

San José State University
Justice Studies Department
JS-289 Advanced Seminar in Justice, Spring 2014

Instructor: Alessandro De Giorgi

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Office Hours: Mondays/Wednesdays: 1pm-3pm

Class Days/Time: Mondays: 4.30pm – 7.15pm

Classroom: Clark Building, Room 131

COURSE DESCRIPTION

This advanced seminar offers a critical analysis of the punitive backlash that has swept U.S. society in the aftermath of the civil rights revolution. In particular, we will examine the growing convergence of penal and social policies toward a paradigm of punitive governance of racialized urban poverty since the mid-1970s. Adopting an interdisciplinary approach that combines critical scholarship on political economy, welfare, and penal politics the course will analyze the emergence of a neoliberal model of punitive social regulation built along three distinct coordinates: (1) the restructuring of *class power* in the era of postindustrial capitalism; (2) the reconfiguring of *racial control* in the age of colorblindness; (3) the remaking of *state sovereignty* in the age of “small government.” Through the semester, seminar participants will read, analyze, and discuss different theoretical and empirical perspectives on these issues. Students will also engage in theoretically grounded critiques of specific policy developments, legislative measures, and institutional changes in the fields of social and penal policy.

GUEST SPEAKER: Ericka Huggins (February 24th, 2014 – to be confirmed)

STUDENT LEARNING OBJECTIVES

Upon successful completion of this course, students will be able to:

SLO#1: Engage in theoretically grounded scholarly critiques of specific policy developments

[**RELEVANT ASSIGNMENT:** IN-CLASS TESTS/RESEARCH PAPER]

SLO #2: Critically assess legislative measures dealing with punishment

[**RELEVANT ASSIGNMENT:** IN-CLASS TESTS/RESEARCH PAPER]

SLO#3: Understand and competently discuss institutional changes in the field of American penal politics

[**RELEVANT ASSIGNMENT:** IN-CLASS PRESENTATIONS]

CLASSROOM PROTOCOL

Attendance: According to University policy F69-24 “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading”. Attendance is taken at each class meeting using sign-in sheets.

DROPPING AND ADDING

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. [Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html). [Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/). Students should be aware of the current deadlines and penalties for adding and dropping classes.

REQUIRED READINGS:

ALEXANDER, M. 2010. *The New Jim Crow. Incarceration in the Age of Colorblindness*. New York: The New Press.

LACEY, N. 2007. *The Prisoners' Dilemma: Political Economy and Punishment in Contemporary Democracies*. Cambridge: Cambridge University Press.

MINK, G. 1998 (ed.). *Disdained Mothers and Despised Others: The Politics and Impact of Welfare Reform*. “Social Justice. A Journal of Crime, Conflict, & World Order” 25(1). (Selected articles TBA)
[Individual articles are available for download at the [MLK Library website](#)]
[The journal issue can be purchased from the [Social Justice Journal website](#)]

SIMON, J. 2007. *Governing through Crime. How the War on Crime Transformed American Democracy and Created a Culture of Fear*. New York: Oxford University Press.

SOSS, J. – FORDING, R.C. – SCHRAM, S. F. 2011. *Disciplining the Poor. Neoliberal Paternalism and the Persistent Power of Race*. Chicago: The University of Chicago Press.

WACQUANT, L. 2009. *Punishing the Poor. The Neoliberal Government of Social Insecurity*. Durham NC: Duke University Press.

WESTERN, B. 2006. *Punishment and Inequality in America*. New York: Russell Sage Foundation.

RESEARCH PAPER TOPICS

PLEASE NOTE: *What follows is not a list of titles for your research paper, but only a sample of possible areas on which research papers can be focused. The specification of a particular subject for your paper—as well as its theoretical perspective, methodological approach, historical and/or geographical context—should be part of the research process itself.*

- 1) CALIFORNIA PRISON CRISIS (e.g., HEALTH CRISIS/OVERCROWDING)
- 2) PRISON REALIGNMENT IN CALIFORNIA
- 3) GANG INJUNCTIONS/CURFEWS
- 4) DRUG COURTS/REENTRY COURTS
- 5) PRISONER REENTRY
- 6) THE TRANSFORMATIONS OF PAROLE/PROBATION
- 7) RESTORATIVE JUSTICE
- 8) WELFARE IN CALIFORNIA
- 9) TRUTH IN SENTENCING/MANDATORY MINIMUMS
- 10) THE AMERICAN DEATH PENALTY
- 11) FELON DISENFRANCHISEMENT LAWS (e.g., VOTING/PARENTING/EMPLOYMENT BANS)
- 12) WELFARE AND INCARCERATED WOMEN
- 13) THE USE (AND MISUSE) OF PLEA BARGAINING
- 14) HEALTH CARE IN CALIFORNIA JAILS
- 15) JUVENILE TRANSFER TO ADULT CRIMINAL COURT
- 16) RACIAL PROFILING IN POLICING
- 17) GANGS
- 18) EFFECTS OF IMPRISONMENT ON THE LABOR MARKET
- 19) THE GUN CONTROL CONTROVERSY
- 20) VARIETIES OF POLICING (e.g., QUALITY OF LIFE/HOT-SPOTS/STOP-AND-FRISK, ETC.)

ASSIGNMENTS AND GRADING POLICY

1) IN-CLASS PRESENTATIONS/DEBATE	<i>Ongoing</i> (in class)	20%
2) IN-CLASS TEST I (2 questions)	3/17/2014 (in class)	20%
3) IN-CLASS TEST II (2 questions)	5/12/2014 (in class)	20%
4) RESEARCH PAPER	5/5/2014 (at home)	40%

SPECIFICATIONS ON COURSEWORK

1) IN CLASS PRESENTATIONS/DEBATE (max 20 points / 20% of total grade)

Each week, participants will offer an in-class presentation based on the readings assigned for that week. Depending on the total number of participants, presentations will be given *individually* or *in couples* (the calendar of presentations will be available by the second week of class). In their presentations students should not simply summarize the reading, but elaborate some meaningful critique of its arguments, and present at least three issues/questions to be debated in class. At the end of each presentation there will be a debate, moderated by the instructor.

2-3) IN-CLASS TESTS (max 40 points / 40% of total grade)

These tests will be done in class, and will consist of 2 short-answer questions about any of the topics/readings discussed in class. Each question will receive a grade ranging between 0 and 10 (for a maximum of 40 points). You are kindly requested to *come to class with your own blue-book* on the dates the test are due (3/17/2014 and 5/12/2014).

PLEASE NOTE: during the tests *no notes, books, or laptops* will be allowed. Dictionaries welcome.

4) RESEARCH PAPER (max 40 points / 40% of total grade)

Students are required to write a 10-12 pages long (computer typed, double spaced) research paper on a subject of their choice among the topics listed under the “Research Paper Topics” section (see above). In the paper, students are asked to explore a specific issue making use of at least 10 scholarly sources (i.e., articles from peer reviewed journals, or academic books).

Papers must be written in APA style.

The evaluation and grading of the research papers will be based on the following:

Originality (relating ideas to issues; reflexivity and critique, etc.)

Comprehension (use of concepts; knowledge of theoretical perspectives, etc.)

Structure (presentation of ideas, appropriate use of sources; internal consistency, etc.)

Clarity (proof-reading; correct use of APA format, etc.)

PLEASE NOTE: In order to get credit for this assignment, students are requested to follow the timeline specified in the “Course Schedule” (see below).

The research paper is due on 5/5/2014, and should be submitted electronically.

GRADING SYSTEM

<i>Grading System</i>	<i>Grade</i>
98-100	A+
94-97	A
91-93	A-
88-90	B+
84-87	B
81-83	B-
78-80	C+
74-77	C
71-73	C-
68-70	D+
64-67	D
61-63	D-
<60	F

ACADEMIC INTEGRITY

Students should know that the University's Academic Integrity Policy is available at: http://www.sjsu.edu/studentconduct/docs/Student_Conduct_Code.pdf.

Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at: <http://www.sjsu.edu/studentconduct/>. Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

CAMPUS POLICY IN COMPLIANCE WITH THE AMERICAN DISABILITIES ACT

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

STUDENT TECHNOLOGY RESOURCES

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

LEARNING ASSISTANCE RESOURCE CENTER

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. [The LARC website is located at http://www.sjsu.edu/larc/](http://www.sjsu.edu/larc/).

SJSU WRITING CENTER

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. [The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/](http://www.sjsu.edu/writingcenter/about/staff/).

PEER MENTOR CENTER

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. [Website of Peer Mentor Center is located at http://www.sjsu.edu/muse/peermentor/](http://www.sjsu.edu/muse/peermentor/)

JS-289 Advanced Seminar in Justice, Spring 2014

MON: 4.30 pm – 7.15 pm (Clark Building 131)

COURSE SCHEDULE

WEEK	DATE	TOPICS/READINGS/ASSIGNMENTS/DEADLINES
1	M: 1/27	INTRODUCTION/SYLLABUS/COURSE REQUIREMENTS <u>Readings:</u> Wacquant, <i>Prologue</i> ; Soss-Fording-Schram, <i>Introduction</i> ; Alexander, <i>Introduction</i> ; Western, <i>Introduction</i> ; Simon, <i>Introduction</i> ;
3	M: 2/3	PUNISHMENT AND THE POLITICS OF FEAR (1) <u>Readings:</u> Simon, <i>Governing through Crime</i> , Chapters 1-2-3 Lacey, <i>The Prisoners' Dilemma</i> , Chapter 1
4	M: 2/10	PUNISHMENT AND THE POLITICS OF FEAR (2) <u>Readings:</u> Simon, <i>Governing through Crime</i> , Chapters 4-5-6 Lacey, <i>The Prisoners' Dilemma</i> , Chapter 2
5	M: 2/17	PUNISHMENT AND THE POLITICS OF FEAR (3) <u>Readings:</u> Simon, <i>Governing through Crime</i> , Chapters 7-8-9 Lacey, <i>The Prisoners' Dilemma</i> , Chapters 3-4 RESEARCH TOPIC DUE
6	M: 2/24	PUNISHMENT AND RACIAL CONTROL IN THE U.S. (1) GUEST LECTURE: Ericka Huggins <u>Readings:</u> TBD
7	M: 3/3	PUNISHMENT AND RACIAL CONTROL IN THE U.S. (2) <u>Readings:</u> Alexander, <i>The New Jim Crow</i> , Chapters 1-2-3 Wacquant, <i>Punishing the Poor</i> , Chapter 1
8	M: 3/10	PUNISHMENT AND RACIAL CONTROL IN THE U.S. (3) <u>Readings:</u> Alexander, <i>The New Jim Crow</i> , Chapters 4-5-6 Wacquant, <i>Punishing the Poor</i> , Chapter 2 PAPER OUTLINES DUE (1-2 PAGES)

WEEK	DATE	TOPICS/READINGS/ASSIGNMENTS/DEADLINES
9	M: 3/17	IN-CLASS TEST (1) (2 QUESTIONS / 20% OF TOTAL GRADE)
10	M: 3/24	NO CLASS: SPRING RECESS
11	M: 3/31	NO CLASS: CESAR CHAVEZ DAY
12	M: 4/7	PUNISHMENT AND INEQUALITY (1) <u>Readings:</u> Western, <i>Punishment and Inequality in America</i> , Chapters 1-2-3 Wacquant, <i>Punishing the Poor</i> , Chapter 3 Solinger, <i>Dependency and Choice</i> , “Social Justice”, 25(1): 1-27 PAPER DRAFT DUE (5-6 PAGES WITH REFERENCES)
13	M: 4/14	PUNISHMENT AND INEQUALITY (2) <u>Readings:</u> Western, <i>Punishment and Inequality in America</i> , Chapters 4-5-6-Conclusion Wacquant, <i>Punishing the Poor</i> , Chapter 4 Boris, <i>When Work is Slavery</i> , “Social Justice”, 25(1): 28-46 CLASS DISCUSSION/FEEDBACK ON PAPER PROJECTS
14	M: 4/21	NEOLIBERALISM AND THE PENAL-WELFARE COMPLEX (1) <u>Readings:</u> Soss-Fording-Schram <i>Disciplining the Poor</i> , Chapters 2-3-4 Wacquant, <i>Punishing the Poor</i> , Chapter 5 Naples, <i>From Maximum Feasible Participation to Disenfranchisement</i> , “Social Justice”, 25(1): 47-66 CLASS DISCUSSION/FEEDBACK ON PAPER PROJECTS
15	M: 4/28	NEOLIBERALISM AND THE PENAL-WELFARE COMPLEX (2) <u>Readings:</u> Soss-Fording-Schram <i>Disciplining the Poor</i> , Chapters 5-7-8 Wacquant, <i>Punishing the Poor</i> , Chapter 6 Fox Piven, <i>Welfare and Work</i> , “Social Justice”, 25(1): 67-81
16	M: 5/5	NEOLIBERALISM AND THE PENAL-WELFARE COMPLEX (3) <u>Readings:</u> Soss-Fording-Schram <i>Disciplining the Poor</i> , Chapters 10-11-12 Wacquant, <i>Punishing the Poor</i> , Theoretical Coda RESEARCH PAPER DUE
17	M: 5/12	IN-CLASS TEST (2) (2 QUESTIONS / 20% OF TOTAL GRADE)