

47:202:424, Mass Incarceration & Collateral Consequences
3 Credits
Spring, 2019

W: 8:30am-10:30am; F: 8:30am-10am

I. Course Information

Instructor Information:

Instructor: ***Dr. Gennifer Furst***

Email: N/A (inside course)

Phone: N/A (inside course)

Office Hours: N/A (inside course)

Course Overview:

The United States incarcerates more individual citizens than any other nation in the world. Since 1970, the rate of imprisonment in the United States has quadrupled (in California it quintupled). This course examines mass incarceration, its trends, its origins, the laws and policies that have directly contributed to it, its direct and indirect effects on society. These huge increases in mass incarceration over a short period of time have persisted through periods when crime was reportedly rising, and even in the more recent time periods when crime has been falling. Apart from the dubious effects of mass incarceration on public safety suggested by these divergent trends, mass incarceration also has substantial collateral consequences across society, affecting families, communities, the labor market, the military, political processes, and the economy.

Prerequisite:

None

B.S., Criminal Justice Program Learning Goals

Upon completion of the B.S. in Criminal Justice at Rutgers University-Newark, students should be able to:

- 1) Describe the development and functions of major criminal justice institutions (e.g., police, courts, corrections, and juvenile justice), the activities of actors within these institutions, and how they relate to one another as well as the broader social, political, and economic world.

- 2) Describe the mechanisms, correlates, theoretical underpinnings, and situational contexts of crime, criminal behavior and opportunity, and techniques for prevention and treatment.
- 3) Apply and analyze theories related to the policies and practices of the criminal justice system and its major institutions.
- 4) Demonstrate the ability to gather, explain, and apply empirical research in the field of criminal justice.
- 5) Obtain a comprehensive knowledge about the process of conducting criminal justice research, and develop the skills to conduct criminal justice research with appropriate methodologies.

Course Learning Objectives:

1. Examine the criminal justice system and its impact on people of color, and ethnic groups that constitute a minority population in the United States.
2. Increase understanding about how incarceration experiences can reverberate into other life domains after release from prison and/or jail.
3. Examine the socio-cultural and historical roots of the criminal justice system and high incarceration rates.
4. Assess and evaluate sources of the differential impact that major criminal justice institutions have on various races and ethnic groups in American society.

Required Readings:

Mauer, M., and Chesney-Lind, M. (2002). *Invisible Punishment: The Collateral Consequences of Mass Incarceration*. NY, NY: The New Press.

Additional readings will be distributed in class.

Course Requirements:

N/A

Course Structure:

The course will incorporate diverse learning activities including short lectures, audio-video presentations, and group discussions.

II. Course Schedule

Activities and dates subject to change

Date	Class Topic	Readings & Assignments Due
Wednesday, January 23	Introduction/Syllabus Review/Navigation	Introductions; review the syllabus; choose dates for class leader.
Friday, January 25		Kilgore, Chapter 1: A Snapshot of the System; Chapter 2: Building Popular Support for Growing the Prison System

Wednesday, January 30	PART I: The Roots of Mass Incarceration	Crutchfield & Weeks, The Effects of Mass Incarceration on Communities of Color
Friday, February 1		Travis, Chapter 4: The Underlying Causes of Rising Incarceration: Crime, Politics, and Social Change Hager, Mass Incarceration Mystery.
Wednesday, February 6		Nittle, The Black Codes and Why They Matter Today: Their Impact on Policing and Prison in the 21st Century. Loewen, Getting the Civil War Right
Friday, February 8		Coates, The Black Family in the Age of Mass Incarceration Fernandes and Crutchfield, Race Crime and Criminal Justice: Fifty Years Since the Challenge of Crime in a Free Society Leader(s):
Wednesday, February 13		"13th" Ava DuVernay
Friday, February 15		"13th" Ava DuVernay
Wednesday, February 20	PART II: The Modern CJS and Paving the Way for Mass Incarceration	Rosenbloom, Beyond Severity: A New Review of Crimmigration Mauer & Chesney-Lind, Chapter 13: The Impact of Mass Incarceration on Immigration Policy by Miller "13th" Reaction Paper Due Leader(s):
Friday, February 22		Stillman, America's Other Family Separation Crisis McConnell, The War on Women: The Collateral Consequences of Female Incarceration Leader(s):
Wednesday, February 27	Jails	Kilgore, Chapter 7: Jail – The Local Face of Mass Incarceration Subramanian, The Misuse of Jails

		Leader(s):
Friday, March 1	Sentencing Policy	Travis, Chapter 2: Rising Incarceration Rates; Chapter 3: Policies and Practices Contributing to High Rates of Incarceration Leader(s):
Wednesday, March 6	Role of the Courts	Mauer & Chesney-Lind, Chapter 4: Incarceration and the Imbalance of Power by A. Davis Karakatsanis, Policing, Mass Imprisonment, and the Failure of American Lawyers. Leader(s):
Friday, March 8		Adelman, L. and Deitrich, J. How Federal Judges Contribute to Mass Incarceration and What They Can Do About It. Leader(s):
Wednesday, March 13		Pfaff, Chapter 5: The Man Behind the Curtain; Chapter 6: The Broken Politics of Punishment; Chapter 7: The Third Rail: Violent Offenses Leader(s):
Friday, March 15		Continue Pfaff
Wednesday, March 20 and Friday, March 22	SPRING BREAK	No Class
Wednesday, March 27	PART III: Collateral Consequences	Forman, Racial Critique of the New Jim Crow M. Alexander Paper Due Leader(s):
Friday, March 29	Children	Nance, School-to-Prison Pipeline Mauer & Chesney-Lind, Chapter 9: Children, Cops, and Citizenship by Forman Lageson, Consequences of Online Criminal Records for Families Leader(s):
Wednesday, April 3	Civil Rights/Disenfranchisement	Mauer & Chesney-Lind Chapter 3: Mass Imprisonment and the Disappearing Voters by M. Mauer

Friday, April 5	Women	<p>Mauer & Chesney-Lind, Chapter 5: Imprisoning Women: The Unintended Victims of Mass Incarceration by Chesney-Lind; Chapter 8: The Social Impact of Mass Imprisonment on Women by Richie</p> <p>Leader(s):</p>
Wednesday, April 10	Families and Children	<p>Travis, Chapter 9: Consequences for Family and Children</p> <p>Mauer & Chesney-Lind, Chapter 7: Families and Incarceration by Braman</p> <p>Leader(s):</p>
Friday, April 12	Employment	<p>Mauer & Chesney-Lind, Chapter 10: Black Economic Progress in the Era of Mass Imprisonment by Western, Pettit, & Guetzkow</p> <p>Vuolo, Criminal Records and Ban the Box</p> <p>Agan, Increasing Employment of People with Records</p> <p>Leader(s):</p>
Wednesday, April 17 [No Class Friday, April 19]	Health & Mental Health	<p>Travis, Chapter 7: Consequences for Health and Mental Health</p> <p>Mauer & Chesney-Lind, Chapter 14: The House of the Dead: TB and Incarceration by Farmer</p> <p>Leader(s):</p>
Wednesday, April 24	Housing	<p>Mauer & Chesney-Lind, Chapter 2: Welfare and Housing – Denial of Benefits to Drug Offenders by Rubinstein and Mukamal</p>
Friday, April 26	Communities	<p>Travis, Chapter 10: Consequences for Communities</p> <p>Mauer & Chesney-Lind, Chapter 11: The Problem with Addition by Subtraction by Clear; Chapter 12: Building a Prison Economy in Rural America by Hauling</p> <p>Leader(s):</p>
Wednesday, May 1	The Nation	<p>Travis, Chapter 11: Wider Consequences for U.S. Society</p> <p>Mauer & Chesney Lind, Chapter 16: The</p>

		International Impact of U.S. Policies by Stern Letter Assignment Due
Friday, May 3	LAST CLASS	What Next?

III. Course Assessment and Grading

The final grade will be assessed based upon your performance on the following:

<i>Assignment Description</i>	<i>Linked to SLO</i>	<i>% of Course Grade</i>
Assignment #1 <i>Lead a Class</i>	SLO #1-4	25%
Assignment #2 <i>13th Reaction Paper</i>	SLO #1-4	15%
Assignment #3 <i>NJC Update</i>	SLO #1, 2, and 4	25%
Assignment #4 <i>Memo Assignment</i>	SLO #1, 2, and 4	25%
Assignment #5 <i>Attendance and Participation</i>	SLO #1-4	10%

ASSIGNMENT 1 (25%): You will sign up to lead the discussion for one of our class meetings. Be prepared to discuss that day’s readings and answer any questions your fellow students or I have about the readings; you should also have questions for the class to answer. Worth 25% of your final grade.

ASSIGNMENT 2 (15%): “13th” film reaction paper. A paper guide will be provided to you, see handout for writing prompts and other details. Worth 15% of your final grade. Your paper should show proper proofreading for grammar and structure, use APA style for citations, and be 1,000 – 2,000 words.

ASSIGNMENT 3 (25 %): Update “The New Jim Crow: Mass Incarceration in the Age of Colorblindness.” It has been eight years since the book was published. Read the final chapter, *The Fire This Time* and tell Ms. Alexander where we are now. You can also tell her what you think she should add to the next edition of her book. Your paper should show proper proofreading for grammar and structure, use APA style for citations, and be 750-1200 words.

ASSIGNMENT 4 (25%): Write a memo to your supervisor at New Jersey Institute for Social Justice that describes three criminal justice system changes you believe will mitigate/minimize collateral consequences of incarceration in NJ. These can be changes to sentencing policy, re-entry services, policies that regulate collateral consequences, or any other changes the person you are writing to can advocate for. (For example, neither the Governor nor corrections officials can change how non-incarcerated people view/judge formerly incarcerated or incarcerated people.) Use the readings from this semester to support your argument. Your paper should show proper proofreading for grammar and structure, use APA style for citations, and be 1,000 – 2,000 words.

ATTENDANCE and PARTICIPATION (10%):

- Attendance:

Attendance is very important and will count toward your final grade. You will be more successful if you attend. If you must miss class, you cannot participate and will lose points in their category. You may also lose credit for any assignments you do not complete based on your absence (see Late Assignment Policy)

The following grading scale will be used for this course:

A	90–100%
B+	85-89%
B	80-84%
C+	75-79%
C	70-74%
D	60-69%
F	<60%

Late or Missing Assignment Policy:

Attendance is very important and will count toward your final grade. You will be more successful if you attend. If you must miss class, you are still responsible for anything assigned for the next class or classes, including obtaining any handouts given in the class you missed. It is YOUR RESPONSIBILITY to catch up.

IV. Course Policies

Classroom Rules

All members of this class are required to conduct themselves in an appropriate and professional manner. In this class, we may have discussions that challenge our taken for granted assumptions about crime and justice. Students should be prepared to engage honestly and openly about this material and perhaps even examine their own beliefs about the issues. While I am hopeful that

the course materials will spark interesting discussion, personal insults or other types of demeaning, disrespectful, or threatening comments toward other class members about their experiences, backgrounds, or statements will NOT be tolerated.

Academic Integrity

As a member of the Rutgers University community you are not to engage in any academic dishonesty. You are responsible for adhering to basic academic standards of honesty and integrity as outlined in the Rutgers University Policy on Academic Integrity for Undergraduate and Graduate Students

Your academic work should be the result of your own individual effort, you should not allow other students to use your work, and you are required to recognize and reference any material that is not your own. Violations of the university's policy will result in appropriate action.