



Course Syllabus

Course Number: MD 654	Academic Year: 2022-2023
Course Title: Colonization and De-colonization	Semester: Winter
Instructor: Donnie Begay	Course Start Date:
Office Hours: Mon 1:00PM (MST) or by appointment	Course Finish Date:
Email: donniebegay1@gmail.com	Start Time: Mondays – synchronous class 10:30 PST/11:30MST/12:30 CST/1:30EST Wednesday – asynchronous class
Phone: (575) 621-0077	Credit Hours: 3
TA if any:	Class Location: Virtual synchronous / asynchronous

To access your course material, please go to: <http://academics.naiits.com>

Course emails will be sent to the email address provided when you enrolled with your institution

ALL courses will have a course site built on the NAIITS Moodle platform for the purpose of communication and placement of materials for student access, in addition to student course evaluations. Login credentials and access to the Moodle platform and the DTL2 will be provided on confirmation of registration by your institution.

I. COURSE DESCRIPTION

This course focuses on contemporary theories regarding colonization and decolonization emerging out of Indigenous studies, critical ethnic studies, and post colonialism studies. Attention is paid to the relationship between race, colonialism, and gender. Students will explore how these theories intersect with Christian theologies and spiritual practice. This course will consider the critiques made by Indigenous and postcolonial scholars of the methodological approaches used in the humanities and social sciences for their complicity in colonialism. It will examine various attempts to “decolonialize” methodology and to construct Indigenous and postcolonial methodological approaches to society and community. Students will work to develop their own philosophical and methodological approaches to decolonization.

II. LEARNING OUTCOMES

Through the course readings, assignments, discussions, and lectures students will:

- Be able to dialogue about the main points which will be raised in readings and dialogues;
- Have developed the ability to differentiate key streams of thought worldwide in the subject area and articulate a personal aptitude in your own thinking about them;
- Be able to demonstrate a competent holistic understanding of the arguments and performs used within this field of study;
- Have developed an ability to apply these understandings in a research context through the papers and in an online dialogue with colleagues.



III. COURSE REQUIREMENTS

A. REQUIRED READING:

King, Thomas. *The Inconvenient Indian*. Minneapolis MN: University of Minnesota Press, 2018.

Coulthard, G. S. *Red skin, white masks: rejecting the colonial politics of recognition*. Minneapolis, MI: University of Minnesota Press, 2014.

NOTE: These texts are available in e-book or PDF format on the NAIITS Digital Theological Library (DTL2)

B. RECOMMENDED READING/Resources:

Articles

Nichols, Robert. "Indigeneity and the Settler Contract today." *Philosophy & Social Criticism* 39, no. 2 (February 2013): 165-186, first published on January 16, 2013. [Link Here](#)

Smith, Andrea. "Native Studies at the Horizon of Death; Theorizing Ethnographic Entrapment and Settler Self-Reflexivity." *Theorizing Native Studies*, ed. Simpson, Audra & Andrea Smith (Durham, NC: Duke University Press, 2014): 207-234.

Finley, Chris. "Violence, Genocide, and Captivity: Exploring Cultural Representations of Sacajawea as a Universal Mother of Conquest." *American Indian Culture and Research Journal* 35, no. 4 (2011): 191–208. [Link Here](#)

Sharma, Nandita, and Cynthia Wright. "Decolonizing Resistance, Challenging Colonial States." *Social Justice* 35, no. 3 (113) (2008): 120–38. [Link Here](#)

Note: Other articles assigned for reading or for other class assignments (as noted below) will be made available in class.

C. ASSIGNMENTS AND GRADING

In support of the objectives and expectations outlined above, the following assignments are required for this course. Please note that more instructions will be provided on assignment sheets distributed in class and via NAIITS Moodle Community Learning Platform. An account will be set up for you on the NAIITS Moodle platform once your enrolment is confirmed with the registrar at your respective institution.

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1. **Class Discussion on Moodle** Due: reflection each Thursday, response each Sunday (20%)

Each week during the course, a discussion question will be posted on Moodle. Each student should write an **initial reflection to the question by Thursday**, followed by a **response to two other students' reflection by Sunday**. Online “netiquette” should be followed so that the conversation stays informed, healthy and productive. Each initial reflection will receive a mark out of 4 and each response to another post will receive a mark out of 1 (i.e., each week on Moodle is out of 6 marks).

Initial reflection rubric:

- 4** - Excellent: thorough engagement with the writing prompt/original post, thoughtful response demonstrates understanding and a personal involvement and interpretation of the material in question
- 3** - Competent: engages well with the writing prompt/original post, demonstrates an intellectual understanding of the material in question
- 2** - Improvement Needed: some engagement with the writing prompt/original post, but either not a good demonstration of understanding or misses responding to some key aspects of the material in question. Reflection may also be written in a way that presents as antagonistic or disrespectful (i.e. does not follow basic “netiquette”)
- 1** - Unacceptable: little engagement with the writing prompt/original post, little or no reference to the relevant material. Reflection may also be written in a way that presents as antagonistic or disrespectful (i.e. does not follow basic “netiquette”)
- 0** - Incomplete: too little or no interaction with the online writing prompt/original post

Responses x2:

- 1** - Complete: respectful, thoughtful, continues conversation
- 0** - Incomplete: disrespectful, irrelevant, discourages healthy/productive conversation

2. **4 Mat -Reading’s summaries (3x10%)** Due: TBD (30%)

Three reading 4MATs will be used to assess your comprehension of the assigned material and to help you prepare for class discussion. These will be based on three articles, videos, or podcasts assigned throughout the course. Reading notes will assist in writing 4MATs so you are encouraged to make them as you read. Each 4MAT will count toward your grade. See the appendix for how to write a 4MAT and for the 4MAT rubric.

3. **Book Review** Due: TBD (25%)

Each student will select one of the required texts listed in the syllabus to engage with in a critical book review. Each paper should be 2000-2500 words (7-9 double-spaced pages). The paper should:

- Briefly summarize the main argument of the book words (2 pages).

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- Identify areas of concern or questions you have about any theological dilemmas the authors have identified for the work of doing Indigenous theology; suggest ways in which these might be resolved. (2 pages)
- Explain any new insights you have gained from reading this book (2 pages).
- Apply some of these insights to your personal context (1-2 pages).

4. Final Integration Paper Due: TBD (25%)

A 8-10 page second paper of a more substantive nature that engages the entirety of the course content with respect to a selected area of discussion. Each student will write an integration paper of 8-10 pages (2000-2500 words) in length. The area of discussion for this paper must be approved by the instructor(s) and will require engagement with scholarly sources. The paper must be thesis-driven and reflect the elements of good essay writing. More instructions will follow in class.

Additional helpful resources for your essay may also be found at:

- iPortal (Indigenous Studies Portal): <http://portal.usask.ca/>
- Your library's databases:
- UBC's Indigenous Foundations portal: <https://indigenousfoundations.arts.ubc.ca/home>
- *Canadian Journal of Native Studies*: <https://www.brandonu.ca/native-studies/cjns/> (also in the library)

D. TEACHING and LEARNING TOGETHER

Workload Workload is calculated on the assumption of approximately two hours of work outside of class for every single hour in class. Class time is the total of asynchronous and synchronous activities which are normally the equivalent of up to three hours per week. (An average reading speed of 20-30 pages/hour is the speed on which calculations for reading are based.) Including 30-35 hours of class time, up to 120 hours can be expected as work time for this course.

Asynchronous activity	Synchronous class time	Reading and Assignments
*Hours: 18	*Hours: 20	Hours: 76

*Asynchronous and synchronous activities normally add to between 30-40 hours.

Class Attendance Attendance at, and participation in, all class times (synchronous and asynchronous) is expected. Students who miss more than three hours of unexcused class time may be docked one full letter grade (e.g. a "B+" becomes a "C+") from the final course grade. Please note that the attendance policy includes all hours of synchronous and asynchronous time each week.

Course Materials Any video or audio content that is downloaded from the NAIITS Moodle platform or recordings of class sessions should not be kept by students after the end of the course.

Smart phones and Computers While a class is in session, students (either in person or virtually) must consider the effect of their activities on others. Activities not germane to a class session, and alerts and sounds emitted by digital devices, are distracting to others. Therefore, unless needed

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for participation in class, such devices should be muted, and non-class use should be avoided. If there is a potential emergency (e.g., spouse who could go into labour, a dependent alone and sick at home) the instructor should be consulted in advance and give consent to the possible interruption. The instructor has the right to ask students and auditors to cease distracting activities and to mute or put away noise-emitting devices.

Respect for Others

When we study, particularly in theology or other humanities, we sometimes encounter people who champion views with which we may disagree. At NAIITS we work hard to listen to, and respect all people, especially those with whom we disagree. Dialog and debate inside and outside of class should be carried on with an attitude of respect and courtesy.

Inclusive Language

Students are required to use inclusive language when referring to people, both in class and in written assignments.

Submitting Assignments

Assignments should be submitted (normally on the NAIITS Moodle or by email) in the manner specified by the instructor. Assignments are normally returned within three to four weeks of submission.

Format

All assignments submitted electronically should be submitted in MS Word only, 12 pt, double-spaced, Times New Roman font, unless alternate arrangements have been made with the instructor.

Late policy:

Late assignments that are submitted within two weeks after the due date may still be accepted, with a penalty of 2% of the assessed mark per day. Assignments submitted more than two weeks late will normally not be accepted since other students are waiting to receive their graded assignments back and many faculty members grade all submissions together to ensure fairness. Faculty may grant extensions within the term for assignments. Extensions beyond the end of term may not be granted by instructors. If the end of term is approaching, students facing extenuating circumstances (such as a death in the family, health issues, etc.) may appeal in writing through Student Services to the Academic Circle who may grant their petition for a 45-day extension beyond the end of term. Students who may need extensions more frequently due to chronic health problems should provide medical documentation of their condition to Student Services at the beginning of the term. Assignments due at the end of term are subject to the published due dates.

Assignments

Students should take care to submit only their own work, and to submit only work that has been personally and newly prepared for this course. Unless permission has been granted by the instructor, the submission of one paper—even when altered—for two courses, is not acceptable; this includes work done for previous courses in this or another institution. Submitting a paper prepared by others, whether as a favour or for pay, is not permitted. If you seek assistance with an assignment, it must be limited to your grammar and methods of presentation of your discussion, and not to the content.

Students are expected to refer to the *2017 - 2018 Chicago-Style Format Guide* and to



access other learning materials on NAIITS Moodle platform (<https://academics.naiits.com>).

- Plagiarism** Plagiarism is a serious matter and is not tolerated. It is important that every student be aware of what it is and what it is not. Please consult the tutorial “*You quote it, you note it*” on the NAIITS Moodle. Please remember that plagiarism is considered lying and can lead to dismissal from NAIITS. Instructors may use plagiarism detection software for checking student assignments.
- Auditors** Auditors are students who are not taking the course for academic credit but who choose to sit in on the class for personal growth. Auditors who wish to speak in class are expected to read all required reading and may participate in class to the extent determined by the instructor. Since auditors do not pay the full tuition amount, they are not normally entitled to have assignments read or graded by the instructor.
- Course and Program Assessment** Faculty members at NAIITS are required to maintain samples of their work that includes course syllabi, teaching materials, quizzes / tests / exams, and a selected sampling of student work. Students are therefore advised that copies of some graded materials will be retained by the instructor for the purpose of providing this documentation. Final course assignments (e.g. exam or final paper) are kept by the instructor for one year.

E. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Students should consult their institution’s current *Academic Calendar* for academic polices on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System. The Academic Calendar is posted at...

All assignments/assessments will be emailed to the instructor or submitted directly on the course site on Moodle to avoid delay or even loss of assignments in transit. The student will be expected to produce a time-stamped electronic confirmation that the paper was sent and received if requested.

For proper citation style, consult: https://www.chicagomanualofstyle.org/tools_citationguide.html or the full edition of the <https://www.chicagomanualofstyle.org/home.html> especially Ch. 14. For citing scripture texts, refer to sections 10.46 to 10.51 and 14.253 to 14.254.

F. COURSE EVALUATION

NAIITS and its partners value quality in the courses offered to their students. End-of-course evaluations provide valuable student feedback and are one of the ways that we work towards maintaining and improving the quality of courses and the student’s learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive an email with a link to the online course evaluation. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

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Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed.

G. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

What does asynchronous mean? Asynchronous learning is the expectation that you will use 1.5 hrs each week on Wednesdays to complete interactions on Moodle and interact via email or Moodle with instructors and other students in order to complete the required assignments or engage more with the class material. Class/Moodle participation, both synchronous and asynchronous, is worth 20% of your final grade.

	Assignment	Due	% of Grade
1.	Reflections / Responses on Moodle Classroom Discussions	Reflection due Thurs, two responses due by Sun	20%
2.	4 Mat Reading Summaries		30%
3.	Book Review		25%
4.	Final Integration Paper		25%
TOTAL			100%

COURSE OUTLINE

***Please note: as we are engaging with several different institutions for this course, there will be different reading week dates and we cannot accommodate them all. We have chosen Thanksgiving week as our reading week. Therefore, if the reading week at your institution is different, you are still expected to engage online and in class during your institution’s reading week.**

***Please note that the readings column is incomplete and subject to change. It will be confirmed as we move throughout the course.**

Unit	Topics and Readings
Week 1:	Orientation and Q&A on syllabus, course delivery, assignments, and other related issues
Week 2:	<p>Colonialism Comes Ashore</p> <ul style="list-style-type: none"> Inconvenient Indian Ch. 1 & 2



<p>Week 3:</p>	<p>“Knowing” Natives & Settler Identity</p> <ul style="list-style-type: none"> ▪ Smith, Andrea <i>Native Studies at the Horizon of Death; Indigeneity, Settler Colonialism, White Supremacy</i> ▪ Chris Finley, <i>Violence, Genocide, and Captivity: Exploring Cultural Representations of Sacajawea as a Universal Mother of Conquest</i>
<p>Week 4:</p>	<p>What Indians Want</p> <ul style="list-style-type: none"> ▪ Inconvenient Indian Ch. 3, 4, 5
<p>Week 5:</p>	<ul style="list-style-type: none"> ▪ Inconvenient Indian Ch. 6, 7, 8,
<p>Week 6:</p>	<p>Politics of Recognition</p> <ul style="list-style-type: none"> ▪ Coulthard Glen, <i>Red Skin, White Masks</i> (Chapter 1 & 2)
<p>Week 7:</p>	<ul style="list-style-type: none"> ▪ Coulthard Glen, <i>Red Skin, White Masks</i> (Chapter 4 & Conclusion)
<p>Week 8:</p>	<p>Anti-Blackness/Settler Colonialism/Raciality</p> <ul style="list-style-type: none"> ▪ Robert Nichols, <i>Indigeneity and The Settler Contract</i> Cedric Sunray, <i>Blood Policing</i> ▪ Inconvenient Indian Ch. 9
<p>Week 9:</p>	<p>Bonita Lawrence: Decolonizing Anti-racism</p> <ul style="list-style-type: none"> ▪ Nandita Sharma and Cynthia Wright, <i>Decolonizing Resistance, Challenging Colonial States</i> ▪ Inconvenient Indian Ch. 10
<p>Week 10 - Week 12</p>	<p>Book Review Discussions</p>



H. SELECTED BIBLIOGRAPHY

Alfred, Taiaiake. *Wasáse: Indigenous Pathways of Action and Freedom*. University of Toronto Press, 2005.

Coulthard Glen Sean, *Red Skin, White Masks: Rejecting the Colonial Politics of Recognition*. Minneapolis: University of Minnesota Press, 2014.

Finley, Chris. “Violence, Genocide, and Captivity: Exploring Cultural Representations of Sacajawea as a Universal Mother of Conquest”. *American Indian Culture and Research Journal* (2011) 35 (4): 191–208.

Fanon, Frantz, *The wretched of the earth*. New York: Grove Press, 1968.

Lawrence, Bonita, and Enakshi Dua. “Decolonizing Antiracism.” *Social Justice* 32, no. 4 (102) (2005): 120–43.

Sharma, Nandita, and Cynthia Wright. “Decolonizing Resistance, Challenging Colonial States.” *Social Justice* 35, no. 3 (113) (2008): 120–38.

Smith, Andrea. “Chapter Eight Native Studies at the Horizon of Death: Theorizing Ethnographic Entrapment and Settler Self-Reflexivity” *In Theorizing Native Studies* edited by Andrea Smith, 207-234. New York, USA: Duke University Press, 2014.

Smith, Andrea. “4. Indigeneity, Settler Colonialism, White Supremacy” *in Racial Formation in the Twenty-First Century* edited by Daniel Martinez HoSang, Oneka LaBennett and Laura Pulido, 66-90. Berkeley: University of California Press, 2012.

Sunray, Cedric. “Blood Policing.” *In Native Studies Keywords*, edited by Stephanie Nohelani Teves, Andrea Smith, And Michelle H. Raheja, 209–20. University of Arizona Press, 2015.

I. INSTIUTUTIONAL SPECIFICS

It is the responsibility of the students to be familiar with academic policies and procedures related to NAIITS and its partners through which you are studying NAIITS policies and procedures can be found at:

- <https://www.naiits.com/academiccalendar>

J. APPENDIX “I”

4MAT METHOD

Each 4Mat consists of four sections, on two pages, single-spaced with title and your student information as follows:

1st Page

Article name/Author
Instructor(s) D. Begay

Student Name
Student ID number

(a) Abstract Summary



2nd Page

- (b) Concrete Stories/ Memories Evoked by reading
- (c) Reflection Expressed in Questions
- (d) Action: What I Must Do with what I learned

Bernice McCarthy, the developer of this tool, describes the content of each of the four sections as follows:

(a) **ABSTRACT: Reader's Digest Summary.** Simply summarize the content of the assigned reading in your own words. Avoid just indicating the topics. There should be NO personal commentary or attempt to evaluate the content of the materials. Just summarize what the author or authors say. Include as many of the key concepts and ideas as you can. Strive to be both comprehensive and intensive. Your summary should be stylistically correct, coherent and clear. The abstract should be one single-spaced page in length. Sorry, no type fonts below number 12 please! Some assignments include more than one chapter and some more than one author. Summarize the whole reading assignment. The readings are all related, so you can integrate the readings into one summary on page one. By this I mean that some readings may illustrate the material in other readings or modify it in some way.

Remember that meaning making requires first that you transform the reading materials into your OWN words. Effective "note taking" is more than capturing another person's words; it requires transforming a communication into your own language and symbols. Use explicit and visible QUOTE marks to identify the author's words. All other written material not clearly cited should be your own constructions and abstracted summaries of what you read.

(b) **CONCRETE STORIES and MEMORIES EVOKED BY READING: Get Vulnerable!** Describe one or two personal experiences which reading this material reminded you of. Here is your chance to be a storyteller. Tell it here in "first person," describing action, quoting exact words you remember hearing or saying. Be as specific and concrete as you can, including who, what, when, where details. Make sure, however, that your personal anecdotes are clearly grounded in the concepts of the reading assignment. The "Concrete" section should not exceed half a page.

If you can connect what you are reading and hearing with what you have previously lived or observed, you will be profoundly changed by the class. If you cannot connect the semester with past and present personal realities, you will never be able to teach or use what you are learning with any conviction and effectiveness. **REFLECTION EXPRESSED IN QUESTIONS: What questions popped up** as you read this material? Keep a rough note sheet at hand as you read so you can write them down. Then simply list three or four of them. Your questions may be critical or grounded in spontaneous curiosity or naive yearning for solutions. Make sure, however, they relate directly to the MATERIAL CONTENT of the reading materials NOT to the experience(s) you have just described in b. This section should take up about one fourth to a third of a page.

(c) **ACTION: WHAT I MUST DO WITH WHAT I LEARNED. So What Are You Going to Do about it?** All ministry related learning MUST lead to acts of ministry—whether through transformation of your inner person or your acquiring of useful knowledge or skills. Here describe what you simply must DO if you keep faith with what you have now discovered as a result of reading this material. Ideally, your actions will comply with the acronym **MAST**. They will be Masurable, Attainable, Specific and achievable within a

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given Time frame. For example, “For the next month during my quiet time, I will meditate on a symbol called forth by my Bible reading.” Do not report reflective responses like “I need to learn or read more about Christian symbols.” This section should comprise one fourth to one third of a page.

McCarthy, Bernice

1987 *The 4MAT System: Teaching to Learning Styles with Right/Left Mode Techniques*. Rev. ed. Barrington, IL: Excel, Inc.

4-MAT Reflection Paper Grading Template

Category	Areas of Evaluation (if box has an X, this area was lacking)	%
Abstract Summary	<input type="checkbox"/> Includes key concepts and ideas from all readings, not just “talking about” the reading <input type="checkbox"/> Synthesizes authors’ ideas into own words and, when called for, integrates concept from multiple readings <input type="checkbox"/> Uses direct quotes appropriately <input type="checkbox"/> Shows ability to listen and observe from authors, withholding judgment <input type="checkbox"/> Demonstrates a clear understanding of concepts <input type="checkbox"/> Includes no authorial references, personal commentary or evaluation	30
Concrete Stories & Memories	<input type="checkbox"/> Specific, concrete description including actions, words, feelings, details <input type="checkbox"/> Shows ability to be vulnerable and authentic <input type="checkbox"/> Shows engagement with and reflection upon the material, demonstrating ability to connect meaning with personal experience <input type="checkbox"/> Clearly shows the connection between the story and/or memory and the concepts of the reading	20
Reflection Expressed in Questions	<input type="checkbox"/> Shows critical evaluation (criticism and/or praise) of material presented <input type="checkbox"/> Expresses evaluation and/or expresses curiosity or desire for further knowledge or understanding in the form of a question <input type="checkbox"/> Demonstrates engagement with and reflection upon the material; questions relate to the concepts	20
Action	<input type="checkbox"/> Actions are clearly connected to the concepts, showing engagement and reflection Actions are authentic and life applicable/useful <input type="checkbox"/> Actions are MAST: <u>M</u> easurable, <u>A</u> ttainable, <u>S</u> pecific, and achievable within a given <u>T</u> ime frame <input type="checkbox"/> Actions are not generalized, idealistic and/or unrealistically ambitious	20

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<p>Form, Style & Time-lines</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Uses proper grammar (complete sentences; correct punctuation, capitalization and spelling; etc.) <input type="checkbox"/> Uses inclusive language where called for <input type="checkbox"/> Conforms to style requirements (font size, margins, spacing, length, etc.) <input type="checkbox"/> Appropriately and consistently applies style guide in use of quotations and reference to sources <input type="checkbox"/> Assignment submitted by deadline or within parameters previously agreed upon with instructor <input type="checkbox"/> Assignment in a timely fashion allowing adequate time to read and respond 	<p>10</p>
<p>TOTAL</p>		<p>100</p>