CANADIAN SCHOOL OF PEACEBUILDING CANADIAN MENNONITE UNIVERSITY

Syllabus for

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

COURSE SYLLABUS

INSTRUCTORNiigaanwewidam James SinclairEMAILniigaan.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 (indiv)	June 14/15/16/17	20%

3. Final Paper (5000 words)

August 17 (emailed)

40%

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.

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
Α	88-94	4	Excellent
B+	81-87	3.5	Very Good
В	74-80	3	Good
C+	67-73	2.5	Satisfactory

С	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.

- 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 sloeppky@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

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	Little evidence of research/references Presented a very parrow view Viewpoints acked solid support	Few relevant research sources were used ety of uniformal variety of effective contrast in viewpoints generally lacked solid support	upplied variety of control of the most elevant maintre state with minimal princonsistent evels of support	Used a variety of different spurces. At least 273 of the most relevant authoritative authoritative sources were used contrasting feed contrasting lewpoints. Wexpoints were supported well	Used a variety of different sources where used sources were used sources were used contrasting dewypoints of Usedssion of viewponits was supported well.	Research
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	Lack Big. clear introduction structure Contains, which is not it is not organized to form a clear position or argument. The contains are not integrated connected for missing conduction is very brief or missing.	Intro does not indicate purpose, seems irrelevant to paper a pody contains unconhected ideas body creats like a series of short sarker questions. Sentences and paragraphs are not well connected integrated the paper, is too brief.	Intro states a purpose, but it is not gody generally connected to intro body contains research evidence, but progression is not always logical expected elements in the major properties of the major integration of ideas is, less obvious, configuration of integration of ideas in the gration of ideas is less obvious, configuration of ideas in the production is of integrated elements in the production is of integrated elements.	Intro states, purpose and grabs affention. C2/d in the essay is about profession states what the essay is about body reflects intro, shows logical profression. The essay is about contains research evidence integration of ideas is, less obvious, not als well connected both of the essay in the essay is about the essay in the essay	Intro states purpose, is explicit and crabs a furflux the fire of	Structure

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