



Harbor Heritage University

Lalo College of Gender-Responsive Restorative Justice

A Division of The Federation of International Gender and Human Rights
New York, New York

Syllabus for Curriculum

Doctor of Philosophy of Professional Studies (DPS) – Gender-Responsive Restorative Justice

CIRRICULUM LEAD: Dr. Ameena Ali, ND (*ret*), PhD, CBI-B/P, VLM

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ATTENDANCE POLICY: Lack of attendance *directly* affects the curriculum and your certification.

ACCELERATED PROGRAM DESCRIPTION: Harbor Heritage University is a Sovereign, privately, accredited University based in Gender and Human Rights Studies. This program offers the use and application of mentored compassion, evidence-based cultural, holistic, naturopathic, and social aspects of Emotional Intelligence in Benevolent work, through a wide range of best, evidence-based practices.

This current HHU Program has an emphasis is on the development, sustainment, understanding and recruitment of cultures, ages, lifestyles and religions of those that are subjected to, currently effected by Gender-Based Violence (GBV) crisis. This program is derived from the need to have real-time solutions, in place in the way of establishing proper peer-based, education, developing a Human and Gender Rights Crisis Care Management System and setting the tone for this reinvestment in society. This is to include but is not limited to those that have survived Domesticated personal and community crisis, violence and trauma to include international measures in History of Drugs and Alcohol in the family presence, Childhood Molestation/Familial Incest, Gang exposure and Human and Sexual Trafficking.

Prerequisites: *Successful* registration for the program. Students must have completed their full registration before taking this course and must have at least five (5) calendar years left on their conviction/sentence. Applicants cannot be listed or have a requirement to register as a convicted sex offender, regardless of reason, because of work required with minors and vulnerable populations. Applicants must also register in therapy for their PTSD, Moral Injury Trauma or any Biological, Mental or Emotional Trauma experienced. For Corporate CEU's must complete five (5) of the PLCC programs or be working in Transactional or Evidence Based Trauma Program at least three (3) years prior to taking the course (and be verifiable).

MEETING TIMES: We will meet once a week (on **Wednesdays at 10AM EST**) and you will be required to adhere to the dates of class, respectively as worked out at your facility. Your group meeting and participation will be needed for the weekly goals and assignments. Each weekly session should require four (4) to five (5) **hours** of study time and lectures will be solely virtual (via Pre-recorded lecture).

REQUIRED READING: There will be required reading sections for class. Reports will be offered to you and required for your review and testing.

1. "Decarceration Strategies: How 5 States Achieved Substantial Prison Population Reductions" -
[Link](https://www.prisonpolicy.org/reports/decarceration_strategies.html)

2. "From Mass Incarceration to Smart Decarceration" - [Link](<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4711416/>)

3. "Decarceration and Its Discontents: Narratives of Penal Reform" - [Link](<https://www.cambridge.org/engage/api-gateway/societies/assets/orp/resource/item/5cbb0b897e315508e4b525b5/original/decarceration-and-its-discontents-narratives-of-penal-reform.pdf>)

4. "Decarceration: A Comprehensive Strategy for Ending Mass Incarceration in the United States" - [Link](<https://www.vera.org/downloads/publications/decarceration-report.pdf>)

It is to be read in no particular order but is required to flow with the teaching instruction. There will be a requirement to read this every week, to complete the readings in totality.

TUTORING: Hours will vary and will be on a first come first serve basis. Students are welcome to email questions or text me times they would like to meet either via in person or via JPay. You must notify me by *Friday* (no later than the end of their time together) if you need time. Our time will be to meet on Saturday or Sunday **ONLY** as approved and scheduled within your facility, Eastern Standard Time.

MEETING BEHAVIORS: Our behavior should accommodate the rules of this course. You are an advanced Student with required respect and cultural expectations of dignity as a new leader. You are required and expected to conduct yourself respectfully and with dignity knowing that everyone is not where you are mentally, emotionally or psychologically. You are to remember that this is a learning process; while you may be a very seasoned person in your (respective) experiences, we are all in this program to learn and grow **TOGETHER** in advocacy. So, making sure that you are conducting yourself in a positive manner, there will be no vulgar, harassing or sexually suggestive language, conversations, pictures, GiFs, memes, links, videos, text or social media messages passed during this class.

Per Section 504 of the Rehabilitation Act of 1973 and in accordance with the Americans with Disabilities Act of 1990, regarding Fellows with disabilities, all efforts will be made to accommodate the needs of all students needing services; please let me know about ANY needs that are not met.

EVALUATION:	Sharing and Reading Assignment	15%
	Team Meeting Attendance	15%
	Final Paper	50%
	Externship (TBD)	15%
	Required Visits and Internships (Upon Release)	5%

REQUIREMENTS: There will be In-person meetings, prerecorded lectures, Thesis/Dissertation writing, meeting participation, as requirements, for this Program. All are equally important and will be required for completion. Reading assignments **MUST** be completed prior to meetings and Students should be ready for discussion. There will be other reading offers that will be optional for the student's introspection; topics will be offered but it is encouraged that all students use self-advocacy to complete the recommendation. Late or incomplete work requires approval (at HHU's discretion); failure to do so will marked down your grade ten percent (10%) every day it is late. **NO EXCEPTIONS!**

TENATIVE COURSE SCHEDULE: (Program is on an accelerated schedule)

Week	Topic	Homework
1 -2	Gender Responsive Restorative Justice Leadership	See Lecture
3-4	Restorative Justice Principals of Application	See Lecture
5-6	Methodology in Gender Studies	See Lecture
7-8	Modeling Restorative Justice Case Studies	See Lecture

9-12	Trauma-Informed Restorative Justice Cases	See Lecture
13-16	Policy and Legal Framework for Gender Responsive Justice	See Lecture
17-20	Gender and Cultural Competence in Restorative Justice	See Lecture
21-24	Assessing Gender Crimes and Victimology	See Lecture
25-28	Juvenile Planning and Counseling Program (<i>Develop</i>)	See Lecture
29-30	Restorative Justice and Foster Care System Restructuring	See Lecture
31-35	Building your Restorative Justice Business or Practice	See Lecture
36-40	Restorative Justice Community Engagement Program & Promotion	See Lecture
40	Guest Lecturer (Live)	<i>Financial and Banking</i>
41-43	Finding a Mentor in your Community	See Lecture
44-46	What is a Dissertation (a three-week overview) – <i>Topic Approval</i>	See Lecture
47	Dissertation (Draft) – (<i>first 15 pages due</i>)	<i>No Lecture</i>
48	Dissertation (Work) – Free Week	<i>No Lecture</i>
49	Dissertation Review – <i>How's It coming? (last 15 pages due)</i>	See Lecture
50	Guest Lecturer (Live) – Final (Editing Week)	<i>Practicing PhD</i>
51	<i>Dissertation Defense</i> (Paper Due)	FINAL
52	Graduation	TBD