

**Reconciling Our Future: Stories of Kanata and Canada  
PCD-5190C**

**CANADIAN SCHOOL OF PEACEBUILDING  
CANADIAN MENNONITE UNIVERSITY**

**Syllabus for**

***Reconciling Our Future: Stories of Kanata and Canada*  
PCD-5190C**

**COURSE SYLLABUS**

**INSTRUCTOR** Niigaanwewidam James Sinclair  
**EMAIL** niigaan.sinclair@umanitoba.ca  
**TIMES** Monday to Friday, 9-5, June 13-17, 2016

**VOLUNTARY WITHDRAWAL DATE**

July 15, 2016 is the final date to withdraw from this course without academic penalty.

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**COURSE DESCRIPTION**

While Canada has become a great nation-state, it has not yet come close to the original Iroquoian word Kanata, a "village." This is embodied in the recorded words and actions of Indigenous peoples throughout history, who have struggled for over two centuries to have their voices and gifts heard in history books, governmental policies, and the most well-respected stories of this nation. The original foundations of Kanata are, however, there if we look, listen, and dialogue about what we see. In this course we will look at how Indigenous peoples have shaped Canada politically, socially, culturally, and economically - while providing unique, sustainable, and bountiful visions of a future for all.

**REQUIRED TEXTS**

1. Saul, John Ralston. *The Comeback: How Aboriginals Are Reclaiming Power and Influence*. Toronto: Viking. 2014.
2. King, Thomas. *The Inconvenient Indian: A Curious Account of Native People in North America*. Toronto: Anchor. 2013.

**TEACHING METHODS & ASSUMPTIONS ABOUT LEARNING**

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

**COURSE REQUIREMENTS**

<b>ASSIGNMENTS</b>	<b>DATE DUE**</b>	<b>VALUES</b>
1. Participation	every day	10%
2. Online Dialogues	June 14/15/16 (by midnight)	10% x 3= 30%
3. Critical Discussion Leading (indiv)	June 14/15/16/17	20%



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and will inspire our follow-through exploration and discussion.

**4. Final Paper:**

Final Paper assignment information will be distributed June 15/2015 but will follow the below requirements:

**STYLISTIC REQUIREMENTS**

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

Hacker, Diana. *A Pocket Style Manual*. Fifth Edition. Boston: Bedford/St. Martin's, 2009.

Students should acquire this handbook (available at the CMU bookstore) and an up to date dictionary as reference tools for all written assignments. See "Guidelines for Academic Writing at CMU" in the *CMU Student Handbook* for more information.

- Please use University of Chicago Style with footnotes in all papers
- Please put a title page on all papers
- Number the pages of your paper.
- 12-point font, Times New Roman, Double space all papers.
- Staple the paper together. Please do not use plastic folders.
- Type papers and check for spelling and grammar before you turn them in.
- See guide on student portal shared documents for this class
- Email papers in Word or PDF format

**EVALUATION**

Good communication skills are essential for conflict transformation studies. Students will be expected to communicate knowledgeably, clearly, effectively, concisely and persuasively. All written work should be well informed, well organized and well documented. Further information regarding expectations for written assignments will be provided in class as required. Each completed assignment will be given a numerical grade (according to its value toward the final grade) and the corresponding letter grade. The final mark for each student is determined by the sum total of all numerical grades, which is then assigned a letter grade according to the scale below.

**Letter Grade/Percentage Scale**

Letter Grade	Percentage	Grade Points	Descriptor
A+	95-100	4.5	Exceptional
A	88-94	4	Excellent
B+	81-87	3.5	Very Good
B	74-80	3	Good
C+	67-73	2.5	Satisfactory

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C	60-67	2	Adequate
D	50-59	1	Marginal
F	0-49		Failure

**MUTUAL EXPECTATIONS**

You can expect me to:

- be on time for class and office hours
- be prepared for class
- return assignments within a reasonable time period and give appropriate feedback
- be respectful and attentive when you speak
- treat you with respect, fairness and impartiality
- try to entertain you

I expect you to:

- Be on time, be prepared, and attend all classes
- Complete all assignments on-time and adequately.
- Be respectful and attentive when I and your classmates speak.
- Never hold a private conversation in class and please turn off all cell phones. Never – AND I REPEAT, NEVER – e-mail, *Facebook*, or text in class - ***this is the #1 way to upset your instructor.***
- Treat each other with the respect you expect to be treated with
- Not leave class once it has begun unless some truly critical situation arises
- Give prior notice of illness (if possible) or other events that prevent you from attending class
- Learn, try to learn, and have as much fun as possible in the process of learning!

**ADDITIONAL NOTES**

1. All material referred to in any assignment MUST be appropriately referenced. Plagiarism is a serious matter. Students should be aware of CMU Academic Policies, particularly those regarding academic misconduct (plagiarism and cheating), which apply to all University courses. These are detailed on CMU's website (<http://www.cmu.ca/students.php?s=registrar&p=policies>) and in the CMU Calendar (also available online: <http://www.cmu.ca/academics.php?s=calendar>).
2. Assignments are due as scheduled. Marks will be deducted for lateness (5% per day), unless previous arrangements have been made with the instructor.
3. I encourage all PACTS students to take up any concerns/questions regarding grades, first with your instructor, then with the Associate Dean of Program, Ray Vander Zaag. The CMU Calendar outlines its appeals process clearly.
4. Email: Substantive discussions are best done person to person, not electronically. Thus, email can be used to set up personal appointments, to send regrets if one has to miss class, and so on, but not for engaging in substantive discussions.

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5. Grades submitted by instructors become final only after they are vetted by the Dean's Council
  
6. All cell phones are to be turned off during class.

**Accessibility Programs**

CMU strives to provide a fair and supportive learning environment for academically qualified students with disabilities. If you are eligible for these services or have questions about becoming eligible, please contact Sandra Loeppky, Coordinator of Accessibility Programs at [sloepky@cmu.ca](mailto:sloepky@cmu.ca) or 204.487.3300 x.340.

**TOPIC SCHEDULE / READING LIST - DRAFT**

\*This is a DRAFT schedule that can be adjusted as required in terms of pace discussion, availability of guests, and other scheduling issues. The instructor will provide advance notice of any changes.

There are ten (10) class periods in the week, e.g. morning, afternoon.

**Monday, June 13**

Morning: Introduction to the Course

Afternoon: *The Comeback*, ch. I & *The Inconvenient Indian*, ch. 1

**Tuesday, June 14**

Morning: *The Comeback*, ch. II-V

Afternoon: *The Inconvenient Indian*, ch. 2-4

**Wednesday, June 15**

Morning: *The Comeback*, ch. VI-X

Afternoon: *The Inconvenient Indian*, ch. 5-6

**Thursday, June 16**

Morning: *The Comeback*, ch. XI-XV

Afternoon: *The Inconvenient Indian*, ch. 7-8

**Friday, June 17**

Morning: *The Comeback*, ch. XVI-XX

Afternoon: *The Inconvenient Indian*, ch. 9-10

Friday all CSOP Closing @ 3 p.m.

Coffee breaks are normally 10:30-11 and 3:30-4

# Reconciling Our Future: Stories of Kanata and Canada

## PCD-5190C

NATV Essay Rubric  
 Note: +/- may be used to denote exceptionalism in any letter grade area

Letter Grade	Research	Organization	Analysis/Integration	Answers Question/ Makes Argument	Writing Style	Structure
<b>A</b>	<ul style="list-style-type: none"> <li>Used a variety of internet sources</li> <li>Used relevant authoritative sources</li> <li>sources were used</li> <li>discussing viewpoints of supported well</li> </ul>	<ul style="list-style-type: none"> <li>Logical flow</li> <li>Clear progression of central theme on a general theme</li> <li>Clear transitions between paragraphs</li> <li>Effective use of transition statements and linking sentences</li> </ul>	<ul style="list-style-type: none"> <li>original interpretation or application of information or rewording of ground-breaking (A+)</li> <li>Critically analyzed</li> <li>Integrated information by applying information/discussion original ideas</li> </ul>	<ul style="list-style-type: none"> <li>makes the point relevant to stated statement</li> <li>backed up with powerful evidence</li> </ul>	<ul style="list-style-type: none"> <li>few spelling/grammar mistakes</li> <li>consistent in tense and person</li> <li>Use of creative expression</li> <li>Use of appropriate use of style manual</li> <li>acknowledged all sources, contributors</li> </ul>	<ul style="list-style-type: none"> <li>Intro states purpose, is explicit and grabs attention</li> <li>Body reflects intro, shows logical progression</li> <li>Body contains research evidence</li> <li>Body contains the major expected elements</li> <li>Body paragraphs are well-constructed/summarizes/integrates /discusses implications</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>Used a variety of internet sources</li> <li>Used relevant authoritative sources</li> <li>Some transitions between paragraphs were used</li> <li>discussing viewpoints of supported well</li> </ul>	<ul style="list-style-type: none"> <li>Logical flow</li> <li>General progression theme</li> <li>Some transitions between paragraphs</li> <li>Effective use of transition statements and linking sentences</li> </ul>	<ul style="list-style-type: none"> <li>some analysis of information</li> <li>Effort to integrate fully into argument</li> <li>thesis is not entirely can be followed</li> <li>attempted to drive the point home</li> </ul>	<ul style="list-style-type: none"> <li>good evidence</li> <li>evidence relevant to focus or pointed mess</li> </ul>	<ul style="list-style-type: none"> <li>spelling/grammar mistakes begin to interfere with the major themes in tense/person</li> <li>generally good use of style manual</li> <li>some inconsistency in the typed format</li> <li>acknowledgements</li> </ul>	<ul style="list-style-type: none"> <li>Intro states purpose and grabs attention</li> <li>Body reflects intro, shows logical progression</li> <li>Body contains research evidence</li> <li>Body contains the major expected elements</li> <li>Conclusion summarizes/integrates /discusses implications but less clearly than A</li> </ul>
<b>C</b>	<ul style="list-style-type: none"> <li>Limited variety of internet sources</li> <li>About 1/2 of the most relevant authoritative sources used</li> <li>Not all major contrasting viewpoints were used</li> <li>viewpoints were stated with minimal or inconsistent support</li> </ul>	<ul style="list-style-type: none"> <li>Logical flow is not always evident</li> <li>Lacks progression but expresses ideas that support an argument</li> <li>stated in the intro, not under-use of transition statements and linking sentences</li> </ul>	<ul style="list-style-type: none"> <li>analysis lacking or off track</li> <li>overlooked critical information in analysis</li> <li>have to work to generally lack integration/original thinking</li> </ul>	<ul style="list-style-type: none"> <li>purpose generally addressed but with weak argumentation</li> <li>weak evidence of thought</li> </ul>	<ul style="list-style-type: none"> <li>frequent spelling/grammar mistakes</li> <li>inconsistent in tense and person</li> <li>typed but not professional in appearance</li> <li>inaccurate use of style manual</li> <li>frequent direct quotes, but no all sources, contributors</li> </ul>	<ul style="list-style-type: none"> <li>Intro states a purpose, but it is not clear generally connected to intro</li> <li>Body contains research evidence</li> <li>Body reflects intro, shows logical progression</li> <li>Body contains the major expected elements</li> <li>Integration of ideas is less obvious, but as well summarizes or repeats intro, but fails to integrate/discuss implications</li> </ul>
<b>D</b>	<ul style="list-style-type: none"> <li>Few relevant research sources were used</li> <li>Minimal variety of authoritative sources</li> <li>viewpoints stated in narrow view</li> <li>viewpoints generally lacked</li> </ul>	<ul style="list-style-type: none"> <li>lacks logical flow</li> <li>ideas a progression of frequent tangents that distract from main ideas</li> <li>handwritten statements and linking sentences</li> </ul>	<ul style="list-style-type: none"> <li>overlooked critical</li> <li>faulty analysis</li> <li>no clear thesis</li> <li>stated in intro, no original use of information</li> </ul>	<ul style="list-style-type: none"> <li>point not explicitly made, marked lack of evidence</li> <li>unconvincing argument</li> </ul>	<ul style="list-style-type: none"> <li>frequent spelling/grammar mistakes</li> <li>inconsistent in tense and person</li> <li>handwritten, with some use of style manual</li> <li>failed to acknowledge a number of major sources, contributors</li> </ul>	<ul style="list-style-type: none"> <li>Intro does not indicate purpose, but it is not clear generally connected to intro</li> <li>Body contains unconnected ideas</li> <li>Body reflects intro, shows logical progression</li> <li>Body contains the major expected elements</li> <li>Conclusion does not reflect the paper, is too brief</li> </ul>
<b>F</b>	<ul style="list-style-type: none"> <li>Little evidence of authoritative sources</li> <li>Presented a very narrow view</li> <li>viewpoints generally lacked</li> </ul>	<ul style="list-style-type: none"> <li>ideas are scattered, lacks logical flow</li> <li>no obvious progression of ideas</li> <li>clear transitions</li> </ul>	<ul style="list-style-type: none"> <li>weak analysis</li> <li>lacks statement of argument</li> </ul>	<ul style="list-style-type: none"> <li>point not made, little evidence for argument</li> <li>failure to make argument</li> </ul>	<ul style="list-style-type: none"> <li>frequent spelling/grammar mistakes</li> <li>inconsistent in tense and person</li> <li>handwritten, no explanation</li> <li>failed to acknowledge many of all sources, contributors</li> </ul>	<ul style="list-style-type: none"> <li>lacks a clear introduction</li> <li>contains information but it is not organized to form a clear position or argument</li> <li>Body paragraphs are not well connected/integrated</li> <li>Conclusion is very brief or missing</li> </ul>