I will approach my topic of family legacy by investigating further into my family’s history. In pursuit of this I will research my ancestors in Wyoming who were some of the first people to start ranching there. I will conduct this research because it will provide context for my family’s position as immigrants then settlers.

I am not sure what project I am going to employ. I am leaning towards creating a zine or writing a personal essay. The zine would follow a genealogical timeline and highlight my family’s journey from various parts of Europe to Wyoming where we have been for the past six generations. It would illustrate my family’s transition from immigrant to settler while still discussing my colonial European roots. It would contain visuals and I would like to create a physical version. The personal essay would be much more textual and would most likely steer away from a timeline, and would take on a narrative form where I tell the story of my family while adhering to the same aforementioned points.

I would like to designate my audience to be general public or other university students. I think my project would be interesting and informative to both of these groups.

My project will largely tackle and apply ideas and concepts such as white savior complex and the white man’s burden, the European imperial project, and colonial patriarchy.

I will need to conduct ancestral research and interview my family to fulfill the research required for this project.

1. The project – The communication of your research and analysis in the mode you identified in the proposal and modified based on David’s feedback

a. **Equivalent of a 2000-word academic essay**

b. Format: (Depends upon the form of communication)

c. Citation: You MUST cite in a form appropriate to the mode of communication. An academic essay should use MLA or Chicago author-date, an essay designed for online publication can use hyper-links and footnotes, an oral presentation can clearly identify sources in the presentation, etc.

d. All assignments must include a complete bibliography of research sources, using MLA or another established academic format.

Personal/Family Legacies: This approach invites you to **examine your personal and family histories of colonialism**. Students who are from Turtle island, might reflect on their positioning as Indigenous, as settlers, immigrants/arrivants, or complicated mixes of these kinds of family lineages. In my case, this might mean researching Richard Beasley, an ancestor of mine, who was one of the first European settlers at the head of Lake Ontario, or it might mean talking with my brother about why this lineage is so important to him today. For some students, this approach might focus on **acknowledging how their family histories, and hence their own lives**, are imbricated in colonialism as “explorers,” early settlers, or immigrants who benefited from the displacement of Indigenous peoples; for some students it might focus on how their family histories reflect resistance, resilience, and cultural resurgence, in the face of colonialism. Of course, there are many other possibilities. You will want to analyze the stories and images of your family past, utilizing theories and concepts from the course and research.

Drawing on knowledge from my early education, when we had the opportunity to learn about “Native Americans”, I would like to reflect on these teachings while addressing their colonial implications and how I have come to understand my place as a settler. In doing so, I would like to elevate the work of Indigenous scholars and minimize my opinions. Though, much of this essay will entail anecdotal information from my personal history and reflections on my engagements with colonial learning, my goal is to offer meaningful reflections on these instances as I attempt to decolonize my mind.

I would like to engage with the work of Chelsea Vowel to address my view of land and territory acknowledgements. Because of my family’s embedded history in my homeland for six generations, I have come to understand myself as tied to this land. Keeping in mind that the Indigenous nations of Wyoming, the Shoshone and Arapahoe have occupied and used the same land for much longer. Thus, my sentiments of disdain regarding the overwhelming onslaught of wealthy second home owners in my hometown are but trivial in comparison to what members of the Shoshone and Arapahoe nation must feel. Vowel, in her essay “Beyond Territorial Acknowledgements” argues that “Merely mouthing the names of local Indigenous nations does not automatically confer understanding”. This is in response to Jennifer Matsunaga’s words where she “takes issue with the institutional standardization and expectation of these acknowledgments” because “it is important for people to do their own searching and learning” (Vowel). I understand her issue with land acknowledgments for failing to confer understanding. Earlier in the article, my own institution’s is highlighted for purporting an example of a “fairly short” land acknowledgement (Vowel). Bear in mind I am not attempting to absolve UBCO’s flat land acknowledgement, however, if it were not for this acknowledgement, I would not have been motivated to conduct my own searching in learning about Indigenous peoples.

To the contrary of Vowel’s point with this statement, and I may be an outlier, the mere presence of a land acknowledgement spurred curiosity that led to my engagement with Indigenous knowledge holders such as UBCO’s own Sam Marlowe, Jeanette Armstrong, and Kerrie Charnley. Alas, this is a cyclical experience of learning, for now that I have engaged with these teachings, I now recognize that the same land acknowledgement that initiated my journey of searching and learning is part of an evolving process:

best practices must evolve over time through deeper engagement with the purpose and impact of territorial acknowledgments (Vowel).

Sources:

Simpson, Armstrong, Tuck & Yang, Vowel, Hargreaves, smith