

 <p>THE CENTER FOR JUSTICE & PEACEBUILDING</p> <p>A PROGRAM OF EASTERN MENNONITE UNIVERSITY</p>	<p>RESTORATIVE JUSTICE PRACTICES PAX 676</p> <p>Spring 2019</p> <p>3 weekends: Feb 1-2; Feb 15-16; March 22-23 Fridays 8:30 a.m. – 5 p.m. and Saturdays 8:30 a.m. – 3:15 p.m.</p> <p>Hartzler Library/LB 121</p>
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INSTRUCTOR'S INFORMATION:

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COURSE DESCRIPTION:

Restorative Justice embodies a set of foundational values which inform both RJ **processes** as well as how RJ **programs** are implemented. In this course we will explore those guiding values and principles and examine the many ways they guide us in providing RJ **processes** (with special attention to community conferencing) across various sectors (including courts, schools, prisons, neighborhoods, etc.). We will also explore the ways that core principles shape how RJ **programs** are implemented within communities, organizations, and institutions. Program implementation issues will include design, evaluation, and funding. Conducted in a seminar format, there will be both experiential and didactic learning components, and students will be engaged in practicing RJ skills as well as completing writing assignments that are directly related to individual skills, training, and interests. For MA in Conflict Transformation students this satisfies the Skills Assessment course requirement if taken for 3 credits, and is a required course for all MA in Restorative Justice students. The PAX 571 core RJ class is a pre-requisite for this class, unless given special permission due to RJ background/experience.

COURSE GOALS AND OBJECTIVES:

- Deepen knowledge of the history, theory and values that shape RJ practices
- Build skill-sets related to foundational RJ practices
- Increase competencies in practical applications of RJ around issues of program development, writing funding documents, facilitation, and self, peer and program evaluation processes
- Develop appreciation for creative applications of RJ approaches across sectors and levels of society

REQUIRED TEXTS AND OTHER RESOURCES:

BOOKS

- Title Emergent Strategy
- Author Adrienne Maree Brown
- Retail price \$12.71 (paperback), \$7.99 (kindle)
- ISBN 978-1-84935-261-1

- Title The Village Bully
- Author Maria Broom
- Retail price Will be available on the first day of class for \$15
- ISBN 978-0-692-29041-5

ARTICLES (will be available on Moodle)

- Abramson, L & Moore DB (2001). Transforming conflict in the inner city: Community Conferencing in Baltimore. *Contemporary Justice Review*, 4(3-4), 321-340.
- Abramson, L & Moore, D (2002). The Psychology of Community Conferencing. In: (J. Perry, Ed.) *Restorative Justice: Repairing Communities through Restorative Justice*. American Correctional Association, 123-140.
- Abramson, L & Beck, E (2011). Using Conflict to Build Community: Community Conferencing. In: (E. Beck, N. Kropf, P. Blume Leonard, Eds.) *Social Work & Restorative Justice: Skills for Dialogue, Peacemaking, and Reconciliation*. Oxford University Press, 149-174.
- Christie, Nils (1977). Conflicts as Property. *British Journal of Criminology* 17(1):1-15.
<https://criminologiacabana.files.wordpress.com/2015/10/nils-christie-conflicts-as-property.pdf>
- Defence Abuse Response Taskforce, Australian Government Department of Defence
Developing a restorative practice based response to institutional harm
 - Key Documents <https://www.defenceabusetaskforce.gov.au/key-documents/Pages/default.aspx>
 - Restorative Engagement Program <https://www.defenceabusetaskforce.gov.au/key-documents/Pages/restorative-engagement-program.aspx>
 - Outcomes <https://www.defenceabusetaskforce.gov.au/Outcomes/Pages/default.aspx>
 - Reports <https://www.defenceabusetaskforce.gov.au/Reports/Pages/default.aspx>
- Maine Wabanaki Report of the State Child Welfare Truth and Reconciliation Commission.
Beyond the Mandate: Continuing the Conversation.
<http://www.mainewabanakitrc.org/report/>
- Maori Perspectives on Justice

- <https://www.justice.govt.nz/assets/Documents/Publications/he-hinatora-ki-te-ao-maori.pdf>
- Moore, D.B. & McDonald, J. (2000). *Transforming Conflict*. [out of print]. Selection TBD
- Boggs, G.L. & Kurashige, S. (2011) *The Next American Revolution: Sustainable Activism for the Twenty-first Century*. University of California Press. Selection TBD

VIDEOS (TBD)

REQUIRED ASSIGNMENTS:

3 CREDIT HOURS – TOTAL: 100 POINTS

Participation – (30 points)

As this is a practice course your active participation is valued and necessary in creating a vibrant learning environment. Participation includes not only attendance and participating in class discussions-- it also includes your practices of self and peer assessment, as well as investment in self/other reflection assignments.

Reflection Writing Assignments – (40 points total; 20 points each)

- **Reflections after each weekend** (2-3 pages each). After each of the three 2-day sessions, students will write a short reflection paper that includes thoughtful examination of what was moving, challenging, and expansive in relation to the class material, discussion and activities.
- **RJ Practice Reflection Paper** - (5-7 pages) Write one reflective paper on personal experience in facilitating an RJ process which includes analysis of facilitation skill as well as intrapsychic experience (feelings, assumptions, strengths, biases, etc). (More information will be provided in class).

Professional Writing Assignment – (30 points):

- **RJ Project Funding Concept Paper** – (5 pages) Prepare an executive summary of a proposed RJ project and then outline a detailed budget for the proposal including explanatory notes for the budget figures.

2 CREDIT HOURS – TOTAL: 70 POINTS

Participation – (30 points)

As this is a practice course your active participation is valued and necessary in creating a vibrant learning environment. Participation includes not only attendance and participating in class discussions-- it also includes your practices of self and peer assessment, as well as investment in self/other reflection assignments.

Reflection Writing Assignments – (40 points total; 20 points each)

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PROFESSIONAL EDUCATION/TRAINING

Individuals taking the class as Professional Education/Training will be required to fully participate through class attendance, active engagement in class discussions and activities, and complete readings and video assignments.

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.

SCHEDULE AND TOPICS:

TOPICS (Schedule will be available closer to the class start date)

- RJ Principles
 - Core values and principles
 - Restorative justice as the biological imperative of our time
 - Role of emotion in conflict transformation
 - Human evolution: pair-bonding, and connection
 - Understanding interpersonal neuroscience within the circle
 - Learning, trauma, and healing
 - RJ, anti-oppression, and liberation
- RJ Process
 - Exploration of different RJ processes (special attention to Community Conferencing)
 - Role plays
 - 360 degree peer review
 - Facilitation skills
 - Internal
 - External

- RJ Program implementation
 - The realities of building an RJ program
 - RJ in different sectors (communities, criminal legal system, education, workplaces, etc.)
 - Practitioner and program coordinator: Different skills-knowledge-experience required!
 - Funding and grant writing
 - Other topics based on class needs/requests

GRADING CRITERIA AND OTHER POLICIES:

Last updated 10/12/18

Writing Guidelines:

Writing will be a factor in evaluation: EMU has adopted a set of writing guidelines for graduate programs that include six sets of criteria: content, structure, rhetoric & style, information literacy, source integrity, and conventions (see page 3). 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 CJP Student Resources Moodle page or request a copy from the Academic Program Coordinator), unless directed otherwise by the instructor.

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 and doing justice. 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). This course will apply EMU’s AIP to any events of academic dishonesty. For more information see https://emu.edu/cms-links/writing-program/docs/Student_Academic_Integrity_Policy.BB.9-16.pdf. If you have doubts about what is appropriate, one useful website is <https://www.indiana.edu/~academy/firstPrinciples/index.html>.

Turnitin:

Students are accountable for the integrity of the work they submit. Thus, you should be familiar with EMU’s Academic Integrity Policy (see above) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, EMU is using Turnitin, a learning tool and plagiarism prevention system. For CJP classes, you may be asked to submit your papers to Turnitin from Moodle. For more information about Turnitin, with instructions for using it see: https://guides.turnitin.com/01_Manuals_and_Guides/Student_Guides.

Moodle:

Moodle (<https://moodle.emu.edu/>) is the online learning platform that EMU has chosen to provide to faculty, administrators and students. Students will have access to course information within Moodle for any class they are registered for in a given term. The amount of time a student has access to information before and after the class is somewhat dependent on the access given to students by the individual faculty member. However, please note that courses are not in Moodle permanently – after two years the class will no longer be accessible. Please be sure to download resources from Moodle that you wish to have ongoing access to.

Technology Requirements and Communication (if joining a class by zoom):

Communication will largely be accomplished via the Moodle platform utilized by EMU and your EMU email. Check both frequently during the semester. In addition, during class synchronous sessions, it will be expected that you will use a noise-reducing headset to minimize background noise and disruption. Remember to keep your headsets UNMUTED during the sessions and avoid moving, brushing, touching or fumbling with them as it creates unwanted noise in the class space.

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/>.

Grading Scale & Feedback:

In most courses *grades* will be based on an accumulation of numerical points that will be converted to a letter grade at the end of the course (several CJP courses are graded pass/fail). Assignments 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	76-79 = B- satisfactory	73-75 = C+ passing
70-72 = C unsatisfactory	Below 70 = F failing	

Graduate students are expected to earn A's & B's. A GPA of 3.0 for MA students and 2.75 for GC students 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.

Graduate & Professional Studies Writing Center:

Please utilize the writing center! They offer free individual tutoring from a graduate student tutor. Please see <http://www.emu.edu/writing-program/> for more information, including how to schedule appointments.

Library

The Hartzler Library offers research support (via e-mail, chat, phone, or SSC campus) and the library home page offers subject guides to help start your research. These resources are accessible from the library home page: <https://emu.edu/library/>.

Office of Academic Access:

If you have a physical, psychological, medical or learning disability that may impact your work in this course, it is your responsibility to contact the Office of Academic Access in the Academic Success Center on the third floor of the Hartzler Library. They will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially. See <http://www.emu.edu/academics/access/> for more information.

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 (from EMU Graduate Catalog). Students should be aware of the importance of regular class attendance, particularly in the case of CJP classes that only meet once a week 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), by emailing the instructor, academic advisor and 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 unusual circumstances and with permission of the Program Director). 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: Grades for coursework submitted late may be reduced at the instructor's discretion and in line with their course policy on turning in coursework after the due date. If the extension deadline is not met, the instructor will submit the final grade based on what has been received to date.*

Inclusive, Community-Creating Language Policy:

Eastern Mennonite University expects all its faculty, staff, and students to adopt inclusive written and spoken language that welcomes everyone regardless of race or ethnicity, gender, disabilities, age, and sexual orientation. We will use respectful and welcoming language in all our official departmental documents and correspondence, including those put forth by way of Internet communication, and throughout all academic coursework, inclusive of classroom presentations and conversations, course syllabi, and both written and oral student assessment materials (see CJP Student Resources moodle page or request a complete copy along with best practices from the Academic Program Coordinator).

Title IX:

The following policy applies to any incidents that occur (on or off campus) while you are a student registered at EMU. It does not apply if you are talking about incidents that happened prior your enrollment at EMU. It is important for you to know that all faculty and staff members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). That means that faculty and staff members cannot keep information about sexual violence confidential if you share that information with them. For example, if you inform a faculty or staff member of an issue of sexual harassment, sexual assault, or discrimination he/she will keep the information as private as he/she can, but is required to bring it to the attention of the institution's Title IX Coordinator. If you would like to talk to this office directly, Irene Kniss, Title IX Coordinator, can be reached at 540-432-4302 or irene.kniss@emu.edu. Additionally, you can also report incidents or complaints through the online portal at <http://emu.edu/safecampus/>. You may report, confidentially, incidents of sexual violence if you speak to Counseling Services counselors, Campus Ministries' pastors, or Health Services personnel providing clinical care. These individuals, as well as the Title IX Coordinator, can provide you with information on both internal & external support resources. Please refer to the Student Handbook which can be found at <https://resources.emu.edu/confluence/display/LanchHandbook/Graduate+and+Seminary+Student+Handbook> for additional policies, information, and resources available to you.

Academic Program Policies:

For EMU graduate program policies and more CJP-specific graduate program policies, please see <https://helpdesk.emu.edu/confluence/display/gradcatalog/Graduate+Catalog+Home>.

Writing Standards –Graduate Level (revised Spring 2016)

Criteria	A excellent	B adequate expectations	C below expectations	Comments
Content <i>(quality of the information, ideas and supporting details)</i>	<ul style="list-style-type: none"> shows clarity of purpose offers depth of content applies insight and represents original thinking follows guidelines for content 	<ul style="list-style-type: none"> shows some clarity of purpose offers some depth of content applies some insight and some original thinking mostly follows guidelines for content 	<ul style="list-style-type: none"> shows minimal clarity of purpose offers minimal depth of content or incorrect content applies minimal insight and original thinking does not follow guidelines for content 	
Structure <i>(logical order or sequence of the writing)</i>	<ul style="list-style-type: none"> shows coherence, and logically developed paragraphs uses very effective transitions between ideas and sections constructs appropriate introduction and conclusion 	<ul style="list-style-type: none"> shows some coherence and some logically developed paragraphs uses some effective transitions between ideas & sections shows some construction of appropriate introduction and conclusion 	<ul style="list-style-type: none"> shows minimal coherence and logically developed paragraphs uses minimal transitions between ideas and sections shows minimal construction of appropriate introduction and conclusion 	
Rhetoric and Style <i>(appropriate attention to audience)</i>	<ul style="list-style-type: none"> is concise, eloquent and rhetorically effective effectively uses correct, varied and concise sentence structure is engaging to read writes appropriately for audience and purpose 	<ul style="list-style-type: none"> is somewhat concise, eloquent, and rhetorically effective generally uses correct, varied, and concise sentence structure is somewhat engaging to read generally writes appropriately for audience and purpose 	<ul style="list-style-type: none"> shows minimal conciseness, eloquence, and rhetorical effectiveness uses incorrect, monotonous or simplistic sentence structure is not engaging to read lacks appropriate writing for audience and purpose uses inappropriate jargon and clichés 	
Information Literacy <i>(locating, evaluating, and using effectively the needed information as appropriate to assignment)</i>	<ul style="list-style-type: none"> uses academic and reliable sources chooses sources from many types of resources chooses timely resources for the topic integrates references and quotations to support ideas fully 	<ul style="list-style-type: none"> uses mostly academic and reliable sources chooses sources from a moderate variety of types of resources chooses resources with mostly appropriate dates integrates references and quotations to provide some support for ideas 	<ul style="list-style-type: none"> lacks academic and reliable sources chooses sources from a few types of resources chooses a few resources with inappropriate dates integrates references or quotations that are loosely linked to the ideas of the paper 	
Source Integrity <i>(appropriate acknowledgment of sources used in research)</i>	<ul style="list-style-type: none"> correctly cites sources for all quotations cites paraphrases correctly and credibly includes reference page makes virtually no errors in documentation style makes virtually no errors in formatting incorporates feedback given in previous written assignments 	<ul style="list-style-type: none"> correctly cites sources for most quotations usually cites paraphrases correctly and credibly includes reference page with some errors makes some errors in documentation style makes some errors in formatting incorporates some feedback given in previous written assignments 	<ul style="list-style-type: none"> provides minimal sources for quotations sometimes cites paraphrases correctly and credibly, includes reference page with many errors makes many errors in documentation style makes many errors in formatting lacks incorporation of feedback given in previous written assignments 	
Conventions <i>(adherence to grammar rules: usage, spelling & mechanics of Standard Edited English or SEE)</i>	<ul style="list-style-type: none"> makes virtually no errors in SEE conventions makes accurate word choices 	<ul style="list-style-type: none"> makes some errors SEE conventions almost always makes accurate word choices 	<ul style="list-style-type: none"> makes many errors in SEE conventions makes many inaccurate word choices 	
<p>The weighting of each of the six areas is dependent on the specific written assignment and the teacher's preference. Plagiarism occurs when one 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>				

Criteria for Evaluating Arts-Based Peacebuilding Projects

CRITERIA	A – Excellent	B – Minimal expectations	C – Below expectations	Comments
Goals & Audience <i>Are the goals or learning objectives of the project clear? Have they been met?</i> <i>Is the intended audience clearly specified?</i> <i>Is the project appropriate for this audience?</i> <i>Does the project communicate to the intended audience?</i>	-audience & goals/learning objectives clearly identified. -project appropriate for, and likely to meet, its goals -project is appropriate for specified audience -project understandable to & likely to engage and/or communicate to audience	-audience and goals identified though not as clearly as they could be - project may meet its goals but this is not entirely clear - project is at least somewhat appropriate for, and likely to communicate to audience.	-audience and goals inappropriate or inadequately identified -project unlikely to meet its goals and/or communicate to the audience	
Methodology <i>Is the overall methodology clear and appropriately used?</i> <i>Has the project incorporated specific methods required by the assignment?</i> <i>If intended as a form of intervention, has thought be given to how it will be implemented?</i>	-project incorporates inquiry methods required by the assignment -all methodologies & technologies have been appropriately used, with attention to ethical and methodological issues -if intended as intervention or advocacy, project has given adequate thought to implementation -sources & methods are adequately identified	- methodology basically appropriate to the project and appropriately used, but could be strengthened -sources and methods identified but not as fully as they could be -more thought should be given to implementation issues	-methodology inadequate and/or inadequately articulated. -sources not appropriately identified -inadequate attention to implementation issues	
Analysis <i>Is there evidence of critical thinking and analysis?</i>	- evidence of critical thinking about methods, sources, information and analysis or editing. -uses analysis/editing methods appropriate for the project -method of analysis or editing is adequately articulated	- some evidence of critical thinking but could be stronger -analytical approach and the analysis itself is basically appropriate but could be stronger and/or articulated better.	-inadequate evidence of critical thinking -analysis lacking or inadequate -analytic approach inappropriate or inadequately specified	
Craft & Coherence <i>Is the level of artistic and/or technical craft adequate for the specified goals and audience?</i>	- level of craft is clearly adequate for the audience & to meet project goals (whether or not it meets “artistic” standards)	-level of craft is minimally adequate for the audience and goals -project coherence could be stronger	-level of craft inadequate for purposes and/or audience -project is not coherent	

<p><i>Did it involve an appropriate amount of work?</i> <i>Does the final product have coherence and “resonance?”</i></p>	<p>-project is coherent & likely to resonate with the intended audience -product shows an appropriate amount of effort for this assignment</p>			
<p>Content <i>Is the content appropriate & adequate, given the goals, audience & assignment?</i> <i>Is there evidence of insight, originality &/or creativity?</i></p>	<p>- information conveyed is clearly adequate for goals, audience & assignment -shows depth & breadth of content -shows insight, originality &/or creativity</p>	<p>-information conveyed is adequate but could be strengthened -some evidence of insight, originality, or creativity</p>	<p>-inadequate information -little or no evidence of insight, originality and/or creativity</p>	
				Grade

Criteria for Evaluating Arts-Based Peacebuilding Projects

Background notes:

- Arts approaches can be used in several different stages of a project:
 1. To gain or create knowledge. (For example, research “subjects” or participants might be engaged in an arts-based project as a way of soliciting information or encouraging insight.)
 2. To add complexity or nuance to created knowledge. (For example, an arts practice may serve as one method in a multi-method research project, creating an integrated, reflective methodology for the project. Alternatively, an arts practice could be used to analyze and/or interpret data collected by conventional methods.)
 3. To test knowledge. (For example, researchers might verify their interpretation of findings from a more traditional research process by creating a play or exhibit and testing it for resonance with their subjects.)
 4. To share findings. (For example, a play or exhibit might be created to (re)-present data collected or analyzed via conventional methods in order to impart the particular kinds of meaning the researcher considers important, and as a way to reach and engage a broader audience.)
 5. As a form of intervention. (For example, a project might be designed to raise awareness of an issue or conflict, to promote dialogue on a contested issue, or to advocate for a cause.)
- Arts-based products often do not specify methodologies used. Thus it may be important for a project to be accompanied by a short paper discussing analysis, theory of change, audience, goals, and methods used.
- Patricia Leavy, in *“Method Meets Art: Arts-based Research Practice”* (New York: Guilford Press) 2009, argues that “[t]raditional conceptions of validity and reliability, which developed out of positivism, are inappropriate for evaluating artistic inquiry.” (p. 15). She suggests that authenticity, trustworthiness, and validity can be assessed through attention to such elements as aesthetics, resonance, and vigor.
- For a discussion of standards, see “Method Meets Art” (Leavy, 2009: 15ff and Chapter 8).