

# PACS 4000 Syllabus and Policies

## Special Topics Course on Restorative Justice Practices

### Course Greetings & Description

PACS 4000 welcomes students into the *paradigm, history* and *practice* of restorative justice. This introductory course will explore restorative justice as a set of *social teachings* which provide a compass for living relationally with others and our world while growing this knowledge within ourselves through experiential learning, reflection, and real-world applications. We will learn more about the *historical movement* in which the field of RJ has emerged - a movement that has been a way of living and relating to the world for many Native American and Indigenous peoples. Further, the course will cover introductory restorative justice *practices and processes*, and students will learn the fundamentals of circle-keeping and planning restorative practices. Lastly, we will explore concepts that could help build a more restorative future and think creatively about bringing the restorative paradigm into a wide-array of spaces and places.

PACS 4000 relies heavily on storytelling and personal reflection as a source of learning, both from ourselves and from fellow students. Through the act of storytelling and the act of deep listening, we hope to further embody the values and power of restorative practices in our own lives. Through this kind of pedagogy, students will have a stronger awareness of their own positionality and how to be culturally sensitive and adaptive.

Each week, there will be a class discussion board with questions related to each week's content and topics. These discussions are meant to foster a stronger sense of community learning while also being a space for you to engage with the content and connect it to your personal experiences.

### Instructor

Rachel L. Fike (she/her pronouns)

I am a Lecturer for the Peace, Conflict, and Security Program (PACS) for the University of Colorado Boulder. You can read more about me [here](#).

### Office Location

Online through Zoom for 2025 Spring Semester.

### Schedule A Meeting

I do not have a set time for weekly office hours, but I am always happy to set up a Zoom meeting or in-person meeting with you on campus. Please email me with some times that work for you and I will do my best to accommodate those times.

To schedule a Zoom meeting, please email me at [rachel.fike@colorado.edu](mailto:rachel.fike@colorado.edu)

To schedule an in-person meeting at a mutually-agreed upon location on campus, please email me to set something up.

## Contact Information

You can reach me at [rachel.fike@colorado.edu](mailto:rachel.fike@colorado.edu) or by my cell at (303) 506-7111. Students are welcome to call or text me for course-related matters.

## Prerequisites

N/A

## Format

This course is designed as a semester-long virtual experience delivered online through Canvas. It is run in coordination between the Peace, Conflict and Security Program (PACS) and CU's Continuing Education Program. There are 13 modules that students will complete; modules can include readings, podcasts, websites, videos, and lectures to review. Additionally, you will have three quizzes that cover the materials from units 1-3 over the semester, discussion board posts for each week, six small writing assignments meant to connect your own experiences to the content, and a final video presentation. Work is assigned Monday through Friday with some due dates extended into the weekend for holidays.

Students must keep up with the reading and assignment load. You will have reading and/or assignments due weekly for the duration of this course. **I cannot make exceptions for travel or vacations.** Please plan to complete your work accordingly and if you are traveling, that you have reliable internet access and a quiet place to complete your work. **\*Please Note: This course requires you to have a functional computer that records both sound and video, as well as a reliable internet connection to access course materials and upload video assignments.**

\*\*This course is part of the [Peace, Conflict, and Security Certificate Program](#) offered through CU Boulder. If you are interested in the certificate, please check out the website and schedule an appointment to meet with Dr. Michael English. Students do not need to complete the certificate to take this course. If you are interested in conflict at the international level, PACS 3850: International Conflict Resolution and Peacebuilding is offered in the spring semester in person and regularly online through Continuing Education.

## Learning Goals

After completing this course, students will be able to:

- Provide an in-depth, educational summary of restorative justice practices.
- Communicate how their restorative justice understandings and skills help define who they are as a leader and contributor to their communities.
- Plan a circle dialogue and build relationship(s) with restorative practices.
- Utilize restorative justice practices to help problem-solve and respond to harm.

## Textbook

There is not a required textbook for this course.

- All readings and materials for this course are available through Canvas

## Assignments

### Overview of Assignments (1000 possible points)

- **Discussion Board Posts – 15% of your final grade**
  - 150 total points
  - 12 posts, 12.5 points each
  - Due during modules 1-12 on Fridays by 8pm (able to skip 1 week, or drop a low grade)
- **Discussion Board Peer Responses – 10% of your final grade**
  - 100 total points
  - 20 total responsive posts, 5 points each
  - Due each week on Sundays by 8pm
- **Reading and Lecture Quizzes – 15% of your final grade**
  - 150 total points
  - 3 quizzes completed through Canvas, 50 points each
  - Due Mondays of 2/10, 3/3, 3/31 by midnight
- **CURJ Summary and Intention paper - 2.5% of your final grade**
  - 25 total points
  - 1-2 pages
  - Due by Sunday, February 2nd by 10 PM MST
- **5 R's of Restorative Justice Paper - 10% of your final grade**
  - 100 total points
  - 3-4 pages
  - Due Sunday, February 9th by 10 PM MST
- **Personal origins and threads of restorative justice reflection paper - 10% of your final grade**
  - 100 total points
  - 3-4 pages
  - Due Sunday, March 2nd by 10pm MST
- **Restorative Process Participation Analysis - 7.5% of your final grade**
  - 75 total points
  - 2-3 pages
  - CURJ Participation + paper (preferred route)
  - OR, watch 3 of the videos provided + paper
  - Due within one week of participating in CURJ circle; All papers due by Sunday, April 13th by 10 PM MST
- **Community-building circle script + logic and choices explanation - 5% of your final grade**
  - 50 total points
  - 2-4 pages
  - Due Sunday, March 23rd by 10 PM MST

- **Current resume with restorative leadership summary - 5% of your final grade**
  - 50 total points
  - Resume should be 1 page maximum
  - Paragraph restorative leadership summary
  - Due Sunday, April 27th at 10 PM MST
- **Final Video Project: restorative process design (~ 10 minute video) - 20% of your final grade**
  - 200 total points
  - Video format
  - Slide deck with visuals and written text (10-20 slides)
  - Recorded video presentation (15 minute maximum)
  - Due Sunday, May 4th by 10 PM MST

A full discussion of the course assignments can be found on the homepage, on the right-hand sign under “Assignments”.

## Schedule

There are three units in the course that are comprised of 14 modules, one for each week of the course.

- 1. Unit One: The Restorative Paradigm and RJP as a set of social Teachings**
    - Module 1 (1/21): Introduction to the Restorative Paradigm & Course Overview
    - Module 2 (1/28): Comparing and Contrasting “Vertical” & “Horizontal” Justice; CURJ community rep training with guest-speaker **Jamie Pratt**
    - Module 3 (2/4): Values-centered Justice & Self-Reflection
  - 2. Unit Two: The Restorative Justice Movement**
    - Module 4 (2/11): Native American and Indigenous Justice Practices
    - Module 5 (2/18): Truth & Reconciliation Commissions
    - Module 6 (2/25): New Zealand Juvenile Justice & ADR Criminal Justice Reforms
  - 3. Unit Three: Restorative Circle Processes & Practices**
    - Module 7 (3/4): Circle Planning & Preconferences
    - Module 8 (3/11): Ethics & Best Practices of Restorative Circles
    - Module 9 (3/18): Circles of Support & Accountability / High-Impact Dialogue Frameworks
- <<<SPRING BREAK>>>**
- 4. Unit Four: Building a Restorative Future**
    - Module 10: (4/1): Colorado's RJ Movement and Restorative Legislation (Guest Speaker **Liz Portell-Merrill**)
    - Module 11 (4/8): Restorative Climate Action
    - Module 12 (4/15): Restorative & The Arts
    - Module 13 (4/22): Professionalism and restorative justice as a leadership skill
    - Module 14 (4/29): Course Wrap Up

A full version of the course schedule can be found on Canvas under the “Schedule” tab on the right-hand side of the homepage. Please make sure to complete each reading, lecture, video, podcast, website review and/or assignment listed under the module for the week. The course is built around the modules, and they are the most accurate in terms of what should be accomplished.

## Grade Scale

### Grading

Your final grade for this course is determined by the number of points acquired through exams and assignments. There are 1000 total points possible. The grading scale is as follows:

1000-940=A	869-830=B	699-650=D
939-900=A-	829-800=B-	649-below=F
899-870=B+	799-700=C	

### Attendance

You will have reading, lectures, podcasts, and/or assignments due almost weekly for the duration of this course, which means you must log-in and complete work on Canvas weekly. **I cannot make exceptions for travel or vacations.** Please plan to complete your work accordingly and if you are traveling, that you have reliable internet access and a quiet place to complete your work. **If you do not participate in the course within the first week, you may be dropped from the course.**

### Late Work

Please complete the required assignments and readings by the due dates listed on Canvas. All work must be submitted electronically through Canvas as a watchable video, Word document, or discussion post unless otherwise noted. All due dates and exam dates are available to you in advance for planning purposes. Students should contact me prior to the due date if they have a concern regarding an assignment and are seeking an extension. Exceptions for extended due dates and make-up exams are considered on a case by case basis, which requires a discussion with me. **If you are in doubt, please email me and ask for an extension.** I would rather talk through things with you than not hear from you. Generally speaking, I am a reasonable person and am willing to work with students when life situations arise.

Accommodations for students with disabilities must be handled by the office of Disability Services, which determines accommodations based on documented disabilities. Please contact Disability Services at 303-492-8671 or by e-mail at [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu). More information on accommodations is listed below under the Accommodations Statement section. When your accommodations are approved, please schedule an appointment with me to present your letter(s) and to discuss how we can make sure your needs are met.

### Technologies

We will use the Canvas platform as part of our course. Canvas works best in Firefox and Chrome. If you use another type of browser, please be warned that some things may not function properly. It is your responsibility to familiarize yourself with the platform since you will need to do everything for this course on it, including submission of all your assignments. If you need help with technology, please contact the [Office of Information Technology](#). Given the structure of this course, you will need to address any technical issues ASAP. Please do not wait for a response from me before trying to resolve whatever issue arises.

## **Use of Artificial Intelligence (AI)**

Many assignments in this course require you to apply what you know about restorative justice to a problem or community dilemma that is important to you. For these kinds of assignments and discussion posts, you are welcome to access ChatGPT to help generate ideas, brainstorm, and educate yourself on the topic you are seeking. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. It is also possible that overly utilizing ChatGPT may also stifle your own independent thinking and creativity. Lastly, the concepts of this course encourage us all to think with a lens of interconnectedness, and with that I will mention that the use of AI comes with tremendous [energy demands on the grid](#).

You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor). During any kind of self-reflective assignment, please incorporate a reflection on accessing AI, if you did so, and speak to how AI shaped your work and learning.

Any plagiarism or other form of cheating will be sent through an honor code investigation with [Student Conduct and Conflict Resolution](#).

## **Netiquette (borrowed from Dr. Michael English)**

All students should be aware that their behavior and comments impact other people, especially online. As a class, we will strive to develop a positive and supportive environment courteous to fellow students and your instructor.

Due to the nature of the online environment, there are some things we all must keep in mind:

1. Always think twice before you hit submit. Your words matter! Humans rely on non verbals when they communicate and in an online environment, the lack of nonverbals associated with your message means it can be misinterpreted. Sarcasm and humor can easily be read as attacks or ignorance. So please think twice before you hit submit when you post a comment.
2. Keep it relevant to the day's discussion. There are places to chat and post for fun everyday stuff. Do not stray from the discussion in the assigned questions.
3. Never use all caps. This is the equivalent of yelling in the online world. It is not fun to read. Only use capital letters when appropriate.

4. Make sure that you are using appropriate grammar and structure. In other words, I don't want to see anyone writing "R U" instead of "are you". There are people in the class that may not understand this type of abbreviation, not to mention it does nothing to help expand your writing and vocabulary skills. Emoticons are fine as long as they are appropriate. A smile ☺ is welcome, anything offensive is not.
5. Treat people the same as you would face-to-face. In other words, it is easy to hide behind the computer. In some cases, it empowers people to treat others in ways they would not in person. Remember there is a person behind the name on your screen. Treat all with dignity and respect and you can expect that in return.
6. Respect the time of others. This class is going to require you to discuss and/or work in groups. Learn to respect the time of others in your group and your experience will be much better. Always remember that you are not the only person with a busy schedule, be flexible. Do not procrastinate! You may be one that works best with the pressures of the deadline looming on you, but others may not be that way. The same is true for the reverse. The key to a successful group is organization, communication and a willingness to do what it takes to get it done.

For more on Netiquette please see: <http://www.albion.com/netiquette/corerules.html>

## Email

I typically respond to emails within 24 hours during the work week (Monday through Friday). If you do not get a reply within 36 hours, please send me a follow-up email. The answer to most general questions can be found within the syllabus, so please double check it before sending your email.

When emailing me, please include your full name and a detailed explanation of the issue. You do not need to email me if you are going to miss class unless it is the result of a medical or family emergency.

## Office Hours

I do not have a set time for weekly office hours, but I am always happy to set up a Zoom meeting or in-person meeting with you on campus. Please email me with some times that work for you and I will do my best to accommodate those times.

## Letter of Recommendation

At some point, you may need a letter of recommendation or professional reference. I know how difficult it can be to get these from faculty. I am always happy to support students in this way, but I do have some criteria that you must meet. Things to keep in mind:

- Maintain a B average in my classes.
- You should be able to describe the job, internship, or program you are applying for and your interest in it.
- Provide me with a current copy of your resume (or we can build one if you need it).
- Ask politely.

If this is something you require, please send me an email to get the conversation started.

## **University Mandated Policies**

### **Classroom Behavior**

Students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote, or online. Failure to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, marital status, political affiliation, or political philosophy.

For more information, see the [classroom behavior policy](#), the [Student Code of Conduct](#), and the [Office of Institutional Equity and Compliance](#).

### **Accommodation for Disabilities, Temporary Medical Conditions, and Medical Isolation**

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or [DSinfo@colorado.edu](mailto:DSinfo@colorado.edu) for further assistance. If you have a temporary medical condition, see [Temporary Medical Conditions](#) on the Disability Services website.

If you have a temporary illness, injury or required medical isolation for which you require adjustment, please email me to request an extension for any assignment(s) that this impacts and when you anticipate being able to turn in the assignment.

### **Preferred Student Names and Pronouns**

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

### **Honor Code**

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the [Honor Code](#). Violations of the Honor Code may include but are not limited to: plagiarism (including use of paper writing services or technology [such as essay bots]), cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. Understanding the course's syllabus is a vital part in adhering to the Honor Code.

All incidents of academic misconduct will be reported to Student Conduct & Conflict Resolution: [StudentConduct@colorado.edu](mailto:StudentConduct@colorado.edu). Students found responsible for violating the [Honor Code](#) will be assigned resolution outcomes from the Student Conduct & Conflict Resolution as well as be subject to academic sanctions from the faculty member. Visit [Honor Code](#) for more information on the academic integrity policy.

### **Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation**

CU Boulder is committed to fostering an inclusive and welcoming learning, working, and living environment. University policy prohibits [protected-class](#) discrimination and harassment, sexual misconduct (harassment, exploitation, and assault), intimate partner abuse (dating or domestic violence), stalking, and related



retaliation by or against members of our community on- and off-campus. The Office of Institutional Equity and Compliance (OIEC) addresses these concerns, and individuals who have been subjected to misconduct can contact OIEC at 303-492-2127 or email [CUreport@colorado.edu](mailto:CUreport@colorado.edu). Information about university policies, [reporting options](#), and [support resources](#) including confidential services can be found on the [OIEC website](#).

Please know that faculty and graduate instructors must inform OIEC when they are made aware of incidents related to these policies regardless of when or where something occurred. This is to ensure that individuals impacted receive outreach from OIEC about resolution options and support resources. To learn more about reporting and support for a variety of concerns, visit the [Don't Ignore It page](#).

## Religious Accommodations

Campus policy requires faculty to provide reasonable accommodations for students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Please communicate the need for a religious accommodation in a timely manner. In this class, you should have the ability to adjust your classwork accordingly due to the online format of the course, but please do let me know if that is not the case and we can work something out to meet your needs.

See the [campus policy regarding religious observances](#) for full details.

## Mental Health and Wellness

The University of Colorado Boulder is committed to the well-being of all students. If you are struggling with personal stressors, mental health or substance use concerns that are impacting academic or daily life, please contact [Counseling and Psychiatric Services \(CAPS\)](#) located in C4C or call (303) 492-2277, 24/7.

Free and unlimited telehealth is also available through [Academic Live Care](#). The [Academic Live Care](#) site also provides information about additional wellness services on campus that are available to students.

# Course Calendar, Reading, and Content Schedule

## Unit One: The Social Teachings of Restorative Justice

### Unit One Introduction

The first two units of this course function to create a foundation for our understanding of restorative practices. The base principles of this work are about creating community, building relationships, creating human-centered and life-centered cultural norms. Restorative practices are first about building good relationship(s) or mending poor relationships. What helps us achieve this is learning from the multitude of social teachings the restorative paradigm has to offer. Thinking about restorative justice as a set of social teachings will give us an ability to find commonalities and differences between the various origins of restorative justice in Unit Two.

### Unit One Learning Outcomes

Students will be able to:

- Compare and contrast the retributive and restorative justice models.
- Summarize key elements of the restorative paradigm and its philosophy.

- Reflect on their own lives and actions through a restorative lens.
- Articulate the ways in which restorative practices utilize values to prepare people for deep and meaningful dialogue.
- Participate in a locally-held restorative justice circle and share their perspectives as a community representative.

### Unit One Assignments

- Weekly Class Discussion Questions
  - Respond to ~2 other classmates each week
- Unit One Quiz
- CURJ Summary and Intention paper (1-2 page)
- 5-R's of Restorative Justice & sujatha baliga reflection paper (2-3 pages)

### Module 1 (1/21): Introduction to the Restorative Paradigm & Course Overview

#### Reading(s)

- ☐ [Boyce-Watson, Carolyn. 2018. "Looking at the Past of Restorative Justice: Normative Reflections on its Future" Pp. 7-20 in \*The Routledge Handbook of Restorative Justice\*, edited by Theo Gavrielides. Routledge.](#)

#### Video(s)

- ☐ Course Lecture
- ☐ [Why We Need Restorative Justice](#), BRAVE NEW FILMS

#### Optional Reading

- ☐ [Johnstone, Gerry. "The Teachings of Restorative Justice." Pp. 47-65 in \*Reconstructing Restorative Justice Philosophy\*. Edited by Gavrielides, Theo, and Vasso Artinopoulou. Routledge, 8 Apr. 2016.](#)

#### Assignment(s)

- ☐ Weekly Discussion Post + 2 peer responses
  - ☐ Discussion Post due Friday, January 24th by 8 pm
  - ☐ Responses due Sunday, January 26th by 8pm

### Module 2 (1/28): Comparing and Contrasting "Vertical" and "Horizontal" Justice; CURJ community rep training with guest-speaker Jamie Pratt

#### Reading(s)

- ☐ [Yazzie, Robert. "Life Comes from It: Navajo Justice Concepts." \*New Mexico Law Review\*, vol. 24, no. 2, 1994, p. Spring 1994.](#)

#### Video(s)

- ☐ Course Lecture / CURJ Community Rep Training
- ☐ [Indigenous Peacemaking](#)

**Assignment(s)**

- ☐ Weekly discussion post + 2 peer responses
  - ☐ Discussion Post due Friday, January 31st by 8pm
  - ☐ Responses due by Sunday, February 2nd by 8pm
- ☐ CURJ summary and intention paper (1-2 pages)
  - ☐ Due by Sunday, February 2nd by 10pm

Module 3 (2/4): Values-Centered Justice & Self-reflection

**Reading(s)**

- ☐ [Pranis, Kay. "The Restorative Impulse." \*Tikkun, Project Muse\*, vol. 27, no. 1, 2012, pp. 33-34.](#)
- ☐ [Title, Beverly. "5 R's of Restorative Practice." 2007.](#)
- ☐ [Zehr, Howard. "10 Ways to Live Restoratively." 2009.](#)

**Video(s)**

- ☐ Course Lecture
- ☐ [An Example of Restorative Justice with sujatha baliga](#)

**Assignment(s)**

- ☐ Weekly discussion post + 2 peer responses
  - ☐ Discussion Post due by Friday, February 7th at 8 pm
  - ☐ Responses due by Sunday, February 9th at 8 pm
- ☐ 5 R's of Restorative Justice + sujatha baliga video analysis paper (3-4 pages)
  - ☐ Due Sunday, February 9th at 10 pm
- ☐ Module 1 quiz
  - ☐ Due Monday, February 10th at midnight

**Optional Resources**

- ☐ [Boyes-Watson, Carolyn. Pranis, Kay. "7 Assumptions." \*Circle Forward\*.](#)

## Unit Two: Restorative Justice as a Historical Movement

### Unit Two Introduction

Unit Two explores a few of the historical origins of the restorative justice movement. As an instructor, I will admit that this is always my most favorite and most challenging unit to design because the origins of the restorative movement are complex and vast. This course will only be able to account for a handful of the cultural disciplines that have been significant in composing the RJP movement, however, I encourage students to bear in mind that this is only a sample. I have done my best to provide more resources on the cultural underpinnings of RJ, and I encourage students to think expansively about this topic.

That said, in Module 4, we will review the critical role Indigenous and Native American peacemaking practices have played in the restorative justice movement and how circle dialogue is the primary practice that stems from that lineage. From there, we will look at the Truth and Reconciliation Commission in South Africa to learn from a nation-wide model that dealt with the high-impact harm of apartheid. Module 6 will review both the New Zealand Juvenile Justice reforms and reforms done within Alternative Dispute Resolution (ADR) via the involvement of various Quaker and Mennonite communities. Recognize that many of these origins developed individually from one another until the term “Restorative Justice” helped unite these practices starting in the 1970’s.

### Unit Two Learning Outcomes

Students will be able to:

- Understand the indigenous origins of circle dialogue and their own relation to the practice.
- Identify a variety of religious, cultural, and spiritual perspectives on RJ.
- Describe the relationship between racial equity and restorative justice.
- Articulate RJ from the perspective of their own cultural background.
- Identify the ways restorative processes have been shaped and adapted to appropriately respond to the individual needs and desires of various communities.

### Unit Two Assignments

- Weekly Class Discussion Questions

- Respond to 1-2 other classmates each week
- Unit 2 quiz
- Personal origins and threads of restorative justice reflection paper (3-4 pages)

## Module 4 (2/11): Native American and Indigenous Justice Practices

### Reading(s)

- ☐ [Reed, Thomas. "A Critical Review of the Native American Tradition of Circle Practices." \*Advances in Religious and Cultural Studies \(ARCS\) Book Series\*, 4 Dec. 2020, pp. 132-152. <https://doi.org/10.4018/978-1-7998-3729-9.ch009>. Accessed 28 July 2024.](https://doi.org/10.4018/978-1-7998-3729-9.ch009)

### Video(s)

- ☐ Course Lecture
- ☐ [Fania Davis - Restorative Justice's Promise | Bioneers](#)

### Assignment(s)

- ☐ Weekly discussion post + 2 peer responses
  - ☐ Discussion post due Friday, February 14th by 8pm
  - ☐ Responses due by Sunday, February 16th by 8pm

### Optional resources

- ☐ [What is Tribal Sovereignty?](#)
- ☐ [Treaties between the U.S. Government and Native Nations](#)
- ☐ ["The Great Law" - Ingenuity](#)
- ☐ ["What is Restorative Justice"](#) - Six Nations Justice Department
- ☐ [Native American Spirituality and Restorative Justice](#) - Zehr Institute for Restorative Justice

## Module 5 (2/18): Truth & Reconciliation Commissions

### Video(s)

- ☐ Course Lecture
- ☐ [What Do You Do to Forgive Someone - An Interview with Desmond Tutu](#)
- ☐ [Rwanda marks 30 years of reconciliation after genocide... PBS NewsHour](#)

### Podcast(s)

- ☐ [Truth and Reconciliation in South Africa, The History Hour](#) (Listen until 35:15)

### Assignment(s)

- ☐ Weekly discussion post + 2 peer responses
  - ☐ Discussion post due Friday, February 21st by 8pm
  - ☐ Responses due Sunday, February 23rd by 8pm

### Optional Resources

- ☐ [Canadian TRC Reports](#)

- ☐ [South African TRC Reports](#)

## Module 6 (2/25): New Zealand Juvenile Justice Reforms & ADR Criminal Justice Reforms

### Reading(s)

- ☐ [Morris, Allison, and Gabrielle M. Maxwell. "Juvenile Justice in New Zealand: A New Paradigm." \*AUST & NZ JOURNAL of CRIMINOLOGY\*, vol. 26, Mar. 1993, pp. 72–90.](#)

### Video(s)

- ☐ Course Lecture

### Assignment(s)

- ☐ Weekly discussion post + 2 peer responses
  - ☐ Discussion post due Friday, February 28th by 8pm
  - ☐ Responses due by Sunday, March 2nd by 8pm
- ☐ Personal origins and threads of restorative justice reflection paper (3-4 pages)
  - ☐ Due Sunday, March 2nd by 10pm MST
- ☐ Module 2 quiz
  - ☐ Due Monday, March 3rd by midnight

### Other Resources

- ☐ [Deckert, Antje, and William R. Wood. "Socrates in Aotearoa: Teaching Restorative Justice in New Zealand." \*Contemporary Justice Review\*, vol. 16, no. 1, Mar. 2013, pp. 70–90, <https://doi.org/10.1080/10282580.2013.769303>. Accessed 24 Feb. 2020.](#)
- ☐ [Tauri, Juan. Morris, Allison. "Re-forming Justice: The Potential of Maori Processes."](#)
- ☐ [A Brief History of Restorative Justice with Howard Zehr and Lorraine Stutzman Amstutz](#)

## Unit Three: Restorative Circle Processes & Practices

### Unit Three Introduction

Stemming from the restorative paradigm and the restorative movement, restorative processes and practices emerged. These dialogic processes are very structured and they require intentional planning for the facilitators who convene them, but they are also simple and easy to learn. In Unit 3 we will learn the basic formats of circle dialogues and talk a bit about how they can be adapted to fit certain situations. We will look at the Colorado State Best Practices as well as the ethical principles intended for facilitators. Once we have a basic understanding of how to plan for a circle dialogue, we will spend some time looking at how circles have responded to high-impact harm in Module 9. In Unit 3 you will learn the step-by-step functioning of a circle dialogue and how to think about the ways in which you can adapt a circle

to meet certain needs as well as the ways in which you cannot adapt a circle because of your fidelity to core ethical principles.

### Unit Three Learning Objectives

Students will be able to

- Write their own circle script to be used in a community-building context.
- Describe restorative justice as a set of social teachings, a historical social movement, and a circle process.
- Identify the stakeholders in a restorative justice process and what is and is not appropriate when designing a process as it relates to each stakeholders' role.
- Distinguish active versus passive accountability.

### Unit Three Assignments

- Weekly Class Discussion Questions
  - Respond to 1-2 other classmates each week
- Unit 3 quiz
- Restorative Process Participation Analysis (4-5 pages)
  - CURJ Participation + paper (preferred route)
  - OR, watch 3 of the videos provided + paper
  - This assignment is technically due at the end of the course, but you are encouraged to turn it in shortly after participating in a circle process.
- Community-building circle script + logic and choices explanation

### Module 7 (3/4): Circle Planning & Preconferences

#### Reading(s)

- ☐ [Pranis, Kay. N.D. Essential Elements for Constructing the Circle. Living Justice Press.](#)
- ☐ [Circle Keeping Handbook by Kay Pranis \(review and read pages 16-26\).](#)

#### Video(s)

- ☐ Course Lecture
- ☐ [Peacemaking Circle Training with Kay Pranis](#)

#### Assignment(s)

- ☐ Weekly discussion post + 2 peer responses
  - ☐ Discussion post due Friday, March 7th by 8pm
  - ☐ Responses due by Sunday, March 9th by 8pm

#### Optional Resources

- ☐ Ulysses Diaz Circle Script/Guide
- ☐ Marigold Dialogue Circle Packet

### Module 8: (3/11): Ethics and Best Practices of Restorative Circles

#### Reading(s)

- ☐ [Colorado RJ Practitioner Guidelines \(2024\)](#)

### Video(s)

- ☐ Course Lecture

### Optional Reading

- ☐ [Restorative Rainbow Alliance - Restorative Justice Facilitator Code of Conduct, July 2022](#)

### Assignment(s)

- ☐ Weekly discussion post + 2 peer responses
  - ☐ Discussion post due Friday, March 14th by 8pm
  - ☐ Responses due by Sunday, March 16th by 8pm

## Module 9 (3/18): Circles of Support & Accountability / High-Impact Dialogue Frameworks

### Reading(s)

- ☐ [Wilson, Robin J., Andrew J. McWhinnie and Chris Wilson. 2008. "Circles of Support & Accountability: An international partnership in reducing sexual offender recidivism." \*Prison Service Journal\*, 138, 26-36.](#)

### Video(s)

- ☐ Course Lecture
- ☐ [Victim Offender Dialogue \(VOD\), COVA](#)

### Assignment(s)

- ☐ Weekly discussion post + 2 peer responses
  - ☐ Discussion post due Friday, March 21st by 8pm
  - ☐ Responses due by Sunday, March 23rd by 8pm
- ☐ Community-building circle script + logic and choices explanation
  - ☐ Due Sunday, March 23rd by 10pm
- ☐ UNIT 3 QUIZ
  - ☐ Due Monday, March 31st by midnight

**<<<<SPRING BREAK MARCH 24-28>>>>**



## Unit 4: Building a Restorative Future

### Unit Four Introduction

For our final unit, our class will look at what is currently emerging in the field of restorative justice as it relates to our future and possible realities. The historical movement of RJP is still happening and people are contributing their gifts and interests to expand it beyond what we currently know, while also leaning on past traditions to find solutions for our world's current problems. First, we will look at the State of Colorado's legislative landscape as a case study in how codifying RJP can help support access to these practices. Second, we will turn to restorative paradigms and philosophies to ask how would RJP offer certain solutions to the climate change crisis? From there, we will explore an architectural firm's mission to design restorative spaces conducive to creating restorative communities and other intersections of restorative justice and creative modalities. Lastly, we will use module 13 as a time to reflect on your own futures, considering how you might take what you have learned in this course and communicate your new skills to future employers or career ventures.

### Unit Four Learning Objectives

Students will be able to...

- Articulate key ways state legislative efforts have supported restorative practices in Colorado
- Draw comparisons between certain environmental restoration efforts and restorative values.
- Depict ways in which our physical world can be inhospitable to restorative practices and provide solutions for more restorative -friendly environments.
- Articulate ways in which their restorative knowledge and skills can be an asset in any professional setting.
- Design and plan a restorative process for a community issue/dilemma/conflict of their choice.

### Unit Four Assignments

- Unit 3 Quiz (if not already completed)
- Weekly Class Discussion Questions
  - Respond to 2 other classmates each week
- CURJ Circle Process Analysis Paper
- Current resume with restorative leadership summary
- Final video project: restorative process design (up to 10 minute video)

## Module 10 (4/1): Colorado's RJ Movement and Restorative Legislation (Guest Speaker Liz Portell-Merrill)

### Reading(s)

- ☐ [Gonzalez, Thalia. "The Legalization of Restorative Justice: A Fifty State Empirical Analysis." \*Utah Law Review\*, vol. 2019, no. 5, 2019, pp. 1027-1068.](#)

### Website Review(s)

- ☐ [Colorado Coalition for Restorative Justice Practices \(CCRJP\)](#)
- ☐ [RJ Council](#)

### Video(s)

- ☐ Course Lecture

### Assignment(s)

- ☐ Weekly discussion post + 2 peer responses
  - ☐ Discussion post due Friday, April 4th by 8pm
  - ☐ Responses due by Sunday, April 6th by 8pm

### Optional Reading

- ☐ [Gonzalez, Thalia. "RESTORATIVE JUSTICE DIVERSION as a STRUCTURAL HEALTH INTERVENTION in the CRIMINAL LEGAL SYSTEM." \*Journal of Criminal Law and Criminology Journal of Criminal Law and Criminology\*, vol. 113, no. 3 Summer, 2023, pp. 541-591.](#)

## Module 11 (4/8): Restorative Climate Action

### Reading(s)

- ☐ [Conceptualising RJ in the Energy Transition: Changing the Perspectives of Fossil Fuels. M. Hazrati, R.J. Heffron, \(2021\).](#)

### Video(s)

- ☐ Course Lecture
- ☐ ["We Are Part of the Earth" by Oren Lyons](#)

### Assignment(s)

- ☐ Weekly discussion post + 2 peer responses
  - ☐ Discussion post due Friday, April 11th by 8pm
  - ☐ Responses due by Sunday, April 13th by 8pm
- ☐ CURJ Circle Participation Analysis
  - ☐ Due Sunday, April 13th by 10pm

### Additional Resources

- ☐ Chief Oren Playlist (Linked to Canvas)

## Module 12 (4/15): Restorative & The Arts

### Reading(s)

- ☐ [Endings: Solutions We Love by Amanda Alexander and Deanna Van Buren](#)

### Video(s)

- ☐ Course Lecture
- ☐ [What a world without prisons could look like | Deanna Van Buren](#)
- ☐ [DU Prison Arts Initiative - Incarcerated Women Make History Touring to Perform "A Christmas Carol" | University of Denver](#)

### Assignment(s)

- ☐ Weekly discussion post + 2 peer responses
  - ☐ Discussion post due Friday, April 18th by 8pm
  - ☐ Responses due by Sunday, April 20th by 8pm

### Other Resources

- ☐ [Zehr, Howard. "The Art of Justice: A Reply to Brunilda Pali." \*Restorative Justice\*, vol. 2, no. 1, 14 Apr. 2014, pp. 95–102. <https://doi.org/10.5235/20504721.2.1.95>. Accessed 2 Nov. 2019.](#)
- ☐ [Designing Justice Website](#)

## Module 13 (4/22): Professionalism and restorative justice as a leadership skill

### Website Review(s)

- ☐ [Regenerative Change Website](#)
- ☐ [Liberating Structures Website](#)

### Video(s)

- ☐ Course Lecture

### Assignment(s)

- ☐ Weekly discussion post + 2 peer responses
  - ☐ Discussion post due Friday, March 25th by 8pm
  - ☐ Responses due by Sunday, March 27th by 8pm
- ☐ Update or create a new resume for yourself with a restorative leadership summary
  - ☐ Due Sunday, March 27th by 10pm

## Module 14 (4/29): Course wrap-up

### Video(s)

- ☐ Course lecture

### Assignment(s)

- ☐ Course Evaluation
- ☐ Final Video Project
  - ☐ Due Sunday, May 4th by 10pm

## Assignment Details

### Overview of Assignments (1000 possible points)

- **Discussion Board Posts – 15% of your final grade**
  - 150 total points
  - 12 posts, 12.5 points each
  - Due every Friday by 8pm (able to skip 1 week, or drop a low grade)
- **Discussion Board Peer Responses – 10% of your final grade**
  - 100 total points
  - 20 posts, 5 points each
  - Due every Sunday by 8pm (only need 20 overall responses and then you are done)
- **Reading and Lecture Quizzes – 15% of your final grade**
  - 150 total points
  - 3 quizzes completed through Canvas, 50 points each
  - Due on the following Monday at the end of Units 1, 2, & 3 by 8pm
- **CURJ Summary and Intention paper - 2.5% of your final grade**
  - 25 total points
  - 1-2 pages
  - Due Sunday, February 2nd by 10 pm MST
- **5 R's of Restorative Justice Paper - 10% of your final grade**
  - 100 total points
  - 3-4 pages
  - Due Sunday, February 9th by 10 pm MST
- **Personal origins and threads of restorative justice reflection paper - 10% of your final grade**
  - 100 total points
  - 3-4 pages
  - Due Sunday, March 2nd by 10 pm MST
- **Community-building circle script + logic and choices explanation - 5% of your final grade**
  - 50 total points
  - 2-4 pages
  - Due Sunday, March 23rd by 10 pm MST
- **Restorative Process Participation Analysis - 7.5% of your final grade**
  - 75 total points
  - 2-3 pages
  - CURJ Participation + paper (preferred route) OR, watch 3 of the videos provided + paper
  - Due Sunday, April 13th by 10 pm MST
- **Current resume with restorative leadership summary - 5% of your final grade**

- o 50 total points
- o Resume should be 1 page maximum
- o Paragraph restorative leadership summary
- o Due Sunday, April 27th by 10 pm MST
- **Final Video Project: restorative process design (~10 minute video) - 20% of your final grade**
  - o 200 total points
  - o Video format
  - o Slide deck with visuals and written text (10-20 slides)
  - o Recorded video presentation (15 minute maximum)
  - o Due Sunday, May 4th by 10 pm MST

# Assignment Prompts & Guidelines

## Discussion Board Posts and Responses

### (12 discussions posts and 20 peer responses, 12.5 points per initial post and 5 points per response post)

There are 13 modules in this course. To achieve full points for this assignment, you only need to write 12 total discussion posts and respond to 20 peers throughout this course. In other words, there is flexibility built into this assignment. Since this is an asynchronous course, we are unable to have class discussion in real time. The discussion board will serve as a substitute for those activities and your discussion posts count toward your final grade. To earn credit for this assignment you will need to complete all steps described below.

- You will write and post an initial response to the prompt posted on the discussion board. Your response should directly engage with the prompt, and **where relevant, include something specific from the course material**. Please make sure to answer or reflect on what is asked of you in the prompt.
  - o Answers that have nothing to do with the prompt will not receive credit.
  - o Initial Posts:
    - Posts should be at least 200 words. You can go over this limit, but you cannot go under it.
    - If requested to cite something from the course material, please include the author and page number or a time marker if you are referencing a video or podcast. You may quote text but your quoted text does not count toward your word total.
  - o You will not be able to see your peers' discussion posts until you post your own.
  - o Your initial discussion post is worth 12.5 points.
- After you've posted your initial discussion post, you will get access to the full discussion group. You will need to respond to at least 20 of your peers' posts throughout the course, and you are only able to respond twice in each module.
  - o Peer response

- Each peer response must be between 100-150 words and should directly engage with what has been posted.
  - Your response must be more than a simple statement of "I agree" or "That's interesting." These are not helpful responses without more substance.
  - You are always free to disagree with each other, so long as you explain why you disagree and root your disagreement in the material under discussion for that day.
- o Your feedback should:
  - Be thoughtful.
    - An emoji level response alone will not cut it. Please take time to explain your reaction.
  - Discuss specific aspects of their post.
  - Address the clarity of the argument.
    - Does the post make sense? Do they use examples and material from our course texts to support their argument? Do the examples support their argument or do they contradict it? If the argument or examples are unclear, how might they clarify them better for you?
  - Should be proofread!
    - Don't hammer something out on your phone that is unreadable.

Your feedback should not:

- Be snarky.
  - We want to be kind to each other and recognize this is a learning environment.
- Be a love fest.
  - Even the most talented among us could use some feedback. We can love everything about a post and still think of ways to extend the conversation.
- Be a hate fest.
  - I will not tolerate trolling, bullying, or the blatant disrespect of members of this class.
- o You get 5 points for each peer response post. You can respond to two peer posts each week, and you only need to respond to 20 peer posts, total. This is intended to give you flexibility in navigating this assignment. I understand that many of us want to be authentic in our engagement with others and we do not always have something substantive to say in academic discussion.

**Discussion posts will be marked pass or fail.** You will receive a failing grade for a discussion post if:

1. Your posts do not meet the word limit;
2. Do not address the prompt;
3. Violate the netiquette guidelines.

## Reading and Lecture Quizzes

**(3 tests, 50 points each)**

You will have 3 reading and lecture quizzes over the readings and key concepts covered in class. You will complete the quizzes on Canvas. These quizzes are to make sure that you are keeping up with the readings and taking useful notes on the material. These exams will contain 25 questions each (multiple choice/matching/multiple answer).

The tests are open note/open book. However, they should be the result of your own work. You are not to complete the quiz in a group.

You will have 60 minutes from the time you open the test to complete it. Canvas will randomize the delivery of each quiz to be unique. **There is no backtracking during the quiz so please be sure you are confident with your answer before you decide to move on to the next question.** The completion of each Unit quiz will unlock the following unit. There are quizzes for Units 1, 2, and 3, but there is no quiz for Unit 4.

## CURJ Summary & Intention Paper

### (25 points)

In Module 2, Jamie Pratt from CU Restorative Justice (CURJ) will join us in the recorded lecture to talk about the CURJ program and to provide a Community Representative (CR) Training. This CR Training is an essential component in learning about the role of one of the restorative justice stakeholders: community. After watching Jamie's lecture and training, you are to write a **1-2 page paper** that summarizes some of the key elements Jamie touched on in her training and describes your intention heading into a restorative justice circle process. What I mean by "intention" is a reflection on how you hope to approach this opportunity and what you hope to learn from it.

In this paper, please share when you intend on participating in a CURJ restorative justice circle based on the volunteer sign-up calendar (See Course Home Page for all CURJ sign-up links). If you are not able to participate in a CURJ circle (they offer both virtual and in-person circles), please explain why you are not able to participate. This assignment is intended to be a first step before you participate in a circle and then you will write a reflection paper on the experience (see "*Restorative Process Participation Analysis*" prompt for more details).

\*\*See Canvas for Paper Rubric

## 5 R's of Restorative Justice Paper

### (100 points)

In Module 3, we will be learning about the role of values in restorative practices. One of the sources we will review is called the "5 R's of Restorative Justice" as portrayed by Beverly Title of Longmont Community Justice Partnership. We will also watch [a video by sujatha baliga in which they detail an example of a restorative justice process](#). In this assignment, you are to reflect on where you saw the 5 R's of restorative justice (relationship, respect, responsibility, repair, & reintegration) in sujatha's story.

Please speak to all 5 values and how you see them in sujatha's story as well as what you are learning about these values. The paper's page suggestion is 3-4 pages, but what is most

important is that you thoughtfully reflect on all 5 values and make direct correlations to her video.

\*\*See Canvas for Paper rubric

## Personal origins and threads of restorative justice reflection paper (100 points)

After reviewing various origins of the restorative justice movement in Unit 2, you will explore how you consider yourself part of the movement. In taking this course, you are adding to the general awareness of these practices and may be in positions in the future to utilize these skills and practices. This paper is a place for you to consider your own personal origins and how they may or may not align to the restorative justice movement. Part of practicing RJ is communicating who we are because that has everything to do with how we engage with our community and the world around us. This is a space for you to practice sharing your story and exploring your truths.

You will have 3-4 pages to address three main concepts:

1. What origin of the RJP movement most resonated with you and why? What about this movement drew your attention? Did you have previous knowledge about this cultural practice or something akin to it? Does this thread of the movement highlight a particular value that is important to you? If so, how? **(30 points)**
2. Thinking about your personal upbringing and cultural context, what restorative threads do you see in it? Is there a way that someone parented you or taught you about that world that is restorative in nature? Did you encounter any of these practices in the schools you were in? Do you have an ancestral relationship that has a restorative paradigm of some kind? If you find the opposite to any of these questions, how can that also inform your growing restorative worldview? If you grew up with a strong retributive framework (or another non-restorative approach), does it motivate you into any particular value (honesty, fairness, integrity, trustworthiness, etc.)? In the spirit of letting nothing go to waste, how does your past inform where you want to go in the future? **(30 points)**
3. Considering your cultural background, is there anything you want to be particularly cognizant of in your restorative practices? To use my own positionality as an example, my ancestors were not indigenous to North America and yet benefitted from being on this land like many settler-colonial immigrants did. So, I try to prioritize indigenous and Native American sources in my training and teachings, as well as recognize that my practices will look different than the practitioners who come to this work from an indigenous cultural perspective (i.e. it would not be appropriate for me to use a feather in circle dialogue). **(30 points)**
4. **10 points** are reserved for grammar, spelling, and writing composition.

## Restorative Process Participation Analysis



**(75 points)**

Once you have participated in a circle dialogue with CU Restorative Justice (CURJ), you will be able to write your participation analysis. It is highly recommended that you write this paper within one week of participating in a circle so that you can easily recall your experience and provide rich details of the process. It is possible that points will be taken off if too much time has elapsed from when you participated to when you turned in the paper.

You will have **2-3 pages** to address what you experienced in the CURJ circle. This paper prompt is going to be a bit vague so that you have the freedom to reflect and analyze the experience in a way that is useful to your own learning and curiosity. That said, some components you may want to address in your analysis:

- What did your participation look like? Did you take more of a supportive role or challenging role with the responsible party? What feelings did the situation bring up for you?
- What choices did the facilitator make during the circle? How did you judge these choices and why? Did they seem to create opportunities for connection, accountability, clarity, etc.?
- Did you notice any changes in the responsible party from the start of the process to the end?
- What did you make of other comments shared from community representatives?

If you have provided valid reasons for not participating in a CURJ circle and are opting into the alternative assignment, please watch the following videos linked below and write a 2-3 page analysis on what you observed in these videos.

## Restorative Circle Processes

1. [Florence Foy Talking Circle](#)
2. [Native American Healing Circle, 2013](#)
3. [Pa'lante Restorative Justice: Indigenous Circle Practice](#)

\*\*See Canvas for paper rubric.

**Community-building circle script + logic and choices explanation**  
**(50 points)**

Based on what you learned in Unit 3, write a community-building circle script that you could use to facilitate a circle dialogue. The circle script should follow the outline provided below and then have a complementary section where you describe the logic behind the choices you made. For example, share why you decided these questions were the best ones for the reason people are convening. Describe why you chose the communication guidelines you did and why you chose not to include others. Make sure you have a specific purpose for the circle, and it should be more specific than community-building. Choose something that you have personal experience with so that you can make the talking circle specific, relevant, and

intentionally-designed. For example, I might create a circle script that addresses the issues in my neighborhood's water district since that is an ongoing issue in my community that I am involved in (I promise getting old isn't as boring as it sounds!).

Because this is a community-building circle, you are not dealing with any kind of hypothetical harm.

Please rely heavily on the resources from Unit 3 to create this circle script (Kay Pranis has many great insights on planning for circle dialogues) as well as the Circle Planning Resources tab on the right-hand side of the course's homepage.

### **Talking Circle Outline - 1 page maximum (25 points)**

Welcoming remarks

- 2-4 bullet points outlining what you want to say to participants to greet them in the circle.
- Remind participants of the purpose of the circle
  - State clearly in circle script

Opening ceremony

- Describe how you wish to bring people into the circle. Ideas for this are listed in Circle Planning Resources.
- Should not be a question
- If using outside resource (quote, meditation, etc.) please link

Explain center (what would you include in it)

- List what items you would utilize

Explain talking piece

- What talking piece would you use?
- Should be relevant to dialogue and/or group at play

Values

- Values are gathered from participants before facilitators leads group into communication guidelines
- Values are not given by facilitator
- Example: share a value that's important to you. Write on a notecard and put it in the center of the circle when you share.

Communication Guidelines

- List the communication guidelines you would propose to the group
- Facilitators still need to check-in with participants and ask if they can agree to use these
- Should be inclusive for all participants
- Should be invitations rather than "do not" rules

3-5 circle questions

- Should start with relationship-building (not difficult) questions and increasingly become directed towards the purpose of the circle

Closing Question

- Typically simple like "what are you taking away from today"

Closing Ceremony  
Closing remarks & gritudes

### **Logic & Choices summary - 1-3 pages (25 points)**

In the circle dialogue outline, there may be sections that are just one word (i.e. what will your talking piece be?). Yet, in an actual circle, you as the facilitator would explain why you chose *that* talking piece and the significance it has to you. The “Logic and choices summary” is the place where you will explain your reasoning for the elements you included in your circle. In contrast, the circle script is just an outline intended to help you remember your plan for the circle when you facilitate others.

### **Current resume with restorative leadership summary (50 points)**

Many of you may need a resume in the near future and it is always useful to refine what you may already have. This assignment is designed to get you thinking about your work in this class in a way that can be generative and useful in all kinds of spaces. Perhaps some of you want to pursue the restorative field and become a restorative practitioner; if that is the case, I would love to help you in whatever way is useful. However, I know many of you will pursue other fields that may not initially seem relevant to restorative practices.

This paper assignment's purpose is to get you thinking about what you would like to pursue in the future. No one knows what the future has in store, but we can all decide where we want to place our limited time and energy and decide how we want to pursue the vast “workforce.” Thinking about what careers you would like to pursue, how can you incorporate your skills and expertise in restorative practices that could lend itself to that field?

**This assignment should be 1 page total, including the restorative leadership summary.**

\*\*See Canvas for Paper rubric

### **Final Video Project: restorative process design (200 points)**

Your last and final assignment! This assignment encourages you to engage with a subject matter that is important to you or that you find interesting. For this assignment, it is okay if you do not understand the topic intimately. Part of the assignment will be to take the context in which you would like to apply a restorative practice and design a process for it.

Imagine yourself presenting restorative practices to a room of curious individuals who are not readily familiar with restorative justice practices. This room of people are there because they are also interested in the context to which you are applying for RJP. You will give this

figurative room a presentation on how a restorative practice could lend itself to the situation and how you as the facilitator and process designer would go about things.

In your slidedeck and recorded video presentation, please make sure to cover these main components:

1. An introduction of yourself and your background in RJP (1 slide)
2. Familiarize your audience with the topic and context at hand (1-3 slides)
3. Explain relevant components of RJP and how they can lend itself to said context (2-4 slides)
4. Propose how you would like to use RJP in your chosen context and how you would go about adapting and applying the practices to fit certain needs (2-4 slides)
5. Conclusion that ties everything together (1-2 slides)

This presentation should include **10-20 well-designed and well-written visual slides** and be no longer than **15 minutes** in length. Videos must be submitted in Canvas and show the slides in the background of your video presentation.

Your Video Presentation will be graded on the following:

Slide creation

Video presentation

Context application & process adaptability

RJP explanation and education

**\*\*See Canvas for paper rubric**