

## **LL 302 Social Issues Surrounding Incarceration in the U.S: A Service- Learning Externship**

Summer 2005

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Campus: Loop

### Competencies Offered

L-10 Externship: Can reflect on the learning process and methods used in an experiential project:

To fulfill the requirements of this competence you must: complete twenty hours of service at one of the chosen service learning sites; must receive a rating of satisfactory or better by your supervisor for the field work; actively participate in classroom discussions and exercises; produce a reflective journal connecting your service learning experience, academic material and exercises and discussions.

L-11 Can critically reflect on one's own assumptions regarding social and economic inequality through the lens of correctional education and analyze the connection between a service learning experience and course readings.

The requirement for this competence will be fulfilled by completing twenty hours of service at one of the chosen service learning sites; ongoing reflection about the assumptions that you brought into the classroom regarding the criminal justice system, incarcerated persons, ex-offenders and the influences that have led to this problem. This reexamination will involve the use of the written material and your service learning experience in a reflective journal to demonstrate the changes in your beliefs and assumptions and how they are connected to the course concepts.

### Course Description

This course will focus on the issues and trends that surround the incarceration of an increasing number of minority individuals who are currently in correctional facilities and those who have been released on probation and parole. We will learn about the under-education of such individuals and programs that are attempting to address this need either through promoting basic literacy initiatives or assisting these individuals in obtaining GED's or high school diplomas. The course will involve three facets. The first is the use of readings and discussions for the classroom portion of the course. Additionally, there will be discussion of students' perceptions of their service experiences. The second will be a requirement of twenty hours of service at either the St. Leonard's Alternative High School or the Cathedral Shelter Literacy Project. The third which is the essential and connecting piece is(a)using guided reflection, journaling and spiritual examination to interpret observations and experiences (b) suggest ideas for change personally. and in the agency where you are serving and within the criminal justice system.

Required Readings: All students will be required to obtain these books. They are available through the DePaul Bookstore

Baca, J. (2001). *A Place to Stand*. New York: Grove Press

Held, V. (1995). *Justice and Care*. Boulder. Westview Press. (Selected Readings.)

Kochman, T. (1981). *Black and White Styles in Conflict*. Chicago: University of Chicago Press. (Selected Readings)

The following articles are supplemental readings, available through the DePaul Library "E-Reserve".

Bobrow, (16 April 2004). *Coming Home" An Interview with Jennifer Gonneman*. The American Prospect. [www.prospect.org](http://www.prospect.org)

Davis, (September, 2000). Women In Prison. *Essence Magazine*.

Every Door Closed Fact Sheet Series. (2002). *Every Door Closed*. [www.CLASP.org](http://www.CLASP.org)

Held, V. Barak, G. Flavin, J. Leighton, P. (2001). *Class, Race, Gender and Crime: Social Realities of Justice in America*. Los Angeles: Roxbury Publishing. Chapter One

Mosie, S (2 June 2000). *The Vanity of Volunteerism*. New York Times *Magazine*.

Rollo, N. (12 November 1998). *No One Trusts Their Enemies*. WV Adult Education Association Annual Conference. [www.openinc.org](http://www.openinc.org).

Samuel, L. (October, 2003). *Coming Home: Nowhere to Go*. Chicago Reporter.(12) (8). 8-13

Zeidenberg, J. (May, 2000). *Racial Disparity in Illinois Drug Prosecution*. *Journal of the Justice Policy Institute*. [www.buildingblocksforyouth.org/illinois](http://www.buildingblocksforyouth.org/illinois)

### Learning Strategies

The classroom portion of the course will include: presentations by the instructor on correctional education and the social issues surrounding the problem, small and large group discussions of the readings and the service experience, written and oral exercises in preparation for the service experience, presentations by representatives where the service experience will occur and interactive evaluations with the instructor, students and field site supervisors.

The out of class experience will involve successful completion of twenty hours of service at either St. Leonard's Alternative High School or The Cathedral Shelter Literacy Project.

Reflective journals that are produced on a weekly basis will be required to link together personal experience and academic materials.

Your reflective journal will provide a foundation and jumping off place for a final 5-6 page essay on the service learning experience and should incorporate at least two of the assigned readings. It should not only explore the connections between the readings and your service experience but also discuss how your views of the topics of crime, punishment, offenders and inequality have changed during the last nine weeks.

Weekly attendance is expected. An important component of the class is not only the presentations of academic material but also the rich experiences of discussions with your peers. This cannot be reconstructed for you. An absence, with prior notification to the instructor, may be excused. If more than two classes are missed, you may jeopardize your successful completion of the course.

### Evidence of Learning and Competence

Submission of the completed reflective journal.

A 5-6 page paper that synthesizes the academic and service-learning experiences.

Completion of twenty hours of service experience.

An evaluation of satisfactory or better by service-learning supervisor/mentor.

Satisfactory attendance and class participation

### Assessment

This class is offered as a Pass/No Pass course. However, it is important to recognize the level at which you have managed to master the concepts, experience and materials. These levels of attainment are outlined in the chart below:

#### RUBRIC TO ASSESS SERVICE- LEARNING JOURNALS

Adapted from: HAWAII CAMPUS COMPACT, SPRING 2002

#### AWARENESS OF PURPOSE AND SERVICE

NOVICE	APPRENTICE	PROFICIENT	DISTINGUISHED
Student demonstrates limited awareness of the purpose of obtaining SL credit.	Student expresses awareness of issues pertaining to one-on-one connection on the project, but these are not applied.	Student expresses empathy and awareness of personal role in the solution and makes a connection to the bigger picture.	Student expresses and acts out personal role in solution.

#### APPLY THEORY TO SERVICE-LEARNING

NOVICE	APPRENTICE	PROFICIENT	DISTINGUISHED
Student does not apply theory, or there is a limited, unclear connection of theory to service.	Student expresses some connection between theory and service.	Student develops a perspective based on both theory and service.	Student takes own perspective based on both theory and service and applies it beyond the curriculum.

#### RESPONSIBILITY TO COMMUNITY

NOVICE	APPRENTICE	PROFICIENT	DISTINGUISHED
Student demonstrates a limited awareness of personal responsibility to community.	Student expresses insight into community issues pertinent to the service project and integrates a personal sense of responsibility to participating in a solution but does not apply that knowledge.	Student acknowledges a responsibility to community regarding issues pertinent to the service and expresses a commitment to working towards specific solutions.	Student acknowledges a responsibility to community regarding issues pertinent to the service and expresses a commitment to working towards a specific solution. In addition, student gets others involved.

#### IMPACT ON PERSONAL LIFE

NOVICE	APPRENTICE	PROFICIENT	DISTINGUISHED
Student expresses very limited or no connection between service and self.	Student expresses a connection between service and self. (e.g. "I feel good about having done this good deed.")	Student expresses how she/he could change as a result of the service	Student expresses change in self because of the service.

#### CRITICAL THINKING

NOVICE	APPRENTICE	PROFICIENT	DISTINGUISHED
Student accepts things at face value, as if all opinions were created equal. Opinions are stated without argument.	Student begins to ask questions and tries to see different perspectives.	Student begins to argue for conclusions based on evidence but arguments remain concrete.	Student expresses abstract level of responding; requires objective evidence, demonstrates awareness of different perspectives and weighs evidence to successfully argue for a conclusion/opinion.

#### Schedule and Assignments

This will serve as a basic guideline to the weekly topics to be covered and the assignments that you will be expected to complete in a timely manner. This may be altered in the future to best serve the interests and learning needs of the class.

Students are expected to notify the instructor in advance if you must miss a class session. It will be your responsibility to obtain class notes etc. from one of your classmates.

#### Before the First Class Meeting

On the internet, go to the site: <https://implicit.harvard.edu/implicit/demo/selectatest.html>

Complete the surveys on Race, Gender, Skin Tone, Weapons, Arabs-Muslims.

There are no right or wrong answers . Bring your results to the first week's class for discussion.

June 14th (1)      Introductions  
                          Review of the Syllabus  
                          The Reflective Journal- Review handout  
                          Spirituality Exercise  
                          Key Ideas/definitions/organizing  
                          Discussion IAT Tests

For next week:

Read Prologue through Chapter three in A Place to Stand.

Read: *Every Door Closed* :Fact Sheets.

Write: First journal entry

- June 21st (2)                    The service learning sites. Introductions and Q&A with representatives from agencies  
    Discussion: Baca and fact sheets.
- For next Week:  
 Read Chapters four through six in A Place to Stand.  
 Read: *The Vanity of Volunteerism*.  
 Write: Second journal entry.  
 Arrange orientation visit to chosen service site.
- June 28th (3)                    Instructor presentation on Crime, inequality and justice.  
    Image and stereotypes exercise.  
    Motivation- How do I do it for myself? How do I help others?  
    Discussion of Baca and Vanity article.
- For next week: Read chapters seven through ten in A Place to Stand.  
 Complete orientation at service site and arrange service schedule.  
 Read: *Racial Disparity in Illinois Drug Prosecution*.  
 Read *No one Trusts Their Enemies* and write a 1-3 page reflection piece about the reading.  
 Write: Third Journal Entry.
- July 5th (4)                      Instructor presentation on Racial Disparity in Incarceration  
    Discussion of orientation visits and submission of Service Schedules.  
    Conduct at the Service Learning Site and what to do about anxieties or concerns.
- For Next week: Read chapters eleven through thirteen in A Place to Stand.  
 Write: fourth journal entry and prepare journal for submission next week for feedback on progress.  
 Read: *Women in Prison, The Shocking Plight of Black Women Prisoners*
- July 12th (5)                    Gender Issues in Incarceration  
    Feedback on reflective journals  
    Group discussion of service experience so far  
    Discussion of Baca and its importance for the service experience.
- For next week: Read Black and White Styles in Conflict Chapters One and Two. Be prepared for class discussion on the issues raised in this reading.  
 Write: fifth journal entry
- July 19th (6)                    Discussion Black and White Styles in Conflict Case Problem assignment.  
    Presentation: "Boys in the Hood"- Leslie Hunter  
    Group discussion on service experiences
- For next week: Read: Black and White Styles in Conflict. Chapters Three and Six  
 Read: *Coming Home* and *Coming Home- No Place to Go*.  
 Write 1-2 page summary and plan for Case Problems.  
 Write: sixth journal entry
- July 26th (7)                    Instructor and ex-offender graduates  
    Presentation on Re-entry Issues.  
    Re-entry Exercises.  
    Small group exercise- "playing students and teachers roles"  
    Expectations and guidelines for the final paper.
- For next week: Read: Justice and Care- Chapter One  
 Outline for final paper  
 Write: seventh journal entry
- August 2nd (8)                    Presentation and discussion on The Ethics of Care  
    Progress discussion on: service experiences, reflective journals and final paper.
- For next week: Have site supervisor prepare evaluation.  
 Draft of paper  
 Write: eighth journal entry

