

The title page features a light beige background. Two thick black L-shaped brackets are positioned on the left and right sides, framing the central text. The text is centered and reads "RACE, REPETITION AND REFORM" in a bold, black, sans-serif font, arranged in two lines.

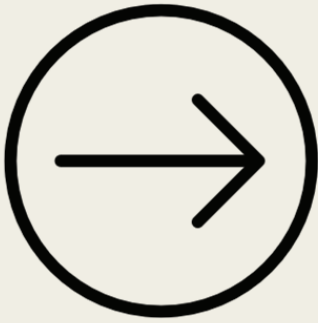
# RACE, REPETITION AND REFORM

1

The preface page has a solid black background. Two thick white L-shaped brackets are positioned on the right side, framing the central text. The text is centered and reads "PREFACE" in a bold, white, sans-serif font.

# PREFACE

2



## Purpose

- The **purpose** of this talk is to explore the ways in which **Black and Brown** students' experiences with **school discipline systems** shape the way they view themselves as **members of our democracy**.

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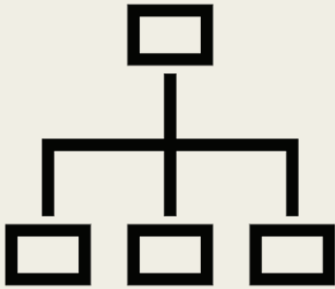
## Context

- This talk will draw heavily on a theory known as "**policy feedback**," in which an individual's **experiences** interacting with the state are a key determinant of **the way that they think of themselves** in relation to said state.
- The **classroom** is perhaps the most important site in which this process takes place, due both to the **amount** of an individual's formative years that are spent in school and the **role** that schools play in providing children with **essential social services**.
- **School discipline systems** are a crucial part of this process, as they teach children how to relate to the state when it comes to questions of **wrongdoing and accountability**.



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# Structure



- This presentation will focus on **three themes**.
- First, the **punishments** central to school discipline systems.
- Second, the **processes** by which those punishments are administered.
- Third, the **people** responsible for administering them.

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# PUNISHMENTS

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## Title search: Race, Repetition, and Reform

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"Race, Repetition, and Reform"