	RESTORATIVE JUSTICE &
THE CENTER **FOR JUSTICE & PEACEBUILDING**	**WHOLE SYSTEMS APPROACHES**
	PAX 677
A PROGRAM OF EASTERN MENNONITE UNIVERSITY	Fall 2021
	Hybrid: LB 121 and via Zoom
	Wednesdays, 6-9 p.m. ET

INSTRUCTOR'S INFORMATION:

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COURSE DESCRIPTION:

Restorative Justice has largely been applied to addressing interpersonal harms, that is to say, harm that results from the actions of private individuals. Yet many pervasive harms are carried out by governments or corporations - or individuals acting in the course of their formal institutional roles. Such past and ongoing harms include police violence, groundwater contamination, lung cancer, prison abuse, Native American boarding schools, housing discrimination, and civilian causalities in military operations. Moreover, institutional action and inaction can be regarded as contributing to all interpersonal harms or their root causes. This course will examine the relationship between institutional and interpersonal harms and dissect systemic harm as a product of the two. Through case study research and discussions, we will explore the potential role and limitations of restorative, transitional, and transformative justice principles and practices in building institutional accountability for systemic harms. As needed, we will imagine new frameworks and approaches.

COURSE GOALS AND OBJECTIVES:

This course will equip participants to:

1. Examine harm and violence through a systemic and interdisciplinary lens.
2. Apply concepts, principles, and practices from restorative justice (RJ), transformative justice, and transitional justice to addressing systemic harms.
3. Identify limitations of existing frameworks and approaches to institutional accountability.
4. Develop and articulate new frameworks and approaches to institutional accountability.
5. Improve professional skills in researching, critically assessing, writing, presenting, and dialoging on complex issues.

REQUIRED TEXTS AND OTHER RESOURCES:

This course does not have required textbooks. A variety of articles, audiovisual, and other resources such as those listed below will be available online or through Moodle. As described under Weekly Research, students will also be responsible for conducting their own research based on recommended sources and sources they identify. You are encouraged to use the library for support in finding relevant sources.

- John Braithwaite (2006). *Accountability and Responsibility Through Restorative Justice* in Rethinking Public Accountability (pp.33-51). Cambridge University Press.
- Andrea Durbach (2019). *Keeping justice at bay: institutional harms and the damaging cycle of reparative failure.* The 2018 John Barry Memorial Lecture, Australian Journal of Human Rights, 25:2, 200-216.
- David Peter Stroh (2015). Systems Thinking for Social Change. Chelsea Green Publishing.
- *Beyond the Mandate: Continuing the Conversation*. Report of the Maine Wabanaki-State Child Welfare Truth & Reconciliation Commission (2015).
- Geeta Koska (2016). *Corporate accountability in times of transition: the role of restorative justice in the South African Truth and Reconciliation Commission*, Restorative Justice, 4:1, 41-67.
- Declan Roche (2003). *Accountability in Restorative Justice.* Oxford University Press. Chapter 5: Multiple Uses of Deliberative Accountability.
- Roberts, Dorothy E. (2019). *Black Mothers, Prison, and Foster Care* in Restorative and Responsive Human Services. Routledge.
- Sonya Shah, Carl Stauffer & Sara King, *Restorative Justice Listening Project Final Report 2017*, http://zehr-institute.org/publications/
- International Center for Transitional Justice website publications page
- *Guiding Principles for Stabilization and Reconstruction (web version)*. United States Institute of Peace (2009).
- *The Just Us Digital Resource Library* of reports, books, articles, podcasts, films, toolkits, and more on restorative justice, mass incarceration, prisons, policing, and abolition.
- *Restorative Justice on the Rise* international platform, telecast series, and resource hub bringing together an international constituency of a wide spectrum of individuals, organizations, professionals, academics, and practitioners.
- *Zehr Institute for Restorative Justice* monthly webinars.
- *Transform Harm Resource Hub* with six focus areas related to ending violence: transformative justice, community accountability, restorative justice, abolition, healing justice, and carceral feminisms.

COURSE COMPONENTS:

- **Synchronous Classroom Participation** (25 points)
  This course relies heavily on everyone's active and thoughtful participation in discussions that draw on readings, research, life experiences, and perspectives. Further, we will use class time to present your research and writing. Intellectual curiosity, humility, open-mindedness, deep listening, challenging assumptions, self-reflection, and synthesizing ideas from different disciplines will be critical to how we individually and collectively understand and create new frameworks and approaches to systemic harm and institutional accountability. Class participation points will attempt to reflect this, as well as punctual and consistent attendance. Please inform me ahead of time if you anticipate an absence or late assignment and make efforts to stay current on what you miss.

- **Asynchronous Online Participation** (25 points)
  To enrich our intellectual inquiry, I ask that you supplement classroom discussions with at least two hours of writing and discussion on the Moodle forum per week. Asynchronous writing and discussion allow for a different quality of reflection and processing. You may reflect and write on given prompts, your research, or anything of significant interest that emerged in class or the discussion forum. Regardless, it is recommended you set aside a regular space of time once or twice a week in a quiet, undisrupted space to complete this assignment. Rigor and clarity of thought is more important than any particular word count or format. You are encouraged to integrate theory

from research, readings, and class discussions with your personal and professional experiences. **Complete every week by Monday.**

- *Weekly Research* (20 points)
  Following an emergent format, this course will constantly be generating questions whose answers may be found in existing literature across a variety of different academic disciplines from philosophy and psychology to economics and political science. These answers may also require forms of quantitative and qualitative data collection such as interviews, focus groups, statistics, and database research. As research questions are identified in the classroom and online, we will work together to assign different students (or groups of students) to different questions. I then ask you to conduct at least two hours of research or praxis every week in pursuit of answers, culminating in weekly one-page research summaries that include a description of your sources and methods. You are encouraged to use, as relevant, both desk and field research, and draw from a diversity of primary and secondary sources, provided you critically assess their reliability. **Complete every week by Monday.**

- *RJ & Whole Systems Article* (30 points)
  This course seeks to synthesize research, reflection, and discussion into new and useful theories and practical recommendations related to the concepts of systemic harm and institutional accountability. By the end of the term, you will be asked to take one aspect of our intellectual inquiry and put it on paper, ideally for publication in a journal, blog, newsletter or other public medium. While papers will likely be in the range of 3000-5000 words in length, depending on the intended audience and format, the quality, clarity, and comprehensiveness with which they articulate the issue, present new theories, and advance recommendations are what is essential. If you would like to submit an arts or media-based projects as an alternative format, please submit a proposal describing audience, goals, methodology, and project format (including details such as project length) for review at least three weeks before the due date to make sure it meets the learning goals of the assignment. **Due Friday, December 3, 2021.**

Note this course is only available for credit.

Please submit all written assignments through Moodle in the designated submission areas unless otherwise noted.

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 and on Moodle. Students taking the course for 2 credits will work with instructors to adjust the above requirements.

SCHEDULE AND TOPICS:

The Weekly Agenda of topics and reading assignments will be provided separately to course participants.

CJP SUPPLEMENTAL **I**NFORMATION FOR **C**OURSE **S**YLLABI**:**

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 three 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
Goals & Audience *Are the goals or learning 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?*	-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 *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?*	-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 *Is there evidence of critical thinking and analysis?*	- 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 *Is the level of artistic and/or technical craft adequate for the specified goals and audience?*	- level of craft is clearly adequate for the audience & to meet project goals (whether or not it meets "artistic" standards) -project is coherent & likely to resonate	-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	

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Did it involve an appropriate amount of work? Does the final product have coherence and "resonance?"	with the intended audience -product shows an appropriate amount of effort for this assignment			
Content *Is the content appropriate & adequate, given the goals, audience & assignment? Is there evidence of insight, originality &/or creativity?*	- information conveyed is clearly adequate for goals, audience & assignment -shows depth & breadth of content -shows insight, originality &/or creativity	-information conveyed is adequate but could be strengthened -some evidence of insight, originality, or creativity	-inadequate information -little or no evidence of insight, originality and/or creativity	
				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).