

**EDUC 395 • Educational Studies Senior
Seminar
The School to Prison Pipeline**

Spring 2011

T, Th 1:15-3:00 • Willis 114

Professor Deborah Appleman

Office Hours:

Tuesday 3:10-5 p.m.

**Wednesdays 10 a.m. to noon
and by appointment**

Use the following Doodle link to sign up online:

<http://doodle.com/zwb5rbmmg2ztrmwv>

or follow the link posted on Moodle.



Course Description

This senior seminar is a culmination of your work as a concentrator in educational studies. We will build on your study of educational theory and praxis and current educational issues. The course combines traditional coursework such as reading, writing and discussion, with experiential components such as site visits, interviews, and fieldwork. This seminar is focused on educational practice, policy, and reform within the context of the “School-to-Prison Pipeline.”

Course Goals

The primary goal of the course is to broaden and deepen our understanding of issues related to the School-to-Prison Pipeline. Underlying this topic are issues educational equity and access, discipline policies in schools, the systematic criminalization of youth, the achievement gap, and the workings of the prison industrial complex.

The specific academic skills that will be developed in the course are:

- Critical thinking and analytic and writing about the School-to-Prison Pipeline
- Expanded understanding of the complex constellation of socioeconomic, academic, historical, political, and educational factors that contribute to the School-to-Prison Pipeline
- Ability to lead a discussion and participate in critical discourse about issues such as the School-to-Prison Pipeline
- Ability to create a presentation that has pragmatic implications with specific recommendations for action.

Texts:

The following texts are required and available at the Bookstore and on reserve in the curriculum library:

- *Bad Boys: Public Schools in the Making of Black Masculinity* by Ann Ferguson
- *From the inside Out: Letters to Young Men and Other Writings* by Student Press Initiative
- *The School-to-Prison Pipeline: Structuring Legal Reform* by Catherine Kim, Daniel Losen and Damon Hewitt
- *Deconstructing the School-to-Prison Pipeline: New Directions for Youth Development*, No. 99 by Johanna Wald and Daniel J. Losen
- *Girl Time: Literacy, Justice, and School-to-Prison Pipeline* by Maisha T. Winn
- *Right to Be Hostile: Schools, Prisons, and the Making of Public Enemies* by Erica R. Meiners

In addition to these required texts, each topic will include supplementary readings that will be provided, either as hard copies or on e-reserve. Our e-reserve password is EDUC

MOODLE site

Our MOODLE site is located at <https://moodle.carleton.edu/course/view.php?id=13614>
 We will use the site to post course material, including reading lists, course agendas, and handouts, to exchange written assignments, to share work, and to conserve as much paper as possible. You are responsible for checking our MOODLE site regularly to access course material.

Course Requirements:

Each of the following assignments, with the exception of the first, will be further explicated.

Assignment	Due Date	Percentage of Grade
Class participation, active reading, engaged learning	Every Class Session!	15
One to two page response on one piece of writing from <i>From the Inside Out</i>	Due Tuesday, April 5	10
An editorial on a particular aspect of the School to Prison Pipeline	Thursday, April 28	15
Prepared questions for two of our guests	When you sign up	10
Annotated field notes from field trip	By May 20	10
Lead a 30 minute class discussion on an assigned reading or on a reading of your choice that connects our course topic	When you sign up	20
Public presentation to general Carleton audience	Either Tuesday, May 24 or Thursday, May 26 at 4PM	20

Explication of Assignments:

Class participation, active reading, engaged learning

Class participation means active listening as well as active speaking. In a class this small, your participation is necessary and expected in every class session. In addition, we will listen respectfully and actively, feeling free to challenge and disagree in civil discourse.

Attendance policy:

Attendance at every class is an expectation. We cannot become a community of learners without regular attendance from everyone. After two absences from class, each subsequent absence will result in the lowering of your course grade by a third, e.g. from a B to a B-. If you miss more than 4 meetings, (20% of the class sessions), you will not be able to pass the class.

Response to *From the Inside Out*-Due Tuesday April 5

Select one piece from the book and write a one to two page personal response to it. The piece can be structured any way you wish but you might want to consider including some of the following considerations:

- What drew you to this piece?
- What is particularly powerful?
- What images, phrases or themes speak to you?
- What would you like to say to the author of this piece? (In fact, your entire piece could be a letter to the writer, which we would mail.)
- What relevance does this piece have to our discussion of the factors surrounding the school-to-prison pipeline
- Who you would like to share this piece with...and why?

An editorial on a particular aspect of the School to Prison Pipeline (Due Thursday, April 28)

Write an editorial of approximately 500 words about some aspect of the STOPP. Present a clear and urgent argument. Consider your audience. Do you want to send it to The Carletonian, your local newspaper, the ACLU, the New York Times? Note: we will actually be sending this out as part of the requirement!

Prepared Questions for Class Visitors

We will have at least five class visitors. Before each visitor you are required to post at least one thoughtfully crafted question by noon on the day that visitor is scheduled. You will be given an aggregate grade for your questions at the end of the term, but I will offer you informal feedback about your questions throughout term.

Annotated field notes from field trip We will be visiting at least one correctional facility and one school.

We are currently scheduled to visit the Red Wing Correctional Facility. We will also visit Totem Town and perhaps MCF-Faribault as well as either St. Paul Central or Gordon Parks Charter School in St. Paul. Before each visit you will be given a handout to help guide your observations

(Details of some visits, given the delicate nature of both facilities and topics, as well as the complexities of your schedule are still being determined.)

Lead a 30 minute class discussion on an assigned reading or on a reading of your choice that connects our course topic

To acknowledge the democratic nature of the class as well as your advanced level in your educational studies, many of our discussions will be student lead. Sign up to lead a session on a topic/reading beginning week 2. You should meet with me at least one day prior to your scheduled discussion for assistance with possible questions and handouts.

Public Presentation to General Carleton Audience

We will give a public presentation on the school to prison pipeline to the Carleton Community during Week 9. This presentation will serve as your final project for the class. You and a partner will be responsible for 10 minutes of our one-hour presentation. This is your opportunity to focus on a specific aspect of the STOPP, one in which you are particularly interested. The subtopics may include but are not limited to

- Zero-tolerance discipline
- The concept of push-out
- Problemizing the concept of "at risk" youth
- Current incarceration and recidivism rates
- Gender and the School to Prison Pipeline
- Theories of rehabilitation
- Law reform of the juvenile justice system

Educational Studies Senior Seminar Calendar, Spring 2011

Topics, events, and speakers are listed, although speaker appearance is subject to alternation based on speakers' discretion and availability. Field trips will be arranged after class availability has been determined. Reading assignments will be distributed by topic. Because the topic of this course is new to all of us, actual topics may shift as we discover content, and raise questions together.

Topic 1: Course Introduction: What is the School to Prison Pipeline? What is at stake? (Primary Text: *From the Inside Out: Letters to Young Men and Other Writings*)

Tue, Mar 29

Thu, Mar 31

Tue, Apr 5

Topic 2: How Does School Policy Contribute to the School to Prison Pipeline? (Primary Text: *The Right to be Hostile*)

Thu, Apr 7

Tue, Apr 12: Guest Skype with Erica Meiners, author of *Right to be Hostile*

Topic 3: The Criminalization of Black Males (Primary Text: *Bad Boys*)

Thu, Apr 14

Tue, Apr 19

Topic 4: Juvenile Detention Facilities—Waystop to Prison or Rehabilitation? (Primary Texts: *Deconstructing the School to Prison Pipeline*;))

*Thu, Apr 21: Field trip to Red Wing Correctional Facility-leave campus at noon

Tue, Apr 26

Thu, Apr 28: Sarah Walker, '99, Chief Operating Officer of 180 Degrees, Inc.

Mid-Term Break

Topic 5: Law, the juvenile justice system and the school to prison pipeline (Primary Text: *The School-to-Prison Pipeline: Structuring Legal Reform*)

*Tue, May 3: Visit to Totem Town - leave campus at 12 (this is tentative)

Thu, May 5: Guests Karla Johnson and Ben Wagner, Career Probation Officers, Southside Garage, Hennepin County

Topic 6: Literacy, Girls and the School to Prison Pipeline (Primary Text: *Girl Time*)

Tue, May 10: No Class

Thu, May 12: Skype call with Maisha Winn, author of *Girl Time*

Topic 7: Deconstructing the School to Prison Pipeline (Primary Texts: *Deconstructing the School to Prison Pipeline*;))

Tue, May 17

Thu, May 19

Topic 8: Final Considerations, Transitions? (Primary Texts: Review of all)

Tue, May 24

Thu, May 26: Public Presentation, 4 p.m., Athenaeum

Tue, May 31: Guest Brother Shane Price, Community Activist, Consultant, Prison Instructor