



Faculté des arts
Institut d'études canadiennes et autochtones

Faculty of Arts
Institute of Canadian and Aboriginal Studies

EAS2101 – COLONIALISM AND INDIGENOUS PEOPLES FALL 2024

Professor: Dr. Daniel Rück (alternative spelling: Rueck)

Email: drueck@uottawa.ca

Office Hours: Tuesdays 13h-14h, or by appointment

Office Location: Desmarais Building, Office 9125

Class Location: MHN 257

Class times: Tues 16h00-17h20, Thurs 14h30-15h50

TA: William Patterson

Email: wpatt063@uottawa.ca

TA Office hours: Thursdays 13h-14h, or by appointment

TA Office location: William Commanda Hall 205

COURSE DESCRIPTION

Official course description: Study of the concept and history of colonialism from an Indigenous perspective.

Detailed course description: This course gives students the opportunity to expand and complicate their understanding of colonialism and Indigenous people through lectures, readings, guest speakers, films, and small-group discussions. Students must complete assigned readings in preparation for each class and regularly submit written reading responses. The course is designed in such a way that class attendance is important. If you miss a class it is your responsibility to consult with fellow students about material covered.

This course is not about learning “both sides” about colonialism. I follow an anti-racist and anti-colonial approach in my teaching, which may be unfamiliar and uncomfortable at times. Nevertheless, even while frankly discussing histories and systems that dehumanize Indigenous peoples around the world, I will always endeavour to foster respectful conversation and interactions that honour the humanity in each of us. Please recognize that feeling uncomfortable is not the same as feeling unsafe, and that being challenged is not the same as being threatened.

OBJECTIVES

The course objectives are:

- that students strengthen their knowledge of Indigenous history and settler colonialism

- that students reflect deeply on their own place in the history and future of Indigenous-settler relations
- that students improve their ability to engage respectfully and helpfully with Indigenous communities and work toward positive change in their own communities
- that students develop an intellectual framework that allows them to recognize and respond appropriately to different types of colonialism

EMAIL COMMUNICATION

It is very important that you regularly check your university email account for course-related announcements. You may email me or TAs with simple questions, but for anything requiring more than a one-sentence response, please ask one of us during office hours or after class. Please check the syllabus to see if it contains answers before emailing. We are unlikely to respond if the answer to your question is in the syllabus, or if it requires a lengthy response. When you email, please give the name of this course. We try to answer emails within 24 hours but do not usually respond on weekends. If you need to speak with me or the TA in person but you cannot make the scheduled office hours, please email to schedule an alternative time.

ASSIGNMENT SUBMISSION

Written assignments must be uploaded to Brightspace as .docx files before the beginning of class on the date due. Late assignments will not be accepted.

LATE ASSIGNMENTS

No late reading responses will be accepted.

For other assignments, no extensions will be granted in advance. A penalty of 2% per working day will be deducted from late assignments. This penalty may be waived in the event of unforeseen emergencies such as a serious illness or disability (please note that a heavy work load for other classes or paid employment does not qualify as an unforeseen emergency).

If your assignment is late and you believe you should not be penalized, please attach a note of explanation along with any supporting documentation you think appropriate. The late penalty will be waived, in part or in whole, if it appears justified.

DISPUTED GRADES

If you believe your grade for a particular assignment is incorrect you may resubmit the graded copy along with a written explanation for why you believe you should receive a different grade. I will re-assess it, and the newly-assessed grade will replace the original. The new grade may be higher, lower, or unchanged.

EVALUATION

28%	Reading Responses – 7 pass-fail submissions (of a possible 11) - each is worth 4% of the course (details below)
15%	Colonial Memory Assignment 1– Photos and Critical Reflection
25%	Colonial Memory Assignment 2 – Analysis and Critique
25%	Colonial Memory Assignment 3 – Press Release

- 5% Participation and Submission of Course Feedback on Final Day of Class (Pass/Fail)
- 2% Free points if you submit Colonial Memory Assignment 3 by Nov 26 and give a short class presentation

PLAGIARISM AND ACADEMIC INTEGRITY

Plagiarism is considered academic fraud, and will be sanctioned in accordance with related University of Ottawa regulations: <http://www.uottawa.ca/academic-regulations/academic-fraud.html>. In order to avoid academic fraud, please read the Student Guide on academic integrity: <http://web5.uottawa.ca/mcs-smc/academicintegrity/documents/2011/academic-integrity-students-guide.pdf>

RESOURCES FOR STUDENTS

Mentoring Centre - <http://www.arts.uottawa.ca/eng/mentoring/>

The goal of the Mentoring Centre is to help students with their academic and social well-being. Regardless of where a student stands academically, or how far along they are in completing their degree, the mentoring centre is there to help students continue on their path to success.

Academic Writing Help Centre - <http://www.sass.uottawa.ca/writing/>

The AWHC is committed to helping students develop writing strategies and skills that will enable them to identify and correct their mistakes and help them to become better writers. It offers individual writing appointments, in-class presentations and workshops, and online writing resources.

Counselling Service - <http://www.sass.uottawa.ca/personal/>

The Counselling Service offers personal counselling, career counselling and study skills counselling.

Access Service - <http://www.sass.uottawa.ca/acces/>

The Access Service contributes to the creation of an inclusive environment by developing strategies and implementing measures that aim to reduce the barriers to learning for students who have learning disabilities, health, psychiatric or physical conditions.

Mashkawazìwogamig-Indigenous Resource Centre <https://www.uottawa.ca/indigenous/about-us>

The IRC provides support and tools to meet the personal, professional, and academic needs of all First Nations, Métis, and Inuit students. Whether you are looking for a study space for midterms and exams, need access to a computer for your research paper, or are looking to meet other Indigenous students on campus, be sure to stop by the IRC throughout the academic year.

POLICY ON CHILDREN IN CLASS

(based on a policy by Shiri Pasternak)

1. All exclusively breastfeeding babies are welcome in class as often as necessary
2. For older children, I understand that unforeseen disruptions in childcare could mean that parents are forced to miss class. Although this is not a long-term childcare solution, it is acceptable to bring your child to class occasionally in order to cover gaps in care.
3. I will rely on everyone to be flexible, and help create a welcoming, respectful environment for children and parents.
4. If you have your child with you in class, please sit close to the door to minimize disruption if you need to step outside.

5. As a parent myself I understand how difficult it may be to fulfill course requirements while taking care of children at home. While I maintain the same high expectations for all, regardless of parenting status, I will be glad to problem-solve with you to help you achieve your goals.

COURSE BOOKS, READINGS, AND REQUIRED ACTIVITIES

The following books are required reading. I have reserved many copies at Perfect Books (258A Elgin St.) and recommend buying there. All other readings are provided.

- Vowel, Chelsea. *Indigenous Writes: A Guide to First Nations, Métis & Inuit Issues in Canada*. Winnipeg: Highwater Press, 2016 (library ebook available). When deciding whether to buy or lend this book, note that only about half of this book is required reading.
- McCallum, Mary Jane Logan, and Adele Perry. *Structures of Indifference: An Indigenous Life and Death in a Canadian City*. Winnipeg: University of Manitoba Press, 2018. (library ebook available)
Also available in French: McCallum, Mary Jane Logan, and Adele Perry. *Structures d'indifférence : vie et mort d'un autochtone dans une ville canadienne*. Translated by Geneviève Deschamps. Québec: Presses de l'Université Laval, 2022.

PRIVACY AND RESPECT

This course deals with sensitive topics, and this means that we need to take into consideration, and respect, the experiences and feelings of others. For non-Indigenous people (especially white people) this topic may seem abstract or distant, but for some students (especially racialized and Indigenous students) there may be discussions, readings, and films that hit very close to home. We are discussing things that happened long ago, but also things that still impact people deeply today. Please keep this in mind when you write your reading responses and make written and verbal comments to other students' remarks. One important aspect of respectful interaction is to ask questions with an open mind and to keep your curiosity about the experience of others.

I encourage you to communicate with me any concerns you may have about the course content or how we discuss it. I want to ensure that our learning environment is as safe and welcoming as possible to everyone. We all come from different backgrounds, and we each bring our own interesting and unique experiences to this class. Class lectures will be audio-recorded but recordings will not be posted on Brightspace.

COURSE OUTLINE

Date	Class Description	Pre-Class Readings	Submission Due
1. Thu Sept 5	Introduction – In-Class Reflection		
2. Tue Sept 10	Key Terms for the Course: Colonialism, Indigenous, Settler, etc	<ul style="list-style-type: none"> • Read: Vowel – Chapter 1, 2 • Optional: Vowel – Introduction 	
3. Thu Sept 12	Global Colonialism	<ul style="list-style-type: none"> • Read: Wildeman, Jeremy. "A Shared Settler Colonialism." In <i>Canada as a Settler Colony on the Question of Palestine</i>, edited by Jeremy Wildeman and M. Muhannad Ayyash, 17-53. Edmonton: University of Alberta Press, 2023. 	Due Today: Reading Responses #1 (responses to Wildeman and one Vowel chapter of your choice from this week's readings)
4. Tues Sept 17	Racism and White Supremacy -also: Research presentation by Librarian Dr. Jennifer Dekker	<ul style="list-style-type: none"> • Read: Vowel – Chapters 6, 7, 8 	
5. Thu Sept 19	Colonial Cartography and Indigenous Geographies	<ul style="list-style-type: none"> • Read: Vowel - Chapters 27, 28 	Due Today: Reading Responses #2 (responses to two chapters of your choice from this week's readings)
6. Tues Sept 24	Guest Speaker, Dr. Tonya Davidson: Colonial and Anticolonial Memory – 1	<ul style="list-style-type: none"> • Read: Beck, Lauren. "A Brief History of Settler-Colonial Naming Practices in Canada." In <i>Canada's Place Names and How to Change Them</i>, 47-75. 	Due Today: Colonial Memory Assignment 1

		Montreal: Concordia University Press, 2022.	
7. Thu Sept 26	Colonial and Anticolonial Memory – 2	<ul style="list-style-type: none"> Read: Beck, Lauren. "How to Discuss and Change Names." In <i>Canada's Place Names and How to Change Them</i>, 171-205. Montreal: Concordia University Press, 2022. 	Due Today: Reading Responses #3 (response to one Beck chapter in this week's readings)
8. Tue Oct 1	Countering Colonial Myths 1	<ul style="list-style-type: none"> Read: Vowel – Chapters 13, 14, 15, 16 	
9. Thu Oct 3	Countering Colonial Myths 2	<ul style="list-style-type: none"> Read: Vowel – Chapters 17, 18, 19 	Due Today: Reading Responses #4 (response to two chapters of your choice from this week's readings)
10. Tue Oct 8	History of Indigenous Peoples and Colonialism 1	<ul style="list-style-type: none"> Read: McCallum and Perry – Introduction 	
11. Thu Oct 10	History of Indigenous Peoples and Colonialism 2 – Treaties. In-Class Reflection	<ul style="list-style-type: none"> Read: McCallum and Perry – Chapter 1 	Due Today: Reading Responses #5 (response to one of the chapters from this week's readings)
Oct 13-19	Reading Week – No classes		
12. Tue Oct 22	History of Indigenous Peoples and Colonialism 3 – The Indian Act	<ul style="list-style-type: none"> Read: McCallum and Perry – Chapter 2 	Due Today: Colonial Memory Assignment 2
13. Thu Oct 24	History of Indigenous Peoples and Colonialism 4 - Ottawa	<ul style="list-style-type: none"> Read: McCallum and Perry – Chapter 3 	Due Today: Reading Responses #6 (response to one of the

			chapters from this week's readings)
14. Tue Oct 29	Colonial Dehumanization, and its Consequences 1 - Genocide	<ul style="list-style-type: none"> • Read: McCallum and Perry - Conclusion • Read: Bartov, Omer, "As a former IDF soldier and historian of genocide, I was deeply disturbed by my recent visit to Israel," <i>The Guardian</i>, 13, Aug, 2024. https://www.theguardian.com/world/article/2024/aug/13/israel-gaza-historian-omer-bartov 	
15. Thu Oct 31	Colonial Dehumanization and its Consequences 2 – Gender Violence	<ul style="list-style-type: none"> • Read: Executive Summary, National Inquiry into Missing and Murdered Indigenous Women and Girls 	Due Today: Reading Responses #7 (responses to one reading of your choice from this week's readings)
16. Tue Nov 5	Colonial Dehumanization and its Consequences 3 – Forced Assimilation	<ul style="list-style-type: none"> • Read: Vowel – Chapters 20, 21, 30 	
17. Thu Nov 7	Colonial Dehumanization and its Consequences 4 – Cultural Appropriation and Ethnic Fraud	<ul style="list-style-type: none"> • Read: Vowel – Chapters 9, 10, 11 	Due Today: Reading Responses #8 (responses to two chapters of your choice from this week's readings)
18. Tue Nov 12	Decolonization and Indigenous Resurgence 1 – Reconciliation? Film: Yintah (2024)	<ul style="list-style-type: none"> • Listen: Podcast: Doug White: Re-imagining Reconciliation and the Future of Canada, CBC Radio, Ideas, Jan 31, 2019 (54 min) https://www.cbc.ca/radio/ideas/re-imagining-reconciliation- 	

		and-the-future-of-canada-1.5000450	
19. Thu Nov 14	Decolonization and Indigenous Resurgence 2 – Landback Guest Speaker: Dr. John Carlson	<ul style="list-style-type: none"> Read: Vowel – Chapter 22, 23, 29 	Due Today: Reading Responses #9 (responses to the podcast and one Vowel chapter from this week)
20. Tue Nov 19	Decolonization and Indigenous Resurgence 3 – Restoring Nationhood Film: Yintah (2024)	<ul style="list-style-type: none"> Watch: Video: Restoring Nationhood – Leanne Betasamosake Simpson (68 min) https://www.youtube.com/watch?v=fH1QZQIUJIo 	
21. Thu Nov 21	Decolonization and Indigenous Resurgence 4 – Water	<ul style="list-style-type: none"> Read: Vowel – Chapter 24 Listen: Podcast – The Secret Life of Canada: “Water” https://www.cbc.ca/radio/secretlifeofcanada/why-water-is-worthy-of-the-history-books-1.4987957 	Due Today: Reading Responses #10 (responses to the video <u>or</u> podcast, <u>and</u> the Vowel chapter for this week)
22. Tue Nov 26	Decolonization and Indigenous Resurgence 5 – Gender and Sexuality	<ul style="list-style-type: none"> Read: Vowel – Chapter 12 	Due today: Colonial Memory Assignment 3 (optional bonus deadline)
23. Thu Nov 28	Ways Forward	<ul style="list-style-type: none"> Read: Vowel – Chapter 25, 31 	Due Today: Reading Responses #11 (responses to two chapters of your choice from this week's readings)

24. Tue Dec 3	Conclusions and Review 2 - Participation and Submission of In-Class Reflection		Due today: Colonial Memory Assignment 3
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READING RESPONSE ASSIGNMENTS

Students should read all assigned texts (or listen, watch, as the case may be) and are required to submit seven reading responses over the course of the semester. Reading responses should show that you have read and understood the material in question, and that you have related it to material covered recently in class. Before the beginning of most Thursday classes you can submit reading responses on Brightspace as a .docx file. Material from any of these readings may be used for other assignments.

There are 11 reading response submission possibilities. You are required to submit 7 of 11. Submitting additional reading responses does not result in bonus grades. Grading is pass/fail, as described below.

Reading Responses should be structured like the following example (please try to follow it as closely as you can, including Times New Roman 12 point font):

Bob Smith – Student Number 99999999
September 21, 1953
Reading Response Assignment #9

Vowel Chapter 1

Argument: A summary of author's argument (or main points) in your own words (50-100 words)

Personal Response: What do you think of this piece? Did you find it well-argued? compelling? convincing? If so, why? If not, why not? Your personal response can mention something that struck you, something you disagreed with, or a point that raised further questions. Your personal response should show that you have read and thought carefully about the piece, and should relate it to recent material covered in class. (200-300 words)

CBC Ideas Podcast – Leanne Simpson

Argument: A summary of author's argument (or main points) in your own words (50-100 words)

Personal Response: What do you think of this piece? Did you find it well-argued? compelling? convincing? If so, why? If not, why not? Your personal response can mention something that struck you, something you disagreed with, or a point that raised further questions. Your personal response should show that you have read and thought carefully about the piece, and should relate it to recent material covered in class. (200-300 words)

Each entry should be written in full sentences, single spaced, and should include clear headings according the above specifications. Please ensure that everything you submit includes your name

and the date submitted. Students are required to complete the reading response for the day the readings are assigned, and must submit them as a .docx file before class begins. No late reading responses will be accepted.

Grades for reading responses will be assigned as follows:

- *Complete* (3) understood the text, engaged with the material, and has related it to recent in-class material
- *Incomplete* (0) response submitted but does not adequately engage with the readings or does not relate it to anything from class. In this case, you have one chance to resubmit a revised version (due the following Thursday)
- *Not Submitted* (0)

COLONIAL MEMORY ASSIGNMENT 1 – PHOTOS AND CRITICAL REFLECTION

One reason why colonialism and colonial values endure is that there are so many ways that we collectively remember colonialism in a positive way. Think, for example, of historical monuments celebrating prominent settlers or the stories and songs celebrating genocidal slavers and explorers like Christopher Columbus. Another example is through the naming of places, be they streets, parks, lakes, mountains, or towns—and this assignment asks you to study one such example, and to argue that the name should be changed.

For this assignment you will choose and analyse a named place in the Ottawa-Gatineau area (a street, park, natural feature, etc) that is problematic based on the course content about colonialism and Indigenous people. Subsequent assignments build on this one, so it is important that you carefully consider your choice.

Assignment 1 consists of two elements, to be put into one document in .doc format:

1. Photos:
 - Two photos: 1.) A photo of a sign or marker designating the named place (ex. street sign). If there is no sign, include a photo of an important/recognizable site within the named place. 2.) A photo of yourself next to the sign or site.
2. A short text (400-500 word text, no more no less). Instructions are included in the below example.

The document should be structured like the following example (please try to follow it as closely as you can, including Times New Roman 12 point font):

Bob Smith – Student Number 99999999
September 21, 1953
Colonial Memory Assignment 1

[one photo here]

[one photo here]

Named Place: _____

A short text should go here (400-500 word text, no more no less). Describe your experience of choosing the named place, describe the place, and visiting it including any feelings, sensations,

you may have experienced (approx. 150 words). Give some background and explain why this placename is problematic from an anticolonial point of view. You should cite at least two readings from the course, and three other strong sources (academic, peer-reviewed sources are preferred if they exist, but you may also access other reliable sources). You may use the citation format of your choice and you should include a bibliography or Works Cited (ex. Chicago, MLA). For example, you may want to investigate where the name comes from, why it was chosen, and what else may be known about the name. (fyi, this paragraph is about 125 words)

Grading Criteria:

- You chose an appropriate named place
- You followed instructions (two photos, format, etc)
- The two photos are appropriate
- Text does what is asked
- Text meets minimum citation requirements and the sources are well-chosen
- Text applies relevant concepts and shows you have understood them
- Text is well written and edited

COLONIAL MEMORY ASSIGNMENT 2 – ANALYSIS AND CRITIQUE

Assignment 2 follows up on your previous work. Start with your text from assignment 1 and then take out the narrative elements about your experience. Then expand and improve the analytical text you previously wrote. Instructions are included in the below example.

The document should be structured like the following example (please try to follow it as closely as you can, including Times New Roman 12 point font). It should be submitted as a .doc file.

Saida Mubarak – Student Number 99999999

September 21, 1953

Colonial Memory Assignment 2

Named Place: _____

Your text should go here (600-700 word text, no more no less). Give some background and explain why this placename is problematic. You should cite at least three readings from the course, and five other strong sources (academic, peer-reviewed sources are preferred if they exist, but you may also access other reliable sources). You may use the citation format of your choice (ex. Chicago, MLA). For example, you may want to investigate where the name comes from, why it was chosen, and what else may be known about the name. If you find it appropriate for your assignment you may investigate primary sources (newspaper archives, etc) or interview knowledgeable people. You are arguing that the name in question is problematic and that it should be changed.

There may some in the class who would prefer to argue that the problematic name remain in place. If you take this approach, you need to explain why you believe this approach is better than a name-change, and suggest any possible changes, additions, or interventions on the site that could address the problematic name in a helpful way.

Grading Criteria:

- You followed instructions
- Text meets minimum citation requirements and the sources are well-chosen
- Text applies relevant concepts and shows you have understood them
- Text is well-written and edited
- Text shows progress from Assignment 1

HISTORICAL PLAQUE – ASSIGNMENT 3 – PRESS RELEASE

Assignment 3 is a Press Release. A press release is an official statement that a person or organization issues to news media in order to raise awareness of an issue or event. The idea is that you will have a document that could be released to various news media (if you wished to do so) to inform them about the problematic place name, and your idea for how to change it.

This press release must include the following elements and should be structured like the following example (please try to follow it as closely as you can, including Times New Roman 12 point font):

Bob Smith – Student Number 99999999
September 21, 1953
Colonial Memory Assignment 3

Named Place: _____

[first photo from Assignment 1]

For Immediate Release

[Short, Catchy Headline that summarizes your story]

[Body of Press Release (from here down) should be 300-400 words, no more no less]

The first paragraph should capture the essence of your story, including a short description of the place, why the name is problematic and should be changed. It should also give the suggested new name and justification for it.

Subsequent paragraphs give more background, context, and explanation. Try to write for people who have never heard of the named place or about colonialism. Don't include in-text citations or footnotes.

Bibliography

[include at least five works that a reader might find useful if they wanted to learn more; you may use the bibliographic format of your choice (Chicago, MLA, etc) but please be consistent.

Grading Criteria:

- You followed instructions
- Appropriate photo is included

- Text applies relevant concepts and shows you have understood them
- Text is well written and edited, and is in the form of a press release
- Text effectively builds on previous assignments

Press Releases that receive a grade of A- or higher may be eligible for publication on the uOttawa Antiracist History website.