FROM THE DIRECTOR — DANIEL TERRIS

No Sidelines

Perhaps, once upon a time, universities believed that they could stay aloof from politics. No more. Every act of higher education, from the shaping of the curriculum to student disciplinary procedures to policies about speech on campus, traverses the political landscape. National and global events of the last year have been a stark reminder that when it comes to the future of our countries and our world, there are no sidelines.

As the Center approaches its 20th anniversary in 2018, we are embracing this challenge. For us, the question is not whether to engage in politics, but how to do in a way that is both effective and true to our values. Here are three of the paths that we have chosen.

The first is a redoubled commitment to engaging young people in traditional politics. ENACT, which grew out of a Brandeis course that we sponsored, provides university students from all over the United States with opportunities to participate in the process of legislation at the state level. In state capitals, students can rub shoulders with legislators and advocates in a way that is almost impossible in Washington, D.C. We are convinced that ENACT, which we hope

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Imagining Together: Designing a Platform for Arts, Culture and Conflict Transformation

The Center’s Program in Peacebuilding and the Arts has been awarded a planning grant from the Andrew W. Mellon Foundation to support an 18-month process to design a university-based infrastructure for the field of arts, culture and conflict transformation.

That planning began this fall, in partnership with the Baker Institute for Peace and Conflict Studies at Juniata College, and Maseno University in Kisumu, Kenya.

The goal of “IMPACT – Imagining Together: A Platform for Arts, Culture and Conflict Transformation” is to design an infrastructure that will leverage university-based programs and cultural institutions to support practice, policymaking, research and teaching in the field of peacebuilding and the arts.

“In our work creating the Acting Together book, film and toolkit, we found that artist/peacebuilders around the globe were working in isolation from one another. They had no way of benefitting from lessons others had learned, or adapting effective approaches in their regions,” says Cynthia Cohen, director of the Program in Peacebuilding and the Arts. “This planning grant is an unprecedented opportunity for us to carefully examine the needs, challenges and opportunities confronting the field at this particular moment.”

There is growing consensus that an infrastructure that will strengthen practice and inform policy in the arts/culture/conflict transformation field is needed. Over the last 15 years, governments and leaders in the field have

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“One of the needs of the arts, culture and conflict transformation field,” explains IMPACT director Cynthia Cohen, “is better and more accessible documentation of excellent creative peace-building initiatives.” Pictured: Peruvian actress Ana Correa performing the character Rosa Cuchillo, as part of an effort by Grupo Cultural Yuyachkani to prepare members of indigenous communities to testify before Peru’s Truth and Reconciliation Commission. The work of Yuyachkani is described in Acting Together: Performance and the Creative Transformation of Conflict, a publication of the Center’s program in Peacebuilding and the Arts.
The International Center for Ethics, Justice and Public Life

Mission: To develop effective responses to conflict and injustice by offering innovative approaches to coexistence, strengthening the work of international courts, and encouraging ethical practice in civic and professional life.

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IN THE NEWS

Staff Highlights

Cynthia Cohen’s article “Arts and Building Peace: The Basics and Envisioning the Future” was published in English, Spanish and Catalan in the e-magazine “Peace in Progress” in November. In October, Leigh Swigart (pictured below) presented preliminary findings to the International Criminal Court in The Hague from her research project on how the Court handles multilingualism. (See page 3.) In November, Swigart delivered a keynote address at the

Language and Development Conference 2017 in Dakar, Senegal on that same topic, titled “Global Court, Local Languages: How the International Criminal Court Pursues Multilingual Justice.” In November, The Boston Globe published an opinion piece by Daniel Terris, “The groundbreaking work leading to the Ratko Mladić verdict,” in which he reflected on the significance of the International Criminal Tribunal for the Former Yugoslavia on the eve of its final verdict after 24 years of existence. Daniel Terris is directing a two-year project called Palestinian American Youth Civic Engagement (PAYCE), which connects students from four U.S. universities that are part of the Ethics Center’s ENACT network with two Palestinian institutions through virtual and in-person exchanges. The project is funded by the Stevens Initiative, housed at the Aspen Institute.

New Publication

Advocacy for Policy Change: Brandeis students work to reform Massachusetts law

Eight years ago the Center helped launch “Advocacy for Policy Change” (LGLS 161b), an experiential learning course in the best Brandeis tradition of combining rigorous academic analysis with meaningful hands-on work. Students investigate the ethical dilemmas that arise in the process of lawmaking and engage in advocacy work with entities seeking to reform laws in Massachusetts or to propose new ones.

In spring 2017, “Advocacy for Policy Change” students tackled issues including electronic privacy, paid family and medical leave, youth mental health, sexual violence on college campuses, access to higher education for students with developmental disabilities and creating a bill of rights for people experiencing homelessness.

An anthology of excerpts from their work is now available online as a PDF to read or download. Read it here: brandeis.edu/ethics/atbrandeis/advocacy

The national program based on the model of this course continues to grow. See page 4 for an update on ENACT: The Educational Network for Active Civic Transformation.
In Their Own Voices: Language Interpretation and International Criminal Justice

A witness for the prosecution takes the stand at the International Criminal Court (ICC) in The Hague. It is June 2017, in the trial of Dominic Ongwen, who is charged with directing attacks by the Lord’s Resistance Army in northern Uganda in 2004.

As a protected witness, her face is purposely distorted so she is unrecognizable to the public. But her background is clear: she is a young woman from a rural area, dressed in traditional clothing. Speaking Acholi, she recounts how her newborn child was thrown into the bush by attackers, and how she was pursued and brutally beaten as she searched for her baby.

Testimony like hers is critical to the pursuit of justice. But who interprets her testimony from Acholi, a language used primarily in northern Uganda, into English and French, the working languages of the Court? Who conveys the register of her speech along with her hesitations and emotion, so that her testimony is fully and accurately understood by international judges, legal counsel and affected communities, and can become part of the official record?

Simultaneous interpretation has been the preferred mode for international criminal proceedings since the Nuremberg Trials that followed World War II. But there are no simultaneous interpreters for many of the languages of lesser diffusion (LLDs) that are relevant to crimes under investigation by the ICC, such as Acholi for Ugandan-related proceedings, Sango for the Central African Republic and Zaghawa for Sudan.

As a result, the ICC has committed significant human and financial resources to meeting this need. To date, the ICC has held simultaneous interpreter training programs in Acholi, Lingala, Sango, Swahili and Zaghawa and provided simultaneous interpretation in these “situation languages” – languages relevant to crimes under investigation and affected communities.

The ICC trains interpreters in-house, within a relatively short timeframe. Several ICC courtroom interpreters from the English and French booths have gone through a specialized course at the University of Geneva to become in-house trainers of LLD simultaneous interpreters. Trainees as a cohort check each other’s work, offer constructive criticism, and use “booth-partnering strategies.” Training simultaneous interpreters in LLDs was pioneered by the European Commission, which seeks to ensure that speakers of these languages in Europe will not be denied access to justice due to an absence of appropriately qualified legal interpreters.

This has allowed trials to proceed expeditiously, guaranteed the language rights of accused persons, and demonstrated that these languages can “take the world stage” and can be used to express complex legal notions.

Perhaps most importantly, because of these efforts this Ugandan witness and others who have been the victims of grave crimes have been able to tell their stories to judges and to a global audience. They have moved closer toward obtaining justice.

As one ICC courtroom interpreter declared: “What I’m proud to say is that I know we have given a voice to the voiceless. And I think that’s worth something.”

This article is drawn from the findings of an ongoing research project on the challenges of multilingualism at the ICC being conducted by Leigh Swigart, Director of the Center’s Programs in International Justice and Society.

Follow Programs in International Justice and Society on Twitter: @BrandeisIntJust
The ENACT Student Delegates: Strengthening a network of engaged citizens

They’ve been there, done that: this academic year, four alumni of ENACT courses across the country are serving as the first ENACT Student Delegates, guided by ENACT Student and Alumni Engagement Representative Anna Khandros ’11, herself an alumn of the Brandeis ENACT course. They are sharing the benefit of their experiences engaging with state government with their peers, who are now joining the ENACT network at the 16 schools currently involved. (More schools will be joining in May.)

“ENACT is more than one college course. It’s a network of students, alumni and faculty supporting each other,” says ENACT Coordinator David Weinstein. “Through conversations and online conversations, resource guides they’ve created, and their Skype visits to classes, Myeisha, Marian, Mark, Miranda and Anna are strengthening that network.”

“The Delegates, like all ENACT students, are really motivated to create positive change in their respective communities, and to help others who are learning how to effectively engage with state government,” says Khandros. “They have become an important support system to students now in ENACT courses – and they serve as great role models for those students thinking ahead to their next steps.”

The ENACT Student Delegates:

Myeisha Boyd (Connecticut: University of Hartford, Class of 2017)

Currently a Democracy Fellow for FairVote in Washington D.C., Boyd majored in politics and government. Her interest in politics and policy began as an intern in Senator Richard Blumenthal’s (D-CT) office while assisting with constituent casework. During her senior year of college, she worked both as a field organizer for the Hillary Clinton campaign and as a legislative aide intern in Hartford Mayor Luke Bronin’s office. She believes that ENACT is a great resource for college students because it allows them to work on issues that they care about while connecting directly with the legislator who introduced the bill. “Serving as an ENACT Student Delegate has been a rewarding experience,” says Boyd. “I love having the ability to connect with ENACT alums across the country and work on projects that help students who are currently taking ENACT courses understand the power of their voice and how rewarding it is to advocate for issues that they care about.”

Marian Gardner (Massachusetts: Brandeis University, Class of 2018)

In spring 2017, Marian Gardner worked on the Higher Education Equity Act (HD.644/SD.669) in the Brandeis ENACT course. “This course taught me that I have power and it enabled me to grasp the difference any single person can make through involvement in local politics, either by running for office or being a citizen advocate,” says Gardner. “Although at times the legislative process is slow and discouraging and immediate results are hard to come by, it is important to be patient and maintain the passion and persistence necessary to effect change. As a Student Delegate,” Gardner says, “I’ve loved working with a group of people who are as passionate as I about increasing civic engagement among our peers. We each have different interests and skills we’re using to support ENACT students and professors.”

Mark Hickey (Arkansas: Hendrix College, Class of 2017)

Mark Hickey majored in politics at Hendrix College, and now works in political consulting in Washington, D.C. He hopes to help ENACT students across the country develop a cross-disciplinary approach to their local leadership and harness new tools and technologies to make their advocacy more effective. “ENACT helped me develop skills and on-the-ground experience that helped me find a meaningful job in Washington, D.C., and gave me a chance to make connections with several people I now count as friends and partners in both advocacy and politics,” says Hickey. “I’m glad as a Student Delegate I now get to play a role in helping faculty and students become more engaged, and partner with them as they become effective advocates in their state’s legislature.”

Miranda Roberts (Maine: University of Maine, Class of 2018)

Miranda Roberts is a political science major with minors in Spanish and Canadian studies. In addition to her ENACT experience with Maine state government, Roberts has interned for a Canadian member of Parliament. She believes that education is the first step towards a more involved community. “Many people feel like they aren’t allowed to have an opinion on a specific policy because they don’t have all the information they need to form an educated opinion,” says Roberts. “Encouraging students to find issues that directly impact them helps mobilize their political engagement.”

More about the delegates: brandeis.edu/ethics/ENACT/studentdelegates.html

More about ENACT: go.brandeis.edu/ENACT
Taking control over one’s curricular exposure, what it is that you’re coming here to learn, is an important thing to do.... You need a posse. Study and learning is never an individual thing. It’s always a communal enterprise, it’s always a collective process. Especially when you are in a space that historically – and I don’t mean Brandeis in particular, just the academy overall – has not been a race-neutral, gender-neutral, queer-neutral space. It’s just not.

We have to recognize the long-term goal is not simply to just be here and absorb what’s here, but by our very presence engage and transform the space. So much of what we now take for granted as just being part of established disciplines actually came out of undergrad and grad students insisting on areas of study. We take feminist studies for granted. We take queer studies for granted. We take critical race theory ... [and] ethnic and racial justice projects for granted.

Institutions weren’t ready to just do this. It came from students actively engaging, saying that these are knowledge-producing institutions. They are important in creating political capital for our communities. That means that the struggle isn’t just out there in the ballot box and it’s not just out there in the market and economy. It’s actually in spaces like these that determine what is rational and reasonable and what is not. It’s spaces like these that tell us whether segregated communities, whether the exclusion of people who look like us in these spaces, whether looking at faculty or administrators and just seeing one is normal and neutral – or not.

This is the kind of debate or struggle that led to critical race theory. It is the kind of debate and struggle that continues to circulate around critical race theory.

It’s never over. It just means that each generation takes up – sometimes with tools that the last generation has left – to try to create a path forward, so that the next generation inherits an institution that looks even more different than this institution looked from the days I was a student. That’s the challenge. That’s the burden. But that’s also the reward. That’s also the gift.
**FROM THE DIRECTOR**

No Sidelines  
*continued from page 1*

will eventually have a branch in each of the 50 states, will be an important engine for inspiring young people to see the vitality of the legislative process in an era when cynicism about politics is widespread. Here we seek to fortify politics as an essential public good.

The Center’s second approach is to expand the field of engaged actors beyond traditional politics. Through our undergraduate minor in Creativity, the Arts, and Social Transformation (CAST), we challenge students to consider how artists can productively participate in meaningful political action without sacrificing the integrity of the aesthetic process. Here we seek to expand the nature of political action by creating new alliances which allow creativity and imagination to complement rational decision-making.

Third, we aspire to infuse all of our work with a spirit of humility and self-reflection, qualities sometimes in short supply even when people are taking an active role in politics. This spirit has been a hallmark of our work with many constituencies: Brandeis University students, judges on international courts and tribunals, peacebuilders, and activists in state politics. We also see our academic research as a means to short-circuit hasty judgments and empower marginalized voices. We seek to enrich political life by helping actors to find strength through cooperation, rather than treating politics as a zero-sum game.

As we look to the third decade of our work, we seek to magnify our impact on the people and the institutions whom we serve. We invite you to join us at Brandeis on March 12 for an afternoon of active conversation about “Democracies in Peril: The Role of Higher Education,” and for an evening of performance that embodies our commitment to creativity and social transformation.

**Imagining Together—continued from page 1**

Anticipating the international and multi-sectoral cooperation imagined by the IMPACT project, artists and peace builders from Kenya participated in a weeklong training session in June hosted by The Baker Institute for Peace and Conflict Studies at Juniata College, offered in collaboration with Maseno University in Kisumu, Kenya and the Program in Peacebuilding and the Arts at Brandeis. Beth Kawira (left) is a theater artist and researcher based in Nairobi, who will be researching African art, culture and conflict transformation initiatives as part of IMPACT’s research team. Also pictured (l-r) Edwin Ottichilo, Catherine Muhoma, and Caroline Ngesa (standing).

To a less violent, more just world,” says Cohen. “The urgencies of the moment and the needs of our communities demand nothing less.”

More about Impact – Imagining Together: brandeis.edu/ethics/peacebuildingarts/impact

**IMPACT Steering Committee** members participate in monthly virtual meetings, help guide key decisions, and facilitate connections across fields of work and geographic regions. They are:

Babu Ayindo (Kenya)  
Cynthia Cohen, PhD (USA)  
Germaine Ingram (USA)  
Kitche Magak, PhD (Kenya)  
Dijana Milosevic (Serbia)  
Madhawa Palihapitiya (Sri Lanka)  
Lee Perlman, PhD (Israel/USA)  
Toni Shapiro-Phim, PhD (USA)  
Roberto G. Varea (USA/Argentina)  
Polly Walker, PhD (USA)  
Katherine Wood (USA)

Bios and more info: brandeis.edu/ethics/peacebuildingarts/impact/steering-committee.html
Interactive library exhibit celebrates changemakers

A

n area of Brandeis University’s Farber Library is now dedicated to an interactive exhibit that celebrates the Brandeis campus visits of the Gittler Prize and Richman Fellowship winners, including such luminaries as Kwame Anthony Appiah; Julian Bond; Patricia Hill Collins ’69, PhD ’84; Theaster Gates; Rev. Gustavo Gutiérrez and Martha Minow.

The Richman/Gittler Library Corner features comfortable seating with a view; a selection of the winners’ publications; and a touchscreen interactive exhibit with short video clips from their campus talks and interviews, photos from their campus visits, and bios.

It was officially dedicated in a ribbon-cutting ceremony October 25 with Brandeis President Ronald Liebowitz, University Librarian Matthew Sheehy, Professor Elizabeth Ferry, Carol Richman Saivetz ’69 and 2017 Gittler Prize winner Kimberlé Crenshaw. The ribbon cutting preceded Crenshaw’s Gittler Prize lecture and medal ceremony. (See page 5.)

“The Richman Fellowship and Gittler Prize stand as living symbols of Brandeis values and the University’s commitment to diversity and positive engagement in public life,” Liebowitz said during the ceremony. “We hope that you will come often to this space and review their works and their words, to be intellectually stimulated, to be challenged, and most of all to let their words and ideals inform your thinking and action. That is, to let these changemakers change you.”

Saivetz, whose family established the Richman Fellowship with a donation, admired the views of wetlands and foliage from the windows in the corner. “I love the space,” she said. “You couldn’t have picked a better spot.”

The Richman Fellowship recognizes individuals active in public life whose contributions have had a significant impact on improving American society, strengthening democratic institutions, advancing social justice or increasing opportunities for all citizens to realize and share in the benefits of this nation. The Gittler Prize recognizes outstanding and lasting scholarly contributions to racial, ethnic and/or religious relations. Both are hosted by the International Center for Ethics, Justice and Public Life on behalf of the Office of the President.

**HIGHLIGHTS OF RECENT EVENTS**

**OCTOBER**

Kimberlé Crenshaw was awarded the Gittler Prize. (See page 5.)

The Richman/Gittler Library Corner opened. (See above.)

At the 7th annual “Year Abroad, Queer Abroad” a panel of students discussed their study abroad and internship experiences and what it is like to be queer in a foreign country. Cosponsored by Triskelion and the Office of Study Abroad.

Renowned poet Alicia Ostriker read from her newest collection, *Waiting for the Light*. Sponsored by the Creative Writing Program.

The Topol Lecture in Nonviolence Practice featured Rabbi Dr. Ron Kronish ’68. Sponsored by the Graduate Program in Coexistence and Conflict.

A performance of the play “Etty,” a Holocaust text about a Dutch woman who writes a diary during the war, was sponsored by English Department.

Author, storyteller, and social justice advocate Susan Letendre presented stories from indigenous and local leaders from Mesoamerica and Cuba at “Calling the Future Back Home: Indigenous Voices for Change,” sponsored by the Heller School MA Program in Sustainable International Development.

**NOVEMBER**

2013 Sorensen Fellow Abie Troen ’14 screened his new documentary “Finding Home” before its New York debut. Film, Television and Interactive Media Program Chair Alice Kelikian moderated a Q & A.

At “A Doomed Israeli-Palestinian Love Story” Iranian-Israeli author Dorit Rabinyan discussed and signed copies of her novel *All The Rivers*, a controversial love story between an Israeli writer and a Palestinian painter. Sponsored by the Schusterman Center for Israel Studies.

**DECEMBER**

At “The Immigrant Experience. Our Experience” the students of Marci McPhee’s practicum shared what they learned from a semester working with Waltham Family School and WATCH CDC.

The 2017 Sorensen Fellows (pictured, with internship course instructor Pat Chu at center) reflected on their work around the globe this past summer in “Progress in Process: Stories of Growth Towards Justice.”

*Photo: Mike Lovett (l-r) Prof. Ferry, Carol Richman Saivetz, Dr. Crenshaw, President Liebowitz, Sheehy.*

*Interested in Ethics Center Cosponsorship? See: brandeis.edu/ethics/events/cosponsorship*
Richman Distinguished Fellow in Public Life Lecture
Vanita Gupta

March 6, 2018, 4:00 p.m.
Rapaporte Treasure Hall,
Goldfarb Library,
Brandeis University

Vanita Gupta is president and chief executive of the Leadership Conference on Civil and Human Rights, the first woman and the first child of immigrants to run the largest civil and human rights coalition in the nation. As principal deputy assistant attorney general for civil rights for the U.S. Department of Justice in the Obama administration, and thus the top civil rights prosecutor in the nation, Gupta shone a harsh light on discrimination and injustice. Free and open to the public.

Nominations for the 2019 Richman Fellowship are due March 1.
Details: brandeis.edu/richmanfellow

ENACT Forum on Women’s Political Engagement
April 9, 2018
Brandeis University

Massachusetts
State Senator Cindy Friedman and former New Hampshire Speaker of the House Terie Norelli will discuss their careers in politics and political advocacy, as well as their perspectives on political engagement, particularly at the state level, in conversation with the students of the Brandeis ENACT course and members of the public. The moderator will be Prof. Melissa Stimell, Academic Program Director of ENACT.

Hosted by ENACT. Sponsored by the Rice Family Foundation.

More about the forum and ENACT: The Educational Network for Active Civic Transformation: go.brandeis.edu/ENACT

More info: go.brandeis.edu/DEISimpact