

The Politics of Reconciliation

Course Description

POLI 4842.OXX

6.0 credit hours

Prerequisites: Three (3) credit hours in POLI **and** course successful completion of at least two years of full-time study in university (60 credit hours).

Academic Calendar Course Description: This course is a special topic in Political Science.

The primary objective of this course is to provide students with a comprehensive, historically grounded understanding of the politics of reconciliation and its contemporary repercussions in the context of a collaborative teaching and learning environment. This means that we recognize not only the significance of respecting multiple forms of knowledge, but also the importance of engaging in experimentation and innovation as part of the learning process. Learning is process-oriented, not outcome-driven, and we deal with difficult topics and issues to challenge ourselves to learn, if not “unlearn,” the meaning of reconciliation.

This course operates in a blended learning environment which means that the course site in Brightspace is an integral part of the course, and it serves multiple functions: 1/ as the home for your required readings as well as other course material, including your grades; 2/ as the method of posting both announcements and current news articles; and 3/ as the depository of resources.

* Brightspace is the university’s learning management system and every student should know how to access and use it. For help, go to <https://studio.smu.ca/brightspace/> or visit the Software and Application Support Centre in Atrium 107.

REQUIRED BOOKS:

Vermette, Katherena. 2016. *The Break*. Toronto: House of Anansi Press. [Available at the Bookstore]

McFarlane, Peter and Nicole Schabus, eds. 2017. *Whose Land is it Anyway? A Manual for Decolonization*. Federation of Post-Secondary Educators of BC. [Posted in its entirety in Brightspace]

Course Times and Location:
Th 4:00-6:30 pm, LA 271
Fri 10:00-12:30 pm, MN 219
(with exceptions)

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Course Evaluation



**Education by Métis artist
Leah Dorion**

To learn about the painting, go to:

<http://interactive-learning-objects.onlea.org/mapping/#/painting/painting-5>

WORK	DESCRIPTION	DATE	VALUE
Class Presentations	2 Collaborative Presentations (10% each)	2 for each student -to be assigned for Sept 13, Sept 21, Sept 27, Oct 4, Oct 26, Nov 1, Nov 9, Nov 22	20%
Class Participation	Weekly Journal/ Reading Log Checks (5%) Contributions and Attendance [class meetings, guest lectures, films, etc] (20%)	Throughout the entire semester	25%
Course Journal	Weekly reading log entries <i>First:</i> Sept 13, Sept 21, Sept 27, Oct 4 (16%) <i>Second:</i> Oct 18, Oct 26, Nov 1, Nov 9 (16%) <i>Final:</i> Nov 22 (4%)	<i>First</i> weekly reading log entries due Oct 11, in class <i>Second</i> weekly reading log entries due Nov 15, 4:00 pm, in MN 406 <i>Final</i> weekly reading log entry due Nov 23, in class	36%
Reflective Essay and Presentation	Essay (10%) Presentation (9%)	Essay due Nov 30 Presentation by each student to be assigned for Nov 29 or Nov 30	19%
			100%

Collaborative Teaching and Collaborative Learning

POLI 4842.0XX is a team-taught course grounded in the full engagement of your two professors in the *teaching* process. By working closely together in the planning and delivery of the course, we (Drs. Dobrowolsky and Keeble) seek to model *collaboration* in the negotiation of relationships, in the integration of multi-faceted materials, and in the construction of knowledge which extends beyond the classroom. That is why we share responsibility and are both present and active in the classroom with you as opposed to taking turns (referred to as “rotational teaching”). That is why we draw from literature, art and film, as well as academic books and journals. That is why we look to knowledge-keepers from the Indigenous community and guest speakers from various disciplines. This is what collaboration means.

Moreover, by paying attention to *how* we teach, we pay attention to *how* you learn. As collaborative learners, you work with each other and with us to critically engage, read, think, present, discuss, question, and reflect on the politics of reconciliation. As a small class of active, engaged learners (and we see ourselves as part of that group), we all acknowledge our responsibility to deal with topics and issues even if they may be deeply disturbing or distressing, a responsibility that has become more pressing during these contemporary times. It is vital that we (all of us) challenge ourselves to learn, if not “unlearn.”



Walking with Our Sisters: A Commemorative Art Installation to honour the lives of missing and murdered Indigenous Women

Each pair of moccasin tops are intentionally not sewn into moccasins to represent the unfinished lives of the women and girls.

<http://walkingwithoursisters.ca/>

Writing and Presenting

The requirements for this course are fundamentally based on your active engagement as a member of the class. You will be writing a course journal which consists of weekly reading log entries; you will be making two collaborative presentations on specific topics; and you will be writing and presenting a reflective essay at the end of the course. The detailed requirements for the course journal, collaborative presentations, and reflective essay and presentation are in separate handouts.

Your ability to write and present well in this course will stem from your commitment to intellectual honesty, humility, and rigour. Doing well demands that you keep up with assigned readings, explore multiple dimensions of topics in question, and be able to step back and reflect on what you have learned and why.

Plagiarism

Plagiarism, cheating, falsification, and tampering are not only serious academic offences punishable by the university but also unethical acts: they are simply wrong and they have no place in the university. The *Academic Calendar 2018-2019* is clear about each student's academic responsibility and specific examples of academic offences (p. 19-20) are posted in Brightspace. If you have any questions on what constitutes an academic offence, please come see us. We care deeply about how hard students work so, in fairness to all, any offence will result in an "F."



Academic Integrity

Academic integrity is defined in the *Academic Calendar 2018-2019* (p. 19) as resting on five fundamental values: honesty, trust, fairness, respect, and responsibility.

Fairness is an important aspect of how we teach the course. You are required to meet deadlines, present on your assigned dates, and to attend classes. The reason why we do not have a late policy for work is because, in fairness to all members in our seminar class, we only give extensions and/or excuse absences in cases of serious illness or extenuating circumstances. We expect you to organize, and prioritize, your work. Come see us before work is due if you find yourself falling behind.

The development of peer relationships is an important part of the seminar experience. Always treat each other with courtesy and respect, listening carefully to each other's contributions and taking care to be attentive to the subject matter and to the range of experiences and perspectives in the class.

Remember that a university, at its core, is a *community* of learners.

The grading for this course is based on Academic Regulation 5a (p. 32) which is more fully explained in 'Grading Guidelines' on the Department of Political Science website: <http://www.smu.ca/academics/departments/political-science-undergraduate-courses.html>.

We will regularly update your grades and they are available under "Grades" in Brightspace.

Political Science

Dr. A. Dobrowolsky

adobrowolsky@smu.ca

902.420.5895

McNally North (MN) 405

OFFICE HOURS:

Tues, Thurs 11:30 am-2:30 pm

or by appointment

Dr. E. Keeble

edna.keeble@smu.ca

902.420.5443

McNally North (MN) 407

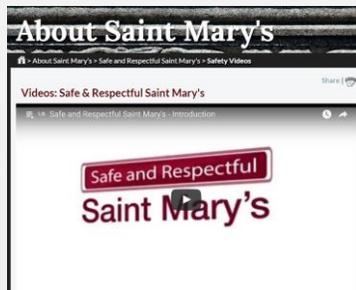
OFFICE HOURS:

Mon, Wed 12:30-3:30 pm

or by appointment

Safe and Respectful Saint Mary's

<http://www.smu.ca/about/safety-videos.html>



Brief Outline of Topics and Speakers*

THEME (I): Reconciling and Respecting Multiple Knowledges

September 6: Welcome and Introductions: Whose Land?

September 7: "Contested Politics: Subjectivity, Appropriation, and Authenticity"

September 13: "Traditional Knowledges and Two-Eyed Seeing"

September 14: Guest Speaker: Gerald Gloade, The Confederacy of Mainland Mi'kmaq

September 20: Discussion Panel: *Walking with Our Sisters*, Guest Panelists: Dr. Tammy Findlay, MSVU, and Dr. April Mandrona, NSCAD

September 21: "Gendered Knowledges and Practices"

September 27: "Colonialism: Critical Concepts, Commissions, and Consequences"

September 28: Field Trip: Nova Scotia Archives, 6016 University Avenue: Viewing of Peace and Friendship Treaties, Mi'kmaq Holdings, facilitated by John A. MacLeod, Archivist

THEME (II): Roots and Present Day Realities: Reconciliation in Context

October 4: "Historical Harms and Multi-Generational Legacies"

October 5: Blanket Ceremony, facilitated by Raymond Sewell, SMU Indigenous Student Advisor

October 11: "Facts, Fictions & Fantasies: Films and Novel Interpretations" (I)

October 12: "Facts, Fictions & Fantasies: Films and Novel Interpretations" (II)

October 18: "Facts, Fictions & Fantasies: Films and Novel Interpretations" (III)

October 19: SMU Art Gallery: Tour of Exhibit of #callandresponse, facilitated by Robin Metcalfe, Director/Curator

THEME (III): Rights, Resistance and Reconciliation

October 25: Guest Speaker: Dr. Val Marie Johnson, Social Justice and Community Studies

October 26: "Constitutional and Citizenship Challenges and Changes"

November 1: "Working from Without and Within: Idle No More and Contentious Politics"

November 2: Keynote Speaker: Dr. Pam Palmater, Politics and Public Administration, Ryerson University (CCPA Fundraiser, 6:00 pm, MSVU, 166 Bedford Highway)

November 8: Guest Speaker: Jennifer Llewellyn, Schulich School of Law, Dalhousie University, on TRCs and Restorative Justice

November 9: "Forms and Fora for Justice, Truth and Apologies: Lessons from Canada and South Africa"

November 22: "Opportunities, Cautions and Constraints: Privatization, Consultation, Environmental and Extractive Politics"

November 23: Guest Speaker: Angie Gillis Senior Director, Department of Environment and Natural Resources, The Confederacy of Mainland Mi'kmaq

November 29 and 30: Sharing Stories: Individual Reflections

***The Detailed Course Outline with a listing of required and recommended readings is in a separate handout.**