

Justice Studies Department
Seminar in Justice & Social Theory
JS 201 (Section 01) #43375
Fall 2018

Instructor:	Alessandro De Giorgi
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Office Hours:	M/W: 2pm-3pm M: 7pm-8pm (online)
Class Days/Time:	W: 4.30pm-7.15pm
Classroom:	MH-526

COURSE DESCRIPTION

Examines classic and contemporary theories of justice, including legal, social, economic and criminal justice and their application to current social issues. JS-201 is a 3-units course.

Please note: required courses in the graduate program (JS-201; JS-202; JS-203; JS-204; JS-207) must be completed with a grade point average of 3.0 (“B”) or better.

COURSE OVERVIEW

This seminar provides a critical reconstruction of some recent transformations of punishment and social control in the United States. Since the mid-1970s, a long cycle of “domestic wars” (i.e., war on drugs, war on crime, war on welfare, war on immigration) has reshaped North-American society, turning the United States into one of the world’s most punitive countries. Furthermore, this “punitive turn”—exemplified by mass-incarceration, draconian drug-laws, the resurgence of the death penalty, harsh anti-immigration laws, and increasingly punitive welfare policies—has contributed to deepen social inequalities along the lines of race, class, nationality, and gender. The seminar will analyze these developments from a broad range of scholarly perspectives and methodological approaches within the field of punishment & society studies. Throughout the seminar students will be exposed to theoretical critiques of the US penal field, as well as to ethnographic and documentary narratives of the “underworlds” targeted by the new punitiveness.

COURSE OBJECTIVES

The main objective of this seminar is to help students develop a scholarly grounded critical understanding of the inner contradictions of punitive penal policies in the United States. In order to achieve this objective, students will be encouraged to observe the consequences of the American punitive turn particularly from the point of view of the communities and social groups most affected by the penal state. This is an interactive seminar based on intensive reading and discussion. Although the instructor will introduce and illustrate the main issues and topics in order to facilitate the debate, the success of this learning experience is heavily dependent on the students’ active participation to the seminar. Therefore, all participants should come to class having done the assigned readings—a necessary condition for a productive and meaningful participation.

STUDENT LEARNING OBJECTIVES

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

SLO#1: Identify, distinguish, and analyze the various types of theories introduced in class.

[RELEVANT ASSIGNMENT: IN-CLASS TEST]

SLO #2: Demonstrate the ability to apply theory to contemporary social issues.

[RELEVANT ASSIGNMENT: MOVIE COMMENTARY]

SLO#3: Critically contribute to class discussion with curiosity, interest, and a desire to understand more about theories of justice and their impact on society.

[RELEVANT ASSIGNMENT: IN-CLASS PRESENTATION]

SLO#4 Complete a research paper that applies theoretical concepts, analyzes current literature that relates to the topic, applies current APA citation formats, and offers directions for future research based on a comprehensive understanding of the research topic.

[RELEVANT ASSIGNMENT: REVIEW ESSAY]

SLO#5 Students should read, write, and contribute to discussion at a skilled and capable level.

[RELEVANT ASSIGNMENT: IN-CLASS TEST/REVIEW ESSAY/IN-CLASS PRESENTATION]

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.

Etiquette: While in class please turn your cell phone off. If your laptop has wireless access you may use it to access information relevant to the discussion, but please do not read emails, newspapers or other non-class related material during class. Students are encouraged to speak up with questions and comments, and to respond to points raised by other students. However, the maintenance of an effective discussion space in class requires all of us to act with respect for everyone else in the room.

DROPPING AND ADDING

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops is available at <http://www.sjsu.edu/registrar/calendar/>. Information about late drop is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for adding and dropping classes.

REQUIRED TEXTBOOKS

- 1) JS-201 *Reader*, available at Maple Press, 330 S. 10th Street, San José.
- 2) Two books chosen from the list of “BOOKS AVAILABLE FOR REVIEW” (see below).
- 3) Any readings distributed in class or in electronic format.

BOOKS AVAILABLE FOR REVIEW

THEORETICAL WORKS

- Camp, J. T. (2016). *Incarcerating the Crisis. Freedom Struggles and the Rise of the Neoliberal State*. Oakland: University of California Press.
- Forman, J. (2017) *Locking Up Our Own: Crime and Punishment in Black America*. New York: Giroux.
- Gonzalez Van Cleve, N. (2016). *Crook County: Racism and Injustice in America's Largest Criminal Court*. Stanford: Stanford Law Books.
- Gottschalk, M. (2015). *Caught: The Prison State and the Lockdown of American Politics*. Princeton: Princeton University Press.
- Hinton, E. (2016). *From the War on Poverty to the War on Crime: The Making of Mass Incarceration in America*. Cambridge: Harvard University Press.
- Lerman, A. E. – Weaver, V. M. (2014). *Arresting Citizenship: The Democratic Consequences of American Crime Control*. Chicago: The University of Chicago Press.
- Murakawa, N. (2014). *The First Civil Right: How Liberals Built Prison America*. Oxford: Oxford University Press.
- Schept, J. (2015). *Progressive Punishment: Job Loss, Jail Growth, and the Neoliberal Logic of Carceral Expansion*. New York: New York University Press.
- Simon, J. (2014). *Mass Incarceration on Trial*. New York: The New Press.
- Vitale, A. (2017). *The End of Policing*. London: Verso.

ETHNOGRAPHIC WORKS

- Bergmann, L. (2010). *Getting Ghost*. Ann Arbor: University of Michigan Press.
- Bourgois, P. – Schonberg, J. (2009). *Righteous Dopefiend*. Berkeley: University of California Press.
- Bourgois, P. (2003). *In Search of Respect*. Cambridge: Cambridge University Press.
- Comfort, M. (2008). *Doing Time Together*. Chicago: The University of Chicago Press.
- Goffman, A. (2014). *On the Run: Fugitive Life in an American City*. Chicago: The University of Chicago Press.
- Holmes, S.M. (2013). *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States*. Berkeley, University of California Press.
- Jones, N. (2010). *Between Good and Ghetto: African American Girls and Inner-City Violence*. New Brunswick: Rutgers University Press.
- Nolan, K. (2011). *Police in the Hallways: Discipline in an Urban High School*. Minneapolis: University of Minnesota Press.
- Rios, V. (2011). *Punished: Policing the Lives of Black and Latino Boys*. New York: New York University Press.
- Stuart, F. (2016). *Down, Out, and Under Arrest: Policing and Everyday Life in Skid Row*. Chicago: The University of Chicago Press.

ASSIGNMENTS AND GRADING POLICY

<i>Assignment</i>	<i>Due</i>	<i>Percent of total grade</i>
1) IN-CLASS PRESENTATIONS/DEBATE	Ongoing (in class)	20%
2) IN-CLASS TEST (3 short-answer questions)	10/10/2018 (in class)	30%
3) BOOK REVIEW ESSAY	11/28/2018 (at home)	30%
4) MOVIE COMMENTARY	12/5/2018 (at home)	20%

SPECIFICATIONS ON COURSEWORK

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

Each week, one participant will give an in-class presentation based on the relevant reading(s) for that week, and coordinate the debate. Depending on the total number of participants, presentations will be given *individually* or *in couples* (the calendar of presentations will be made available by the second week of class). In their presentations, students are required to summarize the reading, but also to elaborate some meaningful critique of its arguments, and to introduce a minimum of three questions to be debated in class. At the end of each presentation there will be a debate moderated by student with the support of the instructor. Presenting students will be graded both on their presentations and on their contribution to the ensuing debate.

2) IN-CLASS TEST (max 30 points / 30% of total grade)

This test will be done in class, and will consist of 3 questions about any of the readings discussed in class. Each question will receive a grade ranging between 0 and 10 (for a maximum of 30 points). You are kindly requested to *come to class with your own bluebook* on the date the test is due (**10/10/2018**).

PLEASE NOTE: during the tests *no notes, books, or laptops* will be allowed. If the test is missed due to family/health/work problems, there is the possibility of a makeup test only for those students who adequately certify the reasons for their absence (e.g. doctor's certificate, employer's statement, etc.).

3) REVIEW ESSAY (max 30 points / 30% of total grade):

In order to complete this assignment, students will have to write an 8-10 pages-long review essay on two books of their choice among the ones listed under the section "BOOKS AVAILABLE FOR REVIEW" (see above). Students are expected discuss their choice of books in class with the instructor on **11/7/2018**). In order to be accepted, the review essay should include the following sections:

- INTRODUCTION describing the topic(s) of the books and its relevance;
- ANALYSIS of the main arguments of the books, and of their contribution to scholarly debate;
- CRITIQUE, considering such elements as clarity/originality/coherence/argumentation;

Further guidelines about the review essay will be provided in class. *The deadline for submitting this assignment is 11/28/2018.*

PLEASE NOTE: The review essay should be submitted *electronically* (as a MS Word attachment).

4) MOVIE COMMENTARY (max 20 points / 20% of total grade):

This will be done at home. Students will write a 5-pages long, double spaced commentary on one of the movies/documentaries watched in class. In their commentary, students are requested to make use of at least three readings discussed in class. *The deadline for submitting this assignment is 12/5/2018.*

PLEASE NOTE: The movie commentary should be submitted *electronically* (as a Word attachment).

GRADING SYSTEM

<i>Final Score</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://libguides.sjsu.edu/c.php?g=299327&p=2475645>. 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.

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/>.

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://peerconnections.sjsu.edu/>.

UNIVERSITY POLICIES:

The Office of Graduate and Undergraduate Programs maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. You may find all syllabus-related University Policies and resources information listed on GUP’s Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>.

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COURSE SCHEDULE

WEEK	DATE	TOPICS, READINGS, ASSIGNMENTS, DEADLINES
1	W: 8/22	INTRODUCTION: SYLLABUS/ASSIGNMENTS/DEADLINES
2	W: 8/29	THE AMERICAN PUNITIVE TURN: AN INTRODUCTION <u>Reading:</u> Platt, <i>Crossroads for the American Carceral State</i> , JS-201 Reader NATURALISM AND ETHNOGRAPHIC RESEARCH <u>Reading:</u> Matza, <i>Becoming Deviant</i> , JS-201 Reader
3	W: 9/5	CLASS DIMENSIONS OF THE AMERICAN PUNITIVE TURN <u>Reading:</u> Pager, <i>The Mark of a Criminal Record</i> , JS-201 Reader DOCUMENTARY: PBS Frontline, <i>Locked Up in America: Prison State</i> (USA 2014, 83 min.)
4	W: 9/12	RACIAL DIMENSIONS OF THE AMERICAN PUNITIVE TURN <u>Reading:</u> Wacquant, <i>Deadly Symbiosis</i> , JS-201 Reader
5	W: 9/19	GOVERNING THE POOR: FROM WELFARE STATE TO PENAL STATE? <u>Reading:</u> Wacquant, <i>Crafting the Neoliberal State</i> , JS-201 Reader DOCUMENTARY: B. Story, <i>The Prison in Twelve Landscapes</i> (Canada 2016, 90 min.)
6	W: 9/26	URBAN SEGREGATION AND PENAL POLITICS <u>Reading:</u> Lynch, <i>From Punitive City to Gated Community</i> , JS-201 Reader
7	W: 10/3	ETHNOGRAPHIES FROM THE “UNDERWORLD” (I) <u>Reading:</u> Bourgois, <i>In Search of Masculinity</i> , JS-201 Reader DOCUMENTARY: K. Epps, <i>Straight Outta Hunters Point</i> (USA 2003, 75 min.)
8	W: 10/10 IN-CLASS TEST: 30%	IN-CLASS TEST (30% of total grade)
9	W: 10/17	ETHNOGRAPHIES FROM THE “UNDERWORLD” (II) <u>Reading:</u> Comfort, <i>It Was Basically College to Us</i> , JS-201 Reader DOCUMENTARY: L. Neale, <i>Juvis</i> (USA 2005, 65 min.)

WEEK	DATE	TOPICS, READINGS, ASSIGNMENTS, DEADLINES
10	W: 10/24	ETHNOGRAPHERS FROM THE "UNDERWORLD" (III) <u>Reading:</u> Comfort, <i>Papa's House</i> , JS-201 Reader
11	W: 10/31	ETHNOGRAPHERS FROM THE "UNDERWORLD" (IV) <u>Reading:</u> Bourgois, <i>Just Another Night in a Shooting Gallery</i> , JS-201 Reader
12	W: 11/7 REVIEW ESSAYS APPROVAL	DISCUSSION/APPROVAL OF REVIEW ESSAY PROJECTS DOCUMENTARY: A. Wunderlich – R. O'Connell, <i>The Corridor</i> (USA 2017, 72 min.)
13	W: 11/14	THE WAR AGAINST "ILLEGAL IMMIGRATION" <u>Reading:</u> Cornelius, <i>Controlling "Unwanted" Immigration</i> , JS-201 Reader ETHNOGRAPHERS FROM THE UNDERWORLD (V) <u>Reading:</u> Hill-Maher, <i>Workers and Strangers</i> , JS-201 Reader DOCUMENTARY: T. Dirdamal, <i>De Nadie. Morir Cruzando</i> (Mexico 2006, 84 min.)
14	W: 11/21	CAMPUS CLOSED: NO CLASS
15	W: 11/28 REVIEW ESSAY DUE: 30%	NOTES FROM THE "KILLING STATE" <u>Reading:</u> Lynch, <i>The Disposal of Inmate #85271</i> , JS-201 Reader DOCUMENTARY: K. Chevigny – K. Johnson, <i>Deadline</i> (USA 2004, 90 min.)
16	W: 12/5 MOVIE COMMENT. DUE: 20%	FEEDBACK ON REVIEW ESSAYS COMMENTS/SUGGESTIONS