

Curriculum Change Form
 (Present only one proposed curriculum change per form)
 (Complete only the section(s) applicable.)

Part I

<input type="checkbox"/> (Check one)	Department Name	School of Justice Studies	
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	College of Justice and Safety	
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	SJS 470	
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 character limit)	Critical Carceral Studies	
<input type="checkbox"/> New Minor (Part III)	*Program Title	Social Justice Studies	
<input type="checkbox"/> Program Suspension (Part III)			
<input type="checkbox"/> Program Revision (Part III)	*Provide only the information relevant to the proposal.	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	9/11/2012	Council on Academic Affairs	10/17/2013
College Curriculum Committee	06/03/2013	Faculty Senate**	N/A
General Education Committee*	N/A	Board of Regents**	N/A
Teacher Education Committee*	N/A	EFFECTIVE ACADEMIC TERM***	Spring 2014
Graduate Council*	N/A		

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) To add SJS 470 Critical Carceral Studies as an elective course in the Social Justice Studies B.S. program.
A. 2. Proposed Effective Academic Term: (Example: Fall 2012) Spring 2014
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)
B. The justification for this action: This course is one of seven elective courses in the major and complements core and other elective courses in the major.
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: None Equipment/Physical Facility Needs: None Library Resources: None

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~strikethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~strikethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

SJS 470: Critical Carceral Studies. (3) A. Pre-requisites: sophomore standing and SJS 101. Examines the historical, theoretical, and political development of 'carcerality', including technologies of punishment, coercion, surveillance, and control. This class examines the rise of the prison industrial complex in the United States and its effects on oppressed communities.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~strikethrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

Revised* Program Text

(*Use ~~strikethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new or changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2012)	College/Division:	Dept. (4 letters)*
SJS	470	Spring 2014	AS _____ BT _____ ED _____	HS _____ JS X UP _____
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</u>	Laboratory _____	Cip Code (first two digits only) 30	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only) FR _____ JR _____ SO _____ SR _____	
1	3	N		
B	3			
T	3			
W	3			
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites **See definitions on following page**

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.

Course Prefix and No.	
Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Equivalent Course(s): (credit will not be awarded for both...; or formerly...)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

**Eastern Kentucky University
College of Justice and Safety
School of Justice Studies**

**SJS 470: Critical Carceral Studies
Mondays: 2:00-4:45pm
Stratton 434
3 credit hours CRN: _____
Spring 2012**

Professor: Judah Schept, Ph.D.
Office: Stratton 411
Office Hours: MWF: 1:20-2:20pm
Office Phone: 859.622.7602
Email: Judah.schept@eku.edu

CATALOG DESCRIPTION

SJS 470: Critical Carceral Studies. (3) Examines the historical, theoretical, and political development of 'carcerality', including technologies of punishment, coercion, surveillance, and control. This class examines the rise of the prison industrial complex in the United States and its effects on oppressed communities.

COURSE DESCRIPTION

This course is an interdisciplinary examination of the historical and contemporary development of the modern prison industrial complex in the United States. We pay particular attention to the impact of the prison industrial complex on immigrants including undocumented residents, homeless populations, women, African Americans, and trans/gender nonconforming and LGBT communities. We also consider the spatial and political-economic place prisons have taken in our rural landscapes. Integral to our framework is an examination of the mobility of logics and practices of punishment, coercion and surveillance from official institutions of the state into our everyday lives and consciousness. We will examine how scholars across disciplines have answered the following questions as you continue to develop your own original analyses:

- Why does the United States have the largest prison population in the world?
- Who is imprisoned?
- What historical conditions and ideologies gave rise to this massive explosion in the United States prisoner population?
- What policies have fueled mass imprisonment?
- How have politicians and communities used imprisonment as a response to economic transformations and perceived social disorders?
- In what ways is prison produced and reproduced in media and other cultural production?
- How do prisons and prison expansion change environments and geographies?
- How have people mobilized to reduce the U.S. prison population?
- Why do some activists argue for reform and others abolition?

REQUIRED TEXTS

Most readings for this course are academic articles and book chapters that I will upload to Blackboard. However, there are two texts that you should purchase:

- Davis, Angela Y. (2011) *Are Prisons Obsolete?* Seven Stories Press
- Garland, David (2001). *The Culture of Control: Crime and Social Order in Contemporary Society*. Chicago, IL: University of Chicago Press

STUDENT LEARNING OUTCOMES

Through readings, lecture, discussion, guest lectures, film viewings and writing assignments:

- Students will be able to understand the historical development of mass incarceration
- Students will be able to critically analyze cultural symbols and practices of punishment.
- Students will be able to critically reflect on the ideological and material work of carcerality in shaping their everyday interactions with the social world.
- Students will demonstrate the ability to reflect on, analyze and evaluate the structural and cultural processes that construct understandings of crime and punishment.

- Students will demonstrate increased awareness for the existence of diverse strategies of reforming and resisting mass incarceration.

EVALUATION

Point Breakdown (see below for descriptions):

1. Reflection Papers	10 @ 8 points each		=	80 points
2. In Class Writing Assignments	10@ 3 points each		=	30 points
3. Final Project	60 points		=	60 points
4. Participation/Attendance	30 points		=	30 points
<hr/>				
Total			=	200 points

1. Reflection Papers (80 points)

At various times it is likely that you will find the literature we read and the discussions we have to be exciting, thought-provoking, problematic, obtuse, dense, boring, offensive, or perhaps, life-changing. One of the best ways to think through the material and your reactions to it is by writing. My expectations for these weekly papers are as follows:

- **Length:** 2 double-spaced pages (preferably 'eco-printing' on both sides)
- **Content:** Both summary and reflection. Think of these as journal entries, a place for you to reflect, criticize, and tease out your thoughts, questions, and general reactions to what is being discussed in class and readings and where you can tell me about what moved, frustrated, enlightened, aggravated, offended, or changed you. *You need to demonstrate both that you have thoughtfully read the material due that week and considered how it made you respond, what it made you think about, or how it relates to your own life.* For the summary component, the point is not to prove you have memorized a given set of facts, but rather to demonstrate that you are critically thinking about the material. Importantly, you do not have to respond to every reading during the weeks that there are multiple reading assignments due.
- **Structure:** You have a choice about how to write these weekly papers.
 - Option 1: Devote half of each paper to summarizing one or all of the readings due that day and half to writing about your reactions to and reflections on that reading and previous class discussion.
 - Option 2: Integrate summary and reflection into the whole paper.
You may stick with one structure all semester or change it up each week.
- **Grading:** You get the 8 points possible per paper if your writing meets the page count, demonstrates that you have read critically and thoughtfully, and expresses your own perspectives and reactions. Specifically, this is the rubric I will use to evaluate each reflection paper:
 - **Critical Engagement with Content of Article/Chapter:** 3 pts.
 - **Critical Engagement with One's Own Reaction to Reading:** 3 pts.
 - **Clarity of Writing; Grammar; and Spelling:** 2 pts.

Reflection papers are due most weeks. If you do not bring one hard copy to class on the date it is due, I will accept it late the following class for partial credit. You have **10** to complete over the course of the semester, which means there will be a few weeks where there is not a writing assignment to complete. **On those days, please know that I expect that you will still both come to class and have read the material.** We'll spend time discussing these during the first week of the course.

2. In-Class Writing Assignments (30 points)

Throughout the semester, I will ask you to spend a few minutes during class writing in response to a question from me. These ten short assignments will be unannounced and will be in response to one of three items:

- The reading due that day
- A film we have recently watched in class
- A short reading or film clip that I will post to Blackboard.

3. Final Paper/Project (60 Points)

Your final project allows you to engage creatively and more deeply with some of the material covered in class, and to apply that knowledge to an issue, example, or movement of your choosing. You may write a paper or you may put together a presentation. For the paper option, I will expect something in the range of 7-8 pages and contextualizing your argument in the relevant literature may take you more than that. For the presentation option, I will expect a high quality project put together through PowerPoint, as a poster, or as a report. I am also open to this being a group project between two or more of you, though that would entail a rise on the page minimum and an expectation of deeper engagement with your study. Regardless of format and topic, I expect these paper/projects to explore resistance and the law through asking some of the same foundational questions and exploring some of the same themes as this course. My hope is that you find new questions to ask and guide you along the way. We will spend time during our final week together discussing your papers and projects.

3. Attendance/Participation (30 Points)

This class is largely discussion-based and simply will not work if you don't show up. To achieve the 30 points available for this section, you need to be in class and contribute as both an active participant and listener. After three absences, you will need to present documentation of illness or emergency in order to avoid losing three attendance points per additional absence.

Being present requires more than just your physical attendance. I consider both your written work and your activity in class as indicators of your participation. Please do not text, talk on the phone, sleep or read the paper during class time. We are all adults, and I hope that we all will play active roles in the discussions.

Grading Scale

90-100% = A 80-89% = B 70-79% = C 60-69% = D 59% and below = F

Student Progress

You should regularly check the course Blackboard site to see your current academic standing in the course. I will upload grades to Blackboard regularly. You will then be able to monitor the points per assignment you have earned but also your current overall class grade at that point in time. Please alert me immediately if you think there are any inconsistencies or discrepancies.

CLASS DISCUSSION AND CLASSROOM ENVIRONMENT

I hope you will consider this class as a time to critically engage with the topics and readings. I believe we are all experts in one way or another, and I'd like this class to be a time where we examine these important issues and consider their relevance to our own lives.

I do not pretend to be objective. Frankly, I don't see the benefit of pretending that I don't have an opinion, or attempting to leave those opinions at the door when it is class time. Like you, I hold views that have been shaped over the years by my own experiences. That said, the last thing I ever want to do is force, coerce, or shame you into agreement. I strive to be honest and transparent about my beliefs, while also doing my absolute best to honor and value your own.

Classroom Environment and Group Agreements

At the risk of sounding cliché, my hope is that our time together feels more like a community of learning than a traditional class. Given that we will be discussing controversial issues, and that all of us will be taking risks by offering our own perspectives or experiences, I propose the following group agreements:

1. **One Mic:** One person speaking at a time
2. **Respect and value diversity of opinion**
3. **Language or behavior that is sexist, racist, homophobic, or xenophobic, will not be tolerated.** I reserve the right to ask anyone who violates this to leave the class.
4. **Step up/Step back:** Some people feel more comfortable speaking in class than others. I don't want to put anyone on the spot, but I ask that we all challenge ourselves to "step up" if we incline towards staying quiet, and to "step back" if we find ourselves talking a lot. Let's recognize that being an active participant in the discussion includes listening, discussing and coming prepared with all reading and assignments completed.

ADDITIONAL INFORMATION

Last day to drop:

Please refer to the *Colonel's Compass* to find this date.

Disability Statement

A student with a "disability" may be an individual with a physical or mental impairment that substantially limits one or more major life activities such as learning, seeing or hearing. Additionally, pregnancy or a related medical condition that causes a similar substantial limitation may also be considered a disability under the ADA.

If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the office in the Whitlock Building Room 361 by email at disserv@eku.edu or by telephone at (859) 622-2933. Upon individual request, this syllabus can be made available in an alternative format.

Academic Integrity

Students are advised that EKU's Academic Integrity Policy will strictly be enforced in this course. The Academic Integrity policy is available at <http://www.academicintegrity.eku.edu/>. Questions regarding the policy may be directed to the Office of Academic Integrity.

COURSE OUTLINE

Week One (Monday January 14th): Course Introduction

I. The Rise of Mass Incarceration

Week Two (Monday January 21st). NO CLASS- MLK

Week Three (Monday January 28th). Punishment and Prison Histories

Reading:

- Angela Y. Davis (2011) *Are Prisons Obsolete?* Chapters 1-3

- Heather Ann Thompson. "Why Mass Incarceration Matters: Rethinking Crisis, Decline, and Transformation in Postwar American History." *Journal of American History* Vol. 37, No. 3 (December 2010): 703-758.
- David Garland (2001) *The Culture of Control: Crime and Social Order in Contemporary Society*, Chapters 1-3

Week Four (Monday February 4th). The Prison Industrial Complex

Reading:

- Davis, *Are Prisons Obsolete?* Chapter 5
- Mike Davis, Hell Factories in the Field, *The Nation*
- Eric Schlosser, The Prison Industrial Complex, *The Atlantic Monthly*

Week Five (Monday February 11th). The Prison Industrial Complex Continued

Reading:

- Donna Selman and Paul Leighton (2010) *Punishment for Sale: Private Prisons, Big Business, and the Incarceration Binge*, TBA
- Judy Greene, "Banking on the Prison Boom," in Herivel and Wright (2007) *Prison Profiteers: Who Makes Money from Mass Incarceration*
- Ian Urbina, "Prison Labor Fuels American War Machine," in Herivel and Wright (2007)
- David M. Reutter, "Florida's Private Prison Industry Corporation Under Siege," in Herivel and Wright (2007)

Viewing:

- Ashley Hunt, *Corrections*

II. Racialization and Mass Incarceration

Week Six (Monday February 18th): Criminalization and identity

Reading:

- Vesla Weaver, "Frontlash: Race and the Development of Punitive Crime Policy." *Studies in American Political Development* 21 (fall 2007): 230-265.
- Khalil G. Muhammad (2010) *The Condemnation of Blackness: Race, Crime, and the Making of Modern Urban America*, TBA
- Angela Y. Davis, *Are Prisons Obsolete?* Chapter Four

Week Seven (Monday February 25th): Prison as a racializing institution

Reading:

- Michelle Alexander (2010) *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*, TBA
- Angela Y. Davis (2011) *Are Prisons Obsolete*, Chapter 4
- Steven Martinot, "Introduction" in Martinot and James (eds.) *The Problems of Resistance: Studies in Alternate Political Cultures*

Viewing: *Law Enforcement Against Prohibition*

III. The Cultural Work of Punishment and Prison

Week Eight (Monday March 4th): Representation and Punishment

Reading:

- Stuart Hall (1997), *Representation: Cultural Representations and Signifying Practices*, Chapters 1 and 4

Viewing:

- Various popular culture representations of incarceration

Week Nine (Monday March 11th): No Class- Spring Break

Week Ten (Monday March 18th): The Culture of Punishment

Reading:

- David Garland, *Culture of Control*, TBA
- Michelle Brown, 'Prison Iconography,' in *The Culture of Punishment*

Week Eleven (Monday March 25th): Prison in the Landscape

Reading:

- Architecture Beyond Prisons, in *The Abolitionist*
- Eric J. Williams, *Big House in a Small Town: Prisons, Communities and Economics in Rural America*, TBA
- Herivel and Wright (2007), pp. 80-108

IV. From the Cell to the Street: Carceral Archipelagos

Week Twelve (Monday April 1st): The Security State

Reading:

- Wacquant, L. (2010) Crafting the Neoliberal State: Workfare, Prisonfare, and Social Insecurity, *Sociological Forum*, 25 (2): 197–220
- Hallsworth, S. and J. Lea (2011) Reconstructing Leviathan: Emerging Contours of the Security State, *Theoretical Criminology*, 15(2): 141-157.

Week Thirteen (Monday April 8th): The School to Prison Pipeline

Reading:

- Articles from the Louisville *Courier-Journal* examining this phenomenon
- Maryann Dickar (2008) *Corridor Cultures: Mapping Student Resistance at an Urban High School*, TBA

V. Intervention in the Carceral State: Resistance, Reform and Abolition

Week Fourteen (Monday April 15th): Prison Resistance

Reading:

- Lorna Rhodes (2004) *Total Confinement*, Introduction and Chapter 1: “Controlling Troubles”, pp. 1-60
- Lyons (1996). *Feminist Articulations of the Nation: The “Dirty” Women of Armagh and the Discourse of Mother Ireland*

Week Fifteen: Prison Reform

Reading:

- Cullen, Sundt and Wozniak (2001) *The Virtuous Prison: Towards a Restorative Rehabilitation*

Viewing:

- ABC News, *A New Model for Juvenile Justice*

Week Sixteen: Prison Abolition

- Angela Y. Davis (2011) *Are Prisons Obsolete*, Chapter 6
- W. Gordon West and Ruth Morris (2001) *The Case for Penal Abolition*