

DETENTION AND INCARCERATION

Political Science (POLS) 592-01
Spring 2015, 4 Units, CRN: 75085
Updated: Marc 3, 2015

Instructor: **Prof. Andrew Dilts**
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Office Hours: M: 11a-12p / W: 10a-12p
 And by appointment:
 <http://dilts.org/officehours>

Class Meetings:
M/W, 3:00pm – 4:15pm
M: UH 4304 (SOSC Conference Room)
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<https://mylmuconnect.lmu.edu/>

COURSE INFORMATION

DESCRIPTION: This seminar course asks what punishment in the form of incarceration and detention means in a modern democratic state and what this particular form of punishment reveals about conceptions of personal responsibility and subjectivity in the Western tradition. To that end, the course offers an in-depth study of punishment theory, the history of the incarceration and detention as punitive forms, the social, economic, and political analysis of prisons, the lived experiences of prisoners, their families, and the workers employed by the United States prison system. The first two parts of the course will explore the dominant modern approaches to understanding punishment, covering Durkhiem, Marxist interpretations, modern Anglo- American legal traditions, and culminating with a close reading of Michel Foucault’s *Discipline and Punish*. The third part of the course focuses on incarceration and detention as they are practiced in the United States in light of these theoretical approaches, with special attention to the California prison economy, the use of solitary confinement, and collateral consequences. The fourth part of the course asks how such practices play out under racial, gender, and sexual identities in relation to punishment and the criminalization of migration. The final part of the course takes up radical and critical perspectives on “reform” and “abolition” with special attention to queer, feminist, and black political thought and activism. Overall in this course, we will confront our assumptions about incarceration and detention in the US, and critically examine the ways in which we are already connected to, invested in, and increasingly dependent upon a criminal justice system that relies on the mass warehousing of people of color and socio-economically disadvantaged people.

STUDENT LEARNING OUTCOMES:

1. Students will develop knowledge of punishment theory, criminological theory, and social theory related to the practices of incarceration and detention.
2. Students will become familiar with state punishment in the United States, in how it is managed and practiced on their behalf as citizens;
3. Students will reflect on their own relationships to punitive institutions in the United States and develop and identify concrete strategies to address conditions of incarcerated and detained persons;
4. Students will improve their skills of deliberation and logical argumentation;
5. Students will improve their critical, argumentative, and interpretive writing skills;
6. Students will improve their research and informational literacy skills;
7. Most importantly, students will develop their critical thinking skills and apply them to their political and social lives, allowing them to grow as persons and as critical citizens.

PREREQUISITES/RECOMMENDED BACKGROUND: Students should have completed POLS 220 and be familiar with the history of political thought. Preference will be given to students who have taken some

combination of POLS 323, 324, 325, and 326 and who have already completed their Ethics and Justice core requirements.

COURSE REQUIREMENTS

This course is a 4-unit, upper-division course that fulfills the Political Science department's "seminar" requirement. This means that this course has **intensive reading requirements** and you will be held accountable for that reading with frequent writing assignments; it will require **multi-draft writing** throughout the semester; it will substantively focus attention on **methodological training** in political theory (by applying theoretical frameworks to empirical practices); it includes a **significant individual mentoring component**. To reflect these ends, the course has the following requirements:

- (1) You will submit **write a substantial research paper** during the semester. This paper must be formatted and submitted properly to receive full credit, as documented in the course paper requirements on the course website.
- (2) You will submit a **research paper prospectus**, including a clear statement of your thesis, an abstract, and an outline of proposed paper.
- (3) You will prepare an **annotated bibliography** supporting your research paper, turned in and updated at multiple points throughout the semester.
- (4) You will submit a rough draft of the research paper to the instructor and to your peers that will be used in a formal **peer-review** session, editing and commenting on two of your colleagues' paper drafts.
- (5) You will be held accountable to each other for the substantial course reading by **writing reading questions for each and every class session**. To receive full credit, you must prepare a reading question for each class meeting that demonstrates (a) completion of all reading assignments and (b) thought and reflection on the reading assignments. The grading criteria for these questions are discussed in detail below.
- (6) You must **attend class** and be an **active participant** in discussion. Because this is a text-driven course, you **must always bring a hard-copy of the day's reading to class and you must be prepared to publicly present your reading question in class**. If you are more than 5 minutes late to class, you will be marked as absent. If you do not bring your copy of the reading with you to class, you will be marked as absent.

GRADE BREAKDOWN:

Research paper:	40%
Paper Prospectus:	10%
Annotated Bibliography:	20%
Peer Review:	5%
Reading Questions:	15%
Attendance:	5%
Participation:	5%

GRADING SCALE:

A	93-100
A-	90-92
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	73-77
C-	70-72
D	60-69
F	0-59

****Any student who receives a failing grade for attendance and participation will receive a failing grade for the class. Any student who has not turned in all paper drafts will receive a failing grade for the class.****

READING QUESTIONS: Each student is required to prepare a substantive reading question for each day we meet, reflecting the assigned readings for that day. These questions will be randomly collected three times throughout the semester for grading by the instructor. Each session you should have a **typed reading question that you are prepared to present in class when called upon by the instructor**. A good reading question is one that directly and explicitly engages with the text. Your question should directly refer to a

specific passage, term, or concept that you are puzzled about, **and** it must offer your interpretation of the passage at hand. It should be focused on something that genuinely puzzles you in the reading, and which you can probably assume that others find puzzling or confusing as well. You will be graded on both the three randomly collected questions and your presentation of your question in class.

In the unlikely event that students are not keeping up with the reading, the instructor reserves the right to add short reading quizzes without notice.

COURSE POLICIES

ACCESSIBILITY: Students with who require reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the Disability Support Services (DSS) Office (Daum Hall 2nd floor, 310-338-4216) as early in the semester as possible. All discussions will remain confidential. Please visit <http://www.lmu.edu/dss> for additional information. All students are invited and encouraged to discuss with me any questions and suggestions you might have about how to ensure that our class is supportive of difference and welcoming to all modes of learning, thinking, and interacting.

OFFICE HOURS: I look forward to meeting with you all during regularly scheduled office hours, or by appointment when meeting during office hours is not possible. Students who would like to discuss issues raised in the course further than class discussions will permit, or students who encounter difficulties with the course or the assigned material, are especially encouraged to attend office hours. Students are strongly encouraged to schedule office hour appointments in advance and to keep those appointments promptly.

NEW POLICIES CONCERNING CONFIDENTIALITY: While I will always work to ensure an atmosphere of trust and respect in which you feel you can come talk to me, there are new university policies developing (pursuant to Title IX and the Clery Act) that may limit my ability to maintain confidentiality with regard to some topics. These include allegations of sexual harassment, sexual violence or assault, dating or domestic violence, stalking, and other misconduct involving students, faculty, or staff. These may trigger contact with a campus official who will want to speak with you about the incident you shared, and conduct an investigation. While I can assure some degree of confidentiality, counselors at Student Psychological Services and doctors and nurse practitioners at the Student Health Center can ensure more. For more information about this, please consult the Community Standards, the LMUCares website, or come and chat with me about it.

If at any time you need someone to talk with, you can always contact Sojourn Services (in Santa Monica) at 310-264-6644 or the Rape, Abuse, and Incest National Network (RAINN) 24-hour hotline at 1-800-656-HOPE or online at <https://rainn.org/>.

To file a report of sexual or interpersonal misconduct, contact the Department of Public Safety (DPS) in person, or by calling 222 from any campus phone or (310) 338-2893 from any phone. If you are unsure about who to talk to, please ask me or another faculty member that you trust. Just be aware that faculty are potentially obligated to report incidents on your behalf.

RESPECT FOR OTHERS: Given the sensitive nature of the topics explored, a spirit and active practice of mutual respect is crucial for classroom discourse. Students must respectfully listen to others' critiques and articulate responses in a thoughtful manner. As always, you will be held to the standards defined in the LMU's *Community Standards Student Conduct Code*:
(<http://studentaffairs.lmu.edu/administration/judicialaffairs/studentcodespolicies/>)

GENDER NEUTRAL & GENDER SPECIFIC LANGUAGE, NAMES & ACCENTS: Academics no longer use the pronoun "he" to apply universally to all persons, nor do we use the term "man," when we are referring to humanity or people in general. In our writing, when we are making generalizations we should use gender neutral pronouns, that is, sie and hir, s/he, him or her, they/their, etc. When referring to a specific person or

group of people, we should use the language and pronouns *that they prefer* if we know them. Further, we should be attentive to the spelling and accents of author's names. Finally, all authors must be referred to by their entire names, or only their last names, *not by their first names*, orally and in writing.

Where this is not possible (either because the claim you are making is gendered, or because you are relying on a text that uses gender-exclusive pronouns), you must explain why this is the case. Usually, this requires no more than a footnote (e.g. Foucault uses "he" or "mankind" as universals. Add a footnote at your first usage of his language, directly quoted or not, and say that you are following Foucault's usage here, and do not mean to endorse his usage). You aren't necessarily required to solve these problems, but you are required to make note these problems and signal your awareness of them.

ATTENDANCE: Timely, prepared, and engaged attendance is required. Absences will only be excused in the case of illness or emergency. If there is a conflict between course participation and religious observance, please contact me in advance. It is not necessary to obtain prior approval from the instructor when missing a meeting is unavoidable, but note that students bear the *entire responsibility* for the decision to miss class and for whatever effect that may have on their course grade and their learning experience. Repeated absences and lateness will directly affect the discussion and attendance portion of a student's grade. Participation in class discussions will be evaluated on quality, quantity, and appropriateness of student questions and comments. Please note: it is just as possible to talk *too much* as it is to talk too little in class. Likewise, there is such a thing as active listening, and yes, your professors are capable of distinguishing this from passive listening. If you are worried about your the level and/or quality of your participation, the best thing to do is to come to office hours, where the professor can give you direct feedback throughout the semester, rather than at the end (when it is too late to change your behavior!).

LATE PENALTIES: Assignments are accepted when they are due. Assignments must be turned in at the designated time and place. Failure to turn in an assignment on time is unacceptable except with the prior agreement of the instructor (which will be given only in exceptional circumstances). Except in documented cases of illness or emergency, a penalty of **up to a full letter grade** may be assessed for each day (24hrs) the assignment is late. When assignments are submitted electronically, this includes weekend days.

PLAGIARISM & ACADEMIC HONESTY: Academic dishonesty will be treated as an extremely serious matter. Proven plagiarism of any kind may result in automatic failure of the course and will be referred to the University for further disciplinary action without exception. I reserve the right to submit your electronic document to plagiarism detection websites if necessary. It is **never** permissible to turn in any work that has been copied from another student or copied from a source (including the Internet) without properly acknowledging the source. It is your responsibility to make sure that your work meets the standard of academic honesty set forth in the "LMU Honor Code and Process" which appears in the LMU *Community Standards*. It is not permissible to turn in work for a class that has been previously submitted in part, or in whole, for credit in another course. Any doubts of questions related to this policy should be brought to your instructor as soon as they arise and before you turn in the work. You should also refer to the additional statement on academic honesty in the writing requirements posted on the course website.

EMAIL COMMUNICATION: At times I will communicate with the entire class using campus email systems, so it is essential that you regularly check your lion.lmu.edu email address or forward your lion account email to your preferred email address. I encourage you to contact me via email with questions about the course, the material we cover in class, and assignments.

You are expected to be professional in all communication with the instructor. All email communication should be in complete sentences with a proper salutation and conclusion. Treat the email more as a letter and less like a text message. Include a comprehensible subject heading (e.g. "POLS 592 paper question"), address and sign the email, making sure to identify what class you are in (usually instructors are teaching more than one class) and explain clearly what it is that you are inquiring about. Failure to do these will guarantee that

you will not get a response. Also, unless I've explicitly stated otherwise, I generally check my faculty email only during normal business hours (more or less from 7am to 6pm on weekdays).

Finally, here is a short list of things to which **I will not respond**:

- Questions that can be answered by checking the course syllabus or looking online.
- A request to know **if** you missed anything during an absence. (The answer is yes.)
- A request to know **what** you missed during an absence. (Instead of asking this through email, take the appropriate next steps to catch up: ask a classmate for notes, meet with me in my office hours, etc.)

TECHNOLOGY USE DURING CLASS: You are welcome to bring a computer to class provided that it enables you to engage *more* in the class discussion than without it. You may also use a computer to help you take notes. Email, Twitter, Facebook, or anything at all that is not directly related to the *conversation* we are having will not be tolerated. Using a computer in this way during a seminar is rude and disrespectful to your classmates. **If you need to use a computer in class, you will be expected to post copies of your class notes on the class website *immediately* following the class session to share with others.** If you are not willing to do this, do not bring a computer with you. The same applies to e-readers/tablets/phones of any kind, etc. Use of any technology in class that does not directly contribute to our discussions will not be tolerated.

But also, recent evidence indicates that note-taking on a computer is actually not a good way to learn things.¹

E-Reserve texts should be *printed* and brought to class. Electronic/digital editions of the texts are not acceptable for this course.

Your phone (of any kind) must be **turned off and put away** (unless you have received prior permission from the instructor, which will only be given in truly *exceptional* circumstances). If your phone rings during class, you will be marked absent for the session.

TENTATIVE NATURE OF THE SYLLABUS: If necessary, this syllabus and its contents are subject to revision; students are responsible for any changes or modifications distributed in class or posted on MYLMU Connect

¹ See <http://www.vox.com/2014/6/4/5776804/note-taking-by-hand-versus-laptop>

REQUIRED TEXTS

These texts will all be available for purchase from the bookstore. You are welcome to purchase them wherever you please or borrow them from the library, but *please use these editions of the texts* so that we are all literally on the same page during class. You will be expected to come to class with the text in hand. Some readings will be made available via electronic reserve in PDF format. You must **print** hard copies of these readings, i.e. do not bring your computer or e-reader in order to refer to the texts.

- David Garland, *Punishment and Modern Society* (Chicago), ISBN: 0226283828.
- Michel Foucault, *Discipline and Punish*, (Vintage), ISBN: 978-0679752554.
- Marc Mauer, *Race to Incarcerate, Revised Edition* (New Press), ISBN: 978-1595580221.
- Angela Davis, *Are Prisons Obsolete?* (Seven Stories Press), ISBN: 978-1583225813.

Recommended:

- Michael Harvey, *Nuts and Bolts of College Writing* (Hackett, 2003), ISBN: 9780872205734.
- Stanley Chodorow, *Writing a Successful Research Paper* (Hackett, 2011), ISBN: 9781603844406.

TENTATIVE COURSE SCHEDULE

Readings available on electronic reserve are marked with an asterisk (*).

Approx. page numbers for each reading are in brackets (but note that there is not a standard length for a page across these readings, so do not rely on this number alone to plan your time).

There will frequently be “Suggested Reading” listed for a session. In each case you should plan on reading at least one of these pieces in addition to the required reading. My suggestion is that you briefly look over each of the suggested readings and pick at least one that strikes you as interesting based on what you’ve already read.

Week 1:

M Jan 12: Course Introduction and Overview

Part 1: Why Punish?

W Jan 14: Defining “Punishment” [36]

- Thom Brooks, “Introduction” in *Punishment*. London: Routledge. 1-11. [10]*
- David Garland, *Punishment and Modern Society*, Introduction and Chapter 1, “The Sociology of Punishment and Punishment Today,” pp. 1-22. [23]
- Michel Foucault, “To punish is the most difficult thing there is” [3]*

Recommended:

- Thom Brooks, “Part 1: General Theories” in *Punishment*, 13-85. [72]*
- H.L.A. Hart, 1968, “Prolegomenon to the Principles of Punishment” in *Punishment and Responsibility*. Oxford: Oxford University Press. 1-27. [28]*
- Joel Feinberg, 1970, “Justice and Personal Desert.” Chapter 4 in *Doing and Deserving*. Princeton: Princeton University Press. 55-94. [40]*
- George Fletcher, 1998, “Punishment versus Treatment” and “The Crime versus the Offender” in *Basic Concepts of Criminal Law*, New York: Oxford, pp. 25-42, 74-92. [37]*

Week 2:

M Jan. 19: No classes – MLK Jr. Day

W Jan. 21: Sociological Functions of Punishment 1: Solidarity and Authority [61]

- Emile Durkheim, 1893 [1984], “Mechanical Solidarity, or Solidarity by Similarities.” Chapter 2 in *The Division of Labor in Society*. New York: Free Press. 31-67. [37]*
- Garland, Chapter 2, “Punishment and Social Solidarity,” pp. 23-46. [24]

Recommended:

- George Herbert Mead, 1918, “The Psychology of Punitive Justice” *The American Journal of Sociology*. Vol. 23, No. 5. 577-602. [26]*
- Garland, Chapter 3, “Punishment and the Construction of Authority,” pp. 47-81. [35]

Week 3:

M Jan. 26: Sociological Functions of Punishment 2: Social Control [34]

- Georg Rusche, “Labor Market and Penal Sanction,” *Crime and Social Justice*, 10, pp. 2-8. [7]*
- Georg Rusche and Otto Kirchheimer, *Punishment and Social Structure*, Forward (Selling), Introduction, and Chapter 4. [27]*
- Garland, Chapter 4, “The Political Economy of Punishment,” pp. 83-110. [27]

W Jan. 28: Sociological Functions of Punishment 3: Ideology and Law [35]

- Evgeny Pashukanis, 1924, “Law and Violation of Law.” Chapter 7 of *A General Theory of Law and Marxism*. [15]*
- Garland, Chapter 5, “Punishment as Ideology and Class Control,” 111-130. [20]

Part 2: The Prison as Punishment

Weeks 4-5: Foucault: Discipline and Punish: The Birth of The Prison

M Feb. 2:

- Michel Foucault, 1975 [1977], *Discipline and Punish*. Part 1: Torture, 3-69. [67]
- Garland, Chapter 6, “Punishment and Technologies of Power,” pp. 131-175. [43] NB: *This chapter provides a critical overview of Foucault’s project in D&P, so keep coming back to it as a guide for your own reading of D&P.*

W Feb. 4

- Foucault, Part 2: Punishment, 73-131. [59]

M Feb. 9:

- Foucault, Part 3: Discipline, 135-228. [94]

W Feb 11:

- Foucault, Part 4: Prison, 231-308. [78]

Recommended:

- Garland, Chapter 7, “Beyond the Power Perspective,” pp. 131-175. [43]
- Michel Foucault, 1983, “What is called ‘Punishing?’” [7]*
- Michel Foucault, “Prison Talk.” *
- Devonya Havis, 2014, “Discipline” in *The Foucault Lexicon*, pp. 110-119. [10]*
- Ladelle McWhorter, 2014, “Normalization” in *The Foucault Lexicon*, pp. 315-321. [7]*
- John Protevi, 2014, “Body” in *The Foucault Lexicon*, pp.51-56. [6]*

Week 6: NO CLASSES

Part 3: Detention and Incarceration in the United States

Week 7:

M Feb. 23: Where are we and how did we get here? [129]

- Marc Mauer, *Race to Incarcerate*, Chapters 1-6, pp. 1-129. [129]
- David Garland, 2007, "The Meaning of Mass Imprisonment." [3]*
- Pew Center on the States, 2008, "1 in 100: Behind Bars in America 2008." [37]*
- Bureau of Justice Statistics, 2014, "Correctional Populations in the United States, 2013." [14]*

NB: *These last two readings are statistical reports, and can be skimmed.*

Recommended:

- Christopher Adamson, 1983, "Punishment After Slavery, 1865-1890" *Social Problems* Vol. 30(5). [15]*
- Norval Morris, 1995, "The Contemporary Prison: 1965-Present" In *The Oxford History of the Prison*, 202-231. [30]*
- Jonathan Simon, 2001, "Fear and loathing in late modernity: Reflections on the cultural sources of mass imprisonment in the United States," in *Mass Imprisonment: Social Causes and Consequences*. [15]*
- Oliver Roeder, 2014, "Just Facts: Quantifying the Incarceration Conversation," online at <http://www.brennancenter.org/blog/just-facts-quantifying-incarceration-conversation>

W Feb 25: No new reading, instructor absence (time to catch up!)

- Film: *The House I Live In* (Eugene Jarecki, 2012) – available on DVD reserve at the LMU Library, or streaming on Netflix, for rent on YouTube.
- **EMAIL your "reading" questions to me by Friday the 27th**

Recommended:

- Todd Clear and Natasha Frost, *The Punishment Imperative*, Chapters 2 and 4, pp. 17-46, 71-112. [72]*
- Michael Tonry, 2004, "Why So Many Americans Are in Prison," in *Thinking About Crime*, pp. 21-61. [41]*
- Heather Ann Thompson, 2010, "Why Mass Incarceration Matters: Rethinking Crisis, Decline, and Transformation in Postwar American History" *Journal of American History*, 97, pp. 703-734. [32]*

Week 8:

W Mar 4: What is the "Prison Industrial Complex"? [49]

- Angela Davis, 1998, "Masked Racism: Reflections on the Prison Industrial Complex," in *Colorlines*. [4]*
- Eric Schlosser, 1998, "The Prison-Industrial Complex" in *The Atlantic*. [24]*
- Angela Davis, 2003, "The Prison Industrial Complex," Chapter 5 in *Are Prisons Obsolete?*, pp. 84-104. [21]

Recommended:

- Donna Selman and Paul Leighton, 2010, Chapter 3 of *Punishment for Sale: Private Prisons, Big Business, and the Incarceration Binge*.
- Michael Hallett, 2002, "Race, Crime, and For-Profit Imprisonment" *Punishment and Society*, 4(3): 369-393.

Week 9:

M Mar. 9: Case Study: The Prison Economy of California [127]

- Mike Davis, 1995, "Hell Factories in the Fields," in *The Nation*. [5] *
- Ruth Wilson Gilmore, Chapters 1-3 of *Golden Gulag*, p. 5-127. [121]*

Recommended:

- *Brown v. Plata* (2010) [91]*
- Alicia Bower, 2012, "Unconstitutionally Crowded: *Brown v. Plata* and How the Supreme Court Pushed Back to Keep Prison Reform Litigation Alive," *Loyola of Los Angeles Law Review*, Vol. 45, pp. 555-567. [13]*
- Jonathan Simon, 2014, "Dignity Cascade: *Brown v. Plata* and Mass Incarceration as a Human Rights Problem," Chapter 6 in *Mass Incarceration on Trial*, pp. 133-154. [22]*

W Mar 11: Solitary Confinement, Control Units, and the Supermax [85] (possible guest visit from Dr. Keramet Reiter, UC-Irvine)

- Keramet Reiter, 2012, "Parole, snitch, or die: California's supermax prisons and prisoners, 1997–2007," *Punishment and Society* 14(5) 530-563. [34]*
- Lisa Guenther, *Solitary Confinement: Social Death and its Afterlives*, Chapter 7 (pp. 161-194). [34]*
- Russell Maroon Shoatz, 1995, "Death by Regulation: Pennsylvania Control Unit Abuses" in *Maroon the Implacable*, pp. 57-62. [6]*
- Raymond Luc Levasseur, 1996, "Trouble Coming Every Day: ADX–The First Year" in *The New Abolitionists: (Neo)Slave Narratives and Contemporary Prison Writings*, Ed. Joy James, pp. 45-55. [11]*

Recommended:

- Keramet Reiter, 2014, "The Supermax Prison: A Blunt Means of Control, or a Subtle Form of Violence?" *Radical Philosophy Review* 17:2. *
- Lisa Guenther, *Solitary Confinement: Social Death and its Afterlives*, Introduction and Chapters 1, 6, and 8.
- Benjamin Wallace-Wells, "The Plot From Solitary," *New York Magazine*, Feb 26, 2014. [15]*
- Selected Statements from the Short Corridor Collective on the 2013 Pelican Bay Hunger Strike. *
- Lorna Rhodes, 2004, "Controlling Troubles," in *Total Confinement*, Berkeley: UCPress, pp. 21-60. [40]*
- Jonathan Simon, 2014, "The House of Fear: Dignity and Risk in *Madrid v. Gomez*," Chapter 2 in *Mass Incarceration on Trial*, pp. 47-72. [36]*
- Film: Herman's House (2012)

Week 10:

M Mar. 16: Beyond Bars: Collateral Consequences to Mass Incarceration [47]

- Mauer, Chapter 11, 195-207. [13]
- Marie Gottschalk, 2015, "The Prison beyond the Prison," in *Caught: The Prison State and the Lockdown of American Politics*, pp. 241-257. [17] *
- Vesla Weaver and Amy Lerman, 2010, "Political Consequences of the Carceral State" *American Political Science Review*, 104:4, 817-833. [17]*

Recommended:

- Katherine Beckett and Naomi Murakawa, 2012, "Mapping the shadow carceral state: Toward an institutionally capacious approach to punishment" in *Theoretical Criminology* 16: 221 [20]*
- Rubinstein, Gwen and Debbie Mukamal. 2002. "Welfare and Housing - Denial of Benefits to Drug Offenders" in *Invisible Punishment*. 37-49. [13]*

- Marc Mauer, 2002, “Mass Imprisonment and the Disappearing Voters.” in *Invisible Punishment*. 50-58. [8]*
- Braman, Donald. 2002. “Families and Incarceration” in *Invisible Punishment*. 117-135. [19]*
- Western, Bruce, et. al. “Black Economic Progress in the Era of Mass Imprisonment.” In *Invisible Punishment*. 165-180. [16]*
- Huling, Tracy, 2002, “Building a Prison Economy in Rural America” in *Invisible Punishment*. 197-213. [17]*
- Jon Marc Taylor, “Pell Grants for Prisoners” in *Doing Time: 25 Years of Prison Writing*. *

Part 4: Race, Migration, Gender, and Sexuality

W Mar 18: Racial Discrimination and the War on Drugs [85]

- Mauer, Chapters 7-8, pp. 130-176. [47]
- Michelle Alexander, 2012, “The Lockdown,” Chapter 2 in *The New Jim Crow*, pp. 59-96. [38]*

Recommended:

- Michelle Alexander, Chapters 1, 3, and 5 of *The New Jim Crow*.
- Michael Tonry, 1995, “Race and the Ware on Drugs,” Chapter 3 in “*Malign Neglect: Race, Crime, and Punishment in America*, pp. 81-123. [43]*

Week 11:

M Mar. 23: Producing Race through Punishment [47]

- Angela Davis, “Racialized Punishment and Prison Abolition” in *The Angela Davis Reader*, pp. 96-107 [12]*
- Loic Wacquant, 2002, “From Slavery to Mass Incarceration” *New Left Review* 13. [20]*
- Lisa Marie Cacho, 2014, “The Presumption of White Innocence,” *American Quarterly*, Vol. 66(4), pp. 1085-1090. [6]*
- Nikhil Pal Singh, 2014, “The Whiteness of Police, *American Quarterly*, Vol. 66(4), pp. 1091-1099. [9]*

Recommended:

- Loic Wacquant, 2005, “Race as Civic Felony” [16]*
- Lisa Marie Cacho, 2012, Introduction and “White entitlement and Other People’s Crimes,” in *Social Death*, pp. 1-60. [60]*
- Naomi Murakawa, 2014, “The First Civil Right: Protection from Lawless Racial Violence,” Chapter 1 in *The First Civil Right: How Liberals Built Prison America*, pp, 1-26. [26]*

W Mar. 25: Immigration Detention, Borders, and “Illegality” [82]

- Marie Gottschalk, 2014, “Catch and Keep: The Criminalization of Immigrants” in *Caught: The Prison State and the Lockdown of American Politics*, pp. 215-240. [26]*
- Nicholas De Genova, 2004, “The Legal Production of Mexican/Migrant ‘Illegality’” [26]*

Recommended:

- Harsha Walia, “What is Border Imperialism?” in *Undoing Border Imperialism*, pp. 37-93. [56]*
- Miller, Teresa, 2002, “The Impact of Mass Incarceration on Immigration Policy.” in *Invisible Punishment*, 214-238. [25]*
- Mary Bosworth, 2007, “Identity, Citizenship, Punishment” in *Race, Gender and Punishment*. [8]*

Week 12: SPRING BREAK – NO CLASSES

Week 13:

M Apr. 6: Incarceration in Women's Prisons [97]

- Beth Richie, 1996, "Six Paths to Crime" and "The Story of Gender Entrapment," Chapters 5-6 in *Compelled to Crime: The Gender Entrapment of Battered Black Women*, pp. 101-158. [58]*
- Appendices I-VI, IX-X in *Inside of this Place, Not of it: Narratives from Women's Prisons*, pp. 227-249, 262-269 [31]*
- Sentencing Project Fact Sheets: "Incarcerated Women" and "Parents in Prison" [7]*

Recommended:

- Victoria Law, "Overview," in *Resistance Behind Bars*, Overview, pp. 1-18. [18]*
- Assata Shakur, 1978, "Women in Prison: How We Are," in *The New Abolitionists: (Neo)Slave Narratives and Contemporary Prison Writings*, Ed. Joy James,, pp. 77-89. [13]*
- Meda Chesney-Lind and Lisa Pasko, 2013, "Sentencing Women to Prison: Equality Without Justice" in *The Female Offender: Girls, Women, and Crime*, pp. 119-152. [34]*

W Apr. 8: Critical Responses to Gender Violence and Incarceration [88]

- Angela Davis, "How Gender Structures the Prison System," Chapter 4 in *Are Prisons Obsolete?*, pp. 60-83. [24]
- Cassandra Shalyer, 2009, "Neither Kind Nor Gentle: The Perils of 'Gender Responsive Justice'" in *The Violence of Incarceration*, pp. 145-163. [19]*
- Beth Richie, 2012, "Black Women, Male Violence, and the Buildup of a Prison Nation," Chapter 4 in *Arrested Justice: Black Women, Violence, and American's Prison Nation*, pp. 99-124. [26]*
- CURB, 2007, "How 'Gender Responsive Prisons' Harm Women, Children, and Families" [19]*

Week 14:

M Apr. 13: Producing Gender and Sexual Identity in/through incarceration: the K6G program [112]

- Russell K. Robinson, 2011, "Masculinity as Prison: Sexual Identity, Race, and Incarceration," *California Law Review*, Vol. 99, pp. 1309-1408. [100]*
- Dean Spade, 2012, "The Only Way to End Racialized Gender Violence in Prisons is to End Prisons: A Response to Russell Robinson's 'Masculinity as Prison,'" *California Law Review Circuit*, Vol. 3, pp. 184-195. [12]*

Recommended:

- Sharon Dolovich, 2011, "Strategic Segregation in the Modern Prison," *American Criminal Law Review*, 48:1. [110]*
- Natalie Cisneros, 2014, "Criminal Masculinity: Race, Gender, and Sexuality in the Age of Mass Incarceration" in *Philosophy Imprisoned: The Love of Wisdom in the Age of Mass Incarceration*, Eds. Sarah Tyson and Joshua Hall, pp. 89-103. [15]*

W Apr. 15 Incarcerating Gender Non-Conforming and Trans* Persons [37]

- Victoria Law, "A Note about Transgender, Transsexual, Intersex, and Gender-Variant People in Prison," in *Resistance Behind Bars*, pp. 201-214. [14]*
- Clifton Goring/Candi Raine Sweet, 2012, "Being an Incarcerated Transperson: Shouldn't People Care?" in *Captive Genders: Trans Embodiment and the Prison Industrial Complex*, Edinburgh: AK Press, 185-187. [3]*
- Lori Girshick, 2012, "Out of Compliance: Masculine-Identified People in Women's Prisons," in *Captive Genders: Trans Embodiment and the Prison Industrial Complex*, Edinburgh: AK Press, 189-208. [20]*

- VIDEO: CeCe McDonald and Mellissa Harris-Perry, 2014, “No one can 'take my identity away from me,” online at <http://www.msnbc.com/melissa-harris-perry/watch/how-the-system-treats-trans-people-121475139959>

Recommended:

- Susan Stryker, 2008, “An Introduction to Transgender Terms and Concepts” in *Transgender History*, pp. 1-29. [29]* NB: *this reading is strongly recommended if you are unfamiliar with trans* theory and/or gender theory.*
- “Charlie Morningstar” in *Inside of this Place, Not of it: Narratives from Women’s Prisons.* *
- VIDEO: CeCe McDonald, “The Struggle for Trans Liberation: A conversation with CeCe McDonald” online at <https://www.youtube.com/watch?v=emx5iHwbPOg>
- VIDEO: CeCe McDonald, “A Trans Revolution” online at <https://www.youtube.com/watch?v=CU1wGGvJXNc>
- Stephen Dillon, 2012, “The Only Freedom I can See: Imprisoned Queer Writing and the Politics of the Unimaginable” in *Captive Genders: Trans Embodiment and the Prison Industrial Complex*, Edinburgh: AK Press, 169-184. [16] *

Part 5: Beyond Prison

Week 15:

M Apr. 20: Alternatives, Abolition, and Racial and Gender Justice [31]

- Michel Foucault, “Alternatives to the Prison: Dissemination or Decline of Social Control?” *Theory, Culture, and Society*, Vol 26(6), pp. 12-24. [13]*
- Critical Resistance and INCITE! Women of Color Against Violence, “Gender Violence and the Prison-Industrial Complex” [3]*
- Mary Louise Frampton, “Transformative Justice and the Dismantling of Slavery’s Legacy in Post-Modern America,” in *After the War on Crime*, pp. 207-221. [15]*

W Apr. 22: But who will protect us? [30]

- Spade, Dean, “Their Laws Will Never Make Us Safer” in *Prisons will not protect you*, pp. 1-12. [13]*
- José Martin, 2015, “Policing is a Dirty Job, But Nobody's Gotta Do It: 6 Ideas for a Cop-Free World” in *Rolling Stone*, online at: <http://www.rollingstone.com/politics/news/policing-is-a-dirty-job-but-nobodys-gotta-do-it-6-ideas-for-a-cop-free-world-20141216>
- Communities Against Rape and Abuse (CARA), 2006, “Taking Risks: Implementing Grassroots Community Accountability Strategies” in *The Color of Violence: The Incite! Anthology*, pp. 250-266. [17]*
- Film: *The Interrupters* (2011), online at <http://www.pbs.org/wgbh/pages/frontline/interrupters/>

Recommended:

- Manifesto for *Abolition: A Journal of Insurgent Politics*, <http://abolitionjournal.org/>
- George Ciccariello-Maher and Jeff St. Andrews, “Every Crook Can Govern: Prison Rebellions as a Window to the New World.” *

Week 16:

M Apr. 27: Abolition and Democracy

- Angela Davis, *Are Prisons Obsolete?* (chapters 1, 2, 3, and 6).
- Angela Davis, Selections from *Abolition Democracy*, p.36-47, 71-76, & 95-99. [23] *

Recommended:

- Joel Olson, “The Abolition-Democracy,” Chapter 5 in *The Abolition of White Democracy*, pp. 125-145. [21]*

- Russell Maroon Shoatz, 2011, “Democracy, Matriarchy, Occupy Wall Street, and Food Security” in *Maroon the Implacable*, pp. 218-226. [9]*

W Apr 29: Abolitionist Projects

- Morgan Bassichis, Alexander Lee, and Dean Spade, 2012, “Building an Abolitionist Trans and Queer Movement with Everything We’ve Got” in *Captive Genders: Trans Embodiment and the Prison Industrial Complex*, Edinburgh: AK Press, pp. 15-40. [26]*
- Setsu Shigematsu, Gwen D’Arcangelis, and Melissa Burch, 2008, “Prison Abolition in Practice: The LEAD Project, The Politics of Healing, and ‘A New Way of Life’” in *Abolition Now!: Ten Years of Strategy and Struggle Against the Prison Industrial Complex*, Oakland, CA: AK Press, 137-143. [7]*
- Beth Richie, 2005, “Queering Antiprison Work: African American Lesbians in the Juvenile Justice System” in *Global Lockdown: Race, Gender, and the Prison- Industrial Complex*, pp. 73-85. [13]*
- Che Gossett, Bo Brown, Reina Gossett, and Dylan Rodríguez, 2012, “Abolitionist Imaginings” in *Captive Genders: Trans Embodiment and the Prison Industrial Complex*, pp. 323-342. [20]*
- VIDEOS:
 - Reina Gossett + Dean Spade (Part 1): Prison Abolition + Prefiguring the World You Want to Live In: <https://www.youtube.com/watch?v=XDQIW1uJ8uQ>
 - Reina Gossett + Dean Spade (Part 2): Practicing Prison Abolition Everyday: <https://www.youtube.com/watch?v=o1-2F3W9VSQ>
 - Reina Gossett + Dean Spade (Part 3): What About the Dangerous People?: <https://www.youtube.com/watch?v=O4WSHvZetkw>
 - Reina Gossett + Dean Spade (Part 4): Gun Control + Producing Dangerousness: https://www.youtube.com/watch?v=llhlp_7x9sI