

## **Transformative Justice PPLE 315**

There is widespread agreement today across both political parties and policy experts that the current criminal justice system does a poor job delivering justice to survivors and communities where crime is high while perpetuating severe punishment. Like most problems in American politics, these issues disproportionately impact BIPOC communities. This course seeks to answer the question: What would it mean to pursue strategies that work to transform both individuals and systems of oppression in order to deliver a more robust form of justice for all? In addition to social science texts, this course will reach out into the community and feature the perspectives of those whose lives are impacted by the criminal justice system and those who work to change it.

Objective: To create a mutually beneficial learning community, where we discuss, debate, and explore violence, the criminal justice system and how to change it. Students will be expected to: 1) Define transformative justice and understand its relationship to concepts of restorative justice and rehabilitation; 2) Analyze the 3) investigate and evaluate reform strategies using a transformative justice framework.

**Trigger Warning: This class contains discussions of violence, deprivation, racism, torture, and genocide.**

### **Texts:**

Hinton, Anthony Ray. *The Sun Does Shine: How I Found Life and Freedom on Death Row*. (St. Martin's Press, 2018)

Sered, Danielle. *Until We Reckon: Violence, Mass Incarceration, and A Road to Repair* (The New Press, 2019)

Wilkerson, Isabel. *Caste: The Origins of Our Discontents*. (Random House, 2020)

### **Course Requirements:**

Class participation (including class roles)	30%
10 Class reflections (due Fridays @ noon)	20%
Bibliographic Essay (5 sources)	20%
Policy Project (Presentations 4/26; "White paper" due 5/5 10pm)	30%

**Class Roles:** To facilitate better learning and engagement, each 3-hour class session will be planned and coordinated with students responsible for different aspects of the session.

**1/25: Introduction ON ZOOM**

Watch “The Third Harmony,” a documentary about nonviolent movements.  
No class reflection this week.

**2/1: Injustice ON ZOOM**

Hinton, *The Sun Does Shine* (2018).

**Guest Speaker: Arnaldo Ruiz, Latino Network (Arnaldo was also incarcerated for 19 years)**

**2/8: Oppression 1—in person**

Wilkerson (2020), Parts 1-3

**7:15pm Guest Speakers: representatives from Oregonians Against Slavery and Involuntary Servitude (OASIS)**

**2/15: Oppression 2**

Wilkerson (2020) Parts 4-7

**7:30pm Guest Speaker: Martha Sonato, Political Director, PCUN**

**2/22 Serial (the podcast), Season 3**

**Potential Guests: OSP guests?**

**3/1 Violence and Trauma**

Sered, Chapters 1-2

Stuart Schrader, “A Carceral Empire: Placing the Political History of U.S. Prisons and Policing in the World” in Brent Cebul, Lily Geismer, and Mason Williams, eds. *Shaped by the State: Toward a New Political History of the Twentieth Century*. [on WISE]

**Guest: Jeremy Hays**

**3/5 (Friday) 1-2:30 Transformative Justice 101 (optional). Location: <https://willametteuniversity.zoom.us/j/97190026084> and [Agenda](#)**

3/8 Accountability  
Sered, Chapter 3

“Making Amends” podcast: <https://www.makingamendspodcast.com/>

**Guest Speakers: Trevor Walraven and Josh Cain (brothers who were formerly incarcerated)**

3/15 Justice as Repair and Healing  
Wanda D. McCaslin, ed. *Justice as Healing: Indigenous Ways, Writings on Community Peacemaking and Restorative Justice from the Native Law Center* (Living Justice Press, 2005) [excerpt on WISE]

Sered, Chapters 4-5

**Guest: Restorative Justice facilitators @ OSP**

3/22 On Anger and Forgiveness.  
Sujatha Baliga “Forgiveness of Unforgivable Acts,” transcript of interview with [awakin.org](http://awakin.org), Jan 27, 2015 [on WISE] **Note that this reading discusses trauma and healing from childhood sexual abuse.**  
Additional readings: TBA

**Guest: Saydyie DeRosia, Victims Services Program Coordinator**

3/29 Building Nonviolent Solutions  
Sered, Chapters 6-7

bell hooks, *all about love* (William Morrow, 2001) (excerpt on WISE)

Policy Project and Summit Planning Workshop

**Guest: Tom O’Connor, CEO, [Transforming Corrections](#) @ 7:15pm**

4/5 Building Community Solutions  
Ernest Drucker, *Decarcerating America: From Mass Punishment to Public Health*. (The New Press, 2018) excerpts on WISE.

**Guest: Molly Bowers, executive director, [Focus Re-entry](#)**

4/12 Building Community Solutions Part II

Ernest Drucker, Decarcerating America: From Mass Punishment to Public Health. (The New Press, 2018) excerpts on WISE.

Potential Guests: RJ facilitators?

4/19 Bibliographic Essay due

**Potential Speaker: Mike Schmidt, D.A. for Multnomah County**

**Read his platform here:**

**<https://www.mikeschmidtforda.com/wp-content/uploads/2019/11/Mike-Schmidt-District-Attorney-Platform.pdf>**

4/26 Policy Presentations and feedback

Transformative Justice Summit Potential Dates: Friday, May 7<sup>th</sup> @ 1pm

Potential Guests: Najeeba Syeed

**Class Roles:**

Discussion Leaders - 1-2 students who lead us in discussion by prepping questions, sharing their thoughts or ideas from the reading, favorite quotes or excerpts from the texts, etc..

Creative Share - 1 student who will share a piece of their creative work such as a poem, song, personal narrative, or any performance or piece of art.

Producer - 1 student who organizes important aspects of the class such as contacting a guest speaker when needed, bringing in an intro question or icebreaker to the class, and keeping the class on time with our agenda for the day.

Note-taker - 1 student who takes notes on behalf of students who may not have been able to attend, or other students who missed something in class.