

Peacemaking Circles: Philosophy and Applications

PCTS/BUSI-2950C

**CANADIAN SCHOOL OF PEACEBUILDING
CANADIAN MENNONITE UNIVERSITY**

Syllabus for
Peacemaking Circles
PCTS/BUSI-2950C

COURSE SYLLABUS

INSTRUCTOR

Kay Pranis, MA

EMAIL

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TIMES

Monday to Friday, 9-5, June 20-24, 2016

VOLUNTARY WITHDRAWAL DATE

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

COURSE DESCRIPTION

This course will explore the values and philosophy that provide the foundation of the peacemaking circle process, acknowledging its indigenous origins. It will also analyze the structure of the peacemaking circle process and describe a variety of types of circles. The course will provide examples of the use of the process in the justice system, social services, faith communities, neighborhoods, schools and families. Participants will learn to design and conduct peacemaking circles for community building and conflict resolution. Both philosophy and practice will be addressed. The course will be conducted in the peacemaking circle format and will be highly interactive, using the life experience of all the participants as a teaching resource. Special attention will be given to the role of the facilitator and the key skills of circle facilitation.

The course is offered either for training or for 3 hours of academic credit.

CORE TEXTS AND DISCRETIONARY READING

Core texts

- Rupert Ross. 1996. *Returning to the Teachings: Exploring Aboriginal Justice*. Toronto: Penguin Canada. (270 pp) www.penguin.ca or www.livingjusticepress.org
- Kay Pranis, Barry Stuart and Mark Wedge. 2003. *Peacemaking Circles: From Conflict to Community*. St. Paul, MN: Living Justice Press. (250 pp) www.livingjusticepress.org
- Nancy Riestenberg. 2012. *Circle in the Square – Building Community and Repairing Harm in School*. St. Paul, MN: Living Justice Press. (220 pp) www.livingjusticepress.org

Peacemaking Circles: Philosophy and Applications

PCTS/BUSI-2950C

- Kay Pranis. 2005. *The Little Book of Circle Processes – A New/Old Approach to Peacemaking*. Intercourse, PA: Good Books. (75pp) www.skyhorsepublishing.com
- **Course reader** (50 pp)

Suggested discretionary texts (see requirements below)

- Carolyn Boyes Watson. 2008. *Peacemaking Circles and Urban Youth - Bringing Justice Home*. St. Paul, MN: Living Justice Press. (296 pp) www.livingjusticepress.org
- Jennifer Ball, Wayne Caldwell and Kay Pranis. 2010. *Doing Democracy with Circles – Engaging Communities in Public Planning*. St. Paul, MN: Living Justice Press. (208 pp) www.livingjusticepress.org
- Carolyn Boyes Watson and Kay Pranis. 2010. *Heart of Hope: A Resource Guide for Using Circles to Develop Emotional Literacy, Promote Healing and Build Healthy Relationships*. St. Paul, MN: Suffolk University Center for Restorative Justice & Living Justice Press. (352 pp) www.livingjusticepress.org
- Carolyn Boyes Watson and Kay Pranis. 2014. *Circle Forward – Building a Restorative School Community*. St. Paul, MN: Living Justice Press. (456 pp) www.livingjusticepress.org
- Gregory Cajete. 2015. *Indigenous Community – Rekindling the Teachings of the Seventh Fire*. St. Paul, MN: Living Justice Press. (220 pp) www.livingjusticepress.org
- Patricia Thalhuber and Susan Thompson. 2007. *Building a Home for the Heart*. St. Paul, MN: Living Justice Pres. (224 pp) www.livingjusticepress.org
- Rupert Ross. 2014. *Indigenous Healing – Exploring Traditional Paths*. Toronto: Penguin Canada. (284 pp) www.penguin.ca
- Bob Costello, Joshua Wachtel & Ted Wachtel. 2010. *Restorative Circles in Schools – Building Community and Enhancing Learning*. Bethlehem, PA: International Institute for Restorative Practices. (112 pp) www.iirp.org
- Christina Baldwin and Ann Linnea. 2010. *The Circle Way – A Leader in Every Chair*. San Francisco, CA: Berrett-Koehler Publications, Inc. www.peerspirit.com
- Charles Garfield, Cindy Spring and Sedonia Cahill. 1999. *Wisdom Circles: A Guide to Self Discovery and Community Building in Small Groups*. New York: Hyperion.
- Beverly Engel. 2000. *Women Circling the Earth*. Deerfield Beach, FL: Health Communications, Inc. (325 pp)
- Jack Zimmerman and Virginia Coyle. 1996. *The Way of Council*. Colchester, UK: Bramble Books. (286 pp)
- Judie Bopp, Michael Bopp, Lee Brown and Phil Lane. 1984. *The Sacred Tree*. Twin Lakes, WI: Lotus Light Publications. (82 pp)
- Kent Nerburn. 1994. *Neither Wolf Nor Dog*. Novato, CA: New World Library. (334 pp) www.newworldlibrary.com
- Richard Wagamese. 1994. *Keeper’N Me*. Toronto : Doubleday Canada. (214 pp)
- Arlene Groh. 2003. *A Healing Approach to Elder Abuse and Mistreatment: The Restorative Justice Approaches to Elder Abuse Project*. Kitchener, ON: Community Care Access Centre of Waterloo Region. www.crnetwork.ca ; <http://restorativejustice.org/rj->

Peacemaking Circles: Philosophy and Applications

PCTS/BUSI-2950C

[library/a-healing-approach-to-elder-abuse-and-mistreatment-the-restorative-approaches-to-elder-abuse-project/3648/](http://www.psepc-spcc.gc.ca/publications/abor_corrections/199703_e.pdf)

- “The Four Circles of Hollow Water.” APC 15 CA (1997) Aboriginal Peoples Collection, Aboriginal Corrections Policy Unit, Solicitor General Canada, at http://ww2.psepc-spcc.gc.ca/publications/abor_corrections/199703_e.pdf
- “A Cost-Benefit Analysis of Hollow Water’s Community Holistic Circle Healing Process.” APC 20 CA (2001), Aboriginal Peoples Collection, Aboriginal Corrections Policy Unit, Solicitor General Canada, at http://ww2.psepc.gc.ca/publications/abor_corrections/apc2001_e.pdf
- Margaret J. Wheatley. 2009. *Turning to One Another: Simple conversations to restore hope to the future*. San Francisco, CA: Berrett-Koehler Publications, Inc.
- Carolyn Yoder. 2005. *The Little Book of Trauma Healing*. Intercourse, PA: Good Books. (80 pp) www.skyhorsepublishing.com

COURSE REQUIREMENTS AND DEADLINES (for credit)

ASSIGNMENT	DUE DATE	VALUE%
1. Reflection paper on Returning to the Teachings	June 20	10%
2. Journal on the experience of the course	June 24	15%
3. Reading reflection papers and Tabulation	Aug 15	20%
4. Report on talking circle	Aug 15	20%
5. Course project paper	Aug 15	35%

Assignment Guidelines (for credit)

1. Reading Reflection

Read *Returning to the Teachings* by Rupert Ross. Write a reflection responding to this book. Reflections may respond to any of the following questions or may focus on something from the book of particular interest to you. How did you respond emotionally, physically, spiritually and mentally to the book? What is compelling about this book for you? Why would this book be chosen as a foundation for learning about the peacemaking circle process?

Length: 2 pages

Due: June 20, 2016

2. Journal:

A journal of personal reactions, reflections, ideas should be kept throughout the course, on a daily basis. This journal may respond to anything that is happening in the course – for example, material presented: is it new to you? Is it challenging?, stories shared by other participants and your learnings from those sharing, personal insights prompted by the experience, new questions that have arisen for you. Choose three focus themes or questions for each day’s reflection. State those at the outset of the entry, followed by the reflection writing.

Length: 4-6 pages

Due: June 24

Peacemaking Circles: Philosophy and Applications

PCTS/BUSI-2950C

3. Reading reflections and Summary:

You need to read at least 700 pages that include items from the core texts and additional areas related to circle processes. You may choose selections from the discretionary readings. However, follow your interests and needs in making the selections. You may choose material from other sources as long as you demonstrate the relevance to circle processes in your reflection. For example, since the reading list reflects a North American bias, you may want to choose part of your reading from your own country or tradition. When in doubt about the appropriateness of a selected reading, please check with me.

a) Reading Reflections: Choosing either from the required readings or the additional readings from the discretionary list you should write a separate reflection (1 – 2 pages each) for two of those readings. You may choose which readings to write reflections on based on your own interest and engagement with the material. The reflection is not a review of the reading but a discussion of some aspect of the reading which engaged your interest. You can explore such questions as: What did the reading stimulate in your own thinking? Where is this reading similar to or different from other work you are familiar with? How is this reading relevant to your own work?

b) Tabulation of Readings: In addition, at the completion of all your course reading you should submit a summary list of your discretionary readings with notations of total pages for each one.

Length: 3-4 pages for reflections & 1 page for tabulation

Due: August 15

4. Design and implementation of a talking circle:

Upon completion of the course design a talking circle on an issue or topic of interest to you that you can implement. Conduct the talking circle. Write a 2 -3 page report describing the purpose, planning steps, preparation and experience of the circle.

Length: 3 pages

Due: August 15

5. Course project paper:

For this project you may choose one of the options described below. Normally this project will be presented in written form using APA format for academic papers including footnotes and bibliography. Under some circumstances, the project might be in a different medium – e.g. video – but please check with me about any questions concerning creative ideas.

Length: 8 – 10 pages

Due: August 15

Course Project Paper Options

- Compare the circle process to other process(es) for conflict resolution or community building. Include a clear description of the other process(es); identify similarities and differences; assess the strengths and weaknesses of each.
- Analyze an experience in your own life where you think a circle might have been useful

Peacemaking Circles: Philosophy and Applications

PCTS/BUSI-2950C

- (personal, work, school, . . .) and suggest a design for the circle.
- Sit in on a circle (if there is anything available) and write a reflection paper about what you experience and observe.
 - Describe an indigenous community-based conflict resolution and community building process from your own tradition and compare that to circle process.
 - Identify and discuss the challenges of implementing circle processes and the possible risks of circle processes in the context in which you work.
 - Design and implement a circle process dealing with an emotional or contentious situation. Write a paper describing the planning, preparation, implementation and outcomes of the circle.
 - Choose a topic of interest related to circles process; write a research paper on the topic.
 - Other – check with instructor.

STYLISTIC REQUIREMENTS

CMU has 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, use 1-inch margins.
- 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**

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

Peacemaking Circles: Philosophy and Applications

PCTS/BUSI-2950C

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
STRUCTURE (logical order or sequence of the writing)	<ul style="list-style-type: none"> - is coherent and logically developed - uses very effective transitions 	<ul style="list-style-type: none"> - is coherent and logically developed - uses smooth transitions 	<ul style="list-style-type: none"> - is coherent and logically (but not fully) developed - has some awkward transitions
CONVENTIONS (appearance of the writing: sentence structure, usage, mechanics, documentation)	<ul style="list-style-type: none"> - has virtually no errors of conventions 	<ul style="list-style-type: none"> - has minimal errors of conventions 	<ul style="list-style-type: none"> - is understandable <u>but</u> has noticeable problems of sentence structure, usage, mechanics or documentation

Peacemaking Circles: Philosophy and Applications

PCTS/BUSI-2950C

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
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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.

Peacemaking Circles: Philosophy and Applications

PCTS/BUSI-2950C

ADDITIONAL NOTES

1. All material referred to in any assignment MUST be appropriately referenced. Plagiarism is a serious matter. Refer to CMU Academic Calendar for all policies relating to academic misconduct (<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 credit 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 assignments are expected to be paper submissions if due during the class period. After the class period assignments should be emailed to the instructor.
7. 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.

Peacemaking Circles: Philosophy and Applications

PCTS/BUSI-2950C

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 20

Welcome, logistics
Opening ceremony
Driftwood exercise
Introductions
Safe space exercise
Values exercise
Guidelines
Foundational concepts of circle process
Closing ceremony

Tuesday, June 21

Opening ceremony
Check-in
Types of circles
Opening and closing ceremony in circle
Talking piece
Consensus
Role of the keeper in circle
Closing ceremony

Wednesday, June 22

Opening ceremony
Check-in
Stages of circle process
Determining suitability
Preparation
Circle outlines
Follow-up
Arts, movement and music in circle
Choose circle from Heart of Hope or Circle Forward to conduct with small group – prepare overnight
Closing ceremony

Thursday, June 23

Opening ceremony
Check-in

Peacemaking Circles: Philosophy and Applications

PCTS/BUSI-2950C

Participants conduct talking circles from Heart of Hope or Circle Forward

Debrief experience

Art, movement or music activity

Planning a talking circle

Conduct talking circle

Debrief experience

Closing ceremony

Friday, June 24

Opening Ceremony

Check-in

Planning a conflict circle in small groups

Debrief small groups

Concerns, fears, anxieties as a circle keeper

Challenges

Where to next?

Closing round

Closing ceremony

Friday, All-CSOP Closing @ 3 p.m.

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