



EFFECTIVE: JANUARY 2010
CURRICULUM GUIDELINES

A: Division: **EDUCATION** Effective Date: **JANUARY 2010**

B: Department / **CRIMINOLOGY** Revision New Course
 Program Area: **FACULTY OF HUMANITIES & SOCIAL SCIENCES**

If Revision, Section(s) Revised: **F, M, N, P, R**

Date of Previous Revision: **MAY 2004**

Date of Current Revision: **DECEMBER 2009**

C: CRIM 2276 D: RESTORATIVE JUSTICE E: 3

Subject & Course No.	Descriptive Title	Semester Credits						
F: Calendar Description:	<p>This course provides an introduction to restorative justice. The history, philosophy and strategies of restorative (transformative) justice are explored. Prevailing assumptions about crime and justice are challenged and retributive, distributive and restorative approaches are compared and contrasted. The roles of victims, offenders, community, police and government are examined. Canadian and international examples and expressions of restorative justice programs are reviewed. Consideration is given to evaluation and assessment of restorative justice initiatives and attempts to co-opt restorative justice for purposes inconsistent with the philosophy.</p>							
G: Allocation of Contact Hours to Type of Instruction / Learning Settings	H: Course Prerequisites:	CRIM 1100 and CRIM 1150						
	I: Course Corequisites:	NONE						
	J: Course for which this Course is a Prerequisite:	NONE						
	K: Maximum Class Size:	35						
<p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p>Lecture</p> <p>Number of Contact Hours: (per week /semester for each descriptor)</p> <p>Lecture: 4 hrs. per week / semester</p> <p>Number of Weeks per Semester: 15</p>								
<p>L: PLEASE INDICATE:</p> <table border="1"> <tr> <td><input type="checkbox"/></td> <td>Non-Credit</td> </tr> <tr> <td><input type="checkbox"/></td> <td>College Credit Non-Transfer</td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td>College Credit Transfer:</td> </tr> </table> <p>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)</p>			<input type="checkbox"/>	Non-Credit	<input type="checkbox"/>	College Credit Non-Transfer	<input checked="" type="checkbox"/>	College Credit Transfer:
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M: Course Objectives / Learning Outcomes:

At the conclusion of the course the successful student will be able to:

1. Compare and contrast retributive and restorative justice, describing the faith and value basis of each paradigm.
2. Describe the history of the restorative justice movement.
3. Identify the central principles of restorative justice.
4. Explain the roles of the victim, the offender and the community in restorative justice.
5. Explain the role of the police and government in restorative justice.
6. Describe victim offender mediation processes.
7. Describe the victim offender reconciliation process.
8. Describe circle sentencing.
9. Describe family group conferencing.
10. Describe peacemaking circles.
11. Identify current initiatives in restorative justice both in Canada and elsewhere.
12. Describe the role of religion in restorative justice.
13. Discuss the process and tools for assessing and evaluating restorative justice programs.
14. Recognize the ways in which restorative justice is co-opted for social control, for punitive ends and for budget constraint.

N: Course Content:

1. The Philosophical Shift to Restorative Justice
 - The values and philosophy and retributive justice.
 - Shifting the view from crime against “the state.”
 - Viewing crime as a violation of people and interpersonal relationships.
 - Broadening the view of victim and including all those affected.
 - Healing and putting right the wrongs.
 - Focusing on restoring, balancing and reintegrating, not punishing, wounding, separating.
2. Basic Principles of Restorative Justice
 - Identifying and defining the stakeholders - offender, victim, and community.
 - Maximizing input and opportunity for communication.
 - Defining roles and responsibilities of stakeholders.
 - Obliging the offender.
 - Empowering the victim.
 - Involving the community.
3. The History of Restorative Justice
 - Religious roots of restorative justice.
 - First nations and restorative justice.
 - International aboriginal initiatives.
 - Entering the mainstream 1970s to the explosion of programs in the 1990s.
4. Restorative Justice Strategies
 - International and Canadian examples of restorative justice programs.
 - Victim offender mediation.
 - Family group conferencing.
 - Peacemaking circles.
 - Circle sentencing.
 - Community courts.
5. Government Involvement
 - Current and proposed government programs and initiatives.
 - Legislative and policy guidelines for restorative justice at both provincial and federal levels.
 - Positioning the police.

<p>Course Content Cont'd.</p> <p>6. Assessing and Evaluating the Effectiveness of Restorative Justice Programs</p> <ul style="list-style-type: none"> - Research and evaluating restorative justice programs.. - Guarding against co-opting restorative justice for punitive ends, undue offender orientation, expansion of social control or budget cut backs. 												
<p>O: Methods of Instruction:</p> <p>The course will employ a variety of instructional methods to accomplish its objectives, including some of the following: lectures, guest speakers, group work and a high degree of class participation.</p>												
<p>P: Textbooks and Materials to be Purchased by Students:</p> <p>Texts will be updated periodically. A typical example is:</p> <p>Zehr, Howard. (2002). The Little Book of Restorative Justice, Intercourse, Pennsylvania: Good Books.</p> <p>Healing River: Tributary Streams Edition. Multimedia DVD/CD Package (2007).</p> <p>Van Ness, D. & Strong, K. (2006). <u>Restoring Justice (3rd ed)</u>. Cincinnati: Anderson Publishing.</p>												
<p>Q: Means of Assessment:</p> <p>The evaluation will be based on the course objectives and in accordance with Douglas College policy. The instructor will provide specific evaluation requirements to the student at the beginning of the semester. Students may be required to complete in-class examinations, student presentations, essays, term papers, and comprehensive final examinations. An example of one possible examination scheme would be:</p> <table border="0" style="width: 100%;"> <tr> <td>Participation and Attendance</td> <td style="text-align: right;">10%</td> </tr> <tr> <td>Mid Term #1</td> <td style="text-align: right;">25%</td> </tr> <tr> <td>Mid Term #2</td> <td style="text-align: right;">25%</td> </tr> <tr> <td>Term Paper and Presentation</td> <td style="text-align: right;">30%</td> </tr> <tr> <td>Final Quiz</td> <td style="text-align: right;"><u>10%</u></td> </tr> <tr> <td></td> <td style="text-align: right;">100%</td> </tr> </table>	Participation and Attendance	10%	Mid Term #1	25%	Mid Term #2	25%	Term Paper and Presentation	30%	Final Quiz	<u>10%</u>		100%
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	100%											
<p>R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>No.</p>												

Course Designer: Sussan Thomson

Education Council / Curriculum Committee Representative

Dean / Director: Kathy Denton, Ph.D.

Acting Registrar: Brenda Walton