



Criminal Justice and Legal Studies Field Observation Syllabus

LEGAL ST/SOC 694 001 (3 Credits)

Fall 2018

Agricultural Hall 10

Wednesdays 10:00 AM-12:00 PM [noon]

Description

Field placements, classroom lecture and discussions to develop sociological understanding of criminal justice/legal studies processes and application of concepts and theories to field experience. This course is designed as an advanced learning opportunity that includes practical experience at a legal, criminal or juvenile justice agency or service provider that addresses the needs of individuals identified by the criminal or juvenile justice system, their families, and /or those affected by crime or criminal behavior. This intensive, hands-on internship experience requires significant maturity and judgment.

Prerequisite(s)

Legal Studies/Soc 131 and Criminal Justice Certificate declaration OR

Legal Studies/Soc 131 and Legal Studies Major declaration

How the Credit Hours are Met

The credit standard for this course is met by an expectation of a total of 135 hours of student learning activity with the courses learning activities (45 hours per credit), which include regularly scheduled instructor/student meeting times [10:00 - 12:00 pm (noon) Wednesdays], reading, writing, assignments, field trips, and other work as described in the syllabus.

Instructors:

Josh Mayers

jbmayers@wisc.edu

Mobile #608-772-9067

Kiara Hibler

khibler@wisc.edu

Instructor Availability

Office Hours: Josh Mayers - By Appointment, 7129 Sewell Social Sciences Building;

Kiara Hibler – By Appointment.

ACADEMIC POLICIES

RELIGIOUS OBSERVATION

Mandatory academic requirements will not be scheduled when a religious observance may cause significant numbers of students to be absent from the class. Student religious observation that might affect participation, exams, or coursework should be discussed with the instructor no later than the third week of the course. Make up of work due to religious observation may be before or after the regularly scheduled requirements at the discretion of the instructor.

ACADEMIC INTEGRITY

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to <https://conduct.students.wisc.edu/academic-integrity/>

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

McBurney Disability Resource Center syllabus statement: The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

<http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>

DIVERSITY & INCLUSION

Institutional statement on diversity: Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background: people who as students, faculty, and staff serve Wisconsin and the world. <https://diversity.wisc.edu/>

Student Learning Goals:

- 1) To develop an appreciation for how the criminal justice system works and how it affects American society as a whole.
- 2) To develop and improve critical thinking and analytics in written and oral communication skills.
- 3) To develop an appreciation of mental health and substance abuse as they intersect with the criminal justice system.
- 4) To develop skills transferable to future professional, community and educational pursuits.

Grading

Course Grade: Grades will be calculated on the standard scale: A=95-100%, AB=90-94.99%, B=85-89.99%, BC=80-84.99%, C=75-79.99%, D=70-74.99%, F=0-69.99%. Your course grade will be based on evaluation of your performance in your placement (by your agency supervisor and instructor), your contributions during the seminars, and your completion of the written assignments in class.

Attendance: Attendance at class lectures is mandatory. If you are not able to attend class, you need to demonstrate professional communication skills and notify the instructor (Josh) via email in advance of the class. Absence from class may affect your grade.

Grade Appeal: A student with concerns about a grade should first discuss the grade appeal with the instructor of the course. If the student and instructor cannot come to an agreement, the student may provide a formal written request for grade appeal to the Associate Director and Director of the program. The written request should include the class, instructor, grade received, date and conclusion of meeting with instructor, and the specific reason(s) for appealing the grade.

Grades are weighted as follows:

Final Learning evaluation by agency supervisor and instructor - 35%

Best Learning Letter - 5%

Learning Plan - 5%

Self-Care Plan - 5%

Agency Organization and Stakeholders - 10%

Seminar Presentation - 10%

Seminar/class Attendance, Participation and reading quizzes- 15%

Journal Check in - 15%

Required Readings: Required readings will be posted on the Canvas site each week. You are responsible for all of the content listed in the Weekly Required Reading section of Canvas.

You are required to research and provide reading material (1 or 2 peer reviewed articles) for the class as part of your presentation. **This reading material must be emailed to Josh Mayers at jbmayers@wisc.edu no later than 8:00 pm on the Friday before your scheduled presentation, and will be forwarded to the class via email.** The reading material should assist the class in understanding your placement, learning and/or best practice. More instruction will be given in class as the presentations approach. Please ensure that the material you provide is peer-reviewed scholarship!

Course Materials

All readings (both required and optional) will be posted to Canvas. There are many good articles available in Canvas, to help students start building their professional resource library for the future.

We recommend consulting the following text: McBride, Bruce R. *Criminal Justice Internships: Theory into Practice*, 9th Ed. Routledge Publishing, New York, NY. 2017. **TWO COPIES ARE ON RESERVE AT THE SOCIAL SCIENCES LIBRARY (8th floor Sewell Social Sciences).**

Graded Work

Best Learning Letter - Due beginning of second class, turn in as hard copy or via email. (8pm, Wed, Sept 12)

Learning Plan - Due 8pm, September 19, 2018 (or after the start of your placement whichever is later)

Self Care Plan - Due 8pm, September 26, 2018

Journal Check In - Due 8pm, October 3, 2018

Agency Organization and Stakeholders - Due 8pm, October 9, 2018 at 8:00pm

Presentation - See Assigned Date

Final Journal submission - Due 8pm, December 5, 2018

Final Learning Evaluation by agency supervisor - Must be submitted electronically to Josh Mayers, **NO LATER THAN** December 12, 2018

Assignments

Your Best Learning Letter, Learning Plan, Self Care Plan and Journals should be submitted online via Canvas.

Your Agency Organization and Stakeholder Assignment should be submitted online via Canvas **AT LEAST** one week prior to your presentation.

Other Course Information

The schedule is subject to change. Throughout this course, you will learn that work in the field of criminal/juvenile justice/law is often unpredictable, uncertain, and dynamic. Reflecting this, our course schedule will be somewhat fluid, but we will cover all the scheduled topics.

Week 1 - September 5, 2018

Syllabus and Course Overview and Expectations
Professionalism in the field
Travel and site safety
Discuss Bio and Best Learning Letter assignment

Week 2 - September 12, 2018

Hand in letter on your Bio and Best Learning Letter (via Canvas)
Decision making at your placements; dilemmas and protocols
Professional boundaries
The power of the mighty water cooler
Communication and Interviewing

Interviewing readings will be sent via email

*Note: there are also good additional interviewing readings available in Canvas.

Week 3 - Kiara Hibler - September 19, 2018

Principles of self-care in criminal justice professions
Self-care planning

Readings: Van Dernoot Lipsky, L., (2009). Trauma Stewardship (Ch. 4, 47-113) San Francisco, CA: Berrett- Koehler.

U.S. Department of Health and Human Services. (2005). A guide to managing stress in crisis response professions. Retrieved from Substance Abuse and Mental Health Services Administration (SAMHSA), Center for Mental Health Services (CMHS) website:
<http://store.samhsa.gov/shin/content//SMA05-4113/SMA05-4113.pdf>

Recommended Readings: Secondary Traumatic Stress; A Fact Sheet for Child-Serving Professionals, [Scholarly project]. (n.d.). National Child Traumatic Stress Network. From http://www.nctsn.org/sites/default/files/assets/pdfs/secondary_traumaticstress.pdf

Week 4 – Guest Lecture – TBD - September 26, 2018

Self Care Plan Due by 8pm

Rev. Alex Gee. (2013, December 18). Justified Anger. The Capital Times. Retrieved August 5, 2014, from http://host.madison.com/news/local/city-life/justified-anger-rev-alex-gee-says-madison-is-failing-its/article_14f6126c-fc1c-55aa-a6a3-6c3d00a4424c.htm

Readings:

Cullen, M. J. (2008). The 10 core concepts. In 35 Dumb Things Well-Intended People Say (pp. 17-60). Garden City, NJ: Experts Academy Press.

Nigatu, H. (2013, December 9). 21 racial microaggressions you hear on a daily basis. Retrieved from <http://www.buzzfeed.com/hnigatu/racial-microaggressions-you-hear-on-a-daily-basis#.erRaaKL9zo>

Recommended Readings: Sue, D. W. (2010). Microaggressions, marginality, and oppression: An introduction. In *Microaggressions and marginality: manifestation, dynamics, and impact* (pp. 3-22). Hoboken, NJ: Wiley.

Pettitt, J. (2010). Be the change you want to be. In *Notice notes: A reflection journal* (pp. 1-19). Andover, MN: Expert Publishing.

Koh, M. (2013, November 22) 16 People On Things They Couldn't Believe About America Until They Moved Here. Thought Catalog from "<http://thoughtcatalog.com/michael-koh/2013/11/16-people-on-things-they-couldnt-believe-about-america-until-they-moved-here/>"

Week 5 – Guest Speaker - October 3, 2018

Ms. Marlys Howe, Dane County District Attorney's Office, Domestic Violence Unit

Self-care, practical considerations and applications

REMINDER: Agency and Stakeholders Plan Due October 9, 2018 at 8pm!

Week 6 – October 10, 2018

Cultural Competence and your agency – Kiara Hibler

Sample Presentation - Josh Mayers (The Federal Bureau of Investigation)

Race to equity report

What is community?

Readings: Wisconsin Juvenile Justice Network. (2015). Wisconsin juvenile justice practice model. Retrieved from http://www.wchsa.org/vertical/sites/%7BB5D9E240-2100-4AE1-B9FD-C91DC7DBA2A5%7D/uploads/Wisconsin_Juvenile_Justice_Practice_Model.pdf

Gates, Harold. (2013). Cultural competence continuum. Midwest Center for Cultural Competence.

Rickert, Lisa (2012) Cultural Considerations: Questions to Ask Ourselves. Adapted from Mitigation Investigation with Muslim Clients

Readings: McBride, Ch. 7-8

Wisconsin Council on Children & Families. (2013). Race to Equity: A Baseline Report on the State of Racial Disparities in Dane County. Madison, WI. (Read pages 1-28)

Wisconsin Council on Children & Families. (2016). Race to Equity: The Roadmap to Equality: A Two Generation Approach to Reducing Racial Disparities in Dane County. Retrieved January 3, 2017 from <http://racetoequity.net/uploads/Roadmap-to-Equity.pdf>

Wisconsin, Court System, Circuit Court Access. (n.d.). Retrieved January 16, 2012, from <http://wcca.wicourts.gov/index.xsl> (become familiar with this site)

Wisconsin Law Enforcement, WILEnet, Justice Statistics <https://wilenet.org/html/justice-programs/programs/justice-stats/index.htm>

Recommended Readings: Dane County Department of Human Services and the Dane County Juvenile Court Program.(2016). On balance (Volume X, Number 3). Retrieved from <https://www.countyofdane.com/juvenilecourt/newsletter.aspx>" <https://www.countyofdane.com/juvenilecourt/newsletter.aspx>

Dewan, S. (2015, August 2). Probation may sound light, but punishments can land hard. The New York Times. Retrieved from https://www.nytimes.com/2015/08/03/us/probation-sounding-light-can-land-hard.html?_r=1

Week 7 – October 17, 2018 through Week 15
Student Presentations (Dates and Presentation Order TBD)

The students in the class are all interning at agencies unlike your own. The goal is for you to share and teach the other students about your agency in a way textbooks cannot. You will have 25 to 50 minutes, depending on the size of your group, to share the information below along with answering the curious questions of your peers.

***Note:** Students who are at the same placement will present as a group to avoid repeating information; however, each student should contribute approximately the same amount of content, how you divide up the below areas you must cover is up to you. For example, if three students are at the Dane County Public Defenders Office, your total presentation time is 75-150 minutes, with each student contributing to 1/3rd of the presentation. Please prepare/cover the following information:

Student Presentations - Grading Rubric:

Discuss your chosen readings, how they relate to what you are learning at your placement and how the information agrees and conflicts with your previous learning and beliefs. (Must be submitted at least one week in advance)

The name of your agency and location

The official goals of your agency

How your agency is funded (public funding sources, grants, donations)

Relationships with other entities with whom you work with on a frequent and infrequent basis

Struggles you see in the agency

Strengths you see in the agency

Identify a specific interesting “case” or situation

Why was it of interest?

Describe your immediate reaction.

How was the case handled?

What would you have done differently?

What did you learn about your own strengths and struggles throughout this experience?

Make your teaching lively. Bring handouts, (agency brochures, fact sheets, statistical tables, outlines of main points, organizational charts, flow charts, graphs, etc.). Use the black/whiteboard and describe events that yield special insights into your agency and your stakeholders. Video segments are welcome, you will need to bring your own computer or borrow one from a classmate. An adaptor for Mac computers may not be available.