PACS 620: Indigenous-Settler Conflict and Peacebuilding in Canada: Living into Right Relationships
Fall 2017

Course Logistics

Class Time: Wednesdays 2:00-4:50pm
Location: Conrad Grebel University College, 4th Floor, Room 4224

Instructor: Dr. Chris Hiller
Office Hours: Upon request (after class is best)
Office Location: Room 4224
Phone: 519-827-5141
Email: chris.hiller@uwaterloo.ca

Land Acknowledgement

We gratefully acknowledge that we will be gathering on the traditional territories of the Attawandaron (Neutral), Anishinaabe, and Haudenosaunee peoples, on lands that constitute part of the Haldimand Track (1784). We offer our thanks to the Indigenous peoples who have cared for and fought to protect these lands since time immemorial, and part of our intention is to learn together what it means to live into a full recognition of Indigenous territory, rights, and sovereignty.

Course Description

This course will examine the legal, political, economic, and cultural roots of conflict between Indigenous and non-Indigenous peoples in Canada as a settler colonial nation state. Considering questions of land, history, territory, treaty, jurisdiction, and sovereignty, students will explore the roots of these foundational conflicts as well diverse efforts—on the part of both Indigenous and non-Indigenous peoples—to build the conditions for a more just and peaceful coexistence. Along with analyzing critical case studies, students will explore personal and structural practices of decolonization and consider the tensions and possibilities of building Indigenous-non-Indigenous relationships and alliances in support of Indigenous rights, self-determination, and resurgence.

Learning Objectives and Expectations

Course Learning Objectives

By the end of this course, successful participants will have:

- Examined the history, current state, and possible futures of Indigenous-non-Indigenous relations in Canada;
- Analyzed how dominant national narratives circulate to elide past and present colonial relations, as well as how such narratives can be interrupted by deliberate interventions to redefine how Canadians view themselves and Canadian society;
- Considered the colonial assault on Indigenous lands, cultures, and communities and the possibilities and challenges for decolonization and reconciliation from both Indigenous and non-Indigenous perspectives and at personal, social, and governmental levels;
- Reflected on the resistance and resurgence of Indigenous peoples against and in spite of this
colonial assault, and how such movements inform Indigenous-settler peacebuilding;

- Engaged with Indigenous worldviews, values, knowledges, and ways of knowing, especially as they apply to justice, healing, reconciliation, and peacebuilding.
- Examined theories and practices of allyship, reconciliation, and restorative justice through relationship-building, particularly in light of the TRC Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples; and
- Developed analytical, cross-cultural and other skills and knowledge to contribute to processes of decolonization, both personal and structural.

How we will learn

In this course, we will learn experientially as well as theoretically, integrating scholarly texts from Indigenous studies, history, sociology, peace studies, critical race studies, and settler colonial studies with extensive class discussions, personal reflection, case studies, in-class exercises, presentations by guest speakers and students, films, and a field trip.

This course also employs a range of learning methodologies, following principles and practices of collaborative adult learning. The classroom setting is informal, and requires that students participate holistically and fully, along with the instructor, in creating a challenging, engaging, and supportive classroom environment.

Assignments serve as a primary means by which students will engage with course themes and absorb course content in a way that is personally and professionally meaningful. Students will also learn by doing through classroom activities and discussions, as well as by engaging with outside experts and working with their peers.

The syllabus provides a structured framework for us to probe and explore a range of materials and inputs (readings, media, experts, peer wisdom) as well as a launching pad for open processes of questioning, analysis, and imagining and co-creating pathways to peaceful co-existence between Indigenous and non-Indigenous peoples in Canada.

**Assignments**

All assignments must be completed to receive a grade in this course. Detailed descriptions of these assignments will be introduced and discussed in class, as well as posted on LEARN. Late assignments will be assessed an automatic penalty of 5% with an additional 1% penalty assessed per additional week day (excluding weekends). A valid medical document is required for medical reasons for late submissions.

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<tr>
<th>Date/Deadline</th>
<th>Assignment</th>
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<tr>
<td>Each week</td>
<td>Class Participation</td>
<td>10%</td>
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<tr>
<td>4 weeks</td>
<td>Critical Responses to the Readings</td>
<td>4 X 5% = 20%</td>
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<td>(Weeks 2-11)</td>
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<td>Sept. 27th</td>
<td>Reflection Paper</td>
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<tr>
<td>1 assigned week</td>
<td>Group Case Study Presentation &amp; In-Class Facilitation</td>
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<td>Oct. 18th</td>
<td>Proposal for Final Project</td>
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<td>Date/Deadline</td>
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<tr>
<td>Oct. 25&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Book Review &amp; In-Class Roundtable Discussion</td>
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<td>Dec. 29&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Informal Sharing of Findings related to Final Project</td>
<td>No grade</td>
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<td>Dec. 6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Final Research Project</td>
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**Class Participation (10%)**

**Due:** Weekly

Active and successful adult-learning environments require particular forms of intentionality from all participants. Active adult learners define, create and sustain their own individual objectives within the learning outcomes for each learning session, and seek to support the group’s collective aims as well. This demands a continuing commitment from everyone to make the enterprise work, and to prepare for each week’s engagement. Group and individual learning assignments provide critical content for numerous classroom sessions, so weekly preparation of readings and assignments is key.

What are the standards for participation? Each of us:

- Sets and actively pursues our own objectives within the course learning outcomes.
- Shows up every week, prepared to engage in dialogue.
- Participates fully in classroom activities, learning exercises, and assignments.
- Identifies and employs our own learning styles and gifts for enriched personal and peer learning.
- Practices active and respectful listening, building on others’ ideas and offering “yes, and” forms of constructive criticism.
- Displays evidence of careful reading and thorough preparation, including factual details, from required readings (plus recommended readings, with time and interest).
- Provides original and thoughtful contributions to the class, using relevant evidence.

**Critical Responses on the Readings (4 weeks X 5% = 20%)**

**Due:** At the beginning of the relevant class

You are invited to choose 5 weeks of the course (excluding Weeks 1 and 12) in which to prepare a critical response to the readings, to be submitted before the beginning of each relevant class. The aim is to consolidate and deepen your learning and foster your own perspective and position in relation to the issues raised that week. Beyond simply summarizing the articles, you are encouraged to prepare integrative and creative analyses that trace and explore critical questions, concepts, and implications for practice as they interweave across the readings.

Keep your use of direct quotations to a strict minimum, and focus instead on paraphrasing in your own words the ideas you wish to consider; draw on outside sources only when absolutely necessary. While these responses are not intended to be personal reflections, they do require personal reflexivity: How do you intersect with what you are reading? Where do you affirm or challenge the author(s) work, and where do you find yourself affirmed, implicated, or challenged? How might you apply, adapt, or extend these concepts or themes in your broader work? Throughout, you are
encouraged to locate your assessment in relation to your own worldview, positionality, assumptions, and cultural geography.

**Length:** 500 words

**Format:** Essay style, MS-Word document, double spaced; you do not need to reference the readings unless you use direct quotations or draw from other works (which again, you should do sparingly). If applicable, use Chicago Manual of Style (A or B, 16th edition) for citations and bibliography

**Submission:** Via LEARN at the beginning of the relevant class.

**Grading:** Based on accuracy of paraphrasing and summarizing, use of evidence, quality of analysis and argumentation, clarity of insight, effectiveness of organization, and writing style and grammar.

*Reflective Essay: What is My Colonization Story? (10%)*

**Due:** September 27th

Write a three to four page personal reflection on your relationship to colonialism, and that of your family and ancestors, if you know them.

You may have been impacted by colonialism in multiple ways and in different countries: it may be part of your birth or adopted family history as either colonizers or colonized (or both); it may affect what you do or don’t do, who or what you know, and how you see yourself or others in the present. It may be something that is talked about in your family or among your social circle or not talked about.

If you or your family or ancestors emigrated to what is now called Canada, think about where your family has been most connected to land, and whose territory you or your ancestors came to when they moved here. Whose territory do you now live on, if you have moved to attend university? If you don’t know, think about why you don’t know.

If you are of Indigenous ancestry, you may wish to reflect on your people’s traditional territory and if you and your family are still connected to it.

If you don’t know your ancestry because of adoption or other reasons, please reflect on your own experience of colonialism in Canada and what you learned about it through your adopted family, friends, and society at large.

You do not have to disclose that you are adopted or any other personal information you don’t feel comfortable sharing.

Finally, reflect on how your own experiences of colonialism may influence your learning about Indigenous peoples and Indigenous/non-Indigenous relations in Canada. What do you bring to this course? What questions does this assignment bring up for you? How might your personal and familial history contribute to your challenges and opportunities for allyship? There will be many different answers.

As this is a personal reflection, you do not need to do research or provide footnotes. You can write
about personal experiences and emotions as well as facts, if they affect how you relate to colonialism and the history of Aboriginal peoples in Canada. The point of the assignment is to become more conscious of your own perspectives and the ways that various social and historical factors may influence them.

Length: 750-1000 words
Format: MS-Word format document, double spaced
Submission: Via LEARN at the beginning of the class on September 27th
Grading: Based on clarity and depth of insight, thoughtfulness of reflection, and writing effectiveness.

Please note: During class on the 27th, you will be invited (but not obligated) to share as much as you would like of this learning process.

* I am grateful to Dr. Victoria Freeman for her generosity in sharing this assignment with me and allowing me to use it for our class.

Group Case Study Presentation and In-Class Facilitation (15%)
Indicate Focus: Via email, two weeks prior to assigned week
Due: Assigned Week (See Sign-Up Sheet: Case Study Presentations)

In groups of two or three, you will prepare and present in class a case study offering a critical summary and analysis of an issue that has relevance to the topic area of your assigned week. This case study can analyze and explore: 1) a manifestation or issue of Indigenous-non-Indigenous conflict relevant to the class topic, in a specific context or locale; 2) the work of a particular nation, community, group, or organization in addressing such conflict; or 3) a specific peacebuilding initiative or movement.

Groups must indicate their case study topics, via email to the instructor, at least two weeks prior to their assigned week. Case study topics will be approved by the instructor on a first come, first served basis, and must be other than those already explored in depth through course materials.

In preparing the case study, group members must draw upon at least two academic articles or book chapters, along with other sources of information including popular articles, websites, films, and personal contacts. Case studies must also apply key course concepts and draw direct connections with relevant course readings, particularly those from the assigned week.

In presenting case studies to the class, students are encouraged to incorporate a range of creative means, including audiovisual resources and diverse adult learning exercises (See Vella article on LEARN, under this assignment) to effectively communicate the content and critical implications of your study and to engage your colleagues in thought-provoking and critical dialogue and contemplation.

Your case study should:
• Include a concise summary of your collective interpretive framework or lens;
• Detail the case study’s objective and outline, as well as your group’s approach and methodology,
• Outline the context and relevant issues,
• Apply concepts from our readings to help us understand the case, and
• Highlight key findings, strengths, limitations, insights, and continuing questions,
• Consider how your case study intersects with UNDRIP and/or the TRC Calls to Action.

In addition, your in-class presentation should
• Be built on a written session plan;
• Employ an effective range of adult learning approaches;
• Be a maximum of 45 minutes in length, including all learning exercises;
• Use a full range of learning tools (e.g., do you want your colleagues to preview any materials? Engage in any exercises prior to or during the presentation?).

Before your presentation, your group will submit via LEARN (in MS-Word format where appropriate) one copy of:
• Your group’s overall session plan (1-2 pages);
• Each member’s presentation notes;
• Powerpoint or other presentation aids that you developed/used for your presentation, including links to relevant media sources or video clips;
• A complete bibliography of the resources that you used.

Possible topics include (*indicates topics that must be covered):
• Native Caravan and Constitutional Express
• James Bay, Great Whale, and the Politics of hydroelectricity in northern Quebec
• Death of Dudley George and the Ipperwash Inquiry
• Resource Rights in the Maritimes: Solidarity around Burnt Church or Anti-Fracking
• Caledonia: Haudenosaunee land and sovereignty struggles
• Kitchenuhmaykoosib Inninuwug (KI) and Ardoch First Nation: Struggles against Mining on Traditional Territories
• The Algonquins of Barriere Lake and the Trilateral Agreement
• Grassy Narrows Blockade/ Mercury Poisoning
• BC First Nations and the pipeline debate
• Missing and Murdered Indigenous Women
• *Idle No More
• Responses to the TRC Calls to Action (eg. KAIROS, Reconciliation Canada, Project of Heart)
• *Responses to Canada 150: #UnsettleCanada150 and #DecolonizeCanada150
• Indigenous Suicide Crisis

**Length:** 30-45 minutes in-class presentation; 1-2 page session plan
**Format:** Interactive presentation including audiovisual, experiential, and dialogue components; submission of presentation materials in PDF (for powerpoint) or MS-Word format
**Submission:** Prior to your presentation, submit via LEARN session plan, individual presentation notes, powerpoint presentation, and other materials shared in class
**Grading:** Based on depth of analysis, clarity and accuracy of summary, depth of analysis and insight, level of student engagement, and overall effectiveness of presentation.
In-Class Book Review and Roundtable: (10%)
Due: October 25

Up to three students will choose one of the following books, available as an e-resource or on course reserve, to read and review:


Each student will write a **1000 word (4 page) review**. Introduce, describe, and evaluate this resource, using the book to begin thinking about what decolonization is, what processes of decolonization and peacebuilding might entail from Indigenous perspectives, and your own relation to these processes. You should include a short summary and analysis of the book’s main arguments and approach, questions that the book raises for you, and your emotional reaction and personal reflections in reading the book. You do not need to come up with definitive answers, but you need to ask good questions.

Students will share their responses in class on **October 25**. Each of the 3 students presenting on a particular book will have five minutes to share their initial responses; these three students will then have an additional 5 minutes to respond to each other and to discuss the overall themes of the book. After presentations on each of the books, as a class we will discuss the broad themes that emerge across the books.

**Length:** 1000 word book review; 5 minute presentation of initial responses; 5 minute roundtable discussion
**Format:** MS-Word format, double spaced
**Submission:** Via LEARN prior to class
**Grading:** Based on clarity and accuracy of summary, depth of analysis and insight, and effectiveness of roundtable participation.

Final Research Project: Theory or Practice (35%)

**Proposal Due:** October 18
**Informal Class Presentation:** November 29
**Final Paper Due:** December 6th at midnight.

Students have two options for completing their Final Research Project: 1) Planning and executing a community-based peacebuilding action (Group Assignment); or 2) Researching and writing a Final Paper (Individual Assignment).
A 1-2 page proposal for the final project/paper is be submitted via LEARN by the beginning of class on October 18th. Please note that you will need to read some initial material in your intended area in order to develop a solid proposal. Effective project proposals should:

- Justify your choice to write a research paper or develop a project;
- Identify your topic, and carefully articulate your specific research question: Develop a clear, defined, edgy question;
- Delineate your rationale for choosing this topic and approach, drawing explicit links with the course’s themes and objectives;
- List your learning outcomes for the project or paper;
- Outline your methodology, approach, and format; and
- Include initial possible bibliography and resources.

**Option 1: Community-Based Peacebuilding Practice (Group Assignment)**

Students may work in groups of up to three to plan, carry out, and analyze a community-based peacebuilding project, either creative or social action-oriented, that actively engages with Indigenous and/or non-Indigenous communities and contributes to processes of decolonization, justice, and reconciliation in some way. Students are encouraged to do something that is practical, substantial, meaningful and relevant.

Each group will prepare a Final Report about the project that outlines its context, rationale, intent, methodology, and outcomes, engaging extensive with course readings and themes. For this report, each student in the group is expected to contribute at least 25 pages of original writing to the project, excluding Title, Table of Contents, Group Charter, and Bibliography. More details about this assignment will be discussed in class.

Students pursuing this option will also be responsible for ensuring that they can work together effectively in their team; the Instructor is not able to mediate internal group dynamics. As a part of this assignment, each group is required to draft a 250-500 word Group Charter that outlines the roles, expectations, and accountability mechanisms that each group will use to guide its collaborative work, and describes how they will manage or mediate conflicts or differences of opinion. This Charter should be included in the final report as an appendix. To prepare the Charter, students are encouraged to consult the following sources:

- Jumpstart Team Success: Create a Team Charter. Claros Group, n.d.

Students participating in a group project are also required to draft an ungraded 250-500 word paper identifying their specific role in the group and evaluating the contributions of all other group members. This paper will be submitted individually via LEARN and is due on the same day as the major assignment.

**Length:** 6250 words of original work from each student in the group, excluding title, table of
contents, and bibliography; 250-500 word Group Charter; 250-500 word individual paper outlining individual contributions to the overall project.

**Format:** MS-Word document, double spaced; use Chicago Manual of Style (A or B, 16th edition) for citations and bibliography

**Submission:** By midnight on **December 6**, groups will submit one copy of the Final Project Report and Group Charter via LEARN; each student will also individually submit their own paper on contributions.

**Grading:** Based on accuracy of summarizing issue, quality of analysis and argumentation, clarity and creativity of insight, effectiveness of project, report organization, writing style and grammar.

**Option 2: Final Paper (Individual Assignment)**

Students may individually prepare a major research paper on a topic directly related to an issue pertinent to the course, with the agreement of the instructor. The anticipated length of the paper is thirty pages, excluding Title, Table of Contents, and Bibliography. The purpose of this project is to challenge students to explore a topic of particular interest. More details about this assignment will be discussed in class.

**Length:** 7500 words (or 30 pages), excluding title, table of contents, and bibliography

**Format:** MS-Word document, double spaced; use Chicago Manual of Style (A or B, 16th edition) for citations and bibliography

**Submission:** Via LEARN by midnight on **December 6**

**Grading:** Based on accuracy of summarizing issue, use of evidence, quality of analysis and argumentation, clarity and creativity of insight, effectiveness of organization, and writing style and grammar.

**Please note:** If your project involves interviewing people, it will require a research ethics protocol, which will be prepared in consultation with the course instructor.

**Grading Scale:**

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<th>Assigned Letter Grades</th>
<th>Percentage Range</th>
<th>Average Calculation Values</th>
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<tr>
<td>A+</td>
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Required Reading Materials

Required Texts
The following required texts can be purchased from the University of Waterloo bookstore:


A course pack of additional required readings will also be available for purchase from the University of Waterloo bookstore.

The following texts are also highly recommended:


Accessing Required and Recommended Readings
Students can find further readings, both required and recommended, in one of four ways:

1. Course Pack: Available for purchase at the University of Waterloo Bookstore;
2. Online: Available online through the University of Waterloo Library;
3. Hyperlink: Hit Cntl+Click on the hyperlink in the online syllabus to access these readings directly;
4. LEARN: Students can find these required and recommended readings posted on LEARN under the appropriate week; and
5. Course Reserve: Students can find these articles in books held in the course reserve at the Milton Good Library, CGUC.

A full bibliography of these readings, along with a list further supplementary readings, can be found at the end of the Course Schedule.
# Course Schedule

Please note: The following schedule is subject to change based upon availability of guest speakers; assigned readings may also be adapted in response to student interests and learning pace and needs.

Any changes to the class schedule or course reading will be discussed in class and posted on LEARN. Course participants are responsible for checking LEARN regularly for updates and changes.

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<tr>
<th>WEEK</th>
<th>READINGS</th>
<th>GUESTS/ACTIVITIES</th>
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| **Week 1**  
Sept. 13  
Overview of the Course and Foundational Concepts | Assigned Text Readings  
Regan, *Unsetting the Settler Within*, Introduction: A Settler’s Call to action, 1-18.  
Review: *TRC Calls to Action,* *United Nations Declaration on the Rights of Indigenous Peoples* |  

| **Week 2**  
Sept. 20  
Naming the Settler Colonial Past and Present | Assigned Text Readings  
Manuel & Derrickson, *Unsettling Canada*, Chapters 1-21 (pp. 1-27).  
Other Assigned Readings  
[LEARN]  
Recommended Readings  
Veracini, Lorenzo. *Settler Colonialism: A Theoretical Overview.* [Course Reserve] | Class Activity  
KAIROS Blanket Exercise |
| **Week 3: Beginning with Ourselves: Disrupting Settler Mentalities and Privilege** | Assigned Text Readings  
Regan, *Unsettling the Settler Within*, Chapters 1 and 3, 1-53 and 83-110  
Other Assigned readings  
Davis, Lynne, Chris Hiller, Cherylanne James, Kristen Lloyd, Tessa Nacsa, and Sara Taylor. “Complicated Pathways: | Class Activity  
Sharing Our Stories of Colonization |
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<tr>
<td>Week 4 Oct. 4</td>
<td>Assigned Text Readings&lt;br&gt;Regan, <em>Unsettling the Settler Within</em>, Chapters 5 and 7, 143-170 and 192-212.</td>
<td>Guest Speaker&lt;br&gt;Rick Hill, Six Nations Polytechnic</td>
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| **Week 5  | **Note the day change**  
Oct. 13  
‘It’s all About the Land: Indigenous Territories, Rights, and Relations

**Recommended Readings**
Wildcat, Daniel R. “Respecting What We Do Not Know,” 21-23. [Course Reserve]

**Text Readings**
Manuel & Derrickson, *Unsettling Canada*, Chapters 8-9, 93-123

**Other Assigned Readings**
Lawrence, Bonita. “Aboriginal title and the Comprehensive Land Claims Process.” [LEARN]  

**Review:**
CBC News. "Tsilhqot'in First Nation Granted B.C. Title Claim in Supreme Court: Top Court’s Decision Resolves Legal Questions Following 2012 B.C. Court of Appeal Ruling."

**Recommended Readings**
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<td><strong>Week 6</strong></td>
<td><strong>Addressing Racialized and Gendered Violence Against Indigenous Peoples</strong></td>
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**Film**
Honour Your Word, dir. Martha Steligman

**Case Study Presentation**
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<tr>
<td>Week 6</td>
<td><strong>Assigned Readings</strong></td>
<td>Film</td>
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<td>Lawrence, Bonita, and Enaski Dua. “Decolonizing Anti-Racism.” <em>Social Justice</em> 23(no. 4 (2005), 120-143. [Online]</td>
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<td><strong>Recommended Reading</strong></td>
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<td>Cannon, Martin J. “Race Matters: Sexism, Indigenous sovereignty and McIvor.” [Course Reserve]</td>
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<td>Week 7</td>
<td><strong>Roundtable Discussions of Assigned Texts (as assigned):</strong></td>
<td>Class Activity</td>
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<td>Coulthard, <em>Red Skin, White Masks</em></td>
<td>Class Presentation</td>
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<td>Simpson, <em>Dancing on our Turtle’s Back</em></td>
<td>Idle No More</td>
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<td>Johnson, <em>Two Families: Treaties and Government</em></td>
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<td>Timpson, ed, <em>First Nations, First Thoughts</em></td>
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<td><strong>Other Required Readings</strong></td>
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<td>On Idle No More, as assigned</td>
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**WEEK** | **READINGS** | **GUESTS/ACTIVITIES**
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Week 9 Nov. 8 | **Text Readings**
Manuel & Derrickson, Unsettling Canada, Chapters 10-12 (pp. 125-166) and Chapter 14 (pp. 179-194).

**Other Assigned Readings**

**Review**
*Treaty Alliance Against Tar Sands Expansion*

**Recommended Readings**

Field Trip
Chippewas of the Thames, with host Chief Myeengun Henry
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| Week 10  
Nov. 15  
Honouring Treaties as a Basis for Building Peace | **Text Readings**  
**Other Assigned Readings**  
Hill, Susan M. “Travelling Down the River of Life Together in Peace and Friendship, Forever: Haudenosaunee Land Ethics and Treaty Agreements as the Basis for Restructuring the Relationship With the British Crown,” 23-45. [Course Pack]  
**Recommended Reading**  
Mackey, Eva. “Introduction: Treaty as a Verb,” 124-44. [Course Reserve]  
McCreary, Tyler. "Settler Treaty Rights."  
Bonnie Freeman & Trish Van Katwyk, *Two Row on the Grand River Paddle*  
**Case Study Presentation** |
<table>
<thead>
<tr>
<th>WEEK</th>
<th>READINGS</th>
<th>GUESTS/ ACTIVITIES</th>
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<tr>
<td><strong>Week 11</strong></td>
<td><strong>Assigned Text Readings</strong></td>
<td><strong>Guest Speakers</strong></td>
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<td>Nov. 22</td>
<td>Manuel &amp; Derrickson, <em>Unsettling Canada</em>, Chapters 3-6 (29-75) and Chapter 13 (167-178).</td>
<td>Leah Gazan and Josie Winterfeldt, <em>Pilgrimage for Indigenous Rights</em></td>
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<td>Nation to Nation: Recognizing Title, Rights, and Sovereignty</td>
<td><strong>Other Assigned Readings</strong></td>
<td><strong>Case Study Presentation</strong></td>
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<td>Green, Joyce. “Chapter 1: From Colonialism to Reconciliation: Through Indigenous Human Rights,” 18-42. [Course Pack]</td>
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<td>gkisedtanamoogk. “Honour Songs in Multiple Harmonies,” 75-89. [Course Pack]</td>
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<td>Johnson, Harold. “Your Constitution,” 91-106. [LEARN]</td>
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<td><strong>Recommended Reading</strong></td>
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<td><strong>Week 12</strong></td>
<td><strong>Assigned Text Readings</strong></td>
<td><strong>Film</strong></td>
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<td>Nov. 29</td>
<td>Manuel &amp; Derrickson, <em>Unsettling Canada</em>, Chapter 17, 223-27)</td>
<td>Reserve 107</td>
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<td><strong>Other Assigned Readings</strong></td>
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<td>Christian, Dororthy, and Victoria Freeman. “The History of a Friendship, or Some Thoughts on Becoming Allies,” 376-90. [Course Pack]</td>
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<td>Irlbacher-Fox, Stephanie. “#IdleNoMore: Settler Responsibility for Relationship.”</td>
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<td><strong>Recommended Readings</strong></td>
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**Bibliography**

**Bibliography of Assigned Readings**


Canadian Centre For Policy Alternatives. State of the Inner City Report: Reconciliation Lives Here:


gkisedtanamoogk. “Honour Songs in Multiple Harmonies.” In This is an Honour Song: Twenty Years Since the Blockades, edited by Leanne Simpson and Kiera Ladner, 75-89). Winnipeg: Arbeiter Ring Publishing.


Lawrence, Bonita, and Enaski Dua. “Decolonizing Anti-Racism.” *Social Justice* 23(no. 4 (2005), 120-143.


Treaty Alliance Against Tar Sands Expansion: http://www.treatyalliance.org/


Bibliography of Recommended Readings


Wildcat, Daniel R. “Respecting What We Do Not Know.” In *Quest for Respect: The Church
Indigenous Spirituality, edited by Steve Heinrich. INTOTEMAK, Special Issue, 2017 (Spring 2017): 21-23. [Course Reserve]

Useful Websites
See list posted on LEARN

UWaterloo Policies

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

Arts: Academic Integrity website University of Waterloo: Academic Integrity Office

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline.

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4.

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals.

Other sources of information for students:

Note for students with learning differences: The AccessAbility Services (AAS) office, located in Needles Hall Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the ASS office at the beginning of each academic term.

Counselling Services: Counselling Services provides free confidential counselling, in both individual and group sessions, with qualified professionals to help registered students, faculty and staff with personal concerns, educational career decisions, and strategies to studies and exams: www.adm.uwaterloo.ca/infocs, ext. 33528, NH Room 2080.

Accommodation for Illness: A medical certificate presented in support of an official petition for relief from normal academic requirements must provide all of the information requested on the “University of Waterloo Verification of Illness” form or it will not be accepted. More information can be obtained from Health Services and the form is available in pdf: https://uwaterloo.ca/health-services/student-medical-clinic/services/verification-illness
The Writing Centre: Writing Centre staff offer one-on-one support in planning assignments and presentations, using and documenting research, organizing and structuring papers, and revising for clarity and coherence. Make an appointment or drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit www.uwaterloo.ca/writing-centre

Desire2Learn (D2L or LEARN) Learning Management System
Important course announcements will appear from time to time in the Desire2Learn (LEARN) learning management system. To access these announcements and make use of additional course resources posted in LEARN, go to https://learn.uwaterloo.ca Enter your WatIAM username and password. If you encounter difficulties, you are welcome to contact learnhelp.uwaterloo.ca. After you have successfully logged in, click on the PACS 601 link in the yellow “My Courses and Communities” menu. Be sure that the email address listed under your name in LEARN is an email address you check on a regular basis.

Research assistance
Need research help? Visit a help desk at any University of Waterloo library or visit the PACS subject guide online – http://subjectguides.uwaterloo.ca/pacs. If you need more specialized assistance, the Peace and Conflict Studies liaison librarian, Laureen Harder-Gissing, located in the Conrad Grebel University library, is available for consultation. Laureen works with PACS faculty to order library resources and to create the subject guide. See the guide for research tips and ways to contact Laureen.


Citations: Need help figuring out how to do citations? The main library offers free workshops on software that will help you to format your bibliography! There are also excellent on-line resources. Some links are provided on our course LEARN website.

Grading Policy: "F": Failing work. "D": Lack of fundamental knowledge of the material but sufficient knowledge for a passing grade. "C": Satisfactory knowledge of the basic information or data presented in the course. This is primarily knowledge of the "facts" or content and involves memorizing details and material. "B": Good ability to explain how certain issues and events are related to one another according to explanations currently held in the field; sees relationships between events and theories and can reproduce arguments. "A": Excellent, independent and original thinking and/or creative work.

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<th>An “A” project/paper includes:</th>
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<tr>
<td><strong>Thesis and originality:</strong> Thesis is clear, plausible, substantial, insightful. Thesis connects well with project title, and builds directly on the subject matter of the course. Project explores a significant and appropriate topic and views material from an unexpected but appropriate angle. Develops a thesis that goes beyond the materials of the classroom, readings and course resources.</td>
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**An “A” project/paper includes:**

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<th>Writing quality and structure: The structure is evident, understandable and appropriate for the subject and thesis. Excellent transitions from point to point. Well-structured paragraphs with a controlling idea. The paper or project exhibits a clear strategy for persuasion and patterns of development (chronological order, spatial order, comparison/contrast, etc.).</th>
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<tr>
<td><strong>Use of evidence:</strong> Directly relevant facts chosen and reported accurately, and appropriate to context; alternative facts and arguments recognized and weighed. Author sources high-quality primary and secondary sources to buttress points. Examples and illustrations directly support thesis. Excellent integration of quoted material. Demonstrates in-depth listening to and understanding of the ideas examined, and critically examines those ideas in an analytical, persuasive manner. Maintains a clear distinction between demonstrable assertions and necessary but indemonstrable assumptions. Does not use tertiary sources or non-scholarly sources from the Internet when better, more appropriate sources exist.</td>
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<td><strong>Analysis:</strong> author clearly progresses from lower to higher levels of Bloom’s revised taxonomy, or a similar learning paradigm: project displays fresh analysis, solid synthesis and evaluative learning, and avoids simplistic re-description and summary of information. Work poses new ways to think of the material.</td>
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<tr>
<td><strong>Logic and argumentation:</strong> All ideas in the paper or project flow logically; the argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments; makes novel connections to external materials which illuminate thesis. Creates appropriate graduate-level, academic tone.</td>
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<tr>
<td><strong>Presentation and mechanics:</strong> Excellent sentence structure, grammar, spelling and diction. Conforms to every requirement of style guide. Accurate quotations and references, and complete bibliography. For visual and non-verbal elements of projects, impact and clarity of theme.</td>
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