

University of New Orleans
ScholarWorks@UNO

University of New Orleans Syllabi

Fall 2015

SOC 4098

Benjamin D. Weber
University of New Orleans

Follow this and additional works at: <https://scholarworks.uno.edu/syllabi>

This is an older syllabus and should not be used as a substitute for the syllabus for a current semester course.

Recommended Citation

Weber, Benjamin D., "SOC 4098" (2015). *University of New Orleans Syllabi*. Paper 535.
<https://scholarworks.uno.edu/syllabi/535>

This Syllabus is brought to you for free and open access by ScholarWorks@UNO. It has been accepted for inclusion in University of New Orleans Syllabi by an authorized administrator of ScholarWorks@UNO. For more information, please contact scholarworks@uno.edu.

POLICING AND PRISONS IN LOCAL AND GLOBAL PERSPECTIVE

Hist. 4991-M004 & 5991-004 / Soc. 4098-001

FALL, 2015

Instructor: Benjamin D. Weber

Office hours: Th., 3:30-5:30pm

Office: Liberal Arts Bldg., 157

Class meeting: Tu/Th., 2-3:15pm

Location: Liberal Arts Bldg., 197

More people are currently incarcerated, per capita, in the United States than any other country in the world. Louisiana is arguably, the nation's "prison capitol." This course asks that we rethink the last two centuries of U.S. history by tracing the development of carceral forms both at home and abroad. Using the Louisiana State Penitentiary, Angola, as our case study we will investigate the historic roots of racialized mass incarceration and prisoner work, organizing, writing, and art over time. In addition to creating research projects using primary sources, students will have the opportunity to work with community organizations and participate in public events as art of the the "*Global Dialogues on Incarceration*" public history project.

GLOBAL DIALOGUES ON INCARCERATION

In this course, we will help build the New Orleans piece of a national exhibit on incarceration. We will focus on Angola prison, and work with local youth and community organizations. We will be supported by the Midlo Center here at UNO and by the Humanities Action Lab at the New School in New York City. You will also have the opportunity to participate in a number of public events over the course of the year. There are twenty other universities contributing to this *Global Dialogues on Incarceration* project, and the national exhibit will open in NYC and then travel to all of the schools. You can find more information here: <http://humanitiesactionlab.org/globaldialogues/incarceration/>

LEARNING GOALS: In this course, students will...

- Analyze primary source materials in order to construct original historical arguments.
- Critically evaluate a range of scholarly positions related to histories of policing and prisons.
- Make connections between the past and the present through the methods of public history.
- Engage the public through events and solicit feedback from people most directly affected by the issues they are studying.
- Dialogue with students at other universities through online blog posts and video sessions.
- Create the local, Louisiana, piece of a traveling exhibit on mass incarceration.

READINGS

Each week you will read three types of sources: a primary source (evidence from the past), a secondary source (scholarly argument), and a comparative source (scholarly argument from another place and/or time). This approach is intended to help you to think critically, comparatively, and creatively about the central themes of the course. Many of the readings will be excerpts available online or in the course packet, but you will need to purchase the following texts:

- Mark T. Carleton, *Politics and Punishment: The History of the Louisiana State Penal System* (Baton Rouge: Louisiana State University Press, 1971; 1984; 1994)
- Robert Hillary King, *From the Bottom of the Heap: The Autobiography of a Black Panther* (Oakland, CA: PM Press, 2012)
- Dan Berger, *The Struggle Within: Prisons, Political Prisoners, and Mass Movements in the United States* (Oakland, CA: PM Press, 2014)
- Assata Shakur, *Assata: An Autobiography* (Chicago, IL: Lawrence Hill Books, 1987; 2001)
- Angela Y. Davis, *Are Prisons Obsolete?* (New York, NY: Seven Stories Press, 2003)
- Course Packet (selected articles and book chapters)

ASSIGNMENTS

- Assignment 1: Project proposal and storyboard with research questions and selected quotes - *Due Sept. 15 by 2pm*
- Assignment 2: Reflection (1-2 pages) on presentation by Mark Strandquist or Marianne Fisher-Giorlando - *Due Sept. 29 by 2pm*
- Midterm: Blog post (3-5 pages) connecting an artifact from the prison's past to our tour of Angola penitentiary - *Due October 8 by 2pm*
- Assignment 3: Primary source analysis (5 pages) related to your final project - *Due Oct. 27 by 2pm*
- Assignment 4: Poster presentation showing complete draft of final project - *Due Nov. 10 by 2pm (poster), public presentation on Nov. 14 at Ashé*
- Assignment 5: Blog post and comment on another university's projects - *Due Nov. 19 by 2pm*
- Final: Multimedia project focusing on one aspect of Angola's history, c.1865-1950, and postcard exchange, to be submitted to the national traveling exhibit - *Due Dec. 8, by 2pm*

REQUIREMENTS, HONOR CODE, ACCOMMODATIONS

- **Attendance:** You are expected to attend all regularly scheduled class meetings, and will be marked down one half letter grade for each unexcused absence. Public lectures, film screenings, and events are an integral part of this course, and attendance is required.

These events have been scheduled during class time whenever possible, and class will be canceled on the rare occasion that an event takes place outside of class time.

- **Expectations:** You are expected to have done all of the reading before class begins, and come prepared to actively engage in discussions and other in-class activities. Assignments should be completed by the start of class on the days they due, and late will be graded down one half a letter grade for each day (24 hours) it is late.
- **Academic Integrity:** “Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the Student Code of Conduct for further information. The Code is available online at <http://www.studentaffairs.uno.edu>.”
- **Accommodations:** “It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities should contact the Office of Disability Services as well as their instructors to discuss their individual needs for accommodations. For more information, please go to <http://www.ods.uno.edu>.”

GRADING CRITERIA

Assignments will be graded using a specific rubric and given a standard letter grade. Your grade for the course will be the result of your combined performance on all of course assignments, as outlined above.

Letter Grade	Percentage	GPA
A	93-100	4.00
A-	90-92	3.67
B+	87-89	3.33
B	83-86	3.0
B-	80-82	2.67
C+	77-79	2.33
C	70-76	2.0
D	60-69	1.0
F	0-59	0.0

FINAL PROJECT

The final project is the main component of this course and allows you to dig deeply into a chosen topic by engaging in original research, making connections to central themes and aspects of the course, and working with people who are directly affected by the issues we are studying. You will employ the tools and techniques of multimedia scholarly design to produce a piece of our collective contribution to the *Global Dialogues on Incarceration* exhibit. Your final project will have three components: *past, present, and future*.

“WINDOWS THROUGH WALLS / ANGOLA OVER TIME”

- 1) You will work in teams of 2-3 to produce a “window” into one aspect of Angola’s past (c.1865-1950) using primary sources.
- 2) You will exchange postcards with prisoners at Angola to create the present part of your project.
- 3) You will incorporate artwork done by young people in response to the question, *What does a world without prisons look like?* to form the future element of your final project.



WINDOWS FROM PRISON

The idea for our postcard exchange takes its inspiration from Mark Strandquist’s *Windows from Prison* project. He has agreed to come do a workshop with our class and help you to brainstorm your own project ideas. You can find out more about Mark’s project here:

www.windowsfromprison.com

SCHEDULE - Complete each week’s reading by Thursday, 2pm.

WEEK ONE: *Where We Stand* — “Louisiana as the World’s Prison Capitol” — Aug. 20

- Cindy Chang, Scott Threlkeld, and Ryan Smith, “Louisiana Incarcerated,” (8-part series, *The Times Picayune*, May 13 – May 20, 2012), 1-36 and online: <http://www.nola.com/prisons/>
- Robin D.G. Kelly, “Why We Won’t Wait,” *CounterPunch*, Nov. 25, 2014), 1-7.
- Angela Davis, “There is an unbroken line of police violence in the U.S. that takes us all the way back to the days of slavery,” *The Guardian*, 1-5.
- Marc Mauer, et al., *The Sentencing Project*, online: <http://www.sentencingproject.org/>
- The Humanities Action Lab (HAL) at The New School’s “Global Dialogues on Incarceration” Project: <http://humanitiesactionlab.org/>

WEEK TWO: ***Plantation and Prison***, Aug. 25 and 27

- Mark T. Carleton, "Punishment for Profit, 1835-1880," in *Politics and Punishment*, Ch.1, 3-31.
- Angela Y. Davis, "From the Prison of Slavery to the Slavery of Prison: Frederick Douglass and the Convict Lease System," in Joy James, ed., *The Angela Y. Davis Reader* (Blackwell, 1998), 74-95.
- Loïc Wacquant, "From Slavery to Mass Incarceration: Rethinking the 'Race Question' in the US," (*New Left Review*, Vol. 13, 2002), 41-60.
- Marianne Fisher-Giorlando, "Plantation Prisons," *Encyclopedia of Prisons and Correctional Facilities*, (Sage Reference Online, 2012), 1-4.

Required for graduate students / Recommended for all:

- Michele Foucault, "Complete and Austere Institutions," in *Discipline and Punish: The Birth of the Prison*, 231-256.
- Andrea C. Armstrong, "Slavery Revisited in Penal Plantation Labor," (*Seattle University Law Review*, Vol. 35, 2012), 869-910.

#REHUMANIZE FOR ALBERT WOODFOX EXHIBIT, AUG. 8 — SEPT. 7
UNO-ST. CLAUDE GALLERY, 2429 ST. CLAUDE ST.

WEEK THREE: ***Emancipation and Incarceration***, Sept. 1 and 3

- Mark T. Carleton, "This Species of Slave Labor, 1880-1890" in *Politics and Punishment*, Ch. 2, 32-58.
- Khalil Gibran Muhammad, *The Condemnation of Blackness: Race, Crime, and the Making of Modern Urban America* (Harvard, 2010), 1-14.
- David Oshinsky, "Emancipation," in "*Worse than Slavery: Parchman Farm and the Ordeal of Jim Crow Justice*, 11-30.
- Alfred W. McCoy, "Policing the Imperial Periphery," and Michael Salman, "The Prison that Makes Men Free" in Al McCoy and Francisco Scarano, eds., *Colonial Crucible: Empire and the Making of Modern America*, 106-115; 116-128.

Required for graduate students / Recommended for all:

- Lisa Lowe, "The Intimacies of Four Continents," in Ann Laura Stoler, ed., *Haunted by Empire: Geographies of Intimacy in North American History*, 191-212
- Carole T. Emberton, "Colfax Massacre," in Paul Finkelman, ed., *Encyclopedia of African American History*, (Oxford, 2012), 1-2.

WEEK FOUR: ***Convict Labor***, Sept. 8 and 10

- Mark T. Carleton, "Profits and Politics, 1890-1901," in *Politics and Punishment*, Ch. 3, 59-84.
- Matthew Mancini, "The Road to Angola," in *One Dies, Get Another: Convict Leasing in the American South, 1866-1928*, 144-152.

- Robert Perkinson, “ ‘Between the Worst of the Past and the Worst of the Future’: Reconsidering Convict Leasing in the South,” (*Radical History Review*, Vol. 71, 1998), 207-216.
- Christian D. DeVito and Alex Lichtenstein, “Writing a Global History of Convict Labor,” (*International Review of Social History*, 2013), 285-325

Required for graduate students / Recommended for all:

- Alex Lichtenstein, “Good Roads and Chain Gangs in the Progressive South: ‘The Negro Convict is a Slave,’” (*Journal of Southern History*, Vol. 59, No.1, 1993), 85-110.
- David R. Roediger and Elizabeth D. Esch, *The Production of Difference: Race and the Management of Labor in U.S. History* (2012)

“WINDOWS FROM PRISON” PRESENTATION BY MARK STRANDQUIST
TUES. SEPT. 8, 2-3:15PM, UNO LIBRARY 4TH FLOOR

WEEK FIVE: ***Racial Violence***, Sept. 15 and 17

Project proposal and storyboard due Sept. 15

- Mark T. Carleton, “Judicious State Administration,” in *Politics and Punishment*, Ch. 4, 85-109; “Years of Erosion, 1920-1940” in *Politics and Punishment*, Ch. 5, 110-134.
- Jeffrey S. Adler, “Less Crime, More Punishment: Violence, Race, and Criminal Justice in Early Twentieth-Century America,” (*Journal of American History*, 2015), 34-46.
- Christopher Muller, “Northward Migration and the Rise of Racial Disparity in American Incarceration, 1880-1950 (*American Journal of Sociology*, 2012), 281-326.
- Frank Moss, comp., “Persecution of Negroes by Roughts and Policemen,” in Jill Nelson, ed., *Police Brutality: An Anthology*, 2000, 60-87.

Required for graduate students / Recommended for all:

- Robin D.G. Kelly, “‘But a Local Phase of a World Problem’: Black History’s Global Vision, 1883-1950, (*Journal of American History*, 1999), 1045-1077.
- Derrick Bell, “Police Brutality: *Portent of Disaster and Discomforting*, in Jill Nelson, ed., *Police Brutality: An Anthology*, 88-101.
- Leon Litwack, “Hellhound On My Trail: Race Relations in the South,” 187-205.

SCREENING: *THE ANGOLA 3: BLACK PANTHERS AND THE LAST SLAVE PLANTATION*
TUES. SEPT. 15, 4:30-6:30PM, LIBERAL ARTS BLDG. RM.197

WEEK SIX: ***Gendered Violence***, Sept. 22 and 24

- Kali Nicole Gross, “African American Women, Mass Incarceration, and the Politics of Protection, (*Journal of American History*, 2015), 25-33.
- Kerry Meyers and Marianne Fisher-Giorlando, “Bad Girls, Convict Women,” Parts 1, 2, and 3, (*The Angolite Prison News Magazine*, 2011), 42-53; 28-39; 28-43.

- Angela Davis, Ch.4: “How Gender Structures the Prison System,” in *Are Prisons Obsolete*, 60-79.
- Assata Shakur, *Assata: An Autobiography*, vii-117.

Required for graduate students / Recommended for all:

- Lori A. Saffin, “Identities Under Siege: Violence Against Transpersons of Color,” in *Captive Genders: Trans Embodiment and the Prison Industrial Complex*, 141-162.
- Timothy Stewart-Winter, “Queer Law and Order: Sex, Criminality, and Policing in the Late Twentieth-Century United States,” (*Journal of American History*, 2015), 61-72.
- Critical Resistance and Incite!, “Gender Violence and the Prison-Industrial Complex,” 223-226.
- Andrea J. Ritchie, “Law Enforcement Violence Against Women of Color,” 138-156.
- Resistance Behind Bars, “Women in Prison, Overview,” 1-9.
- Jessica Pliley, *Policing Sexuality: The Mann Act and the Making of the FBI* (2014)

“WOMEN AT THE WALLS” PRESENTATION BY MARIANNE FISHER-GIORLANDO
THURS. SEPT. 24, 2-3:15PM, UNO LIBRARY 4TH FLOOR

WEEK SEVEN: *Carceral State*, Sept. 29 and Oct. 1

Reflection on Strandquist or Fisher-Giorlando presentation due Sept. 29

- Mark T. Carleton, “America’s Worst Prison, 1940-1956” in *Politics and Punishment*, Ch. 6, 135-166.
- Kelly Lytle Hernández, Kalil Gibran Muhammad, and Heather Ann Thompson, “Introduction: Constructing the Carceral State,” (*Journal of American History*, 2015), 18-24.
- Heather Ann Thompson, “How Prisons Change the Balance of Power in America,” (*The Atlantic*, 7 October, 2013), 1-12.
- Michelle Alexander, Introduction, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (The New Press, 2010), 3-19.

Required for graduate students / Recommended for all:

- Heather Ann Thompson, “Why Mass Incarceration Matters: Rethinking Crisis, Decline, and Transformation in Postwar American History,” (*Journal of American History*, 2010), 703-734.

TOUR OF LOUISIANA STATE PENITENTIARY, ANGOLA
THURS. OCT. 1, 8AM-5PM (2 HOURS AWAY)

WEEK EIGHT: *Racial Capitalism*, Oct. 6 and 8 [MIDTERMS]

Blog post connecting artifact to tour of Angola due Oct. 8

- Ruth Wilson Gilmore, Introduction, *Golden Gulag: Prisons, Surplus, Crisis, and Opposition in Globalizing California*, (UC Press, 2007), 3-29.
- Loic Wacquant, “The New ‘Peculiar’ Institution: On the Prison as Surrogate Ghetto” (*Theoretical Sociology*, 2009), 377-389.
- Michelle Alexander, “Ch.3: The Color of Justice,” in, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*, 95-133.
- Robert Hillary King, *From the Bottom of the Heap: The Autobiography of a Black Panther* (PM Press, 2012), xiii-123

Required for graduate students / Recommended for all:

- Edward S. Herman and Noam Chomsky, *Manufacturing Consent: The Political Economy of the Mass Media* (Pantheon, 1988; 2002), Ch.1, 1-35
- Mark T. Carleton, Ch. 7 “An Unpredictable Future, 1956-1968” and “Conclusion,” in *Politics and Punishment*, 167-192 and 193-199.

WEEK NINE: ***Carceral Empire***, Oct. 13 [4:30-6:30] and [Oct. 15 is FALL BREAK]

- Daniel Berger, *The Struggle Within: Prisons, Political Prisoners, and Mass Movements in the United States*, (PM Press, 2014), Forward, Introduction, Ch.1 - Ch.2, vii-60.
- James P. Jordan, “Empire of Prisons: How the United States is Spreading Mass Incarceration around the World,” (CounterPunch, 5 June, 2014), 1-12.
- Paul Street, “Empire Abroad and Prisons at Home: Dark Connections,” *History is a Weapon* online, 1-6.
- David Gilbert, “A System within the System: The Prison Industrial Complex and Imperialism,” in *Abolition Now: Ten Years of Strategy and Struggle against the Prison Industrial Complex* (AK Press, 2008), 31-39.

Required for graduate students / Recommended for all:

- David Jenna M. Loyd, et. al., eds., *Beyond Walls and Cages: Prisons, Borders, and Global Crisis* (Univ. Georgia, 2012), Introduction, vii-15.
- Laleh Kalili, *Time in the Shadows: Confinement and Counterinsurgencies* (Stanford, 2012), Introduction and Ch.5.

FILM SCREENING: *THE FARM*, OCT. 13, 4:30-6:30PM
[IN PLACE OF REGULARLY SCHEDULED CLASS TIME, 2-3:15PM]

WEEK TEN: ***Imperial Policing***, Oct. 20 and 22

- Robin D.G. Kelly, “Slangin’ Rocks, Palestinian Style: Dispatches from the Occupied Zones of North America,” in Jill Nelson, ed., *Police Brutality: An Anthology* (Norton, 2000), 21-59.

- Spencer Ackerman, “Bad Lieutenant: American Police Brutality, Exported from Chicago to Guantánamo,” *The Guardian*, 18 Feb., 2015, 1-10.
- Radley Balko, “Rise of the Warrior Cop,” (*The Wall Street Journal*, Aug. 7, 2013)
- Alfred W. McCoy, *Policing America’s Empire: The United States, The Philippines, and the Rise of the Surveillance State*, (Wisconsin, 2009) - selections

Required for graduate students / Recommended for all:

- Daniel Wilsher, *Immigration Detention: Law History, Politics*, ix-xxii.
- Anne L. Foster, “Prohibiting Opium in the Philippines and the United States: The Creation of the Interventionist State,” in McCoy and Scrano, eds., *Colonial Crucible*, 95-105.

WEEK ELEVEN: ***Prisoner Writing***, Oct. 27 and 29 [Event in place of class]

Primary source analysis due Oct. 27

- Assata, *Assata: An Autobiography*, 117-274
- Robert Hillary King, *From the Bottom of the Heap*, 124-245
- Wilbert Rideau, “History of Angola” and “The Sexual Jungle” in *Life Sentences: Rage and Survival Behind Bars*, 35-42; 74-102.
- Richard Ross, *Juvenile In Justice*, 2012. <http://www.juvenile-in-justice.com/>

Required for graduate students / Recommended for all:

- Joy James, “Democracy and Captivity,” xxi-xxxv.
- Mariame Kaba and Erica R. Meiners, “Arresting the Carceral State: Educators must work to end the school-to-prison pipeline”, (*Jacobin*, 2014), 1-7. <https://www.jacobinmag.com/2014/02/arresting-the-carceral-state/>

“YOUTH, ART, AND SOCIAL CHANGE” EVENT WITH LCCR
THURS. OCT. 29 (MYRTLE BANKS BLDG., ORETHA CASTLE HALEY BLVD.)

WEEK TWELVE: ***Prisoner Organizing***, Nov. 3 and 5

- Dan Berger, Ch. 3: “Earth and Animal Liberation,” Ch.4: Déjà Vu and the Patriot Act,” “Conclusion,” and “Afterword,” in *The Struggle Within*, 69-111.
- Jordan Flaherty, “Organizing for Freedom: Resistance at Angola State Penitentiary, Louisiana’s Last Slave Plantation,” *Turn Left Magazine* (Summer, 2008) and *Prison Legal News* online, January, 2009, 1-5.
- Pelot-Hobbs, “Organizing Inside Out: The Angola Special Civics Project and the Crisis of Mass Incarceration,” (*Souls: A Critical Journal of Black Politics, Culture, and Society*, Vol.15, No.3, Nov., 2013), 197-217.

Required for graduate students / Recommended for all:

- Robert Chase, “ ‘Slaves of the State’ Revolt: Prison Labor and a Prison-Made Civil Rights Movement, 1945-1980,” in Robert Zieger, ed., *Life and Labor in the New South* (University of Florida Press, 2012), 177-213.
- Dan Berger, *Captive Nation: Black Prison Organizing in the Civil Rights Era* (Univ. of North Carolina, 2014), Introduction, 1-25.

WEEK THIRTEEN: ***Prisoner Art***, Nov. 10 and Nov. 14

[No class Nov. 12 because of presentation Nov. 14]

Poster due Nov. 10, public presentation at Ashé Nov. 14

- Jilian Steinhauer, “Art Behind Bars Provides a Key to Prospect New Orleans,” *Hyperallergic*, 22 Jan., 2015, 1-11.
- Benjamin J. Harbert, Editor’s Introduction, (*American Music*, 2013), 127-133
- Wilbert Rideau, “The Legend of Leadbelly,” in *Life Sentences*, 23-32.
- Melissa Schrift, “Angola Prison Art: Captivity, Creativity, and Consumerism,” *The Journal of American Folklore*, Vol.119, No.473, 2006), 257-254.

Required for graduate students / Recommended for all:

- Bruce Jackson, *Wake Up Dead Man: Hard Labor and the Southern Blues*, Introduction xix-xxvi; Texas Convict Worksong Tradition, 29-46
- Benjamin J. Harbert, E”Only Time: Musical Means to the Personal, the Private, and the Polis at the Louisiana Correctional Institute for Women,” (*American Music*, 2013), 203-240.

PUBLIC PRESENTATION OF PROJECTS, ASHE CULTURAL ARTS CENTER,
SAT. NOV. 14, (1712 ORETHA CASTLE HALEY BLVD.)

WEEK FOURTEEN: ***Public History and Incarceration***, Nov. 17 and 19

Blog post and comment on another university’s projects due Nov. 19

- Jessica Adams, “Wildest Show in the South: Tourism and Incarceration at Angola,” (*The Drama Review*, Vol. 45, No.2, 2001), 94-108
- Robert Stewart, “Angola Guard Tower and Cell Donated to Smithsonian Institution,” *The Advocate*, 11 July, 2013, 1-2.
- Ofelia Ortiz Cuevas, “Cops and the Visual Economy of Punishment,” in *Abolition Now: Ten Years of Strategy and Struggle against the Prison Industrial Complex*, (AK Press, 2008), 41-47.

Required for graduate students / Recommended for all:

- Michael Welch, [*Escape to Prison: Penal Tourism and the Pull of Punishment*](#). University of California Press, 2015), 1-25.

- Melissa Schrift, “The Angola Prison Rodeo: Inmate Cowboys and Institutional Tourism,” (*Ethnology*, Vol. 43, No.4, 2004), 331-344
- Mary Rachel Gould, “Discipline and the Performance of Punishment: Welcome to ‘The Wildest Show in the South,’” (*Liminalities: A Journal of Performance Studies*, Vol. 7, No.4, Dec. 2011), 1-31.

WEEK FIFTEEN: ***Racial Innocence***, Nov. 24 [Nov. 27 is T-Giving]

- Naomi Murakawa and Katherine Beckett, “The Penology of Racial Innocence: The Erasure of Racism in the Study and Practice of Punishment,” (*Law and Society Review*, Vol.44, No.4, 2010), 695-730.
- Naomi Murakawa, *The First Civil Right: How Liberals Built Prison America* (Ch. 1-2)
- Judith Butler, “Engandered/Endangering: Schematic Racism and White Paranoia,” in Robert Gooding-Williams, ed., *Reading Rodney King, Reading Urban Uprising* (1993), 15-22.
- Peggy McIntosh, “White Privelege: Unpacking the Invisible Backpack,” (1989), 1-5.

Required for graduate students / Recommended for all:

- Vijay Prashad, “Zimmerman is a Domestic Drone,” *CounterPunch*, 15 July, 2015, 1-4.
- Spencer Ackerman, “Inside Obama’s Drone Panopticon,” *The Guardian*, 25 April, 2015, 1-4.

WEEK SIXTEEN: ***Where we are Headed***, Dec. 1 and 3

- Angels Davis, *Are Prisons Obsolete?* 7-59; 84-128

FINAL PROJECT DUE DEC. 8 BY 5PM