

CRES 445/545: CONFLICTS OF INCARCERATION

UNIVERSITY OF OREGON

Fall 2020 Schedule: Thursdays 4:00 PM – 7:00 PM

Instructor: Heather Marek, J.D., Ph.D., M.S.

Email: hmarek@uoregon.edu

OFFICE HOURS

Office hours occur virtually Wednesdays from 5:30 PM – 6:30 PM.

Students can view and reserve available time slots on Canvas under the “Calendar” tab, <https://canvas.uoregon.edu/calendar>. Students then access the meeting via Zoom: <https://uoregon.zoom.us/j/96200037433?pwd=VDI1a251RXJWaHRVOEdRWFJFY2pzUT09>
Meeting ID: 962 0003 7433 Passcode: 777679

Alternatively, students may email the instructor directly to schedule an appointment at another time. This option is available only when students cannot attend during the scheduled office hour.

DISCLAIMER OF INSTRUCTOR

The views that I express in this class are entirely my own and in my capacity as an instructor. I am not speaking on behalf of any other individual or entity for whom or for which I may work. In addition, I cannot give legal advice due to a variety of ethical and legal reasons. Absolutely nothing I say should be considered legal advice. However, I can connect students with resources for assistance with legal issues, if needed.

COURSE OVERVIEW AND OBJECTIVES

This course is organized around the issues of crime, incarceration, and justice within the Western context. The central aim of the class is to foster critical reading and thinking about crime and incarceration, taking note of the impact of crime on victims, offenders, their respective families, and our communities. This course will also provide an introduction to the principles and practices of restorative justice including the needs and roles of those impacted by crime. Assumptions about victims, offenders, crime and justice will be examined. Students will be expected to critically engage in discussions as the class explores the role and impact of incarceration in our society.

Over the course of the term, students will cultivate the following competencies:

- Ability to identify the impact of corrections on individuals and communities
- Understanding of the goals of punishment and be familiar with the different forms of criminal sanctions
- Understand the experiences of, impact on, and needs of the victims, offenders, and communities

- Ability to articulate the reasons (personal and social) why some people commit crimes
- Ability to discuss the conflicts related to unjust punishments
- Ability to define community justice and show how it differs from criminal justice

FLEXIBILITY

During this term, in particular, we all need to maintain flexibility. This syllabus represents my plan and best guess for what we will cover this semester. I will be guided by you to figure out what aspects of the course are working or not. Therefore, be prepared for change! I'll post revised syllabi as we evolve.

REQUIRED MATERIALS

1. *Life Without Parole: Living and Dying in Prison Today* (2010)
Authors: Victor Hassine, Robert Johnson, and Sonia Tabriz
2. *The New Jim Crow* (2010)
Author: Michelle Alexander
3. One of the following:

From #Blacklivesmatter to Black Liberation (2016)
Author: Keeanga-Yamahtta Taylor

Golden Gulag: Prisons, Surplus, Crisis, and Opposition of Globalizing California (2006)
Author: Ruth Wilson Gilmore

Are Prisons Absolute? (2003)
Angela Davis

NOTE: This book is available free online as a PDF.

4. *The Little Book of Restorative Justice* (2015)
Author: Howard Zehr

Students who purchase these books from vendors other than the UO Duckstore should pay close attention to estimated shipping and delivery times. Electronic versions as a potential alternative are highly recommended.

Other readings will be posted on Canvas under the "Files" tab, unless a website URL is provided.

Students should contact the instructor ASAP if they do not have immediate access to *Life Without Parole*, which is assigned for week 2. Also, students must contact instructor if they have already read *The New Jim Crow*.

TECHNOLOGY

Fall 2020 courses in CRES will occur remotely for the health and safety of the university and broader community. Accordingly, this course will occur entirely online via Zoom and Canvas.

Technology Assistance

Students can obtain assistance with these platforms and technology-related issues at the UO Technology Help Desk: <https://library.uoregon.edu/library-technology-services/help>

Required Technology

Prior to the first class session, it is the students' responsibility to ensure they have access to technology that can facilitate web-based videoconferencing. In particular, students will need:

- A computer or tablet equipped with a video camera.
- A reliable, high-speed internet connection. In general, students will need bandwidth of at least minimum 8 Mbps for good videoconference quality. Students can test your internet speed at speedtest.net.
- Headphones/earbuds. Using a computer's built-in speakers and microphone (instead of headphones/earbuds) will cause disruptive feedback or echoing.

Canvas

The course website is located on Canvas. To log on, students visit www.canvas.uoregon.edu and enter their UO Duck ID and corresponding password. We will be using the CRES 445/545 page only. Announcements and class materials will be available there. Canvas is also where students will submit all written assignments to receive credit. Students should check the course website frequently for updates. Students must configure their settings to ensure that they receive all messages and announcements (failure to receive announcements will not excuse failure to complete assignments).

Zoom

Registration: Students must register at the start of the term to gain access to the Zoom sessions here: <https://uoregon.zoom.us/meeting/register/tJMpd-mvpzosG9BCT8tpmo4f1p0BfDJiRxc->

Please be sure to provide your full name for attendance and participation purposes. Once registered, students will receive the URL and passcode to access class every week. When we convene on Zoom, it will always occur during the scheduled class time. Please pay close attention to the syllabus and class announcements for detailed instructions regarding any changes to class format.

Preparing for class: Find a quiet, distraction-free space that you can use for the entire class session. Avoid using a space where there will random passers-by, family members, roommates,

pets, or other distractions. If you would like a UO-specific virtual background, check these out: <https://law.uoregon.edu/zoom-backgrounds>

In addition:

- Wear class-appropriate clothing. If you would not wear something to an in-person class or in public, then do not wear it for an online class. Bear in mind that we will have several community professionals join us as guest speakers.
- Frame your camera so that other participants can see your face. If possible, try to sit at eye-level to with the lens of your camera.
- Ensure that there is enough light in your room so that your face is clearly visible in the video. Do not sit directly in front of or beside a bright light source, which will cause backlighting. Experiment with moving light sources and your camera until you can see your brightly lit face on the screen.

Joining the class: Plan to join at least five minutes before the scheduled start to ensure you are ready when class begins. (The very first time you join from a computer or device, allow extra time for set-up.) Joining a class late is even more conspicuous and distracting on videoconference than it is in a traditional, in-person classroom. To minimize glitches, restart your computer before joining every class.

During class: Below are default norms for participation.

- Keep your video on unless you are experiencing technical difficulties or are taking a short break.
- Mute yourself when not speaking. You can momentarily unmute yourself by holding down the space bar. Be prepared to unmute yourself at any time. During class, for example, I may call on you and you will need to unmute yourself. You can also unmute yourself by clicking the tiny microphone in the bottom left of your Zoom screen.
- Make sure your preferred name appears in your video box. (If it's not showing up correctly, use the Rename command in the upper right corner.) You may also add pronouns if you wish.
- To ask a question, click "raise hand" on Zoom. You can also type a question in the Chat. If you see that someone's question appears to be going unanswered, please unmute yourself and let me know.
- Observe the same rules as a traditional, in-person class.
 - Please make sure your phone is turned off. Do not check or use your phone during class. Do not text message or engage in conversations with others during class.
 - Use your computer for class-related purposes only, such as taking notes or reviewing relevant statutes or rules. Reading email, checking social media, and surfing the web are not class-related. Remember that you will be on video at all times, and subtle facial cues often make it obvious if you are engaged in something unrelated to what is being discussed in class.
 - Stay seated. Do not get up and move around while class is ongoing. We will have regular breaks during class when you can get coffee, check your mail, etc. That said, if you need to leave your computer for a moment, just stop your video and

click on the clock icon (“be back in a minute”). Remember to restart your video when you return.

- If you get kicked out of Zoom, the first and best solution is to restart your computer and attempt to re-join the class. If I get kicked out of Zoom, I will do the same.
- Most important: focus, focus, focus! It’s very easy to get distracted in the virtual environment. Make a commitment to yourself to stay engaged and intentional during your Zoom class sessions. Honing your concentration will serve you well not only in school, but in all areas of practice and life.

Recording: All Zoom presentations will be recorded and made available on Canvas. Some components of class (like small-group and other discussions) may not be captured. The recordings are for enrolled students only; students should ask the instructor for specific permission to share a recording with anyone not enrolled in the class or to record the class separately. These policies aim to ensure full participation of all students in class, making accommodations for those who must be absent, while also creating a space in which others can freely discuss complex and challenging topics with their peers without feeling surveilled.

EVALUATION

Students will be evaluated based on the following activities:

- Participation (30%)
Student participation will be evaluated holistically at the end of the term based on the following activities:
 - Active participation in Zoom sessions. That means attending, and listening to, and reflecting upon, your peers’ insights, as well as challenging yourself to say what you think, even when it is unpopular. For this experience to be the quality education opportunity it is meant to be, we each have to take responsibility for the direction and depth of the discussion. While listening is vitally important and necessary to this process, sitting back to just listen is not acceptable. Students must be respectful of one another, even and especially when we deal with controversial issues. See Appendix 1 for the live-participation grading guidelines.

We only meet nine times. Students are expected to attend all classes. However, absences *may* be excused by the instructor when be supported by a written, reasonable and (where appropriate) properly documented justification.

Students should always attend and participate in class, even if they did not have the opportunity to complete the homework.

- When we have guest speakers: All students will submit (before class) three well-thought-out questions to pose to the speaker on a given day, even if the student cannot attend the live class. If we are fortunate enough to have multiple speakers, students must submit three questions each. In addition, each student should

actually pose a question to a guest at least one time, but preferably more frequently, during the term. See Appendix 5 for a detailed schedule of guest speakers.

- Every week, students will thoughtfully develop 2-3 questions to pose to their peers, and then provide responses to those questions in the form of a blog post. These are due before the start of class. Instructions will vary depending on whether the discussion takes place in small groups on Zoom or via the discussion board on Canvas. See Appendix 4 for blog post and discussion requirements.
- Reading Response Papers (30%)
Students will write a paper, 3-5 pages in length, responding to each of the three books assigned. Students will respond to a prompt, which the instructor will post on Canvas. See Appendix 2 for the general writing requirements.
- Research Paper and Presentation (40%)
All students will write a research paper investigating a topic related to incarceration, combining scholarly literature (peer reviewed books or journal articles, or law review articles) and the students' perspective. Students will present their research to the class.

Graduate Students Requirements:

- Topic proposal
- Outline (unless you have paper submitted by outline due date)
- Paper that is 13-18 double-spaced pages (3,900-5,400 words), with a minimum of 5 scholarly sources
- 5-minute presentation

Undergraduate Student Requirements:

- Topic proposal
- Outline (unless you have paper submitted by outline due date)
- Paper that is 5-7 double-spaced pages (1,500-2,100 words), with a minimum of 3 scholarly sources
- 5-minute presentation

Deadlines for all students:

- Topic proposal due 11/5/2020 by 11:59 PM (2% of grade)
- Outline due 11/29/2020 by 11:59 (3% of grade)
If a student's paper is complete at this time, they can simply submit that and forego the outline, but they must inform the instructor that they are doing so.
- Paper due 12/10/2020 by 11:59 PM (25% of grade)
- Presentations will occur 12/3/2020 in class (10% of grade)

See Appendix 2 for writing requirements, and Appendix 3 for presentation rubric. See Appendix 6 for a list of potential research topics.

Note: Students may use this opportunity to conduct research that helps them progress on

a larger terminal project (master's thesis, honors thesis, etc.). However, they must coordinate with the instructor, and they cannot reuse papers from past projects or other current classes.

Extra Credit

Students may earn up to five percentage points of extra credit. Students will receive up to one point for each instance in which they do the following:

- Watch a film and then write a reflection paper. Other films may also qualify, upon instructor approval.
- Attend an instructor-approved event and write a reflection paper.
- Research an issue raised in class, write a response paper, and present about it to the class.
- Other instructor-approved ideas from students.

See Appendix 2 for writing requirements. See Appendix 7 for approved films. Extra credit papers must be submitted on Canvas, and are all due by the start of class in week 10.

Late Assignments

As a general rule, assignments turned in on the due date, but after the deadline (e.g., 4:00 PM), will be docked one percentage point. Assignments submitted the following day will lose another percentage point. Assignments will receive one less point for every day late thereafter.

Some assignments, due to their nature, will not qualify for any sort of extension. Live discussion and questions for guest speakers, for example, cannot be late.

To ensure clear expectations, fairness, and a functional class, this policy will be enforced relatively strictly, with exceptions granted only in exceptional circumstances.

Students are welcome to make up some missed points by completing extra credit assignments. There are ample opportunities, including those outlined in the syllabus or proposed by students.

Inclusivity

I am committed to making this class inclusive. If the design of the class and its assessments – or any other aspect of the instructional environment – may prevent you from succeeding, please let me know so that I can figure out a fair accommodation. We will cover a wide range of topics in the class that some may implicate issues that many find difficult, including racism, sexism, and violence. Students are encouraged to take advantage of the opportunity to engage with viewpoints that they find confusing, unpleasant, or offensive (this is, after all, a class on *controversies*). If there is a particular issue that you need to bring to my attention, please do.

The law school community values inclusion. We are committed to equal opportunities for all faculty, staff, and students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socio-economic standing, cultural beliefs and traditions. We are dedicated to an environment that is inclusive and fosters awareness, understanding, and respect for diversity.

If you feel excluded or threatened, please contact contact Chris Esparza, Director of Diversity, Inclusion, and Leadership Development at cesparza@uoregon.edu or 541-346-1565. You may also contact Associate Dean of Students Jennifer Espinola at espinola@uoregon.edu or 541-346-1557.

There are also resources on campus that provide support for people experiencing situations that inhibit full participation in class. Notably:

- Accessible Education Center for those with disabilities. Contact: <http://aec.uoregon.edu>.
- UO Counseling Center for those with mental health concerns or emergencies. Contact: <http://counseling.uoregon.edu> or via 24-hour phone service at 541-346-3227.
- Center for Multicultural Academic Excellence for students from historically under-represented and under-served backgrounds experiencing barriers to academic success, as well as immigration-specific issues. Contact: <https://inclusion.uoregon.edu/content/center-multicultural-academic-excellence-cmae>.
- Crisis Intervention and Sexual Violence Support Services for support for survivors and victims of sexual harassment and violence. Contact: <http://safe.uoregon.edu> or via confidential phone service at 541-346-SAFE (7233).
- Bias Response Team can assist with reports of bias and discrimination. Contact: <http://bias.uoregon.edu> or 541-346-2037.
- Safe Ride is an assault-prevention shuttle that works to provide free, inclusive, and accessible alternatives to traveling alone at night for UO students, faculty, and staff. The reservation line is (541) 346-7433 extension 2. Their policies are available on their website <https://pages.uoregon.edu/saferide/>.

While not trained to provide support in these areas, I can facilitate your efforts to access services.

I am a student-directed employee. For information about my reporting obligations as an employee, please see [Employee Reporting Obligations](#) on the Office of Investigations and Civil Rights Compliance (OICRC) website. Students experiencing any form of prohibited discrimination or harassment, including sex or gender-based violence, may seek information and resources at safe.uoregon.edu, respect.uoregon.edu, or investigations.uoregon.edu or contact the non-confidential Title IX office/Office of Civil Rights Compliance (541-346-3123), or Dean of Students offices (541-346-3216), or call the 24-7 hotline 541-346-SAFE for help. I am also a mandatory reporter of child abuse. Please find more information at [Mandatory Reporting of Child Abuse and Neglect](#).

Academic Integrity

All University of Oregon policies relating to academic integrity will be in effect in this class:

<https://policies.uoregon.edu/vol-3-administration-student-affairs/ch-1-conduct/student-conduct-code>

Plagiarism is the most likely problem to arise. Typically, students do it inadvertently by either

(1) failing to properly cite references, or (2) collaborating with other students without also completing the written assignments independently. Another common form of academic misconduct is “resubmitting assignments for more than one class.”

Written assignments will be submitted on Canvas. To submit an assignment, go to the main course Canvas page, click on “Assignments,” click on the appropriate assignment, click on the “click to upload” area of the page, scroll to the bottom, click the submit paper button, and you should see the notification that “you have successfully submitted your paper” accompanied by a time stamp and confirmation number.

TENTATIVE COURSE SCHEDULE

This schedule is subject to change. Any revisions will be announced on Canvas and, if possible, in class. Students are responsible for being aware of any changes, even if they missed class. Please see Appendix 5 for a detailed schedule of guest speakers.

*LWOP = Life Without Parole
BLM = #Blacklivesmatter*

*NJC = New Jim Crow
LBRJ = Little Book of Restorative Justice*

Week 1 – October 1 – Introduction

- Assigned Materials:
 - Read syllabus before first class.
- Assignments Due:
 - Officially register for class via the link provided in the syllabus so that you receive the Zoom link that allows you to join.

Week 2 – October 8 – Victims’ Voices and Advocates

- Assigned Materials:
 - *LWOP* chapters 1-7
 - Alliance for Safety and Justice. “Crime Survivors Speak,” pp. 7-28.
 - Danielle Sered. 2017. “Accounting for violence: How to Increase Safety and Break Our Failed Reliance on Mass Incarceration,” pp. 9-16.
 - David Rogers and Kerry Naughton. 2011. “Moving Beyond Sides: The Power and Potential of a New Public Safety Policy Paradigm,” pp. 4-25.
- Assignments Due:
 - Discussion questions and blog post
 - Guest speaker questions

Week 3 – October 15 – Youth

- Assigned Materials:
 - *LWOP* chapters 8-15
 - Sawyer, Wendy. 2019. “Youth Confinement: The Whole Pie 2019.” *Prison Policy Initiative*. Available at: <https://www.prisonpolicy.org/reports/youth2019.html>
 - Justice Policy Institute. 2020. “Sticker Shock 2020: The Cost of Youth Incarceration.” Available at: http://www.justicepolicy.org/uploads/justicepolicy/documents/Sticker_Shock_2020.pdf
 - U.S. Department of Education. 2016. “State and Local Expenditures on Corrections and Education.” On Canvas. Just skim this one to get the gist, but make sure to note the multiple findings regarding Oregon in particular.
- Assignments Due:
 - Discussion questions and blog post (Canvas discussion board day)
Note: This week, we will have the discussion portion of class exclusively on Canvas. This means students will post questions, blog posts, and then also have dialogue on Canvas. Please see discussion blog post prompt for instructions.

- Guest speaker questions

Week 4 – October 22 – Immigrant Detention

- Assigned Materials:
 - *NJC* introduction and chapters 1-2
 - **TBD**
- Assignments Due:
 - Discussion questions and blog post
 - *LWOP* Reading Response Paper
 - Guest speaker questions

Week 5 – October 29 – Mandatory Sentences

- Assigned Materials:
 - *NJC* chapters 3-4
 - Cain, Josh. “Impact of Youth Brain Development on Criminality, Especially Felony Murder.”
 - Oregon Justice Resource Center. “Youth and Measure 11 in Oregon” Information Sheet.
 - American Civil Liberties Union. 2013. “A Living Death: Life Without Parole for Nonviolent Offenses,” pp. 6-10 only (stop at “The Financial Cost of Sentencing.”)
 - The Sentencing Project. 2017. “Still Life: America’s Increasing Use of Life and Long-Term Sentences.”
 - Recommended Future Reading
 - Oregon Justice Resource Center. “Youth and Measure 11 in Oregon” Full Report.
- Assignments Due:
 - Discussion questions and blog post (Canvas discussion board day)
Note: This week, we will have the discussion portion of class exclusively on Canvas. This means students will post questions, blog posts, and then also have dialogue on Canvas. Please see discussion blog post prompt for instructions.
 - Guest speaker questions

Week 6 – November 5 – Restorative Justice and Other Alternatives

- Assigned Materials:
 - *BLM* introduction and chapters 1-2
 - *LBRJ*, with particular attention to pp. 3-41
 - “Restorative Justice: Why Do We Need It?” *Brave New Films*. Watch here: <https://www.youtube.com/watch?v=8N3LihLvfa0>
- Assignments Due
 - Discussion questions and blog post
 - Guest speaker questions
 - Research topic proposal (due by 11:59 PM)

Week 7 – November 12 – Reentry and Recidivism

- Assigned Materials:
 - *NJC* chapters 5-6
 - Kelley, Erin. 2017. “Racism & Felony Disenfranchisement: An Intertwined History.” *Brennan Center for Justice at New York University School of Law*.
 - The Sentencing Project. 2019. “Felony Disenfranchisement: A Primer.”
 - United States Commission on Civil Rights. 2019. “The Crossroads of Punishment, Redemption, and the Effects on Communities,” read pp. 1-40 (not including footnotes), skim briefly over the remainder.
- Assignments Due:
 - Discussion questions and blog post
 - *NJC* reading response paper
 - Guest speaker questions

Week 8 – November 19 – Decarceralization and Justice Reinvestment (Asynchronous Day*)

- Assigned Materials:
 - *BLM* chapters 3-4
 - McLeod, Allegra. 2015. “Prison Abolition and Grounded Justice.” *UCLA Law Review*. 62: 1156-1239 (Note: You do not have to read the footnotes).
 - John Washington. 2018. “What is Prison Abolition?” *The Nation Magazine*.
 - David Rogers Guest Lecture (in “Zoom Recordings” folder on Canvas)
 - “Oregon puts money into justice reinvestment.” *Jefferson Public Radio*. Listen here: <https://www.ijpr.org/show/the-jefferson-exchange/2019-03-05/oregon-puts-money-into-justice-reinvestment>
- Assignments Due:
 - Discussion questions and blog post

*NOTE: This class will be asynchronous, meaning it will not occur live during the regularly scheduled time. Please read/watch/listen to the assigned materials, and then follow the special discussion blog post instructions on Canvas.

Week 9 – November 26 – Thanksgiving Holiday – NO CLASS

- Assigned Materials:
 - *BLM* chapters 5-7
 - Benko, Jessica. “The Radical Humaneness of Norway’s Halden Prison.” *New York Times*, March 26, 2015.
 - Moore, Michael. 2017. “Norwegian Prison.” Video on YouTube: <https://www.youtube.com/watch?v=0IepJqxRCZY>
- Assignments Due:
 - Discussion questions and blog post
 - Research paper outline (due Sunday, November 29 by 11:59 PM)
 - Prepare for presentation that will occur next week
 - Prepare for reading response paper due next week

Week 10 – December 3 – Presentations

- Assigned Materials:

- None
- Assignments Due:
 - Research presentations
 - *BLM* reading response paper
 - Extra credit papers

Week 11 – December 10 – Finals

- Assigned Materials:
 - None
- Assignments Due:
 - Research papers (due by 11:59 PM)

APPENDIX 1: LIVE PARTICIPATION RUBRIC

	Far Below Standards	Satisfactory	Good	Excellent
Grade	D and below	C	B	A
Peer Interaction	Virtually no interaction with peers	Limited interaction with peers	Makes a sincere effort to interact with peers (ongoing)	Actively Supports, engages and listens to peers throughout term
Participation	Comments vague if given at all; frequently demonstrates a lack of interest	Sometimes participates constructively in group work and class discussions, sometimes goes on auto-pilot	Participates constructively in group work and class discussion throughout the term	Plays an active, dynamic role in discussions and group work throughout the term
Contributions to Class	Demonstrates a noticeable lack of interest on occasion	Comments are sometimes irrelevant and do not advance level and depth of class dialogue	Comments in class discussions are relevant and based on assigned material, and generally help the dialogue along	Comments consistently advance level and depth of dialogue in class discussions
Group Dynamics	Group dynamic and level of discussion are often notably disrupted by student's presence	Group dynamic and level of discussion are sometimes disrupted by student's presence	Group dynamic and level of discussion are often enhanced, but never made less effective because of student's presence and contributions	Group dynamic and productivity are always enhanced by student's presence and contributions

APPENDIX 2: GENERAL REQUIREMENTS FOT ALL WRITTEN ASSIGNMENTS

Papers must be double-spaced, in 12-point Times New Roman font, and with one-inch margins. Information such as the student's name, paper title, course information, and date should be on a separate cover page, and will not be included as part of the paper's text (i.e., it does not count towards the page-requirement). Papers will be submitted via Canvas.

The following is the grading rubric for evaluating written assignments.

	Far Below Standards	Satisfactory	Good	Excellent
Grade	D and below	C	B	A
Clarity	Confusing, many errors in spelling and grammar	Understandable, but some errors in spelling and grammar	Clear points; no errors in spelling or grammar.	Clear argument with points to support it; well-organized; no errors in spelling or grammar.
Substance	Does not address prompts; fails to incorporate readings or other course content; unsubstantiated or hyperbolic arguments (exaggerated, inflammatory, not well-supported); does not demonstrate understanding of material; plagiarism or merely copying and pasting block quotes from the readings.	Does not address prompt entirely; includes less course content, strays off topic; some unsubstantiated or hyperbolic arguments; loose understanding of course material.	Follows instructions of prompts; clear analysis, but not particularly insightful; appropriate and accurate use of course concepts; supported arguments.	Follows instructions; demonstrated understanding of the material, including by discussing it in own words; thoughtful, insightful analysis connecting course material to other classes, current events, or own experiences; well-supported arguments.

APPENDIX 3: RESEARCH PAPER PRESENTATION RUBRIC

	Far Below Standards	Satisfactory	Good	Excellent
Grade	D and below	C	B	A
Content <i>Did the presentation have valuable material?</i>	Presentation contained little to no valuable material.	Presentation had moments where valuable material was present but as a whole content was lacking.	Presentation had a good amount of material and benefited the class.	Presentation had an exceptional amount of valuable material and was extremely beneficial to the class.
Organization <i>Was the presentation well organized and easy to follow?</i>	The presentation lacked organization and had little evidence of preparation.	There were minimal signs of organization or preparation.	The presentation had organizing ideas but could have been much stronger with better preparation.	The presentation was well organized, well prepared, and easy to follow.
Presentation <i>Did the presenters speak clearly? Did they engage the audience? Was it obvious the material had been rehearsed?</i>	Presenters were unconfident and demonstrated little evidence of planning prior to presentation.	Presenters were not consistent with the level of confidence/preparedness they showed the classroom but had some strong moments.	Presenters were occasionally confident with their presentation however the presentation was not as engaging as it could have been for the class.	Presenters were all very confident in delivery and they did an excellent job of engaging the class. Preparation is very evident.

APPENDIX 4: BLOG POST GUIDELINES

Every week, students will thoughtfully contribute to the class discussion by developing questions to pose to their peers and then blogging response to their own questions. Students should focus on the readings *other than* the books assigned (we have separate assignments engaging with the books).

We will either have our discussion in class during the class period or on the Canvas discussion board. Assume discussion is in class unless the syllabus indicates otherwise.

INSTRUCTIONS FOR IN-CLASS DISCUSSION DAYS

- Step 1: Pose written questions (due before class each week)

Students will articulate 2-3 thought-provoking questions that the readings or other assigned materials raise. These are questions that the student will then pose to classmates during the discussion portion of class.

Please ensure your questions are open-ended. An open-ended question generally begins with “why,” “how,” or “explain,” and elicits a longer answer (in contrast, a closed-ended question usually requires just a short yes/no answer, which makes for boring discussion!).

- Step 2: Respond to Your Own Questions (due before class each week)

You will reflect upon and answer your own questions. As the assignment title (“blog post”) suggests, these responses can be informal. They should grapple with the assigned materials. However, they can also incorporate outside content from other classes, current events, etc. Students can also be creative – responses may take a variety of forms, including traditional essays, art, poetry, comic strips, mind-mapping, video clips, pictures, podcasts, music, etc. The responses must be the students own original work, although it is permissible to reference other works (news articles, etc.). However, if students opt to use visual formats (drawings, etc.), they must write some explanation about how it relates to the readings.

- Step 3: Discuss with Your Peers (due in class each week)

In class, we will devote time to discussion. Come prepared to pose your questions to your peers, and then to share your own responses. You may disagree, critique, or celebrate your classmate's questions and insights, but keep your tone professional, curious, thoughtful, and empathetic.

Students post via the discussion board prompts, and can write text or insert documents, as well as insert or upload photos and other media there. Students must be able to access this content during class to share during discussion, and should save it in to their computer hard drive or have Canvas open and ready.

INSTRUCTIONS FOR CANVAS DISCUSSION DAYS

- Step 1: Pose Written Questions (due by 11:59 PM each Thursday)

Students will articulate 2-3 thought-provoking questions that the readings or other assigned materials raise. These are questions that the student will then pose to classmates during the discussion portion of class.

Please ensure your questions are open-ended. An open-ended question generally begins with “why,” “how,” or “explain,” and elicits a longer answer (in contrast, a closed-ended question usually requires just a short yes/no answer, which makes for boring discussion!).

- Step 2: Respond to Your Own Questions (due by 11:59 PM each Thursday)

You will reflect upon and answer your own questions. As the assignment title (“blog post”) suggests, these responses can be informal. They should grapple with the assigned materials. However, they can also incorporate outside content from other classes, current events, etc. When discussion takes place online, you will need to provide answers in short-answer/essay format so that your peers can understand them; a photo, for instance, requires explanation. Thus, while you are welcome to still engage in other forms of expression (art, poetry, etc.), you must also, at minimum, provide a 200-250 word answer.

- Step 3: Respond to Your Peers’ Posts (due by 11:59 PM the following Monday)

You will respond to at least four (4) peers’ posts in the form of a “reply post.” Each reply post should be between 100-150 words and engage the ideas or questions in your classmate’s post. Continue the conversation in a forward, depersonalized way. You may disagree, critique, or celebrate your classmate’s post, but keep your tone professional, curious, thoughtful, and empathetic.

Students post via the discussion board prompts, and can write text or insert documents, as well as insert or upload photos and other media there.

APPENDIX 5: GUEST SPEAKERS SCHEDULE

Week 2 - October 8, 2020

Carrie Paul

Volunteer Coordinator & Restitution Advocate

Lane County Victim's Service – Lane County District Attorney

https://lanecounty.org/government/county_departments/district_attorney_s_office/victim_services_program

Week 3 - October 15, 2020

Gustavo Presidente

Program Supervisor, Supervision (Probation)

Lane County Youth Services

Suzanne Hughes

Past Youth Services Interim Manager

Lane County Youth Services

<https://www.lanecountyor.gov/cms/one.aspx?pageId=4133199>

Week 4 - October 22, 2020

Nadia Dahab

Senior Staff Attorney

Innovation Law Lab

PJ Podesta

Advocacy Coordinator

Innovation Law Lab

<https://innovationlawlab.org/>

Week 5 - October 27, 2020

Trevor Walraven

Director of Public Education and Outreach

Oregon Justice Resource Center

Josh Cain

Co-Presenter

<https://ojrc.info/our-people>

Week 6 - November 5, 2020

Scott Smith

Restorative Justice Program Coordinator

Center for Dialogue and Resolution

<https://lanecdr.org/>

Week 7 - November 12, 2020

Paul Soloman
Executive Director
Sponsors, Inc.

<https://sponsorsinc.org>

Week 8 - November 18, 2020

David Rogers (Recording – No Guest Questions Due)
Program Officer, Gender, Race, and Ethnic Justice
Ford Foundation

Past Executive Director of the American Civil Liberties Union of Oregon, and Executive Director of the Partnership for Safety and Justice

<https://www.fordfoundation.org/about/people/david-rogers/>

APPENDIX 6: RUNNING LIST OF POTENTIAL RESEARCH PAPER TOPICS

Note: You may need to narrow these further, picking a particular aspect of a given topic.

Solitary confinement
Death penalty
Life sentences
Immigrant detention
Private for-profit prisons
Prison labor
Prisoner health
Covid-19 in prisons/jails
Mental illness and incarceration
Collateral consequences of criminal records
Prisoner reentry
Families of incarcerated individuals
International comparisons of incarceration (e.g., Norway's model)
International human rights
Alternatives to incarceration (pick one, like restorative justice)
Prison abolition (will need to pick an aspect of it)
Prison guards
Incarceration of women
Incarceration of juveniles
Prison conditions
Bail
Mandatory minimum sentencing
Victims' perspectives
Racial disparities in sentencing
Recidivism
Prisoner violence
Prison conditions
Prison strikes
Free speech in prisons
Religious exercise

APPENDIX 7: FILMS, TV SERIES, PODCASTS APPROVED FOR EXTRA CREDIT

FILMS

Any of the following films can qualify for extra credit, if the student completes the assignment as outlined above. Films watched in class will not qualify, even if they appear on this list. Students should feel free to propose others.

Any film listed on Kanopy under the “Black Lives Matter” heading

Black Lives Matter heading: <https://uoregon.kanopy.com/category/49044>

All students have access to Kanopy at <http://www.uoregon.kanopy.com>. If you do not have your account set up yet, visit www.kanopy.com and follow the prompts.

A Hard Straight (74 minutes)

A gang member, a mother, and a small-time dealer. They served their sentences, they're on parole. Now they're about to discover that walking out the prison gates is just the beginning. A Hard Straight is a documentary about doing time on the outside. A Hard Straight tells the story of what it is really like for a person to make the radical transition from prison life to society. The film interweaves the stories of two men and one woman as they begin to construct new lives on the outside. We see them from the ecstatic moment of their first taste of freedom, to the inevitable frustrations, joys, and banality of life outside of prison. And finally, we see the people in either a successfully established life on the outside or a return to prison.

Central Park Five (2 hours)

Filmmakers Ken Burns, Sarah Burns and David McMahon examine a 1989 case of five teenagers who were wrongfully convicted of raping a woman. After they had spent from six to 13 years in prison, a serial rapist confessed to the crime.

Cruel and Unusual (65 minutes)

A documentary about transgender women convicted and incarcerated in men's prisons in the United States. Interviews with lawyers and prison custodians reveal the level of violence these women have to face from the inmates, as well as from the authorities which do not recognize their condition as a medical disorder.

Dead Man Walking (2 hours, 2 minutes)

As death row inmate Matthew Poncelet (Sean Penn) nears his execution date, he calls upon Sister Helen Prejean (Susan Sarandon) to help him with one last appeal, maintaining that he is innocent of the murders of a young couple. Poncelet begins to form a bond with Prejean, and she visits both his family and the relatives of the victims, hoping to learn more about the case. As things begin to look bleak for Poncelet, Prejean does all that she can to comfort and console the hardened convict.

Guilty Except for Insanity (85 minutes)

In Guilty Except for Insanity, Director and Professor of Psychology Jan Haaken goes behind the walls of the Oregon State Hospital, the location of One Flew Over the Cuckoo's Nest, and recounts the stories of real patients who enter this famous hospital for the "criminally insane."

Their stories reveal the craziness of an American System where one must commit a crime to receive psychiatric help. The documentary probes this maddening world and uncovers deeper psychological truths about the human need for care and connection, as well as for freedom.

Life of David Gale (2 hours, 10 minutes)

David Gale (Kevin Spacey) is a man who has tried hard to live by his principles but in a bizarre twist of fate, this devoted father, popular professor and respected death penalty opponent finds himself on Death Row for the rape and murder of fellow activist Constance Hallaway (Laura Linney). With only three days before his scheduled execution, Gale agrees to give reporter Bitsey Bloom (Kate Winslet) the exclusive interview she's been chasing

Sin by Silence (49 minutes)

Women incarcerated in the California Institution for Women advocate for a future free of domestic violence.

The Farm: Life Inside Angola Prison (1 hour, 28 minutes)

Liz Garbus and Jonathan Stack co-directed this documentary, which explores life behind the bars of Louisiana's notorious maximum-security prison, Angola. Stationed on an old slave plantation, Angola is populated overwhelmingly by black inmates, and staffed by a white administration. The stories of various inmates convey the injustice and futility but also the hope that is part of prison life. A prisoner puts forth exonerating evidence to the parole board, and another speaks prior to execution.

The House I Live In (110 minutes)

Directed with heart by Eugene Jarecki, the movie is an insistently personal and political look at the war on drugs and its thousands of casualties, including those serving hard time for minor offenses. It is, Mr. Jarecki asserts — as he sifts through the data, weighs the evidence and checks in with those on both sides of the law — a war that has led to mass incarcerations characterized by profound racial disparities and that has created another front in the civil rights movement.

Sentence for Two (58 minutes)

Christina, Trisha, and Kristin are pregnant, and are facing years behind bars. Their newborns will face an uncertain future. The three women share the personal details of their pregnancies, incarceration and deliveries as they struggle with the agonizing search for safe and healthy homes for their babies — and as one plan after another falls apart. A fourth inmate, Tangerine, adds the perspective of someone who has already been through it.

Concrete Steel and Paint (55 minutes)

Tells the complex story of men in prison, victims of crime, and an artistic partnership that helps break down barriers between them. As prisoners, victims, and victim advocates collaborate on a mural about healing from crime, their views on punishment, remorse and forgiveness collide, sometimes harshly. But as the project progresses, mistrust begins to give way to surprising moments of human contact and common purpose. The project challenges both sides to recognize and respect each other's essential humanity and worth — a small, but significant step toward a more healing and restorative form of justice. In telling this story, the film raises important questions about crime, justice and reconciliation — and dramatically illustrates the power of art as

a catalyst to facilitate dialogue about these difficult issues.

Beyond Conviction (victim offender mediation) (97 minutes)

Follows three pairs of survivors and perpetrators as they go through this emotionally intense program. This powerful documentary provides a rare glimpse into the lingering pain, questions and regrets for both sides and reveals the bold and difficult path to redemption and reconciliation.

13th (100 minutes)

Filmmaker Ava DuVernay explores the history of racial inequality in the United States, focusing on the fact that the nation's prisons are disproportionately filled with African-Americans.

Just Mercy (137 minutes)

After graduating from Harvard, Bryan Stevenson heads to Alabama to defend those wrongly condemned or those not afforded proper representation. One of his first cases is that of Walter McMillian, who is sentenced to die in 1987 for the murder of an 18-year-old girl, despite evidence proving his innocence. In the years that follow, Stevenson encounters racism and legal and political maneuverings as he tirelessly fights for McMillian's life. The film is based on the memoir of the same name, written by Stevenson, the founder of the Equal Justice Initiative.

TV SERIES

The following TV series will qualify for extra credit, if the student completes the assignment as described above. The student must watch an entire season of the show.

Innocence Files

How do you prove someone is innocent of a crime after they've been convicted? How does an innocent person even end up in prison in the first place? "The Innocence Files," a Netflix original documentary series, delves into these questions, focusing on the cases of eight wrongfully convicted people — Kennedy Brewer, Levon Brooks, Keith Harward, Franky Carrillo, Thomas Haynesworth, Chester Hollman II, Kenneth Wyniemko and Alfred Dewayne Brown — across the U.S. In nine episodes, the series pulls back the curtain on the work of the Innocence Project, the Pennsylvania Innocence Project, Northern California Innocence Project and The WMU-Cooley Innocence Project at the Thomas M. Cooley School of Law, and the uphill battle their clients face in pursuit of the truth and justice.

Making a Murderer

Making a Murderer is an American true crime documentary web television series written and directed by Laura Ricciardi and Moira Demos. The show tells the story of Steven Avery, a man from Manitowoc County, Wisconsin, who served 18 years in prison for the wrongful conviction of sexual assault and attempted murder of Penny Beerntsen and was exonerated. He was later charged in 2005, and convicted in 2007, for the murder of Teresa Halbach. The first season mainly chronicles the period between 1985 and 2007, portraying Avery's 1985 arrest and conviction, his subsequent exoneration and release in 2003, the civil lawsuit Avery filed against Manitowoc County, his 2005 arrest, and his ensuing trial in 2007. It also depicts the arrest, prosecution, and conviction of Avery's nephew, Brendan Dassey, focusing on the accusations of coercion and attorney ineptitude.

PODCASTS

Students can listen to one of the following podcasts and complete the extra credit assignment as described above. Students should feel free to propose others.

Ear Hustle

The daily realities of life inside prison shared by those living it, and stories from the outside, post-incarceration. <https://www.earhustlesq.com>

Serial (Seasons 1 or 3)

Serial is an investigative journalism podcast hosted by Sarah Koenig, narrating a nonfiction story over multiple episodes. The series was co-created and is co-produced by Koenig and Julie Snyder and developed by public radio show This American Life.