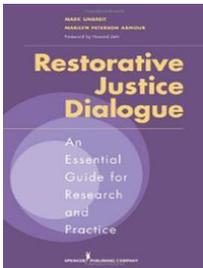


# SYLLABUS

## RESTORATIVE JUSTICE

### HDDR 6367 / MAY TERM

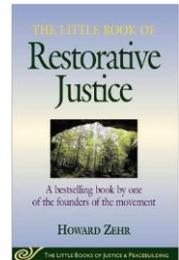
**Instructor:** Stephanie Frogge, MTS  
**Phone:** 936.577.1072 (it's my cell – be nice)  
**E-mail:** [stephaniefrogge@sbcglobal.net](mailto:stephaniefrogge@sbcglobal.net)  
**Class:** April 19-21 & May 3-5  
(Fridays, 4:00 p.m. – 9:00 p.m.)  
(Saturdays & Sundays, 8:30 a.m. – 5:30 p.m.)  
**Classroom:** Building 3, Room 122  
**Office Hours:** By appointment, phone or email



**TEXTS:** Restorative Justice Dialogue: An Essential Guide for Research and Practice, Mark Umbreit and Marilyn Peterson Armour, Springer Publishing Company: NY, © 2011

The Little Book of Restorative Justice, Howard Zehr, Good Books Publishing: PA, © 2002

Course Packet of additional readings available for purchase prior to class at SMU's Barnes & Noble bookstore



#### Course Description:

Restorative justice is a social movement and set of practices that aims to redirect society's retributive response to crime. Crime, in the context of restorative justice, is not considered just an offense against the state but rather is viewed as a wrong against another person and indicative of a broken relationship between the offender, victim, and community. Accordingly, restorative justice seeks to elevate the role of crime victims and community members to one of direct involvement; 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 whether as a result of crime or some other harm. It explores the needs and roles for key stakeholders (victims, offenders, communities, justice systems), examines the values and assumptions of the movement, including its spiritual and religious roots, and introduces students to some of the current programs at community, state and national levels. Besides discussing its policy implications, students will evaluate the potential of restorative justice to address social problems marked by human conflict, oppression, power and harm, e.g. partner abuse, hate crimes. Finally, students will examine the empirical evidence for restorative justice, identify critical issues including gaps in theory or practice, and critique its integrity and overall direction.

**Course Objectives:**

By the end of this course students will be able to:

1. Demonstrate an understanding of restorative justice concepts, principles and values.
2. Recognize the trauma and emotional impact of crime on victims, communities and offenders, and ways to be responsive to the needs and interest of crime victims.
3. Explain the concept, methods and potential uses of different restorative justice practices.
4. Identify humanistic mediation and the skills used to conduct restorative justice mediations, conferences and circles.
5. Identify the personal, interpersonal, and organizational changes necessary for implementation of restorative justice initiatives and the implications for policy and program development including stakeholder and professional roles.
6. Communicate persuasively benefits and potential applications of restorative justice initiatives with appropriate stakeholders.
7. Demonstrate familiarity with the research on restorative justice including the criteria used for assessment of restorative justice programs.
8. Critique the promise of restorative justice for producing healing, including its challenges and pitfalls.

**Teaching Methods:**

This class is designed to build skills in knowledge, analysis, critical thinking, communication, and implementation of restorative justice principles and practices. Instructor lecture, guest speakers, panels, DVDs, discussion, cases analyses, student presentations and field trips will be utilized. Given the condensed nature of this class, students are encouraged to make reasonable personal accommodations in order to remain energized and engaged throughout long days.

**Laptops:**

I'm fine with the use of soundless laptops, tablets, etc., so long as you're not distracting others. My philosophy is this – if you're playing cards or updating your status on Facebook, that's your business. That you are not fully engaged in the class is also your business, but will likely correlate with how much value the experience has for you.



**Grading:**

Your final grade will be calculated as follows -

25% - class attendance, active participation and contribution to the learning environment. Due to the condensed nature of the weekend classes, you cannot miss any class.

25% - student group presentation – instructions to be provided.

25% - criminal justice professional interview and paper– instructions to be provided.

25% - journal article analysis paper – instructions to be provided.

93-100 = A Exceptional	A superior / outstanding performance. Has mastered the concepts and adds unique contributes to class discussions.
90-92 = A- Excellent	A very good / admirable performance. Displays understanding in all areas of the class, and contributes successfully to class discussions.
87-89 = B+ Outstanding	Above average performance. A few insignificant flaws may appear, but overall has great application of the field.
83-86 = B Good	A generally satisfactory, intellectually adequate performance. Few significant flaws in performance.
80-82 = B- Adequate	A barely satisfactory performance. Contributes little to class discussions and lacks a clear understanding of concepts.
77-79 = C+ Not sufficient	An unacceptable performance. Unable to engage in class discussions and has little comprehension of theories.

**Side Note:**

As is customary in an academic setting, especially at the graduate level, the classroom experience is designed to promote scholarship and critical thinking. Everyone is welcome to express their opinion and to challenge the opinions of others but those discussions will be respectful, open-minded, and tolerant, with a focus on careful listening. Many of us have been touched by crime ourselves and as a result, we will be examining these issues from both a scholarly as well as a personal perspective. In a very real way, sensitive and effective restorative justice will be emulated by each of us within the context of the classroom.

**Class Schedule:** (guest speakers may require some juggling of topics)

Friday, April 19	Introductions, class agreement, introduction to circles, syllabus review, introduction to RJ, Yukon Justice Experience
Saturday, April 20, morning	Indigenous and Religious Roots of RJ, guest speaker, spiritual components exercise
Saturday, April 20, afternoon	What Survivors Carry exercise, What Survivors Lose exercise, Victim Impact Panel, homicide survivor needs
Sunday, April 21, morning	Jail tour
Sunday, April 21, afternoon	Circle, RJ in corrections, offender needs / community needs
Friday, May 3	The role of the facilitator, Meeting With a Killer,
Saturday, May 4, morning	Student presentations, restorative justice in domestic violence crimes, forgiveness and restorative justice
Saturday, May 5, afternoon	P.I.N pyramid, Bridges to Life panel, student presentations
Sunday, May 6 Morning	Dispute resolution and restorative justice, student presentations, restorative justice research
Sunday, May 6 afternoon	Restorative justice in juvenile cases, the future of restorative justice, circle

**Course Policies:**

Honor Code

Students are reminded of the SMU Honor Code as referenced in the *Student Hand Book*. Intellectual integrity and academic honesty are both the foundations and the goals for this program. Please reference and review the university policies on the responsibilities, policies, and penalties regarding academic honesty found at:

[http://www.smu.edu/studentlife/PCL\\_05\\_HC.asp](http://www.smu.edu/studentlife/PCL_05_HC.asp)

Notification of Absence Due to Religious Holy Day(s)

Students who will be absent from class for the observance of a religious holiday must notify the instructor in advance. Please refer to the Student Obligations section of the university catalog for more explanations. You are required to complete any assignments or take any examinations missed as a result of the absence within the time frame specified by your instructor.

Disabilities Accommodations

Students needing academic accommodations for disability must contact Ms. Rebecca Marin, Coordinator of Services for Students with Disabilities (214-768-4557) to verify the disability and establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements.

Add/Drop Policy

If you are unable to complete this course, you must officially withdraw by the university deadline; the last day to Add/Drop regular courses without a grade record or Billing. Withdrawing is a formal procedure which you must initiate; your instructor cannot do it for you.

Grade of Incomplete A student may receive a grade of I (Incomplete) if at least 50 percent of the course requirements have been completed with passing grades, but for some justifiable reason, acceptable to the instructor, the student has been unable to complete the full requirements of the course. At the time a grade of I is given, the instructor must stipulate in writing to the student

and to the University registrar the requirements and completion date that are to be met and the grade that will be given if the requirements are not met by the completion date. The maximum period of time allowed to clear the Incomplete grade normally is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month Policies and Procedures 25 deadline, the grade of I will be changed to the grade provided by the instructor at the time the Incomplete grade was assigned or to a grade of F if no alternate grade was provided. The grade of I is not given in lieu of a grade of F or W, or other grade, each of which is prescribed for other specific circumstances.

If the student's work is incomplete, poor quality and not acceptable, a grade of F will be given. The grade of I does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incomplete grades prior to the deadline in the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of I to the grade indicated by the instructor at the time the grade of I was given.

For graduate students, a maximum of two (six hours) concurrently held grades of Incomplete in courses other than thesis is allowed. If this maximum is reached, the student will be allowed to take only one three-hour course per term until the Incomplete total is reduced. Students who accumulate a total of three grades of Incomplete in courses other than thesis will be put on probation and not allowed to enroll further until the total is reduced.

**SMU EMERGENCY PREPAREDNESS** As part of the federal government response to the H1N1 (Swine Flu) virus, the Department of Health and Human Services issued a nationwide public health emergency preparedness declaration on April 26, 2009. The declaration was renewed on July 23, 2009 and is currently in force. For the semester ahead, there is concern that the level and intensity of flu cases could increase substantially. 1) For updates on the campus-wide status of flu conditions at SMU, please visit <http://www.smu.edu>. 2) If flu conditions require cancellation of a class session or other changes for this course, an email will be sent to all class members. 3) In the event of a major campus emergency at SMU, course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control.