

**CANADIAN SCHOOL OF PEACEBUILDING**  
**CANADIAN MENNONITE UNIVERSITY**  
**PCTS/IDS-2443C Conflict and Development Issues in Indigenous Communities**  
**Session I: June 11-15, 2018**  
**Course Syllabus**

Instructor: Tabitha Martens, PhD Student, Faculty of Social Work, University of Manitoba

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Lecture times: 8:30am-5:00pm, Monday to Friday

Office hours: After class

Last date for voluntary withdrawal without academic penalty: July 15, 2018

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### **COURSE DESCRIPTION**

Within the broad framework of international development and conflict transformation studies, this course explores the dynamics of indigenous communities globally, with special reference to the Canadian context. Processes of marginalization and underdevelopment will be presented in order to understand indigenous communities' social, economic and political situation.

### **OBJECTIVES**

**After successful completion of this course students should have:**

- a basic understanding of the context and history of Indigenous conflict and development issues
- a foundation for learning about Indigenous worldviews, values, and epistemologies
- the ability to think critically and apply Indigenous epistemologies to examine both conflict and development from a place of understanding
- the ability to apply Indigenous issues from a Canadian context into a larger global construct

### **REQUIRED TEXTBOOK(S)**

**\*It is the participant's responsibility to order texts online, as e-books or from local book-sellers ahead of time.**

Simpson, Leanne Betasamosake. (2017). *As we have always done: Indigenous freedom through radical resistance*. Minnesota, MN: University of Minnesota Press.

Required journal articles will be sent to registered students/participants as pdfs.

### **TEACHING APPROACH**

In addition to lectures, there will be opportunity for interactive exercises, exploring case studies with guests, student interaction and a small group project. Students will be expected to keep up with readings and actively engage in class activities.

### **COURSE REQUIREMENTS AND DEADLINES (for credit)**

The following are the general outlines of requirements for those taking the class for credit. Others are encouraged to read as much as possible, however, in order to receive maximum benefit from the course. Assignments can be submitted in person during the course or via email to the instructor.

ASSIGNMENTS	DUE DATE	VALUE
1. Introduction Paper	June 11, 2018	15%
2. Class presentations	June 15, 2018	25%
3. Participation	June 11-15, 2018	10%
4. Book review	July 6, 2018	20%
5. Final paper	August 6, 2018	30%

### ASSIGNMENT DESCRIPTION

#### 1. Introduction Paper: How do you know what you know?

Introduce and position yourself in a 4-page paper. You should answer who you are, why you are in this course, and the stories and experiences around your learning journey thus far. How do you learn best? Who taught you?

Due: June 11, 2018                      Length: 4 pages

#### 2. Class Presentations and Summaries

Working in pairs, develop an interactive, engaging presentation to share what you have taken away from the class. Ask: what have you learned that can translate into your daily life and academic path? Your presentation may include PowerPoint, handouts, student activities, and other teaching and sharing tools. Following your presentation, as individuals (not pairs), please provide a short summary of your presentation and reflections on your learning thus far.

Presentation                      Due: June 15, 2018                      Length: 10 minutes

Summary Reflection                      Due: June 21, 2018                      Length: 500 words

#### 3. Course Participation

Classes will be treated as living, breathing spaces and participation, questions, comments, and concerns are necessary to create a dialogue around these important issues. Participation marks will be based on your input into class discussion and group work, along with your class attendance.

Due: June 15, 2018

#### 4. Book review: *As We Have Always Done* (L. Simpson)

Provide a summary outlining the major themes of the book. Include your own reflections based on your experiences and what you have learned in class to discuss the book. This is an exercise in writing concisely. Approximately one half of the paper should be in summary format, while the other half will be for critical reflection. For examples and support see:

<http://guides.library.queensu.ca/bookreviews/writing>

Due: July 6, 2018                      Length: 1200 words

#### 5. Final Paper: Understanding Indigenous conflict

Using your course notes, class readings plus 5 more readings of your choosing, write a 10-page, double-spaced paper outlining an Indigenous conflict. In this paper, you will critically examine a conflict and its representation to understand the source of the conflict; how it occurred and why it occurred. Use the



tools and resources provided through the class to support your examination. This paper should include your personal insight and reflections, summaries of supporting and contrasting arguments and propose a solution or an alternative approach for how the issue could have been dealt with.

Due: August 6, 2018

Length: 10 pages

### **ASSIGNMENT GUIDELINES (for credit)**

#### **STYLISTIC REQUIREMENTS**

CMU has adopted the following as its standard guide for all academic writing:

Hacker, Diana. *A Pocket Style Manual*. Sixth edition. Boston and New York: Bedford/St. Martin's, 2012.

The final paper should follow an accepted academic format for citations, bibliography, etc. (e.g. APA, Chicago, MLA). You may choose the format but whichever you use, be sure to use it properly and consistently.

#### **ADDITIONAL NOTES**

1. All material referred to in any assignment **MUST** be appropriately referenced. Plagiarism is a serious matter. Students should be aware of CMU Academic Policies, particularly those regarding academic misconduct (plagiarism and cheating), which apply to all University courses. These are detailed on CMU's website (<http://www.cmu.ca/students.php?s=registrar&p=policies>) and in the CMU Calendar (also available online: <http://www.cmu.ca/academics.php?s=calendar>). In your papers, be sure to avoid any form of *plagiarism*. If you have doubts about what is appropriate, a useful website is <http://www.indiana.edu/~istd/>. Plagiarism is a serious issue and will result in grade reduction or action by the university (see university policy on this).
2. Assignments are due as scheduled. Assignments will be assessed a four percent (4%) late penalty per day until they are submitted. I will not accept assignments more than two weeks late except in cases of verifiable medical or family emergency.
3. I encourage all students to take up any concerns/questions regarding grades, first with the instructor, then with the Associate Dean of Program, Ray Vander Zaag. The CMU Calendar outlines its appeals process clearly.
4. Email: Substantive discussions are best done person to person, not electronically. So email can be used to set up personal appointments, to send regrets if one has to miss class, and so on, but not for engaging in substantive discussions.

#### **EVALUATION**

In general, I expect you to *follow the guidelines* of the assignment and to discuss deviations from them with me before turning it in. In evaluating your work, *quality* is more important than quantity. I appreciate creativity, clear expression of ideas, evidence of engagement with the reading and class sessions, and projects that are of real interest and value to you.

Good communication skills are essential for justice and peacebuilding work. Students will be expected to communicate knowledgeably, clearly, effectively, concisely and persuasively. All written work should be well informed, well organized and well documented.

Each completed assignment will be given a numerical grade (according to its value toward the final



grade) and the corresponding letter grade. The final mark for each student is determined by the sum total of all numerical grades, which is then assigned a letter grade according to the scale below.

**LETTER GRADE/PERCENTAGE SCALE**

Letter Grade	Percentage	Grade Points	Descriptor
A+	95-100	4.5	Exceptional
A	88-94	4	Excellent
B+	81-87	3.5	Very Good
B	74-80	3	Good
C+	67-73	2.5	Satisfactory
C	60-67	2	Adequate
D	50-59	1	Marginal
F	0-49		Failure

Criteria	A - Excellent	B - Competent	C - Below Expectations
<b>CONTENT</b> (quality of the information/ideas and sources/details used to support them)	- has clarity of purpose - has depth of content - displays insight or originality of thought -demonstrates quality and breadth of resources	- has clarity of purpose - has substantial information and sufficient support - contains some originality of thought -uses quality resources	- has clarity of purpose -lacks depth of content and may depend on generalities or the commonplace - has little originality of thought -uses mostly quality resources
<b>STRUCTURE</b> (logical order or sequence of the writing)	- is coherent and logically developed -uses very effective transitions	- is coherent and logically developed -uses smooth transitions	- is coherent and logically (but not fully) developed -has some awkward transitions
<b>CONVENTIONS</b> (appearance of the writing: sentence structure, usage, mechanics, documentation)	- has virtually no errors of conventions	- has minimal errors of conventions	- is understandable <u>but</u> has noticeable problems of sentence structure, usage, mechanics or documentation
<b>STYLE</b> (personality of the writing: word choice, sentence variety, voice, attention to audience)	- is concise, eloquent and rhetorically effective -has nicely varied sentence structure -is engaging throughout and enjoyable to read	- displays concern for careful expression -has some variation in sentence structure -is generally enjoyable to read	- has some personality <u>but</u> lacks imagination and may be stilted and may rely on clichés -has little variation in sentence structure -is not very interesting to read

**NOTE:** The *CMU Student Handbook* is a useful guide for further information on CMU policies regarding grades, academic misconduct, and appeals. Grades are not final until vetted and approved by the Dean's Office.

#### **FINAL DATE FOR WITHDRAWAL**

Final date to withdraw from this course without academic penalty is July 15, 2018.

If a student is unable to complete the requirements of a course by the end of the semester, the student must submit a written appeal for an "incomplete" to the Registrar's office: [spenner@cmu.ca](mailto:spenner@cmu.ca). The student should seek the instructor's support for the appeal and submit the appeal before August 21. If the student's appeal is granted, the instructor will enter a grade of I (for incomplete) accompanied by a temporary grade (which is based on completed work and assigns a value of zero for uncompleted work). Instructor grades are due by August 21<sup>st</sup>. If the student completes the remaining work within the extension period, the grade will be recalculated and the incomplete status will be removed. If the student does not complete the work within the extension period, the incomplete status will be removed and the grade will remain as originally entered. The maximum extension is: December 1, for courses ending in August.

### **SCHEDULE, TOPICS & READINGS\***

\*This schedule, along with assigned readings, may be adjusted slightly in response to pace of discussion, availability of guests, and other scheduling issues. The instructor will provide advance notice of any changes.

#### **Monday, June 11**

CSOP Opening

Morning: Indigenous peoples and knowledge systems

Afternoon: Land and relationships

Readings:

Simpson, L. (2004). Anticolonial strategies for the recovery and maintenance of Indigenous knowledge. *American Indian Quarterly*, 28, 373-384.

Corntassel, J. J. (2003). Who is Indigenous? 'Peoplehood' and ethnonationalist approaches to rearticulating Indigenous identity. *Nationalism and Ethnic Politics*, 9:1, 75-100.

#### **Tuesday, June 12**

Morning: Smudging, Guest speaker- The 7 Sacred Teachings, Cultural principles class exercise

Afternoon: Guest speaker- Treaty Relations Commission, Reconciliation

Readings:

Rice, B. & Snyder, A. Speaking my truth. Available at:

[http://speakingmytruth.ca/downloads/AHFvol1/04\\_Rice\\_Snyder.pdf](http://speakingmytruth.ca/downloads/AHFvol1/04_Rice_Snyder.pdf)

Gibson, J. L. (2004). Does truth lead to reconciliation? Testing the causal assumptions of the South African truth and reconciliation process. *American Journal of Political Science*, 48, 201-217.

#### **Wednesday, June 13**

Morning: Indigenous activism, Class assignment group work

Afternoon: Oka Crisis Film: Kanehsatake

Readings:

Simpson, L. (2017). *As we have always done: Indigenous freedom through radical resistance*. Minnesota, MN: University of Minnesota Press. (Chapters 4, 6, 9)

Grenier, M. (1994). Native Indians in the English-Canadian Press: the case of the 'Oka Crisis'. *Media, Culture & Society*, 16, 313-336.

#### **Thursday, June 14**

Morning: Indigenous conflict resolution, Guest speaker: Art & Advocacy

Afternoon: Indigenous development and capacity enhancement

Readings:

Bonto, B. D. (1996). Conflict resolution among peaceful societies: The culture of peacefulness. *Journal of Peace Research*, 33, 403-420.

Kamal, A. G. & T. Martens. (2015). Rethinking the sustainable livelihoods framework: An indigenous perspective. *Journal of Aboriginal Economic Development*, 9, 52- 66.

**Friday, June 15**

Morning: Indigenous food sovereignty; CMU farm visit; class evaluations

Afternoon: Class presentations

CSOP closing @ 3:00 p.m.

Readings:

Desmarais, A. A., & Wittman, H. (2014). Farmers, foodies and First Nations: getting to food sovereignty in Canada. *Journal of Peasant Studies*, 41, 1153-1173.

**SCHEDULE NOTES:**

Coffee Breaks are normally 10:30-11:00 am and 3:30-4 pm.

Class photos will be taken on Monday or Tuesday, plan for 15 minutes for the photo taking.

Friday: class evaluations

Aug 17            Last day for credit students to hand in assignments to instructors

Aug 21            Last day for instructors to hand in marks for credit students