

*“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”*

<b>Course</b>	<b>RESTORATIVE JUSTICE &amp; RECONCILIATION</b> MISS/PAST 0670 NS
<b>Date, Time, and Delivery Format</b>	JANUARY 6 – 10, 2025 MONDAY - FRIDAY, 9:00 PM – 4:00 PM SYNCHRONOUS ONLINE
<b>Instructor</b>	<b>STACEY CAMPBELL, MDiv</b> Email: <a href="mailto:scampbell@tyndale.ca">scampbell@tyndale.ca</a>
<b>Class Information</b>	Classes will be livestreamed from Monday to Friday at 9:00 PM – 4:00 PM  Office Hours: by appointment.
<b>Course Material</b>	Access course material at <a href="https://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="#">Tyndale One</a> . Course emails will be sent to your @MyTyndale.ca e-mail account only.

## I. COURSE DESCRIPTION

This course explores the history and ethic of punishment along with the theology and Biblical basis for ministry with persons who are incarcerated and with those who are affected by crime. Reflecting on the nature and importance of justice within the biblical text, students will develop and articulate an understanding of the issues involving the Canadian justice and penal system, and how justice inequities occur - especially for marginalized populations. The course will examine and respond to the challenges of restoration and reintegration into society through a series of exercises and interviews with justice-involved individuals. At the conclusion of the course, students should be able to articulate an understanding of how to implement practical expressions of justice and how to take responsibility for restoration and reconciliation at both the individual and institutional level.

## II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. Identify and summarize the structure of the Canadian Correctional System
2. Identify and articulate the theological and Biblical basis for ministry with persons who are incarcerated
3. Compare and contrast the prevailing system of justice in the Canadian institutional context to a biblical approach to reconciliation and restoration
4. Examine the current issues that create barriers to reintegration
5. Determine a plan of action in response to the issue of crime at the local and national level

## III. COURSE REQUIREMENTS

### A. REQUIRED READING

Lederach, John Paul. [\*Reconcile\*](#). Harrisonburg, VA: Herald Press, 2014. ISBN: 9780836199345

Marshall, Christopher D. [\*Compassionate Justice\*](#). Eugene, OR: Cascade Books, 2012. ISBN: 9781610978071

Van Ness, Daniel W., Karen Heetderks Strong, Jonathan Derby, L. Lynette Parker. *Restoring Justice – An Introduction to Restorative Justice, 6<sup>th</sup> Edition*. New York, NY: Routledge, 2022. ISBN: 9781000567465

### B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Mc Neil, Brenda Salter. [\*Roadmap to Reconciliation: Moving Communities into Unity, Wholeness & Justice\*](#). Downers Grove, IL: InterVarsity Press, 2015. ISBN: 9780830899234

Nyquist, J. Paul. *Is Justice Possible?: The Elusive Pursuit of What is Right*. Chicago, IL: Moody Publishers, 2017. ISBN: 9780802414946

Snyder, T. Richard. *The Protestant Ethic and the Spirit of Punishment*. Grand Rapids, MI: William B. Eerdmans Publishing, 2001. ISBN: 9780802848079

Tyndale recommends [www.stepbible.org](http://www.stepbible.org) – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

### C. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS

- Livestream attendance for the entire duration of the class at announced times
  - Headphones (preferred), built-in microphone, and web-camera
  - Well-lit and quiet room
  - Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
  - Full name displayed on Zoom and Microsoft Teams for attendance purposes\*
  - A commitment to having the camera on to foster community building\*
- \*exceptions with permission from professor must be made prior to the class

### D. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at [classes.tyndale.ca](https://classes.tyndale.ca).

### E. ASSIGNMENTS AND GRADING

*Note: All assignments must accompany a written attestation that AI was not used in any part of the assignment or written submission.*

#### **1. Critical Book Review, 7-8 pages: Due January 23, 2025 – 20% of final grade.**

Read the book *Reconcile: Conflict Transformation for Ordinary Christians* by John Paul Lederach listed in the required reading. Provide a review of the book, outlining the issues that lead to conflict and how Lederach’s approach to conflict transformation resolves conflict. Using a current example from your own work, ministry, or home life, interact with the book contents and describe how it could help you resolve the conflict you have described.

*Basis of grade:* critical reflection, understanding and integration of the concepts in the book. This requirement is relevant to outcomes 1, 2, & 3.

#### **2. Essay, 10-12 pages: Due on February 20, 2025—40 % of final grade.**

Using a robust theological analysis in response to crime and restorative justice demonstrate a thoughtful reflection, analysis, and argument in how an alternative system to the current punitive system could benefit offenders, ex-offenders, victims, and community. This might not be a one-sized solution for all but could instead provide various responses to different

crimes. Incorporating insights from at least three other incarceration models from around the world, as well as the Canadian system, examine the arguments for and against both punitive and restorative models. Your final paper will display that you not only understand the current system and the barriers to changing the punitive system, but that you also see God’s redeeming promises and ultimate plan for restoration.

*Basis of grade:* The ability to accurately analyze the current reality, understand the problems and systems involved, and provide clear analysis based on theological reflection, restorative justice principles and learning from the course. This requirement is relevant to outcomes 2, 3, & 4.

**3. Project Proposal, 10 – 12 pages: Due Mar 6, 2025 – 40% of final grade.**

You may approach this assignment individually or as a group of no more than three participants. Your assignment is to write a project proposal outlining how you would introduce, engage, and lead your church in a response to an issue that offenders face while in prison or ex-offenders face in trying to reintegrate back into society. Your proposal should identify the issue you are seeking to address, explain why the issue is important right now, demonstrate a well-thought-out methodology to addressing the issue, provide an understanding of the challenges you will face and how to solve them, and provide a timeline of project execution.

*Basis of grade:* Quality of teamwork and quality of integrating the class material presented during the course. All team members will receive the same grade. This requirement is relevant to all outcomes.

**F. EQUITY OF ACCESS**

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

**G. SUMMARY OF ASSIGNMENTS AND GRADING**

Evaluation is based upon the completion of the following assignments:

Critical Book Review	Due: January 23, 2025	20%
Essay	Due: February 20, 2025	40%
Project Proposal	Due: March 6, 2025	40%
<b>Total Grade</b>		<b>100%</b>

## H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

### Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

Students should also consult the current [Academic Calendar](#) for academic polices on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

### Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office ([aa@tyndale.ca](mailto:aa@tyndale.ca)) before proceeding.

## I. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential, and the instructor will only see the aggregated results of the class.

#### **IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS**

**Pre-reading is expected prior to start of class. Late registrants are responsible for the consequences of partial preparation.**

It is expected that you will have completed reading *Restoring Justice: An Introduction to Restorative Justice* prior to the first class. Pay particular attention to the class schedule where it outlines when the readings will be discussed. It is expected that these readings will have been completed prior to class.

##### **Day 1 – January 6th**

- Overview of the Canadian Justice System and Incarceration
- Overview of Restorative Justice
- Particular Examples and Stories of Restorative Justice
- Examining the theological basis for Restorative Justice
- Discussion on Biblical Narratives that demonstrate Reconciliation (Reconcile, John Paul Lederach, Ch 1-3)

##### **Day 2 – January 7th**

- Looking at Restoration and the Victim (Compassionate Justice, Christopher Marshall, Ch 1-6)
- Outline and Discussion on the history of Punishment
- Correctional Officer Profile & Interview with a former Correctional Officer
- Profile of a Canadian Prisoner and Restoration of Offenders (Compassionate Justice, Christopher Marshall, Ch 7-9)

##### **Day 3 – January 8th**

- Discussion on Conflict and Reconciliation (Reconcile, John Paul Lederach, Ch 4-9)
- Outline and Discussion on Ex-Offenders
- Outline and Discussion on the Children of the Incarcerated
- Interview with a (now grown) child with a 25-yr incarcerated father
- Discussion on Restorative Cohesion (Restoring Justice – An Introduction to Restorative Justice, Dan Van Ness et. All, Ch 7)
- Discussion on Making Amends, Building Peace and Restorative Paradigms

##### **Day 4 – January 9<sup>th</sup>**

- Public Compassion and the Criminal Justice System, (Compassionate Justice, Christopher Marshall, Ch 10-11)
- Discussion on current issues with reintegration (Restoring Justice – An Introduction to Restorative Justice, Dan Van Ness et. All, Ch 4)
- Interview with a Community Reintegration Team

- Contextual Church Response to the Criminal Justice System (Reintegration)
- Components of a Restorative Justice Circle and its work
- Discussion Victim Offender Encounter (Restoring Justice – An Introduction to Restorative Justice, Dan Van Ness et. All, Ch 5)
- Interview with a Canadian offender and a crime survivor (victim)

#### **Day 5 – January 10<sup>th</sup>**

- Discussion Repairing Harm (Restoring Justice – An Introduction to Restorative Justice, Dan Van Ness et. All, Ch 6)
- Models of Reconciliation
- Project Proposal Presentations and Feedback
- Reflection and Learning Circle

#### **V. SELECTED BIBLIOGRAPHY**

([Tyndale Library](#) supports this course with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

Bazemore, Gordon and Lode Walgrave. *Restorative Juvenile Justice: Repairing the Harm of Youth Crime*. Willow Tree Press, 1999.

Boers, Arthur Paul. *Justice that Heals; A Biblical Vision of Victims and Offenders*. Kansas, MO: Faith and Life Press, 1992.

Braithwaite, John. "Restorative Justice and De-Professionalization." *The Good Society* 13, no. 1 (2004): 28–31. doi:10.1353/GSO.2004.0023.

Brueggemann, Walter. *The Covenant Self: Explorations in Law and Covenant*. Fortress Press, 1999.

Flood, Derek. *Healing the Gospel: A Radical Vision for Grace, Justice and the Cross*. Eugene, Oregon: Cascade Books, 2012.

Hadley, Michael, ed. *The Spiritual Roots of Restorative Justice*. State University of New York Press, 2001.

Johnstone, Gerry and Daniel W. Van Ness, eds. *Handbook of Restorative Justice*. Portland, OR: Willan Publishing, 2006.

Johnstone, Gerry, ed. *A Restorative Justice Reader*. 2<sup>nd</sup> ed. Portland, OR: Willan Publishing, 2013.

Lamb, Sharon. *The Trouble with Blame: Victims, Perpetrators, & Responsibility*. Harvard University Press, 1996.

Marshall, Christopher D. *Beyond Retribution: A New Testament Vision for Justice, Crime and Punishment*. Eerdmans/Cambridge, 2001.

Ricciardelli, R., Carleton, R. N., Gacek, J., & Groll, D. L. (2020). Understanding Needs, Breaking Down Barriers: Examining Mental Health Challenges and Well-Being of Correctional Staff in Ontario, Canada. *Frontiers in psychology*, *11*, 1036.  
<https://doi.org/10.3389/fpsyg.2020.01036>

Volf, Miroslav. *Exclusion and Embrace: A Theological Exploration of Identity, Otherness, and Reconciliation*. Abingdon Press, 1996.

William, James G. *The Bible, Violence and the Sacred: Liberation from the Myth of Sanctioned Violence*. Harper, 1991.

Wink, Walter. *Engaging the Powers: Discernment and Resistance in a World of Domination*. Augsburg Fortress, 1992.

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

Zehr, Howard & Barb Toews, eds. *Critical Issues in Restorative Justice*, Criminal Justice Press, 2004.