Indigenization/ Decolonization of Instruction, Spaces & Collections at the Musagetes Architecture Library

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Land Acknowledgement

I respectfully acknowledge that I am on the traditional territory of the Shoshone, Paiute, Goshute & Ute Native American peoples. At the time of the founding of Salt Lake City in 1847 the valley was within the territory of the Northwestern Shoshone, who had their seasonal camps along streams within the valley & in adjacent valleys. This land was treated by the United States as public domain; no indigenous title were ever recognized by the US, or extinguished by treaty with the US.

Although it is important to acknowledge the land, it is only a first step. We need to reflect & think about next steps, or else acknowledgements are merely token gesture rather than a meaningful practice.

Indigenization

"Indigenization is the process of creating a supportive & comfortable space inside our institutions within which Indigenous people can succeed."[1]

"Indigenization is the process by which Indigenous ways of knowing, being, doing & relating are incorporated into educational, organizational, cultural & social structures."[2]

Truth & Reconciliation Commission of Canada

TRC final report released Dec 2015 & included 94 calls to action for health, justice, education, museums & archives, media, etc. Critiques include its focus on the residential school system positioned reconciliation as a matter of "overcoming a 'sad chapter' in [Canadian] history,"[3] which fails to recognize the ongoing nature & impact of colonialism, & society is only allowed "reconciliation on terms still largely dictated by the state."[4]

CACB Accreditation

Feb 2017 the School went through an accreditation review.

"...should address the culturally Eurocentric nature of the curriculum, but the Team is encouraged by initiatives focused on First Nations & the immigrant refugee population of Rome."[5]

"An awareness of cultural diversity is demonstrated in the design studio... There is, however, a concern that this is not consistent across instructors & that it often does not account sufficiently for non-western perspectives. Students mentioned that some adjuncts include aboriginal & non-western examples, but that professors rarely do."[6]

"...located on Treaty Land, & one of Canada's largest aboriginal reserves, the Six Nations Reserve, is a 40-minute drive away. "[6]

Treaty Lands Global Stories

TLGS is a student-led initiative that aims to create a space for discussions centered on place, diversity, & inclusion within the curriculum at the University of Waterloo School of Architecture. Formed by graduate students Samuel Ganton, Amina Lalor, & Paniz Moayeri in the Fall of 2016.

Collaborated with TLGS to select books on diverse & marginalized voices for OAA installation

Musagetes & TLGS host "What Binds Us: Introducing 30 Books"

Meeting with Waterloo Indigenous Student Centre & TLGS to discuss grassroots strategy:
- Monthly Unshelving the Library event
- Living Library
- Smudging in the Library
- **Indigenous Research Methods workshop**
- **Collecting in new areas**
- Truth & Reconciliation Reading Group

Grad workshop **Sociocultural Context for Research**:
- biases & outdated/offensive language in LC
- subjective/positioning & privilege
- ethical consideration when working with marginalized communities

TLGS hosts **Minority Report: Marginalized Voices in Design**

Sept 2017

Nov 2017

July 2018

Sept 2018

Mar 2018
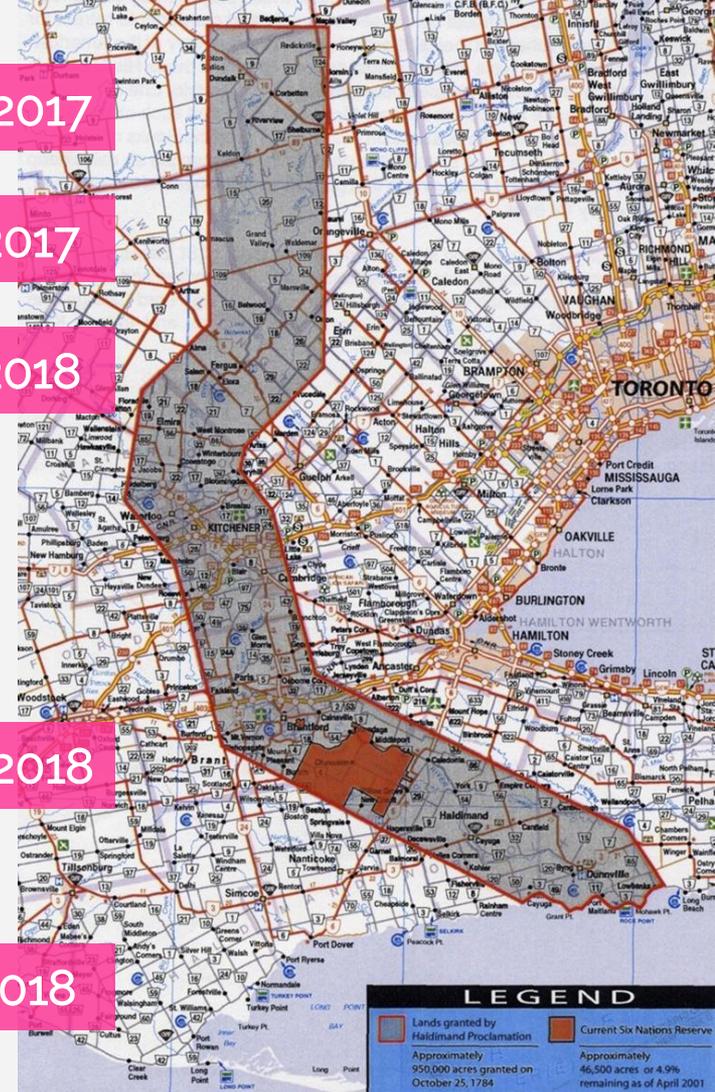
Decolonization

"...once viewed as the formal process of handing over the instruments of government, is now recognized as a long-term process involving the bureaucratic, cultural, linguistic & psychological divesting of colonial power."[7]

"...envisions the **wholesale overhaul of the academy** to fundamentally reorient knowledge production based on balancing power relations between Indigenous peoples & Canadians."[8]

We are living in a colonial Canada, not a decolonized neocolonial Canada[9, 10]

1. Denied the right to participate fully in political, economic, & social life to those who refused to abandon their Indigenous identity

2. Severely underfunding & not prioritizing First Nations education

3. Outlawing Indigenous spiritual practices, such as smudging & Potlatch

4. Assumption that European civilization & Christianity superior to First Nation cultures, which were seen as being savage & brutal

5. Requiring oppressed people to be responsible for their own emancipation

6. Discouraged from speaking their own language(s)

7. First Nation people face systemic discrimination in the workforce

8. Imposition of paternalistic social policies denying Indigenous people their agency & self-governing

UWaterloo upholds colonialism...

	1	2	3	4	5	6	7	8
UW President won't use the word decolonization	■			■	■	■		■
WISC not included in strategic planning, only the Equity Office	■			■				■
WISC fought to change name from Aboriginal Student Centre	■			■	■	■		■
WISC underfunded & understaffed • 2 of 3 staff cross-posted to lead TRC Response Projects	■	■		■			■	■
No Indigenous Studies Librarian, & 2019 hiring on hold		■		■				
• Director & a former employee of WISC providing workshops voluntarily with a small honorarium		■			■	■	■	■
$5000 OT fund for UW Library to purchase Indigenous materials		■		■				
• Musagetes required to submit proposal to increase funding		■						■
• LCC places Indigenous people in the past (History) & others women, POC, LGBTQ2S+, & non-Western people by siloing them under Special Topics, & scattered across the call numbers	■			■		■		
Smudging grouped in with smoking under Policy 29 effectively banning it in main campus & satellite locations	■		■	■			■	
• only affiliated colleges have procedures for requesting smudging				■				■

References

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3. Glen Sean Coulthard, *Red Skin, White Masks: Rejecting the Colonial Politics of Recognition* (Minneapolis: University of Minnesota Press, 2014) 125.
4. Coulthard, *Red Skin, White Masks*, 127.
5. Edwin (Ted) Cavanagh, et al., "Visiting Team Report: Master of Architecture Program, University of Waterloo," Canadian Architectural Certification Board, 8, http://cacb.ca/wp-content/uploads/2015/12/2017_University_of_Waterloo -VTR.pdf.
6. Cavanagh, "Visiting Team Report," 20.
7. Linda Tuhiwai Smith, *Decolonizing Methodologies: Research and Indigenous Peoples* (London; New York: Zed Books; Dunedin: University of Otago Press, 1999) 98.
8. Adam Gaudry, & Danielle Lorenz, "Indigenization as Inclusion, Reconciliation, & Decolonization: Navigating the Different Visions for Indigenizing the Canadian Academy," *AlterNative: An International Journal of Indigenous Peoples* 14, no. 3 (July 2018): 219, doi:10.1177/1177180118785382.
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