JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University Of New York

Restorative Justice from Spirit to Commercialism

Spring Semester 2025

PROFESSOR INFORMATION

College name and address: John Jay College, 524 W. 59th Street, New York, NY 10019
Course title and section: SOC 283-01
Professor 's name: Skye Roper Moses
Department: Department of Sociology
E-mail address: sroper-moses@jjay.cuny.edu skyeropermoses@gmail.com
Please allow a minimum of 24 hours during weekdays for the professor to receive and respond to any emails.
Office Hours: Every Monday and Friday between 10AM-12PM via zoom by appointment

COURSE INFORMATION

Course pre-requisites: SOC 206
Credit hours: 3 credit hours

Course description

This class will cover the impact of restorative justice in the United States. As a class we will learn the various places restorative practices are present in North America such as schools and court systems. We will learn about restorative practices indigenous beginnings and learn how it is a process that is rooted in spirit. We will unpack how its use in mainstream western society at times perverts the process and leaves us with a process that is heavy on intention but light on changing entrenched systems due to its commercial overuse. Through readings, lectures, and guest speaker's students will learn how restorative practices are utilized in school, courts, workplaces, and prisons. By the end of the class, students will be able to determine how impactful restorative practice is for youth, adults, and various communities both public and private.

Learning outcomes

- Learn the foundation of circles and the talking stick/piece within the Indigenous communities of North America.
- Learn how Restorative Justice is implemented in schools, courts, and communities.
- Design and co-facilitate peacemaking circle process.
- Participate in Reflective Debrief Circles that aid in understanding the critical moments of holding space for groups.

In-Person Class times: This is a fully in-person course. We will meet on Wednesday in Haaren Hall room 521 from 10:30am-1:30pm.

Course Format and Organization I will post course materials on Brightspace such as announcements, class notes, homework, and discussion board.

Required Texts

This course has two required textbooks:

"**The Little Book of Restorative Justice" by Howard Zehr**

"Talking Stick: Peacemaking as a Spiritual Path "by Stephan V Beyer

Additional Materials

Throughout the semester, additional readings, lectures, video clips, etc. will be provided to students electronically via the course website through Brightspace.

Grading

Student learning will be assessed based on the following: (1) Class Participation (25%), (2) Reflection Journal (25%), (3) Circle Keeping (10%), (4) Midterm (20%), and Final Paper (20%). Please see the Course Calendar below for activities and assignments.

Requirements	**Percentage**
Class Participation	25%
Reflection Journal	25%
Circle Keeping	10%
Midterm Paper	20%
Final Paper and Presentation	20%
Total	**100%**

(1) Class Participation (25%)

Participation is an essential component of this class. To receive a full participation grade, you must do the following:

- Arrive on time and be prepared to participate in class activities.
- Uphold our community guidelines and values

- Being prepared to co-facilitate circles when it is your turn.
- Speak and listen to classmates with a spirit of inquiry.

Participation Rubric

1.Participation will be evaluated on the following criteria:

- Students demonstrate professional behavior
- Student communicates with professor regarding all absences and late arrivals

2.Student's participation demonstrates thoughtful engagement with the assigned readings and classroom activities:

- Student demonstrates constructive engagement in all classroom activities, including small groups, roleplays, experiential exercises, and large group discussions
- Students demonstrate growth and progress over the course of the semester

3.Student exhibits engagement in critical self-reflection, including:

- Student shares airtime ("Move up, move back")
- Students provide peers and instructors with respectful and constructive feedback
- Students accept and utilize feedback from peers and instructors
- Students demonstrate active listening skills and a willingness to learn from others
- Students demonstrate willingness to examine multiple perspectives offered by others

2. Reflection Journal Entry (25%)

Each week you will be given a reading, video, or discussion topic to write about. Reflection journals will be completed and submitted via Brightspace each week at midnight prior to class time. The point of the journal is to ensure that you critically engage with the views and ideas offered in the readings and classroom discussions. Students will write a reflection entry of about three to five hundred words that responds to a prompt that the instructor gives them, plus an experience they had in class. The guidelines for Journal writings are:

- Connect readings with Restorative Justice Principles
- Connect readings to individual experiences
- Demonstrate application of knowledge of Restorative Principles

3. Circle Keeping (10%)

Each student with a partner will design and co-facilitate a learning circle process for the class that relates to the week's topic found on the syllabus. Students will be responsible for creating an opening, check-in question and a prompt related to the topic of the week. Students will be responsible for bringing in talking pieces and other supplies to support their circle.

4. **Midterm (20%)**

The midterm is to write a 3–4-page paper summarizing " Talking Stick: Peacemaking as a Spiritual Path" by Stephan Beyer. In your summary I want you to include three things that you learned from reading this book. Discuss your point of view on whether you believe it is important to keep the spiritual components in Restorative Practices and Peacemaking Circles**.**

Formatting

References required: Please use APA (American Psychological Association) citation style for in-text citations and references.

Word document (doc or .docx), Times New Roman, 12-point font, 1-inch margins, numbered pages, double spaced.

Reminders

Outline your paper first before writing.

- Write your topic sentences for each paragraph based on the outline.
- Make sure all sentences in each paragraph directly support or relate to your topic sentences.

- Use subheadings for clarity (e.g., Introduction, Lesson Learned, Conclusion)
- Substantiate all your claims. If you say that something is so, please provide the support/evidence through examples or the readings.
- References are required using APA style.

Grading Rubrics

Instructors will be grading the paper using the following components:

Writing Mechanics

- Proper length
- Organization (focus and clarity)
- Correct use of citations and references

Content

- Demonstration of familiarity with all topics we covered in class
- Claims are backed up by evidence

5. **Final Paper and Presentation (20%)**

The Final will be comprised of a one-page paper and

1. You will be expected to pick one topic that was covered over the 13-week class and perform two rounds of circle prompts related to your topic.

2. Give a short presentation answering the questions below.

3. Write the answers in a one-page summary to be submitted to Blackboard.

- Restorative Justice
- Peacemaking Circles
- Restorative Justice and Youth
- Restorative Justice and Community
- Restorative Justice and Schools
- Restorative Justice and Courts/Prisons
- Restorative Justice in the Workplace
- Restorative Justice and Intimate Partner Violence
- Restorative Justice and Social Justice/ Trauma Informed Practice

Questions

1.What did you find interesting about the intersection of this topic and restorative justice practice?

2.Do you feel that your topic should use traditional restorative principles, or should it be modified to be more accessible for larger audiences?

3. What is one thing you will take away from this course?

The presentation will take place over the last two weeks of the class.

<u>Formatting</u>

- References required: Please use APA (American Psychological Association) citation style for in-text citations and references.
- Word document (doc or .docx), Times New Roman, 12-point font, 1-inch margins, numbered pages, double spaced.

<u>Reminders</u>

- Outline your paper first before writing.
    - Write your topic sentences for each paragraph based on the outline.
    - Make sure all sentences in each paragraph directly support or relate to your topic sentences.
- Use subheadings for clarity (e.g., Introduction, Lesson Learned, Conclusion)
- Substantiate all your claims. If you say that something is so, please provide the support/evidence through examples or the readings.

- References are required using APA style.

Grading Rubrics

Instructors will be grading the paper using the following components:

Writing Mechanics

- Proper length
- Organization (focus and clarity)
- Correct use of citations and references

Content

- The final paper responds fully to the instructions
- Demonstration of familiarity with all topics we covered in class
- Claims are backed up by evidence

Grading Scale

Points accumulated and corresponding letter grade.

Points	Grade
93 – 100	A (Excellent)
90 – 92.9	A-
87.1 – 89.9	B+
83.0 – 87.0	B (Good)
80 – 82.9	B-
77.1 – 79.9	C+
73 – 77	C (Satisfactory)
70 – 72.9	C-
67.1 – 69.9	D+
63 – 67	D (Passing)
60 – 62.9	D-
Below 60	F (Not passing)

Note: As per JJC policy, an F is not erased from a student's transcript when the course is taken again and passed.

COURSE POLICIES

Netiquette

All course communication (whether in discussion group settings, communications between students, or communications between students and faculty) must be conducted in a respectful manner. This will be part of your discussion group participation grade. For more information, please check “Netiquette” in “Your Binder – Essential Documents” in Blackboard.

Emails

Please feel free to contact me via e-mail with any questions. However, please allow a minimum of 24 hours during weekdays and 48 hours over the weekend for the professor to receive and respond to any e-mail. Plan accordingly (e.g., do not e-mail the professor with last minute, urgent requests for information on an assignment/exam the night before it is due). Students are required to have a current John Jay e-mail account from which they can access materials as well as access to Blackboard. Also, I can meet with you in person on or online as mutually convenient, via Zoom, phone, or email. I AM AVAILABLE to help.

Assignment Turn Around Time

Feedback will be provided for discussion board postings and assignment submissions within a week.

Computer and Web Access

Students will need to have access to a computer to retrieve course readings and other necessary materials. Numerous relevant materials will be posted on the course website that the student will be responsible for accessing. Students are strongly advised to use some means of automatically backing up their work (e.g., www.dropbox.com or similar free online service). Also, if your computer breaks down, you may use computers at your local library or on campus. Computer malfunction/failure is NOT an acceptable excuse for late or missing assignments.

Extra Work during the Semester

Extra credit may be available. Interested students should inquire. Any extra credit opportunity will be available to the entire class. Students must communicate directly with the professor regarding absences and missing assignments to qualify for extra credit.

COLLEGE WIDE POLICIES

Incomplete Grade Policy

Students must always be in communication with the instructor regarding expectations and the timeline to complete the course. The college-wide policy for incomplete grades as stated in the course catalog is that an Incomplete Grade may be given only to those students who would pass the course if they were to satisfactorily complete course requirements. It is within the discretion of the faculty member as to whether to give the grade of INC. The INC grade should only be given in consultation with the student.

Americans with Disabilities Act (ADA) CUNY Accommodations Policy

Students who believe that they may need an accommodation due to a disability are encouraged to immediately contact the Office of Accessibility Services (OAS) in room L.66 NB (212-237-8031 or accessibilityservices@jjay.cuny.edu). Students are welcome but not required to speak with the instructor privately to discuss specific needs for the class. Students with disabilities are entitled to confidentiality over disability-related status or details. Students are not required to disclose their specific disability to their instructors or anyone else.

The Alan Siegel Writing Center

The Alan Siegel Writing Center (http://jjcweb.jjay.cuny.edu/writing/homepage.htm) provides free tutoring to students of John Jay College; its online services are described here: http://jjcweb.jjay.cuny.edu/writing/Writing%20Center%20Online.htm. The Writing Center has a staff of trained tutors who work with you to help you become a more effective writer, from planning and organizing a paper, to writing and then proofreading it. The Writing Center is a valuable resource, and I encourage you to use it. If I give you a referral form to the Writing Center, you must get further instruction on the specific items addressed on the form. This is not optional.

Wellness and Student Resources

Students experiencing any personal, medical, financial, or familial distress, which may impede their ability to fulfill the requirements of this course, are encouraged to visit the Wellness Center (L.65 NB). Available resources include Counseling Services, Health Services, Food Bank, and emergency funding support. See http://www.jjay.cuny.edu/wellness-resources.

Visit the Students' Academic Resources & Services website for a full list of student support resources: http://www.jjay.cuny.edu/students. They include:

Academic Advisement Center: http://www.jjay.cuny.edu/academic-advisement-center

Center for Career & Professional Development: http://www.jjay.cuny.edu/Career-services

JJ Children's Center: http://www.jjay.cuny.edu/Childrens-center

Housing: http://www.jjay.cuny.edu/housing

Military and veteran services: http://www.jjay.cuny.edu/military-and-veteran-services

Women's Center for Gender Justice: http://www.jjay.cuny.edu/womens-center/gender-justice

LGBTQ+ Resource Center (https://www.jjay.cuny.edu/lgbtq-resource-center

Jay Express Services: http://www.jjay.cuny.edu/jay-express-services

The Immigrant Student Success Center: https://www.jjay.cuny.edu/immigrant-student-center

Resources for Reporting Sexual Harassment, Sexual Assault, Stalking, or Domestic and Dating/Intimate Partner Violence

Several staff members are available to answer questions and to give advice concerning informal complaints and the formal complaint procedure concerning allegations of any sexual harassment or assaults. Information and advice may be requested anonymously. Students and employees can informally consult with the individuals below about their options, including their option to file a formal complaint. Formal complaints must be filed with the Title IX Coordinator. Please refer to this website for their contact information as well as CUNY's Policy on Sexual Misconduct (PSM), go to https://www.jjay.cuny.edu/student-life/sexual-misconduct.

CUNY Policy on Academic Integrity

Academic dishonesty is prohibited in CUNY. It includes, among other things: cheating (e.g., submitting the same paper for more than one course; unauthorized use during an exam of any electronic devices); obtaining unfair advantage (e.g., circulating or gaining advance access to exam materials); and plagiarism, which is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation (including information from the Internet). Using the ideas or work of another is permissible only when the original source is identified. Plagiarism may be intentional or unintentional, but lack of dishonest intent does not absolve a student of responsibility for plagiarism.

It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement if the source is cited. If in doubt, it is better to include a citation.

Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing, or copying information from the Internet without citing the source, and "cutting and pasting" from various sources without proper attribution.

Students who are unsure how and when to provide documentation are advised to consult with the instructor. The Library has free guides designed to help students with problems of documentation at: http://guides.lib.jjay.cuny.edu/citing_sources.

Title IX Syllabus Statement

John Jay College is committed to creating and maintaining a safe and inclusive learning environment for all students. If you have experienced any form of sex-based misconduct, including sexual assault, dating or domestic violence, stalking, and sexual or gender-based harassment, know that help and support are available. At John Jay, faculty are mandatory reporters and must report all information they receive regarding Sex-Based Misconduct to the College's Title IX Coordinator. This is to ensure that all students who have experienced sex-based misconduct receive support, resources, and information about their rights.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact the Title IX Advocate, Jessica Greenfield (jgreenfield@jjay.cuny.edu), or visit the Counseling Services Center in Room L.68 NB.

For more information about reporting options and resources at John Jay and in the community, please contact Title IX Coordinator, Gabriela Leal (gleal@jjay.cuny.edu), or visit https://www.jjay.cuny.edu/about/compliance-diversity/non-discrimination-equal-opportunity/title-ix-sex-based-misconduct.

Camera use

In June 2024, CUNY issued a university-wide guidance regarding camera use for hybrid and online learning. Faculty may require students to activate their cameras during class periods or for remote testing. Faculty who intends to utilize this should clearly state this on course syllabi. Additionally, class sections where this parameter is in effect will be noted during registration.

For more information, see here: https://www.cuny.edu/wp-content/uploads/sites/4/page-assets/academics/faculty-affairs/Camera-Use-Guidance-for-Online-and-Hybrid-Courses_FINAL-JUNE-20-2024.pdf

COURSE CALENDAR

Date	Class Topics	Assignments
Week 1 (January 28,2025)		
	No Class in Observance of the Lunar New Year	
Week 2 (February 5,2025[d])		
Class 2: Wednesday	Introduction to Restorative Justice Course Overview: ○ What is Restorative Justice? ○ What are Peacemaking Circles? ○ What is Restorative Principle? ○ Fundamentals of Circle ○ Establishing Guidelines and Values for Classroom Community	**Students will add their guidelines and values for the class community on the Discussion Board.**

Week 3 (February 12.2025)		
Class 3: Wednesday	No Class in Observance of Lincolns Birthday	
Week 4 (February 19,2025) **Asynchronous**		
Class 4: Wednesday	**Indigenous Foundation of Restorative Practices** Students will watch videos via Brightspace on the Indigenous People of North America Sharing Circle Practice. Students will begin to learn about the circle process base through learning about how Indigenous culture practices.	**Video** Students will watch assigned videos that are posted on Brightspace under the content section. **Discussion Board *** Students will answer one question on the Discussion Board regarding the videos posted. **Reflection Homework # 1**
Week 5 (February 26,2025)		
Class 5: Wednesday	**Community Building Around the World** In this session we will look at what community building looks like in other parts of the world.	**Discussion Board # 1**
Week 6 (March 5, 2025, and March 6, 2025)		
Class 6: Wednesday	**Peacemaking Circles & Restorative Justice** Students will learn and practice the components of the circle process.	**Reflection Homework # 2** **Student circle**

	Students will explore Restorative Justice history and where it is practiced in the USA.	
Week 7 (March 12,2025)		
Class 7: Wednesday	**Restorative Justice and Youth** Explore how RJ is used to engage young people in the USA.	**Reflection Homework # 3** **Student circle.**
Week 8 (March 19, 2025)		
Class 8: Wednesday	**Restorative Justice and Community** We explore the challenges in communities and Restorative Justices response. Introduction of Community Conferencing Process.	**Discussion Board # 2** **Midterm Paper due 3/22/25** **Student circle.**
Week 9 (March 26, 2025)		
Class 9: Wednesday	**Restorative Justice in Schools** Explore the challenges and needs in schools and RJ responses. Speaker	**Reflection Homework # 4** **Students circle.**
Week 10 (April 2,2025)		
Class 10: Wednesday	**Restorative Justice in Courts and Prisons** Examining the challenges of prisons and prison systems, and the RJ response in these systems.	**Discussion Board # 3** **Student Circle**
Week 11 (April 9,2025)		
Wednesday	**Restorative Justice in the Workplace** Explore how Restorative Practices are being utilized in workspaces in the U.S.A.	**Reflection Homework #5** **Student Circle**
Week 12 (April 14th,2025)		
Wednesday	Spring Break	
Week 13 (April 23,2025)		

Class 11: Wednesday	**Restorative Justice and Intimate Partner Violence** Explore the controversies and challenges in applying RJ to IPV.	**Discussion Board #4** **Student Circle**
Week 14 (April 30th, 2025h)		
Class 12: Wednesday	**Restorative Justice and Trauma Informed Circles** Examine the intersection of trauma informed practices and RJ when collaborating with small communities**.**	**Discussion Board# 5** **Student Circle**
Week 15 (May 7,2025)		
Class 13: Wednesday	**Integration of the Semester/ Class Presentations** End of semester Circle to reflect on the topics discussed over the semester**.**	**Student Circle**
Week 16 (May 14,2025)		
Class 14: Wednesday	**Class Presentations** Students will present their Final Presentation.	**Final Paper Due**