



Juvenile Justice Capstone

Spring 2015 W 10:15-12:35

EB 102

UNST 421-530

CRN 63958

INSTRUCTOR:

Deborah Smith Arthur, M.A., J.D., Assistant Professor

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Office Hours: W 9:00-10:00, Th. 11-12 or by appointment.

*Online chat/phone conference also available by appointment.

COURSE DESCRIPTION

This Capstone partners with the Multnomah County Department of Community Justice, Juvenile Services Division. Through your work in the community, as well as through supportive academic activities, you will have the opportunity to deeply explore current issues in juvenile justice. Successful background checks are required for participation in this Capstone.

Your community based learning this term will involve bringing an art and writing program called The Beat Within into the various units in the Donald E. Long Detention Center in Multnomah County.

This is a "blended" or "hybrid" course, meaning that in addition to class time, we have an on-line component via D2L. Because this is a "hybrid" course, you are expected to check d2l frequently, as important notices, etc., may be posted. D2L will be an important means of communication for us as a group for the next ten weeks; please check it regularly (daily).

It is my belief that we all share responsibility for co-creating this learning environment, so you are encouraged to contribute your concerns and/or suggestions. I also believe that it is my responsibility to offer you as many resources, experiences and opportunities as I can for you to come into a deep understanding of juvenile justice and more particularly of the youth whose lives are impacted by the issues we will confront. I believe that it is your responsibility to fully engage in and contribute to your own learning experience.

COURSE OBJECTIVES

In this Capstone, students will have the opportunity to:

- Learn the content of local laws regarding juvenile justice, and examine them critically (UNST goal: critical thinking, ethical and social responsibility)
- Make contact with local teens through the juvenile department (UNST goal: communication, ethical and social responsibility, diversity/variety of human experience);
- Awaken to and examine underlying and deeply-rooted social issues that lead to delinquent and criminal behavior (UNST goals: ethical and social responsibility, diversity/variety of human experience);
- Collaborate in small groups toward a common goal (UNST goal: communication);
- Develop and increase advocacy and organizational skills (UNST goal: communication);
- Build healthy and functional relationships around both differences and likenesses experienced both within the classroom community and with the staff and clients of the detention center (diversity/variety of human experience);
- Gain theoretical insight and background information on service learning, and learn the value of reflection in the educational process (UNST goal: critical thinking).

REQUIRED TEXTS

Ayers, William A *Kind and Just Parent: The Children of Juvenile Court* Beacon Press, June 1998 ISBN # 978-0807044032

Online readings as listed in the syllabus

Additional readings may be assigned by the instructor in class.

Additional suggested reading:

Aarons, John, et.al. Dispatches From Juvenile Hall: Fixing a Failing System Penguin Books, 2009.

Alexander, Michelle The New Jim Crow: Mass Incarceration in the Age of Colorblindness The New Press, 2010.

Brown, Elaine The Condemnation of Little B: New Age Racism in America Beacon Press, 2003.

Hume, Edward No Matter How Loud I Shout: A Year in the Life of Juvenile Court Touchstone, 1996.

Salzman, Mark True Notebooks: A Writer's Year at Juvenile Hall Vintage Books, 2004.

Hubner, John Last Chance in Texas: The Redemption of Criminal Youth Random House, 2005.

Lamb, Wally Couldn't Keep it to Myself: Testimonies From Our Imprisoned Sisters Regan Books, 2004.

Lamb, Wally "I'll Fly Away: Further Testimonies From the Women of York Prison HarperCollins 2007.

Beah, Ishmael A Long Way Gone: Memoirs of a Boy Soldier Farrar Straus Giroux 2007.

Herival, Tara and Wright, Paul, ed. Prison Profiteers: Who Makes Money From Mass Incarceration The New Press, 2007.

COMMUNITY PARTNERS

Multnomah County Department of Community Justice, Juvenile Division

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The Beat Within

www.beatwithin.org

*****DISABILITY NOTICE*****

If you have a disability and are in need of academic accommodations, please notify the instructor immediately to make arrangements. For information on available disability services, see: Disability Resource Center at <http://www.drc.pdx.edu/>.

ADDITIONAL RESOURCES FOR STUDENTS

For information on food assistance and other resources please visit: <http://www.pdx.edu/studentaffairs/CISFS>

COURSE REQUIREMENTS

Attendance and Participation:

You are expected to be in class. Please be in class, and be on time. Your classmates depend upon you; classes work better, and are more interesting and fun when everyone is present and prepared to participate- especially in a hybrid course when our face-to-face time is limited. Additionally, each student is expected to actively participate in class. Active participation includes being prepared by having read the assignment, participating in discussions and

activities, and active listening. Expect to be asked to initiate and/or participate in classroom discussion. 20 points

Community-based learning:

In small groups, Capstone students will prepare for and facilitate Beat Within workshops with youth in juvenile detention. Additionally, you will respond to each youth's work. Your community-based learning is among the most important aspects of this class. You have a responsibility to our community partners, the youth they serve, as well as to yourself and your colleagues, to perform your work with maturity and in a responsible fashion. This includes fulfilling your commitment to your work group, being present and on time for workshops, adhering to all rules and regulations of detention and other places we may be touring (including dress code), and always representing your self, and Portland State University, in a positive light.

As part of your community based learning, in addition to your actual work in detention, you are asked to make a brief entry into your "Learning Log" each week. This should be a one-page reflection/debrief of your visit. These one page reflections on the week's workshop will be written in the forum entitled "Personal Learning Logs" in the Discussion section of D2L for each visit. Your postings in this section are private, only you and I will have access to them.

Expectations for Learning Logs:

1. Record the specifics of your volunteer time and keep a log of hours you are in detention. This should be descriptive, detailed, and personal, as well as connected to ideas we're discussing in the course. Consider these questions: What did I do this week in detention? How would I assess my efforts/contributions this week to my own community based learning? What worked well during this week's workshop? What could be improved? What assumptions do I hold that were challenged? What did I learn about me? About the youth?
2. Submit logs as soon as possible **after each visit** and no later than the Wednesday following your workshop.
4. If you do not volunteer during a particular week, please note that in your entry. Do not merely skip a week of Learning Log.

CBL: 30 points

Reflection Papers

Over the course of the term you will be asked to submit three reflection papers, in response to given prompts. These papers should be roughly three- four pages in length, although I am more concerned with content than I am with length. In these papers, you will reflect upon the given prompt, and whenever possible

include various elements of this course – the recent readings, your community based work, class discussions – into your response. You are expected to take some time to reflect on your experiences before sitting down to write. This is an opportunity for you to weave together various elements of the course and to look at the issue presented in the reflection prompt through that lens. Please submit papers to me via the dropbox in D2L. 15 points (5 points each).

Online Discussions

Each week, I will post (a) discussion question(s) within the Discussion section of D2L, posted under the forum “Weekly Discussion Questions”. It will be clearly identifiable as the discussion question, as it will be entitled “Discussion Question #1” and so on. You are required to respond to the Discussion Question, and are also responsible for responding to two other students’ postings (at a minimum). 25 points

Here are a few tips to ensure that we all succeed in this on-line community:

- Be aware that D2L may “time you out” after a certain period of time
- State your point simply and clearly.
- Proofread before sending.
- Avoid use of symbols or abbreviations that may not be familiar to all or explain the symbol.
- Be specific about statements you are responding to, and respond to the idea, rather than criticizing the person who said it.
- Ask for clarification if you don't know what someone means.
- Assume that everyone has good intentions and remember that assumptions can easily be cleared up through a private phone call or face-to-face conversation.
- Do not use the group to solve personal problems with one or two group members.
- Remember, this is a discussion – feel free to pose your own questions and comments – responding to two other students is a minimum only – you can exceed this if you choose!

Group Project: Fundraising for The Beat Within

As a class community, we will develop and implement a fundraising plan to contribute to The Beat Within. Your participation in this group project is 5 points.

Final Reflection

At the close of the term you will prepare and share with the class your final reflection. Your final reflection should summarize your experience this term: what you have learned, how you have been affected by the experiences of this course. Be creative and demonstrate your reflection in any form you choose (poetry, spoken word/rant, art, music, etc.)! Please don't simply speak “off the cuff” on the last day; instead, prepare your reflection in advance. Be prepared to share your final reflection on the last day we meet. Final Reflection: 5 points.

