



Conrad Grebel University College

Land Acknowledgement

We acknowledge that this course takes place upon the Dish with One Spoon Territory: the traditional lands of the Anishinaabeg/Anishinabek Niswi-Mishkodewinan Three Fires Confederacy and Mississauga, as well as the Attiwonderon (Neutral) Nation and the Rotinonshón:ni Six Nations Confederacy. Conrad Grebel University College as well as the University of Waterloo's main campus and all other affiliated colleges are situated within Block 2 of the Haldimand Tract, land promised to the Rotinonshón:ni by the British Empire in 1784, which includes six miles on each side of the Grand River from mouth to source.

Spring 2022

Department of Peace and Conflict Studies

Course Code: PACS 301

Course Title: Special Topics: Settler Colonial Violence

Class Times/Location: Online w/ Synchronous Tuesday/Thursday 2:30-3:50 PM

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Office Hours: Online by Appointment

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Course Description

Settler Colonial Violence is a theoretically and empirically informed special topics course which examines the ways in which settler-colonial violence is written on the lands, bodies, and affects of Indigenous peoples, as well as how racialized and gendered forms of violence are produced by and are productive of the settler-Native relation. Focusing on the experiences of Native peoples in Canada and the United States, this course invites students to explore how current national narratives and mythologies, public debates and political discourse, law and policy, common sense ideas, and hegemonic ideologies are entangled with, cover over, or help facilitate both historical and ongoing settler-colonial violence.

Central to this course is the disruption of the day-to-day discourse surrounding settler-colonial violence whereby, when it is acknowledged, it is all too often relegated to being a regrettable legacy of the past. In contrast, by exploring the structural logics and principles of

settler colonialism and the integral role of dispossessive and eliminatory violence within them, this course will strive to discern how *ongoing* settler-colonial violence shapes not only the contemporary practices, knowledges, and politics of general North American society, but also the everyday experiences of Native peoples. In particular, this course seeks to deconstruct and demythologize the narrative that settler-colonial violence—from instances of intense, individually experienced violence to the bureaucratic regimes which codify and set into policy elimination and dispossession—can be primarily levelled on the shoulders of individual instances of settler criminality, a handful of bad faith actors in colonial law and policy administration, or that it is the result of good intentions which have gone awry, rather than being the results of systematic intent and regularity.

To this end, this course pays close attention to the underlying logics and modalities of settler colonialism, with special focus given to the subjects of frontier violence, the logic of elimination, the territorial dispossession of Native peoples, the legislated/statistical disappearance of Native peoples, the narrative construction of Native peoples as violent, savage, or oversexed, assimilation programmes and cultural genocide, the special status of gendered and sexual violence, as well as the criminalization of indigenous peoples and indigenous interactions with the colonial justice system.

Instructor Statement

My name is Rowland Keshena Robinson. I am Menominee, an Algonkian-speaking nation closely related to other Algonkian-speaking nations in the regions of the Great Lakes, southern Quebec, American Northeast, and Atlantic Canada. I am also an immigrant to Canada. My mother is Menominee, while my father is Bermudian, and I was born and raised in Bermuda. I grew up with close relations to my mother's extended family and regularly spent my summer breaks during childhood on and around our nation's reservation in northern Wisconsin. I consider myself, and actively identify as, both a Native North American and West Indian person.

The experiences of my mother and her family in the United States, as well as my own during visits, alongside that of growing up in Bermuda, which was ruled by a form of white-minority government until 1998, has significantly influenced my life and outlooks. I arrived in Canada in 2005 to begin my undergraduate studies in anthropology and sociology at the University of Waterloo. I further developed my studies with a master's degree in public issues anthropology, and finally a PhD in sociology, both also at the University of Waterloo. My studies, research, and writing are primarily focus on theory, and the areas of critical native studies, decolonial theory, settler colonialism, cultural studies, political economy, ideology and narratives, autoethnographic methodology, and socio-legal studies.

The development of PACS 301 has been shaped by these interests and experiences. I hope that students will find meaning, engagement, growth, and even challenges to their perspectives during this course, as we consider our relations to indigenous people and our place in the world.

Course Pedagogy

This course is developed under the premise that knowledge, **both academic and indigenous**, is created, generated, and sustained through multiple overlapping means (oral traditions, land-based traditions, lived experiences, and spiritual/ceremonial practices, as well as scientific, empirical, humanistic, and academic research programs). As such, an essential element of this course is resistance to the limits of a narrow approach to social scientific and humanistic epistemology and ontology which elevates as the sole meaningful source of knowledge the scientific-technical rationality of the Western world, which has tended to delegitimize other forms of knowledge, other ways of knowing, and other ways of being in the world.

As such, the readings, lectures, and assignments that I have curated for this course strive to, as much as possible, draw on, demonstrate, or allow you to engage in multiple modes of knowing and learning. While this course will be a reading-heavy course, it will also involve lectures which will not seek to simply replicate or summarize the readings, but to speak in parallel with them, offering different perspectives on or different approaches to the same overall subject for a given week, and which will often draw on my own lived experience as a Native North American person.

In turn, in the spirit of sociological inquiry, *your own* lived experiences and interactions with other humans, both within and without the university classroom, and with the wider world in general, as well as the experiences and interactions of *others*, will be foundational to how you engage in the course materials and assignments. Such engagement can be rooted in the communities in which you have already developed relationships (work, family, school, social organizations, religious communities, sporting, artistic, or other recreational communities, etc.). It may also develop through any active engagement that you choose to have in social groups that you have identified as being of interest to this course in particular.

Course Objectives and Learning Outcomes

Upon completion of this course, students will be able to:

1. Identify the underlying violence within the logics and intentions of settler-states and settler colonialism.
2. Understand how settlement and its violence(s) were more than just events which *happened* and which echo into today, but rather are *happening* still and continue to actively shape the world around us.
3. Analyse how the politics of settler colonialism shape contemporary legal and political orders, social perspectives, and disciplinary knowledge.
4. Understand how settler-colonial violence both helps to shape and is reinforced by metaphysical, narrative, and ideologies systems.
5. Trace some of the ways in which settler colonial violence shapes your life experiences, history, and modes of thinking.
6. Relate conceptual material to everyday experiences as well as public policies and political struggles.

7. Develop, sharpen, and apply critical thinking, reading, and writing abilities to evaluate, analyse, and synthesize course materials.

Student Expectations

Students should be prepared to take an active role in creating a stimulating and thoughtful learning environment. My goal is the creation of a classroom space that is open between me, you, and your classmates, where we can together grapple with the course materials in a respectful and thoughtful manner. It should be a space where you and other students, as well as myself, are open to being challenged about our ideas and beliefs, politics, ethics, and pre-conceived positions. This should also be combined with an understanding that as you enter this space so do others, and that we all do with a desire to learn, grow, and change. This means that we all must enter this space in an attempt to create and nurture a sense of care, mutual respect, accountability, and trust.

As part of this, please come to class ready to participate by contributing ideas, questions, and insights, as well as confusions, doubts, and disagreements regarding the readings as well as previous or current lecture materials.

To do this, it is essential that you keep up with the course readings. As part of this course, you should be developing your ability to link the academic world with the world outside of the classroom, as well as your willingness to share ideas, questions, and doubts that you may have. When reading course materials some things that you should consider, and be prepared to discuss during class include:

- What are the central themes, theoretical perspectives, and analytical framings of the material?
- What does the material invite us to consider?
- What might be left unsaid or underdeveloped?
- What lacuna are present or detectable?
- How does it speak to, compliment, contradict, or critique other materials in the course?
- What are the author's narrative conceits?

Contributions to class discussion might involve asking or responding to questions, both for the instructor and for the rest of the class, making interjections, or sharing confusions or comments that you might have about the meaning of core concepts in a reading, and questions about what the author is trying to communicate. Indeed, it may be helpful when reading over the materials for a given week to formulate at least one question to bring with you to class to ask the instructor or your fellow students.

While there is no grade attached to this, the purpose of class discussion is to help everyone learn through a dialogical approach. Your peers can be some of your greatest allies when grappling with course content and trying to understand complex ideas. Additionally, learning improves when students indicate to me what they do not know, or do not understand, as much as what they do know or do understand about a given topic.

Please note also that discussion involves effective listening, demonstrating tolerance for differences in perspective, opinion, or approach, offering helpful feedback, and being supportive of the learning of others.

Course Format

The course will be delivered through an online synchronous (live) format. Students will be expected to engage in the assigned readings and to take part in, and hand in, scheduled assignments.

To aid in facilitating this course there are scheduled twice weekly class meetings which will be held using MS Teams. These sessions are scheduled for Tuesdays and Thursdays 2:30 PM until 3:50 PM. Students will be encouraged to take part in these weekly synchronous meetings, however, but accessibility is important, students will not be required to attend live, and no grade will be assigned for participation. If students are not able to attend, the MS Teams discussion sessions will be recorded (see: *Remote Teaching and Learning: Student Notice of Recording*).

These sessions will *not be* lectures in the strictly traditional sense. I will discuss the weekly topic, but I will often present material that expands upon the course readings or provides a distinct perspective on the topic of a given week. These sessions should also be taken as an opportunity for me, as the instructor, to respond to *your* questions and comments about the materials. As such it is encouraged, if you choose to attend the sessions, that you come prepared with questions to ask or comments to share. Again, there is *no* mark associated with this; it is purely to aid in your understanding of the ideas in this course.

Meetings will be scheduled at the beginning of the term. All meetings will be recorded, and after each session, they will be made available to the class.

Statement on Student Privacy

The University of Waterloo uses a range of technologies to facilitate in-person and remote instruction. This course will be making use of MS Teams for remote synchronous course delivery, including seminars and office hours, which may be recorded, stored, and shared through LEARN for access by students in the course. For these course activities, students are permitted to turn off their cameras or use an alternative name to maintain their privacy after they have confirmed this with me.

Remote Teaching and Learning: Student Notice of Recording

Activities for this course involve recording, in partial fulfilment of the course learning outcomes. You will receive notification of recording via at least one of the following mechanisms: within the Learning Management System (LEARN), a message from your course instructor, course syllabus/website, or other means. Some technologies may also provide a recording indicator. Images, audio, text/chat messaging that have been recorded may be used and/or made available by the University to PACS 301 (*Settler Colonial Violence*) students and the instructor for the purpose of course materials review and study. Recordings will be managed according to the University records classification scheme, WatClass, and will be securely destroyed when no

longer needed by the University. Your personal information is protected in accordance with the [Freedom of Information and Protection of Privacy Act](#), as well as University policies and guidelines and may be subject to disclosure where required by law.

The University will use reasonable means to protect the security and confidentiality of the recorded information, but cannot provide a guarantee of such due to factors beyond the University's control, such as recordings being forwarded, copied, intercepted, circulated, disclosed, or stored without the University's knowledge or permission, or the introduction of malware into the computer system which could potentially damage or disrupt the computer, networks, and security settings. The University is not responsible for connectivity/technical difficulties or loss of data associated with your hardware, software, or Internet connection.

By engaging in course activities that involve recording, you are consenting to the use of your appearance, image, text/chat messaging, and voice and/or likeness in the manner and under the conditions specified herein. (In the case of a live stream event, if you choose not to have your image or audio recorded, you may [disable the audio and video functionality](#) (see: *Student privacy during live events*). Instructions to participate using a pseudonym instead of your real name are included where the feature exists; however, you must disclose the pseudonym to your instructor in advance in order to facilitate class participation.) If you choose not to be recorded, this notice serves as confirmation of your understanding that you may ask questions regarding course materials to the instructor via email, either before or after each recorded session, and that you may view the recording, at your own prerogative, after each session for your own review and study purposes.

You are not permitted to disclose the link to/URL of an event or an event session recording or copies of recording to anyone, for any reason. Recordings are available only to authorized individuals who have been directly provided the above instructions/link for their use. Recordings for personal use, required to facilitate your learning and preparation of personal course/lecture notes, should not be shared with others without the permission of the instructor or event coordinator. Review the [University's guidelines for faculty, staff and students entering relationships with external organizations offering access to course materials](#) for more information on your obligations with respect to keeping copies of course materials. For more information about accessibility, connect with [AccessAbility Services](#).

Required Text

All required readings for this course are noted in the class schedule. Primary texts in this course will include journal articles and book chapters. The purpose of the course readings will be to deepen your understandings of the topics, ideas, concepts, and theories covered in this course.

Course Requirements and Assessment

Discussion, individual work, and online participation will support the learning in this class. The course grade will be based on two **Reading Journals**, a **Paper Proposal**, **Online Discussion Posts**, and a **Research Paper**. *The breakdown of the overall course grade is as follows:*

1. **Reading Journal 1: 20%**

2. Reading Journal 2: 25%
3. Paper Proposal: 15%
4. Online Discussion Forum Posts: 10%
5. Research Paper: 30%

Assessment	Weighting	Date of Evaluation (2022)
Paper Proposal	15%	May 26 @ 11:59PM. To be submitted in Dropbox on Course LEARN page.
Reading Journal 1	20%	June 9 @ 11:59PM. To be submitted in Dropbox on Course LEARN page.
Reading Journal 2	25%	July 21 @ 11:59PM. To be submitted in Dropbox on Course LEARN page.
Research Paper	30%	August 6 @ 11:59PM. To be submitted in Dropbox on Course LEARN page.
Online Discussion Forum Posts	10%	Throughout Term; Forums Close at 11:59PM on July 26.

Assessment 1: Reading Journals (20% + 25%)

You will be required to keep two Reading Journals which will serve as a record of your thoughts and insights inspired by the course's assigned readings. For the journals, please write a short 250-to-350-word entry for **every** week of the course readings. **Please also include a proper cover page with the total word count included on it.** The Journals will be due twice over the course of the term, covering the two halves of the readings:

1. Journal 1: Week 1 through 6
2. Journal 2: Week 7 through 12

The purpose of these Journals is twofold:

1. To help facilitate your understanding and integration of the ideas tackled within this course, how they relate to one another, and how they relate to the world outside of this course and the university.
2. To help the instructor track your development and critical thinking on the subject matter and materials presented in this course.

Additionally, the goal of the Journals is **not to summarize the materials for a given week**, but rather to encourage students to **reflect** on and **critically engage** the readings from their standpoint as a student, a researcher, a scholar, and a member of the wider community. For example, when considering your journals, the following are some helpful, *but not exclusive*, guiding questions:

- What ideas in the readings or other materials from a given week might help with my research interests?
- How do the ideas and/or analysis presented challenge my ways of thinking or what I know about the world?
- How do the ideas and/or analysis present a challenge, compliment, or speak to each other, both within a given week and across the course in general?

However, you will not be required to cover all of the assigned materials within any one particular week. You have quite a bit of leeway in how you go about them. You may choose to respond to each reading, or, if one particular idea from a given week strikes you or raises your interest, you should feel unrestricted in engaging it in depth. Indeed, the latter may be encouraged, simply because of the short length of the journals, but any method beyond mere summarization will be acceptable.

Grades for the reading journals will be based on the quality of your written work, your ability to critically assess, analyse, synthesize, and engage with aspects of the assigned materials, and your ability to demonstrate knowledge and understanding of the materials.

If you have questions about the readings, you are encouraged to do some research to try to answer those questions on your own. If you do engage in this, please be sure to properly cite your sources.

As you are encouraged to share your thoughts, reflections, and findings during our weekly class meetings you are also encouraged to write your journal entries on a weekly basis and to bring your journal with you to class so that you may refer to it during the meetings. This will help you to also avoid an end of term crunch of writing journal entries.

Assessment 2: Paper Proposal (15%)

The purpose of this assignment is to help shape your paper so that it is neither too broad nor too narrow, as well as to ensure that the way in which you are pursuing your topic of choice is relevant to the course. The proposal must be 750-words in length, and must be double-spaced, in a standard size 12 font. **Please also include a proper cover page with the total word count included on it.**

Your research proposal must clearly communicate your research interests, and should include the following:

1. A brief description of the general topic or area of investigation. You should explain why it is that you are interested in the topic. Personal reflections are valid and completely acceptable here; the more personally interested or invested you are in a topic the more likely it is that you will be able to conduct committed, careful, and impactful research.
2. A central research question or thesis. *This should be a focus on only a single research issue.* This will help to maintain a strong focus in your research.
 - a. Further, your research question should be a “how” or a “why” question, rather than a “what” question.” The purpose of this is to ensure that the research you engage in is *critically analytical* rather than *simply descriptive*.
 - b. Also consider the feasibility of your research question. Is it too broad to be able to do your topic justice within the length of the final paper? It is always better to be able to say a lot about a few things, rather than only a little about many things.

Feedback will be provided for this assignment. You should consider the feedback when drafting your Research Paper. Additionally, grades for the Paper Abstract will be based upon how clearly you articulate the central focus, thesis, and direction of your paper as well as the strength and quality of your writing.

Assessment 3: Online Discussion Forum Posts (10%)

On the LEARN page for this course, under the CONNECT tab, each of the weeks will have its TOPIC listed. The 10% of your total course grade earned from Online Blog Posts will be gained by going to any 10 of the 12 weekly course topics and leaving **one detailed post or reply to another students post of no more than 250 words.**

The goal of your post or reply is to demonstrate that you have understood and engaged with the required course materials and that you have begun to think them through regarding their implications in your own life, and in the life of your community and across Canada and the world-at-large. This means that comments should be more substantive than simply “I did not like this reading, it was difficult,” or “I liked this reading, it was easy.”

This will be key in the growth and development of your critical thinking skills as a student, a scholar and an engaged member of the Tri-City, Ontario, Canada, and global communities. Students are encouraged to also supplement what they have learned from and engaged within the required course materials via additional, *relevant* materials that you may have come across. Examples may include YouTube or other online videos, newspaper and journal articles, and pop culture materials (films, music, television, video games etc.) that you feel speak to, or reflect, the course materials in some way.

Grades for Online Participation are based on a pass/fail rubric. For each post made that meets the above criteria, students will receive a portion of the possible total of 10% of their final grade for the course. All of the discussion forums will open and be available at the beginning of the term, and students may choose to post in them when they wish, for the weeks that they have chosen.

Please be mindful of the final due date for the Online Participation listed above. While the forums will all open at the beginning of the term, they will CLOSE at 11:59 PM on July 26 (the final day of classes). Submissions after that will not be accepted unless prior arrangements have been made.

Assessment 5: Research Paper (30%)

As the final assignment of this course, you will author a Research Paper which explores, in depth, a topic of your choice related to the subject of Indigenous Peoples and Canadian Public Policy. It may be drawn from the topics explicitly covered in this course, or you may choose to explore another topic of interest to you, but which is still closely related to the topics and ideas we will be exploring.

For the paper, you must draw on at least 4 of the course readings, as well as at least 4 additional academic sources, for a total of 8 references. Papers should be well-researched and should demonstrate critical writing, thinking, and analytical skill. Papers must be 3000 words in length, not including the bibliography, footnotes/endnotes, or the cover page. **Please also include a proper cover page with the total word count included on it.**

Additionally, a well-written paper should include the following aspects:

1. Introduction

- a. A statement of your research question and a description and what you are going to argue to answer the question.
- b. A statement about how you have organized your paper to demonstrate your argument.
- c. A statement of what examples or evidence you will be using to demonstrate your argument.

2. Main Text

- a. An analysis, *not a simple description*, of the examples or evidence you will be using to demonstrate your argument.

3. Conclusion

- a. A (re)statement of your research question and how you believe your research has demonstrated an answer to the question.
- b. A statement of how your understanding, appreciation, or approach to the topic has progressed throughout the process of your planning, research, and writing.
- c. A statement about how your paper furthers the understanding of the themes and topics of the course, as well as what potential further questions may arise from your research.

Grades for your final paper will be based on the on the strength and quality of your writing, though not on simple technical grounds such as spelling, grammar, correct syntax etc. (I will only mark down on these should they be so poor that the writing becomes illegible). What the paper will be considering then is:

1. The strength of your research and ability to formulate and carry through a cohesive argument.

2. Your ability to identify relevant resources for your argument.
3. How you use the sources you choose.
4. What examples you may choose to draw upon and how relevant they are
5. The relevance of your paper to the topic of the course.

As the instructor for this course, I am also here as a resource to help you understand these assignments and what is expected of you in them. Please do not hesitate to ask questions and seek clarification via email, in the weekly course sessions, or by requesting meetings with me.

Note on Appropriate Academic Sources

Appropriate sources for the assignments in this course are those considered to be academic in nature. In general, *academic sources* refers to pieces of writing that have been published following some form of a peer-review process, and include articles from academic journals, as well as books and edited volumes from academic presses. Examples of major English-language academic presses include Cambridge University Press, Harvard University Press, Oxford University Press, Duke University Press, University of Toronto Press, Palgrave MacMillan, Routledge, SAGE Publications, Brill Publishers, and many others.

Newspapers, magazines, online news sources, and encyclopaedias *are not academic sources* and will not count towards the required references. However, you may cite them to *enhance* your writing and arguments. Additionally, there are certain kinds of sources that are not academic in nature, but which may be important depending on your work; these include but are not limited to:

- Raw statistical data.
- The text of legislation.
- Documentation written by the government, NGOs, or private sector organizations.

As with other non-academic sources, you may cite them at will, but they will not be considered towards the required reference count.

There are of course always exceptions to general rules though. There are a number of reputable publishers who, while not technically being academic presses, publish academic and other rigorous work, both contemporary and classical, such as Verso, Pluto, South End Press, Haymarket Books, Grove Press, Monthly Review Press, and Vintage. There are also several academic publishers which produce encyclopaedia-like collections on certain topics, such as the *Oxford Handbook* series, the *Palgrave Encyclopedia* series, and the *SAGE Handbook* series. Series such as these are more like edited volumes published by academic presses than mainstream encyclopaedias.

In general, if you have any concerns about a source, please just ask me and I will let you know if it is appropriate.

Note on Citation Style and General Formatting of Assignments

Formatting of assignments in this course should follow the most recent versions of *The Chicago Manual of Style* (CMOS) and *Manual for Writers of Research Papers, Theses, and Dissertations*

(Turabian). CMOS and Turabian are widely used styles for the formatting of papers and the development of citations in the humanities and social sciences.

Further information on formatting your assignments using the CMOS/Turabian styles can be found on the website of the Purdue Online Writing Lab. Links to information on the Purdue OWL website, as well as other resources for proper assignment formatting and citations, will be provided during the class and on the LEARN course page.

CMOS offers two citation styles—Author-Date (in-text) and Notes-Bibliography (footnotes/endnotes). You may choose to use either citation style, the only requirement is that you choose one and *be consistent in its use in your assignments*. Do not mix and match. As with general assignment formatting, further information regarding citing in CMOS style (either AD or NB) can be found on the Purdue OWL website and links to such resources will be posted and provided on the LEARN course page and during class.

Course Schedule & Readings

Below you will find the schedule of the course, arranged by week. Descriptions of the weeks feature the topic, include any notable events, if there is one for a week, as well as the associated course readings.

Week	Date (2022)	Topic	Readings
1	May 3/5	Settler-Colonial Logics: Elimination, Structural Genocide and Cold Genocide	<p>Wolfe, Patrick. 2006. "Settler Colonialism and the Elimination of the Native." <i>Journal of Genocide Research</i> 8 (4): 387-409.</p> <p>Anderson, Kjell. 2015. "Colonialism and Cold Genocide: The Case of West Papua." <i>Genocide Studies and Prevention: An International Journal</i> 9 (2): 9-25.</p>
2	May 10/12	Settler-Colonial Intentions: Legocentrism, Law, and Discovery Doctrine	<p>Wolfe, Patrick. 2007. "Corpus Nullius: The Exception of Indians and Other Aliens in U.S. Constitutional Discourse." <i>Postcolonial Studies</i> 10(2): 127-151.</p> <p>Wolfe, Patrick. 2012. "Against the Intentional Fallacy: Legocentrism and Continuity in the Rhetoric of Indian Dispossession." <i>American Indian Culture and Research Journal</i> 36 (1): 3-45.</p>
3	May 17/19	Settler-Colonial Dispossession: Stealing Land and Making Property	<p>Bhandar, Brenna. 2015. "Title by Registration: Instituting Modern Property Law and Creating Racial Value in the Settler Colony." <i>Journal of Law and Society</i> 42(2): 253-282.</p> <p>Coulthard, Glen Sean. 2014. "Introduction: Subjects of Empire." In <i>Red Skin, White Masks: Rejecting the Colonial Politics of Recognition</i>, 1-24. Minneapolis, MN: University of Minnesota Press.</p>

Week	Date (2022)	Topic	Readings
4	May 24/26	<p>Settler-Colonial Biopolitics: Managing Populations and Making Natives</p> <p><i>Paper Proposal Due (May 26 @ 11:59PM)</i></p>	<p>Rifkin, Mark. 2009. "Indigenizing Agamben: Rethinking Sovereignty in Light of the "Peculiar" Status of Native Peoples." <i>Cultural Critique</i> 73: 88-124.</p> <p>Morgensen, Scott Lauria. 2011. "The Biopolitics of Settler Colonialism: Right Here, Right Now." <i>Settler Colonial Studies</i> 1(1): 52-76.</p>
5	May 31/June 2	<p>Settler-Colonial Racial Regimes: Blood Quantum, Status, and Statistical Genocide</p>	<p>Palmater, Pamela. 2013. "Matnm Tel-Mi'kmawi: I'm Fighting for My Mi'kmaq Identity." <i>The Canadian Journal of Native Studies</i> 33(1): 147-167.</p> <p>Palmater, Pamela. 2014. "Genocide, Indian Policy, and Legislated Elimination of Indians in Canada." <i>Aboriginal Policy Studies</i> 3(3): 27-54.</p>
6	June 7/9	<p>Settler-Colonial Assimilation: The Residential Schools, The Scoops, and Cultural Genocide</p> <p><i>Reading Journal 1 Due (June 9 @ 11:59PM)</i></p>	<p>MacDonald, David B. 2014. "Genocide in the Indian Residential Schools: Canadian History Through the Lens of the UN Genocide Convention." In <i>Colonial Genocide in Indigenous North America</i>, edited by Andrew Woolford, Jeff Benvenuto, and Alexander Laban Hinton, 306-324. Durham, NC: Duke University Press.</p> <p>Spender, Dale C. 2017. "Extraction and Pulverization: A Narrative Analysis of Canada Scoop Survivors." <i>Settler Colonial Studies</i> 7(1): 57-71.</p>
7	June 14/16	<p>Settler-Colonial (In)Justice: Making Natives into Criminals</p>	<p>Stark, Heidi Kiiwetinepinesiik. 2016. "Criminal Empire: The Making of the Savage in a Lawless Land." <i>Theory & Event</i> 19(4).</p> <p>Chartrand, Vicki. 2019. "Unsettled Times: Indigenous Incarceration and the</p>

Week	Date (2022)	Topic	Readings
			Links between Colonialism and the Penitentiary in Canada." <i>Canadian Journal of Criminology and Criminal Justice</i> 61(3): 67-89
8	June 21/23	Settler-Colonial Testimony & Hermeneutics: The Silencing of Native Victims of Violence	Koggel, Christine M. 2018. "Epistemic Injustice in a Settler Nation: Canada's History of Erasing, Silencing, Marginalizing." <i>Journal of Global Ethics</i> 14(2): 240-251. MacDonald, David B. 2021. "Settler Silencing and the Killing of Colten Boushie: Naturalizing Colonialism in the Trial of Gerald Stanley." <i>Settler Colonial Studies</i> 11(1): 1-20.
9	June 28/30	Settler-Colonial Ideology: The Narrative Necessity of Native Death	Henderson, Phil. 2017. "Imagoed Communities: The Psychosocial Space of Settler Colonialism." <i>Settler Colonial Studies</i> 7(1): 40-56. Byrd, Jodi A. 2018. "Beast of America: Sovereignty and the Wildness of Objects." <i>South Atlantic Quarterly</i> 117(3): 599-615.
10	July 5/7	Settler-Colonial Metaphysics: Civilization and Native Social Death	Belcourt, Billy-Ray. 2016. "A Poltergeist Manifesto." <i>Feral Feminisms</i> 6: 22-32. Juárez, Nicolás. 2014. "To Kill an Indian to Save a (Hu)Man: Native Life." <i>Wreck Park</i> 1.
11	July 12/14	Settler-Colonial Patriarchy: Savagery, Sex Work, and Making Native Women as Disposable in the MMIW Crisis	Bourgeois, Robyn. 2018. "Race, Space, and Prostitution: The Making of Settler Colonial Canada," <i>Canadian Journal of Women and the Law</i> 30(3): 371-397. Simpson, Audra. 2016 "The State is a Man: Theresa Spence, Loretta

Week	Date (2022)	Topic	Readings
			Saunders and the Gender of Settler Sovereignty." <i>Theory & Event</i> 19(4).
12	July 19/21	Settler-Colonial Undoing: The Thinking and Doing of Justice and Decolonization <i>Reading Journal 2 Due (July 21 @ 11:59PM)</i>	Tuck, Eve and K. Wayne Yang. 2012. "Decolonization is Not a Metaphor." <i>Decolonization: Indigeneity, Education & Society</i> 1(1): 1-40.
13	July 26	No Class (UW Scheduled for Friday Classes this Day) <i>Online Discussion Forums Close (July 26 @ 11:59PM)</i> <i>Research Paper Due (August 6 @ 11:59PM)</i>	No Readings

Other Course Protocols, Policies, and Expectations

General Course Content Trigger Warning

While this course aims to provide students with as an open space for the civil and critical exchange of ideas, some content in this course may touch on, or include subjects that students may find to be disturbing, offensive, and/or (re-)traumatizing.

I encourage students to emotionally prepare themselves before proceeding with this course and its content. If you believe that you will find some of the readings or other course materials, offensive, disturbing, or (re-)traumatizing, you may choose to forgo them. You will, however, be responsible for the materials that you miss. You may contact me, as the instructor, to arrange alternative content or alternative learning activities. You may also arrange to receive or share notes with another student for materials missed.

However, students should also understand the difference between the experiences of *emotional trauma* and *intellectual discomfort*. The former is harmful, especially when triggered in the wrong context (such as during a reading or in a class discussion). The latter is a fundamental aspect of the university experience. Students should expect to have their ideas and preconceived notions challenged, and the discomfort that some may feel is a natural aspect of such challenges and of struggling to resolve cognitive dissonance.

Pronoun Usage, Gender-Neutral Language and Non-Oppressive Speech

In the pursuit of a more inclusive and empowering learning environment and considering our impact on our society and culture at large, I respect and am mindful of the use of correct gender pronouns and generally gender-neutral and gender-inclusive language. In practice, this means that I, as the instructor, will endeavour to primarily use gender-neutral language when referring to others within the course.

Additionally, if a student wishes to be referred to by certain pronouns, they are welcome to inform myself and/or the rest of the class. However, I recognize that there is still a significant lack of social, cultural, and political recognition for non-cisgender identities, and that there are myriad reasons why students may choose to not reveal their gender identities and personal pronouns in certain contexts. I also deeply respect student privacy. As such, students are *not required* to reveal their pronouns.

Students are requested to be mindful and respectful of others and their identities. Please do not dox, deadname, or intentionally misgender your fellows.

Further, expressions of non-inclusive and oppressive language should not be part of our shared course environment. This includes anti-Native, anti-Black, sexist, misogynist, queerphobic, lesbophobic, transphobic, xenophobic, antisemitic, Islamophobic, ableist, and other oppressive languages. All students of all racial, ethnic, and national backgrounds, of any gender or sexuality, any religion or spiritual practice, and of any ability or disability, should feel welcome in this course, and the use of oppressive language may silence their voices and their perspectives.

Students should also be mindful of microaggressions. Microaggressions are verbal, written, or otherwise communicated views and expressions, whether intentional or unintentional, which imply hostility or negativity towards a certain group of people.

If students feel that language being used in the course is oppressive, invalidating, insulting, or silencing, they are encouraged, *should they feel comfortable doing so*, to bring it to the attention of me as the instructor. You may also, *again if comfortable*, choose to address it yourself during the course. Students should practice self-care, community support, solidarity, and mutual aid, both with themselves and with others.

Communication with the Course Instructor

Aside from appointments, the weekly meeting sessions, and the course LEARN page, the primary way in which I will communicate course information to students will be through emails. *All students are therefore responsible for checking their University of Waterloo email address on a regular and frequent basis.*

Additionally, email is how students should communicate with me. I am happy to answer questions about the course materials, and to help you work through them via email, and to understand and work through assignments. Email is also how students should contact to set up meeting appointments via MS Teams.

[When contacting me please include the course number and term in the email subject line. Emails sent to me which do not risk going unanswered or being answered slowly due to the volume of emails that I receive.](#)

When students email me, they can expect a reply within *two business days*. Exceptions may occur on the weekend; I occasionally check my email on the weekend but reserve the right not to.

Late Policy & Extensions

Students should strive as much as possible to keep to the assignment deadlines outlined in this syllabus. However, I also recognize that we are now living, working, and learning in unprecedented times. As such, I try to be as understanding as possible with students, as I understand health struggles, both mental and physical, and I know that sometimes things just happen or fall apart.

As such, in recognition that there may arise questions of accessibility and that quite simply the personal lives of students both before they enter the classroom and upon their leaving it may be filled with additional stresses, commitments, and needs for flexibility, the late policy in this course is based on basic ethical principles of understanding and tolerance for students who, for whatever reason, may be unable to complete every assignment in this course within the scheduled due dates.

Please note, the policy described here is not designed to provide “unfair advantages” to certain students, or to reduce the rigor of learning and work that is expected in this course. Rather, it is designed to provide a more level playing field between those students who have consistent life schedules and those who do not, and thus is in place to improve the ability of *all* students to demonstrate their learning.

Further, applying these policies universally across the course also ensures that students who need support do not need to disclose their circumstances and removes my own personal whims from the position of gatekeeper to access based on the believability of a claim for support.

As such, the policy regarding late work in this course will be one of a mixture of **Grace Days** and an open extension policy. Students may apply up to four (4) grace days to push back deadlines for major assignments without penalty and without requesting permission; **application of grace days will be automatic**. However, if a student has exhausted their grace days on a given assignment, they *must* take it upon themselves to reach out to me to discuss plans for an extension and the submission of assignments.

Regarding extensions beyond the allowed three grace days, I am very open. Again, I recognize that students have lives outside of the classroom, struggle with mental and physical health concerns, experience breakdowns in technology, engage in care work for others and many other things. I also deeply respect student privacy. As such, I will not ask for proof or documentation showing why you need an extension, *however* you must still speak to me about being granted one.

There will be no punitive per day late penalties in this course, *however* there are two caveats for the handing in of late work that has exhausted allowable grace days and in which no plans with the instructor have been made for the submissions of said work. Firstly, work handed in late without prior discussion with me will **not** be given feedback/comments; thinking on and providing feedback/comments takes time and care and thus I make my own schedule around the need to do this and the handing in of late work my interfere with this as well as with other work duties that I have. Secondly, work handed in *10 or more* days after the **original** due date will no longer be accepted and will be given a grade of **o**.

In general, please let me know if you are having difficulty with meeting deadlines and need to arrange alternatives. I will always do my best to be open, accepting, considerate, and accommodating.

Final Examination Policy

For **Spring 2022**, the established examination period is **July 29 until August 13**. The schedule will be available early in the term. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time (see: Final [Final Examniation Schedule https://uwaterloo.ca/registrar/final-examinations](https://uwaterloo.ca/registrar/final-examinations)).

Accommodation for Illness or Unforeseen Circumstances:

The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. (see: http://www.registrar.uwaterloo.ca/students/accom_illness.html).

Academic Integrity

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. (see: the [UWaterloo Academic Integrity webpage \(https://uwaterloo.ca/academic-integrity/\)](https://uwaterloo.ca/academic-integrity/) and the [Arts Academic Integrity webpage \(https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour\)](https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour) for more information).

Discipline

A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions. Check [the Office of Academic Integrity](#) for more information. 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 [Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

Grievance

A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](#), Section 4. When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

Appeals

A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

Academic Integrity Office (uWaterloo)

<http://uwaterloo.ca/academic-integrity/>

Accommodation for Students with Disabilities

[The Writing Centre](#) at the University of Waterloo offers all sorts of writing and communication services freely to students. They have virtual services, assignment planners and many other services. I encourage you, even if you are a good writer, to use their services as we can all improve our writing.

Coronavirus Information

[Coronavirus Information for Students](#). This resource provides updated information on COVID-19 and guidance for accommodations due to COVID-19.

Academic freedom at the University of Waterloo

[Policy 33, Ethical Behaviour](#) states, as one of its general principles (Section 1), "The University supports academic freedom for all members of the University community. Academic freedom carries with it the duty to use that freedom in a manner consistent with the scholarly obligation to base teaching and research on an honest and ethical quest for knowledge. In the context of this policy, 'academic freedom' refers to academic activities, including teaching and scholarship, as is articulated in the principles set out in the Memorandum of Agreement between the FAUW and the University of Waterloo, 1998 (Article 6). The academic environment which fosters free debate may from time to time include the presentation or discussion of unpopular opinions or controversial material. Such material shall be dealt with as openly, respectfully and sensitively as possible." This definition is repeated in Policies 70 and 71, and in the Memorandum of Agreement, Section 6.

Contingency Planning

Inclement Weather

In the event of a short-term campus closure or the cancellation of an in-person class due to snow or inclement weather, online and remote classes will not be affected.

Interruption or Cancellation of In-Person Classes

In the event of a pandemic-related interruption of in-person classes, including a 'pivot' to remote learning, your Instructor will post details in LEARN. Please check the Announcements section of the course homepage in LEARN for updates.

Interruption or Cancellation of In-Person Examinations

In the event of a pandemic-related interruption of in-person exams, your Instructor will post details in LEARN. Please check the Announcements section of the course homepage in LEARN for updates.

Absence Due to Influenza-like Illness or Required Self-Isolation

If you need to be absent due to influenza-like illness or due to mandatory self-isolation, please complete an [Illness Self Declaration](#). The form is available in the Personal Information section of Quest. Accommodations may be made for students who have completed an Illness Self Declaration without the need for a medical note.

Course & University Resources

PACS 301 LEARN Website

The course website on LEARN is a crucial resource that students should refer to regularly, at least once a week. On the LEARN website students will find:

- Important course announcements.
- Links to course readings and materials.
- Recordings of weekly MS Teams discussions.
- Assignment Dropboxes.
- All course handouts, including the course syllabus.
- Grades and assignment feedback.

Peace and Conflict Studies Administration and Staff

Important departmental contacts are as follows:

- **Chair:** Reina Neufeldt – reina.neufeldt@uwaterloo.ca
- **Undergraduate Academic and Administrative Officer:** Ndagire Brendah – bndagire@uwaterloo.ca

UW Racial Advocacy for Inclusion, Solidarity & Equity

UW Racial Advocacy for Inclusion, Solidarity & Equity (RAISE) is a student-led Waterloo Undergraduate Student Association (WUSA) service that was launched in the Winter Term 2019 and serves to address issues of racism and xenophobia on the University of Waterloo campus. RAISE works through three pillars: Education and Advocacy; Peer-to-Peer Support; and Community Building.

RAISE's services include but are not limited to formal means to report and confront issues of racism and xenophobia on Campus, accessible and considerate peer-support, and the organization of social events to cultivate both an uplifting and united University of Waterloo community.

RAISE is located in the Student Life Centre (SLC), in Room 2141. To learn more about RAISE, its services, and its programmes please visit their [website](#) or [Facebook page](#).

Shatitsirótha' Waterloo Indigenous Students Centre & Indigenous Studies Program

The Shatitsirótha' Waterloo Indigenous Students Centre (WISC), housed in St. Paul's University College, facilitates the sharing of Indigenous knowledge and provides culturally relevant information and support services for all members of the University of Waterloo community, including both Indigenous and non-Indigenous students, staff, and faculty.

St. Paul's University College is also the home of the Indigenous Studies Minor Program at the University of Waterloo. As such, they can be a significant resource to you for this course. To find out more information about WISC, its services, and its programmes, please visit their [website](#).

Library and Research Help

The University of Waterloo Library System is dedicated to helping students navigate their way through research materials from the library. This can be a tremendous help with your assignments. The University of Waterloo Library is also intimately connected with those at the University of Guelph and Wilfrid Laurier University. There are also many subject and department specific liaison librarians at UW who can be contacted specifically for help.

Campus Wellness, Counselling Services, and Mental Health Support

[Counselling Services](#) at the University of Waterloo, as part of Campus Wellness, provides a team of professionals, programmes, and services designed to help students lead healthy and balanced lives, in a secure and supportive environment for all, of all orientations and backgrounds. In this era of lockdowns and COVID-19, many are experiencing flare-ups of depression, anxiety, stress, and other issues around not just school, but about what is going on out in the world at large. It is important to have resources available to you and to know how to access them.

Counselling Services continues to operate remotely during this unprecedented time and offers their services both by phone and by video. If you are feeling troubled, or just need someone to speak to, they may be contacted 519-888-4567 ext. 32655.

Additionally, if you are in need, the faculty and staff in the Faculty of Arts encourage students to seek our mental support at some of the following resources.

On Campus

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 ext. 32655
- [MATES](#): one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

Off Campus, 24/7

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- [Empower Me](#): Confidential, multilingual, culturally sensitive, faith inclusive mental health and wellness service.
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 ext. 6880
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247

- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender, or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS [website](#). Download [UWaterloo and regional mental health resources \(PDF\)](#). Download the [WatSafe app](#) to your phone to quickly access mental health support information.

Sexual Violence Response Coordinator

The role of the Sexual Violence Response Coordinator at UW is to provide support for students, staff, and faculty who have experienced sexual violence, both on the main UW campus as well as the University's various satellite campuses and the affiliated colleges. Their office:

- Provides a safe space for people to come and speak in as much or as little detail as they wish about their experience.
- Discusses resources, both on and off campus, which can provide further support.
- Explores potential next steps, including safety planning, discussing how to continue to be successful in study, as well as formal complaint options.

Contacting the Sexual Violence Response Coordinator does not initiate an investigation; however, they will provide support should one wish to pursue a formal complaint process. They are also available to speak with those who have received disclosures and are needing to talk about that experience, as well as anyone else on campus who has questions about sexual violence, consent, etc.

They can be reached at 519-888-4567 ext. 36896 or via email at amanda.cook@uwaterloo.ca.