



The University of Western Ontario
Sociology 2190G
Title: Decolonizing Canada
Lecture (via Zoom): Mondays @ 10:30-12:30

Instructor: Janice Forsyth
Office Hours (via Zoom): By appointment
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Course Description:

What does “decolonization” mean? What factors led to its emergence? What are the theoretical and practical challenges concerning its implementation? Working primarily from Indigenous perspectives, this survey course will introduce students to the dominant themes and debates guiding the current movement to “decolonize” Canada. This lecture-based course will emphasize theoretical and conceptual issues related to the thinking and practice of trying ‘decolonize’ key institutions (e.g., justice, education, sport, etc.) that sustain the nation-state. A variety of teaching methods will be used to engage students in this online learning process, including lectures, discussions, documentary and film, podcasts and blogs, as well as guest lectures.

*Please note that for the 2020-2021 academic year, this course will be taught synchronously. This means there will be no in-person classes on campus. However, students are required to attend the class during the regularly scheduled time each week via Zoom as there will be important discussions taking place during class. Only the lectures will be recorded and posted to the course website on OWL, sometime soon after the class is completed and removed before the next class begins. This means none of the discussions we have in class, nor guest lectures, or explanations for the quizzes, assignments, or the take-home exam will be recorded. Students who miss a virtual in-person class accept full responsibility for working independently using the written information on OWL to guide their progress. It is the student’s responsibility to make sure they have the required technology to successfully complete the course.

Technical Requirements:

- Stable internet connection
- Laptop or desktop computer with updated software
- Working microphone
- Working webcam
- Western University Zoom application installed
- Detailed specifications (see “computer requirements”): <https://registrar.uwo.ca/academics/timetables.html>
- Western Zoom page, including privacy information: <https://wts.uwo.ca/zoom/index.html>
- If you need technical assistance, first search the [OWL Help Page](#), then contact the Western Technology Services Helpdesk using their [Online Helpdesk](#) or by calling 519.661.3800 (if on campus, ext. 83800)

Pre-requisite(s) & Anti-requisite(s): None.

Learning Outcomes:

Students who successfully complete this course should be able to:

- Define what ‘decolonization’ means (and does not mean), as well as related terms.
- Explain how decolonization emerged as an important practical and theoretical orientation.
- Identify and describe how decolonization is being implemented in various Canadian contexts.
- Analyze the strengths and weakness of decolonization as theory and practice.

Required Text:

- None. All assigned readings will be available online or through Western Libraries.

Methods of Evaluation:

1	Multiple Choice Quizzes (via OWL)	In-Class, February 8 @ 10:30 AM	15%
		In-Class, March 15 @ 10:30 AM	15%
2	Creative Assignment (2000 words)	Due April 5 @ 10:00 AM	35%
3	Take-Home Assignment (1500 words)	Assigned during class, April 5	35%
		Due April 12 @ 10:00 AM	

1) *Multiple Choice Quizzes (30% of course grade):*

- a. There are 2 multiple choice quizzes in this class.
- b. Each quiz will take place during the 2-hour class (10:30-12:30) on February 8 & March 15.

2) *Creative Assignment (35% of course grade):*

- a. Select any ‘topic’ that inspires you. Keep in mind it must focus on our course topic, Decolonizing Canada, and must contribute to the betterment of Indigenous lives in Canada.
- b. A list of topics will be provided to get you started. You can choose one of those or create your own.
- c. Choose a single photo (or take one of your own) that represents:
 - a) what decolonization ‘looks’ like;
 - b) does not ‘look’ like, or;
 - c) complicates what decolonization means.Explain your interpretation of the image and why it represents decolonization or not, or perhaps complicates our understanding of it.
- d. Remember to include the image in your paper. The instructor needs to ‘see’ what you are referring to.
- e. All papers must include at least 12 scholarly sources (peer-reviewed books and/or journal articles).
- f. Use APA style for bibliography (do not include footnotes or endnotes). Use this formatting guide: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html
- g. Total word length must be between 1800-2000 words, NOT including bibliography.
- h. Use any font ‘style’ in English you want, but please make the ‘size’ between 10 and 12 points.
- i. Due April 5 @ 10:00 AM.

3) *Take-Home Exam (35% of course grade):*

- a. The precise framing and full details will be provided in-class on the last day of class.
- b. Here is a sneak-preview: Write a Letter for Your Former Self.
- c. Word count: 1000-1500 words.
- d. Assigned during class, April 5.
- e. Details will be provided in-class.
- f. Due April 12 @ 10:00 AM.

Course Schedule:

January 11	Introductions and Getting Started
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What do we mean when we say we are going to ‘decolonize’ something? In our first segment we will focus on how leading Indigenous scholars who work in Canada define decolonization. We will compare and contrast those definitions to arrive at a shared understanding of what we think they mean (and do not mean). We will spend some time exploring related terms, specifically colonization, Indigenization, resurgence, and reconciliation, so that we understand how they are similar and different. We will return to these definitions throughout the term. Definitional clarity is therefore essential for understanding decolonization as theory and practice.

January 18	Key Terms: Colonization and Decolonization
January 25	Prominent Thinkers, Part 1
February 1	Prominent Thinkers, Part 2
February 8	In-Class Quiz (15%)

Where does the term ‘decolonization’ come from? When did it emerge as a widespread term and why is it so prevalent today? Our second segment focuses on decolonization as a global movement. This will help us better understand the broader scope of decolonization and enable us to make more informed contributions to that movement through our own research and practice. (Note: Feb 15–19 is Reading Week).

February 22	Time to Reflect (Guest Speaker) An Ongoing Global Movement
March 1	Researching Ourselves Back to Life, Part 1
March 8	Researching Ourselves Back to Life, Part 2
March 15	In-Class Quiz (15%)

In our third and final segment, we will revisit what we mean by decolonization and look more closely at related terms: Indigenization, resurgence, and reconciliation. To do this, we will narrow in on specific societal institutions including education, as well as sport and physical activity. The point is to hone your analytical skills so that you are more able to see and understand what decolonization looks like (and does not look like) in specific contexts. We will close the year by looking at the strengths and weaknesses of decolonization as theory and practice. In the end, this training will provide you with a stronger foundation for understanding how decolonization is being deployed within Canada, what challenges advocates face, and how you can help advance this movement.

March 22	Time to Reflect (Guest Speaker) Decolonizing Canada: Education
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March 29	Decolonizing Canada: Sport and Physical Activity, Part 1
April 5	Creative Assignment Due (35%) Decolonizing Canada: Sport and Physical Activity, Part 2 (Assign Take Home Assignment)
April 12	Take Home Assignment Due (35%) Considerations for Decolonization

Click [here](#) for a detailed and comprehensive set of policies and regulations concerning examinations and grading. The table below outlines the University-wide grade descriptors.

A+	90-100	Outstanding depth and breadth of analysis
A	80-89	Superior work, well above satisfactory analysis
B	70-79	Strong work, satisfactory analysis
C	60-69	Competent work, meets basic requirements
D	50-59	Minimally acceptable work
E	Below 50	Fail

Important Policies:

Policies for Assignment Deadlines

Both multiple choice tests will be run through OWL with a 2-hour window to respond during class time (10:30-12:30). Once the test is in progress, students must complete all the answers at that time, since they cannot ‘save’ and return to the test later. Students who miss or do not complete a quiz for any reason, including reasons beyond their control, will be given an alternate assignment (e.g., a 500-word take-home essay due within 24-hours).

All written assignments are to be submitted electronically to the instructor and are due on or before the date and time specified under “Methods of Evaluation” for each assignment. A 5% deduction per day will apply to late papers. including papers submitted after the specified time. This means, if your assignment is due at 10:30 AM and you submit it electronically at 10:31 AM, it will be considered late. Please see the Instructor in advance of the due date if an extension is required. Further information on “Academic Consideration for Missed Work” is below. Assignment objectives and rubrics will be posted on OWL, as well as discussed in class via Zoom.

Should you have a concern about the grade you received for an assignment, you **must wait 24 hours** from the receipt of the grade (on OWL) to contact the instructor. In doing so, please make an appointment and prepare in writing, with strong analytical evidence, why you feel your grade does not reflect what you know. The point of this exercise is to demonstrate to the instructor that you understand the material analytically, can articulate that knowledge succinctly and clearly, and can back it up with appropriate evidence. Please be aware that in requesting a grade reassessment, your grade could go up/down/or stay the same. Note that calculations errors (which do occur!) should be brought to the instructor’s attention immediately.

Academic Consideration for Missed Work

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence (SRA) form online provided that the absence is **48 hours or less** and the other conditions specified in the [Senate policy](#) are met. Two important exceptions to this rule: SRAs will not be allowed for final examinations or assessments worth more than 30% of a given course. *In other words, the SRAs do not apply to the Creative Assignment and the Take-Home Assignment in this course.*

Students whose absences are expected to last **longer than 48 hours**, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 SRAs, the absence is during the final exam period), may receive academic consideration by submitting a [Student Medical Certificate](#) (for illness) or other appropriate documentation (for compassionate grounds).

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work and are encouraged to make appropriate decisions based on their specific circumstances.

https://counselling.ssc.uwo.ca/procedures/having_problems/Self_Reported_Absence.html

A Note on Plagiarism

Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major scholastic offence (the Scholastic Offence Policy can be viewed in the Western Academic Calendar and below, under “Scholastic Offences”).

Plagiarism Checking

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (www.turnitin.com).

Accessibility Options

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 519 661-2111 x 82147 for any specific question regarding an accommodation.

Information regarding accommodation of exams is available on the Registrar’s website:

www.registrar.uwo.ca/examinations/accommodated_exams.html

Scholastic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following web site:

www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Mental Health

Students who are in **emotional/mental distress** should refer to Mental Health@Western (http://uwo.ca/health/mental_wellbeing/index.html) for a complete list of options on how to obtain help.