Community Scholars -
'Court to College Winter 2025 Bridge Course'

Civic Engagement and Leadership for higher education and juvenile justice transformation

Thursdays, 1:30pm to 4:00pm
Fridays, 1:00pm to 3:00pm

Course Instructor:
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Course Overview:

This class focuses on the leadership strategies used by formerly incarcerated people to shape laws and policies that affect them and to lead social movements. Students will use three methods to learn about the civic engagement process, including:

1) reading and discussing stories that describe how people who were once incarcerated became community leaders and change-agents;

2) engaging individuals and organizations fighting to change the juvenile justice and higher education systems today;

3) completing written assignments about the leadership journeys covered in our class and their own story.

Course Learning Objectives:

By the end of this class, you will learn:

- The structure and systems of government in Los Angeles County and higher education in California that affect formerly incarcerated students;
- The basics about community organizing and public policy advocacy;
- The relationship between building a "civic voice" through collective action and healing from trauma;
- The role and responsibilities of higher education systems in the effort to transform juvenile justice in California.

Course Assignments

Homework Assignments: Students will read 6 chapters from the course textbook each week and write a reflection about their reading assignments to bring to class. They will complete a weekly homework assignment sheet with the following **(a) new vocabulary words and their definition, (b) a sentence for each new vocabulary demonstrating their understanding of its meaning, and (c) a minimum one paragraph reflection about the group of chapters they read that week.**

In Class Participation & Quizzes: Students will use the class time to read together, ask questions of any guest speakers, and complete any quizzes about course material. Whenever we have an article about a guest speaker, **students will read the article and have at least one question prepared to discuss with the guest speaker.** Active participation and engagement during class, with no use of cell phones or computers (unless indicated by the course instructor) is a requirement for this part of the class grade.

Final Exam: At the end of the course, students will take a final exam regarding the material covered in class. The exam will be a 'closed book' exam, which means students cannot rely on their notes and are encouraged to complete their weekly homework assignments to retain the information that might appear on the final exam.

Course Grade Distribution:

Homework Assignments	25%
In-Class Participation & Quizzes	25%
Final Exam	50%

Course Schedule and Activities:

In this class we will read the following book and any articles listed in the weekly calendar:

Required:

*Burton, Susan, Lynn, C., & Alexander, M. "**Becoming Ms. Burton: From prison to recovery to leading the fight for incarcerated women**" (New York: The New Press), 2017.*

Course Schedule*:*

Week 1: Course Overview, Purpose, and Agreements

Thurs, 2/6: *'What is Civic Engagement and how does it relate to me?'*

Review Course Syllabus, Format, and Assignments

Read 'Books, not Bars' - The untold story of how a stubborn group of parents helped shutter the nation's largest youth prison system

Begin reading "Becoming Ms. Burton"

Week 2: Education in the Leadership Development Process

Thurs, 2/13: *Discuss 'Becoming Ms. Burton'*

Fri, 2/14: ***Leadership Development Case Study**:*
'Higher Education and the Pathway to Freedom'

Speaker: Edin Madrid, UCLA Sociology, B.A. Candidate and Course TA
Bring a question based on the following reading: A Second Chance

Week 3: ***Activism and Healing in the Leadership Development Process***

Thurs, 2/20: ***Discussion of course readings***

Fri, 2/21: ***Leadership Development Case Study:***

Students tour UCLA and read together on campus

Week 4: ***Transcending Borders in the Leadership Development Process***

Thurs, 2/27: *Reading and discussion of 'Becoming Ms. Burton'*

Friday, 2/28: *Global Case Study: University of São Paulo, Brazil*
Juvenile Court and Department of Art and Design Collaboration
Dialogue with Dr. Maria Cecilia Loschiavo dos Santos, Professor
University of São Paulo

Week 5: ***Overcoming Stigma in the Leadership Development Process (on Zoom)***

Thurs, 3/6: *Reading and discussion of 'Becoming Ms. Burton'*

Friday, 3/7: ***Leadership Development Case Study:***
Challenging the Juvenile Justice-to-Deportation Pipeline:

Speaker: Carlos Sauceda, UCLA Healing Justice Fellow

Bring a question, based on the following:

'Advocate, Mentor, Husband'

Week 6: **Changing Systems and Institutions in the Leadership Development Process**

Thurs, 3/13: *Reading and discussion of 'Becoming Ms. Burton'*

Friday, 3/14: ***Leadership Development Case Study:***
'Transforming the higher education and justice systems'

Speaker: Danny Murillo, Underground Scholars Initiative

Bring a question, based on the following:

Building a Prison-to-School Pipeline

Week 7: ***Strengthening Family in the Leadership Development Process***

Thurs, 3/20: *Becoming Ms. Burton, Part 2*

Friday, 3/21: *Becoming Ms. Burton, Part 2*

Week 8: ***Preparing for College Success - Review Session and Final Exam***

Thurs, 3/27: Review Session

Friday, 3/28: ***FINAL EXAM***