

SOCIOLOGY OF INCARCERATION

SOC 571: Spring 2020

Thursdays 1:00PM-3:40PM

Davison Hall Seminar Room, 26 Nichol Ave

Professor Brittany Friedman

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Davison Hall, 043

Office Hours Sign-Up Link: <https://brittany-universitycollege.youcanbook.me>

*please sign up early—alternate times available upon advance request

This survey course asks what punishment in the form of incarceration and detention means in a modern democratic state. We will explore this question through a number of themes including: (I) theories of punishment and the historical origin of penal logics, (II) race, class, and gender dimensions, (III) mobilization and protest against the carceral state, (IV) socio-political foundations of criminalization and incarceration, (V) crimmigration, (VI) the prison social system, and (VII) collateral consequences and reentry.

CLASS TEXTS

All readings will be posted to Canvas. I do not encourage excessive printing, thus, laptops are permitted for reviewing readings, notes, and peer writing activities.

WEEKLY SEMINAR STRUCTURE

1-1:10pm: Weekly Mantra and Silent Reflection/Journaling (mini notebooks and pens provided)

1:10-1:40pm: Interpretative Overview

1:40-2:40pm: Critical Analysis and Group Discussion

2:40-3:40pm: Peer Writing

EVALUATION

Active Participation in Group Discussion and Peer Writing (35%)

*You are expected to come to class having read the readings. It is wise to annotate them with notes, comments, and questions to help you actively participate in our group discussion.

*In your peer writing groups, you will work together to discuss each other's ideas and evaluate writing prompts designed to develop your final writing projects.

- 1) **Each completed writing prompt is due by 11:59pm Wednesday in the form of 1 single spaced page, 12pt font.** Please email it to your writing group and cc me.

Come to class prepared with meaningful feedback for you and your group to discuss. If you have a group of 3, then you still will only provide feedback on 1 person's work, but should read all 3 in order to participate during our peer writing time. Not satisfactorily completing both expectations will result in a significantly diminished evaluation.

- 2) The complete list of writing prompts for each group will be available on Canvas end-of-day Tuesday, January 28th in the form of an excel spreadsheet.
- 3) Prompt 1 is due Wednesday January 29th by 11:59pm.
- 4) Peer writing groups begin working together January 30th
- 5) During class, I will circulate among the groups, listening to you support each other and also providing feedback on your completed prompts.

Leading Group Discussion via Critical Analysis (30%)

- 1) We will rotate each week with someone giving us a brief 10-minute analysis of the day's readings. Each student will go twice during the semester. The analysis will provide us with your opinion as to the readings' positives and negatives, how they pushed your thinking, and how the readings speak to each other.
- 2) This same person will come up with at least 3 discussion questions to lead us. After their 10-minute analysis, they will propose question 1. If the conversation ever wanes, they will get us started with a new question and can draw from their list.
- 3) Students will sign-up for slots on January 23rd. I will post to Canvas an updated syllabus that contains the discussion leader dates for each person.

Final Writing Project (35%)

For the final writing project, students will choose from: qualifying paper proposal, essay/paper/article draft (theoretical or empirical), dissertation proposal, or a dissertation chapter. Each seminar, students will work in a peer writing group with people working on the same type of assignment and if possible, a similar topic. The last seminar of the semester, students will present their final writing project to the entire class using no more than 5-6 PowerPoint slides and solicit feedback.

The final writing project is due via email to me (b.friedman@rutgers.edu) by Monday May 11th at 11:59pm. I should receive it as a double-spaced word document (12pt font). * I encourage you to submit what you have rather than take a course incomplete.

SEMINAR CALENDAR

Class 1—January 23rd

- Prof. Intro
- Journal Mantra:
 - “This too shall pass.”
- Student Introductions
 - Individual 5-minute introductions. Please describe what *type* of final writing project you will complete. You do not need to have a substantive topic picked until the second week of class.
 - Sign-up for leading discussion
- Reading:
 - David Garland. 1991. “Sociological Perspectives on Punishment.” *Crime and Justice* 14: 115-165.
 - Loic Wacquant. 2002. “From Slavery to Mass Incarceration.” *New Left Review* 13: 41-60.
- Discussion Leader:
 - Brittany
- No Peer Writing

*Everyone will receive their peer writing group placement and weekly prompts end-of-day Tuesday January 28th via Canvas in the form of an excel spreadsheet

Class 2—January 30th

- Journal Mantra:
 - “I am whole, I am creative, and I am capable.”
- Reading:
 - David Garland. 2019. “Penal controls and social controls: Toward a theory of American penal exceptionalism.” *Punishment & Society* 0(0): 1-32.
 - Michael Campbell and Heather Schoenfeld. 2013. “The Transformation of America’s Penal Order: A Historicized Political Sociology of Punishment.” *American Journal of Sociology* 118(5): 1375-1423.
 - Michelle Alexander. 2010. Pages 1-58 in *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. The New Press: New York.
 - Douglas Blackmon. 2008. Introduction of *Slavery by Another Name: The Re-Enslavement of Black People in America from the Civil War to World War II*. Doubleday: New York.
- Discussion Leader:
- Peer Writing
 - Prompt 1

Class 3—February 6th

- Journal Mantra:
 - “I honor my spirit and trust my vibes.”

- Reading:
 - Elizabeth Hinton. 2015. “A War within Our Own Boundaries”: Lyndon Johnson’s Great Society and the Rise of the Carceral State.” *The Journal of American History* 100-112.
 - Micol Seigel. 2015. “Objects of Police History.” *The Journal of American History* 152-161.
 - Michael Sierra-Arévalo. 2018. “Technological Innovation and Police Officers’ Understanding and Use of Force.” *Law & Society Review* 53(2): 420-451.
 - Jesse A. Goldber. 2019. “James Baldwin and the Anti-Black Force of Law: On Excessive Violence and Exceeding Violence.” *Public Culture* 31(3): 521-538.
- Discussion Leader:
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- Peer Writing
 - Prompt 2

Class 4—February 13th

- Journal Mantra:
 - “I am enough, I have enough, and I am doing enough. I accept myself and my life fully right now.”
- Reading:
 - Beth Richie. *Arrested Justice: Black Women, Violence, and America’s Prison Nation*. New York University Press: New York.
 - Sarah Lamble. 2013. “Queer Necropolitics and the Expanding Carceral State: Interrogating Sexual Investments in Punishment.” *Law and Critique* 24(3): 229-253.
- Discussion Leader:
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- Peer Writing
 - Prompt 3

Class 5—February 20th

- Journal Mantra:
 - “I matter.”
- Reading:
 - Ruth Wilson Gilmore. 2007. Chapters 1-4 in *Golden Gulag: Prisons, Surplus, Crisis, and Opposition in Globalizing California*. University of California Press.
- Discussion Leader:
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- Peer Writing
 - Prompt 4

Class 6—February 27th

- Journal Mantra:

- “Progress is more important than perfection.”
- Reading:
 - Alexes Harris, Heather Evans, and Katherine Beckett. 2010. “Drawing Blood from Stones: Legal Debt and Social Inequality in the Contemporary United States.” *American Journal of Sociology* 115(6): 1753-1799.
 - Alexes Harris, Heather Evans, and Katherine Beckett. 2011. “Courtesy Stigma and Monetary Sanctions: Toward a Socio-Cultural Theory of Punishment.” *American Sociological Review* 76(2): 234-264.
 - Brittany Friedman and Mary Pattillo. 2019. “Statutory Inequality: The Logics of Monetary Sanctions in State Law.” *RSF: The Russell Sage Foundation Journal of the Social Sciences* 5(1): 173-196.
 - Joshua Page, Victoria Piehowski, and Joe Soss. 2019. “A Debt of Care: Commercial Bail and the Gendered Logic of Criminal Justice Predation.” *RSF: The Russell Sage Foundation Journal of the Social Sciences* 5(1): 150-172.
- Discussion Leader:
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- Peer Writing
 - Prompt 5

Class 7—March 5th

- Journal Mantra:
 - “I release the things out of my control.”
- Reading:
 - John Hagan and Alberto Palloni. 1999. “Sociological Criminology and the Mythology of Hispanic Immigration and Crime.” *Social Problems* 46(4): 617-632.
 - Cecilia Menjivar & Cynthia Bejarano. 2004. Latino immigrants’ perceptions of crime and police authorities in the United States: A case study from the Phoenix Metropolitan Area.” *Ethnic and Racial Studies* 27(1): 120-148.
 - Rachel Adler. 2006. “But they claimed to be police not *la migrat*! The Interaction of Residency Status, Class, and Ethnicity in a Post-Patriot Act New Jersey Neighborhood.” *American Behavioral Scientist* 50(1): 48-69.
 - Mary Romero. 2006. “Racial Profiling and Immigration Law Enforcement: Rounding Up of Usual Suspects in the Latino Community.” *Critical Sociology* 32(2-3): 448-473.
 - Caren Kaplan and Andrea Miller. 2019. “Drones as ‘Atmospheric Policing’: From US Border Enforcement to the LAPD.” *Public Culture* 31(3): 419-445.
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- Discussion Leader:
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- Peer Writing
 - Prompt 6

Class 8—March 12th

- Journal Mantra:
 - “Positive energy flows inward and fills me up.”
- Reading:
 - Patrick Lopez-Aguado. 2018. *Stick Together and Come Back Home: Racial Sorting and the Spillover of Carceral Identity*. University of California Press: Oakland.
- Discussion Leader:
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- Peer Writing
 - Prompt 7

SPRING BREAK—NO CLASS March 19th

Class 9—March 26th

- Journal Mantra:
 - “Saying ‘no’ is a full sentence. My boundaries do not require justification.”
- Reading:
 - Will Cooley. 2018. “The Work: Dealing and Violence in the War on Drugs Era.” *Labor: Studies in Working-Class History* 15(2): 77-110.
 - Nicole Gonzalez Van Cleve. 2019. “Due Process and the Theater of Racial Degradation: The Evolving Notion of Pretrial Punishment in the Criminal Courts.” Presented at *Roundtable on the Future of Justice Policy: The Square One Project*. Columbia University.
 - Armando Lara-Millán and Nicole Gonzalez Van Cleve. 2017. “Interorganizational Utility of Welfare Stigma in the Criminal Justice System.” *Criminology* 55(1): 59-84.
 - Nathan Link and Caterina Roman. 2017. “Longitudinal Associations among Child Support Debt, Employment, and Recidivism after Prison.” *The Sociological Quarterly* 58(1): 140-160.
- Discussion Leader:
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- Peer Writing
 - Prompt 8

Class 10—April 2nd

- Journal Mantra:
 - “I show up.”
- Reading:
 - Christopher Wildeman, Maria D. Fitzpatrick, and Alyssa W. Goldman. 2018. “Conditions of Confinement in American Prisons and Jails.” *Annual Review of Law and Social Science* 14: 29-47.

- Kristin Turney and Emma Conner. 2019. “Jail Incarceration: A Common and Consequential Form of Criminal Justice Contact.” *Annual Review of Criminology* 2: 265-290.
- Derek A. Kreager and Candace Kruttschnitt. 2018. “Inmate Society in the Era of Mass Incarceration.” *Annual Review of Criminology* 1: 261-283.
- Craig Haney. 2018. “Restricting the Use of Solitary Confinement.” *Annual Review of Criminology* 1: 285-310.
- Candace Kruttschnitt. 2010. “The Paradox of Women’s Imprisonment.” *Daedalus* 139(3): 32-42.
- Discussion Leader:
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- Peer Writing
 - Prompt 9

Class 11—April 9th

- Journal Mantra:
 - “I am loved and worthy of joy.”
- Reading:
- Discussion Leader:
 - Robert Chase. 2015. “We Are Not Slaves: Rethinking the Rise of Carceral States through the Lens of the Prisoners’ Rights Movement.” *The Journal of American History* 102(1): 73
 - Heather Schoenfeld. 2010. “Mass Incarceration and the Paradox of Prison Conditions Litigation.” *Law & Society Review* 44(3-4): 731-767.
 - James Forman Jr. 2017. Chapter 3 in *Locking Up Our Own: Crime and Punishment in Black America*. Farrar, Straus, and Giroux: New York.
 - Jennifer Cobina. 2019. Chapter 4 in *Hands Up, Don’t Shoot: Why the Protests in Ferguson and Baltimore Matter, and How They Changed America*. New York University Press: New York.
- Peer Writing
 - Prompt 10

Class 12—April 16th

- Journal Mantra:
 - “Thankful.”
- Reading:
 - David Weiman, Bruce Western, and Mary Pattillo. 2002. Chapters 1-5 (Families) in *Imprisoning America: The Social Effects of Mass Incarceration*. Russell Sage Foundation: New York.
- Discussion Leader:
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- Peer Writing
 - Prompt 11

Class 13—April 23rd

- Journal Mantra:
 - “I take back my energy from those who would abuse it.”
- Reading:
 - David Weiman, Bruce Western, and Mary Pattillo. 2002. Chapters 6-9 (Communities) in *Imprisoning America: The Social Effects of Mass Incarceration*. Russell Sage Foundation: New York.
- Discussion Leader:
 -
- Peer Writing
 - Prompt 12

Class 14—April 30th

- Journal Mantra:
 - “I allow my fears to speak so they might quickly fade away; I never take them into my heart.”
- Final Writing Project In-Class Presentations
 - Students present to class and receive feedback

READING WEEK—NO CLASS May 7th
 “Where I am right now is exactly where I need to be.”

FINAL WRITING PROJECT DUE—May 11th by 11:59pm.