**Women's Prison Garden Capstone**

Spring 2017

UNST 421- 550

Mon/Wed 10:15 – 12:05

**Instructor**

-Debbie Rutt

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**Course Description**

Students in this Capstone will review, research and reflect on the impact of the incarceration on women, their families and communities. Students will study the circumstances of women in prisons and the diversity of individuals in correctional facilities through readings, video, dialogue and reflective writing.

Working in teams, students will research a topic related to organic gardening/sustainability, create a team presentation on that topic for the classroom and a complete a related team project to support the organic horticulture program at Coffee Creek Correctional Facility (Oregon’s state prison for women in Wilsonville.)

Students will have the option of working in the prison garden to meet the community service requirement of this course. The facility is 20 minutes from Portland and we will arrange carpooling whenever possible. Students who are unable to, or choose not to work in the prison garden will be asked to discuss alternative options with the instructor.

**Course Objectives (*University Studies Goal Areas*)**

1.     Develop an understanding of the impact of the incarceration of women on individuals, families and communities. *(Inquiry and Critical Thinking; Social and Ethical Responsibility*)

2.     Develop an understanding of the diversity of individuals in correctional facilities; bring some humanity to the idea of “prisoner.” *(Diversity; Social and Ethical Responsibility)*

3.     Engage in higher level and critical thinking dialogue with colleagues around issues regarding women in prisons. *(Inquiry and Critical Thinking; Communication)*

4.     Work collaboratively with fellow students, incarcerated women at Coffee Creek and Department of Corrections employees. *(Diversity/ Communication)*

5.     Contribute to the development of a prison garden program that addresses the unique needs of women inmates. *(Inquiry and Critical Thinking)*

6.     Engage in work that is meaningful and become an agent of change by making contributions that impact individuals and communities.*(Social and Ethical Responsibility)*

7.     Create a presentation that describes the final team project, including background research and process. *(Communication)*

**Required Course Activities**

1.  Complete all assigned readings

2.  Write weekly reflective papers

3.  Participate in class discussion

4.  Participate in six hours community service at prison garden or alternative community partner

5.  Form collaborative work teams to complete a final project in support of prison garden

6.  Prepare a team presentation of your final project topic

**Team Projects** - Create curriculum for garden education at Coffee Creek on one of the following topics:

**-Butterflies:** Research the role and importance of butterflies in the Pacific Northwest wilderness and home garden. Applying research findings, create educational material for the Coffee Creek gardening class that creates interest in butterflies, the role they play and how to attract them to the home garden.

**-Health Benefits of Gardening:** Research the health benefits of gardening, and methods for making gardening accessible to all. Applying research findings, create educational material for the Coffee Creek gardening class that describes how to use gardening as part of a healthy, active lifestyle.

**-Drought Tolerant Gardens:** Research plants and techniques that work well for gardening with minimal water use. Applying research findings, create educational material for the Coffee Creek gardening class that offers information and inspiration for gardening with limited water resources.

**-Arts and Crafts in the Garden:** Research techniques for garden related arts and crafts. Applying research findings, create educational material for the Coffee Creek gardening class to inform and inspire gardeners to create and incorporate art in their home garden.

*\*\*\*Please note that we have a $150 materials budget for the entire class. If your team would like to use a portion of those funds to purchase materials for your project* ***you must make arrangements for the instructor to make purchases no later than three weeks before the end of the term. PSU******will not be reimburse student purchases****.\*\*\**

**Community Partner**

Oregon Department of Corrections

Coffee Creek Correctional Facility

Wilsonville, Oregon

[www.oregon.gov/DOC/OPS/PRISON/cccf\_home\_page.shtml](http://www.oregon.gov/DOC/OPS/PRISON/cccf_home_page.shtml)

**Required Texts** (loaners available from instructor on first day of class)

- Solinger, Rickie et al. Interrupted Life: Experiences of Incarcerated Women in the US, U of Cal Press, 2010.

**Students with Disabilities**

Please talk with course instructors if you have a disability that may require modification to the course. We will work with you and the Disability Resource Center to make any necessary arrangements.

**Academic Dishonesty**

Plagarism or cheating is taken very seriously and may result in a failing grade for the course. For more information, refer to the PSU Student Code of Conduct at http://www.pdx.edu/dos/psu-student-code-conduct.

**Grading** (Total Possible Points = 240)

**- Attendance, punctuality and participation in class activities = 100 points (40%)**

*(5 points x 19 class meetings) + 5 point quiz on syllabus*

**- Reflective Writing Papers = 70 points (30%)**

*(10 points x 6 reflective writing papers –1½ to 2 pages in length single spaced)*

Papers receiving full credit will:

-Demonstrate completion of assigned reading and respond to new ideas from reading

   -Respond specifically to assigned questions/topic

-Be a minimum of 1½ to 2 pages in length, single spaced

   -Demonstrate personal reflection and critical analysis of material

*(Papers are due as a hard copy at the beginning of the class period. If you are going to miss a class you may email the paper to instructor by the designated time, and bring a hard copy to the next class period for full credit. Late papers will not be accepted.*

**- Team Final Project and Presentation = 70 points (30%)**

  -*Peer evaluation = 10 points*

Based on evaluations from peers assessing team member’s contribution to project and presentation, and adherence to established team norms

***-****Final project = 30 points*

Based on depth of content, creativity, organization and team process in creating final project

*-Presentation = 30 points*

Based on the depth of content, clarity, organization, creativity and team process in creating class presentation

**Note: There will be no final exam for this course.**

**Alternative Community Service Suggestions**

If you do alternative community service, you must clear your service plan with instructor by the end of the third week of class, and submit proof of your service no later than the final class meeting day. Alternative service options can be found at:

**Hands On Greater Portland:** [www.handsonportland.org](http://www.handsonportland.org)

**Weekly Schedule**

**(subject to change)**

**Week 1**

**Monday, April 3**

**Class Activities:**

-Introductions and course objectives

-Coffee Creek Garden Program

-Develop class working agreements

**Due:**

-\*\*LEDS (security clearance) form for the Department of Corrections (to be completed in class.)

**Assignments:**

-Prison visit dates preferences and team project preferences (due next class meeting)

-Read the following article(s) for your assigned group before the next class meeting. All articles can be found online:

* **Group 1.** "Hard Hit: The Growth in the Imprisonment of Women, 1977 - 2004." **(pp.7-30)** Women's Prison Association (wpaonline.org)
* **Group 2.** “One in 31: The Long Reach of American Corrections.” (**pp.1-31**) The Pew Center on the States (2009)
* **Group 3.** “Comparative International Rates of Incarceration: An Examination of Causes and Trends” The Sentencing Project (2003)

**and**

“US Rates of Incarceration: A Global Perspective.” The National Council on Crime and Delinquency(2006)

**Wednesday, April 5**

**Class Activities:**

-What is reflective writing?

-Discussion of articles

**Due:**

-Prison visit dates preferences/Project preferences

**Assignments:**

- Watch video by next Wednesday:

Bill Moyers Journal (PBS) interview with Bryan Stevenson and Michelle Alexander

<http://www.pbs.org/moyers/journal/04022010/watch.html>

- Read Interrupted Life Part 1 (pp. 9-62) for RW #1

- RW #1 (due next Wednesday)

**Week 2**

**Monday, April 10**

**Class Activities:**

-Quiz on first three pages of syllabus

-Form teams

-Discussion of Moyer’s video

**Wednesday, April 12**

**Class Activities:**

-Discuss process for team projects

-“This American Life” episode “Ruining it for the Rest of Us.”

-Develop team working agreements

**Due:**

**-** RW #1

**Assignments:**

- RW #2

-Research horticulture programs in jail/prison settings for RW #2

**Week 3**

**Monday, April 17 - \*\**Attendance required to enter Coffee Creek\*\****

**Class Activities:**

-Inside-Out Video

-Discuss Coffee Creek visit protocol

**Wednesday, April 19**

**Class Activities:**

-Sustainable Prisons Project video

-Read CCCF inmate writings

-Team meeting/brainstorming session

**Due:**

-RW#2 (due next Wednesday)

**Assignment:**

-Read Interrupted Life part 4 (pp. 163-222) for RW#3

-RW #3 due next Wednesday

**Week 4**

**Monday, April 24**

**Class Activities:**

-Film: “What I Want my Words to do to You” (80 minutes)

**Wednesday, April 26**

**Class Activities:**

-Discuss “What I Want my Words to do to You”

-Team meeting

**Due:**

-RW#3

**Assignment:**

-Read Interrupted Life part 2 (pp. 65-105) for RW#4

-RW#4 due next Wednesday

**Week 5**

**Monday, May 1**

**Class Activities:**

**-**Girl Scouts Beyond Bars video

**-**team meetings/outline draft

**Wednesday, May 3**

**Class Activities:**

-Discussion of power differentials

**Due:**

-RW#4

**Assignment:**

-Team project drafts (submit as a hard copy) by next Wednesday

**Week 6**

**Monday, May 8**

**Class Activities:**

-Team meetings

-mid-term conferences with instructor

**Wednesday, May 10**

**Class Activities:**

-Film: Girl Trouble

**Due:**

-Team project drafts (submit as a hard copy)

**Assignment:**

-Read Interrupted Life part **7**(pp 315 – 362**)** for RW #5

-RW#5 due next Wednesday

**Week 7**

**Monday, May 15**

**Class Activities:**

-Team meetings

**Wednesday, May 17**

**Class Activities:**

-Discuss Remen essay: “Helping, Fixing, Serving”

**Due:**

-RW#5

**Assignment:**

**-**RW #6 due next Wednesday

**Week 8**

**Monday, May 22**

**Class Activities:**

-Film: Crime After Crime

**Wednesday, May 24**

**Class Activities:**

-Team meetings

**Due:**

-RW#6

**Assignment:**

-RW#7 due final class meeting

**Week 9**

**Monday, May 29**

*Memorial Day – no class*

**Wednesday, May 31**

**Class Activities:**

-Team presentations

**Assignment:**

-Peer Evaluation Forms

**Week 10**

**Monday, June 5**

**Class Activities:**

-Team presentations

**Wednesday, June 7**

**Class Activities:**

**-**Celebration and Closure

**Due:**

-RW #7

-Peer Evaluations

-Final Team Project

-Alternative Community Service hours