

## SERVICE LEARNING LESSONS LEARNED FROM ORGANIZING THE ROUGH WATERS MARSHALL WORKSHOP

Mario Levesque

### Abstract

This paper explores moving beyond the increasing pressure and trend of incorporating experiential learning opportunities in undergraduate university courses to one of having the course as a whole be the experiential learning opportunity. Political science experiential learning opportunities tend to fall into three categories: (1) components of a course (e.g., conducting a survey or interview, simulations, teaching assistantships); (2) learning the research craft (e.g., independent study courses, honours theses, and research assistantships); (3) paid work experiences (e.g., internships). Few experiential learning opportunities combine all three models such as for organizing an academic workshop, the focus of this paper. We examine the lessons learned from organizing the winter 2023 *Rough Waters: The Legacy of the Marshall Decisions* workshop where twelve students were extensively involved in planning and facilitating the event. Students received both course credit and payment for their work. The focus of this article is on what worked well, what did not work so well and why, how to assess the effectiveness of workshop organization as an experiential learning tool, and how to address the main challenges for its potential future use.

### Résumé

Cet article explore la possibilité d'aller au-delà de la pression et de la tendance croissantes visant à incorporer des opportunités d'apprentissage expérientiel dans les cours universitaires de premier cycle vers une approche selon laquelle le cours dans son ensemble soit l'opportunité d'apprentissage expérientiel. Les possibilités d'apprentissage expérientiel en sciences politiques se répartissent généralement en trois catégories: (1) l'apprentissage expérientiel dans le cadre d'un cours (p. ex., réalisation d'un sondage ou d'une entrevue, simulations, postes d'assistants d'enseignement; (2) apprentissage du métiers de recherche (par exemple, cours d'études indépendants, thèses de spécialisation et assistants de recherche; (3) les expériences de travail rémunérées (par exemple, stages). Peu d'opportunités d'apprentissage expérientiel combinent les trois modèles, comme par exemple l'organisation d'un atelier académique, qui fait l'objet de cet article. Nous examinons les leçons tirées de l'organisation de l'atelier *Eaux troubles: L'héritage des décisions Marshall* de l'hiver 2023, où douze étudiants ont été largement impliqués dans la planification et l'animation de l'événement. Les étudiants ont reçu à la fois des crédits de cours et une rémunération pour leur travail. Cet article se concentre sur ce qui a bien fonctionné, ce qui n'a pas si bien fonctionné et pourquoi, comment évaluer l'efficacité de l'organisation d'un atelier en tant qu'outil d'apprentissage expérientiel, et comment relever les principaux défis pour son utilisation potentielle à l'avenir.

## Introduction<sup>1</sup>

There I was in the fall of 2022 working on a Social Sciences and Humanities Research Council (SSHRC) funding application to the Connections program to host the *Rough Waters: The Legacy of the Marshall Decisions* workshop, contemplating how to incorporate a student component to the application.<sup>2</sup> As most know, this is a necessary requirement to any Connections grant and with a weak student training and mentoring plan, the chances of successfully obtaining the needed funds are greatly reduced, if not ruined. I did not want that. At the same time, as a Canadian politics and public policy scholar, I have long incorporated different learning assignments into courses that I teach such as policy briefs, public consultation comments, op-eds, legislative histories, memorandums to cabinet, jurisdictional scans, MLA toolkits, learning manuals, journalling, comparative issue reports, annotated bibliographies, debates, media interviews, electoral redistribution assignments, campaign platform analyses, legislative reviews, oral presentations, and literature reviews. To this I add various experiential learning components such as town halls, first minister meetings, accessibility audits, and community-driven problem-based projects, to name a few.<sup>3</sup> The question before me was: What to do for the SSHRC funding application?

I decided to incorporate into the grant application a service learning component with students helping to organize the workshop. I had never previously incorporated students in such a way but what an excellent learning opportunity—for them and me! This paper is that story. It begins by examining the concept of service learning before exploring the context of the *Rough Waters* workshop. The third section details students' roles and responsibilities in organizing the workshop along with what they learned. This is followed by a discussion on lessons learned and a conclusion.

## Service Learning

Experiential learning covers many different aspects. At its core, it combines traditional classroom learning with engagement of some sort for reflection.<sup>4</sup> Examples abound: internships, field experiences, teaching assistantships, research assistantships, and simulations. Service learning is similar yet different. Rather than having a unidirectional focus on the student experience, service learning is bi-directional, seeking a balance between the learning experience and service outcomes. In other words, there must be reciprocal benefits—student learning is fostered, and the experience must be relevant to

---

<sup>1</sup> An early draft of this paper was presented at the 2023 Atlantic Provinces Political Studies Association Annual Conference, St. Thomas University, October 14, 2023. This descriptive paper details student engagement in the *Rough Waters* workshop that was held at Mount Allison University, April 14–15, 2023. It brought together contributors to a forthcoming special issue of the *Journal of New Brunswick Studies/Revue d'études sur le Nouveau-Brunswick* entitled “The Marshall Decisions, New Brunswick and Atlantic Canada Twenty-Five Years Later” to discuss early drafts of their papers.

<sup>2</sup> The application was a joint effort by me, Dr. Mario Levesque (Co-PI), Dr. Ken Coates (Co-PI), and the Hon. Graydon Nicholas (Collaborator).

<sup>3</sup> I admit that I do incorporate the traditional research paper into many of my courses although with decreasing frequency in the last number of years in order to expose students to different types of writing and communication styles, to better prepare them for their post-university career. The rise of artificial intelligence (e.g., ChatGPT) has only reinforced my thinking on this.

<sup>4</sup> Patrick Felicia, *Handbook of Research on Improving Learning and Motivation through Educational Games*, (Hershey, PA: IGI Global, 2011).

their degree and future goals and come with guided reflection—yet community needs must also be met.<sup>5</sup> Examples include undergraduate research, multicultural education, social justice education, and community-based research. As Taylor and colleagues detail, service learning is not new. It emerged in the United States (U.S.) in the late 1960s and early 1970s; Canada followed suit in the 1990s. Service-learning growth in Canada was fostered by a \$9.5 million donation to ten universities by the McConnell Family Foundation (2004–2011). Even with this growth, service learning in Canada pales in comparison to the U.S. where it is a significant part of programs.<sup>6</sup>

Theoretically, service learning is based on the ideas of John Dewey, David Kolb, and Paulo Freire. John Dewey was pragmatic and emphasized “learning by doing” by moving beyond the classroom into the broader community with the focus remaining centred on the student experience.<sup>7</sup> David Kolb went further to explicate the fact that learning requires action and reflection through the creation of knowledge in transformational experiences.<sup>8</sup> To this we add Paulo Freire, who emphasized the liberatory nature of education obtained through collaborative, active, and community-focused experiences.<sup>9</sup> It is in the Freirean tradition of critical pedagogy that Moreno-Lopez (2005) states that “The main goal of critical pedagogy is to create engaged, active, critically thinking citizens, that is to say, political subjects who can participate as decision-makers in the organization of their socio-cultural realities.”<sup>10</sup>

One of the central features of critical pedagogy is the notion of sharing power in the classroom. In practical terms, this requires an instructor to relinquish a certain degree of control over the curriculum and create space for students to assume greater responsibility in shaping the content and structure of the course. The idea of sharing power in the classroom has manifested itself in a concrete method of instruction called student-centred learning. Scholars Felder and Brent describe this method of instruction as “a broad teaching approach that includes substituting active learning for lectures, holding students responsible for their learning, and using self-paced and/or cooperative (team-based) learning.”<sup>11</sup> This approach literally transfers power and authority from the instructor to the students in ways that enable them to establish a learning community where the instructor is not viewed as the sole authority or “expert” on the subject in question. On the question of the instructor’s role in student-centred learning, Judith Berling suggests that “the teacher needs to establish herself-himself early as something other than ‘the sole expert.’ The teacher’s role is that of a coach, facilitator, enabler, midwife. She/he has established the structure/common ground on which the conversation proceeds and invites the students into the common ground.”<sup>12</sup> Service learning fits this co-creation of knowledge and shared-power

---

<sup>5</sup> Andrew Furco, “Service Learning: A Balanced Approach to Experiential Education,” in *Expanding Boundaries: Serving and Learning*, ed. B. Taylor (Washington, DC: Corporation for National Service, 1996), 2–6; Alison Taylor et al., *Community Service-Learning in Canadian Higher Education*, Vancouver, 2015, <https://open.library.ubc.ca/soa/cIRcle/collections/facultyresearchandpublications/52383/items/1.0226035>.

<sup>6</sup> Taylor et al., *Community Service-Learning*.

<sup>7</sup> John Dewey, *Democracy and Education* (New York: Macmillan, 1916).

<sup>8</sup> David Kolb, *Experiential Learning: Experience as the Source of Learning and Development* (Englewood Cliffs, NJ: Prentice-Hall, 1984).

<sup>9</sup> Paulo Freire, *Pedagogy of the Oppressed* (New York: Seabury, 1970).

<sup>10</sup> I. Moreno-Lopez, “Sharing Power with Students: The Critical Language Classroom,” *Radical Pedagogy*, 7, no. 2 (2005): 2.

<sup>11</sup> R.M. Felder and R. Brent, “Navigating the Bumpy Road to Student-Centered Instruction,” *College Teaching* 44, no. 2 (1996): 43.

<sup>12</sup> J.A. Berling, “Student-Centered Collaborative Learning as a ‘Liberating’ Model of Learning and Teaching,” *Journal of Women and Religion* 17 (1999): 51.

aspects of critical pedagogy. It is within this framework that the *Rough Waters* workshop was conceived and that I examine in my experience engaging students in organizing the workshop.

## ***Rough Waters* Workshop**

The *Rough Waters* workshop was conceived in conjunction with the Hon. Graydon Nicholas and Dr. Ken Coates while working on a special issue of the *Journal of New Brunswick Studies* entitled “The *Marshall* Decisions, New Brunswick and Atlantic Canada Twenty-Five Years Later.” We combined our expertise in law, judicial systems, Indigenous rights, public policy, and New Brunswick politics to mark the twenty-fifth anniversary of the *Marshall* decisions, which we consider one of Canada’s most significant legal decisions.

What we know as New Brunswick today has been carved out of the traditional unceded territory of the Wolastoqiyik, Mi’kmaq, and Peskotomuhkati peoples. This territory is covered by the Treaties of Peace and Friendship, which these nations first signed with the British Crown in 1725.<sup>13</sup> The treaties did not deal with the surrender of lands and resources, but in fact recognized Mi’kmaq and Wolastoqiyik title and established the rules for what was to be an ongoing relationship between nations.<sup>14</sup>

The year 2024 is the twenty-fifth anniversary of the *Marshall* decisions, which affirmed First Nations treaty right to fish, hunt, and gather in pursuit of a moderate livelihood in Canada.<sup>15</sup> To explore what we have learned twenty-five years later, we need to illuminate understandings of the Peace and Friendship Treaties, who Donald Marshall Jr., the person, was both before and after the landmark decisions, and competing understandings of the Supreme Court of Canada’s rulings. It is through this grounding that we can explore the conflict that followed the decisions, the racism and injustices that continue to this day, as well as the policy responses, including the Initial and Longer-Term *Marshall* Response Initiatives in 2000 and 2001, the Atlantic Integrated Commercial Fisheries Initiative in 2007, and the Rights Reconciliation Agreements in 2017.<sup>16</sup>

Looking back, the SCC decision on the *Marshall* case in 1999 caught Canada unawares and ill-prepared.<sup>17</sup> The government of Canada, First Nations in the Maritimes, and the east coast fishing industry were not ready for the asserted Indigenous treaty right to fish for commercial purposes.<sup>18</sup> Before the court decision, Indigenous participation in the fishery was limited to a small subsistence catch in a minority of communities and a tiny under-the-table sale of Indigenous catch. A large gap

---

<sup>13</sup> Nova Scotia Archives, “Mi’kmaq Holdings Resource Guide: Copy of Authenticated Copy of ‘Treaty of Peace and Friendship Concluded by the Governor...of Nova Scotia with Paul Laurent, Chief of the La Heve Tribe of Indians,’ 1760,” last modified in January 2023, <https://bit.ly/35buRSe>.

<sup>14</sup> David Bedford, “Emancipation as Oppression: The Marshall Decision and Self-Government,” *Journal of Canadian Studies* 44, no.1 (2010): 206, [doi: 10.3138/jcs.44.1.206](https://doi.org/10.3138/jcs.44.1.206). For a view contesting land cessions, see, this volume, Alex Cameron, “‘Under the Same Laws and for the Same Rights and Liberties’—Territory, Law, and Reconciliation under the 1760–1761 Treaties.”

<sup>15</sup> *R v Marshall* [1999] 3 S.C.R. 456; *R v Marshall* [1999] 3 S.C.R. 533.

<sup>16</sup> Ken Coates, *The Marshall Decision at 20: Two Decades of Commercial Re-Empowerment of the Mi’kmaq and Maliseet* (Ottawa: MacDonald-Laurier Institute, 2019), 15, <https://bit.ly/3k9cuYV>.

<sup>17</sup> Bruce Wildsmith, “Vindicating Mi’kmaq Rights: The Struggle Before, During and After Marshall,” *Windsor Yearbook of Access to Justice* 19 (2001): 203–240.

<sup>18</sup> Sarah J. King, “Conservation Controversy: Sparrow, Marshall, and the Mi’kmaq of Esgenoôpetitj,” *International Indigenous Policy Journal* 2, no. 4 (2011): 1–14; Ken Coates, *The Marshall Decision at 20: Two Decades of Commercial Re-Empowerment of the Mi’kmaq and Maliseet* (Ottawa: MacDonald-Laurier Institute, 2019).

between Indigenous people and the longstanding fishing sector existed.<sup>19</sup> As a direct result of the *Marshall* decisions, First Nations secured a sizeable commercial presence in the sector, including ownership of fishing leases and boats, comprehensive training programs, substantial onshore processing capacity, and the generation of millions of dollars per year in revenue for First Nations governments, which initiated a restructuring of the east coast fishery.<sup>20</sup>

The effects of this court-mandated transition went beyond the legal recognition of eighteenth-century treaty rights. The *Marshall* decisions changed the role of First Nations in the regional economy and altered the dynamics of Indigenous–newcomer relations in the Maritimes. It also left the region struggling with unresolved elements of the court decision, frustrated non-Indigenous fishers who felt alienated from federal management of the fishery, and was a fascinating example of economic and ecological reconciliation.<sup>21</sup> The decisions led, over time, to the economic empowerment of Indigenous communities, including the Indigenous-led 2020 purchase of Clearwater Seafood, Canada’s largest seafood company.<sup>22</sup> Few Supreme Court decisions in Canadian history have had such rapid and far-reaching social, economic, and political ramifications for First Nations, with related impacts on non-Indigenous people in Canada.<sup>23</sup>

Looking forward, we need to assess the economic and employment impacts and unravel the concept of “moderate livelihood.” The *Marshall* special journal issue sought a holistic understanding of where we are today by examining the journey taken post-*Marshall* to date, and the opportunities and challenges that lie before us as we move forward. We acknowledge that key understandings and knowledge are held by a diverse set of individuals, and therefore contributions from scholars, Indigenous leaders, politicians, administrators, and graduate students, among others, were sought. This included traditional academic papers to conversations with the guest editors for inclusion as edited interviews to capture insights from different knowledge keepers.<sup>24</sup>

The journal special issue call for participation attracted a diverse set of proposals from the fields of law, fisheries, history, anthropology, Indigenous studies, economics, political science, and criminology. All authors were invited to a two-day workshop, *Rough Waters: The Legacy of the*

---

<sup>19</sup> J.Y. Henderson, “Constitutional Powers and Treaty Rights,” *Saskatchewan Law Review* 63, no. 2 (2000): 719–750.

<sup>20</sup> See, for example, N. Johnson, *Impact of the Marshall Decision on the Development of a Mi’kmaq Commercial Fishery* (Sydney: Cape Breton University, 2019). C.A. March, “The Impact of the Marshall Decision on Fisheries Policy in Atlantic Canada,” Major Report, Memorial University, 2002; M. Wiber, and C. Milley, “After Marshall: Implementation of Aboriginal Fishing Rights in Atlantic Canada,” *Journal of Legal Pluralism and Unofficial Law* 39, no. 55 (2007): 163–186.

<sup>21</sup> A. Surette, *Implementing the Right to Fish in Pursuit of a Moderate Livelihood: Rebuilding Trust and Establishing a Constructive Path Forward*. [Ottawa, ON]: DFO, March 31, 2021. On the federal management issue and non-Indigenous fishers, see the recent Federal Court of Canada decision, *Regroupement des Pêcheurs Professionnels du Sud de la Gaspésie Inc., Union des Pêcheurs des Maritimes Inc., Prince Edward Island Fishermen’s Association Ltd., and Gulf Nova Scotia Fleet Planning Board v. Listuguj Mi’gmaq Government, and Le Procureur Général Du Canada, le Ministre des Pêches et des Océans, le Ministre des Relations Couronne-Autochtones*, [2023] FC 1206.

<sup>22</sup> Jack Julian, “How the \$250M Clearwater Seafoods purchase by 7 Mi’kmaq First Nations came to be,” *CBC News*, February 18, 2021. <https://www.cbc.ca/news/canada/nova-scotia/mi-kmaq-clearwater-seafoods-purchase-terry-paul-john-risley-1.5917676#:~:text=CBC%20News%20Loaded-How%20the%20%24250M%20Clearwater%20Seafoods%20purchase%20by%207%20Migoals%20were%20even%20more%20ambitious>.

<sup>23</sup> Johnson, *Impact of the Marshall Decision*.

<sup>24</sup> Contributions could be in English, French, or Mi’kmaq.

Marshall *Decisions*, at Mount Allison University, to critically discuss their ideas (see Appendix A for the workshop program).

Mount Allison University, located in southeastern New Brunswick, is a small, primarily undergraduate university<sup>25</sup> with approximately 2,200 students. Our approach to the liberal arts and sciences emphasizes flexibility in learning and interdisciplinary study to equip students with a high-quality undergraduate academic education. Students gain a broad knowledge base through learning across disciplines while developing a deeper knowledge of specific academic disciplines through advanced study in one's chosen major and minor. Our small class sizes mean that students work closely with faculty members in an immersive educational environment. Faculty members in political science, for example, regularly each supervise three to five honours theses and independent study projects yearly.<sup>26</sup> Mount Allison has been recognized by *Maclean's* annual university rankings as the top primarily undergraduate university in Canada twenty-four times in the past thirty-three years—a record unmatched by any other university. We have also had, to date, fifty-six Rhodes scholars, sixteen alone since 2000, six of whom have come from the Politics and International Relations Department.

### **The *Rough Waters* Workshop: Student Roles and Responsibilities**

The question was one of how to involve students in the workshop's organization. Meaningful learning and training was planned for twelve senior undergraduate students as they learned the value and the process of converting research into knowledge and action. To meet this goal, each student received three credits for a fourth-year independent study course specifically organized for this purpose, and a set number of paid hours<sup>27</sup> depending on the role they fulfilled in organizing the workshop. There were four positions for students as noted below. To apply, students had to submit a one-page letter identifying the position they were applying for and detailing their suitability and interest in the position along with their resume. Key skills included the following: organization, multitasking, punctuality, an ability to work to deadlines, and writing and communication; being a "self-starter" and proficient in various social media platforms were also assets.

Admittedly, the selection procedures favoured accomplished, motivated, and engaged students. Was this the correct approach? Did this limit student learning dramatically? Why not select some students without the required skills? In reality, this sorted itself out given the tight timelines noted below for students to apply, since only ten students applied for the twelve positions. As such, every student that applied was accepted for one of the positions with the students ranging evenly in ability as evidenced by their cumulative grade point averages from C+ to A+. Work was then needed to identify two additional students as discussed below.

Questions also arise of whether the detailed selection criteria are an example of giving advantages to the most gifted students.<sup>28</sup> As things turned out, this was not the case, however, it could have been. But, so what if it was? Since, as a rule of thumb, 80 per cent of a professor's time is spent on

---

<sup>25</sup> A small Master of Science program exists totalling 5–8 students per year in biology and chemistry combined. There are no other graduate programs at the university.

<sup>26</sup> This is in addition to their teaching load of five three-credit courses.

<sup>27</sup> \$17.16 per hour.

<sup>28</sup> A similar argument can be made in relation to larger universities who prioritize graduate students. Why only offer the enhanced learning opportunities to them and not also for their undergraduate students?

the bottom 20 per cent of students, I see nothing wrong with engaging the top 20 per cent of students. After all, are gifted students not in need of being challenged to help them also move along their learning curve?<sup>29</sup> Further, even if (some) students were highly skilled to begin with, they had not necessarily applied those skills while working as part of a larger team of twelve and in relation to workshop organization, which prioritized teamwork (interpersonal skills) and organizational abilities.

Student selection was crucial as workshop success depended on it, though the degree of success was unclear much of the time during the planning stages. At worst, the workshop would be made up of the paper contributors simply sitting around a table discussing their ideas. At best, it would be an interactive exchange of ideas among participants; it would embrace a wider community of practitioners and academics, and be well covered by the media. Exactly where we would land on that continuum was largely up to the students and the degree to which they engaged with their learning.

Having students apply for the course was an important component. This ensured a degree of motivation and gave them practice in crafting an application letter detailing how they possessed the required skill set for the position to which they applied. This helps them learn and practice needed skills for their post-academic career. This was good in theory, but in practice it was challenging.

The main challenge was the fact that the workshop was planned for reading week (February 10–11) in 2023. However, we only found out our funding application was successful on January 10, 2023. This left little time to recruit students and plan the workshop. The workshop was rescheduled for April 14–15, allowing more time for its organization. However, student recruitment remained challenging because the last date to add or drop a course was January 19. Nine days to recruit twelve students is not a lot of time. Thankfully, recruitment materials had been prepared ahead of time and we were able to fill ten of the twelve positions almost immediately. The remaining two positions took an additional four weeks to fill; unfortunately, these students were not able to receive course credit (which as it turned out they did not want).

Given the multidisciplinary nature of the papers to be presented at the workshop, students from various disciplines were recruited, including philosophy, politics and economics (PPE), Indigenous studies, political science, public policy, art history, fine arts, sociology, international relations, and Canadian studies. In the end, we had an equal number of male and female students with most coming from the political science disciplines (political science, public policy, PPE, IR). One challenge we encountered, and expected, was in identifying and encouraging Indigenous students to apply. For this, we worked closely with the university's Indigenous Affairs Coordinator, Patty Musgrave, and Indigenous faculty members and managed to engage two Indigenous students. This is not unusual, as some students may not wish to identify as Indigenous, may not be interested in the workshop, or may not have been able to work it into their academic schedules.

It should be added that there was no requirement to have previous knowledge on the *Marshall* decisions, or for that matter on Indigenous issues more broadly. Students admitted as much too, noting that they had “no prior background knowledge”<sup>30</sup> or only a “limited understanding of Indigenous history.”<sup>31</sup> Others were generally aware of the *Marshall* decisions yet “had never examined these rulings

---

<sup>29</sup> How one answers this and related questions may depend on their worldview.

<sup>30</sup> Student A, Final Reflection Paper, April 2023.

<sup>31</sup> Student D, Final Reflection Paper, April 2023.



and their consequences in great detail.”<sup>32</sup> The same applied to treaty rights, with some students having “limited knowledge surrounding treaty rights, and had not put considerable thought into what constitutes a treaty.”<sup>33</sup> Some students questioned their “understanding of Indigenous rights and reconciliation [which] has been predominantly shaped by non-Indigenous perspectives, such as mainstream media or academic research, which can sometimes overlook or undervalue Indigenous voices, knowledge, and experiences.”<sup>34</sup> One student blamed the poor state of New Brunswick’s education system, noting that

The concept of treaty rights is not something I had much explored before this class. I blame the NB public education system for downplaying their importance and instilling this idea that they were agreements for the sake of peace hundreds of years ago rather than the organic and contemporarily relevant documents that they are.<sup>35</sup>

What was, however, required from students was for them to have an interest and willingness to learn about the issues.

This calls into question my own experience with Indigenous issues and Maritime politics. I am not Indigenous, but I am Francophone from Grand Falls, New Brunswick. My doctoral degree, from McMaster University, is in comparative public policy and public administration. I teach various courses at Mount Allison University in public policy and Canadian politics.<sup>36</sup> My research fields are disability<sup>37</sup> and environmental<sup>38</sup> politics and policy as applied to the Maritimes and Atlantic Canada more broadly. To this, I have added a New Brunswick politics research stream.<sup>39</sup> The past two years I have written a biweekly column on New Brunswick politics for the French daily newspaper, *Acadie Nouvelle*. My

<sup>32</sup> Student I, Final Reflection Paper, April 2023.

<sup>33</sup> Student F, Final Reflection Paper, April 2023.

<sup>34</sup> Student D, Final Reflection Paper, April 2023.

<sup>35</sup> Student B, Final Reflection Paper, April 2023.

<sup>36</sup> This includes as part of my rotation Canadian Public Policy, Advanced Public Policy Analysis, Environmental Conflicts in Canada, Disability Policy and Politics in Canada, Interest Groups and Social Movements in Canada, Canadian Federalism and Intergovernmental Relations, Political Parties and Elections in Canada, and Canadian Politics.

<sup>37</sup> Political participation, federal/provincial relations, accessible transit, disability income, disability leadership, disability group capacity and policy involvement; see, for example, Mario Levesque, “Governance Models for Rural Accessible Transportation: Insights from Atlantic Canada,” *Disability & Society* 37, no. 4 (2022): 684–710; Mario Levesque, “Leadership as Interpreneurship – A Disability Nonprofit Atlantic Canadian Profile,” *Politics and Governance* 8, no. 1 (2020): 182–92; Mario Levesque, “Experiencing Disability in Three Small New Brunswick Acadian Communities,” *Canadian Political Science Review* 10, no. 1 (2016): 109–49.

<sup>38</sup> Common pool resources such as fisheries and groundwater, governance of the Gulf of St. Lawrence, Lyme disease, sustainability; see, for example, Peter Clancy and Mario Levesque, “Exploring Environmental Governance in the Gulf of St. Lawrence: Contested Political Relations in a Canadian Inland Sea,” in *Building Community Resilience: From Dark Horses to White Steeds*, eds. Laurie Brinklow and Ryan Gibson (Charlottetown: Island Studies Press, 2017), 218–40; Mario Levesque and Matthew Klohn, “A Multiple Streams Approach to Understanding the Issues and Challenges of Lyme Disease in Canada’s Maritime Provinces,” *International Journal of Environmental and Public Health* 16, no. 9 (2019): 1531–54; Mario Levesque, “Fishing for Change: Fisheries Policy in Newfoundland & Labrador,” in *First Among Unequals: The Premier, Politics, and Policy in Newfoundland and Labrador*, eds. Alex Marland and Matthew Kerby (Montreal: McGill-Queen’s University Press, 2014), 194–212.

<sup>39</sup> See, for example, Mario Levesque, “The New Brunswick NDP: Trapped in Quicksand and Sinking,” *Journal of New Brunswick Studies* 12 (2020): 45–62; Mario Levesque, “The Constitutional Day After: Government Formation after a Minority Government Result,” *Journal of Parliamentary and Political Law* 2019, Special Issue: 307–34; Mario Levesque, “New Brunswick,” in *Big Worlds: Politics and Elections in the Canadian Provinces and Territories*, ed. Jared Wesley (Toronto: University of Toronto Press, 2016), 59–81.



recent book project, co-authored with Peter Clancy of Saint Francis Xavier University, teases out the operating logic of the Gulf of St. Lawrence regarding environmental issues.<sup>40</sup> Through a series of eleven case studies, we provide a deep profile of the marine environmental settings, institutional arrangements, policy landscapes and political processes that have determined the shape of Gulf governance and argue for the need to reshape the structures of power in the Gulf of St. Lawrence—to acknowledge the urgency of marine challenges, to diminish the costs of jurisdictional veto, and to alter the skew between state and society in Gulf politics. Altogether, I have a solid understanding of Maritime politics, especially New Brunswick politics and public policy.

However, my experience with Indigenous issues is limited. Like others, I incorporate Indigenous components into my courses such as conceptualizations of Canada (nation to nation), the Peace and Friendship Treaties, *Indian Act* issues (e.g., status/non-status, women's rights), the intersection and evolution of rights recognition (key legal cases such as the *Marshall* decisions) with conflicts (e.g., Oka, Ipperwash, Caledonia, Burnt Church, St. Marys Bay), and components of the Truth and Reconciliation Commission. I have no formal training in Indigenous knowledge or issues; rather, my knowledge has come from observing, listening, and reading as much as possible on the issues, though I admit that my reading is limited to aspects that intersect narrowly with my research interests. It is here that Indigenous issues have loomed large in relation to issues of disability, though I have yet to extend my disability research to Indigenous communities.<sup>41</sup> Similarly, issues of Indigeneity permeate my Gulf of St. Lawrence work with Peter Clancy. One cannot talk about Gulf governance without discussing Indigenous rights and how they are challenging power dynamics and realigning governance arrangements, especially in relation to Fisheries and Oceans Canada.

This is why I sought out the Hon. Graydon Nicholas and Ken Coates in the fall of 2021 with the idea of a special issue on the twenty-fifth anniversary of the *Marshall* decisions. Graydon and Ken have deep experience and knowledge on the issues and combined with my knowledge of Maritime/New Brunswick politics and policy, we make a compelling team. The *Marshall* decisions are significant, and we need to recognize the fact. Yet to understand where we are today, we need to look at how far we have come post-*Marshall*, as we discuss further in our opening article to this special issue. Students were the main beneficiaries of this knowledge from their course but also from the workshop where they performed four main roles as detailed below.

### **Workshop Organizers**

Two of the twelve students assisted with workshop logistics, including venue preparation, attendee scheduling, catering specifics, on-site workshop signage, advertising, and travel planning. Students worked closely with me and university administrative support units that were key to hosting academic workshops, including Conference Services (bookings), Facilities Management (site logistics), Dining Hall (catering), Computing Services (technology requirements), and Marketing and Communications (workshop advertising). They acted as the liaison between me and the various university services to ensure event planning; we met twice a week to review progress and to review next steps. In addition to the meetings, we were in constant email communication. Each student was also paid for a total of eighty-eight hours for their work.

---

<sup>40</sup> The book entitled *Environmental Governance of the Gulf of St. Lawrence* is currently at the copyedit stage with UBC Press.

<sup>41</sup> I hope to do so soon.

## Workshop Facilitators

Four students were hired to help facilitate things on the days of the workshop. This included helping guide people to the appropriate room(s) on campus, registration, technology support, signage set-up and take-down. These were important positions to answer questions such as where to go and how to access the internet. They also pitched in with last-minute details such as set-up. Each student was paid for a total of twenty hours for their work.

## Communications Assistants

Two students were hired for communications (37.5 hours each); that is, to develop a communications plan for the workshop, and we met once per week. The first student was responsible for social media for the workshop, that is, tweeting about the workshop and its events as it was happening. They also set up Instagram<sup>42</sup> and Facebook<sup>43</sup> pages for advertising the workshop early in the process. This included developing paper presenter profiles for the sites. It also included developing a registration form for the workshop to keep track of attendees and meal preferences and dietary and accessibility needs. The second communications assistant was charged with developing a pictorial history of the workshop. This involved taking pictures of events and working with the social media student for posting. They also developed a short portfolio of eight to twelve key event photos included as part of the journal special issue. While conceived as distinct positions, the work overlapped a fair bit, with each student contributing to each role. Both students met with the university's Marketing and Communications department to review university communications protocol, especially for social media (Twitter, Instagram) to ensure that protocols were followed. This was important as several media releases were crafted to publicize the event and to invite the media to the workshop.

Overall, these efforts were successful as several media interviews were held with contributors ahead of and during the workshop (e.g., with the Hon. Graydon Nicholas, Ken Coates, Jane McMillan). Further, several media outlets were present to report on the workshop including *CBC News*, *CTV News*, *Acadie Nouvelle*, *Le Moniteur Acadien*, *CHMA Community News*, *Brunswick News*, and *The New Wark Times*.<sup>44</sup>

## RoundTable Scribes

Four students were hired (thirty-one hours each) as "RoundTable Scribes." Working in groups of two for each panel session, these students were to take notes of major points made, areas of agreement and concern, and options discussed for moving forward. Students then developed a RoundTable Report for each session, which was lightly edited for participants. Training for taking notes was provided by me

---

<sup>42</sup> See <https://www.instagram.com/roughwatersconference/>.

<sup>43</sup> See <https://www.facebook.com/profile.php?id=1000902921245577>.

<sup>44</sup> For a sample of the news coverage, see Erica Butler, "Rough Waters Provides Space to Discuss the Past and Future Impact of the Marshall Decisions," *CHMA Community News*, April 11, 2023, <https://www.chmafm.com/welcome/rough-waters-provides-space-to-discuss-the-past-and-future-impact-of-the-marshall-decisions/>; Brunswick News, "Mount Allison Seminar Studies Impact of Marshall Decisions," April 10, 2023, <https://tj.news/times-and-transcript/102093185>; Bruce Wark, "Mt. A. Conference Discusses Indigenous Treaty Rights and the Legacy of Donald Marshall Jr.," *The New Wark Times*, April 17, 2023, <https://warktimes.com/2023/04/17/mt-a-conference-discusses-indigenous-treaty-rights-and-the-legacy-of-donald-marshall-jr/>; Cédéric Thévenin, Des liens se tissent entre l'UPM et les Premières Nations, mais des tensions persistent, *Acadie Nouvelle* 22 avril 2023, <https://numerique.acadienouvelle.com/acadie-nouvelle/20230422>; John Chilibeck, "Beware 'Tim Hortons talk' on Indigenous Rights: Panellists," *Telegraph Journal*, April 18, 2023, <https://tj.news/telegraph-journal/102096569>.

and Mount Allison's Marketing and Communications department, which has several journalists, as part of the experiential learning course. Student assistants also attended the sessions, witnessing the exchange of information that can happen between academic, governmental, and Indigenous leaders to further research, policy development, and reconciliation.

All told, students learned by doing. They gained valuable practical skills that are transferable to graduate and public policy work and the non-profit sector: project and human resources management, teamwork, cultural competency, consultation and community engagement, digital literacy, knowledge mobilization and dissemination, and publication and research communication.

### Course Credit

Each student also received three credits for a fourth-year independent study course, which met once per week for three hours, in addition to the paid hours for their work. The title of the course was tailored to their roles: for example, Law and Indigeneity for the Workshop Organizers, The Marshall Decisions for the Workshop Facilitators, Digital Politics for the Communications Assistants, and Political Communication for the RoundTable Scribes. There were no academic or administrative issues in getting students registered for these courses given they were labelled independent study courses, which offer significant flexibility to both students and professors in course design. The drawback for faculty is that such courses are not normally considered part of one's teaching load (and in this case, it was not considered part of my teaching load).

Regardless of the title, the content of the course was the same for all students and involved several components. The first component was students successfully completing the SSHRC course for research ethics leading to each of them receiving their TCPS 2.0 Certificates.<sup>45</sup> As a group, we reviewed the various modules and associated readings in the ethics manual. Particular attention was paid to the modules on Research Involving Indigenous Peoples, Risks and Benefits, Consent, and Fairness and Equity. While admittedly dry at times, obtaining their certificates was important to various issues involved in the research process.

The second component of the course was cultural competency training. This was explored in two ways. The first was assigned readings and a session with Ivan Okello, the Project Manager of Antiracism Initiatives for the New Brunswick Multicultural Council.<sup>46</sup> Readings and discussion focused on White privilege and racism. The second part focused on Indigeneity. For this, the university's Indigenous Affairs Coordinator, Patty Musgrave, was consulted. She recommended three 1.5-hour webinars on combatting racism and unconscious bias,<sup>47</sup> two books,<sup>48</sup> and a full-day session with her and

---

<sup>45</sup> See Social Sciences and Humanities Research Council, TCPS 2: CORE-2022 (Course on Research Ethics) at <https://tcps2core.ca/welcome>.

<sup>46</sup> Ivan was previously the Black Student Advisor and Diversity Educator at Mount Allison University. Readings were chosen in consultation with Ivan Okello and Patrica Musgrave, the university's Indigenous Affairs Coordinator.

<sup>47</sup> (a) Understanding Race and Privilege with Kayla Bree Love (see <https://www.youtube.com/watch?v=ePtmwL0kwi4>), (b) Genocide of a Generation and Ongoing Systemic Barriers and Racism (Contemporary History) with Jane and Paulina Meader (see [https://www.youtube.com/watch?v=l-Uj0\\_GTaQ](https://www.youtube.com/watch?v=l-Uj0_GTaQ)), and (c) Mi'kma'ki B.C. (Before Colonization) Mi'kma'ki A.D. (Aggression & Dehumanization)—A Historical Overview with Jane and Paulina Meader (see [https://www.youtube.com/watch?v=N5myN\\_zvB48](https://www.youtube.com/watch?v=N5myN_zvB48)). These webinars were part of the Combatting Systemic Racism, Discrimination and Unconscious Bias series (2021).

the university's elder, William Nevin. Elder Nevin is Elsipogtog First Nation's Sundance Chief and ceremonial elder, a cultural transmitter, a knowledge keeper, and a mentor to many.

The webinars and readings were excellent and generated much discussion in class and also during the full-day session. Yet it was the full-day session that captivated everyone. Elder Nevin was a family friend to Donald Marshall Jr.'s father and knew both him and Donald well. Patty Musgrave also knew the family quite well. They were able to provide insights on Donald, his family, the ongoing racism at the root of many issues, the impact of residential schools, and traditional knowledge. Their experiences generated much discussion. While students had heard of such issues, even read up on them in some courses, the first-hand accounts left a powerful impression on them, reinforcing different ways of learning, experiences, and overall knowledge.

The last component was organized around gaining knowledge on the *Marshall* decisions. Several readings were selected including the Supreme Court of Canada 1999 *Marshall* decision. In addition, sessions were held with the Hon. Graydon Nicholas, Dr. Ken Coates, Dr. L. Jane McMillan, and Michael Nolan. Graydon, originally from Tobique First Nation, a Wolastoqey elder, lawyer, judge, and activist,<sup>49</sup> focused on the historical treaties at the heart of the *Marshall* decisions and on Donald Marshall himself. Ken, a Canada Research Chair and leading scholar on aboriginal rights in the Maritimes,<sup>50</sup> focused on situating the *Marshall* decisions in history and their impact. Jane, a legal anthropologist and former Canada Research Chair, discussed Donald Marshall Jr., the person, and her experience getting arrested with him for fishing eels in 1993. While the charges against her were later dropped, the case against Donald continued and eventually led to the SCC decision in 1999. In preparation for her talk, we read her 2021 book *Truth and Conviction: Donald Marshall Jr. and the Mi'kmaw Quest for Justice* (UBC Press). Combined, these three accomplished individuals provided a significant learning opportunity for students and generated rich discussion. Michael Nolan, a McMaster University graduate student, complemented things with his research on the federal government's actions in response to the SCC *Marshall* decisions and unresolved issues such as the need to define "moderate livelihood."

Assessing such a course was an interesting challenge. The key goal here was to measure critical reflection. What did students think of the material and the sessions with the key leaders? How did they make sense of it all as they were experiencing it? To measure reflections, weekly journalling was adopted, where students were to jot down what each session made them think of, questions that arose, and how to connect different pieces of the puzzle together. These were short writing assignments that were due each week. In addition, students wrote two longer reflection papers to explore key topics that

---

<sup>48</sup> Miles Howe, *Debriefing Elsipogtog: The Anatomy of a Struggle* (Halifax: Fernwood Publishing, 2015); and Andrew Crosby and Jeffrey Monaghan, *Policing Indigenous Movements: Dissent and the Security State* (Halifax: Fernwood Publishing, 2018).

<sup>49</sup> The Hon. Graydon Nicholas is a former Lieutenant-Governor of New Brunswick (2009–2014); he is Chancellor and Endowed Chair in Native Studies, St. Thomas University. He worked with the Union of New Brunswick Indians as its legal counsel, chair, and president. As a jurist he has argued cases before the Supreme Court of Canada and was a provincial court judge (1991–2009). With former SCC Justice La Forest, he co-authored the 1999 *Report of the Task Force on Aboriginal Issues*.

<sup>50</sup> Dr. Ken Coates is a Canada Research Chair at the Johnson-Shoyama Graduate School of Public Policy, University of Saskatchewan. Ken has previously published on such topics as Arctic sovereignty and Aboriginal rights in the Maritimes. He was short-listed for the Donner Prize for his book *The Marshall Decision and Aboriginal Rights in the Maritimes*. He has also recently published the book *From Treaty Peoples to Treaty Nation* with Greg Poelzer.

challenged their understanding of the subject matter and the questions that remained.<sup>51</sup> A third reflection paper was due one week after the workshop, for which students needed to reflect on the overall course and work experience.

One item that came out in students' final reflection papers was that their interactions with workshop participants greatly enhanced their learning. One student noted that it "provided me with valuable insights and experiences that broadened my understanding of the complexities involved in the reconciliation process."<sup>52</sup> Students were also curious with what they learned and pursued further discussions:

Augustine's [presentation] informed me that various funding and government initiatives that are supposed to encourage Indigenous involvement within the fisheries, are not equally redistributed to the people in his community. After Augustine presented his paper, I spoke to him about the importance of sharing the wealth.<sup>53</sup>

Equally appreciated by students were the informal opportunities to engage workshop participants as this extended quote demonstrates:

The presentations during the official hours of the conference were informative and provided ample opportunity to learn, but the private conversations during dinner were equally as intellectually stimulating. On Saturday, [we] sat with [Dr.] Robert Hamilton, [Dr.] Ken Coates, and Michael Nolan for lunch. The topic of Maritime municipalities arose, and Ken and Robert had interesting opinions on municipal power. As a legal scholar, Robert argued that municipalities should have similar powers to the provinces and that it would be beneficial for Indigenous communities to have the ability to build capacity and wealth without consistently needing permission from the courts and federal or provincial governments. Ken agreed with Robert, citing the successes of Indigenous groups like the Haida in British Columbia asserting their treaty rights in parts of the province. Although Robert and Ken recognized that the Peace and Friendship Treaties provided a much more complex situation to achieve this success, they emphasized that stronger municipal governance could be a route for a modern treaty.<sup>54</sup>

The fact that workshop participants actively reached out to engage students in discussions did not go unnoticed. In the words of one student, "I very much felt that all those attending actively wanted to engage with students. Dr. Jane MacMillan in particular made a great effort to get to know us during the breaks and meals and encourage us in our goals."<sup>55</sup>

Admittedly, the course was intensive and far-reaching. But it was a rich learning opportunity. Students noted that it helped them confront their own biases, increase their knowledge surrounding

---

<sup>51</sup> The first was on the topic of ethical research and Indigeneity in response to ethics training. The second reflection paper was on knowledge systems, racism, and discrimination in response to the sessions with Elder Nevin and Patty Musgrave, the university's Indigenous Affairs Coordinator.

<sup>52</sup> Student D, Final Reflection Paper, April 2023.

<sup>53</sup> Student F, Final Reflection Paper, April 2023.

<sup>54</sup> Student H, Final Reflection Paper, April 2023.

<sup>55</sup> Student B, Final Reflection Paper, April 2023.

wealth inequities and the treaties, and learned to appreciate different ways of knowing and knowledge. Several students noted issues with confronting their own biases. As one stated:

Before participating in the course and workshop, I held several biases, preconceptions, and assumptions about Indigenous rights and reconciliation in Canada. My limited understanding of Indigenous history might have led me to overlook the depth and complexity of the impacts of colonization, the residential school system, and other injustices faced by Indigenous peoples. Additionally, I may have held certain stereotypes about Indigenous communities, such as perceiving them as primarily rural or remote, which can misrepresent the diversity of Indigenous peoples and experiences. I have in the past approached reconciliation with a simplistic view, believing it could be achieved through a straightforward process or a series of specific actions, without appreciating the intricate and ongoing nature of the journey. By actively listening to the stories and viewpoints of others, I was able to gain a more nuanced appreciation of the challenges, aspirations, and realities faced by Indigenous communities and individuals in Canada. The focus on open dialogue encouraged me to critically reflect on my own role and responsibilities in the reconciliation process. Through self-reflection, I realized that it was essential for me to continually question my assumptions and strive to learn from others' experiences and perspectives.<sup>56</sup>

Intertwined in this are issues of systemic racism and privilege that many people do not recognize or are uncomfortable recognizing, and are therefore challenged to engage with. Ivan Okello's concluding thought to students perhaps captures this best when he stated, "It's imperative to check your positionality in relation to privilege or lack thereof—because it shapes your individual experience and life outcomes on so many levels such as social, economically, and politically."<sup>57</sup>

Many students noted that Graydon Nicholas's keynote presentation helped them in this process, with one student acknowledging, "Throughout my four years at Mount Allison, I have learned about systemic racism and its impacts, yet I knew that I could never understand what encountering it would be like. Nicholas's keynote presentation provided me with a greater understanding of everyday examples of systemic racism."<sup>58</sup> For other students what most stood out were the discussions with Ivan Okello, the readings on race and White privilege, and the TCPS 2.0 ethics training. As for the latter, the chapter on Indigenous research was particularly noteworthy:

As we are aware in our class, many of us come from non-Indigenous backgrounds. Going through the course and workshop, it was important to be mindful of what it meant to be in this space. I often found myself thinking about how my comments would affect those around me, how my experiences may be different, and the ways I have benefitted from privilege in my life.<sup>59</sup>

---

<sup>56</sup> Student D, Final Reflection Paper, April 2023.

<sup>57</sup> Ivan Okello, "Race and Privilege," Presentation to *Rough Waters* workshop students, Mount Allison University, February 28, 2023.

<sup>58</sup> Student F, Final Reflection Paper, April 2023.

<sup>59</sup> Student G, Final Reflection Paper, April 2023.

At the heart of biases, racism, and White privilege is often a lack of education—knowledge. Many students were intrigued with wealth inequities related to the *Marshall* decisions and singled out the presentations by Patrick Augustine, Ken Coates, and Barry Watson as highly informative. Students engaged in discussions with the authors afterwards to gain further insights.<sup>60</sup> Enhanced knowledge about the treaties also greatly interested students and directly worked to challenge and erode biases. One student was very frank in his assessment:

I used to ignorantly believe that because I was from Canada and grew up in the Maritimes, I understood the troubles that Indigenous communities faced. Things such as drug addiction, boiling orders for water, and high incarceration rates among reservations are what I typically thought were meant by issues facing Indigenous peoples. It never crossed my mind that debates about Indigenous peoples' sovereignty in the Maritimes were legitimate. There was a war, and we won; end of the story, right? Yet, I could not have been more mistaken, Indigenous peoples have not had their treaty rights rightfully respected for centuries now, and if their treaty rights had been acknowledged earlier, it is not certain that the multitude of issues facing Indigenous peoples would exist to the extent they do now. Until I had been introduced to the treaties through participating in the workshop, I did not understand the significance these documents had for Indigenous legal rights.<sup>61</sup>

Another student connected components of the course to better understand the nation-to-nation relationship:

Jane Meader's webinar explanation of treaties, along with many other resources that were provided in class, expanded my knowledge of treaties, and their interpretations, which allowed me to better understand [Graydon] Nicholas's talk. Something that stood out to me during his presentation was that treaties can only be signed between nations. Institutions such as governments can sign agreements with groups of people, yet these agreements are not treaties. Nicholas illustrated that since Indigenous people signed treaties, then we must recognize them as independent nations, and work beside them as two sovereign bodies.<sup>62</sup>

Students came to understand the importance of different ways of knowing, including the need to challenge data. The presentations on the economic impacts of the *Marshall* decisions raised many questions for one student who pondered, "How are statistics on communities being found? What part might be left out? How can well-being be measured? Is well-being measured with Indigenous perspectives in mind?"<sup>63</sup> The student expanded on how we come to a deeper understanding:

---

<sup>60</sup> The presentations were Patrick Augustine, "Donald Marshall Junior and Modern Day Manifestation of Treaty Benefits"; Ken Coates, "Moving Forward: The *Marshall* Decisions and Regional Economic Development"; and Burç Kayahan, Stephen Law, and Barry Watson, "The *Marshall* Decision and Economic Well-Being Indicators in Atlantic Canadian Communities."

<sup>61</sup> Student E, Final Reflection Paper, April 2023.

<sup>62</sup> Student F, Final Reflection Paper, April 2023. The webinar the student is referring to is by Elder Jane Meader, "Combating Systemic Racism, Discrimination and Unconscious Bias—Historical Treaties," March 11, 2021. Available: [https://www.youtube.com/watch?v=N5myN\\_zvB48](https://www.youtube.com/watch?v=N5myN_zvB48). Graydon Nicholas's keynote address, "The Need for a Modern Treaty," is in this volume.

<sup>63</sup> Student G, Final Reflection Paper, April 2023.



During the Truth and Reconciliation Commission, the Honorable Justice and Senator Murray Sinclair has been quoted saying “Education will create knowledge and from knowledge will come understanding.” The Elder William Nevin stressed this point in the class session with him by putting emphasis on moving away from reliance on our electronics and learning from doing, from real conversation, and, therefore, through understanding. While we do not live in a time and place where that is entirely possible, it does emphasize how important it is to learn in ways that we are not used to, to push ourselves in our learning, and to ensure that our education is not only a collection of facts and ideas, but a true understanding. This is something I believe has been achieved in our course. I also feel this is an ongoing process we must continue as students to ensure we are acting according to the principles and values that we have come to understand. This course has brought many things to my attention, and it has been a true learning curve for me. I have expanded what I know about Indigenous cultures in Canada, the history of the country (and beyond), and the different ways it is possible to grow. On top of these important points, I have had a chance to come into my own [helping organize the workshop] and learn more about what it means to work as a team, make difficult decisions, get past issues as they arise, and overall, learn from the expertise (and fresh views) of those around me.<sup>64</sup>

A good example of illustrating different ways of knowing was provided by Gina Brooks and Rachel Bryant’s use of a basket as part of their presentation at the workshop.<sup>65</sup> As was noted by a student,

Gina and Rachel had a wonderful dynamic together. My main takeaway from them was the idea that paper and written contracts are not the only way to understand or convey a message, a sentiment we have long since learned in our exploration of the oral understanding of treaties and the Court’s decision in 1999 that ignoring these agreements would be “unconscionable” on the part of the Crown. What Rachel explained quite well though is the idea that Gina’s basket did a better job than any essay could have providing symbolism for how the Indigenous world is what supported the growth and creation of the city of Saint John. The basket is a beautiful physical representation of the native people of these lands being what held it together, even if more recent history has attempted to ignore or discount that fact. And Rachel is correct that written words simply cannot provide that same level of understanding to the viewer that actually seeing the work of art that is the basket can. Not that I would ever discount the value of oral history in Indigenous culture, but their presentation, I believe, gave me a clear example of how correct they are that pen and paper are not only a singular tool among many used for communication, but that it can often be the inferior tool.<sup>66</sup>

Combined, students developed a deeper, more holistic understanding of the treaties and of knowledge production, while recognizing and challenging their own positionalities. We find students taking full advantage of the learning community they were engaged in, which is a key point of service

---

<sup>64</sup> Student G, Final Reflection Paper, April 2023. See also Murray Sinclair, “Reconciliation: The Role of Education,” Circles for Reconciliation, n.d. <https://circlesforreconciliation.ca/reconciliation-the-role-of-education/>.

<sup>65</sup> See this volume, Gina Brooks and Rachel Bryant, “wikhikhotuwok and the Re-Storying of Menahkwesk: Telling History Through Treaty.”

<sup>66</sup> Student B, Final Reflection Paper, April 2023.

learning. Students need to learn by doing, to act and reflect on what they learn and do, and to recognize their positionality, all elements at the heart of the ideas of John Dewey, David Kolb, and Paulo Friere.

As the extended student quotations attest, the course and workshop were a success. Student feedback was positive:

The course was one of the most engaging, informative, and rewarding courses I have ever taken at Mount Allison. Throughout the semester, the opportunity to listen to and engage with some of the most well-respected Indigenous leaders in the Maritimes and Canada were very empowering experiences which are outside of the norm of typical university courses. I can honestly say that these experiences helped me dig into and understand the content better than any other course I have ever taken, and I hope I have the opportunity again in the future to study Indigenous policy and rights.<sup>67</sup>

I have been telling my peers that the course and workshop was one of the best experiences I've had during my time at Mount Allison. To be given the opportunity to listen, get to know some, and have meals with some of the most knowledgeable and admired people in the field was a truly spectacular experience that I wish could [have] lasted twice as long!<sup>68</sup>

The *Marshall* workshop was important because it emphasized the need to give marginalized voices and topics attention if we are to engage in true reconciliation. As noted in the workshop, the state has not necessarily created the space for bottom-up pressure. Therefore, it is necessary to create spaces that have the potential of instigating bottom-up initiatives.<sup>69</sup>

I think classes like ours need to become more commonplace since many students still do not know about Indigenous issues in Canada. I learned a lot about the *Marshall* decisions, and more importantly I learned about the people responsible for these gains. This course is not a typical Canadian politics class because we engaged with material that is not necessarily found in the literature, and the information I received through the conversations I had with attendees could not be learned anywhere else.<sup>70</sup>

## Discussion and Conclusion

The main goal of creating this service-learning opportunity was to move beyond creating an “experience” for students to one where they are key players in developing it to the point where success or failure depended on them. They had to take ownership for the results, and nothing was guaranteed. If they engaged with their learning and took responsibility for their work, success would follow. This is akin to giving students control of the course yet not knowing where or how it will exactly go.

For a professor, this can be scary. First, you do not control things, nor should we. Experience has taught me that learning occurs best when knowledge is co-created. In this situation, I follow in the

---

<sup>67</sup> Student A, Final Reflection Paper, April 2023.

<sup>68</sup> Student B, Course Feedback, E-mail to Mario Levesque, April 2023.

<sup>69</sup> Student C, Final Reflection Paper, April 2023.

<sup>70</sup> Student H, Final Reflection Paper, April 2023.

tradition of Felder and Brent.<sup>71</sup> Second, it is not like the service learning was one small component of a course; rather, it was the *whole course plus workshop organization*. Yet, experience from past simulations (e.g., First Minister meetings) and community-driven, problem-based projects led me to be comfortable with “driving blind.” Things can and do go wrong. But that’s OK and, if things do go sideways, what a learning opportunity it would have been for all of us! At the heart of this is Friere’s co-decision making aspect of critical pedagogy.<sup>72</sup>

For students, not having a detailed syllabus created some uneasy feelings at first. A detailed syllabus does provide them with a play-by-play of what is expected. This was not the case here. There was no way to predict the challenges that would crop up in workshop organizing, such as the university double-booking some rooms and the significant rise in food costs in the short time the workshop was planned. The fact we learned we had obtained funding so late also made things interesting. It was like we were behind the eight-ball from the start. Similarly, the course components were not all planned out, as details were worked out on an ongoing basis. Beginning the course with ethics training did help buy time to firm up some but not all details. Yet, things did work out and much credit goes to the students themselves for taking a chance on something different.

I would characterize the *Marshall* workshop a resounding success and much of this success was due to the twelve students. To be sure, the workshop could have been an event where academics and knowledge keepers (see Appendix A) got together around a table to review their papers with little community engagement (academic or society). Instead, ninety-six people attended the workshop in addition to the fifteen to twenty academics and knowledge keepers! This included representation from several First Nations from across the Maritimes, fisheries organizations, citizens, academics and interested students, as well as several media outlets.

Students were placed in positions of decision making so they could experience real-life situations to develop critical thinking skills and, more importantly, so they could reflect on what they were learning and how it applied to workshop organization. To do so, students needed to liaise with various university stakeholders and develop plans for how they would carry out their work. This active learning and reflection leads to growth.

Consistent with the literature, our service-learning experiences suggest that students were highly satisfied with how things went overall.<sup>73</sup> This was evident in all the debriefing sessions and in their comments after the workshop. Students were also active learners in having to figure out how to carry out their duties and then actually doing it. Success also depended on each other which created a sense of ownership. For example, the student workshop organizers depended on the work of the communications assistants and vice versa. This led some students to spend more time organizing the workshop than the allotted hours. In reality, the allotted hours were a “best estimate” and the actual money paid was more of an overall stipend. For example, the two student workshop organizers were each paid over \$1,500 for the work component (\$17.16/hr x 88 hours each). Going forward, this needs to be reconsidered, perhaps even changed from an hourly wage to a straight stipend of \$1,750 or \$2,000 each, for example.

---

<sup>71</sup> Felder and Brent, “Navigating the Bumpy Road.”

<sup>72</sup> Friere, *Pedagogy of the Oppressed*; See also Moreno-Lopez, “Sharing Power with Students.”

<sup>73</sup> For example, see Mario Levesque, Dave Thomas, and James Devine, “Lessons Learned from the Use of Simulations as an Assessment Tool,” Association of Atlantic Universities Teaching and Learning Showcase Proceedings, pp. 75–84.

Students developed a deep understanding of the key issues. Course materials facilitated this, yet it was the interactions with the workshop participants that brought the concepts to life as students pointed out. Discussions with Elder Nevin, the Hon. Graydon Nicholas, Dr. Ken Coates, Dr. L. Jane McMillan, Ivan Okello, and Patty Musgrave left a lasting impression. Moreover, students developed their organizational and communication skills. They were responsible with liaising with university departments where needed, making plans, and carrying out those plans. In essence they learned the work involved in bringing something from an idea to fruition and took pride in seeing it grow and succeed. This is service learning.

Would I ever involve students again in workshop organization? Yes, with no hesitation! I say this while acknowledging that a new group of students could lead to a very different workshop outcome. Seeing the engagement and growth in students (critical thinking, behavioural change, people skills) first-hand was unlike anything I had ever experienced. Admittedly, the workload for me as their professor was significantly more than delivering a typical university course, at least three times as much more work if not more. It was like having twelve research assistants at the same time while teaching my other courses and continuing with my existing service (I was head of the department at the time) and research agendas! Given the course was taught as an overload, this amount of work cannot be done every term or year.<sup>74</sup> But it can be done once every few years.

Funding was also key in making the workshop happen.<sup>75</sup> Without it, the workshop would not have been possible. Yet, seeking funds should start much earlier than was done here (at least six to eight months earlier). Securing funds earlier would have stretched workshop planning over a longer time period, which would have helped overall. Admittedly, bringing people together for a workshop can take many forms, but it does require a fair bit of funding.

The one lesson learned from the course and workshop planning is that one can never have enough technology support. A technology person was intermittently available to us for the workshop, yet numerous hiccups led to some anxious moments on the days of the workshop. I would strongly suggest budgeting for a full-time technology assistant, that is, someone who understands the technology inside out to be present for each session and room.

Including students in what we, professors, do every day demands significant time and effort on our part. However, the experience here suggests that it is not only a valuable tool for promoting active, student-centred learning and engagement but also imparts them with critical skills and can change behaviours, even if we do not exactly know how things will turn out. Students quickly recognized the key goal of the *Rough Waters* workshop was to take stock of where we are today twenty-five years after the 1999 SCC *Marshall* decisions. As they noted, the *Marshall* decisions remain controversial given that

cultural and historical factors, as well as power imbalances, can impact trust and respect, making it difficult to engage in open and honest dialogue. To address these challenges, as suggested in our readings and exemplified in the workshop, it is essential to create safe

---

<sup>74</sup> Independent study courses do not count toward a faculty member's teaching load at Mount Allison University unless there is no other regularly offered course available for a student with which to complete their degree requirements. That said, given the significant workload involved, a three-credit course reduction to my teaching load the following year was granted by the Dean, upon my request and with the support of my department (which I greatly appreciated).

<sup>75</sup> We are thankful for SSHRC funds totaling \$25,000, which made up just over half of the budget of \$46,399.

spaces for conversation, acknowledge and validate diverse perspectives, and actively work towards dismantling systemic barriers that perpetuate inequalities.<sup>76</sup>

This is perhaps best captured by Ken Coates in stating that “we don’t have a shared language, and therefore don’t have shared objectives.”<sup>77</sup> This is why we need

to come together in conversation and discussion from a place of respect for one another, just as the *Rough Waters* workshops illustrated. Addressing our own backgrounds, experiences, sets of knowledge, and biases are crucial for moving together in a productive way. [We also] need to consult with those who are the experts on the topic. This may include academics, Indigenous community leaders, lawyers, and those who are most greatly impacted by the aftermath of the *Marshall* decisions. While experts may disagree with each other, or have different ideas for a path forward, consulting with each other and respecting the variety of understandings is crucial to this point. [Lastly,] there must be a path towards a common goal. While this path may not be straight, and may take time, we cannot continue with talk of more just Canadian–Indigenous relations without seeking out ways forward and what this might look like. The *Rough Waters* workshop, as a microcosm, provides an example of how this dialogue and change can take place.<sup>78</sup>

I could not agree more and service learning for students is a key part of this process.

To comment on this article, please write to [editorjnbs@stu.ca](mailto:editorjnbs@stu.ca). Veuillez transmettre vos commentaires sur cet article à [editorjnbs@stu.ca](mailto:editorjnbs@stu.ca).

**Mario Levesque** is an Associate Professor of Canadian Politics and Public Policy at Mount Allison University. His teaching and research focus on Canadian politics and public policy with an emphasis on Atlantic Canadian politics, especially disability policy and environmental policy. Mario has published in various journals, including *Canadian Public Policy*, *Canadian Public Administration*, *Canadian Parliamentary Review* and *Journal of Parliamentary and Political Law*.

## Bibliography

Bedford, David. “Emancipation as Oppression: The Marshall Decision and Self-Government.” *Journal of Canadian Studies* 44, no. 1 (2010): 206–220. doi: 10.3138/jcs.44.1.206.

Berling, J.A. “Student-Centered Collaborative Learning as a ‘Liberating’ Model of Learning and Teaching.” *Journal of Women and Religion* 17 (1999): 43–55.

Brunswick News. “Mount Allison Seminar Studies Impact of Marshall Decisions.” April 10, 2023, <https://tj.news/times-and-transcript/102093185>.

---

<sup>76</sup> Student D, Final Reflection Paper, April 2023.

<sup>77</sup> Student A, Final Reflection Paper, April 2023.

<sup>78</sup> Student G, Final Reflection Paper, April 2023.

- Butler, Erica. "Rough Waters Provides Space to Discuss the Past and Future Impact of the Marshall Decisions." *CHMA Community News*, April 11, 2023. <https://www.chmaf.com/welcome/rough-waters-provides-space-to-discuss-the-past-and-future-impact-of-the-marshall-decisions/>.
- Chilibeck, John. "Beware 'Tim Hortons Talk' on Indigenous Rights: Panellists." *Telegraph Journal*, April 18, 2023, <https://tj.news/telegraph-journal/102096569>.
- Clancy, Peter and Mario Levesque. "Exploring Environmental Governance in the Gulf of St. Lawrence: Contested Political Relations in a Canadian Inland Sea." In *Building Community Resilience: From Dark Horses to White Steeds*, edited by Laurie Brinklow and Ryan Gibson, 218–40. Charlottetown: Island Studies Press, 2017.
- Coates, Ken. *The Marshall Decision at 20: Two Decades of Commercial Re-Empowerment of the Mi'kmaq and Maliseet*. Ottawa: MacDonald-Laurier Institute, 2019. <https://bit.ly/3k9cuYV>.
- Dewey, John. *Democracy and Education*. New York: Macmillan, 1916.
- Felder, R.M., and R. Brent. "Navigating the Bumpy Road to Student-Centered Instruction." *College Teaching* 44, no. 2 (1996): 43–47.
- Felicia, Patrick. *Handbook of Research on Improving Learning and Motivation through Educational Games*. Hershey, PA: IGI Global, 2011.
- Freire, Paulo. *Pedagogy of the Oppressed*. New York: Seabury, 1970.
- Furco, Andrew. "Service Learning: A Balanced Approach to Experiential Education." In *Expanding Boundaries: Serving and Learning*, edited by B. Taylor, 2–6. Washington, DC: Corporation for National Service, 1996.
- Henderson, J.Y. "Constitutional Powers and Treaty Rights." *Saskatchewan Law Review* 63, no. 2 (2000): 719–50.
- Johnson, N. *Impact of the Marshall Decision on the Development of a Mi'kmaq Commercial Fishery*. Sydney: Cape Breton University, 2019.
- Julian, Jack. "How the \$250M Clearwater Seafoods Purchase by 7 Mi'kmaq First Nations Came to Be." *CBC News*, February 18, 2021. <https://www.cbc.ca/news/canada/nova-scotia/mi-kmaq-clearwater-seafoods-purchase-terry-paul-john-risley-1.5917676#:~:text=CBC%20News%20Loaded-How%20the%20%24250M%20Clearwater%20Seafoods%20purchase%20by%207%20Mi,goals%20were%20even%20more%20ambitious>.
- King, S.J. "Conservation Controversy: Sparrow, Marshall, and the Mi'kmaq of Esgenoôpetitj." *International Indigenous Policy Journal* 2, no. 4 (2011): 1–14.
- Kolb, David. *Experiential Learning: Experience as the Source of Learning and Development*. Englewood Cliffs, NJ: Prentice-Hall, 1984.

- Levesque, Mario. "Experiencing Disability in Three Small New Brunswick Acadian Communities." *Canadian Political Science Review* 10, no. 1 (2016): 109–49.
- . "Fishing for Change: Fisheries Policy in Newfoundland & Labrador." In *First Among Unequals: The Premier, Politics, and Policy in Newfoundland and Labrador*, edited by Alex Marland and Matthew Kerby, 194–212. Montreal: McGill-Queen's University Press, 2014.
- . "Governance Models for Rural Accessible Transportation: Insights from Atlantic Canada." *Disability & Society* 37, no. 4 (2022): 684–710.
- . "Leadership as Interpreneurship—A Disability Nonprofit Atlantic Canadian Profile." *Politics and Governance* 8, no. 1 (2020): 182–92.
- . "New Brunswick." In *Big Worlds: Politics and Elections in the Canadian Provinces and Territories*, edited by Jared Wesley, 59–81. Toronto: University of Toronto Press, 2016.
- . "The Constitutional Day After: Government Formation after a Minority Government Result." *Journal of Parliamentary and Political Law* 2019, Special Issue, 307–34.
- . "The New Brunswick NDP: Trapped in Quicksand and Sinking." *Journal of New Brunswick Studies* 12 (2020): 45–62.
- Levesque, Mario, Dave Thomas, and James Devine. "Lessons Learned from the Use of Simulations as an Assessment Tool." *Association of Atlantic Universities Teaching & Learning Showcase Proceedings*, 2014: 75–84.
- Levesque, Mario and Matthew Klohn. "A Multiple Streams Approach to Understanding the Issues and Challenges of Lyme Disease in Canada's Maritime Provinces." *International Journal of Environmental and Public Health* 16, no. 9 (2019): 1531–54.
- March, C.A. "The Impact of the Marshall Decision on Fisheries Policy in Atlantic Canada." Major Report, Memorial University, 2002.
- Meador, Jane. "Combatting Systemic Racism, Discrimination and Unconscious Bias—Historical Treaties." March 11, 2021. Available: [https://www.youtube.com/watch?v=N5myN\\_zvB48](https://www.youtube.com/watch?v=N5myN_zvB48).
- Moreno-Lopez, I. "Sharing Power with Students: The Critical Language Classroom." *Radical Pedagogy* 7, no. 2 (2005): 1–25.
- Nova Scotia Archives, "Mi'kmaq Holdings Resource Guide: Copy of Authenticated Copy of 'Treaty of Peace and Friendship Concluded by the Governor... of Nova Scotia with Paul Laurent, Chief of the La Heve Tribe of Indians,' 1760," last modified in January 2023, <https://bit.ly/35buRSe>.
- Okello, Ivan. "Race & Privilege." Presentation to *Rough Waters* workshop students. Mount Allison University. February 28, 2023.
- R v Marshall* [1999] 3 S.C.R. 456, <https://bit.ly/3ivzUqP>; *R. v. Marshall* [1999] 3 S.C.R. 533, <https://bit.ly/3Xp2VDy>.



- Sinclair, Murray. "Reconciliation: The Role of Education." Circles for Reconciliation. n.d.  
<https://circlesforreconciliation.ca/reconciliation-the-role-of-education/>.
- Social Sciences and Humanities Research Council, TCPS 2: CORE-2022 (course on Research Ethics).  
<https://tcps2core.ca/welcome>.
- Surette, A. *Implementing the Right to Fish in Pursuit of a Moderate Livelihood: Rebuilding Trust and Establishing a Constructive Path Forward*. Ottawa: DFO, March 31, 2021.
- Taylor, Alison, Shauna Butterwick, Milosh Raykov, Stephanie Glick, Nasim Peikazadi, and Shadi Mehrabi. *Community Service-Learning in Canadian Higher Education*. Vancouver, 2015.  
<https://open.library.ubc.ca/soa/cIRcle/collections/facultyresearchandpublications/52383/items/1.0226035>.
- Thévenin, Cédéric. "Des liens se tissent entre l'UPM et les Premières Nations, mais des tensions persistent." *Acadie Nouvelle* 22 avril 2023, <https://numerique.acadienouvelle.com/acadie-nouvelle/20230422>.
- Wark, Bruce. "Mt. A. conference Discusses Indigenous Treaty Rights and the Legacy of Donald Marshall Jr." *The New Wark Times*, April 17, 2023, <https://warktimes.com/2023/04/17/mt-a-conference-discusses-indigenous-treaty-rights-and-the-legacy-of-donald-marshall-jr/>.
- Wiber, M. and C. Milley. "After Marshall: Implementation of Aboriginal Fishing Rights in Atlantic Canada." *Journal of Legal Pluralism and Unofficial Law* 39, no. 55 (2007): 163–86.
- Wildsmith, B.H. "Vindicating Mi'kmaq Rights: The Struggle Before, During and After Marshall." *Windsor Yearbook of Access to Justice* 19 (2001): 203–40.

## ***Rough Waters: The Legacy of the Marshall Decisions Workshop***

**April 14, 15, Mount Allison University**

\*\*Unless otherwise specified, the location for the workshop is the Purdy Crawford Centre for the Arts (PCCA) (#22 on Campus Map)\*\*

<b>Friday April 14</b>	<b>Time</b>	<b>Activity/Event</b>	<b>Details</b>
	10 AM – 12 Noon	Registration	Location: Purdy Crawford Centre for the Arts (PCCA)
	12 Noon – 1:30 PM	Welcome & Lunch	<ul style="list-style-type: none"> <li>• Elder William Nevin, Graydon Nicholas, Ken Coates, Mario Levesque</li> </ul>
	12:45 – 1:30 PM	Luncheon Keynote	<ul style="list-style-type: none"> <li>• Jane L. McMillan (Department of Anthropology, St. Francis Xavier University), “Najiwseig – We Go Fishing”</li> </ul>
	1:30 – 2:30 PM	Paper Presentations & Discussion	<ul style="list-style-type: none"> <li>• Robert Hamilton (Faculty of Law, University of Calgary), “Can a “moderate livelihood” fishery reflect the Legal Pluralism of the Treaties of Peace and Friendship?”</li> <li>• Alex Cameron (Lawyer), “Under the same laws and for the same rights and liberties” — Territory, Law and Reconciliation under the 1760–1761 Treaties, and the troubling judicial analysis of aboriginal title and territory”</li> </ul>
	2:30 – 3:00 PM	Break	
	3:00 – 5:00 PM	Paper Presentations & Discussion	<ul style="list-style-type: none"> <li>• Gina Brooks (Wəlastəkwew from Sitansisk) &amp; Rachel Bryant (Mi’kmaq-Wolastoqey Centre, University of New Brunswick), “wikhikhotuwok and the Re-Storying of Menahkwesk”</li> <li>• Patrick Augustine (Faculty of Indigenous Knowledge, Education, Research, and Applied Studies, University of Prince Edward Island), “Donald Marshall Junior &amp; Modern Day Manifestation of Treaty Benefits”</li> <li>• Thomas Isaac (Cassels Brock &amp; Blackwell LLP), &amp; Grace Wu (Cassels Brock &amp; Blackwell LLP), “The Marshall Decisions: Reframing the Supreme Court of Canada’s Guidance on the Peace and Friendship Treaties”</li> <li>• Bill Parenteau (Department of History-retired, University of New Brunswick), “Resist, Heal, Never Surrender: Indigenous Rights, the Crown and the Continuities of Resource Disputes in New Brunswick 1951–2022”</li> </ul>
	5:15 – 6:30 PM	Dinner	Ticketed Event (\$25/pp; purchased by April 3rd) Location: Windsor Grand Room
	7 – 9 PM	Reconciliation Panel	Location: Crabtree Auditorium <ul style="list-style-type: none"> <li>• Melissa Nevin, Director of Fisheries and Integrated Resources, Atlantic Policy Congress</li> <li>• Martin Mallet, Executive Director of the Maritime Fisheries Union</li> <li>• Ken Coates, Canada Research Chair in Regional Innovation, Johnson Shoyama Graduate School of Public Policy, University of Saskatchewan</li> <li>• Moderator: Graydon Nicholas, Chancellor &amp; Chair in Native Studies, St. Thomas University, Wolastoqey Elder</li> </ul>

Questions? Please contact Mario Levesque at [malevesque@mta.ca](mailto:malevesque@mta.ca).

Saturday April 15	Time	Activity/Event	Details
	7 – 9 AM	Breakfast	Location: Jennings Dining Hall
	9:15 – 10 AM	Opening Keynote	<ul style="list-style-type: none"> <li>Ken Coates: “Moving Forward: The <i>Marshall</i> Decisions &amp; Regional Economic Development”</li> </ul>
	10 – 11:15 AM	Paper Presentations	<ul style="list-style-type: none"> <li>Josephine L. Savarese (Department of Criminology and Criminal Justice, St. Thomas University), “Analyzing Police Encounters with Indigenous Communities Through Justice Denied and the Marshall Decisions”</li> <li>Burç Kayahan (Department of Economics, Acadia University), Stephen Law (Department of Economics, Mount Allison University), &amp; Barry Watson (Faculty of Business, University of New Brunswick - Saint John), “The Marshall Decision and Economic Well-Being Indicators in Atlantic Canadian Communities”</li> <li>Nicole O’Byrne (Faculty of Law, University of New Brunswick) &amp; Karen McGill (Madawaska Maliseet First Nation), “New Brunswick-First Nation Tax Revenue Sharing Agreements”</li> </ul>
	11:15 – 11:30 AM	Break	
	11:30 AM – 12:45 PM	Paper Presentations	<ul style="list-style-type: none"> <li>Michael Nolan (Department of Political Science, McMaster University), “Same old, same old: the government (mis)implementation of First Nations fishing rights Post-Marshall”</li> <li>David Bedford (Department of Political Science-retired, University of New Brunswick), “Exploring “moderate livelihood” and economic development”</li> <li>Omer Chouinard (l’Université de Moncton) et Francis Simon (Conseil de bande d’Elsipogtog), “Méconnaissance des traités entre les Premières Nations et la Couronne britannique, conflits entre pêcheurs commerciaux et Premières Nations et perspectives de réconciliation”</li> </ul>
	12:45 – 1:30 PM	Lunch	
	1:30 – 2:45 PM	Luncheon Keynote	<ul style="list-style-type: none"> <li>Graydon Nicholas: “The Need for a Modern Treaty”</li> </ul>
	2:45 – 3 PM	Closing Comments & Next Steps	<ul style="list-style-type: none"> <li>Ken Coates, Graydon Nicholas, Mario Levesque</li> </ul>

Questions? Please contact Mario Levesque at [malevesque@mta.ca](mailto:malevesque@mta.ca).

*Rough Waters: The Legacy of the Marshall Decisions* Workshop is supported in part by funding from:



Social Sciences and Humanities  
Research Council of Canada

Conseil de recherches en  
sciences humaines du Canada

