

University of Wisconsin-Whitewater  
Curriculum Proposal Form #4A

**Change in an Existing Course**

Type of Action (check all that apply)

- |   |   |
|---|---|
| <input type="checkbox"/> Course Revision (include course description & former and new syllabus) | <input type="checkbox"/> Grade Basis          |
| <input type="checkbox"/> Contact Hour Change and or Credit Change                               | <input type="checkbox"/> Repeatability Change |
| <input checked="" type="checkbox"/> Diversity Option  | <input type="checkbox"/> Other:               |
| <input type="checkbox"/> General Education Option<br>area: Select one: *                        |   |

\* Note: For the Gen Ed option, the proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and gender.

**Effective Term:** 2141 (Spring 2014)

**Current Course Number** (subject area and 3-digit course number): Soc 375

**Current Course Title:** Restorative Justice

**Sponsor(s):** C. Holly Denning and Paul Gregory

**Department(s):** Sociology

**College(s):** Letters and Sciences

**List all programs that are affected by this change:**

**If programs are listed above, will this change affect the Catalog and Advising Reports for those programs? If so, have Form 2's been submitted for each of those programs?**

(Form 2 is necessary to provide updates to the Catalog and Advising Reports)

- NA       Yes       They will be submitted in the future

Proposal Information: ([Procedures for form #4A](#))

I. **Detailed explanation of changes** (use FROM/TO format)

**FROM:**

This course offers an overview of Restorative Justice including a consideration of definitions, cultural roots, theoretical origins, key principles, models and practices, global conflicts and peaceful resolutions, controversial issues, and future directions. The course also provides a critical assessment of the potential of restorative justice as well as its limitations.

**TO:**

This course offers an overview of Restorative Justice --consideration of definitions, cultural roots, **especially indigenous examples**, origins, models and practices, controversies, resolutions and future directions. Critical assessment of the potential of restorative justice, **especially for communities of color disproportionately impacted by the justice system— is a key goal.**

## II. **Justification for action**

A diversity designation for the new Restorative Justice course would serve several functions. Cross listing with the new minor in Peace and Social Justice would better link the program with practical applications in the field of criminal justice; at present there is more of a focus on international conflicts in PAX courses. Focus on American minorities, especially Native American reservations, as a site not only for severe social problems but also as the site for many successful alternative justice practices, would illustrate complex paradoxes in Indian Country. African American communities are disproportionately impacted by the “injustice” system and the New Jim Crow caste created in many inner city neighborhoods, as documented by Michelle Alexander’s recent book. The diversity designation will fulfill the need for another diversity course offering at UW-Whitewater. Eventually, service learning projects are envisioned working with the internship program through the Sociology Department. Reflective journals incorporate active engagement with issues linking the “triplets of militarism, materialism and racism,” as well as more online interactive pedagogies to deepen study of historical and contemporary strategies for creating alternatives to mass incarceration.

## III. **Syllabus/outline** (if course revision, include former syllabus and new syllabus)

## **Restorative Justice --Sociology 375 Diversity version**

Department of Sociology, Anthropology and Criminal Justice, RJ certificate, PAX Minor

**Instructor:** Ms. C. Holly Denning

**Office:** Laurentide Hall 2123

**E-mail:** Denningc@uww.edu

**Office Hours:** by appointment

**Telephone:** 262-472-5777

**Course Description:** This course offers an overview of Restorative Justice --consideration of definitions, cultural roots, **especially indigenous examples**, origins, models and practices, controversies, resolutions and future directions. Critical assessment of the potential of restorative justice, **especially for communities of color disproportionately impacted by the justice system—is a key goal.**

**Course Goals: Upon completion of this course students should be able to:**

- Delineate the core components of Restorative Justice (RJ);
- Explain the roots of RJ and the history of the RJ movement;
- Assess the theoretical underpinnings of RJ;
- Apply key principles and concepts of RJ;
- Discern pros and cons of models of RJ such as mediation, and sentencing circles;
- Analyze how RJ represents a different way of thinking about crime and responding to crime and other social harms;
- Synthesize sources to explain the transformative process in different contexts;
- Name and differentiate between types of programs and their relative impacts;
- Locate key resources for the study and practice of RJ.

### **Required Books:**

John P.J.Dussich and Jill Schellenberg, eds. (2010) *The promise of restorative justice: New approaches for criminal justice and beyond*. Boulder CO and London: Lynne Reiner Publishers.

[Rupert Ross. \*Returning to the Teachings: Exploring Aboriginal Justice\*. University of Saskatchewan, Canada: The Penguin Group.](#)

Dennis Sullivan and Larry Tiff. (2005). *Restorative Justice: Healing the Foundations of Our Everyday Lives* (2nd Ed.). Monsey, New York: Willow Tree Press, Inc.

Lorraine Stutzman Amstutz and Judy H. Mullet. (2005). *The Little Book of Restorative Discipline for Schools: Teaching Responsibility; Creating Caring Climates* (The Little Books of Justice and Peacebuilding Series)

Assorted Articles

**Please carefully review the following Web sites:**

<http://www.restorativejustice.org/>

<http://www.ojp.usdoj-gov/nij/rest-just/>

<http://sww.che.umn.edu/rjp/default.html>

<http://www.justicestudies.org/>

As an online class, everyone participates in discussing and raising questions on assigned readings, webquests and films. Each student and group must take an active role in analyzing and discussing the issues, as well as completing quizzes, position papers and group presentations. Superior contributions to discussions and outstanding group presentations (based on readings and class materials) may result in extra credit points added to the final grade.

### **Assignments:**

- All assignments must be submitted to the dropbox in D2L. Proofread all work prior to submission (including discussion posts, please).
- Assignments must be handed in on their designated due dates. Late submissions will result in grade penalties or failure.
- Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the CSD as soon as possible to ensure that accommodations are implemented in a timely fashion.
- The University Honor Code will be strictly enforced. All work must represent each student's own efforts. The Turn-it-in plagiarism detection program is used.
- If for reasons of serious illness or other emergency you are unable to complete the course requirements as scheduled, you must speak with the professor regarding approval of a grade of "I" (Incomplete). Please note that grades of "I" change to "F" automatically if the course is not completed and the grade changed.
- All students are encouraged to come to office hours in Laurentide Hall or make an appointment if regular hours conflict.

### **Course Requirements:**

**I. Weekly online discussion topics:** including introductions and concluding comments. Remember to read all of the instructor's posts in a forum topic; end of the week posts are especially important as these are mini lectures in which I often will post places for further research on a topic where more clarification is needed. The forum topics will remain open for reading comments even after they are closed for posting. Weekly topics on readings and films run Sunday-Saturday. I will aim to get grades up on Sunday afternoon. Points for discussions depend on several factors--innovative answers referring to specific examples from course material are best for illustrating learning. Quality, effort and quantity matters, too, as does reading more student posts. Study and check the D2L Assignment Schedule with dates and points (table posted on the content page) and Discussion Board Guidelines. I will expect one main post and one response to another student each week, as well as reading at least 20 other comments. **Each 5-week module is worth 10% of the final grade for a total of 30%.** I encourage people to be more engaged in discussions and in the extra credit "cyber cafe;" I will comment on posts which I feel need a response for teaching purposes.

**II. Two Position Papers:** Prepare written position papers/reactions to your selected discussion questions, which have been designed to amplify the lecture materials. You may choose one or compare two from each group of questions. Your position papers/reactions should be informed by class materials (required readings), as well as additional library and internet research (specifically using suggested websites). Each written reaction should be approximately 1-2 pages single-spaced in length in addition to a list of citations and bibliographic references. Your written papers/responses will form the basis of "presentations" to the Class in the online discussion board, serving to stimulate further class discussion. Together, the **two position papers will comprise 20% of the final grade.** Please note that your first position paper is due as we conclude the first module.

**III. Group presentation:** students will be randomly assigned into groups expected to work together using the online tools for discussion and the group lockers to create a PowerPoint on a selected Restorative Justice policy or program. The completed presentations will then be posted into the general discussion area for viewing, questions and comments from other students. The questions, adapted from Howard Zehr's list of questions in *Changing Lenses: A New Focus for Crime and Justice* (Scottsdale, PA, 1990: 230-231), will help guide the analysis of your selected policy or program (see bottom of the syllabus). The questions will particularly assist in your evaluation of whether the policy or program reflects the principles of Restorative Justice and whether it meets its RJ goals.

Make sure that you cite references for all of your facts and observations where appropriate and include a full bibliography. The **class presentation will comprise 20% of the final grade.**

**IV. Term paper:** Your task is to focus on some of the opportunities that changes to the justice paradigm may bring to social relationships and institutions and to propose restorative justice reforms to help alleviate the problem of crime. You will have to convince a broad base of critics and supporters. How would a conservative supporter of the crime control model reply to a call for more humanistic techniques to reintegrate people in society, which rely more on working through the relative harm committed and responding to the needs of victims, offenders, relatives and neighbors, religious congregations, and community institutions, than on the courts or prisons and traditional criminal

justice methods of responding to the problem crime? How would a restorative justice advocate respond to the conservative call for tougher sentences and more prisons to bring down the rising crime rates? Does restorative justice adequately address causation and prevention issues in specific cases? Should restorative justice be speaking to the larger issues of social justice? If so, what does restorative justice have to say – theoretically and practically – to the social structural conditions that create harm? Your term paper should be approximately 4 single-spaced pages in length. Be sure to include a comprehensive list of references and sources of information. The **paper will comprise 30% of the final grade.**

#### **Grading Scale**

A 100-94, 93-90 A-

B+ 89-87, 86-84 B

B- 83-80, 79-77 C+

C 76-74, 73-70 C-

D 69-60, below 60 F

#### **A NOTE FROM THE UNIVERSITY:**

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events. (For details please refer to the Undergraduate and Graduate timetables; the "Rights and Responsibilities" section of the Undergraduate Bulletin; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Bulletin; and the "Student Academic Disciplinary Procedures" [UWS Chapter 14]; and the "Student Nonacademic Disciplinary Procedures" [WS Chapter 17].

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## **Tentative Weekly Assignment Schedule**

### **MODULE 1**

#### **Week 1: Definitions and Cultural Origins of Restorative Justice**

Read: Dussich and Schellenberg

Foreword—*Mark S. Umbreit.*

Introduction—*the Editors.*

Eagle, Harley. *A Journey in Aboriginal Restorative Justice*  
<http://www.restorativejustice.org/10fulltext/eagleharley>

### **Week 2: The History of Restorative Justice**

Read: Sullivan and Tifft, Chapters one, two

### **Week 3: Models of Criminal Justice**

Dussich and Schellenberg: Innovations in Correctional Settings—*M.T. Gaboury and D. Ruth-Heffelbower*

### **Week 4: Justice Model**

Read: Dignan, James. *Restorative Justice and the Law: the case for an integrated, systemic approach*

Read excerpts: Alexander, Michelle. *The New Jim Crow: Mass Incarceration in the Era of Colorblindness.*

### **Week 5: Restorative Justice Model**

Read: Sullivan and Tifft, Chapters five and six

Stutzman Amstutz, and Mullet Intro, Chs. 1,2

**Position Paper 1 due (see questions at the bottom of the syllabus and posted on D2L)**

## **MODULE 2**

### **Week 6: Rehabilitation Model**

Dussich and Schellenberg: Recovery and Restoration in Victim Assistance—*J.P.J. Dussich. And McCold, Paul.* Overview of mediation, conferencing, and circles

<http://www.restorativejustice.org/10fulltext/mccold/view>

[Ross Chapters 1 and 2](#)

### **Week 7: RJ in Schools**

Dussich and Schellenberg: New Skills for Children and Schools—*M. Liebmann.*  
And Adolescent Bullying: The Whole-School Approach—*D. Wong.*

### **Week 8: RJ in Schools**

Stutzman Amstutz, and Mullet, Chs. 3-5

## **Position Paper 2 Due**

### **Week 9: Social Justice and Restorative Justice**

Read: Sullivan and Tifft, Chapter seven

[Ross Chapters 3 and 4](#)

### **Week 10: Restorative Justice and the Role of Spirituality**

Applications in Native American Indian Tribal Communities—*J.C. Abril.*

[Ross Chapters 5 and 6](#)

## **Module 3**

### **Week 11: The Challenge of Restorative Justice**

Dussich and Schellenberg: Restorative Justice in Disaster Management—*D. Ruth-Heffelbower.*

[Ross Chapters 7, 8, 9](#)

Presentations Due

**Week 13: The Future of Restorative Justice**

Dussich and Schellenberg: Restorative Justice and the Death Penalty—*H. Zehr*.  
And Restorative Politics—*A. Wint*.  
And Solutions for Business Conflicts—*D. Ruth-Heffelbower*.

**Week 14: Global Policies, Practices, and Programs**

Gohar, Ali. 2007. Restoring Peace in a Wartorn Country: Peacekeepers and Afghanistan.  
<http://www.restorativejustice.org/10fulltext/goharali/view>

\_\_\_\_\_. 2008. *Doing Justice, Healing Trauma: The Role of Restorative Justice in Peacebuilding*.  
Peace Prints, South Asian Journal of Peacebuilding.

**Week 15: Concluding Issues**

Dussich and Schellenberg: Hope and Reconciliation with Grief—*B.J. Redfern*.  
[Ross Chapters 10, 11, 12](#)

**Papers due**

**Bibliography**

Alexander, Michelle. *The New Jim Crow: Mass Incarceration in the Era of Colorblindness*. The New Press: NY. 2010

Carey, Mark. *Vision Weaving: Proposed Mission & Strategies for a Restorative Justice Campaign*

<http://www.restorativejustice.org/10fulltext/carey>

Claassen Ron and Roxanne Claassen. (2008) *Discipline that Restores: Strategies to create respect, cooperation, and responsibility in the classroom*. Booksurge Publishing: Charleston, SC.

Cuzzo, Maria Stalzer Wyant. *The Code of the Peaceful Warrior: A Restorative Justice Response to Recent Events*

<http://www.restorativejustice.org/10fulltext/cuzzo-maria-stalzer-wyant.-the-code-of-the-peaceful-warrior-a-restorative-justice-response-to-recent-events>

Denning, C. Holly. *Restorative Justice Models for Healing Communities in the Wake of Disasters: Katrina and Beyond*. Forthcoming.

Dignan, James. *Restorative Justice and the Law: the case for an integrated, systemic approach*

<http://www.restorativejustice.org/10fulltext/dignan-james.-restorative-justice-and-the-law-the-case-for-an-integrated-systemic-approach/view>

Dussich, John P.J and Jill Schellenberg, eds. (2010) *The promise of restorative Justice: New approaches for criminal justice and beyond*. Boulder CO and London: Lynne Reiner Publishers.

Eagle, Harley. *A Journey in Aboriginal Restorative Justice*

<http://www.restorativejustice.org/10fulltext/eagleharley>

Gohar, Ali. 2007. Restoring Peace in a Wartorn Country: Peacekeepers and Afghanistan.

<http://www.restorativejustice.org/10fulltext/goharali/view>

Halstead, Sam. *Educational Discipline Using the Principles of Restorative Justice*

<http://www.restorativejustice.org/10fulltext/halstead-sam.-educational-discipline-using-the-principles-of-restorative-justice/view>

Johnson, David W. and Johnson, Roger T. (2010). *Restorative conflict in schools: Necessary roles of cooperative learning and constructive conflict*. Seminar Three: Inter-disciplinary

perspectives on restorative approaches to conflict in schools. 14 Sept.

<http://www.restorativejustice.org/10fulltext/johnsondavidw/view>

McCaslin, Wanda D., ed., *Justice as Healing: Indigenous Ways. Writings on Community Peacemaking and Restorative Justice from the Native Law Centre*. St. Paul, MN: Living Justice Press. 2005.

McCold, Paul. Overview of mediation, conferencing, and circles

<http://www.restorativejustice.org/10fulltext/mccold/view>

[Ross, Rupert. \*Returning to the Teachings: Exploring Aboriginal Justice\*. The Penguin Group: Saskatchewan, Canada.](#)

Stutzman Amstutz, Lorraine and Judy H. Mullet. 2005. *The Little Book of Restorative Discipline for Schools: Teaching Responsibility; Creating Caring Climates* (The Little Books of Justice and Peacebuilding Series)

Sullivan, Larry and Larry Tifft. 2005. *Restorative Justice: Healing the Foundations of Our Everyday Lives* (2<sup>nd</sup> Ed.). Monsey, New York: Willow Tree Press, Inc.

Van Ness, Daniel. *Perspectives on Achieving Satisfying Justice: Values and Principles of Restorative Justice*

<http://www.restorativejustice.org/10fulltext/vanness15/view>

Zehr, Howard and Barb Toews (Eds.). 2004. *Critical Issues in Restorative Justice*. Cullompton, Devon, UK: Willan Publishing.

Zehr, Howard. *Changing Lenses: A New Focus for Crime and Justice* (Scottsdale, PA, 1990: 230-231)

\_\_\_\_\_. 2008. *Doing Justice, Healing Trauma: The Role of Restorative Justice in Peacebuilding*. Peace Prints, South Asian Journal of Peacebuilding.

Zehr, *Doing Life: Reflections of Men and Women Serving Life Sentences: portraits and interviews* Zehr, *Transcending: Reflections of Crime Victims : portraits and interviews*