

Fall 2022

Special Topics in PACS: Restorative Justice Practices (PACS 4000)

Instructor: Rachel Larsen

Wednesdays

3:35 - 6:05 pm MST

[INFO 158](#)

Class Instructor

Rachel Larsen (she/her)

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Virtual Hours: Mon 11 AM-12 PM & Tues 10 AM-12:00 PM ([Schedule a group appointment](#))

Office Hours: Fri 9 AM - 11 AM ([Schedule an individual appointment](#))

Course 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, circle dialogue, and reflection. 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. Lastly, the course will cover introductory restorative justice *practices and processes*, and students will learn the fundamentals of circle-keeping and facilitating restorative practices.

The course has been designed to highlight the stakeholder experience in a restorative justice process through the lens of impacted parties who have been harmed, responsible parties who have caused harm, and the surrounding community. Through this design, students are invited into deep reflection on these stakeholder positions and encouraged to find relatability and empathy from the various viewpoints. Through this relatability, students will grow in their understanding of how to implement and apply appropriate restorative processes to diverse contexts and scenarios.

Lastly, 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.

Course Learning Outcomes

- Describe the distinctions between restorative justice and retributive justice.
- Design and plan for the facilitation of restorative community-building circles to create positive relational climates in diverse settings.
- Facilitate restorative justice community conferences in an educational setting.
- Articulate, in your own words, the definitions of restorative justice by describing its social teachings, historical movement, and circle processes.
- Articulate the role of each stakeholder in a restorative process and identify stakeholder interests, risks, and considerations.
- Identify your own facilitation skills, goals, and proclivities related to restorative practices.

Course Required Texts

- [*The Big Book of Restorative Justice: Four Classic Justice & Peacebuilding Books in One* by Howard Zehr, Allan McRae, Kay Pranis, & Lorraine Stutzman Amstutz](#)

Recommended but not Required Texts

- [*Justice as Healing: Indigenous Ways* by Wanda D. McCaslin](#)
- [*Talking Stick: Peacemaking as a Spiritual Path* by Stephan V. Beyer](#)

Course Google Drive

[Access all articles for each module here.](#)

Professional Conduct

Students are expected to act as professionals in the course. This means arriving on time, being prepared to participate, and showing respect for the experiences and opinions of your colleagues. We may cover topics that are difficult subjects in our various communities, some of these topics can be more difficult than others and we will naturally have an array of positions on such matters. As members of the CU Boulder community, we all share the principles of equity and diversity, and we are all committed to learning from each other. Yet this process is a journey—we are all influenced and shaped by such factors as gender, race, ethnicity, physical abilities, religious and political beliefs, national origin, and sexual orientation, among others. We should all expect to learn from one another in an atmosphere of positive engagement, mutual respect, and critical dialogue.

It is your responsibility to look through the syllabus in advance and notify your course instructor if you think certain topics or assignments might be triggering for you. If you become triggered or experience mental health challenges during the semester, you are strongly encouraged to let your instructor know so we can help you access appropriate resources or provide necessary accommodations. If you discover that you have become triggered due to something in our class that arose without warning, you are strongly encouraged to immediately notify your instructor and access support resources.

Support Resources

Social & Emotional

[Student Support & Case Management](#)

[Office of Victim Assistance](#)

[Counseling and Psychiatric Services](#)

[Build community & Join a Campus Club](#)

Food & Basic Needs

[Buff Pantry](#)

Academic resources

[Find a study room](#)

[Writing Center](#)

Classroom Behavior

Both students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote or online. Those who fail 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, and political affiliation or political philosophy. For more information, see the policies on [classroom behavior](#) and the [Student Conduct & Conflict Resolution policies](#).

Requirements for COVID-19

As a matter of public health and safety, all members of the CU Boulder community and all visitors to campus must follow university, department, and building requirements and all public health orders in place to reduce the risk of spreading infectious disease. CU Boulder currently requires COVID-19 vaccination and boosters for all faculty, staff, and students. Students, faculty, and staff must upload proof of vaccination and boosters or file for an exemption based on medical, ethical, or moral grounds through the [MyCUHealth portal](#).

The CU Boulder campus is currently mask-optional. However, if public health conditions change and masks are again required in classrooms, students who fail to adhere to masking requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to [Student Conduct and Conflict Resolution](#). For more information, see the policy on [classroom behavior](#) and the [Student](#)

Code of Conduct. If you require accommodation because a disability prevents you from fulfilling these safety measures, please follow the steps in the “Accommodation for Disabilities” statement on this syllabus.

If you feel ill and think you might have COVID-19 if you have tested positive for COVID-19, or if you are unvaccinated or partially vaccinated and have been in close contact with someone who has COVID-19, you should stay home and follow the further guidance of the [Public Health Office \(contacttracing@colorado.edu\)](mailto:contacttracing@colorado.edu). If you are fully vaccinated and have been in close contact with someone who has COVID-19, you do not need to stay home; rather, you should self-monitor for symptoms and follow the further guidance of the [Public Health Office \(contacttracing@colorado.edu\)](mailto:contacttracing@colorado.edu).

Accommodation for Disabilities

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 for further assistance. If you have a temporary medical condition, see [Temporary Medical Conditions](#) on the Disability Services website.

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.

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

CU Boulder is committed to fostering an inclusive and welcoming learning, working, and living environment. The university will not tolerate acts of sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, or protected-class discrimination or harassment by or against members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or email cureport@colorado.edu. Information about university policies, [reporting options](#), and support resources can be found on the [OIEC website](#).

Please know that faculty and graduate instructors have a responsibility to inform OIEC when they are made aware of incidents of sexual misconduct, dating, and domestic violence, stalking, discrimination, harassment, and/or related retaliation, to ensure that individuals impacted receive information about their rights, support resources, and reporting options. To learn more about reporting and support options for a variety of concerns, visit [Don't Ignore It](#).

Religious Holidays

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance.

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

Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code academic integrity policy. Violations of the Honor Code may include but are not limited to plagiarism, 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. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu); 303-492-5550). Students found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found on the [Honor Code website](#).

Missed class sessions, missed assignments & late work

Students are expected to be in class and participate in class. There is no grade attached to course participation because this is a given expectation in any senior capstone such as this one. Because we only meet once a week and the course is largely practice-driven, students will be given one excused absence and after that, all absences will result in a letter grade deduction. If regularly attending class is a foreseen issue, please reconsider another class to complete your PACS Certification.

Grading

The following are the assignments to be used in assessing your performance. The related grading weight is based on a 100-point system:

Points	Percentage	Assignment
24 (12 reflections x 2 points each)	24%	Weekly Reflections
20	20%	Mid-term Paper
10	10%	CURJ Community Representative Circle Participation + Reflection
10	10%	CURJ Facilitation + Reflection
16	16%	Group Circle Facilitation + Circle Script
20	20%	Final Projects

Grading Breakdown

100-94%	A	79-77%	C+
93-90%	A -	76-73%	C
89-87%	B+	72-70%	C-
86-83%	B	69-60%	D
82-80%	B-	59% or lower	F

Assignments

- *Weekly Reflections [12 total]*
 - During the first 12 modules of the course you will have reflection questions to answer on Canvas. Reflections must be at least half a page in length, single-spaced. Students can opt to focus on their personal experiences in the course and practice self-reflection or choose to engage with course materials in their reflection answers.
 - DUE EVERY SUNDAY BY 10 PM MST
- *Midterm Paper*
 - Students will select an RJ-related documentary, program, or a practitioner’s work and they will identify values, principles, and practices they have learned throughout the course. Students will be

graded on their ability to meaningfully identify and connect the three major definitions of restorative justice: RJ as a set of social teachings, RJ as a historical movement, and RJ as a set of practices. Final papers are to be 4-6 pages in length, double-spaced, and students are to cite at least 4 sources from the course. Prompts will be provided later on in the course and there is a list of documentaries, programs, and sources that can be found on [google drive](#). If you would like to utilize sources not listed in the class google drive, please consult with your instructor.

- DUE DATE: SUNDAY, OCTOBER 2ND, 2022 BY 10 PM MST
- ***CURJ Community Representative Circle Participation + Reflection***
 - Before we begin the facilitator training, students must participate in at least one CU Restorative Justice conference as a community representative.
 - Students can sign-up for a slot through the [CURJ Volunteer Sheet](#) after the first day of class, where they will have gone through community representative training.
 - Students' participation will be verified by a CURJ Supervisor and through a written reflection where they are to write about their experiences as a community representative. These do not replace the weekly reflection questions related to course materials.
 - REFLECTIONS DUE THE SUNDAY AFTER CIRCLE PARTICIPATION BY 10 PM MST
- ***CURJ Facilitation + Reflection***
 - After going through the CU Restorative Justice Community Conference Facilitator Training, students must facilitate at least one CU Restorative Justice conference as a lead- or co-facilitator.
 - Students can sign-up for a slot through the [CURJ Volunteer Sheet](#) after the last day of the facilitator training.
 - Students' participation will be verified by a CURJ Supervisor and through a written reflection where they are to write about their experiences as a facilitator. This reflection does not replace the weekly reflection questions related to course materials.
 - REFLECTIONS DUE THE SUNDAY AFTER THEIR CIRCLE FACILITATION BY 10 PM MST
- ***Group Circle Facilitation + Circle Script***
 - Students will be assigned facilitation groups in which they are to facilitate a class circle together. During the last three classes, students will participate in peer-led circle dialogues. Students will be graded on adhering to the principles of circles, circle-keeping, and circle scripts.
 - SCRIPTS DUE DURING DESIGNATED CLASSTIME
- ***Final Papers [Facilitator Portfolio]***
 - The final paper will be a facilitator portfolio that demonstrates your qualities, experiences, strengths, and areas for improvement in your facilitation practice. This will be in a paper format and the paper must be 4-6 pages in length, double-spaced, and cite at least 6 sources from the

course. Students are encouraged to reference practitioners from the weekly “practitioner highlights” that resonated with them. A more detailed prompt will be provided later in the course.

- DUE DATE: SUNDAY, DECEMBER 11TH, 2022 BY 10 PM MST

Introduction to Restorative Justice Practices

Module 1 - August 24th, 2022 - Course Overview & Introduction to restorative justice practices

Article Readings

- [Sonya Shah, Carl Stauffer & Sara King, *Restorative Justice Listening Project Final Report*, pp. 1- 40 \(GD\)](#)

Course Text Readings

- The Little Book of Restorative Justice by Howard Zehr, chapter 1 & 2 (pages 5-54)
- Read through Syllabus

Videos

- [Restorative Justice: Why We Need It - BRAVE NEW FILMS](#)

Practitioner Highlight

- [Sonya Shah on Integral Education](#)
- [The Arc of Justice with Sonya Shah](#)

Module 2 - August 31st, 2022 - Restorative values, paradigms & history (Visiting Circle Keeper: Ulysses Diaz)

Article Readings

- [“Life Comes from it: Navajo Justice Concepts” by Former Chief Justice Robert Yazzie](#)
- [“Ch 9: A Critical Review of the Native American Tradition of Circle Practices” by Thomas Reed](#)

Course Text Readings

- n/a

Practitioner Highlight

- [“About Peacemaking with Robert Yazzie”](#)

Optional Videos

- [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

Optional Readings

- [“Looking at the Past of Restorative Justice” by Carolyn Boyes-Watson](#)

Module 3 - September 7th, 2022 - Restorative Practices & Circle adaptations (Visiting Circle Keeper: Ulysses Diaz)

Article Readings

- [Essential Elements for Constructing the Circle by Kay Pranis](#)
- [Circle Keeper's Handbook by Kay Pranis](#)

Course Text Readings

- The Little Book of Restorative Justice, Chapter 3 & 4 (pgs 55-84)
- The Little Book of Circle Processes, (285 - 351)

Practitioner Highlight

- [Kay Pranis on Restorative Practices at the root of Deep Democracy and Beloved Communities](#) (optional)
- [Kay Pranis Circle Training with Vermont Law School](#)

Stakeholders

Modules 4 - September 14th, 2022 - RJ for Impacted Parties

Article Readings

- ["Transforming Historical Harms" by David Anderson Hooker & Amy Potter Czaikowski \(sections II & III\)](#)
- ["Exploring Alternative Approaches to Hate Crimes", a collaborative report by Stanford Law School](#)

Course Text Readings

- Little Book of Victim Offender Dialogue, Chapters 1 & 2 (pgs. 115-140)

Videos

- [Ever After project](#)
 - Choose 2 videos to watch and come to class prepared to talk about them.

Practitioner Highlight

- [David Anderson Hooker on Narratives & Reconciliation](#)

Optional Podcast

- [A survivor and her perpetrator find justice, Reckonings Show](#)

Module 5 - September 21st, 2022 - RJ for Responsible Parties

Article Readings

- [“Let’s talk about it’: Why social class matters to restorative justice” by Roxanna Willis](#)
- [“Circles of Support and Accountability: An International Partnership in Reducing Sexual Offender Recidivism” by Wilson et al.](#)

Course Text Readings

- The Little Book of Victim Offender Dialogue, Chapters 3 - 8 (141-195)

Practitioner Highlight

- [sujatha baliga, MacArthur Grant Fellow](#)

Community Accountability Board (CAB) Facilitator Training

Module 6 - September 28th, 2022 - CAB Facilitator Training

Article Readings

- [“The Facilitator’s Role in Restorative Justice” - Umbriet and Armour](#)
- [Trauma-informed RJ packet by Boulder County DA’s Center for Prevention & Restorative Justice](#)

Course Text Readings

- The Little Book of Family Group Conferences by Allan MacRae & Howard Zehr, Chapters 1 & 2 (pgs. 207-229)

Practitioner Highlight

- [The Paradox of an Indigenous Restorative Justice Practitioner with Harley Eagle](#) (at least the first 10 minutes)

MIDTERM PAPER DUE ON SUNDAY, OCTOBER 2ND, 2022 BY 10 PM MST

Module 7 - October 5th, 2022 - CAB Facilitator Training

Article Readings

- [“Becoming a Person: Some Hypotheses on Regarding the Facilitation of Personal Growth” by Carl Rogers](#)
- [“The Circle Way: Why Circle Takes Us to the Shadow” by Christina Baldwin and Ann Linea](#)

Course Text Readings

- The Little Book of Family Group Conferences by Allan MacRae & Howard Zehr, Chapter 3 (pgs. 230-259)

Practitioner Highlight

- [The Restorative Justice Continuum with Howard Zehr](#)

Module 8 - October 12th, 2022 - CAB Facilitator Training

Article Readings

- [“Problematizing the Healing Metaphor” by Ian Borton & Gregory D. Paul](#)

Course Text Readings

- The Little Book of Family Group Conferences, Chapter 4 (pgs. 260-272)

Practitioner Highlight

- [Fania Davis on a Restorative Approach and Education for Justice and Reconciliation](#)

Implementation & Contextual Design of RJ

Module 9 - October 19th, 2022 - RJ in Education: K-12 & Higher Education (Guest Speaker Cheryl O’Shell)

Article Readings

- [Restorative Justice in Oakland Schools Implementation & Impacts. Oakland Unified School District \(2014\)](#)
- [“Campus Sexual Violence and Title IX: What is the Role of Restorative Justice Now?”. James & Hetzel-Riggin \(2022\)](#)

Practitioner Highlight

- [L. Tomay Douglas on Restorative Justice](#)

Optional Readings

- [Building Foundations of Health and Wellbeing in Schools: A Study of Restorative Practices and Girls of Color. Thalia González & Rebecca Epstein \(2021\)](#)

Module 10 - October 26th, 2022 - RJ in Justice systems: Pre- and post-conviction settings (Guest Speaker Erin Siffing & Kelly Taylor Russell)

Article Readings

- [*NPR, D.C. Prosecutors, Once Dubious, Are Becoming Believers In Restorative Justice*, Carrie Johnson \(2019\)](#)
- [*Restorative Community Conferencing: A study of Community Works West's restorative justice youth diversion program in Alameda County*, baliga, Henry & Valentine \(2017\)](#)
- [*Impact Justice, Diversion ToolKit*, \(skim\)](#)

Webinar & Practitioner Highlight

- [*Transforming Violence: Restorative Justice, Violent Crime and an End to Mass Incarceration* with Danielle Sered](#)

Module 11 - November 2nd, 2022 - Transformative Justice

Audio

- [*Community Responds to Domestic Violence*](#)

Film

- [*What is Transformative Justice?*](#)
- [*Hollow Water Documentary*](#)

Other resources

- [*Review Living Bridges Project*](#) (skim)
- [*Barnard Center for Research on Women*](#) (skim)

Module 12 - November 9th, 2022 - Restorative Legislation & RJ in Colorado (Guest speakers Senator Pete Lee & Lynn Lee)

Article Readings

- [*Thalia González, The Legalization of Restorative Justice: A Fifty State Empirical Analysis*, Thalia González \(2020\)](#)
- [*Colorado Model Standards for Restorative Justice Facilitator's Code of Conduct* \(2015\)](#)

Other Resources

- [*Review RJ Colorado website*](#)
- [*Review CCRJP website*](#)

Module 13 - November 16th, 2022 - Student-Led Circles

FALL BREAK - November 23rd, 2022 - NO CLASS

Module 14 - November 30th, 2022 - Student-Led Circles

Module 15 - December 8th, 2022 - Final Class Celebratory Circle

FINAL PAPERS DUE BY SUNDAY, DECEMBER 11TH BY 10 PM MST