

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

Course Number	SW 393U18	Instructor	Noël Busch-Armendariz, PhD, LMSW, MPA
Unique Number	28794 Law 60010 SSW	E-mail	nbusch@austin.utexas.edu
Semester	Spring 2022	Office Room	SSW 1.218HA
Meeting Time	Fridays 9 AM – 6 PM	Phone	512.751.8337 (cell)
Meeting Place	Online and SSW 1.124	Office Hours	By appointment and Fridays 8 AM – 9 AM

**RESTORATIVE JUSTICE**

**I. STANDARIZED 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. STANDARIZED 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 AND MATERIALS**

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

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

The course will use Canvas for information. All non-textbook materials will be available on Canvas to read and/or download.

### **V. COURSE REQUIREMENTS**

This course includes four graded assignments. Detailed assignment prompts will be provided.

Assignment #1	20 points
Assignment #2	30 points
Assignment #3	40 points
Assignment #4	<u>10 points</u>

TOTAL

100 points

## VI. GRADES

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	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. 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 they have 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 and or text. 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. An assignment prompt will be provided.

4. Students are expected to complete all assignments and all parts of an assignment regardless of whether or not they earn an assigned grade.

5. 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.
6. 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.
7. 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 NOTICES AND 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 ACADEMIC INTEGRITY.** Students who violate University rules on academic 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 academic dishonesty will be strictly enforced. For further information, please visit the

Student Conduct and Academic Integrity website at:  
<http://deanofstudents.utexas.edu/conduct>.

**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.

**UNIVERSITY ELECTRONIC MAIL STUDENT NOTIFICATION.** Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. 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 HOLY DAYS.** A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the [Office for Inclusion and Equity](#). The University does not maintain a list of religious holy days.

**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 campus carry may be found here: <https://campuscarry.utexas.edu>.

**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 and COVID-19 ADVICE LINE (BCCAL).** 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 and COVID-19 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>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

**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

A detailed course calendar will be posted on Canvas.

Date	Topic	Readings
January 21	Introduction Overview Film	
January 28	Readings Speakers Films Practice	Umbreit Chapters Discussion & Assignment
February 4	Readings Speakers Film Practice	Umbreit Chapters Discussion & Assignment
February 11	Readings Speakers Film Practice	Umbreit Chapters Discussion & Assignment
February 18	Practice	Final Assignment

## X. BIBLIOGRAPHY

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