

Critical Issues in Restorative Justice
Eastern Mennonite University
Center for Justice & Peacebuilding
PAX 675: Spring 2012
Thursdays, 8:30 – 11:30 a.m.
Hartzler Library Room 121 (JAMAR Room)

Instructor:

Carl Stauffer, PhD: 540-432-4462 Email: carl.stauffer@emu.edu

Description:

This course provides a forum to explore “critical” as well as “frontier” issues in the field of restorative justice. As the course will be conducted in a seminar format, each student-member will be expected to actively participate in class discussions and give leadership by facilitating group interactions around specific topics and course content. A basic restorative justice course or significant background in the field is a prerequisite.

Definitions:

Critical issues: Issues that affect the integrity or overall direction of the field – including gaps in theory or practice and ways that restorative justice is in danger of going astray or failing to live up to its promise. The term “critical” suggests that these issues are crucial to the field yet also implies a critical stance toward the field. *Frontier issues:* Issues that have to do with “new” applications of restorative justice – the extension of restorative justice into areas or fields where it has not been applied, or has not been sufficiently considered.

Goals:

- To provide overall awareness of the critical issues in the field and an in-depth exploration of selected issues.
- To provide an opportunity for participants – instructors as well as students – to pursue issues of interest to them.
- To provide a forum that promotes mutual exploration and dialogue around these issues, and provides experiences in group leadership.

Core texts:

The primary course texts are: 1.) *Critical Issues in Restorative Justice* edited by Barb Toews & Howard Zehr, and 2.) *The Politics of Restorative Justice* by Andrew Woolford. Some supplementary reading will be required as well.

Course times and format:

The seminar will meet each Thursday from 8:30-11:30 a.m. in Hartzler Library Room 121. *It is assumed that participants will have read and be prepared to discuss the reading for each session.* Also, several participants will be assigned to provide brief oral summaries of the readings at the beginning of each class. Some sessions will be led by student-participants. For one session, the class may join an RJ group in a Pennsylvania prison for joint discussion of selected topics. Costs for travel, lodging and food will need to be shared by the class.

Topics:

For approximately two-thirds of the course, discussions will center on the texts. In addition, at least one session will focus on RJ's applicability to transitional justice (post-war reconstruction) scenarios: How useful is it as a framework for healing and rebuilding processes at a collective level?

Participants are expected to participate fully in these discussions (see "course requirements" below) and each participant is expected to complete a course project culminating in a 25 page paper. Each student is expected to pick a topic of her or his choice early in the semester, and then lead part of a class session on that topic later in the semester.

Course requirements - (For those students taking the course for 3 credit hours):

- As this is a small seminar, a primary requirement is that each participant completes *all reading before class* and *participates* in each session. **(20 points)**
- For each session, participants are to bring at least one well-crafted *discussion question* that arises from the weeks readings. These should be emailed to a student assistant the day before class so that they can be assembled and handed out at class. **(20 points)**
- For each reading, a class participant will be assigned to provide a concise, organized summary (strictly 3 minutes) to help prepare the class for discussion. Each person will be expected to do several such oral summaries during the semester. **(25 points)**
- Each participant is also expected to *present* and *lead a discussion* on their research topic toward the end of the semester. Ideally a draft outline of the course paper would be available for the class to read before this session. Alternately, the participant-leader may assign other background reading and then present their material to the seminar for feedback and discussion. In addition to instructor evaluation, students will evaluate each other on this activity. **(40 points)**
- Although other small assignments may emerge during the course, the primary written requirement is a research paper or project on a topic of the participant's choice. This may be on either a "critical issue" or a "frontier issue." If the issue chosen overlaps with a topic in the textbook, the research and/or reflection is expected to go substantially deeper than that covered in the class. Papers should be approximately **25 pages** (double-spaced) in length, ***should be adequately referenced, and should carefully adhere to EMU's guidelines for papers.*** **Note:** *Students have the option of completing an arts-based final assignment also. The particulars of this form of assignment must be discussed with the instructor in advance and must adhere to the arts-based assignment guidelines provided at the end of this syllabus.* **(120 points)**

Total: 225 points

Course Requirements – (For those students taking the course for 2 credit hours):

- As this is a small seminar, a primary requirement is that each participant completes *all reading before class* and *participates* in each session. **(25 points)**
- For each session, participants are to bring at least one well-crafted *discussion question* that arises from the weeks readings. These should be emailed to a student assistant the day before class so that they can be assembled and handed out at class. **(25 points)**
- For each reading, a class participant will be assigned to provide a concise, organized summary (strictly 3 minutes) to help prepare the class for discussion. Each person will be expected to do several such oral summaries during the semester. **(25 points)**
- Although other small assignments may emerge during the course, the primary written requirement is a research paper or project on a topic of the participant's choice. This may be on either a "critical issue" or a "frontier issue." If the issue chosen overlaps with a topic in the textbook, the research and/or reflection is expected to go substantially deeper than that covered in the class. Papers should be approximately **15 pages** in length, ***should be adequately referenced, and should carefully adhere to EMU's guidelines for papers.*** **Note:** *Students have the option of completing an arts-based final assignment also. The particulars of this form of assignment must be discussed with the instructor in advance and must adhere to the arts-based assignment guidelines provided at the end of this syllabus.* **(75 points)**

Total: 150 points

Course requirements – (For those students taking the course for 1 credit hour):

- As this is a small seminar, a primary requirement is that each participant completes *all reading before class* and *participates* in each session. **(25 points)**
- For each session, participants are to bring at least one well-crafted *discussion question* that arises from the weeks readings. These should be emailed to a student assistant the day before class so that they can be assembled and handed out at class. **(25 points)**
- For each reading, a class participant will be assigned to provide a concise, organized summary (strictly 3 minutes) to help prepare the class for discussion. Each person will be expected to do several such oral summaries during the semester. **(25 points)**

Total: 75 points

Class Schedule:

Dates:	Topics / Content:	Readings:
January 19	Introduction & Course Planning	Pre-class Reading: <i>Critical Issues:</i> Preface Appendix: Overview of Issues <i>Changing Lenses:</i> Appendix 2: The Subversion of Visions <i>Woolford:</i> Chapter 1
January 26	Principles, Concepts & Values	<i>Critical Issues:</i> Introduction & Part I (Chapters 1-4) <i>Woolford:</i> Chapters 2-3
February 02	Victim Issues	<i>Critical Issues:</i> Introduction & Part II (Chapters 5-8)
February 09	Offender Issues	<i>Critical Issues:</i> Part II (Chapters 9-12)
February 16	Community, Government, & Systems	<i>Critical Issues:</i> Part II (Chapters 13-14) Part III (Chapters 15-18)
February 23	Transitional Justice	<ul style="list-style-type: none"> • <i>Finding Justice amidst the Rubble</i> - Stauffer • <i>Punishment & RJ</i> – Fattah • <i>South African TRC</i> – van der Merwe • <i>Memorialisation</i> – Naidu • <i>Justice & Apartheid Crimes</i> – Clark, et.al.
March 01	Practice /Practitioner Issues Guided Case Study	<i>Critical Issues:</i> Introduction & Part IV (Chapters 19-24)
March 08	No Class – <i>Spring Break</i>	
March 15	Practice & Indigenous / Religious Perspectives	<i>Critical Issues:</i> Chapters 25-26 Introduction & Part V (Chapters 27-29)
March 22	Social Justice	<i>Critical Issues:</i> Introduction, Part VI (Chapters 30-31) & Closing Reflections <i>Woolford:</i> Chapters 7-8
March 29 April 05 April 12 April 19 April 26	The remaining class schedule will consist of participant-led presentations, discussions or activities based on the topics that students have chosen for their final projects (2 per class)	NB: <i>Over this time the class will visit Graterford Prison in Pennsylvania. This will entail a 1 ½ day trip including one overnight and one full day in the prison. (This trip could replace one regular class period).</i>

Supplemental information for CJP graduate course syllabi:

Approved 3/20/06; updated 12/11

Writing Guidelines:

Writing will be a factor in evaluation: EMU has adopted a set of writing guidelines for graduate programs that include four sets of criteria: content, structure, conventions and style (see below). It is expected that graduates will be able to write at least a “good” level with 60% writing at an “excellent” level.

For the course papers, please follow the APA style described in CJP’s *GUIDELINES for GRADUATE PAPERS* (see student handbook or request a copy from the Academic Program Coordinator).

Academic Integrity Policy (AIP):

EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. EMU defines plagiarism as occurring when a person presents as one’s own someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. (Adapted from the Council of Writing Program Administrators). [Taken from “Academic Integrity,” 2011-12 Undergraduate Catalog.] This course will apply EMU’s AIP (see catalog, pp. 16-19) to any events of academic dishonesty. For more information see

<http://www.emu.edu/academic-support/writing/academicintegritypolicy03-09.pdf> If you have doubts about what is appropriate, one useful website is <http://www.indiana.edu/~istd/>

Grading Scale & Feedback:

Grades will be based on an accumulation of numerical points that will be converted to a letter grade at the end of the course. Each assignment will receive a score expressed as a fraction, with the points received over the total points possible (e.g. 18/20). The following is the basic scale used for evaluation. *Points may be subtracted for missed deadlines.*

95-100 = A outstanding	90-94 = A- excellent
85-89 = B+ very good	80-84 = B good
75-79 = B- satisfactory	70-74 = C passing
Below 70 = F failing	

Graduate students are expected to earn A’s and B’s.

A GPA of 3.0 is the minimum requirement for graduation.

Regarding feedback on papers/projects: Students can expect to receive papers/assignments back in a class with faculty feedback before the next paper/assignment is due. This commitment from faculty assumes that the student has turned the paper in on the agreed upon due date.

Institutional Review Board:

All research conducted by or on EMU faculty, staff or students must be reviewed by the Institutional Review Board to assure participant safety: <http://www.emu.edu/irb/>

Academic Support Center & Disability Support Services:

If you have received services in the past related to a learning disability or attention deficit disorder and/or you feel you may have such a problem in this course, please make an appointment to speak with the faculty member or with the Coordinator of Student Disability Support Services in the Academic Support Center, third floor of the Hartzler Library (432-4254).

Please take advantage of the free individual tutoring from writing tutors. Writing tutors are strong writers who hold scheduled one-on-one sessions with students and are an excellent resource for writers at any level or at any stage in the writing process. Please remember that writing tutors do not provide editing or proofreading services. They will help you put what you learn into practice and will work with you to improve your own proofreading and editing skills. To make an appointment, please visit or call the Academic Support Center on the 3rd floor of the Sadie Hartzler Library or by accessing WCOonline on myEMU portal.

Class Attendance:

Students are expected to attend all class meetings. If unusual or emergency circumstances prevent class attendance, the student should notify the professor in advance if possible. Multiple absences from class will result in lower grades. The student is responsible for the material presented in classes missed. (EMU Graduate Catalog)

Students should be aware of the importance of regular class attendance, particularly in the case of CJP classes that meet weekly or over several weekends. Being absent for more than one class leads to a student missing a large portion of the class content. In addition to consistent class attendance, students should make every effort to arrive to class on time out of respect for the learning process, fellow students and faculty.

Course Extensions and Outstanding Grades:

For fall and spring semesters, all coursework is due by the end of the semester. If a student will not be able to complete a course on time, the student must submit a request one week before the end of the semester for an extension (up to 6 months) using a course extension form provided by the Academic Program Coordinator. If the request is granted the student will receive an "I (incomplete) for the course which will later be replaced by a final grade when the work has been turned in on the agreed upon date. If the request for an extension is denied, the student will receive a grade for the work that has been completed up until the time the course was expected to have been completed. If no work has been submitted, the final grade will be an F (or W under certain circumstances).

Extensions will be given only for legitimate and unusual situations. Extensions are contracted by the student with the program for up to a maximum of 6 months after the deadline for the course work. PLEASE NOTE: If the outstanding course work is received within the first 6 weeks of the extension, no grade reduction will be imposed; after 6 weeks any outstanding coursework will be reduced by ½ letter grade. If the extension deadline is not met, the student will receive a final grade for the work completed.

Writing Standards –Graduate Level (Grid Version)

<u>Criteria</u>	A excellent	B minimal expectations	C below expectations	<u>Comments</u>
Content <i>(quality of the information/ideas and sources/details used to support them)</i>	<ul style="list-style-type: none"> - shows clarity of purpose - shows depth of content - applies insight and represents original thinking -demonstrates quality and breadth of resources 	<ul style="list-style-type: none"> - shows clarity of purpose - shows substantial information and sufficient support - almost always represents original thinking - uses quality resources 	<ul style="list-style-type: none"> - shows clarity of purpose - lacks depth of content and may depend on generalities or the commonplace - represents little original thinking - uses mostly quality resources 	
Structure <i>(logical order or sequence of the writing)</i>	<ul style="list-style-type: none"> - is coherent and logically developed - uses very effective transitions 	<ul style="list-style-type: none"> - is coherent and logically developed - uses smooth transitions 	<ul style="list-style-type: none"> - is coherent and logically (but not fully) developed - uses some awkward transitions 	
Style <i>(appropriate attention to audience: effective word choice, sentence variety, voice; appropriate level of formality for academic writing vs. informal text messages and email)</i>	<ul style="list-style-type: none"> - is concise, eloquent, and rhetorically effective - composes varied sentence structure 	<ul style="list-style-type: none"> - displays concern for careful expression - composes some varied sentence structure 	<ul style="list-style-type: none"> - displays some personality <u>but</u> lacks imagination and may be stilted - composes little varied sentence structure - frequently uses jargon and clichés 	
Conventions <i>(adherence to grammar rules: usage, mechanics)</i>	<ul style="list-style-type: none"> - composes well-constructed sentences -makes virtually no errors in grammar and spelling - makes accurate word choices 	<ul style="list-style-type: none"> - almost always composes well-constructed sentences - makes minimal errors in grammar and spelling - makes accurate word choices 	<ul style="list-style-type: none"> - usually has well-constructed sentences - makes several errors - makes word choices that distract the reader 	
Source Integrity <i>(appropriate acknowledgment of sources used in research)</i>	<ul style="list-style-type: none"> - cites sources for all quotations - composes credible paraphrases, cited correctly - includes reference page - makes virtually no errors in documentation style 	<ul style="list-style-type: none"> - cites sources for all quotations - composes credible paraphrases, usually cited correctly - includes reference page - makes minimal errors in documentation style 	<ul style="list-style-type: none"> - cites sources for all quotations - composes mostly credible paraphrases, sometimes cited correctly - includes reference page - makes several errors in documentation style 	
<p>The weighting of each of the five areas is dependent on the specific written assignment and the teacher’s preference. Plagiarism occurs when a person presents as one’s own “someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source” (adapted from Council of Writing Program Administrators).</p>				<u>Grade</u>

Approved by University Faculty April 28, 2004
Revised by the Writing Committee April 2008
Updated March 2009

Criteria for Evaluating Arts & Media Based Peacebuilding Projects - Draft 4/3/11

CRITERIA	Excellent	Comments
<p>Goals & Audience <i>Are the goals of the project clear? Have they been met?</i> <i>Is the intended audience clearly specified?</i> <i>Is the project appropriate for this audience?</i> <i>Does the project communicate to the intended audience</i></p>	<p>-audience & goals clearly specified. -project appropriate for, and likely to meet, its goals -project is appropriate for specified audience -project understandable to & likely to engage and/or communicate to audience</p>	
<p>Methodology <i>Is the overall methodology clear and appropriately used?</i> <i>Has the project incorporated specific methods required by the assignment?</i> <i>If intended as a form of intervention, has thought be given to how it will be implemented?</i></p>	<p>-project incorporates inquiry methods required by the assignment -all methodologies & technologies have been appropriately used, with attention to ethical and methodological issues -if intended as intervention or advocacy, project has given adequate thought to implementation -sources & methods are adequately identified</p>	
<p>Analysis <i>Is there evidence of critical thinking and analysis?</i></p>	<p>- evidence of critical thinking about methods, sources, information and analysis or editing. -uses analysis/editing methods appropriate for the project -method of analysis or editing is adequately articulated</p>	
<p>Craft & Coherence <i>Is the level of artistic and/or technical craft adequate for the specified goals and audience?</i> <i>Did it involve an appropriate amount of work?</i> <i>Does the final product have coherence and “resonance?”</i></p>	<p>- level of craft is clearly adequate for the audience & to meet project goals (whether or not it meets “artistic” standards) -project is coherent & likely to resonate with the intended audience -product shows an appropriate amount of effort for this assignment</p>	
<p>Content <i>Is the content appropriate & adequate, given the goals, audience & assignment?</i> <i>Is there evidence of insight, originality &/or creativity?</i></p>	<p>- information conveyed is clearly adequate for goals, audience & assignment -shows depth & breadth of content -shows insight, originality &/or creativity</p>	