

SYLLABUS
RESTORATIVE JUSTICE
HDDR 6367 / FALL TERM

Instructor: Robyn Short, Mediator & Peace-building Trainer
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Class: Wednesdays, 6:00 to 10:15 p.m.
Fall Term, August 7 - October 13, 2017
Classroom: Building 3, Room 122
Office Hours: By appointment, phone or email

REQUIRED READING:

- *Restorative Justice Dialogue: An Essential Guide for Research and Practice*, Mark Umbreit and Marilyn Peterson Armour, Springer Publishing Company: NY, ©2011
- *The Little Book of Restorative Justice*, Howard Zehr, Good Books Publishing: PA, ©2002
- *The Restorative Practices Handbook*, Bob Costello, Joshua Wachtel, Ted Wachtel, Institute or Restorative Practices; <http://store.iirp.edu/the-restorative-practices-handbook/>
- *Peace in the Workplace*, Robyn Short, GoodMedia Press, Dallas, Texas ©2016
- Additional readings will be available for download on Canvas.

Course Description:

Restorative practices seek to repair the harm done to an individual or group of people by another individual or group of people. Restorative practices are designed to increase empathy and accountability on behalf of the wrong-doer, and restore, to the extent possible, the emotional and material losses of the harmed parties by providing a range of opportunities for dialogue, negotiation and problem-solving.

Although restorative practices originated as an alternative approach to criminal justice, their applications are far-reaching and can bring about transformative change in protracted conflict between groups and cultures, international conflict, workplace conflict, family conflict, and any other conflict where one party has been harmed by the actions of another party.

This course provides an introduction and exposure to the principles of restorative practices and their application to the treatment of human suffering. This course will explore the needs and roles of key stakeholders to the conflict and examine the values and assumptions of the restorative practices movement, including its spiritual and religious roots, and introduce students to some of the current programs at community, state and national levels. Students will also have the opportunity to explore the role of restorative practices in peace-building, transformative mediation practices, conflict coaching, and dispute resolution training. Students will evaluate the potential of restorative practices to address workplace conflict, family conflict, and social problems marked by human conflict, oppression, power and harm, (e.g., partner abuse, hate crimes, protracted conflict between ethnicities and cultures, bullying

in the workplace, etc.).

This class is designed to build skills in knowledge, analysis, critical thinking, communication, and implementation of restorative practices and principles. Instructor lecture, guest speakers, panels, videos, discussion, cases analyses and student presentations will be utilized.

Course Objectives:

By the end of this course students will be able to:

1. Demonstrate an understanding of restorative practice concepts, principles, and values.
2. Recognize the ripple effect of trauma and emotional impact that can occur as a result of a violated relationship.
3. Explain the concept, methods and potential uses of different restorative practices.
4. Identify humanistic mediation and the skills used to conduct restorative mediations, conferences, and circles.
5. Identify the personal, interpersonal, and organizational changes necessary for implementation of restorative practices and the implications for policy and program development including stakeholder and professional roles.
6. Communicate persuasively benefits and potential applications of restorative practices initiatives with appropriate stakeholders.
7. Critique the promise of restorative practices for producing healing, including its challenges and pitfalls.

Teaching Methods:

This class is designed to build skills in knowledge, analysis, critical thinking, communication, and implementation of restorative practices and principles. The instructor will employ a variety of teaching methods including lecture (instructor lecture, guest speakers, panels, etc.), experiential activities, videos, written assignments, case analyses, assigned readings, group discussion, student presentations, and an online assignment through Canvas (<http://canvas.smu.edu>).

Student Evaluation and Grading:

Criteria	Description of Criteria	% of Grade
Class Participation	Attend class sessions and visibly contribute to the learning experience of others while there.	15%
Nonviolent Communication Journal	A critical element of restorative practices is the ability to demonstrate empathy and cultivate empathy. Using the nonviolent communication methodology taught in class and provided in Chapter 2 of <i>Peace in the Workplace</i> write six different journal entries on six different dates (See below).	25%
Restorative Practices and Dispute Resolution Presentation	Utilizing a real conflict (person or something you have witness or read about in the media), design a restorative dispute resolution intervention to address the conflict. Provide a 15-20 minute presentation to the class and turn in a 3-page summary (See below).	25%
Integration Paper	Write a paper that is 10-15 pages in length summarizing personal insights and commitments that emerged from your experience in this course. (See below)	35%

Evaluation and Grading:

93–100 = A Exceptional	A superior / outstanding performance. Has mastered the concepts and adds unique contributions to class discussions.
90–92 = A- Excellent	A very good / admirable performance. Displays understanding in all areas of the class, and contributes successfully to class discussions.
87–89 = B+ Outstanding	Above average performance. A few insignificant flaws may appear, but overall has great application of the field.
83–86 = B Good	A generally satisfactory, intellectually adequate performance. Few significant flaws in performance.
80–82 = B- Adequate	A barely satisfactory performance. Contributes little to class discussions and lacks a clear understanding of concepts.
77–79 = C+ Not sufficient	An unacceptable performance. Unable to engage in class discussions and has little comprehension of theories.

Guidelines for Assignments

Below are the guidelines for each of the required assignments. Please ask the professor if you need clarification on any of these guidelines.

Nonviolent Communication Journal

- The purpose of the journal is to encourage the practicing of nonviolent communication and to begin to delve more deeply into empathetic communication. Documenting what you are noticing as you implement this new communication methodology and how it connects with your classroom learning as well as your personal and professional effectiveness is a form of scholarship in its own right. Journaling is a way to “unpack” these connections. Write the journal for yourself and not the instructor.
- Journal entries should be at six times (on six different days) between the first and last day of

class. Entries must be at least 350 words in length.

- Journals entries will be confidential and submitted via email. The only person to read your journal entries will be the professor.

Restorative Practices and Dispute Resolution Presentation

- The purpose of the presentation is to integrate the material learned in class with a real-world conflict so that students may be able to gain see and experience how restorative practices may be implemented in a variety of conflicts and in a myriad interventions.
 - Presentations may be delivered as a PowerPoint or as a role play
 - Students may choose from one of the restorative practices presented in class or they may develop an intervention that utilizes restorative principles.
 - Presentations should be no more than 20 minutes in length.
 - Write a 3-page summary of your intervention that includes why you chose the intervention you selected, what made the intervention restorative, and what was your intended outcome.
- Your presentation will be evaluated on the following criteria:
 - Understanding and clarity of the ideas presented
 - Evidence of understanding of restorative practices as it relates to your topic
 - Connecting these ideas to the work of conflict resolution professionals

Integration Paper

- The final integration paper will be 10-15 double-space pages in length using 11-point font.
- Number all pages.
- The paper is a synthesis of what you have learned during the course. It should include content covered through the readings as well as in-class presentations and experiences. Show what you know. Demonstrate your mastery of the content, critical thinking, and understanding of the implications of restorative practices in real-word conflict management and dispute resolution practices.
- The final paper is different than journal. It emphasizes course content and how you personally make sense of the content as a student and/or practitioner of conflict resolution.
- You will be judged on the quality of your writing in addition to the content. All papers should be proofread for grammar, spelling, etc. One hallmark of good writing is a clearly stated thesis and a logical flow and succinctness in supporting the thesis statement. Determine whether a sentence or paragraph contributes to the overall paper. If it does not, consider editing it out.
- The final integration paper is due no later than Thursday, Oct. 12 by 12pm (central). Papers should be emailed to robyn@robynshort.com.

Side Note:

As is customary in an academic setting, especially at the graduate level, the classroom experience is designed to promote scholarship and critical thinking. Everyone is welcome to express their opinion and to challenge the opinions of others but those discussions will be respectful, open-minded, and tolerant, with a focus on careful listening. Many of us have been touched by crime ourselves or have been harmed in significant ways by coworkers, family and people we may have trusted, and as a result, we will be examining these issues from both a scholarly as well as a personal perspective. In a

very real way, sensitive and effective restorative practices will be emulated by each of us within the context of the classroom.

COURSE POLICIES

Honor Code

Students are reminded of the SMU Honor Code as referenced in the *Student Handbook*. Intellectual integrity and academic honesty are both the foundations and the goals for this program. Please reference and review the university policies on the responsibilities, policies, and penalties regarding academic honesty found at: <http://www.smu.edu/StudentAffairs/StudentLife/StudentHandbook/HonorCode>

Class Decorum:

To foster a good learning environment for yourself and your fellow students we ask that you adhere to the following guidelines during class:

- Please turn off (or set on vibrate) all cell phones
- Do not engage in social media, read newspapers, books for other classes or other outside reading material during class
- Walking into class late is as disruptive as leaving early. If you must leave early, make arrangements with the instructor before class begins, and when you leave, do so quietly.
- Professional respect and courtesy for your fellow students is imperative at all times
- Interfering with or disrupting any University teaching, research or administrative activity may result in referral for review to the Director, Chair and/or Office of Student Conduct and subject to removal from the program

Absence

Students may miss no more than five (5) hours of a seminar format (weekend) class and no more than 2 full classes of regular evening courses. Basic and Family Mediation courses are part of the Texas Statutory certificate requirement, no more than two hours total may be missed to qualify for these certificates.

Notification of Absence Due to Religious Holy Day(s)

Students who will be absent from class for the observance of a religious holiday must notify the instructor in advance. Please refer to the Student Obligations section of the online university catalog for more explanations. You are required to complete any assignments or take any examinations missed as a result of the absence within the time frame specified by your instructor.

Add/Drop Policy

If you are unable to complete this course, you must officially withdraw by the university deadline; the last day to Add/Drop regular courses without a grade record or billing. Withdrawing is a formal procedure which you must initiate with the Dispute Resolution office; your instructor cannot do it for you.

Grade of Incomplete

A student may receive a grade of “ I”(Incomplete) if at least 50 percent of the course requirements have been completed with passing grades, but for some justifiable reason, acceptable to the instructor, the student has been unable to complete the full requirements of the course. At the time a grade of I is given, the instructor must stipulate in writing to the student and to the University registrar the requirements and completion date that are to be met and the grade that will be given if the requirements are not met by the completion date. The maximum period of time allowed to clear the incomplete grade normally is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month Policies and Procedures deadline, the grade of I will be changed to the grade provided by the instructor at the time the incomplete grade was assigned or to a grade of F if no alternate grade was provided. The grade of I is not given in lieu of a grade of F or W, or other grade, each of which is prescribed for other specific circumstances.

If the student’s work is incomplete, poor quality and not acceptable, a grade of F will be given. The grade of I does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incomplete grades prior to the deadline in the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of I to the grade indicated by the instructor at the time the grade of I was given.

For graduate students, a maximum of two concurrently held grades of Incomplete in courses is allowed. If this maximum is reached, the student will be allowed to take only one three-hour course per term until the Incomplete total is reduced. Students who accumulate a total of three grades of Incomplete in courses will be put on probation and not allowed to enroll further until the total is reduced.

Disability Accommodations

Students needing academic accommodations for a disability must first register with Disability Accommodations & Success Strategies (DASS). Students can call 214-768-1470 or visit <http://www.smu.edu/Provost/ALEC/DASS> to begin the process. Once registered, students should then schedule an appointment with the professor as early in the semester as possible, present a DASS Accommodation Letter, and make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice to implement.

Statement on Confidentiality and Emotional Safety

In order to provide a safe learning environment for students in the class and to protect the confidentiality of practice clients and class members, students will discuss case material and other personal information, reactions, etc., only while in class or privately with other current class members. It is the responsibility of each class member to treat classmates with respect and integrity, thus providing emotional safety for each other during class activities. Failure to do so can result in termination from the program.