

 <p>25 THE CENTER FOR JUSTICE & PEACEBUILDING</p>	<p>CIRCLE PROCESSES PAX 672</p> <p>SPI 2022 Session 2: June 6-10</p> <p><i>Course meeting location and time TBD</i></p>
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INSTRUCTOR INFORMATION:

Instructor: Kathy Evans
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Instructor: Christina Parker
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COURSE DESCRIPTION

This course will provide an in-depth exploration of the philosophy, structure, and applications of Circle processes, exploring the potential of Circles to help us transcend the isolation, exclusion, and polarization that is a source of pain and violence in the world. We will explore the values and philosophy that provide the foundation of the peacemaking circle process, acknowledging its indigenous origins. We 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 schools, social services, faith communities, neighborhoods, the justice system, workplaces, and families. Participants will learn to design and facilitate peacemaking circles for community building and conflict resolution. Both philosophy and practice will be addressed.

The course will also engage learners in small group work, group discussion, and limited lecture. Special attention will be given to the role of the facilitator and the key skills of circle facilitation. In light of intense polarization among citizens around numerous topics or concerns, both in the US and around the globe, this course will work on designing processes to create spaces where dramatically different perspectives may be shared with respect and thoughtfulness.

CLASSROOM CLIMATE

This course depends on the full participation of each person present. Preparation prior to class will include not only reading the materials and completing the necessary assignments, but more importantly preparing to bring our whole selves to the class, being fully present during the time we are in Circle. Respectful listening, careful attending, and thoughtful speaking are important characteristics of participating in Circle processes. It is our hope that this course will be an opportunity to experience Circles and to develop comfort in (co)facilitating them. If you have specific learning needs that will enhance your experience, please be sure to let us know.

COURSE GOALS AND OBJECTIVES

At the end of this course, students will be able to:

- Explain the foundational values, principles, and key structural elements of peacemaking circles.
- Demonstrate the ability to participate in and/or (co)keep a circle in a wide variety of applications.
- (Co)Design and (co)facilitate peacemaking circles in a variety of situations, including online.

WEEKLY CLASS SCHEDULE (SCHEDULE IS SUBJECT TO CHANGE WITH NOTICE)

DAY 1	<u>INTRODUCTIONS & ELEMENTS OF THE CIRCLE</u> READINGS DUE FOR CIRCLE DISCUSSION
DAY 2	<u>COMMUNITY BUILDING IN DIVERSE CONTEXTS</u> NON-CREDIT STUDENTS WILL (CO) FACILITATE VARIOUS ELEMENTS OF THE CIRCLE PROCESS. NON-CREDIT STUDENTS WILL (CO)KEEP CIRCLES BASED ON THEMES IN THE READINGS REQUIRED READINGS GROUP AND INDIVIDUAL ASSIGNMENTS
DAY 3	<u>FACILITATING CONSTRUCTIVE DIALOGUE</u> NON-CREDIT STUDENTS WILL (CO) FACILITATE VARIOUS ELEMENTS OF THE CIRCLE PROCESS. NON-CREDIT STUDENTS WILL (CO)KEEP CIRCLES BASED ON THEMES IN THE READINGS REQUIRED READINGS GROUP AND INDIVIDUAL ASSIGNMENTS
DAY 4	<u>TRANSFORMING CONFLICTS</u> NON-CREDIT STUDENTS WILL (CO) FACILITATE VARIOUS ELEMENTS OF THE CIRCLE PROCESS. NON-CREDIT STUDENTS WILL (CO)KEEP CIRCLES BASED ON THEMES IN THE READINGS REQUIRED READINGS GROUP AND INDIVIDUAL ASSIGNMENTS
DAY 5	<u>BEING RESTORATIVE</u> NON-CREDIT STUDENTS WILL (CO) FACILITATE VARIOUS ELEMENTS OF THE CIRCLE PROCESS. NON-CREDIT STUDENTS WILL (CO)KEEP CIRCLES BASED ON THEMES IN THE READINGS REQUIRED READINGS GROUP AND INDIVIDUAL ASSIGNMENTS
Students are responsible for completing the reading/videos/activities before scheduled classes.	

SPI ATTENDANCE POLICY:

It is expected that individuals registering for an SPI course will participate in the entire course (barring unforeseen emergencies). Please contact SPI directly at spi@emu.edu before registering if you know you will have to miss any portions of a course. For-credit participants are expected to attend all synchronous class sessions unless they are given permission from the instructor to miss a session. SPI courses rely on active student participation in a learning community, so being fully present will have a significant impact on the climate of the course for all participants.

REQUIRED AND RECOMMENDED READINGS

Students are required to purchase and read 3 texts for this course. Additional readings (i.e. PDFs, links, etc.) will be provided by your instructors. You may wish to purchase books from the recommended reading list to deepen your understanding.

Required Texts:

1. Kay Pranis, **The Little Book of Circle Processes: A New/Old Approach to Peacemaking** (2003 Good Books) (75 pp) ISBN 9781561484614 \$5.99
2. Carolyn Boyes-Watson and Kay Pranis, **Heart of Hope: A Guide for using Peacemaking Circles to Develop Emotional Literacy, Promote Healing, and Build Healthy Relationships.** (2010 Living Justice Press) (349 pp) ISBN: 978-0-615-37988-3 \$40
3. Davis, Fania, **The Little Book of Race and Restorative Justice** (2019 Good Books) (120pp) ISBN: 978-1680993431 \$5.99

For students who primarily work/teach in school settings, you may purchase the following book instead of Heart of Hope:

Carolyn Boyes-Watson and Kay Pranis, **Circle Forward: Building a Restorative School Community** (2014 Living Justice Press) (456 pp) ISBN 13; 9781937141196 \$70

Additional Recommended Reading Resources:

1. Rupert Ross, **Returning to the Teachings: Exploring Aboriginal Justice** (1996 Penguin Canada) (270 pp) ISBN 0-14-305559-3 \$20
2. Robin Wall Kimmerer, **Braiding Sweetgrass** (2013 Milkweed Editions) (390 pp) ISBN 9781571313560 \$18
3. Kay Pranis, Barry Stuart and Mark Wedge, **Peacemaking Circles: From Conflict to Community** (2003 Living Justice Press) (250 pp) ISBN 9780972188606 \$25
4. Jennifer Ball, Wayne Caldwell and Kay Pranis, **Doing Democracy with Circles – Engaging Communities in Public Planning** (Living Justice Press) ISBN 9780972188661 \$20
5. Carolyn Boyes-Watson and Kay Pranis, **Circle Forward: Building a Restorative School Community** (2014 Living Justice Press) (456 pp) ISBN 13; 9781937141196 \$70
6. Martha Brown, **Creating Restorative Schools** (2018 Living Justice Press) (350 pp) ISBN 9781937141219 \$35

7. Katherine Evans and Dorothy Vaandering, **The Little Book of Restorative Justice in Education** (2016 Good Books) ISBN 9781680991727 \$5.99
8. Carolyn Boyes-Watson, **Peacemaking Circles and Urban Youth**, (2008 Living Justice Press) (280 pp) ISBN 9780972188647 \$20
9. Nancy Riestenberg, **Circle in the Square – Building Community and Repairing Harm in School** (2012 Living Justice Press) (220 pp) ISBN10: 9780972188673 \$20
10. Edward Valandra (Ed.), **Colorizing Restorative Justice: Voicing Our Realities**. Living Justice Press.
11. Carolyn Yoder, **The Little Book of Trauma Healing** (2005 Good Books) (80 pp) ISBN 9781561485079 \$5.99

Reflections

Students will be provided with a digital discussion board in Moodle that will be a space for you to process, dialogue, and ask questions. We call this the Circles Café, and it is an asynchronous way to converse with instructors and classmates outside of regular class times. Instructors may post questions that invite reflection, and students are invited to post their own questions and start discussion threads as well.

REQUIRED ASSIGNMENTS

CREDIT/TRAINING	ASSIGNMENTS DUE – ALL COURSEWORK DUE NO LATER THAN AUGUST 20, 2022
Training	All required readings and videos prior to class Participate fully in Circles Responsible for at least 1 Element of the Circle process during the course.
2 credits	All required readings and videos prior to class Participate fully in Circles and contribute to the discussions Responsible for at least 2 Elements of the Circle process during the course *(May involve coordinating with classmates outside of class to ensure the theme of the circle is consistent) (Co)Design and (Co)facilitate one online talking circle during class time Final paper (6-8 pages; at least four peer-reviewed sources)

GRADING SCALE FOR CREDIT STUDENTS

Letter Grade	Description
A	Full participation and attendance for each day of the class; evidence of prior preparation, both academically and mentally/emotionally; written reflections completed thoughtfully and thoroughly; assignments completed in a timely manner; application of principles and practices during facilitation experiences.
B	Participation for each day of the class; attendance at least four full days; evidence of prior preparation for most classes, both academically and mentally/emotionally; most written reflections completed thoughtfully and thoroughly; most assignments completed in a timely manner; application of most principles and practices during facilitation experiences.
C	Minimal participation for each day of the class; attendance at least three full days; evidence of prior preparation for some classes; some written reflections completed thoughtfully and thoroughly; assignments not completed in a timely manner; principles and practices barely applied during facilitation experiences.

GRADING CRITERIA AND OTHER POLICIES:

SPI provides all students taking the course for graduate credit some supplemental information that will serve as a resource after SPI when students are working on course assignments. This includes information on library resources, EMU's academic integrity policy, and guidelines for writing graduate papers, information regarding the grading scale and course deadlines, and then some suggestions we have for you in order to make your experience of taking SPI courses for graduate credit as successful as possible! These [documents](#) are all available online.