

UNIVERSITY OF CALIFORNIA, BERKELEY
LEGAL STUDIES DEPARTMENT
LS 160 “PUNISHMENT, CULTURE & SOCIETY”
SUMMER 2018

Instructor: Alessandro De Giorgi
Lectures: Mon/Tue/Wed/Thu: 2pm-4pm
Classroom: Lewis Hall 9
Office Location: TBA
Office hours: Mon/Thu: 4pm-5pm
Email: alessandro.degiorgi@sjsu.edu

GSI: Eduardo Bautista
Discussions:
Mon: 12-2pm (Barrows 151)
Tue: 4:30-6:30pm (Etcheverry 3105)
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COURSE DESCRIPTION

This course offers a critical analysis of the punitive turn that has affected US society in the aftermath of the civil rights revolution of the 1960s, resulting in the current mass incarceration crisis. The course traces the long wave of “domestic wars” (e.g., war on crime, war on immigration, war on welfare, war on drugs, etc.) that has swept US society since the early 1970s, turning the United States into the world’s most punitive democracy, as well as recent attempts to address the contemporary penal crisis. Exemplified by draconian penal legislation, militarized urban policing, the resurgence of the death penalty, the rise of mass incarceration, punitive immigration laws, and restrictive welfare policies, the penal experiment of the last four decades has contributed to deepening social inequalities along the lines of race, class, nationality, and gender. Adopting an interdisciplinary lens that combines critical scholarship on punishment and social control, welfare and poverty, radical political economy, critical race theory, urban geography, and immigration control, the course will analyze the emergence of the US carceral state as the consequence of the increasing convergence of penal and social policies towards a neoliberal paradigm for the punitive governance of racialized social inequality.

In particular, the course will examine these developments from three distinct theoretical lenses:

- (1) A politico-economic lens, which emphasizes the restructuring of *class power* in the era of postindustrial/post-Keynesian capitalism in the US (1970-2010);
- (2) A critical race theory lens, which emphasizes the role of the penal system in the reproduction of *racial hierarchies* in the age of colorblindness;
- (3) A political-institutional lens, which focuses on the remaking of *state power* in the age of neoliberal globalization.

Throughout the course, students will be exposed both to theoretical critiques of the different branches of the US penal state (e.g., policing, welfare, imprisonment, immigration control, prisoner reentry, etc.), and to ethnographic narratives on the lived experiences of the populations most affected by this punitive/exclusionary model of social governance. Therefore, students will be encouraged to analyze the consequences of the US punitive turn specifically from the point of view of the communities most affected by the growth of the carceral state.

COURSE MATERIALS

LS 160 *Reader* (available electronically on b-Courses)

CLASSROOM PROTOCOL

Attendance: Students should attend all class meetings, because active participation is essential to ensure maximum benefit for all members of the class. Although attendance per se will not be used as a criterion for grading, attendance will be 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.

Accommodation of Religious Creed: In compliance with Education code, Section 92640(a), it is the official policy of the University of California at Berkeley to permit any student to undergo a test or examination, without penalty, at a time when that activity would not violate the student's religious creed, unless administering the examination at an alternative time would impose an undue hardship that could not reasonably have been avoided. Requests to accommodate a student's religious creed by scheduling tests or examinations at alternative times should be submitted directly to the faculty member responsible for administering the examination by the first week of the term. Reasonable common sense, judgment and the pursuit of mutual goodwill should result in the positive resolution of scheduling conflicts. The regular campus appeals process applies if a mutually satisfactory arrangement cannot be achieved.

Scheduling Conflicts: The Academic Senate has established Guidelines Concerning Scheduling Conflicts with Academic Requirements to address conflicts that may arise between extracurricular activities and academic requirements. They specifically concern the schedules of student athletes, student musicians, those with out-of-town interviews, and other students with activities that compete with academic obligations. The guidelines assign responsibilities as follows: It is the student's responsibility to notify the instructor (s) in writing by the second week of the term of any potential conflict(s) and to recommend a solution, with the understanding that an earlier deadline or date of examination may be the most practicable solution. It is the student's responsibility to inform him/herself about material missed because of an absence, whether or not he/she has been formally excused.

ASSIGNMENTS AND GRADING POLICY

<i>Assignment</i>	<i>Due</i>	<i>Percent of total grade</i>	
IN-CLASS TEST (1): Two short-answer questions	7/12/18	(in class)	20%
IN-CLASS TEST (2): Two short-answer questions	7/26/18	(in class)	20%
MOVIE COMMENTARY	8/7/18	(at home)	20%
FINAL EXAM	8/9/18	(in class)	20%
PARTICIPATION	ONGOING	(in class)	20%

SPECIFICATIONS ON COURSEWORK

1) IN-CLASS TESTS 1-2 (20% + 20% of total grade)

These tests will be done in class, and will consist of short-answer questions covering the readings from the *LS 160 Reader*. Each question will receive a grade ranging between 0 and 10 (for a maximum of 20 points for each quiz). You are kindly requested to come to class with your own blue book on the dates the tests are due (**7/12/2018–7/26/2018**). Please remember that *grammar*, *syntax*, and *structure* are relevant elements of your grade: always double-check your assignments before submitting them. Please note: during the tests *no notes, books, open laptops, or mobile phones* will be allowed.

2) MOVIE COMMENTARY (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 8/7/2018.*

3) FINAL EXAM (20% of total grade)

The final exam will take place on **8/9/2018** and will consist of 20 multiple-choice questions. The test will cover content from the assigned readings and lecture materials. Each correct answer will receive 1 point (wrong answers will receive 0 points), for a maximum of 20 points. *Students are expected to provide their own Scantron answer sheet.*

4) PARTICIPATION (20% of total grade)

This course is compressed to fit a six-week schedule, which will require routine, engaged, and active learning in discussion section. Please be sure to attend all sections and come prepared to discuss the material. Section attendance is a significant component of the participation grade.

GRADING SYSTEM

A	4.0	94–100%
A-	3.7	90–93%
B+	3.3	86–89%
B	3.0	83–85%
B-	2.7	80–82%
C+	2.3	76–79%
C	2.0	73–75%
C-	1.7	70–72%
D+	1.3	66–69%
D	1.0	63–65%
D-	0.7	60–62%
F	0.0	< 60%

ACADEMIC INTEGRITY

Your own commitment to learning, as evidenced by your enrollment at UC Berkeley, and the University's integrity policy, require you to be honest in all your academic coursework. 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 possible sanctions by the University. All assignments are to be completed by the individual student unless otherwise specified. If you need further information on academic integrity policies, please contact the [UC Berkeley Center for Student Conduct](#).

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. If you need any information about special accommodations available to students with disability, please contact the [UC Berkeley Disabled Students' Program](#).

STUDENT TECHNOLOGY RESOURCES

If you need any assistance with learning technologies (e.g., computer labs, software, printing services, etc.), please contact [UC Berkeley Student Technology Services](#).

LEARNING ASSISTANCE RESOURCE CENTER

The [Berkeley Student Learning Center](#) is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development.

LS 160 *Punishment, Culture & Society*

MON/TUE/WED/THU: 2PM-4PM

LEWIS HALL 9

WEEK	DATE	TOPICS, READINGS, ASSIGNMENTS, DEADLINES
1		THE PUNITIVE TURN IN THE US: AN INTRODUCTION
	Mon: 7/2/18	Introduction/Syllabus/Readings/Deadlines
	Tue: 7/3/18	<u>Readings:</u> The Sentencing Project, <i>Trends in US Corrections</i> J. Simon, <i>Mass Incarceration: From Social Policy to Social Problem</i> L. Wacquant, <i>Class, Race & Hyperincarceration in Revanchist America</i>
	Wed: 7/4/18	<u>No class: Independence Day</u>
	Thu: 7/5/18	<u>Documentary:</u> PBS <i>Locked Up in America</i> (USA 2014, 83 min.)
2		RACIAL AND CLASS DIMENSIONS OF THE US PUNITIVE TURN
	Mon: 7/9/18	<u>Readings:</u> D. Pager, <i>The Mark of a Criminal Record</i> B. Western – B. Pettit, <i>Incarceration and Social Inequality</i>
	Tue: 7/10/18	<u>Readings:</u> B. Pettit – B. L. Sykes, <i>Civil Rights Legislation and Legalized Exclusion</i> L. Wacquant, <i>Deadly Symbiosis: When Ghetto and Prison Meet and Mesh</i>
	Wed: 7/11/18	<u>Readings:</u> M. Alexander, <i>The Lockdown</i> M. Alexander, <i>The Rebirth of Caste</i>
	Thu: 7/12/18	<u>In-class Test 1: (20% of total grade)</u>
3		PUNISHMENT, WELFARE, AND POLITICAL ECONOMY
	Mon: 7/16/18	<u>Readings:</u> G. Rusche, <i>Labor Market and Penal Sanction</i> A. De Giorgi, <i>Punishment and Political Economy</i>
	Tue: 7/17/18	<u>Readings:</u> A. De Giorgi, <i>Prisons and Social Structures in Late Capitalist Societies</i> L. Wacquant, <i>Crafting the Neoliberal State</i>
	Wed: 7/18/18	<u>Readings:</u> S.F. Schram et al., <i>Deciding Discipline</i> K. Gustafson, <i>The Criminalization of Poverty</i>
	Thu 7/19/18	<u>Documentary:</u> A. DuVernay, <i>13th</i> (USA 2016, 100 min.)

WEEK	DATE	TOPICS, READINGS, ASSIGNMENTS, DEADLINES
4		INCARCERATING COMMUNITIES: FAMILY, SCHOOL, AND PRISON
	Mon: 7/23/18	<u>Readings:</u> M. Comfort, <i>Papa's House</i> M. Comfort, <i>Punishment Beyond the Legal Offender</i>
	Tue: 7/24/18	<u>Readings:</u> C. Wildeman – B. Western, <i>Incarceration in Fragile Families</i> P. Hirschfield, <i>Preparing for Prison?</i>
	Wed: 7/25/18	<u>Readings:</u> L. Simmons, <i>Profiting from Punishment</i> J. Schept et al., <i>Building, Staffing, and Insulating</i>
	Thu: 7/26/18	<u>In-class Test 2: (20% of total grade)</u>
5		PUNISHMENT BEYOND THE PRISON
	Mon: 7/30/18	<u>Readings:</u> M. Lynch, <i>The Disposal of Inmate #85271</i> K. Reiter, <i>Parole, Snitch, or Die</i>
	Tue: 7/31/18	<u>Documentary:</u> K. Chevigny – K. Johnson, <i>Deadline</i> (USA 2004, 90 min.)
	Wed: 8/1/18	<u>Readings:</u> K. Hill-Maher, <i>Workers and Strangers</i> N. De Genova, <i>Spectacles of Migrant "Illegality"</i>
	Thu: 8/2/18	T. Dirdamal, <i>De Nadie. Morir Cruzando</i> (Mexico 2006, 84 min.)
6		MASS INCARCERATION AND ITS AFTERMATHS
	Mon: 8/6/18	<u>Readings</u> J. Halushka, <i>Work Wisdom</i> R. Miller, <i>Devolving the Carceral State</i>
	Tue: 8/7/18	<u>Readings:</u> A. De Giorgi, <i>Back to Nothing: Prisoner Reentry and Neoliberal Neglect</i> <u>Movie Commentary Due (20 % of total grade)</u>
	Wed: 8/8/18	<u>Readings:</u> A. De Giorgi, <i>Five Theses on Mass Incarceration</i> M. Gottschalk, <i>Razing the Carceral State</i>
	Thu: 8/9/18	<u>Final Exam: (20% of total grade)</u>