https://www.lakeheadu.ca/assets/lkh.png

**DEPARTMENT OF INTERDISCIPLINARY STUDIES**

**CRM4017 RESTORATIVE JUSTICE AND MEDIATION**

**September 7, 2021-December 19, 2021**

**FALL 2021**

CONTACT INFORMATION

|  |  |
| --- | --- |
| Instructor name: Fay Williams, PhD. | Course delivery: Web based asynchronous |
| Email: fwillia1@lakeheadu.ca | Office hours: ZOOM TBA |
| Class day & Time: Tuesday & Thursday 11.30-1.00 pm. | Course location: Mycourselink |

**D2L link:** https://mycourselink.lakeheadu.ca/d2l/le/content/85385/Home

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| --- |
| **Course Description and Learning Outcomes**  **Course description**  An exploration of the history, theory, and practices of conflict resolution strategies that are alternatives to formal criminal justice practices, highlighting mediation and restorative justice. Students will focus on the evolution of these procedures, details of their application, critical reflections on offender sanctioning, and future directions for alternative conflict resolution strategies.  At the end of the course students should be able to:   1. Articulate basic scientific principles, concepts, and terminology on restorative justice and mediation 2. Recognize and describe social justice concerns related to the equality and equity of the administration and outcomes of the restorative justice and mediation 3. List and describe major theoretical perspectives in restorative justice and mediation 4. Apply facts, theories, and methods to practical problems related to restorative justice and mediation |

**COURSE MATERIALS**

**COURSE INTRODUCTION**

Credit Weight: 0.5

**Prerequisite(s):**

Two FCEs in Criminology, or permission of the Chair of the Department of Interdisciplinary Studies. Special topics in Criminology

**ASSIGNED TEXTBOOK:**

Liebmann. M. (2007). *Restoring justice: How it Works*. Jessica Fisher Publishers. Philadelphia

**Additional resources**

Report: Overview of restorative justice in Canada <http://www.justice.gc.ca/eng/rp-pr/csj-sjc/jsp-sjp/rr00_16/p2.html>

A little manual of Restorative justice <https://www.publicsafety.gc.ca/cnt/rsrcs/pblctns/2008-03-lmrj/index-en.aspx>

**COURSE EVALUATION:**

|  |  |  |
| --- | --- | --- |
| **Component (Paper, Class Participation, Quiz and Midterm exam)** | **Value** | **Due Date** |
| Requirements | Percentages | Dates |
| 1. Quiz (Chap.1-8 +) | 30% | October 19, 2021 |
| 2. Final examination (Chap. 9-15+) | 35% | TBA |
| 3. Class exercise | 10% | TBA |
| 4. Discussion Post: Introductions & perceptions of RJ | 5% | September 21, 2021 |
| 5. Oral presentation: Discussion on trends in Restorative Justice and mediation | 20% | November 9-December 2, 2021 |
| Total | 100% |  |

**ASSIGNMENTS:**

**1. Oral Presentation**: (20%)

Students will **work in pairs** and use at least **5-6 journal articles** to highlight the **trends in restorative justice/ practices in a selected country across the world**. Creativity is important and so students can use any software application or package for the presentations. The presentations should be 15-20 minutes in length with 15 minutes of discussion. A copy of the presentation should be uploaded to D2L.

a. You are required to describe the history and development of restorative justice/ practices in a selected country.

b. Highlight and describe the types of RJ programs and practices in the selected country.

c. Identify and explain any significant issues or challenges associated with the restorative justice/ practice in the selected country.

d. Identify and explain how restorative justice/ practices in the selected country are similar or different from the RJ practices in Canada.

e. Presentation should comply with APA referencing guidelines

NB: Class attendance is required for all presentations.

**2. Quiz 1. (30%)**

The quiz will be web-based, consisting of 40 multiple choice questions, True/False and matching questions. The quiz will be found under **Mycourselink** using the **Quizzes** tab. The quiz has a single-entry modality and will be timed for 50 minutes.

**3. Final Exam (35%)**

The final exam will be web-based, consisting of 40-50 multiple choice, True/False and matching questions. The exam will be found under **Mycourselink** using the **Quizzes** tab. The quiz has a single-entry modality and will be timed for 60 minutes.

**4. Class exercises (10%) To be announced**

**5. Discussion Post (5%) Personal perceptions of RJ**

a. Describe your personal views and perceptions regarding restorative justice

b. Identify the sources that may have contributed to your views and perceptions such as high school experience, family background, work experience, the media, academic background and any other factors.

c. Explain using 3 points, how your personal perceptions of restorative justice could negatively or positively impact on the community where you live.

**Grading Scheme:**

|  |  |  |
| --- | --- | --- |
| A+ | 90 to 100% | Outstanding understanding of the course concepts including integration of materials and ideas, ability to apply knowledge to situations |
| A | 80 to 89% |
| B | 70 to 79% | Above average to excellent knowledge, ability to apply knowledge to situations |
| C | 60 to 69% | Satisfactory knowledge including ability to recognise and apply major course concepts, and to progress to next level of course |
| D | 50 to 59% | Some grasp of course concepts; will likely encounter difficulty with higher levels |
| E | 40 to 49% | Failed to meet minimum requirements of the course |
| F | 1 to 39% | Failure |
| F | 0 | Failure resulting from academic dishonesty |

**Students are advised to refer to the University Calendar to ensure that they have adequate grades and/or average to proceed in their program.**

**NOTE: Any important announcements, including changes in due dates will be announced on Desire2Learn**

**Course Schedule**

**Sep 7, 2021 Introduction: What is restorative justice?**

**Sep 9, 2021 Principles of RJ**

**Reading:**

Liebmann. M. (2007). Principles of Restorative Justice. Chapter 1 *Restoring*

*Justice: How it Works*. Jessica Fisher Publishers. Philadelphia

**United Nations principles of RJ**

**United Nations Basic principles on the use of Restorative Justice Program in Criminal matters**

**Reading:**

Liebmann. M. (2007). UN principles of RJ. Appendix 2. *Restoring justice: How it*

*Works*. Jessica Fisher Publishers. Philadelphia

**Sep 14, 2021 History of restorative Justice**

**Reading:**

Liebmann. M. (2007). History of Restorative justice. Chapter 2 *Restoring justice: How it*

*Works*. Jessica Fisher Publishers. Philadelphia

**Sep 16, 2021 Restorative approaches**

**Reading:**

Liebmann. M. (2007). Restorative approaches.-Chapter 3 *Restoring justice: How it*

*Works*. Jessica Fisher Publishers. Philadelphia

**Sep 21, 2021 Models of RJ**

**Reading:**

Liebmann. M. (2007). Models of RJ-Chapter 4. *Restoring justice: How it Works*. Jessica

Fisher Publishers. Philadelphia

**Sep 23, 2021 RJ in early years**

**Reading:**

Liebmann. M. (2007). **RJ in Early years.** Chapter 5 .*Restoring justice: How it Works*.

Jessica Fisher Publishers. Philadelphia

**Sep 28, 2021 RJ in Schools**

**Reading:**

Liebmann. M. (2007).RJ in schools. Chapter 6. *Restoring justice: How it Works.* Jessica

Fisher Publishers. Philadelphia

**Sep 30, 2021 Young people and adult in RJ**

**Reading:**

Liebmann. M. (2007). **Young people and adult in RJ** *Chapter 7 & 8. Restoring justice:*

*How it Works*. Jessica Fisher Publishers. Philadelphia

**Oct 5, 2021** Mediation

**Reading:**

Mediation in Canada

<https://www.justice.gc.ca/eng/rp-pr/csj-sjc/dprs-sprd/res/drrg-mrrc/04.html>

**Video on mediation**

<https://www.youtube.com/watch?v=ZBeUbpIq2Uw>

**Oct 7, 2021** Prison-making amends

**Reading:**

Liebmann. M. (2007). Restorative justice in Prison-making amends. Chapter 9. *Restoring*

*justice: How it Works*. Jessica Fisher Publishers. Philadelphia

**Oct 11-15, 2021 Thanksgiving break**

**Oct 19, 2021 Quiz 1 (Chapter 1-8)**

**Sep 21, 2021 Restorative justice in Prison**

**Reading:**

Liebmann. M. (2007).Restorative justice in Prison community. Chapter 10*. Restoring*

*justice: How it Works*. Jessica Fisher

**Oct 26, 2021 RJ across the world**

**Reading:**

Liebmann. M. (2007). **RJ across the world Chapter 11.** *Restoring*

*Justice: How it Works*. Jessica Fisher Publishers. Philadelphia

**Oct 28, 2021 Complex and sensitive issues in RJ**

**Reading:**

Liebmann. M. (2007). **Complex and sensitive issues in RJ. Chapter 12.**

*Restoring justice: How it Works*. Jessica Fisher Publishers. Philadelphia

**Nov 2, 2021 Issues in RJ**

**Reading:**

**Liebmann. M. (2007). Issues in RJ Chapter 13. *Restoring justice: How it Works*.**

**Jessica Fisher Publishers. Philadelphia**

**Nov 4, 2021 Large scale violence and oppression and RJ**

**Reading:**

**Liebmann. M. (2007). Large scale violence. Chapter 15. *Restoring justice: How it Works*.**

**Jessica Fisher Publishers. Philadelphia**

**Nov 9, 2021 Arts approach to RJ**

**Reading:**

Liebmann. M. (2007*).* **Arts approach to RJ** Chapter 16. *Restoring justice: How it*

*Works*. Jessica Fisher Publishers. Philadelphia

**Nov 11, 2021 Oral Presentation**

**Nov 16, 2021 Oral Presentation**

**Nov 18, 2021 Oral Presentation**

**Nov 23, 2021 Oral Presentation**

**Nov 25, 2021 Oral Presentation**

**Nov 30, 2021 Optional class**

**Dec 2 Last day of class**

Final Examination to be announced

**COURSE AND UNIVERSITY POLICIES**

**A.**[**Land Acknowledgement**](https://teachingcommons.lakeheadu.ca/land-acknowledgement)

Lakehead University respectfully acknowledges its campuses are located on the traditional lands of Indigenous peoples.

Lakehead Thunder Bay is located on the traditional lands of the Fort William First Nation, Signatory to the Robinson Superior Treaty of 1850. Lakehead Orillia is located on the traditional territory of the Anishinaabeg. The Anishinaabeg include the Ojibwe, Odawa, and Pottawatomi nations, collectively known as the Three Fires Confederacy.

Lakehead University acknowledges the history that many nations hold in the areas around our campuses, and is committed to a relationship with First Nations, Métis, and Inuit peoples based on the principles of mutual trust, respect, reciprocity, and collaboration in the spirit of reconciliation.

**B. Academic Integrity**

**1.** Plagiarism, cheating and academic dishonesty of any kind will not be tolerated. Being caught engaging in any such activities will result in disciplinary action either within the course or at the university level. A listing of University Regulations can be found at: <http://navigator.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=21&chapterid=3506&loaduseredits=False>. The code of student behaviour and disciplinary procedures can be found at: <https://www.lakeheadu.ca/students/student-life/student-conduct>

The following rules shall govern the treatment of students who have been found guilty of attempting to obtain academic credit dishonestly:

(a) The minimum penalty for a student found guilty of [plagiarism](http://navigator.lakeheadu.ca/Catalog/definitions/Plagiarism.html), or of cheating on any part of a course will be a zero for the work concerned.  
(b) A student found guilty of cheating on a formal examination or a test, or of serious or repeated [plagiarism](http://navigator.lakeheadu.ca/Catalog/definitions/Plagiarism.html), or of unofficially obtaining a copy of an examination paper before the examination is scheduled to be written, will receive zero for the course and may be expelled from the University.

Students disciplined under the Code of Student Behaviour and Disciplinary Procedures may appeal their case through the Judicial Panel.

**2.** ["Student Code of Conduct Policies"](https://teachingcommons.lakeheadu.ca/student-code-conduct-policies) (official policy statements & helpful teaching tools)

* PPT - ["Student Code of Conduct - Academic Integrity: Slides for Faculty & Instructors to Cover with their Students"](https://teachingcommons.lakeheadu.ca/sites/default/files/inline-files/Student%20Code%20of%20Conduct%20Academic%20Integrity%20Slides.pptx)
* PDF - ["Student Code of Conduct - Academic Integrity: Slides for Faculty & Instructors to Cover with their Students"](https://teachingcommons.lakeheadu.ca/sites/default/files/inline-files/Student%20Code%20of%20Conduct%20Academic%20Integrity%20Slides.pdf)
* [Student Code of Conduct - Academic Integrity](https://www.lakeheadu.ca/sites/default/files/policies_procedures/Student%20Code%20of%20Conduct%20-%20Academic%20Integrity.pdf)
* [Student Code of Conduct - Appeal Policy (with links to Judicial Panel Procedures)](https://www.lakeheadu.ca/sites/default/files/policies_procedures/Student%20Code%20of%20Conduct%20-%20Appeal%20Policy%20and%20Judicial%20Panel%20Procedures.pdf)
* [Student Code of Conduct - Non-Academic](https://www.lakeheadu.ca/sites/default/files/policies_procedures/Student%20Code%20of%20Conduct%20-%20Non-Academic-.pdf)

**3. Copyright Compliance**

I understand and agree that all instructional, reference, and administrative materials to which I am given access in this course (the "course materials"), whether they consist of text, still or kinetic images, or sound, whether they are in digital or hard copy formats, and in whatever media they are offered, are protected in their entirety by copyright, and that to comply with this copyright and the law.

(a) I may access and download the course materials only for my own personal and non-commercial use for this course; and

(b) I am not permitted to download, copy, store (in any medium), forward or share, transmit, broadcast, show, post or play in public, adapt, or change in any way any text, image, or sound component of the course materials for any other purpose whatsoever except as expressly authorized, and only to the extent authorized, in writing, by the course instructor.

I further understand and agree that, if I infringe the copyright of the course materials in any way, I may be prosecuted under the Lakehead University Student Code of Conduct – Academic Integrity, which requires students to act ethically and with integrity in academic matters and to demonstrate behaviors that support the University’s academic values.

**4. Exam/Assignment Integrity**

I understand and agree that:

(a) Unless otherwise allowed by the course instructor, I must complete the assignments in this course without the assistance of anyone else.

(b) Unless otherwise allowed by the course instructor, I must not access any sources or materials (in print, online, or in any other way) to complete any course exam.

I further understand and agree that, if I violate either of these two rules, or if I provide any false or misleading information about my completion of course assignments or exams, I may be prosecuted under the Lakehead University Student Code of Conduct – Academic Integrity, which requires students to act ethically and with integrity in academic matters and to demonstrate behaviors that support the University’s academic values.

**C. Lakehead's Accommodation Statement**

Lakehead University is committed to achieving full accessibility for persons with disabilities/medical conditions. Part of this commitment includes arranging academic accommodations for students with disabilities/medical conditions to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability/medical condition and think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS) and register as early as possible. For more information, please email [sas@lakeheadu.ca](mailto:sas@lakeheadu.ca) or visit: <https://www.lakeheadu.ca/faculty-and-staff/departments/services/sas>

**D. Collection Notice (regarding recording lectures and class activities)**

In the course, CRIM4017 Restorative Justice and mediation, in the context of remote instruction and participation, video and audio recordings of class activities will be made to ensure students' and instructors' easy and comprehensive access to those activities.  The recordings are confidential and are intended only for the use of the course students and instructors.  They may otherwise not be used or disclosed.  During recording, to protect others' privacy, each student should ensure that no one else is present in the location where they are being recorded without that non-student's consent.  The recordings are made under the authority of sections 3 and 14 of The Lakehead University Act, 1965.  Questions about the collection of the images and sounds in the recordings may be directed to the Chair or the Dean of the Department of Interdisciplinary studies, Orillia campus. Phone (705) 330 4008.

**E. Writing Support Syllabus Statement**

Your ability to write clearly and with purpose is crucial to your academic success. Because the writing process takes time and expectations vary across disciplines (and from one instructor to another), it is important to manage this process carefully. The following guidelines will help you do that:

1. **Start early** – The writing process involves several steps: prewriting, drafting, revising, and editing. You will do your best work when you follow all the steps. Prewriting involves thinking about what you’ve learned on a topic, often assisted by note-taking, so that your reflections become your writing. It is often the longest and most important step!
2. **Read the guidelines** – Every assignment has a specific purpose, audience, length, and format. Pay close attention to these specifications and revisit them as you work on the assignment. Also, remember that different academic disciplines use different styles of documentation. In this course, we will use APA format, information about which may be found: <https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html>
3. **Seek support**– Writing is hard work, but you are not alone. Your instructor is there to help you. Don’t be afraid to ask for guidance or drop in during office hours.
4. **Put in the time**– Writing is a valuable skill, and any time spent developing your writing ability will contribute to your success, both in university and in your personal career.
5. **Visit the Academic Support Zone** – The Academic Support Zone’s writing coaches will work with you at any stage of the writing process from interpreting the guidelines and finding sources to composing and editing drafts. Rather than editing your work for you, writing coaches will engage you in conversation about your writing and help you develop your skills in alignment with assignment expectations and course objectives.

For more information about the stages of the writing process please consult “Steps for Academic Writing” [link to infographic is yet to come]

**F.**[**Participation Policy**](https://teachingcommons.lakeheadu.ca/participation-policy-examples)

For group participation, students are expected to work together and therefore all group members will be assigned the same grade.

**G. Student Courtesy**

“I expect all students to be respectful in their interactions with other students involved with the course, both in the class and online.

**H. Tests, Exams and Term Work**

If you are going to miss a test, it is very important that you email me as soon as you know that you will be missing the test. Missed tests will be accommodated only in extraordinary circumstances that are supported by written documentation from a healthcare practitioner using the official Student Health Certificate, available at

<https://www.lakeheadu.ca/current-students/examination/medical-notes/node/10641>

Final examinations will be December 9-19, 2021, inclusive with contingency exam scheduled for December 20, 2021. Midterm examinations for full courses and final examination for all courses are scheduled by the Registrar’s Office. Students are strongly urged NOT to make any commitments (i.e., vacation, job related, or other travel plans) during either the term as a whole or the final examination period. Students are required to be available for all examinations during the periods for which they are scheduled (as published in course syllabus). It is your responsibility to check the final exam schedule and arrive at the scheduled date/time/location to avoid a grade of zero. There will be no rescheduling of examinations to accommodate holiday travel or extracurricular activities. No one will be allowed to write examinations prior to the scheduled date.

Extensions of deadlines for completion of assignments or writing of midterms/final examinations may be granted to students on the basis of illness, accident, or other extreme and legitimate circumstances beyond their control. Consideration for deferrals will not normally be granted on the basis of vacation/travel plans or job-related obligations.

**LAKEHEAD RESOURCES**

If you find yourself having difficulty with the course material or any other difficulties in your student life, don’t hesitate to ask for help! Contact me, the lecturer, or if it is an issue beyond this class, please contact your academic advisors, or get help from any number of other support services on campus, including:

**The Student Success Centre** has many programs and support services in place to help you achieve your academic and personal goals while studying at Lakehead University. They provide academic support through tutoring services, career exploration, co-operative opportunities and leadership development. More information is available at: <https://www.lakeheadu.ca/current-students/student-success-centre>.

**The Lakehead Library** provides access to resources, study rooms, and research support both online via chat and in person with more details available at: <https://library.lakeheadu.ca/>.

Public Computer Labs are available on campus where you may write and/or print out your work. For more details go to: <https://www.lakeheadu.ca/faculty-and-staff/departments/services/helpdesk/computer-labs>.

**Student Life and Services** offers health and wellness resources both on and off campus, as well as opportunities for involvement in health and wellness activities. More information is available at: <https://www.lakeheadu.ca/current-students/student-services/or>.

**Office of Human Rights and Equity**. You have the right to an education that is free from any form of discrimination. A wide variety of resources are available at: <https://www.lakeheadu.ca/faculty-and-staff/departments/services/human-rights-and-equity/resources>

[Course Outline/Syllabus](https://teachingcommons.lakeheadu.ca/course-outlinesyllabus)

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