

Course Outline

COURSE:	SOCI3410A – Studies in Criminal Justice - Restorative/Transformative Justice
TERM:	Fall 2024
PREREQUISITES:	SOCI 1001 and SOCI 1002, or SOCI 1003 [1.0], or ANTH 1001, or ANTH 1002, and third-year standing.
OFFICE HOURS:	Students will contact their assigned teaching assistant
INSTRUCTOR:	Dr. Ellen Faulkner ellen.faulkner@carleton.ca
CLASS TIME:	Wednesday, 6:05-8:55 p.m. In-Person.
OFFICE HOURS:	Wednesday, 9-10 p.m. or by appointment
TEACHING ASSISTANTS:	Rose-Mary Ciornei: Email: rosemaryciornei@mail.carleton.ca Rana Saadi: Email: ranasaadi@mail.carleton.ca

=====

COURSE DESCRIPTION AND OBJECTIVES:

The course will contrast restorative/transformative 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/transformative 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 weekly in class and student participation and presentation at the end of the course will require students to conduct research and critically engage with the material. An attempt will be made to incorporate guest lectures (either by video or in person) and experiential activities into the course.

LEARNING OUTCOMES:

- Through lectures and assigned readings, and engagement with each other in class, students will be able to think critically about restorative/transformative justice in contrast to the dominant

adversarial/retributive /punitive model of justice through a critical analysis of these two paradigms of justice.

- ❑ Lectures and discussion will allow students to engage more thoroughly with the course readings and develop their practical and analytic research skills.
 - ❑ Faculty lectures, Guest Speakers 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 weekly lectures will equip students with practical skills in researching restorative justice, including a practical Educational Project and Research Paper focusing on a review of restorative justice programs. You will be asked to review a restorative justice program and present your findings to the class. Students will also complete engage in group work activities in class on a weekly basis.
 - ❑ A Research Paper and Educational Project presentation will enable students to demonstrate their ability to conduct research and evaluate a restorative justice/transformational justice program.
- 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.

READING(S)/TEXTBOOK(S):

- 1) By Daniel W. Van Ness, Karen Heetderks Strong, Jonathan Derby, L. Lynette Parker. (2022). *Restoring Justice. An Introduction to Restorative Justice*. Sixth Edition. Routledge. ISBN: 9780367740795 Book available as a Paperback or eBook. Routledge website: <https://www.routledge.com/Restoring-Justice-An-Introduction-to-Restorative-Justice/VanNess-HeetderksStrong-Derby-Parker/p/book/9780367740795>

This textbook is available for purchase through the Carleton University Bookstore. The 2015 edition of the textbook is book is also available online via the Library ARES Reserve database in the Brightspace 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: A Test bank 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 Brightspace.

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). NOT REQUIRED.

- 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-lmrj/2008-03-lmrj-eng.pdf> and: <https://www.publicsafety.gc.ca/cnt/rsrscs/pblctns/2008-03-lmrj/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>

COURSE REQUIREMENTS AND METHODS OF EVALUATION: ALL WRITTEN ASSIGNMENTS AND QUIZZES ARE TO BE SUBMITTED ONLINE IN BRIGHTSPACE BY THE DUE DATES LISTED BELOW.

Assignment	Deadline	Percentage
2 film reviews – 10% each.	Week 5 Sun Oct 6 and Week 10 Sun Nov 17. Due twice per semester in Brightspace by Sunday at 11:59 p.m.	20%
Three Online Quizzes – to be completed online the week they are assigned. Worth 10% each.	Quiz 1 Week 4 Sun Sept 29; Quiz 2 Week 8 Sun Nov 3; Quiz 3 Week 10 Sun Nov 17 in	30%

	Brightspace by Sunday at 11:59 p.m.	
Research Paper	Due Week 9 – Sunday November 10, 2024 in Brightspace at 11:59 p.m.	30%
Educational Presentation	Weeks 10-13 – In person in class; upload notes to Brightspace by Sunday December 8, 2024 at 11:59 p.m.	20%
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.

Late Assignments:

Late submissions and Missed Exams are not encouraged, although exceptions are made for illness or other challenging situations. Please contact your instructor as quickly as possible before the deadline should you require accommodation on deadlines. Each day of late submission without an extension may result in a penalty of 5% per day. Late assignments will only be accepted up to three days after the deadline. University regulations require late submissions on final exams be supported by documentation. Please remember, instructors cannot grant extensions on final exams. Those must go through the official Faculty deferral process. Information and forms should you require a formal exam deferral are available online: <https://carleton.ca/registrar/special-requests/deferral/>

Students may be required to submit a Self-Declaration Form. The Self Declaration Form can be found here. <https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf>

Disclaimer:

Please note that this schedule is a general guide and subject to change, as deemed necessary in keeping with course objectives. Any changes will be communicated to the class via email.

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.**

In accordance with the Carleton University Undergraduate Calendar Regulations, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52

F = Below 50

WDN = Withdrawn from the course

DEF = Deferred

COURSE REQUIREMENTS:

1) FILM REVIEW RESPONSE PAPER. 10% EACH. DUE WEEKS 5 & WEEK 10. – WORTH 20%.

Students will write a 2-page review of a Restorative Justice Film that we watch in class. We will watch Restorative Justice films on a weekly basis and discuss them in class and engage in group work activities. You will submit a film review of two of these films. Please see the links and list of available films in Brightspace.

You are asked to submit two 2-page film review papers. The first film review response paper will be based on films from weeks 1 to 4 of the course. The second film review response paper will be based on films from week's 5 onward.

You will conduct a close analysis of a restorative justice film of your choice. Rather than merely summarizing the film you are required to take an analytical approach to the film. This means that responses should reflect upon, engage and evaluate the ideas, arguments in the film, and comment on their implications, articulate new insights you have acquired, or questions the film raises that you would like to discuss. Your analysis should also reflect on any connections you can make between course content (lectures and textbook) and issues raised in the films.

To demonstrate engagement with the RJ films students are asked to:

- Provide a short description of the issues and arguments made in the film;
- Identify 3 interesting or surprising things you learned while watching the film, (i.e. what was most interesting, what made you think about restorative justice in a new way, did you learn a new perspective? Why are these 3 points of interest to you?);
- Identify 2 critical questions you would like to pose to the producers of the film (i.e. do you disagree with an argument, challenge the producer! Do you agree, but want to know more about something specific, ask! Is the argument confusing and you want clarification, ask! Why are you asking these questions? Are there any connections to be made with other restorative justice course material?).

Note: This assignment must be based solely on a restorative justice film assigned for the course. If you are interested in another RJ film please contact me. **See the grading rubric and list of RJ films posted in Brightspace under "Resources."**

Format:

- Double spaced text (be sure there is no 'extra' space between paragraphs)
- Font should be Times New Roman
- Font size 12
- Font colour for all text should be black
- 1-inch/ 2.54 cm margins
- Include page numbers (preferably on the bottom right) starting on the first page of text (the title page should not be numbered)

- Include a title page with your name, student number, name of assignment, and title of paper
- Cite Sources using the Chicago Style Guide.
- Start references on a new page. The Chicago Style Guide is required. To learn more about this format see the library reference page: <https://www-chicagomanualofstyle-org.proxy.library.carleton.ca/home.html>

2) ONLINE QUIZZES. THREE PER TERM DUE WEEKS 4, 8 and 10. (Worth 30%). SUBMIT IN BRIGHTSPACE.

There will be three online quizzes throughout the term worth 10% each. Each quiz 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 4 of the course. Quiz # 2 will cover material from weeks 4-7 and will be available in week 8 of the course. Quiz #3 will cover material from weeks 8- 10 and will be available in week 10 of the course. Questions will test students on material from the course textbook and lecture materials.

Total: /30 pts

3) RESEARCH PAPER. DUE WEEK 9 – SUNDAY NOVEMBER 10, 2024 by 11:59 P.M. IN BRIGHTSPACE. (Worth 30%).

Find a Restorative Justice Program or case study that interests you. You may find information online on websites or in videos produced by Restorative Justice programs on YouTube or case studies presented in films or documentaries or in-class guest lecture presentations. You may also obtain information about a local RJ community group that is active in your community. Later in the course you will present your findings to the class.

Answer the following questions in your 5–6-page (double-spaced) analysis:

- 1) What is the RJ program or case study that you have chosen?
- 2) What is the definition of restorative justice and philosophy used?
- 3) What is the approach to RJ used – with both victims and perpetrators.
- 4) How was RJ implemented in practice?
- 5) What was the outcome in terms of restorative justice/transformational justice?
- 6) Compare and contrast the RJ program with processes, approaches and programs discussed in the textbook. Where would you situate your RJ program or case study amongst the programs discussed in the textbook?
- 7) In your opinion, was the process utilized effective? What recommendations, if any, would you make to improve the program?

6) Include a reference section listing your sources. Cite sources appropriately using the Chicago Style Guide.

7) Structure: Your 5–6-page double-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.

8) Your paper must cite and draw upon course and textbook information. Your paper must cite the RJ program reviewed and the course textbook at least five (5) times. **See the Grading rubric posted in Brightspace under “Resources.”**

Format:

- Double spaced text (be sure there is no ‘extra’ space between paragraphs)
- Font should be Times New Roman
- Font size 12
- Font colour for all text should be black
- 1-inch/ 2.54 cm margins
- Include page numbers (preferably on the bottom right) starting on the first page of text (the title page should not be numbered)
- Include a title page with your name, student number, name of assignment, and title of paper
- Cite Sources using the Chicago Style Guide.
- Start references on a new page, Chicago Style Guide is required. To learn more about this format see the library reference page: <https://www-chicagomanualofstyle-org.proxy.library.carleton.ca/home.html>

Total /30 pts

4) **EDUCATIONAL PRESENTATION BASED ON RESEARCH PAPER. IN-CLASS PRESENTATION. – DUE WEEKS 10- 13 - (Worth 10%). PRESENTATION NOTES DUE DECEMBER 9, 2024 in BRIGHTSPACE. 10%. TOTAL: 20%**

Drawing from your Research Paper, students will work to present their findings to the class. You may work with a group to summarize the findings of your research paper. You may be creative in terms of presenting your findings. You may act, write a poem, present findings with PowerPoint, verbally present from notes, or use other forms of media such as videos or photos as a means of conveying the information about your programs or case studies. A schedule of presentation dates will be provided early in the course. Upload your presentation notes by Sunday December 8, 2024 at 11: 59 p.m. to Brightspace **See the Grading rubric posted in Brightspace under “Resources.”**

Total /20 pts

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.

WEEK 1: September 2-6 - 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.”

Film: Embracing Bob's Killer. **Vimeo.**

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

In-Class Activity: THE ELMIRA CASE documentary film <https://cjiwr.com/the-elmira-case/>

How a drunken rampage changed legal history

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?

WEEK 2: September 9-13 - 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.

Film: Circle Up

Guest Lecture: TBA

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?
-

WEEK 3: September 16-20 - 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"

Film: Circles NFB

Guest Lecture: Office of the Federal Ombudsperson for Victims of Crime

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 “corner post 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?
-

WEEK 4: September 23-27 - 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.

Film: A Once and Future Peace. CBC. The Passionate Eye.

Guest Lecture: Monique Newton, Canadian Institute for Conflict Resolution CICR

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 Week 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?

Assignment Due:

Quiz #1 Due in Brightspace by Sunday September 29 at 11: 59 p.m.

PART II: THE PROCESS OF IMPLEMENTING RESTORATIVE JUSTICE

Week 5: September 30- October 4 - Encounter Programs

Objectives

- Review key encounter programs
- Understand the elements of encounter

Reading: Van Ness, Ch 5: Encounter Programs

Film: Hollow Water NFB

Guest Lecture: Joellen, Lanark County Community Justice Organization

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?

Assignment Due:

Film Review Paper 1 Due Sunday October 6, 2024 in Brightspace.

WEEK 6: October 7-11 - Making Amends

Objectives

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

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

Film: Pondmaker’s Lodge: A Healing Place. NFB

Guest Lecture: Collaborative Justice Program, Ottawa

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:

<https://ovc.ojp.gov/library/publications/making-restitution-real-five-case-studies-improving-restitution-collection>

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

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

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?
-

WEEK 7: October 14-18 - Reintegration

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”

Film: Concrete, Steel and Pain

Guest Lecture: Elizabeth Fry Society, Ottawa

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?

Student Activity: No One is Disposable. COSA – Community of Support and Accountability. YouTube.

Link: <https://brightspace.carleton.ca/d2l/le/content/291705/viewContent/3845082/View>

Critical Thinking Question: What is COSA’s success rate and why does the Mennonite Community of Canada support the program?

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?

FALL BREAK – NO CLASSES October 21-25, 2024

WEEK 8: October 28 – November 1 - 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.”

Film: Another Justice

Guest Lecture: Circles of Support and Accountability COSA - Ottawa

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 Weeks 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?

Student Activity: Transformative Justice Circle with Kay Pranis.

https://ca.video.search.yahoo.com/yhs/search?fr=yhs-iba-syn_pdf&ei=UTF-8&hsimp=yhs-syn_pdf&hspart=iba&p=Transformative+Justice+Circle+with+Kay+Pranis&type=ppff_9525_FFW_ZZ#id=1&vid=c7e1ac4e322ba457dfc49768d7a0fbf6&action=click

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?

Assignment Due:

Quiz #2 Due in Brightspace by Sunday November 3 at 11: 59 p.m.

WEEK 9: November 4-8 - 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.

Film: Moving On

Guest Lecture: Nadine Okalik, RJ Liaison – Tungasuvvingat – Inuit Ontario

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?

Assignment Due:

Research Paper: Due Week 9 – Sunday November 10, 2024 in Brightspace

WEEK 10: November 11-15 - Transformation - Educational Project Presentations – Workshop 1

Objectives

- Educational Project Presentations – Workshop 1 – in class presentations
- 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”

Film: Another Justice

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?

Assignment Due:

Educational Project Presentations – Workshop 1 – in class presentations

Quiz #3 Due in Brightspace Sunday, November 17 at 11: 59 p.m.

Film Review Paper # 2 Due Sunday November 17, 20, 2024 in Brightspace at 11:59 p.m.

WEEK 11: November 18-22 - Educational Project Presentations – Workshop 2

Objectives:

Educational Project Presentations – Workshop 2 – in class presentations

Film: The Conversation Remix.

Readings: TBA

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

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

Assignment Due:

Educational Project Presentations – Workshop 2 – in class presentations

WEEK 12: November 25-29 - Educational Project Presentation Workshop 3

Objectives

Educational Project Presentation Workshop 3 – In class presentations.

Film: Full Circle

Readings: TBA

Assignment Due:

Educational Project Presentation Workshop 3 – In class presentations.

WEEK 13: December 2-6 – Educational Project Presentation Workshop 4

Objectives:

Educational Project Presentation Workshop 4 – In class presentations.

Film: Visions of Abolition

Assignments Due:

Educational Project Presentation Workshop 3 – In class presentations.

Presentation Notes: upload to Brightspace by Sunday December 9 at 11:59 p.m.

ACADEMIC REGULATIONS, ACCOMMODATIONS, PLAGIARISM, ETC.

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

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

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. If you are already registered with the PMC, contact your PMC coordinator to send 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*).

*The deadline for contacting the Paul Menton Centre regarding accommodation for October/November examinations is **October 1, 2024** and **November 15, 2024** for December examinations.

For Religious Obligations:

Please contact your instructor 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, visit the Equity Services website: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

For Pregnancy:

Please contact your instructor 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, visit the Equity Services website: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

For 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: www.carleton.ca/sexual-violence-support

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. Please contact your instructor 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/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Plagiarism

Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See <https://carleton.ca/registrar/academic-integrity/>). The Policy is strictly enforced and is binding on all students. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties.

What are the Penalties for Plagiarism?

A student found to have plagiarized an assignment may be subject to one of several penalties including but not limited to: a grade of zero, a failure or a reduced grade for the piece of academic work; reduction of final grade in the course; completion of a remediation process; resubmission of academic work; withdrawal from course(s); suspension from a program of study; a letter of reprimand.

What are the Procedures?

All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and departmental chairs. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

Assistance for Students:

Academic and Career Development Services: <https://carleton.ca/career/>

Writing Services: <http://www.carleton.ca/csas/writing-services/>

Peer Assisted Study Sessions (PASS): <https://carleton.ca/csas/group-support/pass/>

Important Information:

- Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).
- Students must always retain a hard copy of all work that is submitted.
- 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.
- Carleton University is committed to protecting the privacy of those who study or work here (currently and formerly). To that end, Carleton's Privacy Office seeks to encourage the implementation of the privacy provisions of Ontario's *Freedom of Information and Protection of Privacy Act* (FIPPA) within the university.
- In accordance with FIPPA, please ensure all communication with staff/faculty is via your Carleton email account. To get your Carleton Email you will need to activate your [MyCarletonOne account](#) through Carleton Central. Once you have activated your MyCarletonOne account, log into the [MyCarleton Portal](#).
- Please note that you will be able to link your MyCarletonOne account to other non-MyCarletonOne accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid MyCarletonOne address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://students.carleton.ca/>.

STATEMENT ON STUDENT MENTAL HEALTH

As a university student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a link to information about all of the resources, both on campus and off, that you may find helpful: <https://carleton.ca/wellness/crisis/emergency-numbers/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

Other Concerns:

(i) Contact with Professor

I will be available for consultation with students during class time and my office hours or by appointment. Please e-mail me should you want 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.**

If an email is required, please indicate the course name and number (SOCI 3410A) in the subject heading. Ensure that you include your full name, student number, and indicate clearly the objective(s) of your message. If you do not include all of these things, it will be difficult for the instructor and/or course TAs to assist you.

During the week it may take up to 48-hours for the professor to respond to your email. The course instructor does not respond to emails over the weekend. Please plan accordingly. If you send the course instructor more than one message about the same thing in one span of 8-hours, they will likely find this highly annoying (you would probably agree if you were in the instructor's shoes).

Writing Policy and Format: You will also be evaluated on your writing abilities. It is recommended that you take the appropriate measures to avoid mistakes such as spelling, syntax, punctuation, and inappropriate use of terms.

Format for all written assignments

- Double spaced text (be sure there is no 'extra' space between paragraphs)
- Font should be Times New Roman
- Font size 12
- Font colour for all text should be black
- 1-inch/ 2.54 cm margins
- Include page numbers (preferably on the bottom right) starting on the first page of text (the title page should not be numbered)
- Include a title page with your name, student number, name of assignment, and title of paper.

- Start references on a new page, the Chicago reference style is required.
- The Chicago author-date citation style (17th edition) is to be used in the assignments and papers of this course. For more information, please see: https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html

Did you know there is a dedicated librarian for sociology, legal studies and criminology?

Find out more here:

Jamila Hastick, Arts and Social Sciences Librarian, jamila.hastick@carleton.ca

Julie Lavigne: Criminology Librarian, <https://library.carleton.ca/contact/staff-directory/julie-lavigne>

There is also a daily “Chat” virtual assistant available via the library during the week: <https://library.carleton.ca/>

(iii) Respect:

In this course, you are expected to learn from your texts, your teacher and from one another. This requires striving towards understanding each other but it does not imply striving towards finding agreement. Our class will be racially, religiously, politically, culturally, generationally, and economically diverse. We will be of different gender identifications and sexual orientations and our lived experiences and reactions to the course material will reflect this diversity. Sharing our perspectives and interpretations on the course material will enhance everyone’s learning experience and you are encouraged to openly express any disagreements with the authors you will read, with your fellow classmates, or with the Professor in the different participation fora that are available for this course. However, you are expected to conduct yourself in such a way that shows the utmost respect to others who may – or may not – share your views. Derogatory comments and hateful behavior towards others (and their views) will not be tolerated.

Carleton University acknowledges the location of its campus on the traditional, unceded territories of the Algonquin nation. In doing so, Carleton acknowledges it has a responsibility to the Algonquin people and a responsibility to adhere to Algonquin cultural protocols.

(iv) Confidentiality

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

(v) Always keep copies of all your written work submitted. Retain for yourself more than one copy in alternate formats (hard copy, external hard drive, or USB in addition to your original on your primary computer) of all your written academic work.

(vi) Email to Professor or TA: Where needed emails should receive a response within two business days. Please keep time constraints in mind when emailing for virtual appointments or questions on assignments. Emails should not include questions already addressed on the course outline or Brightspace, requests for ‘extra credit assignments,’ or whether required readings are required.

FALL TERM 2024 – Important Dates and Deadlines

Date	Activity
August 28, 2024	Deadline for course outlines to be made available to students registered in full fall, early fall, and fall/winter courses.

August 30, 2024	Last day for receipt of applications from potential fall (November) graduates.
September 2, 2024	Statutory holiday. University closed.
September 3, 2024	Academic orientation (undergraduate and graduate students).
	Orientation for new Teaching Assistants.
	All new students are expected to be on campus. Class and laboratory preparations, departmental introductions for students, and other academic preparation activities will be held.
September 4, 2024	Fall term begins. Full fall, early fall, and fall/winter classes begin.
September 10, 2024	Last day for registration and course changes (including auditing) in early fall courses.
September 17, 2024	Last day for registration and course changes (including auditing) in full fall, late fall, and fall/winter courses.
	Last day to withdraw from early fall courses with a full fee adjustment.
	Graduate students who have not electronically submitted their final thesis copy to the Faculty of Graduate and Postdoctoral Affairs will not be eligible to graduate in fall 2024 and must register for the fall 2024 term.
September 20-22, 2024	Deferred Exam Period: Full Summer term final examinations; Late Summer term final examinations
September 30, 2024	Last day to withdraw from full fall and fall/winter courses with a full fee adjustment.
October 1, 2024	Last day for academic withdrawal from early fall courses.
	Last day to request Formal Examination Accommodations for Oct/Nov final examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
October 11, 2024	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in early fall term undergraduate courses, before the official Oct/Nov final examination period (see examination regulations in the Academic Regulations of the University)

	section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
	December examination schedule (fall term final and fall/winter mid-terms) available online.
October 14, 2024	Statutory holiday. University closed.
October 15, 2024	Last day for receipt of applications for admission to an undergraduate degree program for the winter term from applicants whose documents originate from outside Canada or the United States.
October 18, 2024	Last day of early fall classes.
	Last day for final take-home examinations to be assigned in early fall courses, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
	Last day that can be specified by a course instructor as a due date for term work for early fall courses.
October 21, 2024	Deadline for course outlines to be made available to students registered in late fall courses.
October 21-25, 2024	<p>Fall Break: No classes will take place. Students cannot be required to attend class or submit coursework from Sunday, October 20 to Sunday, October 27. The following exceptions may apply:</p> <ul style="list-style-type: none"> • If it is necessary to hold a test after Friday, October 18 due to exceptional circumstances, it can only be scheduled on Saturday, October 19. This timing must be announced on the course outline that is distributed at the beginning of the term. • Final exams for Early Fall undergraduate courses may be held on October 26-27 and November 2-3.
October 26-27, November 2-3, 2024	Final examinations in early fall undergraduate courses will be held.
October 28, 2024	Late fall classes begin.

November 8, 2024	Last day to withdraw from late fall term courses with a full fee adjustment.
November 11, 2024	Remembrance Day is on Monday, November 11. As much as possible, course instructors are asked to allow for a moment of silence for personal reflection at 11 a.m. in accordance with Senate policy.
November 15, 2024	Last day for academic withdrawal from full fall and late fall courses.
	Last day to request Formal Examination Accommodations for December full fall and late fall examinations and fall/winter midterm examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
	Last day for receipt of applications for admission to an undergraduate degree program for the winter term.
November 15-17, 2024	Deferred Exam Period: Early Fall term undergraduate final examinations
November 22, 2024	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in full fall term or fall/winter undergraduate courses, before the official December final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
November 29, 2024	Last day for graduate students to submit their supervisor-approved thesis, in examinable form to the department.
	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in late fall term undergraduate courses, before the official final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
November 30, 2024	Last day for receipt of applications from potential winter (February) graduates.
December 6, 2024	Fall term ends.
	Last day of full fall and late fall classes.
	Classes follow a Monday schedule.

	Last day for final take-home examinations to be assigned, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
December 9-21, 2024	Final examinations in Full Fall and Late Fall courses and mid-term examinations in Fall/Winter courses will be held. Examinations are normally held all seven days of the week.
December 21, 2024	All final take-home examinations are due on this day