COMM F495-F81 – Indigenous Dispute Resolution
Online

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Course Description
3 credits (prerequisites: any F100 level course or permission of instructor)
Summer Session May 28 – Aug. 16, 2013

This course covers indigenous disputes resolution (IDR). IDR is a new movement within Alternative Dispute Resolution (ADR) that explores traditional practices within Indigenous communities and their applications in the modern context. The course examines IDR in the international, national, and regional (Alaskan) context. In order to explore traditional indigenous practices we must also acknowledge and recognize impact of western law and history on traditional communities. The course examines how traditional practices have fallen into disuse and how they are starting to find their rightful place again in the local villages and larger society.

Required Blackboard Applications
This course will be offered through the Blackboard online learning platform. This does not allow for classroom discussion. However, Blackboard will allow for discussion of assigned topics. Instructor will add to the discussion board through the week. You will be asked to take quizzes, post entries to your journal, do complete weekly assignments and readings, and receive announcements on the Blackboard course website. You will also be able check your scores on the Blackboard site, as soon as they are posted. You can gain access to Blackboard through any one of the computer labs on campus or on your home computer.

Student Learning Outcomes
At the conclusion of this course, the student will be able to:

- gain an understanding of practices of Indigenous Dispute Resolution as applied in several countries
- explore the various sub-fields of indigenous dispute resolution and modern applications.
- gain an understanding to traditional Indigenous ways of resolving conflict and the healing paradigms behind IDR.
- Gain an understanding of IDR in Alaska traditionally and modern practices
- apply their new understandings and skills to real life conflicts through assignments and final paper.

Required Texts


Reading Supplement, as assigned.

Class Attendance and Participation
You can gain participation points in the class through active participation and genuine interest. Be advised that this is a demanding class, in terms of participation requirements.

Grading Criteria

Grades will be assessed based on the following criteria:

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<thead>
<tr>
<th>Grading Requirements</th>
<th>Percentage</th>
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<tr>
<td>On-line Weekly Participation</td>
<td>20%</td>
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<tr>
<td>Journals (6)</td>
<td>20%</td>
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<tr>
<td>Mid-Term Quiz</td>
<td>20%</td>
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<tr>
<td>Final Paper</td>
<td>20%</td>
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<tr>
<td>Final Exam Quiz</td>
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Grading Scale:
The instructor will use the +/- grading system. Note the following.

97-100 = A+
93-96 = A
90-92 = A-
87-90 = B+
83-86 = B
80-82 = B-
77-80 = C+
Blackboard Participation
Each unit you will be asked to participate in discussion exercises in Blackboard. Each week the instructor will post questions and readings and you will post your answer to these questions.

Journals
You will be asked to write a page every other week about subjects such as: your understanding and experience of Indigenous Dispute Resolution.; Or about the progress of your term paper and where you see room for improvement and where you are building strengths.

Quizzes; Mid-term and Final
You will be asked to take two multiple choice/true-false quiz for your mid-term and final exams.

Final Paper
The final project is a 10-page paper that will focus on a particular application of Indigenous Dispute Resolution in the State where you live. The paper project is your opportunity to explore IDR in an in-depth way. I want to encourage you to be creative and will give you a good deal of latitude to explore the application that most interests you. Feel free to approach me with your ideas about a topic.

Writing Criteria
Use the APA (American Psychological Association) Stylebook.

- Plagiarism
Please do not plagiarize. The unacknowledged use of the ideas of others is a serious offense that can result in failure. Please refer to university catalogue to understand plagiarism or you can set up a meeting with me.

Tentative Course Schedule and Topical Outline – SUBJECT TO ANNOUNCED CHANGES
Week 1: May 28- June 2 Introduction
Review Syllabus & Class Expectations
Blackboard Discussion Board: Introduce yourselves to us. I will do the same for you.
Reading: Justice As Healing: “Introduction: Naming Realities of Life,” by Wanda D. McCaslin” (p. 13) and “Healing Context,” by Denise C. Brenton (p. 18).

Week 2: June 3- 9 History and effects of Violence
Intra-group conflict: Crab in the bucket concept
Listen to: Interview with Harold Napoleon (recorded)
Journal: What is the “Crabs in the Bucket Syndrome”?

Week 3: June 10-16 Indigenous People and Human Rights
Justice as Healing, “The United States Supreme Court and Indigenous Peoples: Still a Long Way to Go toward a Therapeutic Role,” Anaya, S. James. P. 245
Yuuyaraq: pp. 6-10

Week 4: June 17-23 IDR in the globalizing world
Revenue Generation on Reservations (Casinos, banking, small business development, etc. and associated social issues and legal issues etc).
Tribes/First Nations dealing directly with Sovereign Nations (legal and social issues).
Yuuyaraq: pp. 11-16
Journal: Define indigenous people. Who are the indigenous people in the state where you live? What are some of the internal conflicts facing indigenous people?

Week 5: June 24-30 Indigenous Language
Language and technology
“Dressing up the Trees” – relationship to nature
The importance of Oral History and Traditional language in IDR
Traditional practices and Circle Peace-making
Reading Assignment:
Read Supplement: Kake, Alaska and Peacemaking Circles
**Week 6: July 1-7 IDR in Polynesia**

New Zealand/Aotearoa (“Island of the long white cloud”) Haka/New Zealand, Article 15 The Mariæ and the long house, Dr. Shirley Julich – Interview on traditional practices in New Zealand

Hawaii: Wharenue (meeting house) Traditional Group-conferencing and its applications

Reading: *Justice as Healing*, Maori Justice-The Marae as a Forum for Justice, Tomas, N., pp. 134-140


Yuuyaraq: pp. 22-27

Journal 5: Final Paper. Write about your topic. Why did you choose this topic?

Mid-term Quiz

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**Week 7: July 8-14 IDR in Alaska**

Timeline of colonialism and its impact on traditional dispute practices

Sadie Brower – A case study

RJ in Alaska – Case studies in the Re-emergence of IDR

Upper Tanana Wellness Committee

The Uses and Mis-uses of IDR and RJ

Case Studies in Rural Alaska: The Kake Circles versus, Galena Sentencing Circles

Reading Assignment: *Yuuyaraq*: pp. 28-32

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**Week 8: July 15-21 Research into IDR**

Combining IDR with Culturally Appropriate Research Methods

Appreciative inquiry

Case Study - Upper Tanana Wellness Committee

Case Study – Community Oriented Participatory action research as used in New Zealand Maori Communities

Dr. Walkie Charles: Interview on Culturally Appropriate Methods

Reading Assignment:

*Yuuyaraq*: pp. 33-37

Journal 6: Outline of your final paper
Week 9: July 22-28  IDR in Canada
Val Binder/Group Conferencing in Yukon, Canada
Peace-making Circles: Harold Gatensby
Justice SinClair/Manitoba
Case Study - Alkali Lake

Reading Assignment:
Yuuyaraq: pp. 38-43

Week 10: July 29- Aug. 4 IDR in Australia
Dr. John Braithwaite – Interview with the Founder of RJ in Australia
Discussion of Aboriginal Community Practices in Australia
Effects of Colonialism and IDR in Australia
Movie: Rabbit Proof Fence
Journal 8: Draft of the final paper
Reading Assignment:
Yuuyaraq: pp. 44-50

Week 11: Aug. 5-11 Sovereignty in Alaska and IDR
Tribal courts versus the State Courts
Discussion on Jurisdiction
Legal Structures
Problems with the VPSO and suggested solutions
Local lack of authority and suggested remedies
Reading Assignment: Read Supplement
Yuuyaraq: pp. 58-65
Justice as Healing, Mapping the Healing Journey, pp. 369-407

Week 12, Aug. 12-16 Upper Tanana and IDR
Effects of Colonization
Time line
Traditional Practices in IDR
TCC (problems with “paternalism” and suggested solutions)
Re-introduction of the Northway Peace Circles
Wellness Committee (Border Bessie U-Tube)
Borderline Native Communities and their practices
Work on Final Paper
Final Quiz

- Final Paper due.

- Final Exam –

Students with Disabilities – Please note Disability Services provide a variety of services to assure equal access for all students. Interpreting services, educational assistants, note taking, and exam accommodations for students are the most frequently provided accommodations.

The staff of Disability Services works with faculty and students in arranging appropriate services in the classroom. Questions should be directed to the Director of Disability Services at (907)-474-5655. http://www.uaf.edu/disability/