

Encountering Confinement: Ethnographies of Youth Captivity and Constraint

Taught as a Core First-Year “Enduring Questions” Course alongside the paired History course:
Encountering Confinement: A Political History of Mass Incarceration | Boston College, Spring 2022

Course fulfills credits in Social Science and Cultural Diversity

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ENCOUNTERING CONFINEMENT (EQ Paired Course Description)

The United States currently incarcerates more of its citizens than any other country does, most of whom are members of disadvantaged social groups. How have experiences of confinement reorganized the social worlds of individuals, families, and communities? Although confinement is associated with prisons, the paired courses will familiarize students with the myriad sites and architectures of confinement (i.e., schools, hospitals, detention centers, and systemically neglected neighborhoods). Students will learn to recognize the roles of race, gender, age, and class in these forms of captivity and discuss the historic and present causes and effects of these incarceration sites and constrained opportunities.

ETHNOGRAPHIES OF YOUTH CAPTIVITY AND CONSTRAINT (*This Course Description*)

Using four ethnographic texts as our foundation, this course will explore the way experiences of confinement, captivity, and constraint show up in the lives of young people. Our point of focus will be the institutions and systems – from criminal justice to education – that shape U.S. youths’ lives. In the first half of the semester, we will focus on policing and prisons and look more directly at the ways schools can funnel youth into different forms of captivity. In the second half of the semester, we will focus on college and college preparatory contexts and the way they can constrain opportunities by creating or foreclosing particular pathways for students’ futures. Throughout the semester, we will emphasize the role of socially constructed identity categories – race, gender, class in particular – in these processes of confinement and constraint, as well as in people’s practices of resistance against these forces. At the same time, we will also be considering (and practicing) the affordances and limitations of ethnography as a mode of sociological research for studying confinement.

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LEARNING GOALS

Through this course, students will:

- Understand the “sociological imagination,” and be able to apply this lens to the issues of confinement in the context of policing, prisons, schools, and colleges.
- Learn to think expansively about the concepts of confinement, captivity, and constraint and the ways they play out in different institutional and social contexts.
- Understand the methodological approach of ethnography – its affordances, challenges, and the major dilemmas in the field – and practice it by conducting several small ethnographic projects, including the final interdisciplinary project.
- Think critically about the “school-to-prison pipeline,” its end and beginning points, its possible intervention points, and the utility of the metaphor itself.
- Recognize the ways confinement and constraint shows up in their own lives and social contexts, particularly in college.
- Learn to question our taken-for-granted assumptions about schools, criminal justice, race, gender, class, and other systems and categories.



Let's get meta for a second ...

A syllabus is a story and an argument. When professors design their own syllabi, it inevitably reflects their own interests, biases, and blindspots. A course like this could be taught in dozens of different ways and using hundreds of different examples or points of focus. The way I have chosen to frame this topic, the communities and phenomena I've highlighted, and what has been left out or underexplored are *choices* – and I, or a different person designing this syllabus, could have made different ones.

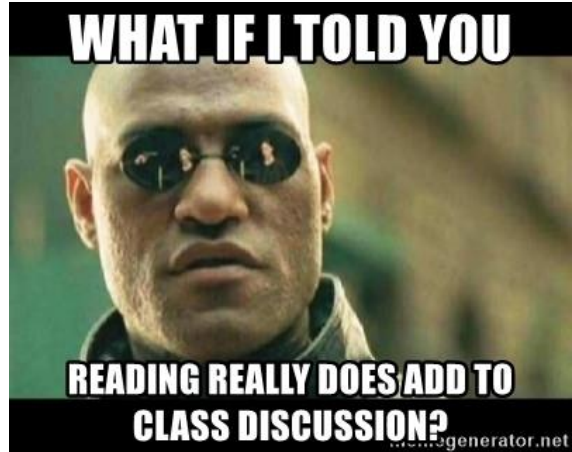
That said, I urge you to keep your eyes and ears open when you read texts in other courses or see things in the news or popular culture that give you a different window into sociological thinking about issues of confinement or constraint. Bring those texts and ideas to class conversations or share them with me and I'll see if there is a way to incorporate them.

COURSE SCHEDULE

- I am teaching two sections of this course this semester; this syllabus and the Canvas site are shared for both.
 - Section 01 meets M/W/F 10-10:50am in-person in Stokes Hall 205S.
 - Section 02 meets M/W/F 2-2:50pm in-person in Stokes Hall 117S
 - The History course directly precedes these courses in the same room.
- **Reflection Sessions** will be combined for both sections and will take place on four evenings during the semester. Two will take place on **Wednesdays, 2/2 and 4/27, from 6-7:50pm**. The other two Reflection Sessions will be part of public events, one on **Tuesday 3/1** and another on **Monday 4/4, both from 6-9pm**. Please mark your calendars now. These are required components of the EQ course.
- **Virtual Classes:** As COVID conditions change, we will adjust the format of class as needed. We may periodically meet fully or partially virtually.

WHAT TO EXPECT IN CLASS

- **Most class sessions will involve a combination of discussions about the readings, collective activities, and mini lectures.** For some classes, we will be meeting in smaller “book clubs” for focused discussions. Periodically, the “book clubs” will be charged with developing a deeper analysis on a section of the reading and then presenting it to the class. In order to contribute to these small group conversations, you will need to have completed the readings for that class period.
- **This is a reading heavy course.** We are reading four full books – there’s no way around it. There is no way to get through this class if you don’t do the readings.
- **This class will be heavily discussion-based.** As you read, you should take notes on what stands out for you, what connections you’re seeing to other texts we’ve read or ideas we’ve discussed, and your responses to questions I will provide in the reading guide. You should be able to talk confidently about these connections as well as the main ideas of each day’s readings. This does not mean you are expected to understand everything you read the first time – some of this material is hard! So definitely also bring to class any questions or sources of confusion.
- **Readings and assignments are due on the class day under which they are listed,** unless specifically noted otherwise.
- **By Friday, I will post a reading guide on Canvas for the following week’s reading** to give you a sense of what to expect from the readings, what you should be looking for or thinking about as you read, any tips for how to read effectively and/or sections that might be skimmable, as well as guiding questions.
- **Class Device Etiquette:** If possible, please bring your laptop or table to class since we will periodically do exercise that require it. You are also permitted to use your devices for note-taking and to reference readings you have done digitally – though, FWIW, research finds that you learn better when you take notes by hand.¹ HOWEVER, you’re not as slick as you think when you use your laptop to online shop, browse the internet, text, or do work for other classes. Likewise, I can see when you use your cell phone in your lap or on top of your laptop keyboard. It is both rude and distracting for others to use your electronic devices for things unrelated to the class and will be reflected in your participation grade. If device use becomes a problem for the class, I may adopt a different policy for the remainder of the semester.



¹ If you want to check out the research about laptop use during class, here’s a good place to start:

- Sana, F., Weston, T., & Cepeda, N. J. 2013. “Laptop multitasking hinders classroom learning for both users and nearby peers.” *Computers & Education* 62: 24-31. (<http://www.sciencedirect.com/science/article/pii/S0360131512002254>)
- Mueller, P. A., & Oppenheimer, D. M. 2014. “The pen is mightier than the keyboard: Advantages of longhand over laptop note taking.” *Psychological Science* 25(6): 1159-1168. (<http://journals.sagepub.com/doi/abs/10.1177/0956797614524581>)

REQUIRED TEXTS

- Over the course of the semester, we will read four full ethnographic texts together. This means you will be responsible for purchasing, borrowing, or accessing online the following books:
 - *Human Targets: Schools, Police, and the Criminalization of Latino Youth*, Victor M. Rios, 2017, (\$20 on Amazon)
 - *Being Bad: My Baby Brother and the School-to-Prison Pipeline*, Crystal T. Laura, 2014 (\$30.95 on Amazon)
 - *Scripting the Moves: Culture and Control in a “No-Excuses” Charter School*, Joanne Golann, 2021 (\$27.95 on Amazon)
 - *Paying for the Party: How College Maintains Inequality*, Elizabeth A. Armstrong & Laura T. Hamilton, 2013 (\$17.47 on Amazon)
- I’ve included the Amazon (new) prices above for reference. The books are available at the BC bookstore, but if you choose not to purchase there, I encourage you to buy them used and/or from an independent bookstore like [Brookline Booksmith](#) (in Coolidge Corner) or [www.Bookshop.com](#).
- **Instead of purchasing, you can also easily access all four books through the BC Library.** They are available digitally to read online or download, and physical copies are available on reserve for 2-hour loans.
 - Go here: <https://libguides.bc.edu/course-reserves>.
 - Click “Login and search Course Reserves”
 - Enter the course number: SOCY1727



OUR EXPECTATIONS OF EACH OTHER

- **BASIC NEEDS:** First and foremost, I believe that your basic needs are more important than anything going on in class. Please reach out to me at any time if you need to talk or if there is a way I can help you connect to resources on campus. If you are facing challenges securing food, shelter, or personal safety, you should contact the office of [Student Affairs](#) and, if you are comfortable, let me know as well. Additionally, you can find a number of resources for your mental and physical health on the Canvas page: “Resources for your physical and mental health.”
- **COMMON GOOD:** I know the last two years have been hard, and perhaps lonely, and all the rules and restrictions are not how you expected to end high school or begin college. But you attended Boston College, at least in part, because you believe in the

school’s mission of the Common Good. In this case, there is no greater Common Good than keeping your peers, professors, college staff and workers, and all of their families safe. To that end, I expect everyone to be acting safely and following any COVID-related guidelines from BC and Massachusetts at all times. **If you are not being safe, please don’t come to class and put others at risk. And if masks are required in class, please oblige without needing to be reminded.**

- **BE KIND, PATIENT, DO THE BEST YOU CAN – AND EXPECT THE SAME FROM OTHERS:** Be kind to your professors, your peers, and yourself. And be patient as we all continue to adjust to these changing times. Let’s assume that everyone is doing the best they can. Be okay rolling with the punches, but also don’t be shy about reaching out if you are not doing okay, if you need help, or if you notice someone else is struggling.
- **BE RESPECTFUL OF OTHERS' VIEWS, EXPERIENCES, AND EMOTIONS:** I will do my best to foster an environment in which each class member is able to hear and respect each other, and feels heard and respected, but each of you can do your part by showing respect for all worldviews and life experiences expressed in class. This doesn't mean that you can't push back on ideas you don't agree with, but we should approach each other with respect and care and focus our disagreements on differing ideas or opinions rather than others' character. Additionally, it’s possible that some of the material in this course may require you to reflect on aspects of your identity or life experiences that are challenging or evoke strong emotions. If you need to take a beat to process your own feelings, that's fine. On the flip side, be respectful of others’ emotions. It's never okay to police other people's feelings or tell someone how they should or shouldn't feel.
- **RAISING CONCERNS:** Please let me know if something said or done in the classroom, by either myself or a peer, is particularly troubling or causes discomfort or offense. If you do not feel comfortable discussing the issue directly with me or bringing it up in class, I encourage you to seek out another, more comfortable avenue to address the issue – perhaps an academic advisor, another faculty member, a peer, or someone on the list of resources provided on Canvas.



COMMUNICATION AND ADDITIONAL SUPPORT

If you can’t tell from this syllabus, I am an over-communicator. Brevity is not my strong suite, but hopefully this means that clarity is. ☺ Please read my emails and Canvas messages/ announcements carefully so that I don’t have to repeat myself in class and we can make the best use of our 50 minutes together each session.

- **CANVAS:** Our Canvas page will be the primary location for communication about the Class. This syllabus will likely evolve over the course of the semester, so always check Canvas for the most up-to-date reading and assignment descriptions.

- **EMAIL: The best way to reach me is through email: nora.gross@bc.edu.** You can generally expect a response within 24 hours on weekdays. If you don't hear from me in 48 hours, feel free to reply to the email with a gentle nudge.
- **If you have a question about the syllabus, an assignment, or some aspect of course technology, ask a peer in class first. I encourage you to create a GroupMe, Slack channel, or something else for the class for this purpose.**
- Check out [this lesson](#) in **email etiquette** – it is snarky, but accurate, and will serve you well, not only for emailing me, but in all your classes and future professional activities. :)
- **OFFICE HOURS:** If you want to meet with me one-on-one, or with a small group of peers, you should sign up for my **office hours**. Go to <http://calendly.com/nora-gross/office-hours> to sign up for a 15 minute slot. Generally, my office hours will be **Wednesdays, 11am-1pm**, but some weeks I will offer additional times on other days. When you sign up, indicate whether you plan to attend in person or virtually.
 - If you're wondering what office hours are, check out [this funny video](#).
 - If you think you need more than 15 minutes, you can't make Wednesdays, or all my slots for the week are full, email me and tell me what you'd like to meet about and your availability for the rest of the week. I'll do my best to accommodate you.
 - When it's time for your appointment, come to my office (Stokes 248S) or join my Zoom room – you will receive the link when you sign up on Calendly.



ASSIGNMENTS

The assignments are weighted toward your final grade as follows:

Engagement (40%)

Attendance and Participation	10%*
Current Events/Pop Culture Presentation	10%*
Discussion Board Posts (x4) & Responses (x8)	20%*

Individual Papers (30%)

Mini Ethnography of Contextual Behavior	10%
Op Ed on the School-to-Prison Pipeline	10%
Autoethnography of Your Schooling Experiences	10%

EQ Joint Final Group Project (30%)

Checkpoints Completion	5%
Final Project – Paper, Podcast, Presentation	20%
Individual Reflection	5%

**I may adjust the weighting of these assignments to reflect the participation goals you set for yourself.*

ENGAGEMENT (40% of grade)

Engagement is measured by a number of dimensions described below. At the start of the semester, students will have the opportunity to assess their typical levels of participation across these dimensions and set personal goals for the semester. Students will reflect

on their progress towards those goals at the mid-point of the semester and then, at the end of the semester, evaluate themselves. The final “engagement” grade will be a combination of student self-evaluation and the professor’s assessment.

Dimensions of “Engagement”

- ***Attendance and tardiness:*** coming to class every day, being on time, being present and not distracted in class, and not leaving early
- ***Preparation for each class meeting:*** completing readings or viewing required media, taking notes, coming to class prepared to discuss
- ***Participation in small group discussions (e.g., book clubs and pair shares):*** actively sharing thoughts, listening to group members and considering their perspectives, being respectful, and remaining on task
- ***Participation in full class discussions:*** actively sharing thoughts, listening to classmates and considering their perspectives, being respectful, and remaining on task
- ***Participation in other ways:*** a variety of activities including but not limited to attending office hours, going to the Connors Family Learning Center to work on your papers, using study groups, peer editing papers with a partner, and discussing course material outside of class with peers or friends.

Additionally, two of your major assignments throughout the semester also function as additional dimensions of engagement:

- ***Prepared presentations:*** planned opportunities to formally or informally present new ideas to the class, including the Current Events/Pop Culture Presentations with a partner (see below) and “book club” group presentations
- ***Discussion board posts:*** assigned posts and responses for each book (see below) as well as optional follow-up posts on your peers’ presentations or class discussions

Current Events/Pop Culture Presentation

Once during the semester, in pairs, students will do a 5-10 minute presentation to the class about a recent event or news story that has bearing on our conversations about confinement. Presenters should share brief details about the event or issue and then pull out relevant themes or concepts related to what we have been discussing in class. Presenters should use their sociological imagination to present the relationship between the personal troubles at play and the public issues they are connected to, and close the presentation with discussion questions to lead the class and connect their presentation to our current ethnographic text. Presenters are encouraged to use these presentations as an opportunity to connect course themes to their areas of personal or academic interest. Presenters are required to attend office hours (or make a separate appointment) the week before their presentation to discuss their plans.

Discussion Board Posts (x4) and Responses (x8)

For each of the four books we read, students will write one discussion board post and respond to at least two peers’ posts. Your initial post should be 400-600 words (so you may want to draft it in a word processing document before adding to Canvas). Your post should engage with a specific section of the text, offering an analysis or close reading. You may write your post at any point during the time we are reading the book up until the deadline, but you are highly encouraged to submit earlier as ideas come to you during your reading. (Posting earlier will also give you and your peers more time to write responses, since all responses are due 24 hours after the final deadline for each post.)

Your responses to peers’ posts should be about 150-200 words each and should substantively respond to a provocation your peer has raised with your opinion, analysis, or follow-up questions. Please set aside time to for these responses since you will need to read several peers’ posts to decide who to respond to before developing your ideas.

INDIVIDUAL PAPERS (30% of grade)

Mini Ethnography of Contextual Behavior (due 2/11)

Students will conduct short ethnographic observations of a roommate or friend in two different social contexts and write up their observations as fieldnotes (2-4 pages). Then in an additional 1-2 pages, students will analyze their observations to discuss the ways their research participant’s behavior is shaped by context. Students will submit their fieldnotes and analysis, as well as their jottings from their observations and a consent form signed by their research participant.

Op-Ed on the School-to-Prison Pipeline (due 3/3)

Drawing on the stories from our readings, students will write a persuasive op-ed proposing a particular point along the “school-to-prison pipeline” at which interventions would be most effective. This paper should demonstrate an understanding of the sociological forces (not just individual choices or circumstances) that shape young people’s experiences in educational and criminal justice systems. 2-3 pages.

Autoethnography of Your Schooling Experiences (due 3/27)

Drawing on the ethnographic techniques we have been learning, you will conduct a retrospective autoethnography (ethnography of the self) about your schooling experiences over the years. Rather than writing up fieldnotes and analysis, you will develop your retrospective self-observations into a map/timeline that highlights some of the moments you identify as most critical or formative in your development as a student and person and briefly reflect on the experience of doing this exercise. The assignment has multiple components, outlined on Canvas, including the timeline, reflection, and letter to your future self via futureme.org.

EQ JOINT FINAL PROJECT (30% of grade)

The final project for this class will be a combined project for both sections of the Enduring Questions paired courses and it will include both group and individual work. In groups of 3-5, students will identify an aspect of confinement that they see echoes of on campus or in your peers’ lives. Groups will develop a research question about how this domain of college life relates to a core social identity category. To answer this research question, groups will 1) conduct historical research to contextualize the issue under consideration and 2) use ethnographic observations and one other sociological method (interview/oral history, survey) to investigate it in the present day. Groups will write a brief collaborative research paper with their findings, and then develop their ideas into a podcast. The final paper and podcast should synthesize findings from both the historical

research and the sociological data collection into a cohesive argument about how aspects of confinement occur in the college context.

During the second half of the semester, Friday classes will be combined for both courses and devoted to preparation and support for your projects. There will be multiple checkpoints along the way to keep your group on track. During the last week of classes, each group will present a short excerpt of their podcast and an explanation of their overall project to the class. Individually, students will submit a short reflection on their findings and on the process after the completion of the group project.

More detailed instructions for each assignment will be available on Canvas. There you will also find a page called “Guidelines for Papers” with instructions for formatting your papers and tips for turning in your best work.

EXTRA CREDIT

There is the opportunity to earn **up to two points maximum** of extra credit throughout the semester to be added to your final grade for the course. You can earn .5 points for each of the activities below when you **submit a short reflection** on the experience to Canvas by 5/8:

- **Attend a relevant event on campus (e.g., film screening, department colloquium, Lowell lecture, Courageous Conversations, etc.).** I will alert you to events on campus that might be of interest throughout the semester; if you come across something that you aren't sure is relevant, email me to ask. You can submit up to four of these for the full two points of extra credit.
- **Go on a “friend date.”** You can submit up to two of these for one point of extra credit. Note that

If you plan to participate, I recommend not waiting until the end of the semester to get started. More details about what to submit are available on Canvas on these extra credit assignment pages.

ATTENDANCE POLICIES

- **This is a seminar style course, so attendance is mandatory.** If you have a documented reason (for example, an illness, a required quarantine, a family emergency), please let me know as soon as you are able and, when possible, share the documentation. Discretionary travel that interferes with scheduled classes or Reflection Sessions will not count as excused absences. If you have been exposed to COVID and are awaiting test results, please email me ASAP.
- **Mental Health Days.** Twice during the semester, you are welcome to take a Mental Health Day, no questions asked. Please let me know at least an hour before the start of class and turn in any work due that day by the following day. You may not use your Mental Health Day on a day you are scheduled to present.
- Any additional unexcused absences beyond the two mental health days will affect your participation grade for the course.

GRADING POLICIES

- **Grace Days:** Each student will have three automatic days of extension for assignments. You may apply these extension days to any assignment except for group submissions. You may also divide them up however you wish (e.g., turning in one assignment three days late or three assignments one day late each, or one assignment two days late and another assignment one day late). You do not need to ask to use your grace days; simply note how many are being used in your assignment submission (either at the top of your paper or discussion board post or using the Canvas assignment comments function).
- **If you have used up all of your grace days,** but find yourself still in need of an extension, you can reach out to Prof. G to request 1-2 additional grace days. However, you must reach out at least 12 hours before the assignment deadline. This is because Prof. G is fast asleep at midnight when assignments are due, but more importantly, it requires you to plan ahead and anticipate how much time you will need to complete an assignment in the context of all of your other assignments and obligations.
- **Questions about grades:** If you have a question about a grade you received on an assignment, I ask that you wait 24 hours after receiving the feedback before emailing me about it or requesting a meeting.
- **Academic Integrity:** Academic integrity is a standard of utmost importance in this class. Guidelines for academic integrity are posted on the Boston College website at: https://www.bc.edu/bc-web/academics/sites/university-catalog/policies-procedures.html#academic_integrity_policies. If you have any questions pertaining to the academic integrity guidelines or citation practices in Sociology, please talk to me *before* an assignment is due. If you are caught violating Boston College’s policies on academic integrity, you will receive a failing grade for the assignment and the appropriate Dean will be notified in accordance to the rules set forth by Boston College.

RESOURCES AND ACCOMMODATIONS

Learning Resources

Details about tutoring, writing support, and ESL resources are available on the Canvas page: “Course Accommodations and Learning Resources.” As a former college Writing Center tutor (and tutee), I *highly* recommend taking advantage of these resources – even if you already think of yourself as a strong writer.

Course Accommodations

Information about disability and religious accommodations are also available on the same Canvas page titled “Course Accommodations and Learning Resources.”

Serious Disruptions to the Semester

If you experience a serious personal disruption this semester (e.g., an extended illness, a family issue, mental health struggles) that prevents you from attending class or doing your work for more than a week, please let Prof. G know as soon as you are able. Ideally, we will make an office hours appointment to develop accommodations and/or alternate deadlines for your assignments that seem both fair and doable.

Encountering Confinement: Ethnographies of Youth Captivity and Constraint SPRING 2022 COURSE READING AND ASSIGNMENT CALENDAR

Readings and assignment due dates are subject to change. Check Canvas for the most up-to-date schedules.

Date	Readings (due on the day they are listed)	Assignment Deadlines
WEEK 1: Introduction to Course Themes and Sociological Curiosity		
WEDNESDAY 1/19	<ul style="list-style-type: none"> • Freakonomics Podcast, “How Much Does Your Name Matter?” - originally broadcast April 8, 2013 (51 mins) • Read the course syllabus and come to class with any questions 	
FRIDAY 1/21 Joint EQ Class	<ul style="list-style-type: none"> • <i>A Sociology Experiment</i> – “Social Structure and The Individual” (pgs. 3-14 and 21-26; pgs. 15-21 are optional, but encouraged) [Canvas] • Video summarizing C. Wright Mills’ concept of the sociological imagination: “Sociological Imagination,” Sociology Live! (6 mins) • “Sociological Curiosity: Updating C. Wright Mills,” Jerry Jacobs [Canvas] 	
BOOK 1: HUMAN TARGETS: SCHOOLS, POLICE, AND THE CRIMINALIZATION OF LATINO YOUTH		
WEEK 2: Learning about (Youth) Culture through Ethnography		
MONDAY 1/24	<ul style="list-style-type: none"> • “What Is Ethnography?” ThoughtCo. • “C.J. Pascoe on Ethnographic Research.” <i>Give Methods a Chance</i> Podcast. 2016 (45 mins) • <u>Optional:</u> “Manifesto for <i>Ethnography</i>,” Paul Willis and Mats Trondman, 2000 [Canvas] 	Getting-to-know-you survey due by the start of class 1/24
WEDNESDAY 1/26	<ul style="list-style-type: none"> • <i>Human Targets</i>: Introduction 	Class participation goals due by the start of class 1/26
FRIDAY 1/28	<ul style="list-style-type: none"> • <i>Human Targets</i>: Chapter 1 • “How US Schools Punish Black Kids.” Vox, 2020 (10 minute video) 	
WEEK 3: Identity Constraints for Boys and Young Men of Color		
MONDAY 1/31	<ul style="list-style-type: none"> • <i>Human Targets</i>: Chapters 2-3 • <u>Optional:</u> “How do we manage impressions in daily life,” <i>Essentials of Sociology</i> [Canvas] 	Practice annotating book on Perusall
WEDNESDAY 2/2	<ul style="list-style-type: none"> • <i>Human Targets</i>: Chapter 4 • “Street Codes – Code of the Street.” Elijah Anderson (6 min video) • <u>Optional:</u> “Toxic Masculinity In and Outside of Prison.” Terry Kupers, 2019 	

GROSS – “ENCOUNTERING CONFINEMENT” SAMPLE SYLLABUS

<p>WEDNESDAY 2/2 6:00-7:50pm</p>	<p>REFLECTION SESSION 1: <i>The Pushouts</i> film screening and class conversation</p>	
<p>FRIDAY 2/4</p>	<ul style="list-style-type: none"> • <i>Human Targets</i>: Chapter 5 	
<p>WEEK 4: Race and Constructions of Deviance</p>		
<p>MONDAY 2/7</p>	<ul style="list-style-type: none"> • <i>Human Targets</i>: Chapter 6 • Read <u>one</u> of the two articles below: <ul style="list-style-type: none"> ○ “Police contact and future orientation from adolescence to young adulthood: Findings from the Pathways to Desistance Study,” Alexander Testa, et al, 2021 [Canvas] ○ ““I don’t have time for drama”: Managing risk and uncertainty through network avoidance,” Jamie Fader, 2020 [Canvas] 	<p>Deadline for Discussion Board Post 1 on <i>Human Targets</i> (complete by midnight 2/8; peer comments by midnight 2/9)</p>
<p>WEDNESDAY 2/9</p>	<ul style="list-style-type: none"> • <i>Human Targets</i>: Conclusion • “What We Mean When We Say ‘Race Is a Social Construct,’” T-Nehisi Coates, <i>The Atlantic</i>, 2013 • “Race Is a Social Construct, Scientists Argue.” Megan Gannon, <i>Scientific American</i>, 2016 • <u>Optional:</u> “Science is Racist. Here’s How to Fix it.” <i>Science Rules! With Bill Nye</i>, Podcast – interview with Dorothy Roberts (54 mins) 	
<p>FRIDAY 2/11</p>	<ul style="list-style-type: none"> • <i>Human Targets</i>: Methodological Appendix • “How we’re priming some kids for college – and others for prison.” Alice Goffman’s TED Talk, 2015 (15 min video) • “The Trials of Alice Goffman.” Gideon Lewis-Kraus, 2016 	<p>Mini Ethnography of Contextual Behavior due by midnight 2/13</p>
<p>BOOK 2: BEING BAD: MY BABY BROTHER AND THE SCHOOL-TO-PRISON PIPELINE</p>		
<p>WEEK 5: The School-to-Prison Pipeline and other Metaphors</p>		
<p>MONDAY 2/14</p>	<ul style="list-style-type: none"> • <i>Being Bad</i>: Preface, Chapter 1 • “The future of race in America.” Michelle Alexander’s TEDx Talk, 2013 (23 min video) • “Mass Incarceration, Visualized” (2 min video) • <u>Optional:</u> Interview with Michelle Alexander on Democracy Now, 2015 (7 min video) 	

GROSS – “ENCOUNTERING CONFINEMENT” SAMPLE SYLLABUS

<p>WEDNESDAY 2/16</p>	<ul style="list-style-type: none"> • <i>Being Bad</i>: Chapter 2 • “Exclusionary Discipline Policies, School-Police Partnerships, Surveillance Technologies and Disproportionality: A Review of the School to Prison Pipeline Literature,” Julissa Muñiz, 2021 [Canvas] • <u>Additional Optional Readings:</u> <ul style="list-style-type: none"> ○ “How school discipline – and student misbehavior – has changed during the pandemic.” EdSource, 2020 ○ “A Generation Later: What We’ve Learned about Zero Tolerance in Schools.” an issue brief from The Vera Institute of Justice, 2013 ○ “The Unintended Consequences of Taking a Hard Line on School Discipline.” <i>New York Times</i>, 2016 (article and 11 min video) ○ “Pipeline to Prison: Special education too often leads to jail for thousands of American children.” <i>The Hechinger Report</i>, 2014 	
<p>FRIDAY 2/18</p>	<ul style="list-style-type: none"> • <i>Being Bad</i>: Chapter 3 • “Students as Threats: Schooling Inside a Youth Prison,” Morghan Ve’lez Young-Alfaro, 2017 [Canvas] 	
<p>WEEK 6: Intersectionality and Punishment</p>		
<p>MONDAY 2/21</p>	<ul style="list-style-type: none"> • <i>Pushout: The Criminalization of Black Girls In Schools</i>, documentary film (78 mins) [Course Reserves] • <i>Pushout</i>, book by Monique Morris (Chapter 4: Learning on Lockdown) [Canvas] • **If you have not yet watched Kimberle Crenshaw's TED Talk on Intersectionality (18 mins), I would highly recommend it • <u>Additional Optional Resources:</u> <ul style="list-style-type: none"> ○ “RING THE ALARM: Black Girls in the Discourse on the School-to- Prison Pipeline,” Jelisa S. Clark, 2020 [Canvas] ○ “Race, Gender and the School-to-Prison Pipeline: Expanding the Discussion to Include Black Girls,” Monique W. Morris, African American Policy Forum Report, 2012 [Canvas] 	
<p>WEDNESDAY 2/23</p>	<ul style="list-style-type: none"> • <i>Being Bad</i>: Chapters 4 and 5 • <u>Additional Optional Resources:</u> <ul style="list-style-type: none"> ○ “New discipline method works to remove racial bias in Houston-area schools.” <i>ABC News</i>, 2021 	<p>Deadline for Discussion Board Post 2 on <i>Being Bad</i> (complete by midnight 2/23; peer comments by midnight 2/24)</p>

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	<ul style="list-style-type: none"> ○ “Dismantling the School-to-Prison Pipeline: A Trauma-Informed, Critical Race Perspective on School Discipline,” Stacey Dutil, 2020 [Canvas] ○ “Reconsidering police in schools.” Contexts, 2021 	
FRIDAY 2/25	<ul style="list-style-type: none"> ● <i>Being Bad</i>: Epilogue and Appendix A ● Sample Op-eds on related topics (optional, but might be useful to you as you get started on your Op-Ed on the School-to-Prison Pipeline, due 3/3): <ul style="list-style-type: none"> ○ "Police officers and school discipline is a dangerous combination" ○ "A just society doesn't criminalize girls" ○ "Time to end public school inequality" 	
WEEK 7: Long-Term Impacts of Juvenile Incarceration		
MONDAY 2/28	<ul style="list-style-type: none"> ● Suave, podcast from Futuro Media, 2021: Episodes 1-3 ● “What’s the Meaning of Life When Sentencing Kids.” Eli Hager for <i>The Marshall Project</i>, 2020 	<i>Before class: Download “The Guardian VR” app on your cell phone; inside the app, scroll down for “6x9 welcome to your cell” and download that</i>
TUESDAY 3/1 6:00-9:00pm	REFLECTION SESSION 2: <i>Since I Been Down</i> film screening and community conversation (public event)	
WEDNESDAY 3/2	<ul style="list-style-type: none"> ● Suave podcast: Episodes 4-7 ● <u>Optional supplemental readings:</u> <ul style="list-style-type: none"> ○ Doing time, filling time: Bureaucratic ritualism as a systemic barrier to youth reentry, Jamie Fader & Christopher Dum, 2013 [Canvas] ○ “Juvenile Corrections in the Era of Reform: A Meta- Synthesis of Qualitative Studies,” Jub Sankofa, et al, 2018 [Canvas] 	OpEd on the School-to-Prison Pipeline due by midnight 3/3
FRIDAY 3/4 Joint EQ Class		Class participation goals mid-semester check-in due by 3/14
SPRING BREAK		
WEEK 8: Ethnographic Dilemmas and Debates		
MONDAY 3/14		<i>Final Project – Group Formation Survey due Tuesday 3/15</i>
WEDNESDAY 3/16	<ul style="list-style-type: none"> ● If your last name starts with A-L, read: “Talk Is Cheap: Ethnography and the Attitudinal Fallacy,” Colin Jerolmack and Shamus Khan, 2014 [Canvas] ● If your last name starts with M-Z, read: “Methodological Pluralism and 	

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	the Possibilities and Limits of Interviewing,” Michelle Lamont and Ann Swidler, 2014	
FRIDAY 3/18 Joint EQ Class	Introduction to Final Group Project	
BOOK 3: SCRIPTING THE MOVES: CULTURE & CONTROL IN A “NO-EXCUSES” CHARTER SCHOOL		
WEEK 9: Constraining Scripts		
MONDAY 3/21	<ul style="list-style-type: none"> • <i>Scripting the Moves</i>: Chapter 1 • “Why You Should Use Your (Sociological) Imagination.” talk by Pawan Dhingra (16 min video) • “Charter schools.” Contexts, 2013 	
WEDNESDAY 3/23	<ul style="list-style-type: none"> • <i>Scripting the Moves</i>: Chapter 2-3 • Optional: A Look Inside "No Excuses" Charter Schools w/ Dr. Joanne Golann (33 minute podcast episode from The Human Restoration Podcast) 	<i>Hidden Rules of Social Class worksheet (complete in advance of Wednesday’s class)</i>
FRIDAY 3/25 Joint EQ Class	Final Group Project Work Day Optional reading to support your group work: <ul style="list-style-type: none"> • “Research Methods” in <i>Sociology Experiment</i> (pgs. 3-17) [Canvas] • Excerpts from <i>Listening to People</i>, Annette Lareau, 2021 [Canvas] 	
WEEK 10: Resisting Inequality, And When Resistance Backfires		
MONDAY 3/28	<ul style="list-style-type: none"> • <i>Scripting the Moves</i>: Chapter 4 • Optional: <i>Privilege</i>, Shamus Khan (Chapter 3) [Canvas] <p><i>Class Guest: Tom Wooten</i></p>	
WEDNESDAY 3/30	<ul style="list-style-type: none"> • “Elements of a Culture,” Paul Willis, excerpt from <i>Learning to Labor</i>, 1977 [Canvas] • "Stealing a bag of potato chips and other crimes of resistance," Victor Rios, 2012 [Canvas] 	
FRIDAY 4/1 Joint EQ Class	Final Group Project Work Day	
FRIDAY 4/1 6:00-9:00pm	REFLECTION SESSION 3: <i>Making Sweet Tea</i> film screening and talkback with E. Patrick Johnson and the film’s director, Nora Gross (your professor!) [public event]	
WEEK 11: Teachers and Abolitionist Teaching		
MONDAY 4/4	<ul style="list-style-type: none"> • <i>Scripting the Moves</i>: Chapters 6 and 7 (Chapter 5 is optional) 	Deadline for Discussion Board Post 3 on <i>Scripting the Moves</i> (complete by midnight 4/4;

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		peer comments by midnight 4/5)
WEDNESDAY 4/6	<ul style="list-style-type: none"> Excerpt (Chapter 5) from <i>We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom</i>, Bettina L. Love, 2019 [Canvas] New York Times article "The Freedom and Fulfillment of Home-Schooling (first section) Optional: "Abolitionist Teaching with Bettina Love." <i>Reimagining Youth Work</i> podcast, 2020 (50 mins) <p><i>Class Guest: Ashley Herring</i></p>	
FRIDAY 4/8 Joint EQ Class	Final Group Project Work Day	
BOOK 4: PAYING FOR THE PARTY: HOW COLLEGE MAINTAINS INEQUALITY		
WEEK 12: Constraints on Class Mobility in College		
MONDAY 4/11	<ul style="list-style-type: none"> <i>Paying for the Party</i>: Preface and Introduction "Is College Still Worth It?" Patriot Act with Hasan Minhaj, 2020 (21 min video) 	
WEDNESDAY 4/13	<ul style="list-style-type: none"> <i>Paying for the Party</i>: Chapter 2 "Why College Men Drink: Alcohol, Adventure, and the Paradox of Masculinity," Rocco L. Capraro in <i>Men's Lives</i> [Canvas] 	Deadline for Discussion Board Post 4 on <i>Paying for the Party</i> (complete by midnight 4/18; like/comment on your peer's questions)
FRIDAY 4/15 – NO CLASS FOR EASTER		
WEEK 13: Constrained Pathways in College		
MONDAY 4/18 – NO CLASS FOR EASTER		
TUESDAY 4/19 *Tues is a Mon schedule*	<ul style="list-style-type: none"> <i>Paying for the Party</i>: Chapters 3 and 5 (Chapter 4 is optional) Optional: "Hybrid Femininities: Making Sense of Sorority Rankings and Reputation," Simone Ispa-Landa and Mariana Oliver, 2020 [Canvas] <p><i>Class Guest: Prof. Elizabeth Armstrong</i></p>	
WEDNESDAY 4/20	<ul style="list-style-type: none"> <i>Paying for the Party</i>: Chapter 6 	
FRIDAY 4/22 Joint EQ Class	Final Group Project Work Day	Autoethnographic Timeline of the Formative Moments in Your Schooling due by midnight 4/24

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WEEK 14: Post-College Inequality		
MONDAY 4/25	<ul style="list-style-type: none"> <i>Paying for the Party: Chapter 7</i> 	
WEDNESDAY 4/27	<ul style="list-style-type: none"> <i>Paying for the Party: Chapter 8-9</i> <p><i>Class Guest: Hannah Fatemi, BC Career Center</i></p>	
WEDNESDAY 4/27 6:00 -7:50pm	REFLECTION SESSION 4: Final Project Peer Reviews	
FRIDAY 4/29 Joint EQ Class	Final Group Project Work Day	
WEEK 15: Course Wrap-Up		
MONDAY 5/2 Joint EQ Class	Final Project Group Presentations	
WEDNESDAY 5/4	Course wrap-up	Class participation goals end-of-semester self-evaluation due by the start of class 5/4

All extra credit submissions must be turned in by midnight 5/8.

Submission of all Final Project group and individual materials due by 5/13.