

CONVERGE Indigenous Sovereignty in Disasters Training Module: A Demonstration Webinar

February 6, 2024

4:30 to 5:00 p.m. MDT



NSF Award #1635593 and #1841338



Natural Hazards
Center



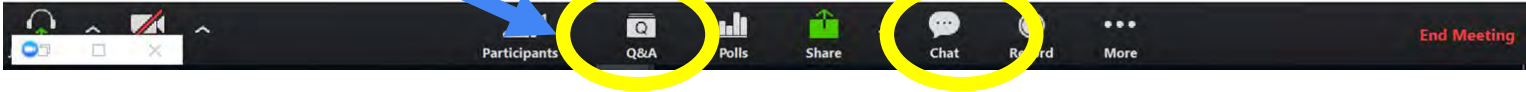
CONVERGE

Please type questions or comments using the chat or Q&A box in Zoom!



converge.colorado.edu/communications

Meeting Topic: Test
Host: Lori Peek
Invitation URL: <https://cuboulder.zoom.us/webinar/register/e6623c07a9ddc868d74f>
Copy URL
Participant ID: 45





CONVERGE

NHERI

Advancing the ethical conduct and scientific rigor of hazards and disaster research and strengthening networks between disciplinary communities.



converge.colorado.edu/



CONVERGE TRAINING MODULES

University of Colorado Boulder



CONVERGE | Natural Hazards Center
INSTITUTE OF BEHAVIORAL SCIENCE

About CONVERGE | Research Networks | Resources | Data | Communications

Training Modules

Available Modules

The CONVERGE Training Modules incorporate an all-hazards approach grounded in cutting edge research from the social sciences, public health, engineering, and other disciplines. Each training module features learning objectives, lesson plans, written content, and disaster-focused case study vignettes from the U.S. and across the globe. The modules also include a list of publications for further reading as well as access to related standardized scales and measures, online resources, data sets, and other information. Each module is followed by a short multiple choice quiz. Those who receive a score of 80% or higher will receive a CONVERGE Training Module Certificate of Completion and one contact hour of general management training through the International Association of Emergency Managers (IAEM) certification program.

9,430
TRAINING MODULE
REGISTRANTS

10,093
SUCCESSFULLY
COMPLETED MODULES

converge.colorado.edu/



Broader Ethical Considerations for Hazards and Disaster Researchers

Collecting and Sharing Perishable Data

Conducting Emotionally Challenging Research

Cultural Competence in Hazards and Disaster Research

Disaster Mental Health

Indigenous Sovereignty in Disaster Research

Institutional Review Board (IRB) Procedures and Extreme Events Research

Positionality in Hazards and Disaster Research and Practice

Public Health Implications of Hazards and Disaster Research

Reciprocity in Hazards and Disaster Research

Social Vulnerability and Disasters

Understanding and Ending Gender-Based Violence in Fieldwork

CONVERGE

Training Modules

Foundational Training Module Topics

- Institutional Review Board (IRB) Procedures
- Conducting Emotionally Challenging Research
- Cultural Competence
- Collecting and Sharing Perishable Data
- Social Vulnerability and Disasters
- Disaster Mental Health

Advanced Training Module Topics

- Broader Ethical Considerations
- Indigenous Sovereignty
- Positionality
- Reciprocity
- Understanding and Ending Gender-Based Violence in Fieldwork
- Public Health Implications of Hazards and Disaster Research



CONVERGE Training Modules Assignment Bank

This page contains sample assignments from a range of courses that have integrated the CONVERGE Training Modules into the learning curriculum. Please click on the title below for the full text of the assignments. If you have an assignment to contribute as a shared resource for our broader community, please contact us at converge@colorado.edu.

Undergraduate Course Assignments

- [Create a Training Module Assignment](#)
- [Disaster Health Research Assignment](#)
- [Social Dimensions of Natural Hazards Training Module Assignment](#)
- [Social Inequalities in Health Training Module Assignment](#)
- [Social Vulnerability and Disasters Training Module Assignment](#)
- [Social Vulnerability and Engineering Training Module Assignment](#)
- [Social Vulnerability and Warning Systems Training Module Assignment](#)
- [Understanding Mental Health as Public Health Assignment](#)

Graduate Course Assignments

- [Disaster Mental Health Training Module Assignment](#)
- [Human and Social Factors of Disaster Training Module and Tabletop Exercise](#)
- [Research Design and Methods Training Module Assignment](#)

Undergraduate and Graduate Course Assignments

- [Disasters and Public Health Assignment](#)
- [Puerto Rico Resiliency Lab Training Module Assignment](#)

Authors

- [Heather Champeau](#)
- [Divya Chandrasekhar](#)
- [Nicole Errett](#)
- [Jake Fast](#)
- [Reggie J. Ferreira](#)
- [Ivis Garcia](#)
- [Christine Gibb](#)
- [Hans M. Louis-Charles](#)
- [Rejina Manandhar](#)
- [Christi M. Navarro](#)
- [George Schwartz](#)
- [Courtney Welton-Mitchell](#)
- [Olivia Vilá](#)
- [Katerina Ziotopoulou](#)



Course: DVM 3108 - Humanitarian Action
Description: 3 credits, third-year undergraduate course for the International Development and Globalization Program at the University of Ottawa
Instructor: Christine Gibb, Assistant Professor, School of International Development and Global Studies, University of Ottawa
Email: cgibb2@uottawa.ca
Session: Winter 2021
Due: Varies during throughout the semester
Points Possible: 40 (10 individual mark + 30 group mark)

CREATE A TRAINING MODULE ASSIGNMENT

Course learning objectives targeted:

- Explain the role of humanitarian assistance in the global geo-political context;
- Appreciate the operational challenges faced by humanitarian assistance providers;
- Prepare clear and succinct written communications aimed at humanitarian actors;
- Reflect on how the global COVID-19 pandemic has further shaken the humanitarian system and pointed to the need for change.

What do you get out of the assignment?

This assignment simulates the group work that is part of all humanitarian work (including the challenges of working under constrained time frames, and partners with technological, logistical, and other difficulties). Developing the training module will help build your research and writing skills by clearly and concisely communicating key points in an accessible format.

If all members of your group agree, your module may be shared with the training module developers at CONVERGE. It may become the basis for a training module used by disaster and humanitarian practitioners and scholars around the world. This assignment has 3 parts. Parts 1 and 3 are individual assignments. Part 2 is a group assignment.

Part 1, evaluating a training module (6% of an individual mark)

Overview:

Complete one of the CONVERGE Training Modules and complete a 2-page evaluation of the module. To do so, you must first register with the CONVERGE project and complete the training module of your choice.

CONVERGE is a National Science Foundation-funded initiative led by Dr. Lori Peek and headquartered at the Natural Hazards Center at the University of Colorado Boulder. CONVERGE has developed a series of training modules to advance the ethical conduct and scientific rigor of hazards and disaster research.

Submit your Certificate of Completion and your evaluation by 11:59 pm EST on February 12, 2021, on Brightspace.

Detailed instructions:



<https://converge.colorado.edu/resources/assignment-bank/>

Curriculum Developers



**Sapóoq'is Wíit'as,
Ciarra S. Greene
(Nez Perce Citizen)**



**Jasmine Neosh
(Menominee Nation
Enrolled Member)**



**Lesley Iaukea
(Kanaka Maoli Wahine)**

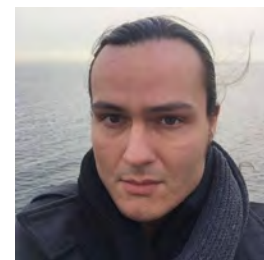


**Hōkūlani Rivera
(Kanaka Maoli)**

Supporting Team



**Paulette Blanchard
(Absentee
Shawnee/Kickapoo)**



**Patrick Austin Freeland,
Hvtvltvlike Mvskoke
(Wind Clan, Muscogee
Creek Nation of
Oklahoma)**



Julie Maldonado



**Michelle Montgomery
(enrolled Haliwa
Saponi/descendant
Eastern Band
Cherokee)**

Training Module Development



Julie Maldonado
Livelihoods Knowledge
Exchange Network (LiKEN)



Hōkūlani Rivera (Kanaka Maoli)
Muckleshoot Tribal School



Indigenous Sovereignty Training Module: **Overview**

- **Lesson 1:** Settler Colonial Systems
- **Lesson 2:** Social Vulnerability, Disaster, and Indigenous Communities
- **Lesson 3:** Indigenous Sovereignty in Disasters
- **Lesson 4:** Engaging in Ethical Partnerships and Respecting Indigenous Data Sovereignty



This CONVERGE Training Module describes historical and contemporary manifestations of settler colonialism and the resulting impacts on and responses of Indigenous Peoples. It highlights how Indigenous sovereignty—or the right of Indigenous Peoples to govern themselves—can help build resilience to hazards and disasters. It also discusses the importance of engaging in ethical research and participatory partnerships with these communities.

A Note on Language: We recognize that language is complex, ever evolving, and often contested. In developing this module and in our broader body of work, we have consulted many resources to be as respectful as possible to the dynamics of language. Throughout the module, we often use Indigenous to refer to people inhabiting a particular place prior to the arrival of colonists. When citing research, we maintain the original language of the authors in terms of their naming conventions, even if it may be inconsistent throughout. Generally speaking, we use Native American to refer to Indigenous Peoples of the United States, First Nations to apply to Indigenous Peoples of Canada, and Alaskan Native to refer to Indigenous Peoples of Alaska. Indigenous Peoples of Hawai'i are Hawaiian, which is distinct from Hawai'i residents, who are people who live in Hawai'i regardless of ethnicity. Please see the [Resources](#) for this module for links to further reading or writing about Indigenous populations.

A Note on Content: This module contains content regarding potentially triggering topics, including references to the marginalization and murder of Indigenous Peoples, intergenerational trauma, and systemic inequality and violence. We encourage all users to practice self-care throughout the module, especially in sections which are emotionally overwhelming or personally traumatic. We hope you will take extra time and even walk away from the module for a break when needed. If you are an instructor who is considering requiring this module for a course, we encourage you to allow students to choose their own pace and also hope you will invite students to reach out to you for further resources or support.

[Learning Objectives](#)

[Module Content](#)

By the end of this module, you should be able to do the following:

Lesson 1: Settler Colonial Systems

1. Understand the historical legacy of settler colonialism in the United States and its territories and how this system marginalized and ultimately sought to extinguish Indigenous Peoples.
2. Define core concepts related to colonial systems and their combined influences on Indigenous communities.
3. Identify contemporary manifestations of settler colonialism and how they directly impact Indigenous Peoples.



Lesson 1: Settler Colonial Systems

1. Understand the historical legacy of settler colonialism in the United States and its territories and how this system marginalized and ultimately sought to extinguish Indigenous Peoples.
2. Define core concepts related to colonial systems and their combined influences on Indigenous communities.
3. Identify contemporary manifestations of settler colonialism and how they directly impact Indigenous Peoples.

Lesson 2: Social Vulnerability, Disaster, and Indigenous Communities

1. Understand the systemic drivers of social vulnerability among Indigenous communities.
2. Recognize the ways that climate change-related disasters threaten the health of Indigenous communities.
3. Review key policy issues that may further exacerbate the socially driven vulnerability of Indigenous communities.

Lesson 3: Indigenous Sovereignty in Disasters


1. Learn about the multifaceted ways that Indigenous communities work to build resilience to hazards and disasters.
2. Gain a contextual understanding of Indigenous Peoples' relationships to place as they inform community practices and decision-making.

Lesson 4: Engaging in Ethical Partnerships with Indigenous Communities

1. Appreciate the role of trust and long-term participatory engagement in building equitable and ethical collaborations between non-Indigenous and Indigenous partners.
2. Understand the policies and procedures that impact how federal agencies consult and work with Indigenous Peoples and tribal governments.
3. Engage in ethical research and emergency management practice with Indigenous communities.

This lesson discusses the historical legacy and contemporary manifestations of settler colonialism in the United States and its territories, highlighting the role this system has played in marginalizing and exploiting Indigenous peoples. It also defines key concepts related to colonial systems and provides examples of their combined influence on Indigenous communities. Before beginning, it is important to note that this module predominantly focuses on U.S.-based scholarship and examples and may therefore not be representative of all Indigenous experiences.

To begin the module, **please click the first topic**, *Colonization in the United States*, listed in the lesson content below. As you progress to future lessons, you will have to press the first topic in each lesson content to continue. Press *Mark Complete* after you finish each topic to progress through the module.

 Lesson Content 60% Complete | 3/5 Steps

- Colonization in the United States
- Key Concepts
- ...

Module Home

PRE-MODULE ASSESSMENT

Pre-Module Assessment

LESSON 1: SETTLER COLONIAL SYSTEMS

Colonization in the United States

Key Concepts

The Interconnection Between Colonial Systems

Debunking Development Activity

Knowledge Check

LESSON 2: SOCIAL VULNERABILITY, DISASTER, AND INDIGENOUS COMMUNITIES

Poverty and the Income Gap

Homelessness and Housing Insecurity

Wall of Forgotten Natives Activity

Domestic, Gendered, and Sexual Violence

Indigenous Sovereignty

Training Module:

Key Content

- **Case Studies**
- **Examples**
- **Infographics**

CASE STUDY

|| Land Dispossession and Hazard Vulnerability

Centuries of dispossession and forced migration of Indigenous Peoples to marginal lands by settlers has placed these populations in the areas at highest risk for climate-fueled disasters.⁵ For instance, using data from both federal and Tribal sources to construct a comprehensive dataset of land dispossession and forced migration of Indigenous Peoples in the contiguous United States, Farrell and colleagues examined the effects of these processes in terms of climate change.⁶ They found that present-day Tribal lands in North America are on average more exposed to climate change risks and hazards, including more extreme heat and less precipitation. Almost half of tribes have also experienced heightened wildfire hazard exposure.⁶



Indigenous Sovereignty Training Module: Additional Resources

- **Toolkits**
- **Activities**
- **Additional Readings**
- **Annotated Bibliography**

REPORTING AND INDIGENOUS TERMINOLOGY

AMERICAN INDIAN OR NATIVE AMERICAN

The Native American Journalists' Association (NAJA) is committed to increasing the representation of Indigenous people in mainstream media and encourages both mainstream and tribal media to attain the highest standards of professionalism, ethics and responsibility. This guide on terminology is designed to promote accurate phrasing when it comes to the coverage of Indigenous people and expected to accompany NAJA's *100 Questions, 500 Answers: A Guide To Native America* as well as pre-existing stylebooks. The rigorous, detailed use of language is paramount to fair coverage of Indigenous people and reflects NAJA's mission to recognize Native Americans as distinct people while promoting diversity.

Either term is generally acceptable and can be used interchangeably, although individuals may have a preference. Native American gained traction in the 1960s for American Indians and Alaska Natives. Over time, Native American has been expanded to include all Native people of the continental United States and some in Alaska. Native American and American Indian can be used interchangeably; however, the term is used only to describe groups of Native Americans - two or more individuals of different tribal affiliation. Journalists should always identify people by their preferred tribal affiliation when reporting on individuals or individual tribes.

NATIVE

The term "Native" can be used as an adjective to describe styles: For instance, Native fashion, Native music, or Native art. Journalists should exercise caution when using the word, though, as it is primarily used as slang.

INDIGENOUS OR ABORIGINAL

While an official definition of "Indigenous" is not agreed on, the United Nations has developed an understanding of the term based on self-identification, historical continuity to pre-colonial and/or pre-settler societies, links to territories and resources, distinct social, economic and political systems and possession of distinct languages, cultures and beliefs. In the case of the United States, tribal membership or citizenship denotes Indigenous identity. These factors make the words "Indigenous" and "Aboriginal" identities, not adjectives, and NAJA urges outlets to capitalize these terms in order to avoid confusion between Indigenous plants and animals and Indigenous human beings. Finally, avoid referring to Indigenous people as possessions of states or countries. Instead of "Wyoming's Indigenous people" try "the Indigenous people of Wyoming."

NAJA
Native American Journalists' Association

If your media outlet or organization has questions about this guide or would like to host a NAJA representative to facilitate a newsroom discussion on these points, please contact us at naja.com.

Indigenous Sovereignty Training Module: Quiz

- Randomly generated
10- question quiz
- 80% or higher receive
Certificate of
Completion

1. QUESTION

Which of the following factors contributed to the high rates of COVID-19 infection and death amongst Indigenous populations?

- A refusal to abide by public health orders from the U.S. government
- Mandated quarantine facilities on Native reservations
- Crowded living conditions in multigenerational housing
- A genetic predisposition to catching the coronavirus

Next

1 Contact Hour of General Management Training



Indigenous Sovereignty

Training Module: **Demonstration**




[REGISTER](#) [LOG IN](#) [CONTACT](#)

CONVERGE Training Modules

Need an account? [Create an account.](#)

Username or Email

Password

I'm not a robot 

[LOG IN](#)

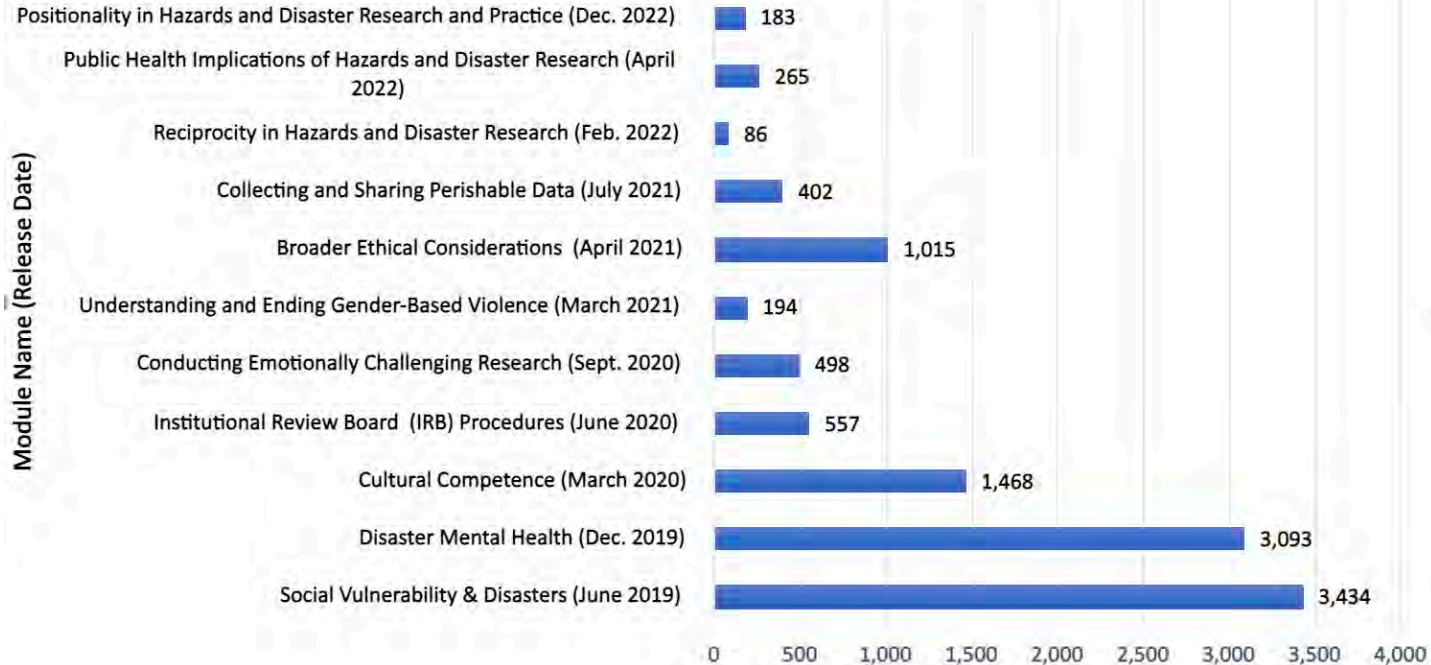
[Forgot Password?](#)



converge.colorado.edu/training-modules

Metrics

of Completions by Module



Access the current CONVERGE Training Modules at: converge.colorado.edu/training-modules

Visit the CONVERGE and Natural Hazards Center websites to learn more
converge.colorado.edu/
hazards.colorado.edu/

Contact us:
converge@colorado.edu



Acknowledgements

This CONVERGE Training Module was made possible with the support of the **National Science Foundation** (NSF Award #1841338).



THANK YOU



Questions? Contact:
Lori Peek, Ph.D.
Lori.Peek@Colorado.edu

hazards.colorado.edu
converge.colorado.edu

Subscribe Now

