George Mason University
Graduate Course Approval/Inventory Form

Please complete this form and attach a copy of the syllabus for new courses. Forward it as an email attachment to the Secretary of the Graduate Council. A printed copy of the form with signatures should be brought to the Graduate Council Meeting. Complete the Coordinator Form on page 2, if changes in this course will affect other units.

Please indicate: ___X__ NEW  ____ MODIFY  ____ DELETE

Local Unit: Public and International Affairs/ADJ  Graduate Council Approval Date:

Course Abbreviation: J L C P  Course Number: 703

Full Course Title: Restorative Justice

Abbreviated Course Title (24 characters max.): Restorative Justice

Credit hours: 3  Program of Record: Justice, Law, & Crime Policy

Repeatable for Credit? ___ D=Yes, not within same term  Up to hours
___ T=Yes, within the same term  Up to  hours
_X_ N=Cannot be repeated for credit

Activity Code (please indicate): ___ Lecture (LEC) ___ Lab (LAB) ___ Recitation (RCT)
___ Studio (STU) ___ Internship (INT) ___ Independent Study (IND) __X_ Seminar (SEM)

Catalog Credit Format  3:3:0  Course Level: GF(500-600) __X__ GA(700+) 

Maximum Enrollment: 20  For NEW courses, first term to be offered: Fall 2005

Prerequisites or corequisites: J L C P 700/GOVT 726 or instructor’s permission.

Catalog Description (35 words or less) Please use catalog format and attach a copy of the syllabus for new courses.: J L C P 703 Restorative Justice (3:3:0). Prerequisite: J L C P 700 or instructor’s permission. The origins of restorative justice, its principles, their implications for different justice organizations and processes, and their application to a variety of problems, such as family violence, human rights, and reconciliation following mass victimizations.

For MODIFIED or DELETED courses as appropriate:
Last term offered:  Previous Course Abbreviation:  Previous number:
Description of modification:

APPROVAL SIGNATURES:
Submitted by: ________________________________ email: smastrof@gmu.edu

Department/Program: ________________________________ Date: __________________

College Committee: ________________________________ Date: __________________

Graduate Council Representative: ________________________________ Date: __________________
GEORGE MASON UNIVERSITY
Course Coordination Form

Approval from other units:

Please list those units outside of your own who may be affected by this new, modified, or deleted course. Each of these units must approve this change prior to its being submitted to the Graduate Council for approval.

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Graduate Council approval: ___________________________ Date: __________

Graduate Council representative: ______________________ Date: __________

Provost Office representative: _________________________ Date: __________
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Please indicate:  __X__ NEW  ____ MODIFY  ____ DELETE

Local Unit: Public and International Affairs  Graduate Council Approval Date:

Course Abbreviation: GOVT  Course Number: 727

Full Course Title: Restorative Justice

Abbreviated Course Title (24 characters max.): Restorative Justice

Credit hours: 3  Program of Record: Political Science M.A.

Repeatable for Credit?  ___ D=Yes, not within same term  Up to hours
___ T=Yes, within the same term  Up to hours
_X_ N=Cannot be repeated for credit

Activity Code (please indicate):  ___ Lecture (LEC)  ___ Lab (LAB)  ___ Recitation (RCT)
___ Studio (STU)  ___ Internship (INT)  ___ Independent Study (IND)  ___X_ Seminar (SEM)

Catalog Credit Format  3:3:0  Course Level: GF(500-600) ___ GA(700+) ___X_

Maximum Enrollment: 20  For NEW courses, first term to be offered: Fall 2005

Prerequisites or corequisites: JLCP 700/GOVT 726 or instructor’s permission.

Catalog Description (35 words or less) Please use catalog format and attach a copy of the syllabus for new courses. GOVT 727 Restorative Justice (3:3:0). Prerequisite: JLCP 700/GOVT 726 or instructor’s permission. The origins of restorative justice, its principles, their implications for different justice organizations and processes, and their application to a variety of problems, such as family violence, human rights, and reconciliation following mass victimizations.

For MODIFIED or DELETED courses as appropriate:
Last term offered:  Previous Course Abbreviation:  Previous number:
Description of modification:

APPROVAL SIGNATURES:
Submitted by:  ________________________________ email: smastrof@gmu.edu
Department/Program:  ________________________________ Date: _________________
College Committee:  ________________________________ Date: _________________
Graduate Council Representative:  ________________________________ Date: _________________
**GEORGE MASON UNIVERSITY**  
Course Coordination Form

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Graduate Council approval: ____________________________________________ Date: ____________

Graduate Council representative: ___________________________________ Date: __________

Provost Office representative: ________________________________ Date: __________
Course Description

Restorative justice applies ancient principles of justice in a contemporary setting. It seeks to restore all parties (offender, victim, and the community) in a criminal action to a whole state. It differs from traditional Western justice systems in making all parties active participants in the process of restoration. This course offers an in-depth consideration of the origins of restorative justice, its principles, their implications for different justice organizations and processes, and their application to a variety of problems, such as family violence, human rights, and reconciliation following mass victimizations.

Course Prerequisite

JLCP 700 Theories of Justice or the equivalent with instructor’s permission.

Course Objectives and Learning Methods

This course is designed to accomplish several objectives:

- Develop knowledge of the origins and development of restorative justice,
- Develop understanding of the principles of restorative justice and their implications for the law, justice organizations, and processes,
- Acquire knowledge of applications of restorative justice to some specific crime problems, and
- To assess the strengths and limitations of restorative justice compared to other approaches to accomplishing criminal justice.

The approach to learning in this course begins with the assumption that each doctoral student bears primary responsibility for advancing his or her own intellectual development and also has a responsibility for contributing to the development of knowledge and skills of others in the class. The professor’s responsibility is to design the class, structure the use of class time, and guide members of the class as a group and individually.

This course will be conducted seminar style, meaning that students and professor must come to each class prepared to discuss the assigned readings. One purpose of class discussion is to ensure that students understand what the authors are communicating, but that is only the beginning. Students are expected to critique the writings in a constructive manner, to synthesize the materials, to elaborate or expand upon them, and to consider applications of these materials to other circumstances. In doing this, students will need to engage each other and the professor in discussion, debate, and constructive criticism, which must always be conducted thoughtfully and with civility.

Students are encouraged to engage each other outside of class as well as during class time. This will be facilitated from time-to-time by team assignments.

Course Requirements and Grading

Students are expected to engage in a number of activities that will (a) promote their own learning, (b) promote the learning of other students, and (c) enable the instructor to judge how well the student is learning and assign a course grade. Specific course requirements and grading weight are described below:
• Seminar discussion -- 30%

Students are expected to make a substantial contribution to the discussion of the course topic and assigned readings at each seminar session. This will include offering summaries of particular readings, critiques of those readings, synthesis of readings, introduction and application of other relevant information to the discussion topic, and application of readings to other situations. Each student is expected to participate without being asked to do so, and each student will be given opportunities to participate. A grade will be assigned to students for each session, and this grade will be communicated to the student (by email), normally within 48 hours of the seminar. To calculate the grade for seminar discussion, the professor will count the top ten grades.

• Written reviews – 20%

Each student will be responsible for submitting in writing two 2-3 page (single-spaced, 12-point font) summary/critiques of a reading designated by the professor. These assignments will be made by the professor at least 2 weeks before they are due. The writer will be responsible for distributing his/her critique to all class participants at least 48 hours before the class meeting at which this reading will be discussed. Other members of the class are expected to have read the critique before class. This writing will serve as a lead-off for class discussion on that topic.

• Team project – 25%

Students will be grouped into teams of 2 or 3 students. Each team will be assigned a course session and required to conduct a learning experience on the topic for that session, drawing on materials that have not been assigned by the instructor. This could include such things as expanding the range of justice systems considered, demonstrating the practical or policy considerations of the readings, or other projects that will enlarge the class’s understanding of the topic. Each team project will take about 50-60 minutes of class time. Team participants should allow for 20-30 minutes of class participation time during this time period. It is important that each team member have made a significant and transparent contribution to the project – for grading purposes.

• Research paper – 25%

Each student will be responsible for writing an article-length (20-30 page) research paper on a topic relevant to the course. This research paper should identify a specific topic or issue and draw upon secondary resources for research. Each student should begin the selection of the paper topic early in the semester, consulting with the professor for guidance and approval. The paper topic should be approved and research should begin by the end of the fourth week of the semester. Students will give a brief presentation in class of their research at the end of the semester.

Assigned Text and Readings

See below

Outline of Topics

Week 1

Introduction to the course (no reading assignment).
Week 2

Introduction to the Field of Restorative Justice
Readings:

Week 3

The History of Restorative Justice
Readings:

Week 4

Exploring Aboriginal Justice
Readings:

Week 5

Family Group Conferencing, Circle Sentencing and Peace Circles
Readings:

Week 6

The Role of Shame, Guilt, and Remorse and Aspects of Healing and Forgiving in Restorative Justice
Readings:
Week 7

**Restorative Justice and the Law: In Search for a Restorative Jurisprudence**

Readings:

Week 8

**Restorative Justice Theories and their Validation and the Creation of a Restorative Justice System**

Readings:

Week 9

**Restorative Justice and the Role of the Community and the Police.**

Readings
Week 10

**Restorative Justice and Family Violence**
Readings

Week 11

Restorative Justice in Cases of Gross Human Rights Violations. Truth and Reconciliation Commissions as Tools of a Restorative Justice Paradigm?

Readings:

Week 12

The Phenomenon, Process and Context of Reconciliation in the Context of Mass Victimization
Readings:

Week 13

**Present Prospects and Future Directions of Restorative Justice**

Week 14

In-class presentations by students (no readings).
Catalog Description

**JLCP 703/GOVT 727 Restorative Justice (3:3:0).** Prerequisite JLCP 700/GOVT 726 or instructor’s permission. The origins of restorative justice, its principles, their implications for different justice organizations and processes, and their application to a variety of problems, such as family violence, human rights, and reconciliation following mass victimizations.