

**CRIM 495 -- Capstone in Criminology, Law and Society: Restorative Justice: Practical Applications
Spring 2022**

Hybrid online (half synchronous and half asynchronous)

Meeting time: Thursdays 1:30-2:45 PM

Instructor: Professor Auzeen Shariati, Ph.D., asharia@gmu.edu
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Office hours: Online by appointment

Course Goals

This course has two primary goals: to expand your thinking about what justice means and how to achieve it, and to help you develop your writing skills. We will address the first goal by exploring traditional approaches to justice that predominate in our society as well as emerging theories of justice. You will develop your writing skills through foundational instruction in principles of writing as well as a number of assignments on principles of writing and a research paper that require you to apply those principles in written thought-pieces about the meanings and methods of justice.

Requirements Met by This Course

This is the department's capstone course that is required for all CLS majors and is optional for CLS minors. It also meets the university requirements for Mason Impact, Mason Core/Synthesis, and Writing-Intensive. Each of these is explained in turn.



Capstone Course

A capstone course is the “crowning achievement” or culminating course that pulls a department's curriculum together from the foundation through the structure, in the same way a capstone on a building (such as a capitol dome) pulls together and caps off the building. As such, this course examines a key foundational issue in the field of criminology and justice, which underlies the study of different aspects of this field: what is justice and how can it be achieved?



Mason Impact

Mason Impact offers high-impact opportunities to all students, designed to develop problem-solving, critical thinking, and communication skills, and preparing them to make a real impact in the world. Mason Impact is grounded in a strong education that explores how knowledge is created

and used, investigates local and global challenges from multiple perspectives, and helps students develop relevant questions. Mason Impact Projects allow students to use inquiry methods to answer their questions and learn to communicate their results. These experiences are transformative; students are introduced to a more complicated and interesting world in which they can have an impact.

Mason Core/Synthesis

The purpose of the **synthesis course** is to provide students with the opportunity to synthesize the knowledge, skills and values gained from the **Mason Core curriculum**. Synthesis courses strive to expand students' ability to master new content, think critically, and develop life-long learning skills across the disciplines. While it is not feasible to design courses that cover "all" areas of general education, synthesis courses should function as a careful alignment of disciplinary goals with a range of Mason Core learning outcomes.

Writing-Intensive

The university also requires students to complete a writing-intensive course in their major. Writing-intensive courses must “devote significant time to instruction on writing and how to complete assignments successfully. . . Students are required to revise at least one substantive assignment in the course based on instructor feedback . . . [and that assignment should be] divided into sequenced sections that receive feedback and can be revised.” (wac.gmu.edu/wi-course-criteria).

This course fulfills the Writing Intensive requirement in the CLS major. It does so through the research paper due at the end of the semester and developed through a process of drafting, feedback, and revision. This course provides instruction on writing skills in general, and instruction, review, and revision of the specific written products required in this course (the report section drafts and the final report). In addition, numerous short writing assignments will be completed in class to provide additional opportunities to develop critical thinking and writing skills.

Required Readings:

Katherine S. van Wormer and Lorenn Walker, *Restorative Justice Today: Practical Applications*, 2012, ISBN: 9781452219912

PowerPoints/Prezis on theories of justice and on principles of writing, and a wealth of instructions and other resources you need to use.

Readings on retributive and utilitarian models of justice:

- Moore, M. (1993). Justifying retributivism. *Law Review*, 27(1-2), 15-49. **Read section I, What is Retributivism? on pages 15- 21, and the first 3 full paragraphs on page 30 (page numbers as printed on paper). No need to read other parts of the article.**
- Weiler, J. (1978). Why do we punish? The case for retributive justice. *University of British Columbia Law Review*, 12(2), 295-319.

Grading Scale

A	93.0 - 100	C	73.0 - 76.9
A-	90.0 - 92.9	C-	70.0 - 72.9
B+	87.0 - 89.9	D	60.0 - 69.9
B	83.0 - 86.9	F	Below 60.0
B-	80.0 - 82.9		
C+	77.0 - 79.9		

Course Grade Components

- 10% Brief written assignments (four assignments which each count for 2.5% of your course grade)
- 10% Writing worksheets (five worksheets which each count for 2% of your course grade)
- 30% Conflict resolution paper including section drafts (this grade breaks down into 8% of your course grade for the section drafts and 22% of your course grade for the complete final paper)
- 25% Test 1
- 25% Test 2

Brief Written Assignments (BWA)

There will be four brief written assignments on “Models of Justice and Their Practical Applications” done as take-home assignments. These assignments, taken together, will count for 10% of your course grade (or 2.5% each).

Writing Worksheets in Recitation Classes

This component of your course grade consists of five writing worksheets, with each worth 2% of your course grade (total of 10%). It is open book and you should use the associated writing power point to answer the questions. You need to do it on your own; collaborating with other students, past or present, is prohibited and is considered cheating. You can take as much time on it as you want before the due date (see the course schedule at the end of the syllabus). You don't have to do it all in one sitting, you can hop in and out of it if you need to. But once you submit it, you'll get your score in the Grade Center and you'll be done. You cannot take it again for a higher score, so make sure you're happy with all your answers before you submit them.

There will be a 10% grade reduction as a late penalty if you submit it after the due date. The 10% penalty can be waived if you have written documentation from a professional that verifies an acceptable reason for missing class. I am the sole judge of what qualifies as written documentation, as a professional source, and as an acceptable reason for missing class.

Conflict Resolution Paper

You will choose a real criminal conflict to research and develop a restorative intervention to resolve the conflict. To complete this assignment, you will search news media archives to gain additional information on this crime. The purpose of this assignment is to integrate the material learned in class with a real-world conflict so that you will be able to experience how restorative practices may be implemented in different contexts.

You'll write your paper in stages, providing drafts of four different sections of the paper and receiving feedback to assist in the revision process to produce the final paper, according to the course schedule at the end of the syllabus. These four section drafts will count for 8% of your course grade, or 2% each.

Detailed instructions for the content and formatting of your paper are provided on Blackboard. The final paper counts for 22% of your course grade. This paper is due on the date specified in the course schedule at the end of the syllabus.

Tests

There will be two online tests that will cover material from the readings, online lectures, discussions, videos, and other materials presented in the course. Tests will consist of multiple-choice questions, true/false, short answer, or fill in the blank questions and each test will count for 25% of your course grade.

Course Policies

GMU policy provides email as the standard means of communication and requires that all email contact be through GMU email accounts. Please stay on top of your email so you don't miss time-sensitive information!

Incompletes

Incompletes will not be given in this course except under rare circumstances that require documentation and adherence to university policies.

Blackboard

I'll use GMU's online Blackboard program for posting assignments, grades, readings, resources for you to use. Here's how to access Blackboard:

- Go to: mymason.gmu.edu
- Log on using your email username and password.
- Click on the link toward the upper-right part of the screen that says "Courses"
- Under "Course List," click on "CRIM 495 (Fall 2021)."

If you need assistance with using Blackboard, you can email your questions to courses@gmu.edu, call (703) 993-3141, or go to Johnson Center room 311.

Extra Credit

Students may earn extra credit for the course by attending relevant lectures and webinars and/or review relevant documentaries and writing a one-page report to be submitted during the final examination period. Each of these is worth 1 point toward the final grade.

University Services and Resources

Students with Disabilities

If you have (or think you may have) a learning disability or other condition that may affect your academic performance, you should: 1) make sure documentation is on file with the Office of Disability Services (703-993-2474; ods.gmu.edu) to determine the accommodations you need; and 2) see Prof. Newmark to discuss your accommodation needs. By Mason policy, I cannot make any accommodations for students without certification from ODS on the existence of a disability and the specific accommodations needed.

Writing Skills

To improve your writing skills, the university offers assistance through the University Writing Center (writingcenter.gmu.edu).

Diversity

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth. An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but is not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected.

Health and Safety Concerns

WAVES: Wellness, Alcohol and Violence Education and Services

WAVES promotes wellness within the Mason community through health education, alcohol/drug assessment and education, and violence awareness, prevention and sexual assault response. We help students make healthy, safe choices and encourage lifelong, thoughtful healthy decision-making through individualized support, creative programming, and evidence-based education and outreach.

WAVES office 703-993-9999
SUB I, Suite 3200
24-Hour Sexual and Intimate Partner Violence Crisis Line 703-380-1434
waves.gmu.edu

- 703-360-7273 (Fairfax County Office for Women and Domestic and Sexual Violence Services 25 hotline)
- 703- 228-4848 (Arlington County Domestic Violence Services Hotline)
- 703-368-4141 (Prince William County Sexual Assault Victims Advocacy Services (SAVAS) hotline)
- 1-800-838-8238 (Virginia Family Violence and Sexual Assault Hotline)
- 1-800-656-HOPE (Rape, Abuse and Incest National Network)
<https://ohl.rainn.org/online/>

CAPS: Counseling and Psychological Services

Counseling and Psychological Services (CAPS) provides a wide range of free *confidential* services to students, faculty, and staff. Services are provided by a staff of professional clinical psychologists, social workers, counselors, learning specialists, and psychiatric providers. CAPS individual and group counseling, workshops, and outreach programs are designed to enhance students' personal experience and academic performance.

Visit us at caps.gmu.edu for additional resources.

- For consultation or emergency assistance during office hours call 703-993-2380.
- For assistance during non-office hours, call University Police at 703-993-4357.
- 703-527-4077 (CrisisLink)
- 1-800-273-8255 (National Suicide Prevention Lifeline)
- 1-877-838-2838 (Veterans' Crisis Hotline)

English Language Skills

If you are not a native English speaker and may be interested in linguistic and cultural enrichment services, you can contact Mason's English Language Institute (eli.gmu.edu).

Academic Skills

If you'd like to improve your academic skills, you can get help from Learning Services caps.gmu.edu/learningservices. They offer workshops on the study cycle, effective note-taking techniques, individual learning styles, ways to prepare for exams, and effective time management. I've heard from former students that these services can be very helpful.

University Policies and Other Resources

The University Catalog, <http://catalog.gmu.edu>, is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs. Other policies are available at <http://universitypolicy.gmu.edu>. All members of the university community are responsible for knowing and following established policies.

University Honor Code

The following is a summary of Mason's honor code; see the University Catalog and <http://oai.gmu.edu/the-mason-honor-code-2/> for additional information. Mason's honor code will be strictly enforced in this class and **all violations will be reported to the Office of Academic Integrity**. The Honor Code of George Mason University specifically prohibits *cheating and attempted cheating, plagiarism, lying, and stealing*.

Cheating and attempted cheating include “willful giving or receiving of an unauthorized, unfair, dishonest, or unscrupulous advantage in academic work over other students.” Examples include the use of unauthorized resources during an exam, copying another student's work (with or without their permission), allowing another student to copy your work, using an assignment or test from another student, accessing tests or grades electronically for the purpose of getting an unfair advantage, and any other behavior that fits the general definition above.

Plagiarism includes “presenting as one's own the words, the work, the ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions for this include factual information which can be obtained from a variety of sources, the writers' own insights or findings from their own field research, and what has been termed common knowledge.” Examples include taking or buying a paper from someone else or the internet and presenting it as your own, and submitting as your own work a paper with substantial unacknowledged contributions from others. Information and graphics obtained from the internet (except for freeware clipart) must include source citations to avoid plagiarism. **Your final paper will be submitted to Blackboard and screened by the SafeAssign plagiarism detection program. If you use another student's paper as a significant, unacknowledged source for your paper, I will refer you to the Office of Academic Integrity.**

Lying includes “the willful and knowledgeable telling of an untruth, as well as any form of deceit, attempted deceit, or fraud in an oral or written statement relating to academic work.” Examples include making up source materials or source citations in a paper, pretending to use an actual source that you didn't really use, making up an excuse for missing a test or assignment due date, falsifying any written or electronic document, or presenting any other falsehoods through any method and in any context.

Stealing includes “taking or appropriating without the permission to do so, and with the intent to keep or to make use of wrongfully, property belonging to any member of the George Mason University community or any property located on the university campus. This includes misuse of university computer resources (see the Responsible Use of Computing Policy section in the “General Policies” chapter). This section is relevant only to academic work and related materials.”

Tentative Course Schedule – CRIM 495 – Spring 2022

(any necessary revisions will be announced in class and via BB)

Date	Thursday Online Class	Readings/Lectures/Activities	Graded assignments & due dates
1/27	Syllabus and class introductions and orientation	Make sure you have access to Blackboard and familiarize yourself with course structure and expectations.	None
2/03	Research paper instructions. Guest speaker from library on accessing library resources	Start searching a criminal case on LexisNexis	Post your research paper topic on BB by Feb 9
2/10	Writing PPT 1 (style, tone, and flow)	Retributive and utilitarian models of justice, Read Moore and Weiler articles on Blackboard	Worksheet 1 due Feb 13 BWA-1 due Feb 16
2/17	Writing PPT 2 (mechanics of writing)	Introduction to Restorative Justice: <i>Definition & Purpose</i> (Wormer & Walker- Ch 1&3)	Worksheet 2 due Feb 20
2/24	Writing PPT 3A- (understanding and avoiding plagiarism)	RJ: Prevention & Community Practice: <i>RJ for victims without offender participation; Emergence of RJ in schools</i> (Wormer & Walker- Ch 5&6)	Worksheet 3A citing in your writing due Feb 27 BWA-2 due Mar 2
3/03	Writing PPT 3B- (understanding and avoiding plagiarism)	Review paper instructions, grading rubric, checklist, and resources to use when drafting sections of the paper (available on BB)	Worksheet 3B on the reference list due Mar 6
3/10	Writing PPT 4 (time to start writing)	RJ: Prevention & Community Practice cont': <i>RJ for Juvenile Delinquents; Youth Justice and Restorative Justice</i> (Wormer & Walker- Ch 7&8)	Worksheet 4 on levels of heading due Mar 13 Draft of topic selection (title page, introduction, research methods) due Mar 16

Date	Thursday Online Class	Readings/Lectures/Activities	Graded assignments & due dates
3/17	Spring Recess – NO CLASS	None	None
3/24	Restorative Justice: Before and After Arrest (Pre-Trial); <i>Restorative and Diversionary Responses to Youth Offending</i> (Wormer & Walker- Ch 12)	Guest speaker event (watch on BB) Review Moore and Weiler on traditional models and Wormer & Walker (Ch 1,3,5,6,7,8,12)	Test 1 due Mar 30
3/31	Restorative Justice: Before and After Arrest (Pre-Trial) cont': <i>Restorative Justice and Gendered Violence</i> (Wormer & Walker- Ch 14)	Review feedback on your paper's first section and make revisions as needed. Review instructions for application of traditional justice models draft.	Draft of application of traditional (retributive & utilitarian) models of justice due Apr 6
4/07	Restorative Justice in Correctional and Reentry Programs: <i>Brazil's Restorative; RJ Skills Building for Incarcerated People Prisons</i> (Wormer & Walker- Ch 17&18)		BWA-3 due Apr 13
4/14	Restorative Justice in Correctional and Reentry Programs cont': <i>Restorative Circles: A Public Health Approach for Reentry Planning; Restorative Celebrations for Parolee and Probationer Completion</i> (Wormer & Walker- Ch 19&20)	Review feedback and revise the second section of your paper. Review instructions for intervention plan draft.	Draft of intervention plan (application of restorative justice model) due Apr 20

Date	Thursday Online Class	Readings/Lectures/Activities	Graded assignments & due dates
4/21	Writing PPT 5 (cutting fat from your writing) and in-class exercise.		BWA-4 due Apr 27
4/28	Community Restoration and Reparations: <i>Restorative Interventions for Post-War Nations</i> Wormer & Walker (Ch 21)	Review Wormer & Walker (Ch 14,17,18,19,20,21) and Prezis	Test 2 May 4
5/05	Q/A with your GTA to ask any questions about your paper	Review instructions for conclusion and references draft.	Draft of conclusions and references due May 10
Final week	Final draft of Conflict Resolution Paper Due May 16, at 4:30 pm		