



## COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/crim.html>

Ω Please note: the College electronically stores this outline for five (5) years only.  
 It is **strongly recommended** you keep a copy of this outline with your academic records.  
 You will need this outline for any future application/s for transfer credit/s to other colleges/universities.

### 1. Instructor Information

(a)	Instructor:	KELLI MOORHOUSE		
(b)	Office Hours:	MONDAY / WEDNESDAY 11 TO 12; ON CAMPUS EVERY DAY		
(c)	Location:	YOUNG 210B		
(d)	Phone:	370-3335	Alternative Phone:	
(e)	Email:	moorhouse@camosun.ca		
(f)	Website:			

### 2. Intended Learning Outcomes

*(No changes are to be made to these Intended Learning Outcomes as approved by the Education Council of Camosun College.)*

Upon completion of this course the student will be able to:

1. Explain the theoretical, historical, and philosophical underpinnings of various forms of alternative justice.
2. Evaluate the ability of traditional and alternative forms of justice to meet the varying needs of crime victims, offenders, and communities.
3. Demonstrate collaborative conflict resolution (negotiation).
4. Analyze one's own style of managing conflict.

### 3. Required Materials

- (a) Texts. Zehr, Howard. "The Little Book of Restorative Justice"
- (b) Other: on reserve or linked online

### 4. Course Content and Schedule

*(This section can include: class hours, lab hours, out of class requirements and/or dates for quizzes, exams, lectures, labs, seminars, practicums, etc.)*

What is retributive justice?

Needs of crime victims, offenders, communities

What is Restorative Justice?

History. An Overview

RJ as a Social Science

- Paradigm of Justice
- Postulates /Propositions/Theory / Concepts

Fully Restorative Processes

- Peace Circles
- Community Conferencing
- Family Group Conferencing

Mostly Restorative Processes

- Victim Offender Mediation
- Victim Support Circles
- Circles of Support

Conflict and its resolution

- Sources / dynamics,
- Win/lose vs. win/win

Collaborative Conflict Resolution

- Shifting our thinking
- 4 stage model
- Language of collaboration
- Application of interpersonal skills (CRIM 204)
- Lots of practice

**5. Basis of Student Assessment (Weighting)**

*(This section should be directly linked to the Intended Learning Outcomes.)*

**Research Paper: RJ AROUND THE WORLD**

My purpose in giving you this assignment is to provide you with an opportunity to appreciate the depth and breadth of Restorative Justice practices around the world.

Use the following link as a place to start. It will help you make sense of the 'regions' I refer to below.

<http://www.restorativejustice.org/university-classroom/02world>

Choose a minimum of 3 different regions as set out below and from these 3 regions choose 1 country from each (a minimum of 3 countries to be examined for the paper). Do not use Canada.

Africa	Asia
Europe	Latin America
Middle East	Pacific
North America and the Caribbean	

You are writing a descriptive research paper. You will be gathering data that addresses the following:

1. What is the history of restorative justice in your country? How did it begin? Was the faith community involved? Was it a CJS (police and/or courts and/or corrections) initiative? Did it begin in indigenous / aboriginal communities?
2. What is this country doing currently that is restorative? What kinds of programs / processes are they engaging in? Are they mostly restorative or fully restorative? Any variations around the country?
3. How is the country promoting Restorative Justice? Do they have conferences or events? Are there post secondary credentials or training? Are there professional organizations? Any journals (academic or otherwise)? Are there books written about restorative justice?

Format: cover page using the CJ Writing Reference Manual format, 1" margins, 12 font Arial or Times New Roman, 1.5 line spacing; APA style; numbered pages; length will be a minimum of 10 pages excluding cover page and work cited page;

Work cited: You are free to use only online resources for this paper if you like. Use references local to your country, as opposed to using a Canadian site with a Canadian author writing about a Restorative Justice program in New Zealand. Obviously, one resource per country is not enough for an academic paper. As you know, it is the quality and quantity of your research that will differentiate an excellent descriptive paper from a mediocre one.

Due Date: February 11, 2010 at the start of class

Value: 30% of your final grade

**PRESENTATION (5%)**

February 11, 2010

You will be describing the depth and breadth of RJ in your 3 countries.

## **REFLECTION PAPER ON YOUR CONFLICT STYLE**

How do you handle conflict? Are an avoider? Do you prefer to compete? Are you likely to accommodate or compromise? How about collaborating? We tend to have a dominant style of managing conflict although it is not uncommon to utilize different styles in different situations or with different people in our lives.

What is your dominant style? Using the Thomas Kilmann Conflict Mode Instrument (found on reserve in the library) you will be analyzing your conflict style. It won't be only you analyzing your style as you will be asking your friends/ family to assess you as well. **I would recommend that you photocopy the complete booklet.**

**Instructions:** Make 3 photocopies of the Thomas Kilmann Conflict Mode Instrument questions (pages 2,3, 4) along with the instructions on page 1. You will be attaching these 3 completed inventories to your submission (Appendix A – your response; Appendix B - ...; Appendix C...;) Complete the inventory on your own and have 2 others complete the inventory (provide them with the instructions on page 1).

**Further Instructions:** Develop 5 to 8 quality questions that you can use in an interview with a family member (preferable a parent or your primary caregiver in childhood, if available). These questions need to be concrete and specific to gathering information about how they think you handle conflict. You will be recording this interview (video tape) so that you can provide a process recording of the interview. You can begin this interview with an open question or use an example of an actual conflict you were in that they were either in with you or were involved indirectly. The process recording (to be provided in Appendix D) will be in question / answer format.

**The write up:** typed, 1.5 line spacing, 1" margins, a title and your name in the header on the first page (cover page optional), 12 font Arial or Times New Roman, numbered pages.

### **Structure of the Reflection Paper:**

#### Introduction

Body (use headings that differentiate your coverage of the following points)

1. Summarize your TKI profile
  - To respond to this point, score your inventory using the scoring chart on page 6; use the cumulative scores for each of the 5 modes – the tally at the bottom of page 6 (e.g. competing).
  - Now, using the 5 boxes on page 7, place your scores for the 5 modes. You can now write up your summary addressing your positions along the “assertiveness” axis and the “cooperative” axis. You can recreate this chart in your paper if you like.
2. Summarize the major differences and similarities between your own and others’ perceptions of your assertiveness and cooperativeness
  - To respond to this point, follow the same steps you used to address the first point above
  - Clearly address both of the inventories completed by your friends/family, as well as the interview (Hint. You should have interview questions that probe along the lines of assertiveness and cooperativeness).
3. Critique the positive and negative features of your TKI profile.
  - To respond to this point, refer specifically to the “questions to ask” under each of the conflict modes (pp. 12 to 6).
4. Summarize where you learned your dominant style(s) of handling conflict
  - To respond to this point, refer specifically to the responses you received to the questions you asked in your interview (hint. Be sure to ask questions that help you answer this question without asking this question directly)

#### Conclusion

#### Appendices

Due: February 25<sup>th</sup> 2010 at the start of class

Value: 15% of your final grade

### **FINAL EXAM 50% of final grade**

The final examination is comprehensive in nature. Part of the final will cover the material addressed in the first half of the course, and the second part will be an opportunity for you to apply you knowledge of collaborative conflict resolution.

This will be an open book final exam. You will be bringing into the exam your textbook, class notes, and all of the required readings. You will not be permitted to use a computer during this exam.

The format is still to be determined, however at this time assume it will be essay / short answer for the first part, and the second part will be a series of application questions.

## 6. Grading System

*(No changes are to be made to this section unless the Approved Course Description has been forwarded through the Education Council of Camosun College for approval.)*

### Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

### Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at [camosun.ca](http://camosun.ca) for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. <i>(For these courses a final grade will be assigned to either the 3<sup>rd</sup> course attempt or at the point of course completion.)</i>
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

## 7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

### LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services, or the College web site at [camosun.ca](http://camosun.ca).

### STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy.

### ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED

#### CLASSROOM EXPECTATIONS. My basic expectations are:

1. that you WANT to be in class
2. that you realize that having side conversations that are irrelevant to your learning is both DISRUPTIVE and INCONSIDERATE
3. that you are PREPARED to talk about the material that you have read BEFORE coming to class
4. that you show COURTESY and RESPECT for each other's opinions
5. that you realize and know that checking your texting devices, using your computer to surf the net/correspond, and checking your cell phones for messages is simply RUDE

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#### INSTRUCTIONAL POLICIES

- **Written Assignment Requirements**

All assignments submitted for evaluation must be original and produced for the purposes of this course only. All assignments must be prepared by each student individually, unless I have given permission for a group submission.

- **Course Completion Requirements**

Students must complete all evaluative requirements (research/term paper, reflection paper on conflict style, final examination) to receive a passing grade for the course. Students failing to complete all the requirements will receive an F grade.

- **Plagiarism**

If you are concerned about your ability to properly credit and cite references, please come see me ASAP. I am here to help you!

Plagiarism is considered a serious academic offense. If plagiarism is documented by your instructor, the penalty will be an automatic "0" for that assignment. A general rule to follow is that 5 or more consecutive words taken from a document or other source should be placed in quotations and referenced appropriately; all other paraphrased information should be credited using a parenthetical citation.

- **Cheating/Academic Dishonesty/Student Conduct**

The Criminal Justice Department has a clearly articulated policy on cheating and student conduct, as does the College. Cheating may result in suspension and the potential loss of a career in the criminal justice field. Please refer to a current College Calendar and the Criminal Justice Orientation Manual.

- **Mark/Grade Challenges and Appeals**

A student who is seeking to question a mark and/or informally resolve a grade appeal with the course instructor must clearly articulate in writing the specific element of the test or assignment being questioned and provide written reasons/arguments supporting why the mark/grade should be changed. The College appeals process is outlined on pages 34 of the 2009/2010 Camosun College Calendar.

- **Student Responsibility**

It is each student's responsibility to familiarize her/himself with course/program and college policies. Students experiencing difficulties throughout the semester are encouraged to talk to the course instructor at the earliest opportunity.