

Capstone Course Outline  
**EQUALIZING ACCESS TO JUSTICE**  
*Removing the Barrier*

**THURSDAY**

**UNST 421 –535, CRN: 65643 , 6 Credits**  
University Studies - PSU - Spring Term 2015

**TEXT:** *Breaking the Ice*, Daisy Kabagarama, 3rd Ed.      **INST:** M. Khalil Zonoozy 503-725.4198  
*The New Jim Crow*, Michelle Alexander      **Office:** T, TR 9:30 -10:00am & 1:30-2:00 pm  
**Readings on Access to Justice**, M.K. Zonoozy      **E-mail:** [GCI2001@yahoo.com](mailto:GCI2001@yahoo.com)  
**UUR Workbook**, Uniting to Understand Racism

**CLASS: THURSDAY, 10:00 am - 1:30 pm, Urban Center 511**

**Community Partner:** Uniting to Understand Racism      **Guest Lecturer: Prof. Stephanie McBride**  
**Web:** [Uniting to Understand Racism](http://unitingtounderstandracism.org)      **UUR Dialogue Co-facilitators:**  
**Info:** [alison@resolutionnorthwest.org](mailto:alison@resolutionnorthwest.org)      **DR. JB Kim, J.D. & DR. Duane Bosworth, J.D.**

- Designed and developed by M.K. Zonoozy

**COURSE OBJECTIVE:** A comprehensive examination of contemporary multicultural and cross-cultural imperatives, this course will explore the barriers to justice for people of color. Special attention will be given to the U.S. institutional structure and the justice system. Utilizing a progressive approach, students will acquire a deeper understanding and awareness of the root causes of the existing disparities, leading to design and formulation of proactive solutions.

**COURSE COMPONENTS:** There will be a community partnership with "**Uniting to Understand Racism**" UUR, a non-profit organization committed to reduce prejudice and discrimination in our communities through study and personal examination. Created in response to issues identified by the Oregon state Task Force on Racial Ethnic Issues in the Judicial System (Instructor served as the vice chair of that task force), offers numerous dynamic courses (dialogues) to raise the level of awareness concerning racial discrimination.

**Starting on the 3<sup>rd</sup> week of classes, students will participate in a specially scheduled UUR Dialogue on Race, for six weeks, 12:00 Noon – 1:30 PM, Thursday, April 16, 23, 30 and May 07, 14 & 21 of 2015.**

Assisting with realization of our mutual objective of equalizing access to justice for all, students will work on small team projects undertaking assigned tasks related to UUR mission.

Students' learning outcomes will be represented through the final product of the course which will include design, development and presentation (to UUR Board as well as PSU & other community organizational representatives) by each of the above mentioned project teams.

**NOTE:** *This course is specially recommended for students in: Administration of Justice, Child & Family Studies, Sociology, Social Work, Political Science, Conflict Resolution, Linguistics, International Studies, Pre-Law and Law as well as professionals within the Justice System*

**EVALUATION:** Requirements include attendance, participation, in class small group exercises, weekly journals, critical analysis and reflection papers and the final team projects

Attendance & Participation	75 possible points	90 - 100 % = A
Group Exercises (5 points each)	25 possible points	80 - 89 % = B
Critical Reviews (10 points each)	30 possible points	70 - 79 % = C
Reflection Journals (10 points each)	30 Possible points	
<u>The Final Project</u>	<u>240 possible points</u>	
Total Possible Points	400 possible points	

## EQUALIZING TO JUSTICE

**Week I**  
*Th. April 02*

**Introduction to the course**  
Theoretical perspectives  
Modern Society and Social Justice  
Patterns of Intergroup Relations  
**Universal Declaration of Human Rights**

*Video presentation: "Struggle for Equality"*

**When Justice is Compromised**  
Judicial Disparities, *Is There A Social Problem?*

*Assignment: Read Intro and chapter 1 of both books. Write a 500-word reflection journal on "what does Justice mean to me". Weekly journals will include a related article and/or picture from a selected publication.*

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**Week II**  
*Th. April 09*

**The Sociology of Law**  
Toward the definition of Justice  
**Equalizing Access to Justice..**  
*The Oregon Supreme Court Task Force on Racial/ Ethnic Issues in the Judicial System*  
**Video Presentation: "Justice and Privilege"**  
Small group exercise and discussion

*Uniting to Understand Racism*, Community Partner  
Guest Lecturer: **Prof. Stephanie McBride, Board Pres. RNW**  
Discussion of the final project and formation of the Project Groups

*Assignment: read chapter. 2, Breaking Ice, chapter 2 Jim Crew and reading packet assignments. Write a thoughtful critical review of a reading assignment of your choice. Final project teams meet and prepare your 1<sup>st</sup> progress report due next session.*

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**Week III**  
*Th. April 16*

**The Legacy of Historical Racism**  
*A comprehensive examination The U.S. History*  
**Video: The House We Live In**  
Guest Lecturer: **Prof. Stephanie McBride**

*Assignment: Read chapter 3 from Breaking the Ice and the reading packet assignments. Prepare a reflection journal on this week's experience. Project teams meet and prepare your 2<sup>nd</sup> progress report due next session.*

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**Thursday April 16 - 1st UUR Dialogue session, 12:00 - 1:30 pm**  
**Dr. J B Kim, J.D. and Dr. Duane Bosworth, J.D.**

Equalizing Access to Justice

**Week IV**  
***Th. April 23***

**Administration of Justice**  
***Restorative Justice versus Retributive Justice***

**Justice, The Native American Tradition & Experience**  
Guest Lecturers: ***Officer. Dave Barrios***

Progress report of final project groups  
**Video Presentation: TBA**  
Small group exercise and discussion

***Assignment: Read Chapter 4, Breaking the Ice, Chapter 3, Jim Crew and assignments from the reading packet. Write a thoughtful critical review of a reading assignment of your choice. Project groups meet and prepare your 3<sup>rd</sup> progress report.***

**Thursday April 23 – 2<sup>nd</sup> UUR dialogue session,12:00 – 1:30 PM**

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**Week V**  
***Th. April 30***

**Crime and Criminal Justice System**  
Equality under the Law, What is the Question?  
Justice – *Substantive versus Rational Law*

**Being Ethical When No One Is Looking**  
Discretionary Authority and Decisions  
***Color of Justice, Profiling and the probable cause***

**Video Presentation: " A Time to Kill "**  
Small group exercise and discussion

***Assignment: Read chapter 5, Breaking the Ice and other reading assignments. Prepare your reflection journal on "Substantive Versus Rational Law". Project teams meet and prepare your 4th progress report due next session.***

**Thursday April 30 – 3<sup>rd</sup> UUR dialogue session,12:00 – 1:30 PM**

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## Equalizing Access to Justice

Week VI  
*Th. May 07*

### **When Justice is compromised**

Linguistic and Cultural Barriers to Justice

Multicultural Imperatives and Dynamics

**The Real Story, *The Muslim American Experience***

Guest Lecturer: *Mr. Wael Elasadly*:

### **New Comers to America; in search for *Liberty and Justice***

Immigration Law and Practice

Progress report of the final project groups.

*Assignment: Read Chapter 5 of the text and complete assignments from the reading packet. Prepare your reflection journal on: "When Justice is compromised due to language and cultural barriers" Project groups meet and prepare 4th progress report due next session.*

**Thursday May 07 – 4th UUR dialogue session, 12:00 – 1:30 PM**

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Week VII  
*Th. May14*

### **Utilizing Conflict,**

Struggle for fairness and justice

A celebration of common good for all

### **Difference in the Eyes of the Law**

**A Class Apart, *The Latino American Experience***

Guest Lecturer: **TBA**

**Video Presentation: " A Class Apart".**

Small group exercise and discussion

*Assignment: Complete reading assignments. Write a thoughtful critical review of a reading assignment of your choice. Project groups meet and prepare 5<sup>th</sup> progress report due next session.*

**Thursday May 14 - 5<sup>th</sup> UUR dialogue session, 12:00 -1:30 PM**

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**Equalizing Access to Justice**

**Week VIII**  
***Th. May 21***

**From Creating Definitions to Living Them**  
Equalizing Access to Justice; Opening the Doors  
**The Judicial Branch, The Community Conscious**  
Leadership from the Bench  
Role of the Judges in Conveying and Instilling Values

*Assignment: Reading packet assignments.*  
*Prepare your last reflective journal: **Lessons Learned -***  
**Equalizing Access to Justice for All, Removing the Barriers**

*Project groups meet prepare last progress report due next session.*

**Thursday, May 21-Final UUR Dialogue session,12:00 - 1:30 pm**

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**Week IX**  
***Th. May 28***

**Discussion and Evaluation of Learning Outcomes**  
*Lessons Learned will be shared and discussed*  
Practice presentation of the final projects in preparation  
for the final presentations next week: **Tuesday, June 02, 2015**

**Week X**  
***Tuesday***  
***June 02***

**Special Presentation of Final Projects.**  
*Presentation to UUR Board of Directors*  
*Special meeting of the board- Class will meet at:*  
Davis Wright Tremaine, Wells Fargo Bank Tower  
1300 SW Fifth Ave., Portland, OR

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**Many congratulations to our graduating seniors**  
*We are proud of you and your accomplishments*  
Hope that you will always keep in close touch with your humanity in the pursuit of

JUSTICE FOR ALL

**Special thanks to UUR and our esteemed Facilitators, Guest Lecturers and**  
**Project mentors**

## Instructions - *Critical Review*

1.

- **1** Write a list of questions or observations as you read the article. This can include praise for the way the author made a certain point, a question about something you didn't understand, a section you believe could have been elaborated on, or a disagreement about how the author presented certain information. This list will serve as a guide for your criticism as you outline and write your essay.
- **2** Write an outline for your essay. This should include an introduction, an unbiased summary of the article (which you will expand on in the first draft), and a list of both the positive and negative points that you noted in Step 1. Present the negative points first if the positive points outweigh them, or vice versa. Follow with a statement about the conclusion.
- **3** Write the first draft, beginning with your introduction. This must include the name of the article and journal, the author's name, and the topic or the aim of the article, along with a short statement about your overall take on the topic.
- **4** Write the summary. This should inform the reader of the overall most important points the author made in the article, and what you believe his intentions were.
- **5** Write the critical part of your review, which will be divided into a few paragraphs based on the outline you created. Cite references specifically both with the journal article and from other [reliable](#) sources to support your argument and give your review credibility. As with your outline, separate the positive from the negative points, and lead with whichever you have fewer of.
- **6** Write the conclusion for your review. This should summarize your overall thoughts on the article and add any justification you didn't mention in the body.
- **7** Write a bibliography, which should cite both the journal article as well as any other sources you used to support your points.

Read more: [How to Write Critical Reviews of Journal Articles | eHow.com](http://www.ehow.com/how_6922291_write-critical-reviews-journal-articles.html#ixzz1b0Vbgr8Q)  
[http://www.ehow.com/how\\_6922291\\_write-critical-reviews-journal-articles.html#ixzz1b0Vbgr8Q](http://www.ehow.com/how_6922291_write-critical-reviews-journal-articles.html#ixzz1b0Vbgr8Q)