

HST 306: The Rise of Mass Incarceration

COURSE

Class #43328

Days: T-W-Th

Location: Coor 186

Time: 5:25 – 6:50 pm

Summer 2017: Session A

INSTRUCTOR

Judith Perera

jiperera@asu.edu

Office: Coor Hall 4563

Office hours: by appointment

The United States incarcerates more people than any other country in the world. Every day more than 2 million people are locked in prisons, jails, and immigrant detention centers. Another 7.2 million are on probation, parole, or under a deportation order. An estimated 65 million people have criminal records. Mass incarceration also impacts the way urban and suburban spaces have evolved, electoral maps are drawn, social movements are made and unmade, cultural norms and identities are forged and reinforced, and sexuality is profiled and policed. Policing, punishment, detention, and deportation also shape the U.S. economy and American democracy in fundamental ways. While mass policing and incarceration booms began in the 1970s, the origins of the modern carceral state are deeply rooted in American history.

COURSE OBJECTIVES

This upper division course is designed to explore the origins of the modern-day mass incarceration phenomenon through the lens of United States history. We will begin the course by considering the origins of prisons during the antebellum period. We will then explore the development of the post-emancipation prison regime and carry that into the twentieth century. Primarily, this course will focus on the rise of the carceral state over the course of the twentieth and into the twenty-first centuries. Throughout the course, we will consider the ways in which ideas about race, power, crime, punishment, profits, and criminality influenced the development of the carceral state and ultimately, attempt to envision a post-carceral state with the question, *where do we go from here?* As such the course has the following objectives:

- 1** **UNDERSTAND** the historical origins of the mass incarceration phenomenon.
- 2** **EVALUATE** the distinct experiences of various population groups subjected to the carceral state.
- 3** **ANALYZE** the creation of a post-carceral state and what that world would look like.



COURSE REQUIREMENTS

This course will be **reading-intensive and conducted like a seminar**. Students are expected to be on time each day and prepared to discuss, evaluate, and analyze the assigned reading(s). Students will be called on to answer questions and engage in discussions. Students will also be expected to complete occasional writing assignments, which will count toward their class participation grade for the day. Students who are late and/or leave early will not be able to earn total participation points for the day. Only excused lateness and/or absences can be made up. "Excused" means ones that are documented and/or when the student notifies me ahead of time. The overall course grade will be based on class participation and the final project. Pop quizzes may be given from time to time to evaluate whether students have done the reading for the day. These quizzes will count toward your overall grade in the class. *Extra credit opportunities may be available based on instructor discretion but not guaranteed.*



Points

Class Participation = 360 points

Final Project = 440 points

TOTAL = 800 points*

Each student's total score at the end of the semester will be divided by 800* to calculate the final grade for the course.

*Subject to change based on any pop quizzes that may be given.

Grading Scale

99-90% = A range*

89-80% = B range*

79-70% = C range*

69-60% = D

59% and below = E

*Plus (+) and minus (-) grades will be given for 1-2% points above and below largest and smallest figures in a range subject to ASU Grading Options.



REQUIRED READINGS

Austin Reed, *The Life and the Adventures of a Haunted Convict*, edited by Caleb Smith (New York: The Modern Library, 2017). ISBN-10: 0812986911, ISBN-13: 978-0812986914.

Mark Dow, *American Gulag: Inside U.S. Immigration Prisons* (Berkeley: UC Press, 2004). ISBN-10: 0520246691, ISBN-13: 978-0520246690.

Angela Y. Davis, *Are Prisons Obsolete?* (New York: Seven Stories Press, 2003). ISBN-10: 1583225811, ISBN-13: 978-1583225813.

All other readings will be available as PDFs on Blackboard.

COURSE OUTLINE

WEEK 1

Tuesday May 16

Topic: Introduction

Readings: None

Wednesday, May 17

Topic: The Carceral State

Readings: Reed, *The Life and the Adventures*, Forward (pg. v-x) and Editor's Introduction and Note on Text (pg. xv-lxx) **AND** "Introduction: Constructing the Carceral State" (on Blackboard)

Thursday, May 18

Topic: Antebellum Prisons

Readings: Reed, *The Life and the Adventures*, pg. 3-98.
(Deadline #1)

WEEK 2

Tuesday May 23

Topic: Antebellum Prisons

Readings: Reed, *The Life and the Adventures*, pg. 99-218.

Wednesday, May 24

Topic: Slavery After Emancipation

Readings: Christopher Adamson, "Punishment after Slavery: Southern Penal Systems, 1865-1890" **AND** Alex Lichtenstein, "Good Roads and Chain Gangs in the Progressive South" (on Blackboard)

Thursday, May 25

Topic: Slavery After Emancipation

Readings: Matthew Pratt Guterl, "After Slavery: Asian Labor, the American South, and the Age of Emancipation" **AND** Paul Knepper, "Converting Idle Labor into Substantial Wealth: Arizona's Convict Lease System" (on Blackboard)
(Deadline #2)

WEEK 3

Tuesday May 30

Topic: Carceral State in the Early 20th Century

Readings: Jeffrey S. Adler, “Less Crime, More Punishment: Violence, Race, and Criminal Justice in Early 20th Century America” **AND** Miroslava Chávez-García, “Youth of Color and California’s Carceral State: The Fred C. Nelles Youth Correctional Facility” (on Blackboard)

Wednesday, May 31

Topic: Carceral State in the Early 20th Century

Readings: Elizabeth Hinton, ““A War without Our Own Boundaries”: Lyndon Johnson’s Great Society and the Rise of the Carceral State **AND** Julilly Kohler-Hausmann, “Guns and Butter: The Welfare State, the Carceral State, and the Politics of Exclusion in the Postwar United States” (on Blackboard)

Thursday, June 1

Topic: Carceral State in the Postwar Era

Readings: Micol Seigel, “Objects of Police History” **AND** Alex Lichtenstein, “Flocatex and the Fiscal Limits of Mass Incarceration: Toward a New Political Economy of the Postwar Carceral State” (on Blackboard)

(Deadline #3)

WEEK 4

Tuesday June 6

Topic: Carceral State in the Late 20th Century

Readings: Matthew Lassiter, “Impossible Criminals: The Suburban Imperatives of America’s War on Drugs” **AND** Donna Murch, “Crack in Los Angeles: Crisis, Militarization, and Black Response to the Late 20th Century War on Drugs” (on Blackboard)

Wednesday, June 7

Topic: Carceral State in the Late 20th Century

Readings: Kali Nicole Gross, “African American Women, Mass Incarceration, and the Politics of Protection” **AND** Robert Chase, “We Are Not Slaves: Rethinking the Rise of Carceral States through the Lens of the Prisoners’ Rights” (on Blackboard)

Thursday, June 8

Topic: Carceral State in the Late 20th Century

Readings: Timothy Stewart-Winter, “Queer Law and Order: Sex, Criminality, and Policing in the Late 20th Century U.S.” **AND** Torrie Hester, “Deportability and the Carceral State” (on Blackboard)

(Deadline #4)

WEEK 5

Tuesday June 13

Topic: Immigrant Detention

Readings: Dow, *American Gulag*, Chapter 1-4 (pg. 1-88).

Wednesday, June 14

Topic: Immigrant Detention

Readings: Dow, *American Gulag*, Chapter 5-9 (pg. 89-196).

Thursday, June 15

Topic: Immigrant Detention

Readings: Dow, *American Gulag*, Chapter 10-14 (pg. 197-301).
(Deadline #5)

WEEK 6

Tuesday June 20

Topic: A Post-Carceral World?

Readings: Davis, *Are Prisons Obsolete?* Chapter 1-3 (pg. 9-59).

Wednesday, June 21

Topic: A Post-Carceral World?

Readings: Davis, *Are Prisons Obsolete?* Chapter 4-6 (pg. 60-115).

Thursday, June 22

Topic: **FINAL PROJECTS DUE + PRESENTATIONS**

Readings: None

Final Project

A Post-Carceral World

(440 points)

For the final project, students will create a website that envisions a post-carceral world. In groups of 3-4, students will evaluate the history of prisons generally and the mass incarceration crisis in the United States, analyze why a post-carceral world is needed, and ultimately explore what a post-carceral world would look like and how it might work. The website should draw from primary sources such as newspapers, statutory and judicial documents, and secondary sources such as readings from class. The website should also include local and state examples from the United States as well as examples from around the world, especially as it pertains to alternatives forms and models of justice. This project will require students to conduct scholarly research outside of class using resources available through the ASU library.

Groups*

Students in a group can work on all sections of the website together or divide up the work however they would like. Students are strongly advised to make sure group roles are clear from the very beginning so groups can avoid confusion later about individual contributions. Once students decide on group members and roles, students will then decide how the group will be graded. Students may choose to be graded individually or as a group or a mixture of both (where different sections of the website can receive individual and/or group grades). Finally, students will evaluate individual and group performances during the last week of class. These evaluations will play a crucial role in each student's eventual final grade.

Website Instructions

Each group will create their website using **Google Sites**. One student in the group should access Google Sites through their ASU account and then **share the site** with everyone else in the group ***including the instructor*** (jiperera@asu.edu). Specific steps for creating and editing the site are included in the class Blackboard site. Each group must use Google Sites only – no exceptions will be made.

** Students who do not wish to work in a group are free to complete the project on their own. Students completing the project individually will be responsible for meeting all deadlines. No exemptions or accommodations will be made for students working individually.*

Project Outline

PART ONE: Website (420 points)

A. Deadlines (100 points)

- a. Thursday, **May 18** (Deadline #1: **10** points)
 - Due: Group members and group name
- b. Thursday, **May 25** (Deadline #2: **20** points)
 - Due: Website created with basic concept/outline
- c. Thursday, **June 1** (Deadline #3: **20** points)
 - Due: Website with some content; group grading option
- d. Thursday, **June 8** (Deadline #4: **25** points)
 - Due: Website with significant content (including images)
- e. Thursday, **June 15** (Deadline #5: **25** points)
 - Due: Website near completion; group evaluations in class

B. Content and Analysis (300 points)

- a. A brief history of prisons
- b. History of mass incarceration
- c. Why a post-carceral world is necessary
- d. What a post-carceral world would look like
- e. How a post-carceral world would work

C. Structure and Professionalism (20 points)

- a. Editing
- b. Creativity
- c. Spelling/grammar

PART TWO: Presentation (20 points)

On the last day of class, **each group** will present their website to the class. Not all group members have to talk during the presentation. The group will receive a grade for the presentation as a whole. The **focus** of the presentation should be the following:

1. Why is a post-carceral world necessary?
2. What would a post-carceral world look like?
3. How would a post-carceral world work?

Presentations should be about **5-7 minutes in length**. Groups that go over 10 minutes will be cut off. Presentations that focus solely on the three questions and answer them well using their work presented on the website will score high.

ACCOMMODATIONS

If you are a student with a disability, the University has resources to assist you. For more information, please contact the Disability Resource Center right away. Students with documented disabilities will be accommodated in this course per University regulations.

ACADEMIC HONESTY

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.

HELP & RESOURCES

If at any point during the semester you feel lost, confused, and/or overwhelmed...

1. EMAIL ME

You are always welcome to email me at jiperera@asu.edu to discuss any concerns, questions, or comments. Unless otherwise announced, you should expect a response from me within several hours if the email is sent during the daytime. If you do not hear back from me within a reasonable time period (for instance, if more than 36 hours have passed), please make sure you have the right email address and send me a second email.

Make sure to ask any questions or speak up about any issues right away. The semester can go by fast so try to avoid letting problems or concerns linger.

2. USE RESOURCES

There are plenty of resources available that could assist in understanding difficult concepts. This class will require some outside research. You are free to try and explore **credible, academic** online resources for further understanding or to dive deeper into topics that may be of interest to you. Also, the ASU Writing Center is a free resource at any stage of the writing process. If you are having difficulty or need additional assistance, please feel free to contact them.