

	Sociology, Social Work and Family Sciences SOC4080 Restorative Justice 3 Units
Spring 2022	

Meeting days: Thursdays	Instructor title and name: Dr. Jamie Gates
Meeting times: 4-6:30pm	Phone: (619) 849-2659
Meeting location: Liberty Station 203B	Email: jgates@pointloma.edu
Final Exam: Th, May 5, 4pm	Office hours and location: Rohr Sociology 107 Tu or Th, 11am-12pm, or by request

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

COURSE DESCRIPTION

This course will provide a critical introduction to the fundamental principles and practices of restorative justice. The course will explore how the basic principals can be translated into both daily practice and within our communities, education system and justice system. Students will discuss the benefits of restorative justice to all its stakeholders - e.g. the person harmed, the person doing the harm, and the community. Students will analyze the impact of this approach as it compares to the traditional justice system. The course will also build an understanding of social factors such as the demographic, health, cultural, economic and community contexts that contribute to injustice. Students will also critically examine the philosophical and theological roots and implications of restorative justice.

Students in the course will gradually build their theoretical knowledge and practical application, culminating in the ability to engage in the practical skills of restorative justice (e.g. restorative circles, family group conferences, restorative conferences, etc.). These skills will not only provide students with additional tools to use in their professional setting but will also prepare students with the skills to attain an internship in the field of restorative justice should they choose to.

COURSE LEARNING OUTCOMES

Upon successful completion of this course, the student should be able to:

1. Distinguish the difference between retributive and restorative justice, among other theories of justice, in theory and in practice.
2. Explain how a restorative approach to justice might serve those harmed, those who have done harm, and the community.
3. Articulate the strengths and limitations of a wide variety of restorative justice practices applied across the US and around the world.
4. Be conversant with examples of social science research that evaluates applied models of restorative justice
5. Identify significant political, economic and other social realities that hinder crime reduction and/or community healing given traditional criminal justice systems.
6. Articulate the theological roots and implications of restorative justice.
7. Demonstrate critical reflection on where Christian thought and tradition intersect restorative justice, and where it departs.
8. Demonstrate practical skill in leading a restorative justice practice.

REQUIRED TEXTS AND STUDY RESOURCES

Zehr, H., Amstutz, L., MacRae, Allan and Kay Pranis (2015). *Big Book of Restorative Justice*. New York, NY: Good Books.

Valandra, Edward C. and Wanbli Wapháha Hokšíla (eds.) (2020). *Colorizing Restorative Justice: Voicing Our Realities*. St. Paul, MN: Living Justice Press.

Further required reading and viewing resources will be made available on the course canvas pages. Students are responsible to have the required textbooks by the second day of class. Students are also encouraged to begin reading the books and online assigned readings in preparation for the class as soon as possible.

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COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3.0 unit class delivered over 15 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

COURSE ASSIGNMENTS

Participation and Discussions (20%)

Class attendance and well prepared participation is essential. While we are in a mixed in-person and digital environment, we are working hard maintain the strong benefits of learning in community. In university surveys, students by far prefer learning in community (even if it has to be on Zoom). The general expectation is that everyone will be fully present, come prepared having read/viewed assigned materials, and robustly participate in the synchronous class sessions we have during the semester. Full participation in the online components of the course is also expected, and the grade for that participation is captured in each of those assignments.

PLNU Attendance Policy indicates that if the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. For this course, that means you can miss one day during the 14 week semester without concern. If the absences exceed 20 percent (in this case 3 classes), the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic PoliciesLinks to an external site.](#) in the Undergraduate Academic Catalog.

Reading Reflections (30%)

The readings for this course bring in perspectives that would be hard to gain without them. Each week the readings will bring different dimensions and perspectives for our combined learning. As this course will be heavily based in discussions and experiential learning, it is essential that we all have a common knowledge base to work from for these discussions and class exercises. Therefore, reading reflections on the assigned readings will be due weekly on the day before the class where we deal with the content of those readings. Students will get credit for 10 of the 13 weeks possible for reading summaries; any additional reading summaries beyond the required 10 will count for extra credit (.33% each on your final grade).

Restorative Practices Leadership (20%)

There will be multiple opportunities to gain experience and take leadership in particular restorative justice practices in class. Students will also gain restorative practices leadership credit for gaining experience directly from a restorative justice organization. Students will get credit for taking leadership on **four** different occasions throughout the semester, two of which must be in the classroom..

Signature Assignment (30%)

Option 1 - Program or Case Design – (10-15 pages) Design a restorative justice application for a community context related to your vocational interests. Critically analyze the sociological realities of your chosen context and apply restorative justice principles and practices to a specific people in a specific place. You may design a brand-new program, design a process for a specific case, or prepare plans to modify an existing program.

Option 2 - Arts or Media Project – (Variable) Create an arts or media-based project to educate your community on restorative justice such as a short documentary on an existing restorative justice program or a series of simulations designed to demonstrate a specific restorative justice process.

Option 3 - Traditional Research Paper – (10-15 pages) Write a well researched paper exploring a particular topic of your choice within the restorative justice field. Evidence for this paper should include empirical evidence from quantitative and qualitative social science research as well as data from interviews with actual restorative justice practitioners.

Extra Credit

Extra credit is designed to give students additional opportunities to reflect on the concepts raised in the course. Students can gain extra credit for this course by participating in restorative justice trainings and events hosted in San Diego County. Each extra credit experience needs to be a commitment of at least 2 hours of time and preapproved by the professor. To receive Extra Credit points, the student will need to turn in a 2-3 page critical evaluation of the experience, relating it directly to lessons learned from the course lectures, discussions and/or reading/viewing materials. Students can earn up to 3% toward their final grade with extra credit (.75% on the final grade for each of four evaluations turned in).

ASSESSMENT AND GRADING

Grades will be based on the following:

Assignment Weight

Participation and Discussions	200
Reading Reflections	300
Restorative Practices Leadership	200
Signature Assignment	300
Total	1000

Standard Grade Scale Based on Percentages

A	B	C	D	F
A 93-100	B+ 87-89.9	C+ 77-79.9	D+ 67-69.9	F Less than 59.9
A- 90-92.9	B 83-86.9	C 73-76.9	D 63-66.9	
	B- 80-82.9	C- 70-72.9	D- 60-62.9	

LATE POLICY

All assignments are expected to be turned in by the scheduled due dates for full credit. Assignments turned in after the due date will lose 10% per day after the assigned due date and time. Late days are counted in 24-hour periods. When the time due is 11:59pm, submitting between 12am and 11:59pm the next day is one day late, and so on.

You are given 3 self-granted extensions (grace days) which you can use to give yourself extra time without penalty. You may use all three days on one assignment, or a day each on up to three separate assignments. You must notify the professor in writing to indicate the late assignments to which you want to apply these extensions.

Choose these extensions wisely, as instructor-granted extensions are only considered after all grace days are used and only given in highly exceptional situations. You will need to contact the professor in person if requesting this extra level of extension. Students often go to great lengths to meet deadlines and conserve self-granted extension days: pull all-nighters, ignore other classes, miss events they wanted to attend, work when feeling poorly, submit unpolished assignments, or even cancel key time with friends and family. It would not be respectful of their efforts to hand out extra days to students who were less committed to meeting deadlines or not as cautious in conserving grace days. If asking for an instructor-granted extension, you will be expected to legitimize how all of your grace days were used, and make a compelling case for additional accommodation beyond the grace days everyone else receives. I use this information to find an appropriate balance between providing relief to you and maintaining fairness to others.

Remember, late work handed in when you have run out of self-granted extensions is discounted 10 % per day late.

(ideas in this late policy borrowed from Stanford, <https://stanford.edu/class/ee365/late.html> (Links to an external site.)

STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

PLNU COPYRIGHT POLICY

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PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. (DRC@pointloma.edu or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all synchronous class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. In some courses, a portion of the credit hour content will be delivered asynchronously and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#) in the Undergraduate Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

Asynchronous Attendance/Participation Definition

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

SPIRITUAL CARE

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the [Office of Spiritual Development](#)

USE OF TECHNOLOGY

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the *Technology and System Requirements* information.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.