



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

Master of Arts – Gender-Responsive Restorative Justice

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

CONTACT INFORMATION: +1 (347) 879-9801 talk/text/WhatsApp (USA)
HarborHeritageUniversity@gmail.com (main)
FIGHRinfo@gmail.com (alternative)

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	Restorative Justice and Leadership Models	See Lecture
2	Restorative Justice and Marginalized Communities (<i>Part 1</i>)	See Lecture
3	Restorative Justice and Marginalized Communities (<i>Part 2</i>)	See Lecture
4	Restorative Justice in Mass Incarceration	See Lecture

5	Restorative Justice in Community Policing	See Lecture
6	Restorative Justice and Creating Safe Healing Spaces	See Lecture
7	Restorative Justice Policies in Developing Nations	See Lecture
8	Restorative Justice and Human Rights – <i>Human Trafficking</i>	See Lecture
9	Restorative Justice and Human Rights – <i>Rape and Sexual Assault</i>	See Lecture
10	Restorative Justice and Human Rights – <i>The Undocumented</i>	See Lecture
11	Restorative Justice and the Family Dynamics (<i>Part 1</i>)	See Lecture
12	Restorative Justice and the Family Dynamics (<i>Part 2</i>)	See Lecture
13	Trauma-Informed Restorative Practices (<i>Part 2</i>)	See Lecture
14	Restorative Justice and Cyberbullying	See Lecture
15	Restorative Justice and Elder Abuse	See Lecture
16	Restorative Justice and Workplace Conflict Resolution	See Lecture
17	Restorative Justice and the Effects of the Media	See Lecture
18	Restorative Justice and Bias, Bigotry and Defamation	See Lecture
19	Restorative Justice and Wrongful Convictions	See Lecture
20	Restorative Justice and Probation and Parole	See Lecture
21	Restorative Justice and Mental Health (<i>Part 3</i>)	See Lecture
22	Restorative Justice and Juveniles (<i>Part 3</i>)	See Lecture
23	Restorative Justice and the Foster Care System (<i>Part 2</i>)	See Lecture
24	Restorative Justice and The Disabled (<i>Visual and Audible Access</i>)	See Lecture
25	Restorative Justice and Hate Crimes (<i>Domestically</i>)	See Lecture
26	Restorative Justice and Hate Crimes (<i>Internationally</i>)	See Lecture
27	Restorative Justice and Leadership Management	See Lecture
28	Restorative Justice and Substance Abuse and Recovery (<i>Part 1</i>)	See Lecture
29	Restorative Justice and Substance Abuse and Recovery (<i>Part 2</i>)	See Lecture
30	Guest Lecturer (Live)	<i>Recovery/Sober Living</i>
31	Applied Leadership Series (ALS) - <i>Introduction</i>	See Lecture
32	ALS - <i>Mentoring</i>	See Lecture
33	ALS – <i>Responsive Counseling</i>	See Lecture

34	ALS – <i>Accountability In Action</i>	See Lecture
35	ALS - <i>Excuses vs. Reason</i>	See Lecture
36	ALS – <i>Ego vs. Confidence</i>	See Lecture
37	ALS – <i>Disciplined vs. Authoritarian</i>	See Lecture
38	ALS – <i>Given Titles vs. Expectation of Duties</i>	See Lecture
39	Types of Privacy (<i>7 Types</i>)	See Lecture
40	Guest Lecturer (Live)	<i>Education</i>
41	Power in Leadership – <i>7 Types</i>	See Lecture
42	Personal Perspectives in Restorative Justice (Part 2)	See Lecture
43	Understanding your Thesis - <i>An Introduction</i>	See Lecture
44	Understanding your Thesis – <i>The Structure</i>	See Lecture
45	Thesis (Draft due) – Topic Approval (first <i>10</i> Pages)	<i>No Lecture</i>
46	Understanding your Thesis – <i>How is it coming?</i>	See Lecture
47	Thesis (Draft due) – Review (final <i>10</i> pages)	<i>No Lecture</i>
48	Thesis (Work) – Free Week - <i>editing</i>	<i>No Lecture</i>
49	Thesis (Work) – Free Week – <i>Final editing</i>	<i>No Lecture</i>
50	Guest Lecturer (Live) - Final	<i>HR/ Employment</i>
51	Thesis Paper (Due)	FINAL
52	Graduation	TBD