

Loyola University New Orleans
Restorative Justice: CRJU – C800 – A51
Spring, 2008

Dr. Lydia Voigt, Distinguished Professor and Chair

Department of Sociology

Office: Monroe Hall 537F

Telephone: 504-865-2573

E-mail: voigt@loyno.edu

Office Hours: M 3:00 – 6:00 p.m. or by appointment in Monroe Hall 537F

Course Meeting Information: The class meets in Bobet Hall 214 B. The course is in an eight-week format. The class meets on Monday evenings at 6:15 – 10:15 p.m. on the following dates: January 7, 14, and 28; February 11, 18, and 25; March 3, and 10, 2008. (Please note that Monday, January 21st is a holiday – Martin Luther King, Jr. Day.)

Course Description:

This course offers a comprehensive review of the “Restorative Justice Movement” including the conceptualization and practice of restorative justice (RJ) and a comparison of restorative justice with traditional criminal justice. The course critically considers restorative justice with regard to its definitions; key principles and values; historical roots and legal underpinnings; theoretical origins and conceptual framework; research base and methodological issues; various implementation models and approaches; contemporary practices, programs and policies; global patterns; controversial issues; and future directions. The course brings together a wide range of perspectives encompassing criminological, sociological, anthropological, legal, historical, and philosophical contributions, as well as religious, political, economical, and ethical considerations. The class also provides a critical assessment of the potential strengths of restorative justice as well as its limitations. Finally, special attention is given to questions such as whether restorative justice represents a paradigm shift in our thinking about justice in society, whether it adequately addresses the current crisis in the criminal justice system, and whether it offers any benefit or guidance for resolving justice issues within the context of society, our social institutions, or our personal lives.

Course Goals: Upon completion of this course students should be able to:

- Understand the definitions and core components of restorative justice (RJ) and thereby enhance understanding of the criminal justice system (CJ);
- Understand the underlying principles and values of RJ;
- Understand the historical roots of RJ and the history of the RJ movement;
- Understand the legal basis of RJ;
- Understand the theoretical underpinnings of RJ;
- Understand the associative concepts and processes of RJ such as the reintegration of the victim and offender in the community, the transformative process,

- reintegrative shaming, mutualism, conflict resolution, mediation, and sentencing circles;
- Understand the critical issues associated with RJ – myths and realities;
 - Explain how the RJ model compares to retributive justice, deterrence, incapacitation, and rehabilitation models;
 - Explain how RJ represents a different way of thinking about crime and responding to crime;
 - Explain the transformative process;
 - Know the strengths and weaknesses of various theories and approaches of RJ;
 - Know the leading scholars and their works, which are associated with RJ;
 - Know the research base of RJ, including the methodological issues, and key results;
 - Know the different types of RJ processes and their relative impacts;
 - Know the leading programs and policies of RJ;
 - Know the key resources for the study and practice of RJ.

Required Readings:

Howard Zehr and Barb Toews (Eds.). 2004. *Critical Issues in Restorative Justice*. Cullompton, Devon, UK: Willan Publishing.

Dennis Sullivan and Larry Tift. 2005. *Restorative Justice: Healing the Foundations of Our Everyday Lives* (2nd Ed.). Monsey, New York: Willow Tree Press, Inc.

Dennis Shere. 2005. *Cain's Redemption: A Story of Hope and Transformation in America's Bloodiest Prison*. Chicago, IL: Northfield Publishing.

Recommended Books/Readings:

American Bar Association. 1994. "Victim-offender mediation/dialogue program requirements." Resolution adopted by the American Bar Association House of Delegates.

Bazemore, G., and M. Schiff. 2001. *Restorative Community Justice: Repairing Harm and Transforming Communities*. Cincinnati, OH: Anderson Publishing.

Bazemore, G., and L. Walgrave (Eds.). 1999. *Restorative Juvenile Justice: Repairing the Harm of Youth Crime*. Monsey, NY: Criminal Justice Press.

Berman, H. 1983. *Law and Revolution: The Formation of the Western Legal Tradition*. Cambridge, MA: Harvard University Press.

Braithwaite, J. 1989. *Crime, Shame and Reintegration*. Cambridge, UK: Cambridge University Press.

- Braithwaite, J. 2002. *Restorative Justice & Responsive Regulation*. NY: Oxford Press.
- Braithwaite, J. 2003. "Principles of restorative justice." In A. von Hirsch, J. Roberts, A. Bottoms, J. Roach, and M. Schiff (eds.), *Restorative Justice and Criminal Justice: Competing or Reconcilable Paradigms*. Oxford: Hart.
- Braithwaite, J., and H. Strang. 2001. "Introduction: Restorative justice and civil society." In H. Strang and J. Braithwaite (eds.), *Restorative Justice and Civil Society*. Cambridge, UK: Cambridge University Press.
- Christie, N. 1977. "Conflicts as property." *British Journal of Criminology* 17(1):1-15.
- Cragg, W. 1992. *The Practice of Punishment: Towards a Theory of Restorative Justice* (NY: Routledge).
- Cullen, F., and P. Gendreau. 2000. "Assessing correctional rehabilitation: Policy, practice, and prospects." In *Policies, Processes, and Decisions of the Criminal Justice System*. Vol. 3, edited by J. Horney. Washington, DC: U. S. Department of Justice.
- Cullen F., and K. Gilbert. 1982. *Reaffirming Rehabilitation*. Cincinnati, OH: Anderson Publishing Co.
- Daly, K., and R. Immarigeon. 1998. "The past, present, and future of restorative justice: Some critical reflections." *Contemporary Justice Review* 1:21-45.
- Fattah, E. A. 2002. "From philosophical abstraction to restorative action, from senseless retribution to meaningful restitution: Just deserts and restorative justice revisited." In G.M. Weitekamp and H. Kerner (eds.), *Restorative Justice: Theoretical Foundations*. Cullompton, Devon, UK and Portland, OR: Willan Publishing.
- Foucault, M. 1979. *Discipline & Punish*. NY: Vintage Books.
- Galaway, B., and J. Hudson. 1996. *Restorative Justice: International Perspectives*. Amsterdam, The Netherlands: Kugler publications.
- Johnstone, G. 2002. *Restorative Justice: Ideas, Values, Debates*. Cullompton, Devon, UK: Willan Publishing.
- McKelvey, B. 1977. *American Prisons: A History of Good Intentions*. Montclair, NJ: Patterson Smith.
- Quinney, R. 1980. *Providence: The Reconstruction of the Social and Moral Order*. New York, NY: Longman.
- Pepinsky, H., and R. Quinney (Eds.). 1991. *Criminology as Peacemaking*. Bloomington, IN: Indiana University Press.

Rawls, J. 2001. *Justice as Fairness: A Restatement*. Cambridge, MA: The Belknap Press of Harvard University Press.

Strang, H. 2002. *Repair or Revenge: Victims and Restorative Justice*. Oxford, UK: Clarendon Press.

Strang, H., and J. Braithwaite. 2000. *Restorative Justice: From Theory to Practice*. Aldershot: Ashgate.

Umbreit, M.S. 1994. *Victim Meets Offender: The Impact of Restorative Justice and Mediation*. Monsey, NY: Willow Tree Press, Inc.

Umbreit, M., and B. Vos. 2000. "Homicide Survivors Meet the Offender Prior to Execution: Restorative Justice through Dialogue." *Homicide Studies* 4(1):63-87.

Ury, W. L. 2000. *The Third Side: Why We Fight and How We Can Stop*. New York: Penguin Press.

Van Ness, D.W., and K.H. Strong. 2002. *Restoring Justice* (2nd Ed.) Cincinnati, OH: Anderson.

Zehr, H. 1990. *Changing Lenses: A New Focus for Crime and Justice*. Scottsdale, PA: Herald Press.

Zehr, H. 2002. *The Little Book of Restorative Justice*. Intercourse, PA: Good Books.

Please carefully review the following Web sites:

<http://www.restorativejustice.org/>

<http://www.ojp.usdoj.gov/nij/rest-just/>

<http://ssw.che.umn.edu/rjp/default.html>

<http://www.justicestudies.org/>

Class Format:

Although formal lectures have been planned for this course, it is primarily a graduate seminar. This means everyone in the class is expected to participate in raising questions over the assigned readings and take an active role in analyzing and discussing the issues. Please be sure to sign up on Blackboard. Additional resources, discussion threads, and class presentation handouts corresponding to the mock conference sessions will be posted. In the event that there is an interruption to our course due to the cancellation of courses by the university as a result of an emergency such as a hurricane, we will continue the course on Blackboard.

Class Decorum:

- Students are expected to come to class prepared and to actively participate in class.
- **Assignments:** All assignments must be submitted in typed form in hardcopy (do not email assignments). Proofread and polish all work prior to submission. Assignments must be handed in on their designated due dates. Late submissions will result in grade penalties or failure.
- Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Office of Disability Services at 504-865-2990 as soon as possible to ensure that such accommodations are implemented in a timely fashion.
- The *University Honor Code* will be strictly enforced. All work must represent each student's own efforts.
- **Attendance:** Individuals are expected to be punctual and regular in their class attendance. Excessive absences (no more than one class may be excused per term) will result in failure or necessitate withdrawal from the course.
- If for reasons of serious illness or other emergency you are unable to complete the course requirements as scheduled, you must speak with the professor regarding approval of a grade of "I" (Incomplete). Please note that grades of "I" change to "F" automatically if the course is not completed and the grade changed by the sixth week of the subsequent term, excluding summer terms. The resulting "F" grade remains the permanent grade for the course.
- All students are encouraged to come to office hours, Mondays 3:00- 6:00 p. m. or by appointment. My office is located in 537F Monroe Hall.

Course Requirements:

- I. **Class Debate: Restorative Justice vs. Retributive Justice:** The class will be divided into two teams (restorative justice team and retributive justice team) during the first class (see attached debate team assignment list on page 14). Each team will be given time to meet, organize and prepare for the debate (see attached description of debate format on page 13). The debate will take place in class on January 28, 2008. Participation in both the preparation and performance stages of the debate is required of all students. There will be no opportunity to make up for absences. The quality of participation will be evaluated on the basis of team members' assessments of their respective team's performance and group dynamics, each student's self- assessment (see evaluation form on pages 15 and 16), and the professor's overall assessment of performance both in terms of individual and team performance. The grade for the class debate will comprise 20% of the final course grade.
- II. **Mock Conference on Restorative Justice:** Each student will be expected to do a **paper** (8-10 pages) and a **formal class presentation** (approximately 20-30 minutes) on an assigned restorative justice topic in one of the mock conference sessions (e.g., sessions include Restorative Juvenile Justice; Innovative Practices,

Programs, and Policies of Restorative Justice: U.S. and Global Illustrations; How Do Culture, Class, Race and Gender Affect the Practice of Restorative Justice? (See full list of topics on pages 11 and 12 of the syllabus.)). Conference sessions 1-6 will be held on March 3, 2008 and sessions 7-11 will be held on March 10, 2008. Student assignments are listed on page 17; please note the date of the class presentation corresponding to your assigned session. See the guidelines for the mock conference sessions (page 18). All students are expected to post their presentation PowerPoint slides on Blackboard prior to the class when their specific mock session is scheduled, so that the members of the class can download handouts. **A hardcopy of the paper along with a hardcopy of the presentation PowerPoint slides must be submitted to the professor on the day of the presentation.** The paper and class presentation will comprise 50% of the final grade. Due to strict scheduling, there will be no opportunity to make up a missed presentation. Exceptional papers will be formally submitted to one of the regional or national conferences for consideration and if accepted for presentation, the CJ Department will make every effort to help support students' attendance and travel to the conference.

- III. **Final examination/paper:** The post-Katrina era has brought many challenges as well as many opportunities. Certainly crime has been among the great issues that have affected the quality of life in New Orleans before and after Katrina. There is, however, much debate regarding questions of what the best course of actions to address the problem of crime may be or what types of reforms are needed. Begin by reviewing current crime statistics/trends/patterns and criminal justice challenges currently facing New Orleans. Your task is to focus on some of the opportunities that change brings and to propose restorative justice reforms to help alleviate the problem of crime. You will have to convince a broad base of critics and advocates. How would a supporter of the *crime control model* reply to a call for restorative justice techniques to reintegrate people in society, which rely more on working through the relative harm committed and responding to the needs of victims, offenders, and community institutions, than on the courts or prisons and traditional criminal justice methods of responding to the problem of crime? How would a restorative justice advocate respond to the call for tougher sentences and more prisons to bring down the rising crime rates? Does restorative justice adequately address causation and prevention issues in specific cases? How does RJ deal with human rights and due process issues? Should restorative justice be speaking to the larger issues of social justice? If so, what does restorative justice have to say – theoretically and practically – regarding the social structural conditions that create harm? Your final examination/paper should be approximately 10-15 pages in length. Be sure to include a comprehensive list of references and sources of information. The paper will comprise 30% of the final grade. **Due March 17, 2008** (9:00 – 11:30 a.m. or 1:30- 4:00 p.m.) in the Sociology Departmental office in 537 Monroe Hall. Please leave your work with Ms. Joy David; be sure to ask that your paper/exam be stamped with date and time. To arrange for a specific time to drop off your work, contact Ms. David at jdavid@loyno.edu.

IV. **EXTRA CREDIT: Book review:** Once referred to as one of the most brutal and bloodiest prisons in the United States, the Louisiana State Penitentiary at Angola now has the reputation for being a place of hope and restoration for its inmate population. Burl Cain's remarkable leadership as the prison's warden has been credited for this institutional transformation. The book, *Cain's Redemption*, by Dennis Shere, provides a fascinating history and description of Angola Prison and the transformation that it has undergone under the leadership and vision of Burl Cain. Please offer a critical analysis of Cain's reforms. Begin by comparing and contrasting the old approach with Cain's approach. Be sure to consider the reforms introduced by Cain and his staff from a restorative justice perspective. What evidence is used to demonstrate the effectiveness of the program? Does Cain's redemptive program adequately reflect the values of restorative justice? Consider the role of spirituality in Cain's redemptive program. Do you think the role of spirituality in the program is appropriate? Finally, consider the question of what is the place of punishment and imprisonment in restorative justice. Your critical review should be approximately 5-8 pages long. (Maximum extra credit points: +10). **Due March 17, 2008 (see instructions above).**

Tentative Order of Lectures

Week One: January 7, 2008

Introduction to Course

Competing Models of Law and Justice

Value Consensus
Pluralistic
Conflict

Formal Systems of Response to Norm Violations, Social Harms, or Crimes

Deterrence Model
Retribution Model of Just Deserts Model
Reformation of Rehabilitation Model
Restorative Justice Model

Reading Assignment:

Sullivan and Tift, Chapters 1-5; Zehr and Toews, Chapters 1-4. Also, please review the following Web sites:

<http://www.restorativejustice.org/>
<http://www.ojp.usdoj.gov/nij/rest-just/>
<http://www.gale.com/OpposingViewpoints>

<http://ssw.che.umn.edu/rjp/default.html>

Preparation for Class Debate

Class debate: Restorative justice vs. retributive justice (See attachment on debate format, page 13)

Week Two: January 14, 2008

The Definition of Criminal Law and Crime General Principles of Criminal Liability

Definitions of Restorative Justice

Discussion Question: Why is the definition of RJ an important issue?

Reading Assignment:

Sullivan and Tiftt, chapters 6-9 and epilogue; Zehr and Toews, chapters 5-14.

Preparation for Class Debate

****No class on January 21, 2008 – Martin Luther King Jr. Birthday****

Week Three: January 28, 2008

Class Debate

Restorative Justice vs. Retributive Justice (See debate format on page 13)

Questions to consider:

- (1) What are the fundamental principles/values associated with the traditional criminal justice model (retributive justice) and restorative justice model?
- (2) How does the model of the restorative justice *system* compare to the model of the retributive justice *system*?
- (3) How does the restorative justice system compare to the traditional criminal justice system in responding to the needs of victims, offenders, and community?
- (4) How do advocates of retributive justice model and restorative justice model

respond to the current crisis in criminal justice in the United States?

- (5) What are the major strengths and weaknesses associated with the restorative justice model and the retributive justice model?

Debate Assessment and Evaluation (see pages 15 and 16)

Week Four: February 11, 2008

Debate Results and Awards

Identifying Characteristics of Criminal Justice (CJ)

Identifying Characteristics of Restorative Justice (RJ)

The History of Criminal Law and Criminal Justice

The Historical Antecedents of Western Criminal Law

The Development of American Criminal Law and Procedure

The History of Restorative Justice

Historical Patterns of Restitution

Civil Law and Procedure

Birth of the American Penitentiary

Failure of Rehabilitation

Failure of “Get Tough” Policies

Crisis in Criminology and Criminal Justice

The Restorative Justice Movement

Contemporary Movements Related to Restorative Justice

Restorative Juvenile Justice Movement

Informal Justice Movement

Restitution Movement

Victim’s Movement

Reconciliation/Conferencing Movement

Feminist Justice Movement

Faith-based Justice Movement

The Role of Faith Communities and CJ

History of Faith-based Justice

G.W. Bush’s Faith-Based Initiative:

Definition of Faith-Based Corrections

Federal Programs

Renewed Attention by criminologists to Faith-based Justice

Research Results

Methodological Issues

Faith-based Controversies

Reading Assignment:

Zehr and Toews, chapters 15-26; Shere's book, *Cain's Redemption*.

Video presentation: *Restorative Justice: For Victims, Communities, and Offenders*.

Center for Restorative Justice and Peacemaking, University of Minnesota.

Week Five: February 18, 2008

Theoretical Basis of Restorative Justice: Historical and Contemporary Schools of Thought

Theoretical and Methodological Issues:

Sanctioned vs. Unsanctioned Harm

Levels of analysis:

Interpersonal Harm

Institutional Harm

Structural Harm

Database and Operationalization of Key Concepts

Theoretical Foundation of Restorative Justice:

Community-oriented Mainstream Criminal Justice

Juvenile Justice Philosophy and Theories

Victimology

The Conflict Perspective

Left-Realism and Community Crime Control

Constitutive Criminology

Peacemaking Criminology

Post Modern Theory of Crime and Crime Control

Models of Nonviolent Criminology:

Paradigms of Adversarialism vs. Mutualism

Altruistic Humanism

Resilience

Restorative Justice Research, Quality of Justice Impact, and Methodological Issues:

Theory Testing

How are program outcomes and impacts measured or evaluated?

Methodological Considerations

Reading Assignment:

Zehr and Toews, chapters 27-31 and closing reflections.

Week Six: February 25, 2008

Restorative Justice Processes:

Reintegrative Shaming

Reciprocal Approach to Violence Recovery

Conferencing
Sentencing Circles
Mediation
Conflict Resolution
Transformative Justice

Critical Issues of Restorative Justice:

What is the relationship between restorative justice and treatment?
What is the role of the community?
What is the role of the State?
What is the role of professionals?

Video Presentation: *Victim Offender Mediation and Conferencing: A Multi-Method Approach*. Center for Restorative Justice & Peacemaking, University of Minnesota.

Reading Assignment:

Review Sullivan and Tiftt, chapter 9; Zehr and Toews, Parts II, III, and VI.

Week Seven: March 3, 2008

Mock Conference on Restorative Justice:

Session 1: Does RJ constitute a paradigm shift? What *transformation processes* are suggested by restorative justice. Is there a “normal” pattern of transformation? Why does it matter what pattern of thinking is adopted by individuals or communities or within the justice system?

Session 2: Has the restorative justice model been developed into an *adequate* comprehensive theory? What are the main critical theoretical issues of RJ? What are the key/dominate theoretical bases of RJ?

Session 3: What are the major methodological challenges associated with RJ research and evaluation of effectiveness? What is the evidence of relative success or effectiveness of RJ?

Session 4: Does restorative justice respond to social injustices in society? What structural/cultural issues must be addressed? How can these be effectively implemented?

Session 5: What is “restorative juvenile justice?” What is the relative success of RJ in addressing juvenile delinquency? What are some examples of historical or contemporary initiatives?

Session 6: What are some of the more innovative and successful processes, practices, programs, or policies of RJ in the United States? What evidence of

“effectiveness” is there to support your selection? Identify the major RJ resource centers and describe what they have to offer for researchers and practitioners.

Week Eight: March 10, 2008

Mock Conference on Restorative Justice (continued)

Session 7: Is there a global restorative justice movement underway? What evidence is there of the existence of such a movement? What are some illustrations of global RJ development/expansion?

Session 8: Does restorative justice address the challenges presented by an ever increasing diversity of perspectives and needs related to culture, class, race, and gender? How do culture, class, race and gender affect the practice of restorative justice?

Session 9: How are faith-based organizations helping to restore those impacted by crime? What leadership roles are religious communities taking in transforming communities at large and in restoring communities? How effective are these efforts?

Session 10: What is the appropriate role of spirituality in the restorative justice process? Some theorists emphasize the importance of the spiritual dimension of a restorative transformation. Do you think this is a necessary component of restorative justice, or simply a dimension of experience that seems to be important to some of its practitioners? If you think it is necessary, why do you think so? If you think it is not necessary, what significance is there in the spiritual discussion of many of its proponents?

Session 11: Does the restorative justice system or some of its elements offer a viable alternative to the traditional criminal justice system? What are some of the main implementation challenges and how can these be overcome? What are the key strengths and weaknesses of RJ? What is the future of restorative justice?

Concluding Comment

CLASS DEBATE: RESTORATIVE JUSTICE VS. RETRIBUTIVE JUSTICE

Debate Question: Which perspective of justice offers the best approach to redressing a criminal offense/harm in society?

Format and objectives of the debate:

Part I. Presentation of pros or strengths of each team's perspective/approach and cons or weaknesses of the other team's perspective/approach.

Each team will have 40 minutes to point out how wonderful its perspective is and how horrendous the other perspective is.

Format: 5 steps: Observations:

- (1) Internal Validity (logic of perspective/theory)
- (2) External Validity (ability to be applied to real world crime problems)
- (3) Research evidence of support of effectiveness
- (4) Main reasons why the team's perspective is better than the other team's perspective
- (5) Major weaknesses of the other team's perspective.

(80 minutes total time)

BREAK (30 minutes)

Part II. Formulation of rebuttals to the charges of weaknesses by the other team and poignant summations.

The intent here is to convince everyone that your perspective of justice is the "fairest in the land." Each team has 30 minutes.

Format: 2 Steps:

- (1) Each team will have to defend itself from the charges and attacks upon its perspective. Reasoning and evidence are crucial here. Both internal (logic) and external (evidence and application) criteria should be used. (15 minutes)
[10 minute break]
- (2) Each team will have to present a dramatic and electrifying summation of its perspective of justice including its strengths and how it overcomes the alleged weaknesses. (15 minutes)

(60 minutes total time, with 10minute break in between steps 1 and 2)

Debate Team Assignments

Retributive Justice

Daniella Blandon
Jennifer Crowell
Lauren Copeland
Vanessa Dean
Jamilah Johnson
Alana Woods

Restorative Justice

Timothy Lentz
Sarah Wilson
Megan Gevry
Holly Fonseca
Jeanine Jarmon

Please note: Be sure to divide the labor among all team members, both in terms of preparation and presentation. Each student is expected to participate in all stages and parts of the debate including preparation for the debate (time allotted during class on January 7th and 14th) as well as participation in the actual debate in class (January 28th), which is comprised of 2 main parts, i.e., Part I and Part II (see debate format above).

Debate Assessment and Evaluation

- (1) Please offer a self-assessment (descriptive paragraph) with respect to both your own preparation for the debate and performance in the debate.**

- (2) Overall how would you grade (A, B, C, D, F) your own level of understanding of the debate issues, contribution to the debate process, and effectiveness in communicating the information and responding to the opposition?**

- (3) Please offer a fair assessment (descriptive paragraph) of your team members. Did everyone contribute equally to both the preparation stage of the debate and the performance stage of the debate? Please describe the team dynamics. Did anyone assume a leadership role?**

- (4) Overall how would you grade (A, B, C, D, F) your team's understanding of the issues, quality of information and evidence, and effectiveness in communicating the key strengths and responding to the critique of the opposing side?**

- (5) Considering the performance of both teams, who would you choose as the best debater in the class?**

Mock Conference Assignments

March 3, 2008:

Session 1: Sarah Wilson

Session 2: Daniella Blandon

Session 3: Megan Gevry

Session 4: Lauren Copeland

Session 5: Jennifer Crowell

Session 6: Alana Woods

March 10, 2008:

Session 7: Vanessa Dean

Session 8: Jamilah Johnston

Session 9: Jeanine Jarmon

Session 10: Holly Fonseca

Session 11: Timothy Lentz

Mock Conference Presentation Guidelines

- Offer a thorough literature review related to your questions/topical areas. Highlight and discuss the primary sources and major scholars related to your question/topic. (Be sure to cite references.)
- Identify the main issues/controversies/key elements associate with your questions/topics.
- Define all terms and concepts. Offer illustrations where appropriate.
- Provide a critical/analytical response to the questions and insightful illustrations/descriptions of relevant programs, policies, or processes. (Be sure to support all of your conclusions.)
- Develop questions to facilitate class discussions.
- Include a bibliography.