Conrad Grebel University College
Peace and Conflict Studies
PACS 620-01
Land and Place as Foundations of Peace
Wednesday 2:00-4:50
Room 4224

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Course Description:
The impact of European expansion into Africa, Asia, and the Americas from the 15th to 20th centuries reshaped the globe politically, economically and culturally. The effects of colonization continue as nations seek independence and cultural reclamation. More recently, neocolonialism through institutions such as the World Bank, the International Monetary Fund, and mega corporations has created a different type of dependence and ensuing unrest. As former colonies attempt to decolonize or “unthink Eurocentrism” new movements have evolved. In Settler colonies such as Canada, these movements frequently focus on Aboriginal issues and require interdisciplinary consideration. Colonization privileged a European ruling and mercantile class and marginalized the original inhabitants of the colony, devaluing their indigenous knowledge, belief systems, culture and organizational structures, resulting in poverty and loss of identity.

The impact of the colonial influence of Great Britain and the neo-colonial influence of the United States on Canadian institutions and policies cannot be underestimated. As Canadians become more aware of Aboriginal and immigrant perspectives and educational and structural needs, the necessity of decolonizing Canadian institutions becomes ever more apparent.

However, this is not a uniquely Canadian issue or a uniquely educational issue. Citizens in all former colonies struggle with the colonial legacy and seek new ways of delivering education, doing government, and being global citizens that meet the unique needs of the local population. This course will examine education as a hegemonic and colonial instrument of governments, explore postcolonial theory, consider the influences of American neo-colonialism, and analyze recent initiatives in decolonizing. Aboriginal issues such as residential schools, treaty rights, and land claims will be examined. Truth and Reconciliation hearings and the Idle No More movement will be considered as peacemaking strategies. The role of stories in understanding connections to place will be central as we attempt to understand connections to the land. We will also explore the connections between local and international issues as we seek ways to decolonize ourselves, our communities, and our larger world.

Course Outcomes:
- Develop an understanding of Postcolonial and decolonization theories
- Begin to understand the colonial history of Canadian education from a postcolonial perspective
- Understand the ongoing impact of colonial structures on social issues in
Canada

- Recognize the relationship between stories and land tenureship
- Explore and critique initiatives that seek to mitigate or reverse the impact of colonization
- Develop decolonization strategies that can be implemented in your practice

Required Texts:


Decolonization: Indigeneity, Education and Society
http://decolonization.org/index.php/des/index

Course Outline:

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Authors</th>
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<tr>
<td>Sept 10</td>
<td>Setting the Stage</td>
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<td>Introduction to Postcolonialism</td>
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<td>The Quest for Decolonization</td>
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<td>Sept 17</td>
<td>A Brief History of Treaties in Canada</td>
<td>King</td>
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<td>Forget Columbus</td>
<td>Kulchyski</td>
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<td>Part one: Concerning Aboriginal Rights</td>
<td>Gastambide-Fernandez</td>
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<td>Decolonization and the pedagogy of solidarity</td>
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<td>(Decolonization 1:1)</td>
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<td>Sept 24</td>
<td>Introduction to Decolonization Movements</td>
<td>Corntassel</td>
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<td>Re-envisioning resurgence (Decolonization 1:1)</td>
<td>King</td>
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<td>The End of the Trail</td>
<td>Kulchyski</td>
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<td>Part two: 50 years of Struggle</td>
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<td>Oct. 1</td>
<td>Resource Extraction and Land Use</td>
<td>Waziyztawin</td>
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<td>The paradox of Indigenous Resurgence at the End of Empire (Decolonization 1:1)</td>
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<td>Too Heavy to Lift</td>
<td>Kulchyski</td>
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<td>Part three: Damned on this Earth</td>
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<td>Oct 8</td>
<td>One Name to Rule Them All</td>
<td>King</td>
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<td>Travelling Down the River of Life (8th Fire)</td>
<td>Hill</td>
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<td>ISTÁ SCIANEW, ISTA SXOLE (8th Fire)</td>
<td>Claxton</td>
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| Oct 15 | We are Sorry  
Strengthening our Relationships (8th Fire)  
But it’s Our Story (Decolonization 2:1)  
Speaking Truth to Power (Decolonization 2:1) | King  
Metallic  
Whiteduck  
Sium & Ritskes |
| Oct 22 | Like Cowboys and Indians  
[Re]Claiming my Indigenous knowledge: Challenges, resistance, and opportunities (Decolonization 2:1)  
Keepers of the Water (8th Fire)  
Presentations | King  
Wane  
Bédard |
| Oct 29 | Forget About It  
Our Elder Brothers (8th Fire)  
Bimaadziwin Oodenaang (8th Fire)  
Presentations | King  
Simpson  
Pitawanakwat |
| Nov 5 | What Indians Want  
The Friendship Wampum (8th Fire)  
The Environment of Indigenous Economies (8th Fire)  
Presentations | King  
Sherman  
Hall |
| Nov 12 | As Long as the Grass is Green  
Living Inuit Governance (8th Fire)  
Ooshkahneekwayweuk (8th Fire)  
Presentations | King  
Price  
Cheechoo |
| Nov 19 | Happy Ever After  
The Story of Stony Knoll  
Presentations | King |
| Nov 26 | Decolonization is not a metaphor (Decolonization 1:1)  
Beyond Recognition (8th Fire)  
Nogojiwanong (8th Fire) | Tuck & Yang  
Coulthard  
Simpson |

**Evaluation**

**On line discussion forum (25%)**

The wealth of literature available in the area of postcolonialism and decolonization is immense. In order to give the topic a breadth of coverage and give voice to your ideas and questions, we will use an online forum. As a class we will decide if this will be individual blogs or a threaded discussion. As we work with the various readings, we may ask and respond to questions such as these: What elements of postcolonialism and decolonization theory are used? How do the authors seek to decolonize? How does this connect to peace and conflict theory and practice?

**Book Synopsis, Reflection, and Review / Book Club (25%)**

The role of story in indigenous cultures is intimately connected to understanding of relationships to the land. These oral histories have frequently been overlooked and deemed inferior to the European traditions of written history. As a class, we will determine whether each student will read a different book or whether small groups of students will choose one book to read and discuss in a book club format. After deciding on the format, we will co-construct the requirements for this assignment.
Presentation and Final Paper (50 %)
Decolonization can remain an intellectual exercise or become a practical endeavor.

Each of you will write a 4000-4500 word essay on a topic that demonstrates your understanding of decolonization strategies as they relate to peace and conflict theory. You may wish to continue examining the theory and history of this issue or you may wish to look at ways decolonization strategies have been and can be applied to address indigenous issues locally, nationally or globally. The possibilities are endless.

Some topics you may wish to consider:
- Indigenous research methodologies
- Indigenous knowledge
- Hiphop as resistance music (Ekwol, Tribe Called Red, Wab Kanu)
- Art
- Place names
- Mascots
- Resource extraction and exploitation
- Indigenous education
- Images in film
- Idle No More
- Hunting, fishing, and land management
- Truth and Reconciliation

Submit a one page proposal and an annotated bibliography on October 15.

Prepare a 20 minute presentation for the class that provides a synopsis of your research and your thinking and engages the class in a short discussion about your topic and the ways it connects to the course outcomes. (Sign up)

Evaluation Criteria

A+  90% - 100%  Exceptional
A superior performance with consistent strong evidence of:
• a comprehensive, incisive grasp of the subject matter
• an ability to make insightful critical evaluation of the material given
• an exceptional capacity for original, creative and/or logical thinking
• an excellent ability to organize, to analyze, to synthesize, to integrate ideas and to express thoughts fluently

A-/A  80% - 89%  Excellent
An excellent performance with strong evidence of:
• a comprehensive grasp of the subject matter
• an ability to make sound critical evaluation of the material given
• a very good capacity for original, creative and/or logical thinking
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas and to express thoughts fluently

**B-/B/B+ 70% - 79%**  
**Good**  
A good performance with evidence of:  
- a substantial grasp of the subject matter  
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques  
- some capacity for original, creative and/or logical thinking  
- a good ability to organize, to analyze and to examine the subject material in a critical and constructive manner

**C-/C/C+ 60% - 69%**  
**Satisfactory**  
A generally satisfactory and intellectually adequate performance with evidence of:  
- an acceptable basic grasp of the subject material  
- a fair understanding of the relevant issues  
- a general familiarity with the relevant literature and techniques  
- an ability to develop solutions to moderately difficult problems related to the subject material  
- a moderate ability to examine the material in a critical and analytical manner

**D Less than 60%**  
**Failure**  
An unacceptable performance

**Academic Integrity:**

- Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

- Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 - Student Discipline. For information on categories of offenses and types of penalties, students should refer to 4 Policy 71 - Student Discipline, http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm.

- Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm.

- Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals, http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm.

- Academic Integrity website (Arts):  
http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

- Academic Integrity Office (uWaterloo): http://uwaterloo.ca/academicintegrity/
Additional Reading List


Chamberlin, J. (2003) *If this is your land, where are your stories?: Finding common ground*. Toronto: Knopf


Heinrichs, S., editor. (2013) *Buffalo shout, salmon cry: Conversations on creation, land


