

ED 573: Prison Education: Community-based Education and Social Change
Claremont Graduate University
Summer, 2017

Instructor: Tessa Hicks Peterson, Ph.D
Class times: Tuesdays and Thursdays, 12:00 p.m. – 4:15 p.m.
Class location: CGU, McManus 35 and California Rehabilitation Center (men’s prison)
Office hours: Tuesdays and Thursdays, 4:15-5:00 & by appointment
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“If you have come to help me, you are wasting your time. But if you have come because your liberation is bound up with mine, then let us walk together...”

-- Lila Watson, Australian Aboriginal woman

Course Purpose:

This course will explore how community-based education projects can be framed as strategies for social change in our local communities. The course will explore the praxis of community-building and social change through interdisciplinary scholarship, in-class dialogues, curriculum development and teaching, critical reflection and analysis, and community engagement. Bridging the divide between academia and activism, this course provides students with an opportunity to create and facilitate curriculum based on critical pedagogies within the educational setting of a local, men’s prison, the California Rehabilitation Center. Through experiential learning (on-going participation in this community-campus partnership), students will engage in hands-on applications of community-based education and, through this engagement, students will become aware of local knowledge, assets, and alternative education projects. Examining literature on activist scholarship, this course will explore the complex intersections of charity, service, social justice, and alternative educational practices as well as uncover the underpinnings (current debates, ethical dilemmas, and theoretical approaches) of community-based, critical education. Finally, students will investigate the roles and responsibilities of the community-based educator and the politics and history of conducting research and educational initiatives in fractured communities generally and with incarcerated communities in particular. Ethics will be rigorously explored and practiced in a weekly community engagement prison practicum, including how to negotiate issues of responsibility, respect, and reciprocity as they relate to participation with locally incarcerated men. As a result of the course, students should gain a greater understanding of the principal concepts of social responsibility and prison education generally and the courses stated learning outcomes in particular.

“Teachers open the door. You enter by yourself”

- Unknown

Course Learning Outcomes:

1. Develop a working knowledge of theories and principles related to community-based and critical education.
2. Develop and practice curriculum development and facilitation/teaching skills.
3. Expand knowledge of diverse strategies and methods for creating social change.
4. Gain understanding of the structural stratification that occurs in education, utilizing the prison industrial complex and mass incarceration as the case study and reality framing this course.
5. Examine the roles, responsibilities, and ethics of an applied scholar and the politics and history of doing activist scholarship in marginalized communities.
6. Understand the principal concepts of social responsibility (intercultural effectiveness, self-knowledge, community knowledge, and interpersonal competency).
7. Building relationships between the inside-out students so that they learn from each other and new perspectives, as well as to actively engage in critical pedagogy

“In this classroom, the instructor’s role will be to call forth, with subtlety and grace, the voices of those in the class, through dialogic exchange among equals.”

- Lori Pompa

Course Structure

There are various components of this course: reading, writing, class discussions, student-facilitated lesson plans, dialogues and activities, and community engagement. Your total participation in each facet of the course is crucial to your individual success in this class (i.e., the grade you earn) and to the collective success of our efforts at creating community-based education in our local community (and the commitments we have made to our community partnership). This class promises to challenge, inspire, invigorate and teach you; your promise (by virtue of your enrollment and consistent participation) is to give back fully to the course content (fully completing all readings and writings, as well as community engagement activities). Thus, expect a rigorous commitment of time and personal/mental energy and expect to receive much in return. Accordingly, your participation (in terms of being consistently present, well-read and vocal at each class) is not only something expected in respect to your grade but out of respect for your peers. Similarly, your familiarity and compliance with CGU’s Student Code of Conduct and academic honesty is to be assumed. It is also expected that you will complete all readings and writing assignments, (submitting papers to the class Canvas website, on the due date; that is, the day an item is listed on the syllabus). It is up to you to become familiar with the Canvas class website and visit it between classes for announcements, returned assignments and more. Assignments will be docked a ½ grade for each day that they are turned in late (i.e., from an “A” to an “A-“).

“‘Radical’ is from a Latin words that means ‘root.’ Radical means going to the roots of the matter, and the roots of the spirit. A radical person is a person who searches for meaning and affirms community.

- Ed Chambers, Roots for Radicals

Practicum: Community Engagement through Partnership with CRC

The purpose of this course is to learn from and give back to local communities and engage directly in community based education and social change. This community-campus partnership with CRC has been thoughtfully established and carefully maintained. Open communication, accountability, respect, reciprocity and consistent participation are keys to the success of these partnerships; please take this component of the course seriously and follow through on your commitments. You will be expected not only to contribute respectfully in the partnership, but also to reflect critically on the experience through regular writings and discussions in this course. I will make every reasonable effort to accommodate students with disabilities; if students need to request accommodations or need additional assistance, feel free to contact the Academic Support Services Office at campus extension 73553. If you feel you are faltering in your ability to keep up with the course content and community engagement obligations, please see me immediately.

In this course we confront social, cultural, political and structural issues, histories, and power dynamics related to community-based education and to the prison industrial complex. The realities of seeking educational collaborations within the workings of the prison industrial complex result in an experience that has tremendous potential but is also inherently problematic, (given what it means for us to engage in critical, liberatory educational practices within an environment informed by the systems of domination and punishment). These issues will be explored in the class to prepare you for this component of prison education but, generally speaking, you will need to execute the height of respect, responsibility, open-mindedness, and accountability. Working within the prison system also requires that you be willing to adhere to their standards, time frames, rules, and circumstances, which requires tolerance, flexibility and patience. Given the nature of this course, there are specific aims of our partnership and boundaries that surround it which we need to be mindful of. Most importantly, the purpose of this endeavor is to co-create an experience of rigorous learning and teaching and giving and receiving for our individual and collective aims for education and social change. Outside students are not coming in to “save,” “help,” or “serve,” inside students, nor should anyone use the context of this class for the purpose of inciting havoc or manipulating this opportunity for one’s own personal agenda, whatever it is. It is a privilege we are all afforded to pursue the possibility of this prison education partnership and we must take the opportunity seriously. We must also be mindful of the boundaries of our relationships—as such, only first names will be used by all students and teachers/ lecturers; no contact will occur between inside and outside students aside from our class time; confidentiality will be expected (but within limits—if anyone reveals intentions to hurt themselves or others, authorities will be notified); privacy about individual backgrounds will be expected and roles/expectations of each student will be maintained. Further discussion about this will ensue in the course orientations, which will take place the first day of class. Perhaps most important of all of this is to remember to abide by the dress code of the prison and bring your state ID each Thursday (or you will not be let inside).

“Compassion is not a relationship between the healer and the wounded. It’s a covenant between equals. [...] Compassion is always, at its most authentic, about a shift from the cramped world of self-preoccupation into a more expansive place of fellowship, of true kinship.”

–Gregory Boyle, Tattoos on the Heart

Course Requirements

Class time:

The classes will be held July 10 - August 11, once per week at CGU and once per week at the California Rehabilitation Center in Norco (30 minutes from Claremont). Each Tuesday we will review the week’s readings together in class so come prepared for rigorous intellectual discourse of that week’s readings (most all readings are under the “File” section of Canvas). Each week, a designated pair of students will lead a reading discussion, facilitating the dialogue with prepared questions and specified structure for a review of the readings. Thursdays we will go together to the CRC men’s prison. Each week, a designated pair of students will design and facilitate a lesson plan for a group of to 20 incarcerated college students. Students can create lessons on the topic of their choosing (relating to their own areas of expertise and/or the course readings and articulated interests of the men inside), framed within a critical pedagogy approach, and the other class members will act as assistants/ peer students in the class to support the lesson plan, with each person offering their reflection/observation assessment of the class afterward.

Assignments:

Personal biography:

Write a brief autobiography focusing on who you are as it relates to your interest in community-based education and social change. What life experiences have shaped your values? What role did aspects of your identity and background (place, race, culture, gender, socioeconomic status, religion, and/or family position) have in shaping those values? What experience, if any, have you had related to community education or making social change? What life experiences might bias your perspective about the phenomenon you want to study? **Submit approximately 5 page biography into “Assignments” section of Canvas by 3pm, Friday, July 14.**

Class Engagement:

Students will take turns leading the facilitation of the reading debrief each Tuesday. Choose which readings appeal most to you and sign up the first day to lead the discussion that designated reading day. Pairs of students will facilitate together in any way they collectively choose to (structured discussion, powerpoint, informal dialogue, small groups, large group, debate, performance art, etc). **Submit facilitation design (focused on a few specific reading selections) into “Assignments” the Monday morning before your facilitation.**

Community engagement:

Design and implementation of lesson plan

Based on your own area of expertise or interest and/or your interpretation of the course materials and articulated interests of the men inside, create a 100 minute lesson plan, and then facilitate that with the incarcerated men in our community partnership. The lesson plan should be creative, dynamic, and taught with a critical pedagogy approach. You can design it in any way you like but be sure the curriculum design is professionally laid out and lists all components of the lesson (theme, learning goals, materials needed, timed agenda, etc). All students should review the lesson plan prior to our CRC visit to see how you might support your peer teacher. **Lesson plan, approximately 2 pages, due to “Discussion” section on the Monday morning before your facilitation. Please be sure to include any material you want to share inside as they will have to be cleared first.**

Reflection assessment:

After your facilitation of the lesson plan, write a brief reflection assessing what you think went well, what could have been improved, who benefited and how, and how this relates back to the theories of this course. **Post-teaching reflection assessment, approximately 2 pages, due on the Friday following your facilitation, into “Assignment” section.**

Observation assessment:

Based on your participatory observation of the other student-teachers, you will be tasked with giving this same kind of critical feedback to other classmates (assessing what you think went well, what could have been improved, who benefited and how, and how this relates back to the theories of this course). **Observation assessment, approximately 1 page, due on each Friday, into “Discussion” section.**

Final Paper:

Your final paper should reveal an in-depth critical analysis on the topic of community-based education and social change, *proposing a model that you believe best demonstrates the ethos of this concept*. You must include a brief literature review within this paper consisting of 5-10 sources regarding what relevant theories and practices exist in the field that inform, complicate, challenge and/or demonstrate the kind of community-based education and social change you are interested in. In addition to a review of relevant literature and interdisciplinary theories, you can draw lessons from the class readings, guest lectures, experiential activities, community engagement project, and personal experience. We will use engage in in-class peer reviews and critiques so be prepared to *share a polished draft with a classmate prior to the due date*. The aim is that you will exit this course with a publishable piece on this topic, a curriculum or program model, business proposal, or other practical product that demonstrates *praxis*. **Final paper should be approximately 15-20 pages, due by 9am Friday, August 11 into “Assignments”; this paper is worth 25% of your final grade (this includes a polished draft due in-class Tuesday 8/8).**

Evaluation plan:

In-class attendance and participation	10%
In-class reading facilitation	15%
Biography	10%
Community Engagement (lesson plan, teaching, reflection and feedback),10% each=	40%
Final Paper	25%

Total grade **100%**

Grading scale:

100-97 = A+; 96-93 = A; 92-90 = A-
89-87 = B+; 86-83 = B; 82-80 = B-
79-77 = C+; 76-73 = C; 72-70 = C-
69-67 = D+; 66-63 = D; 62-60 = D-
59-Below = F

Course Calendar:

The schedule (including assigned readings or due dates) below may change as the course unfolds. Changes will be announced in class and posted on Canvas. **Be sure to refer to the version of the syllabus and announcements that are posted on Canvas as the most up-to-date version since changes to this handout are to be expected.**

7.11, Tuesday:

Welcome, introductions, ice-breakers syllabus overview, 12:00 – 1:15
Break, 1:15 -1:45
You and “community-based education” and “social change” 2 - 2:30
Prison Industrial complex and prison education: (dis)orientation 2:30 – 3:30
Prepare for/ reflect on community engagement component, 3:30 – 4:15
Readings: *Turning Teaching Inside Out – Chapters 2, 4, and 13*
The New Jim Crow – Introduction and Chapter 5
Suggested viewing: Jarecki, E., The House I live in (documentary)

7.13, Thursday:

Meet at CGU for reading review and carpool, 12:00-12:45
Community-based education course at CRC, 1:30-3:20
Travel back and debrief, 3:30 - 4:15
Readings: *Are Prisons Obsolete (book)*
Dismantling the School-to-Prison Pipeline. NAACP
Service-Learning in Prison Facilities

7.13, Friday

Biography assignment due

7.17, Monday

CGU reading review and CRC lesson plan designs due

7.18, Tuesday:

Student-facilitated reading review, 12:00 - 1:30

Break, 1:30-1:45

Teacher-led in-class activities and discussion, 1:45 – 2:45

Break, 2:45 – 3:00

Final lecture, 3:00 - 4:15

Readings: *Pedagogy for Liberation*
Freire, P. Pedagogy of the Oppressed
Shor, I. Empowering Education
hooks, b. Teaching to Transgress
hooks, Teaching for Community
Malcolm X, The Autobiography of Malcolm X

7.20, Thursday

Meet at CGU for reading review and carpool, 12:00-12:45

Community-based education course at CRC, 1:30-3:15

Travel back and debrief, 3:30 - 4:15

7.21, Friday

Self-Reflection and Observation Feedback back due for this week's facilitator

7.24 Monday

CGU reading review and CRC lesson plan designs due

7.25, Tuesday:

Student-facilitated reading review, 12:00 - 1:30

Break, 1:30-1:45

Teacher-led in-class debate, 1:45 – 3:00

Break, 3:00 – 3:15

Final lecture, 3:15 - 4:15

Readings: *Rethinking Freire & conventional notions of epistemology and schooling*
Bowers, Rethinking Freire
Armstrong, *Community: Sharing one's skin*
Steinberg and Kincheloe, Students as Researchers
Bernal, et al., Chicana/Latina Education in Everyday Life
Tellez, *Doing Research at the Borderlands*
Calderon, Race, Poverty, and Social Justice, Chpt 1

7.27 Thursday:

Meet at CGU for reading review and carpool, 12:00-12:45

Community-based education course at CRC, 1:30-3:15

Travel back and debrief, 3:30 - 4:15

7.28, Friday

Reflection and Feedback back due for this week's facilitating team

7.31, Monday

CGU reading review and CRC lesson plan designs due

8.1, Tuesday:

Student-facilitated reading review, 12:00 - 1:30

Break, 1:30-1:45

Teacher-led in-class activity and discussion, 1:30 – 3:00

Break, 3:00 – 3:15

Final lecture, 3:15 - 4:15

Readings: Defining community change & alternative ways of teaching & learning

Kivel, Social Service or Social Change

Powers, Future Zarahs

Kretzman and McKnight, Building Communities

Verma, Be the Change

Sandy and Arguelles, Fusing Horizons

8.3 Thursday:

Meet at CGU for reading review and carpool, 12:00-12:45

Community-based education course at CRC, 1:30-3:15

Travel back and debrief, 3:30 - 4:15

8.4, Friday

Reflection and Feedback back due for this week's facilitating team

8.7, Monday

CGU reading review and CRC lesson plan designs due

8.8 Tuesday:

Student-facilitated reading review, 12:00 - 1:30

Peer review, 1:30 – 3:00

Break, 3:00 – 3:15

Final lecture, 3:15 - 4:15

Readings: Activist Scholarship and Community-Campus Partnerships

Hale, ed. Engaging Contradictions (select chapters)

Hicks Peterson, T. Engaged scholarship

Marullo & Edwards. From Charity to Justice

Ward & Wolf-Wendel Community-centered service-learning

Ginwright, S and James, T. From Assets to Agents of Social Change

First draft of final paper due IN CLASS

8.10, Thursday

Teacher-led review of reading and prep for CRC, 12:00 – 12:45

Travel to CRC & enter gates, 12:45 -1:30

Community-based education course at CRC, 1:30-3:15
Travel back and closing class session, 3:15 -4:15

8.11, Friday

*Reflection and Feedback back due for this week's facilitating team; **Final paper due***

Course texts

Books

Hale, Charles R. *Engaging Contradictions: Theory, Politics, and Methods of Activist Scholarship*. Berkeley: University of California, 2008. Print. (available in full, for free, online at <http://escholarship.org>)

Davis, Angela. *Are Prisons Obsolete?* 2003. New York: Seven Stories.

Articles/Book Chapters on “Files” section of Canvas

Armstrong, J. (1996) “Sharing One Skin: Okanagan Community”, in J. Mander and E. Goldsmith (eds) *Paradigm Wars: Indigenous Peoples' Resistance to Globalization*. San Francisco: Sierra Club Books.

Alexander, Michelle. (2010). *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York: The New Press.

Bernal, D.D., Elenes, C.A., Godinez, F.E., Villenas, S., Eds. *Chicana/Latina Education in Everyday Life: Feminista Perspectives on Pedagogy and Epistemology*. Albany: New York Press: 2006. Pp. 261-280

Bowers, C.A. & Apffel-Marglin, F., Eds. (2005) *Rethinking Freire: Globalization and the Environmental Crisis*. Mahwah: Lawrence Erlbaum Associates. Pp. 13-30 & 101-132

Calderon, J. *Race, Poverty, and Social Justice: Multidisciplinary Perspectives Through Service Learning*. Virginia: Stylus, 2007.

Davis, S., Roswell, B. (Eds.)(2013). *Turning Teaching Inside Out: A Pedagogy of Transformation for Community-Based Education*. New York: Palgrave MacMillian.

Freire, P. *Pedagogy of the Oppressed*. Continuum: 2000.

Ginwright, Shawn, and Taj James. "From Assets to Agents of Social Change: Social Justice, Organizing, and Youth Development." *New Directions for Youth Development* 2002.96 (2003): 27-46. Print.

Hawken, Paul. *Blessed Unrest: How the Largest Movement in the World Came into Being, and Why No One Saw It Coming*. New York: Viking, 2007.

Hicks Peterson, T. (2009). Engaged scholarship: reflections and research on the pedagogy of social change. *Teaching in Higher Education*. Special Issue, 14(5), 541-552

Hinck, Shelly Schaefer, Hinck, Edward A. and Withers, Lesley A. (2013) "Service-Learning in Prison facilities: interaction as a source of transformation" in Wood, Jennifer K., Novek, Eleanor, Hartnett, Stephen J., *Prison Communication, Activism, Research, and Education Collective.; Working for Justice : A Handbook of Prison Education and Activism*

hooks, bell. *Teaching Community: A Pedagogy of Hope*. New York: Routledge, 2003.

hooks, bell. *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge, 1994.

Kivel, Paul. Social Service or Social Change? INCITE! Women of Color Against Violence, Eds. *The Revolution Will Not Be Funded: Beyond the Non-Profit Industrial Complex*.

Kretzmann, J.P & McKnight, J.L. *Building Communities From The Inside Out; A Path Toward Finding and Mobilizing a Community's Assets*. Chicago: ACTA, 1993

Marullo, S., and B. Edwards. "From Charity to Justice: The Potential of University-Community Collaboration for Social Change." *American Behavioral Scientist* 43.5 (2000): 895-912.

NAACP Legal Defense and Educational Fund, Dismantling the School-to-Prison Pipeline. Rep. N.p.:
http://www.naacpldf.org/files/case_issue/Dismantling_the_School_to_Prison_Pipeline.pdf.

Powers, William. "Future Zarahs." *The Sun Magazine* Sept. 2008: n. pag.

Sandy, M. & Arguelles, L. (2005) "Fusing Horizons Through Conversations: A Grassroots Think-Tank Approach to Applied Research," in *Scholarship in Action: Applied Research and Community Change*, (Ed.) Linda Silka. Washington, DC: US Department of Housing and Urban Development PA

Shor, I. *Empowering Education: Critical Teaching for Social Change*. University of Chicago: 1992.

Steinberg S.R. & Kincheloe, J.L. (1998). *Students as Researchers: Creating Classrooms That Matter*. London: Falmer Press.

Tellez, M. (2005). Doing Research at the Borderlands: Notes from a Chicana Feminist Ethnographer. *Chicana/Latina Studies: The Journal of Mujeres Activas En Letras Y Cambio Social*, 4(2).

Verma, Rita. *Be the Change: Teacher, Activist, Global Citizen*. New York: P. Lang, 2010.

Ward, K. & Wolf-Wendel, L. (2000). "Community-centered service-learning: Moving from *doing for* to *doing with*". *American Behavioral Scientist*, 43 (2), 756-767.

X, Malcolm; Haley, Alex (1965). *The Autobiography of Malcolm X* (1st ed.). New York: Grove Press

Supplementary Study

Gilligan, J. Preventing Violence

Baca, S., *Coming Into Language*

Freire, P. & Shor, I. Pedagogy of Liberation

Jarecki, E., The House I live in (documentary)