

Restorative Justice – Spring 2015

Dr. Lydia Voigt, University Distinguished Professor

Office: Marquette Hall 304

Telephone: 504-865-2573 (O); 646-725-6366 (M); 985-845-0725 (H)

E-mail: voigt@loyno.edu

Course Information

This 3 credit-hour course meets the requirements for the Advanced Common Curriculum – Social Science Elective.

Meeting place: 401 Marquette Hall; Time: Tuesdays and Thursdays, 3:30 – 4:45 pm

Course Purpose and Description

Although Restorative Justice (RJ) is rooted in ancient approaches to conflict resolution, aboriginal justice, and religious texts, it has reemerged as a promising “new” paradigm – as a supplement and sometimes as an alternative to the criminal justice system’s response to wrongdoing and also as an alternative way to respond to harmful acts or conflict encounters in schools, workplaces, and everyday life. Over the last 50 years R J has been gaining recognition globally and is regarded as an effective way of handling gross violations of human rights. Thousands of RJ programs may be found in communities in the U.S. and around the world. This course offers a comprehensive review of the “Global Restorative Justice Movement” including the conceptualization and practice of restorative justice (RJ) and a comparison of restorative justice with criminal justice processes.

The course critically considers restorative justice with regard to its definitions; key principles and values; historical roots and legal underpinnings; theoretical origins and conceptual framework; research base and methodological issues (with special emphasis on challenges related to providing empirical evidence of success or failure of different approaches); overview of various implementation models including contemporary practices, programs and policies; controversial issues; global patterns; and future directions. The course brings together a wide range of perspectives encompassing criminological, sociological, anthropological, legal, historical, and philosophical contributions, as well as political, economic, religious, and ethical considerations. The class also offers a scientifically-based critical assessment of the potential strengths of restorative justice as well as its limitations. Finally, special attention is given to questions such as whether restorative justice represents a paradigm shift in our thinking about justice in society, whether it adequately addresses the current crisis in the criminal justice system, and whether it offers any benefit or guidance for resolving justice issues within the context of society, our social institutions, and our personal lives.

Student Learning Goals/Outcomes

Restorative Justice is an experiential course that is intended to be highly interactive and collaborative. It seeks to engage students in their learning both in class and outside of class and is organized around the following Student Learning Goals/Outcomes:

Upon completion of this course students will demonstrate:

- (1) **Understanding and appreciation of the social scientific perspective/reasoning** and scientifically constructed knowledge related to evaluating different approaches to the social problems of crime and justice

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including the ability to apply concepts and critical thinking skills learned in this class to other thematic/subject areas and social problems;

- (2) **Advanced use of critical thinking skills** including the ability to be critical consumers of social scientific literature and to articulate (orally and in writing) the distinction between empirically based assessments of programmatic strengths and weaknesses particularly as used in defense of criminal justice (CJ) vs. restorative justice (RJ) approaches or programs;
- (3) **Sensitivity to social justice issues** associated with the ways we in our society respond to crime or conflict as well as address the needs of victims, offenders, and the community; and the social justice implications including the ethical and political issues associated with uses of social science research in justification of certain CJ and RJ programs and social policies in our society;
- (4) **Professional competence in evaluating and applying social scientific information** including the ability to conduct comprehensive literature searches and reviews; critically assessing the underlying assumptions, methodologies, and theories associated with various approaches or programs including the ability to evaluate program goals and outcomes, draw conclusions from data noting strengths and weaknesses of data; and effectively communicate (orally and in writing) the significance/implications of findings/results;
- (5) **Engagement with the community** in solidarity with the needs of community members and in support and advocacy of social justice and human rights – striving “to be men and women with and for others.”

Required Readings

Karp, David R. 2013. *Restorative Justice for Colleges and Universities: Repairing Harm and Rebuilding Trust in Response to Student Misconduct*. Intercourse, PA: Good Books. [ISBN: 978-1-56148-796-7]

Sullivan, Dennis, and Tifft, Larry. 2010. *Restorative Justice: Healing the Foundations of Our Everyday Lives* (2nd Ed.). Boulder, CO: Lynne Rienner Publishers. [ISBN: 978-1-881-798-63-7]

Van Wormer, Katherine S., and Walker, Loren (Eds.). 2013. *Restorative Justice Today: Practical Applications*. Thousand Oaks, CA: Sage Publications. [ISBN: 978-1-4522-1991-2]

Please carefully review the following Web sites:

<http://www.restorativejustice.org/>

<http://www.ojp.usdoj.gov/nij/rest-just/>

<http://sww.che.umn.edu/rjp/default.html>

<http://www.justicestudies.org/>

Course Decorum/Policies

Successful learning depends on individual engagement and involvement in the process of learning. We learn most when we are maximally engaged in our own learning by listening, writing, questioning, interacting and sharing, and applying knowledge and ideas and skills in our daily lives. To maximize our learning this class has been designed to be experiential and collaborative – representing a community of learners/scholars – where information and experiences are shared, assertions questioned, hypotheses tested, issues debated, conclusions analyzed, and where critical reflection is a norm. In our class we will be working together as a team and it is important to underscore that our teamwork requires commitment and cooperation from all team members. For this reason students in this class are responsible for being actively engaged in all aspects of the course.

- **Class Participation and Attendance:** Consistent, ongoing participation (i.e., contributions to class discussions and engagement in class activities and class projects) is vital to learning and success in this class. All students are expected to come to class prepared and to actively and respectfully partake in class

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discussions (both in class and online). To this end all class members must endeavor to be punctual and regular in their class attendance. Excessive absences will result in grade penalties or failure (after two excused absences, five points per absence will be subtracted from the final grade). In addition all students are expected to sign up on the course *Blackboard* site and participate in online exercises and discussions/chats (using the “Discussion Board”) as well as routinely check for announcements and posted handouts/resources/materials associated with each class (handouts will be posted under “Course Materials”). Exceptional participation (in class and online) will be recognized with 5 bonus points added to the final grade.

- **Assignments:** All assignments must address the required points and questions contained in their respective descriptions (see “Detailed Description of Course Assignments and Expectations,” pages 15-19 below) including citations or source documentation and comprehensive bibliography (in APA or MLA style/format). All completed assignments must be posted on their designated due dates on the class *Blackboard* site under “Assignments” (all submissions must be proofread and polished). Late submissions will result in grade penalties or failure (five points per late day subtracted from grade). **Due to strict scheduling this semester, all in-class presentations must take place as scheduled.** A missed presentation may lead to failure or necessitate withdrawal from the course.
- **Grading Policy:** All assignments are graded on a letter grade scale, which may be converted to numerical values as follows: A (92-100), A- (88-91), B+ (85-87), B (82-84), B- (78-81), C+ (75-78), C (70-74), C- (67-69), D(55-66), F (54 and under).
- Students who believe that they may need **disability accommodations** in this class are encouraged to check online: <http://www.loyno.edu/arc/disability-services> and contact a counselor in the **Office of Disability Services in Marquette Hall, Room 112**, or by telephone at **504-865-2990** as soon as possible to ensure that such accommodations are implemented in a timely fashion. If you wish to receive test accommodations (e.g., extended test time), you will need to give the course instructor an official *Accommodation Form* from Disability Services.
- If for reasons of serious illness or other personal emergency you are unable to complete the course requirements as scheduled, you must speak with the professor regarding approval of a grade of “I” (Incomplete). Please note that grades of “I” change to “F” automatically if the course is not completed and the grade changed by the sixth week of the subsequent term, excluding summer terms.
- The **Academic Honor Code** will be strictly enforced (please review the policy online: <http://www.2013bulletin.loyno.edu/academic-honor-code>). All work must represent each student’s own efforts.
- **Office Hours:** All students are encouraged to come to office hours: Tuesdays and Thursdays 11:00 -2:30 and 5:00-6:00 p.m. or by appointment.
- Students are welcome to bring laptops or other technology tools to class that may be used for taking notes or managing information. However, these tools must be used respectfully. Cell phones should be turned to silent or vibrate. Please refrain from surfing the Web and chatting on your laptops or texting during class – such activities are distracting to the professor and other members of the class.
- **University Emergency Policies and Procedures:**
At times, ordinary university operations are interrupted as a result of tropical storms, hurricanes, or other emergencies that require evacuation or suspension of on-campus activities. To prepare for such emergencies, all students will do the following during the first week of classes:
 1. Practice signing on for each course through *Blackboard*.
 2. Provide regular and alternative e-mail address and phone contact information to each instructor.

In the event of an interruption to our course due to the result of an emergency requiring an evacuation or suspension of campus activities, students will:

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3. Pack textbooks, assignments, syllabi and any other needed materials for each course and bring during an evacuation/suspension.

4. Keep up with course work during the evacuation/suspension as specified on course syllabi and on-line *Blackboard* courses.

5. Complete any reading and/or writing assignments given by professors before emergency began.

Assuming a power source is available...

6. Log on to University Web site within 48 hours of an evacuation/suspension.

7. Monitor the main university site (www.loyno.edu) for general information.

8. Log on to each course through *Blackboard* or e-mail within 48 hours of an evacuation/suspension to receive further information regarding contacting course instructors for assignments, etc.

9. Complete *Blackboard* and/or other online assignments posted by professors (students are required to turn in assignments on time during the evacuation/suspension period and once the university campus has reopened).

10. Contact professors during an evacuation/suspension (or as soon as classes resume on campus) to explain any emergency circumstances that may have prevented them from completing expected work.

Further information about student responsibilities in emergencies is available on the Academic Affairs web site: <http://academicaffairs.loyno.edu/students-emergency-responsibilities>.

Summary of Course Requirements

- I. **Class Debate: Restorative Justice vs. Retributive Justice – 20% of the grade.** Class members will be assigned to the debate topics in the first week of class. Half of the class members will be assigned to Restorative Justice and the other half will be assigned to Retributive Justice. (Debate format and evaluation forms will be forthcoming). The debate will take place in class on January 20th and 22nd, 2015. At the conclusion of the debate, the class will vote on the best team and best debater.
- II. **Critical Review** of Dennis Sullivan and Larry Tifft's (2010), *Restorative Justice: Healing the Foundations of Our Everyday Lives* (2nd Ed.) (Boulder, CO: Lynne Rienner Publishers)) – **25% of final grade.** Critical review should be approximately 5-8 double-spaced, typed pages in length. **Due in class: Thursday, February 26, 2015.**
- III. **Class Conference on Restorative Justice – 25% of final grade.** Students will be assigned to conference session topics (along with corresponding date of presentation) listed on pages 12 and 13 during the first week of class. Student presentations will be held in class on **during the weeks of Week 12: April 7 and 9, and Week 13: April 14, and 16, 2015.** Session presentations in class are expected to be approximately 15 minutes in length. In addition to the presentation, each student is expected to post his/her *PowerPoint* presentation slides (including list of references/bibliography) on the class *Blackboard* site at least one day prior to the day of the presentation. All class members are expected to review the materials associated with each RJ session topic and come to class with prepared questions for the Q&A following the presentations.
- IV. **Community –Engaged Learning Project: Please select one of the following options:**
On-Campus Community-Engaged Learning Project (i.e., on Loyola's campus) – 25% of final grade. Students working together as a team **will be expected to plan, coordinate, and participate**

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in a class project involving: (1) critically reviewing David Karp’s *Restorative Justice for Colleges and Universities*, (2) studying/describing Loyola’s Student Conduct Code and system of responses to violations, (3) conducting a national search/research on university campus models of student conduct codes and responses to student misconduct with special emphasis on identifying/describing models that use the restorative justice approach, and (4) making recommendations based on research for enhancing Loyola’s student justice system, e.g., expanding restorative justice methods and procedures for handling student violations of the Student Code and cases of student misconduct. Student papers summarizing the results of the project along with recommendations (approximately 5-8 double-spaced, typed pages in length) should include relevant on-campus research as well as outside research/literature searches (Web site searches and research journal searches) and show linkages with relevant course content and materials. Project and class presentations of results will take place in class on Thursday, April 23th, 2015. Further details will be forthcoming.

OR

Off-campus Community-Engaged Learning Project (i.e., off-campus in a restorative justice agency in New Orleans or greater New Orleans Metropolitan area) – 25% of final grade.

Students who select the **off-campus** Community Engagement Project (TBD) will be expected to participate in a semester-long community engagement project. Students will be expected to share reflections of their experiences with class members several times during the semester. Both oral and written **summative reflective analyses** (approximately 5-8 double-spaced, typed pages) linking relevant course content and materials with students’ community experiences and additional **experientially relevant readings** will be due in class on Tuesday, April 28th, 2015. Further details will be forthcoming.

- V. **Term Paper/Project: Critical Comparison/ Review of Criminal Justice and Restorative Justice with special attention to how the advocates of each model respond to the current crisis in criminal justice – 30% of final grade.** Term paper (approximately 8-10 double-spaced, typed pages in length). Be sure to include relevant course materials and readings as well as additional outside research/sources on the comparison of CJ with RJ, and comprehensive bibliography. Term Papers are due on our regularly scheduled examination date: **Tuesday, May 5, 2015 at 2:00 p.m. Please bring your papers to my office in 304 Marquette Hall.**
- VI. **Want to go to prison? – Extra credit.** On Thursday, **March 12, 2015**, a field trip to the Louisiana State Penitentiary in Angola, Louisiana is planned for the class. It is an all-day event (**our class that day is cancelled**). One-page experiential reflection is due in class March 16th. Students who are unable to participate in the field trip, but who desire to have an opportunity to get extra credit, may submit a short paper on restorative justice practices in prisons – the paper (3-5 pages in length) is also due on March 16th.
- VII. **All students are expected to participate in class discussions and class projects.** Exceptional contributions will be recognized with 5 bonus points added to the final grade.

Tentative Course Outline

UNIT I: Introduction and Overview of Course and Key Concepts (Week 1: January 8, and Week 2: January 13 and 15, 2015)

Introduction to Course

Competing Models of Law and Justice

- Value Consensus
- Pluralistic
- Conflict

Formal Systems of Response to Norm Violations, Social Harms, or Crimes

- Deterrence Model
- Retribution Model of Just Deserts Model
- Reformation of Rehabilitation Model
- Restorative Justice Model

The Definition of Criminal Law and Crime

- General Principles of Criminal Liability

Definitions of Restorative Justice and Harm

Discussion Question: Why is the definition of RJ an important issue?

Readings: Sullivan and Tifft, Chapters 1-5; Van Wormer and Walker , Parts I and II. Also, please review the following Web sites:

- <http://www.restorativejustice.org/>
- <http://www.ojp.usdoj.gov/nij/rest-just/>
- <http://www.gale.com/OpposingViewpoints>
- <http://ssw.che.umn.edu/rjp/default.html>

Preparation for Class Debate.

UNIT II: Class Debate: Week 3: January 20 and 22, 2015

Class Debate: Restorative Justice vs. Retributive Justice

Questions to consider:

- (1) What are the fundamental principles/values associated with the traditional criminal justice model (retributive justice) and restorative justice model?
- (2) How does the model of the restorative justice *system* compare to the model of retributive justice *system*?
- (3) How does the restorative justice approach compare to the traditional criminal justice approach in responding to the needs of victims, offenders, and community?

- (4) How do advocates of retributive justice model and restorative justice model respond to the current crisis in criminal justice in the United States?
- (5) What are the major strengths and weaknesses associated with the restorative justice model and the retributive justice model?

Debate Assessment and Evaluation

Unit I and II: Student Learning Goals/Outcomes

- A. Understand the definitions and core components of restorative justice (RJ) and thereby enhance understanding of the criminal justice (CJ) system.
- B. Understand and articulate the differences between the retributive justice model and the restorative justice model.
- D. Understand and articulate the strengths and weaknesses of different models and their related social policy implications.
- E. Apply concepts/analytical skills in a class debate on restorative justice vs. retributive justice.

UNIT III: Debate highlights and Review of RJ and CJ Characteristics and Historical Roots of RJ Movement: Week 4: January 27 and 29, Week 5: February 3 and 5, 2015

Debate Results and Awards

Identifying Characteristics of Criminal Justice (CJ)

Identifying Characteristics of Restorative Justice (RJ)

The History of Restorative Justice

- Historical Patterns of Restitution**
- Civil Law and Procedure**
- Birth of the American Penitentiary**
- Failure of Rehabilitation**
- Failure of “Get Tough” Policies**
- Crisis in Criminology and Criminal Justice**
- The Restorative Justice Movement**

Contemporary Movements Related to Restorative Justice

- Restorative Juvenile Justice Movement**
- Informal Justice Movement**
- Restitution Movement**
- Victim’s Movement**
- Reconciliation/Conferencing Movement**

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Feminist Justice Movement
Faith-based Justice Movement

The Role of Faith Communities and CJ

History of Faith-based Justice
Federal/State Faith-Based Initiatives
Current Definition of Faith-Based Corrections
Renewed Attention by Criminologists to Faith-based Justice
Research Results/Methodological Issues
Faith-based Controversies

Reading Assignment: Sullivan and Tifft, Chapters 6-9; Van Wormer and Walker, Part III. IV and V.

Video presentation: *Restorative Justice: For Victims, Communities, and Offenders.*
Center for Restorative Justice and Peacemaking, University of Minnesota.

Unit III: Student Learning Goals/Outcomes

- A. Understand and articulate (orally and in writing) the underlying principles and values of RJ.
- B. Understand and articulate the historical roots of RJ and the history of the RJ movement.
- C. Understand and articulate the role and significance of the faith-based communities in CJ as well as in RJ
- D. Understand and articulate the legal basis of RJ.
- E. Apply the concepts/analytical skills in class discussions.

UNIT IV: Theoretical Basis of RJ: Week 6: February 10 and 12, [Week 7: February 16-20 Mardi Gras Holiday]; Week 8: February 24 and 26, 2015

Theoretical Basis of Restorative Justice: Historical and Contemporary Schools of Thought

Theoretical and Methodological Issues:

- **Sanctioned vs. Unsanctioned Harm**
- **Levels of analysis:**
 - **Interpersonal Harm**
 - **Institutional Harm**
 - **Structural Harm**
- **Operationalization of Key Concepts**
- **Databases**

Theoretical Foundation of Restorative Justice:

- **Community-oriented Mainstream Criminal Justice**
- **Juvenile Justice Philosophy and Theories**

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- **Victimology**
- **The Conflict Perspective**
- **Left-Realism and Community Crime Control**
- **Constitutive Criminology**
- **Peacemaking Criminology**
- **Post Modern Theory of Crime and Crime Control**
- **Models of Nonviolent Criminology:**
 - **Paradigms of Adversarialism vs. Mutualism**
 - **Altruistic Humanism**
 - **Resilience**

Restorative Justice Research

- **Quality of Justice Impact**
- **Methodological Issues**
- **Theory Testing**
- **The ethics and politics of RJ research**

Discussion Question: How are program outcomes/impacts measured or evaluated?

Reading Assignment: See Recommended Readings

Unit IV: Student Learning Goals/Outcomes

- A. **Understand and articulate (orally and in writing) the theoretical underpinnings of RJ and identify the strengths and weaknesses of various theoretical perspectives on Restorative Justice**
- B. **Understand and articulate the structure of social scientific knowledge and the key elements of scientific investigation including the steps in the scientific method and evaluation research.**
- C. **Demonstrate the ability to formulate the critical questions associated with assessing the effectiveness of various RJ approaches.**
- D. **Know the research base of RJ, including the methodological issues and key results.**
- E. **Demonstrate the ability to identify issues related to the ethics and politics of scientific theory and research related to RJ approaches as well as their social justice implications.**
- F. **Apply concepts and critical thinking skills in an oral and written review of Sullivan and Tifft's *Restorative Justice: Healing the foundations of our Everyday Lives*.**

PLEASE NOTE: There are no classes during **Week 7: February 16-20th** – Mardi Gras Holidays. Our class resumes on **Tuesday, February 24th**.

PLEASE NOTE: Written critical reviews of Sullivan and Tifft's book, *Restorative Justice: Healing the Foundations of our Everyday Lives* are due in class on **Thursday February 26th**; all students are expected to be prepared to share their assessment of the main points of the book including its overall strengths and weaknesses.

UNIT V: Review of Restorative Approaches and Processes: Week 9: March 3 and 5; Week 10: March 10 and 12th (please note: we will be taking our class fieldtrip to Angola Penitentiary on March 12th – class is cancelled that day); Week 11: March 24 and 26, 2015

Restorative Justice Processes:

- **Reintegrative Shaming**
- **Reciprocal Approach to Violence Recovery**
- **Conferencing**
- **Sentencing Circles**
- **Mediation**
- **Transformative Justice**

Workshop on Conflict Resolution

Critical Issues of Restorative Justice:

- **What is the relationship between restorative justice and treatment?**
- **What is the role of the community?**
- **What is the role of the State?**
- **What is the role of professionals?**

Video Presentation: *Victim Offender Mediation and Conferencing: A Multi-Method Approach*. Center for Restorative Justice & Peacemaking, University of Minnesota.

Community Guest lectures: TBA

Reading Assignment: David Karp's (2013) *Restorative Justice for Colleges and Universities: Repairing Harm and Rebuilding Trust in Response to Student Misconduct*. Also see Recommended Readings.

Unit V: Student Learning Goals/Outcomes

- Understand and articulate (orally and in writing) the main identifying features of various RJ approaches and processes
- Understand the associative concepts and processes of RJ, such as the reintegration of the victim and offender in the community, the transformative process, reintegrative shaming, mutualism, conflict resolution, mediation, and sentencing circles.
- Understand and articulate (orally and in writing) the methodological strengths and weaknesses including the relative strengths and weaknesses of scientific evidence supporting various types of approaches.
- Demonstrate the ability to explain how RJ and its approaches represent a different way of thinking about crime and responding to crime.
- Know the leading scholars/practitioners and their works that are associated with RJ.

UNIT VI: Class Conference/Presentations: Week 12: April 7, 9; Week 13: April 14, and 16, 2015

Class Conference on Restorative Justice

Tuesday, April 7

Session 1: Does RJ constitute a paradigm shift? What *transformation processes* are suggested by restorative justice. Is there a “normal” pattern of transformation? Why does it matter what pattern of thinking is adopted by individuals or communities or within the justice system?

Session 2: Has the restorative justice model been developed into an *adequate* comprehensive theory? What are the main critical theoretical issues of RJ? What is the key/dominate theoretical basis of RJ?

Session 3: What are the major methodological challenges associated with RJ research and evaluation of effectiveness? What is the evidence of relative success or effectiveness of RJ?

Thursday, April 9

Session 4: Does restorative justice respond to social injustices and human rights violations in society? What structural/cultural issues does it address? How can RJ be effectively implemented to ensure the protection of human rights?

Session 5: What is “restorative juvenile justice?” What is the relative success of RJ in addressing juvenile delinquency? What are some examples of historical or contemporary initiatives?

Session 6: What are some of the more innovative and successful processes, practices, programs, or policies of RJ in the United States? What evidence of “effectiveness” is there to support your selection? Identify the major RJ resource centers and describe what they have to offer for researchers and practitioners.

Tuesday, April 14

Session 7: Is there a global restorative justice movement underway? What evidence is there of the existence of such a movement? What are some illustrations of global RJ development/expansion?

Session 8: Does restorative justice address the challenges presented by an ever increasing diversity of perspectives and needs related to culture, class, race, and gender? How do culture, class, race and gender affect the practice of restorative justice?

Session 9: How are faith-based organizations helping to restore those impacted by crime? What leadership roles are religious communities taking in transforming communities at large and in restoring communities? How effective are these efforts?

Thursday, April 16

Session 10: What is the appropriate role of spirituality in the restorative justice process? Some theorists emphasize the importance of the spiritual dimension of a restorative transformation. Do you think this is a necessary component of restorative justice, or simply a dimension of experience that seems to be important to some of its practitioners? If you think it is necessary, why do you think so? If you think it is not necessary, what significance is there in the spiritual discussion of many of its proponents?

Session 11: Does the restorative justice system or some of its elements offer viable alternatives to the traditional criminal justice system when dealing with serious offenses and violence in our society? What are some of the main issues and implementation challenges and how can these be overcome?

Session 12: Does the Restorative justice system or some elements offer viable alternatives to handling problems in everyday life? How has it been applied in different situations and how successful has it been – e.g., applications to family conflict, workplace conflict, etc.?

Session 13: What is the future of restorative justice?

UNIT VII: Concluding Comments and Class discussion of Community Engagement Projects: Week 13: April 21 and 23; Week 14: April 28th

Concluding Comments – April 21th, 2015:

- Course Highlights and Key Themes
- Alternatives for Thinking about Social Change: Critical Post Modernism and Critical Reflections on Social Justice and Human Rights

Class Discussions/presentations of Community Engagement Projects

PLEASE NOTE: Class discussion/sharing: Reflections related to community engagement project and project summaries/reflections will take place in class on April 23th and April 28th, 2015.

UNITs VI. and VII: Student Learning Goals/Outcomes

- A. Demonstrate ability to conduct searches/research on various RJ topics, identifying key issues and providing critical analyses.
- B. Know the key resources for the study and practice of RJ.
- C. Demonstrate ability to synthesize information obtained in course and apply critical thinking skills in cogent discussion/ presentations of assigned topics.
- D. Demonstrate competence in producing class presentations.
- E. Understand, identify, and articulate the alternatives for thinking about social change: critical postmodernism and critical reflection related to justice, peace and human rights.
- F. Engage in the community/conduct research - apply concepts discussed in class and critical thinking skills obtained in this course in work related to a community project and demonstrate understanding, empathy and sensitivity for issues related to RJ and the social justice implications.

PLEASE NOTE: Final term papers are due on the regularly scheduled examination date: Tuesday, May 5th, 2015 at 2:00 pm. Please bring papers to my office in 304 Marquette Hall.