

# Truth, Reconciliation, and Settler Colonialism

POL 377 H1F | Sidney Smith Hall 1070 | Tuesdays 6-8pm EST



REDress Project by Jaime Black (Métis)

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## **COURSE DESCRIPTION**

This course examines settler colonialism in reconciliation policies and their regimes of truth. We will discuss material realities, theories, and critiques of settler colonialism through the truth and reconciliation commission. The course is centered on the Truth and Reconciliation Commission of Canada. It also tracks truth and reconciliation commissions and their globalized ideologies in South Africa, Kenya, Ghana, Maine, and Hawai'i. As a comparative political study that is transnational and intersectional, we will address the following questions: What is truth and reconciliation?; How do truth and reconciliation commissions, and the ideologies produced through them, manufacture justice and injustice?; What do the political functions and consequences of these commissions teach us about settler colonialism?; How are the commissions and their ideologies structured by and further settler colonization while also revealing limits to it? To answer these questions, we will explore relevant primary sources, from the Truth and Reconciliation Commission of Canada to the National Inquiry into Missing and Murdered Indigenous Women and Girls, and an array of secondary sources from the fields of Indigenous studies, African studies, political science, anthropology, history, sociology, and human rights.

## **COURSE APPROACH**

This course is organized into three parts:

*Updated: September 30, 2019*

- Part I – Truth and Reconciliation in Canada
- Part II – Global Case Studies
- Part III – Colonial Heteropatriarchy in the Settler-State

### **COURSE OBJECTIVES**

By the end of this course, students should be able to:

- Understand theories and critiques of settler colonialism
- Critically evaluate truth and reconciliation commissions and their manufactured ideologies
- Comparatively analyze the politics of truth and reconciliation across the globe
- Engage in scholarly and empirical debates about truth and reconciliation, settler colonialism, and Indigenous decolonization
- Imagine, discuss, and write critical analysis in the concentration of Indigenous politics

### **PROFESSOR RESPONSIBILITIES**

Each time that we meet, you should expect that I will:

- Arrive to class prepared and organized
- Convey passion for the material
- Conduct class in a manner that is thorough and engaging
- Respect each student's individuality as a person and a learner
- Push you to become outstanding scholars

### **STUDENT RESPONSIBILITIES**

Each time that we meet, I will expect you to:

- Complete the readings, summaries, and essays
- Pose questions for clarification or extension of points
- Participate actively in discussion and group work
- Respectfully engage your professor and peers
- Contribute positively to a safe classroom climate

### **REQUIRED MATERIAL**

- David Macdonald, *The Sleeping Giant Awakens: Genocide, Residential Schools, and the Challenge of Conciliation* (Toronto: University of Toronto Press, 2019)
- All other required readings are available in Querqus on Course Reserve

### **COURSE POLICIES**

1. **Accommodations:** If you have or acquire a disability that may affect your participation in class, I will do my best to accommodate your needs (e.g., you may need more time on assignments, material in Braille, alternative assignments because of PTSD triggers). To help in this process, please register with Accessibility Services. You can do this over the phone (416-978-8060) or via email ([accessibility.services@utoronto.ca](mailto:accessibility.services@utoronto.ca)). You can also go to their office (455 Spadina Avenue, 4<sup>th</sup> Floor, Suite 400, Toronto, ON, M5S 2G8). To ensure that the necessary accommodations are made, contact me or have a representative from Accessibility Services contact me as soon as possible so your needs can be met in a timely manner.
2. **Emergency Absences:** If you are absent from class for personal issues, injury, illness, or other medical reasons, you can submit one type of official medical documentation so that it can be excused. There are four types of documentation: UofT Verification of Illness or Injury Form ([illnessverification.utoronto.ca](http://illnessverification.utoronto.ca)); Student Health or Disability Related Certificate; College Registrar's Letter; Accessibility Services Letter. An excused absence will not count against your attendance grade. Absences that are unexcused will count against your attendance grade.

3. **Academic Integrity:** This course follows the rules and regulations on academic integrity established by UofT. We should communicate and act in our class community and coursework with honesty, trust, fairness, respect, responsibility, and courage, in accordance with the International Center for Academic Integrity's definition which UofT endorses. You are required to understand and adhere to the Faculty of Arts and Science's Code of Behavior on Academic Matters. More information on academic integrity and what constitutes misconduct is available online: [governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019](http://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019).
4. **Submitting Assignments:** All assignments, except Essay 3, are due Mondays by 11:59pm EST and to be submitted electronically through Querqus ([q.utoronto.ca](http://q.utoronto.ca)). Normally, students will be required to submit their course essays to Turnitin.com for review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site. You may opt-out of using Turnitin.com. In that case, I will offer alternative methods for essay submission.
5. **Remarking:** You may submit a formal request for remarking after receiving work back, but no later than 2 weeks after it was returned. The request, submitted through Querqus, should include a rationale for remarking that will be evaluated to determine whether or not remarking is granted. I will remark the submission and return it no later than 2 weeks from the date remarking was granted. There is an appeal process that you can read more about online: [teaching.artsci.utoronto.ca/teachinginas/academichandbook-jitreminders/#remarkingpolicy](http://teaching.artsci.utoronto.ca/teachinginas/academichandbook-jitreminders/#remarkingpolicy).
6. **Late Work:** No late submissions for assignments will be accepted.
7. **Online Communication:** Use the message function in Querqus to contact me instead of email. If you encounter an emergency, you may send an email message to notify me. In both cases, I will respond no later than 48 hours after receiving a message.

### **PARTICIPATION – 10 total points**

Participation is evaluated through attendance and in-class discussion during the term. At the beginning of each class meeting, I will take attendance with a sign-in sheet. Your signature next to your printed name documents your presence. Do not sign for anyone other than yourself. Attending class is critical to performing well on assignments and earning an excellent grade. The point scale for attendance grades is as follows:

- 0 – attended one class or none**
- 1 – attended at least 3 classes**
- 2 – attended at least 5 classes**
- 3 – attended at least 7 classes**
- 4 – attended at least 9 classes**
- 5 – attended at least 11 classes**

You are expected to attend class meetings prepared to discuss the required readings. This means being prepared to discuss the material, reiterating facts or offering analysis, extensions, and questions, at moments during lectures and also in small and large group work. The point scale for discussion grades is as follows:

- 0 – No discussion**
- 1 – Very little discussion**
- 2 – Little discussion**
- 3 – Moderate discussion**
- 4 – More than moderate discussion**
- 5 – Consistent and active discussion**

### READING SUMMARIES – 15 total points

You are required to write and submit 5 reading summaries throughout the term. Each reading summary is worth 3 points. There are three components to reading summaries: thesis, summary, and application. Each component is worth 1 point and will be evaluated for accuracy and completeness. For each reading summary, you will select a single journal article or a single book chapter of required literature to summarize. You may choose a journal article or book chapter from the week(s) of a respective deadline, but not before the previous deadline. For instance, Reading Summary 2 could be written about Rachel George, Michelle Daigle, or Dian Million's work but not David Macdonald's work which is only eligible for Reading Summary 1 (refer to course schedule). Reading summaries should be single-spaced and approximately 1 page long. Do not exceed 1 page. For summaries, use the following format:

1. Citation Information: Write the author's name and article/chapter title at the top of the page.
2. Thesis: Write the author's thesis in your own words. What I mean by this is I want you to summarize the problem and proposed solution that the text discusses.
  - a. *Thesis Tips*: To assist in making sure you write the thesis as an argument, one trick is to start the sentence with the phrase, "The author argues that [problem goes here] and suggests that we must [solution goes here]." To grasp an author's thesis, you need to read the full article/chapter, but you will notice hints early on. For example, the title often reflects a central part of the thesis (problem and/or solution), and there typically is an overview paragraph or two in the introductory section that will point towards the thesis. Furthermore, although the "problem" tends to be discussed in the introduction, "solutions" are often explicated in the conclusion. It is common to get distracted by smaller main points, so to identify the thesis you'll need to thoroughly read, pull out the main points first, and then reflect: what is the overall problem that is being posed and overall solution that encompasses the whole reading?
3. Summary: In 1-2 paragraphs, identify the main points of the text. This should be the supporting arguments, not the examples the author uses to make a point. Cover the key points, but don't get overwhelmed by small examples. One way to weed out the less significant points is to consider what is essential to the thesis.
4. Application: Take one or two arguments from the article/chapter and offer an analysis of them, a discussion of why they matter, and how such arguments connect to previous readings and/or course theories and critiques. An analysis is not a personal evaluation, nor is it a discussion of superficial details such as writing style. Rather, it is a short but in-depth discussion of what you think the significance of these arguments is and, and more importantly, why they are significant. If you are struggling with this part, consider what a reading contributes to the concentration of this course: Indigenous politics. Conclude by offering one or two questions to aid in discussing the reading. These questions should generate discussion so as not to be merely factual, but for helping us unpack part of the author's argument, and/or helping us understand the author's argument in relation to other work.

### ESSAYS – 75 total points

There are three essays, which are each worth 25 total points, that you are required to write and submit. Each essay corresponds to a main part of the course. Essay 1 corresponds to Part I: Truth and Reconciliation in Canada. Essay 2 corresponds to Part II: Global Case Studies. Essay 3 corresponds to Part III: Colonial Heteropatriarchy in the Settler-State. Prompts for essays will be provided 2 weeks before they are due. For instance, you will receive the prompt for Essay 1 on October 1 and have two weeks to write and submit this essay by October 15. The essays are graded on four categories of evaluation: topicality (5 points), incorporation of required readings (5 points), analysis (10 points), and organization, spelling, and grammar (5 points). Essays should be 6-8 pages with 1 inch margins, double-spaced, and in Chicago 17<sup>th</sup> edition style and format.

### MARKING SCHEME

<b>Term Work</b>	<b>Due Date</b>	<b>Weight in Percentage</b>
Participation	n/a	10%
Reading Summaries	Sep. 24, Sep. 30, Oct. 7, Oct. 28, Nov. 25	15%
Essays	Oct. 14, Nov. 18, Dec. 4	75%

### GRADING SCALE

Percentage	Grade	GPA Value	Grade Definition
90-100	A+	4.0	Excellent
85-89	A	4.0	
80-84	A-	3.7	
77-79	B+	3.3	Good
73-76	B	3.0	
70-72	B-	2.7	
67-69	C+	2.3	Adequate
63-66	C	2.0	
60-62	C-	1.7	
57-59	D+	1.3	Marginal
53-56	D	1.0	
50-52	D-	0.7	
0-49	F	0.0	Inadequate

### COURSE SCHEDULE

	<b>Topics and Readings</b>	<b>Assignment Due</b>
<u>Week 1:</u> September 10	<b>What is Truth and Reconciliation?</b>  Read: <ul style="list-style-type: none"> <li>• Preface &amp; Introduction from <i>Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada</i></li> <li>• <i>Truth and Reconciliation Commission of Canada: Calls to Action</i></li> </ul>	
<u>Week 2:</u> September 17	<b>Colonial Genocide in Canada</b>  Read: <ul style="list-style-type: none"> <li>• Introduction and chapters 1-4 from <i>The Sleeping Giant Awakens</i> by David Macdonald</li> </ul> *September 18 is last day to enroll*	
<u>Week 3:</u> September 24	<b>The Truth and Reconciliation Commission (TRC) of Canada</b>  Read:	Reading Summary 1

	<ul style="list-style-type: none"> <li>Chapters 5-9 from <i>The Sleeping Giant Awakens</i> by David Macdonald</li> </ul>	
<p><u>Week 4:</u> October 1</p>	<p><b>Indigenous Critiques of the Canadian TRC</b></p> <p>Read:</p> <ul style="list-style-type: none"> <li>“Inclusion is just the Canadian word for assimilation” by Rachel George</li> <li>“The Spectacle of Reconciliation” by Michelle Daigle</li> <li>“An Introduction to Healing in an Age of Indigenous Human Rights” by Dian Million</li> </ul>	Reading Summary 2
<p><u>Week 5:</u> October 8</p>	<p><b>Reconciliation, Recognition, and Settler Colonialism</b></p> <p>Read:</p> <ul style="list-style-type: none"> <li>Introduction and chapters 1-3 from <i>Red Skin, White Masks</i> by Glen Coulthard</li> </ul>	Reading Summary 3
<p><u>Week 6:</u> October 15</p>	<p><b>Indigenous Resurgence for Decolonization</b></p> <p>Read:</p> <ul style="list-style-type: none"> <li>Chapters 4-5 and conclusion from <i>Red Skin, White Masks</i> by Glen Coulthard</li> </ul>	Essay 1
<p><u>Week 7:</u> October 22</p>	<p><b>Case Study: South Africa</b></p> <p>Read:</p> <ul style="list-style-type: none"> <li>Chapters 5, 6, 11, 13, and 18 from <i>I Write What I Like</i> by Steve Biko</li> <li>“History as Confession: The Case of the South African Truth and Reconciliation Commission” by Deborah Posel</li> <li>“Truth, Reconciliation, and ‘Double Settler Denial’: Gendering the Canada-South Africa Analogy” by Sam Grey and Alison James</li> </ul>	
<p><u>Week 8:</u> October 29</p>	<p><b>Case Study: Kenya and Ghana</b></p> <p>Read:</p> <ul style="list-style-type: none"> <li>“The Truth, Justice and Reconciliation Commission: A Sense of Once-Againness” and “Public Hearings: Bringing the Audience Back In” from <i>Performances of Injustice</i> by Gabrielle Lynch</li> <li>Introduction and conclusion from <i>Truth Without Reconciliation</i> by Abena Ampofoa Asare</li> </ul>	Reading Summary 4

Week 9: November 5	<b>Fall Reading Week: No Class</b>  *November 4 is last day to drop*	
Week 10: November 12	<b>Case Study: Hawai‘i</b>  Read: <ul style="list-style-type: none"> <li>• “Precarious Positions: Native Hawaiians and U.S. Federal Recognition” by J. Kēhaulani Kauanui</li> <li>• “Are Hawaiians Indians?” by Uahikea Maile</li> </ul>	
Week 11: November 19	<b>Case Study: Maine</b>  Read: <ul style="list-style-type: none"> <li>• “The Maine Wabanaki-State Child Welfare Truth and Reconciliation Commission: Perceptions and Understandings” by Bennett Collins, Siobhan McEvoy-Levy &amp; Alison Watson</li> <li>• “Truth, Healing, and Systems Change: The Maine Wabanaki-State Child Welfare Truth and Reconciliation Process” by Esther Attean, Penthea Burns, Martha Proulx, Jamie Bissonette-Lewey, Jill Williams &amp; Kathy Deserly</li> </ul>	Essay 2
Week 12: November 26	<b>Missing and Murdered Indigenous Women, Girls, and 2SLGBTQIA People</b>  Read: <ul style="list-style-type: none"> <li>• <i>Reclaiming Power and Place: Executive Summary of the Final Report</i> from National Inquiry into Missing and Murdered Indigenous Women and Girls</li> </ul>	Reading Summary 5
Week 13: December 3	<b>Colonial Heteropatriarchy in the Settler-State</b>  Read: <ul style="list-style-type: none"> <li>• “Extermination of the Joyas: Gendercide in Spanish California” by Deborah Miranda</li> <li>• “The State is a Man: Theresa Spence, Loretta Saunders and the Gender of Settler Sovereignty” by Audra Simpson</li> </ul>	Essay 3 due on Wednesday, December 4 @ 11:59pm EST

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