

	<p><b>RESTORATIVE JUSTICE PRACTICES</b> <b>PAX 676</b></p> <p>SPRING 2022</p> <p>TUESDAYS, 1:45-4:45PM ET MARTIN STORE 205 (UPSTAIRS) &amp; VIA ZOOM (HYBRID) For those not in Eastern Standard Time: <a href="https://www.timeanddate.com/worldclock">https://www.timeanddate.com/worldclock</a></p>
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#### **INSTRUCTOR'S INFORMATION:**

Tammy Krause, PhD

**Office:** Roselawn & [Zoom](#)

**Office hours:** Thursdays 1:00-3:00pm ET or by appointment. If you prefer to meet by videoconference, please let me know.

**email:** tammy.krause@emu.edu

#### **GRADUATE TEACHING ASSISTANT**

Conner Suddick '22

**Office:** Roselawn 205 & [Zoom](#)

**Office Hours:** Mondays 1:00pm - 3:00pm EST; Fridays 9:00am-11:00am EST or by appointment

**email:** conner.suddick@emu.edu

#### **COURSE DESCRIPTION:**

Restorative justice originated as a *practice-based* discipline. Awareness of restorative justice continues to expand the opportunities to identify and address harms and to make amends in all sectors of personal, community, professional, and institutional settings. Whilst considered a 'practice' in models such as Victim Offender Conferencing/Dialogue, Family Group Conferencing, and Circle Processes, this course also explores restorative justice principles prevalent in emerging professions, work environments, community, and educational settings.

The emphasis of this course is developing yourself as a practitioner. Students will achieve this through active engagement of case studies, developing a resource toolbox, reflective self-assessment, group feedback, instructor feedback, engaging with professionals, and most importantly, practice as a facilitator.

For MA in Conflict Transformation or Restorative Justice, this satisfies the skills assessment course requirement if taken for 3 credits and is a required course for all students enrolled in the MA and Certificate in Restorative Justice programs.

#### **COURSE GOALS & OBJECTIVES**

- Deepen awareness of how restorative justice is a principled practice, not a method, script, or manual;
- Work to identify the hard and interpersonal skills important to restorative justice practice and identify which skills you possess;
- Foster one's skill set as a restorative justice facilitator;
- Broaden student's exposure to the varied professions that utilize restorative justice principles;
- Develop an understanding of how restorative justice approaches can be applied in all sectors and levels of society.

## **REQUIRED TEXTS**

There are no required texts to be purchased for this course. As students delve into facilitation roleplays, each person is expected to research specific practices, methodologies, and applications relevant to each role play done in class. Suggested texts, articles, podcasts, and links will be listed in the PAX 676 Moodle page. Any books suggested on Moodle will be available through the EMU library. If your work or interest corresponds with a particular restorative justice practice, both Conner and I can suggest books that you may want to purchase for your library.

Your success as a facilitator depends on the seriousness you give to your preparations for the role plays. Part of this preparation is studying and engaging with the material listed on Moodle, reviewing relevant material from the CJP Foundations classes, and researching restorative justice facilitation practices on your own. Conner and I come from different restorative justice facilitation backgrounds and are able to help with delving more deeply into literature, media, trainings, and workshops that may be of interest to you.

## **REQUIRED ASSIGNMENTS & ROLEPLAYS**

### **Participation – 50 points**

Preparation for and active engagement in the roleplays is the core of your semester's work. As such, it is expected that you will prepare for each facilitation either as one of the people directly impacted by the conflict/harm or as the facilitator assigned to assist both parties. All roles require thought, imagination, investigation, exploration, and a willingness to be present to what a person in that situation would need, think, and do.

To prepare for the semester's roleplays, the class will work together on 2-3 stories (conflicts or harmful acts), which will be used throughout the semester for consistency, ease in 'knowing' the story as you separately prepare for your role in the facilitation, and the opportunity to learn and gain different perspectives from within the same story.

*Facilitator (or Co-Facilitators)* is expected to prepare for their facilitation at least one week out from the day of the roleplay. The responsibilities include, but are not limited to:

- Review the case summary
- Set appointments with both parties involved in the harmful act in the week before the facilitation
- Make an appointment with Tammy or Conner for preparatory guidance
- Prepare both parties for the facilitation by meeting with each party at least once before the facilitation (zoom, in person, on phone)
- Attend to any necessary follow up with both parties before the facilitation
- Prepare the ground rules for the facilitation
- Create and keep a case summary of the case, the work, the outcomes, and the feedback from the participants
- Lead the facilitation process on the day of the roleplay
- Complete a self-assessment after the facilitated roleplay

*Person Who Was Harmed* is expected to create and perform a new identity specific to that week's roleplay. It is expected that this person will develop a personal backstory\* that they personify during all interactions related to this roleplay. This includes, but are not limited to:

- A narrative of how the harm impacted their life
- A narrative of what they need from the facilitation and the person who caused the harm
- Any interactions with the facilitator
- Any interactions with the person who caused the harm

- Complete a self-assessment after the facilitated roleplay to deepen your understanding of this person's needs from a facilitated process

*Person Who Caused the Harm* is expected to create and perform a new identity specific to that week's roleplay. It is expected that this person will develop a personal backstory\* that they personify during all interactions related to this roleplay. This includes, but are not limited to:

- A narrative of why they behaved/acted the way they did
- A narrative of what they need from the facilitation
- Any interactions with the facilitator
- Any interactions with the person who was harmed
- Complete a self-assessment after the facilitated roleplay to deepen your understanding of this person's needs from a facilitated process

\*NOTE: The backstory will be introduced and discussed in class and students will further work on their own out of class.

In addition to the self-assessments, facilitators will also receive feedback from classmates and either Tammy or Conner.

The research, preparation, feedback, self-assessments, and experiences of the roleplays are central to the Practitioner Portfolio that you will create for your final project (see below).

### **Midterm Paper – 25 points**

*Due March 8<sup>th</sup>, by 11:59pm ET*

#### *Reflective Practitioner Self-Awareness Evaluation*

7-10 page double-spaced paper

The purpose of this paper is the opportunity to assess your interpersonal skills, your effectiveness as a communicator, and your capacity as a restorative justice facilitator. Such skills, in combination with the training, language, and other 'hard' skills are what you bring into meeting with clients, in facilitations, and in your workplace. Awareness of your skillset, as well as potential bias, attitudes, values, affect, and areas for growth are essential to advancing your facilitation skills.

These will be discussed in greater detail in class, but hard skills include teachable abilities, technical skills, foreign languages, degrees, awards, licenses, certifications, etc. Interpersonal skills, or 'soft skills,' include personal characteristics, traits, and relational skills. Yet, because such skills are hard to measure, their importance in effective communication and outcomes are often overlooked.

In addition to your personal assessment, create a questionnaire/survey and ask 8-15 people (colleagues, fellow students, former professors, etc.) for feedback and observations of your skills and growing edges. This can be created so that people can answer the questionnaire anonymously on google, Survey Monkey, etc.

### **Final Project – 25 points**

The Practitioner Portfolio is curated from your work product throughout this semester in this course. The purpose of this assignment is to document your growth and learning edges throughout the semester. This course emphasizes that to be an effective facilitator, you must both practice and engage in critical self-reflection. The Portfolio is intended to be a working tool kit for you to inform your professional career. More information about the specific items to include in your portfolio will be given later in the semester.

## **Schedule**

Schedule will be posted on Moodle before the start of the semester once guest speakers are confirmed.

## **Supplemental Information for Course Syllabi:**

Last reviewed December 2021

### **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. Criteria for Evaluating Arts-Based Peacebuilding Projects can be found at the end of this document.

### **Academic Accountability & Integrity:**

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 Academic Accountability Policy](#) to any events of academic dishonesty. If you have doubts about what is appropriate, [Indiana University’s Plagiarism Tutorials and Tests](#) may be a useful resource.

### **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.

### **Moodle:**

[Moodle](#) 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/Zoom Best Practices:**

Communication will largely be accomplished via the Moodle platform utilized by EMU and your EMU email. Check both frequently during the semester. Zoom will be used for synchronous online course sessions. Please review these [best practices](#) for online classes!

### **Graduate & Professional Studies Writing Center:**

Please utilize the [writing program](#)! They offer free individual sessions with a graduate student writing coach. Please visit the website to schedule an appointment or request additional information from CJP’s Academic Program Coordinator.

### **Institutional Review Board (IRB):**

All research conducted by or on EMU faculty, staff or students must be reviewed by the [Institutional Review Board](#) to assure participant safety.

### **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.

### **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. The library can help you acquire resources not held by EMU through the Interlibrary Loan (ILL) system. The link to ILL is on the left side of the library homepage.

### **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](#). They will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially.

### **Class Attendance (for in-person and synchronous online courses):**

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.

### **Religious Holidays**

EMU respects the diversity of religious holidays and wishes to provide reasonable accommodations for students who may be unable to fully participate in class, lab, exams, or other assignments due to observation of a significant religious holiday. Students should provide adequate notice (a week in advance) to the faculty of such requests.

### **Student Health & COVID-19**

As Eastern Mennonite University monitors the emerging variants of Covid, students who are attending classes *in-person* must adhere to the university's protocol in regard to the pandemic. Students can find more information about EMU's current and past pandemic protocols at <https://emu.edu/coronavirus/>. You

will also receive emails from university as decisions involving student wellbeing and safety in relation to the virus are made. Please note that during the school year, EMU Health Services is open and available for in-person full-time students to seek medical advice and treatment (and part-time students who choose to fill out the health form in order to access services). To learn more about the services available, and how to schedule an appointment, go to <https://emu.edu/studentlife/health/>.

### **Classroom Culture & Related Policies**

EMU's [Life Together](#) statement describes the sort of learning community that we aspire to be. Learning thrives where there is free and open exchange of ideas, thoughts, emotions, and convictions. Open discourse requires trust and safety. While I anticipate that you may find that some aspects of the class challenge your views and theoretical frameworks, I invite you to respectfully express either agreement or disagreement without fear of consequences. If you feel that I am violating this commitment, please make an appointment to meet outside of class so that we can discuss the issue.

I hope we can welcome differences and demonstrate a willingness to analyze issues from frameworks that may or may not feel comfortable. I have opinions, which I may express from time to time. Please be sensitive in your class participation by not unfairly dominating discussions. Be aware of others' right to speak and welcome questions from your classmates. My goal is to create a brave space in which everyone learns to participate in scholarly dialogue that values listening, thinking, feeling, study, and professionalism. (*Adapted from Margaret Sallee and Kathryn Roulston*)

1. Our primary commitment is to learn from each other. We will listen to each other and not talk at each other. We welcome differences amongst us in backgrounds, skills, interests, and values. We realize that it is these very differences that will increase our awareness and understanding through this process.
2. We will trust that people are always doing the best they can.
3. Challenge the idea and not the person. We debate ideas, not the individual sharing this idea or practice.
4. Each of us will strive to speak our discomfort. When something is bothering you, please practice sharing this with the group. Often our emotional reactions offer valuable learning opportunities.
5. Step Up, Step Back. Be mindful of taking up much more space than others. On the same note, empower yourself to speak up when others are dominating the conversation.
6. Stay engaged. When overwhelmed or stressed, it can be tempting to slip away from the class or group while meeting. Let us honor one another with focused connection. When we catch ourselves disengaging, let us gently refocus on the tasks at hand.

### **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.

As an inclusive community, we strive to sustain safety and belonging for students of all gender and sexual identities expressed in the [LGBTQIA+ Student Support Policy](#).

**Bias Response:**

Bias incidents are harmful to the EMU community and/or individuals within the EMU community. Bias can be intentional or unintentional and may be directed toward an individual or group. A bias incident may take the form of a verbal interaction, cyber-interaction, physical interaction, or interaction with property. Bias reporting is a resource for anyone who needs to communicate an incident or explore a better understanding around issues of discrimination and learning how to effectively respond. All members of the university community are encouraged to [report](#) incidents of bias.

**Title IX:**

*The following policy applies to any incidents that occur (on or off campus or online) 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 they will keep the information as private as they can, but is required to bring it to the attention of the institution's [Title IX Coordinator](#). You can also report incidents or complaints through the [online portal](#). 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 [Graduate & 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 the complete [Graduate Catalog](#).

### Criteria for Evaluating Arts-Based Peacebuilding Projects

CRITERIA	A – Excellent	B – Minimal expectations	C – Below expectations	Comments
<p><b>Goals &amp; Audience</b>  <i>Are the goals or objectives of the project clear? Have they been met? Is the intended audience clearly specified? Is the project appropriate for this audience? Does the project communicate to the intended audience?</i></p>	<p>-audience &amp; goals/learning objectives clearly identified.                      -project appropriate for, and likely to meet, its goals                      -project is appropriate for specified audience                      -project understandable to &amp; likely to engage and/or communicate to audience</p>	<p>-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.</p>	<p>-audience and goals inappropriate or inadequately identified                      -project unlikely to meet its goals and/or communicate to the audience</p>	
<p><b>Methodology</b>  <i>Is the overall methodology clear and appropriately used? Has the project incorporated specific methods required by the assignment? If intended as a form of intervention, has thought be given to how it will be implemented?</i></p>	<p>-project incorporates inquiry methods required by the assignment                      -all methodologies &amp; 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 &amp; methods are adequately identified</p>	<p>- 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</p>	<p>-methodology inadequate and/or inadequately articulated.                      -sources not appropriately identified                      -inadequate attention to implementation issues</p>	



<p><b>Analysis</b> <i>Is there evidence of critical thinking and analysis?</i></p>	<p>- 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</p>	<p>- 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.</p>	<p>-inadequate evidence of critical thinking  -analysis lacking or inadequate  -analytic approach inappropriate or inadequately specified</p>	
<p><b>Craft &amp; Coherence</b> <i>Is the level of artistic and/or technical craft adequate for the specified goals and audience? Did it involve an appropriate amount of work? Does the final product have coherence and “resonance?”</i></p>	<p>- level of craft is clearly adequate for the audience &amp; to meet project goals (whether or not it meets “artistic” standards) -project is coherent &amp; likely to resonate with the intended audience -product shows an appropriate amount of effort for this assignment</p>	<p>-level of craft is minimally adequate for the audience and goals  -project coherence could be stronger</p>	<p>-level of craft inadequate for purposes and/or audience  -project is not coherent</p>	
<p><b>Content</b> <i>Is the content appropriate &amp; adequate, given the goals, audience &amp; assignment? Is there evidence of insight, originality &amp;/or creativity?</i></p>	<p>- information conveyed is clearly adequate for goals, audience &amp; assignment -shows depth &amp; breadth of content -shows insight, originality &amp;/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>	
				<b>Grade</b>

## 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).