

 <p>THE CENTER FOR JUSTICE & PEACEBUILDING</p> <p>A PROGRAM OF EASTERN MENNONITE UNIVERSITY</p>	<p>BUILDING RESILIENCE FOR CHALLENGING SYSTEMIC RACISM</p> <p>PAX 694</p> <p>Summer Peacebuilding Institute/SPI 2019 June 10-12</p>
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INSTRUCTOR'S INFORMATION:

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COURSE DESCRIPTION:

The framework for Building Resilience for Challenging Systemic Racism is grounded in Restorative Justice theory, values, and praxis. This three day course examines the demography of school discipline along with the impact of school suspensions on incarceration rates. BRCSR also examines culturally responsive mindfulness programs for school and community environments. BRCSR incorporates healing and peacemaking circle processes, which encourage participants to unpack historical harms and address root causes of racial injustice. This course empowers participants to fully engage in open and honest dialogue, (truth telling), about structural racism and oppression in the United States, that permeates social policies and is embedded in the American educational system. Participants will help construct a safe and brave space, where they can tap into their creative-self and collective wisdom, through drumming, dance, drama, and dialogue. As practitioners involved in restorative justice and peacebuilding, we will explore culturally responsive approaches for building resilience to systemic and traumagenic effects of racism, especially in school settings.

COURSE GOALS AND OBJECTIVES:

As a result of participation in this 3 day interactive workshop and experiential course, students will be able to:

- Articulate the underlying values, foundational beliefs, and core components of restorative justice in education;
- Discuss the historical rationale for implementing restorative justice practices in school settings; make connections between RJE, culturally responsive mindfulness, and trauma informed practices; and analyze educational theories that support the adoption of trauma sensitive restorative practices;
- Interrogate root causes of racial injustice how systemic racism permeates the educational system and Interpret historical harms through drumming, dance, and drama;
- Engage in a healing process of open and honest dialogue about racism and oppression in America.

REQUIRED TEXTS AND OTHER RESOURCES:

The following texts and digital content are recommended for all participants. *Hope & Healing* by Ginwright, *Pedagogy of the Oppressed* by Freire, and *Restorative Justice in Education* by Evans & Vaandering are required reading for participants taking the course for credit:

1. Akbar, M. (2017). *Urban trauma: A legacy of racism*. Hartford, CT: Purpose Driven Publishing. **(to be read before class)**.
2. Diangelo, R. (2018). *White fragility: Why it's so hard for white people to talk about racism*. Boston, MA: Beacon Press. **(to be read before class)**.
3. Evans, K. R., & Vaandering, D. (2016). *The Little Book of Restorative Justice in Education*. New York, NY: Skyhorse Publishing. **(to be read before class)**.
4. Freire, P. (1998). *Pedagogy of the oppressed: New revised 20th anniversary edition*. New York, NY: Continuum. **(to be read before class)**.
5. Ginwright, S. (2015). *Hope and healing in urban education: How urban activists and teachers are reclaiming matters of the heart*. New York, NY: Routledge. **(to be read before class)**.
6. Pranis, K. (2005). *The little book of circle processes: A new/old approach to peacemaking*. Intercourse, PA: Good Books.
7. Resmaa M. (2017). *My grandmother's hands: Racialized trauma and the pathway to mending our hearts and bodies*. Las Vegas, NV: Central Recovery Press.
8. Yoder, C. (2005). *The little book of trauma healing: When violence strikes and community security is threatened*. Intercourse, PA: Good Books.
9. Zehr, H. (2015). *The little book of restorative justice: a bestselling book by one of the founders of the movement*. Intercourse, PA: Good Books.

DIGITAL MEDIA CONTENT

1. **"The Black Family in the Age of Mass Incarceration."** *The Atlantic*, October 2015. <https://www.theatlantic.com/magazine/archive/2015/10/the-black-family-in-the-age-of-mass-incarceration/403246/>
2. **Can Mindfulness Help Reduce Racism?** http://greatergood.berkeley.edu/article/item/can_mindfulness_help_reduce_racism
3. **The Case for Reparations**
<http://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>
4. **Drum Circles for Healing Depression**
<http://www.healthnutnews.com/group-drumming-effectiveantidepressantsstudy-suggests/>

5. **Healing Centered Engagement...**
<https://medium.com/@ginwright/the-future-of-healing-shifting-from-trauma-informed-care-to-healing-centered-engagement-634f557ce69c>
6. **Trauma passed on to children's genes**
<https://www.theguardian.com/science/2015/aug/21/study-of-holocaust-survivors-finds-trauma-passed-on-to-childrens-genes>
7. **"We need to keep talking about Charlottesville"** (facebook live post)
<https://www.facebook.com/brenebrown/videos/1778878652127236/>
8. **White Privilege...**
<http://www.interpretereducation.org/wp-content/uploads/2016/03/white-privilege-by-Peggy-McIntosh.compressed.pdf>
9. **Why white Americans don't see themselves when they hear the word 'race'**
<https://www.youtube.com/watch?v=J9zD6gOeDYQ>

REQUIRED ASSIGNMENTS:

Class attendance and participation, as well as reading *Hope and Healing in Urban Education* by Shawn Ginwright (before class) are requirements for those taking the course for **Professional Education/Training**. Reading of some (or all) required texts is recommended.

Here are brief descriptions of required graded assignments for those taking the course for 1 graduate credit.

- A. **Attendance (30%)** — This is an experiential course which involves 3 days of in-class learning. Therefore, class attendance is weighted heavily at 30% of the grade. The social emotional nature of this course revolves around participant engagement. Students are invited to actively participate in all cultural exercises and critical reflection, which may require overnight preparation.
- B. **Two Supplementary Reading Responses and/or Class Reflection (20%)** — Participants will be assigned class-related readings and digital content to examine. Students will participate in experiential learning activities throughout the workshop. Each participant taking the course for credit will be asked to write 2 responses either to the readings (that will be provided) or to the specified activities. Reflections/responses can be 1 single-spaced page of prose or poetic reflection. DUE within 2 weeks after the BRCSR workshop – **June 26, 2019**.
- C. **Film analysis/response (20%)** — For-credit students are required to watch 1 of the following movies/documentaries and write a 2-3-page (double spaced) synopsis of the historical trauma, generational trauma, collective trauma response manifestations and implications for massive resilience. **DUE by Monday July 1, 2019**.

- I Am Not Your Negro (documentary – US)
- Crash (film – US)
- The Origins of Lynching Culture in the United States (documentary – US)
- The Star Spangled Banner (documentary – US)
- 13th Amendment (documentary - US)

Required Texts Reading Critique/Reflection (30%) — Participants are expected to read the assigned texts and develop ***an integrative presentation of the readings***. The presentation should include a total of 12-15 slides which summarize the main points of each text, with consideration of the contextual framework of the course. In addition, the presentation should discuss how the content might shape the way participants build resilience and challenge systemic racism. **DUE by August 20 for fall full-time students and October 1 for others.**

The Short Reflections, Film Response and Integrative presentation will each be submitted to **Ram Bhagat by email at ram.bhagat@emu.edu**. Please address any questions to **Ram Bhagat, EdD, professor of record, at ram.bhagat@emu.edu**.

All for-credit students should submit

- Short reflections by two weeks after the STAR training (**June 26,2019**)
- Film reflection by **Monday, July 1, 2019**
- Integrative presentation by **August 20** or **October 1** depending on fall enrollment

In summary:

A. Class attendance and participation	30 points
B. Supplementary reading responses/class reflection	20 points
C. Film analysis/response	20 points
D. Integrative presentation	<u>30 points</u>
Total points:	100 points

DAILY CLASS SCHEDULE:

Schedule is included in the Course Outline, which is distributed 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>.