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Renison University College Land Acknowledgement

With gratitude, we acknowledge that Renison University College is located on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe, and Haudenosaunee peoples, which is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

Welcome to SDS 411R: Decolonization and Social Action: Indigenous & Non-Indigenous Relationships Against, Within, & Beyond Settler Colonialism!

Winter 2021

Course Code: SDS 411R (Section 001) W

Course Title: Decolonization and Social Action: Indigenous & Non-Indigenous Relationships Against, Within, & Beyond Settler Colonialism

Class Times/Location: Thursdays, 1-2:30pm

> Link for Zoom call: https://us02web.zoom.us/j/83376987319?pwd=VFdQcThhWERGWWlZbXMwdTgzY2JnUT09

> Meeting ID: 833 7698 7319
> Passcode: 270929
> Find your local number: https://us02web.zoom.us/u/k0tLKAoMV

Instructor: Dr. Chris Hiller
Office: REN 1616
Office Phone: ext. 28649
Office Hours: Thursdays, 2:30-3:30pm (or upon request)

> Link for Zoom call: https://us02web.zoom.us/j/89823884996?pwd=RFNNTXVoV3pDWDJhdHJBWTkvalRMQT09

Email: chris.hiller@uwaterloo.ca

Course Description

This course introduces students to processes of decolonization, resurgence, unsettling, and reconciliation among Indigenous and non-Indigenous peoples on Turtle Island. The course uses lectures, seminars, and project-based learning to explore issues such as: Settler-Indigenous relations, sovereignty, treaties, solidarity movements, appropriation, and how to engage in contemporary struggles against settler colonialism.

Course Objectives and Learning Outcomes

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

A. Describe the history, current state, and possible futures of Indigenous-non-Indigenous relations in Canada;

B. Outline the colonial assault on Indigenous lands, cultures, and communities;

C. Analyze how dominant national narratives circulate to elide past and present colonial relationships, as well as how such narratives can be interrupted by deliberate interventions to redefine how Canadians view themselves and Canadian society;

D. Outline the colonial assault on Indigenous lands, cultures, and communities;

E. Describe the resistance and resurgence of Indigenous peoples against and in spite of this colonial assault, and how such movements inform Indigenous-settler relationships now and in the future;

F. Convey an understanding of Indigenous worldviews, values, and ways of knowing, especially as they apply to Treaties, diplomacy, and peace building;

G. Reflect critically and reflexively on their own positionalities, personal histories, and responsibilities in light of ongoing histories of colonization and decolonization;

H. Discuss the possibilities and challenges for decolonization and reconciliation, according to both Indigenous and non-Indigenous perspectives and at personal, social, cultural, and governmental levels;

I. Apply theories and practices of allyship, relationship building, and solidarity, particularly in support of Indigenous land defence and in light of the *TRC Calls to Action,* the *Missing and Murdered Indigenous Women and Girls Calls to Justice*, and the *United Nations Declaration on the Rights of Indigenous Peoples*.

Through a range of activities, discussions, and assignments, we will work together to meet these outcomes.

Required Texts

Battle Lowman, E., & Barker, A.J. (2015). *Settler: Identity and colonialism in 21st century Canada*. Halifax & Winnipeg: Fernwood Publishing.

Manuel, A., & Derrickson, Grand Chief R. (2017). *The reconciliation manifesto: Recovering the land and rebuilding the economy.* Toronto, ON: James Lorimer and Company Ltd.

Simpson, L.B. (2017). *As we have always done: Indigenous freedom through radical resurgence.* Minneapolis, MN: University of Minnesota Press. [**Available online at the UW library**]

For textbook ordering information, please contact the W Store | Course Materials + Supplies.

For your convenience, you can compile a list of required and optional course materials including both print and digital formats, through UWaterloo BookLook using your Quest userID and password. If you are having difficulties ordering online and need support, please contact the Waterloo Store by email wstore@lists.uwaterloo.ca, by local phone +1 519-888-4673 or by toll-free at +1 866-330-7933. Please be aware that textbook orders CANNOT be taken over the phone.

Course Reserves

Course Reserves can be accessed using the Library Resources widget on the Course Home page.

Recommended Texts Available on Course Reserve or Online

Alfred, T. (2005). *Wasáse: Indigenous pathways of action and freedom*. Peterborough: Broadview Press. [Course Reserve]

Coulthard, G.S. (2014). *Red skins, white masks: Rejecting the colonial politics of recognition*. Minneapolis, MN: University of Minnesota. [Available as e-resource]

Davis, L. (Ed.). (2010). *Alliances: Re/envisioning Indigenous-non-Indigenous relationships*. Toronto, ON: University of Toronto Press. [Course reserve]

Johnson, H. (2011). *Two families: Treaties and government*. Saskatoon, SK: Purlich Publishing Ltd. [Course Reserve]

Regan, P. (2010). *Unsetting the settler within: Indian residential schools, truth telling, and reconciliation in Canada*. Vancouver, BC: UBC Press. [Online]

Simpson, L. (2011). *Dancing on our turtle's back: Stories of Nishnaabeg re-creation, resurgence and a new emergence.* Winnipeg, MN: Arbeiter Ring Publishing. [Course Reserve]

Wallace, R. (2013). *Merging fires: Grassroots peacebuilding between Indigenous and non-Indigenous peoples*. Halifax & Winnipeg: Fernwood Publishing. [Course reserve]

LEARN

Course schedules, assignments and activities, additional readings, and announcements are all posted on LEARN. You must become acquainted and proficient in LEARN in order to access some readings and to submit all of your assignments.

What is LEARN? LEARN is an easy-to-use learning management system that your instructor uses to supplement a face-to-face course or deliver a complete online course. LEARN allows you to access course materials online, communicate with others in your class, and submit assignments.

LEARN can be accessed at UW Learn. Click on SDS 411R 001 to access our page.

Required Readings Available On Course Reserve

Alfred, T. (2009). Restitution is the real pathway to justice for Indigenous peoples. In G, Younging, J. Dewar, & M. DeGagné (Eds.), *Response, responsibility, and renewal:*

Canada's truth and reconciliation journey (pp. 181-187). Ottawa, ON: Aboriginal Healing Foundation, Aboriginal Healing Foundation Research Series. Retrieved http://www.ahf.ca/downloads/trc2.pdf

Bédard, R.E. (Mzinegiizhigo-kwe). (2017). Keepers of the water: Nishnaabe-kwewag speaking for the water. In D. Christian & R. Wong (Eds.), *downstream: reimagining water* (pp. 89-106). Winnipeg, MB: Arbeiter Ring Press.

Borrows, J. (2018). Earth-bound: Indigenous resurgence and environmental reconciliation. In M. Asch, J. Borrows, & J. Tully (Eds.), *Resurgence and reconciliation: Indigenous-settler relations and earth teachings* (pp. 49-82). Toronto, ON: University of Toronto Press.

Corntassel, J., & Bryce, C. (2012). Practicing sustainable self-determination: Indigenous approaches to cultural restoration and revitalization. *Brown Journal of World Affairs, 18*(2), 151-162.

Davis, Lynne, and Heather Yanique Shpuniarsky. "The Spirit of Relationships: What We Have Learned About Indigenous/Non-Indigenous Alliances and Coalitions." In *Alliances: Re/Envisioning Indigenous-Non-Indigenous Relationships*, edited by Lynne Davis, 334-48. Toronto: University of Toronto Press, 2010.

de Leeuw, S., Greenwood, M., & Lindsay, N. (2013). Troubling good intentions. *Settler Colonial Studies, 3*(4), 381-394. https://doi.org/10.1080/2201473X.2013.810694

Denis, J.S., & Bailey, K.A. (2017). You can't have reconciliation without justice': How non-Indigenous participants in Canada's truth and reconciliation process understand their roles and goals. In S. Maddison, T. Clark, & R. de Costa (Eds.), *The limits of settler colonial reconciliation: Non-Indigenous people and the responsibility to engage* (pp. 137-158). Springer.

Ermine, W. (2007). The ethical space of engagement. *Indigenous Law Journal,* 6(1), 193-203.

Freeman, B.M., & Van Katwyk, T. (2020). Navigating the waters: Understanding allied relationships through a *Tekéni Teyohà:ke Kahswéntake* Two Row research paradigm. *Journal of Indigenous Social Development, 9*(1), 60-76.

Freeman, V. (2014). In defence of reconciliation. *Canadian Journal of Law and Jurisprudence, 27(1), 2*13–223. http://www.law.uwo.ca/Publications/CJLJ/index.html

Hill, R. Sr. (2006). Linking arms: The Haudenosaunee context of the Covenant Chain. In J. Zárate and N. McMurtry (Eds.), *Mamow Be- Mo-Tay-Tah: Let us walk together* (pp. 17-24). Toronto, ON: Canadian Ecumenical Anti-Racism Network, the Canadian Council of Churches.

Hiller, C. (2016). 'No, what are *your* treaty rights?' Treaty consciousness in a decolonizing frame. *Review of Education, Pedagogy, and Cultural Studies, 38(*4), 381-408.

Irlbacher-Fox, S. (2012, December 27). #IdleNoMore: Settler responsibility for relationship. *Decolonization: Indigeneity, Education & Society*, Retrieved from https://decolonization.wordpress.com/2012/12/27/idlenomore-settler-responsibility-for-relationship/

Jacobs, B. (2017). Decolonizing the violence against Indigenous women. In P McFarlane & N. Schabus (Eds.), *Whose land is it anyway? A manual for decolonization* (pp. 47-51). Federation of Post-Secondary Educators of BC. Retrieved from https://fpse.ca/sites/default/files/news_files/Decolonization%20Handbook.pdf

Jafri, B. "Privilege Vs. Complicity: People of Colour and Settler Colonialism." *Federation for the Humanities and Social Sciences Blog*, March 21, 2012. Retrieved from http://www.ideas-idees.ca/blog/privilege-vs-complicity-people-colour-and-settler-colonialism

Johnson, H. (2003). Chapter 3: The adoption of your family by my family. In *Two families:Treaties and government* (pp. 27-33). Saskatoon, SK: Purich Publishing Ltd.

Martineau, J. (2015). Rhythms of change: Mobilizing decolonial consciousness, Indigenous resurgence, and the Idle No More movement. In E. Coburn (Ed.), *More will sing their way to freedom: Indigenous resistance and resurgence* (pp. 229-254). Halifax & Winnipeg: Fernwood Publishing.

Maynard, R., & Simpson, L.B. (2020). Towards Black and Indigenous futures on Turtle Island. In R. Diverllus, S. Hudson, & S. Marcus Ware (Eds.), *Until we are free: Reflections on Black Lives Matter in Canada* (pp. 75-94). Regina, SK: University of Regina Press.

McFarlane, P., & Schabus, N. (2017). *Whose land is it anyway? A manual for decolonization.* Federation of Post-Secondary Educators of BC. Retrieved from https://fpse.ca/sites/default/files/news_files/Decolonization%20Handbook.pdf

McNeil-Seymour (2017). Two-spirit resistance. In P McFarlane & N. Schabus (Eds.), *Whose land is it anyway? A manual for decolonization* (pp. 52-56). Federation of Post-Secondary Educators of BC. Retrieved from https://fpse.ca/sites/default/files/news_files/Decolonization%20Handbook.pdf

Pasternak & King (2019, October). *Land back: A Yellowhead Institute red paper*. Yellowhead Institute. Retrieved from https://redpaper.yellowheadinstitute.org/wp-content/uploads/2019/10/red-paper-report-final.pdf

Sellars, B. (2017). Preface. In P. McFarlane & N. Shabus (Eds.), *Whose land is it anyway? A manual for decolonization* (pp. 6-8). Federation of Post-Secondary Educators of BC. Retrieved from https://fpse.ca/sites/default/files/news_files/Decolonization%20Handbook.pdf

Sehdev, R.K. (2011). People of colour in Tteaty." In A. Mathur, J. Dewar, and M. DeGagné (Eds.), *Cultivating Canada: Reconciliation through the lens of cultural diversity* (pp. 263-274). Ottawa, ON: Aboriginal Healing Foundation Research Series.

Simpson, L.. (2011). Chapter six: Resurgence in our political relationships. In *Dancing on our turtle's back: Stories of Nishnaabeg re-creation, resurgence and a new emergence*. Winnipeg, MB: Arbeiter Ring Publishing.

The United Nations General Assembly. 2007. *Declaration on the Rights of Indigenous People*. http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf

Truth and Reconciliation Commission Canada. (2015). Reconciliation. In *What We Have Learned: Principles of Truth and Reconciliation* (pp. 113-26). Winnipeg, MB: Truth and Reconciliation Canada. Retrieved from http://publications.gc.ca/collections/collection_2015/trc/IR4-6-2015-eng.pdf

Tuck, E., & Yang, W. (2012). Decolonization is not a metaphor. *Decolonization: Indigeneity, Education & Society, 1(*1), 1-40.

Walia, H. (2012, January 1). Decolonizing together: Moving beyond a politics of solidarity toward a practice of decolonization. *Briarpatch Magazine.* Retrieved from http://briarpatchmagazine.com/articles/view/decolonizing-together

Wallace, R. (2015). Chapter 3: Cape Croker: Fishing rights, anti-racism, and community activism. In *Merging fires: Grassroots peace building between Indigenous and non-Indigenous peoples* (pp. 78-112). Halifax & Wnnipeg: Fernwood Publishing.

Recommended Readings on Course Reserve

Alfred, T. (2011). Colonial stains on our existence. In M. Cannon & L. Sunseri (Eds.), *Racism, colonialism and indigeneity: A reader* (pp. 3-11). Toronto, ON: Oxford University Press.

Anaya, J. (2014). Report of the Special Rapporteur on the rights of indigenous peoples, James Anaya, on the situation of indigenous peoples in Canada. Human Rights Council. United Nations: General Assembly. Retrieved from http://unsr.jamesanaya.org/docs/countries/2014-report-canada-a-hrc-27-52-add-2-en.pdf

AWEA: Education for Social Justice. (2010). Resources for working as allies. AWEA: Education for Social Justice. Retrieved from http://awea.org.nz/allies_resources

Canadian Centre For Policy Alternatives. (2016, December 12). *State of the inner city report: Reconciliation lives here: 12th annual report.* Winnipeg, MB: Canadian Centre for Policy Alternatives Manitoba Office. Retrieved from https://www.policyalternatives.ca/publications/reports/state-inner-city-report-2016

CBC Player. (2017, June 23). Ryan McMahon's 12-step guide to decolonization. Retrieved from https://www.cbc.ca/player/play/974793795510

Christian, D., & Freeman, V. (2010). The history of a friendship, or some thoughts on becoming allies. In L. Davis (Ed.), *Alliances: Re/envisioning Indigenous-non-Indigenous relationships* (pp. 376-90). Toronto, ON: University of Toronto Press.

Davis, L., Hiller, C., James, C., Lloyd, K., Nacsa, T., & and Taylor, S. (2017). Complicated pathways: Settler Canadians learning to re/frame themselves and their relationships with Indigenous peoples. *Settler Colonial Studies 7*, No. 4(2017): 398-414.

Epp, R. (2003). We are all treaty people: History, reconciliation, and the 'settler problem.' In C. A. L. Prager (Ed.), *Dilemmas of reconciliation: Cases and concepts* (pp. 223-244). Waterloo, ON: Wilfrid Laurier University Press.

Green, J. (2006). From *Stonechild* to social cohesion: Antiracist challenges for Saskatchewan. *Canadian Journal of Political Science, 39(*3), 507-527.

Hill, R.W., & Coleman, D. (2019). The Two Row Wampum-Covenant Chain tradition as a guide for Indigenous-university research partnerships. *Cultural Studies: Critical Methodologies*, *19*(5), 339-359. https://doi.org/10.1177/1532708618809138

Hill, S.M. (2008). Travelling down the river of life together in peace and friendship, forever: Haudenosaunee land ethics and treaty agreements as the basis for restructuring the relationship with the British crown. In L. Simpson (Ed.), *Lighting the Eighth Fire: The liberation, resurgence, and protection of Indigenous nations* (pp. 23-45). Winnipeg, MB: Arbeiter Ring Press.

Hiller, C. (2016). 'No, what are *your* treaty rights?' Treaty consciousness in a decolonizing frame. *The Review of Education/Pedagogy/Cultural Studies, 38*(4), 381-408. (pp. 381-408).

Hiller, C. (2017). Tracing the spirals of unsettlement: Euro-Canadian narratives of coming to grips with Indigenous sovereignty, title, and rights. *Settler Colonial Studies, 7(*4), 415-440. Lawrence, B., & Enaski, D. (2005). Decolonizing anti-racism. *Social Justice, 23*(4), 120-143. Retrieved from https://racismandnationalconsciousnessresources.files.wordpress.com/2008/11/bonita-lawrence-decolonizing-anti-racism.pdf

McCreary, T. (2005, August 1). Settler treaty rights. *Briarpatch Magazine.* Retrieved from http://briarpatchmagazine.com/articles/view/settler-treaty-rights

McMahon, R. (2017, July 14). Ryan McMahon's 12-step guide to decolonization—the Treaty edition. *Day 6*. Retrieved from https://www.cbc.ca/radio/day6/episode-341-comey-s-testimony-things-arab-men-say-the-moth-at-20-come-from-away-at-the-tonys-and-more-1.4151513/ryan-mcmahon-s-12-step-guide-to-decolonization-the-treaty-edition-1.4151628

Olsen Harper, A. (2009). Sisters in Spirit. In G. Guthrie Valaskakis, M. Dion Stout, & E. Guimond (Eds.), *Restoring the balance: First Nations women, community, and culture* (pp. 175-200). Winnipeg, MB: University of Manitoba Press.

Pasternak, S. (2011, October 20). Occupy(ed) Canada: The political economy of Indigenous dispossession in Canada. *rabble.ca*. Retrieved from abble.ca/news/2011/10/occupyed-canada-political-economy-indigenous-dispossession-canada

Preston, J. (2016). Blueprint for Reconciliation, Beacon of Hope. In S. Heinrichs (Ed.), *Wrongs to Rights: How Churches Can Engage the United Nations on the Rights of Indigenous Peoples* (pp. 14-17). *INTOTEMAK*, Special Issue. Winnipeg: Indigenous Relations, Mennonite Church Canada.

Sherman, P. (2008). The Friendship Wampum: Maintaining traditional practices in our contemporary interactions in the valley of the Kiji Sìbì. In L. Simpson (Ed.), *Lighting the Eighth Fire:The liberation, resurgence, and protection of Indigenous nations (pp.* 111-125). Winnipeg, MB: Arbeiter Ring Press..

Simpson, A. (2016). The state is a man: Theresa Spence, Loretta Saunders and the gender of settler sovereignty. *Theory & Event, 19*(41), 1-17.

Simpson, L.B. (2016, March 5). Land and reconciliation: Having the right conversations. *Electric City Magazine*. Retrieved from http://www.electriccitymagazine.ca/2016/01/land-reconciliation/

Truth and Reconciliation Commission Canada. (2015). *Honouring the truth, reconciling the future: Executive summary of the Final Report of the Truth and Reconciliation Commission (*pp. 1-22). Winnipeg, MB: Truth and Reconciliation Canada. Retrieved from http://publications.gc.ca/collections/collection_2015/trc/IR4-7-2015-eng.pdf

Waziyatawin. (2013). Chapter 13: A serpent in the garden: An unholy worldview on sacred land. In S. Heinrichs (Ed.), *Buffalo shout, salmon cry: Conversations on creation, land justice, and life together* (pp. 210-24). Waterloo, ON: Herald Press.

Wolfe, P. (2006). Settler colonialism and the elimination of the native. Journal of Genocide Research, 8(4), 387-409. doi: 10.1080/14623520601056240

Course Requirements and Assessment

All assignments must be completed to receive a grade in this course. Detailed descriptions of these assignments will be introduced and discussed in class, as well as posted on LEARN.

How We Will Learn

In this course, we will learn analytically, reflectively, experientially, emotionally, and collaboratively. Along with engaging extensively with the scholarship and cultural works of Indigenous scholars, activists, and filmmakers, the course will consider works from Indigenous studies, history, sociology, peace studies, critical race studies, and settler colonial studies. We will also use a range of learning modalities; while class discussion of readings will be our primary way of engaging, the course also incorporate personal reflection, case studies, in-class exercises, arts-based activities, presentations by guest speakers and students, community engagements, and films. Meeting in a circle format, the classroom will be a place of collaborative investigation, critical reflexivity, analytical skill building, respectful dialogue, professional and activist engagement, and personal challenge and growth.

Assessment Schedule

Activities and Assessments	Date of Evaluation	Weight (%)
Class Participation	Each week: 10% In-class 10% online	**20%**
*Critical Responses to the Readings	5 Weeks of Weeks 2-11	5 X 3% **= 15%**
Reflection Paper: Your Colonization Story	February 10	**10%**
Case Study Checkpoint: Proposal	2 weeks before assigned week	*No grade*
Group Case Study Presentation & Online Facilitation	Assigned Week	**25%**
Final Project Checkpoint: Proposal	February 24	*No grade*
Final Project	April 17 at 11:55pm	**30%**

Activities and Assessments	Date of Evaluation	Weight (%)
Total		**100%**

Assignment Descriptions

Class Participation: In-Class & Online Discussions (20%)

Active, respectful, and critical engagement is essential in this course. Collaborative learning demands that each person come to class prepared for substantial engagement and committed to listening, speaking, and working collectively to support and further each other's learning. Weekly preparation of readings is key for class discussions, activities, and group and individual assignments to be effective for all.

What are the standards for participation? Each of us:

- Sets and actively pursues our own learning goals in the classroom;
- Shows up every week, prepared to engage in dialogue;
- Participates fully in classroom activities, learning exercises, and assignments;
- Employs our own learning styles and gifts for enriched personal and peer learning;
- Practices active and respectful listening, building constructively on the ideas of others;
- Displays evidence of careful reading and thorough preparation; and
- Provides original, relevant, and thoughtful contributions to the class.

You will be engaging with your classmates in two ways:

- through **In-class discussions and activities**, which will take place during our scheduled zoom call; and

- through **online discussions** that will take place prior to our zoom call (see Course Schedule).

Each **week's module** will contain a number of content items that each address a different dimension of the week's topic. These content items contain a number of elements, including recorded powerpoint lectures, brief readings, audio or video recordings, and text-based explanations.

Each week's module is linked to its own Online Discussion Forum, which contains **1-2 discussion prompts**: a question that you are to answer, a statement you are asked to comment on, an activity you are to engage in. You can also use each content item's discussion forum to ask questions about that content item and discuss the material with others in the course. By participating in and contributing to these discussions, you'll be engaging in and facilitating your own learning.

For the weekly Online Discussions, you will be randomly assigned to a group of about six to seven students. These groups will be randomly assigned for Modules 1-5, then they will change (again, by random assignment) for Modules 6-10.

Group membership can be viewed by clicking **Connect** and then **Groups** on the course navigation bar above. If you are not assigned to a group, please contact your instructor.

Expectations for online discussions

Here is what is expected of full participation grades:

- you are to be a regular presence in the discussion forums - reading the posts of others, commenting on them, making your own points known.
- a good rule of thumb is to aim for making **at least two posts to every online discussion**.
- sometimes it will be appropriate for you to add just a sentence or two to the discussion, whereas at other times more substantive contributions (normally a paragraph or two will suffice) are required.

Over time, and with instructor feedback, you will figure out your rhythm of and approach to participating.

How Your Assignment Will Be Graded

Your participation will be graded on a **ten-point scale** for in-class and online participation.

While you will want to be striving for accuracy in your posts, participation in the discussions and a willingness to work with others to understand the material in the course are the more important goals. You are not graded on individual posts, but on the quality of your posting activity over the course of the term. The instructor will evaluate your contributions against the following criteria:

- R**elevance** to the discussion questions/prompts
- R**esponsiveness** to other responses/posts in the discussion: are you engaging with your colleagues in a meaningful way? Are your responses/posts just repeating other ideas already stated, or are you adding something that furthers the conversation?
- **Content** of your responses/posts: do they demonstrate engagement with course materials (e.g. readings, other discussions) or topics as appropriate? Do your responses/posts offer insight to our discussions?
- **Clarity** of your responses: are your responses communicated well? Are your online posts well written, well structured, clear, and appropriate in length?
- **Frequency** of responses: Are your interventions so few that people in your discussion don't really know what you think, or so many that others might feel you to dominate the discussion space? For online discussions: are all your posts made on the last day the forum is open, or distributed throughout the week?

The instructor will read all contributions, and you will receive an overall mark for your contributions to each module.

Critical Responses to the Readings (5 weeks X 3% = 15%)

_Due__:_ Wednesdays at 11:55pm

Each week, students are required to submit a one-page (single-spaced) critical response to the readings, to be submitted on the Wednesday evening before the relevant class.

A critical response is intended not as a summary of the readings, but as a discussion of the issues raised by the readings. A critical response is also not simply a personal reflection, although you are welcome and encouraged to introduce aspects of their own experience in illustrating your analysis. The aim is to consolidate and deepen your learning and foster your own perspective and position in relation to the issues raised that week.

 At the end of the syllabus, <u>please see a list of questions</u> to stimulate your critical responses.

Expectations

For these assignments, keep your use of direct quotations to a strict minimum, and focus instead on paraphrasing in your own words the ideas you wish to consider; draw on outside sources only when absolutely necessary.

<u>*Length:*</u> **400-500 words** (approximately **1 single-spaced page**)

<u>*Format:*</u> Portable Document Format (as PDF); if you are unable to create a PDF, please save your responses as a .doc or .docx file using the word processor of your choice.

    Your answer should be **single-spaced.**

    No title page is required but you should include a t**itle and your name at the top**.

    You **do not need to reference the readings** unless you use direct quotations or draw from other works (which again, you should do sparingly). If applicable, use APA Publication Manual (7th edition) for formatting of citations and references.

    Good essays have grammatically-correct sentences, coherent paragraphs, no spelling mistakes, and a clear point or argument.

<u>*Submit*</u>: Via the appropriate Dropbox on LEARN. Dropboxes can be accessed by clicking Submit and then Dropbox on the course navigation bar.

<u>*Grading:*</u> The paper will receive a grade of 0, 1 point, 2 points or 3 points: zero if the paper does not meet minimal conditions; one point if the paper is of sufficient length and it is not a summary of the readings; two points if it demonstrates critical engagement with the issues raised by the readings, 3 points if the paper demonstrates critical engagement with the issues raised by the readings AND shows insight into the decolonization and social action theme

Reflective Essay: What is My Colonization Story? (10%)*

*I am grateful to Dr. Victoria Freeman for her generosity in sharing this assignment with me and allowing me to use it for our class.

Description

This reflective essay is worth **10%** of your final grade.

This assignment invites you to write a personal reflection on your relationship to colonialism, and that of your family and ancestors, if you know them.

You may have been impacted by colonialism in multiple ways and in different countries: it may be part of your birth or adopted family history as either colonizers or colonized (or both); it may affect what you do or don't do, who or what you know, and how you see yourself or others in the present. It may be something that is talked about in your family or among your social circle or not talked about.

If you or your family or ancestors emigrated to what is now called Canada, think about where your family has been most connected to land, and whose territory you or your ancestors came to when they moved here. By what processes and histories did your family come to be here? Whose territory do you now live on, if you have moved to attend university? If you don't know, think about why you don't know.

If you are of Indigenous ancestry, you may wish to reflect on your people's traditional territory and if you and your family are still connected to it.

If you don't know your ancestry because of adoption or other reasons, please reflect on your own experience of colonialism in Canada and what you learned about it through your adopted family, friends, and society at large.

You do not have to disclose that you are adopted or any other personal information you don't feel comfortable sharing.

Finally, reflect on how your own experiences of colonialism may influence your learning about Indigenous peoples and Indigenous/non-Indigenous relations in Canada. What do you bring to this course? What questions does this assignment bring up for you? How might your personal and familial history and its connection to the land under your feet contribute to your challenges and opportunities for allyship? There will be many different answers.

As this is a personal reflection, you do not need to do research or provide footnotes. You can write about personal experiences and emotions as well as facts, if they affect how you relate to colonialism, the history of Indigenous peoples in Canada, and the land you currently live on or claim as home. The point of the assignment is to become more conscious of your own perspectives and the ways that various social and historical factors may influence them.

Please note: You will be invited (but not obligated) to share as much as you would like of this learning process during class.

Expectations

Length: Your reflection should be 750-100 words (about 3-4 pages).

Format: Please keep the following in mind:

- your answer should be formatted in **Portable Document Format** (as a PDF); if you are not able to create a PDF, please please save your answer as a **.doc or .docx file** in the word processor of your choice.

- your answer should be **double-spaced.**

- **no title page** is required, but there should be a **title**, your **name** should appear at the top, and there should be **page numbers.**

- good essays have grammatically-correct sentences, coherent paragraphs, no spelling mistakes, and a clear argument or point.

General Guidelines for Submitting to a LEARN Dropbox

- Ensure that the name of your file does not include special characters such as symbols or punctuation. Such characters may cause problems when uploading your file.

- Unless otherwise instructed, please submit only ONE file per assignment (i.e., combine all documents into one file).

- Do not zip your files.

- Keep a copy of your assignment.

- If your submission is successful, you will receive an **Email Confirmation Receipt** sent to your @uwaterloo.ca email address. If you do not receive an Email Confirmation Receipt, please double-check your submission and resubmit if necessary.

- Keep all Email Confirmation Receipts until the course is over as proof of submission.

If you need support accessing, uploading and submitting to the Dropbox, see [Dropboxes](#) by LEARN Help.

How your assignment will be graded

Your essay will be graded on a ten-point scale. Please see the rubric posted on learn.

Integrity

The usual rules of academic integrity apply. Use your own words to express your ideas. If you need to lean on someone else's words or ideas to make your point, that's fine, just be sure it's clear to your readers where you're getting your information (in-text citations and references using APA format).

Group Case Study Presentation & In-Class Facilitation (20%)

The Group Case Study Assignment is worth **25%** of your final grade.

The purpose of the Case Study is to offer you an opportunity to explore and share concrete examples of change efforts that elucidate the principles and practices of working towards decolonization. In groups of four or five, you will research and present a case study offering a critical summary and analysis of an issue or event that has relevance to the issues outlined in your chosen week. Your presentation will also include discussion of the readings for that given week.

What you will do

You will sign up for one of five content weeks. Your case study team will then choose a topic that aligns with the themes of that particular week. Your case study can analyze and explore:

- a specific initiative or movement towards decolonization, reconciliation, and/or resurgence connected to the week's theme; or

- the work of a particular nation, community, group, or organization in addressing these questions.

In the past, Case Study topics have included:

- Native Caravan and Constitutional Express

- James Bay, Great Whale, and the Politics of hydroelectricity in northern Quebec

- Death of Dudley George and the Ipperwash Inquiry

- Resource Rights in the Maritimes: Solidarity around Burnt Church or Anti-Fracking

- Caledonia/1492 Land Back Lane: Haudenosaunee land and sovereignty struggles

- Kitchenuhmaykoosib Inninuwug (KI) and Ardoch First Nation: Struggles against Mining on traditional Territories

- Algonquins of Barriere Lake and the Trilateral Agreement

- Grassy Narrows Blockade/ Mercury Poisoning

- Wet'suwet'en/BC First Nations and pipeline development

- Opposition to Cite C Dam

- Inquiry into Missing and Murdered Indigenous Women and Girls (e.g. Red Dress project, responses to Calls to Justice)

- Idle No More

- Responses to the TRC Calls to Action (eg. KAIROS, Reconciliation Canada, Project of Heart, local responses)

- Responses to Canada 150: #UnsettleCanada150 and #DecolonizeCanada150

- Working towards decolonization in education or social work

- Decolonizing universities (e.g. Six Nations Polytechnic's Two Row Research Project, Waterloo Indigenous Student Centre).

The Nitty Gritty: Instructions

Get to know your debate team members!

- **Introduce** yourself in the Case Study Discussion.

14

- **Discuss** your hopes and desires for how you will work together as a team, what you can expect of each other, and how you will work through challenges in the process. *This step is very important for a successful group experience!*

- **Discuss** and **decide** on your specific debate topic, and **email your professor two (2) weeks prior** to your scheduled case study presentation. Case study topics will be **approved by the instructor on a first come, first serve basis**, and must be other than those already explored in depth through course materials.

- **Determine** specific roles and responsibilities for team members

Start working

- **Connect to discuss your case study topic** and brainstorm ideas a how to best approach your presentation.

- **Gather and share research results**. In preparing the case study, group members will explore and integrate a range of sources of information including peer-reviewed articles, academic books, popular articles, websites, films, and personal contacts.

Case Study Checkpoint: Proposal

This Checkpoint is to confirm that your case team is on the right track with planning your Case Study Presentation. This is not a graded activity; however, failure to complete by two (2) weeks prior to your Case Study Presentation date results in a **3% reduction** of the Team Assessment grade.

- Together, write **one brief proposal** (no more than 150 words) identifying your case study topic and explaining how your team will be structuring your presentation, what issues you'll be covering, and how you'll engage your classmates in discussion questions.

- your instructor will review your proposal and offer suggestions and tips on how to proceed.

Your case study team must submit **one proposal** online to the Case Study Checkpoint: Proposal **Dropbox** by the deadline specified in your Course Schedule. Dropboxes can be accessed from the **Course Home** page by clicking **Submit** and then **Dropbox** on the course navigation bar.

Your assignment must be submitted in one of the following file types:

- **Portable Document Format (PDF)** (Recommended)

- Microsoft Word (DOC or DOCX)

Keep working!

- **Develop your narrated powerpoint presentation**, following the guidelines listed under 'Expectations.' Some teams may decide to record their presentation as a zoom call, while others may choose to narrate each slide separately. How you organize it is up to you,

but your presentation must end with some well-stated questions for your audience to consider.

For instructions on how to create a narrated powerpoint, see the following resources:

- [How to record a powerpoint with narrations and slide timings](#)

- [How to turn your presentation into a video](#)

- (And now with all the bells and whistles) Creating narrated powerpoint presentations.

- **Make sure you present an engaging presentation** that is well-supported with research.

Expectations

In preparing the case study, group members must draw upon **at least three academic articles or book chapters**, along with other sources of information including popular articles, websites, films, and personal contacts. Case studies must also **apply key course concepts** and draw direct connections with relevant course readings, particularly those from the assigned week.

In presenting case studies to the class, students are encouraged to **incorporate a range of creative means**, including audiovisual resources, arts-based activities, and diverse adult learning exercises to effectively communicate the content and critical implications of your study and to engage your colleagues in thought-provoking and critical dialogue and contemplation.

Your case study should:

- **Introduce** the case study's objective and outline, as well as your group's approach and methodology;

- **Outline** the context and relevant issue or initiative;

- **Apply** concepts from our readings to help us understand the case;

- **Consider** the roles and contributions of both Indigenous and non-Indigenous people or organizations;

- **Highlight** key findings, strengths, limitations, insights, and continuing questions; and

- **Consider** how your case study intersects with *UNDRIP,* the *TRC Calls to Action, and/or the MMIWG Inquiry's Calls to Justice.*

Requirements

In addition, your in-class presentation should:

- **be** no more that 45 minutes long;

- **employ** an effective range of adult learning approaches;

- **draw upon** at least **three academic sources** (articles or book chapters) other than the weekly readings;

- **include** 2-3 well-formed discussion questions;

- **cite and reference** sources appropriately using APA (7th edition) formatting style (for help with APA Style, visit OWL – Purdue's Online Writing Lab)

Please note: For your powerpoint presentation, citations should be located on the appropriate slides and references should be included in a reference list at the end. Include both citations and references in your speaking notes document.

Facilitating class discussion

After you complete and submit your presentation, your team members will be assigned to different discussion groups and will be responsible for **monitoring the discussion,** responding to your colleagues' questions, and fostering dialogue.

How your assignment will be graded

Your final grade for this assignment will be derived from two forms of assessment:

- a **Team Assessment**; and

- a **Peer Assessment**.

Please see the rubrics posted on LEARN.

Peer Assessment

The **peer assessment** will be based on ratings offered by Case Study team members. See "How overall peer assessment scores will be calculated" below for details on how your peer assessment will contribute to the overall Policy Debate Assignment grade.

For this assessment, you will consider the contributions of each of your team members, keeping in mind the following criteria:

- **presence & communication**: did the member attend and/or help to organize meeting and communicate proactively with the team?

- **roles, duties, & responsibilities**: did the team member fulfill all assigned duties, roles, and responsibilities, showing leadership?

- **planning:** did the member participate effectively in planning processes and encourage others to do the same?

- **contribution:** did the member contribute substantive ideas and questions and encourage others to do the same?

- **research:** did the member collect substantive research for the presentation?

With these criteria in mind, you will use the following rubric to assess each team member. Record your assessment ratings and comments using the Case Study Peer Assessment form

which you can find in the **Dropbox** on LEARN. Be sure to submit your completed for the **Dropbox** by the deadline in your Course Schedule**.**

How to submit your assignment

Your team will submit **one copy** of the following:

- your **Case Study presentation:** To ensure that all of your classmates can access your presentation, please include both of the following file types when posting your narrated presentation:

    - **Microsoft Powerpoint (PPT)**

    - **Portable Document Format (PDF);**

- your **speaking notes**, which should be:

    - Collated as **one single-spaced, paginated document**, including in-text citations and a full reference list at the end; no title page is required, but there should be a title and team members' names should be attached to their specific contributions;

    - Formatted in **Portable Document Format (as a PDF)**; and

- your discussion questions, formatted in Portable Document Format (as a PDF).

Case Study materials must be submitted to the Case Study Presentation **Dropbox** by the deadline specified in the Course Schedule. Dropboxes can be accessed from the **Course Home** page by clicking **Submit** and then **Dropbox** on the course navigation bar.

Your instructor will create a **discussion forum** for your Case Study, where your presentation materials will be posted. Specific topics will be created for each of your discussion questions (e.g., "Discussion 1"), which will only be available on the dates indicated in the Course Schedule. Discussions can be accessed by going to **Connect** and then **Discussions** on the course navigation bar above.

How to submit your peer assessment scores

You must complete the **Case Study Peer Assessment Form** and submit it online to the Policy Debate Peer Assessment **Dropbox** by the deadline specified in the Course Schedule. Dropboxes can be accessed from the **Course Home** page by clicking **Submit** and then **Dropbox** on the course navigation bar.

Your Peer Assessment Form must be submitted in one **of the following file types**:

- **Portable Document Format (PDF)** [preferred]

- Microsoft Windows (doc, doc.x)

Final Project (3 Options) (30%)

This Final Project is worth 30% of your final grade.

There are a number of options for you to consider for your final assignment to allow you to express what you have learned in a way that fits for you. While you have the option of doing a typical term paper, given the nature of our course, I encourage you to take this final project as an **opportunity to stretch beyond your usual comfort zones** in order to engage with course themes and questions in a way that pushes the boundaries of both what you know and how you know it. In other words, I strongly encourage you to consider one of the first two options...or to propose another creative alternative!

Options for final projects include:

1. **Community-based project**, with short critical reflection paper (Individual or group)

2. **Arts-based project**, with short. critical reflection paper (Individual)

3. **Case study analysis paper** (individual)

Options for Final Project

Option 1: Community-based project, with critical analysis paper (Individual or Group Assignment)

Students may work individually or in groups of 2-4 to develop and implement a community-based project aimed at decolonization. Students plan, carry out, and analyze a community-based project that actively engages with Indigenous and/or non-Indigenous communities and contributes to processes of decolonization, reconciliation, and/or resurgence in some way. Students are encouraged to do something that is practical, substantial, meaningful and relevant; examples of a project may include the development of public education curriculum or website, the organizing of an event, the staging of public workshops, or interventions in public spaces. Wherever possible, students are also encouraged to support the initiatives of and work in partnership with local Indigenous organizations, groups, and communities.

Please note: Given the context of the pandemic, all events organized by students will take place online.

Each student in the group would also write an **individual critical analysis paper (125–1750 words,** or 5-7 double-spaced pages), offering a critical analysis of the intent, approach, effectiveness, and impact of the community-based project.

Option 2: Arts-based project, with short critical reflection paper (Individual assignment)

Students may work individually to plan, develop, and present a creative expression aimed as a form of decolonizing or resurgent practice. Such art practices must engage deeply and explicitly with the concepts of the course and demonstrate clear critical analysis and reflexivity. Students are encouraged to do something that is substantial, meaningful, relevant, and challenging; examples of projects include the development of an art piece, podcast, digital story, spoken word presentations, or other forms of performance.

Students creating an arts-based project will also write an **individual critical analysis paper (1250-1750 words**, or 5-7 pages**)** describing their own creative process and intent, outlining their engagement with the critical questions of the course, and analyzing how their project serves as an intervention towards decolonization, reconciliation, or resurgence. Please note:

arts-based assignments are evaluated based upon their critical engagement and intent, not on their artistic merit.

Option 3: Case study analysis paper (Individual assignment)

Students may work individually to prepare a **case study (2500-3000 words,** or 10-12 double-spaced pages) of an particular initiative towards decolonization, reconciliation, and/or resurgence. This case study will explore in depth the context of the initiative, the relationships established, the practices undertaken, tensions emerging through the process, and how these tensions were negotiated. The case study may be local, regional, national in scope, based in Canada or internationally. This case study will be primarily literature-based, but may involve some interviews with people involved (note: ethics approval required for interviews).

Final Project Checkpoint: Proposal

The **Final Project Checkpoint: Proposal** is where you propose your Final Project.   You will state your chosen policy area and explain briefly how you'll be structuring your module, what items you'll be including, and what you expect people will learn from it. The instructor will go over your prospectus and give you suggestions and tips on how to proceed.

This Final Project: Proposal asks you to:

- **identify** your topic, and carefully articulate the issues at stake;

- **explain** your choice regarding the approach and format of your project, drawing explicit links with the course's themes and objectives;

- **list** your learning outcomes for the project or paper;

- **outline** your methodology; and

- **include** initial possible reference list and resources that you. will draw upon.

Your document should be **single**-spaced and **no more than 500 words** (or 1 page). There is no grade assigned for the checkpoint, but failure to complete it by the end of the Extension Policy period, or if you submit one that shows little or no effort, will result in a **3% reduction** of your grade for this assignment. Again, you will receive feedback from your instructor by comments to the Dropbox.

How to submit

Your proposal must be submitted online to the Final Project Checkpoint: Proposal **Dropbox** by the deadline specified in your Course Schedule. Dropboxes can be accessed from the **Course Home** page by clicking **Submit** and then **Dropbox** on the course navigation bar.

Your assignment must be submitted in the following file type:

- **Word Document (.docx) (required)**

Creating your Final Project

After receiving feedback from the instructor, you will put together your Final Project!

At the end of this content page, you will see **tips and resources for creating final projects** (i.e., websites and podcasts). Please be in touch with your instructor early in the process if you would like to discuss resources for creating your project.

Expectations

Please keep these criteria in mind when working on your Final Project:

- **relevance and connection**: is your project relevant to and reflective of course themes and content?

- **depth of insight:** does your project reflect depth of thought, clarity of insight, astute analysis, and evidence of reflexivity?

- **clarity**: is your project conveyed in a way that is focused, clear, and effective?

- **creativity**: does your project reflect a creative and insightful engagement with course themes, questions, or materials?

Requirements

Written components of projects and paper submissions should be:

- **double-spaced**;

- formatted according to **APA (7th edition) formatting style**, including title page, pagination, in-text citations, and references;

- the **specified length** specified, as outlined in 'Options for Final Project;' and

- formatted as a **Portable Document File** (PDF); if you are not able to create a PDF, please please save your answer as a .doc or .docx file in the word processor of your choice.

During our zoom call in Week 12, you will be invited to **briefly share** your project with the class.

Ethics and Informed Consent

Research sometimes includes interviewing people and organizations for course assignments, and also the use of previously gathered oral information. If you are planning to undertake research that involves interviewing people or organizations, or plan to use previously gathered oral information, then it is necessary to get permission for this research from your instructor or the UW Office of Research Ethics. An application to collect or use oral research may be completed and approved before you do the research.

During your studies, there are many opportunities to experience traditional teachings and attend guest lectures. Students should be aware that if you are quoting or using materials that come from conversations or oral presentations by speakers, you must have the approval of the speaker to quote or use their ideas in your course assignments.

What to Submit your Final Project

For written components and/or final papers, please submit your work saved as a:

- **Portable Document File (PDF)**; if you don't have capacity to create a PDF, you can submit as a .doc or .docx.

For arts-based projects, please submit:

- **digital photographs** of original art projects from different angles and perspectives (.gif or .jpg files); OR

- **audio recordings**, for podcasts or interviews (MP3 files); OR

- **video recordings,** for spoken word, video essays (MP4 files); OR

- **URLs** (included in written component) for websites or online blogs.

For all other types of projects, please contact the instructor to discuss submission options.

How to Submit your Final Project

Your assignment must be submitted online to the Final Project **Dropbox** by the deadline specified in your [Course Schedule](). Dropboxes can be accessed from the **Course Home** page by clicking **Submit** and then **Dropbox** on the course navigation bar.

How Will Your Assignment Be Graded

Your assignment will be graded according to a **10-point rubric**. Please see LEARN.

Turnitin.com

Text matching software (Turnitin®) will be used to screen the written portion of this assignment. Turnitin® is used to verify that all materials and sources in assignments are documented. Turnitin reports are intended in part as a teaching tool, and so students are given the opportunity to view the turnitin report immediately and to edit and resubmit their assignment.

Students' submissions are stored on a U.S. server; therefore, if you prefer not to submit your work via turnitin, you will be given an alternative assignment (e.g., scaffolded assignment or annotated bibliography) if you are concerned about your privacy and/or security. Students will be given due notice (i.e., in the first week of the term and/or at the time assignment details are provided) about arrangements and alternatives for the use of Turnitin in this course.

It is your responsibility to notify me if you, in the first week of term or at the time assignment details are provided, wish to submit alternate assignment.

Weekly Schedule

WEEK	DATE	TOPIC	READINGS DUE
1	Jan. 14	**Overview and Foundational Concepts**	Required reading *As We Have Always Done (*2017). Introduction: My radical resurgent present. (pp. 1-10). *Irlbacher-Fox (2012). #IdleNoMore: Settler responsibility for relationship *Sellars (2017). Preface. In *Whose land is it anyway?* (pp. 6-8)
2	Jan. 15-Jan. 21	**Beginning with Ourselves: Disrupting Settler Mentalities and Privilege**	<u>Required Reading</u> *Settler*, Chapter 1 (pp. 1-23) and Chapter 4 & 5 (pp. 69-107) Jafri, B. (2012). Privilege vs. complicity: People of colour and settler colonialism [Course Reserve] <u>Recommended Reading</u> Hiller, C. (2017). Tracing the spirals of unsettlement: Euro-Canadian narratives of coming to grips with Indigenous sovereignty, title, and rights. [Course reserve] Phung (2012). Are people of colour settlers too? [Course Reserve] Regan, *Unsettling the settler within*, Chapter 1 (pp. 19-53) [Online]

WEEK	DATE	TOPIC	READINGS DUE
3	Jan 22-**Jan. 28**	**Centring Indigenous Worldview and Diplomacy** *Guest Speaker:* *Lois MacDonald (Anishinaabekwe Elder)*	<u>Required Reading</u> **As we have always done*, Chapt. 4: Nishnaabeg internationalism (pp. 55-70) *Borrows (2018). Earth-bound: Indigenous resurgence and environmental reconciliation (pp. 49-69) Hill, R. Linking arms: The Haudenosaunee context of the Covenant Chain (pp. 17-24) Ermine (2007). The ethical space of engagement [Course reserve] <u>Recommended Reading</u> Regan, *Unsettling the settler within*, Chapt. 5 (pp. 143-170)
4	Jan 29-**Feb. 4**	**Naming the Settler Colonial Past and Present** *Class Activity:* **KAIROS Blanket Exercise** <u>*Amy Smoke* (Mohawk Nation, Turtle Clan)</u> <u>*Henriette Thompson* (Settler Canadian)</u>	<u>Assigned Reading</u> **As we have always done*, Chapter 3: The attempted dispossession of kwe (pp. 39-54) *Settler, Chapter 2 (pp. 24-47) *Reconciliation Manifesto*, Chapters 1-5 (pp. 48-74) *Whose land is it anyway?* (2017). Part 1: The machinery of colonialism (pp. 1-26) <u>Recommended Reading</u> Alfred, T. (2011). Colonial stains on our existence (pp. 3-11) [Course Reserve] Anaya, J. The situation of Indigenous peoples in Canada (pp. 1- 22). [Course Reserve] Regan, P. (2010). *Unsettling the Settler,* Chapter 3 (pp. 83-110) [Online] Wolfe, P. (2006). Settler colonialism and the elimination of the native [Course Reserve]

WEEK	DATE	TOPIC	READINGS DUE
5	Feb 5- **Feb. 11**	It's All About the Land: Territories, Rights, and Relations Class Activity: Sharing our colonization stories	**Required reading:** Bédard (2017). Keepers of the water: Nishnaabe-kwewag speaking for the water (pp. 89-106) *Pasternak & King (2019). Land Back: A Yellowhead Institute red paper, Part 2 Denial (pp. 23-33) *Reconciliation manifesto,* Chapt. 8, 10-14 (pp. 88-93, 100-125) *Settler*, Chapt. 3 (pp. 48-68) **Recommended reading**: *AWHAD*, Chapter 9 (pp. 145-173) Waziyatawin (2013). Chapt. 13: A serpent in the garden (pp. 210-224).
	Feb. 13-21	**READING WEEK**	
6	Feb 12- **Feb. 25**	**Resource Extraction, FPIC, and Recognizing Indigenous Jurisdiction** Guest Speaker ***The Eagle and the Condor: From Standing Rock with Love**,* With Director Kahsto'sera'a Paulette Moore	**Required reading:** *Pasternak & King (2019). Land Back: A Yellowhead Institute Red Paper, Part 4 (pp. 47-61) *Reconciliation manifesto*, Chapt. 31-39 (pp. 215-258); especially Chapt. 31, 32 & 35 Wallace (2015). Chapt. 3: Cape Croker: Fishing rights, anti-racism and community activism (pp. 78-112) **Recommended reading:** Pasternak (2011). Occupy(ed) Canada: The political economy of Indigenous dispossession in Canada. Sherman (2008). The Friendship Wampum: The political economy of Indigenous dispossession in Canada (pp. 111-125)

WEEK	DATE	TOPIC	READINGS DUE
7	Feb 26- **Mar. 4**	**Addressing Racialized, Gendered, and Heteronormative violence and exclusion** Guest Speaker ***Lori Campbell*** *(2S nēhiyaw āpihtākosisān iskwew)* *Waterloo Indigenous Student Centre* Class Activity *Group Case Study*	**Required reading:** *AWHAD, Chapt. 7: The sovereignty of Indigenous peoples' bodies (pp. 95-118) *AWHAD*, Chapt. 8: Indigenous queer normativity (pp. 119-144) Jacobs (2017). Decolonizing the violence against Indigenous women. In Whose land is it anyway? (pp. 47-51) *Maynard & Simpson (2020). Towards Black and Indigenous futures on Turtle Island (pp. 75-94) McNeil-Seymour (2017). Two-spirit resistance (pp. 52-56). **Recommended reading:** Olsen Harper (2009). Sisters in Spirit (pp. 175-200) Simpson, A. (2016). The state is a man: Theresa Spence, Loretta Saunders and the gender of settler sovereignty (pp. 1-17).

WEEK	DATE	TOPIC	READINGS DUE
8	Mar 5- **Mar. 11**	**Honouring Treaties as decolonizing practice** Guest Speakers **Two Row Paddle on the Grand** Bonnie Freeman (Haudenosaunee) Trish Van Katwyk (Settler Canadian) Class Activity *Group Case Study*	**Required readings:** *Freeman & Van Katwyk (2020). Navigating the waters: Understanding allied relationships through a Tekéni Teyokà:ke Kahswénhte Two Row Research Paradigm (pp. 60-76). Johnson (2003). Chapter 3: The adoption of your family by my family (pp. 27-40)/ Sejdev (2011). People of colour in treaty (pp. 263-274). *Simpson (2011). Chapter 6: Resurgence in our political relationships (pp. 101-118). **Recommended readings:** Epp (2003). We are all treaty people: History, reconciliation, and the 'settler problem' (pp. 223-244). Hill & Coleman (2019). The Two Row Wampum-Covenant Chain tradition as a guide for Indigenous-university research partnerships (pp. 339-359). Hiller, C. (2016). 'No, what are your treaty rights?' Treaty consciousness in a decolonizing frame (pp. 381-408). McCreary (2005). Settler treaty rights.
	Mar. 13-16	STUDY DAYS	

WEEK	DATE	TOPIC	READINGS DUE
9	Mar. 12- **Mar. 18**	**Residential schools, IRTRC, and Reconciliation in Canada** <u>Guest Speakers</u> *TBA* <u>Class Activity</u> Virtual tour of Shingwauk Residential School Group Case Study	**Required reading:** *Alfred (2009). Restitution is the real pathway to justice for Indigenous peoples (pp. 181-187). *Denis & Bailey (201?). You can't have reconciliation without justice: How non-Indigenous participants in Canada's Truth and Reconciliation process understand their roles and goals (pp. 137-158) *Freeman (2014). In defence of reconciliation (pp. 213-223) *Reconciliation manifesto*, Chapt. 28-29 (pp. 200-209) Truth and Reconciliation Commission of Canada. (2015). Reconciliation (pp. 113-126) **Recommended readings:** Canadian Centre for Policy Alternatives. (2016). State of the inner city report: Reconciliation lives here: 12th Annual Report. Simpson (2016). Land and reconciliation: Having the right conversations. Truth and Reconciliation Commission Canada. (2015). Honouring the truth, reconciling the future: Executive summary of the Final Report of the Truth and Reconciliation Commission (pp. 1-22)

WEEK	DATE	TOPIC	READINGS DUE
10	**Mar 26**	**Living Under and Enacting Sovereignty: Indigenous Resurgence** O:se Kenhionhata:tie Land Back Camp-- Guest Speakers: Amy Smoke (Mohawk, Turtle clan, 2S) & TBD <u>Class Activity</u> *Group Case Study*	*Assigned Reading* *Reconciliation manifesto*, Chapters 19-23 (pp. 150-173) & Chapter 27 (pp. 191-198) *Corntassel, J., & Bryce, C. (2012). Practicing sustainable self-determination: Indigenous approaches to cultural restoration and revitalization (pp. 151-162) [Course Reserve] *Martineau, J. (2015). Rhythms of change: Mobilizing decolonial consciousness, Indigenous resurgence, and the Idle No More movement. (pp. 229-254) *Recommended Reading* As we have always done, Chapter 12: Constellations of coresistance (pp. 211-231)
11	Mar. 26- **April 1**	**Decolonizing relations and alliances (Un)Settling Relations and (De) Institutionalizing Decolonization**	**Required reading:** Davis & Shpuniarsky (2010). The spirit of relationships: What we have learned about Indigenous/non-Indigenous alliances and coalitions (pp. 334-348). *De Leeuw, Greenwood, & Lindsay (2013). Troubling good intentions (pp. 381-394) *Tuck & Yang (2012). Decolonization is not a metaphor (**pp. 1-28 only**). *Walia (2012). Decolonizing together: Moving beyond a politics of solidarity towards decolonization. **Recommended reading:** AWEA. (2010). Resources for working as allies. Christian, D., & Freeman, V. (2010). The history of a friendship, or some thoughts on becoming allies (pp. 376-390). McLeod, A., & Arnold., J. Hidden truths: Learning from the land and each other (pp. 145-147).
12	April 2-**Apri 8**	**Sharing Our Work & Course Wrap-Up**	No readings

WEEK	DATE	TOPIC	READINGS DUE
	April 9-15	**Final Assessment Period**	

Class Policies

Deadlines & Extensions Policy

All submissions are due at **11:55 pm Waterloo time** (Eastern) on the day of the deadline.

Extension Policy for Major Assignments

Sometimes life gets in the way of your studies. Perhaps you've been ill, someone in your family has died, you've had a lot of work in other classes, someone has broken your heart. Whatever the reason, you can always take advantage of the Extension Policy for major assignments in the course (i.e., Your Colonization Story, Final Project).

Here's how it works:

- An Extension is automatic; there is no need to request one.

- With an Extension, your Assignment is due one week after the regular Deadline.

- Students receiving an Extension will receive their work back within 10 days of submitting their Assignment.

No extensions for these assignments are granted beyond one week, and no extensions are granted for other time-sensitive tasks.

Attendance

As a seminar course drawing from Indigenous pedagogies, our interactions together in circle discussions and presentations, as well as our engagements with Indigenous speakers, Elders, traditional teachers, and artists, is of central importance to the success of the course and to your own learning process. Your engaged presence in the class is also essential for the learning of others in the class, and so you are strongly encouraged to commit to coming to class each week. Class attendance will weigh heavily in your students' participation grades. Missing more than 2 classes (other than for medical or family-related reasons) will prompt a discussion with the professor regarding your standing in the class.

Information on Plagiarism Detection Description of software used to detect plagiarism

Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit alternate assignment.

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/) and the Arts Academic Integrity webpage (https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour) for more information.

> **Discipline**: Every student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their own actions. [Check the Office of Academic Integrity (https://uwaterloo.ca/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 Academic Dean. When misconduct has been found to have occurred, disciplinary penalties are imposed under the University of Waterloo Policy 71 – Student Discipline. For information on categories of offences and types of penalties, students should refer to Policy 71 - Student Discipline (https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71). For typical penalties check Guidelines for the Assessment of Penalties (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties).

> Students should also be aware that copyright laws in Canada prohibit reproducing more than 10% of any work without permission from its author, publisher, or other copyright holder. Waterloo's policy on Fair Dealing is available here: https://uwaterloo.ca/copyright-guidelines/fair-dealing-advisory Violation of Canada's Copyright Act is a punishable academic offence under Policy 71 – Student Discipline.

> **Grievance**: A student who believes that a decision affecting some aspect of university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4 (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70). 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 are grounds. Students who believe they have grounds for an appeal should refer to Policy 72, Student Appeals (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72).

Academic Integrity Office (uWaterloo): http://uwaterloo.ca/academic-integrity/

Accommodation for Students with Disabilities:

Note for Students with Disabilities: The AccessAbility Services office, located on the first floor of the Needles Hall extension (NH 1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities, without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AAS office at the beginning of each academic term.

Intellectual Property.

Students should be aware that this course contains the intellectual property of the instructor, which can include:

- lecture handouts and presentations (e.g., PowerPoint slides)

- lecture content, both spoken and written (and any audio or video recording thereof)

- questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)

- work protected by copyright (i.e., any work authored by the instructor)

Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in Policy 71 – Student Discipline. Students who become aware of the availability of what may be their instructor's intellectual property in online repositories are encouraged to alert the instructor.

Mental Health Support

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

On Campus

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 xt 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

- 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

A respectful living and learning environment for all

Everyone living, learning, and working at Renison University College is expected to contribute to creating a respectful environment free from harassment and discrimination.

If you experience or witness harassment or discrimination, seek help. You may contact Credence & Co., Renison's external anti-harassment and anti-discrimination officers, by email (info@credenceandco.com) or by phone (519-883-8906). Credence & Co. is an independent K-W based firm which works with organizations toward thriving workplace cultures, including professional coaching, consulting, facilitation, policy development, conflict mediation and ombudsperson functions.

Harassment is unwanted attention in the form of disrespectful comments, unwanted text messages or images, degrading jokes, rude gestures, unwanted touching, or other behaviours meant to intimidate.

According to the Ontario Human Rights Code, discrimination means unequal or different treatment causing harm, whether intentional or not, because of race, disability, citizenship, ethnic origin, colour, age, creed, marital status, sex, sexual orientation, gender identity, and gender expression, or other personal characteristic.

Questions to prompt critical reflection

In preparing for the weekly reflection papers or the decolonize event paper, you might consider taking notes on the readings each week. Here are some questions to stimulate your reflection:

- What are the key themes and issues in each articleHow are these issues related to other theory or ideas that I am aware of?
- How do I feel about these issues – similarities, tensions?

- What are the issues that cut across the articles
- How do these issues relate to other theory or ideas that I am aware of?
- How do I feel about these issues – similarities, tensions?
- What are the implications of these similarities?

- What are the differences in these articles?
- Are there particular areas in which they disagree?
- How do I feel about these differences?
- What are the implications of these differences?

- What do these authors contribute to an understanding of decolonization and social action?
- How does this compare with my own experiences?
- What have I learned from these authors about decolonizing?
- What are my critiques of these authors?
- What are the limitations of the views expressed by the authors?

You are not expected to address all of these questions. These questions are intended to help you think critically about the sets of readings.