AAS 183/REL 183/PSC 224 Syllabus draft: January 17, 2019

that your name is on it. Class will begin on time, and you are expected to be in the room when the course starts.

<u>Reading Assignments</u> Due to a renewed interest on my part in asking students read whole books, reading assignments in this class are often sizable. Nonetheless, in general, I have done my best to limit reading assignments to 150 required pages per week. You are expected to do the required reading. Recommended reading is truly optional. Recommended reading that is *not* explicitly addressed in class discussion or on a hand-out will *not* appear on a test.

<u>Class Participation</u> In a group of this size, participating in class can be somewhat challenging. I intend to do what I can to solicit your involvement. The issues we will be discussing are complex and can be upsetting. People will at times misspeak; I will misspeak. Please try to be generous with one another.

Reading Response Posts

You will find your reading response assignments on Blackboard under Reading responses are to be posted once per week *either* by noon Tuesday *or* by noon Thursday. You are free to use whatever form you wish, but a viable default form is that of the Quote/Note/Question. A quote is a passage from the assigned reading. A quote may be as long as a paragraph or as short as a single word. The quote you select should strike you as significant. You may , or you may feel utterly flummoxed by it. (The latter tend to be especially productive.) A note is an observation or extended meditation about your selected quote. Notes may comment on argument, style, language, or bias, A note may contextualize, explicate, criticize, or it may merely try to make sense of a difficult passage.

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- *As per university guidelines, the credit hour policy of the College tabulates a four-credit course as including 150 instructional minutes, 50 minutes of equivalent activities, and 480 minutes of supplementary student work per week.
- * All assignments and activities associated with this course must be performed in accordance with own. For more

information look online: http://www.rochester.edu/college/honesty/

- * If and when needed, we encourage you to use the tutors at the College Writing Program: http://writing.rochester.edu/index.html
- * Should you require special accommodations, please coordinate this through the Center for Excellence in Teaching and Learning (CETL) to ensure you have equal access to course content and requirements. http://www.rochester.edu/college/cetl/undergraduate/

April 3 5:00 pm Humanities Room D

April 4

Unit II	The Roots and Reach of Mass Incarceration: Race, Politics, Capital				
February 12	James Forman, Jr., <i>Locking Up Our Own</i> , 3-77 Recommended: Forman, 78-115 Michelle Alexander, <i>New Jim Crow</i> , 20-57, 251-255*				
February 14	James Forman, Jr., <i>Locking Up Our Own</i> , 119-184, 217-239 Recommended: Forman, 185-215				
February 19	John Pfaff, <i>Locked In</i> , 1-18, 105-159 Marie Gottschalk, <i>Caught</i> , 1-22, 285-293* Recommended: Pfaff, 21-104				
February 21	John Pfaff, Locked In, 161-235				
February 26	Jackie Wang, Carceral Capitalism, 11-150 Recommended: Ruth Wilson Gilmore, Golden Gulag, 1-17*				
February 28	Jackie Wang, <i>Carceral Capitalism</i> , 151-192 and 260-322 Recommended: Loic Wacquant, <i>Punishing the Poor</i> , 41-75, 326-331* Wang, 193-259				
March 5	The Prison in Twelve Landscapes*				
March 7	Midterm				
Unit III	Beyond Prisons: Incarceration, Decarceration, Reentry, Policing				
March 19	Mothers of Bedford*				
March 21	Maya Schenwar, Locked Down, Locked Out, 1-95				
March 26	Schenwar, Locked Down, Locked Out, 99-202				
March 27 5:00 pm Humanities Room D	Nazgol Ghandnoosh public talk				
March 28	Nazgol Ghandnoosh , 137-159*				
	* You Rehabilitation in Washington DC: A Case Study*				
April 2	Susan Burton & Cari Lynn, Becoming Ms. Burton, xi-139				

Courtney Bowles and Mark Strandquist public talk

Becoming Ms. Burton, 143-281