

UNILWYL 1413: Restorative Leadership in Community

Instructors: Jeff Godowski (jpg278), Assistant Dean, Flora Rose House
Rosemary Avery (rja7), Professor, Policy Analysis and Management*

Term: Fall 2021

Class time: Tuesdays, 5:30-7:00pm (90 minutes) 16 total contact hours.

Grade: 1-credit, S/U

Location: Rose 126 Seminar Room (or Rose 120 Library if social distancing required)

Enrollment: Enrollment restricted to 12 West Campus House System residents. Enrollment by permission of the instructors. Contact Jeff Godowski for code: jpg278@cornell.edu

COURSE DESCRIPTION

This course is offered to students living on West Campus who are interested in gaining the knowledge and skills necessary for becoming restorative leaders within their groups, organizations, and communities on campus. The course addresses the fundamental principles, behavioral theories, models, and skills of Restorative Practices, an emerging social science grounded in indigenous practices from around the world. The residentially based nature of the course allows students to explore the dynamics of human interaction within a diverse living and learning environment. The course focuses on building and improving awareness and skills about social relationships with the belief that students will use their skills and awareness to create social change, to build relationships proactively, to repair harm and resolve conflict, and to form a more equitable society through their participation in community.

Through weekly discussions, students will have the opportunity to engage in critical reflection to explore the values, beliefs, and social identities that contribute to a realized sense of self. Through highly interactive classroom activities, students will learn how to lead effectively with the Social Discipline Window; build healthy, authentic relationships with others utilizing Affective Script Psychology, the Compass of Shame, and Tomkin's Blueprint; make equitable decisions in community utilizing Fair Process; understand how to reach these goals using the RP Continuum; and apply the Continuum in their lives through a Social Justice and anti-oppression lens. Special emphasis will be placed on developing advanced group facilitation skills by demonstrating affective statements and questions, by leading proactive and responsive circles, and by practicing restorative problem-solving techniques.

As a culminating experience, students will prepare and present a “restorative story” that addresses an individualized plan they hope to implement within their community. This presentation should examine social and cultural issues related to implementing restorative practices with individuals and communities. Students will use this experience as a way to reflect upon their restorative journey and to assess their own development as leaders and community members at Cornell.

**This course is co-taught by Professor Avery and Jeff Godowski of Flora Rose House. Professor Avery will co-instruct each session, provide impartial feedback on written assignments, and assign all final grades. Professor Avery brings a wealth of knowledge of leadership and management from a public policy perspective as we contemplate the societal implications of restorative leadership. Jeff Godowski, with eight years of experience in residence life, will co-instruct each session, providing feedback on the practical application of restorative practices within residential settings.*

COURSE LEARNING OUTCOMES:

At the conclusion of this course, students will be able to:

- Describe the key concepts of restorative practices
- Reflect on how restorative practices may impact one's sense of self and sense of belonging at Cornell
- Apply the restorative practices continuum as a leader within groups and communities

WEST CAMPUS LEARNING OUTCOMES INTEGRATION:

Through actively engaging in this course and practicing learned skills within their residential community on West Campus, students will be able to:

- Recognize interpersonal communication skills
- Describe personal responsibility to one's community
- Identify community engagement or civic action that benefits the public good
- Name personal values, beliefs, and identities.
- Describe the values and beliefs of multiple cultures
- Identify societal structures and social identities.
- Express creative thinking skills in formal and informal academic settings
- Describe mindfulness and resilience strategies
- Recognize self-care practices

COURSE REQUIREMENTS:

To get a grade of "S" for this course, students are expected to:

- Attend all class sessions for the full time allotted
- Submit weekly reflections through discussion posts on Canvas
- Facilitate class discussion through the format of a proactive or problem-solving circle
- Successfully present a "restorative story" during the final class

COURSE EVALUATION:

Based on successful completion of the course requirements, the instructors will assign a grade of "S" for the course.

Grades will be evaluated based on the following expectations of engagement:

- 70% Attendance / Participation
- 20% Submission of weekly reflection discussion posts
- 5% Circle Facilitation
- 5% "Restorative Story" presentation and self-evaluation

ACADEMIC INTEGRITY STATEMENT:

Each student in this course is expected to abide by the Cornell University Code of Academic Integrity. Any work submitted by a student in this course for academic credit will be the student's own work.

You are encouraged to discuss information and concepts covered in the sections with other students. Class collaboration should never involve one student having possession of a copy of all or part of work done by someone else, in any form (e.g., email, Word doc, Box file, Google sheet, or a

hard copy). Assignments that have been previously submitted in another course may not be submitted for this course.

Should copying occur, both the student who copied work from another student and the student who gave material to be copied will both automatically receive a zero for the assignment. Penalty for violation of this Code can also be extended to include failure of the course and University disciplinary action.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:

In compliance with the Cornell University policy and equal access laws, I am available to discuss appropriate academic accommodations that may be required for students with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester, except for unusual circumstances, so arrangements can be made. Students are encouraged to register with Student Disability Services to verify their eligibility for appropriate accommodations.

INCLUSIVITY STATEMENT:

We understand that our members represent a rich variety of backgrounds and perspectives. The course instructors are committed to providing an atmosphere for learning that respects diversity. While working together to build this community we ask all members to:

- Share their unique experiences, values, and beliefs.
- Be open to the views of others.
- Honor the uniqueness of their colleagues.
- Appreciate the opportunity that we have to learn from each other in this community.
- Value each other's opinions and communicate in a respectful manner.
- Keep confidential discussions that the community has of a personal (or professional) nature.
- Use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the Cornell community.

LAND ACKNOWLEDGEMENT:

Cornell University is located on the traditional homelands of the Gayogohó:nq' (the Cayuga Nation). The Gayogohó:nq' are members of the Haudenosaunee Confederacy, an alliance of six sovereign Nations with a historic and contemporary presence on this land. The Confederacy precedes the establishment of Cornell University, New York state, and the United States of America. We acknowledge the painful history of Gayogohó:nq' dispossession, and honor the ongoing connection of Gayogohó:nq' people, past and present, to these lands and waters.

COURSE SCHEDULE:

Date	Session
Aug 31	1. Welcome and Introduction to Restorative Practices <u>Unit Objectives</u> 1.1 Define restorative practices according to the IIRP 1.2 Model Fair Process through the formation of community agreements 1.3 Examine the influences that define relationships in community 1.4 Reflect on the importance of engaged decision making

Sept 7	<p>2. Defining Community</p> <p><u>Unit Objectives</u></p> <p>2.1 Describe the evolution of restorative practices from its indigenous roots to the modern era</p> <p>2.2 Reflect on current practice</p> <p>2.3 Discuss the importance of human relationships</p> <p>2.4 Describe explicit restorative practices strategies and processes</p> <p><u>Reflection and Reading/Assignment Due</u></p>
Sept 14	<p>3. Defining Leadership</p> <p><u>Unit Objectives</u></p> <p>3.1 Identify the fundamental hypothesis of restorative practices</p> <p>3.2 Identify the social discipline window</p> <p>3.3 Identify personal skills and abilities that may contribute to the student's growth and development as a leader</p> <p>3.4 Describe personal values and beliefs</p> <p><u>Reflection and Reading/Assignment Due</u></p>
Sept 21	<p>4. Socialization and Affect Psychology</p> <p><u>Unit Objectives</u></p> <p>4.1 Identify societal structures and social identities</p> <p>4.2 Discuss restorative values, including human dignity and equity</p> <p>4.3 Identify the relevant elements of affect psychology</p> <p>4.4 Discuss how socialization impacts how individuals express emotions</p> <p><u>Reflection and Reading/Assignment Due</u></p>
Sept 28	<p>5. Shame and Vulnerability</p> <p><u>Unit Objectives</u></p> <p>5.1 Identify triggers that can inhibit or promote effective leadership, communication and problem-solving.</p> <p>5.2 Clarify the differences between reintegrative and stigmatizing shame</p> <p>5.3 Describe the importance of expressing and sharing affect in relationships</p> <p>5.4 Discuss the importance of minimizing inhibition of affect with others</p> <p><u>Reflection and Reading/Assignment Due</u></p>
Oct 5	<p>6. Fair Process and the Restorative Practices Continuum</p> <p><u>Unit Objectives</u></p> <p>6.1 Describe the three principles of fair process</p> <p>6.2 Discuss the potential applications of fair process in organizations</p> <p>6.3 Describe the different types of restorative practices for individuals, small groups, and communities</p> <p>6.4 Demonstrate the ability to make affective statements</p> <p>6.5 Demonstrate the ability to ask affective questions</p> <p><u>Reflection and Reading/Assignment Due</u></p>
Oct 12	<i>NO CLASS – FALL BREAK</i>

Oct 19	<p>7. Exploring Conflict and Restorative Feedback</p> <p><u>Unit Objectives</u></p> <p>7.1 Define small impromptu conversations 7.2 Demonstrate the ability to effectively lead through conflict 7.3 Discuss the potential applications of restorative practices for individuals, small groups, and communities 7.4 Reflect on the importance of direct feedback in maintaining relationships</p> <p><u>Reflection and Reading/Assignment Due</u></p>
Oct 26	<p>8. Applying Restorative Practices in your Community</p> <p><u>Unit Objectives</u></p> <p>8.1 Identify individual and group feelings and needs 8.2 Demonstrate the ability to prepare for implementing restorative practices with individuals, small groups, and communities 8.3 Identify how circles can be used in groups or organizations</p> <p><u>Reflection and Reading/Assignment Due</u></p>
Nov 2	<p>9. Restorative Justice and Social Justice</p> <p><u>Unit Objectives</u></p> <p>9.1 Describe how we can enter into equity-oriented relationships 9.2 Identify oppressive barriers to relationships and community 9.3 Identify anti-oppression frameworks to building community in groups 9.4 Identify ways to repair harm and restore relationships in community</p> <p><u>Reflection and Reading/Assignment Due</u></p>
Nov 9	<p>10. Becoming Restorative Citizens</p> <p><u>Unit Objectives</u></p> <p>10.1 Practice ways we can enter into equity-oriented relationships 10.2 Describe the social ecology model to building relational communities 10.3 Explore anti-oppression frameworks for leading communities and organizations 10.4 Explore the importance of community in cultivating a sense of belonging at Cornell</p> <p><u>Reflection and Reading/Assignment Due</u></p>
Nov 16	<p>11. Closing Presentations and Celebrations</p> <p><u>Unit Objectives</u></p> <p>11.1 Reflect on the impact on your learning and discoveries in this course 11.2 Describe how your learning impacted your thinking and practice 11.3 Define the importance of community in cultivating a sense of belonging at Cornell</p> <p><u>Final Presentation Due</u></p>

COURSE ASSIGNMENTS AND ATTENDANCE

Attendance and Participation (70%):

- We recognize that students may have occasions when legitimate issues arise that prevent attendance. Exceptions for class attendance will only be given for emergencies, documented illnesses, and cultural and religious holidays. Advance notice to the instructors is needed if missing a session. Missed sessions must be made up by meeting with the instructors before the next class.
- The circle format of facilitation/participation in each class will allow each student ample opportunity to participate each week

Weekly Assignments – Reflections and Readings (20%):

- Every week you will be asked to complete readings, videos, and/or podcasts and write reflection assignments in response to a prompt in order to reflect on the process and help clarify your thoughts in preparation for the next session.
- All readings and reflection assignments are available in Canvas.
- **Reflections are due Mondays at 11:59PM before the start of the next session.** Your reflections should reflect serious and deep thought, help you more fully explore your restorative journey, and describe ways you hope to apply your learning from the previous session within your community or organization. *Reflections should be approximately 1.5-2 pages, double-spaced, in 12-point Times New Roman or Calibri font with one-inch margins. Additionally, you should adhere to APA, MLA, or Chicago style guidelines if citing readings.*
- Points for weekly reflections will be awarded according to the following system:
 - **Full Credit for:** On time, exhibits depth of thought and genuine engagement with the prompt. Uses relevant readings and materials to explore ideas. Meaningfully incorporates at least two readings.
 - **No Credit for:** Incomplete, or more than one week late.

Circle Facilitation (5%)

- Each student will sign up to facilitate a circle throughout the course of the semester. This circle will take place as an opening check-in, a closing circle, or a topical discussion during class. **Sign-ups will take place at the end of our second class meeting.**
- Full credit will be given for circle facilitation incorporating the following aspects:
 - Invitation / Purpose
 - Incorporation of a mindfulness moment, short meditation, or breathing
 - Reminder of group agreements
 - Introduction of the talking piece and format of circle/direction of talking piece
 - Reflection question or affective question

Restorative Story Share (5%)

- **During the final class on Tuesday, November 16, 2021,** students will prepare and present a **5-minute** “restorative story” that addresses an individualized plan or project they hope to implement within their community, group, or organization. This presentation should examine social and cultural issues related to implementing restorative practices with individuals and communities. Students will use this experience as a way to reflect upon their restorative journey and to assess their own development as leaders and community members at Cornell. More details will be provided in later class sessions.