

NATV 522: Indigenous Community Approaches in Restorative Justice

CRN# 67204, 67205

Fall 2019, University of New Mexico

Tuesday 4:00 – 6:30 p.m. Mechanical Engineering 210

Instructor: Lloyd L. Lee, Ph.D. (Diné)

Office Hours: Mondays 1:30 – 3:30 p.m. & by appointment

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Course Description:

This course explores the existence and variables of Indigenous frameworks of restorative justice. The impact of Western structures and Euro-American colonization is critiqued. The course centers upon the importance of Indigenous restorative justice in community building for self-determination.

Course Objectives:

Students will be able to:

1. Understand the difference between Western and Indigenous frameworks of justice.
2. Effectively argue the importance and relevance of restorative justice for a healthy sustainable Native community
3. Value the role of restorative justice in Indigenous community building.
4. Define the basic principals and concepts of Indigenous restorative justice.
5. Identify and provide examples of restorative justice practices in Indigenous communities.
6. Describe their relationship and/or potential contributions to restorative justice in Native communities as citizens or employees.

Required Texts: The following texts are available at the UNM bookstore and are required for this course. Additional readings will be on the course's LEARN page at learn.unm.edu

1. McCaslin, W.D. & University of Saskatchewan. *Justice as Healing: Indigenous Ways*. St. Paul, MN: Living Justice Press, 2005.
2. Pranis, Kay, Barry Stewart, & Mark Wedge. *Peacemaking Circles: From Conflict to Community*. St. Paul, MN: Living Justice Press, 2003.

3. Austin, Raymond D. *Navajo Courts and Navajo Common Law: A Tradition of Tribal Self-Governance*. Minneapolis, MN: University of Minnesota Press, 2009.

Course Requirements:

Lead Discussant: You will select a reading to facilitate class discussion. You will first present a brief summary of the major points followed with an activity of your choice that explores a topic in the reading further. You will create a handout that includes your summary and any other information necessary. The entire discussion should last 45-60 minutes. Please make sure you make enough copies of your handout for all in class.

Concept Paper: You will design a restorative justice plan for community members to understand justice as part of community building for self-determination. The format of the concept paper follows: typed, double-spaced, 12-point Times New Roman font, 5-page requirement. **It will be due October 8.**

Final Paper: You will research an aspect of the course theme and what is discussed. The paper will follow a standard research approach. The paper will need to follow the Chicago Manual of Style. The paper must include the following: a title page, bibliography, and typed, double-spaced 12-point Times New Roman font and 10 pages. **It will be due December 3.**

Presentation: You will do a 30-minute Power Point/Prezi presentation highlighting the key thoughts addressed in your Final paper. **Presentations will take place on November 26 and December 3.**

Participation: You will need to attend class on a regular basis, complete assigned readings, and participate in class discussion. **If you have three excused/unexcused absences, you will be dropped from the course.** In order for us to learn from one another and create an engaging class environment, it is vital you attend all classes, complete the readings before class, and come prepared to share your thoughts and questions.

Additional information concerning these assignments and the grading criteria for each will be provided in a timely fashion throughout the semester. **The course readings, assignments, due dates, and schedule may change during the semester.** No late work will be accepted and no extra credit will be accepted for this course.

Grading Point Scale:

Concept paper	50 points
Final paper	100 points
Presentation	50 points
Participation/lead discussant	30 points (attendance + Lead discussant)
Total	230 points

A+	99-100%
A	94-98%
A-	90-93%
B+	88-89%
B	83-87%
B-	80-82%
C+	77-79%
C	70-76%

Accessibility Resource Center:

<http://as2.unm.edu/faculty/index.html>

In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor's attention, as I am not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow. Contact Accessibility Resource Center at 277-3506 for additional information.

If you need an accommodation based on how course requirement interact with the impact of a disability, you should contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format and requirements, anticipate the need for adjustments and explore potential accommodations. I rely on the Disability Services Office for assistance in developing strategies and verifying accommodation needs. If you have not previously contacted them I encourage you to do so.

Misconduct:

Our classroom and our university should always be spaces of mutual respect, kindness, and support, without fear of discrimination, harassment, or violence. Should you ever need assistance or have concerns about incidents that violate this principle, please access the resources available to you on campus, especially the LoboRESPECT Advocacy Center and the support services listed on its website (<http://loborespect.unm.edu/>). Please note that, because UNM faculty, TAs, and GAs are considered "responsible employees" by the Department of Education, any disclosure of gender discrimination (including sexual harassment, sexual misconduct, and sexual violence) made to a faculty member, TA, or GA must be reported by that faculty member, TA, or GA to the university's Title IX coordinator. For more information on the campus policy regarding sexual misconduct, please see: <https://policy.unm.edu/university-policies/2000/2740.html>.

Academic Integrity:

The University of New Mexico believes that academic honesty is a foundation principle for personal and academic development. All University policies regarding academic

honesty apply to this course. Academic dishonesty includes, but is not limited to, cheating or copying, plagiarism (claiming credit for the words or works of another from any type of source such as print, Internet or electronic database, or failing to cite the source), fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. The University's full statement on academic honesty and the consequences for failure to comply is available in the college catalog and in the *Pathfinder*.

Cell Phones and Technology:

As a matter of courtesy, please turn off cell phones, pagers, and other communication and entertainment devices prior to the beginning of class. Notify me in advance if you are monitoring an emergency, for which cell phone ringers should be switched to vibrate.

Library and Tutorial Services:

UNM-Main campus provides many library services and some tutorial services for distance students. For library services, go to <http://www.unm.edu/libraries/> to link to a specific library or to contact a librarian. For tutorial services, go to <http://caps.unm.edu/online> to explore UNM's online services.

Course Schedule of Activities:

The course readings, assignments, exams, due dates, and schedule is subject to change. Minor changes will be announced in class, major ones in writing.

Week One

August 20. Introduction & course overview

Week Two

August 27. Justice as Healing

Read: *Justice as Healing* Foreword, Preface, List of Abbreviations, Canadian Terminology, Contributors, Introduction, Introduction: Naming Realities of Life, Engaging a Healing Context, Warriors of Justice and Healing

Week Three

September 3. Calls to Reclaim Our Circles

Read: *Justice as Healing* chapter 1 & 2

Week Four

September 10. The Healing Process

Read: *Justice as Healing* Introduction: Reweaving the Fabrics of Life, chapter 3, 4, & 5

Week Five

September 17. The Healing Process: Relying on Our Own Way

Read: *Justice as Healing* Introduction: Healing in Rough Waters, chapter 6, 7 & 8, closing reflections

Week Six

September 24. Fundamental Laws

Read: *Navajo Courts & Common Law* Foreword, Acknowledgements, & Introduction

Week Seven

October 1. Navajo Court System

Read: *Navajo Courts & Common Law* Chapter 1 & 2

Week Eight

October 8. Guest speaker: Brett Shelton, Native American Rights Fund

Concept Paper Due

Week Nine

October 15. Film: *Tribal Justice* (2017)

Week Ten

October 22. Navajo Principles

Read: *Navajo Courts & Common Law* chapter 3, 4, 5, & conclusion

Week Eleven

October 29. Circles

Read: *Peacemaking Circles* Preface, "The Ugly Feather", chapter 1

Week Twelve

November 5. Inner & Outer Frame

Read: *Peacemaking Circles* chapter 2 & 3

Week Thirteen

November 12. Circle Process

Read: *Peacemaking Circles* chapter 4 & 5

Week Fourteen

November 19. Change

Read: *Peacemaking Circles* chapter 6 & 7

Week Fifteen

November 26. Presentations (4)

Week Sixteen

December 3. Presentations (4)

Final Paper Due