

Conrad Grebel University College

University of Waterloo

PACS 314: 314 Restorative Justice and Transformative Education

Spring 2025

Course Information

Class Time: Tuesdays 2:30-5:30 pm

Location: CGR 1300

Instructor: Jermal Jones

Office Hours: Upon Request

Email: j38jones@uwaterloo.ca

Course Description

This seminar course presents alternative ways of designing the educational experience using restorative justice as a foundation. It applies the principles and practices of restorative justice to many aspects of education including dealing with conflict, curriculum development, school culture, and system issues.

Additionally

Inspired by practices such as rethinking classroom spaces—like removing the “professor’s desk”—or the symbolism of sitting in a circle, this course invites students to critically examine how power structures are embedded within our educational systems. Building on the foundation of restorative justice principles, students will explore the interconnectedness of transformative approaches to education, including fostering equity, repairing harm, and reimagining power dynamics to promote systemic change.

This course also invites deep self-reflection, challenging students to understand their roles in creating transformative and equitable learning environments. Through case studies, theoretical discussions, and experiential learning, students will engage with topics such as anti-racist pedagogy, decolonial approaches to education, community-building strategies, and the role of educators as “lead learners” rather than authoritarian figures.

Equipment Requirements/Textbooks

There will be no required textbooks for this course. All required readings will be uploaded to LEARN for students to access.

Learning Outcomes (LO's)

By the end of the course, students will able to:

1. Identify and critically engage with how power structures become embedded within educational systems and practices.
2. Gain a deeper foundations of restorative justice with a with particular focus on the experiences of racialized, queer, trans, and Indigenous communities.
3. Actively engage in exploring and co-imagining transformative approaches to creating equitable educational spaces by applying principles such as anti-racist pedagogy, decolonial education, and community-building strategies.
4. Reflect on their roles, biases, and responsibilities in creating a transformative and equitable learning environment.
5. Connect theory to practical strategies (TheoryPractice) for systemic change in education, through case studies and experiential learning.

Assignments and Assessments

Student Interest Proposal-5%

Class Participation-10%

Weekly Reflections- 20%

In-Class Writing Assignments- 20%

Binder Assignment-45%

Assessment	Percentage	Due Date	Brief Explanation
Student Interest Proposal	5%	May 12, 2025	To address the needs and interests of the class, students will complete a brief Interest Proposal on LEARN, focusing on what they hope to gain from the course. Graded for completion. Submission uploaded to LEARN.

Class Participation	10%	Weekly	You are expected to attend and participate in all scheduled classes. Active participation is essential to your learning and contributes to the learning of others. You will be graded on 10 weeks (weeks 2 to 11) of contributions to weekly class discussions, each worth 2% of the total grade.
Weekly Reflections	20%	Weekly (due Monday night 11:59 PM before class)	Students will complete weekly reflections for the course. Rubric and instructions to follow. Submission due on LEARN.
In Class Writing Assignments	1 Reflection 10% 2 Reflection 10%	Jun 3, 2025 Jul 8, 2025	Students will respond to a discussion question posed in class. The written response is due to the instructor at the end of the class. Submission can be uploaded to LEARN.
Field Series Binder	45%	Jul 29, 2025	Students will complete three

Observation	15pts	Jun 9, 2025	components throughout the term, culminating in a Field Series Binder that documents their learning journey. Each component will focus on applying course concepts to real-world contexts while fostering self-reflection and critical analysis. Submission for each component can be uploaded to LEARN.
Interview & Analysis	20pts	Jun 24, 2025	
Reflection	10pts	Jul 21, 2025	

Grading Scale

<i>Assigned letter grade</i>	<i>Percentage range</i>	<i>Average calculation value</i>
A+	90-100	95
A	85-89	89
A-	80-84	83
B+	77-79	78

B	73-76	75
B-	70-72	72
C+	67-69	68
C	63-66	65
C-	60-62	62
D+	57-59	58
D	53-56	55
D-	50-52	52
F+	42-49	46
F	35-41	38
F-	0-34	32

Submission of Written Assignments

Assignments due on LEARN must be submitted to the appropriate LEARN drop box in Microsoft Word format or as a docx file.

Assignment Deadlines

Students are responsible for completing their assignments by the due date identified. Extensions will only be granted for extenuating circumstances, following consultation with the instructor and student, prior to the submission deadline. Where an extension was not granted, a 5% penalty will be applied each day beyond the due date.

Attendance and Participation

This is an activity and seminar-based class. Therefore, attendance and participation are required. Personal life situations may arise and require alternative arrangements for the course. It is strongly recommended that students contact the instructor to inquire about how we can support unplanned life situations. Please remember that communication is critical.

Email Protocol

If you have a question that cannot be answered by referring to the Course Syllabus, you can email the instructor for support. Responses to emails will occur between Monday and Friday, 8:00 am and 4:00 pm. Please allow two business days (Monday through Friday) for your email to be responded to. If that amount of time elapses without a response, it is then appropriate to send a follow-up message. Pronouns

Course Schedule

The course schedule may change depending on circumstances and class input to reflect the pace and interest of the participants. Changes will be announced on LEARN and through in-class announcements.

Week	Topic and Required Readings	Assessments Due
Week 1 May 6, 2025	Introduction and Course Overview Readings Posted in LEARN	Student Interest Proposal (5%) Due: May 12, 2025 Submit on LEARN
Week 2 May 13, 2025	Restorative Justice in the Classrooms and its History Readings Posted in LEARN	Weekly Reflection #1 (2%)
Week 3 May 20, 2025	Restorative Justice and Conflict- Repairing Harm Readings Posted in LEARN	Weekly Reflection #2 (2%)
Week 4 May 27, 2025	Power and Privilege in Diverging Perspectives - Building Learning	Weekly Reflection #2 (2%)

	Environments Readings Posted in LEARN	
Week 5 Jun 3, 2025	Approaches to Building Community Readings Posted in LEARN	Weekly Reflection #4 (2%) In-Class Writing Assignment #1 (10%) Field Observation Due June 9 (15pts)
Week 6 Jun 10, 2025	Imagining Anti-Carceral Educational Spaces Readings Posted in LEARN	Weekly Reflection #5 (2%)
Week 7 Jun 14, 2025	Imagining Anti-Racist Educational Spaces Readings Posted in LEARN	Weekly Reflection #6 (2%)
Week 8 Jun 24, 2025	Imagining Gender Transformative Spaces Readings Posted in LEARN	Weekly Reflection #7 (2%) Interview and Analysis Due (20pts)
Week 9 Jul 8, 2025	Lessons Learned Readings Posted in LEARN	Weekly Reflection #8 (2%) In-Class Writing Assignment # 2 (10%)
Week 10 Jul 15, 2025	Guest Speaker Readings Posted in LEARN	Weekly Reflection #9 (2%) Field Series Reflection Due July 21 (10pts)
Week 11 Jul 22, 2025	Special Topics Readings Posted in LEARN	Weekly Reflection #10 (2%)
Week 12 Jul 29, 2025	Course Wrap up and Reflections Readings Posted in LEARN	Field Series Binder Due July 29

Generative AI

Generative artificial intelligence (GenAI) trained using large language models (LLM) or other methods to produce text, images, music, or code, like Chat GPT, DALL-E, or GitHub CoPilot, may be used under specific conditions in this course with proper documentation, citation, and acknowledgement. Permitted uses of and expectations for using GenAI will be discussed in class and outlined on assignment instructions.

[Recommendations for how to cite generative AI in student work at the University of Waterloo may be found through the Library.](#)

Please be aware that generative AI is known to falsify references to other work and may fabricate facts and inaccurately express ideas. GenAI generates content based on the input of other human authors and may therefore contain inaccuracies or reflect biases.

To protect the privacy and security of any data entered, students should use the University's version of [Co-Pilot](#) and login with their UW ID. Data entered into other systems can be added to training sets, monitored, geolocated and even reproduced as output which may share private personal information or result in intellectual property breaches.

In addition, you should be aware that the legal/copyright status of generative AI inputs and outputs is unclear. Exercise caution when using large portions of content from AI sources, especially images. [More information is available from the Copyright Advisory Committee.](#)

You are accountable for the content and accuracy of all work you submit in this class, including any supported by generative AI. You should be able to readily demonstrate your knowledge of your submissions. To demonstrate your learning, you should keep your rough notes, including sources, research notes, brainstorming, drafting notes and prompts. You may be asked to submit these notes along with earlier drafts of your work, either through saved drafts or saved versions of a document.

Administrative Policy

Territorial Acknowledgement: The University of Waterloo acknowledges that much of our work takes place on the traditional territory of the Neutral, Anishinaabeg, and Haudenosaunee peoples. Our main campus is situated on the Haldimand Tract, the land granted to the Six Nations that includes six miles on each side of the Grand River. Our active work toward reconciliation takes place across our campuses through research, learning, teaching, and community building, and is co-ordinated within the [Office of Indigenous Relations.](#)

Accommodating religious and spiritual observances

The University of Waterloo has a duty to [accommodate religious, spiritual, and other creed-based beliefs and practices](#) under the Ontario Human Rights Commission (2015)

[Policy on preventing discrimination based on creed](#). Students may seek accommodations for missed course components on religious, spiritual, or other creed grounds. In such cases the students should please consult the instructor within two weeks of the announcement of the due date for which the accommodation is being sought. Students also may request accommodations for temporary absences from classes or other course-related activities to engage in prayer or other daily spiritual practices. Instructors are expected to make reasonable arrangements to respectfully accommodate such requests. The University of Waterloo has a number of [multi-faith spaces](#) that students can use for faith-based practices.

Declaring absences

Please see the [Academic Regulations](#) section of the Undergraduate Calendar for more details. Regardless of the process used to declare an absence, it is the student's responsibility to contact their instructor so that the instructor can determine how to accommodate the missed work.

Absences due to religious, creed, and spiritual observances

Beginning Fall 2024, students can submit a [Religious Observance Self-Declaration Form in Quest](#). This form allows the student to register dates of potential conflicts with coursework. Students are expected to record their absence within two weeks of announcement of the due date or scheduled examination date for which academic accommodation is being sought. Submission through Quest will notify your instructors of your absence.

Absences due to verified illness

For absences due to illness that are not pandemic-related, students need to obtain a [Verification of Illness or Extenuating Circumstances Process](#). Submission through the [Absence Verification System](#), once registered, will notify your instructors of your absence. Students should not submit their VIF or any other medical documentation to your instructors, teaching assistants, or other course personnel. To request and arrange accommodations, it is the student's responsibility to contact the instructor within 48 hours of the date of any missed course component, or as soon as the student is able to give their health condition.

Absences due to extenuating circumstances (e.g., bereavement)

For absences due to extenuating circumstances (e.g., bereavement, serious family illness), students submit [a request for absence due to extenuating circumstances](#) to the [Absence Verification System](#) for processing. Students use the form to submit supporting documentation, which will be considered in a comparable manner to a VIF. Official documentation is necessary before any action can be taken. Examples are plane/train/bus tickets, court documents, police reports, death certificates/obituaries/letters from funeral directors. To request and arrange accommodations, it is the student's responsibility to contact the instructor within 48 hours of the date of any missed course component, or as soon as the student is able to given their circumstances.

Self-declared short-term absences for any reason

Students can [self-declare](#) one short-term absence per term on Quest for any reason. A short-term absence covers two calendar days, and [no documentation is required](#). The student has only one self-declared short-term absence per term and this absence can only be used during the formal lecture period. Self-declared absences cannot be applied to Laboratory (LAB), Clinic (CLN), or Studio (STU) course components. Submitting the self-declaration through Quest will notify your instructors of your absence. It is the student's responsibility to contact their instructors within the first 24 hours after submitting their self-declaration to discuss accommodations for missed course components.

Recording lecture

Use of recording devices during lectures is only allowed with explicit permission of the instructor of the course. If allowed, video recordings may only include images of the instructor and not fellow classmates. Posting of videos or links to the video to any website, including but not limited to social media sites such as: Facebook, Twitter, etc., is strictly prohibited.

University Policy

Mental Health: At the University of Waterloo, we are dedicated to supporting your mental and emotional well-being. Our Counselling Services offer confidential support, including individual counselling, workshops, and crisis intervention.

If you're struggling, please reach out for help at 519-888-4096 or visit [their website](#) for more information.

Academic integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check [the Office of Academic Integrity](#) for more information.]

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances, Section 4](#). When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for their actions. [Check [the Office of Academic Integrity](#) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to [Policy 71, Student Discipline](#). For typical penalties, check [Guidelines for the Assessment of Penalties](#).

Appeals: A decision made or penalty imposed under [Policy 70, Student Petitions and Grievances](#) (other than a petition) or [Policy 71, Student Discipline](#) may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to [Policy 72, Student Appeals](#).

Note for students with disabilities and disabling conditions: The University of Waterloo recognizes its obligations under the Ontario Human Rights Code to accommodate students with known or suspected disabilities and disabling conditions (e.g. medical conditions, injuries, impacts of trauma such as from violence or discrimination) to the point of undue hardship. To support this obligation, [AccessAbility Services](#) (AAS) collaborates with all academic departments and schools to facilitate academic accommodations for students with disabilities and disabling conditions without compromising the academic integrity of the curriculum. If you believe you may require academic accommodations (e.g., testing accommodations, classroom accommodations), register with AAS as early in the term as possible by completing the [online application](#). Students already registered with AAS must activate their accommodations for each of their courses at the beginning of each term using AAS' online system. If you require assistance, contact AAS by phone (519-888-4567 ext.

35082), email (access@uwaterloo.ca) or in-person (Needles Hall North, 1st Floor, Room 1401).

Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit alternate assignment.