

Abolitionist High School

Ethnic Studies

Introductions to Prison Abolition 101, Spring 2021

Instructor: Miss. Cook, Miss. Dunn, Miss. Robinson, Miss. Santos, Miss. Velis

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Office Hours: M-F 12pm-12:50pm and 3pm-4:30pm

Class Days/Time: M-F 10am-11am

Classroom: Room B-202

Prerequisites: Junior level English requirements or equivalent

General Education Student Learning Outcomes: Improve on public speaking skills, writing skills, critical thinking skills, and working in groups to produce projects.

Course Description: This course operates from the consideration that race and racism have been, and are currently, powerful social and cultural forces in United States society. The purpose of this class is to think critically about the relationality between carceral institutions in the US, now known as the prison industrial complex (PIC), and the interconnected state systems of political economy, law, and cultural practices that structure the PIC as both the physical infrastructure of prisons/jails/detention centers, but also the systems of policing, surveillance, and criminalization that produce state sanctioned forms of violence and/or premature death. This class will critically engage with key texts, articles, social movement histories, and experiences to address the ongoing structures that impact social and political relations, including contemporary issues such as COVID 19, Black Lives Matter movement, and abolition practices.

Course Goals: Help students to take an abolitionist approach to the following subjects discussed in class: policing, incarceration, border issues, and forms of resistance (abolitionist forms).

Topics to be Covered:

Introduction/Beginning History Unit (3 weeks): In this three-week unit, students will explore the history that led to the modern day Prison Industrial Complex. Students will learn about the U.S Slave Industry and the creation of modern day Law Enforcement. Students will learn how slavery morphed into the Prison Industrial Complex. Students will learn how Mass Incarceration was inflicted upon specific communities, and the long lasting effects it left within those communities. Additionally, students will be able to understand the history prior to the modern day Prison Industrial Complex, and be able to see actions being taken to purposefully expand this system. The overall objective of the Introduction/Beginning History Unit is for students to recognize the shift in violence being projected towards specific communities. In addition, students will see that the impact on the Slave Industry and the Prison Industrial Complex, affect each system in a lot of similar ways.

Gendered Carcerality/Harm Reduction Unit (3 weeks) : In this three-week unit, students will explore the idea of gender arcerality and the issues that women face while incarcerated. Additionally, students will be able to understand It will also focus on solutions in helping victims get justice without using our current method of incarceration. . The overall objective of the Gendered Carcerality/Harm Reduction Unit is for students to learn the challenges that incarcerated women face as well as ways we can change our justice system for the better.

Queer/Trans Abolition Unit (4 weeks) : In this four-week unit, students will explore the Queer and Transgender history, Stonewall Riot, importance of gender identity, understanding various Queer and Trans activist, and the importance of Queer Politics. Additionally, students will be able to understand what reform and abolition policies are, are communities doing/getting involved enough, and knowing the different options currently offered if help is needed. The overall objective of the Queer/Trans Abolition Unit is for students to have a better understanding for a community that is underrepresented and who's voice is constantly silenced. This four week unit will give students not only a history lesson for the Queer/Trans community, but will also shows students how they can become allies to this community.

Criminalizing Migrants Unit (4 weeks) : In this four-week unit, students will explore the **[insert what students will learn during four weeks]**. Additionally, students will be able to understand **[insert another take away message learned during 4 weeks]**. The overall objective of the Criminalizing Migrants Unit is for students to **[insert overall learning objectives]**.

Where do we go from here? Unit (4 weeks) : In this four-week unit, students will first re-address the topics covered during the semester during a review week. During this period, students will be introduced to the final project and their responsibilities regarding it. Students will be given time during various class periods to work within their groups, brainstorm, and ask the teacher respective questions. Additionally, students will be able to understand and tie together all of the history and topics covered by diving into a “where do we go from here” discussion. During this period the class will interact in open discussions as well as be exposed to issues surrounding their own communities in the past two years (including 2021). The overall objective of the “Where do we go from here?” Unit is for students to review, and then visualize their own importance and roles in activism.

Final Project: Work in assigned groups, make a presentation of any topic discussed in class that stood out to/had the biggest impact on your group. Topic examples could be: building the PIC, policing within communities, carceral feminism and transformative justice, alternatives to the PIC, and many more. You can bring your group topics to any of the teachers for advice/approval.

Upon successful completion of this course, each student will be able to: Know the history of the prison system in the United States, form an opinion on the PIC, know the difference between reformist and abolitionist, and form personal opinion on the ideologies of abolitionists.

Required Texts/Readings: Provided in class, hard copy and links

Textbook: None required

Other Readings: Provided in class (homework readings)

Other equipment / material requirements (optional): Laptop/tablet, notebook, writing utensil, and face mask.

Assignments and Grading Policy:

A 94-100
A- 90-93
B+ 87-89
B 83-86
B- 80-82
C+ 77-79
C 73-76

C- 70-72
 D+ 67-69
 D 60-66
 F <60)

INSTRUCTOR POLICIES: Come to class with an open and eager mind to learn and express your feelings/thoughts.

Classroom Protocol: No cell phone use during class. Laptops are ok to use for note taking but **ONLY** for note taking, no surfing the web during class time. Please be respectful to the community in the classroom, different opinions will form but respect must always be given to everyone in the classroom. Do not speak over others and allow for others to be heard. This is a safe space for thoughts/feelings to run freely.

Abolitionist 101, Spring 2021 Course Schedule

Week	Date	Topics, Due Dates, Deadlines
1	Jan. 11-15	This week will focus on Beginning of the Slave Industry & Introducing the Slave Codes, Creation of Slave Patrol/ Law Enforcement, Dive into the real meaning of what caused the Civil War, Aftermath of the Civil War, Examine the Jim Crow Era & Examine the Civil Rights Movement.
2	Jan 18-22	This week will analyze the Reconstruction Amendments, depict whether or not: Is Slavery still legal?, and learn how the P.I.C replaced the Chattel Slavery system.
3	Jan. 25-29	<p>This week students will learn about Mass Incarceration in America, Over Policing communities, the War On Drugs, and the Crime Bill.</p> <p>Final Project:</p> <ul style="list-style-type: none"> - Introduction to Group Project & group members assigned on Monday (1/25) - Project topic due by the end of class on Friday (1/29)
4	Feb. 1-5	Gendered Carcerality/Harm Reduction here: week 1 Intro to the idea of Gender Carcerality and intersectionality. A little bit of insight on the history of women’s prisons. The week will focus on issues that incarcerated women face on a large scale.
5	Feb. 8-12	Gendered Carcerality/Harm Reduction here: week 2

		There will be a focus on women of color as well as LGBTQ+ and the experience they have while incarcerated. It will focus on discrimination and violence they face.
6	Feb. 15-19	Gendered Carcerality/Harm Reduction here: week 3 Comparing the differences between our current system and the solutions to changing it. Focus on ways we can change the idea of incarceration and different ways we can gain justice for victims.
7	Feb. 22-26	Queer and Transgender history: understand the roots of both queer and transgender people, background info on Stonewall Riot, examine laws that target LGBTQ+ people, and the importance of gender identity (gender vs. sex).
8	March 1-5	Better understanding of transgender history (important events), understand history of both drag queens and kings, programs created to help members of LGBTQ+ community, understanding the hardship that black trans women encounter, and understand how the PIC affects queer and transgender people.
9	March 8-12	Understanding of various queer and trans activist, different person each day for this week. Better understand who this activist is and what they contributed towards the LGBTQ+ community.
10	March 15-19	Importance of Queer Politics, understanding reform and abolition policies, what the current administration is contributing towards these policies, knowing what communities are doing right and wrong, and reform vs. abolition- which has bigger impact?
11	March 22-26	Criminalizing Migrants: This section of the course will discuss the relationship between policies, immigrants, and the US prison complex in the United States. Specific Topic: <u>Immigration and the Latino Community.</u>
12	March 29 - April 2	Criminalizing Migrants: This section of the course will discuss the relationship between policies, immigrants, and the US prison complex in the United States. Specific Topic: <u>Immigration and the Muslim community.</u>
13	April 5-9	Criminalizing Migrants: This section of the course will discuss the relationship between policies, immigrants, and the US prison complex in the United States. Specific Topic: <u>Immigration and the Asian Community.</u>

	April 10-25	SPRING BREAK
14	April 26-30	Criminalizing Migrants: This section of the course will discuss the relationship between policies, immigrants, and the US prison complex in the United States. Specific Topic: <u>Immigration and the African American experience.</u>
15	May 3-7	Where do we go from here? here: week 1~ The first week of this unit will focus on the different social justice movements, Kahoot match on all four units, Project check-in, and learning about Abolitionist/Reformists.
16	May 10-14	Where do we go from here? here: week 2~ During this week, we will take a field trip to the Harada House, hear from two guest lectures, and towards the end of the week we will introduce how students should view "Where we can go from Here".
17	May 17-21	Where do we go from here? here: week 3~ This week we will take a closer look at what is going on specifically in our Riverside community. We will also dive into discussions on what our individual roles are / can be moving forward.
18	May 24-28	Where do we go from here? here: week 4~ Throughout the final week of the semester we will again address our roles in the community and begin our Group project Presentations.
Final Project	Due 5/26	Room B-202 10am-11am - Be Prepared to present your group project

