

# FLORIDA ATLANTIC UNIVERSITY™

## Graduate Programs—COURSE CHANGE REQUEST

UGPC APPROVAL \_\_\_\_\_  
 UFS APPROVAL \_\_\_\_\_  
 SCNS SUBMITTAL \_\_\_\_\_  
 CONFIRMED \_\_\_\_\_  
 BANNER POSTED \_\_\_\_\_  
 CATALOG \_\_\_\_\_

DEPARTMENT: CRIMINOLOGY AND CRIMINAL JUSTICE	COLLEGE: DESIGN AND SOCIAL INQUIRY
COURSE PREFIX AND NUMBER: CCJ 6142	CURRENT COURSE TITLE: RESTORATIVE COMMUNITY JUSTICE
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): FALL 2012	_____ TERMINATE COURSE (LIST FINAL ACTIVE TERM):
<p>CHANGE TITLE TO: RESTORATIVE JUSTICE RESEARCH, POLICY, AND PRACTICE</p> <p>CHANGE PREFIX FROM: _____ TO: _____</p> <p>CHANGE COURSE NO. FROM: _____ TO: _____</p> <p>CHANGE CREDITS FROM: _____ TO: _____</p> <p>CHANGE GRADING FROM: _____ TO: _____</p> <p>CHANGE DESCRIPTION TO: CONTRASTS TRADITIONAL JUSTICE SYSTEM APPROACHES WITH RESTORATIVE JUSTICE BY EXPLORING THE THEORY, POLICIES, AND PRACTICES OF THIS PARADIGM.</p>	<p>CHANGE PREREQUISITES/MINIMUM GRADES TO*:</p>  <p>CHANGE COREQUISITES TO*:</p>  <p>CHANGE REGISTRATION CONTROLS TO:</p>  <p>*Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.</p>
Attach syllabus for ANY changes to current course information.	
Should the requested change(s) cause this course to overlap any other FAU courses, please list them here.	Departments and/or colleges that might be affected by the change(s) must be consulted and listed here. Please attach comments from each.

Faculty contact, email and complete phone number: Dr. Rachel Santos, [rboba@fau.edu](mailto:rboba@fau.edu), 561-297-3240

<b>Approved by:</b> Department Chair: <u>John V. Mai</u> College Curriculum Chair: <u>E. Hume</u> College Dean: <u>P. Longbrings</u> UGPC Chair: _____ Graduate College Dean: _____	<b>Date:</b> <u>9/24/2012</u> <u>9/28/2012</u> <u>9/27/12</u> _____ _____	<b>ATTACHMENT CHECKLIST</b> •Syllabus (see guidelines for requirements: <a href="http://www.fau.edu/graduate/facultyandstaff/programscommittee/index.php">http://www.fau.edu/graduate/facultyandstaff/programscommittee/index.php</a> ) •Written consent from all departments affected by changes
--	--	---

Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

**Florida Atlantic University, School of Criminology and Criminal Justice**  
**CCJ 6142 RESTORATIVE JUSTICE RESEARCH, POLICY, AND PRACTICE**  
**Dr. Mara Schiff, Spring 2012**  
**Thursdays 6:00 pm to 9:50 pm, SO 170 (3 Credits)**

---

**CONTACT INFORMATION:**

Department of Criminology and Criminal Justice  
College for Design and Social Inquiry  
Florida Atlantic University  
777 Glades Road  
Social Science Building, rm, 220  
Boca Raton, FL 33421  
e-mail: mschiff@fau.edu  
phone: 561-297-7141  
office hours: Tuesdays and Thursdays, 4:00pm to 5:30pm

\*\*\*\*\*

**COURSE DESCRIPTION:**

Contrasts traditional justice system approaches with restorative justice by exploring the theory, policies, and practices of this paradigm. The purpose of this course is to introduce you to both basic and advanced concepts of restorative community justice. Traditional justice systems focus on retribution, which emphasizes punishment by the state and isolating offenders from society as a means of "getting tough on crime." However, there is little evidence that this strategy reduces crime or improves community safety. Moreover, offenders do not learn about the personal and societal harm they have caused nor are they challenged to accept personal responsibility for their actions towards other people. Lastly, victims have no opportunity to find closure through healing and forgiveness, and communities, which are very much affected by the harm of crime, are excluded from the process altogether.

In this class, we will explore restorative community justice, a new and exciting trend in justice decision making focused on repairing the harm caused by crime. One way restorative community justice accomplishes this is by increasing the presence and participation of victims, offenders and communities in the justice processes. Restorative community justice is based on a set of values that guide policy and practice decisionmaking which re-define crime as injury to the victim and the community rather than an affront to state power and control. In addition, the role of government shifts from simply providing services, to partnering with the community to share the responsibility and resources needed to prevent and respond to crime. Restorative community justice presumes that there are resources available in the community where crime occurs that are untapped by justice professionals, and that we are all responsible for what happens in a community, not just those who are paid to do so (e.g., law enforcement, courts, corrections officials).

**GOALS OF THE COURSE:**

The goal of this course is to give students a firm grounding in the theory, concepts, principles and practices of restorative community justice. In addition, issues and concerns surrounding the conceptualization and application of restorative justice will be addressed. Students completing this course will be able to:

- Describe the key differences between the new vision and the current criminal justice system vision and explain how this new framework addresses key criminal justice goals and community needs including

**Florida Atlantic University, School of Criminology and Criminal Justice  
CCJ 6142 RESTORATIVE JUSTICE RESEARCH, POLICY, AND PRACTICE**

**Dr. Mara Schiff, Spring 2012**

**Thursdays 6:00 pm to 9:50 pm, SO 170 (3 Credits)**

---

- public safety, censure/sanction of crime, victim satisfaction and support, and reintegration of offenders;
- Explain and clarify the principles of restorative community justice and how these are/are not applied in practice, including how restorative community justice changes key stakeholder roles within the justice system;
  - Analyze and respond to critical arguments against the new model -- including those relating to stakeholder involvement, promoting a more a more empowered and responsible role for the community, and realistic opportunities and pitfalls of implementing this new vision;
  - Analyze the advantages and disadvantages of restorative community justice models and identify its application in practice in the U.S. and around the world.

There will be an Internet web-based Blackboard site set up to support this class. You will have assignments on Blackboard, which will take the place of class meetings approximately every other week when we will not meet and you will have a Blackboard assignment. I will show you/explain how to access and use the Blackboard website.

In addition, it is possible that as the course progresses, I may elect to change some of the assignments. This will be communicated either in class before the assignment is due or through the blackboard site. This includes any changes to required readings. I will require that students submit written assignments to me both in class as well as through the electronic dropbox of our Blackboard site. Assignments submitted through Blackboard may be subject to review through SafeAssign, an electronic plagiarism detection service that I will use at my discretion. You may also use this service to help ensure you are not plagiarizing published material.

"Students agree that by taking this course all required papers may be subject to submission for textual similarity review to SafeAssign.com for the detection of plagiarism. All submitted papers will be included as source documents in the SafeAssign.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the SafeAssign.com service is subject to the Terms and Conditions of Use posted on the SafeAssign.com site."

### **ACADEMIC INTEGRITY**

*Plagiarism is the deliberate use and appropriation of another's work without identifying the source and trying to pass-off such work as the student's own. Any student who fails to give full credit for ideas or materials taken from another has plagiarized.*

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

**Florida Atlantic University, School of Criminology and Criminal Justice  
CCJ 6142 RESTORATIVE JUSTICE RESEARCH, POLICY, AND PRACTICE**

**Dr. Mara Schiff, Spring 2012**

**Thursdays 6:00 pm to 9:50 pm, SO 170 (3 Credits)**

---

**CITING SOURCES**

Papers written for this course will be required to be in MLA/APA format. The library has reference material for the MLA/APA style or you can use one of the following: List of recommended MLA/APA style resources with hyperlinks when available.

**ACCOMMODATIONS**

In compliance with the Americans with Disabilities Act (ADA), students who require reasonable accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) -- in Boca Raton, SU 133 (561-297-3880); in Davie, LA 240 (954-236-1222); or in Jupiter, SR 110 (561-799-8010)– and follow all OSD procedures.

**TEXTS**

Sullivan, Dennis. 2008. *Handbook of Restorative Justice: A Global Perspective*. Routledge; UK  
Bazemore, G. and M. Schiff. 2001. *Restorative Community Justice: Repairing Harm and Transforming Communities*. Publisher: Anderson Pub Co; Ohio, USA

Zehr, H. 2002. *The Little Book of Restorative Justice*. Good Books. Pennsylvania, USA

NOTE: There will also be associated readings that you will access through the Blackboard website dedicated to this course. Be sure to check the Bb site each week.

**COURSE REQUIREMENTS:**

This is a graduate-level readings course conducted in seminar format. Because much of the course is based on discussion of assigned readings, students must come to class prepared to discuss/debate the various issues addressed and to answer specific questions raised by the instructor. Participation in the form of active contribution to the discussion, addressing oral questions from the readings, occasional short take home assignments and full participation on Blackboard is both assumed and required.

Attendance at classes is mandatory. In a small seminar your participation plays an important role, as much learning comes from class discussion with your peers. While you may think it doesn't matter much if you are not there, we all miss out if you are not there to contribute to the conversation. In this class especially, presence and participation is critical. I cannot guarantee you will get the outcomes promised by this course if you do not attend class. Moreover, and I cannot stress this strongly enough – restorative justice is not something you understand simply by reading books and talking about it. It is something you must experience and “feel” as well as intellectually understand. If you will not be in class, please inform me prior to the class. For classes that are designated “online,” attendance is mandatory and considered to be: responding in a timely manner to discussion board topics, e-mail assignments and any other assignments for the given week. Expect your grade to be lowered at my discretion by one letter grade for each absence over two.

**Florida Atlantic University, School of Criminology and Criminal Justice  
CCJ 6142 RESTORATIVE JUSTICE RESEARCH, POLICY, AND PRACTICE**

**Dr. Mara Schiff, Spring 2012**

**Thursdays 6:00 pm to 9:50 pm, SO 170 (3 Credits)**

---

Discussion Boards are interactive discussions that take the place of meeting in class. Your posts must be professional, well organized, grammatically correct and free of misspellings. Additionally, any content quoted, paraphrased, or gleaned from references must be properly cited (see Plagiarism and MLA/APA format below). Interaction is a substantial portion of your grade. *Each module forum requires at least 3 posts to receive full credit.* The posts should be entered directly into the discussions, not in the form of an attachment. Attachments should be held to a minimum and only if needed for illustration - like a chart, image, or table. The first post will serve as your original post in reply to the topic and must be *at least 250-500 words* in length and must be posted no later than midnight on Tuesday, in order to allow sufficient time for other students to respond. The remaining two posts should be responses to other students' posts. These must be *at least 100 words* in length and must be posted no later than 9 PM on Thursday. They must contribute to the conversation through supportive addition or critique. When the responses are of the latter, they must argue the issue, never the author.

Because much of the course is based on discussion of assigned readings, students must come to class prepared to discuss/ debate the various issues addressed and to answer specific questions raised by the instructor. I will facilitate discussion of readings each week (either in class or through online assignments) by calling on students individually to discuss particular assignments. After you read each assignment, you should summarize the assignment by answering the following questions: 1) What is the "big idea" of this article(s) or chapter(s); 2) What are three to five key points to the argument or presentation; 3) Do you agree or disagree with the arguments and why (and how does this perspective relate to other assigned readings); 4) What are the implications of these findings or arguments for criminal justice reform? I may call on various students in class to address questions 1-4 and to address other issues in each class meeting. I may also collect these assignments (either in class or through our blackboard site), and you should keep a written copy of article summaries in a class notebook that will facilitate class discussion and help spur your memory. Your participation grade (15% of the total grade) will be based on your general contribution to discussion, oral responses to questions from the readings, and active participation in class exercises.

In addition, to ensure that students gain experience in leadership roles and to expand the range of discussion topics, each student will be required to lead a discussion that includes a short general presentation (no more than 15 minutes) on a restorative justice topic that we have not covered in class and on which you will write your research paper (e.g., application of RJ in a particular state or country, ad- and disadvantages of implementing RJ through either institutional policy or legislative mandate, using RJ for specific case types, RJ as a mechanism of social justice). This paper/presentation will be due on April 6th. The paper/presentation should be based on at least 7 written article summaries [one approved book may be substituted for two articles]. I will suggest possible topics, or you may offer one of your own, subject to my approval. I will provide a general outline for this paper and general categories for topics on your blackboard site. Finally, you will have a midterm and a final exam based on readings and class discussion. Both exams will be in short answer and essay format and will be submitted online. Your grade will be calculated as follows:

**Florida Atlantic University, School of Criminology and Criminal Justice  
CCJ 6142 RESTORATIVE JUSTICE RESEARCH, POLICY, AND PRACTICE**

**Dr. Mara Schiff, Spring 2012**

**Thursdays 6:00 pm to 9:50 pm, SO 170 (3 Credits)**

---

Participation – in class and on blackboard.....	25 points
Midterm Exam.....	25 points
Short Research Paper (about 10-14 pages) and oral presentation.....	25 Points
Final Exam.....	25 points

Thus, you may earn up to 100 points in this class, and your final grade will be determined by how many of those points you earn. For example, if you earn 87 out of 100 points, your final grade will be = 87= B+.

<b>A</b>	<b>95-100%</b>
<b>A-</b>	<b>90-94%</b>
<b>B+</b>	<b>87-89%</b>
<b>B</b>	<b>83-86%</b>
<b>B-</b>	<b>80-82%</b>
<b>C+</b>	<b>77-79%</b>

<b>C</b>	<b>73-76%</b>
<b>C-</b>	<b>70-72%</b>
<b>D+</b>	<b>67-69%</b>
<b>D</b>	<b>63-66%</b>
<b>D-</b>	<b>60-62%</b>
<b>F</b>	<b>0-59%</b>

Continuation in the program requires satisfactory progress toward degree completion. Evidence of such progress includes maintenance of an overall 3.0 cumulative GPA. For each course, no grade lower than “C-” is acceptable to fulfill program requirements. Students who do not maintain the required 3.0 cumulative GPA are placed on academic probation during the semester immediately following the one in which their cumulative GPA dropped below 3.0. Failure to regain a 3.0 cumulative GPA within two successive semesters thereafter will result in dismissal from the program. Students may also be dismissed at any time that they are not making satisfactory progress toward completion of the degree.

The grade of “Incomplete” will be given only in the case of a serious, unanticipated, and documented emergency that prevents the student from finishing a small part of the course. If a majority of the course cannot be completed, the incomplete will not be given. The student must be passing the course in order to receive an incomplete. The work must be made up within the next semester or it will automatically convert to the grade received without credit for the incomplete work. “Incompletes” do not erase any grades already earned.

Recording of classes will not be allowed without permission from the professor or as part of disabilities requirements.

**Florida Atlantic University, School of Criminology and Criminal Justice  
CCJ 6142 RESTORATIVE JUSTICE RESEARCH, POLICY, AND  
PRACTICE**

**Dr. Mara Schiff, Spring 2012**

**Thursdays 6:00 pm to 9:50 pm, SO 170 (3 Credits)**

---

**CLASS SCHEDULE**

- January 12**      **Introductions, Course Requirements, Nature and Structure of the course, Using Blackboard to access materials.**  
Beginning to talk about Restorative Community Justice: key principles, key stakeholders, and theory to practice
- January 19**      ***WHAT IS RESTORATIVE JUSTICE AND HOW DO WE DEFINE IT?***  
Zehr, Whole Book  
Bazemore and Schiff, Chapter 1
- January 26**      ***ONLINE CLASS: KEY VALUES IN RESTORATIVE JUSTICE***  
  
**Sullivan and Tiftt, Section II (Chapters 8-12)**  
**Sawatsky, J.** "Restorative Values: Where Means and Ends Converge." Canadian Mennonite University.  
<http://www.sfu.ca/cfrj/fulltext/sawatsky.pdf>  
*See Blackboard site for discussion board and other assignments*
- February 2**      ***EXAMINING RESTORATIVE PRACTICES***  
**Sullivan and Tiftt, Chapters 1,2,4,6,**  
**Schiff, M., G. Bazemore and M. Brown.** 2011. "Neighborhood Accountability Boards: The Strength Of Weak Practices...Or...Perils And Prospects For A "Community Building" Restorative Model." *Washington University Journal of Law and Policy.* volume 36, Fall 2011.
- February 9**      ***ONLINE CLASS: MORE ABOUT RESTORATIVE PRACTICES***  
Bazemore and Schiff, Chapters 8, 9, 10  
*See Blackboard site for discussion board and other assignments on restorative practices.*
- February 16**      ***CONCEPTUAL ISSUES IN RESTORATIVE JUSTICE***  
Bazemore and Schiff, chapters 2, 3, 13  
Sullivan and Tiftt, chapters 7, 14,  
Zehr, H. and H. Mika. "Fundamental Concepts of Restorative Justice"  
[www.doc.state.mn.us/rj/documents/FundamentalConceptsofRJ.pdf](http://www.doc.state.mn.us/rj/documents/FundamentalConceptsofRJ.pdf)  
Bender, K. and M. Armour. 2007. "Spiritual Components of Restorative Justice." *Victims and Offenders*, 2:251-267.

**Florida Atlantic University, School of Criminology and Criminal Justice  
CCJ 6142 RESTORATIVE JUSTICE RESEARCH, POLICY, AND  
PRACTICE**

**Dr. Mara Schiff, Spring 2012**

**Thursdays 6:00 pm to 9:50 pm, SO 170 (3 Credits)**

---

- February 23**      ***STAKEHOLDERS IN THE RESTORATIVE JUSTICE  
PROCESS: THE VICTIM & THE OFFENDER***  
Bazemore and Schiff, ch. 4, 5,  
Sullivan and Tiff, 13, 14, 15, 16, 17  
Schiff, M. 2008. "Satisfying the Needs & Interests of Stakeholders"  
in *Handbook of Restorative Justice* (Eds. Gerry Johnstone and  
Daniel W. Van Ness). Willan Publishing: London, UK.
- March 1**      ***STAKEHOLDERS IN THE RESTORATIVE JUSTICE  
PROCESS: THE COMMUNITY***  
Bazemore and Schiff, ch 6  
Sullivan and Tiff, ch 31  
Fiona Verity and Sue King. **Responding to intercommunal conflict  
– what can restorative justice offer?** *Community Dev J* (2008)  
43(4): 470-482
- March 9**      **SPRING BREAK**
- March 15**      **ONLINE MIDTERM EXAM**  
(covers all reading and class material to date)
- March 22**      ***ONLINE CLASS:  
INTERNATIONAL RESTORATIVE JUSTICE***  
Sullivan and Tiff, All of Section V  
Bazemore and Schiff, ch 11,12,
- March 29**      **EXAMPLES OF RESTORATIVE PRACTICE AND  
PROGRAMS IN MICRO-COMMUNITIES**  
***Schools:***  
Sumner, M.D., Silverman, C.J. and Frampton, M.L. 2011. *School-  
based restorative justice as an alternative to zero-tolerance policies:  
Lessons from West Oakland*. Henderson School of Social Justice,  
University of California, Berkeley, School of Law.  
Bazemore, G. and Schiff, M. 2010. "No Time to Talk': A  
Cautiously Optimistic Tale of Restorative Justice and Related  
Approaches to School Discipline." *Contemporary Issues in  
Criminological Theory and Research: The Role of Social Institutions*  
(eds. Richard Rosenfeld, Kenna Quinet and Crystal Garcia) United  
States: Cengage. November 2010.



**Florida Atlantic University, School of Criminology and Criminal Justice  
CCJ 6142 RESTORATIVE JUSTICE RESEARCH, POLICY, AND  
PRACTICE**

**Dr. Mara Schiff, Spring 2012**

**Thursdays 6:00 pm to 9:50 pm, SO 170 (3 Credits)**

---

*Prisons and Reentry:*

Walker, L. T. Sakai & K. Brady. 2006. Restorative Circles--A Reentry Planning Process for Hawaii Inmates. **Federal Probation**. Vol.70,Iss.1;p.33 - 37

Maruna, S. 2006. Who owns resettlement? Towards restorative reintegration. **British Journal of Community Justice**. Vol.4,Iss.2;p.23-33

**April 5**

**PRESENTATIONS AND PAPER DUE**

**April 12**

***ONLINE CLASS:***

***EVALUATING RESTORATIVE JUSTICE***

Umbreit, M., R. B. Coates, and B. Vos. 2002. "The Impact of Restorative Justice Conferencing: *A Review of 63 Empirical Studies in 5 Countries*." Center for Restorative Justice & Peacemaking, University of Minnesota.

Robinson, G. and Joanna Shapland. 2008. "Reducing Recidivism: *A Task For Restorative Justice?*" *Brit. J. Criminol.* (2008) **48**, 337-358  
Research on RJ in Australia (Sherman) and New Zealand (Maxwell)  
(see links in Bb Documents)

**April 19**

***CRITICISMS OF & OBSTACLES TO RESTORATIVE JUSTICE***

Sullivan and Tiftt, ch 30, 32, 34-38

Summary, Wrap-Up & Completion

Bazemore and Schiff, ch 14 & 15

**April 26**

**FINAL ONLINE EXAM**



<i>Approved by:</i>	<i>Date:</i>
School Director: <u>William V. Mai</u>	<u>9/24/2012</u>
College Curriculum Chair: <u>E. H. ...</u>	<u>9/28/2012</u>
College Dean: <u>A. ...</u>	<u>9/27/12</u>
UGPC Chair: _____	_____
Graduate College Dean: _____	_____

**To:** Graduate Programs Committee University

**From:** Dr. Khi Thai, Director, School of Criminology and Criminal Justice  
Contact Person: Dr. Rachel Santos, Graduate Coordinator

**RE:** Forms and Syllabi for Course Name and Course Description Changes

**Date:** September 20, 2012

In Spring 2012, the School of Criminology and Criminal Justice revised its Masters of Science in Criminology and Criminal Justice (MSCCJ) program with full approval from all levels of the university. However, due to time constraints, syllabi were not prepared for seven of the courses for which changes were necessary to only their names and/or their course descriptions.

Thus, this packet contains the forms and the required syllabi for only those seven courses that still require their names and/or descriptions to be changed to match the rest of the program changes that have already been approved. Note that the course descriptions have been changed primarily to match the new course name and adhere to the required three line maximum for the university catalog. The substance of the courses has not been changed.

The following are a list of the courses with their original course numbers that have not been changed and their NEW names that are being proposed for change. A note in [brackets] highlights the necessary changes for a particular course.

1. CCJ 6056 Understanding Criminal Behavior [Name and Course Description Change]
2. CCJ 6902 Criminal Justice Research and Policy Foundations [Name and Course Description Change]
3. CJC 6021 Correction Research, Policy, and Practice [Name Change Only]
4. CJJ 6046 Juvenile Justice Research, Policy, and Practice [Name Change Only]
5. CCJ 6142 Restorative Justice Research, Policy, and Practice [Name and Course Description Change]
6. CCJ 6456 Leadership in Criminal Justice Agencies [Name and Course Description Change]
7. CCJ 6485 Applying Criminal Justice Theory, Research, and Policy [Name and Course Description Change]