

VANIER COLLEGE TEACHERS' ASSOCIATION
NEWSLETTER

Vol 24 N° 2
Oct 2006

• **IN SOLIDARITY** •



The card reads:

To: The DTU, DSU, the whole Dawson Community, the victims and their families
Please accept our deepest sympathy and support. Our thoughts are with you.

Vanier College Teachers' Association



Our thanks to David Boiley for the picture.

Dear Readers:



Janice Paquette
Editor

With the tragedy at Dawson last month, I'm sure that it has been difficult for everyone to function at their usual pace. Certainly I have found it difficult to teach and get out this newsletter. In some ways, it helped to have articles and pictures about Dawson to include here. I was very happy to get permission from Shannon Doiron, a young Dawson student writer for the Plant, the Dawson student union's newspaper. Thanks to Doug Miller for bringing the latest issue of the Plant to my attention. We were also lucky enough to get permission from CUPE and the Status of Women Committee to include some of their material. And thanks to the many people at Vanier who submitted articles. On the back page, you will find a schedule of the SOCIAL SCIENCE FESTIVAL which takes place from OCTOBER 16-20. Check out the many interesting events that have been scheduled. And HAPPY READING!

- Janice

Calling All New Teachers!!!!!! Join the union

Vanier College works under the Rand Formula which says that anyone working as a teacher for Vanier College has to pay union dues because they benefit from any gains that the union wins. However, no-one is automatically a union member. To become a union member, you have to pay a \$2 fee and join the union. You can do this by going to see Susan in the VCTA office in C101. The VCTA has to protect all teachers' rights whether they are members or not. However, in order to have a voice in what we collectively decide to do as a local union, you have to be a member. This gives you the right to attend and vote at all VCTA meetings.

Deadline for Submissions to the next issue is October 27, 2006

**Send contributions to Janice Paquette:
paquettj@vaniercollege.qc.ca**

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Technical assistance by Jason Leonard

TO CALL VCTA EXECUTIVE MEMBERS

Hode:7413
Janice: 7416

Iannis: 7415
Stephen: 7414

VCTA Office: C101
Telephone Extensions:
7053 / 7054

VCTA Executive 2006-2007
President: Hodé Erdogan
Vice-President/Info: Janice Paquette
Vice-President/External: Iannis Stavrianos
Secretary/Treasurer: Stephen Block

Executive Office Hours H06:
Mon. Iannis 10:30 - 1pm
Hodé 1:30 - 4pm
Tues. Janice 2:00 - 4pm
Wed. Iannis 10:30 - 1pm
Hodé 1:30 - 4pm
Thurs. Stephen 10:30 - 1pm
Fri. Janice
or Stephen 10:00 - 1pm



Susan Panneton first came to the V.C.T.A. in January 2003 when she replaced Pat Dichmann who was on a sabbatical leave for the H'03 semester to obtain her silver accreditation in dance. From December 1, 2003 Susan and Pat shared the position of the V.C.T.A. Secretary. Pat has now retired and Susan will be working four days per week as the V.C.T.A. Secretary. Her efficiency and happy smile help to make our union office and lounge a good place to be.

Susan's office hours:
Mon.-Thurs. 8:30-4:30
Lunch: 12- 1 (approximately)

The Other Girl Who Loved Pink

Stephen Block



The Friday headline after the horror at Dawson read “The girl who loved pink”. In the last VCTA Newsletter I described a student who liked the Backstreet Boys and did not like news and public affairs. She was the girl who wore pink in that class. The parallels were chilling. I was unaware of what had happened at Dawson when I began my class at 1:30pm on September 13th. I was only notified when I emerged from the class. But I

discovered the week after that fully 60% of my students had already heard the news, although no one mentioned it during class time. Another 20% received text messages in class, a remarkable fact all by itself. On this level, certainly, the students were more immediately informed and in that respect better organized than their teachers.

If I had been informed before teaching, I wonder if I would have felt up to it. And I felt very badly for my colleagues who were compelled to teach the next day at Vanier. Being on the executive I did not have to teach on Thursday, the day after.

The event’s aftermath has raised arguments and counterarguments concerning the issues of gun control, security, and preparedness of educational institutions and what teacher should do in such situations. These are complex issues which must seem unmanageable for most who are either in mourning or, like us, feel that this has been such a close brush with tragedy.

Even Jan Wong, in the Globe and Mail, has gotten into the act claiming that Quebec’s requirement for “pure laine”

Francophone culture is the one commonality we ought to consider in all of the incidents that have affected Quebec institutions of higher learning. Of course she could have made the opposite case: that first generation offspring of relatively new immigrants are being asked to leave their cultures and identities behind, a rupture which, whether in Quebec, the rest of Canada, or the US, can create great psychological distress. Pure speculation such as all this aside, what we have to understand as teachers is that the lives of our students, and our own lives, are being complicated in ways which we have not yet grasped.

On the other hand, the government maintains its insistence that the most efficacious way to help our young students is by changing the curriculum and admissions policies, and increasing the number of bodies in seats, while cutting back on resources and staff. All this in one way or another is getting offloaded onto our heads and into our laps. And while we of course always welcome the challenge of helping young people navigate their way into life and career, such an incident also underscores the need for the government to listen more closely to the concerns of its educators who, as it turns out, usually have a fair bit to say about the special needs of young people in crisis.

In an era of decrees and arbitrary cutbacks it is difficult to see how cries from the wilderness have any chance of being heard. In that context tightening security, as the sole solution, will only provide a slightly larger band-aid to cover over an increasingly problematic set of questions.

Dr. Stephen Block teaches Humanities and has a background in labour relations. He is presently the Secretary- Treasurer of the VCTA.

Dawson Reclaims Its Place

Shannon Doiron



Over the past week, Dawson College has been through the most traumatizing time in its history. However, this Monday at 12:41 p.m., the college’s community triumphed in casting this shadow of tragedy aside by taking part in a ceremonial

re-entry into the Atrium.

Just shy of noon that day—and even earlier for some—a significant number of Dawson’s students and teachers started assembling en masse in front of the De Maisonneuve entrance. Those who were present comforted each other until it was time for the procession to begin.

Some, like McGill student Stephanie Schreindorfer, were in

attendance not because they attend Dawson presently, but because one or more of their family members could have been injured. Her brother attends Dawson and, upon hearing of the shooting, she worried over his safety. “I was shocked and wanted to know if my brother was alright,” she says.

Some, like Tyler Hardie, a Travel and Tourism student, were friends of the victims who were shot. In her case, that was Anastasia De Sousa. She described herself as being “really hurt” over her friend’s death. Many of those present, like Alex Shackman, were trapped inside the building when the shooting began. Shackman was in a classroom, where she and her classmates barricaded the doors and stayed there for an hour. “I was shaken up,” she says. However, both Hardie and Shackman have, like many others, found com-

fort in the support of their friends in this most trying of times. At 12:41 p.m., a thunderous applause erupted as students took their first happy/sad-charged steps back into Dawson College. At the door, Director General Richard Fillion stood waiting to shake hands with the students and compliment them on their determination to return. During the ceremony, Anastasia De Sousa's family walked in as well to show their support and strength. When entering the Atrium, more of Dawson's administration awaited to shake hands and more applause awaited the students who were taking part.

On Tuesday, when classes resumed, the daily newsletter included a message from Fillion, the beginning of which read, "Yesterday, we took back our college. We are so proud of you." If this procession should stand for anything, it should be the determination of Dawson's students to not let anything stand between them and their dreams. It was a humanity defining tribute to their strength and will.

Shannon Doiron is a student at Dawson College who writes for the student newspaper, The Plant. We thank the Plant and Shannon for permission to reprint this article.

News from the Native Awareness Group

DURING THE SOCIAL SCIENCE FESTIVAL (October 16-20):

- Speaker Shelia Watt-Cloutier will present the "Impact of Climate Change on Northern Communities"
- Native Panel: "First Nations People: Community Renewal and Outreach" with Chad Katsenhake:ron Diabo, Hepatitis C, HIV/AIDS Outreach Worker & Tiotiake Drum Carrier (Native Friendship Centre of Montreal) and Ernest Webb, producer, writer, director and co-founder of Rezolution Pictures and Beesum Communications

EVENTS IN MONTREAL:

- ItuKiagâtta! Inuit Sculpture exhibit and Permanent Inuit Art Collection. This is an exhibit at the Montreal Museum of Fine Arts until October 8. The admission is free. For the permanent collection, a donation is suggested.
- Haida Art: Mapping an Ancient Language: Temporary exhibit of Haida art. This is at the McCord Museum until October 22.

A FEW OF THE VIDEOS FROM THE VANIER LIBRARY COLLECTION:

- *Keepers of the fire* (A-V/E/99/W8/K44/1994) - An examination of four different Canadian Native communities' struggles and initiatives toward social justice (Mohawk, Haida, Maliseet and Ojibwe).
- *Smoke signals* (A-V/PN/1997/E9/S6/1999) - This is the story of two young American Native men on a journey.
- *500 nations* (A-V/E/77/F57/2004) - An overview of various North and Central American Native groups' traditional customs and ways of life is presented.
- *My name is Kahentiiosta* (A-V/E/99/M8/M9/1995) - This video profiles a Kahnawake Mohawk woman who participated in the armed standoff at Kanesatake, detailing her experience in and perspective on the 1990 Oka Crisis and her subsequent arrest and detention.
- *Kanehsatake: 270 Years of Resistance* (A-V/FC/2925.9/C68/K3/1993) - A record of the 1990 armed standoff in Oka, Quebec between the Quebec and Canadian governments and the Kanehsatake Mohawks from the perspective of a native filmmaker who spent 75 days with the Mohawks.
- *Urban Inuk* (A-V/FC/2947.9/I5/Q3/2005) - Qallunajatut (Urban Inuk) follows the lives of three Inuit in Montreal over the course of one hot and humid summer.

WHAT IS THE NATIVE AWARENESS GROUP?

We are Vanier teachers from various disciplines whose intention is to promote native themes and increase awareness of native issues within the college. We are hoping to achieve these goals by a variety of means including films, exhibitions, displays, guest speakers, workshops and the integration of native themes into our own course curriculum. We also wish to sensitize the Vanier faculty to native realities with the hope of promoting greater student awareness of native issues. We are presently in the process of building our network of contacts with native people, groups and organizations. We are always open to suggestions and are happy to welcome anyone who wishes to join our group, even for a short term. Contact us! mansourm@vaniercollege.qc.ca

October is Women's History Month

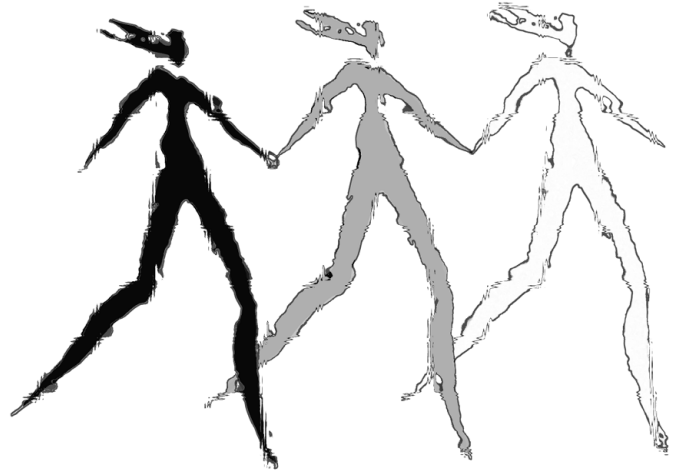
2006: Aboriginal Women: The Journey Forward

From the Canadian Status of Women

FIRST NATIONS, METIS AND INUIT WOMEN are dynamic members of this country's fastest-growing demographic, comprising just over half of the 1.3 million Aboriginal peoples of Canada. Many of their stories, past and present, are inspiring. To commemorate Aboriginal women's place in Canada's history, the theme for Women's History Month 2006 is Aboriginal Women: The Journey Forward.

October is Women's History Month (WHM) in Canada, a time to recognize the achievements of women from all walks of life as a vital part of our Canadian heritage. First Nations, Inuit and Métis women have made and continue to make outstanding contributions to the fabric of this country. But most of their achievements have gone unnoticed, omitted from many history books. In fact, their efforts are all the more impressive given the obstacles they face due to discrimination, poverty and violence-harsh realities that began with colonization. The arrival of Europeans to North America for ever changed the lives of Aboriginal peoples. In all precontact Aboriginal societies, women had different social roles from men but were equally respected and even revered. With the Europeans came entrenched gender-based biases that deeply and negatively affected Aboriginal women and their roles in their communities.

Gender-based discrimination toward First Nations women was formalized in 1868, when legislation was enacted decreeing that Indian status could only be passed through the male line. As a result, when a First Nations woman married a non-Indian man, she and her children lost their Indian status and their entitlement to many benefits. This gender-based discrimination was used as a technique of assimilation until 1985, when changes to the Indian Act, known as the Bill C-31 amendment, were finally implemented-the result of a challenge launched in 1971 by Jeannette Corbiere Lavell, an Ojibway activist. The success of that challenge permitted reinstatement of the First Nations women and children who had lost their status. Like Ms. Lavell, many dedicated First Nations, Inuit and Métis men have worked hard-and continue to do so-to bring about positive social change across Canada and around the world. The process is slow and many challenges remain, but their efforts are creating better lives and greater opportunities for women, their families and their communities. Through the oral tradition, First Nations, Inuit and Métis knowledge, culture and history are shared and passed on to succeeding generations. Let's take a brief look at the inspiring stories of a handful of women of achievement:



Victoria Belcourt Callihoo (1861-1966) chronicled her life on the Prairies, from her early years as a young Métis woman, witness to the first treaties in western Canada, the decimation of the buffalo herds and the establishment of Alberta as a province.

Olive Dickason (born 1920) is a Métis writer and oral historian of Aboriginal life. She is a Member of the Order of Canada and a recipient of the First Nations Lifetime Achievement Award.

Freda Diesing (1925-2002) was a Haida artist and master carver, one of the first Aboriginal women to take up the tradition of carving on the Northwest Coast.

Matinen (Rich) Katshinak (born 1927) is an Innu hunter and granddaughter of one of the last northern shamans. She shares her knowledge with young people to ensure the traditions are not lost. "My mother was one of the great hunters. Me too, I can hunt as well as a man."

Jean Cuthand Goodwill (1928-1997), a member of the Cree First Nation, championed public health services for Aboriginal people and helped to establish the Aboriginal Nurses Association of Canada.

Rita Joe (born 1932) is a Mi'kmaq poet and songwriter, a Member of the Queen's Privy Council and the Order of Canada and a recipient of an Aboriginal Achievement Award.

For more information, go to the Status of Women Website

At Vanier, Women's Studies has a display in the F-Wing Carrefour for the first two weeks in October to celebrate Women's History Month.

Unfortunately, the government has recently announced cutbacks to the STATUS OF WOMEN COMMITTEE, despite the Conservative promise, during the last election campaign, to work toward equality for women, and despite the unanimous recommendation of an all-party committee to increase the funding to this group by 25%! You can e-mail the Minister of Canadian Heritage and Status of Women, Beverly Oka at oka.b@parl.gc.ca or Prime Minister Stephen Harper at pm@pm.gc.ca

Academic Council

Academic Council is defined in Section 17 of the College's Act, which is the Quebec legislation that created the CEGEP system. It is also covered in our collective agreement in Article 4-5.00 and in #3 of the Vanier College By-Laws.

Its main responsibilities are defined as: "To make recommendations to the College on any question pertaining to the maintenance, improvement or development of the College's academic life." There is a wide-ranging list of topics on which the College is legally obliged to consult the Academic Council, including course grids and academic programs, admission policies, policies on services such as library and IT, changes in academic structures, and many others. The College must justify in writing any refusal to adopt an Academic Council recommendation. The Academic Council gives its opinion to the Board of Directors on any question submitted to it by the Board in matters within its jurisdiction. The chair or vice-chair reports on the Academic Council to Board meetings.

Its composition can vary slightly but always with a majority of teachers. Currently at Vanier, the membership consists of 10 teachers (elected), and 9 other members representing other employees, students and administration.

ACADEMIC COUNCIL : Sept. 01, 2006

Cheers to everyone in the Vanier community. Academic Council met for the first time this academic year on the first of September 2006. Our new Academic Dean, John Mc Mahon, began the meeting by emphasizing the importance of council members having trust in each other. The Vice-Chair followed with a plea to transcend petty politics and to keep in sight, at all times, the greater good of Vanier College.

Academic Council is made up of a fascinating mix of veterans and new members for the 2006-2007 year. It feels like it just might be an exciting year at Council, so if you would like to come, the meetings are usually open to all. Or if you want more information, speak to one of the teacher reps. The meetings are held on Fridays at 1PM in the Boardroom N186. You can find the agendas on Intercom and the minutes on-line at the Vanier webpage.

Cheers once again,
Iannis.

Academic Council: Sept. 22, 2006

Hi again...Academic Council is cool stuff this year...At our second meeting we were introduced to two new members of the team: Roy Hartling and Carmine Rossignoli. Both will represent the professionals at Vanier and are welcomed to Council. What's cool about council is that it seems to be heading in the right direction. Members, I hope, no longer feel like they might be in Plato's cave: fraught in a world of appearance with no light in sight...This year council members are bringing an open and enlightened attitude to the table. We can have healthy discussion and debate in a cordial and respectful atmosphere. There is even talk of partnerships and collaborative efforts...what a difference a year can make. Who would have thought that all sectors of the Vanier community could come together on an issue? And yet this happened...specifically in relation to the ADMISSIONS PROCESS. A sub-committee of A.C. will be struck to analyze admissions data presented to it by the administration. The objective of the venture is that it should be collaborative and that A.C. should receive periodic reports from the committee. The guiding light of the committee is to provide more analysis of the admissions process. This is all good...more analysis equals more knowledge, unless one chooses to overdo it.

On a day when everything seemed intelligible, A.C. members decided to unanimously support the FIRST NATIONS EDUCATION PROPOSAL and even more indicative of the mood, we decided to echo the motion passed at Joints. IT JUST FEELS LIKE SOME BONDING MAY BE HAPPENING...A.C. members are quite proud of having Vanier pursue such a noble venture. We need to wish ourselves good luck, however, because we are in serious competition with John Abbott and Dawson...may the college which can best serve these First Nations people win.

Cheers to all,
Iannis.

2006 - 2007 Academic Council Faculty Members

Tricia Bell
Shernaz Choksi
Serge Hervouet-Zeiber
Jeanne Masterson
Guy Quinn

Sabine Brunet
Ricardo Herrera
Iannis Stavrianos
Marie-Helene Sabbagh
Gabriel Bulgarea

Academic Council 2006 - 2007 Meeting Dates

Autumn 2006
September 1, 2006
September 22, 2006
October 13, 2006
October 27, 2006
December 1, 2006

Winter 2007
January 26, 2007
February 16, 2007
March 9, 2007
March 30, 2007
April 27, 2007
May 18, 2007

Where are the Members?

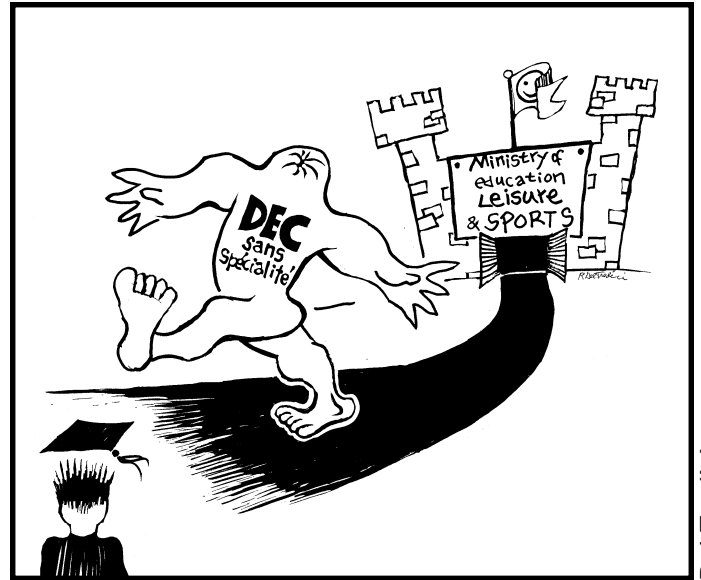
Ganesh Harilal

At the General Assembly held on Wednesday, September 20, 2006, at 6:30 PM, approximately 35 members showed up. This was despite the fact that the VCTA executives called and emailed many members encouraging them to attend. On the agenda were very important items that may change the CEGEP system a lot. The Minister of Education, Sports and Leisure (MELS) suggested in a document that was sent to all coordinators, that maybe, the regular two semesters should be changed to three, colleges should offer their own specialized DECS, colleges should admit students on condition of obtaining a high school diploma while pursuing college studies, there should be a "DEC sans specialites" awarded, etc. At a minimum, these suggestions should be thoroughly debated by VCTA members to see whether or not they have merit. Where was everyone? Why are the new teachers not showing up, since, in the long run, they will be affected the most? Frankly, given the importance of the agenda items, the attendance was most disappointing!

On another issue, but pertaining to the chairing of the General Assemblies, I think that the VCTA should seriously consider having someone else chair the meetings, and not the President, as has been the custom. This would free the President to participate in the debates and also facilitate the smooth running of the meetings. Presiding over meetings is a skill and having someone who knows the rules will better serve the VCTA. FAC has been hiring an outside expert for many years. Why can't we?

Hoping to see you at the next General Assembly,

MELS PROPOSES THE: DEC SANS SPECIALITE



Proposal for a Debate

The Military at Vanier - Vanier Social Justice Committee



For many, Vanier College is a safe-space where the threat of violence is minimized. Recently some concern has been voiced regarding the presence of Canadian military recruiters on campus. Perhaps it is time to visit the possibility of initiating a campaign to curtail or ban outright military recruitment at the college. Although the military offers individuals a particular career option, at its fundamental core the military represents violence. Is this something we want to promote on campus?

Canada's current participation in the so-called 'war on terror' has shifted the popular image of the Canadian soldier from that of a 'peace-keeper' to an active partner in foreign policy goals articulated by the United States of America. In this regard, Canadian troops are now participating in a 'nation-building' project in Afghanistan which entails the use of aggressive force.

Canada's participation in this project is troubling on many

fronts. Chief amongst the concerns is a clear definition who our enemy is in Afghanistan. Are we fighting religious zealots, the Taliban, in order to make Afghanistan a plural democracy? Or, are we fighting this group in order to guarantee our physical safety as Canadians in light of the events that took place on 9/11? Moreover, what are Canada's long term commitments to Afghanistan? What are the financial costs associated with this mission? Finally, are the troops sent to Afghanistan properly trained and equipped for the task at hand? These foundational concerns are only a few questions that were never debated in any meaningful and transparent manner between the government and the population.

As an educational institution seeking to promote a healthy citizenry capable of making effective and well informed choices, should the Vanier College community begin to question the presence of military recruiters on campus? Given the government's failure to clearly set out the purpose of the current mission in Afghanistan and the physical and psychological damage this particular career choice could have on our students, some feel that the time has arrived for just such a debate.

Del Tredici

Coordinators' Corner

Notes from a Workshop

On August 24, 2006, Vanier's Centre for Teaching and Learning Excellence (CTLE) held yet another of its extremely useful workshops. Louise Robinson (Industrial Electronics) and veteran coordinators Serge Hervouet-Zeiber (Modern Languages) and Neil Caplan (Humanities) were joined by relative newcomer Louise Gauthier (Computer Science). Each panelist addressed the topic "Challenges, issues and solutions in coordinating a department or program" on the basis of her/his personal experience.

A wide range of topics was covered, beginning with the "how to ...?" and "where do I find ... ?" and "whom do I contact for ...?" – vital questions that coordinators really need to know. Happily, they can now find quick answers in the pages of a handbook that Louise Robinson is publishing for the Faculty of Applied Technologies. Louise opened the session by providing copies of the table of contents and walked the group through its well-organized chapters and sub-chapters. Eyes around the room lit up in admiration, and in expectation of having a copy of the finished binder in their hands. Faculty Dean George Archer was reportedly offering to make copies available to the other Faculty Deans.

Louise Gauthier's remarks included her reflections on several frustrations but also the many rewards derived on the job, including the satisfaction of untangling bureaucratic obstacles for students. She noted that there is a steep learning curve associated with taking on the responsibilities of coordinator for the first time; in her case, she was lucky to be sharing an office with the veteran outgoing coordinator of her department. Another reward of this job is the understanding one develops of the functioning of other departments, faculties and the college as a whole. Among the frustrations faced by a new coordinator Louise pointed to difficulties in mastering the intricate processes involving course scheduling, course assignment, allocations and enrollment.

Serge Hervouet-Zeiber read from a prepared text, beginning with a declaration to the effect that the rewards of coordinating far outweighed some of the unpleasant aspects often associated with this responsibility.

There are long and sometimes tedious hours spent in writing reports and running after colleagues. And yes, there are long and sometimes tedious meetings where one can actually predict what a particular member of a committee is going to say. And one even learns to recognize precise moments in a meeting where everything that is going to be said on a particular topic has already been said and one cannot help but wonder why this does not seem to stop the speakers' list from continuing to grow!

Serge pointed to another downside, namely that "you must sometimes face unhappy colleagues and frustrated students." But he found all these small inconveniences compared to the pleasure one gets from meeting and working with interesting, highly committed colleagues from every academic department as well as from such services as the

Recruitment Office, Admissions, the Registrar's office, Scheduling, Student Services, Counselling, Academic Advising, LITC, the Learning Centre, the Print Shop, the Bookstore, the Deans' offices and elsewhere in our college.

Through his many years working as Coordinator – at first of a very large department and more recently of a smaller one – Serge gradually discovered how the College functions, not only as an impersonal institution but more importantly as a close-knit community working towards the same goal and dedicated to creating and maintaining the warm and welcoming atmosphere that characterizes our college.

Serge agreed with Louise that the period for submitting course and teacher information to the Scheduling Office for the next semester is a very stressful period. There is no room for error, he noted gravely, as such a mistake could affect student enrolment, teachers' schedules, or even the program as a whole. Another stressful situation is when a teacher suddenly needs to take a leave of absence and a last-minute replacement must be found.

Serge pointed to hiring as one of the most difficult and most serious jobs a coordinator will have. All newly-hired people can eventually become permanent. To hire someone under pressure of time can be risky; it is therefore imperative that procedures be adhered to, that the process be rigorous and that we avoid short-cuts or improvisation. He also spoke of the importance of the clear transmission of information, accumulated by attendance at various committees and college bodies, to fellow teachers. A related challenge is the chairing of department meetings with the challenges of moving the agenda along, keeping a speakers' list, keeping members on topic and so on, all at the same time!

Coordinators have a vital role to play, he believed, in motivating colleagues to get involved and participate actively in college life, and to serve on department and college committees. It is essential for departmental life, he said, that it not be the same few members who do all the work. This sometimes means cajoling or arm twisting, not pleasant, but sometimes necessary. This function is especially important now that we are in a period of renewal, when we find ourselves hiring many new teachers.

It is essential, he continued, that our departmental and college «cultures» be transmitted to our newer faculty members. Each one of our departments and programs has a history, a culture, a way of doing things. Many smaller programs depend on involvement that goes far beyond anything that is in a « job description » for their success and survival.

Having served as a coordinator periodically over the last thirty years, Serge emphasized that he has found the experience highly rewarding. However, he concluded, "I remain a teacher first and foremost and have always found it extremely important to teach as many courses as possible during each of my tenures as coordinator. In many respects, my teaching

and the contact with our students have allowed me to deal with the « challenges and issues » of coordination much more effectively.”

Neil Caplan concluded the session with some extemporaneous comments aimed at supplementing the wide range of issues and suggestions already covered by his three co-panelists. He tended to treat the bi-annual process of submitting course scheduling information as a positive challenge – a Rubic’s Cube that seems to get more complicated every year. Yet, he did feel stressed whenever he felt responsible for an error in performing these and other aspects of his duties.

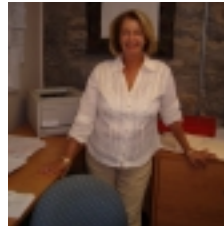
In the few minutes remaining he focused his remarks on the coordinator as “go-between” and “trouble-shooter” for the miscellaneous day-to-day problems that end up on his/her desk: individual student course placement, classroom (mis)behaviour, helping his department’s teachers understand, navigate and implement policies set down by administrators, etc.

Neil also referred to each department’s “sub-culture” and the need for coordinators to help set the tone and to behave in a spirit appropriate to his particular set of colleagues. This informal notion of leadership style cannot be set out in any job description. He suggested that, because of this subjective requirement, not everyone with the requisite administrative and computer skills or knowledge of the college may be able to do an effective job as department coordinator.

As with many of the events organized by the CTLE, we ran out of time before we could deal with all the questions and comments raised by those in attendance. We look forward to more workshops on these and similar topics, as needed.

The above notes were composed by Neil Caplan, with help from Serge Hervouet-Zeiber and Louise Gauthier.

Hello to all of you at Vanier



I want to take this opportunity to say a proper goodbye and a big thank you to everyone. Vanier has been my second home for 33 years. Some of you I’ve known from the years we spent at Snowdon Campus and some of you I’ve gotten to know only when I arrived at Ste Croix ahead of my friends and acquaintances at Snowdon.

These years have been truly wonderful years. As an adult I’ve grown up at Vanier and have made and kept strong friends from there. My experiences through Vanier life have taught me a lot and I take them with me now that I am in a different stage of my life. I believe they call it “Freedom 55”!!

I am very fortunate to have my cake and eat it too! I have retired from my day job as the VCTA secretary, BUT have a new career teaching dance, AT VANIER, through Continuing Education. I still have lots of good reasons to come in to Vanier and see the people I have talked to for what seems like most of my adult life.

I miss the people I have become accustomed to talking to in the halls, in the office, at the Printshop, waiting in line at the cafeteria, and going to the ‘N’ building or the ‘H’ building. I hope to see most of you at the upcoming Vanier Celebration this November. So you see it’s never quite a GOOD-BYE with me, only a “See You All Later”. Keep well.

Love
Pat Dichmann

Pat Dichmann is the recently retired VCTA secretary. We thank her for all of the work that she did over the years in the VCTA office.

Labour Day message: Workers built Canada; they and their unions help keep it strong

Paul Moist

Ottawa, Ont. - Labour Day is a good time to reflect on the key issues faced by Canadian workers and employers alike. It is also a time to remember the great social and economic advances that have taken place both through struggle and through cooperation in our workplaces.

On a daily basis commentary on Canada’s macro-economic fundamentals indicate that our country, and by extension its citizens, is doing well. Unemployment rates are low, inflation is in check, and the Canadian dollar is strong. In general, the economy is performing well. But there is another perspective that tells a different story.

While our national unemployment rate fell to 32-year low of 6.1 per cent last May, a closer look indicates stubbornly high rates of young workers unemployment about 12 per cent per cent.

While employment growth fuelled by a resource and construction boom is solid, Canada has lost 200,000 manufacturing jobs since 2002. Most of these were good paying, full-time jobs in manufacturing. But more and more that industrial base rests in foreign hands, a trend that will have significant consequences for our future workforce.

Our country desperately needs a national industrial strategy; our future prosperity depends upon it.

Incomes are on the rise, but a closer look reveals a disturbing pattern. For unionized workers in workplaces with over 500 employees, negotiated pay increases have averaged 2.5 per cent so far this year. Meanwhile, CEOs gave themselves a 39 per cent increase last year.

There is indeed more wealth being generated in Canada.

However, it is distributed more unfairly than at anytime in our history.

Real wage growth for workers measured over the decades also reveals a disturbing trend. From 1940 to 1970, real incomes grew by double digits in each decade. This slowed in the 1970s and 1980s, but families still saw their real incomes increase by almost 10 per cent during each decade. During the 1990s, real income growth plummeted and was stagnant for most of the decade.

While the economy has grown at a solid rate in recent years and labour productivity has rebounded, workers are getting a smaller and smaller share of the economic pie, while corporate profits and CEO salaries are taking a bigger and bigger share.

The income experience for Canadian women is an even bleaker story. While there has been a dramatic increase in the participation of women in the paid labour force, full-time women workers still only earn about 71 per cent of what men earn (2003 figures), reflecting an inequity that governments and employers have failed to remedy.

Labour force development issues abound in Canada and while much attention is appropriately focused on immigration levels to fill anticipated job vacancies, little discussion is focused on our education systems and employer investments in the current workforce.

The Conference Board of Canada cites Canada's slip from 12th to 20th place between 2002 and 2004 in terms of the priority Canadian employers placed on employee training compared to our major trading partners. The Board's own surveys continue to show that Canada's employers invest less than other developed countries in per-employee training levels, including about 20 per cent less than employers in the United States.

The high school drop-out rates for Canadian youth remain worryingly high, and for those who complete a post-secondary bachelor degree, government retreat from post-secondary investment leaves graduates with an average personal debt of over \$20,000.

There is indeed much for workers to celebrate this Labour Day. Workers built Canada and we continue to enjoy the stability and benefits of one of the most productive and stable economies in the world. Their unions help create the certainty and stability Canadians want and deserve. Still, much remains to be done to address past and present inequities, and to fortify our communities to deal with the challenges of an increasingly uncertain world.

Paul Moist is the National President of the Canadian Union of Public Employees, Canada's largest union. Thanks to CUPE for permission to reprint this very interesting article.

Intensive Humanities Courses at Vanier

Michael Mackenzie

At my first school, with children 5 to 15 and an average class size of 50-60, 38 kids from my year were "quarantined" with Mr. McGovern. While the muggings and mayhem continued on the rest of the premises, we were getting educated. After passing the exam at eleven, I moved on, full of enthusiasm, to a three hour daily commute and a school uniform at a Jesuit 'college'. But I was disillusioned. The incredibly-dedicated Mr. McGovern had taught topics or subjects continuously over the course of days and sometimes weeks, in other words, it was intensive. At the new school the day was divided up into hour-long periods of Latin, Math, English and so on. I felt I'd become a filing cabinet. Learning was no longer fun.

I survived to make it to university, an antediluvian college where the lectures were optional and all the exams were at the end of the three years. I pretty much skipped the lectures and focused on areas of the syllabus one at a time, tapping into tutors as I went. The doctorate was great and in my own experience the most profound (and, in the long term, fruitful) learning experiences were intensive, such as the short seminars I had as a grad student with Thomas Kuhn or Alexander King for example.

No surprise then that, following the example of a small minority of colleagues, I developed an intensive course in the Humanities. It was hard work because these courses are demanding to develop, but finally I was able to reproduce

what I felt were my best and most lasting learning experiences. And it was also stimulating to be part of a small group in the Humanities Department who, with the unfailing support of their coordinator and the curriculum committee, has developed a vigorous and pedagogically-sound core intensive program.

A quick scan on the web indicates that the evolution of Intensives at Vanier is a manifestation of a much larger trend. Intensives seem to be on the rise, coupled with a fair amount of soul searching regarding their efficacy. The most extensive summary of the relevant literature I've come across is from the University of Melbourne and it argues in its recommendations that:

"There is nothing in the research to indicate that intensive teaching need not be a successful and effective mode of delivery when used by effective teachers in appropriate subjects...Such innovation is also important in ensuring the Faculty's teaching and learning skills are of an international standard".¹

It also adds that no teacher who doesn't wish to should be required to teach intensive courses. Among other conclusions from the report were;

- a) Significantly less student absence coupled with a stronger commitment to the course.
- b) A willingness of students to embrace the grueling work

regime such courses require, without the distraction of other courses.

c) Higher average marks than in equivalent courses offered during the semester.

d) An unsolicited expression of high student satisfaction on the learning experience offered.

Interestingly, these same conclusions emerged independently in the informal discussions of a few Humanities teachers regarding our courses; since we are talking about a small number of teachers and courses at Vanier, this is hardly conclusive in our case, but indicative.

So Intensives seem to work and have their utility. But there are, I think, far more important reasons why we should look at Intensives now. Many of us older teachers at Vanier grew up with the notion that a 'career' was something you chose in your teens or twenties and would remain a pretty stable factor in your life. But the concept and practice of 'a career' has changed²; it now involves continuous and demanding adaptations. The nature of the economy has changed and the experience of workers is changing too.

The College has been very supportive of my professional development leaves. I've been lucky enough to work on several occasions with Robert Lepage, at the Cirque de Soleil and a few film companies. These were deeply enriching experiences for me as a teacher in terms of the content I can bring to a course, but they have also led to extensive reflection of the teaching process itself; for the projects I was involved in the ability to learn fast and under pressure was a major issue. I should add that mastering this inevitably led to a genuine sense of accomplishment and satisfaction for the young people with whom I worked and it is this sense of achievement I wanted more than anything to bring to my teaching, both for my students and for myself.

Intensive courses have engendered a vigorous debate in the Humanities Department on related pedagogical issues and this can only be for the good. It is also clear to me that to write them off at this point, on pedagogical grounds, would be simply erroneous. It would mean dismissing a significant body of scholarly literature which points in the opposite direction and a lot of hard, soul-searching work and experience by committed teachers at Vanier. The teachers teaching Intensives have expressed their openness to discussing their work or meeting with anyone in the college who might express an interest in their work, even to the point of inviting other members of the college community to attend their classes. This enthusiasm can only be positive for the curriculum as a whole.

Intensive courses are popular with students, though it is not unheard of for students to drop the course after meeting on the first day and realizing the course is not 'a soft option' and that marks and requirements are as demanding, if not more so, as regular courses. There has been a "word-of-mouth momentum", which has led to enrollment by students who have sought out the courses because they're interested in the subject and gung-ho for an intensive learning experience. Some students like the intensive format; others prefer the standard format. But teachers beware; teaching Intensives requires absolutely unflagging energy in the classroom and is exhausting. It's something that I'm very keen on right now, but I doubt I'll have the stamina as I get older.

I think that some anxiety may be engendered by a sense of unleashing something that may introduce significant changes in the Humanities Department; but given the small number of Intensives offered, I'm not sure that's an issue right now. Far more of an issue is that Vanier should keep as many options open as possible while developing its pedagogical regime. It should not fall behind. A healthy intensives program should be considered one option of our course offerings. To abandon them at Vanier at this point, or to constrain them without careful debate, is to ignore the hard work that has been done by teachers, and would be preemptive and shortsighted.

³ See the recent "Intensive Teaching Formats: Report of the Working Group" from the University of Melbourne on the web at: http://tlu.ecom.unimelb.edu.au/papers/academic_resources/Final_Report_of_WP.pdf#search=%22Intensive%20Teaching%20Formats%22 Also "Intensive Teaching Formats: A review" by W. Martin Davies in *Issues in Educational Research* Vol. 16, 2006 p 1-20 which seems to be a spin off publication from the Working Group.

² *The Future of Career* Eds, Audrey Collin and Richard A. Young. Cambridge University Press. 2000. Or *The Boundless Career* Eds. Michael B. Arthur and Denise M. Rousseau. Oxford University Press. 1996.

Welcome or Welcome Back: New Teachers

Alexander Sita

Luigi Bilotto

Nuzhat Jilani

Frederique Denis

John Stubbs

Caroline Chwojka

Kim Matthews

Gordon Aronoff

Elizabeth Foley

Siobhan De Belle

Abdelkrim Hammi

Joel Casseus

Emily Monks-Leeson

Tavish McDonell

Georgia Tzavellas

Sandi Mak

Rys Adams

Jamie Milroy

Michel Besner

David D'Andrea

Sheila Das

Salwa Ghaly

Joshua Rager

Natasha Kim Ferenczi

Karine Autmezguine

Katherine Collin

Susana Moreno

Congratulations on getting tenure.

Frederick Nestel

Peter Woodward

Jeanne Marie Shipley

Stephen Newbigging

John Tromp

Xavier Trevino

Cindy Lee Blauer

Miles Denora

Brian Aboud

Patrizia Di Donato

Harry Hilgard Webster

Gabriella Patulli

George Dracopoulos

George Apostolakis

Erin MacLeod

Spiridoula Photopoulos

Quentin Van Ginhoven

Michele Antoniazzi

Ivan Ivanov

Farid Sandoghdar

Sara Tooher

Lourdes Meana

Catherine Mott

Richard James

Sophie Jacmin

Francis Ho

Susan Campbell

Gilda De Iaco

Glen Ethier

Dana Bath

Dimitrios Giannoulakis

A Brief History

of the Social Science Festival at Vanier College

Shirley Pettifer



It was the Autumn 2000 semester and Mark Prentice, newly elected Curriculum Coordinator for the Social and Cultural Sciences Department sat at a Faculty meeting, listening to the sad tales of Social Science teachers. We wanted to raise the profile of the Social Sciences. We wanted our students to feel proud of their program.

We hoped we could get them to refer

to the full name of the program, and drop the, "I'm in Social" shorthand. We wanted to have our program seen as something better than a dumping ground for those who couldn't get into any other.

Mark spoke up. How about showing the community what contributions the social sciences make to help us understand our society? We live in a city of festivals—jazz festivals, lobster festivals, dog-park day festivals—why not a Social Science Festival? The coordinators sitting around the table chuckled. Why not? We let the idea percolate, we brainstormed ideas for guest speakers, we discussed budget, dates, venues. Mark Prentice took the bull by the horns and started organizing.

In the A-2001 semester, just a few short weeks following 9/11, the first Social Science Festival at Vanier College took place. Gwyn Dyer's presentation, *The New War*, addressed the events of 9/11, placing them in a broad historical context. The auditorium was packed to the rafters. One of my

students remarked, "I've never learned so much in such a short time!" Chris Spence came in from Toronto to speak of *Racism, Sports and Education*. We wished more of our athletes were in attendance. Richard Pound spoke about his experiences with the International Olympic Committee.

Local talent also came forward: Matthieu Sossoyan initiated the *Archeological Dig*, which is back each year by popular demand and which led to the *History of Vanier* site (found under H in the home page Index). Nancy Wargny spoke of the *Aids Epidemic in Africa*. Karen Tee, Sevak Manjikian, Nancy Leclerc, Eric Lamoureux—and many more, addressed topics of relevance to students' personal lives as well as to their citizenship in the world.

On his own time, Mark organized the Festival for three years straight, and each year it grew in import and participation. By the time he passed it on to Myriam Mansour, and then to Miles De Nora, the Social Science Festival had grown into a week long event, significantly contributing to the life of Vanier College.

Every year we invite teachers and students from all programs to the Social Science Festival. That buzz you hear in the hallways may very well be inspired by one of the Festival events. Arrange to be part of it!

Shirley Pettifer has taught in Explorations, Methodology and Women's Studies. She currently teaches Sociology and coordinates the Dept. of Social and Cultural Sciences.

Rwanda? What do I know about Rwanda?

Lili Petrovic

In the last few years I have preoccupied myself with issues of war crimes and genocide. I fell into this unintentionally as I am working on a thesis wherein I make the claim that "humanitarian intervention," in theory and practice, is incompatible with cosmopolitan ideals. Good cosmopolitans and liberals envision and try to work for a better world in which poverty, oppression and inequality will be progressively reduced. Yet, contradictions and problems arise once we reach the stage of advocating "humanitarian intervention" – i.e., the military intervention for ostensibly humanitarian reasons by foreign troops in a country where people are considered to be endangered and unable to enjoy the protection of the government in power.

The case for or against "humanitarian intervention" – a term not to be confused with relief, food and shelter operations known as "humanitarian aid" – is often made with reference to what happened in Bosnia, Kosovo and Rwanda. But how well can we, as outsiders, really know the complex in-

ternal and regional forces at work in any of these places, and the real interests and motives of powerful outsiders who would propose humanitarian intervention there?

My personal experience affords an interesting contrast between the Bosnia and Kosovo cases, about which I know something, with Rwanda, about which I bluntly admit: "What do I know?" A number of accidental and other advantages helped me greatly in unravelling the complexities of what occurred in Eastern Europe: not only years of research, but also a linguistic, cultural and historical understanding of these places via my family origins. It was relatively easy for me to conclude in those cases that so-called humanitarian intervention was cynical and political in nature.

The challenge is even more difficult when, as a non-specialist, I try to uncover what really happened in Rwanda. With minimal context, no historical, cultural, linguistic, or even geographical understanding of the place, how could I as-

sess not only what happened, but whether it would have warranted a legitimate justification for military force?

If we are confined to the mainstream media, we would most likely interpret the situation in Rwanda as follows:

- Rwanda is a beautiful little African country where Hutu génocidaires massacred almost a million defenceless Tutsis after a plane crash killed the country's president on April 6, 1994.
- In a return to its colonialist past, France flew to the rescue of génocidaires and dictators
- Canadian General Roméo Dallaire, entrusted with a United Nations mandate to maintain the peace, found himself helpless in facing the massive forces of machete-wielding, drunken Hutu-directed mobs who set up roadblocks and checkpoints throughout the country. This failure was caused largely by insufficient backing and cooperation from the UN and especially from the powers
- The Rwandan Patriotic Front (RPF) led by Paul Kagame (now President of Rwanda) put an end to the genocide when his Ugandan-supported forces marched into Kigali on July 4, and he took power on July 19, 1994.
- Pressured by impartial NGO human rights groups, the international community belatedly sprung into action and established the International Criminal Tribunal for Rwanda (ICTR) with the purpose of bringing the leading génocidaires to justice in Arusha (in neighbouring Tanzania), thanks in particular to Canadian Prosecutor Louise Arbour (later a judge on the Supreme Court of Canada and then head the UN Human Rights Commission)
- Also belatedly, US President Bill Clinton and his Secretary of State, Madeleine Albright, apologized for the world's timid reaction during the genocide and promised never again to tolerate such crimes.

The above media depiction is based partly on a summary by Robin Philpot, in his book *Ça ne s'est pas passé comme ça à Kigali*, on which I rely for much of my own critique of this mainstream version. Indeed, the more I read the more it seemed that a different, competing, version of events made sense from a geopolitical perspective. Without making any claims as to the truth or falsity of the alternative version (because I remain where I was in the beginning: that is to say, "What do I know about Rwanda?"), I believe it is important to lay it out for our consideration alongside the commonly accepted narrative.

The first item that is challenged is the notion of Rwanda as a small, insignificant place in the heart of Africa, utterly inconsequential to the United States, and that the reason this tragedy happened was because nobody cared or even noticed the unfolding of events. Some writers and activists on this issue, especially some who have worked as legal counsel for the ICTR, claim that the Rwandan tragedy was a direct result of US interference. The US interest in Rwanda, they note, was threefold: (a) the US desire to replace the Hutu regime; (b) the US desire to reduce French influence in central Africa; and (c) the US desire to have unfettered access to the vast resources of neighbouring Congo.

The competing version of events also challenges the very idea that the Rwandan government planned a genocide of the minority Tutsi population. Rather, it is argued, the enemies of that government needed the accusation of genocide in order to justify the invasion (from Uganda) and aggression carried out by the RPF and its allies. The "high-point" of that attack

was the RPF offensive launched the night of April 6, 1994, during which the jet plane carrying President Habyarimana, the Hutu President of Rwanda, and President Ntaryamira, the Hutu president of Burundi, was shot down. Some critics of the mainstream version go so far as to speculate that this plane was actually shot down by the RPF, with the cooperation of the United States, Britain, Belgium and Canada – countries that provided the encouragement as well as financial, material, logistical, advisory and training support to the RPF.

There is little dispute that the downing of the aircraft was followed by weeks of gruesome civilian massacres, mutilations, and rapes. The commonly accepted version holds that some 800,000 Tutsis and "moderate" Hutus were murdered by thugs on orders from Hutu extremists. Some researchers have challenged those figures, claiming instead that the death toll may have been "only" around 250,000, with the victims being 2/3 Hutu and only 1/3 Tutsi, and coming as a result mostly of civilian-vs.-civilian ethnic violence. According to Chris Black, lead counsel for the ICTR, some of the most promising independent research, involving painstaking collection of data from village to village, was unfortunately stopped by the Tribunal's prosecutors who had originally requested it. Confessions of ex-RPF officers, like Christophe Hakizabera, who fled the regime, point also to widespread but unreported massacres of Hutus in the wake of the installation of the Kagame regime that supposedly brought an end to the Rwandan genocide.

There are many claims and counter-claims still awaiting careful researchers to check and cross-check. Throughout my research I have learned that there are a great many so-called "facts" that we should question. My fear is that we cannot make correct judgments about morally urgent questions – like the justifiability of humanitarian intervention – if we do not have the full story. It is not a new or even radical idea that the media is not always reliable, even by its own admission. But it is up to us, as consumers of that vast machinery, to probe further and to demand closer examination when exposing events about which our governments will make critical decisions, and about which we will uphold or challenge according to our understanding of the events. And, in this pursuit of truth, no facts and no persons should be beyond scrutiny.

Below is a list of some of the sources on which the above views are based:

- Black, Christopher, "Who Killed Agathe? – The Death of a Prime Minister" On line posting. Sandersresearch May 12, 2006.
 - Philpot, Robin. *Ça ne s'est pas passé comme ça à Kigali. Montréal: Les Intouchables (Hors-collection), 2003. ISBN 2-89549-097-X.*
 - «Re-writing the History of the Rwandan Genocide: That Halo Over Romeo Dallaire's Head Has More Than One Hole in It!» Online posting. ↳ «<http://www.counterpunch.org/philpot05152004.html>» *CounterPunch* 15/16 May 2004.
 - «http://www.taylor-report.com/Rwanda_1994/» *Rwanda 1994: Colonialism Dies Hard. Online posting. The Taylor Report. (English version of Ça ne s'est pas passé...)* 2005.
 - «Second Thoughts on the Hotel Rwanda: Boutros-Ghali: a CIA Role in the 1994 Assassination of Rwanda's President Habyarimana?» Online posting. ↳ «<http://www.counterpunch.org/philpot02262005.html>» *CounterPunch* 26/27 Feb. 2005.
- See also the ICTR website at <http://69.94.11.53/>

LILI PETROVIC teaches Humanities and Philosophy. Currently she is working on her doctoral thesis about the incompatibility of humanitarian intervention with cosmopolitanism. She wishes to thank Neil Caplan, Shirley Pettifer, Tricia Bell and Salwa Ghaly for their generous comments and critiques of an earlier draft of this article.

THE 2006 SOCIAL SCIENCE FESTIVAL

OCTOBER 16 – OCTOBER 20, 2006

MONDAY 10:00 – 11:15 AUDITORIUM

Human Rights for All! Youth Activism and
Amnesty International
Shauna MacLean

MONDAY 1:00 – 2:15 AUDITORIUM

The Ron Charbonneau Memorial Lecture
Romeo Dallaire

MONDAY 2:30 – 3:45 AUDITORIUM

Environmental Solutions Panel

TUESDAY 10:00 – 11:15 ROOM D-543

A centre for women in abusive relationships
and their dependent children
Auberge Shalom...Pour Femmes

TUESDAY 11:30 – 12:45 AUDITORIUM

The Impact of Climate Change on Northern
Communities
Sheila Watt-Cloutier

TUESDAY 1:00 – 2:15 AMPHITHEATRE

School as an Alien Planet

TUESDAY 2:30 – 3:45 AMPHITHEATRE

Student Activism – Getting Involved

WEDNESDAY 8:30 – 9:45 AMPHITHEATRE

The Swastika: Origins, Evolution and Approp-
riation of a Symbol

WEDNESDAY 10:30 – 11:45 AUDITORIUM

Comedy Show – On the Spot Improv

WEDNESDAY 12:00 – 1:15 AUDITORIUM

The 5th Annual Social Science Quiz Show

WEDNESDAY 1:30 – 2:50 AUDITORIUM

Movie: An Inconvenient Truth (100 mins.)

WEDNESDAY 1:30 – 3:00 A-308 (limited seating)

Auberge Shalom...Pour Femmes

WEDNESDAY 3:30 – 4:45 AUDITORIUM

True Love versus Infatuation

THURSDAY 8:10 – 9:50 AUDITORIUM

Movie: An Inconvenient Truth (100 mins.)

THURSDAY 10:00 – 11:15 AUDITORIUM

First Nations People: Community Renewal
and Outreach

THURSDAY 10:30 – 12:00 THEATRE ROOM B-323

Literature Lecture
Joy Kogawa

THURSDAY 11:30 – 12:45 AUDITORIUM

Things Fall Apart: Whatever happened to the
USA?

THURSDAY 1:00 – 2:15 AUDITORIUM

The Challenges and Solutions to Climate
Change
Dale Marshall

THURSDAY 2:30 – 4:20 AUDITORIUM

Movie: An Inconvenient Truth (100 mins)

FRIDAY 10:00 – 11:15 AUDITORIUM

AIDS in Africa
Nancy Wargny

FRIDAY 11:30 – 12:45 THEATRE ROOM B-323

Who Owes Who? Or, How the Third World got
to be Third.
Eric Lamoureux

*If you plan on bringing a whole class to an event,
please contact: Miles Denora at Ext. 7521.*