

# CANADIAN SCHOOL OF PEACEBUILDING

CANADIAN MENNONITE UNIVERSITY

## EXPLORING INDIGENOUS JUSTICE & HEALING

PCTS/POLS-2950/3

June 16-20, 2014

### Course Syllabus

Instructor: Rupert Ross, B.A., L.L.B.

Times: June 16-20, 9 am – 5 pm

E-mail: [rupertross026@gmail.com](mailto:rupertross026@gmail.com)

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### COURSE DESCRIPTION

The primary focus of Indigenous justice processes does not rest upon the details of particular disputes; those details are important primarily for what they say about the kinds of relations the disputants have established in their lives. Nor is the enquiry restricted to relations between people; instead, it involves looking at how each party relates to Creation-at-large, whether with rocks, trees, water or any other creature. The focus turns to each person's mental, emotional, physical and spiritual ways-of-relating, trying to bring people forward into better ways. In traditional teachings, a "healthy" person sees all four dimensions of himself as embedded in all of those relations, and he understands that he bears ethical responsibilities towards everything that surrounds him. Indigenous processes thus focus on teaching about our four human dimensions, and our embeddedness within Creation and our responsibilities towards every party of it.

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

## **CORE TEXTS (Student must order these online, ahead of time):**

The Sacred Tree: Reflections On Native American Spirituality, (1984) Judie Bopp, Michael Bopp, Lee Brown & Phil Lane, Lotus Press, December 3, 1992, Trade Paperback

The Little Book Of Restorative Justice, by Howard Zehr, Good Books, January 1, 2002, Trade Paperback

Returning To The Teachings: Exploring Aboriginal Justice, (1996) by Rupert Ross, Penguin Books

## **COURSE REQUIREMENTS AND DEADLINES (for credit)**

The following are the general outlines of requirements for those taking the class for credit. Others are encouraged to read as much as possible, however, in order to receive maximum benefit from the course. Assignments can be submitted in person during the course or via email to the instructor, [rupertross026@gmail.com](mailto:rupertross026@gmail.com).

### **ASSIGNMENTS**

Paper Due June 16, 2014.

Topic: "Who Am I, And What Do I Hope For In This Course?"

Students are requested to think about why they are attracted to this topic and how they expect to take advantage of it.

Paper Length: Minimum 8 pages, double spaced

Percentage Value: 30% of Course

Paper Due Aug 4, 2014

Topic: "Did Anything Touch Me In This Course?"

Students are requested to think about how the course was/was not of value to them in their future lives.

Paper Length: Minimum 15 pages, double spaced

Percentage Value: 50%

Course Participation: Percentage Value 20%

## STYLISTIC REQUIREMENTS

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

Hacker, Diana. *A Pocket Style Manual*. Fifth edition. Boston and New York: Bedford/St. Martin's, 2009.

The final paper should follow an accepted academic format for citations, bibliography, etc. (e.g. APA, Chicago). You may choose the format but whichever you use, be sure to use it properly and consistently.

## EVALUATION

In general, I expect you to *follow the guidelines* of the assignment and to discuss deviations from them with me before turning it in. In evaluating your work, *quality* is more important than quantity. I appreciate creativity, clear expression of ideas, evidence of engagement with the reading and class sessions, and projects that are of real interest and value to you.

In your papers, be sure to avoid any form of *plagiarism*. If you have doubts about what is appropriate, a useful website is <http://www.indiana.edu/~istd/>. Plagiarism is a serious issue and will result in grade reduction or action by the university (see university policy on this).

Good communication skills are essential for justice and peacebuilding work. Students will be expected to communicate knowledgeably, clearly, effectively, concisely and persuasively. All written work should be well informed, well organized and well documented.

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

### Criteria

<b>CONTENT</b>  (quality of the information/ideas and sources/details used to support them)	- has clarity of purpose  - has depth of content  - displays insight or originality of thought  -demonstrates quality and breadth of resources	- has clarity of purpose  - has substantial information and sufficient support  - contains some originality of thought  -uses quality resources	- 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
<b>STRUCTURE</b>  (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
<b>CONVENTIONS</b>  (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
<b>STYLE</b>  (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 on clichés 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.

### **FINAL DATE FOR WITHDRAWAL**

Final date to withdraw from this course without academic penalty is July 15, 2014.

## **SCHEDULE AND TOPICS - Draft– Subject to change**

**Monday Through Friday:** 10:00 -12:30 and 1:30 – 5:00, with Coffee Breaks 10:30-11:00 am and 3:30-4 pm.

There will be at least three full sharing circles as various topics are presented.

Monday: Welcome, Circle Rules, Introductions In A Full Sharing Circle, Setting Out The First Puzzles.

Tuesday: Fitting The Puzzles Together, Adopting The Relational Lens, Seeing Cases Through It, The Connections Between Aboriginal Justice And Aboriginal Healing, Exploring The Embedded Aboriginal Soul.

Wednesday: Traditional Teachings, including Sacredness, Ethical Connections Within Creation, The Medicine Wheel Circles & Ceremony, The Four Directions and a full sharing Circle.

Thursday: The Impact Of Embeddedness On Justice & Healing, including a Different definition Of Self, The Necessity Of Sharing Stories, The Power Of Sharing Within Ceremony, The Use Of Strangers In Sharing Circles.

Friday: Comparing Western & Aboriginal Approaches, including Differences Between Therapists/Judges and Healers, The Obligation Of Forward Thinking, Being Non-Judgemental, The Role Of Land, Other Ways Of Articulation, the Importance Of Heart-Leading-Mind and a full Sharing Circle to close the course.