LYRICS ON LOCKDOWN: YOUNG WOMEN IN THE PRISON SYSTEM
Gallatin School of Individualized Study
Community Learning Initiative
CLI-UG 1443
4.0 Credits
Professor Piper Anderson

Spring 2014
Wednesdays 6:20-9pm
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Office Hours by appointment only
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OVERVIEW
Rates of detention amongst girls in the US continue to increase even as overall rates of incarceration amongst youth have steadily declined in the last decade. While young women represent a proportionally smaller population within the Juvenile Justice system, fewer resources are allocated to address the underlying causes of incarceration and recidivism amongst young women ages under 21. This course will investigate the causes and experiences of incarceration amongst girls and women. In the process, students will design and facilitate a five-week arts & education program for incarcerated girls at a juvenile detention facility. This course requires a participation in workshops on Saturdays.

Topics that will be covered include:
i. What are the unique concerns presented by women, girls, transgender and gender non-conforming populations?
ii. What must we understand about the policing of gender and sexuality in order to meet the needs of incarcerated girls, women, and LGBTQ people?
iii. What role does institutional violence play in the experiences of young people remitted to the juvenile justice system?
iv. What is the role of education in prevention and reducing recidivism amongst young people?
v. How are the arts currently used in correctional facilities? What is the role of the arts in empowering inmate populations?

EXPECTATIONS:
Attendance: Students are responsible for attending class regularly and being prepared with all assignments and readings as outlined in the syllabus.

Attendance will be recorded and will affect grades. Class participation is essential. **Students are allotted two excused absences. Failure to attend a third class will result in the drop of one letter grade.** In order for an absence to be excused you must contact me via email at least 2-hours prior to the start of the class session. All other absences are unexcused.
Each unexcused absence will result in the loss of one half a letter grade.

Attendance and participation count for 20% of the overall final grade. Students are responsible for making up work missed in class by the following session. **This course requires a substantial amount of work outside of regular class time. Students are required to attend all scheduled Saturday sessions.**

**Evaluation:**
Grading will be based on in-class participation and the completion of four assignments – two individual and two group. The grading will be determined as follows:

**Presence** – 20%. This includes attendance, class participation in small group work and class discussions. Your presence includes discussion of readings, participation in class activities, and Rikers workshops. Students will be expected to reference readings in class EVERY session.

**Group Assignment 1** – 15%. Includes selection of a relevant topic, research, collaboration with peers, and the design and facilitation of a creative presentation of selected topic.

**Prison Ed Workshop Planning and Execution** – 40%. Includes preparation sessions, performance in the field, and readings, class analysis.

**Two Papers** – 25%. Mid-semester and final semester papers. In each paper analyze your experiences in class and at Rikers, utilizing the readings to support your ideas. The final paper should include an analysis of each session at Rikers: your learning, evidence of student learning, and the process of designing and executing your group’s session. All written assignments should conform to MLA formatting.

Assignments will be due at the beginning of class on the designated due-date. Extensions will only be granted under extraordinary circumstances, and only when requested prior to the due date. Late assignments will be penalized with the lost of half a letter grade per day.

**ASSIGNMENTS**

**Group Project Topics - Due February 24th**
The Prison Industrial Complex is a complicated web of intersecting structures, systems, and socio-cultural norms. Together as a learning community we will begin to unpack this complicated web.

Working in groups of 4-5 you will create an interactive presentation to engage us in dialogue about some aspect of the prison industrial complex. In keeping with our commitment to being a dialogic learning community, please make sure that your presentation includes multiple modes of learning and engagement. For instance,
presentations may include participation in a game, physical activity, performance, a group dialogue to reveal and unpack perceptions, or employ the use of audio and visuals. Be creative. The intention is to engage critical discussion not to simply transmit information.

Presentations must be at least 10-12 minutes. No longer than 15 minutes. Provide a one-page information handout (provide enough copies for everyone) summarizing your research. Cite your sources.

Potential Presentation Topics:

- Prisons and Mental Health
- Mothers in Prison
- Prisons and Disability
- Race, Gender, and the Death Penalty
- School to Prison Pipeline
- Privatized Prisons

Prison Education Workshops (40%): Students are expected to work in groups of 3-4 on a lesson plan that they will facilitate with a class of incarcerated students at the Rikers Island Correctional Facility. The workshop must be no more than 60-minutes. Students are expected to work collaboratively on the design of the workshop and the workshop facilitation. Each student will be expected to use their mid-term and final paper to reflect on their own contributions and that of their peers through out the workshop planning and facilitation process.

A. Workshop Structure:

Building a collaborative learning community with Rikers Island students will be a central focus of the course. NYU Student Facilitators will be responsible for planning and leading a series of arts-based workshops with a clearly defined educational goal. In these workshops, we will create a space in which incarcerated students can voice their perspectives on a wide range of issues affecting their lives. The class will seek to refine artistic and analytical skills through a series of critical literacy and arts-based activities that explore personal/familial experiences, community trends, and historical events/movements.

Given the high turnover rate of students on the Rikers Island campus, we will structure each workshop session (more or less) as an independent module that is not dependent on attendance in previous classes. Each 60-minute workshop should include the following components:

1. Introduction/Demonstration/Background

2. Arts-based Educational Workshop, led by NYU Student Facilitators
3. Evaluation and large-group wrap-up discussion and/or student showcase during which the Rikers Island students share some of their artistic expressions with the entire class.

B. Workshop Planning:
During the initial six-week period, we will begin to finalize plans for the weekly Rikers Island workshops. Students will be working in small groups of 4-5 students to devise a detailed plan of action for a workshop. A number of pedagogical approaches should be used.

Students will attend two workshop preparation sessions on Saturdays at NYU. In the first Saturday session, students will learn and practice facilitation skills and participate in an asset mapping exercise to form groups around shared interests and skills. Once groups are assigned students will be expected to meet outside of class time to plan their workshop. During the second Saturday session, students will be expected to “test run” their workshops with their classmates and receive critical feedback on content and facilitation. You must provide a detailed lesson plan to the day of the session.

Mid-Term Paper Due- March 31st
The mid-term paper should include reflection on the course readings, discussions, and activities to date, as well as an analysis of what you have learned about the prison industrial complex and how it impacts the lives of young people, particularly young women, LGBTQ, and gender non-conforming people. In addition, describe the workshop design process: What was challenging? How was your group successful? You are expected to use the readings to support your ideas including at least 3 readings in this assignment. This assignment should be 4-5 pages in MLA format.

Final Paper Due – May 12th
The final paper will include reflections of each workshop and an analysis of your experience planning and executing your group’s workshop. Include information about group dynamics, planning strategies, challenges, strengths and your impression of the impact of your workshop (self-evaluation). Each student must submit their analysis on the last day of class. Be sure to use the readings to support your analysis including references to 4-5 readings in this assignment. This final assignment should be 6-8 pages in MLA format.

REQUIRED SATURDAY WORKSHOPS:

Workshop Preparation Sessions:
Saturday, March 8th 10-5pm
Saturday, March 29th 10-5pm

RIKERS ISLAND WORKSHOPS: You must arrive on time to begin our security clearance.
April 4, 11, 25, May 2, 9th Time: 2:30-6pm
EXTRA CREDIT
Periodically throughout the semester there will be opportunities for extra credit. Students may propose an extra credit opportunity 1-week prior to the event. Upon completion of the extra credit opportunity, students must write a 2-3 page paper to receive 5 extra credit points. *Students may complete no more than 2 extra credit assignments over the course of the semester.* Extra Credit assignments are due within 14 days of attending the event.

REQUIRED TEXT:
The New Jim Crow, Girls Like Us, Teaching to Transgress, Girl Time, Queer (In)Justice, and a course packet with additional readings. All required texts are available at the NYU bookstore.

Course Schedule/Assignments

Week 1: Introductions, Goals, and Structure
1/27/14 Review syllabus
Group Introductions
*How do we establish a community of practice rooted in scholarly inquiry?*

Readings: “Social Construction of Difference”
“The Complexity of Identity”
Alexander, M. *The New Jim Crow* pgs 1-94

Week 2: Critical Dimensions of the Prison Industrial Complex
2/3/14 *What dimensions of the PIC remain hidden from public view? What are the intersecting social and political issues that inform the experience of the incarcerated?*

Readings: Alexander, M. *The New Jim Crow* pgs 95-172

Week 3: Race, Privilege, and Criminal Justice
2/10/14 *EVENT: Facing Our Truth: Trayvon Martin 10-minute Plays*
*Location:* National Black Theatre in Harlem

Readings: Alexander, M. *The New Jim Crow* pgs 173-248

**NO CLASS 2/17/14 – PRESIDENTS DAY**

Week 4: Defining the Prison Industrial Complex
2/24/14 Each group will have 15-minutes to set-up and present on their topic.
Reading: Drug Policy Alliance: Women, Prisons, and the War on Drugs”
Lloyd, R. Girls Like Us pg 1-99

Week 5: The War on Drugs
3/3/14 View: The House I Live In; a Documentary

Readings: Lloyd, R. Girls Like Us pgs. 101-288

Week 6: The Exploitation of Women and Girls
3/10/14 What factors contribute to the growing rates of incarceration amongst young women? What is the role of race and geographic proximity in defining the commercially exploited?

Readings: Mogul, J. Queer (In)Justice pgs 1-91
“Sexual Violence, Girls, and Juvenile Justice System,”
“Queering Anti-Prison Work”

SPRING BREAK – NO CLASS 3/17/14

Week 7: Policing Gender and Sexuality
3/24/14 How are queer and gender non-conforming youth criminalized? How is gender policed? In what ways do prisons police representations of race and gender identities?

Guest Speaker: Pooja Gehi, Attorney at Sylvia Rivera Law Project

Readings: Mogul, J. Queer(In)Justice pgs 92-159
“Rounding Up the Homosexuals”
“Out of Compliance”

Week 8: Changing the Narratives: Commercial Sexual Exploitation
3/31/14 How do we create opportunities for people to tell their own stories and transform the narrative around sexual exploitation?
View Film: Very Young Girls

Readings: Faber & Mazlish “Solving Problems Together: Six Steps that Engage Children’s Creativity and Commitment”
P21 Framework Definition
Carroll, Bates & Johnson. “Group Leadership: Strategies for Group Counseling Leaders”

Week 9: Arts, Education, and Social Justice
4/7/14 How do we teach to empower, build resilience, and cultivate leadership both within and outside of a carceral context? Where do theory and practice coalesce in a liberatory educational experience? What is the role of education in transforming lives?
Guest Speaker: Education Inside Out Coalition

Readings: hooks, b. *Teaching to Transgress*
“Lyrics on Lockdown”

Week 10: **Arts & Education In the Correctional Context**
4/14/14 *Who creates art within correctional facilities? What is the impact of the arts and community education in this context?*
Film: *We Just Telling Stories*

Readings: Winn, M. *Girl Time* pgs. Xiii-65
Kronenberg, D. “Towards an Empowerment Approach”

Week 11: **Arts & Education in the Correctional Context**
4/21/14 *Can arts and educational programming within carceral settings lead to sustainable social and personal change?*

Readings: Winn, M. *Girl Time* pgs. 65-149
Palidofsky, M “Fabulous, Females: Secrets, Stories and Hopes”

Week 12: **Perspectives on Trauma, Healing, and Transformative Justice**
4/28/14 *How do we define trauma and healing in the context of incarceration? What is transformative justice and is it a viable alternative to punishment?*

Guest Speaker: Catalyst for Community Healing

Readings: The Young Women’s Empowerment Project: Bad Line Encounter (BEL) Research Project
Schiraldi & Ziedenberg “How Distorted Coverage of Juvenile Crime Affects Public Policy”

Week 13: **Activism, Public Policy, and Advocacy**
5/5/14 *Who is advocating for young people in the prison system? What strategic approaches to advocacy and policy change have been successful?*

Week 14: **Final Reflections/Wrap-up**
5/12/14 Final reflection on the course and the Rikers workshops.

**Academic Integrity Statement:**
As a Gallatin student you belong to an interdisciplinary community of artists and scholars who value honest and open intellectual inquiry. This relationship depends on mutual respect, responsibility, and integrity. Failure to uphold these values will be subject to severe sanction, which may include dismissal from the University.
Examples of behaviors that compromise the academic integrity of the Gallatin School include plagiarism, illicit collaboration, doubling or recycling coursework, and cheating.

Please consult the Gallatin Bulletin or Gallatin website: www.gallatin.nyu.edu/academics/policies/policy/integrity.html for a full description of the academic integrity policy.