

Bellevue University
CAMC 431
Restorative Justice and the Community

Prerequisites: Acceptance in the Corrections Administration and Management accelerated degree completion program

Credit: 3 Credit Hours

Catalog Description: This course reviews the evolution and development of what has come to be known as Restorative Justice. It also examines specific models and programs that are currently being explored in a variety of correctional programs, with an emphasis on assisting the student to develop and implement similar correctional programs in Restorative Justice.

Mission: The mission of the Corrections Administration and Management Program is to provide the history, philosophy, knowledge, skills, and tools that are necessary for experienced practitioners in the professional field of corrections to become successful supervisors, managers, and leaders in their chosen field.

Purpose: The attempt to correct the impact of criminal behavior has always fallen short of expectation at best, and at its worst the attempt has almost been as bad as the original criminal offense. 'Restorative Justice' is an effort to correct the entire circumstance surrounding a criminal offense, to include rehabilitating the victim, the offender, the direct and indirect witnesses, as well as society as a whole. It has evolved from recent efforts at public policy analysis and human rights advocacy that focused upon *all* those affected by criminal activity, and sought to set it all aright. This course explores the current state of thought on Restorative Justice and the directions for its future.

Objectives: Students who successfully complete this course should be able to:

1. Describe the early theories of criminal behavior and corrections.
2. Explain the impact that early theories have on modern corrections.
3. Discuss how the influence of some early and current theories of corrections may actually contribute to recidivism.
4. Explore the evolution of the theories of Restorative Justice.
5. Facilitate a discussion among classmates assessing the values hypothetically underlying theories of Restorative Justice.
6. Examine the conceptual objections to theories of Restorative Justice.
7. Assess the practical objections to applications of Restorative Justice.
8. Propose an integrated model for a system of Restorative Justice that responds to the historical, conceptual, and practical objections considered in this course.

Course Outline:

- I. Evolution of correctional theory and application (Objectives 1 and 2)
 - A. Review and discuss the historical theories of corrections.
 - B. Describe how historical theories were translated into programs for offenders.
- II. Restorative Justice as a response to programmatic failures in corrections (Objectives 3 and 4)

- A. Explore the role of victims in the judicial process, and the prevention of recidivism.
 - B. Research the actual effect of diversion on improved offender behavior.
 - C. Discuss how Restorative Justice responds to these issues, particularly with respect to improving effectiveness in corrections programs.
- III. Restorative Justice as an inherently ethical approach to corrections, and objections to its various models (Objectives 5, 6, and 7)
- A. Examine the ethical issues underlying concepts in Restorative Justice.
 - B. Assess the suggested flaws in theories of Restorative Justice.
 - C. Evaluate the alleged problems with applying Restorative Justice to real offenders.
- IV. Integrated models for creation of Restorative Justice communities (Objective 8)
- A. Review the issues critical to planning Restorative Justice Programs.
 - B. Describe the critical relationship of Restorative Justice Programs to the Criminal Justice System.

General Assignments and Evaluation of Student Work: Grading is based on the quality, thoroughness, and timeliness of class discussions, class presentations, and written assignments. A student will only pass the course by participating in all class sessions – actively, extensively, and thoroughly – as well as submitting all written assignments on time, and in a thorough and professional manner.

Assessment of student progress is based upon satisfactory completion of all assignments during the course. Specifically the student is required to demonstrate acquisition of the factual knowledge contained in the assigned readings and class discussions, as well as by the competency displayed in writing, speaking, listening skills used in individual and team assignments in this course. Critical thinking is also assessed by examining the student's approach to problem analysis, decision making, and problem solving.

Course/Program Assessment: A pre- and post-course assessment will be used to determine the quantity and quality of learning with respect to facts; a peer assessment of in-class presentations will assess the oral communication skills of the students; and the submission of a written journal by each student will be used to assess the affective development of the student. Student subjective course evaluations will also be used to assess the quality of the course from the student perspective.

Signatures:

Originator **Date**

Program Director **Date**

Academic Review Committee **Date**

Dean, College of Professional Studies **Date**

Provost **Date**

Resources

Required Texts and/or Materials:

Van Ness, D. W. and Strong, K. H. (2002). *Restoring justice* (2nd ed.). Cincinnati, OH: Anderson Publishing Co. ISBN: 1-58360-520-7.