

POLITICS OF POLICE AND PRISONS

Department of Political Science
Vanderbilt University

PSCI 3893, Fall 2018
M/W/F 11:10AM – Noon
Commons 320

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Course Description

Since the mid-1970s incarceration rates in the United States have grown at an exponential rate. While just under 200,000 people were in prison in 1970, today the estimation is 1.5 million. This mass incarceration affects certain groups more heavily than others. Despite making up only 11% of the U.S. population, Black Americans comprise 36% of the prison population. The result is that 1 in every 10 Black men in their thirties is in prison or jail on any given day.

What caused this dramatic change in the prison population in the United States? What produces the large racial disparities in incarceration rates? In this class, we'll consider how changing definitions of crime and policing – driven by political mechanisms – have produced this nation-wide, uniquely American phenomenon. We'll first examine the history and theories of punishment. Then we'll look at the politics of crime at each level of the criminal justice system – policing and arrests, sentencing, incarceration, and release. We'll consider the effects of these systems on inequality, families, and democracy, before finally turning to an exploration of reform and resistance with an eye toward how you, as an American citizen or resident, can engage on these issues.

Goals and Learning Objectives

The goal of this course is to expose you to the political dynamics of crime, policing, and incarceration in the United States, while helping you grow as a social scientist and active citizen through practice and application. At the completion of this course, you will have a strong foundational knowledge on this topic suitable for advanced research through an honors thesis or in graduate school. But maybe more importantly, you will be equipped with skills and tools to interact effectively and knowledgeably in the modern political world. This will happen through our focus on growing as a discussion participant, scientific thinker, deep listener, and content specialist. In order to meet these goals, by the end of the course you will be able to:

- *Content Acquisition.* Describe, organize, and connect key questions and concepts on the politics of American crime and policing.
- *Analytical Application.* Extend social science research questions and findings to current political debates; analyze the merits of an argument and build a policy claim; apply content knowledge to effectively participate in politics.
- *Interpersonal Growth.* Demonstrate growth in discussion techniques including close listening, speaking with evidence, challenging with respect, and summarizing others' contributions.

Assignments and Course Requirements

Reflecting the goals of this course, the assignments are designed to assess your content acquisition and retention, your ability to analytically apply concepts to real-world problems, and your growth as a discussion participant. As such, there are three categories of assignments that count toward your grade:

Content Acquisition: Concept Maps. 40%

At the conclusion of each unit you are required to develop and bring to class a concept map that organizes the unit content. These concept maps are meant both to demonstrate your mastery of the material and serve as a resource for you down the line. Each map will answer the unit's question by highlighting key ideas and connections in the unit's material. We'll spend time in class discussing these maps and working in groups to add to, change, and combine them. The maps will become increasingly valuable to your grade, reflecting the idea that I expect you to get better at making them as the course goes on: Unit 1 map = 5%; Unit 2 = 8%; Unit 3 map = 12%; Unit 4 = 15%. More details for this assignment including a rubric are available in the Assignments folder on Brightspace.

Analytical & Application: Reform Project. 45%

This course is designed not only to help you understand the politics of crime and policing as it currently stands, but also to train you to apply your newly acquired knowledge to assess and analyze possible alternatives. In line with this goal, you will choose a current reform policy from a list of options and analyze its merits in a three-part project spanning the semester. This assignment requires you to 1) research the policy and provide a recommendation regarding its adoption in a formal paper, 2) teach your fellow classmates about the reform effort, and 3) engage in a real-world participatory act on your topic's behalf in the form of writing and submitting an opinion editorial. More details on this assignment including rubrics are available in the Assignments folder on Brightspace.

- Part 1. Research Paper. 15%
- Part 2. Policy Presentation. 15%
- Part 3. Opinion Editorial. 15%

Interpersonal Growth: Developing Humble Confidence. 15%

Being an active citizen and effective scholar requires you both to see value in your ideas and contributions, while being open to change and correction. Through the discussion and participation component of our course, you'll work to grow on both of these dimensions. You'll learn about how to think like a social scientist, practice deep listening, and interact with other discussion participants in a way that is constructive and productive. This participatory component of your assignment requires consistent attendance in class, as well as occasionally bringing working drafts or other outside material for class discussions. More information on this assignment including a rubric is on Brightspace.

University and Course Policies

Academic Honesty.

This course will follow Vanderbilt's high standards of academic honesty, available in detail in the University's Student Handbook.

Reading and Materials.

You are not required to buy any books for this course. All materials will be available on Brightspace. You are however expected to print, read, and annotate all the assigned material before each class. Your preparation and engagement is central to this course's construction and as a result, directly affects your success in this class: you will be unable to participate in class or complete assignments at an "A" level without a careful, thoughtful reading of the course's materials.

Technology in the Classroom.

Pedagogical research on teaching and learning shows that students learn and retain more when they handwrite their notes and are free from technological distractions like laptops, phones, and tablets. As a result, this is technology-free classroom. Laptops are not allowed during class and please remember to turn cell-phones to silent before class begins.

Late work.

Late work reflects a lack of foresight and preparation; it also puts an unnecessary burden on graders. As a result, late work is subject to a penalty. An assignment submitted one day late is subject to a 5% penalty; two days late is a 10% penalty; three days late is a 15% penalty. Work will not be accepted after three days from its due date. Extenuating circumstances should be discussed with Prof. Anoll directly.

Students with Disabilities.

If you need course accommodations due to a disability, please make an appointment with Prof. Anoll. We will work together along with the University's EAD Department to meet your needs.

Course Schedule and Readings

Date	Topic, Reading, & Assignments
<u>Week 1</u>	The Ground Rules
8/22	Introduction - None
8/24	Thinking About Thinking; Talking About Talking - Pingree (1pg) - Hoover & Donovan (9pg) - Complete online survey by 9 AM on 8/24
<p>Unit 1: What is the carceral state? In this unit, we will examine the state as the locus of punishment powers and see how competing theories of punishment help us understand the rise of the modern carceral state.</p>	
<u>Week 2</u>	Theories of the Punishment
8/27	The State, and What's at Stake - Lerman and Weaver, Oxford Handbook (16pg)
8/29-8/31	The Goals of Incarceration - Bedau and Kelly (9pg) - Garland, Punishment and Modern Society (12pg) - Torney (8pg) - Rushe and Kirchheimer (9pg)
	<i>8/31 Anoll @ APSA – Lawhorne Teach</i>

<p><u>Week 3</u></p> <p>9/3</p> <p>9/5</p> <p>9/7</p>	<p>The History of the Modern Carceral State</p> <ul style="list-style-type: none"> - Alexander, Chapter 1 (39pg) - Garland, The Culture of Control (SKIM: 11pg) <p>The History of the Modern Carceral State: A Response</p> <ul style="list-style-type: none"> - Forman (33pg) - Hinton et al (2pg) <p><i>Review of Unit</i></p> <ul style="list-style-type: none"> - Concept Map due; bring hardcopy to class
<p>Unit 2: Do politics affect punishment?</p> <p>In this unit, we'll discuss how politics shapes outcomes at each point in the criminal justice system.</p>	
<p><u>Week 4</u></p> <p>9/10</p> <p>9/12</p> <p>9/14</p>	<p>Dynamics of Politics</p> <p><i>Public Opinion Dynamics</i></p> <ul style="list-style-type: none"> - Enns (13pg) - Beckett (12pg) <p><i>People and Institutions</i></p> <ul style="list-style-type: none"> - Lipsky (6pg) - Oberfeild (14pg) <p><i>Guest: Former Nashville Mayor, Bill Purcell on local politics</i></p>
<p><u>Week 5</u></p> <p>9/17</p> <p>9/19</p> <p>9/21</p>	<p>Policing & Arrests</p> <p><i>Influences on Police Behavior</i></p> <ul style="list-style-type: none"> - Mummolo (10pg) - Carton et al (6pg) - Makowsky and Stratmann (7pgs) - Malcolm (8pg) - Watch: John Oliver, Civil Forfeiture <p><i>Racial Disparities</i></p> <ul style="list-style-type: none"> - Sentencing Project (3pg) - Beckett, Nyrops, and Pfigst (22pg) - Goff et al (25pg) - Correll et al (7pg) <p><i>Guest: Lt. Leshaun Oliver on policing in Nashville</i> <i>Anoll @ William and Mary</i></p>
<p><u>Week 6</u></p> <p>9/24-9/26</p>	<p>The Courts and Sentencing</p> <p><i>Direct Democracy & Mandatory Minimums</i></p>

9/28	<ul style="list-style-type: none"> - Zimring (12pg) - Bernick and Larkin (5pg) - Eckholm (3pg) - Apuzzo (2pg) <p><i>Racial Disparities</i></p> <ul style="list-style-type: none"> - Bowers et al (14pg) - Clair & Winter (18pg)
<u>Week 7</u>	Prisons & Incarceration
10/1	<p><i>The Prison Boom</i></p> <ul style="list-style-type: none"> - Western, Chapter 1 (21pg)
10/3	<p><i>The Economies of Incarceration</i></p> <ul style="list-style-type: none"> - Austin and Coventry (20pg) - Press Pack (10pg)
10/5	<p><i>Parole Boards & Clemency</i></p> <ul style="list-style-type: none"> - Walker (5pg) - Breslin & Howley (22pg) - Press Pack (17pg) - Wikipedia (skim)
<u>Week 8</u>	Reintegration and Reentry
10/8	<p><i>The Experience of Return</i></p> <ul style="list-style-type: none"> - Mooallem (9pg) - Richie (20pg)
10/10	<p><i>Social Welfare Benefits</i></p> <ul style="list-style-type: none"> - Alexander, Ch 4 Selections (18pg) - Maur (2 pgs) - Sentencing Project (9pg)
10/12	<i>Guest: Anthony Charles, Re-Entry Coordinator, Men of Valor</i>
<u>Week 9</u>	
10/15	<p><i>Review of Unit</i></p> <ul style="list-style-type: none"> - Concept map due; bring hardcopy to class
10/17	<i>Anoll @ Berkeley – No Class</i>
10/19	<i>Fall Break – No Class</i>

Unit 3: Does punishment affect politics? In this unit, we'll consider how the carceral state and corresponding policies affect political outcomes at the individual and collective level.	
<u>Week 10</u>	Participation & Representation
10/22	<i>Participation</i> - Uggen and Manza (20pg) - Weaver & Lerman (14pg) - Anoll & Israel-Trummel (10pg)
10/26	<i>Representation</i> - Lawrence and Travis (31pg) - Hamsher (12pg)
10/28	<i>Annotated Outline</i> - Annotated Outline due in class – bring two hardcopies
<u>Week 11</u>	Inequality
10/29	<i>Wealth and Labor</i> - Western, Chapter 5 Selection (2pg) - Pager (14pg) - Harris, Evans, & Beckett (30pg)
10/31	<i>Families</i> - Wakefield & Wildeman (28pg)
11/2	<i>Guest: Hon. H. Jan Roltsch-Anoll, Juvenile and Domestic Relations Judge, Prince William County, VA</i> - Submit research paper on Brightspace before class starts
<u>Week 12</u>	The Public
11/5	Public Opinion - Horowitz (4pg) - Drake (2pg) - Gallup (5pg) - Desmond & Parpachristos (2pg) - Cook (3pg)
11/7	<i>Unit Review</i> - Concept Map due in class; bring hardcopy
11/9	<i>Guest: David Plazas, Opinion Editor of the Tennessean</i>

Unit 4: What are pathways for resistance and reform? This unit includes a collection of special topics that examine how approaches and themes in political science today help us understand the existing political landscape.	
<u>Week 13</u>	Resistance
11/12	<i>General</i> - Davis (10 pg) - Alexander, Ch. 6 Selections (7pg) - Alexander, New York Times (2pg) - 198 Methods (2 pgs) - State Advocacy (1pg)
11/14	<i>Black Lives</i> - 11 Misconceptions (4 pgs) - Boston Review: Ferguson Debate (13pg) - Op-Ed Draft due in class, bring 2 hardcopies
11/16	<i>Guest: Rashad Rayford on Resistance Through Music</i>
11/19-11/23	<i>Thanksgiving Break – No Class</i>
<u>Week 14</u>	Options for Reform
11/26	Framing Reform - Beckett, Reosti, and Knaphus (16pg) - Sentencing Project (3pg) - Obama (2pg)
11/28	<i>Student presentations</i>
11/30	<i>Student presentations</i>
<u>Week 15</u>	Reform Continued
11/3-11/5	<i>Student presentations</i>
11/5	So What? - Concept Map due; bring hardcopy to class
<u>Exam Time</u>	
Dec. 15	<i>No in-person meeting</i> - Submit op-ed through brightspace by Noon - Submit proof of op-end submission through brightspace by Noon