

**SOC 2211S+GE: Corrections (An Inside-Out Course)**  
**Angela Bryant, PhD**  
**Fall 2016**

**Professor Information**

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**Course Description:**

This course engages students in critical readings and discussions focused on the origins and development of the American criminal justice system, the historical and contemporary use of punishment and rehabilitation, the re-emergence of restorative justice, and the broader relationship between criminal and social justice. Specifically, we will focus on better understanding mass incarceration, considering its causes and consequences, as well as exploring the impact of crime, imprisonment and related policies on victims and communities.

The course is an Inside-Out Prison Exchange Program class in which a marriage of theoretical knowledge with practical understanding and experience is achieved by holding class inside the Southeastern Correctional Complex (SCC) throughout the semester. Involving roughly equal numbers of OSU students and incarcerated students, the class utilizes a variety of active learning techniques and leads to production of one or more class projects by the end of the course. There are two books and a course reader for the course, as well as reflective and analytical assignments throughout the semester.

**Expected Learning Outcomes (ELOs) for OSU Service Learning (S) and General Education (GE) courses:**

1. Students make connections between concepts and skills learned in an academic setting and community-based work.
2. Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.
3. Students evaluate the impacts of the service-learning activity.

**Goals and Objectives for the Course:**

1. Students make connections between concepts and skills learned in an academic setting and community-based work by (ELO 1):
  - integrating theoretical learning and academic course material with ‘hands-on’ or practical knowledge and experiences,
  - exposing students to multiple viewpoints and methods of inquiry,
  - promoting an increased awareness of the importance of context and personal values in people’s lives,

- providing inside students an opportunity to explore their views in an academic setting and a vehicle for feedback,
- assisting students in further developing their capacities for both written and oral self-expression,
- advancing ability to think critically and creatively about criminal justice issues and related public policies, and
- refining “higher-order” thinking skills such as application, evaluation and synthesis in the reflection/analysis process.

2. Students will evaluate the impacts of the Inside-Out Prison Exchange Program (OSU ELO 3). The program seeks to empower students and encourage them to become more active participants in their own education by:

- creating an environment that will facilitate the honest exchange of ideas in a dialogic format,
- providing an experiential setting for students to test and hone their theoretical and personal understandings about criminal justice and crime prevention issues,
- increasing students’ interest in what they are studying through exposure to how the issues play out in people’s lives,
- increasing engagement in the classroom experience and the larger educational enterprise,
- encouraging students to personally reflect on the connections among course material, class discussions and their prior knowledge,
- increasing students’ self-efficacy and leadership, including leadership activities, self-rated leadership ability, and interpersonal skills,
- increasing students’ perceptions that they are having meaningful learning experiences and
- strengthening each student’s belief that he or she can make a difference.

3. To advance students’ understanding of the significance and impact of human and cultural diversity, especially race, class and gender.

4. To increase understanding and empathy for people who have been victimized by crime.

5. To break down stereotypes and misinformation that may exist between those on the outside and those on the inside of correctional facilities. Students will develop an understanding of the issues, resources, assets, and cultures of prison (OSU ELO 2).

6. To promote important social values, including commitment to service, social change, and racial understanding.

#### **Required Texts/Course Readings\***

Jones, Sabrina and Mauer, Marc (2013). *Race to Incarcerate: A Graphic Retelling*. New York, NY: New Press. **NO NEED TO PURCHASE, WILL BE PROVIDED.**

Mauer, Marc and Meda Chesney-Lind (Eds.) (2002). *Invisible Punishment: The Collateral Consequences of Mass Imprisonment*. New York, NY: New Press.

All additional course readings will be provided through Carmen for “outside students” or a course reader for “inside students”.

\*In addition to the required readings, I will be providing handouts and/or articles to read throughout the semester.

### **Class Format:**

Aside from the three separate sessions, which are noted in the class schedule, the rest of the classes will be held on Tuesdays for 3 hours at SCC-Lancaster. We will be seated in a circle in all classes, in order to facilitate discussion. Class sessions will take the form of a guided dialogue, in both the large group and smaller subgroups, on particular topics each week. The separate meetings provide everyone an opportunity to prepare for and to brief and debrief the process and events in the joint sessions. **Subsequent to every class session**, each participant will hand in a reflection paper the following session (based on the previous class and related readings), although you may skip two reflection papers during the semester.

### **Attendance & Participation:**

This special experiential-based learning course, most of which will be held at the Southeastern Correctional Complex (SCC), is dialogue-based and, therefore, highly interactive. We will be meeting with a group of 10-15 individuals who currently reside at SCC. Given the unique nature of this course, it is **IMPERATIVE** that each student attends and fully participates in every session. Since we clarified scheduling issues prior to signing up for this class, there should be no problems with attendance. If, due to be **SERIOUS** and **VERIFIABLE** circumstances, you will be unable to attend one of the sessions, you **MUST CONTACT ME IN ADVANCE**. Any absence will change the dynamics of the group, as well as disappoint those who will be participating in the program. This is a special program that will take special effort on the part of each of us.

Active participation is also key to this process. As a group, we (those inside and out) will be discussing all sorts of issues, some of which may be controversial in nature. We are all- everyone involved- challenged to say what we think, even if it is not a popular point of view. For this experience to be the real educational opportunity that it's meant to be, we each have to take responsibility for the direction and depth of the discussion. As we will be meeting in a rather unfamiliar, atypical sort of setting, we will each have to work on getting comfortable enough to take the risks involved in fully participating in discussions. Also, while listening is vitally important and necessary to this process, sitting back to **JUST LISTEN** is not acceptable. Everyone must be fully involved for this to work.

Needless to say, when we are traveling to the prison, it is **ABSOLUTELY NECESSARY** to be **ON TIME**- to meet the group at the time and place as arranged. We will car pooling for these trips, and we will leave campus at 4:30 pm sharp.

### **Readings:**

The assigned readings are to be done **PRIOR TO THE MEETINGS**, according to the separate “Schedule of Readings” handout. The residents participating in the program will be doing the same readings, so it will be expected that everyone will be “on the

same page,” so to speak. The style of these in-house sessions will generally be more interactive and participatory than lecture. Additional readings in the form of articles and other handouts may be required.

### **Written Assignments: SIX (6) Reflection Papers, Final Paper and Group Project.**

#### **Reflection Papers:**

Each student is required to **complete SIX reflection papers** (as well as a final paper). A paper will be due after each joint class held at SCC. You can skip up to two reflection papers, if desired, still giving you a minimum of SIX required reflection papers. Extra credit is available to those who complete reflection papers based on all joint meetings at SCC (excluding the last joint meeting on 12/6.

Papers are **due the week following a particular session**; you can't skip a week and then submit a paper on that session two weeks later. They are to be typed, double-spaced, at least three pages in length (longer, if desired), and incorporate a minimum of five quotes (with citations) from the week's readings. **Make sure you credit the specific materials that you quote**, even when you are using articles/books assigned for the class. The papers will call for you to observe, feel, reflect, analyze, and integrate the information in the readings with the prior week's discussion. Please submit two copies of each paper, one of which will be returned to you.

Each paper should include three sections: Section One: Observations  
Section Two: Analysis and Integration  
Section Three: Reactions

Tips for writing a strong paper are provided at the end of the syllabus.

#### **Final Paper and Group Project:**

In lieu of a final exam, **a final paper** of approximately 10 pages in length, typed, double-spaced, and a **final group project** also will be required. The final paper is an opportunity for you to pull together the entire experience of the semester, reflect on your own process (and that of the group), and further analyze the issues that were addressed. A minimum of 12 relevant quotes with citations will be required in the final paper. The final paper will be due on the last day class will be held, when we will meet in separate sessions to debrief the semester. Additional guidelines for preparing this last, integrative product will be handed out.

In the last few weeks of class, students participate in a final group project designed to utilize empirical research to guide specific criminal justice policy recommendations, and the final product is formally presented to all participants at the public closing ceremony. At a closing ceremony before an audience that includes administrators from OSU, the Southeastern Correctional Complex, and ODRC representatives, each student is presented with a certificate acknowledging his/her participation in the Inside-Out Program.

#### **Grading Policy:**

Given the interactive nature of this study, 1/3 of the grade will be based on attendance and full participation. This includes attention, listening, AND actively joining in the dialogue, in both large and small groups. The rest of the grade will depend on the

quality of the written work submitted: reflection papers (1/3) and final paper/group project (1/3).

Papers written by both University and SCC students will be graded according to standard college grading procedures. However, SCC students not obtaining University credit may choose to be graded on a sliding-scale basis – that is an individual choice to be made at the beginning of the semester.

### Academic Integrity

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct. Please refer to [http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp) for details.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

**Plagiarism is a serious offense at this university.** All quoted and paraphrased passages must be cited appropriately in your written work. Copying sentences or whole sections of another's work from web sites or other materials is considered plagiarism. *When you find it, you can use it if you cite it!!* Cutting and pasting from websites/online articles without proper citations is considered plagiarism.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me. Other sources of information on academic misconduct (integrity) to which you can refer include:

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

### Special Accommodations: Outside Students Only

If you need accommodations due to a disability, you must first register with the Office for Disability Services (ODS) at 226 Warner Center, ext. 441; <http://www.newark.osu.edu/studentlife/ODS/Pages/Service.aspx>

On the Columbus campus, you can find ODS at 150 Pomerene Hall, 1760 Neil Avenue; telephone 614-292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

After you receive your authorized accommodation from ODS, you should show me your access plan and discuss your needs with me. Ideally, we should meet within the first week of class.

### Schedule for Meetings at SCC and OSU-N: All Joint Class Meetings Take Place from 5:30-8:15pm

Mon. Aug. 22	Separate Session with Inside (SCC) Students (12:30-3).
Tues. Aug. 23	Separate Session with Outside (OSU-N) Students (2:30-3:30; training at SCC from 4:30-5:30PM).
Tues. Aug. 23	First Joint Class at SCC.
Fri. Aug. 26	Separate Session with Inside (SCC) Students (9:30-10:30am).
Fri. Aug. 26	Separate Session with Outside Students (OSU-N) (12:30-2).
Tues. Aug. 30	Joint Class at SCC.
Tues. Sept. 6	Joint Class at SCC.
Tues. Sept. 13	Joint Class at SCC.
Tues. Sept. 20	Joint Class at SCC. <b>Preceded by a tour of SCC for Outside Students (4:30-5:30). Car pools leaves at 3:30***</b>
Tues. Sept.27	Joint Class at SCC.
Tues. Oct. 4	Joint Class at SCC.
Tues. Oct. 11	Joint Class at SCC.
Tues. Oct. 18	Joint Class at SCC.
Tues. Oct. 25	Joint Class at SCC.
Tues. Nov. 1	Joint Class at SCC.
Tues. Nov. 8	Joint Class at SCC.
Tues. Nov. 15	Joint Class at SCC.
Tues. Nov. 22	Joint Class at SCC.
Tues. Nov. 29	Joint Class at SCC.
Tues. Dec 6	Closing Ceremony at SCC (12:30-3:15).
Fri. Dec. 9	Separate Session with SCC Students (9:30-10:30). <b>Final Paper Due.</b>
Fri. Dec. 9	Separate Session with Outside (OSU-N) Students (12:30-3). <b>Final Paper Due.</b>

## **TIPS FOR WRITING REFLECTION PAPERS**

**Section One: Observations.** Identify three things that you observed during our combined meetings. These observations can include anything that especially stood out for you, such as certain kinds of interactions between people, interesting issues or common themes that emerged (beyond what we were discussing), insights about the dynamics of the group, etc. Explain what was significant to you about each of the observations.

Tip: Be sure to include, and explain, **three** observations.

### ***Example on an observation:***

During our discussion about power, I noticed that most definitions of power were negative. For example, several students said that power is the ability to control other people. We didn't discuss the positive elements of power until much later in the class.

**Section Two: Analysis and Integration.** In this section, you are to look at the issues that were discussed in the prior week's class, reflecting on and analyzing the topics that were addressed. Integrate the readings for the week, including at least five relevant quotes (with citations) from those readings. This is probably the most difficult section to write well. In this section, you are expected to present your own analysis based on the readings and discussion for each class meeting. This section is to be at least two pages long.

Tip 1: Prior to writing this section you should reflect on the issues and themes that were discussed during the class meeting and those that came up while you were doing the reading. What themes, points, or issues did you find interesting? Jot these down.

Tip 2: Since it is difficult to write about several issues well, select one (*maybe two*) of these issues or themes to write about.

Tip 3: Develop your own analysis of the issue or theme you select. What do YOU think about what you read and discussed during class?

Tip 4: Use quotations from the readings and examples from class discussion to support your analysis or to highlight the limitations of your analysis.

### ***Example of part of an Analysis and Integration section:***

During the last decade, tougher drug laws have been introduced in most states. I find it interesting that although these laws supposedly apply to everyone, they often seem to affect men and women differently. As Dr. Jones states in *Her Really Good Book*, "**women are likely to receive harsher penalties than men for their involvement in similar offenses**" (HRGB p. 3). In class last week we identified several explanations for why that might be true and I want to discuss here those that I find to be most persuasive. I also will suggest means of eliminating unwarranted differences in sentencing of men and women that legislators should entertain. In addition, lawmakers need to have their feet held to the fire to make sure they consider the broader impact of

harsher penalties for drug offenses beyond the lives of the individuals sentenced for such crimes. As Prof. Bryant writes, “**incarceration also punishes the families of men and women on the inside**” (PPB p.7).

Tip: Try **not** to do the following:

Quote #1: “Women are likely to receive harsher penalties than men for their involvement in similar offenses” (HRGB p.3). This quote shows that women in the criminal justice system are treated differently from men. It seems that women and men are treated differently at the county jail.

This is not necessarily “wrong,” but notice whose voice and opinion is emphasized when the quote comes first: not yours. Use this assignment to showcase YOUR analysis. You’ve done the work, read the books, and listened in class. Now give YOUR take on all of this. Use the quotations and examples to support YOUR analysis or to highlight the limitations of your analysis. Also take care to avoid including a string of quotes as if the quotations speak for themselves. Again, most of the analysis and discussion should come from you. Also avoid simply restating what’s in a quotation. That doesn’t tell us what you make of the quotation or how you would expand on its message.

**Section Three: Reactions.** In this section, you should write about your emotional reaction (how you felt) after class. Try to describe *in as much detail as possible* how class or a particular discussion or activity made you feel. For example, don’t just say that class made you feel sad. Tell the reader what made you feel sad and why. If possible, spell out more about what it means when you say you were sad. Sadness is not necessarily experienced in the same way by everyone. It may be difficult to explore these feelings. Writing can be a useful way to examine feelings that we might otherwise ignore. Remember, you will not be penalized for honesty.

**Final Tip: Value the time you spend on each assignment.** I’ve graded A LOT of papers and can tell when you are not giving your full effort. Your time, and mine, is too valuable to waste.



**Tentative Schedule of Readings and Assignments**

*This schedule is subject to change. The actual pace of these topics may vary to meet the needs of the class.*

Date	Readings to Prepare for Class	Class Activities
8/22:Inside Students (12:30-3)	<b>Read Syllabus/Course Reader</b>	<ul style="list-style-type: none"> <li>• Overview/History of Inside-Out</li> <li>• Dyad Introductions/Instructor Intro</li> <li>• In-depth Syllabus Review</li> <li>• Prison Rules/Inside-Out Rules</li> <li>• Use of Labeling Language</li> <li>• <b>Assignment: Media Awareness</b></li> </ul>
8/23: Outside Students (2:30-3:30 PM Warner 175; 4:30-5:30 training at SCC)	<b>Read Syllabus/Course Reader</b>	<ul style="list-style-type: none"> <li>• Overview/History of Inside-Out</li> <li>• Dyad Introductions/Instructor Intro</li> <li>• In-depth Syllabus Review</li> <li>• Prison Rules/Inside-Out Rules</li> <li>• Use of Labeling Language</li> <li>• Training by SCC on Prison Rules</li> <li>• <b>Assignment: Media Awareness and SCC website</b></li> </ul>
8/23: FIRST JOINT CLASS AT SCC (5:30-8:15 PM)	Reading to be done prior to class: Syllabus and Rules of Program, and <b>Reading 1: “The Caucasian Invasion”</b>	<ul style="list-style-type: none"> <li>• Name Tags/Wagon Wheel Exercise</li> <li>• “Two Truths and a Lie”</li> <li>• Review of Syllabus and Parameters of Program</li> <li>• Guidelines for Dialogue</li> <li>• Dostoyevsky Quote</li> <li>• <b>Assignment: First Reflection Paper Mandatory for All (Due 8/28)</b></li> </ul>
8/26:Outside Students (12:30-2 PM Warner 175)	Begin Reviewing the Assigned Readings for 9/2	<ul style="list-style-type: none"> <li>• <b>Reflection Paper 1 Due</b></li> <li>• Thoughts and Feelings Regarding Previous Class</li> <li>• Overview of CJ System-Handout</li> <li>• Reflection Questions Assigned</li> </ul>
8/26:Inside Students (9:30-10:30 AM)	Begin Reviewing the Readings for 9/2	<ul style="list-style-type: none"> <li>• <b>Reflection Paper 1 Due</b></li> <li>• Thoughts and Feelings Regarding Previous Class</li> <li>• Overview of CJ System-Handout</li> <li>• Reflection Questions Assigned</li> </ul>

Date	Readings to Prepare for Class	Class Activities
8/30: Joint Class	<b>Reading 2: “A Crime by Any Other Name”</b> <b>Reading 3: “Victims and Offenders: Myths and Realities about Crime”</b> <b>Reading 4: “The Invention of the Penitentiary”</b> <b>Reading 5: “A Look at Prison History”</b>	<ul style="list-style-type: none"> <li>• Forced Choice Exercise</li> <li>• Reading and Reflection questions</li> <li>• Large Group Brainstorm and Discussion: What are Prisons For?</li> <li>• Small/Large Group Discussion</li> <li>• <b>Assignment: Reflection Paper 2</b></li> </ul>
9/6: Joint Class	<b>Reading 6: “The New Jim Crow”</b> <b>Reading 7: “What is to be done?”</b> <b>Reading 8: “Order in the Courts: The Myth of Equal Justice”</b>	<ul style="list-style-type: none"> <li>• <b>Reflection Paper 2 Due</b></li> <li>• Alligator River Handout and Discussion</li> <li>• Large Group Brainstorm and Discussion: Why do People commit Crime?</li> <li>• Leading Theories of Criminal Behavior</li> <li>• Reflection Questions Assigned</li> <li>• <b>Assignment: Reflection Paper 3</b></li> </ul>
9/13: Joint Class	<b>Reading 9: “Race to Incarcerate”</b> <b>Reading 10: “Ending the Street Culture of Crime”</b> <b>Reading 11: “On the Characteristics of Total Institutions”</b> <b>Reading 12: “Culture and the Determination of Attitudes”</b> <b>Reading 13: “In Search of the Convict Code”</b>	<ul style="list-style-type: none"> <li>• <b>Reflection Paper 3 Due</b></li> <li>• Small Group: Ending the Culture of Crime</li> <li>• Reflection Questions Assigned</li> <li>• <b>Assignment: Reflection Paper 4</b></li> </ul>
9/20: Joint Class (Preceded by Tour of SCC for Outside Students)	<b>Reading 14: Varieties of Punishment”</b> <b>Reading 15: “Inmates and Officers”</b> <b>Reading 16: “NEWJACK” (Chapter 4 only)</b>	<ul style="list-style-type: none"> <li>• <b>Reflection Paper 4 Due</b></li> <li>• Debrief Prison Tour</li> <li>• Myths and Realities of Prison Life</li> <li>• Small/Large Group Discussion</li> <li>• <b>Assignment: Journal</b></li> <li>• <b>Assignment: Reflection Paper 5</b></li> </ul>

Date	Readings from Text to Prepare for Class	Class Activities
9/27: Joint Class	<p><b>Reading 17: “Cons and Country Clubs: The Mythical Utility of Punishment”</b></p> <p><b>Reading 18: “Gender, Crime, and Deviance”</b></p> <p><b>Reading 19: “Eating the Life Sentence Elephant”</b></p>	<ul style="list-style-type: none"> <li>• <b>Reflection Paper 5 Due</b></li> <li>• Mid-Course Evaluation</li> <li>• Three Day Journal</li> <li>• An Analysis of the CJ System</li> <li>• Small/Large Group Discussion</li> <li>• Reflection Questions Assigned</li> <li>• <b>Assignment: Reflection Paper 6</b></li> </ul>
10/4: Joint Class	<p><b>Reading 20: “Penal Harm and Its Justifications”</b></p> <p><b>Reading 21: “Invisible Punishment: The Collateral Consequences of Mass Imprisonment” (Parts I and II, pgs. 13-113)</b></p>	<ul style="list-style-type: none"> <li>• <b>Reflection Paper 6 Due</b></li> <li>• Punishment and Rehabilitation</li> <li>• Philosophies of Sanctioning</li> <li>• Small/Large Group Discussion</li> <li>• Case Studies</li> <li>• Victimization Survey</li> <li>• Reflection Questions Assigned</li> <li>• <b>Assignment: Reflection Paper 7</b></li> </ul>
10/11: Joint Class	<p><b>Reading 22: “Invisible Punishment: The Collateral Consequences of Mass Imprisonment” (Part III, pgs. 115-162)</b></p>	<ul style="list-style-type: none"> <li>• <b>Reflection Paper 7 Due</b></li> <li>• Revisiting Alligator River</li> <li>• Who Experiences Crime?</li> <li>• Reflections on Harm: Handout</li> <li>• Small/Large Group Discussion</li> <li>• Reflection Questions Assigned</li> <li>• <b>Assignment: Reflection Paper 8/Group Project Ideas</b></li> </ul>

Date	Readings from Text to Prepare for Class	Class Activities
10/18: Joint Class	<b>Reading 23:</b> <b>“Invisible Punishment: The Collateral Consequences of Mass Imprisonment” (Part IV, pgs. 163-193)</b> <b>Reading 24: A Self-Sustaining Epidemic: Modes of Reproduction (from <i>A Plague of Prisons</i>)</b>	<ul style="list-style-type: none"> <li>• <b>Reflection Paper 8 Due</b></li> <li>• Group Project</li> <li>• <b>Assignment: Peacemaking Circle Roles and Group Project Readings</b></li> </ul>
10/25: Joint Class	<b>Reading 25:</b> <b>“Reconsidering Restorative Justice: The Corruption of Benevolence Revisited”</b> <b>Reading 26:</b> <b>“Peacemaking Criminology”</b> <b>Reading 27: “What is Transformative Justice?”</b> <b>Reading 28: “10 Reasons for Penal Abolition”</b> <b>Reading 29: “The moving targets of penal abolitionism: ICOPA, past, present and future”</b>	<ul style="list-style-type: none"> <li>• New Directions/Restorative Justice</li> <li>• Peacemaking Circle</li> <li>• Small/Large Group Discussion</li> </ul>
11/1: Joint Class	Readings for Group Project	<ul style="list-style-type: none"> <li>• <b>Group Project Guidelines</b></li> <li>• Reflection Questions Assigned Group Projects</li> </ul>
11/8: Joint Class	Readings for Group Project	<ul style="list-style-type: none"> <li>• Group Project</li> </ul>
11/15: Joint Class	Readings for Group Project	<ul style="list-style-type: none"> <li>• Group Project</li> </ul>
11/22: Joint Class	Readings for Group Project	<ul style="list-style-type: none"> <li>• Group Project</li> </ul>

Date	Readings from Text to Prepare for Class	Class Activities
11/29: Joint Class		<ul style="list-style-type: none"> <li>• Group Project</li> <li>• Finalize Closing Ceremony</li> <li>• Guidelines for Final Paper</li> <li>• <b>Assignment: Final Paper</b></li> </ul>
12/6	Closing Ceremony	
12/9: Outside Students (Warner 175)		<ul style="list-style-type: none"> <li>• <b>Final Paper Due</b></li> <li>• <b>Evaluations</b></li> </ul>
12/9: Inside Students		<ul style="list-style-type: none"> <li>• <b>Final Paper Due</b></li> <li>• <b>Evaluations</b></li> </ul>