

Conrad Grebel University College in the University of Waterloo

# Aboriginal Peoples and the Canadian State: Issues of Peace and Justice

PACS301 – Fall 2013

Department of Peace and Conflict Studies

Class: Location: CRG 1300

Class Time: Mondays and Wednesdays, 11:30 a.m. – 12:50 p.m.

Instructor: Nick Shrubsole, PhD

Office Location: CRG 2130a

Office Hours: Wednesdays, 1:00 p.m. – 2:00 p.m. or by appointment

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## Course Description

This course examines what Canadian philosopher James Tully calls “the practical problem [of] the relation between the establishment and development of western societies and the pre-existence and continuing resistance of indigenous societies on the same territory.” With a focus on contemporary Aboriginal-state relations, the course explores themes, issues and cases of peace and conflict in modern day Canada. How has the state sought a more just and equitable relationship with Aboriginal peoples? What are some of the impediments to justice that result in mistrust, frustration, and conflict? What are some of the different pathways proposed for reconciling the complex colonial and liberal relationship between Aboriginal peoples and the state? In exploring the answers to these questions, we look at the Truth and Reconciliation Commission on residential schools, land claims and sovereignty, the repatriation of cultural artifacts, armed standoffs, and criminal justice reform, among other subjects.

## Learning Objectives

By the end of this course, students should be able to:

- Identify foundational issues within Aboriginal-state relations
- Demonstrate an understanding of the complexity of these issues
- Critically engage the literature on issues in Aboriginal-state relations
- Recognize the implications for peace and justice in contemporary Canada
- Explain how colonialism continues to impact Aboriginal peoples
- Knowledgeably reflect on their roles and responsibilities as citizens of Canada

## Required Texts

1. Dickason, Olive Patricia and David Long, eds. 2011. *Visions of the Heart: Canadian Aboriginal Issues* 3<sup>rd</sup> edition. Oxford University Press.
2. Warry, Wayne, 2008. *Ending Denial: Understanding Aboriginal Issues* 2<sup>nd</sup> edition. University of Toronto Press.
3. Readings on reserve at the Milton Good (Conrad Grebel) library
4. Electronic readings listed throughout syllabus

## Recommended Texts

You are not required to have any previous knowledge of indigenous-state relations in Canada prior to this course, but if you are looking for some context, review the following books:

- Dickason, Olive. 2010. *A Concise History of Canada's First Nations*. Oxford University Press.
- Miller, J.R. 2000. *Skyscrapers Hide the Heavens: A History of Indian-White Relations*. University of Toronto Press.

If you have any questions about particular subjects and would like guidance on further reading, do not hesitate to ask your professor.

## Course Evaluation

Major Research Paper	35% (5% for outline + 30% for paper)
Reading Responses	25% (5 reading responses of your choice over the semester)
Final Take Home Exam	20%
Powwow Reflection	10%
Attendance and Participation	10%

*Research Paper Outline* 5% due by Wednesday, October 9 at 11:15 a.m.

The outline is an important tool in essay writing. It helps you to organize your thoughts well in advance of writing the actual paper. It also allows your professor an opportunity to provide early guidance to help focus your subject matter and tighten your argument.

Your outline will consist of three parts. First, provide one or two paragraphs (no more than 500 words) clarifying your subject (What/who are you examining? Is there a specific temporal or geographical place you are examining?). Explain *why* you are examining this subject. Saying that the topic is “interesting” will not suffice. Explain the importance of the subject in the broader context of the course.

Second, provide a tentative outline beginning with a guiding question and a preliminary thesis statement. Simply put, academic writing consists of questions and answers. A great question will set you up for a great paper. Your thesis is the answer to that question. A thesis statement is an argument that you will provide evidence to support throughout your paper. Complete your outline with a map of your argument (i.e., what subjects will you be investigating specifically?).

Third, provide a tentative bibliography of sources you have examined or intend to examine. This does not have to be more than one page. It may be a good idea to sit down with the professor and talk about your idea early in the semester.

**Submission:** Submit your outlines online via the course website. Ensure that your file is in .doc, .docx, or .rtf format. This allows the professor to provide in-text editing and comments for you.

**Length:** 3–4 pages (Your outline can be single-spaced)

*Research Paper* 30% due by Wednesday, November 20 at 11:15 a.m.

Write a research paper on a subject of your choice (to be approved by the professor) on the subject of Aboriginal peoples and the Canadian state: issues of peace and justice. Choose a topic that interests you and do not hesitate to speak with the professor to brainstorm ideas or hone your subject matter.

**Submission:** Submit your outlines online via the course website. Ensure that your file is in .doc, .docx, or .rtf format.

**Length:** 4000–5000 words

**Format:** Double-spaced, 12-point Times New Roman font, 1” margins with page numbers on every page. There is no need for a full title page. You can place your title and appropriate information at the top of the first page.

**Citations:** You may use any method of citation you are comfortable with as long as you are consistent. The university library website has full and quick reference guides for all methods of citation. Use them!

*Reading Responses* 25% (5% x 5 responses)

Over the course of the semester, you are required to write a minimum of five reading responses. These reading responses are to be submitted online via the course website any time prior to the class for which the readings are assigned. Each response paper is worth 5%. You may choose to write six response papers over the course of the semester. In this case, your lowest grade will be dropped.

In your responses, briefly summarize the arguments of the author(s) and reflect on the implications of the arguments for peace and/or conflict in Aboriginal-state relations in Canada. Each week may inspire different avenues of thought so feel free to explore ideas or arguments that interest you. If there are multiple readings (and there often are), bring the authors into dialogue with each other. You may choose to be critical at times and you also may choose to refer back to other weeks and different authors. How you approach these reading responses is largely up to you. The goal here is to engage the readings and subjects in a meaningful way.

**Submission:** Submit your outlines online via the course website. Ensure that your file is in .doc, .docx, or .rtf format. This allows the professor to provide in-text editing and comments for you.

**Length:** approximately 1000 words each (no more than 1200 words)

**Format:** Double-spaced, 12-point Times New Roman font, 1” margins with page numbers on every page. There is no need for a full title page. You can place your title and appropriate information at the top of the first page.

**Citations:** No bibliography is required for these responses but you should include proper citations when referring to the readings. Use whatever citation method you feel most comfortable with and be consistent.

Note: On October 30, one of the authors of your readings will be conducting a short guest lecture. I encourage you to read and respond to the readings on this day so our discussion with Dr. Martin Cooke is fruitful. The instructor will inform you of any other guest speakers throughout the semester.

*Powwow Reflection* 10% due by October 2 at 11:15 a.m.

Attend the powwow at St. Paul’s University College at the University of Waterloo on Saturday, September 28, 2013. Plan ahead and book this day off work if you must. Here are some of the activities you may choose to reflect upon (note: all times are subject to change):

**6:45 a.m.** the sunrise fire lighting ceremony. This ceremony is an early start to the day but is an extremely important ceremony for the powwow. It will also provide you with a very important look at connections between culture, identity and the powwow for indigenous peoples.

**12:00 p.m.** the grand entrance

**1:00 p.m. and 3:00 p.m.** Powwow 101. Are you interested in learning some of the dances? These sessions provide an opportunity for Aboriginal and non-Aboriginal peoples alike to learn some of the dances and participate in the ceremony.

**10:00 a.m. to 5:00 p.m.** learning stations. Throughout the day, learning stations will be available where you can ask questions of experts, artists and practitioners.

**6:30 p.m.** Debajehmujig Storytellers: Global Savages. This will no doubt be an extraordinary interactive performance beginning at sundown. Here is their advertisement:  
<http://www.debaj.ca/content/Global-Savages-0>

**General Observations and reflections.** I strongly recommend that you come for the day festivities and attempt to attend either the morning ceremony or evening performance. In addition to these events, you may choose to reflect on your broader experience at the powwow.

**Note:** More information will be provided on the assignment closer to the powwow. Please note that because of the extensive time commitment for this event, two (2) classes have been cancelled over the course of the semester. You are still responsible for the readings on those days and any assignments are due prior to the scheduled time of the class, even if we are not meeting.

If you cannot attend the powwow, you must inform the instructor by September 15 and alternative arrangements will be made. More information on the reflection assignment will be distributed in class.

**Length:** 1200–1500 words

**Submission:** On the course website in .rtf, .doc, or .docx

*Final Take Home Exam*      20%      due by 1:00 p.m. on Monday, December 9

The final take home exam will be available on the course website following the final lecture on December 2. The exam will consist of multiple short essay questions that will engage the broader issues discussed throughout the course. They will be creative, thought-provoking questions that challenge you to think about the implications of what we have studied for peace and justice in Canadian society. You will be asked to engage the readings from the course in your answers. Instructions on length and format will be provided with the exam.

*Attendance and Participation*      10%

Pedagogically, this class will be dialogical in nature. We will conduct full class and small group discussions almost every day. Lectures will be interactive and conversational. For this reason it is important that you come to class prepared to talk. For those who are less comfortable with physical participation, some weeks we may have online discussion forums regarding current events.

## Reading Schedule

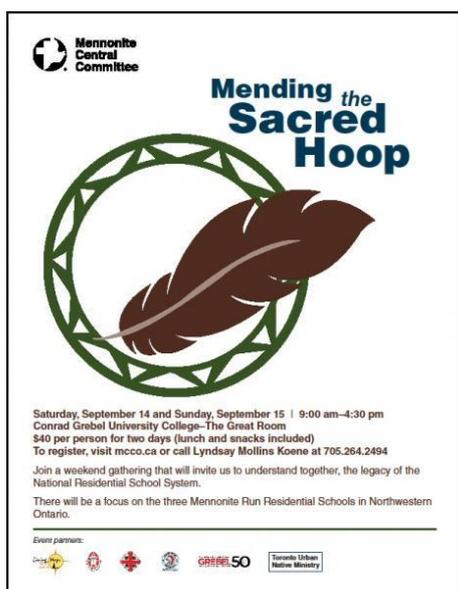
### **Part I: The Context for Change and Conflict**

Sept 9:      **Introduction**

Readings:      David Long, “Introduction” *Visions* (xxi–xxxiv)  
                         Warry, “Introduction” *Ending Denial* (13–20)

Sept 11:      **The Resonating Effects of Colonialism**

Readings:      Warry, “Chapter 1: Truth, Advocacy and Aboriginal Issues” and “Chapter 3: Ending Denial: Acknowledging History and Colonialism” *Ending Denial* (23–32; 53–68)  
                         Olive Dickason, “Toward a Larger View of Canada’s History: The Native Factor” *Visions* (1–17)



**For Your Information and Interest**  
Non-Required Weekend Event

On September 14 and September 15 at Conrad Grebel University College, there is a two-day event focusing on reconciliation and Canada's Aboriginal residential school system.

A weekend gathering that will have us understanding together the legacy of the National Residential School System with an emphasis on the three Mennonite Run Residential Schools in North Western Ontario.

Cost: \$40 (includes snacks and lunch)

For more information and to register click on the image to the left.

**Sept 16: The Assimilation Argument**

- Readings: Statement of the Government of Canada on Indian policy (The White Paper, 1969),  
<http://www.aadnc-aandc.gc.ca/eng/1100100010189/1100100010191>  
 Dale Turner, "White and Red Paper Liberalism" in *Philosophy and Aboriginal Rights* (160–70)  
 Warry, "Chapter 2: The New Assimilation Arguments" *Ending Denial* (33–52)  
 Taiaiake Alfred, "Colonial Stains on Our Existence" in *Racism, Colonialism, and Indigeneity in Canada* (3–10)

**Sept 18: Aboriginal Rights**

- Readings: Patrick Maclem, "Introduction" in *Indigenous Difference and the Constitution of Canada* (3–10)  
 Brian Slattery, "The Generative Structure of Aboriginal Rights" in *Moving Toward Justice: Legal Traditions and Aboriginal Justice* (20–48)  
 Thomas Isaac, "Striking a Balance: The Rights of Aboriginal Peoples and the Rule of Law in Canada" in *Moving Toward Justice: Legal Traditions and Aboriginal Justice* (88–106)

**Sept 23: Royal Commission on Aboriginal Peoples, 1996**

**Room Change: STP 232**

In preparation for the powwow on September 28, we will travel to the Aboriginal Education Centre at St. Paul's University College for a presentation by the centre coordinator, Luane Lentz. In addition to our lecture on RCAP, we will hear about the centre and receive detailed information about the powwow and your potential participation in it.

- Readings: Alan Cairns, "The Royal Commission on Aboriginal Peoples: a Missed Opportunity" in *Philosophy and Aboriginal Rights* (210–30)  
 David Newhouse and Yale Belanger, "The Canada Problem in Aboriginal Politics" *Visions* (352–80)

Highlights from the Report of the Royal Commission on Aboriginal Peoples (excerpts) [This is a long document. Browse it, get a sense of it, and read sections that interest you],

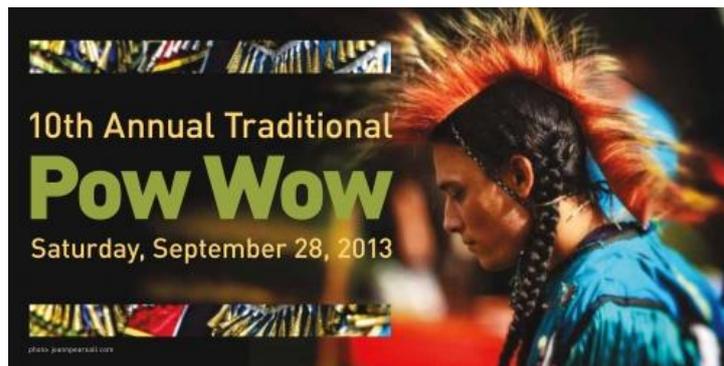
<http://www.aadnc-aandc.gc.ca/eng/1100100014597/1100100014637>

Sept 25: **Blockades and Standoffs**

No Class in lieu of attendance at powwow on September 28

Readings: John Borrows, "Crown and Aboriginal Occupations of Land: A History and Comparison," (first half)

[http://www.archives.gov.on.ca/en/e\\_records/ipperwash/policy\\_part/research/pdf/History\\_of\\_Occupations\\_Borrows.pdf](http://www.archives.gov.on.ca/en/e_records/ipperwash/policy_part/research/pdf/History_of_Occupations_Borrows.pdf)



Sept 30: **Blockades and Standoffs**

Readings: John Borrows, "Crown and Aboriginal Occupations of Land: A History and Comparison," (second half)

[http://www.archives.gov.on.ca/en/e\\_records/ipperwash/policy\\_part/research/pdf/History\\_of\\_Occupations\\_Borrows.pdf](http://www.archives.gov.on.ca/en/e_records/ipperwash/policy_part/research/pdf/History_of_Occupations_Borrows.pdf)

Oct 2: **Urban Aboriginals**

Readings: Warry, "Chapter 6: Being Aboriginal: Identity" and "Chapter 7: Culture in the City" *Ending Denial* (99–122)

Kevin FitzMaurice and Don McCaskill, "Urban Aboriginal People in Canada: Community Trends and Issues of Governance" *Visions* (328–51)

Recommended: Don Kerr and Roderic Beaujot, "Aboriginal Demography" *Visions* (149–88)

## **Part II: Social and Cultural Issues**

Oct 7: **Stereotype**

Readings: Warry, "Chapter 4: The Media: Sustaining Stereotype" *Ending Denial* (69–82)  
Augie Fleras, "Reclaiming Aboriginality: From Mainstream Media Representation to Aboriginal Self Representation" *Visions* (189–212)

Oct 9: **Cultural Loss and Reclamation**

**Outline for Research Paper DUE** by 11:15 a.m. online on the course website

Readings: Warry, "Chapter 5: Putting Culture into the Debates" *Ending Denial* (87–98)  
Mary Jane Norris, "Aboriginal Languages in Canada: Generational Perspectives on Language Maintenance, Loss, and Revitalization" *Visions* (113–48)

Oct 14           THANKSGIVING HOLIDAY (no class)

Oct 16           **Sacred Sites and Religious Freedom**

Readings:       Nicholas Shrubsole, “The Conditions of Public Religion, Dispossession and First Nations Sacred Sites,” in *Religion, Land and Democracy in Canadian Indigenous-State Relations* (48–79)  
[http://uwspace.uwaterloo.ca/bitstream/10012/7551/1/Shrubsole\\_Nicholas.pdf](http://uwspace.uwaterloo.ca/bitstream/10012/7551/1/Shrubsole_Nicholas.pdf)

Oct 21           **Women**

**Guest speaker: Ms. Jean Becker**

**Bio:** [http://www.wlu.ca/homepage.php?grp\\_id=1811&f\\_id=12448](http://www.wlu.ca/homepage.php?grp_id=1811&f_id=12448)

Readings       Cora Voyageur, “First Nations Women in Canada” *Visions* (213–37)  
The Mohawk Women of Caughnawaga, “The Least Members of Our Society” in *First Voices: An Aboriginal Women’s Reader* (352–57)  
Sharon D. McIvor, “Aboriginal Women’s Rights as ‘Existing Rights’” in *First Voices: An Aboriginal Women’s Reader* (374–81)

Oct 23           **Women**

In-class film: *Finding Dawn* (2006)

Readings:       Kim Anderson and Jessica Ball, “Foundations: First Nation and Métis Families” *Visions* (55–89)  
Susan Judith Ship and Laura Norton, “HIV/AIDS and Aboriginal Women in Canada” in *First Voices: An Aboriginal Women’s Reader* (188–99)  
Anita Olsen Harper, “Is Canada Peaceful and Safe for Aboriginal Women?” in *First Voices: An Aboriginal Women’s Reader* (233–42)

Oct 28           **Crime**

Readings:       Patricia Monture-Okanee and Mary Ellen Turpel, “Aboriginal Peoples and Canadian Criminal Law: Rethinking Justice” in *Racism, Colonialism, and Indigeneity in Canada* (242–51)  
Andrea Smith, “Sexual Violence as a Tool of Genocide” in *Racism, Colonialism, and Indigeneity in Canada* (252–62)  
Patricia A. Monture, “The Need for Radical Change in the Canadian Criminal Justice System: Applying a Human Rights Framework” *Visions* (238–57)

Oct 30           **Health and Well-Being**

**Guest speaker: Dr. Martin Cooke**

**Bio:** <https://uwaterloo.ca/public-health-and-health-systems/people-profiles/martin-cooke>

Readings:       Martin Cooke and David Long, “Moving Beyond the Politics of Aboriginal Well-being, Health, and Healing” *Visions* (292–327)  
Warry, “Chapter 10: Hopeful Signs: Capacity Building in Health” *Ending Denial* (151–66)

Nov 4           **Education and Indigenous Knowledge**

Readings:       Jan Hare, “Learning from Indigenous Knowledge in Education” *Visions* (90–112)  
Simon Brascoupe, “Rekindling the Fire: Indigenous Knowledge and New Technologies” *Visions* (381–402)

### **Part III: The Challenges of Moving Forward**

#### **Nov 6 Treaties and Comprehensive Claims**

- Readings: J.R. Miller, "Growing old at the negotiating table: Treaties and Comprehensive Claims, 1975–2008" in *Compact, Contract, Covenant: Aboriginal Treaty-Making in Canada* (250–82)
- Recommended: J.R. Miller, "We Are All Treaty People: Conclusion," in *Compact, Contract, Covenant: Aboriginal Treaty-Making in Canada* (282–310)

#### **Nov 11 Resources and Economic Development**

- Readings: Warry, "Chapter 8: Courts and Claims: Aboriginal Resource Rights" and "Chapter 9: Sustaining Economic Development" in *Ending Denial* (123–50)
- Calvin Helin, "Introduction" in *Dances with Dependency* (23–42)

#### **Nov 13 Responding to the Critics**

- Readings: Tom Flanagan, "The Octagon is a Stop Sign" and "Update 2008" from *First Nations Second Thoughts* (192–234)
- Frances Widdowson and Albert Howard, "Introduction: Discovering the Emperor's Nudity" in *Disrobing the Aboriginal Industry: The Deception Behind Indigenous Cultural Preservation* (3–18)

#### **Nov 18 Aboriginal Leadership and Self-Government**

- Readings: Brian Calliou, "From Paternalism to Partnership: The Challenges of Aboriginal Leadership" *Visions* (258–91)
- Warry, "Chapter 11: The Third Order: Accountable Aboriginal Governments" *Ending Denial* (167–81)
- Recommended: Joseph E. Couture, "The Role of Native Elders: Emergent Issues" *Visions* (18–34)
- Recommended: Marlene Brant Castellano, "Elders' Teachings in the Twenty-First Century: A Personal Reflection" *Visions* (35–54)

#### **Nov 20 Truth and Reconciliation**

**Major Research Paper DUE** by 11:15 a.m. online on the course website

- Readings: Rosalind Ing, "Canada's Indian Residential Schools and Their Impacts on Mothering" in *Racism, Colonialism, and Indigeneity in Canada* (120–27)
- Suzanne Fournier and Ernie Crey, "'Killing the Indian Child': Four Centuries of Church Run Schools" in *Racism, Colonialism, and Indigeneity in Canada* (173–77)
- Ronald Neizen, "The Sense of Injustice" in *Truth and Indignation: Canada's Truth and Reconciliation Commission on Indian Residential Schools* (chapter 1) [Note: this reading may change pending availability of the book. It is scheduled for release in October.]
- Browse the TRC website: <http://www.trc.ca/>

#### **Nov 25 Truth and Reconciliation**

- No Class in lieu of attendance at powwow on September 28
- Readings: Paulette Regan, "An Apology Feast in Hazelton: a Settler's 'Unsettling' Experience" and "Peace Warriors and Settler Allies" from *Unsettling*

*the Settler Within* (193–237)

Watch the apology, <http://www.youtube.com/watch?v=qo5cG-RjE8Y>

Nov 27 **Idle No More**

Readings Browse <http://www.idlenomore.ca/> and  
<https://www.facebook.com/IdleNoMoreCommunity>  
Additional news articles will be posted on the course website

Dec 2 **Conclusion**

Readings Warry, “Conclusion: The River” *Ending Denial* (183–94)  
“Conclusion: ‘Reconciliation and Moving Forward’, A Dialogue between  
David Newhouse and David Long” *Visions* (403–25)

### Course Reserve Material

In addition to the two textbooks for this course, the following required reading material is on reserve at the Milton Good library:

1. Cannon, Martin J. and Lina Sunseri, eds. 2011. *Racism, Colonialism, and Indigeneity in Canada*. Oxford University Press.
2. Flanagan, Tom. 2008. *First Nations, Second Thoughts* 2<sup>nd</sup> edition. McGill-Queens University Press.
3. Helin, Calvin. 2006. *Dances with Dependency: Indigenous Success through Self-Reliance*. Orca Spirit Publishing.
4. Macklem, Patrick. 2001. *Indigenous Difference and the Constitution of Canada*. University of Toronto Press.
5. Miller, J.R. 2009. *Compact, Contract, Covenant: Aboriginal Treaty-Making in Canada*. University of Toronto Press.
6. Monture, Patricia A. and Patricia D. McGuire, eds. 2009. *First Voices: An Aboriginal Women’s Reader*. Inanna Publications.
7. Niezen, Ronald. 2013. *Truth and Indignation: Canada’s Truth and Reconciliation Commission on Indian Residential Schools*. University of Toronto Press. (Item is scheduled for release on October 23. It should be available at the reserve desk by the beginning of November.)
8. Regan, Pualette. 2010. *Unsettling the Settler Within: Indian Residential Schools, Truth Telling, and Reconciliation in Canada*. UBC Press.
9. Tomsons, Sandra and Lorraine Mayer, eds. 2013. *Philosophy and Aboriginal Rights: Critical Dialogues*. Oxford University Press.
10. Whyte, John D., ed. 2008. *Moving Toward Justice: Legal Traditions and Aboriginal Justice*. Purich.
11. Widdowsen, Frances and Albert Howard. 2008. *Disrobing the Aboriginal Industry: The Deception Behind Indigenous Cultural Preservation*. McGill-Queens University Press.

Each book is available for a three-hour in-library loan. Plan your readings in advance and make copies of what you need.

### Course Website Information

Using your WatIAM username and password, you can access the course website at

<http://learn.uwaterloo.ca/>

LEARN is a web-based course management system that enables instructors to manage course materials (posting of lecture notes etc.), interact with their students (drop boxes for student submissions, on-line quizzes, discussion boards, course e-mail etc.), and provide feedback

(grades, assignment comments etc.). The degree to which LEARN is utilized in a particular course is left to the discretion of the instructor; therefore, you may find a large variance in how LEARN is being used from one course to another.

On the PACS301 course website, you will be able to:

- Submit assignments
- Access some reading material
- Read announcements
- View important dates
- View your grades
- Participate in online forums

For further help on LEARN you may visit the help website at

[http://av.uwaterloo.ca/uwace/training\\_documentation/student\\_index.html](http://av.uwaterloo.ca/uwace/training_documentation/student_index.html)

You may also contact support staff via e-mail at [learnhelp@uwaterloo.ca](mailto:learnhelp@uwaterloo.ca)

## University Policies and Information

### **Academic Integrity:**

**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.

**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:**

[Academic Integrity website \(Arts\)](#)

[Academic Integrity Office \(uWaterloo\)](#)

### **Accommodation for Students with Disabilities:**

**Note for students with disabilities:** The [AccessAbility Services](#) 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 AS office at the beginning of each academic term.

## **Instructor Policies**

### *Electronic Gadgets*

Please turn off all electronic devices with the exception of laptops/tablets you are using for taking notes. The instructor reserves the right to ask you to leave the classroom if you are abusing laptop/tablet privileges. Multiple offenses will lead to a failing participation grade.

### *Classroom Ethic*

This course will be guided by an ethic of mutual respect and responsibility. At times, the topics may become controversial and in-class debate rather tense. While disagreement is part of a healthy university environment, please engage your colleagues (including the instructor) with respect and in such a way to promote a response. Occasionally, the instructor will need to close down a debate when time is running short, when a conversation devolves into a series of monologues, or when we are bogged down on a topic.

### *E-mail Correspondence*

Email is not the preferred method of correspondence in this course. The preferred method of correspondence is through face-to-face contact during instructor office hours or through a scheduled appointment. Emails requesting information that is already posted on our course website or communicated in class will not be returned. Should you need such information, please see the instructor. Moreover, email correspondence is not a good method of communicating class material or explaining complex concepts. Again, the preferred method of communication is face-to-face contact. Please USE email primarily to make appointments and, if need be, to refine your ideas in communication with the instructor. In some cases, the instructor may request a meeting in lieu of further emails. In all email correspondence, please include your full name and a subject heading that includes PACS301 in its title.