

**THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK**

Course Number:	SW 393U18	Instructor:	M. Peterson Armour, Ph.D.
Unique Number:	28505 (law) 65035 (grad)	E-mail:	marmour@mail.utexas.edu
Semester:	Spring 2008	Phone:	471 3197
Meeting Time:	Fri. 5:30-8:30 Sat. 9:00-5:30 Jan. 18 – Feb. 15, 2008.	Office Room:	3.122C
Meeting Place:	2.122	Office Hours:	Friday 3:30-5:00

RESTORATIVE JUSTICE

1. COURSE DESCRIPTION

Restorative justice is a social movement and set of practices that aims to redirect society's retributive response to crime. Crime, in the context of restorative justice, is not considered just an offense against the state but rather is viewed as a wrong against another person and indicative of a broken relationship between the offender, victim, and community. Accordingly, restorative justice seeks to elevate the role of crime victims and community members; hold offenders directly accountable to the people they have violated; and restore, to the extent possible, the emotional and material losses of victims by providing a range of opportunities for dialogue, negotiation, and problem solving.

This course provides an introduction and exposure to the principles of restorative justice and its application to the treatment of human suffering from crime and related social problems. It explores the needs and roles for key stakeholders (victims, offenders, communities, justice systems), examines the values and assumptions of the movement, including its spiritual and religious roots, and introduces students to some of the current programs at community, state and international levels. The framework of the course is, in part, based on social work values and the ethical decision-making process. Besides discussing its policy implications, students will evaluate the potential of restorative justice to address social problems marked by human conflict, oppression, power and harm, e.g. partner abuse, hate crimes. Finally, students will examine the empirical evidence for restorative justice, identify critical issues including gaps in theory or practice, and critique its integrity and overall direction.

II. COURSE OBJECTIVES

By the end of the semester, students will be able to

1. Demonstrate an understanding of restorative justice concepts, principles and values.
2. Recognize the trauma and emotional impact of crime on victims, communities and offenders, and ways to be responsive to the needs and interest of crime victims.
3. Explain the concept, methods and potential uses of different restorative justice practices.
4. Develop familiarity with humanistic mediation and the skills used to conduct restorative justice mediations, conferences and circles.
5. Identify the personal, interpersonal, and organizational changes necessary for implementation of restorative justice initiatives and the implications for policy and program development including stakeholder and professional roles.
6. Demonstrate familiarity with the research on restorative justice including the criteria used for assessment of restorative justice programs.
7. Critique the promise of restorative justice for producing healing, including its challenges and pitfalls.
8. Demonstrate knowledge of ethical decision-making processes as they relate to restorative justice practice.

III. TEACHING METHODS

This course is multidisciplinary and uses a collaborative teaching model that mirrors restorative justice processes. Students are expected to contribute toward building and maintaining a deeply respectful and highly participatory learning environment. Students can draw on their own life experiences, readings, classroom and field experiences. Material will be presented through a combination of lectures, videos, small group exercises, demonstrations of restorative justice practices, guest lecturers including victim panels, field trips, student presentations, and class discussions.

IV. REQUIRED TEXTS

Zehr, J. & Towews, B. (2004) (Eds.). *Critical issues in restorative justice*. Monsey, NY: Criminal Justice Press 419 pp ISBN 1-881798-51-8. \$30.50.

Godobo-Madikizela (2003). *A human being died that night: A South African story of forgiveness*: Boston: Houghton Mifflin. ISBN: 0618211896; \$24.00

Zehr, H. (2002). *The little book of restorative justice*. Intercourse, PA: Good Books. ISBN: 1561483761. \$4.95.

A Course packet will be available through University Duplicating. It can be picked up at the McCombs School of Business, 21st Street & Speedway. Course packet

materials are also available for check-out from the Learning Resource Center (LRC), SSW. The librarian will need the name of the article or chapter to locate materials

The course will use Blackboard for information. All web-available required materials will be available on Blackboard to read and/or download.

V. COURSE REQUIREMENTS

The grade for this course will be based on the student's ability to understand, apply and critique restorative justice as a model for addressing crime. The following course requirements will be completed during the semester, with points given for each course requirement. Grading will be based on total points accrued by the end of the semester. All papers should be typed and double-spaced and follow the APA format.

Formatting: Papers must be printed on white paper in black ink. Papers must be stapled. Each page must be numbered at the bottom. You must use 1.25" margins all around. Papers should be double spaced in Times New Roman or Times 12-point font. Failure to properly format your paper will result in a penalty of up to 10 points off your grade for a paper. Spelling and grammar errors will also result in a reduction of your grade. Do not rely on software to correct all your errors, as it will not catch them all.

1. Interview with a criminal justice official (5 pages)

Conduct an interview with a criminal justice official on restorative justice. Describe restorative justice in your own words and solicit the person's feedback and questions in order to listen to and understand their perspective. Attempt to influence them (gently) in the direction of restorative justice. In a brief paper (5 pages), summarize this experience, how you presented restorative justice, the person's reactions, and what if anything you learned about restorative justice and/or how to present it.

10 points (Due February 8th)

2. Group Project (10 pages)

Select Project Option 1, Option 2 or Option 3.. Develop a 45-60 minute classroom presentation. The presentation will consist of doing a 30-45 minute lecture and leading a 15 minute discussion with the class about the problem or case (see Project Option 1, 2 or 3 below). The lecture can employ role play, video or other instructional device to help class members understand the problem or case. Each group will sign up for a classroom presentation to be given during the 3rd, 4th or 5th weekend. Each group will turn in a 10-page paper that summarizes the problem or case. Each group will also turn in a reference list of ALL sources used to develop the presentation. The 10-page paper and reference list are due on the day of the presentation. Group members will assess each other's contribution anonymously using a form developed by the instructor. Peer assessments will be

due the week after the presentation. The final grade will be a composite of the grade assigned by the instructor and the group members' assessments of the work done by each of their peers.

Project Option 1: Select a topic from the list below under #3 (Course Paper). Research the topic through the literature, interviews with stakeholders, and available videotapes.

- a) Select a topic.
- b) Describe the area selected including relevant background and the role of restorative justice.
- c) Where it is relevant--describe the debate about the use of restorative justice, problems with application, information about effectiveness, future obstacles, ethnical concerns etc.
- d) Make suggestions about how to improve any of the issues raised in (c) above.

Project Option 2: Implement a restorative justice project in a specific context. An example would be to design a project for a not for profit, community organization that has received a \$250,000 to develop restorative justice for 12 to 14 year old graffiti violators. Design a restorative process for the selected problem.

- a) Select a problem area, e.g. sexual assault, white collar crime.
- b) Describe the problem including its size, significance, and impact on victims, the community, and offenders if applicable, e.g. the impact of substance abuse on incarceration.
- c) Describe society's response. Does society ignore the problem, use a retributive model, punish the victim, etc.
- d) Design a restorative response to the problem. Answer the following questions: What defines your problem or community? What community values will be reflected in your restorative justice program? What are the criminal justice and community goals of your program? What is the 'mission statement' for your program? What types of crime will your program address? What agencies or organizations will you accept referrals from? Where will your funding come from? How would you introduce and garner support for legislation? Will your program rely on volunteers or hired practitioners? How will these individuals be trained? What restorative justice tools will you use in your program? How will you measure the success of your program? What obstacles are you likely to face in the administration of your program?

Project Option 3: Find a current or historic case or conflict that has been 'resolved' within the context of the existing justice system. Groups will consider the alternative remedies available through the lens of restorative justice and design a plan for restoration that the entire group agrees upon. The considerations, plans and anticipated outcomes will be presented to the class. .

- a) Select a case, e.g. O.J. Simpson; James Byrd case, Mathew Shephard, etc.

- b) Describe the case fully including the significant players, background on the significant players, events related to the crime, the trial, conviction and sentencing, media response, aftermath, e.g. appeals, execution, victim's response.
- c) Develop a restorative response to the case. Answer the following questions: How would you introduce and garner support for legislation? Will your program rely on volunteers or hired practitioners? How will these individuals be trained? What restorative justice tools will you use in this case? Who would be involved? How would you implement it? What topics might be addressed if a dialogue occurred? What might restitution include? How will you measure the success of the initiative? What obstacles are you likely to face in the administration of the program? Etc.

All options might involve the collection of information through literature review, Internet searches, agency visits, in-person or telephone interviews, etc. where appropriate

30 points

3. Course paper

Each student is to select a topic within the restorative justice field and write a scholarly paper. A typed, well-written paper is to be submitted. If the topic chosen overlaps with a topic in the textbook, the exploration and analysis is expected to go substantially deeper than that covered in the class. The paper should be written in APA format (5th edition) and should not exceed 20 typewritten pages (excluding references, title page, and appendices). The search of the literature should include journal articles as well as pertinent book chapters and monographs. Papers will be graded on both content and writing style: APA format will also be graded. Please select the topic from the list below. If you want to choose a different topic, please discuss your topic with me before proceeding with this option. Papers are due on April 21st, 2008.

1. The mediator's role
2. Application of restorative justice to international conflict: Northern Ireland
3. Application of restorative justice to international conflict: Israeli/Palestinian conflict.
4. School mediation
5. Restorative justice and domestic violence
6. Restorative justice and sexual abuse
7. Forgiveness and apology
8. Prison ministries
9. Theological roots of restorative justice
10. Restorative release: Reintegrating prisoners into the community.
11. Reintegrative shaming.
12. Community justice.

13. Bioethics mediation.
14. Restorative justice and violence crimes.
15. Victim offender mediation (VOM).
16. Family Group Conferencing.
17. Family Group Decision Making (Child Welfare system)
18. Circles/circle sentencing & reparative probation boards
19. Restorative justice and hate crimes.
20. Restorative justice and the state: The risk of cooption
21. Restorative justice and drug use.
22. Restorative justice and policy development.
23. Evaluating restorative justice programs.

This paper might involve the collection of information through literature review, Internet searches, agency visits, in-person or telephone interviews, etc. where appropriate. It should include references from scholarly journals, books, and periodicals other than our required course materials. Students who want papers returned should provide the instructor with a self addressed stamped envelope attached to the paper

40 points (Due April 21st)

4. Weekly Exams

There will be four exams on the required readings. Required readings are marked in bold. Exams will be given at the beginning of class on 1/25, 2/1, 2/8 and 2/15. Exams will be based on the required readings for the past week. For example, the exam given on 2/1 will cover the required readings for the weekend of 1/25 and 1/26. The exam will cover one of the required readings.

20 points (5 points for each exam)

5. Extra Assignment

Students who miss one or more class meetings **will be required** to complete an extra assignment. The student must write an additional 15 - 20 page paper on a topic listed in assignment #4 above. The scholarly paper must be APA style, type written, and turned in the last day of class. You should use references from scholarly journals, books, and periodicals other than our required course materials. The instructor must approve your topic in advance.

VI. COURSE GRADING CRITERIA

Interview of Restorative Justice	10 points
Group Presentation	30 points
Course Paper	40 points
Exams	<u>20 points</u>
TOTAL	100 points

GRADING SCALE

A total of 100 points may be earned for the above assignments. Grades will be assigned as follows.

For undergraduate students

100 - 90 = A
89 - 80 = B
79 - 70 = C
69 - 60 = D
59 and below = F (Class failed/no credit)

Graduate students must earn a minimum grade of C in the course for credit; also, graduate students must maintain an overall B average

For graduate students

100 - 94 = A
93 - 90 = A-
89 - 87 = B+
86 - 84 = B
83 - 80 = B-
79 - 77 = C+
76 - 74 = C
73 - 70 = C- (Class failed/no credit: 73 and below)
69 - 67 = D+
66 - 64 = D
63 - 60 = D-
59 and below = F

VII. CLASS POLICIES

1. As students enter the UT School of Social Work, they are simultaneously entering a profession that has a set of ethical responsibilities and values that all social workers must follow. Students are held to the NASW ethical mandates and UT SSW Standards for Social Work Education as outlined in the Student Handbook.
2. Students must attend all classes. Students missing more than session will receive a 10% reduction in their overall course grade. Students missing two or more class sessions may receive an “F” for the course. Students should not register for this class if he/she has a conflict with the schedule. Students missing one or more class sessions will be required to complete an additional assignment. See section on additional assignment for guidelines.
3. It is important for social work practitioners to be punctual in meeting deadlines. Except in case of extreme emergencies, and then only with the permission of the professor, late assignments will not be accepted without penalty. Students are expected to turn in all required assignments on the agreed upon due date at the beginning of class. Students will lose 3 points for each day that an assignment is late. If the due date is a problem, then the student must contact the professor and negotiate another due date at least 24 hours PRIOR to the regularly scheduled date. Students are responsible for the material in the assigned readings whether or not the material is covered in class.
4. Students are expected to complete all assignments regardless of whether or not they earn an assigned grade. Students who do not complete all assignments will receive an incomplete at the end of the semester.
5. Students may not use laptop computers or other electronic equipment, e.g. cell phone, text messaging, in class. ‘Ear buds’ are also not allowed. Communication devices will be turned or placed in ‘silent’ mode while in class.
6. Social work practitioners assume responsibility for themselves. Therefore, it is expected that the work handed in will be your own. Scholastic dishonesty, including plagiarism and cheating during examinations, violates social work values and will result in recommendation for dismissal from the social work program and a referral to the Dean of Student’s Office.
7. Social work practitioners are assertive and function as team members. Therefore, constructive feedback about the course is welcome and the course will be viewed as a joint effort between students and the instructor. Students are encouraged to provide feedback during office hours and by appointment if they desire. Students are also expected to provide the feedback in time for the instructor to make changes that will benefit them. If students have concerns about the instructor, the course, or the classroom environment, students are expected to communicate their concerns directly and constructively to the instructor first.
8. Students are expected to behave professionally in the classroom and to treat the instructor, their peers, and guests with respect. A student who behaves unprofessionally or disrespectfully will receive, verbally and in writing, a Level 1

review. The instructor will also take whatever action she deems necessary to advance the learning environment of that class period. The continuation of unprofessional or disrespectful behavior may result in permanent suspension from the class and/or a grade of F for the class. Some examples of unprofessional and disrespectful behavior include talking over others, whispering to others when the instructor or other students are speaking, or making derogatory gestures or comments. Some examples of overt acts include sneers, rolling of the eyes, excluding class members from team classroom tasks, etc.

9. Confidentiality. Personal disclosure is not an expectation or a requirement of this course. However, it might be appropriate for students to talk about personal information during class as it relates to our learning about a particular topic. Students are expected to adhere to all professional standards of confidentiality during the semester.
9. The Publication Manual of the American Psychological Association (APA) is the style manual to be used for all assignments. Incorrect APA style will result a deduction of points on assignments.
10. Special Accomodations for Students with a Disability. The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259; 471-4641 TTY. Please notify the professor of any special accommodations that you may need prior to the end of the second week of class.
11. At times, the instructor may ask students for a copy of their papers to use as a sample paper for students in future classes. If asked, students have the right to decline without fear of reprisal. They will be asked to sign a form indicating that they have freely given the instructor permission to use their paper as a sample.
12. This class may use Electronic Reserves and Eudora for exchanging e-mail, engaging in class discussions and chats and exchanging files. Also, the instructor may send e-mail to members of the class (as a group) about assignments or to answer questions. If a web site is used, your name will appear on an electric class roster. If e-mail is sent to you and other class members, your name and e-mail address will be known by other class members.
13. Safety. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to the policies and practice related to agency and/or community safety. Student should also notify instructors regarding any safety concerns.

The instructor may send e-mail to members of the class (as a group) about assignments or to answer questions. If e-mail is sent to you and other class members, your name and e-mail address could be known by other class members.

Please fill in the following information and return it to the instructor.

Name: _____

Telephone: _____ (Only known to instructor)

E-mail Address: _____ (May be known to other class Members)

- The instructor has my permission to use my e-mail address when sending out information to students beside myself.

- The instructor does not have my permission to use my e-mail address when sending out information to students beside myself.

1. What is your clinical experience with families (parents and children)

2. What do you hope to gain from this class?

3. What is your main concern about working with families?

4. What can the instructor do to help you achieve your goals?

5. What can you do to help yourself achieve your goals?

Course Schedule

Date	Description	Text/Readings
Week 1		
1/18 5:30-8:30	Course review Introduction to Restorative Justice. <ul style="list-style-type: none"> • The expanding prison. • Retributive theory & the restorative justice paradigm. • Restorative justice & social work. Video	<p>Godobo-Madikizela, P. (2003). <i>A human being died that night: A South African story of forgiveness</i>. Boston: Houghton Mifflin. —READ THIS BOOK BY 2/9/07.</p> <p>Zehr, H. (2002). The little book of restorative justice. Pp. 3-41. Intercourse, PA: Good Books.</p> <p>Geske, J. (2005). Why Do I Teach Restorative Justice to Law Students? Marquette Law Review. http://law.marquette.edu/s3/site/images/restorative/lawreviews/Geske.pdf</p> <p>Cayley, D. (1998). The expanding prison: The crisis in crime and punishment and search for alternative, pp. 15-62; 88-99. Cleveland, OH: Pilgrim Press</p> <p>Travis, J (2005). <i>But they all come back: Facing the challenges of prisoner reentry</i>. Pp. 21-38, Chapt 2. Washington, D.C.: The Urban Institute.</p> <p>Van Wormer, K. (2002). Restorative justice and social work. <i>Social Work Today</i> 2, 1-6. Available at http://www.restorativejustice.org.uk/International_RJ/pdf/RJ&Social_Work.pdf</p> <p>Zehr & Toews. (2004). Principles & concepts. Pp. 1-60.</p>
1/19 a.m. 9:00-12:00	Indigenous and religious roots. Spiritual principles. Prison ministries and the state.	<p>Johnstone, G. (2002). Reviving restorative justice traditions. In G. Johnstone. Restorative justice: Ideas, values debates. Pp. 36-61. Devon, UK: Willan Publishing.</p> <p>Zehr, (1990). Covenant justice: The biblical alternative In H. Zehr, Changing lenses: A new focus for crime and justice. pp 126-157. Scottsdale, PA: Herald Press.</p> <p>Bender, K. & Armour, M. (2007). The Spiritual Components of Restorative Justice. Victim & Offender 2(3), 151-167.</p> <p>National Service Resources: <i>Restorative Justice & the Courts</i>, Available at http://nationalserviceresources.org/filemanager/download/faith_justice/ch1.pdf</p> <p>Centre for Justice & Reconciliation: <i>Faith-based Prison Rehabilitation</i>, Available at http://www.pficjr.org/newsitems/warcryarticle</p>
1/19 p.m. 1:00-5:30	The needs & responsibilities of victims. Victim impact panel.	<p>Cook, B., David, F. & Grant, A. (1999). The impact of crime on victims In B. Cook, F. David & A. Grant, Victims' needs, victims' rights: Policies and programs for victims of crime (pp. 14-39). Australia Research and Public Policy Series, no. 19. Canberra: Australian Institute of Criminology. Available at http://www.aic.gov.au/publications/rpp/19/ch2.pdf</p> <p>Armour, M.P. (2002). The Journey of Homicide Families: A Qualitative Study of Their Post Homicide Experience. <i>American Journal of Orthopsychiatry</i> 72(3): 372-383.</p> <p>Neiderbach, S. (1986). Rita. In S. Neiderbach. <i>Invisible wounds: Crime victims speak</i>. Pp. 178-223. New York, NY: Harrington Park Press.</p> <p>Zehr, (2001). <i>Transcending: Reflections of crime victims</i>. Intercourse, PA: Good Books</p>

		Zehr & Toews. (2004). Victims, pp. 65-73; 96-105.
Week 2		
1/25 5:30-8:30	Exam 1 The needs & responsibilities of offenders. The needs & responsibilities of the community. Implications for policy & program development. Speaker: Marc Levin	Rowley, T. (2003). Hair chronicles. In W. Lamb <i>Couldn't keep it to myself; Wally Lamb and the women of York Correctional Institution</i> (pp. 95-111). New York, NY: Regan Books. Whiteley, N. (2003). Orbiting Izzy. In W. Lamb <i>Couldn't keep it to myself; Wally Lamb and the women of York Correctional Institution</i> (pp. 53-63). New York, NY: Regan Books. Alder, C. (2000). <i>Young women offenders and the challenge for restorative justice</i>. In H. Strang & J. Braithwaite (Eds.). <i>Restorative Justice: Philosophy to Practice</i>, pp. 105-119. Burlington, Vermont: Ashgate Publishing Company Zehr and Toews (2004). Offenders. Pp. 107-118, 133-142 Zehr and Toews (2004). Community. Pp 143-154, 155-172 Zehr and Toews (2004). State. Pp.173-187, 215-226, 227-238 Levin, M. (2005). Restorative justice in Texas: Past, present & future. Austin, TX: Center for Effective Justice, Texas Public Policy Foundation. Available at http://www.texaspolicy.com/pdf/2005-09-restorativejustice.pdf .
1/26 a.m 7:30-1:30	Offender panel and Giddings tour	
1/26 p.m. 2:30-5:30	Programs 1: Victim Offender Mediation (VOM)	Bazemore, G.& Umbreit, M. (1999). <i>Conferences, Circles, Boards and Mediations: Restorative Justice and Citizen Involvement in the Response to Youth Crime</i> . (pp.1-41). Balanced and Restorative Justice Project: Office of Juvenile Justice and Delinquency Prevention Available at http://www.rjp.umn.edu/img/assets/18492/Conferences_Circles_Boards_Mediations.PDF Armour, M.P. & Umbreit, M.S. (2007). <i>Victim-Offender Mediation and Forensic Social Work</i>. In A.R. Roberts & D. Springer (Eds.). <i>Forensic Social Work in Juvenile and Criminal Justice Settings: An Evidence-Based Handbook</i>, pp.519-539. Springfield, ILL: Charles C. Thomas. Zehr and Toews (2004). Pp 241-252.
Week 3		
2/1 5:30-8:30	Exam 2 Student presentations. Humanistic	Williams, S. & Williams, S. (1994). <i>Being in the middle by being at the edge: Quaker experience of non-official political mediation</i>. Pp. 14-41; 54-63. London: Quaker Peace & Service. Umbreit. (1997). <i>Humanistic mediation: A transformative journey of peacemaking. Mediation Quarterly</i>, 14, 201-213.

	mediation: The role of the mediator.	Gold, L. (1995). Appendix 3: Influencing unconscious influences: The Healing dimension of mediation. In M.S. Umbreit, M. S. <i>Mediating interpersonal conflicts: A pathway to peace</i> . Pp. 251-262. West Concord, MN: CPI Publishing. Umbreit, M. (2001). Appendix D: Promising practices and innovations. In M.S. Umbreit, M.S. <i>The handbook of victim offender mediation: An essential guide to practice and research</i> . Pp. 365-374. San Francisco, CA: Jossey-Bass
2/2 a.m. 9:00- 12:30	Programs 2: Victim Offender Mediated Dialogue Speaker: Mark Odem <i>Video:</i> <i>Meeting with a Killer</i> Speaker: Linda White	Umbreit, M.S. Vos, B., Coates, R. B., & Brown, K. (2003). <i>Facing violence: The path of restorative justice & dialogue</i> . Pp. 91-178; 301-346. Monsey, NY: Criminal Justice Press. Cayley (1998). From guilt to obligation: Victim offender mediation. In D. Cayley. <i>The expanding prison: The crisis in crime and punishment and search for alternative</i> , pp. 215-237. Cleveland, OH: Pilgrim Press Umbreit, M. S., Coates, R., Vos, B. & Armour, M.P. (2006). Victims of Severe Violence in Mediated Dialogue With Offender: The Impact of the First Multi-Site Study in the U.S. <u>International Review of Victimology</u> 13(1), 27-48
2/2 p.m. 1:30- 5:30	Programs 3: <i>Bridges to Life</i> Speakers: BTL Participants (victims, offenders & facilitators) The role of moral emotions: empathy, remorse and forgiveness.	Armour, M.P., Sage, J., Rubin, A. & Windsor, L. (2005). Bridges to Life: Evaluation of an In-Prison Restorative Justice Intervention. <u>Medicine & Law</u> 24(4), 831-851. Harris, N., Walgrave, L., & Braithwaite, J. (2004). Emotional dynamics in restorative conferences., <i>Theoretical Criminology</i>, 8, 191-211. Armour, M.P, Windsor, L., Aguilar, J. & Taub, C. (in press). A pilot study of a faith-based intervention for offenders. <u>Psychology and Christianity</u>. Tavuchis, N. (1991). The social import of apology.. In N. Tavuchis. <i>Mea Culpa: A sociology of apology and reconciliation</i> . Pp1-14. Stanford, CA: Stanford University Press Exline, J.J., Worthington, E.L., Jr., Hill, P., & McCullough, M.E. (2003). Forgiveness and justice: A research agenda for social and personality psychology. <i>Personality and Social Psychology Review</i> 7, 337-348. Armour, M.P. & Umbreit, M.S. (2006). Victim Forgiveness in Restorative Justice Dialogue. <u>Victim and Offender</u> 1(2), 123-140.
Week 4		
2/8 5:30- 8:30	Exam 3 Student presentations.	
2/9 a.m.	Application of Restorative	Kirkwood, H.J. (2007). A Cultural Critique of the Globalization of Restorative Justice. Chapters Master's Thesis. University of Texas at Austin.

9:00-12:00	<p>Justice internationally</p> <p>Restorative Justice & Domestic violence</p> <p>Speakers: Andria Sindt Marissa Churchin Gail Rice</p>	<p>Frederickson, E.A. (2005). Restorative justice: Rethinking justice in a postcolonial world. Paper presented at the Canadian Political Association, London, Ontario. Pp. 11-17; 26-29. Available at http://www.cpsa-acsp.ca/papers-2005/Frederiksen.pdf</p> <p>Borer, T.A. (2004). Reconciling South Africa or South Africans: Cautionary notes from the TRC. <i>African Studies Quarterly</i> 8, 19-38.</p> <p>Daly, K. & Stubbs, J. (2007). Feminist Theory, Feminist and Anti-Racist Politics, and Restorative Practice. In G. Johnstone & D.W. Van Ness (eds.) <i>Handbook of Restorative Justice</i>, pp. 149-170. Portland, Oregon: Willan Publishing.</p>
2/9 p.m. 1:00-5:30	<p>Research & evaluation of restorative justice programs.</p> <p>Criticisms of restorative justice.</p> <p>Challenges & pitfalls: The future for restorative justice.</p> <p>Speaker: Twila Earle</p>	<p>Latimer, J., Dowden, C., & Muise, D. (2005). The effectiveness of restorative justice practices: A meta-analysis. <i>Prison Journal</i>, 85, 127-145.</p> <p>Hayes, H. & Daly, K. (2004). Conferencing and re-offending in Queensland. Australian and New Zealand <i>Journal of Criminology</i> 37(2), 167-91. Available at http://www.griffith.edu.au/school/ccj/kdaly_docs/kdpaper20.pdf</p> <p>Nugent, W., Williams, M. & Umbreit, M. (2004). Participation in Victim-Offender Mediation and the prevalence of subsequent delinquent behavior: A meta-analysis. <i>Journal of Research in Social Work Practice</i>, 14, 408-416.</p> <p>Porter, A.J. (2006). Restorative conferences reduce trauma from crime, study shows. Available at http://law.marquette.edu/s3/site/images/restorative/RestorativeConferencesReduce.pdf</p> <p>Acorn, A. (2004). The seductive vision of restorative justice: Right-relation, reciprocity, healing and repair. In A. Acorn. <i>Compulsory compassion</i>. Pp. 1-26 Vancouver, BC: UBC Press.</p> <p>Morris, A. (2002). Critiquing the critics: A brief response to critics of Restorative Justice?. <i>British Journal of Criminology</i>, 42,596-615.</p> <p>Menkel-Meadow, Carrie J. (2007). Restorative Justice: What is it and Does it Work? <i>Annual Review of Law & Social Science</i> 3, 10.1-10.27.</p> <p>Available at http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1005485#PaperDownload</p> <p>Zehr and Toews, pp. 76-83; 303-314; 329-340; 345-354; 365-378.</p>
Week 5		
2/15 p.m. 5:30-9:00	<p>Exam 4</p> <p>Student presentations.</p> <p>Wrap up of course.</p>	

Small Group Evaluation Form

Name: _____

Directions: Write the names of each group/team member on the line below each question. On a scale of 1-5 please rate the participation and contributions of the members of your group to the group activities in which you have been involved. Your candid and truthful evaluations are requested. Your evaluations, along with those of the other members of your group will be taken into account in determining your grade.

	Poor		Average		Outstanding
A. The level of participation of each group member was:					
a. _____	1	2	3	4	5
b. _____	1	2	3	4	5
c. _____	1	2	3	4	5
d. _____	1	2	3	4	5
B. The level of work contributed by each group member toward completion of the final project was:					
a. _____	1	2	3	4	5
b. _____	1	2	3	4	5
c. _____	1	2	3	4	5
d. _____	1	2	3	4	5
C. The cooperation shown by each group member for a smooth working group was:					
a. _____	1	2	3	4	5
b. _____	1	2	3	4	5
c. _____	1	2	3	4	5
d. _____	1	2	3	4	5
D. Leadership and initiative taken on by group members in order to achieve the assignment objectives was:					
a. _____	1	2	3	4	5
b. _____	1	2	3	4	5
c. _____	1	2	3	4	5
d. _____	1	2	3	4	5
E. Given the skills, experience, and interest, I learned from my other group members					
a. _____	1	2	3	4	5
b. _____	1	2	3	4	5
c. _____	1	2	3	4	5
d. _____	1	2	3	4	5
F. Given MY skills, experiences, and interest, I help facilitate the learning of my other group members					
a. _____	1	2	3	4	5

G. If I were grading each member of my group (and myself) for his/her contributions and work in this activity I would give the following grades:

a. _____ **F D- D D+ C- C C+ B- B B+ A- A**

Rationale for Grade:

- 1.
- 2.
- 3.

_____ of 5 possible points

b. _____ **F D- D D+ C- C C+ B- B B+ A- A**

Rationale for Grade:

- 1.
- 2.
- 3.

_____ of 5 possible points

c. _____ **F D- D D+ C- C C+ B- B B+ A- A**

Rationale for Grade:

- 1.
- 2.
- 3.

_____ of 5 possible points

d. _____ **F D- D D+ C- C C+ B- B B+ A- A**

Rationale for Grade:

- 1.
- 2.
- 3.

_____ of 5 possible points

E. Please write any additional comments you may have concerning the group activity you have just experienced. (What did you like and what you would have done differently if you had been the instructor?)

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Web-Sites of Restorative Justice Organizations

- Center for Restorative Justice & Peacemaking, University of Minnesota.
<http://2ssw.che.umn.edu/rjp/Seminars/Seminars-2005.html>
- Center for Peacemaking and Conflict Studies, Fresno Pacific University,
<http://peace.fresno.edu/rjp/>
- The Centre for Restorative Justice, Simon Frazer University:
<http://www.sfu.ca/cfrj/>
- Balanced and Restorative Justice Project: <http://www.barjproject.org/>
- International Victim Offender Mediation Association: <http://www.voma.org/>
- Prison Fellowship International: Restorative Justice Online.
<http://www.restorativejustice.org/>
- Australian Government, Australian Institute of Criminology,
<http://www.aic.gov.au/rjustice/>
- Restorative Justice Consortium, UK; <http://www.restorativejustice.org.uk/>
- Minnesota Restorative Justice Coalitions; <http://www.mnmrsc.org/links.htm>
- eforum@restorativepractices.org