



CRJ545: RESTORATIVE JUSTICE: A SOCIAL MOVEMENT

Credit Hours: 3

Contact Hours:

This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Faculty Information: Faculty contact information and office hours can be found on the faculty profile page.

COURSE DESCRIPTION AND OUTCOMES

Course Description:

In this course, students will explore restorative justice, which has emerged on the international scene as an umbrella concept and social movement. Topics include empirical evidence for restorative justice, critical issues and gaps in theory and practice, and the integrity and overall direction of the movement. Students will explore the needs and roles of key stakeholders (victim, offenders, communities, and justice systems), the values and assumptions of the movement (including its spiritual and religious roots), and current practices in the United States and beyond.

Course Overview:

In this course, you will critically analyze, evaluate, and examine a wide variety of restorative justice theories being practiced around the globe. The aim is to expose you to the theoretical and historical roots of restorative justice and various methods restorative justice is administered. We will discuss the concept of victimization and victims' experiences with restorative justice practices.

Course Learning Outcomes:

1. Discuss the historical and theological roots of restorative justice.
2. Compare and contrast restorative and retributive justice models.
3. Evaluate the impact of crime on victims, communities, and offenders.
4. Discuss various practices of restorative justice in criminal justice agencies.
5. Examine various restorative practices around the world and resultant system changes.
6. Assess theoretical and empirical promises of restorative justice.

PARTICIPATION & ATTENDANCE

Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

COURSE MATERIALS

Required:

Vanfraechem, I. (2015). *Victims and restorative justice*. London, UK: Routledge, Taylor, and Francis. ISBN-13: 9781135092900

NOTE: All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.

COURSE SCHEDULE

Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- **Discussion Boards:** The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- **Critical Thinking:** Assignments are due Sunday at 11:59 p.m. MT.

WEEKLY READING AND ASSIGNMENT DETAILS

Module 1

Readings

- Chapters 2 & 6 in *Victims and Restorative Justice*
- Suzuki, M., & Hayes, H. (2017). Current debates over restorative justice: Concept, definition and practice. *Prison Service Journal*, 228, 48. Retrieved from <https://osf.io/preprints/socarxiv/gk5c2/>

Discussion (25 points)

Module 2

Readings

- Buth, A., & Cohn, L. (2017). Looking at justice through a lens of healing and reconnection. *Northwestern Journal of Law & Social Policy*, 13(1), 1-24.
- Clarysse, L., & Moore, S. (2017). Restorative justice, peacebuilding practice, and educational praxis: Critical analysis of Canadian and United Kingdom discourses. *Journal of Leadership, Accountability, and Ethics*, 14(4), 123-138.
- Neshrim, N. (2016). The indigenous practice that is transforming the adversarial process. *The Judges' Journal*, 55(4), 16-19.

Discussion (25 points)

Critical Thinking: Current Crime Policy (90 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1:

Choose a crime policy that is currently in place. In a 4-5-page paper discuss the following:

1. How the policy has failed to achieve its desired goals.
2. In what ways might restorative justice be a better alternative?
3. Which restorative practice would you recommend as the best alternative and why?

The National Institute of Justice, Bureau of Justice Statistics, and U.S. Department of State are good starting points for reported information on crime types and crime policy issues.

Option #2:

A significant amount of research has focused on the adoption of punitive policies targeted at juveniles.

In a 4-5-page paper, discuss ways in which restorative justice could be used as a preventative measure to limit juvenile exposure to the criminal justice system. In your paper, you should discuss any prior studies that have shown restorative measures to be effective or, if none, discuss how you would implement such a program and why.

Module 3

Readings

- Chapters 1 & 9 in *Victims and Restorative Justice*

Discussion (25 points)

Critical Thinking: The "Victim" Experience (90 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1:

In a 3-5-page paper, provide a critical analysis of the concept of offenders as victims, including an analysis/discussion as to the use of restorative justice practices that would serve to aid in healing the offender (as a victim).

Option #2:

Consider that you are a restorative justice practitioner and you are tasked with creating a victim-sensitive restorative justice program.

In a 3-5-page paper, outline how you would go about the following:

1. safety (ensuring/providing a sense of safety for victims);
2. choice (giving the victims/offenders the choice of whether or not they want to participate);
3. victim testimony (the opportunity to testify the truth of their experience); and
4. validation (respecting and validating the victim's experiences).

Module 4

Readings

- Chapters 3 & 10 in *Victims and Restorative Justice*

Discussion (25 points)

Portfolio Milestone (30 points)

Options #1 and #2:

As part of your Portfolio Project due in Module 8, this week you will need to provide a rough draft of the introductory paragraph of your Portfolio project, detailing the subject of your paper. Additionally, you will also submit an outline of your Portfolio Project and provide an annotated bibliography that includes at least five academic sources according to CSU-Global Guide to Writing & APA.

Identify how your selected sources are relevant to the major components of your paper.

You will be required to account for the instructor's feedback in your final version of the project.

Module 5

Readings

- Chapter 4 in *Victims and Restorative Justice*
- Dhimi, M. (2016). Effects of a victim's response to an offender's apology: When the victim becomes the bad guy. *European Journal of Social Psychology*, 46(1), 110-123.
- Diener, K. (2016). Thwarting the structural and individualized issues of mediation: the formalized reflective approach. *Southern Law Journal*, 26(1), 137-163.

Discussion (25 points)

Critical Thinking: (90 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1:

Research a restorative justice program in your state. In a 3-5-page paper, compare the program to a program utilized in Europe. Include in your discussion how the program is run, the types of crimes the program addresses, and outcomes.

Option #2:

You have been asked to give a presentation to criminal justice practitioners in an effort to convince them to adopt restorative justice practices, particularly victim-offender mediation, to help reduce recidivism.

In a 3-5-page paper, prepare a speech and include the following: brief history of restorative justice; why victim-offender mediation should be used over other practices; and why has it been successful (address the outcomes of various programs).

Module 6

Readings

- Chapter 5 in *Victims and Restorative Justice*
- Elias, R. (2015). Restorative justice in domestic violence cases. *DePaul Journal of Social Justice*, 9(1), 67-84.
- Johnsen, P., & Robertson, E. (2016). Protecting, restoring, improving: Incorporating therapeutic jurisprudence and restorative justice concepts into civil domestic violence cases. *University of Pennsylvania Law Review*, 164(6), 1557-1586.

Discussion (25 points)

Critical Thinking: Restorative Justice in Gendered Crimes (90 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1:

The use of restorative justice in gendered crimes still has critics. Some researchers suggest that new approaches should be taken to address the power imbalance that exists between victim and offender.

In a 3-5-page paper, critically analyze the following issues:

1. issues regarding the victim's interests of safety in the process;
2. the victim's role and other expectations regarding the apology and forgiveness they should receive as part of the restorative justice process.

Option #2:

The use of restorative justice in gendered crimes still has critics. Some researchers suggest that new approaches should be taken to address the power imbalance that exists between victim and offender.

In a 3-5-page paper, critically analyze if approaches could be taken to alleviate the following issues:

1. issues regarding the victim's interests of safety in the process;
2. the victim's role and other expectations regarding the apology and forgiveness they should receive as part of the restorative justice process.

Module 7

Readings

- Chapter 7 in *Victims and Restorative Justice*
- Suzuki, M., & Woo, W. (2017). Restorative justice conferencing as a 'holistic' process: Convenor perspectives. *Current Issues in Criminal Justice*, 28(3), 277-292.
- Yunus, M. (2017). Restorative model: The alternative justice response to the victims of sexual violence. *Fiat Justisia*, 11(1), 65-86.

Discussion (25 points)

Critical Thinking: Community Restorative Justice (90 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1:

In light of recent school shootings, communities have been left damaged in the aftermath.

In a 3-5-page paper, discuss whether restorative justice practices would be helpful in repairing the damage. Discuss which practices are likely to be most successful and identify the stakeholders in the process (who is the victim, who is the offender); (remember the offender is not necessarily the shooter alone).

Option #2:

In light of the recent police shootings of young African-American men, police have come under intense scrutiny for their police practices. Extensive, perhaps irreparable, harm has been done with respect to the relationship between officer and community.

In a 3-5-page paper, discuss whether restorative justice practices would be helpful in repairing the damage. Discuss which practices are likely to be most successful and identify the stakeholders in the process (who is the victim, who is the offender); (remember the offender is not necessarily the shooter alone).

Module 8

Readings

- Chapter 8 in *Victims and Restorative Justice*

Discussion (25 points)

Portfolio Project (320 points)

Option #1:

Criminal justice policies in the United States have often been criticized as being overly punitive when compared with the policies of many other nations. Critics contend that our public policy choices focus heavily on punishment rather than rehabilitation. Assume that you are appointed as a key advisor to a newly elected governor who wants to shift the state's policies toward a more restorative approach. Prepare a briefing paper for the governor.

In your discussion, include the following:

1. a carefully stated policy rationale for a more restorative based approach;

2. a discussion of how restorative based policies would differ from the state's current policies that are based on punishment and incapacitation; and
3. documentation of scholarly research, theory (if any), that support this restorative-based approach.

Cite at least five sources.

Option #2:

Some criminal justice policies or practices have seemed to endure despite strong evidence that suggests they are ineffective. Using an example of your choice, explore a retributive policy that is known to be ineffective and make an argument for an alternative restorative policy that has been shown to be effective.

In your discussion, include the following:

1. a description of the existing retributive based policy;
2. research regarding the retributive based policy (recidivism rates, etc.);
3. a description of restorative justice generally;
4. a description of the policy that is your response to the retributive policy; and
5. research reflecting why this approach is more effective, citing at least five sources.

COURSE POLICIES

Course Grading

Grading Scale	
A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

20% Discussion Participation
45% Critical Thinking Assignments
35% Final Portfolio Project

IN-CLASSROOM POLICIES

For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see *CSU-Global Guide to Writing and APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style

All students are expected to follow the *CSU-Global Guide to Writing and APA Requirements* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions in your course.

Disability Services Statement

CSU–Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.