INSTRUCTORS’ INFORMATION:

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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 form 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?
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 and racial healing processes to transform historical harm against African-Americans.

REQUIRED TEXTS AND OTHER RESOURCES:

Audiovisual resources:

On memorialization, reparations, Richmond, & Charlottesville, Virginia


Charlottesville monument of Robert E. Lee, varied reactions to the campaign to remove it (Minute 13+).


- Videos of arts, truth-telling, reconciliation & transitional justice [Youtube playlist]. Retrieved from https://www.youtube.com/playlist?list=PLk4XNhIy9Q_6YyOlLZ31rqMngA9XbG9yy

**On whiteness:**


**Articles and excerpts from the following texts will be required or recommended on Moodle:**


• Coming to the Table: Transforming Historical Harms. http://comingtothetable.org/wp-content/uploads/2013/10/01-Transforming_Historical_Harms.pdf


**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), do a collaborative classroom presentation and produce 15-18 pages worth of written assignments.

• **Reading Responses – (25 points)** – You will be asked to engage in 4 reading reflections – 1 per each day of class, with 1 rest day 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 and comment in this discussion forum also.

• **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 – (50 points)** – You will have a choice of three final project options:

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.*

**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).

*Assigned pre-course reading:*

**DAY 1 – Setting the Stage: Introductions and Historical Overview of Truth-Telling & Reconciliation Commissions**
Monday, June 3

8:30-10:00 am  **SPI Ceremonial Opening**
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  **Lunch Break**
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  Break
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):
- TBD

Suggested Readings:

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  Students - Add to the class concept map
12:00-2:00 pm  Lunch Break
2:00-2:30pm  Mapping of central questions, 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

Suggested Readings:
- Full reports of the Canada and Wabanaki TRC’s referenced above

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PAX 671 Truth Telling, Racial Healing & Restorative Justice
SPI 2019
DAY 3 – TRC Case Studies: Grassroots, Indigenous and US Expressions of Truth-Telling and Reconciliation
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 Review Transforming Historical Harms
4:45- 5:00 pm  Closing

* Assigned Readings:
  - Shaw & Waldorf, Localizing Transitional Justice, Introduction, Ch. 1, pp. 3-26

Suggested Readings/Audiovisuals:
  - 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 activists 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.

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<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>7:00 am</td>
<td>Meet at CJP classroom</td>
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<tr>
<td>7:00-9:30am</td>
<td>During ride to Richmond, VA - Contextualizing the trip: narratives, policies, and sites of white supremacy in central Virginia from slavery to the present</td>
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<td>9:45-11:30am</td>
<td>Richmond, VA: Memorialization &amp; Embodied Practices: Guided walk on the Richmond Slave Trail</td>
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<td>11:30-12:45pm</td>
<td>Lunch, group processing</td>
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<tr>
<td>12:45-2:00pm</td>
<td>Ride from Richmond to Charlottesville</td>
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<tr>
<td>2:00-5:00pm</td>
<td>Monuments, Memorials, and Reparations in Charlottesville, VA: Confronting and transforming white supremacy in the past and present</td>
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<td>- Visit to Stonewall Jackson and Robert E. Lee statues</td>
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<td>- Panel discussion: with members of the Charlottesville Blue Ribbon Commission on Monuments &amp; Memorials, community activists involved with resisting the Aug. 11-12 white supremacy rallies, and University of Virginia-affiliated people involved in designing and gathering support for a Memorial to Enslaved Laborers.</td>
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<td>- Ceremonial wrap-up and debriefing</td>
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<td>5:15-6:30pm</td>
<td>Return to Harrisonburg</td>
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* **Assigned Readings:**


* **Suggested Readings/Audiovisuals:**

  - 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](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](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

Notes:
- Pre-course reading will be assigned closer to the start of the course.
- Additional reading assignments will be attached to each day 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 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.