

CANADIAN SCHOOL OF PEACEBUILDING CANADIAN MENNONITE UNIVERSITY

Peacemaking Circles

PCTS-2950/3

SESSION III – JUNE 20-24, 2011

Course Syllabus

INSTRUCTOR: Kay Pranis

TIMES: SESSION III – JUNE 20-24, 2011, 9am-5pm

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COURSE DESCRIPTION

This course will explore the values and philosophy that provide the foundation of the peacemaking circle process. 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, **Returning to the Teachings: Exploring Aboriginal Justice** (Penguin Canada) (270 pp)
- Kay Pranis, Barry Stuart and Mark Wedge, **Peacemaking Circles: From Crime to Community** (Living Justice Press) (250 pp)
- Carolyn Boyes Watson, **Peacemaking Circles and Urban Youth – Bringing Justice Home** (Living Justice Press) (230 pages)
- Kay Pranis, **The Little Book of Circle Processes – A New/Old Approach to Peacemaking** (Good Books) (75pp)
- **Course reader (50 pp)**

Suggested discretionary texts (see requirements below)

- Jennifer Ball, Wayne Caldwell and Kay Pranis, **Doing Democracy with Circles – Engaging Communities in Public Planning** (Living Justice Press)
- Carolyn Boyes Watson and Kay Pranis, **Heart of Hope: A Resource Guide for Using Circles to Develop Emotional Literacy, Promote Healing and Build Healthy Relationships** (Suffolk University Center for Restorative Justice)
- Patricia Thalhuber and Susan Thompson, **Building a Home for the Heart** (Living Justice Press)
- **Circles in Schools** (International Institute for Restorative Practices)
- Christina Baldwin, **Calling the Circle: The First and Future Culture** (Bantam Doubleday Dell)
- Charles Garfield, Cindy Spring and Sedonia Cahill, **Wisdom Circles: A Guide to Self Discovery and Community Building in Small Groups** (Hyperion)
- Beverly Engel, **Women Circling the Earth** (Health Communications, Inc.)
- Jack Zimmerman and Virginia Coyle, **The Way of Council** (Bramble Books)
- Judie Bopp, Michael Bopp, Lee Brown and Phil Lane, **The Sacred Tree** (Lotus Light Publications)
- Kent Nerburn, **Neither Wolf Nor Dog** (New World Library)
- Richard Wagamese, **Keeper’N Me** (Doubleday Canada)
- Arlene Groh, **A Healing Approach to Elder Abuse and Mistreatment: The Restorative Justice Approaches to Elder Abuse Project** (Community Care Access Centre of Waterloo Region) www.crnetwork.ca to order
- **The Four Circles of Hollow Water**, APC 15 CA (1997) Aboriginal Peoples Collection, Aboriginal Corrections Policy Unit, Solicitor General Canada, at http://ww2.psepc-sppcc.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, **Turning to One Another: Simple conversations to restore hope to the future** (Berrett-Koehler)
- Carolyn Yoder, **The Little Book of Trauma Healing** (Good Books)

COURSE REQUIREMENTS AND DEADLINES (for credit)

The following are the general outlines of requirements for those taking the class for graduate credit. Others are encouraged to read as much as possible, however, in order to receive maximum benefit from the course.

- **Introductory assignment 1.** Reflection paper based on reading Rupert Ross, **Returning to the Teachings (1 – 2 pages)**
- **Introductory assignment 2.** Reflection paper in response to quote from Caroline Westerhoff (1 – 2 pages)
- **Required reading.** Core texts plus 800 pages of discretionary reading. Some of this reading should come from the discretionary reading suggestions but other related readings may also be used. If you do research for your course project, this reading may be included. (1675 pages total).
- Written **reflections** (1 -2 pages each) for 4 selections of required readings (in addition to the

- reflection paper on **Returning to the Teachings**)
- Written **journal** of reflections on the process of the course as it goes along (4 – 6 pages) This should be submitted at the end of the on site course week.
- Brief (2 -3 pages) written report on the **design and implementation of a talking circle**
- Circle **course project** paper (8 – 10 pages)

ASSIGNMENT	DUE DATE
Reflection paper on Westerhoff quote	June 20
Reflection paper on Returning to the Teachings	June 20
Journal on the experience of the course	June 25
Summary of reading	Aug 7
Reading reflection papers	Aug 7
Report on talking circle	Aug 7
Course project paper	Aug 7

Assignment Guidelines (for credit)

Introductory assignments:

1. Read Returning to the Teachings by Rupert Ross and write a 1 – 2 page reflection paper responding to this book.
2. In *Conflict: The Birthing of the New*, Chapter 4 of Conflict Management in Congregations, Caroline Westerhoff writes, “Our deep-seated notions of separateness must be seen as fantasy – deluding and dangerous dreams. To the degree we can see ourselves as connected to everyone and everything in the creation, we can be freed from the terrible burden of having to be right, of having to be adequate. We can fail – or rather can admit failure, for fail we will. Our questions can become; How do you disagree with me? How do I disagree with you? How is my understanding partial or erroneous? What do you know that I do not? Together we can tell the truth.” Please write a 1 – 2 page reflection paper responding to the quote above – agreeing or disagreeing and exploring the implications of the idea she expresses.

20 points for each assignment (10%)

due June 20

Journal:

A journal of personal reactions, reflections, ideas should be kept throughout the course. This journal may respond to anything that is happening in the course – material presented, stories shared by other participants, personal insights prompted by the experience . . . The journal should be 4 – 6 pages and is due at the end of the session.

80 points (20%)

due June 25

Reading reflections:

In addition to the assigned core texts, you need to read at least 800 pages from other sources in 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.

You should write a separate reflection (1 – 2 pages) for each of four selections of your required reading . You may choose which readings to write reflections on based on your own interest and engagement with the material.

In addition, at the completion of all your course reading you should submit a summary of your readings with notations of total pages for each one.

80 points (20%)

due Aug 7

Design and implementation of a talking circle:

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

80 points (20%)

due Aug 7

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 this. Length 8 – 10 pages.

120 points (30%)

due Aug 7

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 (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.

submit by e-mail to: kaypranis@msn.com

