



CAMOSUN COLLEGE
School of Arts & Science
Department of Criminal Justice

CRIM-215-001
Alt. Justice & Conflict Resolution
Winter 2021

COURSE OUTLINE

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

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

(a) Instructor	KELLI MOORHOUSE
(b) Office hours	Monday and Wednesday 4 to 5 pm; Thursday 12:30 to 1:30
(c) Location	"Office Hours" Tab on Nav Bar in D2L
(d) Phone	Alternative: _____
(e) E-mail	moorhouse@camosun.bc.ca
(f) Website	_____

2. Intended Learning Outcomes

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

Each class has required preparation materials to be completed. Many are online links to readings or videos, or .pdf documents.

There is a Restorative Justice textbook you will need to purchase from the bookstore after the reading week break.

Hass-Wisecup, A.Y. & Saxon, C.E. (2018). *Restorative Justice. Integrating Theory, Research and Practice*. Durham, NC: Carolina Academic Press.

4. Course Content and Schedule

WEEKLY TOPICS

Jan. 14	Introduce the course and expectations (fully synchronous)
Jan. 21	World Views – Perspectives and Assumptions (fully synchronous)
Jan. 28	Collaborative Conflict Resolution
Feb 4	Collaborative Conflict Resolution
Feb. 11	Collaborative Conflict Resolution
Feb. 18	Reading Week
Feb. 25	Collaborative Conflict Resolution
Mar 4	Exam
Mar 11	What is Restorative Justice?
Mar. 18	Historical and Theoretical Framework of Restorative Justice
Mar. 25	The Pillars of Restorative Justice
Apr. 1	Victim –Offender Mediation
Apr 8	Family Group Conferencing
Apr. 15	Peacemaking Circles
Exam Week	Final Exam – Take Home

WEEKLY PREPARATION BEFORE COMING TO CLASS

Week #	Complete Before:	PREPARE BEFORE COMING TO CLASS
1	Jan 14	Review the D2L Course, and specifically Module 0
2	Jan 21	<p>Read: Fisher, R., Ury, W., & Patton, B (2011). <i>Getting to Yes. Negotiating Agreement Without Giving In.</i> NY, NY: Penguin Books. http://www.fd.unl.pt/docentes_docs/ma/AGON_MA_25849.pdf</p> <p>Read through the first 4 chapters before class as this will provide you with the appropriate detail and context for our coverage of principled (win/win; interest based) negotiation. I encourage you to take notes. This is the foundational reading for your mid term exam.</p> <p>Read: Positional and Principled (interest based) Negotiation. Location: D2L->Content->Module->Readings</p> <p>This reading is intended to reinforce your understanding of the model introduced in the first 4 chapters in the first reading. Please read the chapters first because this reading, on its own, does not have the context and explanations provided in the first 4 chapters from the first reading.</p>
3	Jan 28	<p>Read: Watershed Associates. Website. Negotiator’s Learning Centre https://www.watershedassociates.com/learning-center</p> <p>See Box titled “fundamentals” – Scroll down to link: Interests versus positions. There are a lot of good examples of the differences between positions and interests.</p> <p>Read: Negotiation Experts. Negotiation Interests and Positions. Website. https://www.negotiations.com/articles/negotiation-interests/</p>

4	Feb 4	<p>Review: Chapter 2, 3 and 4 in Getting to Yes Carefully review your notes on Chapters 3 and 4. Re-read the material if you are still unclear. Fisher, R., Ury, W., & Patton, B (2011). <i>Getting to Yes. Negotiating Agreement Without Giving In</i>. NY, NY: Penguin Books. http://www.fd.unl.pt/docentes_docs/ma/AGON_MA_25849.pdf</p> <p>Activity: Discussion Board (bring your written responses to class) I have put you into a group with approximately 4 other students. It is important that you complete this preparation before coming to class so you can work with your group mates and they can work with you. This is practice! In the “DISCUSSION TAB” on the D2L, you will SEE a scenario involving two people. <u>Do not</u> submit anything to the Discussion Board. You do need to bring your responses to class to share in the breakout room with your mates.</p> <p>Read: Chapter 5 in Getting to Yes Read: Examine the Collaborative Conflict Resolution Model (CCR Model). Location: D2L->Content->Module->Readings Note the stages – you will see some parallels with what you learned in CRIM 204</p>
5	Feb. 11	No new readings
6	Feb. 18	READING BREAK
7	Feb. 25	<ol style="list-style-type: none"> Read: Examine and download the “Preparation to Negotiate” Sheet (D2L –>Content –> CCR Material) Review: Review the CCR Model <p>3. Activity: Analysis of your Style of Managing Conflict</p>
8	Mar. 4	MID TERM EXAM ON COLLABORATIVE CONFLICT RESOLUTION
9	Mar. 11	<ol style="list-style-type: none"> Read: Chapter 1, What is Restorative Justice? In Hass-Wisecup, A.Y. & Saxon, S. Restorative Justice. Integrating Theory, Research, and Practice. <p>Note that starting on page 8, the authors address therapeutic jurisprudence.</p>
10	Mar. 18	<ol style="list-style-type: none"> Read: Read Chapter Two, Historical and Theoretical Framework of Restorative Justice (pp. 17 to 29). Consider the first 2 questions found in bullets on p. 17 as you read through this material.

		<p>2. Watch: Three part interview with Howard Zehr.</p> <p>Part 1: https://www.youtube.com/watch?time_continue=450&v=Spluc1ldNiU&feature=emb_logo Part 2: https://www.youtube.com/watch?time_continue=53&v=2kdJWhGsgu4&feature=emb_logo Part 3: https://www.youtube.com/watch?v=Q0KNVYGdrZ0</p> <p>In these interviews Zehr does speak to the history of restorative justice processes in North America. Note how he explains the concept of restorative justice. He also provides a lovely description of the talking stick and he highlights the work of Judge Barry Stuart in the Yukon. As you listen to these interviews consider the first two questions (Chapter 2, p. 17).</p> <p>3. Read: John Braithwaite’s seminal work on reintegrative shaming is well articulated in the chapter reading. He addresses his ideas and provides interesting examples in this article on Reintegrative Shaming.</p> <p>http://johnbraithwaite.com/wp-content/uploads/2016/05/2000_Reintegrative-Shaming.pdf</p> <p>Additional Short Video Clips (optional): Howard Zehr at Canadian School of Peacebuilding https://www.youtube.com/watch?v=tnJxLVgcdV8</p> <p>What’s the difference between guilt and shame (Howard Zehr) https://www.youtube.com/watch?v=zuk65H-Qob0</p> <p>Spiritual Roots of Restorative Justice” https://www.youtube.com/watch?v=pLTlgDalDvk</p> <p><u>Who is Howard Zehr?</u></p>
11	Mar. 25	<p>1. Read: Chapter 3, The Pillars of Restorative Justice. Consider the four questions found in bullets on p. 51 as you read through this material.</p> <p>2. Watch: Restorative Justice in 7 Countries (2016) 7 minutes https://www.youtube.com/watch?v=WqevjbG3B3U</p> <p>3. Read: “In Pursuit of a Paradigm: A Theory of Restorative Justice” by Paul McCold and Ted Wachtel (2003). http://www.iirp.edu/pdf/paradigm.pdf</p> <p>As you read through this short EFORUM, take notes on the three conceptual structures: the Social Discipline Window, Stakeholder roles, and the Restorative Practices Typology. We will look more closely at this</p>

		<p>in class.</p> <p>4. Watch: Q and A with Howard Zehr: Offenders as Victims 2013 (3 minutes) https://www.youtube.com/watch?v=U-p_j1mubys</p> <p>As you hear what Howard Zehr has to offer, do you think offenders and victims have similar needs?</p>
12	Apr. 1	<p>1. Read: Chapter 4, Victim-Offender Mediation. Consider the four questions posted on p. 81 as you read through this material.</p> <p>The first Victim Offender Reconciliation Program in the world was introduced in Elmira (near Kitchener), Ontario in 1974. Mark Yantzi was the probation officer involved at this time.</p> <p>2. Watch: Mark Yantzi recalls the events of 1974. https://www.iirp.edu/news/mark-yantzi-talks-about-first-case-where-offenders-met-victims (8 minutes)</p> <p>3. Listen: This is a recent CBC interview with one of the two teens involved in the Elmira VORP (Victim Offender Mediation Program) https://www.cbc.ca/player/play/2678186124 (8 minutes)</p> <p>The “Elmira Case” is a new documentary (2017). If you are interested it is available at SFU. Here is a link to the trailer (not required for our course) https://cjiwr.com/the-elmira-case/</p> <p><u>Who is Mark Yantzi?</u></p>
13	Apr. 8	<p>1. Read: Chapter 5, Family Group Conferencing. Consider the four questions posed on p. 103 as you read through this material.</p> <p>2. Read: From Wagga Wagga to Minnesota. https://www.iirp.edu/news/from-wagga-wagga-to-minnesota</p> <p>Family Group Conferencing gets its start in Wagga Wagga with the initiative of Terry O’Connell.</p> <p><u>Who is Terry O’Connell?</u></p>
14	Apr. 15	<p>1. Read: Chapter 7, Peacemaking Circles. Consider the four questions on p. 143 as you read through this material.</p> <p>2. Read: Goldbach, T.S. (2011). “Sentencing Circles, Clashing Worldviews, and the Case of Christopher Pauchay.” <i>Illumine: Journal of the Centre for Studies</i></p>

		<p><i>in Religion and Society Graduate Students Association, 10(1), 53-76.</i></p> <p>https://journals.uvic.ca/index.php/illumine/issue/view/571</p> <p>Read the case of Christopher Pauchay and try to make sense of the comparison chart on page 65 in relation to the text.</p> <p><u>Who is Kay Pranis?</u></p> <p><u>Who is Barry Stuart?</u></p> <p><u>Who is Dominic Barter?</u></p>
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5. Basis of Student Assessment (Weighting)

(a) Assignments

Journaling: Post-Class Reflection (33%)

In this course you will be journaling each week. There are eleven (11) journal entries in total.

Content: All journal entries are tied to the readings, videos, lectures, discussions, etc. Weekly Responses **must** include and discuss the following – at minimum:

- Three (3) key points or insights (e.g. I learned... OR I now realize...) AND
- Two (2) questions or wonderings (i.e. I wonder...), **AND**
- One (1) personal reflection or application (e.g. This topic reminds me of a time when...OR I will apply this principle / technique / idea by...).

Format: Keep in mind that your weekly entries **MUST** be a minimum of 1 full page (APA formatted) for grading purposes.

TNR 12, double space, 1-inch margins, your name at the top with the title “Journal Entry #:”

Use APA citations for your referencing to readings; for any videos you can simply refer to the title and speaker.

Use topic sentences and paragraph format; use a separate paragraph for each of the 3 items. Your Journal Entry is 3 paragraphs.

Grading: See D2L “Rubrics”

WEEK # AND DATE	ENTRY #	GENERAL TOPIC	DUE DATE (by 11:59 pm) to ASSIGNMENTS FOLDER
Week One Jan 14		Intro to Course and expectations	
Week Two Jan 21	Journal Entry 1	World Views	Jan. 27
Week Three Jan 28	Journal Entry 2	CCR	Feb. 3
Week Four Feb 4	Journal Entry 3	CCR	Feb. 10

Week Five Feb 11	Journal Entry 4	CCR	Feb. 17
Week Six		Reading Week	
Week Seven Feb 25	Journal Entry 5	CCR	Mar 3
Week Eight		Mid Term	
Week Nine Mar 11	Journal Entry 6	What is RJ?	Mar 17
Week Ten Mar 18	Journal Entry 7	Historical/Theoretical Framework of RJ	Mar 24
Week Eleven Mar 25	Journal Entry 8	Pillars of RJ	Mar 31
Week Twelve Apr 1	Journal Entry 9	VOM	Apr 7
Week Thirteen Apr 8	Journal Entry 10	FGC	Apr 14
Week Fourteen Apr 15	Journal Entry 11	Peacemaking Circles	Apr. 21

Analysis of Your Style of Managing Conflict (5%)

To meet one of the learning outcomes, you will have a **Preparation** activity (Week 7, Feb. 25) that focuses on identifying, describing, and critiquing your dominant styles of managing conflict.

Note that there is a submission of this activity to the Assignments folder by 9 am, Feb. 25.

(b) Quizzes

(c) Exams

Mid Term EXAM: APPLICATION OF COLLABORATIVE CONFLICT RESOLUTION (20%)

You will have a mid-term application exam (**March 10th**) after we complete the unit on collaborative conflict resolution. You can write this “in class” (a 3-hour exam), as a take home exam, or you can engage in a video-taped 4 stage session of CCR with a classmate.

Detailed instructions for all 3 formats will be covered in class.

Final EXAM: ALTERNATIVE JUSTICE (30%)

The final exam (take home) is intended to be comprehensive and will address all course materials.

(d) Other (e.g. Project, Attendance, Group Work)

Class attendance and Participation (12%)

These are “soft” marks. You must be in class to earn attendance marks– assume every Thursday you are in class from 9:30 am to 12:20 pm.

Each class (see Course Format) starts with a video then small (or large) group discussion.

From weeks two through seven, you are participating and working in small groups; here you will have the opportunity to apply your understanding of CCR (and practice it).

6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

7. Recommended Materials to Assist Students to Succeed Throughout the Course

8. College Supports, Services and Policies



Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence, Student Ancillary Fees, Academic Integrity, Grade Review & Appeals, Student Misconduct and Academic Accommodations for Students with Disabilities and Student Penalties and Fines.

A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

1. 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		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. 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 at <http://camosun.ca/about/policies/index.html> 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 are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
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.