

Community Accountability for Survivors of Sexual Violence Toolkit April 2014

This toolkit was developed by Jane Hereth and Chez Rumpf as part of the Shifting From Carceral to Transformative Justice Feminisms Conference that took place at DePaul University on March 8, 2014. At this conference, we presented about a reading group we organized during the fall of 2013 that explored how to develop community accountability strategies to respond to, and ideally to prevent, sexual violence. We also briefly discussed an introductory workshop curriculum we developed on this topic. We have facilitated the workshop at the National Sexual Assault Conference (August 2012) and as part of Rape Victim Advocates 56-hour sexual assault training for volunteers.

In this toolkit, we provide:

- An overview of the Community Accountability for Survivors of Sexual Violence reading group, including background information and lessons learned
- Reading group curriculum
- Community Accountability for Survivors of Sexual Violence Introductory Workshop curriculum

We hope this toolkit will be a helpful resource for people to use in their already existing groups, organizations, and communities to start conversations about how to build community accountability strategies to respond to sexual violence.

Section One: Community Accountability for Survivors of Sexual Violence Reading Group Overview

The Community Accountability for Survivors of Sexual Violence Reading Group met in Chicago from September 7 through December 7, 2013. The group was a seven-week political education and consciousness-raising reading group for people who were dedicated to learning how to bridge restorative/transformatory justice, community accountability strategies, and anti-sexual violence work.

Background

In our work with the Chicago Prison Industrial Complex Teaching Collective¹ and in learning about prison abolition, it often seems that murder and rape come up as major roadblocks to imagining a world without prisons. People generally are onboard with the idea that the criminal legal system is racist, perpetuates all types of inequalities, and is a system of injustice. But we often encounter resistance or at least great hesitation and confusion to thinking about how to respond to murder and rape without relying on the police and prisons.

Our backgrounds in sexual assault and domestic violence made this tension particularly compelling. As Beth Richie so skillfully documents in *Arrested Justice: Black Women, Violence, and America's Prison Nation*, the mainstream feminist anti-violence movement has focused on collaborating with the criminal legal system as a “solution” to gender-based violence. The heavy investment in this system has left many women, particularly African-American women living in disadvantaged communities, more vulnerable to violence. The collaboration between the mainstream feminist anti-violence movement and the criminal legal system also has supported the unprecedented expansion of the prison system. As anti-violence activists, we grew increasingly frustrated by this reliance on a system that is inherently violent to supposedly respond to violence.

Through our work with the PIC Teaching Collective, we started to focus on how to bridge prison abolition and anti-violence organizing and studied the important work of groups like INCITE! Women of Color Against Violence, Creative Interventions, Philly Stands Up, and Philly's Pissed!

In August 2012, we facilitated a workshop at the National Sexual Assault Conference titled “Reclaiming Justice: Promoting Alternatives to the Prison Industrial Complex for Survivors of Sexual Assault.” The workshop was well attended, and we received an overwhelmingly positive response. Both attendees and non-attendees approached us following the workshop to see what was next. It was clear to us that folks in Chicago were very interested in having a space to talk about community accountability and to move beyond talk to action.

¹ You can learn more about the Collective's work here:
<http://chicagopiccollective.wordpress.com>.

Vision

To figure out “what next,” we met with Mariame Kaba, founder and director of Project NIA. Through our conversation, we decided to develop and put out an open call for a reading group, with the idea that the reading group would develop into some type of anti-violence community accountability hub or collective that could respond to requests for restorative/transformational justice practices to address sexual violence. This plan was based on the model of how the Chicago PIC Teaching Collective formed in 2010. We intended for the process of the reading group to help all members to develop and expand our collective analysis and skills, as well as provide an opportunity to build trust and community among the members as we began the work of creating the hub or collective.

Developing the Curriculum

We developed a curriculum for the group. Our goals with the curriculum were:

- Reach consensus on group agreements and shared values
- Ensure group members develop a shared analysis of gender-based violence, specifically sexual violence
- Ensure group members develop a shared analysis of restorative justice, transformational justice, and community accountability principles
- Build in time for group members to get to know one another, learn about one another’s work, and develop relationships
- Focus on skills building
- Learn from concrete examples of community accountability work, including local efforts
- Foster collective ownership of the group through rotating facilitation responsibilities

We shared a draft of the curriculum and solicited guidance from people we deeply respect and who are experienced in transformational justice, community accountability, and gender-based violence work: Mariame Kaba, Erica Meiners, Lewis Wallace, Ann Russo, and Sharmili Majmudar.

Call for Participants

While developing the curriculum, we put out an open call for applications that was circulated via social media.² We received 38 applications and completed phone interviews with each applicant to assess their fit for the group, communicate the goals and vision for the reading group as clearly as possible, and answer applicants’ questions. We ultimately invited all applicants to join the reading group. The group began with about 28 participants and ended with about 15. The group met 7 times between September and December 2013 on Saturdays from 1-5 p.m. RVA very generously allowed us to use their downtown office as a meeting space at no charge.

² To see the initial call for the reading group, please visit <http://chicagopiccollective.com/upcoming-events-2/community-accountability-reading-group/>

Lessons Learned

Collectively, the group learned a number of valuable lessons that we share here for consideration as you plan your own groups and conversations. How the group evolved differed significantly from our early vision.

- Be intentional about who you invite to the space. The group got off to a rocky start because we largely were a group of strangers coming together. We spent a lot of time during the first few groups understanding who was in the room and why. Our hope was to build community through the reading group, by doing the readings and discussing them together. In hindsight, we probably started a bit backwards. It might have been more effective to start with a group that already was a community in some respect.
- Think carefully about who is represented in the space. The vast majority of group members were white, which raised concerns about who was not represented in the group and why. We realized that our conversations and analysis would be incomplete and easily could replicate white privilege. Additionally, we realized that the reading group format was influenced by our white privilege and class privilege. The format, itself, was exclusionary, in the sense that certain people have the ability to commit to an ongoing reading group on Saturdays that meets for four hours at a time. The lack of diversity in the group raised immediate concerns about with what communities a largely white collective of folks could work.
- Foster a shared, collective leadership structure; it is extremely valuable. We rotated responsibility for facilitating opening and closing activities, as well as discussion and/or activities to cover the assigned readings, for each group. This approach created opportunities for every group member to contribute to the group. We also encouraged people who were less experienced with facilitation to pair up with people who were more experienced with facilitation, which created opportunities for group members to develop skills through working with other members on these tasks and to get to know one another.
- Recognize and promote the importance of building communities everyday. After the first reading group, we let go of the goal of building an anti-violence community accountability hub or collective. We shifted our focus to practicing transformative principles in our daily lives and strengthening our existing relationships. Building Communities, Ending Violence at DePaul is a leading model of how to do this relationship and community building work, and we greatly benefitted from Ann Russo and Laurie Fuller facilitating a strategy session with the reading group.

New Visions

As noted above, we realized early on that it would have been inappropriate for the reading group to develop into a collective that would respond to requests for restorative/transformative justice practices to address sexual violence. When we let go of this vision, we were able to recognize what else this group could offer.

One of the successes of the reading group is the relationships that have formed. We all know people to whom we can turn for guidance and support when we are doing this work. Group members are working toward community accountability and transformative justice in their everyday lives and with the groups and communities of which they already are a part. One group member has developed a version of this reading group for queer and trans people of color. Through all of these efforts, we view this reading group as an important experience that is helping to build a community of people throughout Chicago who can collaborate and support one another to further this work.

Section Two: Community Accountability for Survivors of Sexual Violence Reading Group Curriculum Fall 2013

Week One: September 7

Topic: Introductions and Foundation

Objective: To set a foundation for the reading group and begin building relationships among group members through thorough introductions and developing agreed upon values for the group

Readings:

1. "Introduction" by Ching-In Chen, Jai Dulani, and Leah Lakshmi Piepzna-Samarasinha in *The Revolution Starts at Home: Confronting Intimate Violence within Activist Communities* (2011), p. xix-xxxvi (18 pages)
2. "The Color of Violence: Introduction" by Andrea Smith, Beth Richie, Julia Sudbury, and Janelle White (with the assistance of Incite! Women of Color Against Violence collective members) in *Color of Violence: The INCITE! Anthology* (2006), p. 1-10 (10 pages)
3. "Philly Stands Up: Points of Unity," p. 2-3, and "Grounding our Work" by Em Squires, p. 5-6, in Philly Stands Up zine: "A Stand Up Start-Up: Confronting Sexual Assault with Transformative Justice" (<http://www.usprisonculture.com/blog/wp-content/uploads/2012/03/a-stand-up-start-up.pdf>) (4 pages)
4. Creative Interventions Toolkit, "Some Basics Everyone Should Know", section 2.1 p. 2-1--2-40 <http://www.creative-interventions.org/tools/toolkit/> (40 pages)
**NOTE: This reading (#4 from the Creative Interventions Toolkit) likely will be review for folks who have experience working with survivors of sexual violence. This reading is especially recommended for folks who do not have this background.

Week Two: September 21

Topic: Anti-violence Work and the Prison Industrial Complex

Objective: To develop common language for our work; in particular to develop clear definitions of sexual assault, rape culture, the PIC, restorative justice, transformative justice, and community accountability; to develop an intersectional analysis of gender-based violence that goes beyond an interpersonal level and recognizes it as part of a continuum of violence that ranges from intimate relationships/households to state violence and intersects with multiple systems of oppression

Readings:

1. "Section II. Forms of Violence" in *Color of Violence: The INCITE! Anthology* (2006), Ch. 8-21, p. 81-188 (107 pages)

2. "Ch. 1 Rethinking Antiviolence Strategies: Lessons from the Black Women's Movement in Britain" by Julia Sudbury in *Color of Violence: The INCITE! Anthology* (2006), p. 13-24 (12 pages)
3. "To Stop Gender Violence, Start Changing the Tune" by Andrea Smith in *On the Issues Magazine*, Fall 2009 (http://www.ontheissuesmagazine.com/2009fall/2009fall_smith.php) (3 pages)
4. "The Violence Matrix" Handout excerpted from *Arrested Justice: Black Women, Violence, and America's Prison Nation* by Beth E. Richie (2012) (1 page)
5. "Language" (p. 4) in Philly Stands Up zine: "A Stand Up Start-Up: Confronting Sexual Assault with Transformative Justice" (<http://www.usprisonculture.com/blog/wp-content/uploads/2012/03/a-stand-up-start-up.pdf>) (1 page)
6. "Section One: Why is Transformative Justice Necessary for Liberation?" in *Toward Transformative Justice* by Generation FIVE, sections 1.1-1.3 (p. 5-12) (http://www.generationfive.org/wp-content/uploads/2013/07/G5_Toward_Transformative_Justice-Documents.pdf) (7 pages)
7. "Chicago Restorative and Transformative Justice in Action" video (<http://www.youtube.com/watch?v=DgUc7knOtBc>) (13 minutes)
8. "Organizing for Community Accountability" by INCITE! (http://www.incite-national.org/media/docs/6685_toolkitrev-cmtyacc.pdf) (2 pages)
9. Creative Interventions Toolkit, "Introduction and FAQ" sections 1.1, 1.2 and 1.3, p. 1-1--1-10 (<http://www.creative-interventions.org/tools/toolkit/>) (10 pages)

Week Three: October 5

Topic: Transforming Anti-violence Work

Objective: To begin to bridge transformative justice and anti-violence work; to start to explore the possibilities and challenges that arise when doing this work; to name our hesitations and fears about this work

Readings:

1. "Section I. Reconceptualizing Antiviolence Strategies" in *Color of Violence: The INCITE! Anthology* (2006), Ch. 2-7, p. 25-78 (53 pages)
2. P. 17-18 from "Feminist Engagement with Restorative Justice" by Kathleen Daly and Julie Stubbs (2006) in *Theoretical Criminology* vol. 10, no. 1 (Provides list of potential problems with and benefits of using RJ for partner, sexual, and family violence) (2 pages)
3. Ch. 9 "Alternative Interventions to Intimate Violence: Defining Political and Pragmatic Challenges" by Mimi Kim, p. 193-217, in *Restorative Justice and Violence Against Women*, edited by James Ptacek (2010) (24 pages)
4. Ch. 12 "Beyond Restorative Justice: Radical Organizing Against Violence" by Andrea Smith, p. 255-278 in *Restorative Justice and Violence Against Women*, edited by James Ptacek (2010) (23 pages)
5. "Philly Stands Up: Our Approach Our Analysis," p. 7-8, by Esteban Kelly and "Philly's Pissed: Shifting the Balance of Power in Our Communities," p. 9-11 by

Timothy Colman in Philly Stands Up zine: “A Stand Up Start-Up: Confronting Sexual Assault with Transformative Justice”

(<http://www.usprisonculture.com/blog/wp-content/uploads/2012/03/a-stand-up-start-up.pdf>) (5 pages)

6. “Community Responds to Domestic Violence” from the Storytelling and Organizing Project (STOP), audio about 11 minutes and/or transcript (<http://www.stopviolenceeveryday.org/stories/>) (3 pages)

Week Four: October 19

Topic: Doing the Work: Building Community Accountability

Objective: To continue to explore the possibilities and challenges of using community accountability strategies to address sexual violence; to explore what can go wrong and how to prepare for and respond to these challenges; to study and learn from folks who are doing this work

Readings:

1. “Story Told By the One Who Caused Harm – Marti’s Story” from the Storytelling and Organizing Project (STOP), audio about 11 minutes and/or transcript (<http://www.stopviolenceeveryday.org/stories/>) (3 pages)
2. “Confronting Sexual Assault: Transformative Justice on the Ground in Philadelphia” by Bench Ansfield and Timothy Colman in *Tikkun*, Volume 27, Number 1, Winter 2012, p. 41-44 (4 pages)
3. “Pursuing a Radical Antiviolence Agenda Inside/Outside a Non-profit Structure” by Alisa Bierria in *The Revolution Will Not Be Funded* (2009), p. 150-163 (14 pages)
4. “Section III. Building Movement” in *Color of Violence: The INCITE! Anthology* (2006), Ch. 22-30, p. 191-269 (78 pages)
5. Creative Interventions Toolkit, “FAQ about the Toolkit”, section 1.8, p. 1-31--1-43 (12 pages) <http://www.creative-interventions.org/tools/toolkit/>

Week Five: November 2

Topic: Doing the Work: Building Community Accountability (continued)

Mariame Kaba, founder and director of Project NIA, will join the group for an hour to share her experiences facilitating community accountability processes.

Objective: To continue to study and learn from folks who are doing the work; to start developing our own points of unity and ideas about structure

Readings:

1. “Beautiful, Difficult, Powerful: Ending Sexual Assault Through Transformative Justice” by The Chrysalis Collective in *The Revolution Starts at Home: Confronting Intimate Violence within Activist Communities* (2011), p. 189-205 (16 pages)

2. “What Does It Feel Like When Change Finally Comes? Male Supremacy, Accountability & Transformative Justice” by Gaurav Jashnani, RJ Maccani & Alan Greig, The Challenging Male Supremacy Project (CMS) in *The Revolution Starts at Home: Confronting Intimate Violence within Activist Communities* (2011), p. 216-234 (18 pages)
3. Philly Stands Up’s “Accountability Road Map” (2 pages)
4. Sections 2 and 3 Toward Transformative Justice by Generation FIVE
http://www.generationfive.org/wp-content/uploads/2013/07/G5_Toward_Transformative_Justice-Document.pdf (25 pages)
5. Creative Interventions Toolkit, section 2.3, “Violence Interruption: Some Lessons Everyone Should Know”, p. 2-41--2-49 <http://www.creative-interventions.org/tools/toolkit/> (8 pages)

Week Six: November 16

Topic: Doing the Work: Building Community Accountability (continued)

Ann Russo and Laurie Fuller from Building Communities, Ending Violence (BCEV) will facilitate a strategy session for the group. From the BCEV website, “Strategy Sessions are workshops where community members come together to brainstorm and envision alternative and community-based responses to conflict and violence...The workshops offer the opportunity for participants to develop skills and practices for everyday responses to everyday oppression and violence.”

Objective: To continue to study and learn from folks who are doing the work; to start developing our own points of unity and ideas about structure

Readings: “10 Strategies for Cultivating Community Accountability” guest post by Ann Russo on the Prison Culture blog:
<http://www.usprisonculture.com/blog/2013/09/16/guest-post-strategies-for-cultivating-community-accountability-by-ann-russo/>.

Week Seven: December 7

Topic: Open, based on group’s decision

Objective: TBD and to determine next steps

Readings: TBD

Section Three: Community Accountability for Survivors of Sexual Violence Introductory Workshop Curriculum

NOTE: Facilitators should feel free to cut, shorten, add, and expand pieces based on time allotted for the workshop. The times listed throughout this curriculum are for a workshop that lasts approximately 90 minutes.

Materials needed:

- Flip chart paper
- Markers
- Definition of PIC written on flip chart paper
- Computer, projector, and speakers
- Audio and video clips for part V
- Handout: INCITE! and Critical Resistance Statement (http://incite-national.org/sites/default/files/incite_files/resource_docs/5848_incite-cr-statement.pdf)
- Handout: CARA Making Connections handout (http://www.incite-national.org/sites/default/files/incite_files/resource_docs/9261_anti-prisonbrochure.pdf)
- Handout: Definitions (Appendix A)
- Handout: INCITE! Community Accountability Fact Sheet (Appendix B)
- Handout: Transcript of Maria's story (or any story selected from StoryTelling & Organizing Project)
- Handout: Resources (Appendix C)

I. Introductions (10 minutes)

1. Ask participants to share their names, preferred pronouns & any accessibility needs, and why came to this workshop.
2. Facilitator intros: want to open up options for survivors with the understanding that the criminal legal system doesn't work for everyone; we're not here as experts; we're not here to try to tell people what to do; this isn't something that we thought up ourselves, but lots of people like groups like INCITE! and others that we'll provide info on have been thinking through issues of interpersonal and structural violence and how this impacts communities of color, have been doing this work for a long time, and we're building on this tradition
 - a. Reminder about wanting to keep the workshop a dialogue, and our style/approach is rooted in popular education rather than lecture
3. Set ground rules
 - a. Ask participants to brainstorm any ground rules they'd like to follow in our time together. Start with these as examples:
 - If you're talking a lot, step back. If you're not participating very much, step up
 - Debate the idea, not the person
 - Use "I" statements
 - Check your assumptions about other people

- Ask for a literacy moment if you need an explanation of a phrase, word or concept
 - Try on new ideas
 - Be respectful of time
- b. Conclude by letting people know that these are just guidelines and ideals to strive to, and that you trust people to do their best to just generally be respectful and try on new ideas.

II. Criminal Legal System Brainstorm (20 minutes)

1. Ask participants to think about what works and what doesn't work about the criminal legal system for survivors of sexual assault and intimate partner violence (can clarify by explaining that we are thinking about the ways in which the criminal legal system serves survivors and the ways in which it fails survivors).
2. Write responses on prepared pages. Make sure to include structural analysis in why it's not working (if people say "survivors feel unsafe calling the cops" ask why—is it racism? Sexism? Etc.) Look at how it's working and ask "who is it working for?"
3. Explain that now we want to step back and take a look at the criminal legal system, and specifically prisons, more broadly, because if it's failing survivors in some of these key ways, then what is it really doing?
 - Reference INCITE!/Critical Resistance statement and CARA Making Connections handouts (available online, see "materials needed" list above)

III. PIC Mind-map and Definition (20 minutes) – from the Chicago PIC Teaching Collective's PIC 101 Curriculum

1. Explain that the group is going to create a mind-map to get a sense of how we understand prisons. The group will build off the map throughout the workshop and participants will learn from each other's knowledge. For a visual example of a mind-map see The Corrections Projects' Mind-Map: <http://correctionsproject.com/prisonmaps/pic4.htm>
 - NOTE: Throughout the exercise, try to go deeper and make historical connections/explain the historical context. Ask: Why do you feel like those things are connected? What do you mean by that word (ex. racism, sexism, capitalism, etc.)? Try to push beyond buzzwords.
2. Write "*Prisons*" in a circle in the middle of a big piece of butcher paper
3. Ask: *Who is affected by prisons (prisoners, families, guards, communities, towns, politicians)?* Write these around the center, circling each one, and connect them with a line to "Prisons" in the center.
4. Ask: *Who else is affected by prisons, or connected to them in some way? What are some of the institutions that are connected to prisons (courts, police, schools, government, social services, media, corporations, etc.)?* Continue to draw these around the center with lines connecting to "Prisons", and you may also draw lines connecting the topics, within or between the layers. For example, politicians—government, families—prisoners, prisoners—guards.

5. Ask: *What are some of the larger ideas related to prisons that influence these institutions and individuals (fear, violence, racism, war on drugs, etc.)?* Continue to connect them to “Prisons” and to other topics.
6. Ask: *Who benefits from this system?*
7. Ask: *Where do you fit in? Where are you connected to this picture?* Write these connections in an outer circle. It could be anything from personal connections to incarcerated people, to buying prison-made goods. As in the last step, draw connections within or between layers.
8. Now that the group has created a map, let participants know that the group has developed a working definition of the Prison-Industrial Complex. Say: *All of these structures and people and the connections between them make up the PIC, and that is why it is called a “complex.”*
9. Read the Critical Resistance definition, first paragraph: *Prison Industrial Complex (PIC) is a term we use to describe the overlapping interests of government and industry that use surveillance, policing, and imprisonment as solutions to economic, social, and political problems.*
10. Say: *The Chicago PIC Teaching Collective likes Critical Resistance’s definition of the PIC, but the mind map points to how the prison-industrial complex can mean different things to different people. It has lots of different parts—government and prisons, but also corporations and people who keep it going. Our understanding of it will always be growing and changing, even during this workshop.*
11. Ask: *Does anyone have any questions or thoughts about this definition before we move on?* Provide time for discussion of the mind-map definition and/or the Critical Resistance definition.
12. Tie in bigger structural issues on mind map to what isn’t working about criminal legal system

IV. Defining Transformative and Restorative Justice (10 minutes)

1. Emphasize that there are lots of models of alternatives to the criminal legal system—some are more formal, like restorative justice programs that receive state funding, some are more informal. There are a lot of different terms and names for these things, and some people are doing this work without even naming it. You might have heard of “restorative justice” or “transformative justice,” and also “community accountability.” For some folks, the differences between those terms indicates different political or ideological frameworks, for others they use them interchangeable. We are not really here to dissect who uses which terms and why, so we’re just going to use them all interchangeably, but if you want we can continue that conversation another time.
2. Share “Definitions” handout (Appendix A)
3. Share INCITE’s community accountability fact sheet (from page 291 of *The Revolution Starts at Home*) as an example of the general goals of any alternative process. (Appendix B)

V. Exploring alternatives (30 minutes)

1. Play “The Meeting” – video developed by The Restorative Justice Council about a sexual assault survivor, Joanne Nodding, meeting with the man who raped her. Video is available here: <http://vimeo.com/27590008>
2. Play audio clip from StoryTelling & Organizing Project – we’ve played “Maria’s story,” but several stories are available here: <http://www.stopviolenceeveryday.org/stories/>
4. Talk about how it might work or not work
 - a. How realistic do you think these stories are?
 - b. What feels scary about these stories?
 - c. What feels exciting or inspiring about these stories?
5. Talk about other alternatives/examples—Resources handout (Appendix C)

VI. Conclusion

1. One word check-out: how you’re feeling

Definitions

Restorative Justice:

A model that aims to repair harm by engaging community members and restoring community balance by calling on shared values, principles, and practices of accountability.

Transformative Justice:

Phrase used to describe an approach to and processes for addressing harm that seeks to not only address the specific situation of harm in question, but to transform the conditions and social forces that made such harm possible. Sometimes used interchangeably with community accountability.

Community Accountability:

A process in which a community such as family, friends, neighbors, co-workers or community members work together to transform situations of harm. This can also describe a process in which the community recognizes that they are impacted by violence even if it is primarily between individuals, that they may have participated in allowing the violence to happen or even causing the violence, and are responsible for resolving the violence.

Definitions developed by Creative Interventions
<http://www.creative-interventions.org/tools/tookit/>
See Section 5.1

INCITE! Community Accountability Fact Sheet

How do we address violence within our communities? (p. 291)

Community Accountability is a community-based strategy, rather than a police/prison-based strategy, to address violence within our communities. Community Accountability is a process in which a community – a group of friends, a family, a house of worship, a workplace, an apartment complex, a neighborhood, and so on – work together to do the following:



Create and affirm **VALUES & PRACTICES** that resist abuse and oppression and encourage safety, support, and accountability

Develop sustainable strategies to **ADDRESS COMMUNITY MEMBERS' ABUSIVE BEHAVIOR**, and create a process for them to account for their actions and transform their behavior

Commit to the ongoing development of all members of the community, and of the community itself, in order to **TRANSFORM THE POLITICAL CONDITIONS** that reinforce oppression and violence

Provide **SAFETY & SUPPORT** to community members who are violently targeted that **RESPECTS THEIR SELF-DETERMINATION**

From *The Revolution Starts at Home: Confronting Intimate Violence within Activist Communities*, edited by Ching-In Chen, Jai Dulani, and Leah Lakshmi Piepzna-Samarasinha, South End Press, 2011

COMMUNITY ACCOUNTABILITY TO END SEXUAL VIOLENCE RESOURCE LIST

GROUPS

Community United Against Violence

- Project using restorative justice to address violence targeting LGBTQ communities and individuals
- www.cuav.org

Critical Resistance

- National grassroots organization building an international movement to abolish the PIC
- www.criticalresistance.org

Generation FIVE

- California-based organization using restorative and transformative justice approaches to respond to and eradicate child sexual abuse
- www.generationfive.org

INCITE! Women of Color Against Violence

- National organization of radical feminists of color advancing a movement to end all types of violence against women and communities of color
- www.incite-national.org

Philly Stands Up

- Community-focused and survivor-led collective promoting community accountability to respond to sexual violence
- www.phillystandsup.com

Sista Il Sista

- New York-based collective comprised of women of color and working-class women working to end violence and create alternatives to current systems
- www.sistaiisista.org

The StoryTelling and Organizing Project (STOP)

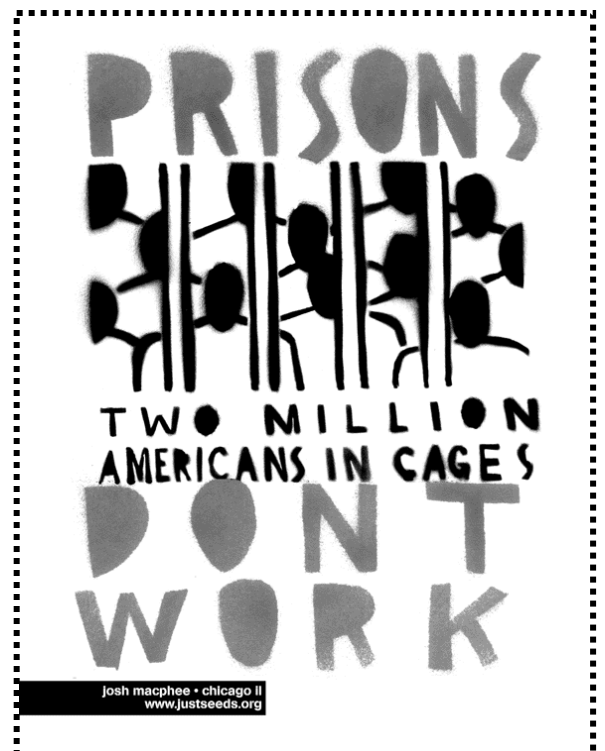
- Project collecting and sharing stories about community-based responses to harm and interpersonal violence
- www.stopviolence.org

Support New York

- Collective promoting community accountability to respond to sexual violence
- www.supportny.org

Victims Voices Heard

- Delaware-based organization that uses restorative justice approach to facilitate dialogues between victims and the person who committed a violent crime against them
- www.victimsvoicesheard.org



BOOKS

After the Crime: The Power of Restorative Justice Dialogues between Victims and Violent Offenders, edited by Susan L. Miller

Arrested Justice: Black Women, Violence, and America's Prison Nation, by Beth E. Richie

Color of Violence: The INCITE! Anthology, by INCITE! Women of Color Against Violence

Restorative Justice and Violence Against Women, edited by James Ptacek

The Revolution Starts at Home: Confronting Intimate Violence within Activist Communities, edited by Ching-In Chen, Jai Dulani, and LeahLakshmi Piepzna-Samarasinha



Pete Yahnke www.justseeds.org

ONLINE RESOURCES

Community Accountability: Creating a Knowledge Base

- Online space to create collective knowledge base/resources for community-based responses to violence
- www.communityaccountability.wordpress.com

Creative Interventions Toolkit: A Practical Guide to Stop Interpersonal Violence

- Toolkit for anyone interested in carrying out a community-based intervention to violence
- <http://www.creative-interventions.org/tools/toolkit/>

Everyday Abolition/Abolition Every Day

- Collection of stories, art, and interviews highlighting ways PIC abolitionists practice and live PIC abolition
- <http://everydayabolition.com>

Victoria Law: "Resisting Gender Violence Without Cops or Prisons" (video)

- <http://www.youtube.com/watch?v=Qlozk7G-JYo>

Miklat, Miklat: A Transformative Justice Zine

- A collection of stories examining transformative justice, forgiveness, and social transformation
- <http://www.usprisonculture.com/blog/wp-content/uploads/2012/05/miklat-zineREV.pdf>

Prison Culture Blog

- Blog run by Mariame Kaba, the founder and director of Project NIA, investigating interrelated topics such as the prison industrial complex, restorative justice, anti-violence work, and juvenile justice issues
- www.usprisonculture.com/blog (search "community accountability")

Restorative Justice Council

- UK-based organization promoting restorative justice; extensive resources section, including case studies
- www.restorativejustice.org.uk

Restorative Justice Online

- Prison Fellowship International Centre for Justice and Reconciliation site dedicated to providing information on restorative justice; includes series of "Introduction to Restorative Justice" slideshows
- www.restorativejustice.org