

CCJ 4934/SYA 4930 Mass Incarceration

Fall 2022, Keene-Flint Hall 0105

Class Meetings: Mondays, Wednesdays, Fridays, 3:00-3:50 p.m.

This class will meet in person in Keene-Flint 0105.

*This syllabus is subject to change. The most updated version will be available on Canvas.

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Office Hours:

Fridays, 10:00 a.m. to noon, Turlington, 3344 or by appointment.

Course Description and Objectives

In 1972, there were 300,000 Americans in prison. Today there are over 2 million. This course examines how American democracy and culture shaped its penal system. We explore how America transformed from a nation with a small penal population in the early twentieth century to a global outlier in correctional supervision one hundred years later. The class draws on scholarly literature, court cases, investigative journalism, and prison memoirs. We will analyze how race, gender, and class operated in the criminal justice system and interacted with political objectives (e.g. freedom, justice, power). By the end of the semester, students will have a sophisticated understanding of how racialized, gendered, and economic power structures have influenced criminal justice in America.

Expectations

I expect you to engage in thoughtful and critical participation. Questions to think about for each meeting include: What are the main arguments from the course material? What evidence do the authors use to support their claims? Did you find the argument convincing?

Students are expected to read and take notes on the evidence, arguments, and big ideas from the readings. What did you find interesting or surprising about the reading? How did the material complement and contrast with other material from this class?

Accessibility

I will make every attempt to accommodate qualified students with disabilities. You must have established your eligibility for support services through the appropriate office that services students with disabilities. Note that services are confidential and may take time to put into place. Please contact the campus office as soon as possible if accommodations are needed. For more information, please visit: <https://disability.ufl.edu/services/accommodations/>

Academic Integrity

It is the student's responsibility to adhere to University of Florida's honor code: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>. Any violation of academic integrity will be reported to the UF disciplinary system.

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Honor Code](#). Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. *If you have any questions about this policy, please ask me before submitting your work.*

UF Covid-19 Policies

In response to COVID-19, the following recommendations are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

If you are not vaccinated, get vaccinated. Vaccines are readily available and have been demonstrated to be safe and effective against the COVID-19 virus. Visit one.uf for screening / testing and vaccination opportunities.

If you are sick, stay home. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 to be evaluated.

Please stay updated of UF policies during the pandemic: <https://coronavirus.ufl.edu/university-updates/>

Recording

Students are allowed to record video or audio of class lectures.¹ However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal and civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format, medium, to another person or persons, including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted

¹ A class lecture is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Evaluation

1. Attendance. (10%) You are expected to attend all class sessions, and I will take attendance each class session. Two or more absences will impact your attendance grade.
2. Participation (10%). You are expected to complete the readings in advance of the class meetings. You are expected to ask questions and contribute to the conversation about the material during our meetings.
3. Discussion Board Posts (10%). You will be asked to write a one-paragraph post in response to the major themes and issues of the week. More information on this assignment is available on Canvas and deadlines are listed on the syllabus.
4. Essays (45%). You will be asked to write three short, 2-page essays throughout the semester in response to the course material for that week. The papers are each worth 15% of your grade and the deadlines are posted in the syllabus and on Canvas. Your essays must advance an argument using the course material.
5. Final Assignment (25%). You will be asked to write a final 4-6-page paper. More information will be available on Canvas.

Required Reading

Andrew Baer, *Beyond the Usual Beating: The Jon Burge Police Torture Scandal and Social Movements for Police Accountability in Chicago* (University of Chicago Press, 2020).**

Dan Berger, *Captive Nation: Black Prison Organizing in the Civil Rights Era* (University of North Carolina Press, 2014).

Angela Davis, *Are Prisons Obsolete?* (Seven Stories Press, 2003).**

Heather Schoenfeld, *Building the Prison State: Race and the Politics of Mass Incarceration* (University of Chicago Press, 2018).**

Jesmyn Ward, *Sing, Unburied, Sing* (Scribner, 2017).**

*All other course material will be posted on Canvas or Course Reserves.

** Available as an e-book through UF Library

Class Meetings and Reading Schedule

Week 1: Narratives and Research Questions

- Aug. 24 Introduction
- Aug. 26 Adam Gopnik, "The Caging of America: Why do we lock so many people up?"
The New Yorker, January 30, 2012.
Heather Ann Thompson, "Why Mass Incarceration Matters: Rethinking Crisis, Decline, and Transformation in Postwar American History," *Journal of American History*, December 1, 2010: 703-734.

Week 2: The Carceral State

- Aug. 29 Katherine Beckett and Naomi Murakawa, "Mapping the Shadow Carceral State: Toward an Institutionally Capacious Approach to Punishment,"
Theoretical Criminology 16:2 (2012), pp. 221-244.
- August 31 Berger, *Captive Nation*, Introduction, Chapter 1.
- September 2 Berger, *Captive Nation*, Chapter 2.
***Discussion board post due by noon.**

Week 3: Civil Rights Movement in Prisons

- Sept. 5 NO CLASS – LABOR DAY
- Sept. 7 Berger, *Captive Nation*, Chapters 3-4, 91-176.
- Sept. 9 Berger, *Captive Nation*, Chapter 5, 177-222.

Week 4: Attica

- Sept. 12-16 Watch: "Attica" (1974), 1 hour 20 minutes, on Course Reserves.
"Attica: 'The Fury of Those Who Are Oppressed,' 1971," in *Let Nobody Turn Us Around: Voices of Resistance, Reform, and Renewal: An African American Anthology*, Manning Marable and Leith Mullings, eds. (New York, Rowman and Littlefield, 2009), 466-468.
***Discussion board post due by noon, September 16.**

Week 5: The Prisoners' Rights Movement and its Legacies

- Sept. 19 Berger, Chapter 6 and Epilogue, 223-279.
- Sept. 21 James B. Jacobs, "The Prisoners' Rights Movement and Its Impacts, 1960-1980,"
Crime and Justice, vol 2 (1980): 429-470.

Sept. 23 Robert Martinson, "What Works?: Questions and Answers About Prison Reform," *The Public Interest*, 35 Spring 1974, 22-54.

***First paper due by 5pm on Friday, Sept. 23, Upload to Canvas.**

Week 6: Gender, Race, and Criminal Justice

Sept. 26 Heather Schoenfeld, *Building the Prison State*, chapter 1.

Sept. 28 Schoenfeld, *Building the Prison State*, chapter 2

Sept. 30 Schoenfeld, *Building the Prison State*, chapter 3.

Week 7: Rethinking the Carceral State

Oct. 3 Watch: Slavery by Another Name (PBS, 2014) on Course Reserves.

Oct. 5 Schoenfeld, *Building the Prison State*, chapters 4-5.

***Discussion board post due by noon.**

Oct. 7 NO CLASS - Homecoming

Week 8: Mass Incarceration in Florida

Oct. 10 Schoenfeld, *Building the Prison State*, chapter 6.

Oct. 12 Schoenfeld, *Building the Prison State*, chapter 7.

Oct. 14 Schoenfeld, *Building the Prison State*, chapter 8.

***Second paper due by 5pm on Friday, Oct. 14, Upload to Canvas.**

Week 9: War on Crime

Oct. 17 Watch: "Peace Officer" on Course Reserves

Oct. 19 Andrew Baer, *Beyond the Usual Beating*, Introduction and Chapter 1.

Oct. 21 Andrew Baer, *Beyond the Usual Beating*, Introduction and Chapter 2.

Week 10: Police and Social Movements

Oct. 24 Baer, *Beyond the Usual Beating*, Chapter 3.

Oct. 26 Baer, *Beyond the Usual Beating*, Chapter 4.

Oct. 28 Baer, *Beyond the Usual Beating*, Chapter 5.

Week 11: Death Penalty

Oct. 31 Baer, *Beyond the Usual Beating*, Chapter 6 and Epilogue, 165-207.

Nov. 2 Death Penalty Reading on Canvas

Nov. 4 Course Materials on Canvas

***Third paper due Friday, Nov. 4, at 5pm. Upload to Canvas.**

Week 12: Gender and Anti-Carceral Feminism

Nov. 7 Angela Davis, *Are Prisons Obsolete?*, Chapter 4, 60-83

Nov. 9 Watch: “Gender and Incarceration” panel discussion held at Tulane University on November 6, 2013. <http://www.c-spanvideo.org/program/Incarcer>

Nov. 11 -NO CLASS- Veteran’s Day

Week 13: Narratives

Nov. 14 Jesmyn Ward, *Sing, Unburied, Sing*, chapters 1-7, pages 1-167

Nov. 16-18 - NO CLASS-

Week 14: History and Memory

Nov. 21 Ward, *Sing, Unburied, Sing*, chapters 8-15, 169-285.

***Discussion Board post due by noon.**

Nov. 23-25 -No Class- Thanksgiving

Week 15: Abolition and Resistance

Nov. 28 *Inside this Place, Not of It*, Narratives on Canvas.

Nov. 30 *Inside this Place, Not of It*, Narratives on Canvas.

Dec. 2 Angela Davis, *Are Prisons Obsolete?* Chapters 1-3, 9-59.

Week 16: Rethinking Mass Incarceration

Dec. 5 Davis, *Are Prisons Obsolete?* Chapters 5.

Dec. 7 Davis, *Are Prisons Obsolete?* Chapters 6.

***Final Assignment due by 5pm on Monday, December 12.**

Grading Scale

A:	93-100 on a 100-point scale
A-:	90-92
B+:	87-89
B:	84-86
B-:	80-83
C+:	77-79
C:	74-76
C-:	70-73
D:	60-69
F:	Below 60

Campus Resources

Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).

University Police Department: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

Academic Resources

E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

On-Line Students Complaints: [View the Distance Learning Student Complaint Process.](#)