OVERVIEW
Rates of detention among girls in the US continue to increase even as overall rates of youth incarceration rates have steadily declined in the last decade. Since young women represent a significantly smaller population within the juvenile justice system overall, fewer resources are allocated to address the underlying causes of incarceration and recidivism amongst young women under 21. This course will investigate the causes and experiences of incarceration amongst girls, women, and people who identify as LGBTQ. In the process, students will design and facilitate a five-week arts & education program for incarcerated girls at a juvenile detention facility on Saturday mornings April-May.

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?

Course Objectives/Goals:
• Students will read texts closely to understand the intersections of race, gender, and sexuality in constructing criminalizing notions of social deviance and criminality.
• Students will understand the ways trauma can contribute to incarceration for both cis-gender and transgender women.
• Students will study arts education pedagogy and evaluate the impact of this approach inside a juvenile detention facility.
Students will collaborate on the design and facilitation of an arts based educational workshop to be offered at Rikers Island Correctional Facility.

Students will provide written documentation of their experience inside the classroom, in the workshop design process, and at Rikers.

EXPECTATIONS:

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

*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.

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.**

**Grading:**

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

**Attendance and Participation – 20%.** This includes attendance, class participation in small group work and class discussions. Your contributions in discussions should demonstrate that you have read the assigned texts. You are expected to be on time to every class and workshops in the jail.

**Three Papers – 40%.** Three written assignments:

**Gender in Prisons:** In this first written assignment offer an analysis of how prisons reinforce gender normativity. What are the consequences of breaking gender norms? What role does race play in the kinds of punishment that queer and transgender people experience in prisons? **Write 4-5 pages on this topic citing assigned texts to support your analysis. (10pt) Due March 6th**

**Design Process Analysis:** In this paper evaluate yourself, your peers, and document your team’s design process. Include observations, anecdotes from team meetings, personal reflections, and reference the readings to support your analysis. Explain why your group made the choices that you made in the design of this workshop and how will you determine whether or not the workshop was successful. **This paper should be 5-6 pages. Due April 3rd (10pt)**
Final Paper: Building off of your design process analysis, describe what happened in your workshop. What was successful? What was challenging? What would you do differently, if given another opportunity to lead this workshop? Evaluate your participation and that of your team members. Based on the criteria you established, was the workshop successful? How do you know? What evidence of learning did you see in the workshop? Describe these moments in detail. Be sure to use course readings to substantiate your claims. This paper should be 9-10 pages. Due May 13th (Submit via email) (20pt)

All written assignments should conform to MLA formatting.

All written assignments will be due at the beginning of class on the designated due-date. The final paper is due via email no later than 11:59pm. 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.

Prison Ed Workshop Planning and Execution – 40%. Your grade includes group collaboration, effective session design, execution, and debriefing.

Prison Education Workshops: Students are expected to work in groups of 3-4 on a lesson plan that they will facilitate with a class of incarcerated students. 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.

Workshop Structure:
Building a collaborative learning community with incarcerated 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.

Each 60-minute workshop should include the following components:

1. Introduction/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 incarcerated students share some of their artistic expressions with the entire class.
REQUIRED SATURDAY WORKSHOPS:
Saturday, February 25th 10-4pm at Gallatin

Students will be required to participate in Saturday workshops at a detention facility in the New York area. The workshops will be scheduled on Saturdays in the month March, April, and May.

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 activity, students must write a 2-3 pg. paper to receive 5 extra credit points. These points are applied toward your attendance and participation grade. 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 TEXTS:
Are Prisons Obsolete? By Angela Davis
Girls Like Us by Rachel Lloyd
Pedagogy of the Oppressed by Paulo Freire
Girl Time by Maisha T. Winn
Queer (In)Justice by Joey Mogul
Additional readings

Recommended Texts:
The New Jim Crow
Global Lockdown
The Revolution Starts At Home
Arrested Justice: Black Women, Violence, and America’s Prison Nation
Pushout: The Criminalization of Black Girls in School

Course Schedule/Assignments:
Assigned readings are to be completed during the week listed.

Week 1: Introductions, Goals, and Structure
1/23/17

Week 2: Defining the Prison Industrial Complex
1/30/17 What is the Prison Industrial Complex?

“Social Construction of Difference” p. 5-8
“The Complexity of Identity”

Week 3: Race, Gender, and the Criminal Justice System
2/6/16
Reading: Are Prisons Obsolete? p. 59-118

Special Event: Screening of 13th and discussion at Gallatin 6pm

Week 4: The Criminalization of LGBTQ People
2/13/17
Readings: Queering (In)justice p. xi-158
“Queering Anti-Prison Work” p. 73-85

NO CLASS 2/20/17 – PRESIDENTS DAY

Week 5: The ‘War on Drugs’
2/27/17 Film: The House I Live In

Reading: “Latinas and the ‘War on Drugs’ in the United States, Latina America, and Europe”
Lloyd, R. Girls Like Us p. 1-99

BEYOND THE BARS CONFERENCE AT COLUMBIA UNIVERSITY MARCH 3-5TH

Week 6: Criminalizing Victims: Sexual Exploitation of Women and Girls
3/6/17 Film: Very Young Girls

Readings: Girls Like Us p. 101-288

SPRING BREAK – NO CLASS 3/14/16

Week 7: Social Justice Education
3/20/17 Workshop Demonstrations

Readings: Pedagogy of the Oppressed p. 1-207
“Solving Problems Together: Six Steps that Engage Children’s Creativity and Commitment”

Week 8: Arts In Carceral Settings
3/27/17 Workshop Demonstrations

Readings: Girl Time p. xiii-105
“Group Leadership: Strategies for Group Counseling Leaders”
“Lyrics On Lockdown”

Week 9: Personal Narratives of Healing and Justice
4/3/17 Design Process Analysis Due
Readings:  Girl Time p. 105-160
“Towards an Empowerment Approach”

Week 10:  Gender Violence and the State
4/10/17

Readings:  “How We Won the Mainstream but Lost the Movement”
“The Only Freedom I Can See”

Week 11:  Creative Interventions
4/17/17

Readings:  “Making Our Stories Matter”

Week 12:  Movement Building for Transformative Justice
4/24/17

Readings:  “What Does It Feel Like When Change Finally Comes?”

Week 13:  Activism, Advocacy, and Public Policy
5/1/17

Readings:  Schiraldi & Ziedenberg “How Distorted Coverage of Juvenile Crime Affects Public Policy”

Week 14:  Final Reflections/Community Potluck
5/8/17

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 for a full description of the academic integrity policy:
www.gallatin.nyu.edu/academics/policies/policy/integrity.html