Gallatin School of Individualized Study
LYRICS ON LOCKDOWN
CLI-UG.1444
Fall 2016
Mondays 6:20-9pm
Class Location: 25 West 4th Street, Room C7

Professor Piper Anderson
Email: pva1@nyu.edu

Office Hours: Mondays 4-6pm by appointment
1 Washington Pl, Room 431

OVERVIEW
This course will focus on the use of the arts and education as tools for criminal justice reform. Mass incarceration has spawned much debate and controversy. In recent years, the debate has shifted sharply in the direction of reform and alternatives as state and federal governments recognize the social and economic consequences of mass incarceration. The emerging bipartisan support for reform is in large part the result of more than a decade of grassroots social justice efforts to transform public opinion on prisons and criminal justice policy. Many of the groups at the helm of this movement against mass incarceration, incorporate multidisciplinary artistic expression to educate and organize communities. Poetry (including spoken word & Hip-Hop), music, film, theatre, and visual arts are all tools that have been used to examine what mass incarceration is, how it affects society, and how organizers can act as change agents in this struggle. Students will learn how to use these tools and develop workshops with a clear educational objective. The course will feature guest lectures, film screenings, community events, and performances. Students will be required to participate in developing and facilitating an arts-based educational workshop, which they will facilitate with young people at a secure juvenile detention facility.

COURSE LEARNING GOALS:
In this course students will explore the following:

i. What is mass incarceration? What are the factors that contribute to the U.S prison crisis? Why is it a topic of controversy?
ii. What is Social Justice Education? What is the role of education in prevention and reducing recidivism amongst young people?
iii. How are the arts currently used in correctional facilities? What is the role of the arts in empowering “inside” populations?
iv. What are the current discussions surrounding criminal justice reform and alternatives to incarceration? Who are the individuals and groups organizing in response to these issues? What strategies are used to mobilize communities? What resources are available to educate people?
EXPECTATIONS:
Attendance: Students are responsible for attending class weekly having completed all assignments and readings as outlined in the syllabus. Attendance will be recorded and will impact 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.** Each class missed thereafter will result in the loss of one half of 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 class 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 5 assignments – four individual and one group (see below). The grading will be determined as follows:

- **Class Participation** – 20%. This includes attendance and class participation, which includes discussion of readings and participation in class activities (**including ALL Saturday sessions**). Students will be expected to reference readings in class **EVERY** session.
- **Workshop Planning and Execution** – 40%. Includes preparation sessions, performance in the field, workshop analysis, and journals.
- **4 Written Journal Assignments** – 40%. Includes analysis of the readings, participation and collaboration on project and final analysis of workshop design and facilitation process.

Journal assignments must be printed and submitted at the start of class on the assigned due date. Extensions will only be granted under extraordinary circumstances, and only when requested prior to the due date. Late assignments will receive a 5-point deduction.

EXTRA CREDIT OPPORTUNITIES:
On occasion an event will occur at NYU or in the community that I will encourage you to attend. If you choose to attend a recommended event, **you may write a 2-3 pages reflection paper** about the event and the connection to your work in the class. Any other extra credits such as film screenings, relevant readings, or cultural events must be approved prior to completion. Extra credit assignments are due within 14 days after attending the event. **No extra credit will be accepted after December 5th.**

ASSIGNMENTS:
**Journal Assignments (40%) (Due Dates: October 3rd, October 31st, and November 28th):** There will be four reflective journal papers assigned during this course. The first three journals should be between 4-5 pages. Journals must conform to all conventions of academic writing; double spaced, typed, in MLA format. In the first three assignments you must cite at least two course readings to support your analysis. **Plagiarism will not be tolerated.**

**Final Journal Assignment (DUE December 14th):** The final journal assignment will include reflections of **each** workshop you facilitated and participated in 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) as well as connections to readings, lectures and other materials presented in class. Each student must submit their analysis on the assigned date. **This final assignment should 8-10 pages.** The final paper must conform to all conventions of academic writing; written in MLA format with at least 4-5 course readings cited to support your analysis. Papers are to be dropped in my mailbox on the 4th Floor at Gallatin.

**Rikers Island Workshops (40%)**: Students are expected to work in groups of 4-5 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 journals to reflect on their own contributions and that of their peers through out the workshop planning and facilitation process. We will visit Rikers Island as a class for five weekly sessions beginning in November.

**A. Workshop Structure:**
Building a collaborative learning community with Rikers Island students will be a central focus of the course. University student-teachers will be responsible for planning and leading a series of arts-based workshops with a clearly defined educational goal, and 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, we will structure each class session (more or less) as an independent module that is not dependent on attendance to previous workshops. Each 60-minute workshop must include the following components:

1. **Introduction**

2. **Original Arts-based Educational Workshop, led by student-facilitators**

3. **Evaluation and large-group wrap-up discussion and/or student showcase during which the Rikers Island students share their artistic expressions with the entire class.**

**B. Workshop Planning:**
During the initial eight-weeks of class, we will begin to finalize plans for the weekly Rikers Island workshops. Students will work in small groups of 4-5 students to devise a detailed plan of action for one workshop. A number of pedagogical approaches should be used. By week six, each small group will choose their focus and begin developing a workshop plan.

Students will attend two workshop preparation sessions on Saturdays. During these Saturday sessions students will be expected to “test run” their workshops with their classmates and receive critical feedback on content and facilitation.

**Workshop Preparation Sessions: At Gallatin in room 432**
Saturday, September 24th 10-4pm

*Breakfast will be provided.

SPECIAL EVENTS
#CloseRikers Rally at the Rikers Island
September 24th at 5pm
We will travel to the rally together following our workshop at NYU.

**Students will be required to meet outside of class to effectively complete the workshop planning.**

C. Detailed Lesson Plan:
DUE: October 24th. Provide a printed copy to me prior to facilitating your workshop. Use the lesson planning template distributed to you at the first Saturday workshop.

The initial lesson plan is a preliminary plan. Your group will likely make changes to your plan after you’ve been to Rikers Island and gotten to know the group. A final lesson plan should be emailed to me the evening before your workshop session at Rikers.

**VERY IMPORTANT: *Please time each activity or discussion. Generally, no single activity should be over 10 minutes.***

D. Workshop Execution
The Rikers Island class of approximately 15-20 adolescent (16-18 year old) students will be in attendance for each workshop. Each week, a different group of NYU Student-Facilitators will be responsible for leading one workshop. Each workshop will be evaluated in class the Monday following the workshop at Rikers. In evaluating the workshop execution, emphasis will be placed on the group’s preparedness, energy, and creativity in conveying ideas, facilitating activities and engagement of Rikers students in activities and discussions. Bear in mind that because of the nature of facilitating a workshop in a jail, facilitators must remain flexible and resourceful. **BE PREPARED.** You will also be evaluated on how well you can deal with unexpected change. If things interfere with your plan, you must be ready to work around them. Have a plan B.

Rikers Island Workshops
Workshops are held on Saturdays. Dates are TBD.

All students are required to complete a Dept of Corrections Volunteer Application that will include a Criminal Background Check.

Students may be required to attend a Security Briefing at the Dept of Corrections Headquarters on a date to be determined.

**REQUIRED TEXTS:**
This course requires 7 assigned texts: Available at the NYU Bookstore.
The New Jim Crow
Are Prisons Obsolete
Incarceration Nations
Pedagogy of the Oppressed
From Education to Incarceration
For White Folks Who Teach in the Hood
Writing My Wrongs
Just Mercy

All other short readings will be available via Google Drive.

**ACADEMIC INTEGRITY:**
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 (http://gallatin.nyu.edu/academics/policies/integrity.html)

**RELIGIOUS OBSERVANCE:**
If you need to miss class to observe a religious holiday please inform me of your absence from class via email. You must complete and submit all assigned work on the first day following the holiday.

**COURSE/ASSIGNMENT SCHEDULE**

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<thead>
<tr>
<th>Week 1</th>
<th>Topic: Introduction, Goals &amp; Structure</th>
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<tbody>
<tr>
<td>Mon– 9/12</td>
<td>Introductions and discussion and explanation of course goals, expectations, and create community guidelines.</td>
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<tr>
<td>For Next Week:</td>
<td>READ:</td>
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<td></td>
<td>Three short readings on identity and social location from Readings for Diversity and Social Justice</td>
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<tr>
<td></td>
<td>Coates, Ta-Nehisi. “A Case For Reparations”</td>
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<td></td>
<td>The New Jim Crow pp. 1-136</td>
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<tr>
<th>Week 2</th>
<th>Topic: Root Causes of the PIC Part 1: Structural Inequality in the U.S</th>
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<tr>
<td>Mon– 9/19</td>
<td>Discuss readings and analyze systemic oppression, power, and privilege in the United States. Origins of the Prison Industrial Complex</td>
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<tr>
<td>For Next Week</td>
<td>READ:</td>
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<tr>
<td></td>
<td>Three readings on class from Readings for Diversity and Social Justice</td>
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Week 3
Mon– 9/26
Topic: Root Causes of the PIC Part 2: The War On Drugs
View Documentary: *The House I Live In*
Objectives: Origins of the ‘War on Drugs’ and how it impacts communities of color.
READ:
For Next Week: *Are Prisons Obsolete?*
“How Distorted Coverage of Juvenile Crime Affects Public Policy”

Week 4
Mon – 10/3
Topic: The School to Prison Pipeline
Objectives: Investigate the relationship between school discipline policies, race, and the criminalization of youth.
For Next Week:
READ: *Pedagogy of the Oppressed* pp.1-183
*From Education to Incarceration* Part I-III

**NO CLASS ON 10/10**

Week 5:
Mon-10/17
Topic: From Incarceration to Education
Objectives: How can education be used as a tool for empowering young people and ending the school-to-prison pipeline?
For Next Week:
READ:
*From Education to Incarceration* Part IV-V
“Six Steps to Engage Children’s Creativity”

Week 7
Mon – 10/24
Topic: The Social Justice Educator
Objectives: What must emerging education practitioners understand about themselves and the students and communities they work with in order to practice a commitment to social justice?
For Next Week:
READ:
*For White Folks Who Teach In The Hood* Intro-Ch. 6
Brave New Voices Introduction

Week 8
Mon - 10/31
Topic: Arts, Activism, and Education
Objectives: What is the role of the arts in youth development and civic engagement?
What does effective arts education pedagogy look like in practice?
For Next Week
READ: *For White Folks Who Teach in the Hood* Ch. 7-Conclusion
“Hip Hop and the Aesthetics of Criminalization”

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<tr>
<th>Week 9</th>
<th>Topic: Cultural Organizing to End Mass Incarceration</th>
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<tr>
<td>Mon - 11/7</td>
<td>How can the tools of art making be used to for the purposes of public education, community organizing, and policy advocacy?</td>
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<tr>
<td>Objectives:</td>
<td>READ: Incarceration Nations P. 1-101</td>
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<td>For Next Week:</td>
<td>“An Overview of the History and Theory of Transformative Justice”</td>
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<tr>
<th>Week 10</th>
<th>Topic: Restorative Justice vs. Transformative Justice</th>
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<tr>
<td>Mon – 11/14</td>
<td>What is Transformative Justice? What is restorative justice? How are alternatives to prisons and policing being employed as alternatives to prisons and policing?</td>
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<td>Objectives:</td>
<td>READ: Incarceration Nations P. 102-306</td>
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<td>Just Mercy</td>
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<td>For Next Week:</td>
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No Class Meeting on 11/21 - Thanksgiving

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<tr>
<th>Week 12</th>
<th>Rikers Island Work</th>
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<tr>
<td>Mon – 11/28</td>
<td>Discussion and analysis of experiences. In class time to work on lesson plans.</td>
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<td>Objectives:</td>
<td>READ: Writing My Wrongs</td>
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<td>For Next Week</td>
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<tr>
<th>Week 13</th>
<th>Rikers Island Work</th>
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<tr>
<td>Mon – 12/5</td>
<td>Final reflections on Rikers workshops, preparation for final session at Rikers, last chance to turn in extra credit assignments.</td>
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<td>Objectives:</td>
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<th>Week 14</th>
<th>Final Class</th>
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<tr>
<td>Mon – 12/12</td>
<td>Debrief work at Rikers Island, complete course evaluations, and community appreciations and potluck.</td>
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