

Tools for Social Change: Race and Justice Clinic E530AB 2020 Winter Syllabus

Tuesdays, 3:30 p.m.-5:20 p.m., Room 260

Instructor: Prof. Kim Ambrose

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During Winter Quarter, the Tools for Social Change: Race and Justice Clinic will be meeting once per week, with the expectation that students will be spending the additional 2 hours per week doing office hours/clinic work. A total of 2 hours class time and 10 hours of clinic work will be required, which will include weekly team supervision meetings. **This quarter, you will keep at least 8 of your 10 clinic work hours with your partner.**

Learning Objectives/Goals:

- To understand the role race plays in the juvenile and criminal justice systems.
- To become creative, compassionate and competent lawyers who can work in multiple forums and disciplines to solve complex and persistent problems.
- To work collaboratively with community groups, advocacy organizations, individuals, and entities concerned with how race plays a role in the juvenile justice and educational systems in Washington.
- To develop advocacy and problem solving skills, including interviewing and counseling, oral advocacy, cultural competence, listening, communication, leadership, systems thinking, ethical judgment and presentation skills.
- To develop professional identity through understanding the different roles lawyers play in promoting social justice and change.

Clinic Work Hours and Supervisory Meetings: In addition to class time, clinic students are required to keep at least **10 clinic work hours per week (at least 8 in the office with your partner** others may be in the field/in the community) and attend weekly team supervisory meetings. Office hours may include Team meetings, class prep and supervision meetings.

Grading: The Race and Justice Clinic is a three-quarter, 12 Credit/No-credit course and **credit will be received only on successful completion of both quarters.** Successful completion requires, AT A MINIMUM: (1) participation in scheduled class time; (2) participation in regular supervisory and team meetings; (3) competent client service; (4) development and participation in at least 1 community education activities; (6) journals. Advanced clinic credits are available to interested students who would like to continue working on their cases, projects.

Textbook:

There will be no course textbook. The readings will be a mix of articles and cases.

Law School Attendance Policy:

Under changes to ABA Accreditation Standard 304, adopted in August 2004, a law school shall require regular and punctual class attendance.

At any time after the fifth week of a course (halfway through a summer session course), a student who has been determined by the instructor to have attended fewer than 80 percent of the class sessions in any course will be required to drop the course from his or her registration upon the instructor's so indicating to the Academic Services Office.

An instructor may also impose stricter attendance standards or other sanctions for nonattendance, including lowering of a grade, provided that students are informed at the start of the course of the instructor's attendance rules and possible sanctions.

Access and Accommodation:

Your experience in this class is important to me. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or uwdrs@uw.edu or disability.uw.edu. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions.

Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

Religious Accommodations:

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy \(https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/\)](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/).

Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form \(https://registrar.washington.edu/students/religious-accommodations-request/\)](https://registrar.washington.edu/students/religious-accommodations-request/).

Class Schedule:

Tuesday – January 7

Setting our intentions.

Organizing for a school wide Race and Justice Event and planning ahead for our Book Club.

Tuesday: Optional Event *Social Justice Tuesday: Racial Justice in Our Criminal Court System: Is it Attainable?* Room 127

Tuesday – January 14

Mooting

- *AF ISRB Hearing*
- *Motion to Exonerate Bail*

Monday – January 20 MLK Day: Optional Event *Rally to End Mass Incarceration*, Come here our former client John and JJ give speeches on the state capitol. Meet in the N-5 parking lot at 3:30 p.m.

We really need you **THERE!**

Monday, January 20, 2020

5:30 p.m.

on the north steps of the capitol building in Olympia.

Check out the outstanding list organizations that are backing this effort!

ACLU of Washington, Alliances, Black Prisoners Caucus of WSR, Civil Survival, Concerned Lifers Organization, Community Passageways, Designed Conviction, Disability Rights Washington, Faith Action Network, Freedom Project, Justice Involved Student Group at Evergreen, Latino Development Organization, M.O.R.E, Poverty Action Network, Prison Policy Initiative, Prison Voice Washington, Projects for a Civil Society--Alternatives to Violence Project, Quaker Voice, Seattle Clemency Project, Washington Association of Criminal Defense Lawyers, Washington Defender Association

The program for Olympia

5:00 p.m.-5:30 p.m.: music by blues singer Deborah Hawley and hiphop group MSB.

5:30 p.m.-6:30 p.m.: Outstanding speakers, most formerly incarcerated, on the perspectives of prisoners, families, and crime survivors. **Speakers include:**

- **Kurtis Robinson:** a formerly incarcerated person, social justice advocate, firefighter, and a member of I Did the Time
- **Jeremiah Bourgeois,** sentenced to life without parole at age 14, author of several law journal articles, and a columnist for *The Crime Report*.
- **Aaron Borrero,** formerly incarcerated, and **Mari Borrero,** owners of American Abatement and Demo, an award-winning business that hires former prisoners

- **Johnmoses Washington**, formerly incarcerated member of the Monroe CLO and BPC, advocate for juvenile justice and prison reform
- **Tarra Simmons**, a formerly incarcerated attorney and candidate for the House of Representatives in District 23
- **Annie Williams**, former DOC official and crime survivor
- **Willie Jimerson**, formerly incarcerated, director of ULMS, over education and youth development

Tuesday – January 21

Special Education and Educational Advocacy for Youth of Color

Guest lecturer: William White, PhD Candidate at UW School of Education and former Special Education teacher in Washington, DC.

Please read/skim: [Protecting the Educational Rights of Students with Disabilities in Public Schools](#) This is a resource for parents/advocates originally created by TeamChild. The Washington State Office of Public Instruction (OSPI) also has information on Special Education Laws which you should review [here](#).

Tuesday – January 29

Topic: *Restorative Justice*

Guest speakers: [Devitta Briscoe](#) (Survivor Network Coordinator, Public Defender Association) and [Martina Kartman](#) (Soros Justice Fellow, Public Defender Association and Race and Justice Clinic Alum)

READ:

- Sujatha Baliga, [A different path for confronting sexual assault](#): What is restorative justice? A practitioner explains how it works. *Vox* October 10, 2018.
- Paul Tullis, [Can forgiveness play a role in criminal justice?](#) *NY Times*, January 4, 2013.
- Some of this you have read before and will also come up for when we have Jimmy Hung as a guest:
 - [King County sticks with peace circles for juvenile crime, even after a murder charge](#), *Seattle Times*, April 11, 2018 (but didn't we hear from someone that this title is not really true?)
 - [Restorative justice may help, but let's not forget victims](#); Op-Ed, *Seattle Times*, April 27, 2018.
 - [Restorative Justice Works for perpetrators --and victims](#); Op-Ed, *Seattle Times*, May 16, 2018 (fyi Martina disavows the title which she says came from the Times)

WATCH:

- [Yonas](#), one of [Suzan](#), and one of [DeVitta](#). (These can't be shared outside of the classroom yet please do not share)

Tuesday – February 4

First half of class: **On February 2, please submit two questions that you would like to ask Nikkita to kambrose@uw.edu**

Abolition and Community Organizing

Guest Speaker: [Nikkita Oliver](#)

Nikkita (UW Law '15) was a leader in the No New Youth Jail Movement (read about it and see her [here](#). You can read more coverage of the No New Youth Jail movement as well as an Op-Ed by Nikkita [here](#). You can also read more of her recent work writing for Crosscut in the link above.

Second half of class:

Discussion of lawyers/community organizers.

Optional Read/Skim: [Power with: Practice Models for Social Justice Lawyering](#),

Public interest lawyers seeking justice for marginalized groups cannot succeed by working alone. Meaningful social change occurs when marginalized and dispersed peoples unite and organize to take power into their own hands. Such groups benefit greatly by forming relationships with lawyers and including them in their organizing processes. However, existing attorney-client models are inadequate to structure such relationships between lawyers and people in the process of organizing. Traditional paradigms of group representation are designed either for fully-formed, established, and hierarchized groups (e.g., corporate representation) or for constituencies who remain atomized and relatively passive throughout representation (e.g., impact litigation and class actions). The inadequacy of existing models hinders public interest lawyers' imaginations and makes it difficult for them to structure efficacious, accountable relationships with the groups with whom they work. This paper addresses that inadequacy by defining and illustrating five concrete models of practice for lawyers representing groups in the process of organizing for power and social change.

Michael Grinthal, [Power with: Practice Models for Social Justice Lawyering](#), [15 U. Pa. J.L. & Soc. Change 25 \(2011\)](#)

Tuesday – February 11

On February 9, please submit 2 questions you would like to ask D'Adre.

Incarcerated Parents and the Dependency System

Guest Lecturer: D'Adre Cunningham, Director [Incarcerated Parents Project](#), Washington Defender Association

As part of her role at WDA, D'Adre creates resources for public defenders who represent parents. This one may be of interest to you: *CHALLENGING BAIL CONDITIONS THAT CURTAIL A PARENT'S FUNDAMENTAL RIGHTS*.

Here are Washington State policies to support or encourage children & their incarcerated parents:

[RCW 74.04.800](#) – Incarcerated parents—Policies to encourage family contact and engagement (DSHS & DCYF)

[RCW 72.09.495](#) – Incarcerated parents—Policies to encourage family contact and engagement (DOC)

[RCW 28A.300.520](#) – Policies to support children of incarcerated parents (OSPI)

[RCW 43.21.060](#) – Policies to support children of incarcerated parents (DEL)

Finally, if you are interested in the dependency system and how it works, Chapter 2 of my book *Representing Youth: Telling Stories, Imagining Change* (co-authored with Prof. Lisa Kelly) is an easy to read introduction following the story of a boy who is taken into foster care.

We will also discuss the Detention Workshop.

Tuesday – February 18 – no class Detention Workshop

Tuesday – February 25

Case Rounds

Tuesday – March 3

Rights and Access to Legal Resources

Tuesday – March 10

[US Department of Education Office of Civil Rights](#)

Guest Speaker TBD