

**Syllabus**  
**THE CORE**  
**Professional Certificate in Restorative Justice**  
**Summer 2023**

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Class: CRJ-6000 the Core starts on Monday, July 17<sup>th</sup>, at 9 a.m. and ends on Friday, July 28<sup>th</sup>, 2023 at 4 p.m. inclusive of Saturday, July 22<sup>nd</sup> (Sunday, July 23<sup>rd</sup> we will not meet). The Core course class meetings will be virtual. Lunch will be from 11 a.m.-1 p.m. daily. The reason we provide this wide window for lunch is for you to commune with summer while enjoying lunch and often to reflect and journal on a specific assignment.

Here is **the Zoom link for each day** of this two-week course: <https://suffolk.zoom.us/j/98772639261>

***Overview***

The Suffolk University Professional Certificate in Restorative Justice Practices (PCRJP) is a one-year part time program designed for those with primary careers in the fields of education, law, criminal/ juvenile justice, social work and community-based conflict resolution who seek to lead the implementation of Restorative Justice practices in their work or community setting. PCRJP graduates attain the theoretical understanding, practical knowledge and leadership skills to strategize, advocate, develop, implement and lead Restorative Justice practices and programs.

***Objectives***

PCRJP is a leadership program designed for those who seek to lead the development and implementation of Restorative Justice - within their agency, organization, educational setting or community. We believe now is the time to bring Restorative Justice to our communities and institutions. To do so, calls for a generation of leaders able to pave the way for others to learn, choose and practice restorative justice in their lives, workplaces and communities.

***Course Design***

This two-week intensive, focuses on the deep engagement and understanding of the paradigm shift underlying the contemporary movement in Restorative Justice. It is designed to combine group and individual exploration of the meaning of Restorative Justice and its relationship to the current practices, cultural understandings and issues of equity and racial justice. Through group work, practitioner-led workshops, guest lectures, reflective reading, journaling and experiential practice, students will explore the practice, implementation and theory of Restorative Justice across an array of contexts and settings. Required reading for this 2-week course is noted in this syllabus. We will also be joined by guest speakers, who will further illuminate our circles, discussions and readings with their additional

experience and knowledge.

Throughout the two-week intensive, class will largely be conducted in circle. Students will be asked to help us to open and close our circle, as well as to help identify and animate our values and guidelines that will help us to create and hold our sacred space throughout our two weeks together.

## Course Requirements

### ***Required Books and Readings***

We believe that Restorative Justice invites us to raise and grapple with big questions about the very paradigms that we rely on to organize our systems, institutional structures and lives. We live our paradigms, mostly without question because, “that is the way it is.” But does it have to be? Our responses to questions like this shape our destiny. And, while we offer you readings that help us consider both the questions and potential responses, we feel the most important answers reside within us. As with any major journey, it is important to begin, from wherever we are.

There are 3 core intro books we ask you to obtain and read during this 2-week intensive and beyond.

1. *Until We Reckon: Violence, Mass Incarceration and a Road to Repair.* Danielle Sered. New York: The New Press. 2019.
2. *Building a Trauma-Informed Restorative School: Skills and Approaches for Improving Culture and Behavior.* Joe Brummer and Marg Thorsborne. London: Jessica Kingsley Publisher. 2021
3. *Returning to the Teachings: Exploring Aboriginal Justice.* Rupert Ross. Canada: Penguin. 2006.

During our two weeks there are three additional books from the Restorative Justice Little Book series that you should have received by mail. They are our gift to you. Each is foundational to help launch you in your journey of practice:

4. Howard Zehr, *Little Book of Restorative Justice*
5. Fania Davis, *Little Book of Race and Restorative Justice*
6. Carolyn Yoder, *The Little Book of Healing Trauma*

Additional reading assignments are noted with live links below. And, here is a [link to all the reading assignment resources](#) for the 2-week intensive.

### ***Reflective Journaling***

What we said in the Prep Guide and want to emphasize now, is that what is most important, is that you

take time to reflect and find your own connections and insights.

*Pre-Work Journaling Assignment:* To that end, in the Core course *Prep Guide*, you are invited to begin a paper or digital journaling your thoughts and reflections as part of your preparation for the course. As groundwork for this course and program - we ask you to familiarize yourself with the first three texts noted above, read the assignments and reflect on them through personal expressions in a paper or digital Journal. Try by responding to the questions noted in the Prep Guide for each of the three main texts. We will assign certain of the questions as well.

We hope that you will take the opportunity to creatively respond to the questions posed in your own prose, poetry, drawings, images or collages. Our hope is that your journal becomes a space for you to explore your thoughts, feelings, understandings, aspirations, values, doubts, challenges and dreams.

We will ask you to do additional journaling, sometimes during the day, sometimes overnight throughout this two-week intensive course. From there, we encourage you to continue journaling throughout your year with us. Please rely on your journaling for insights you would like to bring to our class circle and discussions. Or, you may be asked to reflect or react to something experiential presented in class. For example, you may be asked to journal during lunch or as part of your overnight thinking. Please also feel free to go beyond any questions offered to pursue philosophical and practical issues of importance to you. Feel free to write about any feelings or emotions that our study brings up in you, about actual situations and experiences that relate to course themes, as well as reflecting on the key points that resonate for you made by speakers or authors. The journaling goal is to encourage deeper reflection and analysis, and to increase the quality of our circle process and discussions.

### ***Participation***

As noted above, we will accomplish most of our work together in circle where learning will be dynamic and largely discussion-based. You should be conversant with the assigned readings to enrich our circle-based experience.

### ***Attendance***

Because this is a discussion-driven course, regular attendance is critical to ensuring its quality. The circle is not complete without you. Please notify your instructors if there is any disruption in your attendance. Awarding the PCRJP certificate is based on completing assigned work, attendance (no less than 85%) and participation throughout.

### ***A Word on Additional Readings***

Restorative Justice practices, as explained in *Returning to the Teachings: Exploring Aboriginal Justice*, by Rupert Ross, come from oral traditions with rich linguistic meanings (ch.5 *Watch Your Language*) reflecting a world view of connectivity and relationship. Ross contrasts the dynamic aboriginal language of connectivity and its cosmology with our own judgmental, dividing (versus uniting) language and usage. We have opted to reduce our worship of the written word in this intensive in favor of intentional reflective space where we can share, commune with and learn from our thoughts and experiences of

these practices. Throughout these two weeks you will have the opportunity to ask yourself, “what is the source of Restorative Justice teachings?” And, “how do I *really* learn the teachings?”

That said, below you will find three additional curated readings that specifically build on the core elements that we will explore together. Your fall courses will have more curated readings relevant to the PCRJP track that you have chosen. And, if you are inspired by a certain reading assignment and would like more, on a certain topic, please let us know and we will gladly offer you additional references on point.

1. *The Sacred Tree: Reflections on Native American Spirituality*, by Judy & Michael Bopp
2. *Indigenous Healing: Exploring Traditional Paths*, by Rupert Ross, 2014
3. *Colorizing Restorative Justice: Voicing Our Realities*, edited by Valandra, Hoksila, 2020

## Course Topics

### *Topics*

This section of the syllabus details the topics to be covered in the course.

### **Class Session**

#### **Day 1 Morning Monday, July 17, 2023**

Topic: Getting Acquainted and “What’s Love Got to Do with It?”

#### **Assigned readings due before Class**

(Short lunchtime reading and journaling) Fania Davis, [\*What’s Love Got to Do with It?\*](#)

#### **Activity**

Opening and developing our circle

Breakout talking in circles

### **Class Session**

#### **Day 1 afternoon Monday, July 17, 2023**

Topic: Meet the faculty and contributors

#### **Assigned readings due before Class**

Bios in the PCRJP in the Prep Guide

Activity: Meet and greet

### **Class Session**

#### **Day 2 Morning Tuesday, July 18, 2023**

Topic: Connection & Conflict

#### **Assigned readings due before Class**

Read: Nils Christie, [\*Conflict as Property\*](#)

Rupert Ross, *Returning to the Teachings: Exploring Aboriginal Justice Ch. 1 pp. 1-26*

Skim/Read:

Danielle Sered, *Until We Reckon ch. 4 Displacing Incarceration* pp. 129-153 (Stories of Elwin, Elijah and Donnell, and Shawn and Daquan, and Carl and Frederico)

Joe Brummer & Margaret Thorsborne, *Building a Trauma Informed School: Skills and*

*Approaches for Improving Culture and Behavior, A New Lens on Behavior ch. 1 pp.29-39 & Trauma and the Art of Connection ch.2 pp. 43-70 (and journal Prep Guide for Brummer's book Ques. 1)*

Activity: Talking Circles

**Other: Making Connections: (Journaling) During Lunch Break**

Prep Guide Question 1 Joe Brummer & Margaret Thorsborne, *Building a Trauma Informed School: Skills and Approaches for Improving Culture and Behavior, A New Lens on Behavior ch. 1 pp.29-39 & Trauma and the Art of Connection ch.2 pp. 43-70*

Prep Guide Question 5 *Until We Reckon* ch. 4 pp. 129-153

**Class Session**

**Day 2 Afternoon, Tuesday, July 18, 2023**

Topic: Why Restorative Justice Matters

**Assigned readings due before Class**

Same as above

Activity: Talking Circles

**Class Session**

**Day 3 Morning Wednesday, July 19, 2023**

Topic: Unpacking the Restorative Justice Paradigm

**Assigned readings/video due before Class**

Read/Skim: Howard Zehr, *Little Book of Restorative Justice*

And, [Circle Up Facilitators' Guide](#)

Watch: [Circle Up](#) Password: forgive0723

Read: Rupert Ross, *Returning to the Teachings, Exploring Aboriginal Justice*, chapters 1 (focus 3 Cree Women pp, 2-12), 3 and 4, 5.

Activity: Talking Circles,

**Other: Making Connections: (Journaling) During Lunch Break**

Medicine Wheel, Restorative Justice Tree, *Three Cree Women* in Rupert Ross, *Returning to the Teachings, Exploring Aboriginal Justice*, ch. 1 pp.2-12

**Class Session**

**Day 3 Afternoon Wednesday, July 19, 2023**

Topic: Learning from Survivors

**Assigned readings due before Class**

Same as above

Activity: Janet Connors and Clarissa Turner

*Legacy Lives On*

## **Class Session**

### **Day 4 Morning Thursday, July 20, 2023**

Topic: Transformative Justice: Systemic Harm & Restorative Justice

#### **Assigned readings and Journaling due before Class**

Journaling reflections on what you learned about restorative justice from *Legacy Lives On* survivors

Skim/Read: Fania Davis, *Little Book of Race and Restorative Justice* and Danielle Sered, *Until We Reckon* ch. 6

Skim: Please go to [Northeastern University School of Law, Civil Rights and Restorative Justice Project](#) Website and familiarize yourself with it.

Watch: Next view the video: [The Lynching of Henry Gilbert](#)

Then review the program from CRRJ's memorial event for Denna and Estella Strickland (Linked Here).

Skim: Finally, please take some time to explore the [CRRJ Burnham-Nobles Digital Archive](#), which houses CRRJ's findings on roughly 1,000 cases. You can browse the site, and in particular please run searches for Henry Gilbert and the Stricklands. That way you can review the Incidents and associated documents. You do not need to closely read every document, but just to browse through the Archive entries.

Activity: *Moving Toward Racial Equity Starting with Adults*, Circle Forward, 14.12 Exploring Our Unconscious Social Training on Race Circle

## **Class Session**

### **Day 4 Afternoon Thursday, July 20, 2023**

Topic: Why Truth Telling Matters

Activity: Olivia Strange and Malcom Clarke, *Civil Rights and Restorative Justice Project*, Northeastern University School of Law

## **Class Session**

### **Day 5 Morning Friday, July 21, 2023**

Topic: Understanding Restorative Justice Movement

#### **Assigned readings due before Class**



Moving Toward Racial Equity: Starting with Adult, 14.17 [I am the Work Worksheet](#)

Journaling Reflection:

[Continuing our work on *Exploring Our Unconscious Social Training on Race Circle* CF 14.12  
CHOOSE ONE OF THE FOLLOWING AND DO THE FINAL QUESTION]

- In what ways have these rankings of value created perceptions of superiority and inferiority in yourself?
- Where did we learn this? Absorb this? How do our experiences reinforce these beliefs about ranking people day-to-day?
- In what ways have our social institutions set us up for inequity in relationships around race? Can you share examples?
- What social training about internal rankings do we need to unlearn in order to create greater racial justice?
- [FOR ALL COHORT MEMBERS TO DO] How might we change the social training of the next generation?

Read: [Looking at the past of restorative justice: Normative reflections on its future](#)

Carolyn Boyes Watson, Ph.D. Gavrielides, T. (2018). *The Routledge International Handbook of Restorative Justice*, London: Routledge. ISBN: 978-1-4724-8070-5

Restorative Justice/RISE Program: [An Introductory Guide to the Restorative Justice Program](#), United States Probation & Pretrial Services, District of Massachusetts (NOTE: only for use in this program. Do not distribute)

Topic: Examining Practice

Activity: Carolyn Boyes-Watson, *The Scope of the Restorative Justice Movement*

### **Class Session**

**Day 5 Afternoon Friday, July 21, 2023**

Activity: Maria D'Addieco: U.S. Probation Officer, U.S. District Court District of Massachusetts *RISE-Repair, Invest, Succeed, Emerge Program*

Fátima De Bastiani Price: *The Restorative Justice Movement in Brazil*

### **Class Session**

**Day 6 Morning Saturday, July 22, 2023**

Topic: Trauma and Healing – Cycles of harm and Healing

### **Assigned readings & video due before Class**

Watch: [Hollow Water video](#)

Read/Skim: Carolyn Yoder, *The Little Book of Healing Trauma*

Read/Skim: *Until We Reckon* ch. 1

*Returning to the Teachings*, ch. 2 & ch. 6

Activity: Reflection Circle on Hollow Water Video

Other: lunchtime journaling on yesterday's presentation, Examining Practice, by Maria D'Addieco and Fàtima De Bastiani Price

Or on this thought: "*Hurt people hurt people; healing people heal people.*"

### **Class Session**

**Day 6 Afternoon, Saturday, July 22, 2023**

Topic: Learning from Incarcerated Citizens

Activity: Kara Hayes, Chief of Victim Witness Assistance and Director of Restorative Justice Practices for the Suffolk County District Attorney's Office and Incarcerated citizens and Restorative Justice in Norfolk County

### **Class Session**

**Day 7, Morning, Monday, July 24, 2024**

Topic: The Hidden Power of Shame

### **Assigned readings and videos due before Class**

Watch: [Brenne Brown, TED Talk: Daring Classrooms](#)

and, [Video on Restorative Justice Conferencing, Lauren Abrams](#)

Journaling (lunch time) Reflection:

Conferencing Videos -- What was the role of family and of community members in the conferencing videos? How does conferencing differ from circle?

### **Class Session**

**Day 7 Afternoon Monday, July 24, 2023**

Topic: Shame & Restorative Justice Conferencing Practice

### **Assigned readings due before Class**

Same as above.

Activity: Angie Dornai, on Affect Theory & Restorative Justice practice

**Day 8, Tuesday, July 25, 2023**

**Morning Class Session**

Topic: Affirming the Vision of Restorative Justice

Journaling: As we move toward the end of our summer work together, what is one thing you would like to change, either personally or professionally, as you move forward in this way of being?

**Assigned readings due before Class**

Read: Robert Yazzie, [\*Life Comes From It\*](#) (1994)

Read/Skim: Rupert Ross, *Returning to the Teachings* ch. 10, 11, 12

Watch: [Medicine Wheel Teaching](#)

Journaling (lunch time): How does the Medicine Wheel relate to my own restorative justice journey and how I bring restorative justice practice to my work??

**Day 8, Tuesday, July 25, 2023**

**Afternoon Class Session**

Activity: Medicine Wheel Teachings and Ceremony, Joseph Davis and Danielle LeBlanc

**Day 9 Wednesday, July 26, 2023**

**Morning Class Session**

Topic: Returning to the Teachings

**Assigned readings due before Class**

Same as above

**Afternoon Class Session**

Activity: Medicine Wheel Teachings and Ceremony, Joseph Davis and Danielle LeBlanc

Other: Closing our final circle

**Class Session**

**Day 10 Morning & Afternoon Thursday, July 27, 2023**

Topic: Keeping Circle with Kay Pranis

**Assigned readings due before Class**

Link to [7 Core Assumptions](#)

Link to [The Individual and Collective Accountability in a Restorative Framework](#)

Link to [additional resources for day with Kay Pranis](#)

## **Class Session**

**Day 11 Morning & Afternoon Friday, July 28, 2023**

Topic: Keeping Circle with Kay Pranis

## **Assigned readings due before Class**

Same as above.