

# **SOC 190.1. Carceral Repercussions: The Social Consequences of Mass Incarceration**

Spring 2022

**Instructor:** Katherine Hood

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**Class:** Thursday 12-2PM, SSB 155

**Office Hours:** TBD

Over the last four decades, the United States has engaged in a vast policy experiment. Despite a significant drop in crime, the US has undergone a punitive turn in social policy that has left over two million people behind bars, another 4.5 million on probation or parole, and countless more managing the burdens of criminal convictions, legal debts, and police harassment. This class will examine the social consequences of this experiment. How do crime control policies and the system of mass arrest and incarceration they have produced shape the lives of people entangled in the criminal legal system, their communities, and broader society? Taking a cue from Michele Foucault, this class will look beyond the repressive effects of carceral power to focus instead on what this punitive turn in American social policy has actively produced.

While prisons often dominate both academic research and public discussion of punishment policy in the United States, in this course we will think more broadly about the many ways people come into contact with the criminal legal system. The course begins with a brief history of punishment in the U.S. and an overview of some of the institutions that collectively make up the carceral state. We will then turn to a critical examination of how carceral policies shape contemporary relationships of class, race, gender and civic engagement. The next section of the course considers carceral policy as social policy, looking specifically at cases of poverty management, substance abuse, and healthcare. We will conclude the class with a critical analysis of criminal justice reforms and policy alternatives.

As a capstone seminar for the sociology major, this class is organized around collectively exploring the social consequences of mass incarceration through weekly readings, seminar discussion, and the development of an independent research paper. To facilitate this, you will complete weekly reading responses that will help you engage with assigned texts and come to class prepared for discussion. Throughout the semester, you will also complete assignments that will help you develop an independent research paper that explores a topic of your choosing.

## **COURSE REQUIREMENTS**

|     |                   |
|-----|-------------------|
| 15% | Participation     |
| 30% | Reading Responses |
| 55% | Research Paper    |
| 5%  | Topic Proposal    |
| 10% | Literature Review |
| 10% | Paper Outline     |
| 30% | Final Paper       |

## **Class Participation - 15%**

Your participation grade will be based on a combination of attendance and active participation in class. While grades are often based on evaluating a final product, your participation grade rewards you for taking part in the process of learning. Students are expected to attend class regularly, complete assigned readings before class begins, arrive to class on time, and actively partake in class discussion and activities. The *quality* of your participation—the extent to which it reflects thoughtful engagement with the material and with your classmates—will weigh more heavily than the *quantity* of discussion.

## **Reading Responses - 30%**

Reading responses are short assignments designed to help you engage with assigned texts and come to class prepared to discuss them. Your response will be a series of answers to four questions you should ask yourself as you read each text:

- (1) What is the author's argument?
- (2) What do I not understand about this text?
- (3) What do I disagree with in this text?
- (4) What in this text do I want to know more about?

Students must upload their response to bcourses by **10AM the day of class** each week. Responses will be graded based on completion.

## **Research Paper - 55%**

Over the semester, you will develop a 15-20 page paper on a topic related to the course. This research paper is the centerpiece of this course, and as such it is intended to be both challenging and rewarding. While this may be a challenging assignment, it is also an opportunity for you to investigate and write about a topic you care about, and to draw on the things you've learned in this course and throughout your experience as a sociology major. You may choose to write your final paper in one of three formats:

- A research paper based on original data you have gathered—or an original analysis of an existing dataset—that presents new empirical findings.
- A research proposal, which uses existing research to motivate a specific new research question, describes a study design by which you could answer the question, and discusses potential answers.
- A research paper based entirely on secondary empirical evidence, which uses existing research to build a new theoretical argument.

To help you develop your paper, you will complete the following assignments:

**Topic Proposal (5%):** In 2-3 pages, you will briefly describe at least one proposed research topic and explain its importance. Depending on the format of your final paper, you will also identify potential data sources or key secondary sources you will analyze in your paper.

**Literature Review (10%):** In 4-5 pages, you will summarize and synthesize relevant research on your topic. The literature review should include 5-10 sources outside of texts assigned in class. It should also make an argument about the state of existing research,

and (depending on the format of your final paper) explain whether your empirical research will challenge, confirm, or complicate the existing literature.

**Paper Outline (10%):** Your outline will give a detailed overview of your paper's structure, argument, evidence, and (tentative) conclusions. This assignment will give you an opportunity to fully lay out your ideas and get detailed written feedback.

**Final Paper (25%):** The final paper will be due May X. It should draw on the work you did in earlier assignments and incorporate feedback you received throughout the semester.

## **EXPECTATIONS & CLASS POLICIES**

### **Attendance Policy**

Attendance and participation in seminar is integral to your success in this course, and for that reason it is mandatory. You can have *one* unexcused absence without any impact on your grade. Further unexcused absences will negatively impact your participation grade.

### **Late Work**

Late work may be accepted on a case by case basis. If you know you will be unable to meet a deadline due to circumstances beyond your control, please contact me to request an extension as soon as possible.

### **Communication**

The best place to talk to me about substantive questions is in person, either in class or in office hours. Please feel free to email me regarding simple bureaucratic matters, urgent issues, or to set up another time to talk. To save us time going back and forth, please be sure to include all the times you're available to meet whenever you email me to set up another meeting. Please be aware that I may not respond to emails immediately, especially over in the evening or over the weekend. However, if you find that I haven't responded a few days later, please follow up! Throughout the semester, I will periodically contact you through bcourse announcements or email. Please be sure that your bcourses settings are set appropriately!

### **Academic Dishonesty**

Do not plagiarize under any circumstances. Plagiarism is the use of intellectual material produced by another person without properly citing its source. If you are unclear as to what constitutes plagiarism, you should immediately consult with me and/or review "Academic Honesty: A Guide for Students" prepared by the Office of Student Life.

### **Accommodations for Students with Disabilities**

If you have a documented need for special accommodations, please request the DSP office forward me your accommodation letter as soon as possible so I can work out the necessary arrangements. If you believe that you may have a disability which affects your ability to participate fully in class or meet all course requirements, and wish to request academic accommodations, please contact the Disabled Students' Program (DSP) at 510-642-0518 (V) 510-642-6376 (TTY). More information is available online at <http://dsp.berkeley.edu/>

## **Mental Health**

College can be really stressful, but there are resources available. If you need support, please contact Counseling and Psychological Services (CPS) at the Tang Center (2222 Bancroft Way, 510-642-9494), and the Career Center (<https://career.berkeley.edu>). If you need someone to talk to immediately, call the 24/7 Suicide Prevention and Crisis Hotline (415-499-1100).

## **COURSE SCHEDULE**

### **Part I: Background and Context**

- 1. Introductions (January 20)**
- 2. Background & Historical Context (January 27)**

Wacquant, Loic. 2010. "Class, race & hyper incarceration in revanchist America." *Daedalus*. 75-90.

Comfort, Megan. 2007. "Punishment Beyond the Legal Offender." *Annual Review of Law and Social Science* 3:271-96.

### **Part II: Collateral Consequences**

- 3. Shaping Individual Subjectivities (February 3)**

Irwin, John. 1980. Chapters 3 & 6 in *The Jail: Managing the Underclass*. Berkeley: University of California Press.

Comfort, Megan. 2008. "Ch. 2: 'On-Line' at San Quentin" from *Doing Time Together: Love and Family in the Shadow of the Prison*. Chicago: University of Chicago Press.

- 4. Families and Neighborhoods (February 10)**

Clear, Todd R. 2007. "Ch. 4: Communities, Coercive Mobility, and Public Safety" Pgs. 88-110 from *Imprisoning Communities: How Mass Incarceration Makes Disadvantaged Neighborhood Worse*. New York: Oxford University Press.

Turney, Kristin and Rebecca Goodsell. 2018 "Parental Incarceration and Children's Wellbeing." *The Future of Children* 28(1):147-164

## 5. Economic Inequality (February 17)

Western, Bruce. 2006. "Chapter 5: The Labor Market After Prison" in *Punishment and Inequality in America*. New York: Russell Sage

Harris, Alexes. 2016. Chapter 2 from *A Pound of Flesh: Monetary Sanctions as Punishment for the Poor*. New York: Russell Sage Foundation.

Theodore M. Shaw. 2015. "Ferguson Law Enforcement Efforts Are Focused on Generating Revenue" from Pgs. 9-14 in *The Ferguson report: Department of Justice investigation of the Ferguson Police Department*.

"Executive Summary" from *Paying More for Being Poor: Bias and Disparities in California's Traffic Court System*. 2017. Lawyer's Committee for Civil Rights of the San Francisco Bay Area.

## 6. Race (February 24)

Walker, Michael L. "Race making in a penal institution." *American Journal of Sociology* 121.4 (2016): 1051-1078.

Alexander, Michelle. 2010. "Chapter 5: The New Jim Crow" *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York, The New Press

\*\*\**Paper Proposal Due*\*\*\*

## 7. Gender (March 3)

McKim, Allison. 2008. "'Getting Gut-Level': Punishment, Gender, and Therapeutic Governance." *Gender and Society* 22(3):303-323.

Western, Bruce. 2018. "Ch. 5: Family" from *Homeward: Life in the year after prison*. New York: Russell Sage Foundation.

Page, Josh, Victoria Piehowski and Joe Soss. 2018. "A Debt of Care: Commercial Bail and the Gendered Logic of Criminal Justice Predation" *Russell Sage Foundation Journal of the Social Sciences*

## 8. Democracy & Civic Engagement (March 10)

Lerman, Amy E., and Vesla M. Weaver. 2014. Ch. 6 *Arresting Citizenship: The Democratic Consequences of American Crime Control*. University of Chicago Press.

Shaw, Theodore M. 2015. "Ferguson Law Enforcement Practices Erode Community Trust..." Pgs. 79-89 in *The Ferguson report: Department of Justice investigation of the Ferguson Police Department*.

Manza, Jeff, and Christopher Uggen. 2008. "Ch. 8: A Threat to Democracy?" In *Locked*

out: *Felon disenfranchisement and American Democracy*. Oxford University Press

## 9. Punishment as Poverty Policy (March 17)

Herring, Christopher. 2014. "The new logics of homeless seclusion: Homeless encampments in America's west coast cities." *City & Community*. 13(4), 285-309.

San Francisco Coalition on Homelessness. 2015. "Executive Summary" from *Punishing the Poorest: How San Francisco's Criminalization of Homelessness Perpetuates Poverty*.

Natapoff, Alexandra. 2014. "Gideon's Servants and the Criminalization of Poverty" *Ohio State Journal of Criminal Law* 12:445-464.

\*\*\*\*\***SPRING BREAK March 21-25**\*\*\*\*\*

## 10. Substance Abuse (March 31)

Murphy, Jennifer. 2015. "Ch. 3 The Overlap of Criminal and Legal Authorities" in *Illness or Deviance? Drug Courts, Drug Treatment, and the Ambiguity of Addiction*. Philadelphia, PA: Temple University Press.

Chiarello, Elizabeth. "The war on drugs comes to the pharmacy counter: Frontline work in the shadow of discrepant institutional logics." *Law & Social Inquiry* 40.1 (2015): 86-122.

\*\*\***Literature Review Due**\*\*\*

## 11. Topic Feedback (April 7)

## 12. Public Health (II): Healthcare (April 14)

Roth, Alisa. 2018. Chapters 4 & 5 from *Insane: America's Criminal Treatment of Mental Illness*. New York: Basic Books.

Sufrin, Carolyn. 2017. Chapter 5 in *Jailcare: Finding the Safety Net for Women Behind Bars*. Oakland, CA: University of California Press.

## 13. Policy Alternatives & Reforms (I): Legal Reform (April 21)

Feeley, Malcolm. 2018. "How to Think About Criminal Court Reform." *Boston University Law Review* 98:673-730.

Clear, Todd R. 2007. "Ch. 8: Dealing with Concentrated Incarceration" from *Imprisoning*

*Communities: How Mass Incarceration Makes Disadvantaged Neighborhood Worse.*  
New York: Oxford University Press.

**\*\*Outline Due\*\***

#### **14. Policy Alternatives & Reforms (II): Social Reform (April 28)**

Possible readings:

Sharkey, Patrick. 2018. Chs. 3 & 9 from *Uneasy Peace: The Great Crime Decline, The Renewal of City Life, and the Next War on Violence*. New York: W.W. Norton & Company.

Rios, Victor M. 2011. "Conclusion" in *Punished: Policing the Lives of Black and Latino Boys*. New York: NYU

Coates, Ta-Nehisi. 2015. "The Myth of Police Reform" *The Atlantic*. April 15.

#### **15. Peer Review & Informal Presentations (May 5)**