

 <p><b>THE CENTER FOR JUSTICE &amp; PEACEBUILDING</b></p> <p>A PROGRAM OF EASTERN MENNONITE UNIVERSITY</p>	<p><b>RESTORATIVE JUSTICE: PRINCIPLES, THEORIES, APPLICATIONS PAX 571</b></p> <p><b>SPI 2024</b> May 23-31, 2024</p> <p><i>Course meeting location and time TBD</i></p>
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### INSTRUCTOR INFORMATION:

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### COURSE DESCRIPTION:

This course combines a critical examination of various restorative justice frameworks and direct dialogue with practitioners on how the principles of restorative justice can be applied in actual circumstances. We will also meet and learn from both parties who have participated in restorative justice practices. Immersing ourselves in the principles and ethos of RJ, this course presents the fundamental teachings of restorative justice to then consider how the practice is applied in various contexts. We begin with the origins of restorative justice, which were adapted from indigenous societies to both learn from indigenous wisdom and from current practices. With a better understanding of how current practices developed, we turn our focus on the U.S. criminal legal system and the problems posed by its dominant responses to harm and violence. We examine how restorative justice presents a contrasting philosophy of justice that addresses the needs of multiple stakeholders and challenges interpersonal and structural forms of harm. The class will also explore applications of restorative justice in multiple fields and movements including racial justice, trauma healing, education, youth development, and transitional justice.

### COURSE GOALS AND OBJECTIVES:

Restorative justice originated as a *practice-based* discipline. Whilst learning the principles, theories, and various restorative justice frameworks, students are expected to actively participate and will be graded on their class engagement and ability to meaningfully contribute to class discussion, exercises, and analysis.

This course will equip participants to:

1. Explore concepts, principles, and values of restorative justice used in various communities, capacities, and contexts.
2. Describe primary models of RJ practice generally, and to specific applications and settings.
3. Analyze critical issues in the RJ field that have to potential to enhance the success of community engagement or dissuade institutions from applying RJ as a standard practice.
4. Compare and contrast multiple theories of justice, and their personal and social impacts.
5. Identify skills necessary for productive, meaningful, or successful restorative justice ethos and practice.
6. Synthesize and articulate restorative justice principles, models, and practices.

7. Apply restorative justice to a variety of cases and contexts, integrating analysis of the needs of multiple stakeholders through a variety of lenses.

### REQUIRED TEXTS AND OTHER RESOURCES:

- Howard Zehr. *Changing Lenses: Restorative Justice for Our Times*, 25th Anniversary Edition. MennoMedia, 2015. ISBN: 0836199472. (302 pages). \$21.99
- Edward Valandra, editor. *Colorizing Restorative Justice: Voicing Our Realities*. Living Justice Press, 2020. ISBN: 9781937141233. (440 pages). \$35.00.
- Fania Davis. *The Little Book of Race and Restorative Justice: Black Lives, Healing, and US Social Transformation*. Good Books, 2019. ISBN: 978-1-68099-343-1 (96 pages) \$7.99.
- Danielle Sered, *Until We Reckon: Violence, Mass Incarceration, and a Road to Repair*, The New Press, 2019. ISBN: 9781620976579. (320 pages) \$18.99.
- Katherine Evans and Dorothy Vaandering. *The Little Book of Restorative Justice in Education: Fostering Responsibility, Healing, and Hope in Schools*. Good Books, 2016. ISBN-13:9781680998597. (110 pages) \$5.99.
- Judith Herman. *Truth and Repair: How Trauma Survivors Envision Justice*, 2023. ISBN: 978-1541600546. (272 pages) \$25.00.

Note: other additional/supplementary resources:

- I anticipate one – possibly two additional books to be added to the list, which will be listed on the final syllabus.
- There will be substantial reading material posted to the class Moodle. These articles are current, relevant, and free. Restorative Justice is a practice that continues to be applied and is relevant to today's

### REQUIRED ASSIGNMENTS:

At this time, I am currently working with practitioners in the field and will post the required assignments on the final syllabus.

### DAILY CLASS SCHEDULE:

At this time, I am currently working with practitioners in the field and will post the required assignments on the final syllabus.

### SPI ATTENDANCE POLICY:

It is expected that individuals registering for an SPI session will attend the entire course (barring unforeseen travel delays or emergencies). Please contact SPI directly at [spi@emu.edu](mailto:spi@emu.edu) before registering if you know you will have to miss any days of a course. SPI certificates are provided to participants only if they miss no more than one class day unless prior arrangements have been made with the SPI team and confirmed with the instructor. For-credit participants are expected to attend all class sessions unless they are given permission from the instructor to miss a session. SPI courses rely on active student participation in a learning community. If a participant misses class repeatedly and this disrupts the learning for others, they will be asked to leave the course and no money will be refunded for remaining course time.

### GRADING CRITERIA AND OTHER POLICIES:

SPI provides all students taking the course for graduate credit some supplemental information that will serve as a resource after SPI when students are working on course assignments. This includes information on library resources, EMU's academic integrity policy, and guidelines for writing graduate papers, information regarding the grading scale and course deadlines, and then some suggestions we have for you in order to make your experience of taking SPI courses for graduate credit as successful as possible! These [documents](#) are all available online.