

**Reconciling Our Future: Stories of Kanata and Canada
PCTS/ENGL/POLS-3950C**

**CANADIAN SCHOOL OF PEACEBUILDING
CANADIAN MENNONITE UNIVERSITY**

Syllabus for

***Reconciling Our Future: Stories of Kanata and Canada*
PCTS/ENGL/POLS-3950C
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.

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

ASSIGNMENTS

	DATE DUE**	VALUES
1. Participation	every day	10%
2. Online Dialogues	June 14/15/16 (by midnight)	10% x 3= 30%
3. Critical Discussion Leading (group)	June 14/15/16/17	20%
3. Final Paper (2500 words)	August 17 (emailed)	40%

Reconciling Our Future: Stories of Kanata and Canada
PCTS/ENGL/POLS-3950C

ASSIGNMENT DESCRIPTIONS

1. Participation:

Regarding participation, please see: "Mutual Expectations."

2. Online Dialogues:

Throughout the course, you are expected to not only complete the readings thoughtfully and carefully, but to come to class prepared to engage in sustained and thoughtful conversations with your class colleagues. As a part of this, you will each participate in an online dialogue throughout the duration of the course where ideas, thoughts, and concepts emerging from the readings will be discussed. Five times you will be required to write a 300-400 word *critical response* to a question I will pose to you. A *critical response* is a piece of writing that engages with the readings assigned that week by drawing ideas, theories, details, quotations, conclusions, and questions from the research and incorporates them with your personal experience, knowledge, and ideas. Model responses:

1. engage the question/issue and respond using original ideas
2. incorporate qualitative research using research from the readings and other research
3. cite colleagues and their ideas through discussion and/or reading their responses

3. Critical Discussion Leading:

In this exercise, small groups (undergraduates) or individuals (graduate students) will collectively research, explore, and share their findings on the context, complexities, and solutions surrounding issues from Thomas King's *The Inconvenient Indian* (which we will focus on in the afternoons). As you can see, each reading tackles a specific issue and/or topic that First Nations communities are engaging and illuminate issues John Saul raises in *The Comeback* (which we will focus on each morning). While you may draw on examples from each morning's readings, groups will analyze the issues King raises, the complexities within each issue, and then lead the class by asking three open-ended questions (questions that require a thoughtful response) that will inspire dialogue and critical discussion. Research for this assignment will involve doing some historical and contextual research in the library (in books, on *reputable internet sites*, or scholarly articles), and devising an interesting format (your instructor loves creativity!) in which to present findings in a brief (between 15-20 minutes) presentation. To make things manageable – and encourage expediency – a Powerpoint presentation or handout (with some key facts & basic overview of information presented) is required and must be handed in. Your group should provide a basis for the class in understanding the background of the reading "beyond the page" and engage the political/social/cultural issues the literature may be addressing. As each set of readings tackles similar themes and historical periods, groups are encouraged to consider the readings comparatively (for example: how are issues surrounding land conceived and expressed similarly or differently and what does each author present as a solution? Are these realistic?). Presentations will take place at the start of each afternoon class and will inspire our follow-through exploration and discussion.

Reconciling Our Future: Stories of Kanata and Canada PCTS/ENGL/POLS-3950C

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 FOR ALL ASSIGNMENTS

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
C	60-67	2	Adequate
D	50-59	1	Marginal

Reconciling Our Future: Stories of Kanata and Canada
PCTS/ENGL/POLS-3950C

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
- to 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.

Reconciling Our Future: Stories of Kanata and Canada
PCTS/ENGL/POLS-3950C

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 Loepky, Coordinator of Accessibility Programs at 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

PCTS/ENGL/POLS-3950C

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
A	<ul style="list-style-type: none"> Used a variety of different sources Used relevant authoritative sources Sources were used Viewpoints of supported well 	<ul style="list-style-type: none"> Logical flow Clear progression of ideas Central theme Clear transitions between paragraphs Effective use of transition statements and linking sentences 	<ul style="list-style-type: none"> original interpretation or application of information not rewording or ground-breaking Critically analyzed Integrated information by applying original ideas 	<ul style="list-style-type: none"> makes the point relevant to the question addresses the question backed up with powerful evidence 	<ul style="list-style-type: none"> few spelling/grammar mistakes minor changes in tense and person use of creative expression typed, professional appropriate use of style manual acknowledged all sources, contributors 	<ul style="list-style-type: none"> Intro states purpose, is explicit finds gras attention Body reflects intro, shows what the essay is about Body reflects research evidence Body contains the major expected elements Body paragraphs are well-organized Conclusion summarizes/integrates /discusses implications
B	<ul style="list-style-type: none"> Used a variety of different sources Used relevant authoritative sources Sources were used Viewpoints were contrasting Most viewpoints were supported well 	<ul style="list-style-type: none"> Logical flow Central progression of ideas Central theme Some transitions between paragraphs Under-use of transition statements and linking sentences 	<ul style="list-style-type: none"> some analysis of information not fully integrated Blatant rewording Intro argument thesis is not entirely clear not followed opened the door, but failed to drive the point home 	<ul style="list-style-type: none"> good evidence evidence relevant to the question shows thought and focus clear analysis but lacks clear focus or pointedness 	<ul style="list-style-type: none"> spelling/grammar mistakes begin to interfere with the message minor changes in tense/person generally good use of style inconsistencies some inconsistency in the typed format acknowledgements 	<ul style="list-style-type: none"> Intro states purpose and grabs attention Body reflects intro, shows logical progression Body contains research evidence Body paragraphs are well-organized Conclusion summarizes/integrates /discusses implications but less clearly than A
C	<ul style="list-style-type: none"> Limited variety of different sources About 1/2 of the most relevant authoritative sources were used Not all major contrasting viewpoints were considered Viewpoints were stated with minimal support 	<ul style="list-style-type: none"> Logical flow is not always evident Lacks progression but expresses ideas that support an argument Central theme not stated in the intro Under-use of transition statements and linking sentences 	<ul style="list-style-type: none"> analysis lacking or off track rewording overlooked critical information in analysis rewording not fully integrated generally lacked integration/original thinking 	<ul style="list-style-type: none"> purpose generally addressed but with weak argumentation weak evidence of thought analysis and thought 	<ul style="list-style-type: none"> frequent spelling/grammar mistakes inconsistent in tense and person typed, but not professional in appearance inaccurate use of style manual inconsistent use of style manual did not acknowledge all sources, contributors 	<ul style="list-style-type: none"> Intro states a purpose, but it is not clear Body generally connected to intro Body paragraphs research evidence Body paragraphs of a variety of logical expected elements Integration of ideas is less obvious, not as well connected Conclusion summarizes/integrates /discusses implications
D	<ul style="list-style-type: none"> Few relevant research sources Used minimal variety of authoritative sources Viewpoints generally stated with minimal support 	<ul style="list-style-type: none"> lacks a logical flow ideas at progression of ideas frequent transitions that do not clearly link ideas and linking sentences 	<ul style="list-style-type: none"> overlooked critical information rewording no clear thesis not clearly integrated no original use of information 	<ul style="list-style-type: none"> point not explicitly made, but implied marked lack of evidence unconvincing argument 	<ul style="list-style-type: none"> frequent spelling/grammar mistakes inconsistent in tense and person handwritten, with many errors misuse of style manual failed to acknowledge a number of major sources, contributors 	<ul style="list-style-type: none"> Intro does not indicate purpose, does not indicate what the essay is about Body contains unconnected ideas Body paragraphs are not clearly connected Well connected paragraphs are not clearly connected Conclusion does not reflect the paper, is too brief
F	<ul style="list-style-type: none"> Little evidence of research Presented a very narrow view lacked solid support 	<ul style="list-style-type: none"> ideas are scattered, no logical flow no obvious progression of ideas clear transitions 	<ul style="list-style-type: none"> weak argument lacks thesis statement no apparent line of argument 	<ul style="list-style-type: none"> point not made or implied little evidence for argument failure to make argument 	<ul style="list-style-type: none"> frequent spelling/grammar mistakes inconsistent in tense and person handwritten, no explanation failed to acknowledge many of all sources, contributors plagiarism 	<ul style="list-style-type: none"> lacks a clear introduction contains information, but it is not organized to form a clear position or argument Body paragraphs are not clearly connected Conclusion is very brief or missing