

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

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| <b>Course Number:</b>      | SW 393U18<br>LA 61250  | <b>Instructor:</b>   | Noël Busch-Armendariz, PhD,<br>LMSW, MPA   |
| <b>Unique Number:</b>      | 61250  | <b>Email:</b>        | nbusch@austin.utexas.edu   |
| <b>Semester:</b>           | Fall 2024  | <b>Office:</b>       | JHH 1.116<br>John Hargis Hall  |
| <b>Meeting Time/Place:</b> | August 30<br>September 6<br>September 13<br>September 20<br>September 27 | <b>Office Phone:</b> | See Canvas Announcements   |
|                            | 9:00 AM - 6:00 PM  | <b>Office Hours:</b> | <i>For your convenience</i> , Fridays before<br>class, at lunch, or by individual<br>appointment |
|                            | JHH 2.114  |                      | Other times by appointment   |

## Restorative Justice

### I. STANDARDIZED COURSE DESCRIPTION

Restorative justice is a social movement and set of practices that aims to redirect society's retributive response to crime. In the context of restorative justice, crime is not considered just an offense against the state but 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 of 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 and 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. STANDARDIZED 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 interests 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 to conduct restorative justice mediations, conferences, and circles.
5. Identify the personal, interpersonal, and organizational changes necessary to implement restorative justice initiatives and the policy and program development implications, including stakeholder and professional roles.

6. Demonstrate familiarity with the research on restorative justice, including the criteria used to assess 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 multidisciplinary course 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 life experiences, readings, classroom, and field experiences. Using diverse perspectives, material will be presented through lectures, videos, small group exercises, demonstrations of restorative justice practices, and guest lecturers, including victim panels, field trips, student presentations, and class discussions.

### IV. REQUIRED TEXT AND MATERIALS

There are two required textbooks. I will use Canvas as the primary means of communicating and documenting, including uploading video links, speaker bios, all non-textbook materials, and posting the course calendar.

Finnis, M. (2021). *Independent Thinking of Restorative Practice*. Crown House Publishing.

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

### V. COURSE REQUIREMENTS

This course has six graded assignments. I will provide detailed assignment prompts and handouts on Canvas.

### 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  |

\* *minimum to pass course*

### VII. CLASS POLICIES

1. As students enter the UT School of Social Work and Law, they are simultaneously entering professions that has a set of ethical responsibilities and values that all social workers and lawyers must follow. Social workers are held to the NASW ethical mandates and UT SSW Standards for Social Work Education as outlined in the Student Handbook. Equally, lawyers are held to ethical mandates outlined in their professional mandates.
2. Except in extreme emergencies, and then only with the professor's permission, late assignments will not be accepted without penalty. Students are expected to turn in all required assignments on the agreed-upon due date or before the beginning of class. Students will lose five (5) points each day an assignment is late. If the due date is a problem, the student must contact the professor and negotiate another due date at least 24 hours before 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 one (1) class session may 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 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 or text.

4. Coming to class late or leaving class early will result in a loss of participation points and may count as an absence. The instructor may use her discretion.
5. Students missing one or more class sessions may be required to complete an additional assignment. An assignment prompt will be provided. The instructor may use her discretion.
6. Students are expected to complete all assignments and all parts of an assignment regardless of whether or not they earn an assigned grade.
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. Students will be asked to respond affirmatively to an email if they freely given the instructor permission to use their paper as a sample.

## VIII. UNIVERSITY POLICIES

**Attendance and Academic Behavior.** At the University of Texas at Austin, regular attendance at all class meetings is expected. Instructors are responsible for implementing an attendance policy and must notify students of any special attendance requirements. See more information at <https://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/>. Furthermore, students are expected to abide by the Standards for Social Work Education (available at <https://socialwork.utexas.edu/student-resources/bsw/policies-and-procedures/>). The student shows potential for responsible and accountable behavior by being punctual and dependable, prioritizing

responsibilities, attending class regularly, observing deadlines, completing assignments on time, and keeping appointments or making appropriate arrangements.

**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 Center for Access and Restorative Engagement at <https://community.utexas.edu/care/>. The University does not maintain a list of religious holy days.

**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.

**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 violates federal law and may result in disciplinary action being taken against the student. Additionally, sharing 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.

**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 email address at <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

## **Steve Hicks School of Social Work Policies**

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**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.

**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.

**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 and Mental Health 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.

## **Resources, Prevention of Discrimination, and Safety**

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**Disability Accommodation Statement.** If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). You may refer to D&A's website for contact and more information: <https://community.utexas.edu/disability/>. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and how they apply in my class.

**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.

**Covid-19 Related Information.** The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

**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/>.

**Title IX Accommodations for Those Pregnant, Nursing and Parenting.** Pregnant, nursing and parenting students, faculty, and staff are eligible for accommodations through the Title IX Office that support equal access to education and work and prevent discrimination. Students may reach out to the Title IX Office for help with accommodations to make up missed classes, complete missed coursework, keep them safe in the classroom, apply for leaves of absence, receive priority registration and other related support. Faculty and staff, including undergraduate students who work on campus and graduate student employees, may reach out for assistance with job or schedule restructuring and obtaining modified or additional work equipment. Visit the **Title IX pregnancy and parenting resource page** for more information or contact the **Title IX Support and Resources team** connect with a Case Manager.

**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.

**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

I will post the detailed course calendar on Canvas.

| Date         | Topics                                       | Additional Focus   |
|--------------|--|--|
| August 30    | Introduction<br>Overview<br>Practice<br>Film | Restorative Topics   |
| September 6  | Readings<br>Films<br>Practice                | Restorative Topics<br>Speakers with Expertise and Lived Experience |
| September 13 | Readings<br>Speakers<br>Film<br>Practice     | Restorative Topics<br>Speakers with Expertise and Lived Experience |
| September 20 | Readings<br>Speakers<br>Film<br>Practice     | Restorative Topics<br>Speakers with Expertise and Lived Experience |
| September 27 | Practice                                     | Final Assignment   |

## X. BIBLIOGRAPHY

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The most efficient way to be current with restorative practice and justice readings is to create a Google Scholar alert for yourself.

### Older or Classics

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