

Christopher Wildeman
Class: Mondays/Wednesdays: 2:55-4:10
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PAM 3610/AMST 3615/SOC 3610: ORANGE IS THE NEW BLACK

Course Prerequisites

Successful completion of PAM 2030 is required for admission to this course (although I will waive that restriction since this is the first time this course is taught as a lecture). Because some of the material of the class is technical (although some is not at all), I recommend you have taken some of following courses: PAM 2100, PAM 2101, PAM 2220, PAM 2350, and PAM 3150.

Short Description and Goals

In just the last 40 years, the American incarceration rate has grown by leaps and bounds. This increase is not only historically novel, but also unprecedented among wealthy democracies. And because this increase has been concentrated among minority men with low levels of education living in the poorest communities, the onset of mass incarceration has meant that in some communities, many working-age men are as likely to be incarcerated as they are to be free. The goal of this course is to understand what is unique about the era that has come to be called mass incarceration, what caused it, what its consequences are, and what sorts of policies might end it.

This course has four primary goals:

1. Be able to balance and assess different types of evidence from different disciplines.

This course will rely on a host of types of evidence—ranging from ethnographic observation and autobiographical accounts to demographic and econometric analyses. Ideally, you will finish this course able to bring these forms of evidence together to form a picture of mass imprisonment.

2. Provide reasoned policy proscriptions that acknowledge weaknesses in the proposed approach. Unfortunately, there is no perfect solution to the problem of crime, and the research evidence on how mass imprisonment shapes society is, at best, incomplete. Because all solutions to crime are incomplete and research evidence on this topic is weak, coming up with some combination of social and criminal justice policy is a difficult but necessary undertaking.

3. Write in a professional, even fashion. Nearly everyone has an opinion about crime and the criminal justice system (including me, of course). Yet (at most) few scholars working on this topic write about it eloquently and evenly. Because this is such a hot-button issue for liberals and conservatives alike, it provides an excellent opportunity to better write professionally.

4. Engage in evidence-based discussions in the interest of achieving common goals. Students in this class are almost certain to disagree (sometimes vehemently), so one key goal will be to be able to engage in a lively yet civil debate on the topic, keeping in mind that getting too worked up about a specific issue often makes it nearly impossible to be considered an expert on it.

Nearly all of the readings are available through Blackboard. And because you don't need the one required book (the 2003 edition of *Society of Captives* by Gresham Sykes) until late September, I figured you would prefer buying it online over getting it through the bookstore. Please buy the book, by the way. It is really interesting, and I've tried my hardest to keep the costs down.

Assignments and Grading

The grade in this course will be composed of four distinct components: (1) attendance and participation; (2) five response papers for the readings; (3) two presentations; and (4) two essays.

Attendance and participation: This will form 10 percent of your final grade.

Response papers (about one page): You will be asked to complete 5 response papers over the course of this class. Each response counts four points, for a total of 20 percent of your grade. They provide an opportunity to ask questions or talk through difficult issues in the readings, and so I don't want you to fret over whether you covered everything in the readings. This is your chance to simultaneously show me that you've done some of the reading and that you have thoughts on it. The most successful reading responses will also endeavor to be in dialogue with earlier readings in the class. Since these will help guide the discussion, they are due at midnight the day before the class. (That gives me time to read them before the beginning of the class.)

Presentations: You will give two presentations, which combined will form 20 percent of your grade. One of these will be as part of a group and will take place on September 16th, 21st, or 23rd. This presentation should last roughly 20 minutes and will require working with roughly four other people. We will get into more specifics beforehand. The other one of these will be on your own and will take place on November 30th or December 2nd. It will only be about five minutes, but the necessary level of preparation will be significantly greater since it will be on your own.

Longer papers: You will be required to complete two longer papers (~five pages), each of which will count for 25 percent of your grade. For each of these essays, you will lose five points per day the essay is late, starting one minute after it is due. If you know in advance that the paper might be late, please email me or drop by office hours so we can figure out a way to not have you lose a ton of points. If you wait until the last minute, I have a good bit less flexibility. The first essay will ask you to put yourself in the position of a warden, focusing on what you think are the largest problems in prisons and jails and the sorts of changes you might implement to improve them. This essay will be due on October 28th, 2015 at the beginning of the class. The second essay will ask you how large a problem mass imprisonment is—with it not being a problem as one possible answer—and what social or criminal justice policies you might implement to either keep mass imprisonment doing things as it is or help the American criminal justice system change course. This essay will be due on December 17th, 2015 at 12:00 PM.

Topics and Readings

1. Introduction, Overview, and Levels of Contact (08.26.2015)

No reading

2. The History of Confinement 1 (08.31.2015)

Peter Spierenburg. 1995. "The Body and the State." (Chapter 2 in *The Oxford History of the Prison*)

Michel Foucault. 1977. "The Body of the Condemned." (Chapter 1 in *Discipline and Punish*)

3. The History of Confinement 2 (09.02.2015)

Edgardo Roman. 1995. "The Failure of Reform." (Chapter 6 in *The Oxford History of the Prison*)

Norval Morris. 1995. "The Contemporary Prison." (Chapter 8 in *The Oxford History of the Prison*)

Sean McConville. 1995. "Local Justice." (Chapter 10 in *The Oxford History of the Prison*)

4. What is Mass Imprisonment? (09.09.2015)

David Garland. 2001. "Introduction: The Meaning of Mass Imprisonment." *Punishment and Society* 3:5-7.

Bruce Western and Becky Pettit. 2006. "Mass Imprisonment." (Chapter 1 in *Punishment and Inequality in America*)

Nicola Lacey. 2010. "American Imprisonment in Comparative Perspective." *Daedalus* 139:102-114.

5. How to give an effective presentation (09.14.2015)

No reading

Note: For weeks six through eight, only the groups presenting need to read each entry. If you are in a group assigned to present on a book, you are responsible for getting the book on your own.

6. Group Presentations on the Causes of Mass Imprisonment 1 (09.16.2015)

Michelle Alexander. 2010. *The New Jim Crow*.

Marie Gottshalk. 2006. *The Prison and the Gallows*. (Focus on Chapters 1, 4, and 6)

7. Group Presentations on the Causes of Mass Imprisonment 2 (09.21.2015)

Naomi Murakawa. 2014. *The First Civil Right*.

Vesla M. Weaver. 2007. "Frontlash: Race and the Development of Punitive Crime Policy." *Studies in American Political Development* 21:230-265.

Michael Javen Fortner. 2013. "The Carceral State and the Crucible of Black Politics: An Urban History of the Rockefeller Drug Laws." *Studies in American Political Development* 27:14-35.

Note: The Weaver and Fortner articles are to be presented together!

8. Group Presentations on the Causes of Mass Imprisonment 3 (09.23.2015)

Michael Tonry. 1995. *Malign Neglect*.

John Pratt. 2008. "Scandinavian Exceptionalism in an Era of Penal Excess: Part 1: The Nature and Roots of Scandinavian Exceptionalism." *British Journal of Criminology* 48:119-137.

John Pratt. 2008. "Scandinavian Exceptionalism in an Era of Penal Excess: Part 2: Does Scandinavian Exceptionalism Have a Future?" *British Journal of Criminology* 48:275-292.

Note: The Pratt articles are to be presented together!

9. Overview on the Causes of Mass Imprisonment (09.28.2015)

"Policies and Practices Contributing to High Rates of Incarceration." 2014. (Chapter 3 in *The Growth of Incarceration in the United States*)

"The Underlying Causes of Rising Incarceration." 2014. (Chapter 4 in *The Growth of Incarceration in the United States*)

10 and 11. Historical Research on Confinement (09.30.2015 and 10.05.2015)

Gresham Sykes. 1957 [2003]. *The Society of Captives*. (Read the new introduction by Bruce Western and the new epilogue by the Gresham Sykes for the second week, not this week.)

12. The "Normal" Contemporary Confinement Experience (10.07.2015)

Piper Kerman. "#11187-427" and "Orange Is the New Black." 2010. (Chapters 3 and 4 in *Orange Is the New Black*)

"The Experience of Imprisonment." 2014. (Chapter 6 in *The Growth of Incarceration in the United States*)

13. Two Films on How It Is and How It Could Be (10.14.2015)

No reading

Note: I will be away for this class, so if you opt to watch the movies on your own, that is fine. We will be watching this: <https://www.youtube.com/watch?v=HfEsz812Q1I&feature=youtu.be> and this: <http://channel.nationalgeographic.com/videos/the-farm-life-inside-angola/>. I am generally against the idea of watching movies in class, but these are both pretty amazing, in my opinion.

14. Discussion of Films and Solitary Confinement (10.19.2015)

Atul Gawande. 2009. "Hellhole." *The New Yorker*. March 30.

Lisa Guenther. 2012. "Introduction" and "An Experiment in Living Death." (Introduction and Chapter 1 in *Solitary Confinement*)

15 and 16. The Effects of Incarceration on Crime (10.21.2015 and 10.26.2015)

Rucker Johnson and Steven Raphael. 2012. "How Much Crime Reduction Does the Marginal Prisoner Buy?" *Journal of Law and Economics* 55:275-310.

Todd Clear. 2008. "The Effects of High Imprisonment Rates on Communities." *Crime and Justice* 37:97-132.

"The Crime Prevention Effects of Incarceration." 2014. (Chapter 5 in *The Growth of Incarceration in the United States*)

Note: Your first five page paper is due on 10.28.2015, so we will spend some of the 10.21.2015 class discussing the things that you might do to make sure you do as well as possible on it.

*****FIRST PAPER DUE ON 10.28.2015 AT THE BEGINNING OF CLASS*****

17 and 18. The Effects of Incarceration on the Labor Market (10.28.2015 and 11.02.2015)

Devah Pager. 2003. "The Mark of a Criminal Record." *American Journal of Sociology* 108:937-975.

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* 115:1753-1799.

Alice Goffman. 2009. "On the Run: Wanted Men in a Philadelphia Ghetto." *American Sociological Review* 74:339-357.

“Consequences for Employment and Earnings.” 2014. (Chapter 8 in *The Growth of Incarceration in the United States*)

19 and 20. The Effects of Incarceration on Health (11.04.2015 and 11.09.2015)

Michael Massoglia and William Alex Pridemore. 2015. “Incarceration and Health.” *Annual Review of Sociology* 41:291-310.

Jennifer G. Clarke and Eli Y. Adashi. 2011. “Perinatal Care for Incarcerated Patients: A 25-Year-Old Woman Pregnant in Jail.” *JAMA* 305:923-929.

Christopher Wildeman, Jason Schnittker, and Kristin Turney. 2012. “Despair by Association? The Mental Health of Women with Children by Recently Incarcerated Fathers.” *American Sociological Review* 77:216-243.

Rucker Johnson and Steven Raphael. 2009. “The Effects of Male Incarceration Dynamics on Acquired Immune Deficiency Syndrome Infection Rates among African American Women and Men.” *Journal of Law and Economics* 52:551-579.

21. Special Guest Speaker: Danish Criminologist Lars H. Andersen (11.11.2015)

No reading

22 and 23. The Effects of Incarceration on Families (11.16.2015 and 11.18.2015)

Christopher Wildeman, Sara Wakefield, and Kristin Turney. 2013. “Misidentifying the Effects of Parental Incarceration? A Comment on Johnson and Easterling (2012).” *Journal of Marriage and Family* 75:252-258.

Sara Wakefield and Christopher Wildeman. 2013. “Effects of Mass Imprisonment on Childhood Inequality.” (Chapter 7 in *Children of the Prison Boom*)

Anne M. Nurse. 2002. “Coming Home.” (Chapter 3 in *Fatherhood Arrested*)

Donald Braman. 2004. “Silence.” (All of Part 4 in *Doing Time On the Outside*)

Megan Comfort. 2008. “It’s a Lot of Good Men Behind Walls!” (Chapter 5 in *Doing Time Together*)

24. Preliminary Suggestions for Interventions (11.23.2015)

“Findings, Conclusions, and Implications.” 2014. (Chapter 13 in *The Growth of Incarceration in the United States*)

Erik Eckholm. 2015. “How to Cut the Prison Population (See for Yourself).” *The Upshot*. August 11.

*Note: These will be very brief (~5 minutes) *individual* presentations. You don't need to build off the readers at all, but they are there for inspiration. Keep in mind that these presentations are a short version of your seven page final paper, which asks if mass imprisonment is a problem and what should be done if so (or not), so this is a chance to get early feedback on your paper.*

25 and 26. Individual Presentations on How to Move Forward (11.30.2015 and 12.02.2015)

Mark A.R. Kleiman. 2010. "Toward Fewer Prisoners and Less Crime." *Daedalus* 139:115-123.

William J. Stuntz. 2011. "Fixing a Broken System." (Chapter 10 in *The Collapse of American Criminal Justice*)

Lisa L. Miller. 2013. "Power to the People: Violent Victimization, Inequality, and Democratic Politics." *Theoretical Criminology* 17:283-313.

James Forman. 2012. "Racial Critiques of Mass Incarceration: Beyond the New Jim Crow." *New York University Law Review* 87:101-146.

Bruce Western. 2008. "Reentry: Reversing Mass Imprisonment." *Boston Review* July 1.

*****SECOND PAPER DUE ON 12.17.2015 AT NOON*****