

**A Comprehensive Bibliography of Restorative Justice
(1977-2018)**

Kenneth H. Laundra, Ph.D. (Primary Researcher)
Millikin University
1184 W. Main St., Decatur IL 62522
klaundra@millikin.edu
(989)326-1139

Keyria Rodgers
Millikin University
krodgers@millikin.edu

Jorge Chavez-Rojas
Millikin University
Jchavez-rojas@millikin.edu

Jordan Cowles
Millikin University
jcowles@millikin.edu

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Abstract

The project described here involves a collaborative effort among Sociology and Criminal Justice faculty and students to produce a comprehensive bibliography of research and scholarship on restorative justice, consisting of both academic books and peer-reviewed journals published from 1977 to 2018, with an emphasis on books and articles published in the last 8 years (2010-2018), published in ASA style formatting, and grouped into subcategories for easier extraction by subtopic. This resource has been developed to be freely available to any student, faculty, administrator, law enforcement official, practitioner, or community member interested in reviewing a comprehensive list of research and scholarship on restorative justice, to become more acquainted with the field and to provide scholarly direction for those researching and writing on restorative justice, particularly for sociology students and faculty looking for ASA-style citations. Some considerations are offered for sociology or criminal justice instructors seeking to engage in a collaborative learning experience such as this, including potential benefits and challenges for faculty and students.

A Comprehensive Bibliography of Restorative Justice Bibliography (1977 – 2018)

Introduction

Restorative justice (RJ), although ancient and international in its origins, first became popularized as an alternative to retributive practices in the U.S. in the 1980's, and has had a revival recently, as evidenced by a surge of published research since about 2010 (see accompanying file, A Comprehensive Bibliography on Restorative Justice, 1977-2018), and has been more widely practiced both in the U.S. and abroad in more innovative ways, as evidenced by an explosion of books and academic articles that have been published during the last 10 years citing some new and pioneering ways of practicing it (Armour 2013; Bruce 2013; Dunlap 2013; Hilder 2012; Johnstone 2015; Joyce-Wojtas, Keenan 2016; Lewis 2010; Lynn 2018; Marder 2014; McGlynn, Westmarland and Godden 2012; Morrison 2015; Pennell 2014; Pfeffer 2015; Robinson 2016; Sbicca 2016; Spies 2016; Sullivan 2017; Toews 2016; Tsui 2014; Wadhwa 2017; Walgrave 2015). Beyond its more common use in juvenile justice and adult offender re-entry programs (e.g. drug court, teen court) it has been adapted for use in a variety of crime prevention programs such as in community policing, K-12 education, and art and therapy theatre. In response to these new applications, a growing body of research is underway that has endeavored to make more empirical, data-driven analyses of RJ and to establish more precisely under what circumstances – for which type of offender and for what type of crimes – it is most successfully applied, in terms of reducing crime among both youth and adult offenders, and how it may be applied beyond the field of criminal justice as well.

These new innovations and scholarship in RJ, both in and beyond criminal justice, make sociology a natural hub of scholarly activity for RJ today, as sociology students and faculty have been actively engaged in RJ since its inception in both theory and practice. As related disciplines, sociology and criminal justice have been inextricably linked for decades, especially in academe, where the more interdisciplinary and applied nature of most criminal justice programs have drawn from the sociological tradition as a conceptual and theoretical backbone, especially now as criminal justice appears to be evolving beyond its historically retributive traditions focusing almost exclusively on deterrence, punishment, and imprisonment, and towards alternative approaches to reducing crime. Sociology, then, will play an increasingly important role in ongoing research that examines the consequences and impact of RJ on society, but also in helping to develop useful and theoretically-driven applications of RJ in the field in more innovative ways.

In response to this growing need, we have endeavored to provide scholars and practitioners of RJ with a comprehensive bibliography of research on restorative justice, conveniently categorized into subtopics, and published in ASA-style citations, for use in their varied activities, in both theory and practice 2010 (see accompanying file, A Comprehensive Bibliography on Restorative Justice, 1977-2018). In this paper, we also discuss both intended and unintended outcomes for teachers thinking of offering a collaborative learning project like this one as part of coursework related to criminal justice, or sociology more broadly.

Although any bibliography on restorative justice can be retrieved using online library databases (e.g., JSTOR, SOCINDEX) with keyword filtering options, and/or with the assistance of various software applications (e.g., Bibioscape, BibMe, Citation Machine, Citavi, CiteThisForMe,

Docear, EasyBib, EndNote, Mendeley, OttoBib, RefDot/Google, Zotero) with formatting in a variety of academic styles, these resources are not easily available for non-academics who cannot access via a licensed institution (such as a college or university) and/or are available only with a paid subscription. For instance, ASA-style citations are not generated by the most common software applications, or are only accessible with an upgraded, paid subscription to the provider. Full access to the complete compendium of scholarship in RJ requires licensed access to the most common online library databases that are usually only freely accessible by students and faculty working in higher education institutions, making it a challenge for those who work outside academia, such as by practitioners in the field. With these obstacles in mind, we also grouped citations into more useful subcategories that are not easily retrievable using common search keywords, and converted this bibliography into a MS Excel file for easier navigation of citations and sub-categories, for use by practitioners and learners looking for RJ scholarship in a particular subfield of RJ who do not have readily available access to these resources, or who need ASA-style citations that are not freely available to the public. This is not an entire compendium of all published books and (peer-reviewed) articles in RJ; however, it is the most comprehensive bibliography to date (currently spanning years 1977-2018) and will be updated periodically and made available online.

Methods

This bibliography project employed sociology faculty and students working collaboratively as part of an ongoing research assistantship project from Spring 2017 through Summer 2018. Several meetings were held between the primary faculty on this project and upper-level sociology students to review goals and objectives of the project, to review the ASA-

style guidelines, and to assign specific tasks and due dates involving the creation of this bibliography. After a trial period, where students demonstrated an ability to cite these studies correctly (in ASA-style format and using an Excel spreadsheet as the format for publication), one student was selected by the primary researcher (faculty) to be involved in the final development and publication of this resource. Three sociology students who were involved in the creation of the earliest versions of this bibliography are not listed as contributors here, but their service to this project was indispensable, and they received accolades as part of their individual research internships.

Several online resources were used in the creation of this bibliography, including the university's licensed access to online library databases (SOCINDEX, JSTOR), the most recent [ASA style guide](#) for citing source references, and two software applications for citing references ([CiteThisForMe](#), [EndNote](#)), which required paid subscriptions for accessing the ASA-style format for conversion. Although both software applications also provided researchers with the ability to perform searches for RJ within the programs, neither had the ability to import directly into MS Excel, just MS Word. So, once generated and copied into a Word document, the full list of citations was transferred to an Excel document so that categories/tabs could also be created to organize the list into various subcategories of scholarship on RJ.

Students and faculty employed a combination of strategies to develop this bibliography. First, we used self-generated citations that required manual entry of citations, using the ASA-style guide, where known original publication sources on RJ (books and peer-reviewed academic journals) were used to add citations directly into the Excel document. This provided student researchers on the project to glean valuable insight and experience into this aspect of

scholarly work, where discussions about ASA-style formatting in sociological research papers, and issues related to plagiarism, took place during our planning meetings. Second, using online library databases (JSTOR, SOCINDEX) and performing searches using the keyword, “RESTORATIVE JUSTICE”, we included books and journal citations that emerged, filtered by years 1970-2018, and by peer-reviewed publications only. After this keyword search, we also entered additional keywords, such as “SCHOOLS AND RESTORATIVE JUSTICE”, “YOUTH AND RESTORATIVE JUSTICE”, “POLICING AND RESTORATIVE JUSTICE”, etc., and added citations not yet entered. Third, we utilized paid subscriptions to software-assisted programs (CiteThisForMe, EndNote) to generate additional citations not yet included (searches using the internal programming ability of these programs), and to convert these into ASA-style formatting. We then transferred the entire list of citations into the Excel document, where columns were then created for first author’s last name (for easy reference and alphabetizing) and for subcategorization of citations for users to more easily locate specific sets of citations in the various subfields of RJ. Subcategories were identified and created using a simple, natural content analysis of article titles, and with consideration given to create categories that would most benefit practitioners in the field, resulting in the following categories that were ultimately used to segregate articles by subtopic: Education, General, International, Law, Policing, Practitioners, and Youth. We also created a second category of articles published between 2010-2018, to highlight the more recent applied and theoretical work on RJ today. The final version of this document was then reviewed by the primary researcher and the two other co-authors of this project, for accuracy and relevance of articles selected, and for appropriate subcategorization.

A few important decisions were made during the development of this bibliography that were intended to better capture the most useful citations in RJ for both scholars and practitioners, and to advance the most timely and current understandings of RJ research that are underway today. Firstly, we chose not to cite governmental reports, assessments, or training manuals, since these are not always clearly peer-reviewed, or are produced by non-academics. We also chose *not* to include most of the published research on teen courts, where RJ principles could not be clearly tied to the study or where the connection between RJ and teen court practices were dubious. Because the effects of teen court versus RJ on participants are difficult to decipher, in terms of identifying which effect(s) were most causal on subjects involved, and because of ongoing debate in the literature on the merits of employing RJ in a retributive, court-like setting at all, we chose to omit most of the research specifically devoted to teen, truancy, or drug courts. Some, but not all, references were examined by actually retrieving and reading the full text of the article, where the book or article title did not fully establish whether it focused on RJ, or where it was unclear what subcategory it should be placed in. Another major consideration was our decision not to attempt to document every RJ article we encountered, but to emphasize major authors in the field and research in RJ published since 2008 (last 10 years), because we wanted to highlight the most recent and prevalent advancements in RJ, presumably incorporating much of what has been learned in earlier decades, both conceptually and programmatically. Our decision to capture scholarship on RJ beginning in the mid-1970's was based on finding a couple oft-cited articles from the era (Barnett 1977; Christie 1977; Eglash 1976) that appear to represent some of the theoretical and conceptual groundwork laid in victim-offender mediation programs in Canada and the U.S. in

the 1970's, for what later became known as "restorative justice" beginning in the mid 1980's, prompted by authors such as Braithwaite (1989), Daly (1989), and Van Ness (1986), and culminating in the seminal work of its day, "Changing Lenses: A New Focus for Crime and Justice," by Howard Zehr (Daly and Immarigeon 1998; Woolford 2009).

Undoubtedly, there is a vast amount of literature on RJ not cited here, such as works written for non-academic audiences (e.g. churches, prisons), self-published works, or scholarship closely related and relevant to RJ, but published with titles (and keywords) that do not reference RJ, related terms, or criminal justice more broadly. Such accounts, not cited here, would certainly provide additional insights into the many dimensions of RJ theory and practice that would be valuable to any scholar or practitioner in the field; however, time and human resource constraints prohibited us from reviewing all non peer-reviewed articles, or peer-reviewed articles that did not contain relevant or obvious RJ titles or basic RJ keywords. The comprehensive bibliography presented here is restricted to peer-reviewed academic articles and books published between 1977-2018, and we intend to update this bibliography in 5-year spans, starting in 2020.

Discussion

As a collaborative project between faculty in sociology and criminal justice, and upper-level students majoring in these disciplines, this project offered some tangible benefits for those who were involved in the planning and development of this bibliography on restorative justice. For instructors, this project offered the opportunity to work more closely with a select few of our graduating seniors (or graduate school-bound juniors) where we were able to meet with individual students or in small groups (2-4), to discuss preliminary research issues related

to the required course in Sociological Methods of Research that these students had recently taken, or were currently enrolled in. At these special project meetings, we were able to discuss research issues like plagiarism (what it is and what it isn't), the need for precision and accuracy in citing references for a paper (a sociology midterm, perhaps?), and citation issues specific to ASA style formatting (full first names!), but also issues related to professionalism, such as group communications (emails with instructions, assignments and due dates), organization and distribution of duties, and file sharing (we used a Google Drive shared folder). Student performance varied and, thus, this activity also afforded faculty with a more focused opportunity to observe individual ability associated with many of the careers available to sociology and criminal justice majors, such as completing assigned tasks in a timely manner, cooperating with others to achieve common goals, engaging in regular communication with group members, listening to and following instructions, and other interpersonal skills. And timely this was, as each of the graduating seniors who worked on this project have used the primary researcher on this project as a job reference, or have requested a letter of support for a graduate school application upon graduating!

For students participating in this project, the most obvious benefits were a greater understanding of the importance of citing academic works, learning how to search and navigate in online databases and bibliography software applications, and learning how to cite sources in ASA-style formatting. In various meetings held during the semester, and through email and text communications, we talked about preparedness for graduate school or research-oriented careers in sociology, where high expectations are held for writing papers or reports, especially when crediting other scholars or researchers for their ideas. This led to a discussion clarifying

plagiarism and its consequences, where examples of common plagiarism errors in citing sources were used. After this, the primary researcher demonstrated how to perform a thorough search of academic articles and books, using online library databases, and using appropriate keywords and filters. Other sources of citations used in this bibliography were also discussed during these meetings, and individual students assigned to search using these alternative sources. One source was books and texts themselves, where students referred to the book's references and manually entered the citation into the Excel document. This sometimes required the extra step of searching online library databases for the authors whose first full names were not cited in the original citation (usually in APA-style) or where it was not evident in the title if the work was clearly related to RJ. Next, after discovering and citing the bulk of RJ works using the online library databases JSTOR and SOCINDEX, we found other articles and books not yet included in the bibliography using two software applications – CiteThisForMe.com and EndNote (both required a paid subscription to allow access to ASA-style citations) where users can use the software's own internal search engine to locate additional references, some of which were not discovered using only JSTOR and SOCINDEX searches, which we then added to the full list of citations in the Excel document. This was a valuable learning experience for students in preparation for their careers and/or graduate school, where they could witness the benefits and challenges of discovering peer-reviewed research in their field for themselves, and for learning how to use some of the new citation and bibliography software that now exists. More circuitously, students involved in this project were afforded the chance to demonstrate both professional and interpersonal skills associated with collaborative research, such as timely completion of assigned goals, ability to follow instructions, independent decision-making, and

communicating with team members in a professional manner. This provided faculty with a broader set of observations for writing letters of reference for employment or graduate school in the field, which are sometimes difficult to write when the faculty's only observations of performance have been limited to the classroom (e.g. exams, quizzes or term papers), and not an independent project requiring self-directed activity such as this.

Overall, this collaborative research project was advantageous for both faculty and students. For faculty, developing such a comprehensive bibliography would have been daunting, and likely too time-consuming or impractical to be developed without partnering with others. Additionally, it provided a venue for observation of students outside the more traditional classroom setting. Students benefitted not only by performing certain tasks related to the research process, but by being mentored more closely by the primary faculty/researcher on the project, giving everyone involved the chance to perform and observe the academic skills associated with legitimate research as well as the interpersonal or career-related skills associated with working collaboratively with others.

Faculty and students who worked on this project are hopeful that this resource will be useful for researchers, faculty, students and practitioners working or studying in the field of criminal justice and, specifically, in restorative justice. Whether this bibliography is used for getting acquainted with the entire spectrum of academic work on RJ over time, for locating scholarship in a particular category of research within it, for identifying specific or prolific authors in the field, for assessing past, present, or future directions in scholarship, or for comparative purposes with related types of scholarship in criminal justice or elsewhere, it is our hope that this bibliography, which we intend to update as an addendum every 5 years

(beginning in 2020), will provide users with insights into the scholarly direction of RJ research, and be helpful in developing new scholarship of their own.

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