

CANADIAN SCHOOL OF PEACEBUILDING **CANADIAN MENNONITE UNIVERSITY**

RESTORATIVE JUSTICE WITH YOUTH AND IN SCHOOLS

Course number: PCTS–3950/3

SESSION II: JUNE 23 – 27, 2014

Course Syllabus

INSTRUCTORS: Alana Abramson, MA
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TIMES: 9:00 A.M. TO 5:00 P.M.

COURSE DESCRIPTION

What is restorative justice? How do you use it with youth and in schools? This interactive course will explore these questions, focusing on the types of partnerships and the cultural shift required to implement restorative justice in schools. Participants will learn how to use effective dialogue-based processes with youth in a variety of settings.

This course is intended to expand the knowledge of participants regarding the concept and practice of Restorative Justice by providing:

- an overview of Restorative Justice philosophy and underpinning ideals and principles, including the contentions within the concept regarding the practice and purposes of discipline

- history of Restorative Justice in schools and youth justice institutions
- examples of Restorative Justice in various youth contexts, including ethno-cultural contexts
- an introduction to current research on Restorative Justice policies/practices/programs
- an interactive forum for dialogue on the need for alternative youth justice models

The course is offered either for training or for 3 hours of academic credit.

CORE TEXTS (Student must order these online, ahead of time):

Recommended texts:

Reclaiming Youth At Risk: Our Hope for the Future by Larry Brendtro, Steve Vanbockern, Martin Brokenleg

A Guide for Using Peacemaking Circles to Develop Emotional Literacy, Promote Healing & Build Healthy Relationships Carolyn Boyes-Watson & Kay Pranis

Restoring Safe School Communities: A Whole School Response to Bullying, Violence and Alienation by Dr. Brenda Morrison

Rights & Restoration within Youth Justice by Theo Gavrielides

COURSE REQUIREMENTS AND DEADLINES (for credit)

The following are the general outlines of requirements for those taking the class for credit. Others are encouraged to read as much as possible, however, in order to receive maximum benefit from the course. Assignments can be submitted in person during the course or via email to the instructors.

ASSIGNMENT GUIDELINES (for credit)

1. Pre-course assignment: Interview with an RJ practitioner (Need a Pre-Course assignment worth 20%, due on first day of classes, could be a book review)

Interview with an RJ practitioner (pre-course assignment worth 20%)

-Interview an RJ practitioner who works with youth and write 3-4 page reflection on what kind of work they do, their key lessons in working with you, and how RJ approaches are a benefit and a challenge for working with youth.
Due: Monday, June 18 Length in pages: Insert page numbers. Percentage of Final Grade: Insert Value

2. Remaining assignments: (latest due date is Aug 18, 2018)

Draft Assignments and Evaluation

- Group presentation (15%)
- 10-page paper on topic of student's choice related to youth & RJ (30%)
- 3 x 1-page reflections of course content (15%)
- 3-4 page write-up on attending a practical event related to youth: make connections to how RJ philosophy could be applied in this context (e.g. attend youth court, attend a youth film festival, a youth community event etc.) (20%)

STYLISTIC REQUIREMENTS

CMU has adopted the following as its standard guide for all academic writing:

Hacker, Diana. *A Pocket Style Manual*. Fifth edition. Boston and New York: Bedford/St. Martin's, 2009.

The final paper should follow an accepted academic format for citations, bibliography, etc. (e.g. APA, Chicago). You may choose the format but whichever you use, be sure to use it properly and consistently.

EVALUATION

In general, we expect you to *follow the guidelines* of the assignment and to discuss deviations from them with me before turning it in. In evaluating your work, *quality* is more important than quantity. We appreciate creativity, clear expression of ideas, evidence of engagement with the reading and class sessions, and projects that are of real interest and value to you.

In your papers, be sure to avoid any form of *plagiarism*. If you have doubts about what is appropriate, a useful website is <http://www.indiana.edu/~istd/>. Plagiarism is a serious issue and will result in grade reduction or action by the university (see university policy on this).

Good communication skills are essential for justice and peacebuilding work. Students will be expected to communicate knowledgeably, clearly, effectively, concisely and persuasively. All written work should be well informed, well organized and well documented.

Each completed assignment will be given a numerical grade (according to its value toward the final grade) and the corresponding letter grade. The final mark for each student is determined by the sum total of all numerical grades, which is then assigned a letter grade according to the scale below.

LETTER GRADE/PERCENTAGE SCALE

Letter Grade	Percentage	Grade Points	Descriptor
A+	95-100	4.5	Exceptional
A	88-94	4	Excellent
B+	81-87	3.5	Very Good
B	74-80	3	Good
C+	67-73	2.5	Satisfactory

C	60-67	2	Adequate
D	50-59	1	Marginal
F	0-49		Failure

<u>Criteria</u>	A - Excellent	B - Competent	C - Below Expectations
CONTENT (quality of the information/ideas and sources/details used to support them)	- has clarity of purpose - has depth of content - displays insight or originality of thought -demonstrates quality and breadth of resources	- has clarity of purpose - has substantial information and sufficient support - contains some originality of thought -uses quality resources	- has clarity of purpose -lacks depth of content and may depend on generalities or the commonplace - has little originality of thought -uses mostly quality resources
STRUCTURE (logical order or sequence of the writing)	- is coherent and logically developed -uses very effective transitions	- is coherent and logically developed -uses smooth transitions	- is coherent and logically (but not fully) developed -has some awkward transitions
CONVENTIONS (appearance of the writing: sentence structure, usage, mechanics, documentation)	- has virtually no errors of conventions	- has minimal errors of conventions	- is understandable <u>but</u> has noticeable problems of sentence structure, usage, mechanics or documentation
STYLE (personality of the writing: word choice, sentence variety, voice, attention to audience)	- is concise, eloquent and rhetorically effective -has nicely varied sentence structure -is engaging throughout and enjoyable to read	- displays concern for careful expression -has some variation in sentence structure -is generally enjoyable to read	- has some personality <u>but</u> lacks imagination and may be stilted and may rely on clichés -has little variation in sentence structure -is not very interesting to read

NOTE: The *CMU Student Handbook* is a useful guide for further information on CMU policies regarding grades, academic misconduct, and appeals. Grades are not final until vetted and approved by the Dean's Office.

FINAL DATE FOR WITHDRAWAL

Final date to withdraw from this course without academic penalty is July 15, 2014.

SCHEDULE AND TOPICS & Readings List- Draft– Subject to change

Course Outline (Draft)

Note: Classes run from 9:00 a.m. - 5:00 p.m. Coffee Breaks are normally 10:30 - 11:00 a.m. and 3:30 - 4 p.m.

Monday, June 23

(Morning) – Session 1

Introductions
Overview of Program – Intensive/Extended Workshop Format Abramson/Wiens
Presentation/Discussion: What is it we want for our youth as a result of their educational experiences and why? Wiens

(Afternoon) – Session 2

Presentation/Discussion: Restorative Justice: Grounding in the values & philosophy in youth contexts and classrooms Abramson

Tuesday, June 24

(Morning) – Session 3

Presentation/Discussion: Restorative Justice: How does it apply/not apply to bullying in schools? Focusing on victim needs Abramson

(Afternoon) – Session 4

Presentation/Discussion: Current Models and Ways of Thinking about/Doing Restorative Justice for Youth in Schools Wiens

Wednesday, June 25

(Morning) – Session 5

Presentation/Discussion: Notions of humanity and youth, right and wrong, peace and conflict which inform our practices Wiens

(Afternoon) Session 6

Presentation/Discussion: Abramson:

*Approaches to working with youth in the criminal justice system: best practices and common dilemmas

*Addressing the “school to prison” pipeline

Thursday, June 26

(Morning) – Session 7

Presentation/Discussion: Abramson

*Approaches to working with youth in the criminal justice system: best practices and common dilemmas

*Addressing the “school to prison” pipeline

(con’t)

(Afternoon) – Session 8

Presentation/Discussion: Aboriginal/Intercultural Notions of Justice and their Origins and Manifestations Wiens

Friday, June 27

(Morning) – Session 9

Presentation/Discussion:

Restorative Approaches as a Model for Peacebuilding in Youth Contexts

Group presentations?

Abramson/Wiens

(Afternoon) – Session 10

Presentation/Discussion:

Putting it All Together as Practice

Group presentations?

Abramson /Wiens