

## ETH S165 : Introduction to Restorative Justice

### General Information

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Course Code (CB01) :	ETH S165
Course Title (CB02) :	Introduction to Restorative Justice
Department:	ETH S
Proposal Start:	Winter 2025
TOP Code (CB03) :	(2203.00) Ethnic Studies
CIP Code:	(05.0200) Ethnic Studies.
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000583604
Curriculum Committee Approval Date:	04/10/2024
Board of Trustees Approval Date:	06/18/2024
Last Cyclical Review Date:	04/10/2024
Course Description and Course Note:	ETH S 165 introduces students to the principles of Restorative Justice (RJ) and its application to the treatment of human suffering in a range of contexts, including in educational settings and issues related to criminal justice. It explores the needs and roles for key stakeholders (victims, offenders, communities, justice systems) and evaluates the potential of RJ to fundamentally shift the way we understand and carry out justice. In addition to gaining a theoretical and historical background in RJ, students gain practical and introductory experience in applying restorative strategies.
Justification:	Mandatory Revision
Academic Career:	<ul style="list-style-type: none"><li>Credit</li></ul>
Author:	No value

### Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none"><li>Ethnic Studies</li></ul>
Alternate Discipline:	<ul style="list-style-type: none"><li>Sociology</li></ul>
Alternate Discipline:	No value

## Course Development

### Basic Skill Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

### Course Special Class Status (CB13)

Course is not a special class.

### Pre-Collegiate Level (CB21)

Not applicable.

### Grading Basis

- Grade with Pass / No-Pass Option

### Course Support Course Status (CB26)

Course is not a support course

## Transferability & Gen. Ed. Options

### General Education Status (CB25)

Not Applicable

### Transferability

Transferable to both UC and CSU

### Transferability Status

Approved

IGETC Area	Area	Status	Approval Date	Comparable Course
4-Social Sciences	Social Sciences	Approved	08/28/2017	No Comparable Course defined.

CSU GE-Breadth Area	Area	Status	Approval Date	Comparable Course
D-Social Sciences	Social Sciences	Approved	08/28/2023	No Comparable Course defined.

## Units and Hours

### Summary

**Minimum Credit Units (CB07)** 3

**Maximum Credit Units (CB06)** 3

**Total Course In-Class (Contact) Hours** 54

**Total Course Out-of-Class Hours** 108

**Total Student Learning Hours** 162

### Credit / Non-Credit Options

#### Course Type (CB04)

Credit - Degree Applicable

#### Noncredit Course Category (CB22)

Credit Course.

#### Noncredit Special Characteristics

No Value

#### Course Classification Code (CB11)

Credit Course.

Variable Credit Course

#### Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience  
Education Status (CB10)

## Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Studio Hours	0	0

## Course Student Hours

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	54
<b>Course In-Class (Contact) Hours</b>	
Lecture	54
Laboratory	0
Studio	0
<b>Total</b>	54

### Course Out-of-Class Hours

Lecture	108
Laboratory	0
Studio	0
<b>Total</b>	108

## Time Commitment Notes for Students

No value

## Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

## Pre-requisites, Co-requisites, Anti-requisites and Advisories

### Advisory

ENGL101 - Introduction to College Reading and Composition

#### Objectives

- Read, analyze, and evaluate a variety of primarily non-fiction readings for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Apply a variety of rhetorical strategies in writing unified, well-organized essays directed by a well-reasoned thesis statement with persuasive support.
- Develop varied and flexible strategies for generating, drafting, and revising essays.
- Analyze stylistic choices in their own writing and the writing of others.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

OR

### Advisory

ESL151 - Reading And Composition V

#### Objectives

- Compose a 500 to 550-word essay which: summarizes and cites appropriately a reading passage; includes a clear thesis statement; uses evidence to support the thesis; shows clear organization into an introduction, body, and conclusion.

## Entry Standards

Entry Standards

## Course Limitations

Cross Listed or Equivalent Course

## Specifications

### Methods of Instruction

Methods of Instruction                      Discussion

Methods of Instruction                      Lecture

Methods of Instruction                      Presentations

Methods of Instruction                      Multimedia

### Out of Class Assignments

- Write a 3-page essay on the theory and practice of restorative justice in education
- Conduct out-of-class research both as individual or group projects (e.g., locate and analyze primary source documents and secondary source documents for essays)
- Visit with local community organizations using restorative justice, then write a 3-page essay on their practice and how it relates to course content

### Methods of Evaluation

Exam/Quiz/Test

In-Class Activity (answering journal prompt, group activity)

Report

### Rationale

Two to three essay exams will be required (e.g., discuss three ways that the indigenous origins of Restorative Justice have influenced the theory and practice of the field)

In-class activities in facilitating restorative justice circles and conferences

Written assignments (e.g., propose a restorative justice initiative for an issue impacting your community)

## Textbook Rationale

The Gerry Johnstone text is a seminal work in the field that does not have a newer equivalent.

## Textbooks

Author	Title	Publisher	Date	ISBN
Alexander, Michelle	The New Jim Crow: Mass Incarceration in the Age of Colorblindness	The New Press	2020	978-1620971932
Johnstone, Gerry	A Restorative Justice Reader	Routledge	2013	9780415672351

## Other Instructional Materials (i.e. OER, handouts)

No Value

## Materials Fee

No value

## Learning Outcomes and Objectives

### Course Objectives

Describe and analyze the origins of the restorative justice movement.

Explain the principles of restorative justice as a theory and practice.

Analyze how marginalized communities have advocated for restorative justice to reduce harm in their communities.

Analyze how restorative justice practices have been implemented locally and globally.

### SLOs

Construct an argument and analyze material using supportive and appropriate data from diverse academic sources.

Expected Outcome Performance: 70.0

Formulate critical and reflective responses analyzing the principals of restorative justice as a theory and practice.

Expected Outcome Performance: 70.0

Formulate critical and reflective responses analyzing the principals of restorative justice as a theory and practice.

Expected Outcome Performance: 70.0

Evaluate how restorative justice can provide an alternative to the punitive legal system.

Expected Outcome Performance: 70.0

## Additional SLO Information

**Does this proposal include revisions that might improve student attainment of course learning outcomes?**

No

**Is this proposal submitted in response to learning outcomes assessment data?**

No

**If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.**

No Value

**SLO Evidence**

No Value

## Course Content

### Lecture Content

#### **Justice: The Needs of Victims, Offenders and Communities**

##### **Intro to Ethnic Studies & Restorative Justice frameworks (2 hours)**

- The academic and social value of ethnic studies
- Restorative Justice and the law

##### **Origins of Restorative Justice (4 hours)**

- Indigenous Traditions
  - History and Overview
  - First Nation Principles
  - First Nation Practices
- Restorative Justice and Justice in Religious Traditions
  - Restorative Justice in the Hebrew Bible, New Testament and Koran
  - Reflections on Our Own Traditions

##### **The role of victims in Restorative Justice (4 hours)**

- Experience of Harm and Trauma
- Needs of Victims
- Response of Retributive Justice and Restorative Justice

##### **The Role of Offenders in Restorative Justice (5 hours)**

- The Needs of Offenders
- The Journey of Real Accountability and the Problem of Punishment
- Response of Retributive Justice and Restorative Justice

##### **The Role of the Community in Restorative Justice (5 hours)**

- Needs of Communities
- Addressing Systemic and Structural Injustice
- Response of Retributive Justice and Restorative Justice

##### **The Role of Punishment and Prison in Our Society (5 hours)**

- History of prisons in the United States
- From slavery to mass incarceration- 13th amendment
- 3 strikes and mandatory minimum sentences
- The war on drugs- from treatment to punishment
- Anti-Black racism and the implications of criminality
- Punitive sentences regarding race and disability (emotional/cognitive)
- Solutions and rehabilitative strategies for reintegration

##### **Analyzing Different Approaches to Justice: Retributive and Restorative Justice (5 hours)**

- The Principles of Retributive Justice
- The Principles of Restorative Justice
- Critical Issues
- Retributive and Restorative Justice: Our Experience and Response

### **Part 2: The Practices of Restorative Justice**

**Restorative Justice and Victim Offender Conferencing (6 hours)**

- History and Overview
- The Process
- The Experience—Roleplay

**Family Group Conferences (6 hours)**

- History and Overview
- The Process
- The Experience—A Video

**Circle Processes (6 hours)**

- History and Overview
- The Process
- The Experience—A Roleplay

**Restorative Justice in Severe Violence; Restorative Justice and Large-Scale Wrongs (3 hours)**

- The Application of Restorative Justice to Cases of Severe Violence
- Truth Commissions: A Study of the Truth and Reconciliation Committee in South Africa
- Truth, Justice, and Reconciliation

**Restorative Justice in Practice: Local and Global Initiatives (3 hours)****Total Hours: 54****Additional Information**

Is this course proposed for GCC Major or General Education Graduation requirement? If yes, indicate which requirement in the two areas provided below.

Yes

**GCC Major Requirements**

No Value

**GCC General Education Graduation Requirements**

Social Sciences

**Repeatability**

Not Repeatable

**Justification (if repeatable was chosen above)**

No Value

**Resources**

Did you contact your departmental library liaison?

No

If yes, who is your departmental library liaison?

No Value

Did you contact the DEIA liaison?

No

**Were there any DEIA changes made to this outline?**

No

**If yes, in what areas were these changes made:**

No Value

**Will any additional resources be needed for this course? (Click all that apply)**

- No

**If additional resources are needed, add a brief description and cost in the box provided.**

No Value