

Course Outline

COURSE: CRCJ3202B – Selected Criminological Topics – Restorative/Transformative Justice

TERM: Winter 2021

PREREQUISITES: CRCJ 1000 and Third -year standing in the B.A. Honours program in Criminology and Criminal Justice

OFFICE HOURS: Day & Time: Asynchronous: Fridays, 11:30-12:30 PM- Online
 Online: Online Asynchronous course; Mini-Lectures will be posted online; I will be available during class time for consultation

INSTRUCTOR: Dr. Ellen Faulkner
ellen.faulkner@carleton.ca

CONTACT: Office: Online; Blue Button during class time – Fridays 11:30-12:30 p.m.
 Office Hrs: By appointment during class time Fridays, 12:30-2:30 p.m.
 Email: Ellen.Faulkner@carleton.ca

TEACHING ASSISTANT: Olivia Merritt. Email: Oliviamerritt@carleton.ca Office Hrs: Thursday 7-8 pm. By appointment

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Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or Faculty of Public Affairs 20 Teaching Regulations 2020-21 as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. Note: Students no longer need to submit a letter from their doctor for the self evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at

the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me via Zoom to ensure accommodation arrangements are made. Please consult the [PMC website](#) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

NOTE: For Winter 2021, due to the COVID-19 pandemic, the Provost has directed that students seeking an academic accommodation will not be required to produce a doctor's note or medical certificate. Instead, students should use the Medical Self-Declaration form available on the Registrar's webpage.

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit:

<https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

<https://carleton.ca/senate/wpcontent/uploads/Accommodation-for-Student-Activities-1.pdf>

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COURSE DESCRIPTION

The course will contrast restorative/transformational justice with the dominant adversarial/retributive/punitive model of justice through a critical analysis of these two paradigms of justice. Several key principles, assumptions, and concepts necessary for understanding the foundation and practice of restorative justice will be introduced and explored. This course is an introduction to the restorative/transformational justice paradigm. It begins with an overview of modern criminal justice systems, with a focus on the centrality of punishment in response to crime. The idea of "justice" is problematized in the comparison between restorative and retributive, adversarial, and distributive justice concepts. Particular attention is paid to the important elements of values and relationships in restorative justice practices. Issues relating to the three key stakeholder groups—victims, offenders, and community—are discussed and debated. An introduction to existing program models in restorative justice is provided. Lectures will be made available through asynchronous learning platforms. Class meetings/office hours will require synchronous learning.

Weekly Meetings: Each week (**Part 1**) the course will be offered online and asynchronous, and includes a series of screen capture recordings and supporting materials such as videos that you can consult, at your convenience in the online environment. Class time (**Part 2**) and office hours will be online and synchronous, with the teacher and students gathering via zoom or Big Blue Button BBB to discuss weekly course material and the teacher will then take your questions relative to the online resources, assignments, and/or other areas participants wish to discuss. If you wish to schedule a one-on-one discussion with the professor or your Teaching Assistant during office hours feel free to email us to set up a time.

LEARNING OUTCOMES FOR THE COURSE:

- ☐ Through video lectures and assigned readings, and engagement with each other online students will be able to think critically about restorative/transformational justice in contrast to the dominant adversarial/retributive /punitive model of justice through a critical analysis of these two paradigms of justice.
- ☐ Online mini-lectures will allow students to engage more thoroughly with the course readings and develop their practical and analytic research skills.
- ☐ Faculty lectures and videos will expose students to a breadth of contemporary restorative justice studies that demonstrate restorative theories in practice, including research that informs academic work as well as community-engaged studies.
- ☐ Special topics in video lectures will equip students with practical skills in researching restorative justice, including a practical Educational Project and Research Paper focusing on a task force on restorative justice. You will be asked to create an Educational Project to be offered to community groups, schools, police departments, probation, and non-governmental organizations. Students will create an Educational Project and this will be presented to the class. Students will also complete online postings attend optional class discussion on a weekly basis.
- ☐ An Educational Project and Research Paper will enable students to demonstrate their ability to conduct research and propose an action plan in an area related to restorative/transformational justice. At the conclusion of the course the successful student will be able to:
 - ☐ Compare and contrast retributive and restorative/transformational justice, describing the faith and value and basis of each paradigm.
 - ☐ Describe the history of the restorative/transformational justice movement.
 - ☐ Identify the central principles of restorative/transformational justice.
 - ☐ Explain the roles of the victim, the offender and the community in restorative/transformational justice.
 - ☐ Describe the victim offender mediation processes
 - ☐ Describe circle sentencing, family group conferencing, peacemaking circles.
 - ☐ Identify current initiatives in restorative Justice both in Canada and elsewhere.
 - ☐ Discuss the process and tools for assessing and evaluating restorative/transformational justice programs.
 - ☐ Recognize the ways in which restorative/transformational justice is co-opted for social control, for punitive ends and for budget constraint.
 - ☐ Recognize the depth of restorative/transformational justice as a paradigm shift rather than a program through full participation in the course activities.

REQUIRED TEXT:

- 1) Van Ness, Daniel and Heetdersks Strong, Karen. (2014). *Restoring Justice. An Introduction to Restorative Justice*. Fifth Edition. Routledge. ISBN: 9781317521679. E-Book available via Vital Source. \$56.66. Link: <https://www.routledge.com/Restoring-Justice-An-Introduction-to-Restorative-Justice/Ness-Strong/p/book/9781455731398>.

Note: This book is available through the Carleton University Bookstore. This book is also available online via the Library ARES Reserve database in the culearn course, however it is limited in use to 3 users at a time. Please

view the following video link regarding eBook Etiquette.

https://mediaspace.carleton.ca/media/ebook+etiquette/1_pubms14p

Student Resources: Testbank and Study Guide for each Chapter are available via Routledge:

<https://routledgetextbooks.com/textbooks/9781455731398/student.php>

2) Additional readings may be posted online via Culearn.

SUPPLEMENTARY TEXTS AVAILABLE ONLINE IN ARES:

3) Zehr, Howard and Barb Toews (Eds). (2010). *Critical Issues in Restorative Justice*. Criminal Justice Press. Lynne Rienner Publishers. Boulder, Colorado. Available as an e-book for \$34.50. ISBN: 978-1-62637-511-6. Online:

https://www.rienner.com/title/Critical_Issues_in_Restorative_Justice

4) Zehr, Howard (2002.) *The Little Book of Restorative Justice*. Good Books: Intercourse, Pennsylvania. Available on ARES.

5) Lederach, John Paul (2003). *The Little Book of Conflict Transformation*. Intercourse, Pennsylvania: Good Books. Available on ARES.

SUPPLEMENTARY TEXT (HARD COPY BOOK AVAILABLE IN THE LIBRARY).

6) Elliot, Elizabeth M. (2011). *Security with Care. Restorative Justice and Healthy Communities*. Fernwood Books. Available in print copy (softcover), PDF, and as an e-book from Fernwood Publishing \$35.00 Link:

<https://fernwoodpublishing.ca/book/security-with-care>

Free Online Resources:

Public Safety Canada. *A Little Manual of Restorative Justice*. (2008). Pierre Allard, President. Just Equipping. Ottawa, Ontario. Canada. Online: <https://www.publicsafety.gc.ca/cnt/rsrscs/pblctns/2008-03-lmjr/2008-03-lmjr-eng.pdf> and: <https://www.publicsafety.gc.ca/cnt/rsrscs/pblctns/2008-03-lmjr/index-en.aspx>

Government of Canada. Office of the Federal Ombudsman for Victims of Crime. (March 2020). By Margot Van Sluytman. *Sawbonna: Victim-Led Restorative Justice*. Online: https://www.victimfirst.gc.ca/res/cor/VLRJ-JARV/index.html#_Toc36721865

Kaufman, Amy. (2016). "Restorative Justice: New Ways to Look at Old Ideas." *2016 Canadian Law Library Review*. Vol 41(4). Online:

<https://qspace.library.queensu.ca/bitstream/handle/1974/15285/Kaufman%20Restorative%20Justice.pdf?sequence=3&isAllowed=y>

Department of Justice (Canada). *Restorative Justice Programs, Legislation & Policy, and Resources*. Government of Canada. <https://www.justice.gc.ca/eng/cj-jp/rj-jr/index.html>

POLICIES

(i) Contact with Professor

I will be available for consultation with students during class time or by appointment. Please e-mail me or your teaching assistant using the cuLearn e-mail system should you wish to set up an appointment outside of regularly scheduled office hours.

(ii) E-mail Policy

Every student is expected to have a Carleton e-mail address and to check it regularly. University policy dictates that Professors will not send e-mails to students at any other addresses. If a class has to be cancelled, or if there is any other matter that you should know about prior to class, you may be sent an email on your Carleton account. E-mails will generally be returned within 2-3 days. **I read and respond to email between 9:00am - 6:00pm on weekdays.**

(iii) Late Assignments:

Late assignments will be penalized one point per day to a maximum of five points. Late assignments will not be accepted after the fifth day. Any assignments submitted five days after the due date will receive a grade of 0. **Computer failure, conflicts with work schedules, or similar problems are not a valid excuse for failing to submit an assignment on time.** If you require an extension for an assignment, you must make arrangements with the Instructor three (3) days ahead of time by BBB meeting online during class time or office hours. **Students are responsible to keep an extra copy of any assignment that is submitted for evaluation.**

(iv)Disclaimer:

Please note that this schedule is a general guide and subject to change, as deemed necessary in keeping with course objectives.

(v) Respect

Our online classroom will be defined by a commitment to intellectual openness and the acceptance of multiple opinions. Therefore, everyone must feel safe to express opinions, beliefs, and live out their values. We will all demonstrate respect for everyone in this class during group discussions. Respect does not mean that you cannot disagree. Rather it means listening to differing perspectives without interruption, prejudice or intimidation – verbal or nonverbal. Any form of disrespect will not be tolerated.

(vi) Confidentiality

Treat any personal information that you hear about a peer or an instructor as strictly confidential.

COURSE EVALUATION: All assignments are due by midnight on Fridays on the due dates.

Assignment	Deadline	Percentage
7 Online Posts – per term.	7 Online Posts per term – ongoing due the week it is assigned on Culearn: Jan 22, Jan 29, Feb 12, Feb 26, Mar 5, Mar 19, Mar 26, 2021	30%
Three Online Quizzes – to be completed online the week they are assigned. Worth 10% each.	Module 4 February 5 ; Module 8 March 12 ; Module 11 April 2, 2021	30%
Research Paper based on Educational Project	Due Module 11 – Friday April 2, 2021	30%

Educational Project – Powerpoint Presentation	Due – Module 12 – Friday April 9, 2021	10%
Total		100%

Students should note that a considerable portion of your grade involves writing. An inability to present a clear and concise work will have an impact on the grade you receive for the class. Cheating, plagiarism, handing in the same assignment as someone else in the class, and handing in the same assignment or essay for two or more courses (without the permission of all instructors involved) are classified by the University as academic offences and will be dealt with accordingly.

Please note: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. **No grades are final until they have been approved by the Dean.**

COURSE REQUIREMENTS:

1) ONLINE POSTS – 30% (7 Per Term). Due Friday at midnight on the week they are assigned.

Online Posts (**30%: 7 posts per term**). Student Activities and questions will be posted on Culearn. The student activities and questions will require you to make connections with weekly assigned readings or videos or other course content. You will be asked to respond to the posts online. Posts can be viewed by other students in the class which will enable sharing of ideas and potential discussion.

Online Posts will be graded at 4.28 pts each for a total of 30 pts worth 30%.

- A. Response to questions using sentence format (**2.14 pts**)
- B. Substance to back up your answer drawing on course readings and materials (**2.14 pts**)

NOTE: All assignments should use a reasonably sized font (e.g., 12 point Arial or Times New Roman Font) and be single-spaced. Sources must be cited. Any citation style may be used as long as you remain consistent.

2) Online Quizzes. Three per term. (Worth 30%)

There will be three online quizzes throughout the term worth 10% each. Each exam will include multiple choice and possibly true/false questions. Quiz # 1 will cover material from weeks 1-3 and will be made available in Week/Module 4 of the course (**due: Friday, February 5, midnight**). Quiz # 2 will cover material from weeks 4-7 and will be available in module/week 8 of the course (**due: Friday, March 12, midnight**). Quiz #3 will cover material from weeks 8- 10 and will be available in module/week 11 of the class (**due: Friday April 12, midnight**). Questions will test students on material from the course textbook and lecture materials.

3) Research Paper based on Educational Project. Due Module/Week 12; Friday, April 2 by midnight. (Worth 30%)

The Ontario Government has decided that Restorative Justice is the way forward for Ontario’s justice system. They have established at Task Force on Restorative/Transformative Justice to which you have been appointed. The Task Force has been mandated with creating an educational package that will be widely distributed. In your research paper students will address:

- 1) Cover page and Introduction telling the reader what your paper will cover. **2.5 pts.**

- 2) Section 1: Why is restorative/transformational justice a viable alternative? (provide 5 pts); **5 pts**
- 3) Section 2: What restorative/transformational justice alternatives exist? (Provide 5 examples); **5 pts.**
- 4) Section 3: What does the research say about the effectiveness of RJ programs? **5 pts.**
- 5) What restorative/transformational programs would you recommend building in your community? (Provide 5 examples). **5 pts.**
- 6) Include a reference section listing your sources and a list of resources, educational material, and reports that you will provide free of charge to community groups, schools, police departments, probation, and non-governmental organizations, etc. (list 5-10 resources on top of the required sources for this paper) **2.5 pts.**
- 7) Structure: Your 10-15 page single-spaced paper must provide subheadings for each section and must insert page numbers. Provide a cover page with your title, name, student number. The cover page does not count toward the page requirements for the assignment. Conduct a spell and grammar check before submitting your paper. Points will be deducted for incorrect grammar and spelling mistakes. Save your file as a Word document. **2.5 pts.**
- 8) Your paper must cite and draw upon: 5 scholarly course materials (chapters from the textbook or chapters from any of the supplementary textbooks or additional course readings), and five-external sources from scholarly journals. (You may also include extra resources). **2.5 pts.**

Total /30 pts

4) Educational Project Powerpoint Presentation. - Due – Module/Week 13 -to be uploaded to the Discussion Forum by Friday April 9 at midnight. (Worth 10%)

Drawing from their Educational Research Project Paper students will prepare a Powerpoint presentation to share with classmates. Students will address:

- 1) Why is restorative/transformational justice a viable alternative (provide 5 pts) **(ppt 1-2) – 2 pts.**
- 2) What restorative/transformational justice alternatives exist (Provide 5 examples) **(ppt 3-4) – 2 pts.**
- 3) The effectiveness of the programs based on scholarly research. What does the research say about the effectiveness of RJ programs? **(ppt 5-6) – 2 pts.**
- 4) What restorative/transformational programs you would build in your community? (Provide 5 examples). **(ppt 7-8) – 2 pts**
- 5) Include a reference section listing educational material, and reports and a list of resources that you will provide free of charge to community groups, schools, police departments, probation, and non-governmental organizations, etc. (list 5-10 resources). **(Ppt 9-10) – 2 pts.**

You must put together this educational package and present it as a **Power Point Presentation or PDF file.** Presentations will be posted in the online Forum and uploaded as a file on Friday April 9.

Total /10 pts

OTHER CONCERNS

January 25th is the last day to withdraw from winter courses with a full [fee adjustment](#) (financial withdrawal). Withdrawals after this date will create no financial change to Winter term fees and will result in a grade(s) of WDN appearing on your official transcript.

Statement on Plagiarism

The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in “substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.”

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

Intellectual Property

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

SCHEDULE *Please note that on occasion the class schedule may vary slightly from the course outline.* This schedule is a general guide and subject to change, as deemed necessary in keeping with course objectives.

PART I: RESTORATIVE VISIONS OF WHAT IS TO BE TRANSFORMED.

Module 1: Friday, January 15

Visions and Patterns: How Patterns of Thinking can Obstruct Justice

Objectives:

- Understand the relevance of patterns of thinking
- Understand that the current view of crime as lawbreaking has not been the only perspective.
- Recognize the significance of critiques and competitors of contemporary criminal justice.

Required Reading: Van Ness, Chapter 1: “Visions and Patterns: How Patterns of Thinking can Obstruct Justice.”

☑ **Activity:** Self Introduction due week 1 (not graded): What do you think Restorative Justice is?

Student Activity 1:

Video: Watch de Bono’s talk on Perception and Patterns: https://www.youtube.com/watch?v=xyj1KBjW_nY

Critical Thinking Question: What are patterns of thinking, and how are they relevant to our study of restorative justice?

Student Activity 2:

Video: Watch “The Woolf Within” at: <http://youtube.com/watch?v=A1s6wKeGLQk>

Critical Thinking Question: Explain the shifts in paradigms about crime that have taken place from ancient times to today.

Student Activity 3:

Review these resources concerning the following movements and consider how they have challenged assumptions of contemporary criminal justice. *Critical Thinking Question:* Critical competitors of contemporary criminal justice differ from each other, but there are also common themes. What are those?

- Victims’ rights: https://www.ncjrs.gov/ovc_archives/ncvrw/2005/pg4c.html
- Prison abolition: <http://www.historyisaweapon.com/defcon1/davisinterview.html>
- Informal justice: <https://www.un.org/ruleoflaw/thematic-areas/access-to-justice-and-rule-of-law-institutions/informal-justice/>
- Indigenous justice: <https://www.justice.gc.ca/eng/fund-fina/acf-fca/ajs-sja/index.html>
- Reparative justice: http://ictj.org/our-work/transitional-justice-issues/reparations?gclid=CJ_825-P87gCFSrNOgodij8Aiw
- Social justice: <https://onlinedegrees.kent.edu/political-science/master-of-public-administration/community/five-principles-of-social-justice>

Review Questions

1. Why are patterns of thinking relevant to the discussion of criminal justice?
2. The ancient pattern of thinking was that offenders and their families should help restore community peace by making amends. The contemporary pattern is that crime is lawbreaking and society’s goal in responding to the offender should be to reduce future crime. What changes did the shift from the ancient to the contemporary approach bring about for crime victims? For offenders?
3. In what ways are the critiques of contemporary criminal justice made by the victim rights and prison abolition movements similar? In what ways are they different?
4. Which of the competing views of justice described in Chapter 1 seems most compelling to you? Why?

Module 2: Friday, January 22

A Brief History of Restorative Justice

Objectives

- Review key mileposts in the development of restorative justice
- Understand ways restorative justice has been incorporated into contemporary criminal justice

Required Reading: Van Ness, Ch 2: A Brief History of Restorative Justice: The Development of a New Pattern of Thinking.

Post #1 Due this week. See Culearn Module 2 for Instructions.

Student Activity 1:

Watch Howard Zehr and Lorraine Stutzman Amstutz speaking about the history of restorative justice at: <http://www.youtube.com/watch?v=rgTqTcJPLI> *Critical Thinking Question:* What has been the interplay of practice and theory in the development of restorative justice?

Student Activity 2:

See more on the European Union’s approach to restorative justice here: <https://www.euforumrj.org/enhttps://www.euforumrj.org/en>

See more on the United Nation’s approach to restorative justice here: <https://restorativejustice.org.uk/sites/default/files/resources/files/UN%20report.pdf>

Critical Thinking Question: Restorative justice started outside the contemporary criminal justice system. What are some ways restorative elements are being incorporated into the system?

Review Questions:

1. Where did the term restorative justice come from?
2. Who were early “explorers” of restorative justice, and what did they contribute?
3. What programs emerged to offer restorative processes?
4. How has restorative justice grown across the globe since its early beginnings?

Module 3: Friday January 29

Restorative Justice: Justice that Promotes Healing

Objectives

- Understand why it has been difficult to agree on a definition of restorative justice
- Review the principles and values of restorative justice
- Consider restorative justice as the balanced interplay of victims, offenders, communities and governments

Required Reading: Van Ness, Ch 3: “Justice That Promotes Healing”

Post # 2 Due this week: see Culearn Module 3 for instructions.

Student Activity 1:

Watch Brenda Morrison speak about the meaning of restorative justice as engagement <http://www.youtube.com/watch?v=sE8TDzIR2tg> *Critical Thinking Question:* What is the meaning of “restorative justice”?

Student Activity 2:

Consult and discuss the statement on value and principles of restorative justice from the Canada Department of Justice: <http://www.iirp.edu/pdf/RJValues-DOJCan.pdf> *Critical Thinking Question:* Do the principles and values

of restorative justice focus more on processes or on outcomes?

Student Activity 3:

Consult the visual model of restorative justice in Figures 3.1 through 3.5 in Chapter 3 of the textbook. Map fictional “characters” to the charts to create a narrative. Consulting the Appendix may also be helpful in this exercise. *Critical Thinking Question:* Who is the most important party in restorative justice?

Review Questions

1. What are the three conceptions used to define restorative justice, and which is most aligned with the authors’ definition?
 2. What are the three principles of restorative justice?
 3. What are the four “cornerpost values” of restorative justice?
 4. Does punishment have a place in restorative justice?
 5. What are the elements in a restorative justice response to crime?
 6. How does restorative justice seek to prevent crime? What are the roles of the community and the government?
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Module 4: Friday, February 5 Inclusion: Victims, Offenders, and Community Markers

Objectives

- Understand the elements of inclusion
- Review the opportunities for inclusion of victims of crime in criminal proceedings

Required Reading: Van Ness, Ch 4: Victims, Offenders, and Inclusion: Community Markers.

Activity: Online Quiz 1 to be completed this week. Quiz is based on material from Chapters 1-3 from the Van Ness textbook, and course materials and lectures from Module 1-3.

Student Activity 1:

Watch “What Is Social Inclusion?”: <http://www.youtube.com/watch?v=d3KOFZeuQmw>

Critical Thinking Question: What does it mean to include someone in a restorative process?

Student Activity 2:

See more on inclusion here:

<http://www.restorativejustice.org/university-classroom/01introduction/values-1/inclusion>

Critical Thinking Question: Why is it especially important to consider ways to include victims in the response to crime?

Review Questions

1. Why is inclusion important and what are the elements of inclusion?
2. In what three ways are victims currently included in the criminal justice process?
3. What does it mean to give victims legal “standing” to pursue reparation?
4. How could offenders be fully included in their case?
5. Why do community members have a stake in the process?

PART II: THE PROCESS OF IMPLEMENTING RESTORATIVE JUSTICE

Module 5: Friday February 12

Encounter Programs

Objectives

- Review key encounter programs
- Understand the elements of encounter

Reading: Van Ness, Ch 5: Encounter Programs

Post 3# Due this week. See Culearn Module 5 for instructions.

Student Activities:

- See Mark Umbreit on mediation here:
<http://www.youtube.com/watch?v=IC2aBPISDno>
- See a video on Child Services - Family Group Conferencing / Restorative Practice here:
<http://www.youtube.com/watch?v=ascp-VfHHcg>
- See Duke Duchscherer on circles here:
<http://www.youtube.com/watch?v=Q7FWjapsJRU>
- See Vermont DUI Victim Impact Panel here:
<http://www.youtube.com/watch?v=XfV1yvN1f4g>

Critical Thinking Question: What are some similarities among the encounter programs mentioned in the book?

Student Activity:

Read about the Zehr Institute for Restorative Justice here:
<http://www.emu.edu/cjp/restorative-justice/about/>

And Encounter Programs here:

<http://restorativejustice.org/restorative-justice/about-restorative-justice/tutorial-intro-to-restorative-justice/lesson-1-what-is-restorative-justice/encounter/#sthash.SH9XweJm.dpbs>

Critical Thinking Question: What does it mean for parties to encounter each other?

Review Questions

1. What makes an encounter “restorative”?
2. Why is coercion an important issue?
3. What parties are typically involved in an encounter process?

SPRING BREAK – NO CLASSES FEBRUARY 15-19, 2021

Objectives

- Understand the key elements of amends
- Reflect on how to address issues raised by amends

Required Reading: Van Ness, Ch 6, “Making Amends”

Post # 4 Due this week. See Culearn Module 6 for instructions.

Student Activity: Watch “Chicago Convict Makes Amends for a Robbery”:

<http://www.youtube.com/watch?v=zpabowofzNg>

Critical Thinking Question: What does it mean to make amends?

Student Activity:

See the report on “Making Restitution Real: Five Case Studies on Improving Restitution Collection” (2011), which presents five real-world case studies that detail efforts to improve the collection of victim restitution:

http://www.ncdsv.org/images/NCVC_MakingRestitutionReal_2011.pdf

Critical Thinking Question: What are some of the problems we run into if we take making amends seriously?

Review Questions

1. What are the four elements to making genuine amends?
2. Why is each element important?
3. Who should receive restitution?
4. What are obstacles to restitution and how might they be addressed?

Objectives

- Understand the needs of victims and offenders for reintegration
- Understand the elements of reintegration
- Consider ways to help victims and offenders reintegrate

Required Reading: Van Ness, Ch 7, “Reintegration”

Post #5 due this week. See Culearn Module 7 for instructions.

Student Activity:

Watch “You Are Perfect” — An Anti-Stigma Presentation by Ally Schwartz:

<http://www.youtube.com/watch?v=y9g1rmJ3CP8>

Critical Thinking Question: In what ways do victims and offenders have similar experiences in reintegrating into their communities?

Student Activity:

See Shadd Maruna’s presentation on “Restorative Re-integration: Helping Offenders Rebuild Their Lives”:

<http://www.slideserve.com/Thomas/restorative-re-integration-helping-offenders-rebuild-their-lives>

Critical Thinking Question: What is involved in reintegrating?

Review Questions

1. What are the four elements of reintegration illustrated in the scene from *Les Miserables*?
2. What issues do victims experience?
3. What is meant by reintegration?
4. How can communities assist with reintegration?

Module 8: Friday, March 12 Making Restorative Justice Happen

Objectives

- Understand how to build support for restorative justice
- Consider how to evaluate changes using restorative principles and values

Reading: Van Ness, Ch 8, “Making Restorative Justice Happen.”

Activity: Online Quiz 2 to be completed this week. Available online. The quiz is based on material in Chapters 4-7 in the Van Ness textbook and course materials and lectures from Modules 4-7.

Student Activity:

See the National Institute of Justice’s essay

on “How to Build Community Support for Restorative Justice”:

<https://www.iirp.edu/news/building-community-support-for-restorative-justice-principles-and-strategies>

Critical Thinking Question: Is our society supportive or not supportive of restorative justice principles and programs?

Student Activity:

Watch “Restorative Justice Evaluation” with Dennis Maloney:

<http://www.youtube.com/watch?v=e11OMxeSKU4&list=PLE0925295D7BD8212>

Critical Thinking Question: How can you tell whether a policy or program is restorative or not?

Review Questions

1. What are the six recommendations for gaining support for change?
2. Why is coalition-building strategic?
3. What are the four strategic goals for change, and how would achieving them help bring balance to criminal justice policies and practices?
4. What is the value of ongoing evaluation, and what is important to monitor?

Module 9: Friday March 19 Toward a Restorative Justice System

Objectives

- Consider what it might look like if a society decided to respond as restoratively as possible to all crimes, all victims and all offenders.

Reading: Van Ness, Ch 9: Toward a Restorative Justice System.

Post # 6 Due this week. See Culearn Module 9 for instructions.

Student Activity

See the Canadian Federal-Provincial-Territorial Working Group Statement “Restorative Justice – Key Elements of Success.” <https://scics.ca/en/product-produit/restorative-justice-key-elements-of-success/>

Critical Thinking Question: What would it be like to live in a restorative society?

Student Activity:

See the Minnesota Department Corrections statement on restorative justice at the following link, especially their take on “what does restorative justice look like in practice?”

<https://mn.gov/doc/victims/restorative-justice/>

Critical Thinking Question: What would it be like to live in a restorative society?

Student Activity:

Read the “Executive Summary” in the report by Patricia Hughes and Mary Jane Mossman (2004) “Rethinking Access to Criminal Justice in Canada: A Critical Review of Needs, Responses and Restorative Justice Initiatives.”

https://www.justice.gc.ca/eng/rp-pr/csj-sjc/jsp-sjp/rr03_2/index.html

Critical Thinking Question: What gaps do the authors identify which prevent the use of restorative justice initiatives in Canada? What would happen if judges could access community resources and use conditional sentences? What would happen if people could utilize alternative dispute resolution in the civil law context?

Review Questions

1. Why are consent, safety, and fundamental rights preconditions to constructing a restorative system?
2. What are the five models for a restorative system?
3. In what parts of contemporary criminal justice is restorative justice used?
4. Which four values are useful in measuring the restorativeness of a justice system?
5. Which of those values must be fully demonstrated to call a system “restorative”? Why?

Module 10: Friday March 26

Transformation

Objectives

- Understand how we undergo a transformation of perspective
- Consider some of the imbalances in society that influence its structures
- Consider the challenge restorative justice presents to personal values

Reading: Van Ness, Ch 10: “Transformation”

Post # 7 Due this week. See Culearn Module 10 for instructions.

Student Activity:

Study the lessons available from another culture in “The Wet'suwet'en Unlocking Aboriginal Justice Program: Restorative Practices in British Columbia, Canada “:

http://www.iirp.edu/article_detail.php?article_id=NDE2

Critical Thinking Question: How are perspectives transformed?

Student Activity:

See and discuss the relevance of the National Council of Welfare’s report (2000) Justice and the Poor. and Paul Leighton’s presentation on Income inequality, Corporate Power and Crime:

http://www.oaith.ca/assets/files/Publications/justice_andthe_poor.pdf
<http://www.paulsjusticepage.com/library/Criminology-Needs-More-Class.pdf>

Critical Thinking Question: What are some of the imbalances in society that our criminal justice system either guards against or reflects?

Review Questions

1. How do thought patterns either positively or negatively affect our perspective about reality?
2. What are the four elements of transformation of perspective?
3. What are some examples of structural “power imbalances,” and what are their consequences?
4. What pitfalls are inherent in personalizing the moral dimension of crime?
5. What personal obligations does the moral dimension of justice and injustice place on people who aspire to a just society?

Module 11: Friday April 2

Educational Project Presentations – Workshop I

Objectives:

Educational Project Presentations – Workshop I – Work on Education Project Presentations next week

Research Paper due this week on Culearn.

Activity: Quiz 3 Available Online. The Quiz is based on material from Chapters 8-10 in the Van Ness textbook and course lectures and content from Modules 8-10.

Readings: TBA

Video: Hutchinson, Kathy. 2013. “Restorative Practices to Resolve Conflict.” TEDx.

<https://www.youtube.com/watch?v=wCLuVeHlrSs>

Module 12: Friday April 9

Educational Project Presentation Workshop II

Objectives

Educational Project Presentation Workshop II

Educational Project Due:

Upload your Education Project presentations to the “Discussion Forum”. View your colleague’s presentations.

Readings: TBA