

Survivor Politics and Transformative Justice
3 Units
Starr King School for the Ministry - Graduate Theological Union
Fall 2020

Instructor Information:

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Availability: By appointment, please email to schedule.

Course Description:

Survivor Politics and Transformative Justice is a course designed to explore survivor advocacy, analyse the criminal justice system and the way it has historically handled issues of domestic violence, and explore the many ways that communities of color, queer communities, and women have creatively intervened in situations of sexual assault and domestic violence when the criminal justice system has failed them. We will also spend time critically analyzing the discourse surrounding call out culture to understand nuances surrounding best practice in community intervention versus shaming survivors for telling their stories. We will familiarize ourselves with the recent history of the transformative justice movement and examine how we as ministers can cultivate safer communities for survivors of violence. Students will be learning tools and skills rooted in transformative justice frameworks to adapt and apply to their own congregational and community settings, as well as rooting themselves in a dedicated self-care practice to develop the strong and healthy boundaries necessary to do this work.

Learning Objectives:

- To familiarize students with the recent history of restorative justice, transformative justice, and community accountability movements in the U.S.
- To acquaint students with different perspectives and tools used in alternative justice models
- To use praxis-based components and exercises for students to begin to utilize transformative justice models in their own lives
- To analyse the discourse surrounding call-out culture using a critical feminist, anti-racist and survivor-centered lens
- To create a foundational awareness of trauma
- To foster awareness of the political landscape within which survivors are situated

Learning Outcomes:

- Students should be able to outline the rise of the transformative justice movement from the early 2000s to present day

- Students should be able to identify those with the greatest stake and responsibility in situations of harm
- Students should be able to evaluate the responsibility of community in domestic violence and sexual assault
- Students should be able to critically analyse discourses surrounding survivorship, legitimacy, and respectability
- Students should have created a personal transformative justice toolbox to utilize when addressing abuse and sexual assault in their own congregations and communities
- Student should have the ability to make choices in violence intervention that appropriately prioritize the needs of individuals and groups for healing and accountability

Course Policies:

The ECO course is a required prerequisite for joining the class.

Base course conduct expectations are to be respectful to others, be honest and communicative, and be prepared to engage in conflict if it comes up. Transformative justice frameworks ask of us to be prepared to have hard conversations, to speak up for our needs and boundaries, to tell the truth of our feelings, and to cultivate the skills that are fundamental to healthy relationships. In the first week, we will be co-creating a refined course policy surrounding conduct to guide us in learning together.

Absences, late submissions, or any shifts in course requirements need to be discussed with the instructor. This course applies a disability justice framework to learning environments and so any accommodations that need to be made can be made through the instructor. I gladly offer different ways to be assessed for grading to accommodate students of all learning types and abilities. For written reflections, an appointment to check in orally is an option for students who pre-arrange this. I need at least 2 weeks advance notice to accommodate this.

Course Assignments:

On a weekly basis students will meet with their POD and make a post on the Moodle discussion boards regarding the week's resources, lecture, and most importantly their POD meeting.

The instructor will do a group assessment with each POD at the middle and end of the semester.

A final project will be due by week 11. Create a piece of media related to a personal focus in transformative justice. It can be 10-slide instagram essay, a tiktok, a video essay (no longer than 10 minutes) for IGTV, YouTube, or Facebook, or a short sharable essay or blog. Students are encouraged to use this project to create something that is shareable, accessible, and educational for the general public. The post must be accessible. Videos must be captioned and Instagram texts must contain alt text. For more information on Instagram accessibility see the

link below. A quick way to caption YouTube videos without transcribing it all yourself is to upload it to YouTube and manually edit the auto-generated captions to be accurate.

Instagram accessibility guidelines: <https://www.insightfullife.com/accessible-instagram/>

General social media accessibility guidelines:

<https://accessibility.princeton.edu/policy/social-media>

Last week: book report due on resource of choice. No more than four pages. Summarize and review book (25%) and reflect on how the information in the resource informs your relationship to TJ and how your practice going forward (75%)

Grading:

Grading is based on participation and students ability to demonstrate growth and learning.

Weekly discussion engagement 35%

POD meetings (group assessments) 25%

Final presentation 25%

Book reflection 15%

Required Texts:

Beyond Survival: Strategies and Stories from the Transformative Justice Movement

Edited by Leah Lakshmi Piepzna-Samarasinha and Ejeris Dixon

ISBN-13: 9781849353625

Cost: \$18 on AK Press

Little Book of Restorative Justice by Howard Zehr

Resources for further exploration (choose at least one for the final book reflection):

On the background of Transformative Justice:

Toward Transformative Justice by Generation Five

http://www.generationfive.org/wp-content/uploads/2013/07/G5_Toward_Transformative_Justice-Document.pdf

Free online

Creative Interventions Toolkit

<http://www.creative-interventions.org/tools/toolkit/>

Free Online

The Revolution Starts at Home

<http://criticalresistance.org/wp-content/uploads/2014/05/Revolution-starts-at-home-zine.pdf>

Free Online PDF

On interpersonal neurobiology, trauma, understanding abuse and healthy relationships:

Brain Talk by David Schnarch

ISBN-13: 978-1548371531

\$34.99 paperback

Passionate Marriage by David Schnarch

ISBN-13: 978-0393334272

\$14.39 for paperback

Why Does He Do That by Lundy Bancroft

ISBN-13: 978-0425191651

\$13 ebook or \$26 for paperback

Grounding your praxis:

Emergent Strategy by Adrienne Marie Brown

ISBN-13: 9781849352604

\$2 for ebook or \$16 for paperback on AK Press

Fumbling Towards Repair: A Workbook for Community Accountability Facilitators

By Mariame Kaba and Shira Hassan

Paperback \$35

ISBN-13: 9781939202321

Course Schedule:

*Every **Thursday*** discussion posts are due. Each week discussion posts will explore the resources you've engaged with and most importantly your meeting with your "POD".

By **Sunday** you should have responded to at least one classmate's post- please be sure to focus your engagement with students who are not in your POD, though you are welcome to post more than one response and respond to people within your POD (I encourage this as it can add depth to understanding what conversations happened within your meeting).

Week 1: September 8 *Introductions, orientation and co-creating community guidelines*

Lecture materials:

- Video will be uploaded by Sunday, September 6

Assignments:

- Post an introduction by Thursday
 - In your intro please include: Name, pronouns, where you live, what school you go to/your program and track, your interest and background in the course and topic, what makes you feel safe in a community, what you feel the conditions are that can help lead to transformation
- Find a weekly time to meet with your POD for at least one hour, preferably 90 minutes. (Suggestion: doodle poll is a great resource for finding a time that works for everyone)
Assign one student per POD to report what this time will be to instructor.
- Create a list of self-care practices that you personally find centering/nourishing and find a place to keep them that you will see every day.
- Review the documents at the top of the page to familiarize yourself with what is expected of you throughout the semester, what the projects are, and when they are due.

Reading:

- Beyond Survival: Pods and Pod Mapping Worksheet pg 119-125

Week 2: September 14 *Understanding Abuse*

Lecture materials:

- Video will be uploaded by Sunday, September 13

Assignments:

- Meet with your POD
- Post in discussion board on Moodle by Thursday
- Review and agree to Community Guidelines by Friday
- Respond to at least one classmate by Sunday

Reading:

- Beyond Survival Chapters 1 and 2
- Creating Communities of Care: Defining Abuse
<https://www.junipercameryn.com/post/2018/03/05/creating-communities-of-care-defining-abuse>
- Revolution Starts at Home: The Myth of Mutual Abuse (pages 96-98)
<http://criticalresistance.org/wp-content/uploads/2014/05/Revolution-starts-at-home-zine.pdf>
- Distinguishing Between Abuse and Violence by Connie Burke (Creative Interventions Toolkit appendix section 5.6, pages 68-77)
<https://www.creative-interventions.org/wp-content/uploads/2020/07/Creative-Interventions-Toolkit-2020-Resources.pdf>

Week 3: September 21 *Survivor Politics: Critically Analyzing the Cancel Culture and Callout Culture Discourse*

Lecture materials:

- Video will be uploaded by Sunday, September 20
- *Tarana Burke on What Me Too Is Really About - Extended Interview | The Daily Show*
<https://www.youtube.com/watch?v=GfJ3blAQOKg>

Assignments:

- Meet with your POD (first meeting- first 15 minutes will be with instructor)
- Post in discussion board on Moodle by Thursday
- Proposal for final project topic and format, plus choose the book you are going to do your final book report on due by Thursday
 - Create a 1 page document explaining the topic of your project and what medium you choose to use. Additionally please include the resource/book you have chosen for your final book review.
- Respond to at least one classmate by Sunday

Reading:

- *Creating Communities of Care pt 1: Emotional resilience & exposing violence*
<https://www.junipercameryn.com/post/2018/01/17/creating-communities-of-care-emotional-resilience-exposing-violence>
- *Creating Communities of Care pt 2: Myths & facts around exposing abuse*
<https://www.junipercameryn.com/post/2018/01/29/creating-communities-of-care-myths-facts-around-exposing-abuse>
- *muting is not disposing of (distinctions)* Adrienne Marie Brown
<http://adriennemareebrown.net/2019/02/04/muting-is-not-disposing-of-distinctions/>
- Beyond Survival Chapters 3 and 4

Week 4: September 28 *The Harm of the Criminal Justice System*

Lecture Materials:

- *Democracy Now: Mariame Kaba on Cyntoia Brown, the First Step Act and NYC Building 4 New Jails:* https://www.youtube.com/watch?v=5aOKqbg4_Y4
- *Mass Incarceration in the U.S.* <https://www.youtube.com/watch?v=NaPBcUUqbw>
- *Life after prison is difficult to navigate* <https://www.youtube.com/watch?v=MI4u9s0vswA>

Assignments:

- Meet with your POD
- Post in discussion board on Moodle by Thursday
- Respond to at least one classmate by Sunday

Reading:

- Beyond Survival Chapters 5-7

Week 5: October 5 *What is Restorative Justice*

Lecture will be posted by Sunday, October 4th

Assignments:

- Meet with your POD
- Post in discussion board on Moodle by Thursday
- Respond to at least one classmate by Sunday

Reading:

- Little Book of RJ Chapter 2
- Beyond Survival Chapters 8-10

Week 6: October 12 *What is Transformative Justice*

Lecture Materials:

- What is Transformative Justice from the Barnard Center for Research on Women:
https://www.youtube.com/watch?v=U-_BOFz5TXo

Assignments:

- Meet with your POD
- Post in discussion board on Moodle by Thursday
- Respond to at least one classmate by Sunday

Reading:

- Towards Transformative Justice by Generation 5 (pages 5-12)
http://www.generationfive.org/wp-content/uploads/2013/07/G5_Toward_Transformative_Justice-Documents.pdf
- Restorative and Transformative Justice
<https://www.junipercameryn.com/post/2018/02/12/creating-communities-of-care-restorative-and-transformative-justice>

Week 7: October 19 *Mid-semester teacher meeting with PODs*

No lecture material this week

Assignments:

- Meet with your POD (Teacher drops in)
- Post in discussion board on Moodle by Thursday
- Respond to at least one classmate by Sunday

Reading:

- Beyond Survival chapters 12-14

Week 8: October 26 (Reading week)

Assignments:

- Chill the heck out
- Do a minimum of three things that bring you joy and nourishment

Week 9: November 2 *Community Landscape Mapping*

Lecture materials:

- Video will be uploaded by Sunday, November 1

Assignments:

- Meet with your POD
- Post in discussion board on Moodle by Thursday
- Respond to at least one classmate by Sunday

Reading:

- Beyond Survival chapters 15-17
- *Creative Interventions Toolkit: Mapping Allies and Barriers* Pages 1-7 (try to give a glance to the tools included in later pages)
<https://www.creative-interventions.org/wp-content/uploads/2020/07/Creative-Interventions-Toolkit-2020-Section-4-C.pdf>

Week 10: November 9 *Working With Survivors*

Lecture Materials:

- *How to Support Someone Leaving an Abuser*
https://www.youtube.com/watch?v=OvvWCWp4h_s
- *What Does Justice Look Like for Survivors?* Barnard Center for Research on Women
<https://www.youtube.com/watch?v=-YiN9ANo85c>

Assignments:

- Meet with your POD
- Post in discussion board on Moodle by Thursday
- Respond to at least one classmate by Sunday

Reading:

- Beyond Survival chapters 18-21

Week 11: November 16 *Working with Harm Doers*

Lecture Resources:

- How to Support Harm Doers in Being Accountable:
<https://www.youtube.com/watch?v=AhANo6wzBAA>

DUE: presentations must be submitted.

Assignments:

- Meet with your POD
- Post in discussion board on Moodle by Thursday
- Respond to at least one classmate by Sunday

Reading:

- Beyond Survival chapters 22-25

Week 12: November 23

Student presentations, no discussion forums this week. Focus on reviewing your fellow classmates' projects. Continue to meet with your POD until the last week.

Assignments:

- Review this week's presentations, responses due to each by Sunday
- Meet with your POD

Reading:

- Beyond Survival chapters 26-28

Week 13: November 30

Student presentations, no discussion forums this week. Focus on reviewing your fellow classmates' projects. Continue to meet with your POD until the last week.

Assignments:

- Review this week's presentations, responses due to each by Sunday
- Meet with your POD

Week 14: December 7

Student presentations, no discussion forums this week. Focus on reviewing your fellow classmates' projects. Continue to meet with your POD until the last week.

Assignments:

- Review this week's presentations, responses due to each by Sunday

- Meet with your POD
- Make a final post in the discussion forum. Please share what you have learned, what you will be taking forward from the class into your work, and how you are going to continue to practice transformative justice and practice solidarity with survivors in your life.

DUE Wednesday: Book report