The tipi in the Ceremonial Space outside Gzowski College where TRACKS conducts most of its programming.

So much of the success of TRACKS today is due to the dedication of those individuals first involved with TRACKS, who put so much of their time and efforts toward building a strong foundation upon which TRACKS has been able to grow. As the program enters its 10th year, we intend to keep in mind this example of patience and purpose toward community consultation, research and program development in order to begin to plan for the next 10 years. The TRACKS Coordinators and Steering Team recognize the immense importance of prioritizing community feedback, pursuing research into the impact and reach of our programming, carefully considering ways in which program content can be further developed and refined for specific youth audiences and continuing to provide rich and immersive land-based experiences.

(Right) In the fire workshop, participants learn how to start a fire with flint and steel.



In 2019, thanks to a multitude of supportive funders, partnerships and a remarkable staff team, TRACKS was able to pursue more, new and exciting programming than ever before. Some of the major events and programs that we offered to the Peterborough community and beyond included Sky World, Biidababin: First Light, TRACKS at Trent Days, and multiple Oshkwazin Youth Leadership Summits, which became quick favourites and have hugely grown our impact within our communities.

This year, we intend to take advantage of this positive momentum to focus much of TRACKS time and resources on continual community consultation, research and program development with the long-term sustainability of the program in mind, while also continuing to offer and expand new community programs.

TRACKS GENERAL PROGRAM HIGHLIGHT

What is TRACKS?

“TRACKS (TRent Aboriginal Cultural Knowledge and Science) is an educational program which provides hands-on experiences for youth interested in the intersections of Indigenous and western sciences. TRACKS is hosted by Trent University within the Indigenous Environmental Studies and Sciences Program (IESS), and operates in partnership with the Kawartha World Issues Centre and First People's House of Learning. TRACKS consists of two distinct but connected programs: Outreach & Education and Oshkwazin Indigenous Youth Leadership Program.”

FNIYES National Science Camp



(Left) The FNIYES National Science Camp group standing in front of Gzowski College.

“From July 21st - July 28th, TRACKS O&E and Oshkwazin were involved in hosting a group of 50 First Nations and Inuit students from across the country for a National Science Camp.

Put on each year by the First Nations and Inuit Youth Employment Strategy, the National Science camp is hosted by post-secondary institutions to provide the opportunity for First Nations and Inuit youth aged 12-15 to participate in a variety of dynamic educational experiences available in a University, focusing on science and technology, traditional knowledge, and cultural awareness.

While staying at Trent University, TRACKS was able to plan and deliver over 30 workshops for this group to learn about Indigenous science and Knowledge in the territory. The goal of the camp was to help students understand how science and technology can help First Nations improve life on reserve. Activities included: water quality and micro-invertebrate sampling, cultural awareness in nursing, forest surveying and more!”

TRACKS OUTREACH AND EDUCATION HIGHLIGHT

What is TRACKS Outreach and Education?

“TRACKS Outreach & Education (O&E) runs a wide variety of educational programs throughout the year for Indigenous and non-Indigenous youth. Activities include: school workshops, PA-day camps, March Break camps, and Summer camps. All programming is fun, hands-on, experiential, and combines Indigenous and Western scientific principles. Outreach & Education engages with school groups from kindergarten to grade 12 and offers camps for youth aged 6-12.”

SKY WORLD



(Above) The Outreach and Education instructors introduce Sky World to a school group.

“For the first time in the Spring of 2019, TRACKS offered an exciting, limited-time workshop called Giizhigoong - Sky World!

This workshop was offered inside of the ROM Travelling Planetarium, an inflatable dome with a digital projector that recreates constellations in the sky and offers interpretations of constellations according to Anishinaabe traditions (among other Indigenous cultures around the world). Inside the dome, students learned about Anishinaabe constellations and stories of the sky. When not spending time in the planetarium, students learned about the Western science side of astronomy, magnetic fields and the northern lights.



(Right) Anishinaabe constellations of the Fisher and the Loon shown in the Sky World program.

This immersive experience was hosted as part of Science Odyssey Week. The goal of Science Odyssey week is to support events which bring science "to the streets and open doors to labs, museums, research centres and more".

TRACKS OSHKWAZIN HIGHLIGHT

What is TRACKS Oshkwazin?

"TRACKS Oshkwazin is a leadership program for Indigenous high school aged youth. Through lunch socials, PA Day camps, after-school programs, leadership summits and more, Oshkwazin provides a place for Indigenous youth to meet, discuss issues that matter to them, improve interpersonal skills, gain volunteer experience, receive traditional teachings and learn about Indigenous knowledge."

SPRING LAND-BASED STORYTELLING PANEL

In May 2019, Oshkwazin hosted its very first full-day event for Indigenous high school students at Trent University. Students from Peterborough county, Northumberland county and Durham region were invited to sit in on a Land-based Storytelling Panel followed by an afternoon of land-based learning opportunities.



(Above) Panelists (left to right) Jack Hoggarth, Jazzmin Foster and Nihahsennaa Peters stand with a small tipi signed by participants.

Panelists for this event included two TRACKS Summer staff (and IESS students!), Jazzmin Foster and Nihahsennaa Peters, as well as Jack Hoggarth and Anne Taylor from Curve Lake First Nation. Panelists shared with students their experiences of learning from the land as youth, and then shared their expertise in fire teachings, drumming, singing and language. The panel and following workshops were a great intergenerational learning opportunity for everyone involved."

FALL YOUTH LEADERSHIP SUMMIT

“After the success of the Land-based Storytelling Panel in May of 2019, Oshkwazin endeavored to host another, even larger, youth event in November 2019. This event, a Youth Leadership Summit, also invited students from KPRDSB, PVNCCDSB and DDSB to participate in a full day of workshops and learnings about Indigenous youth leadership.

As part of this summit, TRACKS hosted the virtual reality exhibit, Biidaaban: First Light through House of VR. Through Biidaaban: First Light, students were able to experience a proposed future Toronto where nature, and Indigenous ways of being and knowing, had retaken the city. The experience featured Indigenous languages and encouraged students to consider their place in this future Toronto, as young Indigenous leaders.



(Above) A participant wears the Virtual Reality headset, immersed in a scene of dystopian Toronto that highlights Indigenous languages and ways of knowing.

Along with the Biidaaban: First Light exhibit, students got to participate in three other workshops, hosted by knowledge holders from the area.”

TRACKS STAFF EXPERIENCE

“At TRACKS, we’re consistently working on how to cultivate and exemplify forms of allyship between knowledge systems and between people. As we work with Indigenous and non-Indigenous youth, we feel it is important to mirror this throughout our mentorship practices. Employing students mostly from the IESS program, our staff team is composed of undergraduate students who are learning about how to combine multiple knowledge systems in their classrooms and with their peers. As Indigenous and non-Indigenous people, they exemplify what it means to work towards bridging worldviews and scientific understandings of the world and our place within it. We also have a lot of fun while doing it!



(Above) The 2019 summer staff of both the Oshkwazin and Outreach and Education programs in Algonquin Park for the end of year learning and reflection.

If you are an IESS student, and you are interested in applying the knowledges that you are learning in the classroom in a real-world education setting, then visit our website or reach out to us to get involved. We welcome volunteers, and we hire for part-time instructor positions throughout the year!"

FIRST PEOPLES HOUSE OF LEARNING (FPHL)

IESS is pleased to have a strong working relationship with the First Peoples House of Learning (FPHL). FPHL is the home of Indigenous student services and Indigenous campus and community initiatives at Trent University. Their services are for all Trent University students, faculty and staff at both the Peterborough campus and Durham campus.

Located on the Traditional Territories of the Anishinaabeg and Algonquin Peoples, FPHL offices are on the 3rd floor of Gzowski College within the building called "Enwayaang", which means "the way we speak together," in Anishnaabemowin.

In the spirit of working and speaking together, First Peoples House of Learning works closely with local First Nation communities through the Aboriginal Education Council and local community service agencies. They also work with all Trent University student supports, administrative and academic departments to support students in their academic success.

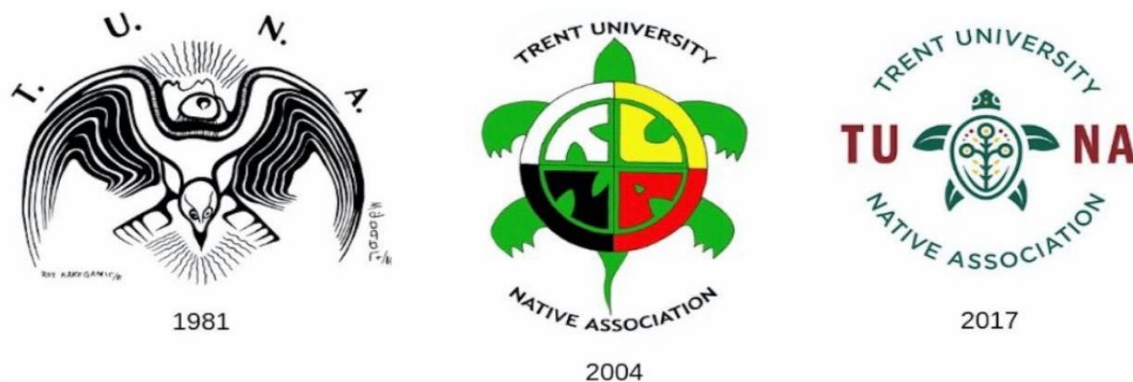
The core of FPHL is about supporting student success through academic and personal services. They achieve this by creating a community that is knowledgeable, welcoming and supportive for all students, staff, and faculty at both Trent University campuses. FPHL hosts monthly Traditional Teachings, Pine Tree lectures and cultural events, and also provides counseling and cultural advising, academic support, peer mentoring and tutoring, workshops, and Peer ambassadors. We urge all IESS students to connect and become involved with FPHL.

TRENT UNDERGRADUATE NATIVE ASSOCIATION (TUNA)

Since 1969 the Trent University Native Association (TUNA) has provided a voice for Indigenous students within the Trent community. It is organized by, for and about Trent's Indigenous student population and is open to all Trent University students.

TUNA is a student membership-based, leadership-focused organization that encourages a good way of life (Bimaadiziwin) through: cultural; social; academic; and sports activities to maintain the balance of the Spirit, Body and Mind of the Trent Community through the values of Honesty, Kindness, Sharing and Strength, this fosters respect for all people and all life.

TUNA also has their 50th anniversary in 2019 and had a celebration in March in their honour.



(Above) The change in TUNA's logo over time.

Email: tunatuna1969@gmail.com

Facebook: tuna1969

RESOURCE CENTRE AND TUTORING

CENTRE DESCRIPTION

The IESS Resource Centre is located in Bata Library Room 407 and serves IESS students and those enrolled in IESS courses by providing IESS-specific resources and tutoring. Resources include DVDs, journals, textbooks, field guides, and books. The Centre's unique resources are not available from Bata Library and include a growing collection of primary source Haudenosaunee, Anishinaabe, and Inuit Indigenous Knowledge books; Indigenous research methodologies texts; healing and health related sources; and sources focused on environmental issues impacting Indigenous communities in Canada, and throughout Turtle Island and the world.

Graduate students involved in IESS-related research staff the Centre. As tutors they assist students with assignments, including helping with choosing essay topics and finding appropriate sources. Tutors are

often sounding boards and provide feedback on the structure, flow, and scope of assignments. Tutoring and access to resources is also available by appointment by emailing iess.resources@gmail.com.

2019 - 2020 CENTRE ACTIVITIES

This year the Centre operated six hours per week. In-person drop-in hours were offered from 2:00 - 4:00 PM on Mondays, Wednesdays and Thursdays, and the tutors were Alyssa Sgro, Brittany Curry-Sharples, Emma Pirie, and Shirin Nuesslein.

The Centre was visited by 48 students throughout the year and a total of 27 resources were signed out. Both IESS majors and non-majors used the Centre and for a diversity of reasons. Students visited the Centre to seek out and borrow useful resources, to get help on assignments for their courses, and to get advice on courses and programs.

STATISTICS OF STUDENT USE

Below are graphs to depict who used the Centre, why they used it, and the frequency of use. The Centre continues to grow and welcome students into learning about the unique phenomenon of IESS.

IESS RC Use by IESS and non-IESS Majors (2019-2020 Academic Year)

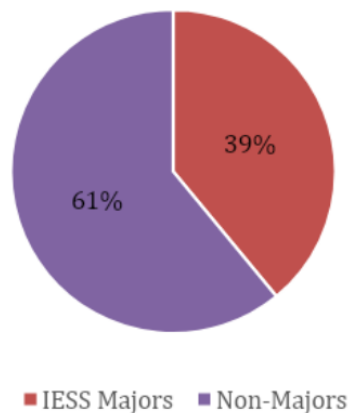


Figure 1 (Above) A pie chart depicting who used the IESS Resource Centre with the most

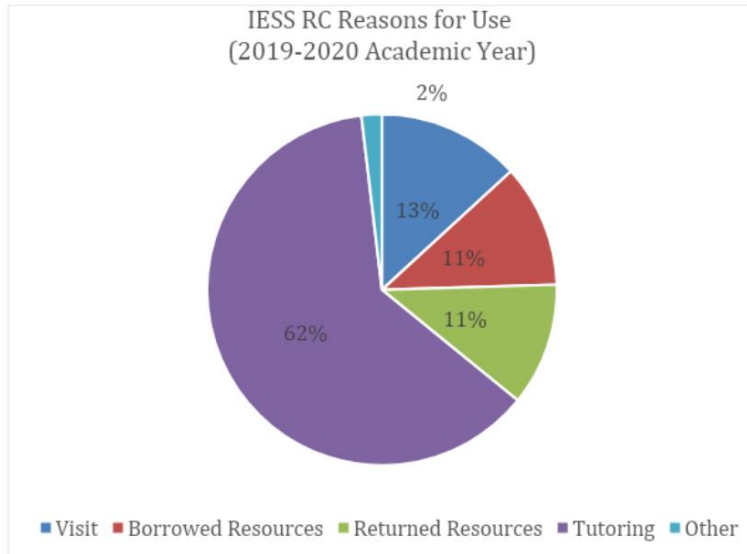


Figure 2 (Above) A pie chart depicting the reasons students visited the Resource Centre.

The Centre was used more frequently during the fall semester of the academic year compared to the winter semester, and due to COVID-19 the Centre moved online in March 2020 for the remainder of the winter semester.

IESS RC Use by Semester (2019-2020 Academic Year)

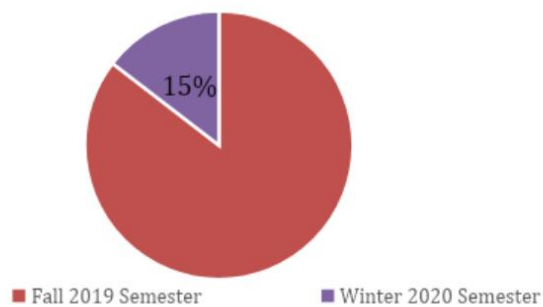


Figure 3 (Above) A pie chart comparing the amount of student per semester.

Event Calendar

TRENT TEMAGAMI COLLOQUIUM - SEPTEMBER 19TH-22ND, 2019

Every year during the third week of September, students, alumni, faculty and staff gather for four days at Camp Wanapitei in Temagami, Ontario on the territory of the Teme-Augama-Anishnabai. This is an informal conference in the woods to reflect on relationships to nature and each other as well as discuss issues relating Canadians, Indigenous Nations and the environment. Many thanks to the Bruce and Carol Hodgins Fund for their sponsorship of this event.



(Above) A group of people posing for a photo in front a cabin at Camp Wanapitei.

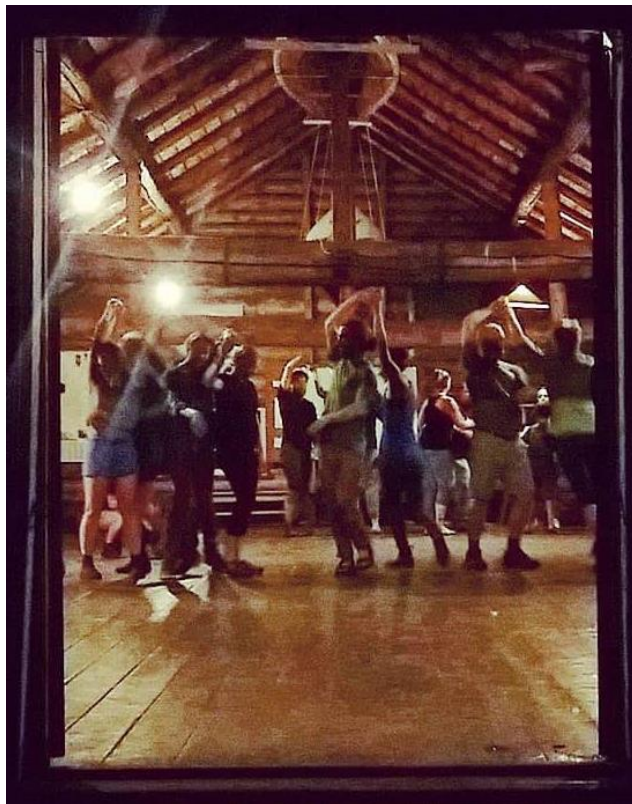
This year was the 46th annual gathering at Camp Wanapitei in Temagami, Ontario, sponsored by the Bruce and Carol Hodgins Fund, to celebrate and practice experiential learning as well as reconnecting to the land and each other. Alumni, domestic, Indigenous and international students, faculty and staff were all invited, with extra encouragement for those who had never paddled a canoe to attend. Every day the group was spilt into smaller groups for guided hikes and canoeing in the morning, lunch was eaten on the land and the afternoon and evening were filled with lectures, films, readings, music, dancing and discussion.

Canadian, environmental and Indigenous rights issues were at the forefront of presentations and discussions. Other highlights included conversations around climate grief and anxiety in the face of the environmental destruction occurring on local and global scales.

Many thanks to Kelly King for providing the photos and Stephen Hill for providing an itinerary of the event for this report.



(Right) Two people walking down a trail at Camp Wanapitei.



(Left) The group at Camp Wanapitei learning to square dance.

(Right) Stephen Hill and other attendee overlooking the amazing sites at the camp.



IESS WELCOME EVENT- OCTOBER 29TH, 2019

The annual welcome gathering was a warm and friendly evening full of familiar faces and new ones. A delicious meal of vegetarian lasagne, vegan shepherd's pie, salad and cookies was served by the Seasoned Spoon, along with their famous apple cider. A common theme of conversations was how the IESS community is like a family. We are part of a very special place full of like-minded people with similar goals and people ready and willing to support one another.

This evening we also were celebrating the 10th anniversary of the IESS program as a degree-granting program! We were pleased to invite alumni and graduates of the IESS program to reminisce and share their experiences after university. Instructors, teaching assistants and faculty also shared their roles in the program and their research.

There were lots of excited discussions about the future of the IESS program: new courses that may be developed and new instructors offering more opportunities as the program grows.

ANNIVERSARIES-NOVEMBER 1ST, 2019

This year is an exciting year of anniversaries as the Indigenous Environmental Studies & Sciences program celebrates its 10 years as a degree-granting program and the Indigenous Studies department celebrates 50 years. Trent University's Indigenous Studies department is the longest running program of its kind in the country!

To celebrate these milestone achievements, events were held all Friday, starting with a sunrise ceremony in the Traditional Area. The rest of the morning was spent honouring the past and recognizing the many contributors and supporters who made the Indigenous Studies program possible as well as helped shape it into what it is today. There was also time spent honouring Williams Treaty and Treaty 20 as part of the ongoing relationship between the Michi Saagiig Anishinaabe and settlers.

In the afternoon, the department celebrated the opening of the Cedar Room in Bata Library. The Cedar Room is a space designed specifically for the Indigenous Studies Department and will include resources for students in these courses. It is located appropriately down the hall from the IESS Resource Centre. Dan Longboat, the founder of the Indigenous Environmental Studies & Sciences program, spoke about the program on a panel. A feast was provided that evening before the opening of the Elder's Gathering that started this same weekend.

This is a very exciting time to be studying in IESS!



(Above) An attentive audience listens to a recount of the Indigenous Studies Program's history as part of the 50th Anniversary celebrations.



(Above) The Bata Library display case in honour of the 50 years of Indigenous Studies at Trent University.

44TH ANNUAL ELDER'S GATHERING-NOVEMBER 1ST-3RD, 2019

The 44th Annual Elder's Gathering was welcomed with the season's first snowfall at the beginning the first weekend of November. The theme this year was Renewing Our Sacred Relations. This theme was chosen in honour of the Northern Lights. The Northern Lights are sacred beings who remind us of our duties. This weekend was about renewing relationships with Creation and honouring relations, Elders, ancestors and future generations through reclaiming sacred teachings.

The Keynote Address on Saturday was presented by Tanya Talaga, the author of her best-selling book, *Seven Fallen Feathers*. She shared stories and experiences from her work bringing Indigenous ways of knowing to the forefront in media across Canada. She spoke about the challenges Indigenous Peoples around the world are facing because of colonialism as well as emphasized the long-lasting impacts of residential schools.

The Keynote Address on Sunday was presented by Raven Sinclair. Sinclair is Nehiyaw-Cree from George Gordon First Nation in Saskatchewan and has a beautiful 14-year-old daughter. She is a Professor of Social Work and Researcher with the University of Regina, Saskatoon Campus. Sinclair is a survivor of the Indigenous child welfare system and this experience has greatly influenced her areas of interest. Sinclair researches, writes and speaks about "Indigenous mental health and trauma recovery, Indigenous child welfare, transracial adoption and cultural identity, interpersonal and non-violent communication, and group process and facilitation."

Please visit <https://elderstraditionalpeoplesgathering.co/> for more information about workshops, speakers and/or if you are interested in volunteering or participating at future Elder's Gatherings.

This was a wonderful event with a great number of participants from Trent, Nogojiwanong and beyond! Many thanks to the First Peoples House of Learning for their great efforts to host this amazing event every year.

IESS END OF YEAR GATHERING-DECEMBER 4TH, 2019

As the semester closed, we had a nice informal gathering of IESS staff, students, instructors, and supporters. This was a chance for people to reflect on the busy semester, take a break from or catch up on studying and marking as well as looking forward to the coming holidays. It was a very warm and welcoming event with hot apple cider, cookies and cake from the Seasoned Spoon. IESS Staff also took this time to hand out thank you cards to our supporters and students (physical and digital copies) as a way of showing our appreciation for this great community.



(Left) IESS students, instructors, and supporters gathering to reflect on the year and semester.



(Right) Some of the baked good and apple cider available for the end of year gathering.

IESS CAREER DAY-FEBRUARY 6TH, 2020

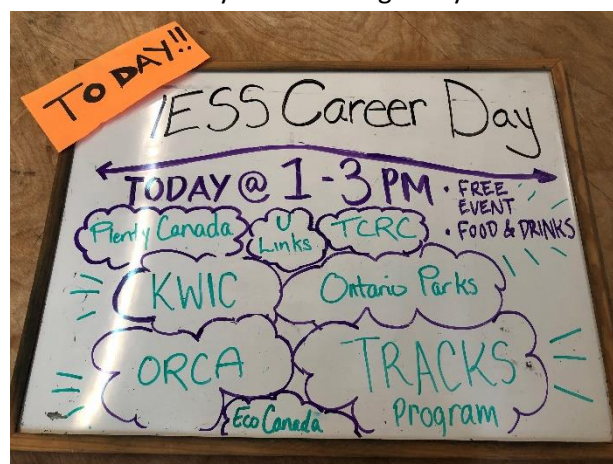
On February 6th, over 20 students in IESS or affiliated programs gathered in the Kawartha World Issues Centre to network and meet with several employers in the IESS field. This event was very well-attended with over 20 students present and eleven employers or representatives. At this year's Career Day, we had representatives from the Kawartha World Issues Centre, EcoCanada, U-Links, Trent Community Research Centre, Ontario Parks, Otonabee Conservation Authority, and TRACKS Youth Program, as well as Plenty Canada who phoned in. We also had great snacks and hot drinks from Seasoned Spoon.



(Above) The event poster for the IESS Career Day.

The IESS Career Day is structured differently from other career fairs in that we create more of an informal discussion forum. Drawing inspiration from Anishinaabe Talking Circles, every person in attendance was given the opportunity to introduce themselves, talk about their passions and experiences. In addition, representatives took turns talking about the opportunities they had to offer, how they as individuals reached their current career position and share advice on how to develop successful job applications for various industries. At the end, students and employers were given a chance to mingle individually and speak one-on-one with representatives as well as pick up print materials they may have brought.

Overall, feedback was fantastically positive. People enjoyed the opportunity to really get to know each other and everyone had a chance to be heard equally. Hopefully, this gave students a sense of confidence and allowed the representatives to feel like they were making many connections.



(Right) A whiteboard used to advertise on the day the event.

Student Testimonials and Quotes

Here are some quotes from our students as they reflected and evaluated their experiences in IESS courses and the program:

"This program has opened a lot of self-reflecting and spiritual guiding for me and my relationship with nature."

–IESS 3631H Student, 2019

"Helped me develop a more holistic way of knowing."

–IESS 1001H Student, 2019

"I love this program. It connected close to my BESS and I got to see multiple sides of the story and knowledge systems."

–IESS 1001H Student, 2019

"I have gained understanding of sustainability of the environment that holds great knowledge and perspective."

–IESS 1001H Student, 2019

When asked where they see themselves using this knowledge, students had a lot of inspiring goals. Students completed the prompt "I would like to use the knowledge that I am learning in this program to..." and some of their answers were:

"...further develop my knowledge for different knowledge systems and apply these systems of knowledge and sustainable development in business."

–IESS 1001H Student, 2019

"...help foster reconciliation between Indigenous, non-Indigenous peoples and the land we share."

–IESS 1001H Student, 2019

IESS Program Response to COVID-19

The 2019-2020 school year ended unexpectedly due to the spread of COVID-19 which forced Trent University to suspend in-person operations on Friday, March 13th, 2020. All undergraduate classes took a three-day break to transition to emergency, remote learning. While this was a stressful and difficult transition, we were grateful to have access to digital technologies like email and Zoom that allowed us to stay connected. The IESS Resource and Tutoring Centre moved to hosting their drop-in session on the Zoom platform. Some professors posted recordings of their remaining few lectures on their Blackboard

sites or hosted live Zoom meetings. Students, teachings assistants and course instructors demonstrated tremendous adaptability, patience and strength during this time as we worked to complete our semesters in the midst of a global crisis.

IESS student awards and graduates were recognized online via email once final grades were submitted. To show our appreciation of the IESS community and in recognition of the resiliency shown during this time, the IESS staff sent bamboo utensil kits to every IESS major once it was safe to do so. We missed seeing members of the IESS community for our annual end-of-year gathering, but we are glad that our students, staff, and faculty remained safe and healthy at home.

Future of IESS

The program of IESS is rapidly growing in terms of partnerships, community involvement and student enrollment. Students will have increasing access to courses in IESS or that teach similar values at the undergraduate and graduate level. It is anticipated that students will be able to diversify their experiences into five different themes: Indigenous Foods and Medicines, Indigenous Peoples Health and the Environment, Natural Resource and Ecological Restoration, Environmental Planning, and International Environmental Network.

Donors and Contributors

Chi-miigwetch, nia:wen, and thank you to all our supporters for making this year successful and lots of fun through financial contributions or partnerships.



(Above) A peaceful paddle at Camp Wanapitei.

WE NEED ACTS OF
restoration

not only for polluted waters and
degraded lands but also for our

relationship

TO THE WORLD.

(KIMMERER, 2013, P. 195)