

UNIVERSITY OF MANITOBA
Department of Sociology & Criminology
RESTORATIVE JUSTICE
SOC 3850 (A01)
(Winter 2020, 3 Credit Hours)
2:30-3:45 pm, T/Th
Room 308 Tier

Instructor: Andrew Woolford
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The Politics of Restorative Justice:

This course introduces the topic of restorative justice, offering an understanding of this emerging adaptation to traditional criminal justice practice, which involves victims, offenders, and community members in healing the harm caused by crime. In so doing, the course invites students to reconsider restorative justice and its politics. Through an examination of restorative themes, theories and practices, three distinct ways in which politics affect restorative justice are explored. First, restorative justice is situated in a context in which political actors, as well as structural forces, either enable or obstruct its practice. Second, restorative justice is understood as a contributor to political power in that its practice helps govern individual and collective behaviour. Finally, restorative justice is described as a social movement requiring an enabling politics that will allow it to promote a justice that does more than affirm the status quo – it must aspire toward a transformative politics concerned with class-based, gendered, racialized and other injustices.

Required Readings:

Andrew Woolford and Amanda Nelund. 2019. *The Politics of Restorative Justice: A Critical Introduction*, Second Edition. Black Point, NS: Fernwood Publishing.

Other assigned readings on UM Learn.

Assignments and Grades:

Participation:	10%
Exam 1, In-class:	25%
Restorative Justice Script:	10%
Critical Essay/ Volunteer Essay:	30%
Exam 2, Take-home:	25%

Class Participation (10%): In-class participation will be a major component of this class. On several occasions, students will be divided into small working groups and assigned the task of discussing and producing a brief written report on critical questions related to the restorative justice literature (to be handed in at the end of class). A group mark will be assigned to this assignment. Students must provide a medical note if they miss class and require a make-up assignment. I also

reserve the right to lower the participation grades of students who regularly miss lectures. Higher participation grades will go to those students who both do well in the discussion groups and contribute to regular classroom discussion.

In general, it should be noted that attendance is required for this class. More than five unexcused absences will result in the student being debarred from taking the final examination and handing in the final paper.

Exam 1, In-class (25%): An in-class midterm will be held on February 13, 2020. The test will consist of 20 multiple-choice questions and four paragraph-length questions (selected from a list of five options).

Restorative Justice Script (10%): A double-spaced, 3-4 pp. Restorative Justice ‘script’ is to be submitted electronically using the UM Learn system by no later than 11:59 pm on March 5, 2020. In this script, students will imagine a portion of a restorative justice meeting between victim, offender and community. This may be a VORP, VOM, Circle, or Family Group Mediation. Students should seek to demonstrate how the session might unfold, as well as the things facilitators and participants might say to one another to encourage resolution. Late assignments will not be accepted.

Critical or Volunteer Essay (30%): Students will complete a 6-8 page essay that offers either: A) a research analysis of some aspect of restorative justice (a minimum of 5 scholarly sources, in addition to the course text, must be cited); or, B) a participation-based reflection piece based on observations gathered while volunteering at a restorative justice-related agency.

Essays are to be submitted electronically using the UM Learn system by no later than 11:59 pm on April 3, 2020. Late essays will be penalized three percentage points per day (weekends count as two days). A more detailed handout describing both essay options will be provided within the first two weeks of class.

Exam 2, Take-home (25%): A take-home exam of two essay-length questions (2-4 pp., double-spaced responses) will be provided on April 7, 2020. Exams are to be submitted electronically using the UM Learn system by no later than 11:59 pm on April 14, 2020. Late take home exams will not be accepted.

Graded exams and assignments that are submitted on time will be returned within two weeks of the due date/exam date.

Note: If you have a valid medical or bereavement related reason for missing an assignment, you must contact the professor prior to the deadline/group discussion date in order to receive an extension or make-up assignment. You will also be required to present the professor a doctor’s note to verify the reason for your absence.

Academic Integrity

Students should acquaint themselves with the University’s policy on plagiarism, cheating, exam personation, (“**Personation at Examinations**” (Section 5.2.9) and “**Plagiarism and cheating**”

(Section 8.1)) and duplicate submission by reading documentation provided at the Arts Student Resources web site at:

http://umanitoba.ca/faculties/arts/student_resources/student_responsibilities_integrity.html.

Ignorance of the regulations and policies regarding academic integrity is not a valid excuse for violating them. Academic dishonesty in any form will not be tolerated in this course and the penalties for such activities are severe.

*The Faculty of Arts also reserves the right to submit student work that is **suspected of being plagiarized** to Internet sites designed to detect plagiarism.*

The minimum penalty for plagiarism on a written assignment is F on the paper and may result in and F-DISC (discipline) in the course. This notation appears on the student's transcript. For repeat violations, this penalty can also include suspension from the Faculty of Arts for a period of up to 1 year.

The minimum penalty for academic dishonesty in a test or final examination is F for the test/examination and an F-DISC (discipline) in the course plus a suspension from the Faculty of Arts for a period of one year. The F grade and disciplinary notation appears on the student's transcript. For repeat violations, the penalty may include suspension from the Faculty of Arts for a period of up to 5 years

Grading:

Cut-off points for converting percentage grades into letter grades:

A+: 100- 90% (Exceptional)	A: 89-80% (Excellent)	B+: 79-75% (Very Good)	B: 74-70% (Good)
C+: 69-65% (Satisfactory)	C: 64-60% (Adequate)	D: 59 - 50% (Marginal)	F: below 50% (Failure)

Unclaimed Term Work Disposal

Any term work that has not been claimed by students will be held for four (4) months from the end of the final examination period for the term in which the work was assigned. At the conclusion of this time, all unclaimed term work will become property of the Faculty of Arts and be destroyed according to FIPPA guidelines and using confidential measures for disposal.

Faith-Based Holidays

The university recognizes the right of all students to observe recognized **holidays of their faith**, which fall within the academic year. With instructor discretion, necessary arrangements can be made to ensure studies are not jeopardized. The instructor should be notified of a student's intended absence in advance and at least three weeks' notice of absence should normally be given where special arrangements are sought.

Special Learning Needs

Students with **special learning needs** (who for legitimate reasons require extra time to write a test, or who require aids or other supports) should identify themselves to the instructor at the beginning of the term in order to arrange suitable accommodation or contact Student Accessibility Services.

Disruptions

Disruptions due to excessive talking or early departures from the classroom are especially distracting to large classes. Please be considerate and respectful of the needs and rights of others in the class. Students should be aware that persistent disruption may result in disbarment from the course. Any student who has a legitimate reason for leaving class early should inform the instructor at the beginning of class.

Students should also be aware that use of **electronic devices** for purposes other than taking notes and searching information/images related to the lecture is a distraction both to them, the students around them, and potentially the professor. Disruptive use of electronic devices may result in a ban against their use or, in extreme cases, disbarment from the course.

Course Outline:

Section 1: What is Restorative Justice

Readings:

Jan 7 to Jan 14 – *The Politics of Restorative Justice*, Chapters 1 and 2

Jan 16 – Kathleen Daly (2016) “What is Restorative Justice? Fresh Answers to a Vexed Question”, *Victims & Offenders*, 11:1, 9-29 (on UM Learn) and William R. Wood & Masahiro Suzuki (2016) “Four Challenges in the Future of Restorative Justice”, *Victims & Offenders*, 11:1, 149-172 (on UM Learn).

Section 2: Theory and History

Readings:

Jan 21 and 23 – *The Politics of Restorative Justice*, Chapter 3

Jan 28 and 30 – Nils Christie (1977) “Conflicts as Property”, *British Journal of Criminology*, 17, 1: 1-15 (on UM Learn).

Section 3: Restorative Justice Styles

Readings:

Feb 4 and Feb 6 – *The Politics of Restorative Justice*, Chapter 4

Feb 11 – Morrison, B. (2006). “School Bullying and Restorative Justice: Toward a Theoretical Understanding of the Role of Respect, Pride, and Shame”, *Journal of Social Issues*, 62:2, 371-392.

February 13: Exam 1

February 18-21: Reading Week

Section 4: Restoring Justice Identities

Readings:

Feb 25 and 27 – *The Politics of Restorative Justice*, Chapter 5

March 3 and 5 – Amanda Nelund (2017) “The marginalised woman: thinking beyond victim/offender in restorative justice”, *Restorative Justice*, 5:3, 408-419 (on UM Learn) and Barbara Hudson (2006) “Beyond White Man’s Justice: Race, Gender and Justice in Late Modernity”, *Theoretical Criminology*, 10:1, 29-47 (on UM Learn).

Section 5: Restorative Justice Contexts

Readings:

March 10 and 12 – *The Politics of Restorative Justice*, Chapter 6

March 17 and 19 – Roxanna Willis (2018) “‘Let’s talk about it’: Why social class matters to restorative justice,” *Criminology & Criminal Justice*: 1-20 and Linnéa Österman and Isla Masson (2018) “Restorative Justice with Female Offenders: The Neglected Role of Gender in Restorative Conferencing” *Feminist Criminology* 13(3): 2-27

Section 6: Restorative Justice Criticisms

Readings:

March 24 and 26 – *The Politics of Restorative Justice*, Chapter 7 AND

March 31 – Paora Moyle & Juan Marcellus Tauri (2016) “Māori, Family Group Conferencing and the Mystifications of Restorative Justice”, *Victims & Offenders*, 11:1, 87-106 (on UM Learn).

Section 7: The Politics of Restorative Justice

Readings:

April 2 – *The Politics of Restorative Justice*, Chapter 8

April 7: REVIEW FOR TAKE HOME EXAM

Voluntary withdrawal deadline is: March 18, 2020