

Restorative Justice & Ethical Engagement

CONF 399 Section 009 – Spring 2013

<u>Class Time:</u>	Friday, 10:30 to 1:10
<u>Location:</u>	Innovation Hall 139
<u>Instructor:</u>	Patricia Maulden, Ph.D. Northeast Module II, Room 117 703.993.9804 pmaulden@gmu.edu
<u>Teaching Assistant:</u>	Mark Magellan memagellan@gmail.com
<u>Office Hours:</u>	By appointment

Course Description & Objectives

Welcome to the Restorative Justice & Ethical Engagement community of practice! This Service Learning Intensive (SLI) course allows students to do extensive fieldwork with local organizations. We are embarking on an experiential journey exploring justice, restorative and otherwise, ethics both overarching and situational, and conflict resolution process design and implementation. The course requires students and instructors to be flexible, curious, humble, and have a willingness to learn in different ways than perhaps is the norm and to be willing to step outside of our comfort zones. The class follows some traditional pedagogical approaches – readings and analytic papers – but expands to focus also on hands-on work with restorative practice skills gained throughout the semester. In other words, the goal is to purposely link theory to practice. To strengthen links between theory and practice we will visit local organizations, exploring with them what their conflict resolution needs may be, and working in collaboration with them to develop and implement responses to those needs. During the course students will:

- * Gain a wider understanding of justice, in particular restorative justice
- * Increase knowledge and understanding of theories of conflict and resolution
- * Learn practice skills such as peer mediation, focus group, assessment, facilitation, & dialogue
- * Develop and implement a conflict resolution process design with a local partner
- * Explore ethical parameters of collaborative engagement and conflict resolution practice

Course Expectations

1. Consistent attendance. Barring exceptional circumstances, you will be expected to attend class on a regular basis.

2. Effective preparation. Class involves discussion and activities that depend on advance preparation. All assigned readings should be completed PRIOR to class.

3. Classroom etiquette. Please come to class on time and prepared. Turn off cell phones, pagers, beepers, etc. Remain in class unless you have an emergency. Allow others and yourself to learn by refraining from side conversations, passing notes, playing video games, instant messaging, reading e-mail, browsing websites, etc. Open discussion and dialogue are class goals but please be mindful of the sensitivities of others. Computers should be closed except when taking notes.

4. Course completion. In keeping with departmental policy, incomplete grades will be given only in cases of illness, either personal or in an immediate family member. Class assignments that are submitted late can be penalized by one point for each day thereafter. If a student has a documented emergency, special arrangements can be made with the instructor.

5. Paper format. Papers should be typed, double-spaced, have 1” margins, and use Times New Roman 12-point font. The pages should be numbered and stapled together. Headers should include only the course number (CONF 399), your name, and paper title. The first page of the paper should have the title. Edit your papers carefully as spelling and grammatical errors will lower your overall score. Use section headers throughout your paper to give clarity and organization to your argument.

Course Materials

Required Text

1. Amstutz, Lorraine and Judy H. Mullet. 2005. *The Little Book of Restorative Discipline for Schools*. Intercourse, PA: Good Books.
2. Murithi, Tim. 2009. *The Ethics of Peacebuilding*. Edinburg: Edinburg University Press, Ltd.
3. Pranis, Kay. 2005. *The Little Book of Circle Processes*. Intercourse, PA: Good Books.
4. Zehr, Howard. 2002. *The Little Book of Restorative Justice*. Intercourse, PA: Good Books.

Additional Course Readings Arranged by Categories on Drop Box

Service Learning Model	Peace & Change	Justice
Social Justice	Restorative Justice	Reflection & Skills
Ethics	Job Corps	

Academic Policies & Information

Academic Integrity

For individual class assignments, you may discuss your ideas with others or ask for feedback; however, you are responsible for making certain that there is no question that the work you hand in is your own. You may not submit papers or presentations from other courses to fulfill assignments for this class.

"All George Mason University students have agreed to abide by the letter and the spirit of the Honor Code. You can find a copy of the Honor Code at academicintegrity.gmu.edu. All violations of the Honor Code will be reported to the Honor Committee for review. With specific regards to plagiarism, three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor.

S-CAR requires that all written work submitted in partial fulfillment of course or degree requirements must be available in electronic form so that it can be compared with electronic databases, as well as submitted to commercial services to which the School subscribes. Faculty may at any time submit a student's work without prior permission from the student. Individual instructors may require that written work be submitted in electronic as well as printed form. S-CAR's policy on plagiarism is supplementary to the George Mason University Honor Code; it is not intended to replace or substitute for it."

Student Resources

GMU Writing Center

"The Writing Center seeks to foster a writing climate on campus and beyond by offering free writing support to George Mason students, faculty, staff and alumni. No matter what your writing abilities are, writing specialists can help you develop the skills you need to become a successful writer.

Free services include: One-on-one 45 minute sessions with a writing specialist; online writing lab; one-on-one sessions with an ESL specialist; workshops on such topics as documenting sources, grammar and punctuation; writing handouts on a variety of subjects; a library of handbooks and writing manuals; [and an] online chat with a tutor about papers submitted to the Online Writing Lab" (<http://writingcenter.gmu.edu>).

Library Services

The S-CAR library liaison is Sarah Sheehan (ssheehan@gmu.edu). Do not hesitate to contact her with specific questions about holdings and research in these areas or whom to contact for materials still in the Fenwick Library on the Fairfax Campus.

Disability Support Services

Any student with documented learning disabilities or other conditions that may affect academic performance should: 1) make sure this documentation is on file with the Office of Disability Support Services (993-2474) to determine the possible accommodations you might need; and 2) contact her or his instructor to discuss reasonable accommodations.

"George Mason University is committed to providing appropriate services and accommodations that allow self-identified students with disabilities to access programs and activities at the

university as stated in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

To achieve this goal, the university maintains and supports the Disability Resource Center Office, which is responsible for assuring that students receive the services and accommodations to which they are entitled. The professional staff of the Disability Resource Center Office coordinate services for students with disabilities, determine reasonable services and accommodations on the basis of disability, and act as a liaison between students and faculty/administration on concerns relating to services and accommodations” (<http://www.gmu.edu/departments/advising/dss.html>).

Assignments

Participation 30%

Because much of this course involves in-class, experiential learning participation in addition to trips off campus to youth-related organizations, students are expected to attend class meetings as well as off-site activities. Details regarding off-site visits will be outlined in class.

Mid Term Essay 20%

Students will answer two essay questions (10 points each) relating to course readings and themes. Each essay should be 4 (complete) to 6 pages. Citations are mandatory as is a reference list (not counted in the 4 to 6 pages). These essays are not reflective – all academic writing standards apply.

Group Project 20%

The class, perhaps broken into 2 groups, will work on a project related to the course themes and issues. Additional information will be provided.

Final Paper 30%

Information on paper requirements will be provided in class.

Course Agenda

The academic component of the course (particularly reading) occurs early on to allow us sufficient time for fieldwork opportunities. Depending upon our partner’s schedule, however, that could change as well. From the beginning of the course, we have opportunities to increase our flexibility and adaptation skills – both vital to conflict resolution practitioners!

The full agenda for this course will emerge as the relationship with our organizational partner strengthens. Prior to that point we will engage in practice-related preparatory work in class. In addition, on week 4 (February 15) we attend an on-campus workshop where themes and theories of the service learning intensive will be discussed by a diverse group of faculty and students.

Week 1 January 25 Course Introduction

Service Learning Model

- Readings: 1. Agency Theory (Service Learning Folder)
 2. Re-Embedded Situatedness

Week 2 February 1

Peace education / Reflection

- Readings: 1. Living Peace (Peace & Change Folder)
 2. Designing Efficient Reflection (Reflection & Skills Folder)
 3. Air Model: Teaching Tool for Cultivating Reflective Inquiry

Week 3 February 8 Justice Introduction

- Readings: 1. Hoffman Dispute Resolution (Justice Folder)
 2. Sen Introduction to Justice

Week 4 February 15 Service Learning Workshop

Meet in Research I, Room 163 at 9:00 am

Week 5 February 22 Social Justice

- Readings: 1. Experiential Education for Social Justice (Social Justice Folder)
 2. Reconnecting Systems Maintenance with Social Justice

Week 6 March 1 Restorative Justice

- Readings: 1. Critique of Restorative Justice (Restorative Justice Folder)
 2. Zehr book
 3. Amstutz & Mullet book

Week 7 March 8 Ethics I

- Readings: 1. Murithi book Chapters 2, 3, 5, & 6

Week 8 March 15 SPRING BREAK

Week 9 March 22 Ethics II

- Readings: 1. Ethical Theory & Moral Practice (Ethics Folder)
 2. Peace Studies & Social Change

Midterm Essay Prompts Distributed

Week 10 March 29 Job Corps

- Readings: 1. Does Job Corps Work? (Job Corps Folder)
 2. Critical Constructivism

Week 11 April 5

Midterm Essays Due in Class

Week 12 April 12

Week 13 April 19

Week 14 April 26

Week 15 May 3

Final Paper Due: Friday, May 10 by 5:00 pm, Northeast Module II, Room 106

Points Accumulated	Letter Grade
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
60-69	D
0-59	F