Warning: Truth and Reconciliation are difficult processes that will take time. The history of residential schools is very sad! Viewer discretion advised.
Acknowledgement of Territory

I would like to acknowledge that San Diego State University is located on the traditional territory indigenous groups. To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of the United States, Mexico and San Diego.

I would like to acknowledge my privilege visiting this territory for the first time.
You CAN Handle the Truth … and Reconciliation! Decolonizing information literacy approaches

Western Association of Map Libraries (WAML) Conference 2018
September 14, 2018
Francine Berish
Outline

1. Introduction to:
   i. Truth and Reconciliation Commission (TRC) Reports
   ii. Residential Schools System
2. Gaps with maps!
3. Decolonizing information literacy best practices
4. Example approaches
   i. One-shot session
   ii. Term-length / course example
Ambitious Abstracts & the Ongoing Learning Process

In 2009, the Canadian Truth and Reconciliation Commission (TRC) began a multi-year reporting process to expose the 150-year history and traumatic legacy of the Residential Schools system that oversaw the assimilation of over 150,000 indigenous peoples by church actors. The TRC final report includes a summary, principles, a call to action, and accounts from survivors, thousands of whom suffered physical and sexual abuse. According to the executive summary of the report “[Reconciliation] requires that the paternalistic and racist foundations of the residential school system be rejected as the basis for an ongoing relationship.” This presentation will provide one-shot and term-length teaching examples outlining how the land ownership-centric biases of traditional cartographic materials are a great starting point for class discussions working towards decolonized information literacy approaches.
Canadian Heritage Minutes: Chanie Wenjack

https://youtu.be/v_tCCpKtoU0
The Scream by Kent Monkman
84" x 126" – 2017 Acrylic on Canvas
http://www.kentmonkman.com/painting/2017/1/20/the-scream
Challenges finding maps
Has anyone attended this?
- Self Governance tool
- We don’t always see the outputs for Ownership Control Access Possession reasons.
- Uses Esri Software
“Even when "map" is defined as broadly as in this volume [History of Cartography], evidence for the existence of maps in the native Indian, Inuit, and Aleut cultures of North America is scattered, uneven, and plagued with problems of interpretation. In addition, since all cultures are in a constant state of change, it is not always possible to draw hard and fast boundaries between "Indian" and "European" cartographies or to ascertain what is truly "traditional," "indigenous," or "original." “
European interpretation of performed cosmology

Fig. 4.11. Reconstruction of a Virginia Algonquian cosmography. This reconstruction is based on the model of the world by Powhatans described by John Smith (Generall Historie of Virginia [1624], 48). The Indians’ model was constructed in the course of three days of incantations during the time they held Smith captive in 1607. See figure 4.12 for a contemporary engraving of the event, in which, however, the only common component is the central fire.

Fig. 4.12. Virginia Algonquians (Powhatans) modeling a cosmographical map in 1607. This is one of six scenes illustrating John Smith’s adventures that surround a map of Virginia. The ceremony depicted involved the construction of an ephemeral cosmographical map. See figure 4.11 for a modern reconstruction of the model.

Different Strokes for different folks!

- Cariboo skin map for navigating the complex coastline of British Columbia. Instead of trying to capture the shape of coastline, a good days paddle was the proxy for distance for the points along the line.
- In Eastern North American, gestural maps denoting the shape of the coastline using hands are more common.
- In the arctic, familiar places, the sun and the stars are important reference points.
One-shot instruction example

HIST 484/803: Topics in Irish History 1798 to the Present
One-shot instruction example

HIST 484/803: Topics in Irish History 1798 to the Present

Q: What are the numbers on the map?
A: Numerical value in the centre of a field means the acreage of that field.

Q: Why would the acreage and quality of land be important to know?
A: Taxes!
Mind the gap!

• Most first and post contact mapping in North America has a colonial and exploitative flair

• Pre-contact mapping examples such as rock art and man-made mounds aren’t universally recognized as maps

• Why can’t I find resources from new mapping initiatives?
  – Ownership, Control, Access and Possession Principles (OCAP) [https://fnigc.ca/ocapr.html](https://fnigc.ca/ocapr.html)
Decolonization Best Practices

1. Leverage the local experts, tools and services available to you
2. Collaborate with deeply engaged faculty
3. Include a knowledge keeper, Elder or indigenous person
4. Leverage existing literature like *Decolonizing Methodologies: Research and Indigenous Peoples*
5. Acknowledge that learning is ongoing
“To many of us in Kingston, history means Sir John A. Macdonald and limestone buildings,” says Dr. Murray. “This course will explore the Indigenous history of the land and ask students to examine their own relation to the colonial history of Kingston, and by extension, Canada.”
John A. McDonald is primarily known as the 1\textsuperscript{st} Prime Minister of Canada. He also started the residential school system. In Canada not unlike the States, there’s debate surrounding what to do with monuments, statues and schools representing oppressive legacies.

(“Victoria will become first Canadian city to remove statue of Sir John A MacDonald”, August 2018 \textit{VICE} & “Renaming John A. Macdonald schools is part of reconciliation, argues professor”, August 2017 \textit{CBC}
Welcome to the Studio

72" x 288" - 2014
Acrylic on canvas

Welcome to the Studio (zoomed)
72" x 288" - 2014
Acrylic on canvas
“According to your Directions I have purchas’d from the Missasauguas all the Lands from the Toniata or Ouagara River to a River in the Bay of Quentie within Eight Leagues of the Bottom of said Bay including all the Islands, extending from the Lake Back as far as a man can Travil in a day, the Chiefs Claiming the Lands at the Bottom of the Bay Could not be got together at the Present.”
Term-length instruction student presentation examples:

- One student walked as far as they could in a day and reported on the experience.
- Another auctioned off flowers named after islands. Following the auction admitted that they were picked from the Professor garden without permission.
- One student made an Oregon Trail/ X-Country Canada style video game where 3 different characters (carrying different things and with different skills) explore how far they could get in a day – all of the characters die (in different ways).
Leveraging local experts, tools and services

E.g. Reaching out teaching and learning support specialists and aboriginal student centers / associations to respond to calls to action to decolonize curriculum by TRC

ENGL467 included opening and closing ceremony with an indigenous knowledge keeper. Class prepared tobacco offering; a practice when making a request to a knowledge keeper, Elder or indigenous person.
Ian Fanning, Ph.D.

Educational Developer Indigenous Curriculum and Ways of Knowing

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Background:

Ian identifies as Algonquin/settler. He is a non-status member of Shabot Obaadjiwan Algonquin First Nation in Sharbot Lake. His research interests include Critical Indigenous Masculinities Studies, Indigenous feminisms, ritual theory, colonial Christianities, the impact of lateral violence in Indigenous communities, and ongoing attempts to “Indigenize” the academy. Previously, Ian worked as
**Title:** Project Intern  
**Location:** Queen’s University Library  
**Number of positions:** 1  
**Salary:** $40,000

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**Job Description:**
Reporting to the Head Education Librarian and working on some projects with the Vice-Provost (Digital Planning), the project intern supports the development of library information services and university digital planning. Specific responsibilities include:

- Assist librarians, working in collaboration with Indigenous scholars at Queen’s, to develop and assess Indigenous collections, inform services supporting learning and research, and develop inclusive library spaces.
- Work with the library’s Learning Organization Working Group to design and deliver learning programs aiming to expand library staff understanding of Indigenous cultures.
- Support the Queen’s Digital Planning Project Group in ensuring inclusive stakeholder engagement and managing a web presence that showcases Queen’s digital innovations.
- Duties associated with these projects may include researching selected topics, developing web guides, report writing, designing and delivering workshops and presentations, scheduling and other tasks as assigned.

**Job Qualifications**
Must have Indigenous ancestry and demonstrated connection with an Indigenous community and other Indigenous networks. Excellent organizational, research and writing skills. Facility with common office software (e.g. web publishing, Word, etc). Interest in information studies and digital initiatives.

**Job Start/End Dates**
September 4, 2018 to August 30, 2019
First steps and next steps

- Attend decolonization presentation (already 90% done!)
- check out identified readings
- look for engaged partners
- encourage colleagues and collaborators to explore decolonizing their curriculum
- investigate the availability of local experts, tools and services
Recognizing Alternative ways of knowing

New Yorker Saul Steinberg View of the World from 9th Avenue
Thank you

Get in touch!
Francine.berish@queensu.ca

The Chase
84” x 126” — 2014
Acrylic on canvas
http://www.kentmonkman.com/painting/2014/the-chase
Resources

The Chase
84” x 126” — 2014
Acrylic on canvas
http://www.kentmonkman.com/painting/2014/the-chase

Maps included in presentation:
Ownership centric flair

Contemporary Maps
- Aaron Carapella’s http://www.tribalnationsmaps.com/ (good effort but come with mixed reviews)
- Language and Territory interactive map https://native-land.ca/
- Indigenous Mapping Workshop https://www.indigenousmaps.com/

History of Cartography

Teaching Examples
- http://map.geohive.ie/mapviewer.html
- New Yorker Saul Steinberg View of the World from 9th Avenue http://saulsteinbergfoundation.org/essay/view-of-the-world-from-9th-avenue/

Other Links
- Chanie Wenjack Heritage Minute https://youtu.be/v_tcCpKtoU0
Truth and Reconciliation Commission Reports
- [http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf](http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf)

Learning Portals (responding to call to action)
- University of British Columbia [http://aboriginal.ubc.ca/](http://aboriginal.ubc.ca/)
- University of Saskatchewan [https://iportal.usask.ca/](https://iportal.usask.ca/)
- University of Ottawa [https://www.uottawa.ca/indigenous/](https://www.uottawa.ca/indigenous/)

Related Articles & Learning tools
- The Society of American Archivists just endorsed their Protocols for Native American Materials
- Ownership Control Access and Possession principles [https://fnigc.ca/ocapr.html](https://fnigc.ca/ocapr.html)
- [https://www.queensu.ca/gazette/stories/dreams-come-true](https://www.queensu.ca/gazette/stories/dreams-come-true)
- [https://www.queensu.ca/fdasc/](https://www.queensu.ca/fdasc/)
- [https://carleton.ca/indigenous/resources/tobacco-offering-protocol/](https://carleton.ca/indigenous/resources/tobacco-offering-protocol/)