

PSYC 339: Restorative Justice: Principles and Methods

Fall, 2024: Tues, Thurs 2:00-3:20pm
Psychology Building, Room 32



Instructor: Mikhail Lyubansky, Ph.D.
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Zoom: Link available by appointment
Office hours: Tues, Thurs: 10:00-10:50am

My scholarship is broadly focused on conflict and restorative responses to conflict, including racialized conflict, in a variety of different contexts, including schools, organizations, workplaces, and intentional communities. I also write about these topics in popular media.

“Conflict is not a problem that needs solving but a phenomenon that needs understanding.”
~ ***Dominic Barter***

“Restorative Justice is respect. Respect for all, even those who are different from us; even those who seem to be our enemies. Respect reminds us of our interconnectedness, but also of our differences. Respect insists we balance concerns for all parties. If we pursue justice as respect, we will do justice restoratively.” ~ ***Howard Zehr***

“Forgiving is not forgetting; it’s actually remembering --remembering and not using your right to hit back. It’s a second chance for a new beginning. And the remembering part is particularly important. Especially if you don’t want to repeat what happened.” ~ ***Desmond Tutu***

"A riot is the language of the unheard."
~ ***Martin Luther King***

"Peace is not the absence of conflict but the presence of creative alternatives for responding to conflict -- alternatives to passive or aggressive responses, alternatives to violence."
~ ***Dorothy Thompson***

“You never really understand a person until you consider things from his point of view, until you climb inside of his skin and walk around in it.” ~ ***Harper Lee***

Course Description

Pulling from a variety of applied disciplines and areas of scholarship, this course provides an overview of the contemporary restorative justice movement and critically examines restorative justice principles and methods. Starting with the problems and limitations associated with mainstream (punitive) responses to crime and rule violations, we examine how restorative justice presents an alternative set of philosophical principles of justice and seek to understand the costs and benefits associated with the different methods developed to apply that philosophy. To the extent possible within the structure of the university system, the course itself will be guided by restorative principles, including power sharing.

Place in the Curriculum

This is an undergraduate level course offered in the Department of Psychology. Though space is limited and psychology majors are given priority to enroll, the course is open to any undergraduate student on campus interested in restorative justice. This course is a prerequisite for PSYC 496: *Schoolyards and Prison Yards: Restorative Justice in Systems*.

Required Materials

Assigned readings and podcasts will be available via Canvas. Films will be used to support learning, as needed. When possible, links to videos will also be made available to students in Canvas, but several films are not publicly available and will only be accessible during class.

Learning Outcomes

Upon successful completion of this course, students will be able to do the following:

- Critically examine the way our society and its individuals respond to acts of harm and violations of norms.
- Develop a working definition of restorative justice and be able to explain it to others.
- Use restorative principles to explore alternative ways of understanding and responding to crime and conflict.
- Critically assess the strengths and shortcomings of restorative justice theory and practice.
- Understand several different restorative practices and how they typically interact with state systems.

General Information

Availability and contact preferences

I encourage you to take advantage of office hours to either discuss the course material or share your reactions to something related to the class (a movie, for example). Office hours will typically be in-person in my office (723 Psychology). If you have a conflict during my office hours, email me to set up an appointment for a Zoom call, but please use office hours if possible.

Electronic devices

This course is designed to be a *mostly* technology-free space in which phones, laptops and other devices are kept out of sight, unless we are collectively engaged in an activity that requires those devices. This policy is in place because restorative justice is often described as “relational justice,” so it’s important to me that we create conditions for the classroom space to support your relationships with me and with each other. In addition, it has been my experience that students who have access to their laptops spend a significant part of the class period focusing on activities not related to the class, which impacts not only their own learning but also that of their classmates. Since you are presumably invested in learning the course content, I hope you will commit to giving the class the entirety of your attention during class meeting times. In this same spirit, there are very few Powerpoint slides. Except for videos, my own use of technology will also be intentionally limited so that we can learn in community. *Note: We’ll discuss this policy in class and may amend it based on the discussion.*

Academic integrity

As a course offered through the University of Illinois system, this course adheres to the University’s guidelines on academic integrity. Although there are no exams, academic integrity is still relevant in relation to assignments. *If you are having problems in class, please talk with me so that we can develop a plan for you to improve your performance in the course without cheating.* Cheating and plagiarism will be responded to in accord with the procedures indicated in the University Student Code (found at: <http://studentcode.illinois.edu/>). You are responsible for familiarizing yourselves with how the Student Code defines an infraction of academic integrity. For example, “every direct quotation must be identified by quotation marks or by appropriate indentation and must be promptly cited,” and “prompt acknowledgment is required when material from another source is paraphrased or summarized in whole or in part.” This is true even if your words differ substantially from those of the source. In addition, the Department of Psychology also has guidelines regarding academic integrity. Academic dishonesty, such as plagiarism, is considered by the Department of Psychology as grounds for expulsion.

ChatGPT and other generative AI

Generative AI is here. For better or worse, it is likely to impact all of our lives in ways we cannot possibly predict. At least for the present moment, it is also a deeply flawed technology that is frequently wrong about objectively verifiable facts and often “hallucinates” (i.e., makes up) both

information and citations. We'll discuss AI and how we want to use it in class and I will edit this section of the syllabus accordingly, following that discussion. For now, please know that I have been experimenting and thinking about this technology from the first days it became publicly available and that my priority continues to be on how to optimize conditions for us all to learn together.

Accommodations

If you have a diagnosed condition/disability that causes difficulty with learning or completing course work, please see me as soon as possible and provide documentation as soon as it is available. I will do what I can to accommodate your legitimate needs, which should be documented by the Division of Disability Resources and Educational Services (DRES, <http://www.disability.illinois.edu/>). According to campus policy, it is the student's responsibility to notify the instructor of any special needs. All information and documentation of disability will be kept strictly confidential.

If you require assistance in the event of an emergency, please let me know in advance so that I can make arrangements to assist you in moving to a Safe Area during an emergency. Safe Areas are located on each floor of the Psychology Building next to the freight elevator in the southwest corner, and they are marked on the emergency wayfaring maps found throughout the building.

Mental Health Concerns

Mental health issues can manifest in anyone at any time. The university counseling center has free services for students. See <http://counselingcenter.illinois.edu/counseling>

Sexual Misconduct Policy and Reporting

I am committed to combating sexual misconduct. Faculty and staff members are required to report any instances of sexual misconduct to the university's Title IX and Disability Office. In turn, an individual with the Title IX and Disability Office will provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options. A list of the designated university employees who, as counselors, confidential advisors, and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found in the Confidential Resources section. Other information about resources and reporting is available at <http://wecare.illinois.edu>

University's COVID-19 Policies

The University's COVID policies are available at <https://covid19.illinois.edu/> Students do not need to disclose they have tested positive for COVID-19 unless they wish to. As with every other absence, students who miss class should communicate with me about making up missed work as soon as possible.

Course Evaluation

The semester grade for this course will be determined using the following weighted categories. Grades for assignments within the same category (e.g., thought papers, discussion posts), are averaged in determining your score in that category.

Definition/explanation paper	10 %
Conflict style paper	20 %
Thought papers	25 %
Discussion posts/responses	25 %
Group project	20 %

Semester grades will be assigned according to the following scale. I realize that the cutoffs between the grades are somewhat arbitrary, even if they are consistent with traditional practices and university guidelines. However, the lines have to be drawn somewhere, and this is where I have determined they will be. While many other aspects of the course are negotiable, in our current university system, grades are not. In the interest of fairness, exceptions will not be made, even if a student is literally just a point short of the higher grade. If this appears petty, please keep in mind that to make an exception for one student and not another would be absurdly unfair, and to make an exception for “everyone” would be the equivalent of moving the cutoff, which would only create a situation in which there is a different group of students who are just a point away. So, these are the cutoffs. Use them to plan the effort you put into your work.

<u>Weighted % of points</u>	<u>Semester grade</u>
93-100	A
90-92.99	A-
87-89.99	B+
83-86.99	B
80-82.99	B-
77-79.99	C+
73-76.99	C
70-72.99	C-
67-69.99	D+
63-66.99	D
60-62.99	D-
< 60	F

Course Requirements

In-Class participation (0% of semester grade)

Students are expected to attend and actively participate in class. I will do some explaining and demonstrating, but I will usually intentionally avoid Powerpoint so that we can focus on each other rather than on the screen. While most students find this kind of teaching more engaging, it does make it harder to “make up” a missed class. My recommendation is that you prioritize being in class and, if that’s not possible due to illness or other reasons, use your small groups (see below) and office hours to catch up.

Please note that active participation is possible no matter what is happening at any given moment. When we are building knowledge together, participation means a willingness to contribute and share your point of view. But even during the rare Powerpoint presentation, active participation is expected in the form of asking or answering questions and/or writing questions/comments down to bring up (or just think about) at a later time. Similarly, active participation during films (we will have several) also involves jotting down questions, responses, or even just something someone in the film said or did that seems important. Circle processes and other class exercises and small-group activities will provide additional opportunities for active participation.

In addition to being a philosophy and an academic discipline, restorative justice is also an applied practice that is best learned as a craft, as one might learn pottery or baking artisan bread. This class is designed to provide students with developmentally appropriate in-class opportunities to try out and practice the applied craft. Just as an art class requires picking up a brush, I will invite you to put on a facilitator hat in various in-class exercises. In enrolling and remaining in this class, you are acknowledging that this kind of participation is considered to be an essential part of the course, because it is the only way to have direct experience with restorative processes. At the same time, voluntariness is a core restorative principle and all such activities are voluntary. As such, the choice to sit out a particular activity is a gift to the rest of us in that it demonstrates that the person making that choice has clarity about what would best support their well-being and trusts that the option to not participate is, indeed, a real option that students can choose without concern of being penalized. To that end, although our class space often feels safe for students to talk about vulnerable topics, there is never any expectation that students disclose anything they consider to be personal or vulnerable and such disclosure (or lack thereof) will never be part of the formal evaluative process.

Online Discussion-board (10 points each, 25% of semester grade)

There will be a discussion board in Canvas for each of the 14 full weeks of the course, as well as a “general” discussion thread that will continue for the entire semester. The general thread is for logistic questions about the course and broad observations and/or commentary that is related to the course but is not specific to any particular topic. Interactions in this space will not be formally evaluated, but participation is encouraged, and I will follow the discussions and participate in the general thread in whatever way seems to make sense.

The weekly discussion threads are intended to be a space where we can interact with each other outside of class about readings, films, and various in-class activities. Each week, you can earn 10

total points: 5 points for a substantive new post and another 5 points for a substantive response to another student's post. A substantive post (and response) includes observations, insights and/or questions you have about that week's content and/or what your classmates have posted. "Good point" and other validating and encouraging comments are welcome but are not considered substantive posts/responses.

In order to keep the discussions current and focused, once the week is done (at 11:59pm Sunday night), the opportunity to earn discussion points is closed for that particular week and the following week is open. There will be no make-up opportunities for missed participation (except for emergencies requiring long-term absences excused by the student dean's office). However, as the course has 14 full weeks, it is possible to miss up to 2 weeks without incurring any penalty. No extra-credit points will be given for participation above and beyond the described requirement, though of course such additional participation is welcome.

There is no expectation of emotional vulnerability in this space. It is perfectly acceptable to focus on the course content without relating it to your own lived experience. However, this kind of personal sharing is also welcome and will earn full credit as long as it explicitly relates to the week's content. If you do post something that feels vulnerable, you may increase the likelihood of getting the kinds of responses you want by making specific requests (e.g., please help me understand what happened here, please don't give advice, please let me know if you have had a similar experience). In turn, please do make a good-faith effort to honor such requests from others.

There may be an occasional exception but, for the most part, my intention is to NOT participate in the course discussion space. Instead, I will respond to each of you privately, in the comment space which can only be seen by the person who wrote the post. To make this workload manageable, my commitment is to respond to half of each person's weekly posts (I will of course read and grade all of them). Each person will choose the 6 posts for which they would like to receive a response by writing the following at the end of those posts: "Response = YES". I may sometimes also respond to posts that don't ask for a response but hopefully this will cut down on my workload a bit while still providing everyone with the feedback they want when they want it.

Note: We will discuss how/if we want to use generative AI (Chat GPT) in class and make a decision collaboratively. This assignment was created to be used without AI, so it is possible that it will be tweaked on the basis of that discussion.

Weekly thought papers about the readings (10 points each, 25% of semester grade)

There is a reading thought paper due every Thursday before 2pm via Canvas. The first two thought papers are required and cannot be dropped. After that, you will have 12 weeks to submit 10 additional thought papers (no extra credit will be given for more than 12 total submissions), so you get two “freebies” if you either forget, have a crisis, or just choose to focus on other work. Please note that Canvas will not accept late submissions, and I will not accept submissions that are not posted on Canvas (unless there is a system-wide problem), even if they are emailed to me prior to the deadline. You may want to bring a hard copy with you to class on Thursdays to help refresh your memory when we talk about the reading in class, but only work submitted via Canvas will be graded.

The thought paper should be between 3/4 and 1 single-space page (standard font and margins) and consist of two parts. Part 1 will be a summary of the main points in one of the week’s assigned readings. Please do not use the abstract for this and show that you read the entire article by summarizing content throughout the article. Part 2 should focus on your own response to the authors ideas (summarized in part 1). “Responding” in this case means engaging with the ideas and describing some kind of internal analytic process. Below are some questions that you can use as a prompt to stimulate a response:

1. How does the author’s argument/findings fit with other things we’ve read or learned about in class?
2. To what extent do you agree or disagree with the author’s arguments or conclusions?
3. Did anything surprise you? Explain why.
4. Was anything confusing or hard to understand?
5. If you could talk to the author(s), what would you want to tell them or ask them?
(I obviously can’t speak for the authors, but I will try to respond to such questions).

Please do not quote from the articles. These are short assignments and I want you to do the work of summarizing and synthesizing rather than pulling a quote or two from a particular article. Evaluation of the thought papers will consist of a threshold model in which the threshold is ***Is it evident that the student engaged with the essence of the reading?*** Evidence of such engagement is worth 10 points each of the 12 weeks. Submissions consisting only of a reading summary (part 1) or only a response (part 2) will max out at half credit (5 points). Missing submissions (including the two allowed misses) or a lack of sufficient evidence of such engagement will result in 0 points.

My intention is to provide timely qualitative feedback (in addition to a quantitative score) on every thought paper within a week of the due date, but it is likely that I will sometimes fall behind. If you don’t see a score for work you have submitted, you can assume that I just haven’t gotten around to grading it. You’ll see a score 0-10 once it’s graded.

Note: We will discuss how/if we want to use generative AI (Chat GPT) in class and make a decision collaboratively. This assignment was created to be used without AI, so it is possible that it will be tweaked on the basis of this discussion. The AI-version of this assignment would consist of having AI generate a 300-word summary, pasting the AI-generated summary into Canvas (and identifying it accordingly). Then Part 1 would be a critique of the AI-summary, including important things that were left out and a description of any inaccuracies. Part 2 would be the same as in the original assignment.

Explanation assignment (100 points, 10% of semester grade)

After completing the readings and classwork in module 3, select a person who is not in this class and does not have a background in restorative justice. This person may be a family member, friend, romantic partner, or anyone else you decide you want to talk to for this assignment. Ask this person if they are open to talking with you about restorative justice. If they are not, respect their preference and find a different person. If they indicate that they are open, schedule a 30-minute conversation in which you describe restorative justice in your own words and solicit their feedback and questions. **In a one page, single-spaced paper with a standard size font and one inch margins (about 500 words), summarize this experience, their reactions, and what if anything you learned about restorative justice and/or how to present it.**

Start by describing (with specific details) how you chose to define/explain the concept (30 points). Then say a few words about the other person's response/reaction to the explanation (10 points). The majority of your writing should focus on your reflections/thoughts about the conversation (60 points). Below are a few questions that might stimulate your thinking. You do not need to answer any of these, but I imagine that one or more of them will be useful:

- What about the conversation surprised you?
- What about the conversation was particularly challenging?
- How did the conversation impact your own understanding of restorative justice?
- Did you get stuck at any point? (This is expected and provides important feedback about the boundaries of your current knowledge/understanding)
- What new questions or concerns did it raise for you?

Given the brevity of the assignment, I strongly recommend that you write as close to the upper limit as possible. Please note, as well, that it is typically more challenging and time-consuming to express complex ideas well in a short space compared to a longer space. Part of the challenge of this assignment is to discern what is most essential, both to explain and to write about.

Papers that are late (even if handed in on same day) will incur a 10% penalty unless otherwise negotiated with the instructor at least 24 hours prior to the deadline.

Conflict style assignment (100 points, 20% of semester grade)

In up to 4 double-spaced pages (with a standard 12-point font and one-inch margins), explore your own conflict style by responding to all of the following. Please number your responses.

1. What did you learn about conflict in your family of origin? Provide a specific example as an illustration. Discuss what you like and don't like about your family's conflict tendencies. Then, identify your own conflict style in your family. What do you think works well about your conflict style? What do you think doesn't? Frame your analysis using needs-based language (i.e., needs that are met and needs that are not met by a particular conflict style). (30 points).
2. Think about an important romantic or friend relationship. Which conflict style(s) do you tend to use to respond to conflict in this relationship? Use needs-based language to discuss what works well about your approach and what doesn't. (20 points).
3. Think about a group, team, or organization that you are part of. How do you respond to conflict in this group? Again, discuss needs that are met by your response and needs that are not. (20 points).
4. Talk to one person who is part of either #2 or #3 above about your conflict style with them, including the ways that it works or doesn't (in regard to universal human needs) from their point of view. Pick this person mindfully, thinking about who will support your well-being. Summarize their feedback and engage with what they said by "trying on" their feedback. "Trying on" is not the same as agree. Feel free to identify both areas of convergence of opinion, and divergence (30 points).

Note: This assignment was created to be used without AI, based on your own lived experience.

Group Project (100 points, 20% of semester grade). This project is designed to be done in pairs. Unless there are extenuating circumstances, both partners will receive the same grade. You are welcome to find your own partner. Or, if you prefer, I can help you find someone. If you feel strongly about doing this independently, that's fine, but the expectations regarding length and quality will be unchanged. *Note: This assignment was created to be used without AI.*

Please note that you are expected to engage with and cite the academic literature no matter which option you select. There is no specification for a minimum number of citations as that will depend on a variety of factors, including the type of source and how you use it. You certainly don't need to include every existing study on the topic of your literature review (Option 1), but you should aim to accurately describe the current state of knowledge, which will require multiple sources that were not in the course syllabus. Your paper will be evaluated based on both its writing (grammar and organization) and content, with the writing worth 20% and the content 80% of the paper grade. For those who do a presentation instead of a paper, 20% will be based on the quality of the visuals and the delivery and 80% on the content of the presentation.

You are welcome to use me as a resource before and during your writing process. For example, you may want to bounce ideas off me, have me look at parts of an early draft (in-person only so that I can provide verbal feedback), and/or get author/article recommendations. The projects are due at the beginning of class (see syllabus schedule for due date). Please be sure that you have a hard-copy with you or have dropped it off in my mailbox PRIOR to the beginning of class. All in-class presentations will also be on this day unless negotiated otherwise.

Option 1: Literature review focusing on some aspect of restorative justice. For example, you can talk about what we know about restorative responses to one particular type of act, such as fighting in school, sexual assault, homicide, substance abuse, or domestic violence. The last part of the paper/presentation should attempt to identify gaps and inconsistencies in the literature. The topics listed above are just examples; you may focus on something different as long as it is clearly related to the course, but please talk to me first in case I have concerns. This option may be done either as a paper (no more than 6 double-spaced pages, not counting the title page and references, with standard 12-point font and one inch margins) or a 15-minute presentation to the class during the last full week of classes. Both presentations and papers should include references and in-text citations. Presentation slides should be submitted via Canvas no later than the start of the scheduled presentation. Unless negotiated otherwise, the presentations will be on the day the assignment is due.

Option 2: Make a video in which you serve as the facilitator **preparing** someone to participate in a restorative process. Make sure you identify a specific restorative process and prepare someone accordingly. A typical preparation will include both (a) support for understanding feelings and needs in regard to what happened and (b) an explanation (and sometimes modeling) of the restorative process with informed consent. Some restorative processes will have additional aspects. Write a paper (not more than 4 pages) explaining and, if necessary, critiquing your facilitation. The video is necessary and important but you will be evaluated primarily based on your paper (no presentations). *Note: The person being prepared should talk about a real conflict in their life and should be advised that I will assume that anything that is discussed is real. Be aware that all the usual reporting mandates (i.e., in regard to sexual assault) still apply.*

A Restorative Classroom

A restorative classroom is something that we can only accomplish together. The university system does limit some of what we can do, but my intention is for this class to be informed and influenced by restorative principles. We'll learn more about restorative practices throughout the semester and create our own agreements about how we want to be together. Until then, here are 10 ways to be restorative in a classroom, based on [an article by Howard Zehr](#). Please know that I am personally committed to these ways of being, both in the classroom and in my personal life. That said, these are not rules that I expect you to follow but an invitation that I hope you will accept. *Voluntariness* is one of the core principles of restorative justice and, in that spirit, I am much more interested in supporting our mutual exploration of these ways of being together than in using power in order to obtain your compliance.

1. Take relationships with your classmates (and instructor) seriously, envisioning yourself in an interconnected web of people, institutions and the environment.
2. Try to be aware of the impact - potential as well as actual - of your actions on others.
3. View the conflicts and harms in class (and in your life) as opportunities. When we are able to engage such matters with support from others, much learning and connection can emerge.
4. When you become aware that your actions negatively impacted others, take responsibility by acknowledging and seeking to repair the harm - even when you could probably get away with avoiding or denying it.
5. Involve those affected by a decision, as much as possible, in the decision-making process.
6. Seek to understand, even if you don't agree.
7. Sensitively engage injustice, including sexism, racism and classism. We'll discuss how in class.
8. Don't silence yourself. Look for opportunities to engage in dialogue, even when what is being discussed is challenging and emotionally stimulating, remaining open to learning from them and the encounter. It is my intention to create conditions where there is enough safety for everyone to speak their "truth" if they want to. For my part, I pledge to you to speak honestly (hopefully, with sensitivity) about whatever we're discussing.
9. Be cautious about imposing your "truths" and views on other people and situations. Every person has a right to (and is responsible for) their own feelings, thoughts, and beliefs. *We are not always going to agree or see everything*. Try to approach disagreement by focusing on your own understanding and growth rather than on trying to change someone else.
10. Be aware of your internal state. Give yourself and each other permission to be sad and afraid, and even confused and angry (I'll make sure the anger is safely contained). If you do find yourself feeling unusually emotional, you might want to think or even talk it through with me, a classmate, or someone else you trust in order to make sense of your experience. If you want to do so, you may also express what you're feeling in class. Emotions are a form of feedback that something important is happening. If they are ignored, they'll keep coming back, sometimes when they are least welcome.

Tentative Semester Schedule

Note: The semester schedule is intentionally incomplete. While I have identified the topics and readings for the first 2/3 of the course, the last third—in the spirit of collaboration and power-sharing -- we will determine together. All readings will be posted weekly on Canvas, Sunday prior to the start of each week. Both readings and films may change from the list below to make room for new material or to accommodate the particular interests of the class. Readings posted on Canvas are the official readings in this course.

Unit 1. Definitions and Concepts

Week 1: **Establishing a Pedagogy, Starting a Movement**

Aug. 27, 29

Freire, P. & Macedo, D. (1995). A dialogue: Culture, language, and race. *Harvard educational review*, 65(3), 377-403.

Christie, N. (1977). Conflicts as property. *British journal of Criminology*, 17(1), 1-15.

[Note: This is a historical text that provides a window into the start of the movement]

Week 2: **Defining Restorative Justice**

Sept. 3, 5

Zehr, Howard (2015). *The Little Book of Restorative Justice: Revised and updated*. Simon & Schuster.

Week 3: **Restorative Principles**

Sept. 10, 12

Braithwaite, J. (2003). Principles of restorative justice. *Restorative justice and criminal justice: competing or reconcilable paradigms*, 1-20.

McCold, P. (2000). Toward a holistic vision of restorative juvenile justice: A reply to the maximalist model. *Contemporary Justice Review*, 3(4), 357-414.

[Optional] Lyubansky, M. Mete, G., Ho, G., Shin, E., & Ambreen, Y. (2022). Developing a more restorative pedagogy: Aligning restorative justice teaching with restorative justice principles. In Velez, G. and Gavrielides, T. (Eds.). *Restorative Justice: Promoting Peace and Wellbeing*. Springer.

[Note: This book chapter was written about this class with a handful of students from the class]

Unit 2. The Stakeholders

Week 4: **Victims**

Sept. 17, 19

Shpungin, E. (2014). The Fluidity of Victimhood. In T. Gavrielides (Ed.). *A victim-led criminal justice system: Addressing the paradox*. IARS Pub.

Strang, H. & Sherman, L. (2003). Repairing the harm: Victims and restorative justice. *Utah L. Rev*, 15.

Choi, J. J., Bazemore, G., & Gilbert, M. J. (2012). Review of research on victims' experiences in restorative justice: Implications for youth justice. *Children and Youth Services Review*, 34(1), 35-42.

**** Explanation assignment due Sept. 19th ****

Week 5:
Sept. 24, 26

Offenders

Radzik, L. (2007). Offenders, the making of amends and the state. *Handbook of restorative justice*, 192-207. Willan Publishing.

Hayes, H. (2013). Reoffending and restorative justice. *Handbook of restorative justice* (pp. 426-444). Willan Publishing.

[Step Inside the Circle](#) (Film: 6:50) [Content note: discussion of childhood trauma]

[Hollow Water](#) (Film: 48:31) [Content note: discussion of sexual abuse, incest, and physical abuse]

[Repairing Justice: An Alternative to Prison](#) [*On the Media* podcast featuring Danielle Sered, 7-31- 2019]

Week 6:
Oct. 1, 3

Community Members

McCold, P. (2004). What is the role of community in restorative justice theory and practice? In H. Zehr and B. Toews (Eds). *Critical issues in restorative justice*, 155-172.

Rossner, M., & Bruce, J. (2016). Community participation in restorative justice: Rituals, reintegration, and quasi-professionalization. *Victims & Offenders*, 11(1), 107-125.

Week 7:
Oct. 8, 10

Facilitators

Bolitho, J., & Bruce, J. (2017). [Science, art and alchemy: Best practice in facilitating restorative justice](#) Science, art and alchemy: Best practice in facilitating restorative justice. *Contemporary Justice Review*, 20(3), 336-362.

Murray, W. M. (2012). *Restorative justice facilitation: an appreciative inquiry into effective practice for Aotearoa/New Zealand facilitators*. (Doctoral dissertation, Auckland University of Technology). Required: pages 27-69 (Optional: skim Chapters 7-11)

[Children Full of Life](#) (documentary film: about 50 min.)

Week 8:
Oct 15, 17

System Builders

Lyubansky, M., & Barter, D. (2019). Restorative justice in schools: Theory, implementation, and realistic expectations. In *The Psychology of Peace Promotion* (pp. 309-328). Springer.

González, T., Sattler, H., & Buth, A. J. (2019). New directions in whole-school restorative justice implementation. *Conflict Resolution Quarterly*, 36(3), 207-220.

[Dedicated Spaces for Conflict](#) (Video: 4:42) and [Understanding Justice as a System](#) (Video: 8:45). Two short video clips from about 15 years ago of Dominic Barter, one of my early teachers and colleagues.

Unit 3. Restorative Justice Models

Week 9:

Circles

Oct. 22, 24

Coates, R., Umbreit, M., & Vos, B. (2003). Restorative justice circles: An exploratory study. *Contemporary Justice Review*, 6(3), 265-278.

Ortega, L., Lyubansky, M., Nettles, S., & Espelage, D. L. (2016). Outcomes of a restorative circles program in a high school setting. *Psychology of Violence*, 6(3), 459.

Minnesota Dept. of Education. Circles for the Adult Community (training manual)

[Recommended] Pranis, K. (2005). *The Little Book of Circle Processes*. Good Books.

**** Conflict Styles assignment due Oct. 24th ****

Week 10:

Family Group Conferencing

Oct. 29, 31

Cook, K. J. (2006). Doing difference and accountability in restorative justice conferences. *Theoretical Criminology*, 10(1), 107-124.

Österman, L., & Masson, I. (2018). Restorative justice with female offenders: The neglected role of gender in restorative conferencing. *Feminist Criminology*, 13(1), 3-27.

[Optional] Takagi, P., Shank, G. (2004). Critique of restorative justice. *Social Justice* 3(3), 147-163. [Note: This article describes a case of incest and sexual abuse of a minor]

[Burning Bridges](#) (film: 34:51)

Week 11:

Victim Offender Mediation

Nov. 5, 7

Hansen, T., & Umbreit, M. (2018). State of knowledge: Four decades of victim-offender mediation research and practice: The evidence. *Conflict Resolution Quarterly*, 36(2), 99-113.

Umbreit, M. S., & Lewis, T. (2015). Dialogue-driven victim offender mediation training manual: A composite collection of training resource materials. *Center for Restorative Justice & Peacemaking*. Read pp. 91-182. [Note: Don't be intimidated by the length. There are many pages but it reads fast because it uses big fonts, bulleted lists, and images].

[Meeting with a Killer](#) (film: 45:00) [Content note: discussion of rape and homicide]

Unit 4. Special Topics (students' choice)

Here are some potential topics for weeks 12-14

1. Apologies: What (if anything) do harmed parties want?
2. Reintegration: What happens after prison? What happens after harm?
3. International Truth and Reconciliation Commissions (This is RJ writ large)
4. RJ and prison abolitionism
5. RJ outcomes: Evaluating the evidence
6. Listening to the critics
7. Current tensions in the movement
 - a. Should RJ be credentialized?
 - b. Manuals or build as we go?
 - c. Professionalization or community volunteers?
 - d. Should RJ replace or operate in parallel with punitive justice systems?
8. Other ideas??? I'm eager to follow your interests

Note: I am intentionally avoiding in this course looking at how restorative justice operates in specific systemic contexts, such as schools and the criminal justice system. This is the focus of PSY 496 (Restorative Justice in Systems) which is offered selected Spring semesters.

Week 12: Nov. 12, 14	Students' Choice (will be selected mid-term with readings posted on Canvas as usual)
Week 13: Nov 19, 21	Students' Choice (will be selected mid-term with readings posted in Canvas as usual)
Nov. 26 28	FALL BREAK
Week 14: Dec. 3, 5	Students' Choice (will be selected mid-term with readings posted in Canvas as usual) ** Group projects due Dec. 5th **
Week 15: Dec. 10	Last Day of Classes No assigned reading

On Change and Growth

Change and growth take courage. Our current ways of thinking, whatever they may be, are in many ways comfortable, in part because they are familiar. The familiarity allows us to predict how our friends and relations (and even our classmates and instructors) will respond to us. New ways of thinking are, by definition, unfamiliar and, therefore, scary because we don't know how others will respond. As the semester begins, I have no way of knowing how any of you might change and grow, but I know that many of you will. This kind of personal growth is not a course requirement and will not ever be formally evaluated, but observing it is, for me, one of the great pleasures of teaching, and I wish you an exciting and fulfilling journey of discovery.