

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

Course Number:	SW 393U	Instructor:	M. Armour, Ph.D.
Unique Number:	28605 (law) 61375 (SW)	E-mail:	marmour@utexas.edu
Semester:	Spring 2020	Office Room:	3.212D
Meeting Time:	Fri. 5:30-8:30 Sat. 9:00-5:30 Jan. 24– Feb.21, 2020.	Phone:	471 3197
Meeting Place:	2.122	Office Hours:	Tuesday 11:30-12:30 Friday 3:30-5:00

RESTORATIVE JUSTICE

I. 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, inclusive and highly participatory learning environment. Students can draw on their own life experiences, readings, classroom and field experiences. Material, using diverse perspectives, 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

Umbreit, M. & Armour, M. (2010). *Restorative justice dialogue: An essential guide for research and practice*. New York: Springer. ISBN: 978082612258

Zehr, J. & Toews, B. (2010) (Eds.). *Critical issues in restorative justice*. Boulder, CO: Lynne Rienner 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. 978-1561483761

The course will use Canvas for information. All non textbook materials will be available on Canvas 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 and wrongdoing. 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. Students should turn in a hard copy and send an electronic copy to the instructor of all assignments.

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 minimum), 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 14th)

2. Group Project (10 pages)

Select Project Option 1, Option 2 or Option 3. Develop a 30 minute classroom presentation. The presentation will consist of doing a lecture and leading a brief 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 minimum 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 DVDs and videotapes.

- a) Select a topic.
- b) Describe the area selected including relevant background and the role of restorative justice.
- c) Where is restorative justice 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 students who bully. Design a restorative process for the selected problem.

- a) Select a problem area, e.g. implicit bias, 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? How will you address diversity and inclusion in your response? 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, Michael Brown/Darren Wilson, 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? How might issues of diversity and inclusion impact your response? 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. The topic should be different than the topic for the oral presentation. 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 (6th edition) and should be between 18- 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.

1. The mediator's role
2. Implicit bias
3. Restorative justice and immigration
4. Surrogate mediation
5. Application of restorative justice to international conflict: Northern Ireland
6. Application of restorative justice to international conflict: Israeli/Palestinian conflict.
7. Application of restorative justice to international conflict: South Africa
8. School mediation
9. Restorative justice and domestic violence
10. Restorative justice and sexual abuse
11. Defense-initiated victim outreach (DIVO)
12. Forgiveness and apology
13. Prison ministries
14. Theological roots of restorative justice
15. Restorative release: Reintegrating prisoners into the community.
16. Reintegrative shaming.
17. Community justice.
18. Bioethics mediation.
19. Restorative justice and violent crimes.
20. Victim offender mediation (VOM).
21. Family Group Conferencing.
22. Family Group Decision Making (Child Welfare system)
23. Circles/circle sentencing & reparative probation boards
24. Restorative justice and hate crimes.
25. Restorative justice and the state: The risk of cooption
26. Restorative justice and drug use.
27. Restorative justice and policy development.
28. Evaluating restorative justice programs.
29. Restorative justice and bullying

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 May 4rd)

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 1/31, 2/7, 2/14 and 2/21. Exams will be based on the required readings for the past week. For example, the exam given on 1/31 will cover the required readings for the weekend of 1/24 and 1/25. 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.

6. Extra Credit

Students can gain exposure to local restorative justice programs and receive extra credit by electing to participate in a restorative justice program. (1) Students may volunteer to attend a Bridges to Life session at the Kyle unit; 2) Students may attend a Restorative Circle at a local school; Opportunities to attend other programs may occur during the semester as well. Students will write a double-spaced 5-7 page paper that (a) describes the experience; (b) delineates the restorative justice principles in operation in the program; and (c) details what the student learned from the experience.

5 points (Due May 4rd)

VI. COURSE GRADING CRITERIA

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

GRADING SCALE FOR THE SCHOOL OF SOCIAL WORK

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

The grading scale for all quizzes and papers and the final grade is:

100-94.0 = A 93.999-90.0= A- 89.999-87.0= B+	86.999-84.0= B 83.999-80.0= B- 79.999-77.0= C+	76.999-74.0= C 73.999-70.0= C- 69.999-67.0= D+	66.999-64.0= D 63.999-60.0= D- Below 60.0= F
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VII. CLASSROOM 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. 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.
3. There are no “excused” absences. Students missing more than one (1) class session will receive a 10% reduction in their overall course grade. Students missing two (2) or more class sessions may receive an “F” for the course. The instructor may use her discretion. Students should not register for this class if he/she has a conflict with the schedule, however emergencies are understandable. As soon as you know that you will not be attending class because of an emergency, please let me know by email. Coming to class late or leaving class early counts as an absence. Students missing one or more class sessions will be required to complete an additional assignment. See section on additional assignment for guidelines and see me for approval.
4. Students are expected to complete all assignments and all parts of an assignment regardless of whether or not they earn an assigned grade. Students who do not complete all assignments and all parts of an assignment 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. 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.
7. 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.
8. 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.
9. 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 fill in the following information and return it to the instructor.

VIII. UNIVERSITY POLICIES

COVID-19 RELATED INFORMATION. The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds.

Students are influenced and shaped by such factors as race, ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment, we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON SCHOLASTIC DISHONESTY. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students: <https://deanofstudents.utexas.edu/conduct/academicintegrity.php>.

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free

from discriminatory conduct on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

CAMPUS CARRY POLICY. The University's policy on concealed firearms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

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 policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS ADVICE LINE (BCAL). If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns Advice Line to discuss by phone their concerns. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <https://safety.utexas.edu/behavior-concerns-advice-line>.

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

IX. Course Schedule

Date	Description	Text/Readings (Citations in <i>Bold</i> required reading for exams)
Week 1		
1/24 5:30-8:30	<p>Course review</p> <p>Introduction to Restorative Justice.</p> <ul style="list-style-type: none"> • The expanding prison. • Retributive theory & the restorative justice paradigm. • Restorative justice & social work. 	<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 2/10/07.</p> <p>Zehr, H. (2002). The little book of restorative justice. Pp. 3-41. Intercourse, PA: Good Books.</p> <p>Cayley, D. (1998). <i>The expanding prison: The crisis in crime and punishment and search for alternative</i>, pp. 15-62; 88-99. Cleveland, OH: Pilgrim Press</p> <p>Umbreit & Armour (2010). Chapters 1 & 2.</p>
1/25 a.m. 9:00-12:00	<p>Indigenous and religious roots.</p> <p>Spiritual principles.</p> <p>Prison ministries and the state.</p>	<p>Johnstone, G. (2002). Reviving restorative justice traditions. In G. Johnstone. <i>Restorative justice: Ideas, values debates</i>. Pp. 36-61. Devon, UK: Willan Publishing.</p> <p>Zehr, (1990). Covenant justice: The biblical alternative In H. Zehr, <i>Changing lenses: A new focus for crime and justice</i>. Pp 126-157. Scottsdale, PA: Herald Press.</p> <p>Umbreit & Armour (2010). Chapter 3.</p>
1/25 p.m. 1:00-5:30	<p>The needs & responsibilities of victims.</p> <p>Victim impact panel.</p>	<p>Cook, B., David, F. & Grant, A. (1999). The impact of crime on victims In B. Cook, F. David & A. Grant, <i>Victims' needs, victims' rights: Policies and programs for victims of crime</i> (pp. 14-39). <i>Australia Research and Public Policy Series, no. 19</i>. Canberra: Australian Institute of Criminology. Available at http://www.aic.gov.au/documents/C/E/A/{CEA35554-6D50-460D-A31F-4A51117F1A9D}full_report.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</p>

		Books Zehr & Toews. (2004). Victims, pp. 65-73; 96-105.
Week 2		
1/31 5:30- 8:30	Exam 1 The needs & responsibilities of offenders & the community Offender Panel	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 Armour (in preparation). Chapter 2: Crime, Incivilities and Social Structure (Offenders and Community) OR Armour (in preparation). Chapter 11: Restorative Community Reentry:Reconnection with the "Community." Welsh, B.C. & Farrington, D. P. (2005). Evidence-based crime prevention: Conclusions and directions for a safer society. <i>Canadian Journal of Criminology and Criminal Justice</i> 47 (2), 337-354.
2/1 8:30- 12:30	Giddings tour	
2/1 p.m. 1:30- 5:30	Programs 1: Victim Offender Mediation (VOM) Speakers: Deleigh Hermes Stephanie Frogge	Zehr and Toews (2004). Community. 155-172 Zehr and Toews (2004). State. Pp.1 73-187, 215-226, 227-238 Judice, K. (2018). Implementing Restorative Justice in Texas' Juvenile Justice System. <i>Policy Brief 2018, Texas Criminal Justice Coalition</i> pp. 2-7. https://www.texascjc.org/implementing-restorative-justice-texas'-juvenile-justice-system Gilbert, M.J. & Settles, T.L. (2007). The next step: Indigenous development of neighborhood-restorative community justice. <i>Criminal Justice Review</i> 32 (1), 5-25.

		<p>Umbreit and Armour (2010). Chapter 5 & 6.</p> <p>Zehr and Toews (2004). Pp 241-252.</p>
Week 3		
2/7 5:30- 8:30	<p>Exam 2</p> <p>Student presentations.</p> <p>Humanistic mediation: The role of the mediator.</p>	<p>Bolitho, J. & Bruce, J. (2017). Science, art and alchemy: Best practice in facilitating restorative justice. <i>Contemporary Justice Review</i>, 20(3), 19-84. Pp. 2-27.</p> <p>https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3414160 (Download)</p> <p>Umbreit & Armour (2010). Chapter 4 & 9</p> <p>RJ Center Staff (October 1, 2018). <i>What is good facilitation for restorative justice.</i> Restorative Justice Cener, UC Berkeley. http://rjcenterberkeley.org/what-is-good-facilitation-for-restorative-justice/ (Search with Google)</p>
2/8 a.m. 9:00- 12:30	<p>Programs 2: Victim Offender Mediated Dialogue Speaker: Cielito Apolinar</p> <p><i>Video: Meeting with a Killer</i></p> <p>Speakers: Linda White Ellen Halbert</p>	<p>Umbreit & Armour (2011) Chapter 8</p> <p>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</p> <p>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. <i>International Review of Victimology</i> 13(1), 27-48.</p> <p>Armour, M.& Umbreit, M. (2018). Briana’s Story. Clynita’s Story. In <u>Violence, Restorative Justice and Forgiveness.</u> London, Jessica Kingsley.</p>
2/8 p.m. 1:30- 5:30	<p>Program 3: Restorative Justice & Schools</p> <p>Speakers: Randy Dean Travis Mutscher Christopher Harvey Derry Hinton</p>	<p>Umbreit & Armour (2010). Chapter 7 & 11</p> <p>Sumner, Silverman, and Frampton. (2010). <u>School-Based Restorative Justice as an Alternative to Zero-Tolerance Policies: Lessons from West Oakland.</u></p> <p>Armour, M.P. (2016) Restorative Practices: Righting the Wrongs of Exclusionary School Discipline. <i>University of Richmond Law Review</i>, Vol. 50:999. http://lawreview.richmond.edu/files/2016/03/Armour-503.pdf</p> <p>Harris, N., Walgrave,L. & Braithwaite, J. (2004). Emotional dynamics in restorative conferences <i>Theoretical Criminology</i>, 8, 191-211.</p>

	The role of moral emotions: empathy, remorse and forgiveness	<p>Armour, M.P. & Umbreit, M.S. (2006). Victim Forgiveness in Restorative Justice Dialogue. <u>Victim and Offender</u> 1(2), 123-140.</p> <p>Armour, M. & Umbreit, M. (2018). Introduction and Selected Victim Narratives. <u>Violence, Restorative Justice and Forgiveness</u>. London:Jessica Kingsley.</p>
Week 4		
2/14 p.m. 5:30-8:30	Exam 3 Student Presentations	
2/15 a.m. 9:00-11:00 11:00-12:30	<p>Programs 4: Re-entry and Interpersonal Violence <i>Bridges to Life</i> Speakers: BTL Participants (victims, offenders & facilitators)</p> <p>Sexual Assault and RJ in Higher Education Speakers David Karp</p>	<p>Umbreit & Armour (2010). Chapter 7</p> <p>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.</p> <p>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</p> <p>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.</p> <p>Karp, D. (2019). Restorative justice and responsive regulation in higher education: The complex web of campus sexual assault policy in the United States and a restorative alternative. In G. Buford, V. Braithwaite & J. Braithwaite (Eds.) <u>Restorative and Responsive Human Services</u>.</p> <p>“A Survivor and a Perpetrator Find Justice.” <i>Reckonings</i>. Podcast. December 3, 2018. http://www.reckonings.show/episodes/21</p> <p>Fox, K.J. (2013). <u>Circles of Support and Accountability: Final Report Prepared for the State of Vermont, Department of Corrections.</u></p>
2/15 p.m. 1:30-5:30	Application of Restorative Justice internationally	<p>Umbreit & Armour (2010). Chapter 10</p> <p>Kirkwood, H.J. (2007). A Cultural Critique of the Globalization of Restorative Justice. Chapters 2-4. Available at https://irjrd.org/wp-content/uploads/2015/08/hpaper.pdf</p>

	<p>Challenges & pitfalls: The future for restorative justice.</p> <p>Speaker: Honorable Janine Geske</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> <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. Available at http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1005485#PaperDownload</p>
Week 5		
2/21 5:30-9:00	Exam 4 Student presentations. Wrap up	

Small Group Evaluation Form

Name: _____

Directions: Write the names of each group/team member on the line below each question. Do not include yourself on A through E. Do include yourself on F & G. 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
b. _____	1	2	3

- 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

E. 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?)

Originally developed by Dr. Karron G. Lewis, Center for Teaching Effectiveness, The University of Texas at Austin and modified by Marilyn Armour for Restorative Justice

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Web-Sites of Restorative Justice Organizations*

- The Institute for Restorative Justice and Restorative Dialogue, The University of Texas at Austin. www.irjrd.org
- National Association of Community and Restorative Justice, <http://www.nacrj.org>
- Center for Restorative Justice & Peacemaking, University of Minnesota. <http://2ssw.che.umn.edu/rjp/Seminars/Seminars-2005.html>
- Marquette Restorative Justice Initiative, Marquette Law School, <http://law.marquette.edu/rji/>
- 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

***For additional websites and their links visit
<http://www.utexas.edu/research/cswr/rji/links.html>**