

POLS/PCTS-2950 Friendship And Peace: The Blackfoot Way

**CANADIAN SCHOOL OF PEACEBUILDING
CANADIAN MENNONITE UNIVERSITY**

Syllabus for
**Friendship And Peace: The Blackfoot Way
PCTS/POLS-2950**

COURSE SYLLABUS

INSTRUCTOR

Leroy Little Bear

EMAIL

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TIMES

Monday to Friday, 9-5, June 22-26, 2015

VOLUNTARY WITHDRAWAL DATE

July 15, 2015 is the final date to withdraw from this course without academic penalty.

COURSE DESCRIPTION

The course will familiarize the student with the epistemology, worldview, and paradigms of the Blackfoot. These include constant flux, everything consisting of energy ways, everything being animate, everything being related, renewal, relationships to land, and language. Out of these foundational bases value systems emerge that guide the day-to-day lives of Blackfoot people. The epistemology, worldview, paradigms, and social values will then be applied to notions and ideas of peace and friendship. The course will utilize a Blackfoot approach to dialogue. A coursepack of reading materials will be made available as background material for the course.

REQUIRED TEXTS

Saul, John Ralston. 2009. *A Fair Country: Telling Truths About Canada*. Toronto: Penguin Group.

Deloria, Jr., Vine. 1979. *The Metaphysics of Modern Existence*. New York: Harper & Row.

Little Bear, Leroy, et al. A Coursepack of articles.

TEACHING METHODS & ASSUMPTIONS ABOUT LEARNING

This course will familiarize the student with the paradigmatic aspects of Native American thought and show students the manifestations and applications of these concepts to notions of peace and friendship. The course will refer to Euro-Western paradigms for comparative purposes. The course will utilize 'science dialogue' and 'lecture' formats.

COURSE REQUIREMENTS

ASSIGNMENTS	DATE DUE**	VALUES
1. Text Synthesis Papers x3	July 17	15% x 3
2. Class Synthesis Paper	August 7	40%
3. Class participation		15%

ASSIGNMENT DESCRIPTIONS

1. Text Synthesis Papers

Each student will be required to write a 3-page synthesis (one for each text) explicating and articulating the philosophy arising out of each of the three texts. This is not a critique of the book. The student is to indicate the understanding of the perspective from each author. The student will submit a draft version of the paper at the beginning of each text unit. A final version will be submitted after the course is completed.

Due: Drafts: June 22 morning: Saul, John Ralston. *A Fair Country: Telling Truths About Canada*; June 23 afternoon: Vine Deloria, Jr. *The Metaphysics of Modern Existence*; June 25 morning: Little Bear, Leroy, et al. A Coursepack of articles. Final versions of all three are due on July 17, 2015
Length: 3 pages each

2. Class Synthesis Paper

Each student will be required to write a 10-page synthesis of all three texts and the dialogues and lectures for a final assignment. Papers are not to be “book reports.” Papers are to be each student’s conceptualization arising out of the textbooks and classroom dialogues and lectures. Papers are to be succinct and to the point. Imagine that you are putting together a jigsaw puzzle into an integrative format. What do you get when you put all of the frameworks together? Further information will be provided in class regarding paper requirements.

Due: August 7, 2015
Length: 10 pages

3. Class participation

This is a discussion oriented class. Students are encouraged to share their ideas and questions as a way to indicate that they have done the readings and to add to the shared learning opportunities.

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.

- *I expect students to 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.

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- Staple the paper together. Please do not use plastic folders.
- Type the 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 format**
- **Identify your paper by student ID number only, not name**

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

<u>Criteria</u>	A - Excellent	B - Competent	C - Below Expectations
CONTENT (quality of the information/ideas and sources/details used to support them)	<ul style="list-style-type: none"> - has clarity of purpose - has depth of content - displays insight or originality of thought -demonstrates quality and breadth of resources 	<ul style="list-style-type: none"> - has clarity of purpose - has substantial information and sufficient support - contains some originality of thought -uses quality resources 	<ul style="list-style-type: none"> - has clarity of purpose -lacks depth of content and may depend on generalities or the commonplace - has little originality of thought -uses mostly quality resources

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STRUCTURE (logical order or sequence of the writing)	- is coherent and logically developed -uses very effective transitions	- is coherent and logically developed -uses smooth transitions	- is coherent and logically (but not fully) developed -has some awkward transitions
CONVENTIONS (appearance of the writing: sentence structure, usage, mechanics, documentation)	- has virtually no errors of conventions	- has minimal errors of conventions	- is understandable <u>but</u> has noticeable problems of sentence structure, usage, mechanics or documentation
STYLE (personality of the writing: word choice, sentence variety, voice, attention to audience)	- is concise, eloquent and rhetorically effective -has nicely varied sentence structure -is engaging throughout and enjoyable to read	- displays concern for careful expression -has some variation in sentence structure -is generally enjoyable to read	- has some personality <u>but</u> lacks imagination and may be stilted and may rely on clichés -has little variation in sentence structure -is not very interesting to read

NOTE: The CMU *Student Handbook* is a useful guide for further information on CMU policies regarding grades, academic misconduct, and appeals. Grades are not final until vetted and approved by the Dean's Office.

ADDITIONAL NOTES

1. All material referred to in any assignment **MUST** be appropriately referenced. Plagiarism is a serious matter. Refer to CMU Student Handbook and calendar for all matters relating to academic misconduct.
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 submission of assignments or engaging in substantive discussions.
5. CMU will facilitate tutorial support for students in academic writing. Please watch *The Daily* and *The Advising Weekly* for specific information.
6. Grades submitted by instructors become final only after they are vetted by the Dean's Council
7. All assignments are expected to be paper submissions.
8. 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. Three (3) class periods will be dedicated to each textbook. Students are expected to have read the textbook for the beginning of each 3-class period section.

Monday, June 22

Morning: begin Saul, John Ralston. *A Fair Country: Telling Truths About Canada*.

Afternoon: continue

Tuesday, June 23

Morning: continue

Afternoon: begin Deloria, Jr., Vine. *The Metaphysics of Modern Existence*.

Wednesday, June 24

Morning: continue

Afternoon: continue

Thursday, June 25

Morning: Little Bear, Leroy. Coursepack

Afternoon: continue

Friday, June 26

Morning: continue

Afternoon: Closing activities

CSOP Closing 3 p.m.

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