COURSE DESCRIPTION

Defining the Problem

“Institutionalized rejection of difference is an absolute necessity in a profit economy which sees outsiders as surplus people. As members of such an economy, we have all been programmed to respond to the human differences between us with fear and loathing and to handle that difference in one of three ways: ignore it, and if that is not possible, copy it if we think it is dominant, or destroy it if we think it is subordinate. But we have no patterns for relating across our human differences as equals. As a result, those differences have been misnamed and misused in the service of separation and confusion.”

—Lorde, A. (1984, p. 115)

“The ‘school-to-prison pipeline’ refers to the policies and practices that push our nation’s schoolchildren, especially our most at-risk children, out of classrooms and into the juvenile and criminal justice systems. This pipeline reflects the prioritization of incarceration over education.”

—American Civil Liberties Union (para. 1, 2008)

Background, Vision, Goals, and Objectives

Discipline and Punish

In 1977, Foucault posited our society as one predicated on a system of control originating from our disciplinary structures, beginning with indentured servitude, evolving into slavery and the military industrial complex, and culminating today in the prison industrial complex. These disciplinary structures impart social order throughout the population—into each family and individual—by means of the institutions of schools, social service providers, and places of worship, among others. Though disciplinary structures that employ negative sanctions are generally the least effective form of social control, the kinds of disciplinary structures our society has used and continues to use are, in fact, based on the idea of social control through the imposition of ever-increasing negative sanctions (Foucault, 1995). The following statistics clearly illustrate the impact of this approach to social control on the establishment and proliferation of schools as breeding grounds for prisons for some students (and as not breeding grounds for prisons for other students):
While 17% of public school children are Black (African American), 41% of special education placements are Black, and of those 85% are male;
Black men are 8% of public school students nationwide but constitute 37% of the suspensions;
Approximately 800,000 black men are in prison while 500,000 are in college;
More black men receive their G.E.D.’s in prison than graduate from high school;
80% of incarcerated men and 93% of incarcerated women, regardless of race, never finished high school;
In 2007, the average cost of annual per capita incarceration was $23,876...
This annual cost of incarcerating a felon is more than the annual cost of educating two students at a public flagship university, three students at a public state university, four students at public community college, or five students in the average PK-12 public school district;
Ex-convicts, regardless of race, who receive at least a bachelor’s degree while incarcerated (for non-pathological crimes) are 97% less likely to re-offend than are those who do not;
For every $1 invested in education and training, $2.5 is paid back in taxes;
In 2007, aggregate state budgets spent 7% or $49 billion on corrections, up from $11 billion in 1987; $5 billion more was spent on federal corrections;
Prison construction surpassed college construction for the first time in 1995...
Prison-building expenditures jumped by $926 million;
University construction dropped by $954 million;
Between 1987-2007, there has been a...
127% increase in expenditures on corrections;
21% increase in educational spending.

(Bazos & Hausman, 2004; Stowers, 1998; The Pew Center on the States, 2008; paras. and pp. AUR)

White female teachers, who comprise over 90% of the public PK-12 teaching ranks, are least likely to refer white girls for special education placements and most likely to refer Latino and black boys for such placements, regardless of the educational context (rural, suburban, urban) in which they teach or the enrollment demographics (high or low minority or income) they face (Clark, 2004; Howard, 2006). Ascribed with formal power in making these referrals, these teachers often give little thought to alternative strategies for addressing the behavior prompting their referral. Any attempt by students at risk for referral to thwart such action—through appropriate self-advocacy or out-and-out resistance—is viewed as grist for the referral mill. As these dynamics of power play out, little regard is given to the violent impact such referrals have on the lives of referred students for whom such referrals are all too often but the first step on the road to incarceration (Clark, 2004; Harry & Klingner, 2006).

The Promise of Sociopolitically-Located Multicultural Education

These trends are deeply disturbing, strongly suggesting the need for the comprehensive integration of multicultural educational theory and practice into teacher education curricula, as well as for sustained and fortified recruitment and retention efforts to engage minority teacher candidates (Clark, 2002, 2004, 2012; Clark & O’Donnell, 1999; Irizarry, 2011; Ladson-Billings, 2006; Nieto & Bode, 2011). The increasingly rapid resegregation of schools across the country has further exacerbated the proliferation of majority minority schools as breeding grounds for prisons, leaving these schools in the most dire circumstances—with the fewest and most poorly trained teachers, again, 90% of whom are white, middle-class, women with little to no understanding of the sociopolitical and sociocultural realities of their students (Clark, 2004; Clark & O’Donnell, 1999; Howard, 2006). Thus, minority students in majority minority schools are faced with a “choice” between an education that disproportionately tracks them into special education or that unilaterally offers them a substandard one—hence, they are faced with no choice at all. In recognizing the hostile nature of this predicament, many of these students deliberately self-select out of the education system (Clark, 1993). Others meet
the same fate with less deliberation—being kicked out, pushed out, encouraged to opt, stop, or drop out by the teacher attitudes or aptitudes, curricular or pedagogical practices, and/or disciplinary structures that build schools into breeding grounds for prisons (Clark, 1993; Stowers, 1998).

Toward the development of multicultural education as a tool for reclaiming schools organized as breeding grounds as prisons, multicultural educators must:

- Introduce and meaningfully engage the school-to-prison pipeline topic within the teacher education curricula, grounding it in both an historical and present-day context;
- Examine curricular and pedagogical practices in teacher education and, consequently in PK-12 education, that encourage the proliferation of the school-to-prison pipeline;
- Investigate the “classroom management” and/or disciplinary practices of in-service PK-12 teachers that create and recreate the school-to-prison pipeline;
- Articulate, in great detail, what good (i.e., sociopolitically located, multicultural) education looks like it—education that dismantles the school-to-prison pipeline by reconceptualizing it as imparting critically-conscious learning, supporting the practice of democratic citizenship, and facilitating engagement in progressive action in all academic and professional arenas by producing students who are as outstanding in what the know and can do as they are ethical and principled in who they are;
- Strategize as to how to establish and maintain schools that can and do provide such good education, especially given the economic and political machinery invested in maintaining an educational status quo to the contrary;
- Articulate roles that the field of education as a whole, and teacher education in particular, must play in seeking to prevent schools from becoming breeding grounds for prisons, as well as to positively reinvent schools already functioning as such;
- Discuss the specific responsibilities that teacher education policymakers, teacher education professional organizations, teacher education schools and colleges, leaders and practitioners in teacher education, teacher education students, in-service teachers, PK-12 students, and the parents of PK-12 students have for revealing and dismantling the school-to-prison pipeline, as well as in creating the new educational contexts in which good education is realized (Clark 2004).

Course Points of Entry

This course examines the school-to-prison pipeline from the following five points of entry:

1. theoretical—understanding the research value of the school-to-prison pipeline as research “in the public interest;”
2. conceptual—defining the school-to-prison pipeline;
3. practical—looking at the school-to-prison pipeline in practice, especially how it impacts Latino and black male students;
4. philosophical—exploring where the school-to-prison pipeline comes from, what brought it about, why it persists, and toward what ends; and,
5. axiomatic—enacting sociopolitically-located multicultural education to dismantle the prison industrial complex of which the school-to-prison pipeline is a part.

This course assumes graduate level pre-requisite knowledge of multicultural education in a sociopolitical context and of basic critical ethnographic research skills.

A Word About Sources

The school-to-prison pipeline as a topic of academic and activist concern is long-standing (especially preceding the use of the term “school-to-prison” to describe it); this concern has exploded in the last 30 years, especially the last 10 years. As such the information available on this topic is extensive, but also rapidly changing. As a result, in this course we will focus on key historical sources, the most current information, and particularly on school disciplinary practices. Please keep these foci in mind as you conduct your course-related research.

Sources (cited above)

American Civil Liberties Union (ACLU) (2008). Locating the school-to-prison pipeline. Retrieved on November 17, 2010 from:  
http://www.aclu.org/images/asset_upload_file966_35553.pdf

http://www.ceanational.org/research.htm


**A Word About Perspective**

This course, like all courses, has a point of entry into debate, something it wants to show you, a position, a perspective; it, like all courses, is not neutral or objective. Given this, it is important that you understand that you need not embrace the course perspective in order to be successful in it. You are strongly encouraged to be a critical thinker about everything in this course, including its perspective. You will be assessed based on the quality of your scholarship in this course. If you articulate perspectives contrary to the course’s and support those perspectives with scholarship in accordance to the course learning expectations you will be academically successful in the course. If you articulate perspectives in concert with the course’s but do not support your perspectives with scholarship in accordance with course learning expectations, you will not be academically successful in the course. You will be challenged to produce good scholarship. Your perspectives will be interrogated and supported as is appropriate to the course perspective, but assessment is predicated upon good scholarship regardless of your individual and/or the course’s perspectives.

**Perspective on Black Male Youth and the School-To-Prison Pipeline**

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<td>Black Male Youth Unheard</td>
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<td>Leadership for Humanity</td>
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Texts
Available from the University Bookstore or Online


**Additional Formal Readings**
Posted on WebCampus


Rethinking Schools (Winter 2011-2012). Stop the school to prison pipeline. *Rethinking Schools, 26*(2), 1-64.

Learning Expectations/Methods of Evaluation

1. **Class Attendance and Participation—15% Individual Project**

**Class Attendance Policy**

You should be aware that the nature of learning in this course is cumulative (for example, understanding concepts discussed in the third class is to some degree contingent upon having attended the first and second classes). Therefore, it is crucial that you attend every class.

If a class is missed due to illness or an emergency, you are personally responsible for acquiring all the information missed from other students. In so doing, it is strongly recommended that you consult more than one classmate as individual interpretations of the information may vary.

You will sign a class attendance sheet at the beginning of each class. If you arrive to class late, you will sign a late class attendance sheet at the conclusion of each class. Class attendance points will be pro-rated when you arrive late.

**Participation in Class Discussion and Activities**

You are expected to participate in class discussion of all assigned readings, films/videos reviews, and any other assigned or impromptu activities (e.g., listserv discussions, role plays, simulations), as well as other students’ presentations as is appropriate.

2. **Assigned Reading/Video Viewing—30% Individual Projects**

Completion of Assigned Reading/Video Viewing will be assessed through class participation, the analysis and intervention project, and the disciplinary practices project (see below), as well as the Reading Assignments delineated here. You should be prepared, and are expected, to participate in class discussion of all assigned reading/video viewing.

**Individual Weekly Reading/Viewing Analyses—20% (cumulative)**

For each BODY OF WEEKLY reading assignments (text and additional readings posted to WebCampus) and, where relevant, corresponding film/video viewing assignments, students will write a 1-2 page SUMMARY analysis. You must complete 8 of the 13 possible analyses, of which at least one must be on each text, no more than two can be on any text, and only one can be on the Davis text. The length of these reflections should be determined by the content, not the reverse. Analyses should weave your personal narrative of (reaction to) to the readings/videos with your critical analysis of them. Analyses should be thoughtful; you are expected to engage in self-critique, to comment on and/or critique the contributions of the chapter authors/videographers, to bring in related narratives from other sources in a critically conscious manner (e.g., comments from friends or family with whom you have discussed the reading), as well as to integrate relevant learnings gleaned from other academic sources (e.g., readings from another class, independent research, etc.). BE CREATIVE! Analyses should be type written using formal APA (American Psychological Association) guidelines as is appropriate for their content. (See guidelines, attached)

**Popcorn Process—10% (cumulative)**

Each week, student names will be randomly selected. When selected, each student will:

1) give a brief (2-3 minute) summary of a specific portion of the reading/video viewing assignment (e.g., the first chapter, the second article, etc.) from her/his perspective;

2) pose a critical question about, offer a critical insight on, engage the class in an innovative activity to illustrate, etc., the reading to generate an exchange of ideas about it (2-5 minutes); and then,

3) facilitate the class conversation that ensues (time-frame here is flexible, depending on what comes up in the conversation, etc.).

I (Christine) will ensure that no one student is over, or under, “popped” (based on the random nature of selection). There is no hand-in component to this assignment, though feel free to bring any kind of aids you might want to use to support your popcorn efforts, understanding that if you are not called, you may have to delay using them and/or develop new ones appropriate to subsequent reading assignments.

3. **Disciplinary Practices Project—40% Pair/Trio Project**

Preliminary Project Sources (Full Text Articles Posted on WebCampus)

http://www.indiana.edu/~equity/events.php

Project Overview

In pairs (or trios depending on course enrollment numbers), you will identify an in-service PK-12 public school teacher whose classroom you will visit seven times (for two hours each visit) over the course of the semester. Pairs can divide the labor on these visits or conduct all the visits as a team—if the labor is divided, pairs will need to develop their “observational framework” (detailed below) in such a way as to “control for” differences in observational orientations and/or biases that may arise from differences in content knowledge, personal and professional experience, and dimensions of identity (race, class, gender, etc.).

During each visit you will observe the teacher’s “classroom management” and/or disciplinary practices and take detailed notes on your observations (following basic critical ethnographic research methodological protocols—protocols that pairs are expected to research prior to beginning their observations; enact in developing, implementing, and assessing their observations; and discuss in their project reports). Identification of the in-service teacher at focus in this project should be made, to the greatest extent possible, through one or both of the project pairs pre-existing relationship with an appropriate teacher. Once identified, project pairs should thoughtfully request permission to conduct the observations—first “unofficial” permission from the teacher should be secured, then “official” permissions from the appropriate school site personnel, followed by permissions from the teacher’s students’ parents/guardians, and, finally, permissions from the teacher’s students. You should not disclose the explicit purpose of the observations (i.e., “classroom management” and/or disciplinary practices) as this could influence teacher and student behavior in ways that will confound your observations (of course, their behavior will be influenced to some extent just by your presence in the classroom, but you should work hard to become as unobtrusive in the classroom as possible—obviously, you should welcomingly engage the teacher and students at the beginning and end of each observation visit, but set clear limits around your non-engagement with them during the formal observation period; accordingly, you should be prepared to ignore or, where necessary, put into check, attention getting-behavior that students might display for your benefit, and to resist temptation, invitation, provocation, etc., to get involved in classroom activities (including conflicts that might emerge, unless someone’s health or safety is at issue). What you should disclose is that you are engaging in the practice of basic critical ethnographic research-informed observation and related note taking for a graduate level multicultural education course at the university. If more information is requested, let me know so that we can talk further about how to share it before you actually do share it.

Pairs will need to develop an “observational framework” or guide for their classroom observations—what are looking for, why, how will you identify it, etc. Based on the school-to-prison pipeline focus of this course, these frameworks should pay careful attention to how the teacher’s classroom management and/or disciplinary practices impact students based on color (since you will very likely not be able to reliably discern race or ethnicity), sex/gender (again, to the extent that you can reasonably reliably discern this based on student appearance and/or other signifiers), and socioeconomic class background (once again, to the extent that you can reliably discern this from students’ classroom “presentation”—in this case, based on what you might hear them, their parents, the teachers say about where they live, places they frequent, experiences they have in their neighborhoods, etc.), among other dimensions of identity considered...
to be of import to multicultural education and/or that you believe have salience. Be very careful not to draw
stereotypical assumptions about teacher or student identities (and related behaviors, motivations, etc.)—especially related to
race and class—based solely on your observations. Instead, look for other data sources to verify your observational
hypotheses/triangulate your observational data.

- What, if any, correlations between students’ color, first language, sex, neighborhood of origin, etc., and the teacher’s approach to
interacting with them in the classroom do you see?

- How do these correlations relate to the school-to-prison pipeline?

Keep in mind that even if you conduct your observations in a school in which the teacher and all of her/his
students share, for example, a racial identity that your findings may still be highly relevant to the school-to-prisonpipeline focus, you may just need to turn that focus on its head by asking questions like:

- For whom is school rarely or never a pipeline to prison, and why?

- What are the “classroom management” and/or disciplinary practices that lead to this inevitability, and why?

Your project experience should be recounted in a 15-20 page paper to be handed into me (Christine) the same day
we discuss them in class. Accordingly, pairs should prepare a brief (15 minute) formal presentation of their project
process and findings. Both the paper and the presentation must include equal participation of both pair members and
should:

1) briefly summarize the assignment, your pair’s approach to the assignment, and how your pair did/did not work
together (be honest—each member of the pair should write an independent summary of the pair process, then,
together, they should compare and contrast their individual summaries in a jointly written one, all three summaries
should be included);

2) describe your pair’s observation site—the teacher, the classroom, the students (and their parents/guardians), the
school, and the school community setting, as well as how you went about gaining access/permission to conduct your
observations there;

3) describe your pair’s “observational framework,” and how you went about developing it in relationship to basic
critical ethnographic research methodology (this section should contain a brief review of the literature on critical
ethnographic observation);

4) summarize your pair’s observational experiences part 1—how did you implement your “observational framework” in
a manner consistent with basic critical ethnographic research methodology (this part of this section should reference
the literature you review in the preceding section as is appropriate);

5) summarize your pair’s observational experiences part 2—what were your key observational findings (this part of this
section should critically integrate references to the course texts, additional readings, the preliminary sources for this
project referenced above, and independent research sources that you conduct for this project); and

6) summarize your conclusions—could you find a correlation between the teacher’s “classroom management” and/or
disciplinary practices and the school-to-prison pipeline, if so, what was the nature of this correlation (i.e., was it
related to race, class, sex/gender, etc.), if not, why do you think you couldn’t, etc.

The paper should be type written using formal APA (American Psychological Association) guidelines as is
appropriate for its content. (See guidelines, attached)

4. Analysis and Intervention Paper—15% Individual Project

Individually you will construct an original analysis of the school-to-prison pipeline based on the sum total of
your learning in this course and related personal and/or professional experiences. Your analysis should:

1) describe the problem of the school-to-prison pipeline as you understand it (what is it);
2) discuss how you see it and the factors that you see impacting it and why (what does it look like, how does it operate,
where did it come from, why does it exist).

Once you have completed your analysis, you should then:

3) develop and articulate (in comprehensive detail) a viable intervention for disrupting and dismantling the school-to-
prison pipeline (how do we get rid of it and what should exist in its place) that is grounded in:

a) a comprehensive sociopolitically located multicultural education;
b) all the course texts, additional readings, independent research sources from the Disciplinary Practices Project; and,
c) independent research that you conduct for this paper.

Your analysis and intervention should be recounted in a 5-7 page paper to be handed in to me (Christine) the same day we discuss them in class. The paper should be type written using formal APA (American Psychological Association) guidelines as is appropriate for its content. While we will discuss your completed papers informally in class the day they are due, you do not need to prepare a formal presentation. (See guidelines, attached)

Criterion for Evaluation and Grading

You will be evaluated on class attendance, class participation, and the completion of all other learning expectations. You will be graded on the quality of your contributions to class, and your papers—your creativity, the degree to which your understanding of the class material is reflected, the degree to which your ideas are developed, and, your timeliness. Each paper and corresponding presentation/reflection has its own grading rubric included in its guidelines.

Grading Rubric

A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=59% and below

No incompletes will be given unless you have a documented medical/psychiatric concern.

Teaching Expectations

1. Overall Class Facilitation
2. Office Hour/Phone Availability
3. Student Support and Affirmation
4. Periodic Reminders of Deadlines
5. Other

Methodology

1. Problem Posing Discussion/Activities
2. Educational Technology (Films/Videos/Internet)
3. Individual Reading Assignments
4. Individual Writing Assignments
5. Individual Projects and Presentations
6. Pair/Group Projects and Presentations

Statement on Academic Integrity

The university has approved a Code of Academic Integrity available on the web at http://studentconduct.unlv.edu/misconduct/policy.html. The code prohibits you from cheating on exams, plagiarizing papers, submitting the same paper for credit in two or more courses without authorization, buying papers, submitting fraudulent documents, forging signatures, etc. The code strives to promote a ‘community of trust’ on our campus. Please be advised that Turnitin.com is an online resource through which any paper/project content can be searched against the entire body of content on the Internet for duplication. Papers purchased through paper writing mills will have duplicate content. Content copied and pasted from websites and/or any other electronic resource will show up as duplicated content. Thus it is always best to do original work.
Equal Educational Opportunity Policy Statement

In accordance with federal, state, local, university, college of education, and my (Christine’s) personal policy (especially with respect to the 1964 Civil Rights Act and Section 504 of the Americans with Disabilities Act), access to equal educational opportunity based on race; color; ethnicity; Deafhood; geographic origin; immigration status; language; caste; socioeconomic class background; employment status; sex; gender; gender identity and expression; family configuration; sexual orientation; physical, developmental, or psychological ability; Veteran’s status; age or generation; religious, spiritual, faith-based, or secular belief; physical appearance; environmental concern; political affiliation; and, on the basis of the exercise of rights secured by the First Amendment of the Constitution of the United States, among other categories of social identity, is paramount. Every effort will be made to arrange for reasonable accommodations to ensure that such opportunity exists and is measurable in terms of equality of outcome.

Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681)

Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681) is an all-encompassing federal mandate prohibiting discrimination based on the gender of students and employees of educational institutions receiving federal financial assistance. Sex discrimination includes sexual harassment, sexual violence, and/or discrimination related to pregnancy. In compliance with Title IX, the University of Nevada, Las Vegas prohibits discrimination in all programs and activities, including employment on the basis of sex or gender. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: http://www.unlv.edu/diversityinitiatives/titleix

If anyone in a supervisory, managerial, administrative or executive role or position, such as a supervisor, department chair, or director of a unit, receives a complaint of alleged discrimination or sexual harassment, or observes or becomes aware of conduct that may constitute discrimination or sexual harassment, the person must immediately contact one of the identified Title IX Coordinators to forward the complaint, to discuss it and/or to report the action taken. Title IX complaints must be immediately provided to the Title IX Coordinator.

Disability Resource Center (DRC)

UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, offering reasonable accommodations to qualified students with documented disabilities. Students who have a disability that may require accommodations should contact the Disability Resource Center (DRC) for a services assessment.

The DRC is the official office to review and house disability documentation for students, and to provide them with an official Academic Accommodation Plan to present to the faculty if an “official” accommodation is warranted. Any information you provide DRC staff in the process of exploring accommodation possibilities will be held in strictest confidence. To maintain confidentiality, do not approach your professor before, during, or after class (if others are present) to discuss accommodation questions.

The DRC is located in the Student Services Complex (SSC-A), Room 143. DRC contact numbers are: Voice (702) 895-0866, TDD (702) 895-0652, and Fax (702) 895-0651. For additional information, please visit: http://drc.unlv.edu/

Tutoring

The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. The ASC is located across from the Student Services Complex, #22 on the current UNLV map. To learn more about the tutoring services and other academic resources the ASC offers, please call (702) 895-3177 or visit: http://academicsuccess.unlv.edu/tutoring/

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance.

Appointments may be made in person or by calling (702) 895-3908. The student’s UNLV ID Card, a copy of the target assignment (where relevant), and/or two copies of any writing to be reviewed are requested for the consultation. For more information, please visit: http://writingcenter.unlv.edu/

Religious Observance

Any student who may need to miss class quizzes, examinations, or other class or lab work due to religious observances shall be given an opportunity during the semester in which the observance occurs to complete (make-up)
missed work. The work eligible for completion is only that missed due to religious observances absence(s). To take advantage of this policy, students must notify instructors no later than the last day of late registration of her/his intention to participate in religious observances that do not fall on state holidays or periods of class recess. In the event that administering a quiz or examination at an alternate time would impose an undue hardship on the instructor or the university, this policy will not apply, but instructors are encouraged to work with students to pursue other options. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531

In the discussion of politically complex and charged issues it is often necessary to explore terminology and concepts that, on occasion, may be vulgar, derogatory, or in other ways make us uncomfortable. Please understand that it is necessary to engage in these discussions in order to come to a critical and comprehensive understanding of the manifestations of prejudice and discrimination so that, subsequently, we can learn how to deconstruct and assuage them. If you become particularly distressed about any discussion please speak to me (Christine) or our course graduate assistant (where relevant) immediately.

Guests

Please feel free to bring friends and/or family to class. Guests are always welcome as long as they demonstrate appropriate respect for the learning that is taking place. If you need to bring young children due to childcare issues, please bring something for them to do/play with to keep them more or less occupied so that you can pay attention to the class.

Statement on Learning

You will not be spoon-fed learning expectations nor given a recipe to follow to complete them. The syllabus explanation or guidelines for each learning expectation is to serve as an outline. You are responsible for discovering, through reading, dialogue, and research, the information that will flesh out the outline.

Statement on Health

You are of no use to yourself or others if you are not healthy. Please take the time to eat right, exercise, and get enough rest. You, your family, your schoolwork, everything will be better for it.

E-Mail

Faculty and staff should use students' UNLV e-mail accounts. The account with the @unlv.nevada.edu suffix is UNLV's only "official" e-mail system for students. It is a primary way students receive "official" university communication (e.g., information about deadlines, major campus events, announcements, etc.). All UNLV students receive such an account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. Students wishing to received course communications via a different e-mail address should add that address to the course contact list passed out in class the first two weeks of the semester.
WEEK 1—Welcome and Class Orientation
August 26
Welcome/Go Round
Review of Syllabus
BREAK—You can leave gracefully at this point if you have decided not to take the course
Brief Discussion of the Idea of Problem-Posing as Conceptualized by Brazilian Educator Paulo Freire

- Brief History on Paulo Freire, Literacy Brigades
- Banking versus Problem-Posing Education
- Master of Knowledge (expert) versus Facilitator of Learning
- Students as empty receptacles into which teachers as experts make deposits of knowledge to fill them up versus
- Students as ALWAYS having pre-existing knowledge about every subject on which teachers as facilitators build by asking problem-posing questions to enable students to discover new knowledge
- Students as Subjects versus Students as Agents in their own education
- Problem-Posing Questioning:
  - What do you see?
  - Is there a problem, issue, concern?
  - Is it your problem, issue, concern?
  - What can you do about the problem, issue, concern?

Discussion of Popcorn Process
Discussion of/Decision on Disciplinary Practices Project Groupings and Optional Informal Reports

Assignments:
SERIOUSLY Review Syllabus AND Assignment Guidelines
Disciplinary Practices Meetings/Reports
Book 1—Alexander (pp. ix-96); and Articles by Schoem, Hurtado, Sevig, Chesler, & Sumida (pp. 1-21), and by Lawrence (pp. 1353-1403) Posted on WebCampus
Reading and Viewing (when relevant) Analyses
Popcorn Process Preparation

WEEK 2—Book 1 (Alexander), and Schoem, Hurtado, Sevig, Chesler, & Sumida, and Lawrence
September 2
Hand In Reports
Review Commitments
Overview of Dialogic Communication and Intergroup Dialogue

- Dialogue as Listening for Understanding
- Discussion as Serial Monologuing
- Debate as Listening to Gain Advantage
- Intent versus Impact
- Explaining versus Owning or Taking Responsibility
- “Suspending Judgment”
- “Holding” (an important theme that emerges over an appropriate period of time)
- Creating “Third Space” (a place where we bring “First Space” or personal knowledge, ideas, and opinions and talk about them using “Second Space” or group knowledge, norms, and etiquette
- Developing an Awareness of Personal Triggers/Flashpoints
- How Will We Demonstrate Respect for Everyone’s Perspective?
- How Will We Ensure that Everyone is Included? (that no one person or group dominates)

Popcorn Process and Further Dialogic Discussion

Assignments:
Disciplinary Practices Meetings/Reports
Book 1—Alexander (pp. 97-177)
View the Video—“Bastards of the Party”—On Media Reserve, Lied Library; view and integrate in your weekly analyses by detailing your reaction to it—don’t write a video review, tell me what you thought and/or felt about the video in relationship to your reading of the Alexander reading (also think about the implications of it for intergroup dialogue related to the school-to-prison pipeline)
Reading and Viewing (when relevant) Analyses
Popcorn Process Preparation
WEEK 3—Book 1 (Alexander)  
September 9

Hand In Reports  
Review Commitments  
Popcorn Process and Further Dialogic Discussion  
Interactive Lecture

Assignments:  
Disciplinary Practices Meetings/Reports  
Book 1—Alexander (pp. 178-262)  
Reading and Viewing (when relevant) Analyses  
Popcorn Process Preparation

WEEK 4—Book 1 (Alexander)  
September 16

Hand In Reports  
Review Commitments  
Popcorn Process and Further Dialogic Discussion

Assignments:  
Disciplinary Practices Meetings/Reports  
Book 2—Foucault (pp. 3-134); and Monograph by Justice Policy Institute (pp. 1-48) Posted on WebCampus  
Reading and Viewing (when relevant) Analyses  
Popcorn Process Preparation

WEEK 5—Book 2 (Foucault) and Justice Policy Institute  
September 23

Hand In Reports  
Review Commitments  
Popcorn Process and Further Dialogic Discussion

Assignments:  
Disciplinary Practices Meetings/Reports  
Book 2—Foucault (pp. 135-230)  
View the Video—“The Plea” and “Deadline”—On Media Reserve, Lied Library; view and integrate in your weekly analyses by detailing your reaction to them—don’t write a video review, tell me what you thought and/or felt about the videos in relationship to your reading of the Foucault reading (also think about the implications of it for intergroup dialogue related to the school-to-prison pipeline)  
Reading and Viewing (when relevant) Analyses  
Popcorn Process Preparation

NO CLASS September 30—National Association for Multicultural Education (NAME) 25th Anniversary Conference, New Orleans, LA, Extra Credit Option

WEEK 6—Book 2 (Foucault)  
October 7

Hand In Reports  
Review Commitments  
Popcorn Process and Further Dialogic Discussion

Assignments:  
Disciplinary Practices Meetings/Reports  
Book 2—Foucault (pp. 231-308)  
Reading and Viewing (when relevant) Analyses  
Popcorn Process Preparation

WEEK 7—Book 2 (Foucault)  
October 14
Hand In Reports
Review Commitments
Popcorn Process and Further Dialogic Discussion

Assignments:
Disciplinary Practices Meetings/Reports
Book 3—Kim, Losen, & Hewitt (pp. 1-77); and Magazine by Rethinking Schools (pp. 1-64), and Blog Post by Denson (Tiff file 1 and 2) Posted on WebCampus
View the Video—“Failing Marks: The School to Prison Pipeline”—available online at: http://www.youtube.com/watch?v=YPIfBLdXUmr8; view and integrate in your weekly analyses by detailing your reaction to them—don’t write a video review, tell me what you thought and/or felt about the video in relationship to your reading of Kim, Losen, & Hewitt (also think about the implications of it for intergroup dialogue related to the school-to-prison pipeline)
Reading and Viewing (when relevant) Analyses
Popcorn Process Preparation

WEEK 8—Book 3 (Kim, Losen, & Hewitt), and Rethinking Schools, and Denson
October 21

Hand In Reports
Review Commitments
Popcorn Process and Further Dialogic Discussion

Assignments:
Disciplinary Practices Meetings/Reports
Book 3—Kim, Losen, & Hewitt (pp. 78-146); and Article by Peck (pp. 52-57) Posted on WebCampus
Reading and Viewing (when relevant) Analyses
Popcorn Process Preparation

WEEK 9—Book 3 (Kim, Losen, & Hewitt) and Peck
October 28

Hand In Reports
Review Commitments
Popcorn Process and Further Dialogic Discussion

Assignments:
Disciplinary Practices Meetings/Reports
Book 4—Winn (pp. ix-106)
Reading and Viewing (when relevant) Analyses
Popcorn Process Preparation

WEEK 10—Book 4 (Winn)
November 4

Hand In Reports
Review Commitments
Popcorn Process and Further Dialogic Discussion

Assignments:
Disciplinary Practices Projects Due
Book 4—Winn (pp. 107-160)
View the Video—“900 Women”—On Media Reserve, Lied Library; view and integrate in your weekly analyses by detailing your reaction to it—don’t write a video review, tell me what you thought and/or felt about the video in relationship to your reading of Winn (also think about the implications of it for intergroup dialogue related to the school-to-prison pipeline)
Reading and Viewing (when relevant) Analyses
Popcorn Process Preparation

WEEK 11—Book 4 (Winn)
November 11—Disciplinary Practices Projects Due

Review Commitments
Popcorn Process and Further Dialogic Discussion
Disciplinary Practices Project Presentations/Hand In Project Papers
Assignments:
Book 5—Bahena, Cooc, Curie-Rubin, Kuttber, & Ng (pp. 1-208)
View the Videos—“My World” available online at: http://www.youtube.com/watch?v=C4qASIBFWhE and “Book ‘Em: Undereducated, Overincarcerated” on Media Reserve, Lied Library; view and integrate in your weekly analyses by detailing your reaction to them—don’t write a video review, tell me what you thought and/or felt about the videos in relationship to your reading of Bahena, Cooc, Curie-Rubin, and Kuttber (also think about the implications of it for intergroup dialogue related to the school-to-prison pipeline and Youth Voice).
Reading and Viewing (when relevant) Analyses
Popcorn Process Preparation

WEEK 12—Book 5 (Bahena, Cooc, Curie-Rubin, Kuttber, & Ng)
November 18
Review Commitments
Popcorn Process and Further Dialogic Discussion

Assignments:
Book 5—Bahena, Cooc, Curie-Rubin, Kuttber, & Ng (pp. 209-282)
Reading and Viewing (when relevant) Analyses
Popcorn Process Preparation

**NO CLASS NOVEMBER 25th**

WEEK 13—Book 5 (Bahena, Cooc, Curie-Rubin, Kuttber, & Ng)
December 2
Review Commitments
Popcorn Process and Further Dialogic Discussion

Assignments:
Book 6—Davis (pp. 9-118 (ALL)); and Article by Clark (pp. 37-46) Posted on WebCampus
View the Videos—“The Life of David Gale” on Media Reserve, Lied Library and review the FFLIC website at: http://www.fflic.org/school-to-prison-pipeline; view and integrate in your weekly analyses by detailing your reaction to them—don’t write a video/website review, tell me what you thought and/or felt about the videos in relationship to your reading of Davis (also think about the implications of it for intergroup dialogue related to the school-to-prison pipeline and Responses/Solutions).
Reading and Viewing (when relevant) Analyses
Analysis and Intervention Papers Due

WEEK 14—Book 6 (Davis) and Clark
December 9—EXAM PERIOD—Analysis and Intervention Papers Due
Popcorn Process and Further Dialogic Discussion
Analysis and Intervention Paper Informal Discussion/Hand In Papers

**OVERVIEW**

**NO CLASS SEPTEMBER 30th**

**NO CLASS NOVEMBER 25th**

Disciplinary Practices Projects November 11th

Analysis and Intervention Papers December 9th
Individual Weekly Reading/Viewing Analyses Guidelines

For each BODY OF WEEKLY reading assignments (text and additional readings posted to WebCampus) and, where relevant, corresponding film/video viewing assignments, students will write a **1-2 page SUMMARY analysis. You must complete 8 of the 13 possible analyses, of which at least one must be on each text, no more than two can be on any text, and only one can be on the Davis text.** The length of these reflections should be determined by the content, not the reverse. Analyses should weave your personal narrative of (reaction to) to the readings/videos with your critical analysis of them. Analyses should be thoughtful; you are expected to engage in self-critique, to comment on and/or critique the contributions of the chapter authors/videographers, to bring in related narratives from other sources in a critically conscious manner (e.g., comments from friends or family with whom you have discussed the reading), as well as to integrate relevant learnings gleaned from other academic sources (e.g., readings from another class, independent research, etc.). BE CREATIVE! Analyses should be type written using formal APA (American Psychological Association) guidelines as is appropriate for their content.

1-2 pages

**APA Format**
- Running Head
- Title Page
- Margins/Page Numbers
- Abstract
- Bibliography
- Etc.

**Organization**
- Grammar
- Sentence Structure
- Syntax
- Punctuation
- Paragraphs
- Development of Ideas
- Flow of Ideas

**DEMONSTRATION OF SUMMARY SKILL**
- Etc.

**Introduction**
- Personal Narrative of/Reaction to Readings/Videos

**Analyses**
- Critical Analyses of Readings/Videos
  - Thoughtful Self-Reflection/Self-Critique
  - Thoughtful Commentary on/Critique of Author/Videographer Contributions
  - Critically Conscious Delineation of Related Narratives from Other (Non-Academic) Sources
  - Integration of Relevant Learnings Gleaned from other Academic Sources

**Conclusion**
- BE CREATIVE!
Pair/Trio Disciplinary Practices Project
Guidelines I

Preliminary Project Sources (Full Text Articles Posted on WebCampus)

http://www.indiana.edu/~equity/events.php


Project Overview

In pairs (or trios depending on course enrollment numbers), you will identify an in-service PK-12 public school teacher whose classroom you will visit seven times (for two hours each visit) over the course of the semester. Pairs can divide the labor on these visits or conduct all the visits as a team—if the labor is divided, pairs will need to develop their “observational framework” (detailed below) in such a way as to “control for” differences in observational orientations and/or biases that may arise from differences in content knowledge, personal and professional experience, and dimensions of identity (race, class, gender, etc.).

During each visit you will observe the teacher’s “classroom management” and/or disciplinary practices and take detailed notes on your observations (following basic critical ethnographic research methodological protocols—protocols that pairs are expected to research prior to beginning their observations; enact in developing, implementing, and assessing their observations; and discuss in their project reports). Identification of the in-service teacher at focus in this project should be made, to the greatest extent possible, through one or both of the project pairs pre-existing relationship with an appropriate teacher. Once identified, project pairs should thoughtfully request permission to conduct the observations—first “unofficial” permission from the teacher should be secured, then “official” permissions from the appropriate school site personnel, followed by permissions from the teacher’s students’ parents/guardians, and, finally, permissions from the teacher’s students. You should not disclose the explicit purpose of the observations (i.e., “classroom management” and/or disciplinary practices) as this could influence teacher and student behavior in ways that will confound your observations (of course, their behavior will be influenced to some extent just by your presence in the classroom, but you should work hard to become as unobtrusive in the classroom as possible—obviously, you should welcomingly engage the teacher and students at the beginning and end of each observation visit, but set clear limits around your non-engagement with them during the formal observation period; accordingly, you should be prepared to ignore or, where necessary, put into check, attention getting-behavior that students might display for your benefit, and to resist temptation, invitation, provocation, etc., to get involved in classroom activities (including conflicts that might emerge, unless someone’s health or safety is at issue). What you should disclose is that you are engaging in the practice of basic critical ethnographic research-informed observation and related note taking for a graduate level multicultural
education course at the university. If more information is requested, let me know so that we can talk further about how to share it before you actually do share it.

Pairs will need to develop an “observational framework” or guide for their classroom observations—what are looking for, why, how will you identify it, etc. Based on the school-to-prison pipeline focus of this course, these frameworks should pay careful attention to how the teacher's classroom management and/or disciplinary practices impact students based on color (since you will very likely not be able to reliably discern race or ethnicity), sex/gender (again, to the extent that you can reasonably reliably discern this based on student appearance and/or other signifiers), and socioeconomic class background (once again, to the extent that you can reliably discern this from students' classroom “presentation”—in this case, based on what you might hear them, their parents, the teachers say about where they live, places they frequent, experiences they have in their neighborhoods, etc.), among other dimensions of identity considered to be of import to multicultural education and/or that you believe have salience. Be very careful not to draw stereotypical assumptions about teacher or student identities (and related behaviors, motivations, etc.)—especially related to race and class—based solely on your observations. Instead, look for other data sources to verify your observational hypotheses/triangulate your observational data.

- What, if any, correlations between students’ color, first language, sex, neighborhood of origin, etc., and the teacher’s approach to interacting with them in the classroom do you see?

- How do these correlations relate to the school-to-prison pipeline?

Keep in mind that even if you conduct your observations in a school in which the teacher and all of her/his students share, for example, a racial identity that your findings may still be highly relevant to the school-to-prison pipeline focus, you may just need to turn that focus on its head by asking questions like:

- For whom is school rarely or never a pipeline to prison, and why?

- What are the “classroom management” and/or disciplinary practices that lead to this inevitability, and why?

Your project experience should be recounted in a 15-20 page paper to be handed into me (Christine) the same day we discuss them in class. Accordingly, pairs should prepare a brief (15 minute) formal presentation of their project process and findings. Both the paper and the presentation must include equal participation of both pair members and should:

7) briefly summarize the assignment, your pair’s approach to the assignment, and how your pair did/did not work together (be honest—each member of the pair should write an independent summary of the pair process, then, together, they should compare and contrast their individual summaries in a jointly written one, all three summaries should be included);

8) describe your pair’s observation site—the teacher, the classroom, the students (and their parents/guardians), the school, and the school community setting, as well as how you went about gaining access/permission to conduct your observations there;

9) describe your pair’s “observational framework,” and how you went about developing it in relationship to basic critical ethnographic research methodology (this section should contain a brief review of the literature on critical ethnographic observation);

10) summarize your pair’s observational experiences part 1—how did you implement your “observational framework” in a manner consistent with basic critical ethnographic research methodology (this part of this section should reference the literature you review in the preceding section as is appropriate);

11) summarize your pair’s observational experiences part 2—what were your key observational findings (this part of this section should critically integrate references to the course texts, additional readings, the preliminary sources for this project referenced above, and independent research sources that you engaged for this project); and,

12) summarize your conclusions—could you find a correlation between the teacher’s “classroom management” and/or disciplinary practices and the school-to-prison pipeline, if so, what was the nature of this correlation (i.e., was it related to race, class, sex/gender, etc.), if not, why do you think you couldn’t, etc.

The paper should be type written using formal APA (American Psychological Association) guidelines as is appropriate for its content.
REMINDER: Each pair/trio will submit only one collaboratively written paper.

APA Format
Running Head
Title Page
Margins/Page Numbers
Abstract
Bibliography
Etc.

Organization
Grammar
Sentence Structure
Syntax
Punctuation
Paragraphs
Development of Ideas
Flow of Ideas
Etc.

Introduction
Overview of Assignment
Your Approach to It
Summary of Your Pair Process (how you did/did not work together—successes and challenges)
Description of Your Observational Site
Setting and Participants
Processes for Gaining Access/Permissions

Research Process
Description of Your Observational Framework
Connection to Critical Ethnographic Research Methodology
Brief Literature Review
Summary of Observational Experiences
Key Findings
Relevant Connections to Course Texts, Additional Readings, Preliminary Sources for this Project, Independent Research Sources Engaged for this Project

Conclusion
Summary of Conclusions
Correlations with the School-to-Prison Pipeline
Pair Disciplinary Practices Project
Guidelines II

15 minutes

Structure
Well Organized / Articulated
Description of Site
Presentation Flows
Presentation is Interesting / Encourages Peer Interest
Effective Use of Hand-Outs / Visual Aids
   Agenda
   Outline of Key Points
   Creative Illustrations of Key Points
   Use of Educational Technology

Content of Presentation
Summary of Research Process
   Site Access
   Attention to Critical Ethnographic Process
Summary of Research Findings
   Attention to Sources Consulted

Participation
Presentation Demonstrates Critical Thought, Reflection, and Action (Praxis)
Both Project Group Members Are Actively Involved
Individual Analysis and Intervention Paper
Guidelines

Individually you will construct an original analysis of the school-to-prison pipeline based on the sum total of your learning in this course and related personal and/or professional experiences. Your analysis should:

4) describe the problem of the school-to-prison pipeline as you understand it (what is it);
5) discuss how you see it and the factors that you see impacting it and why (what does it look like, how does it operate, where did it come from, why does it exist).

Once you have completed your analysis, you should then:

6) develop and articulate (in comprehensive detail) a viable intervention for disrupting and dismantling the school-to-prison pipeline (how do we get rid of it and what should exist in its place) that is grounded in:
   a) a comprehensive sociopolitically located multicultural education;
   b) all the course texts, additional readings, independent research sources from the Disciplinary Practices Project; and,
   c) independent research that you conduct for this paper.

Your analysis and intervention should be recounted in a 5-7 page paper to be handed in to me (Christine) the same day we discuss them in class. The paper should be type written using formal APA (American Psychological Association) guidelines as is appropriate for its content. While we will discuss your completed papers informally in class the day they are due, you do not need to prepare a formal presentation.

10-12 pages

APA Format

Running Head
Title Page
Margins/Page Numbers
Abstract
Bibliography
Etc.

Organization

Grammar
Sentence Structure
Syntax
Punctuation
Paragraphs
Development of Ideas
Flow of Ideas
Etc.

Introduction

Overview of Assignment
Your Approach to It

Analysis

Problem Identification
   Understanding of the School-to-Prison Pipeline
   Factors Impacting It and Implications
Discussion of How the School-to-Prison Pipeline Came About, Why It Exists, How it Operates

Intervention

Description of Intervention
   How Will It Disrupt/Dismantle the School-to-Prison Pipeline
Connections to Sociopolitically Located Multicultural Education, Course Texts, Additional Readings, Independent Research Sources Engaged for the Disciplinary Practices Project and this Paper

Conclusion

Summary of Learning
Critical Insights Gained
Further Implications for Multicultural Education in a Sociopolitical Context
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<td>Christine Clark</td>
<td>702-896-3888W/702-985-6979C</td>
<td><a href="mailto:chris.clark.unlv@me.com">chris.clark.unlv@me.com</a></td>
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Pair/Trio Disciplinary Practices Project
Sign-Up Sheet

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Pair 2
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Pair 13
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Pair 14
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1. **Class Attendance**—15% (Individual)

   Class Attendance (14):

2. **Assigned Reading/Video Viewing**—30% (Individual & Pair)

   Completion of Assigned Reading will be assessed through class participation, analyses, course assignments, as well as the popcorn process. You are expected to participate in class discussion of all assigned readings.

   Individual Reading/Viewing Analyses (20%) (13 Text Components, 6 WebCampus Documents, 6 Videos)

   Popcorn Process (10%)

3. **Disciplinary Practices Project**—40% (Individual)

   Write-Up (appropriate attention to text)
   Brief Formal Class Presentation

4. **Analysis and Intervention Paper**—15% (Individual)

   Write-Up (appropriate attention to text, extra credit options)
   Informal Class Discussion

EXTRA CREDIT (Arts Quest, Other: ________________________________)

FINAL GRADE: