

Eastern Mennonite University – Center for Justice and Peacebuilding
Harrisonburg, Virginia

PAX 672
CIRCLE PROCESSES
Fall 2011

Instructor

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Course description

This course will introduce participants to the peacemaking circle process and explore:

- foundational values and philosophy of peacemaking circles,
- conflict as opportunity to build relationships,
- creating safe, respectful space for dialog
- consensus decision making,
- structure of the circle process,
- facilitation of the circle process
- practical applications of circle process,
- problems and challenges in circles.

This course will use the peacemaking circle process as the primary form of group work.

Course objectives

This course is intended to provide experience in the circle process as well as an understanding of the foundational values and key structural elements for designing and conducting peacemaking circles.

Texts

Required

Pranis, Stuart and Wedge, **Peacemaking Circles: From Crime to Community**
Pranis, **The Little Book of Circle Processes: A New/Old Approach to Peacemaking**
Course Reader

Recommended

Rupert Ross, **Returning to the Teachings: Exploring Aboriginal Justice**

Course Requirements

- Class participation
- Reading
- Course project paper

Class schedule

Friday, November 4, 2011, 7:00 pm – 9:00 pm

Saturday, November 5, 2011 8:30am - 5:00 pm

Sunday, November 6, 2011, 1:00 pm – 5:00 pm

We will meet in the Discipleship Center (#41 at <http://www.emu.edu/map/emu-campus-map.pdf>)

Reading assignments

Before beginning of the course:

The Little Book of Circle Processes: A New/Old Approach to Peacemaking

Following the course meeting:

Peacemaking Circles: From Crime to Community

Course Reader

Course Project Paper Options

- choose a topic of interest related to peacemaking circles, write a reflection paper on the topic
- organize a talking circle and describe the context, the circle design and the experience of facilitation
- 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
- other – check with instructor

Paper can be up to 10 pages (double spaced)

Due date: December 9, 2011 submit by e-mail to: kaypranis@msn.com

Course grade: 50% class experience; 50% project paper

Supplemental information for CJP graduate course syllabi:

Approved 3/20/06; updated 8/11

Writing Guidelines:

Writing will be a factor in evaluation: EMU has adopted a set of writing guidelines for graduate programs that include four sets of criteria: content, structure, conventions and style (see below). It is expected that graduates will be able to write at least a “good” level with 60% writing at an “excellent” level.

For the course papers, please follow the APA style described in CJP’s *GUIDELINES for GRADUATE PAPERS* (see student handbook or request a copy from the Academic Program Coordinator).

Academic Integrity Policy (AIP):

EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. EMU defines plagiarism as occurring when a person presents as one’s own someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. (Adapted from the Council of Writing Program Administrators). [Taken from “Academic Integrity,” 2011-12 Undergraduate Catalog.] This course will apply EMU’s AIP (see catalog, pp. 16-19) to any events of academic dishonesty. For more information see <http://www.emu.edu/academic-support/writing/academicintegritypolicy03-09.pdf> If you have doubts about what is appropriate, one useful website is <http://www.indiana.edu/~istd/>

Grading Scale & Feedback:

Grades will be based on an accumulation of numerical points that will be converted to a letter grade at the end of the course. Each assignment will receive a score expressed as a fraction, with the points received over the total points possible (e.g. 18/20). The following is the basic scale used for evaluation. *Points may be subtracted for missed deadlines.*

95-100 = A outstanding	90-94 = A- excellent
85-89 = B+ very good	80-84 = B good
75-79 = B- satisfactory	70-74 = C passing
Below 70 = F failing	

Graduate students are expected to earn A’s and B’s.
A GPA of 3.0 is the minimum requirement for graduation.

Regarding feedback on papers/projects: Students can expect to receive papers/assignments back in a class with faculty feedback before the next paper/assignment is due. This commitment from faculty assumes that the student has turned the paper in on the agreed upon due date.

Institutional Review Board:

All research conducted by or on EMU faculty, staff or students must be reviewed by the Institutional Review Board to assure participant safety: <http://www.emu.edu/irb/>

Academic Support Center & Disability Support Services:

If you have received services in the past related to a learning disability or attention deficit disorder and/or you feel you may have such a problem in this course, please make an appointment

to speak with the faculty member or with the Coordinator of Student Disability Support Services in the Academic Support Center, third floor of the Hartzler Library (432-4254).

Please take advantage of the free individual tutoring from writing tutors. Writing tutors are strong writers who hold scheduled one-on-one sessions with students and are an excellent resource for writers at any level or at any stage in the writing process. Please remember that writing tutors do not provide editing or proofreading services. They will help you put what you learn into practice and will work with you to improve your own proofreading and editing skills. To make an appointment, please visit or call the Academic Support Center on the 3rd floor of the Sadie Hartzler Library or by accessing WOnline on myEMU portal.

Class Attendance: Students are expected to attend all class meetings. If unusual or emergency circumstances prevent class attendance, the student should notify the professor in advance if possible. Multiple absences from class will result in lower grades. The student is responsible for the material presented in classes missed. (EMU Graduate Catalog)

Students should be aware of the importance of regular class attendance, particularly in the case of CJP classes that meet weekly or over several weekends. Being absent for more than one class leads to a student missing a large portion of the class content. In addition to consistent class attendance, students should make every effort to arrive to class on time out of respect for the learning process, fellow students and faculty.

Course Extensions and Outstanding Grades:

For Fall and Spring semesters, all coursework is due by the end of the semester. If a student will not be able to complete a course on time, the student must submit a request one week before the end of the semester for an extension (up to 6 months) using a course extension form provided by the Academic Program Coordinator. If the request is granted the student will receive an “I (incomplete) for the course which will later be replaced by a final grade when the work has been turned in on the agreed upon date. If the request for an extension is denied, the student will receive a grade for the work that has been completed up until the time the course was expected to have been completed. If no work has been submitted, the final grade will be an F (or W under certain circumstances).

Extensions will be given only for legitimate and unusual situations. Extensions are contracted by the student with the program for up to a maximum of 6 months after the deadline for the course work. PLEASE NOTE: If the outstanding course work is received within the first 6 weeks of the extension, no grade reduction will be imposed; after 6 weeks any outstanding coursework will be reduced by ½ letter grade. If the extension deadline is not met, the student will receive a final grade for the work completed.

Under exceptional circumstances, an additional 6-month extension may be granted by special petition to the CJP academic committee. To receive this additional extension, a letter of petition is expected with full rationale for the reason unable to finish to this point and a practical plan on how the student will actually finish if this extension is permitted. This must be submitted at least 1 week before the end of the first extension. A student is encouraged to use this only when absolutely necessary.

Writing Standards –Graduate Level (Grid Version)

Criteria	A excellent	B minimal expectations	C below expectations	Comments
Content <i>(quality of the information/ideas and sources/details used to support them)</i>	<ul style="list-style-type: none"> - shows clarity of purpose - shows depth of content - applies insight and represents original thinking -demonstrates quality and breadth of resources 	<ul style="list-style-type: none"> - shows clarity of purpose - shows substantial information and sufficient support - almost always represents original thinking - uses quality resources 	<ul style="list-style-type: none"> - shows clarity of purpose - lacks depth of content and may depend on generalities or the commonplace - represents little original thinking - uses mostly quality resources 	
Structure <i>(logical order or sequence of the writing)</i>	<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 - uses some awkward transitions 	
Style <i>(appropriate attention to audience: effective word choice, sentence variety, voice; appropriate level of formality for academic writing vs. informal text messages and email)</i>	<ul style="list-style-type: none"> - is concise, eloquent, and rhetorically effective - composes varied sentence structure 	<ul style="list-style-type: none"> - displays concern for careful expression - composes some varied sentence structure 	<ul style="list-style-type: none"> - displays some personality <u>but</u> lacks imagination and may be stilted - composes little varied sentence structure - frequently uses jargon and clichés 	
Conventions <i>(adherence to grammar rules: usage, mechanics)</i>	<ul style="list-style-type: none"> - composes well-constructed sentences -makes virtually no errors in grammar and spelling - makes accurate word choices 	<ul style="list-style-type: none"> - almost always composes well-constructed sentences - makes minimal errors in grammar and spelling - makes accurate word choices 	<ul style="list-style-type: none"> - usually has well-constructed sentences - makes several errors - makes word choices that distract the reader 	
Source Integrity <i>(appropriate acknowledgment of sources used in research)</i>	<ul style="list-style-type: none"> - cites sources for all quotations - composes credible paraphrases, cited correctly - includes reference page - makes virtually no errors in documentation style 	<ul style="list-style-type: none"> - cites sources for all quotations - composes credible paraphrases, usually cited correctly - includes reference page - makes minimal errors in documentation style 	<ul style="list-style-type: none"> - cites sources for all quotations - composes mostly credible paraphrases, sometimes cited correctly - includes reference page - makes several errors in documentation style 	
<p>The weighting of each of the five areas is dependent on the specific written assignment and the teacher’s preference. Plagiarism occurs when a person presents as one’s own “someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source” (adapted from Council of Writing Program Administrators).</p>				Grade

Approved by University Faculty April 28, 2004
Revised by the Writing Committee April 2008
Updated March 2009