

 <p><b>THE CENTER FOR JUSTICE &amp; PEACEBUILDING</b></p> <p>A PROGRAM OF EASTERN MENNONITE UNIVERSITY</p>	<p><b>TRUTH TELLING, RACIAL HEALING &amp; RESTORATIVE JUSTICE PAX 671</b></p> <p>Summer Peacebuilding Institute/SPI 2019 Session III: June 3-7 8:30 a.m. – 5 p.m.</p>
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### **INSTRUCTORS' INFORMATION:**

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Board President, Coming To The Table  
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#### **Lenore Bajare-Dukes, MA**

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Unitarian Universalist Church of Lancaster  
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### **COURSE DESCRIPTION:**

“Truth-telling” is paramount in the quest for justice, particularly against the backdrop of silenced historical harm. This course grapples with the form and function of truth telling in the pursuit of justice and critically explores linkages between the two. We will survey and analyze historical approaches to truth-telling in the international context, whether in the context of truth commissions or indigenous practices. Of particular interest in this course are the emerging truth-telling, racial healing and reparations initiatives in the United States to address racial violence against African-Americans. Together, using restorative justice-based and critical race pedagogical approaches, we will grapple with the following questions and more:

- What does truth-telling mean in the quest for justice?
- How has truth-telling looked in historical international contexts and how is it looking in the contemporary domestic context?
- What forms have truth and reconciliation processes taken historically?

- How do we distinguish restorative justice-based truth-telling processes from historical transitional justice processes?
- How might we envision a restorative justice-based truth, racial healing and reparations process to address racial violence in the US against African-Americans?
- How might a restorative justice-based truth approach consider decoloniality, critical race theory, and queer black feminist lenses?
- Can harms that center race be addressed in a process that is restorative?

### **COURSE GOALS AND OBJECTIVES:**

1. To explore the form and function of truth-telling in the context of silenced historical harm.
2. To engage in critical analysis through a restorative justice lens of the principles and practices of transitional justice and truth and reconciliation processes unfolding over the last decades in the international context.
3. To more closely examine contemporary expressions of indigenous truth-telling and reconciliation as well as relatively recent case studies of truth-telling and reconciliation processes such as the South African TRC, the Canadian TRC on Residential Schools, the Maine-Wabanaki TRC and the Greensboro, North Carolina TRC on racial violence.
4. To identify and analyze truth-telling, racial healing and reparations processes bubbling up throughout the United States in the last five years.
5. To envision a national restorative justice-based truth telling, racial healing, and reparations processes to transform historical harm against African-Americans.

### **REQUIRED ASSIGNMENTS TO BE COMPLETED PRIOR TO THE COURSE:**

#### **STUDENTS TAKING THE COURSE FOR TRAINING:**

Read the following pre-course reading:

- Davis, F. et al. (2017). "Reimagining and Restoring Justice: Toward A Truth and Reconciliation Process to Transform Violence Against African-Americans in the United States", in *Marjorie Silver, ed. (2017) Transforming Lawyers, Justice and the Practice of Law*, Marjorie Silver, ed.

#### **STUDENTS TAKING THE COURSE FOR GRADUATE CREDIT:**

1. Read the following pre-course readings:

- Davis, F. et al. (2017). "Reimagining and Restoring Justice: Toward A Truth and Reconciliation Process to Transform Violence Against African-Americans in the United States", in *Marjorie Silver, ed. (2017) Transforming Lawyers, Justice and the Practice of Law*, Marjorie Silver, ed. (Available on Moodle.)
- Chapters 1-3, pp. 1-26: Hayner, P. (2011). *Unspeakable Truths: Transitional Justice and the Challenge of Truth Commissions*. New York: Routledge Press. (Chapters available on Moodle.)

- You are encouraged to also begin the required reading Tuck, Eve et al. Decolonization is not a metaphor. Available at [https://drive.google.com/file/d/1WPDDS\\_4hiFaD4KRBtU5eQlh1X9KO3S70/view?usp=sharing](https://drive.google.com/file/d/1WPDDS_4hiFaD4KRBtU5eQlh1X9KO3S70/view?usp=sharing)
2. Write an introduction to the class responding to two prompts (see “Assignments” below) and post to the Moodle forum by **June 1, 2019**.

## REQUIRED ASSIGNMENTS:

*This course can be taken for training/professional development or for 2 graduate credits.*

**For training/professional development:** You will be expected to fully participate in the full 5 days of class (please note this includes a field trip on Thursday, June 6) and you will work (along with those taking it for credit) on a group presentation as part of the last day of class. You are highly encouraged to read the pre-course readings and to read at least one article each evening (20 pages) for the 5 days of class in order to facilitate the best possible engagement in the course content throughout the duration of the course.

**For 2 academic credit hours:** You are required to read 1000 pages (500 per graduate credit), write a pre-course forum post, create and present a collaborative classroom presentation, produce 15-18 pages worth of written assignments, and participate fully in the 5 days of class as well as in a post-SPI Zoom (online) meeting with the course instructors.

- **Pre-Course Forum Introduction – (5 points)** – Students taking the class for credit will write a short (400-500 words) reflection based on the pre-course readings and post it to the class forum on Moodle no later than June 1. This will allow the instructors to understand your learning objectives in the course and will give you additional time to process the course material. This assignment is pass/fail: simply completing the post by the due date will earn you the 5 points, and we encourage you not to take a long time writing this. Please write one or two paragraphs responding to each of the following prompts:
  - a. From the pre-course readings, what two or three core questions arose that you would like to explore during the course? Please reference the readings and draw on your own research or practice interests.
  - b. Briefly, what are one or two aspects of your life or work that you would like to share with your fellow participants and instructors at some point during the class? (E.g. what brings you to the course, work you have done in the areas of truth-telling, racial healing, reparations, and restorative justice, personally or professionally)?

(We know that these could easily be explored through pages and days. Please give us just enough to know what to explore in class.)

*Students taking the class for training are also invited, though not required, to introduce yourselves with an initial reflection on this Moodle forum using the above prompts.*

- **Reading Responses – (30 points)** – In addition to the pre-course forum post, you will be asked to engage in 4 reading reflections: 1 per each day of class, with 1 “day off” of your choice. This will be done through a discussion forum set up on Moodle that will allow each for-credit student to post a reflection, critique or challenge to the course readings, during or after the course. You will also be asked to respond to 2 other classmates’ posts per day (over 4 days). The instructors will read this discussion forum and may comment as well.
- **Group Presentation – (25 points)** – The class will divide into working groups at the beginning of the course. As a group you will choose a special interest topic or case study related to the class content (truth-telling, racial healing & restorative justice), engage with this topic over the course of the week, and plan to present it to the class on the last day of the course. For-credit students, you will be expected to play a critical role in these group presentations. You will be graded on your engagement with your topic, your presentation and facilitation skills, and use of visuals or more creative means of communication.
- **Final Project – (40 points)** – You will have a choice of three final project options. All projects should be grounded in the concepts and readings explored in the course, although you are welcome to integrate your personal experience as well.
  1. **Research Paper** – (10-12 pages) – This paper can be a deeper analysis of the class group presentation topic, or you can choose another historical or current transitional justice situation or case study in which truth-telling, reconciliation and/or restorative justice are critical components of the required intervention in that particular setting. This paper should be divided into the following sections: An opening abstract/introduction, background & historical description of your chosen scenario, an analysis of the justice needs present in that setting, your proposed intervention using truth-telling, reconciliation and/or restorative justice frameworks, approaches or models that were presented in through the class readings or inputs. Please use APA style.
  2. **Local truth-telling project** – For those interested in a mini research project, you could choose a critical issue / topic in your family or local community that could benefit from a truth-telling process. You would be required to engage in desktop computer research, documentary analysis and/or interviewing persons who are knowledgeable or connected to this situation. This assignment could be utilized as a personal learning for you, OR as a public advocacy project. *Note:* In the case of the latter, you will want to be very careful that you have the necessary support and capacity to take on a project like this and that you are clear about any safety risks that would be harmful to you or your family / loved ones in the process. You could present this research in a paper (10-12 pages in length) or through a combination of written and other visual forms – (poster board, exhibit, film documentary, etc.)
  3. **Arts-based Project** – Building on the above, you are welcome to explore other mediums for this final project – such as photo journalism, poetry, music, drama/theater, film, etc. If you choose this option, please be in touch with the instructor about your ideas, plan and presentation of this kind of project. *Note:* Should you choose an arts-based medium, the course instructor will provide you with a separate grading and evaluation matrix for your project.

*These are brief descriptions of required graded assignments for the course. More details for each assignment can be found on the “Guidance Notes” that will be provided in class.*

## REQUIRED TEXTS AND OTHER RESOURCES:

Required texts are also listed underneath each day of the syllabus. Required texts, except where noted, will be uploaded to Moodle as excerpts/articles under each day’s class.

\* indicates a book not uploaded to Moodle. ISBN number included for purchase. Books will not necessarily be available in the EMU bookstore or on reserve at the library; if this is the case, we will provide copies available to peruse in the classroom.

- Hayner, *Unspeakable Truths*, Chapters 1-3, pp. 1-26.
- Davis, F. et al. (2017). “Reimagining and Restoring Justice: Toward A Truth and Reconciliation Process to Transform Violence Against African-Americans in the United States”, in *Marjorie Silver, ed. (2017) Transforming Lawyers, Justice and the Practice of Law*, Marjorie Silver, ed.
- Llewellyn & Philpott, *RJ, Reconciliation & Peacebuilding*, Ch. 2, pp. 14-34
- *Excerpt of Report of the Maine Wabanaki-State Child Welfare Truth & Reconciliation Commission*, pp. 1-10 only [banakitrc.org/wp-content/uploads/2015/07/TRC-Report-Expanded\\_July2015.pdf](http://banakitrc.org/wp-content/uploads/2015/07/TRC-Report-Expanded_July2015.pdf)
- *Summary of the Canada Truth and Reconciliation Report* <http://www.standcanada.org/truth-reconciliation-commission-report-summary/>
- Hansen, Toran (2007). *Can Truth Commissions be Effective in the United States? An Analysis of the Effectiveness of the Greensboro Truth and Reconciliation Commission in Greensboro, North Carolina* [http://www.cehd.umn.edu/ssw/RJP/Projects/Victim-Offender-Dialogue/RJ\\_Dialogue%20Approaches/Can\\_Truth\\_Commissions\\_be\\_Effective\\_US.pdf](http://www.cehd.umn.edu/ssw/RJP/Projects/Victim-Offender-Dialogue/RJ_Dialogue%20Approaches/Can_Truth_Commissions_be_Effective_US.pdf)
- Llewellyn. Bridging the Gap between Truth and Reconciliation: Restorative Justice and the Indian Residential Schools Truth and Reconciliation Commission.\*
- Tuck, Eve et al. Decolonization is not a metaphor. Available at [https://drive.google.com/file/d/1WPDDS\\_4hiFaD4KRbtU5eQlh1X9KO3S70/view?usp=sharing](https://drive.google.com/file/d/1WPDDS_4hiFaD4KRbtU5eQlh1X9KO3S70/view?usp=sharing)
- Shaw & Waldorf, *Localizing Transitional Justice*, Introduction, Ch. 1, pp. 3-26
- Coates, T. (2014, June). “The Case for Reparations”, *The Atlantic Magazine*. <https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>
- *Dismantling Racism*, 2016 workbook, pp. 9-21. <https://resourcegeneration.org/wp-content/uploads/2018/01/2016-dRworks-workbook.pdf>
- Ragland, D. (2019, February). Fellowship of Reconciliation: <https://www.forusa.org/blog/2019/02/21/the-midpoint-between-truth-and-reconciliation-is-reparations/> & <https://wagingnonviolence.org/forusa/2019/02/case-for-interpersonal-reparations/>
- Ragland, D. (2017). In Truth and Reconciliation, First Things First—The Truth. In *Yes! Magazine*. <https://www.yesmagazine.org/peace-justice/in-truth-and-reconciliation-first-things-first-the-truth-20170817>
- *Coming to the Table, Transforming Historical Harms*, pp. 14-29 only. [http://comingtothetable.org/wp-content/uploads/2013/10/01-Transforming\\_Historical\\_Harms.pdf](http://comingtothetable.org/wp-content/uploads/2013/10/01-Transforming_Historical_Harms.pdf)
- Campbell, B. (2011). Introduction. *Richmond’s Unhealed History*. Brandylane Publishers.
- City of Charlottesville Blue Ribbon Commission on Race, Memorials, and Public Spaces. (2016). *Report to City Council*, pp. 2-8 only. Available at: <http://www.charlottesville.org/home/showdocument?id=49037>

- Ragland, D. (2017). In Truth and Reconciliation, First Things First—The Truth. In *Yes! Magazine*. <https://www.yesmagazine.org/peace-justice/in-truth-and-reconciliation-first-things-first-the-truth-20170817>
- Carruthers, C. (2018). *Unapologetic: A Black, Queer, and Feminist Mandate for Radical Movements*. ISBN-13: 978-0807019412. \*

### SUPPLEMENTAL TEXTS & OTHER RESOURCES:

Students taking the course for credit are required to complete 1000 pages of reading. According to your research interests explored during the class presentation and final project, please select several of the supplemental texts available on the attached list (many of which are also listed under different days' topics), or contact the instructors about adding a text to this list.

*A list of supplemental texts will be distributed during class.*

### SCHEDULE AND TOPICS:

*Note: Assigned readings listed underneath each day's class schedule are to be completed prior to that day's class (e.g. Day 1 assigned reading is due on Monday morning).*

#### DAY 1 – Setting the Stage: Introductions and Overview of Core Concepts: Truth

##### Monday, June 3

8:30-10:00 am	<i>SPI Ceremonial Opening</i>
10:00-10:20 am	Welcome, overview of course syllabus
10:20-12:00 pm	Circle - introductions, expectations, framing the class (Bring a special object that symbolizes your interest in subject matter of this course and be prepared to share a few words about it.)
12:00-2:00 pm	<i>Lunch Break</i>
2:00 -3:30 pm	Audiovisual introduction of collage of truth-telling and reconciliation commissions Small Group Reflection (with guiding questions)
3:30-3:45 pm	<i>Break</i>
3:45-4:00pm	Small Group Share-outs
4:00-4:20 pm	Students identify and explore their central questions and create class concept map
4:20-4:50 pm	Historical Overview of TRC's – Part 1
4:50-5:00pm	Closing

#### \* Assigned Readings (complete prior to class):

##### See Pre-Course Readings):

- Hayner, *Unspeakable Truths*, Chapters 1-3, pp. 1-26.
- Davis, F. et al. (2017). "Reimagining and Restoring Justice: Toward A Truth and Reconciliation Process to Transform Violence Against African-Americans in the United States", in *Marjorie Silver, ed. (2017) Transforming Lawyers, Justice and the Practice of Law*, Marjorie Silver, ed.

#### Suggested Readings:

TBA

## DAY 2 – TRC Case Studies: South Africa, Greensboro, Canada and Maine

### Tuesday, June 4

- 8:30-8:45 am Opening and Check-in Circle
- 8:45-10:00 am Examining the South African Experience
- 10:00-10:30 am *SPI Networking Break*
- 10:30-11:45 am Truth and Reconciliation in Canada  
Guest Presenter: *Professor Jennifer Llewellyn*
- 11:45-12:00 pm Reading discussion
- 12:00-2:00 pm *Lunch Break*
- 2:00-2:30pm Small groups form and meet
- 2:30-3:30 pm Greensboro Truth & Reconciliation Commission, Wabanaki Truth and Reconciliation process in Maine
- 3:30-3:45 pm *Break*
- 3:45-4:45 pm Truth telling and reconciliation through a restorative justice lens
- 4:45-5:00 pm Closing

### \* **Assigned Readings:**

- Llewellyn & Philpott, *RJ, Reconciliation & Peacebuilding*, Ch. 2, pp. 14-34
- *Excerpt of Report of the Maine Wabanaki-State Child Welfare Truth & Reconciliation Commission*, pp. 1-10 only [banakitrc.org/wp-content/uploads/2015/07/TRC-Report-Expanded\\_July2015.pdf](http://banakitrc.org/wp-content/uploads/2015/07/TRC-Report-Expanded_July2015.pdf)
- *Summary of the Canada Truth and Reconciliation Report* <http://www.standcanada.org/truth-reconciliation-commission-report-summary/>
- Hansen, Toran (2007). *Can Truth Commissions be Effective in the United States? An Analysis of the Effectiveness of the Greensboro Truth and Reconciliation Commission in Greensboro, North Carolina* [http://www.cehd.umn.edu/ssw/RJP/Projects/Victim-Offender-Dialogue/RJ\\_Dialogue%20Approaches/Can\\_Truth\\_Commissions\\_be\\_Effective\\_US.pdf](http://www.cehd.umn.edu/ssw/RJP/Projects/Victim-Offender-Dialogue/RJ_Dialogue%20Approaches/Can_Truth_Commissions_be_Effective_US.pdf)
- Llewellyn. Bridging the Gap between Truth and Reconciliation: Restorative Justice and the Indian Residential Schools Truth and Reconciliation Commission.\*

### **Suggested Readings:**

- Tutu, D. (2000). *No Future without Forgiveness*. New York: Doubleday, a division of Random House Publishers. ISBN: 978-0385496902
- Full reports of the Canada and Wabanaki TRC's referenced above

## DAY 3 – TRC Case Studies: Grassroots, Indigenous and US Expressions of Truth-Telling, Reconciliation, and Reparations

### Wednesday, June 5

- 8:30-9:00am Opening, Check-in, Sharing reading reflections
- 9:00-10:00am Indigenous Expressions of Truth-Telling: Fambul Tok (Sierra Leone), Gacaca Courts (Rwanda)
- 10:00-10:30am *SPI Networking Break*
- 10:30-11:15am Groups Meet to Prepare Presentations
- 11:15 -12:00pm Survey Emerging Efforts in US
- 12:00- 2:30 pm *Horizons of Peacebuilding Lunch*
- 2:30- 3:30 pm Explore critical issues in US: T&R Nomenclature and structure, whiteness, ancestral truth-telling, racial healing, reparations (part 1)
- 3:30-3:45pm *Break*

3:45- 4:45pm Explore critical issues in US (part 2) and reparations  
4:45- 5:00 pm Closing

**\* Assigned Readings:**

- Tuck, Eve et al. Decolonization is not a metaphor. Available at [https://drive.google.com/file/d/1WPDDS\\_4hiFaD4KRbtU5eQlh1X9KO3S70/view?usp=sharing](https://drive.google.com/file/d/1WPDDS_4hiFaD4KRbtU5eQlh1X9KO3S70/view?usp=sharing)
- Shaw & Waldorf, Localizing Transitional Justice, Introduction, Ch. 1, pp. 3-26
- Coates, T. (2014, June). "The Case for Reparations", The Atlantic Magazine. <https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>
- Dismantling Racism, 2016 workbook, pp. 9-21. <https://resourcegeneration.org/wp-content/uploads/2018/01/2016-dRworks-workbook.pdf>
- Ragland, D. (2019, February). Fellowship of Reconciliation: <https://www.forusa.org/blog/2019/02/21/the-midpoint-between-truth-and-reconciliation-is-reparations/> & <https://wagingnonviolence.org/forusa/2019/02/case-for-interpersonal-reparations/>
- Ragland, D. (2017). In Truth and Reconciliation, First Things First—The Truth. In *Yes! Magazine*. <https://www.yesmagazine.org/peace-justice/in-truth-and-reconciliation-first-things-first-the-truth-20170817>

**Suggested Readings/Audiovisuals:**

- Fellowship of Reconciliation. (2018, January 30). Reparations: From Conversation to Action [Audio file of webinar]. Retrieved from <https://www.dropbox.com/s/sb24s6r7q1lhx83/FOR-TTP%20Reparations%20180130%20call.m4a?dl=0>
- DiAngelo, R. (2011). White Fragility. *International Journal of Critical Pedagogy*, 3(3). Retrieved from <https://robindiangelo.com/2014site/wp-content/uploads/2016/01/White-Fragility-Published.-1.pdf>
- The Code Switch Podcast. (2016, May 16). Episode 1: Can We Talk About Whiteness? Retrieved from <https://www.npr.org/sections/codeswitch/2016/05/31/479733094/the-code-switch-podcast-episode-1-can-we-talk-about-whiteness>
- Davis, F. (2016). "This Country Needs a Truth and Reconciliation Process for Violence Against African Americans Right Now." YES! MAGAZINE, <http://www.yesmagazine.org/peace-justice/this-country-needs-a-truth-and-reconciliation-process-on-violence-against-african-americans>
- Full Transforming Historical Harms manual referenced above.

**DAY 4 – On the Ground: Confronting and Transforming Histories of White Supremacy & Racial Violence (Field trip to Richmond and Charlottesville, Virginia)**

**Thursday, June 6**

*Note: Our course takes place in a region that offers rich opportunities for on-the-ground engagement with our learning objectives. We ask course participants to commit to a longer day in order to take advantage of this opportunity. The field trip as planned will involve riding in vans to nearby cities, visiting monuments, walking along an historic slave trail, meeting people engaged in memorialization and reparations, etc. SPI will provide transportation at no cost, but students will need to cover lunch expenses (not to exceed \$25/person). If you have questions or will need assistance, please reach out to us.*

7:30 am Meet at CJP classroom  
8:00-8:45 am Contextualizing the field visit: Reading discussion  
4:30 pm Return to CJP classroom



**\* Assigned Readings:**

- Coming to the Table, *Transforming Historical Harms*, pp. 14-29 only. [http://comingtothetable.org/wp-content/uploads/2013/10/01-Transforming\\_Historical\\_Harms.pdf](http://comingtothetable.org/wp-content/uploads/2013/10/01-Transforming_Historical_Harms.pdf)
- Campbell, B. (2011). Introduction. *Richmond's Unhealed History*. BrandyLane Publishers.
- City of Charlottesville Blue Ribbon Commission on Race, Memorials, and Public Spaces. (2016). *Report to City Council*, pp. 2-8 only. Available at: <http://www.charlottesville.org/home/showdocument?id=49037>

**Suggested Readings/Audiovisuals:**

- Mason, J. (2017, August 19). Why Charlottesville? *Stansbury Forum*. <http://stansburyforum.com/why-charlottesville/>
- Davis, F. et al. *Reimagining and Restoring Justice: Toward A Truth and Reconciliation Process to Transform Violence Against African-Americans in the United States*.
- Aug. 2017, Democracy Now! Interview: Charlottesville VA Backs "Reparations" Fund for Black Residents & Votes to Sell Robert E. Lee Statue. Retrieved from [https://www.youtube.com/watch?v=WEpZsWQB\\_Gc](https://www.youtube.com/watch?v=WEpZsWQB_Gc)
- Backstory Radio. (2017, June 16). Contested landscape: The battle over Confederate monuments. <https://www.backstoryradio.org/shows/contested-landscape-2/>
- Explore videos from the American Civil War Museum's February 25, 2017 symposium on Confederate monuments and memorials in Richmond, VA, "Lightning Rods of Controversy: Civil War Monuments Past, Present, and Future." (See list above.)
- Explore the American Civil War Museum's reader "Voices On Monument Avenue" and interactive "On Monument Avenue" resource (Richmond, VA): <https://onmonumentave.com/reader>
- Explore "The Charlottesville Syllabus, 12 August 2017," created by University of Virginia activist graduate students: <https://medium.com/@UVAGSC/the-charlottesville-syllabus-9e01573419d0>

**DAY 5 – Student Presentations, Evaluations and Closing Circle**

**Friday, June 7**

- 8:30-11:00 am Check-in, reflection and processing of field trip
- 11:00-11:30am Student Presentations
- 10:00-10:30am SPI Networking Break
- 10:30-12:00pm Student Presentations
- 12:00-2:00pm Lunch Break
- 2:00-3:00pm Course Evaluations & Presentation of Certificates
- 3:00-4:00 pm Wrap-up and Closing Circle

**\* Assigned Readings:**

- Ragland, D. (2017). In Truth and Reconciliation, First Things First—The Truth. In *Yes! Magazine*. <https://www.yesmagazine.org/peace-justice/in-truth-and-reconciliation-first-things-first-the-truth-20170817>
- Carruthers, C. (2018). *Unapologetic: A Black, Queer, and Feminist Mandate for Radical Movements*.

**Notes:**

- Additional reading assignments will be attached in the final course schedule for those participants taking the class for academic credit. A final draft of the course schedule will be handed out to all participants on the first day of class.

### **SPI ATTENDANCE POLICY:**

It is expected that individuals registering for an SPI session will attend the entire course (barring unforeseen travel delays or emergencies). Please contact SPI directly at [spi@emu.edu](mailto:spi@emu.edu) before registering if you know you will have to miss any days of a course. SPI certificates are provided to participants only if they miss no more than one class day unless prior arrangements have been made with SPI Director. For-credit participants are expected to attend all 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. If a participant misses class repeatedly and this disrupts the learning for others, he/she will be asked to leave the course and no money will be refunded for remaining course time.

### **GRADING CRITERIA AND OTHER POLICIES:**

In SPI the instructor will provide to 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 will include information on library resources, EMU's academic integrity policy, 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 available online at <https://emu.edu/cjp/spi/participants/graduate-credit>.