

CJ 525 Global Restorative Justice & Community Corrections

Spring 2009

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Office: HSS 335

Office Hours: Tuesday & Thursday 2-3pm and By Appointment

COURSE DESCRIPTION

This course will examine the fundamental principles underpinning global practices in community corrections. Students will be introduced to the history and practice of community corrections and its application to criminal justice policy. In particular, this course will examine a wide variety of restorative justice practices, the contemporary form of community corrections being practiced around the globe, with the aim to understand the benefits and problems with this quickly growing phenomena as well as the place of the United States within these developments. Restorative Justice offers a refreshingly different framework for thinking about wrongdoing. It moves beyond the confines of traditional justice systems to embrace social justice principles. This course will offer students an opportunity to study the leading restorative justice practices to explore the possibilities Restorative Justice offers to move beyond the limitations of retributive justice. The goal is to increase students' knowledge of how different cultures have utilized the community corrections movement and to note how despite vast cultural differences many countries have adopted similar practices. Moreover, one of the ultimate objectives of this class is to encourage students to critically examine if, how, and whether these international practices could be adopted here in the United States.

REQUIRED TEXTS

Howard Zehr *The Little Book of Restorative Justice*

Essentially all of the readings for this course are posted on EReserves. All readings are REQUIRED.

The required reading materials for the course will serve as the common texts for our discussion in the weekly meetings of the course. They should not, however, be viewed as limiting the range of our discussion. Instead they will provide us with a common set of resources and a starting point for our exploration of the central themes of the course.

CLASS RESOURCES

Throughout this class we will be heavily using several internet resources.

ilearn

You will need to become very familiar with ilearn during this class. All class information will be posted and updated on ilearn on a weekly basis. To log into ilearn go to:

<https://ilearn.sfsu.edu>

You will need your student ID number and your PAC number to log in and find the course.

E Reserves

Any reading on the syllabus which is not in the textbook or the Reader is posted on E Reserves. To access E Reserves, go to:

<http://eres.sfsu.edu>

The Password is:

COURSE ASSIGNMENTS

Paper - 35%

The paper will be due at the end of class and must be handed in as a hard copy. Late papers will be accepted. However, for each day an assignment is late, the student will lose a full grade.

Final Project – 55%

Your final project will be made up of two parts:

Educational Project – 20%

California's Governor has decided that restorative justice is the way forward for California's justice system. He has established a Task Force on Restorative Justice to which you have been appointed. The Task Force has been mandated with creating an educational package that will be widely distributed. Oral presentations, written documents and a list of resources will be offered free of charge to community groups, schools, police departments, probation, non-governmental organizations etc.

You must put together this educational package. You may choose to do this project on your own or in a group of no more than four. Presentations will be made in class.

Final Paper – 35%

In lieu of a sit-down final, you will be given a take-home paper. Details of this paper to follow later in the semester. The paper will relate to your class presentation.

Classroom Participation & Homework Assignments – 10%

A significant part of the learning experience from this class comes through class discussion. As a result:

- *Your attendance and participation IS expected and counts towards your final grade.*
- *Students are expected to prepare the required reading materials for discussion in advance of the class session for which they are scheduled.*
- *Come to class having read the assigned materials and prepared to engage in discussion.*

Please show respect for your fellow students and their ideas, beliefs, and contributions. Be proactive about your education. Engage in discussion and ask questions. This will allow you to get the most out of each class.

*Keep all graded work for this class (assignments and exams) until you receive your final grade. I am human and it is possible that I may make a mistake. If you believe that I have given you an incorrect grade, bring me all your graded work. If I agree with you, I will change your grade. However, you **MUST** produce EVERY piece of work in order for this to happen.*

EXPECTATIONS

Due to the nature of this subject matter, this class demands a significant amount of work from students. There is a heavy load of reading and writing. My expectations are that, at a bare minimum, students will need to put in twice as much time outside of class as inside the classroom. This means that since we meet in class for 3 hours a week you will need to put in at the very least 6 hours a week of work outside the class. Should you wish to excel, even more work will likely be needed.

EMAIL

All of my electronic communication with this class will be done through SFSU email accounts. I frequently email the class about upcoming readings, assignments, and classes. It is YOUR responsibility to either check your SFSU email account regularly. If you prefer, academic technology can help you to have your SFSU email forwarded to an account that you do check regularly. Either way, this is your responsibility.

The web address for setting up email forwarding is:

<http://www.sfsu.edu/online/sfsuemail.htm>

ACADEMIC INTEGRITY

Academic integrity is a fundamental principle of the university. Academic dishonesty, in the form of cheating or plagiarism, represents an attempt to gain an unfair advantage and it is expressly prohibited by San Francisco State University Student Code of Conduct. Cheating includes, but is not limited to, gaining unfair access to answers to exams, fabrication of work, helping other students to cheat, etc. Plagiarism can be defined as using another person's work or work without proper acknowledgments. Students who are found to have cheated or plagiarized will be subject to discipline ranging from receiving a failing grade for the specific assignment to referral to the Office of Judicial Affairs and Student Discipline to possible suspension or expulsion. All instances of academic dishonesty are reported to the Department Chair and College Dean. Students are responsible for knowing the SFSU regulations concerning cheating and plagiarism.

SYLLABUS

PLEASE NOTE THAT THIS SYLLABUS IS A WORKING SYLLABUS AND IS THEREFORE FLEXIBLE AND SUBJECT TO CHANGE. THIS IS SO THAT WE CAN GET TO MOST OUT OF EVERY CLASS. YOU WILL NEED TO CHECK THE ILEARN EVERY WEEK FOR THE UPDATED SYLLABUS.

WEEK 1 – Introduction

Wednesday January 28th

WEEK 2 – What is Restorative Justice?

Wednesday February 4th

Reading:

- Howard Zehr *The Little Book of Restorative Justice* Chapters 1, 2 & 4
 - Howard Zehr Chapters 2 ‘The Victim’ & 3 ‘The Offender’ in *Changing Lenses*
 - Ted Wachtel Chapters 1, 2 & 19 in *Real Justice*
 - Albert Dzur and Susan Olson (2004) ‘The Value of Community Participation in Restorative Justice’ *Journal of Social Philosophy* 35(1): 91-107
 - RJ City Case Study
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Week 3 – Development and Critique of Restorative Justice

Wednesday February 11th

Reading:

- Levrant S, Cullen F, Fulton B, and Wozniak J (1999) ‘Reconsidering Restorative Justice: The corruption of benevolence revisited’ *Crime and Delinquency* 45(1): 3-27
- Allison Morris (2002) ‘Critiquing the Critics: A brief response to the critics of restorative justice’ *British Journal of Criminology* 42(3): 596-615
- Dean Peachy ‘The Kitchner Experiment’ Chapter 12 in *A Restorative Justice Reader*
- James Zion and Robert Yazzie ‘Navajo Peacemaking: Original dispute resolution and a life way’ Chapter 8 in *Global Perspectives*
- Jim Consedine ‘The Maori Restorative Tradition’ Chapter 10 in *Global Perspectives*

Week 4 – Restorative Models

Wednesday February 18th

Reading:

- Howard Zehr *The Little Book of Restorative Justice* Chapter 3
- Mark Umbreit and Rina Ritter (2006) ‘Arab Offender Meets Jewish Victim’ *Conflict Resolution Quarterly* 24(1): 99-109
- Mark Umbreit (2001) Chapter 3 ‘The Mediation Process’ & Chapter 5 ‘Case Studies’ in *The Handbook of Victim Offender Mediation*

Week 5 – Restorative Models

Wednesday February 25th

Reading:

- Gabrielle Maxwell, Allison Morris, and Hennessey Hayes ‘Conferencing and Restorative Justice’ Chapter 4 in *The Handbook of Restorative Justice: Global Perspectives*
 - Lawrence Sherman & Heather Strang (2007) Chapter 2 ‘A Tale of 3 RJ Conferences’ in *Restorative Justice: The Evidence*
 - Allison Morris & Gabrielle Maxwell ‘Restorative Justice in New Zealand: Family Group Conferences as a Case Study’ Chapter 14 in Gerry Johnstone *A Restorative Justice Reader*
 - Tracy Godwin *The Role of Restorative Justice in Teen Courts*
 - Heino Lilles Chapter 9 ‘Circle Sentencing: Part of the Restorative Continuum’ in Morris & Maxwell *Restorative Justice for Juveniles*
 - David Karp & Lynne Walther ‘Community Reparative Boards in Vermont’ in Bazemore & Schiff *Restorative Community Justice*
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Week 6 – Visit Court

Wednesday March 4th

No class. Visit Court.

Week 7 – Summing Up

Wednesday March 11th

Paper Due

Class Discussion on your experiences

Week 8 – Restorative Justice & Schools

Wednesday March 18th

Reading:

- Ted Watchtel Chapter 12 ‘School’ in *Real Justice*
 - Sally Vareham (2005) ‘Seeing things differently: Restorative justice and school discipline’ *Education and the Law* 17(3): 87-104
 - David Karp and Beau Breslin. (2001) ‘Restorative Justice in School Communities’ *Youth Society*, 33(2): 249-272
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SPRING BREAK

Week of March 23rd

Week 9 – Restorative Justice & Prisons

Wednesday April 1st

Reading:

- Sunny Schwartz, Michael Hennessey, Leslie Levitas (2003) “Restoring Justice and the Transformation of Jails” in *Police Practice & Research*, 4(4): 399-410
 - Mark Umbreit, Betty Vos, Robert Coates & Katherine Brown (2003) *Facing Violence: The Path of Restorative Justice & Dialog* Chapter 3: ‘Texas Case Studies’ pgs 45-65
 - Nadia Biermans and Marie-Nathalie d’Hoop (2001) *Development of Belgian prisons into a restorative perspective*. Paper presented at the Positioning Restorative Justice 5th International Conference: Leuven, Belgium Sept 16-19
 - Andrew Coyle (2001) Restorative Justice in the Prison Setting. Paper presented at the International Prison Chaplains' Association Conference: Dribergen, Holland.
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Week 10 – San Quentin

Wednesday April 8th

Class canceled: San Quentin Visit

Week 11 – Delancey Street

Wednesday April 15th

Class canceled: Delancey Street Visit

Week 12 – Theater Group

Wednesday April 22nd

Guest Speaker TBA

Week 13 – Restorative Justice and Large Scale Social Conflicts

Wednesday April 29th

Reading:

- Charles Villa-Vicencio (2007) ‘Transitional Justice, Restoration and Prosecution’ Chapter 26 in *The Handbook of Restorative Justice: A Global Perspective* pg 387-400
- Overview of the Israeli Palestinian Conflict
- Louis Kriesberg (2001) ‘Mediation and Transformation of the Israeli-Palestine Conflict’ *Journal of Peace Research* 38(3)

If you’d like more information see the National Public Radio’s seven part series *The Middle East: A Century of Conflict*

<http://www.npr.org/news/specials/mideast/history/index.html>

Week 14 – Restorative Justice and Large Scale Social Conflict

Wednesday May 6th

Reading:

- Dirk Louw ‘The African Concept of ubuntu and Restorative Justice’ Chapter 9 in the *Handbook of Restorative Justice: A global perspective*
 - Browyn Leebaw (2001) ‘Restorative Justice for Political Transitions’ *Contemporary Justice Review* 43(3): 267-289
 - Lars Waldorf ‘Rwand’s Failing Experiment in Restorative Justice’ Chapter 28 in the *Handbook of Restorative Justice: A global perspective*
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Week 15 – Educational Project

Wednesday May 13th

Educational Project

Final Paper – Due Monday May 18th

CJ 525: PAPER 1 DUE MARCH 11TH

Have you ever sat in the back of the District Court and watched the stream of people coming before the Court? This exercise is designed to give you a feel for the processes and what takes place within the current criminal justice system.

Earlier this semester, you spent time in a courtroom watching court proceedings. This paper asks you to reflect upon that experience.

What cases did you see? What offenses were brought before the court? [Please record all case information: name, docket number etc]

Was the victim present?

Was the victim's voice present in the proceedings?

What do you notice about the offenders?

Did the offender speak at all during the proceedings?

Is the community perspective discussed in any way?

Who are the players and what are their roles?

What was the outcome and what was achieved?

Think about the cases that you saw in court, compare and contrast the courtroom experience with what you know of a restorative justice process. What are the benefits and drawbacks of retributive justice and restorative justice for the cases that you saw? How do you think the crimes you observed can best be dealt with by a justice process?

The paper calls upon you to make detailed observations of the justice process. Subsequently, you need to analyze the situation. Be sure to be specific and incorporate substantial analysis of the question at hand.

Lastly, come to class ready to share your experiences in court and your thoughts on this paper. You should be prepared to sum up your position in about 5 minutes.

Your paper should be about 1500-2500 words (or approximately 7-10 pages).

All papers must be submitted hard-copy and must be submitted to Turn-It-In on the class ilearn page. A failure to hand in either copy will result in an F for the paper.