

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

<b>Course Code and Number:</b> CRIM 215		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>															
<b>Course Full Title:</b> Theory and Practice of Restorative Justice <b>Course Short Title:</b> Restorative Justice <i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>																	
<b>Faculty:</b> Faculty of Social Sciences		<b>Department (or program if no department):</b> Criminology & Criminal Justice															
<b>Calendar Description:</b> Discusses theoretical, historical, and philosophical perspectives on restorative justice, and the foundational principles and values of restorative justice as a response to crime and violence distinct from traditional methods within the criminal justice system. Processes and program models will be examined.																	
<b>Prerequisites (or NONE):</b>		None.															
<b>Corequisites (if applicable, or NONE):</b>		NONE															
<b>Pre/corequisites (if applicable, or NONE):</b>		NONE															
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Dual-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<b>Special Topics</b> <i>(Double-click on boxes to select.)</i> This course is offered with different topics: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, topic will be recorded when offered.)</i>															
		<b>Independent Study</b> If offered as an Independent Study course, this course may be repeated for further credit: <i>(If yes, topic will be recorded.)</i> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit															
		<b>Transfer Credit</b> Transfer credit already exists: <i>(See <a href="#">bctransferguide.ca</a>.)</i> <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Submit outline for (re)articulation: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i>															
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar hours</td> <td>45</td> </tr> <tr> <td>Tutorials/workshops</td> <td></td> </tr> <tr> <td>Supervised laboratory hours</td> <td></td> </tr> <tr> <td>Experiential (field experience, practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Supervised online activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>		Lecture/seminar hours	45	Tutorials/workshops		Supervised laboratory hours		Experiential (field experience, practicum, internship, etc.)		Supervised online activities		Other contact hours:		<b>Total hours</b>	<b>45</b>	<b>Grading System</b> <input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit	
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Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		<b>Maximum enrolment (for information only):</b> 36 <b>Expected Frequency of Course Offerings:</b> Annually <i>(Every semester, Fall only, annually, etc.)</i>															
<b>Department / Program Head or Director:</b> Amanda McCormick		<b>Date approved:</b> January 2019															
<b>Faculty Council approval</b>		<b>Date approved:</b> February 2019															
<b>Dean/Associate VP:</b> Jacqueline Nolte		<b>Date approved:</b> February 2019															
<b>Campus-Wide Consultation (CWC)</b>		<b>Date of posting:</b> n/a															
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> October 25, 2019															

**Learning Outcomes:**

Upon successful completion of this course, students will be able to:

- Analyze the historical context for restorative justice from a variety of cultural, and philosophical perspectives.
- Describe a variety of theoretical constructs in support of and critical of restorative justice.
- Articulate the impacts of victimization and the needs of victims following criminal acts.
- Recognize the factors leading to offending behaviour and the connection between responsibility and accountability.
- Explain the importance of building community capacity to develop restorative justice programs.
- Discuss the variety of restorative practices and their applications.
- Describe the role and possibilities for restorative justice within criminal justice systems, specifically as it relates to the Youth Criminal Justice Act.
- Explore a variety of ways for developing and maintaining restorative justice programs within the community and school settings.

**Prior Learning Assessment and Recognition (PLAR)**

☒ Yes      ☐ No, PLAR cannot be awarded for this course because

**Typical Instructional Methods** *(Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.)*

Lecture and discussion.

**NOTE:** The following sections may vary by instructor. Please see course syllabus available from the instructor.

**Typical Text(s) and Resource Materials** *(If more space is required, download Supplemental Texts and Resource Materials form.)*

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1. Johnstone, G.	Restorative Justice: Ideas, Values and Debates	<input type="checkbox"/>	Willan	2011
2. Woolford, A.	The Politics of Restorative Justice: A Critical Introduction	<input type="checkbox"/>	Fernwood	2009
3. Zehr, H.	The Little Book of Restorative Justice	<input type="checkbox"/>	Good Books	2002
4.		<input type="checkbox"/>		
5.		<input type="checkbox"/>		

**Required Additional Supplies and Materials** *(Software, hardware, tools, specialized clothing, etc.)***Typical Evaluation Methods and Weighting**

Final exam:	30%	Assignments:	40%	Field experience:	%	Portfolio:	%
Midterm exam:	%	Project:	%	Practicum:	%	Presentation:	20%
Quizzes/tests:	%	Participation:	10%	Shop work:	%	Total:	100%

**Details (if necessary):****Typical Course Content and Topics**

Week 1: Introduction and key concepts  
 Week 2: What is restorative justice  
 Week 3: History of restorative justice  
 Week 4: Theorizing restorative justice  
 Week 5: Restorative Justice Styles  
 Week 6: Indigenous Peoples and Restorative Justice in Canada  
 Week 7: Actors in Restorative Justice  
 Week 8: Restorative Justice, Race, and Gender  
 Week 9: Individual and Collective Dimensions  
 Week 10: Restorative Justice and Transitional Justice  
 Week 11: Presentation Symposium  
 Week 12: Critiques of Restorative Justice  
 Week 13: The Politics of Restorative Justice/Review