

**UNIVERSITY OF OREGON
CONFLICT AND DISPUTE RESOLUTION MASTER'S PROGRAM**

CRES 410/510: RESTORATIVE JUSTICE

FALL 2019

Class Meetings: Mondays, 6:00 p.m. – 8:50 p.m.

Location: Oregon State Penitentiary, Salem

Instructor: Nathaline Frener

Office Hours: By Appointment

Phone: N/A

E-mail: nfrener@uoregon.edu

Course website: N/A

COURSE DESCRIPTION

This course will provide a critical introduction to the principles and practices of restorative justice. The course explores the needs and roles of key stakeholders (victims, offenders, communities, justice systems), as well as outlines the basic principles and values of restorative justice. It also addresses challenges to restorative justice. The course is organized around the issue of crime within the Western legal context. Assumptions about victims, offenders, crime and justice will be examined.

Using the Inside-Out Prison Exchange Program model, this course will be held inside the Oregon State Penitentiary in Salem and will include both “inside” (students inside OSP) and “outside” students (students at UO).

LEARNING OBJECTIVES

As a result of taking this course, students will be able to:

- see crime through a restorative justice lens;
- identify the stakeholders, what their needs are, what types of processes might be helpful, and what can be done to make things as right as possible;
- understand, when crimes occur, the experiences, impact, and needs of the victims, offenders, and communities;
- articulate the reasons (personal and social) why some people commit crimes;
- understand the principles and practices of restorative justice, as well as become aware of the challenges.

COURSE TEXTS Required

1. *The Little Book of Restorative Justice for People in Prison: Rebuilding the Web of Relationships*; Barb Toews (92 pages)
2. *A Restorative Justice Reader*, 2003 Edition, Gerry Johnstone (560 pages)
3. *Changing Lenses, A New Focus for Crime and Justice*, Howard Zehr (292 pages)
4. *Picking Cotton: Our Memoir of Injustice and Redemption*, Jennifer Thompson- Cannino and Ronald Cotton (312 pages)

The required books are available for purchase at Duck Store or online.

COURSE POLICIES

Accessible Education for All Students: The University of Oregon works to ensure inclusive learning environments for all students. We recognize that students bring a variety of learning styles to the course, and that some learning styles may require adjustment to course structure. We are happy to talk with you about such adjustments. Please be in touch with the professor if there are aspects of the instruction or design of this course that result in barriers to your participation as a result of learning style or diagnosed disability. For more information, you are also encouraged to contact the Accessible Education Center (formerly Disability Services) in 164 Oregon Hall at 346- 1155 or uoaec@uoregon.edu.

Inclusion and Collegiality: Our community that 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 [Associate Dean of Students Jennifer Espinola. The University Bias Response Team is also a resource that can assist you. See <http://bias.uoregon.edu> or call 541-346-2037.

Academic Integrity: Students are expected to demonstrate high levels of academic integrity and professionalism, and are prohibited from committing or attempting to commit any act that constitutes academic misconduct. Plagiarism and other forms of academic dishonesty will be grounds for automatic failure in the course. If you have questions about conduct please ask your instructor or review the University Student Conduct Code (available at <http://conduct.uoregon.edu>) or the UO policy at http://www.uoregon.edu/~stl/programs/student_judi_affairs/conduct-code.htm

Attendance: Given the unique nature of this course, it is imperative that each student attend and fully participate in every class. Since scheduling issues were clarified prior to you accepting your spot in the class, there should be no problems with attendance. If, due to both serious and verifiable circumstances, you will be unable to attend a class, you must contact me in advance. Any absence will change the dynamic of the group as well as disappoint those participating in the class. This is a unique course that will take special effort on everyone's part.

Participation: Participation is mandatory. See Appendix 1 for details. **Computer Use:** Computers and mobile devices are not permitted in class. **What You Can Expect from Your Instructor:**

You can expect me to:

- plan and facilitate learning opportunities that will help you meet the course goals and objectives
- provide constructive feedback on your performance
- be open to constructive feedback on my performance
- bring my teaching expertise and experience into the classroom
- be open-minded in responding to your ideas and suggestions
- allow you to wrestle with ideas to shape your own conclusions

COURSE ASSIGNMENTS AND GRADING

Your grade will, in large part, be a reflection of your commitment to being present in the class (actively engaging the material and interacting with your classmates). The assigned readings are to be done prior to the class, according to the below schedule. There are approximately 150 pages of reading each week so be sure to plan your time accordingly. You need to come to class prepared to actively engage in discussions related to each reading.

Term Grade Distribution	
A	95-100 points
A-	90-94 points
B+	87-89 points
B	83-86 points
B-	80-82 points
C+	77-79 points
C	73-76 points
C-	70-72 points
D	60-69 points
F	Below 60 points

GRADING RUBRIC – GRADUATE STUDENTS

Grade Breakdown	
Attendance	5
Participation	5
Individual Presentation	10
Weekly Response Papers	20
Group Presentation	30
Term Paper	30
Total	100

Attendance = .50 per class (Attendance is mandatory and will be taken at every class.)

Participation = Up to 5 points, awarded at end of term (See Appendix 1)

I expect all students to respect other students in all of our class discussions. We will be talking about sensitive subjects and my goal is to create a comfortable space for you to cultivate your understanding of the materials and to receive respect from me and from the rest of the class. *To further the depth of discussion students must bring and hand in three well thought out questions to pose to your classmates based on that week's readings.*

Individual Presentation, 10 points, (See Appendix 3 and 4)

During week 8 of the term, students will give a 20-minute class presentation on the topic of their term paper (see **Term Paper** below).

Weekly Response Papers, 2 points each (See Appendix 4)

Students will submit a three-page, double-spaced paper at the beginning of class each week, based on that week's readings or a prompt provided by the instructor. In these papers you will share your observations and insights about the topic, including whether you agree or disagree with the material, and support your beliefs with citations to the readings.

Group Presentation, 30 points (See Appendix 2)

Presentations will be based on the assigned readings from *Changing Lenses*, using approved activities presented in the book or other activity approved in advance by the instructor. You must engage the classroom by integrating role plays, activities, or other educational exercises into your presentation. The same number of points will be given to all members of the group.

Groups will be comprised of approximately 6 people, and each presentation will last 30 minutes. Everyone in the group must actively participate in the presentation. Please review carefully the criteria against which you will be graded, set forth in the Group Presentation Rubric in Appendix 2. Points will be deducted for presentations that fall short of the time allotted.

Term Paper, 30 points (See Appendix 4)

Students will write a 20-page typed, doubled-spaced paper investigating a topic related to restorative justice or incarceration that intrigues or interests you, combining some literature review/research, your own perspectives, and any related material we covered during the course. Your research must include a minimum of five articles or books

related to your paper's subject. Include brief annotation (one to two paragraphs) for each source in your reference section. You must receive approval for your final paper topic from the course instructor.

GRADING RUBRIC – UNDERGRADUATE STUDENTS

Grade Breakdown	
Attendance	10
Participation	10
Group Presentation	30
Weekly Response Papers	50
Total	100

Attendance = 1 point per class

Attendance is mandatory and will be taken attendance at every class.

Participation = Up to 10 points, awarded at end of term (See Appendix 1)

I expect all students to respect other students in all of our class discussions. We will be talking about sensitive subjects and my goal is to create a comfortable space for you to cultivate your understanding of the materials and to receive respect from me and from the rest of the class. *To further the depth of discussion students must bring and hand in three well thought out questions to pose to your classmates based on that week's readings.*

Group Presentation, 30 points (See Appendix 2)

Presentations will be based on the assigned readings from *Changing Lenses*, using approved activities presented in the book or other activity approved in advance by the instructor. You must engage the classroom by integrating role plays, activities, or other educational exercises into your presentation. One grade will be given to all members of the group.

Groups will be comprised of approximately 6 people, and each presentation will last 30 minutes. Everyone in the group must actively participate in the presentation. Please review carefully the criteria against which you will be graded, set forth in the Group Presentation Rubric in Appendix 2. Points will be deducted for presentations that fall short of the time allotted.

Weekly Response Papers, 5 points each (See Appendix 4)

Students will submit a three-page, double-spaced paper at the beginning of class each week, based on that week's readings or a prompt provided by the instructor. In these papers you will share your observations and insights about the topic, including whether you agree or disagree with the material, and support your beliefs with citations to the readings.

COURSE SCHEDULE

I reserve the right to change the schedule as necessary.

<p>WEEK 1—October 7 CLASS INTRODUCTION AND COURSE EXPECTATIONS</p>	<p>Reading: <i>Restorative Justice for People in Prison, all</i> Assignment: My Story</p>
<p>WEEK 2—October 14 LENS OF CRIME</p>	<p>Reading: <i>Changing Lenses, pages 1-157</i> Assignment: Forgiveness</p>
<p>WEEK 3—October 21 LENS OF CRIME, CONT.</p>	<p>Reading: <i>Changing Lenses, pages 152-280</i> Assignment: Punishment</p>
<p>WEEK 4—October 28</p>	<p>Reading: <i>Restorative Justice Reader, pages 1-167</i> Assignment: Role of Prisons</p>
<p>WEEK 5—November 4 BACKGROUND, INSPIRATION AND FRAMEWORK</p>	<p>Reading: <i>Restorative Justice Reader, pages 171-345</i> Assignment: What I Gained</p>
<p>WEEK 6—November 11 PRISON: MYTHS & REALITIES TOUR OF PRISON (leave UO at 11:00 am)</p>	<p>Reading: <i>Restorative Justice Reader, pages 354-471</i> Assignment: Victim Impact Reflection</p>
<p>WEEK 7—November 18 PUNISHMENT, AMENDS, FORGIVINESS</p>	<p>Reading: <i>Picking Cotton, pages 1-180</i> Assignment: Group Presentations</p>

WEEK 8—November 25 RESTORATIVE JUSTICE IN PRACTICE & INDIVIDUAL AND GROUP PRESENTATIONS	Reading: <i>Picking Cotton</i> , pages 181-312 Assignment: Group Presentations
WEEK 9—December 2	CLOSING CEREMONY

APPENDIX 1: PARTICIPATION RUBRIC

Points Awarded at end of Term	Far Below Standards	Satisfactory	Good	Excellent
Graduate	0-2	3	4	5
Undergraduate	0-6	7	8	9-10
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	Group dynamic and level of discussion are sometimes	Group dynamic and level of discussion are often enhanced, but never made less	Group dynamic and productivity are always enhanced by

	disrupted by student's presence	disrupted by student's presence	effective because of student's presence and contributions	student's presence and contributions
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APPENDIX 2: GROUP PRESENTATION RUBRIC

	CRITERIA				Points
	1	3	5	7.5	
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.	
Collaboration <i>Did everyone contribute to the presentation? Did everyone seem well versed in the material?</i>	The teammates never worked from others' ideas. It seems as though only a few people worked on the presentation.	The teammates sometimes worked from others' ideas. However it seems as though certain people did not do as much work as others.	The teammates worked from others' ideas most of the time. And it seems like everyone did some work, but some people are carrying the presentation.	The teammates always worked from others' ideas. It was evident that all of the group members contributed equally to the presentation.	
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	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	Presenters were all very confident in delivery and they did an excellent job of engaging	

<i>Did the presenters speak clearly? Did they engage the audience? Was it obvious the material had been rehearsed?</i>			not as engaging as it could have been for the class.	the class. Preparation is very evident.	
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APPENDIX 3: INDIVIDUAL PRESENTATION RUBRIC – GRADUATE ONLY

	CRITERIA				Points
POINTS (10):	0	1	2	3-3.5	
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: WRITTEN ASSIGNMENTS Grading Standards

I will use the grading standards articulated below in grading your written assignments:

A = Excellent (90-100% of allotted points)

Written work is presented at a mature level, organized well and carefully edited, with correct grammar, good vocabulary, and high quality of careful and informed thinking. Meets all course expectations timely and completely. Shows thorough and active grasp of concepts and demonstrates exceptional ability to synthesize course lectures and materials.

B = Good (80% of allotted points)

Written work is presented at the college level, with good grammar, vocabulary, and thought, with good command of content and organization and only a few minor flaws. Meets course expectations timely and completely. Shows good grasp of concepts and ability to synthesize course lectures and materials, but does not rise to the level of being exceptional.

C = Satisfactory (70% of allotted points)

Written work is presented at college level with adequate grammar, vocabulary, and thought, but with frequent flaws, problems with organization, weak or minimal grasp of concepts, and limited ability to synthesize the course lectures and materials.

D = Minimal Credit (60% of allotted points)

Written work is marred by serious problems of grammar, vocabulary, disorganization or unclear expression. Fails to meet basic minimum course expectations in a timely way. Grasp of concepts is incomplete or uncertain, and student does not adequately synthesize lecture and course materials.

F = Far Below Standard Expectations (50% or lower of allotted points)

Written work does not achieve college level grammar, vocabulary, organization, and thought. Does not master concepts and lacks the ability to synthesize the lecture and course materials.