

**History 3870F**  
**Uncolonized Global Histories**  
**Winter 2026**

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**Department of History, Lawson Hall**

**Office Hours: By Appointment via Zoom or In-Person**

**This is a *draft* outline. Please see the course site on OWL Brightspace for a final version.**

**Course Description**

**Invocation:** To the Sun, in whose tight embrace we and other planets travel the Cosmos free of charge, we are grateful. To the Earth, the ground of our being, we are grateful. To all fellow creatures on this planet, on land, in the air, and waters, we are grateful; we apologize that our human ways have ravaged your ways of life in the recent past. To our personal and collective ancestors, we are grateful, and we shall right the wrongs. *We are grateful to, and acknowledge the Anishinaabek, Haudenosaunee, Lūnaapéewak and Chonnonton Nations, on whose traditional Dish with One Spoon Treaty Territory is where this course takes place. And so, it is.*

**Course Description**

This course valorizes the once-maligned cosmologies, ontologies, and epistemologies of humans, and more-than-human beings, indigenous to lands and waters once colonized by Western Europeans. While all humans are indigenous to this planet, the course affords students the opportunity to learn other ways of knowing and writing history through the eyes of those whose histories have always included human and other planetary beings in the telling of history. We will anchor ourselves in African History while holding all the threads together and in place.

**Course Objectives, students will be able to:**

- \* Define a major concept studied in the course and its related historiography
- \* Demonstrate a growing historian's intellectual independence and ability to write nuanced reflections on primary and secondary sources
- \* Research and present an innovative team project

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**Methods of Evaluation (Assignment Prompts posted in OWLBrightspace)**

- \* **10% - Attendance**
  - o Missing more than two classes will downgrade this portion of your grade by half.
- \* **10% - Preparation & Active Participation**
  - o This includes individual and team preparation and active participation.
- \* **30% - Individual Reflection Essays at 10% each**
  - o You will chart your progress through three essays that require a historian's rigor.
- \* **10% - Team Project Proposal**
  - o Teams will be assigned the week before Reading Week; and a prompt will be provided.
- \* **30% - Team Project Presentation**
  - o Teams will present projects to the class and submit accompanying documents to be examined by peers first.
- \* **10% - Peer Evaluation**
  - o Learning the art and craft of careful and fair evaluation of peers' work.
- \* A late penalty of 10% for the first day and 2% per day thereafter (including weekends) will be assessed against all late individual and team assignments.



Make-up tests, midterms, and exams will only be approved by Social Science Academic Advising ([Absence & Academic Consideration](#), see also university's policies). Please direct your requests to that office. See also the, Department of History's own [Undergraduate Policies and Statements](#)) for department procedures and requirements involving make-up tests and exams.

**Course Materials: Films are part of class material. Readings are available via the Bookstore, the Weldon Library on Reserve, and Online. Articles and chapters will be posted in Brightspace.**

NB: Readings are done (both) individually and in (rotating) teams.

Linda T. Smith, *Decolonizing Methodologies: Research and Indigenous Peoples*

Malidoma Patrice Sôme, *Of Water and the Spirit: Ritual, Magic, and Initiation...*

Robin Wall Kimmerer, *Braiding Sweetgrass*

Tyson Yunkaporta, *Sand Talk: How Indigenous Thinking Can Save the World*

Pamela Kyle Crossley, *What is Global History?* (**Recommended but not required**)

Ken S. Coates, *A Global History of Indigenous Peoples* (**Recommended but not required**)

### Course Schedule and Assignment Due Dates

Week 1: Jan 06	Introduction to Course and One Another <a href="#"><u>Indigenous to Planet and to Place</u></a>
Week 2: Jan 13 1	Definition of Concepts & Intro to Historiography Linda T. Smith, <a href="#"><u>Decolonizing Methodologies</u></a> , Intro and Chp. 1
Week 3: Jan 20	Knowledge without Possession Smith, <a href="#"><u>Decolonizing Methodologies</u></a> , Chp. 2 & 3 <b>Reflection Journal 1 Due</b>
Week 4: Part I Jan 27	Traditional Wisdom and Traditional Science as Partners, Wall Kimmerer, <a href="#"><u>Braiding Sweetgrass</u></a> , "Planting...; Tending...; Picking Sweetgrass"
Week 5: Part II Feb 03	Traditional Wisdom and Traditional Science as Partners, Wall Kimmerer, <a href="#"><u>Braiding Sweetgrass</u></a> , "Braiding...; Burning Sweetgrass, Epilogue" <b>Reflection Journal 2 Due</b>
Week 6: Feb. 10	Teams Project Proposal Preparation Smith, <a href="#"><u>Decolonizing Methodologies</u></a> , Chps. 4 & 11 Research Workshop with Librarian, <a href="#"><u>Dr. Jason Dyck</u></a>
<b>Feb. 17</b>	<b>No Class      Spring Reading Week</b>
Week 7: Feb 24	Reclaiming the Ancestor Sóme, <i>Of Water and the Spirit</i> (All)
Week 8: Mar 03	"Decolonizing Gender: Of Female Fathers and Male Mothers (Brightspace) Oyeronke Oyewumi, "Conceptualizing Gender" and "Decolonizing the Intellectual and the Quotidian Yorùbá Scholarship and Male Dominance" <b>Team Proposal Due</b>
Week 9: Mar 10	Ancestral and Contemporary (Human) Knowledge Yunkaporta, <i>Sand Talk</i> , Chps 1-7
Week 10: Mar 17	(Re)Claiming Indigenous Thought and Practice Yunkaporta, <i>Sand Talk</i> , Chps 8-14 Film: Beckett & Beckett, <a href="#"><u>The Seeds of Vandana Shiva</u></a>

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Week 11: History, Theory, and Practice– The Greenbelt Movement  
 Mar 24 Film: Merton & Dater, [\*Taking Root: The Vision of Wangari Maathai\*](#)

Week 12: Teams Research Project Preparation  
 Mar 31 Ecosystems and Community  
**Reflection Journal 3 Due**

Week 12: **FINAL TEAM PROJECT PRESENTATIONS & PEER EVALUATIONS**  
 Apr 07



### History Department Recommended Expectations and Outcomes for 3rd Year Classes:

[https://history.uwo.ca/undergraduate/program\\_module\\_information/expectations\\_outcomes.html](https://history.uwo.ca/undergraduate/program_module_information/expectations_outcomes.html)

- Content delivery
  - intensified detailed and conceptual knowledge of more specialized subjects
- Primary source skills
  - analysing rhetoric
  - understanding the structure and presentation of a document
  - situating the source in relationship to other primary sources
- Secondary source skills
  - understanding and questioning author's evidence, thesis and argument
  - situating, analyzing and assessing historical works in their historiographical contexts and traditions
  - exposure to a variety of theoretical approaches to historical analysis
- Research skills
  - generating own research questions for written assignments
  - developing skills of detection and inquiry
  - combining a variety of sources (e.g., primary sources, secondary sources, oral history, works from different disciplines) in written and oral assignments
- Writing skills
  - writing effectively in longer assignments
  - integrating a wide variety of primary and secondary source materials into written work
- Participation and communication skills
  - student-led presentations and class discussions

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- self-directed learning
- Overall: [Individual responsibility, team collaboration, and excellence]

### **Additional Statements**

Accommodation for missed assignments/tests/midterms:

Students with an approved absence from an in-class test will be required to write a make-up assignment. The make-up assignment will not necessarily be in the same format, be of the same duration, or cover the same material as the original test.

For this in-person class, make-up tests will be written at one of the Department of History make-up midterms. Dates for the make-ups will be listed on the Department of History website under [Undergraduate](#).

IMPORTANT: In the event the University moves to online learning make-up tests will take place online via Brightspace. The date for the make-up may differ from the date listed above.

No other make-up opportunities will be provided unless further academic consideration is granted by Academic Advising in Social Science. Students who fail to write a make-up test in a designated time slot will receive a grade of zero on that assessment. Course professors may not be available to respond to questions during the make-up test slots.

### **Use of Electronic Devices:**

Respect is important, both in and outside the classroom. In the classroom it includes waiting your turn, being respectful of different points of view on different issues and leading with heart and mind. The class including watching films as well as close reading of texts electronically and in print, this means there will be short breaks during the three hours of class time. To that end, except for days when collaborative work requires internet access, please keep your devices in silent (without vibration) mode, or better, in *airplane mode and store* until breaktime or after class.

Use of generative AI tools: The use of generative AI tools like ChatGPT is permitted in this course for activities such as

brainstorming and refining your ideas, drafting an outline to organize your thoughts, or checking grammar and style. Any use of such tools should be properly documented and cited. If in doubt, please ask me for clarification, or better yet, check with the Western Writing Center for University-wide policies.

Please review the Department of History's shared policies and statements for all undergraduate courses at:

[https://history.uwo.ca/undergraduate/program module information/policies.html](https://history.uwo.ca/undergraduate/program%20module%20information/policies.html) for important information regarding accessibility options, make-up exams, medical accommodations, health and wellness, academic integrity, plagiarism, and more.

### **Important Academic Dates for Winter 2026**

(This is a courtesy announcement, official University policy overrides this.)

#### **2026**

<b>Description</b>	<b>Date</b>
Classes resume	January 5
Last day to add a second-term half course	January 13
Spring Reading Week	February 14 - 22
Family Day	February 16
History make-up midterms	TBA
Last day to withdraw from a second-term half (0.5) course, or a second-term full (1.0) course resulting in a grade of 'WDN' (withdrawn, without academic penalty). Course withdrawals after this date will appear on a transcript with a grade of 'F'	March 30
Good Friday	April 3
Easter Sunday	April 5
Winter Term classes end	April 9
Study Days	April 10 - 11
Final examination period	April 12 - 30

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