

CDD 240: CIE Cellmates

A Flagler Sophomore High Impact Practice (FlagSHIP) Course on Citizenship, Diversity, and Democracy

Instructors: *Leslie Robison, Professor of Art (she/they) and Rena Alcalay, Postdoctoral Teaching Fellow (she/her)*

Credit Hours: 3 **Location:** Molly Wiley Art Building, S-2 **Meeting Times:** MTWRF, 1:00- 5:30 pm

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FlagSHIP (Flagler Sophomore High Impact Practice) Course Description

This course will continue the work of the First Year Seminar on Liberal Education and Citizenship (FYS) by focusing on the development of an inclusive academic community that prepares students to be informed and ethical citizens in a diverse, dynamic, and globalized world. Courses are offered in an intensive-format JanTerm or Maymester and are devoted to topics developed and offered by faculty from any discipline. Course formats may include study abroad or study away, community-integrative education, undergraduate research, or on-campus intensive-format seminar. These intensive and experiential learning opportunities focus on exposing students to diverse points of view and people, improving intercultural competence and illuminating the complex systems and legacies (social, cultural, environmental, economic, political, and physical) that shape an increasingly interdependent world. Courses foster dialogue across difference and build confidence in students' abilities to participate as citizens in a diverse democracy. Courses are taken P/F.

Description of this Course

In this course, we will look at the prison system and work with young men detained by the state of Florida. Each student will experience lock-up and then will be paired with an inmate in order to develop a friendship, compare experiences, and develop a better understanding of the factors that create or deny privilege and access to education, wealth, agency, and freedom.

Cellmates is a socially engaged art project that pairs students with young men incarcerated here in St. Augustine at the St. Johns Youth Academy (SJYA). Socially engaged art favors relationships over art products (tangible objects like paintings or sculptures) and gives the artist and participant the potential to form communities, emancipate participants, and share the responsibility for creating meaning. The instructors, students, and their partners from SJYA will all be collaborators in creating a meaningful experience.

With their assigned partners, Flagler students will be provided with the opportunity to learn about Compassionate Listening which is a practice that integrates cognitive awareness with the wisdom of the heart and body. It fosters a quality of listening that helps create a safe setting for people to express themselves honestly and fully in search of their deepest truth. In this course, students will be introduced to and complete training for developing skills to implement practices of Compassionate Listening in their daily life. Amongst the skills students can expect to learn are mirroring techniques, inquiries, and deepening questions, and understanding one's relationship to conflict.

Partners will use what they have learned about each other to collaborate on a final work of art. Throughout this experience, assigned readings, journal writing prompts, and our inside view of incarceration will help us examines the cultural factors that give or deny privilege to various citizens. Students have an opportunity to create a bond that fosters understanding, appreciation, and empathy, not only for their partners but for those who have different cultural experiences and values.

FlagSHIP Course Student Learning Outcomes (SLO) (these are the required SLOs)

- Students articulate insights their own cultural orientation and biases.
- Students explore diverse cultural groups, norms, and behaviors different from their own.
- Students analyze the role of power, privilege, inequity and structural systems in shaping identity, opportunity, and access.
- Students synthesize diverse points of view and apply a cross-cultural framework to relevant issues or situations, while also considering impacts on local and global communities.

Required Text(s) and Supplemental Readings:

Practicing the Art of Compassionate Listening by Andrea S. Cohen, Leah Green, and Susan Partnow (2017)

Excerpts from: *The New Jim Crow*, Michelle Alexander (on the course Canvas page)

Excerpts from: *Pedagogy of the Oppressed*, Paolo Freire (on the course Canvas page)

Methods of Instruction:

Learning in this course will be facilitated primarily through experiential, “hands-on” practice. Activities and discussions at the St. Johns Youth Academy (SJYA) will allow students to engage civilly with young men from differing backgrounds and experiences and make meaningful connections to individuals with different points of view. Through these activities, students will mentor these young men, acting as role models for the benefits of education, and leading thoughtful discussions that show respect, acknowledge equality, and demonstrate critical thinking about the issues we encounter. The learning opportunities within these interactions will be enhanced by other factors such as readings, class discussion of reading, consultation with instructor, and critical self-reflection in the form of keeping a journal.

Course Requirements and Methods of Assessment:

Students will be required to:

- **IMPORTANT: Due to the time we must dedicate to our community project during the two weeks of JanTerm, it is an expectation of this course that students will complete readings BEFORE THE FIRST CLASS.**
- Come prepared to discuss assigned readings. Read all assigned chapters, take notes, and summarize the main arguments in your own words. For your assigned chapter to lead discussion, you will also need to include a reaction to the reading in terms of how it impacts your understanding of our project at the detention center, and prepare questions for discussion.
- Come to class regularly and on time. We will be going to SJYA on seven of the ten class days, so timeliness is important for our ability to leave campus on time and you will have a partner who will expect to see you every visit!
- As letter and image exchanges are assigned, work outside of class to prepare a meaningful contribution. Don't let your partner down!
- Create a final work of art for or with your partner. What you make may reinforce the connection you have made, become a source of inspiration or reminder of that individual's potential or aspirations, and/or can act as a reminder of our listening practices.
- Respond to the journal prompts to reflect on your experiences at the detention center. Both positive and negative reactions are expected as we navigate our interactions. Insights and questions should be recorded as well.
- Treat all members of the class, our young partners, the instructors, and SJYA staff with the respect we are all due. (In order to support a truly democratic environment, we will be striving to create an equal platform for all participants. Respectful dialogue based in open, honest, and supportive communication is at the foundation of our whole endeavor.)
- **Be ready to get creative! Don't fear this “art” class if you have never taken art before. This practice is for everyone, and you do not need any special skills to participate fully in this class, however, we will be asking you to think creatively. This will allow you to learn by synthesizing multiple ideas to arrive at new ways of thinking about interacting with other individuals and the world.**
- Pre- and Post-Assessments- Culture Scope and Identity Chart: This is a required assignment for all FlagSHIP students.

Class Attendance Policy: Students cannot miss more than 2 classes. Students who miss more than 2 classes will be withdrawn with a W and will have to re-take FlagSHIP.

Missing one class= 100 points deducted from final grade

Missing two classes= 200 points deducted from final grade

Missing three classes= withdrawn from course

Late Work: Due to the brevity of this course and our work with partners, late work will not be accepted.

Required Assignments: All students must complete the Cultural Scope (pre and post) and Identity Chart. These will be embedded in each course.

Grading

Components of final grade:

Leading Reading Discussion=	100 points
Journal posts (4 @ 50 points)=	200 points
Partner activity/art=	200 points
Final Essay=	200 points
Pre-Assessment=	100 points
Post-Assessments=	200 points
TOTAL 1000 points	

Grading Scale:

“P” = Pass (600-1000 points)

“F” = Fail (0-599 points)

Course Schedule:

Please note that this schedule is subject to change.

MON 1/6

- Introduction to the course,
- Syllabus review
- Crash course in art history with a special focus on who has controlled the art created throughout history and the reasons for making it, as well as who looks at art, who is it for, and how have we arrived at a point where art, through social practice, has merged with other disciplines such as education and social work.
- Reading Discussion
- Introduction to St. John’s Youth Academy, rules and dress code, signing field trip forms

TUE 1/7- Fieldtrip to SJYA- what is it like to be incarcerated? A walk through the facility. Introduction to your partner’s space, getting locked up, letter writing

WED 1/8 - Fieldtrip to SJYA, a letter to your partner

THU 1/9- Fieldtrip to SJYA, meeting partners/cellmates

- Journal entry 1 DUE by midnight

FRI 1/10- Field trip to SJYA, intro to Compassionate Listening

- Weekend assignment: Watch Netflix Documentary 13th
- Journal entry 2 DUE by midnight

MON 1/13- Fieldtrip to SJYA, new listening exercises

- Journal entry 3 DUE by midnight

TUE 1/14- Fieldtrip to SJYA, collaborating on final artwork(s)

WED 1/15- Fieldtrip to SJYA, collaborating on final artwork(s)

- Journal entry 3 DUE by midnight

THU 1/16- We will be hosting our cellmates on the Flagler campus!- the plan and time TBA.

FRI 1/17- Final discussion, your list of “3 things,” final assessment activities

- Final essay due by midnight