

School to Prison Pipeline Seminar

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Office Hours:
3-4 pm MTWR;
Lunch @dhall, by arrangement;
or by appointment

"In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunities of an education. Such an opportunity, where the state has undertaken to provide it, is a right that must be made available on equal terms."

- Chief Justice Earl Warren, *Brown v. Board of Education* (1954)

Required Books

Available at the College Bookstore or online:

- Alexander, Michelle. 2012. *The New Jim Crow*. The New Press • ISBN-10: 1595586431 • ISBN-13: 978-1595586438
- Ferguson, Ann Arnett. 2000. *Bad Boys*. University of Michigan Press • ISBN-10: 0472088491 • ISBN-13: 978-0472088492
- Foucault, Michel. 1975[1977]. *Discipline & Punish*. Vintage Press • ISBN-10: 0679752552 • ISBN-13: 978-0679752554
- Kupchik, Aaron. 2010. *Home-room Security*. NYU Press • ISBN-10: 081474821X • ISBN-13: 978-0814748213
- Laura, Crystal T. 2014. *Being Bad*. Teachers College Press • ISBN-10: 0807755966 • ISBN-13: 978-0807755969
- Additional readings will be available on PWeb.

Soc 390 CARN 310
Spring 2015 MW 8:30-9:50 am
Grinnell College 4 credits

So what's this class about?

Welcome.

The "school to prison pipeline" (StPP), a concept popularized by the ACLU, describes the shuttling of children from educational into carceral systems. It is related to the growing prison-industrial complex, the increase in "zero-tolerance" school policies and public support for police presence in schools. This seminar will trace its historical and theoretical roots in discipline and the surveillance state; critically examine the phenomenon as political activism and critics of that activism; and interrogate its intersections with race, class, and disability. Students will read a great deal, write multiple short theoretical memos, and develop a longer research-based web resource on a specific topic, angle, or mechanism of the StPP.

Learning Objectives

Students who successfully complete this course will:

- Be able to describe to others the StPP as a phenomenon
- Understand the theoretical underpinnings of discipline and the surveillance state
- Have deep understanding of one StPP mechanism and how that might be interrupted
- Develop skills in basic web development and presentation of material to the public

68% of all males in state and federal prison do not have a high school diploma.

- Factsheet, <http://www.pbs.org/wnet/tavissmiley/tsr/education-under-arrest/school-to-prison-pipeline-fact-sheet/>

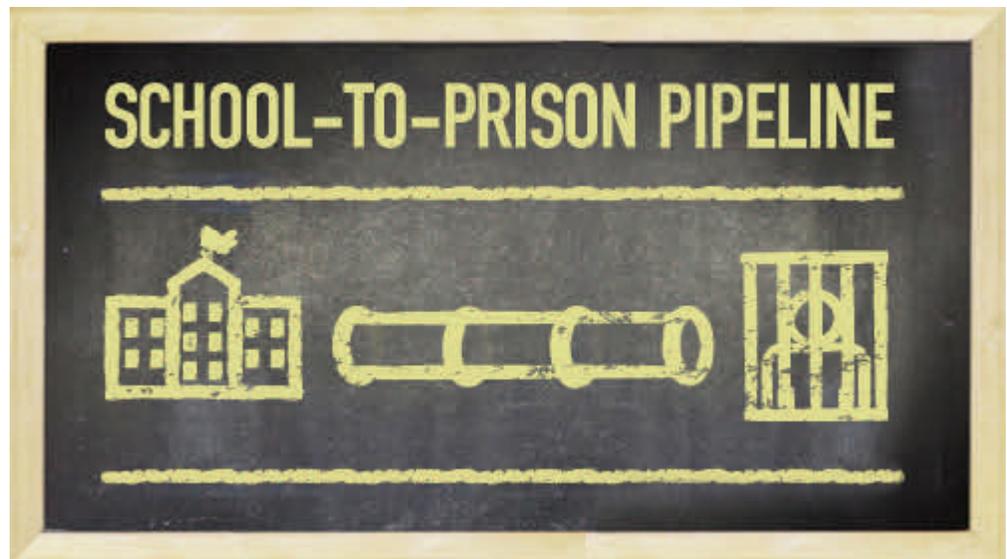


Image from ACLU

Writing Assignments

You will produce several types of writing in this class. The first is a theoretical memo connecting Foucault and the StPP (~2 pgs), which will be revised at the very end of the term.

Second, you will write a ~4-5 pg essay engaging Alexander's argument about the relationship among race, crime, and punishment.

Third, you will produce a major Encyclopedia/Resource web page which examines an aspect of the StPP in depth, and provides a comprehensive list of (academic and popular) readings and other resources.

Finally, you will produce a "civic engagement" project that explains some aspect of the StPP to a member of the public. Format is flexible; for example, you might write a 1-2 page letter to your parents, produce a 90-second video of an elevator speech request for funding to Bill Gates, or produce an informational brochure for a school district superintendent.

Detailed instructions for each assignment will be distributed in class.

You should assume that all work will be peer-reviewed.



Image from <http://voicesfromthefrontlines.com/shutting-down-the-school-to-prison-pipeline/>



Assignments	Percent	Due Date
• Discipline & Punish essay, with revision	150	First: Feb 20 Final revision: May 11
• Encyclopedia/Resource website	300	Proposal: Feb 27 Final: May 3
• Race, Crime & Punishment essay	200	March 13
• Civic engagement project	150	May 15
• Reading memos	10 * 10	Throughout
• Attendance & participation	100	Throughout
Total	1000	

Readings & Reading Memos

This course is **reading-intensive**, some of it difficult and dense. **To make the most of this course, you will need to make time to read and make reading notes on a regular basis.** I suggest that you organize significant, uninterrupted blocks of reading/writing time into your schedule for this course.

You are responsible for writing 10 reading memos throughout the semester; these will be HIGHLY STRUCTURED, one-page assignments.

The required structure is:

- **ONE PAGE, ONE SIDE COPIED INTO THE BODY OF AN EMAIL**

- No more than 1/2 page summary of the author's main argument (you may choose one reading if multiple are assigned for the day)
- No more than 1/2 page noting connections & tensions with other class readings

- 2-3 questions you'd like the class to discuss

They are due **before** the class period in which we discuss the reading:

For Monday class:

For Weds class:

Attendance & Participation

Attendance is required. Learning is about the interaction of minds and ideas in the classroom. Especially, since this course is structured around discussion and workshopping writing together, it's critical that you attend class to participate in the exchange of ideas and to support your classmates. You have the option to use, without penalty or question, **two "personal days"**. You might choose to save these for when you're sick; you might need to use them when you travel for athletics; you might wish to observe religious holidays; you might just want to go sledding or sleep in. You don't even have to tell me which. I suggest choosing carefully. You don't, of course, have to use all of them, but make sure you don't use them on a day you lead seminar.

Lively and respectful participation is expected; if you have concerns about this, please come talk to me for ideas about how to contribute.

Resources

If you are having trouble in class, here are some steps you can take:

- Come to my office hours and talk about it!
- Seek out an ARC that will help with reading, writing, or time management
- Sign up for a Library Lab (one-on-one help)

The **Add/Drop Period** for Spring 2015 Courses ends Friday, February 6 for Regular Full-Semester Courses. Last day to withdraw from a course is Friday, April 3.

Connectivity problems will not be accepted as an excuse for not having any electronically-available reading done. I highly recommend that you save to disk and/or print out the online readings well ahead of time.

Paper formatting

Papers should be formatted in ASA style (see <http://www.docstyles.com/asalite.htm>, including citations and bibliographic lists. Exception: no need to include a title page.

Papers without page numbers and a word count will not be graded. Your word processor will count the words for you; just put the count in brackets at the end of the paper, like I've done with this item.

[53]

Contacting me

The best way to contact me is via **email**: devineau@grinnell.edu. Please read the syllabus thoroughly before emailing me with questions about the course. Don't email me an hour before class starts to ask me questions about the reading or exams; not only will I not have time to respond to you before class, but I will also know you put off the assignment until the last minute. You can expect me to respond to email every afternoon while I'm in my office. (i.e., I might not check email between 5 pm and the start of class the next morning ... plan ahead!)

When you email, please include enough details about the assignment or question that I know what you're asking. I don't like to respond to email when I don't know who it's from. I welcome anonymous emails with suggestions, critiques, or comments about the course.

Website. I will post announcements and readings on PWeb; please check it frequently.

Office hours. I have office hours every week, as listed on the first page of this syllabus. Feel free to just drop by or to make an appointment ahead of time; if two or more people show up at the same time, those with appointments will be given priority. If my scheduled office hours conflict with your schedule, email me or see me in class to set up an alternate time. **Mornings** are my writing time; if my door is closed, either I'm engrossed or I'm not in.



Image from <http://8504projectcitizen.wikispaces.com/School-to-Prison-Pipeline>

Use of Your Work

Sometimes it helps me to use student work (ANONYMOUSLY, OF COURSE) as part of my teaching portfolio, where I demonstrate my teaching methods and success. I also like to use student work as examples in class, for the benefit of other students. If you prefer not to have your work used, please let me know.

Reasonable Accommodations

Late Work. I suggest that you begin your papers early enough to accommodate any last-minute emergencies. As the saying goes, a failure to plan ahead on your part does not constitute an emergency on my part.

Classroom Accessibility. Please come see me as early as possible if you have special learning needs. I will work with you to make the classroom and the material accessible. The Academic Resource Centers (<http://www.grinnell.edu/academic/arc>) are fabulous resources for all students.

Unusual circumstances. You might face unusual circumstances that affect your attendance or your work this semester; these might include religious or athletic commitments, health or personal problems, or other things. Please contact me within the first week of the semester if you would like to discuss a specific instance that applies to you. In the case of major emergencies, please talk to me as soon as you're able.

Classroom Atmosphere

Be respectful of me, of your classmates, of the College personnel and facilities. This means, at a minimum, silencing your cell phones and minimizing disruptive behavior in class, generally paying attention in class, arriving on time, and staying for the full class period.

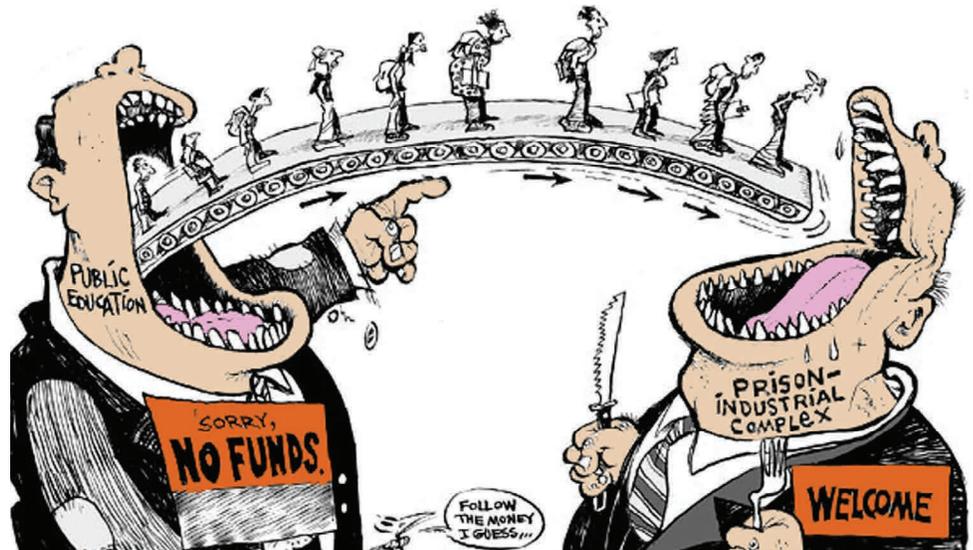
Please choose your words carefully. The classroom must be a place in which everyone can participate. This means that every person must feel safe enough to express their opinions without fear of ridicule or intolerance. Remember that in good discussions, people critique ideas and not other people. The more heated the political issue we discuss, the more important it is to keep this in mind. It is normal to be or become emotionally connected to the concepts we discuss, and it is normal to have personal experiences related to those concepts. It is also normal for those experiences to be in conflict with the experiences of others in the room. For example, just as there will likely be someone in class who would prefer abortion not be legal, there will also likely be someone who has *had* an abortion. It's important to remember this diversity in our discussion so that we maximize, to the extent possible, the vibrancy and respectfulness of our intellectual inquiries.

Academic Integrity

Grinnell College takes academic honesty very seriously. Academic dishonesty includes (but is not limited to) such behavior as **quoting** or **paraphrasing** without complete citation, collaborating with others on assignments or exams without the explicit permission of the instructor,

submitting work for more than one course without the instructors' permission, and presenting another's work as your own. Penalties range from a failing grade for the assignment to permanent expulsion from the College, depending on the severity of the offense. As an instructor, I

am **obligated** to report all suspected violations to the Academic Honesty Subcommittee of the Committee on Academic Standing. In other words, as soon as I suspect it, it is entirely out of my hands. Don't put me, or yourself, in this position. See the [full policy](#) for details. Please ask me if you have any questions.



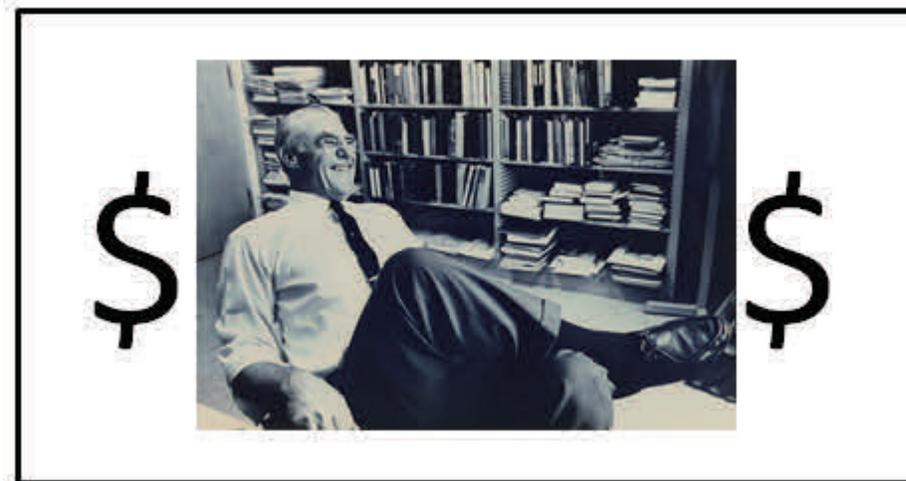
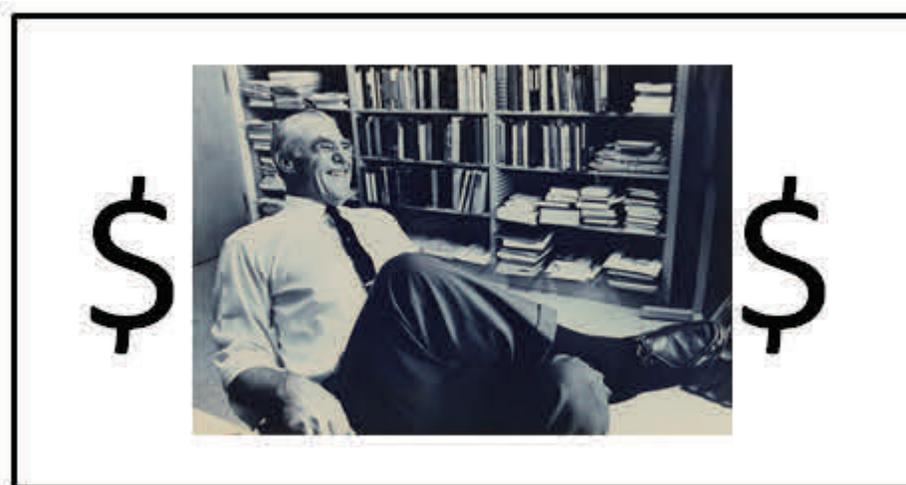
Blumer Bucks

I DO NOT ACCEPT LATE WORK.

But sometimes things come up that prevent you from working how you'd intended to work, or writing when you intended to write. Prioritizing and making hard decisions about your time is a learned skill, one you can practice in this class. Namely, you have access to TWO "Blumer Bucks" to use – or not – as you like. Each gives you one 24 hour extension on a deadline, or if saved, ½ extra credit point on your final course grade (I'll keep track; no need to turn them in at the end of the semester). You can use them both together, separately, or not at all.

Choose wisely; spending a Blumer Buck is the ONLY way to make up a quiz or submit a paper late in this class.

To redeem, cut out, write your name, and attach to your late paper or present to receive your late quiz.



Who's Herbert Blumer? An American sociologist (1900-1987) who developed the *Symbolic Interactionism* theoretical perspective, in a 1969 book of that name. He challenged reigning ideologies of *behaviorism* and of *positivistic* methodologies. Blumer played pro football for the Chicago Cardinals while completing his doctorate, and then originated the sociology department at Berkeley.

Source: http://en.wikipedia.org/wiki/Herbert_Blumer

School to Prison Pipeline Tentative Reading Schedule	APPROX. DATES	Pages	Day	Source	Week
Please attend the Patricia Williams events at 10:30 am and 1:30 pm on campus Monday, and the Ta-Nehisi Coates talk at 6 pm on Tuesday!	19-Jan		M		1
Smith, "Unsettling the Privilege of Self-Reflexivity" /ACLU & PBS handouts in class	21-Jan	9	W	pweb	
Listen to <i>This American Life</i> podcast "Is this working?" http://www.thisamericanlife.org/radio-archives/episode/538/is-this-working	26-Jan	62 mins	M	online	2
Laura, <i>Being Bad</i> , full book	28-Jan	115	W	book	
Foucault, <i>Discipline & Punish. I. 1. The body of the condemned</i>	2-Feb	30	M	book	3
III. 1. Docile bodies and Monahan & Torres, Introduction	4-Feb	50	W	book/pweb	
III. 2. The means of correct training and Simmons, "The Docile Body in School Space" (Monahan & Torres Ch3)	9-Feb	40	M	book/pweb	4
III. 3. Panopticon	11-Feb	35	W	book	
Devine-Eller, "Extending Foucault to education" and Hirschfield & Celinksa, "Beyond Fear"	16-Feb	31	M	pweb	5
Alexander, <i>The New Jim Crow tba</i>	18-Feb		W	book	
Foucault essay due - 4 pm at CARN115	20-Feb		F		
Alexander, <i>The New Jim Crow tba</i>	23-Feb		M	book	6
Alexander, <i>The New Jim Crow tba</i>	25-Feb		W	book	
Website topic proposal - 4 pm at CARN115	27-Feb		F		
Alexander, <i>The New Jim Crow tba</i>	2-Mar		M	book	7
	4-Mar		W		
	9-Mar		M		8
	11-Mar		W		
Race, Crime & Punishment Essay - 4 pm at CARN115	13-Mar		F		
Spring Break March 13-30					
Kupchik, <i>Homeroom Security tba</i>	30-Mar		M	book	9
Kupchik, <i>Homeroom Security tba</i>	1-Apr		W	book	
Kupchik, <i>Homeroom Security tba</i>	6-Apr		M	book	10
Kupchik, <i>Homeroom Security tba</i>	8-Apr		W	book	
Ferguson, <i>Bad Boys tba</i>	13-Apr		M	book	11
Ferguson, <i>Bad Boys tba</i>	15-Apr		W	book	
Ferguson, <i>Bad Boys tba</i>	20-Apr		M	book	12
Ferguson, <i>Bad Boys tba</i>	22-Apr		W	book	
Weiss, "Scan This" (Monahan & Torres Ch12) and Hope, "Seductions of Risk, Social Control, and Resistance to School Surveillance" (Monahan & Torres Ch13)	27-Apr	29	M	pweb	13
Website day	29-Apr		W		
Final revision of website due - 5 pm by email	3-May		Sun		
Revisiting Foucault, tba	4-May		M	book	14
Revisiting Foucault, tba	6-May		W	book	
Foucault essay revision due - 4 pm at CARN115	11-May		M		
Civic engagement project due - 4 pm at CARN115	15-May		F		
Exam Week May 11-15; all work due 5 pm on Friday May 15					