

UHON 402-001

Locked Up: Incarceration in Question

This class is a two-semester course, students should plan to take both courses: UHON 301-007 in Fall 2016 (3 credits) and UHON 402-001 in Spring 2017 (3 credits).

Meeting Time/Location: T 3:30-6pm
Location: Honors Center Room 9
Professors: Marygold Walsh-Dilley, PhD
Megan Jacobs, MFA
Email: marygoldwd@unm.edu
mejacobs@unm.edu
Office #: Marygold: Honors Center Room 2F
Megan: Honors Center Room 17C
Office Hours: Marygold: Wednesday 9:30-11; Thursdays 2-3:30, & by appt.
Megan: Tuesday, 10-11:30 am, Thursdays 2-3:30 pm, & by appt.

The course website: <https://lockedup2016.wordpress.com>

“Locked Up: Incarceration in Question” is a year-long interdisciplinary course that integrates the disciplines of art and sociology to examine incarceration in the United States. In the fall semester, we will begin to explore historical and contemporary incarceration through analytical and creative projects that will challenge us to place incarceration into broader social and political contexts, understand how social science and art make meaning about incarceration differently, and begin community-based action research in order to both better understand the complexities of incarceration and to contribute to solutions. We will also work to understand the demographic, social, and political underpinnings of the contemporary era of mass incarceration, examine incarceration as a civil rights issue, and explore how incarceration impacts individuals, families, communities, and the nation more broadly. Finally, we will examine art produced by prisoners and others in response to incarceration, as well as develop technical artistic skills.

During the spring semester the course will focus on projects that apply the knowledge gained in the fall to real life situations in order to draw connections, create unique opportunities for interdisciplinary problem-solving, and effect change. Students will participate in an intensive service-learning project that will build links between the arts and social sciences to generate social dialogue and civic engagement in order to facilitate positive social change. They will then synthesize the year’s work with an art collection and installation that expresses new knowledge and reflects on shared learning. These projects aim to build empathy, community spirit, and responsible citizenship across diverse demographics. The spring component of this course will involve considerable independent direction, as well as teamwork, to pursue projects with the community and direct the orientation of the class throughout the semester.

STUDENT LEARNING OBJECTIVES – SPRING 2017

A student who successfully completes this course will be able to:

- 1) Apply critical and creative thinking to design, execute, and evaluate a community service project
- 2) Demonstrate knowledge of community issues, needs, strengths, problems and resources
- 3) Demonstrate increased sensitivity to major aspects and characteristics of the issue of incarceration, including causal and correlative factors, associated issues, and the nature of public and private organizations addressing these issues
- 4) Demonstrate effective oral, written, and artistic communication with diverse audiences
- 5) Work effectively in a team towards solving real world problems

EXPECTATIONS

As a 400-level Honors class, this course will have a significant emphasis on self-directed, independent, and team-directed learning. As such, students will have a significant role in shaping the outcomes, themes, and topics discussed throughout this semester.

Service projects will involve varying degrees of community engagement. However, we expect that students will spend a minimum of 40 hours designing, executing and evaluating their service project. We will allot time in class for some of this work, but a service project requires significant commitment and we hope you will plan accordingly.

CLASS FORMAT

This semester is all about the group service-learning and independent creative projects. Thus, there will be less direction by the instructors than in a typical class. There is significant time throughout the semester devoted to in-class group and individual work time, and we will also have time set aside for the Service Learning Lab, wherein groups will be working with their community partners off campus or working in groups on your service learning project, either off or on campus.

STATEMENT OF RISK MANAGEMENT

Service-learning most often involves students working in off-campus community settings as part of their University course work. These community-based settings and the work you will do while in them present risks that are not present as part of traditional classroom learning. The site(s) at which you will work have been evaluated to assure that they do not endanger students, agency clients, or faculty.

RISK MANAGEMENT RESOURCES

In case of accident or emergency please contact these resources:

Megan Jacobs' cell: 217.898.4064

Marygold Walsh-Dilley's cell: 607.379.1765

Honors College Front Office: 505.277.4211
UNM Public Safety Office: 505.277.2241
Albuquerque Police: 505.768.2020

TRANSPORTATION

Students are responsible for securing transportation to and from their service-learning sites. We encourage carpooling and public transportation. We expect that groups will discuss how each group member will get to their service-learning site to make sure everyone has a ride.

COMMUNITY-BASED LEARNING CONSULTANT

We will be working with a consultant provided by the Office of Community Engaged Learning and Research. Joe Gallegos will be helping us with the service-learning projects and in our work with community partners. A brief bio: Joe Gallegos is an MA student in the American Studies program at UNM. His research interests include studying how populations are criminalized through a spatialized critical examination of the carceral state and how it racializes, queers, and otherizes those populations. He also worked at the Youth Diagnostic and Development Center for five years as a high school social studies and language arts teacher, where he worked with incarcerated students. Contact information for Joe -- Email: jgalleg4@unm.edu; Phone: 505-459-5852

EVALUATION

Grades will be determined based upon the following assignments:

- 1) **Participation – 10%**
Engagement and involvement during class meetings, as well as small assignments such as initial lesson plans, etc.

- 1) **Course Blog – 10%**
Continuing a practice from fall semester, each student will post weekly (or more frequent) reflections/observations, and documentation of activities on their course blog from throughout the class. Reflections/observations should address one of the prompts (see website and handout) *or* discuss a significant issue or concern arising in your project. Documentation of activities should discuss both preparatory activities and your time working directly with clients. At least one blog post must be completed a week and are due by 3:30pm each Tuesday starting January 24. The final blog post is due April 18.

- 2) **Service Project Portfolio, Presentation, and Evaluations – 50%**
 - I. Service Learning Project Written Portfolio (you may recycle materials from the blogs and the initial proposal in the portfolio) -- **30 points**
 - A. Introduction and synopsis of the full project

- B. Context/background of problem, how it has been addressed and solutions, case studies, overview of institutions served, partner needs assessment
 - C. Description of service project and how it changed during execution
 - D. Results of the project
 - E. Process reflection – describe the process that your group went through to develop the project and adapt or respond to challenges and your clients needs
- II. Presentation of project: oral presentation to the class -- **10 points**
 - III. Evaluation -- **10 points**
 - A. Evaluation from Community Partner
 - B. On-Site Evaluation by faculty
 - C. Peer Evaluations of teamwork
- 3) Teach-In – 15%**
- Each group will be charged with leading a class period involving active learning and creative engagement related to your service project. These teach-ins should share with class some of the lessons you are learning in your service learning project -- perhaps teaching us about restorative justice, sharing or trying out a lesson from your project, etc. -- and may also be used to get feedback or discuss a question, issue, or problem that has emerged in the project. The discussion should integrate service learning challenges and topics related to the broader course theme of incarceration. Teach-Ins will be Feb 7, 14 & 21, from 3:30-4:45.
- 4) Final Creative Project – 15%**
- Each student will choose a medium and execute a significant project, series or exhibit of art work, including an artist's statement, and an in-class presentation and discussion.

Each assignment will be introduced during class, and we will give you a one-page overview of the objectives and criteria for each assignment. Assignments are due at the beginning of class on the date listed on the schedule, and must be completed in the format indicated on the assignment overview. Late work will not be accepted without arrangements in advance. Work that is turned in late will be docked 5% per day.

An Honors student can earn one of three possible grades—"A", "Credit", or "No Credit". The departmental policy encourages students to take demanding coursework without harm to one's grade point average. The overall grade you earn, will be an evaluation of the merit your work based on the following grading scale:

A = 93-100 points **Absolutely no doubt of superior performance, effort, teamwork and accomplishment. Clear evidence of talent, imagination and commitment.**

CR = 73-92 points **Good work with consistent effort and participation, on par with Honors level work.**

NC = 0-72 points **Poor or missing work and/or effort.**

CLASSROOM COMMUNITY

In this class, we will work together to cultivate a classroom community in which we all engage as co-learners. All of us, including the instructors, will learn much together, and each of us has something to contribute to the learning process within this class. This class is unique in the degree to which it is oriented towards community engagement, working with people who have their own stories, expectations, and experiences. This class will also work closely with ideas or situations that are potentially uncomfortable, personal, emotional, or difficult. We expect that all members of this class will conduct themselves with respect and maturity, both with each other in the classroom, in our engagement with the course materials, and in our engagements in the broader community.

HOW ARE YOU DOING?

Feel free at any time to stop by during our office hours to discuss your performance in the class, or to talk about any element of this class. You will receive written evaluations on each graded project, and we will check in with groups frequently during class and lab times. Please feel welcome to come talk to us during office hours or to make an appointment.

ABSENCES

Since this course requires active engagement and hands on projects, your attendance is crucial to your success. Attendance requires that you be at class on time, are prepared to work and contribute to discussions—anything else is not considered full participation! Failure to show up for class and group meetings doesn't just limit your own learning, but disrupts your group's work as well. Should an emergency arise, contact us in advance and we will make arrangements for make-up work.

ACADEMIC INTEGRITY POLICY

Because academic dishonesty in any form compromises the university's reputation and thus devalues the UNM degree, it will not be tolerated. Academic dishonesty means any behavior that misrepresents or falsifies the student's knowledge, skills or ability and includes cheating, plagiarism and falsification of records. Students who engage in academic dishonesty will be subject to disciplinary action as defined in the UNM Student Handbook.

ACCOMMODATIONS FOR DISABILITIES

Students with special needs are encouraged to contact us as early as possible to discuss accommodations. Accessibility Services (Mesa Vista Hall 2021, 277-3506) provides academic support to students who have disabilities. If you think you need alternative accessible formats for undertaking and completing coursework, you should contact this service right away to assure your needs are met in a timely manner. If you need local assistance in contacting Accessibility Services, see the Bachelor and Graduate Programs office.

CELL PHONES & TECHNOLOGY

We will regularly use cell phones or other devices within course activities. Nonetheless, when we are not using them, and as a matter of courtesy to your colleagues in this class, please turn off phones and other devices and stow them in your bag prior to the beginning of class.

NOTICE REGARDING TITLE IX

“In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered ‘responsible employees’ by the [US] Department of Education. This means that any report of gender discrimination (which includes sexual harassment, sexual misconduct, and sexual violence) that is made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu)”.

What this means: If you tell me about any instances of gender discrimination (sexual harassment, sexual misconduct, or sexual violence), I am required by law and UNM policy to report it, even if you don’t want me to say anything. Please note that UNM has three offices where you can discuss incidents and concerns confidentially, meaning that the staff there will not contact the Office of Equal Opportunity without your consent. If you are uncertain about how to respond to an act of gender discrimination, I encourage you to contact one of the following:

LoboRespect <http://loborespect.unm.edu>

The Women’s Resource Center <https://women.unm.edu>

LGBTQ Resource Center <http://lgbtqrc.unm.edu>

*This syllabus is likely to change!

Course Outline

- Jan. 17 3:30-6pm
Preparation and Pedagogical Approaches
Introduce Joe Gallegos, Community-Based Learning Consultant
Legal Paperwork
Group work: review projects, updates, begin lesson planning
- Jan. 24 3:30-6pm
Project Development & Documentation
Reading: Mitchell, Tania D., David M. Donahue and Courtney Young-Law. 2012. “Service Learning is a Pedagogy of Whiteness”. *Equity & Excellence in Education* 45(4): 612-629.
Lesson Plan #1 due, present to the class
- Blog Prompt #1:** Reflect on the reading and how you might encounter and respond to these issues in your service-learning work.

- Jan. 31 3:30-6pm **Group Check-In and Logistics**
- Blog #2 Due: select from prompt questions (on website) for reflection and document service-learning activities.
Supply list due
- Feb. 7 **3:30 - 4:45 pm Meet in Honors**
 Group #1 Teach-In (Outcomes)
- 4:45 - 6 pm Service Learning Lab**
- Blog #3 Due: select from prompt questions (on website) for reflection and document service-learning activities.
- Feb. 14 **3:30 - 4:45 pm Meet in Honors**
 Discussion of first experiences on site.
 Group #2 Teach-In (TBD)
- 4:45 - 6 pm Service Learning Lab**
- Blog #4 Due: select from prompt questions (on website) for reflection and document service-learning activities.
- Feb. 21 **3:30 - 4:45 pm Meet in Honors**
 Group #3 Teach-In (TBD)
- 4:45-Service Learning Lab**
- Blog #5 Due: select from prompt questions (on website) for reflection and document service-learning activities.
- Schedule site visits with Megan and Marygold
- Feb. 28 **3:30 - 4:45 pm Meet in Honors**
 Introduce creative project assignment/artist's statement
- 4:45- 6pm Service Learning Lab**
 Service Learning Projects - site visits

Blog #6 Due: select from prompt questions (on website) for reflection and document service-learning activities.

Mar. 7 **3:30 - 4:45 pm Group work to prepare for site visits -- no meeting in Honors**

4:45- 6pm Service Learning Lab

Service Learning Projects - site visits

Blog #7 Due: select from prompt questions (on website) for reflection and document service-learning activities.

Mar. 14 **Spring Break**

Mar. 21 **3:30 -4:45 pm Meet in Honors** Reflection/Discussion and/or Work Time

4:45-Service Learning Lab

Blog #8 Due: select from prompt questions (on website) for reflection and document service-learning activities.

March 26 Individual Creative Project Proposal due on Sunday, March 26th at 5 pm via email

Mar. 28 **3:30-4:45 Meet in Honors**

Creative project proposal feedback + Group Portfolio Work Day

4:45-Service Learning Lab or Work day in Honors

Apr. 4 **3:30 -4:45 pm Meet in Honors**

Reflection/Discussion and/or Work Time

4:45- 6pm Group Work in Honors

Blog #9 Due: select from prompt questions (on website) for reflection and document service-learning activities.

Apr. 11 **3:30-6 pm Meet in Honors**

Presentation of Service Project/Results -- Group Portfolio Due

Apr. 18 **3:30-6 pm Meet in Honors**

Creative Project-Prep Day (Print, Mount, Install)

Blog #10 Due: select from prompt questions (on website) for reflection and document service-learning activities.

Apr. 25

3:30-6 pm Meet in Honors

Presentation of creative projects (1-9) + artist's statements

10 minute presentation and 5 minute discussion

May 2

3:30-6 pm Meet in Honors

Presentation of creative projects (10-16) + artist's statements

10 minute presentation and 5 minute discussion)