Instructor Information:
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Please note that due to travel and location I will not hold regular office hours. Instead I encourage students to talk to me before or after class, or ask to make an appointment.

Course Description: This course will provide an opportunity for students to contemplate the meaning of justice, scrutinize institutionalized forms of justice, and ultimately find and appraise alternative models of justice. Students will proceed by examining theories, issues and movements of social justice, and be asked to consider how each of these areas informs the other. Assumptions about crime and justice will be surveyed by comparing and contrasting retributive and restorative paradigms. The role of offender, victim, state, and community will be look at carefully in the context of crime and justice. Students will also examine programs in restorative justice to discern its effectiveness.

The course is an Inside-Out Prison Exchange Program class in which a marriage of theoretical knowledge with practical understanding and experience is achieved by holding class inside Stateville Correctional Center throughout the quarter. Involving roughly equal numbers of DePaul students and incarcerated students, the class utilizes a variety of active learning techniques and leads to production of one or more class projects by the end of the course.

Goals and Objectives for the Course:
1. To increase students’ knowledge and skills by:
   • integrating theoretical learning and academic course material with ‘hands-on’ or practical knowledge and experiences,
   • exposing students to multiple viewpoints and methods of inquiry,
   • promoting an increased awareness of the importance of context and personal values in people’s lives,
   • assisting students in further developing their capacities for both written and oral self-expression,
   • advancing ability to think critically and creatively about criminal justice issues and related public policies, and
• refining “higher-order” thinking skills such as application, evaluation and synthesis in the reflection/analysis process.

2. To empower students and encourage them to become more active participants in their own learning and growth by:
  • creating an environment that will facilitate the honest exchange of ideas in a dialogic format,
  • providing an experiential setting for testing and honing theoretical and personal understandings about social justice and in particular issues surrounding criminal justice,
  • exposure to how the issues play out in people’s lives,
  • reflecting on the connections among course material, class discussions and prior knowledge,
  • stretching beyond usual styles of operating as students, including taking on leadership roles and assuming an active part in designing and implementing agendas, strategies and projects,
  • being willing to question long-held beliefs and ideas and to consider how best to engage other people in such self-examination and reflection, and
  • strengthening each participant’s belief that he or she can make a difference.

3. To advance students’ understanding of the significance and impact of human and cultural diversity, especially race, class and gender.

4. To increase understanding and empathy for people who have been victimized by crime.

5. To break down stereotypes and misinformation that may exist between those on the outside and those on the inside of correctional facilities.

6. To promote important social values, including commitment to service, social change, and racial understanding.

Class Format: Aside from the separate sessions, which are noted in the class schedule, the rest of the classes will be held at Stateville Correctional Center. We will be seated in a circle in all classes, in order to facilitate discussion. Class sessions will take the form of a guided dialogue, in both the large group and smaller subgroups, on particular topics each week. The separate meetings provide everyone an opportunity to prepare for and debrief the process and events in the joint sessions. Subsequent to every joint class session, each participant will hand in a reflection paper the following session (based on the previous joint class and related readings), although each student may skip one week for submitting a paper during the semester.
Required Textbooks:


Additional readings in the form of articles and other handouts will be required.

Course Requirements

Assigned Readings:

Assigned readings should be completed prior to the class meeting. The style of these in-house sessions will generally be more interactive and participatory than lecture. *Students are responsible for the readings -- they will not be presented, per se, in class.*

Written Assignments:

Three (3) Reflection Papers, a Group Project Outline and a Final Paper.

Each student is required to complete three reflection papers, and one longer final paper. A reflection paper will be due after three joint classes held at Stateville. During the last two regular classes we will be focused on a group project, which will be presented the week of the Closing Ceremony.

Reflection Papers are due the week following a particular session; you can’t skip a week and then submit a paper on that session two weeks later. They are to be typed if at all possible, double-spaced, at least three pages in length (longer, if desired), and incorporate a quotes (with citation) from the week’s readings. Make sure you credit the specific materials that you quote (including author(s), book or article title, year and page numbers), even when you draw quotes from books assigned for the class. The papers call for you to observe, feel, reflect, analyze, and integrate the information in the readings with the prior week’s discussion. If possible, please submit two copies of each paper, one of which will be returned to you and one of which will be kept by the instructor.

Each paper should include three sections: Section One: Observations

Section Two: Analysis and Integration

Section Three: Reactions

Tips for writing a strong paper will be provided.

Group Project:

In the latter part of the semester the class will work on a group project or projects oriented toward developing strategies for reform of problems identified earlier in the
term. Students should feel free to make suggestions on possible topics that the class may want to explore in greater depth through this activity. Group project will be presented at the Closing Ceremony on Friday, November 22nd.

**Final Paper:** In lieu of a final exam, a Final Research / Experience Synthesis Paper approximately 5 pages in length, typed if possible, double-spaced, also will be required. Your individual paper will correspond to the requirements of the Closing Ceremony group presentations, yet will differ in it’s particularity related to your individual research contributions, thoughts and experiences. This paper will incorporate your own unique synthesis regarding your experience of the course. Please note that this is an individual paper that should be related to, but not identical with the group’s final product. Any plagiarism found in this essay will constitute grounds for failure in the course.

The final paper is an opportunity for you to pull together the entire experience of the term, reflect on your own process (and that of the group), and further analyze the issues that were addressed. As the end of the term approaches, you will be provided with additional guidelines for preparing this last, integrative product. The final paper will be due on the last day class will be held.