**The School to Prison Pipeline**

**Autumn Semester 2020**

**ARTSCI 1138.xx**

**1 Credit**

**Day, Time, Place TBA**

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Office hours: Tuesdays 2-3:00pm and by appointment

**Course Description**

The surveillance of youth and the policing of their behaviors pervades the US education system so systematically that the phrase “school to prison pipeline” reflects its ubiquity. This course examines the causes for the pipeline in the roots of the juvenile justice system. We will consider how the pipeline is gendered, sexualized, and racialized, and how it affects young children and teens alike. We will also pay attention to the racial disproportionality of the pipeline, the ways that youth sexuality has been criminalized (especially for girls and gender non-conforming youth), the relationship between bullying and violence and the pipeline, and alternatives to incarceration and criminalization for youth behavioral issues. While the US has seen a drop in the number of youth incarcerated in recent years, the course considers whom this drop prioritizes and the severe challenges in undoing the prison nation’s impact on gender non-conforming girls, youth of color, and LGBTQ youth. We will also review some new policy initiatives in the City of Columbus and the State of Ohio seeking to reduce school push-out and the school to prison pipeline.

**Course Objectives**

* Define and describe the school to prison pipeline.
* Introduce the history of the school to prison pipeline and its contemporary structures.
* Examine the gender, sexual, and racial disproportionality of those youth affected by over-policing, arrest, and detention in US education systems.
* Consider effective alternatives to the prison pipeline, including policy interventions and restorative justice, especially in Columbus and the State of Ohio.

**Texts**

Readings are all available on Carmen or linked in the syllabus.

**Requirements and Grades**

This course has a Satisfactory/Unsatisfactory (S/U) grade. You must attend class (only two absences allowed, but not during class presentations in Week 13 when attendance is mandatory; no doctor notes please), come prepared by reading ahead of time, and bring your voice to our conversations.

You will also do a short graphic memoir (5-8 frames) of high school to reflect on yours or peers’ experiences of the themes we discuss. You will share these with classmates for a collective discussion during Week 13. We will prepare your memoirs over the whole semester, thinking of themes to develop as we go.

*If you do these things – come to class prepared, participate, share your own experiences - you pass the class!*

**Please Note:**

• You may miss two classes only and still pass the course. You may NOT miss the graphic memoir presentation class. That is mandatory for everyone to attend. I do not accept doctor’s notes. If you have a university-excused absence planned for a class meeting day, please be sure you plan ahead and use an allocated absence for that day.

• Contributing to class discussion will be a core aspect of our course’s success. I will do my best to create a lively and engaging classroom that is friendly and informal for class discussion. I expect you to match my energy and interest with your own!

• There are no written assignments for this class. You will do a creative assignment and share it with the class. See the last page of this syllabus for the assignment guidelines.

**Course schedule**

**Week 1.**

Introduction to the course

**Week 2. School “Safety” and the Policing of America’s Youth**

[The school to prison pipeline, explained.](http://www.justicepolicy.org/news/8775) (Justice Policy Institute)

[How the School-to-Prison Pipeline Works](https://www.teenvogue.com/story/how-the-school-to-prison-pipeline-works) (Teen Vogue)

**Week 3. School Push-Out**

Eve Tuck 2011, “Humiliating ironies and dangerous dignities: a dialectic of school pushout.” *International Journal of Qualitative Studies in Education* 24(7):

**Week 4. What is Zero Tolerance and why does it matter?**

Read the [policy brief](http://www.nea.org/assets/docs/alternatives-to-zero-tolerance.pdf) by National Education Association’s Child Trends and come prepared to discuss.

**Week 5. Status offenses and “feminine” behavioral control**

Cynthia Godsoe 2014, “Contempt, status, and the criminalization of non-conforming girls.” *Cardozo Law Review* 35(3), 1091-1116.

**Week 6. Gender and Sexual Non-Conformance and Push Out**

Katayoon Majd, Jody Marksamer, and Carolyn Reyes 2009, “Impact of Family Rejection and School Harassment on LGBT Youth Involvement in the Juvenile Justice System,” in *Hidden Injustice: Lesbian, Gay, Bisexual, and Transgender Youth in Juvenile Courts* (Legal Services for Children). Pages TBD.

**Week 7. Gender/Hyper-Masculinity/Race**

Victor Rios 2011, “Proving manhood: masculinity as a rehabilitative tool,” in his book *Punished: Policing the Lives of Black and Latino Boys* (NYU Press): pp 124-141.

**Week 8. Cash for Kids: Politics, Money, and the Prison-School-Industrial Complex**

In class viewing and discussion.

**Week 9. Sexting: Adolescent Sexuality and Criminalization**

Amy Adele Hasinoff “The criminalization consensus and the right to sext,” in her book, *Sexting Panic* (U of IL Press). Read only pp 25-33.

**Week 10. Why and When Did the US Being to Criminalize Youthful Behavior?**

Lisa Pasko 2008, “The wayward girl revisited: understanding the gendered nature of juvenile justice and delinquency” *Sociology Compass* 2/3: 821-836.

**Week 11. Alternate Visions of Youth Transgression**

Saidiya Hartman 2018, “The anarchy of colored girls assembled in a riotous manner” *The South Atlantic Quarterly* 117: 465-490.

**Week 12. In Class Memoir Presentations**

**Week 13. Policy Initiatives in Columbus and the State of Ohio**

In class policy reading and discussion.

**Week 14. Thanksgiving Break**

**Weeks 15. Abolition**

Erica Meiners 2011, “Ending the School-to-Prison Pipeline / Building Abolition Futures,” *Urban Review* 43: 547-565.

# Other course policies

## Academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 33355487). For additional information, see the [Code of Student Conduct](https://trustees.osu.edu/assets/files/RuleBook/CodeStudentConduct.pdf).

As defined in University Rule 3335-31-02, plagiarism is “the representation of another’s works or ideas as one’s own; it includes the unacknowledged word for word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas.” It is the obligation of this department and its instructors to report **all** cases of suspected plagiarism to the Committee on Academic Misconduct. After the report is filed, a hearing takes place and if the student is found guilty, the possible sanctions range from failing the class to suspension or expulsion from the university. Although the existence of the Internet makes it relatively easy to plagiarize, it also makes it even easier for instructors to find evidence of plagiarism. It is obvious to most teachers when a student turns in work that is not his or her own and plagiarism search engines make documenting the offense very simple. Always cite your sources’ always ask questions **before** you turn in an assignment if you are uncertain about what constitutes plagiarism. To preserve the integrity of OSU as an institution of higher learning, to maintain your own integrity, and to avoid jeopardizing your future, **DO NOT PLAGIARIZE!**

Other sources of information on academic misconduct (integrity) to which you can refer include:

* The Committee on Academic Misconduct web pages ([COAM Home](http://oaa.osu.edu/coam.html))
* Ten Suggestions for Preserving Academic Integrity ([*Ten Suggestions*](http://oaa.osu.edu/coamtensuggestions.html))
* Eight Cardinal Rules of Academic Integrity ([www.northwestern.edu/uacc/8cards.htm](http://www.northwestern.edu/uacc/8cards.html)

## Accommodations for accessibility

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options.  To establish reasonable accommodations, I may request that you register with Student Life Disability Services.  After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; [slds.osu.edu](http://www.ods.ohio-state.edu/); 098 Baker Hall, 113 W. 12th Avenue.

## Student Support Policies and Resources

**Mental Health Services.** As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life’s Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu/) or calling 614­-292-­5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614­-292-­5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-­800­-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org/).

**Title IX.** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at [http://titleix.osu.edu](http://titleix.osu.edu/)or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu.

**As an instructor**, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as an instructor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct or information about a crime that may have occurred on Ohio State’s campus with the University. Students may speak to someone confidentially by calling 1-866-294-9350 or through the [Ohio State Anonymous Reporting Line](https://secure.ethicspoint.com/domain/media/en/gui/7689/index.html).

**Recovery Support.** The Collegiate Recovery Community (CRC) is a supportive peer community on campus for students in recovery from a substance use disorder or who may be currently struggling with substance use.  The CRC is located in room 1230 of Lincoln Tower and meets regularly on Wednesdays at 5pm. Stop by or visit [go.osu.edu/recovery](http://go.osu.edu/recovery) or email [recovery@osu.edu](https://email.osu.edu/owa/redir.aspx?SURL=vDpMgLEDYgenszJNzTEC9x_MIbVa4wFE5yl-foogkndPJWf5pKbSCG0AYQBpAGwAdABvADoAcgBlAGMAbwB2AGUAcgB5AEAAbwBzAHUALgBlAGQAdQA.&URL=mailto%3arecovery%40osu.edu) for more information.

**Student Advocacy.** The Student Advocacy Center can assist students with appeals, petitions and other needs when experiencing hardship during a semester. Learn more at <http://advocacy.osu.edu/>.