


|   |  |
|---|--|
|  <p><b>THE CENTER<br/>FOR JUSTICE &amp;<br/>PEACEBUILDING</b></p> <p>A PROGRAM OF EASTERN MENNONITE UNIVERSITY</p> | <p><b>RESTORATIVE JUSTICE:<br/>PRINCIPLES, THEORIES, APPLICATIONS<br/>PAX 571</b></p> <p><b>SPI 2024</b><br/>May 23-31, 2024 (excluding Saturday &amp; Sunday)<br/>8:30am-5pm ET</p> <p><i>Course meeting location TBD</i></p> |
|---|--|

### **INSTRUCTOR INFORMATION:**

Tammy Krause, PhD  
[tammy.krause@emu.edu](mailto:tammy.krause@emu.edu)  
 540-656-6842

### **COURSE DESCRIPTION:**

This course integrates a critical examination of various restorative justice frameworks with hands-on, experiential learning and dialogue with practitioners and participants of restorative practices. We anticipate that course participants will interact with an incarcerated person in federal prison requesting to participate in a Facilitated Victim-Offender Dialogue and potentially with the victims of the crime to understand how the principles of restorative justice are applied in actual circumstances.

Adapting its fundamental principles from indigenous societies' teachings and wisdom, current restorative justice practices have become established yet are still emergent. Immersing ourselves in the principles and ethos of restorative justice, this course presents the fundamental teachings of restorative justice to then considers how the practice is applied in various contexts.

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.

**NOTE:** Course participants will be required to sign a non-disclosure agreement (NDA) and a memorandum of understanding (MOU) regarding the case-related material, conversations, and activities discussed in the course.

### **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 meaningfully contribute to class discussion, exercises, and analysis. This includes engaging with the parties of the potential facilitated dialogue as well as the guest speakers.

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.

### DAILY CLASS SCHEDULE:

**Please note:** This course anticipates engaging with an active restorative justice case. We will also meet (via Zoom and in class) with practitioners throughout the United States, which may require adapting to last-minute changes in their schedules.

This means that you won't be given a detailed agenda that we will adhere to with fidelity. It means that the learning experience, while holding on to key guiding questions, principles, and frameworks, will evolve with those we walk alongside in this practice. This requires a mindset shift to embrace uncertainty, trust in people and processes, and be willing to practice voice, choice, and agency throughout. I ask that you come to the course with patience, an open mind, and a willingness to engage with the practice as it unfolds during our time together.

Students can anticipate 1-2 guest speakers each day, phone calls and/or video conferences with the client, small group activities, and lively class discussions.

I will send an update to the course participants the week before our course begins.

### REQUIRED READING BEFORE THE COURSE FOR ALL COURSE PARTICIPANTS:

- **(entire book)** Howard Zehr. *Changing Lenses: Restorative Justice for Our Times*, 25th Anniversary Edition. MennoMedia, 2015. ISBN: 0836199472. (302 pages). \$21.99
- **(Chapters 2, 9, 10, 14, 18).** Edward Valandra, editor. *Colorizing Restorative Justice: Voicing Our Realities*. Living Justice Press, 2020. ISBN: 9781937141233. (440 pages). \$35.00.

### ADDITIONAL REQUIRED TEXTS TO BE USED IN CLASS:

- Danielle Sered, *Until We Reckon: Violence, Mass Incarceration, and a Road to Repair*, The New Press, 2019. ISBN: 9781620976579. (320 pages) \$18.99.

#### For Graduate Credit, Select One:

- Lorraine Stutzman Amstutz. *The Little Book of Victim Offender Conferencing: Bringing Victims and Offenders Together in Dialogue*. Good Books, 2009. ISBN: 978-1561485864 (96 pages) \$5.99
- 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.
- 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.

- Dr. David Anderson Hooker. *The Little Book of Transformative Community Conferencing*. Good Books, 2016. ISBN: 978-1-68099-166-6 (119 pages) \$7.99
- Kay Pranis. *The Little Book of Circle Processes*. Good Books, 2005. ISBN: 978-1561484614 (76 pages) \$7.99

**For Graduate Credit, Select One for ‘Required Assignment’ (see below):**

- Judith Herman. *Truth and Repair: How Trauma Survivors Envision Justice*. Basic Books, 2023. ISBN: 978-1541600546. (272 pages) \$25.00.
- Michelle Alexander. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. The New Press, 2010. ISBN: 978-1-59558-643-8 (312 pages) \$25.99
- Paul Tough. *Whatever It Takes: Geoffrey Canada’s Quest to Change Harlem and America*. Mariner Books, 2009. ISBN: 978-0547247960 (310 pages) \$9.99

**Additional Resources provided via Moodle.** There will be substantial reading material made available to you via the class Moodle page. These articles or chapters are current, relevant, and free. Restorative Justice is a discipline that continues to be applied and expanded and is relevant to evolving best practices.

**REQUIRED ASSIGNMENTS FOR 3 GRADUATE CREDITS:**

- Reflection papers (2-3 pages) on provided prompts about the preparations, engagement, and work done on the case study.
- Analysis (5-6 pages) of the chosen book (see above) through a restorative justice lens.
- Final paper (5-6 pages) integrating the understanding of restorative justice principles, and reflections on how restorative justice theory ‘looks’ in practice.

*These are brief descriptions of required graded assignments for the course. More details for each assignment can be found on the ‘Guidance Notes’ that will be provided in class and on Moodle.*

**PERCENTAGE OF OVERALL GRADE FOR 3 GRADUATE CREDITS:**

- Attendance and Participation: 25%
- Reflection Papers: 25%
- Analysis Paper: 25%
- Final Paper: 25%

**All SPI 2024 coursework will be due no later than August 12, 2024.**

**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 the 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.