

 <p><b>25</b> THE CENTER FOR JUSTICE &amp; PEACEBUILDING</p>	<p><b>RESTORATIVE APPROACHES TO SEXUAL AND DOMESTIC HARMS PAX 686</b></p> <p><b>SPI 2022</b> Session 4: June 13-17</p> <p><i>Course meeting location and time: TBD</i></p>
---	--

### INSTRUCTORS' INFORMATION:

**Tarek Maassarani** (he/they)  
Office: Roselawn 208  
Office phone: (540) 432-4461  
Mobile/Signal: (202) 374-0369  
Email: [tarek.maassarani@emu.edu](mailto:tarek.maassarani@emu.edu)

**Jordan Brown** (she/her/he/him)  
Phone (please text): (404) 889-2982  
Email: [jkb95@georgetown.edu](mailto:jkb95@georgetown.edu) (preferred)

### COURSE DESCRIPTION:

This course recognizes that restorative justice has tremendous potential for addressing interpersonal sexual and domestic violence and the larger cultural norms and socialization that enable it. Yet the issue is complex, politically charged, and emotionally sensitive. We will survey the problem and its conventional punitive responses, then explore the role of restorative options as well as their limitations and risks. Prior training, experience, or familiarity with restorative justice principles and practices is a helpful stepping stone from which to deepen knowledge about this realm, learning about basic approaches and practical considerations. The class relies heavily on storytelling, role plays, and experiential activities that draw on the experiences and perspectives of instructors, guests, participants. We will work to build a container of trust and familiarity within which to explore the topic, move into discomfort and vulnerability, and support each other in learning, healing, and growth.

### PRE-COURSE ASSIGNMENTS:

1. Fill out the [access needs survey](#).
2. If you have not already, read Zehr, H. (2015). *The Little Book of Restorative Justice: Revised and Updated*. United States: Good Books.
3. Choose and watch at least two of the scenes from the [Van Jones Redemption Project](#).
4. Read Amstutz, L. S., Oudshoorn, J., Jackett, M. (2015). *The Little Book of Restorative Justice for Sexual Abuse: Hope Through Trauma*. United States. Chapters 1-3
5. Choose and listen to at least two of the stories from the [Creative Interventions Storytelling and Organizing Project](#).

### COURSE GOALS AND OBJECTIVES:

In this course, students will:

1. Reflect on how they relate to harm and the different societal responses to it
2. Examine sexual and domestic violence through different social justice lenses
3. Apply and adapt RJ principles and practices to cases of domestic and sexual harm

4. Understand key considerations and practice skills and techniques associated with restorative justice in cases of sexual and domestic harm
5. Engage others in understanding the potential and challenges of applying RJ to cases of domestic and sexual harm
6. Be inspired and informed around their own personal, academic, and professional path
7. Build a shared community around which to do all of the above

### TEXTS AND OTHER RESOURCES:

Zehr, H. (2015). *The Little Book of Restorative Justice: Revised and Updated*. United States: Good Books. ISBN: 9781680990447. Retail price \$5.

Amstutz, L. S., Oudshoorn, J., Jackett, M. (2015). *The Little Book of Restorative Justice for Sexual Abuse: Hope Through Trauma*. United States: Good Books. ISBN: 9781680991161. Retail price \$5.

**Supplemental Resources:** You are encouraged to explore, and we may also refer to additional articles, audiovisual, and other resources available online or through Moodle, to include:

1. Felix, Camonghne. "[Aching for Abolition](#)." *The Cut*. 1 October 2020.
2. Tastrom, Katie. "[Disability Justice and Abolition](#)." *National Lawyers Guild*. 27 June 2020.
3. Lewis, Talila "TL." "[Disability Justice Is an Essential Part of Abolishing Police and Prisons](#)." *Level*. 7 October 2020.
4. Kaba, Mariame. "[How the School-to-Prison Pipeline Works, and why Black girls are particularly at risk](#)." *Teen Vogue*. 10 January 2017.
5. Saar, Malida Saada et al. [The Sexual Abuse to Prison Pipeline: The Girls' Story](#). 2020.
6. Odette, Fran (November 2013). [Ableism – A Form of Violence Against Women](#). Critical Reflections by Fran Odette. Learning Network Brief (11). London, Ontario: Learning Network, Centre for Research and Education on Violence Against Women and Children.
7. The various webinars recorded as part of Barnard Center for Research on Women's online event, [Transforming Harm: Experiments in Accountability](#).
8. The recorded and future webinars by the New York State Coalition against Sexual Violence, including [Sept 23 rescreening of Ending Violence without Violence](#), [Oct 7 re-screening of Restorative Approaches to Sexual Violence](#) and the [Oct 21 re-screening of Transformative Approaches to Sexual Violence](#) (also see [their calendar](#)).
9. The recorded and future webinars by the [Zehr Institute for Restorative Justice](#), including [How do we use Restorative Justice to transform a culture of sexual harm?](#) and its [follow-up](#), and [Restorative Responses to Sexual Assault on College Campuses](#).

### COURSE ASSIGNMENTS:

*Attending and participating in each class session is required for all course participants. Students completing the course for two graduate credits will receive a score based on their class participation and an additional assignment outlined below.*

#### **Class Participation** (30 points)

This course relies heavily on everyone's active and thoughtful participation in activities and discussions that draw on academic sources, as well as personal experiences and perspectives. The course brings together individuals who may come at sensitive issues from different life experiences and backgrounds.

As such, we will be working to build trust and familiarity with each other. Within this container, be prepared to critically challenge assumptions, bring personal experiences to the learning process, and lean into discomfort with an open, respectful heart. Engaged listening, authentic self-expression, genuine inquiry, self-reflection, integrating theory and practice, building relationships, creative and critical thinking, and punctual and consistent attendance are critical to getting the most out of this course and will be reflected by your participation grade.

***Teach Forward and Reflection*** (25 points)

Teaching is a powerful form of learning. This assignment is an open invitation to educate others about restorative justice in cases of domestic or sexual violence with a target audience and approach of your own choosing. Consider making a presentation to a community group, writing a letter to the editor for your local paper, or creating a video for social media. These examples are by no means exhaustive of the possibilities, so long as you spend at least four cumulative hours on the activity and preparation. Once completed, prepare a at a minimum 1500-word written or 10 minute orally recorded reflection of the experience that describes what you did, how it felt, what you learned, and what confusions, critique, or questions may have emerged. You may work in groups, but please still submit individual reflections. **Due Friday, July 1, 2022.**

***Final Presentations and Discussion Forum*** (20 points)

Complete one of the following “Choose Your Own Adventure” assignments and record a video presentation of your work in an interactive and engaging manner to be shared with the class on an online discussion forum. Students will be asked to view and comment asynchronously on all the recorded presentations. Post presentation recordings to the discussion forum by **Friday, July 1, 2022** and comment on each posting by **Friday, July 15, 2022.**

“CHOOSE-YOUR-OWN ADVENTURE” ASSIGNMENT (select one for credit; a second assignment may be completed for extra credit)

***Critical Issues Paper*** (25 points)

What is a burning question that this class has brought to mind? What do you see as a critical issue or challenge to RJ in cases of sexual or domestic harm? This paper gives you an opportunity to delve deeper into it by conducting more research, discussing existing perspectives, developing an original analysis, and delivering specific recommendations and/or a vision for change. Examples of critical issues or questions are: how does our understanding of memory and trauma mean for restorative justice in cases of sexual harm? Is restorative justice relevant for countries with honor killings? Papers should be concise at no more than 3000 words in length and include your critical issue; a clear thesis statement and analysis of your position; a brief review of varying perspectives on the issue that references scholarship, gray literature, and other credible sources; as well as concluding recommendations or visions for moving forward. **Due Friday, July 1, 2022.**

***Creative Expression*** (25 points)

How would you express your response to or relationship with the content of the course through an arts or media-based project as an alternative to the written medium. Consider movement, visual, musical, spoken forms of expression. Please submit a half-page proposal describing audience, goals, methodology, and project format (including details such as project length) for review two weeks before the due date to make sure it meets the learning goals of the assignment. **Due Friday, July 1, 2022.**

*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.*

## **SPI ATTENDANCE POLICY:**

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

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

SPI provides 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 includes information on library resources, EMU's academic integrity policy, and 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 all available online.