

## ZAN-IN02/2

### Preconceptions, Stereotypes and Intergroup-conflicts: Restorative techniques Course Description

#### Aim of the course

The course provides a foundational theoretical and practical knowledge in restorative practices. The students will learn how to engage people to positively influence behavior and restore relationships caused by conflicts or wrong doings while strengthening the community of care. Students will have the opportunity to build a strong foundation in methods and philosophy of restorative practices gaining the flexibility to tailor their studies and apply their knowledge in a variety of fields: education, justice, human services, workplaces and community building.

#### Learning outcome, competences

knowledge:

- Understands the restorative process, its underlying theory, philosophy and values
- Knows the factors and stages of conflict escalations and understands the role of different restorative practices in tackling them
- Understand the practices and approaches needed in the restorative change process

attitude:

- Openness to people's needs and feelings
- Sensitiveness to the impact of conflict and wrong doings on victims, offenders and community members
- Accept and resonate with restorative principles in every day life

skills

- Students will have improved communication, problem-solving and conflict resolution skills
- Students will be able to apply restorative thinking and language into their daily activity, in different settings
- Develop the knowledge and confidence to be able to identify, contain and manage people's emotion through a restorative process

#### Content of the course

##### Topics of the course

- Basic concepts of restorative practices :Zero Tolerance, Fair Process, Social Discipline Window, Compass of Shame
- Goals of restorative practices in different fields (education, justice, community, workplace, family)
- Restorative questions and informal and formal restorative practices.
- Psychology of affect and the role of shame in restorative processes and the formation of community.
- Circle process. Differences and the use of proactive and responsive circles.
- International perspectives and national best practices

#### Learning activities, learning methods

Presentation and interactive, active engagement in discussions, analysis of cases and situations, role plays and group work.

## Evaluation of outcomes

### Learning requirements, mode of evaluation, criteria of evaluation:

Requirements: Students must attend all scheduled classes.

Mode of evaluation: Written (reflection paper) and oral assignments specified by the course instructor.

Criteria of evaluation: active participation in classes and written assignment completed by the due date and sent by email to: [vidia.negrea@gmail.com](mailto:vidia.negrea@gmail.com)

## Reading list

### Compulsory readings

Bailie, J. (2019). *A science of human dignity: Belonging, voice and agency as universal human needs*. International Institute for Restorative Practices, PA.

[https://www.iirp.edu/images/pdf/IIRP\\_Paper\\_Series\\_2019-03-27\\_V07\\_D.pdf](https://www.iirp.edu/images/pdf/IIRP_Paper_Series_2019-03-27_V07_D.pdf)

Wachtel, T. (August 1, 2012). *Defining restorative*. Paper presented at the 15<sup>th</sup> World Conference of the International Institute for Restorative Practices, Bethlehem, PA: <http://www.iirp.edu/pdf/Defining-Restorative.pdf>

### Recommended readings

Kotter, J. & Rathgeber, H. (2006). *Our iceberg is melting: changing and succeeding under any conditions*. New York: St. Martin's Press.

Merkel-Hoguin, L., Nixon, P., & Burford, G. (2002). Learning with families: A synopsis of FGDM research and evaluation in child welfare. *Protecting Children*, 18(1-2), 2-11.

Retzinger, S., & Scheff, T. (2000). Shame and shaming in restorative justice. *The Red Feather Journal of Postmodern Criminology*, 8. Available at: <http://www.critcrim.org/redfeather/journal-pomocrim/vol-8-shaming/scheff.html>

Zehr, H. (1990). *Changing lenses: A new focus for crime and justice*. Scottsdale, PA: Herald Press.

### Recommended websites

[www.iirp.edu](http://www.iirp.edu), [www.euforumrj.org](http://www.euforumrj.org), [www.restorativeworks.net](http://www.restorativeworks.net),  
[www.restorativeforum.org](http://www.restorativeforum.org)