This survey course asks what punishment in the form of incarceration and detention means in a modern democratic state. We will explore this question through a number of themes including: (I) theories of punishment and the historical origin of penal logics, (II) race, class, and gender dimensions, (III) mobilization and protest against the carceral state, (IV) socio-political foundations of criminalization and incarceration, (V) crimmigration, (VI) the prison social system, and (VII) collateral consequences and reentry.

CLASS TEXTS

All readings will be posted to Canvas. I do not encourage excessive printing, thus, laptops are permitted for reviewing readings, notes, and peer writing activities.

WEEKLY SEMINAR STRUCTURE

1-1:10pm: Weekly Mantra and Silent Reflection/Journaling (mini notebooks and pens provided)

1:10-1:40pm: Interpretative Overview

1:40-2:40pm: Critical Analysis and Group Discussion

2:40-3:40pm: Peer Writing

EVALUATION

Active Participation in Group Discussion and Peer Writing (35%)

*You are expected to come to class having read the readings. It is wise to annotate them with notes, comments, and questions to help you actively participate in our group discussion.

*In your peer writing groups, you will work together to discuss each other’s ideas and evaluate writing prompts designed to develop your final writing projects.

1) Each completed writing prompt is due by 11:59pm Wednesday in the form of 1 single spaced page, 12pt font. Please email it to your writing group and cc me.
Come to class prepared with meaningful feedback for you and your group to discuss. If you have a group of 3, then you still will only provide feedback on 1 person’s work, but should read all 3 in order to participate during our peer writing time. Not satisfactorily completing both expectations will result in a significantly diminished evaluation.

2) The complete list of writing prompts for each group will be available on Canvas end-of-day Tuesday, January 28th in the form of an excel spreadsheet.

3) Prompt 1 is due Wednesday January 29th by 11:59pm.

4) Peer writing groups begin working together January 30th

5) During class, I will circulate among the groups, listening to you support each other and also providing feedback on your completed prompts.

**Leading Group Discussion via Critical Analysis (30%)**

1) We will rotate each week with someone giving us a brief 10-minute analysis of the day’s readings. Each student will go twice during the semester. The analysis will provide us with your opinion as to the readings’ positives and negatives, how they pushed your thinking, and how the readings speak to each other.

2) This same person will come up with at least 3 discussion questions to lead us. After their 10-minute analysis, they will propose question 1. If the conversation ever wanes, they will get us started with a new question and can draw from their list.

3) Students will sign-up for slots on January 23rd. I will post to Canvas an updated syllabus that contains the discussion leader dates for each person.

**Final Writing Project (35%)**

For the final writing project, students will choose from: qualifying paper proposal, essay/paper/article draft (theoretical or empirical), dissertation proposal, or a dissertation chapter. Each seminar, students will work in a peer writing group with people working on the same type of assignment and if possible, a similar topic. The last seminar of the semester, students will present their final writing project to the entire class using no more than 5-6 PowerPoint slides and solicit feedback.

**The final writing project is due via email to me** *(b.friedman@rutgers.edu)* **by Monday May 11th at 11:59pm. I should receive it as a double-spaced word document (12pt font). *I encourage you to submit what you have rather than take a course incomplete.*
SEMINAR CALENDAR

Class 1—January 23rd
• Prof. Intro
• Journal Mantra:
  o “This too shall pass.”
• Student Introductions
  o Individual 5-minute introductions. Please describe what type of final writing project you will complete. You do not need to have a substantive topic picked until the second week of class.
  o Sign-up for leading discussion
• Reading:
• Discussion Leader:
  o Brittany
• No Peer Writing

*Everyone will receive their peer writing group placement and weekly prompts end-of-day Tuesday January 28th via Canvas in the form of an excel spreadsheet

Class 2—January 30th
• Journal Mantra:
  o “I am whole, I am creative, and I am capable.”
• Reading:
• Discussion Leader:
• Peer Writing
  o Prompt 1

Class 3—February 6th
• Journal Mantra:
  o “I honor my spirit and trust my vibes.”
• Reading:

• Discussion Leader:
  o

• Peer Writing
  o Prompt 2

Class 4—February 13th
• Journal Mantra:
  o “I am enough, I have enough, and I am doing enough. I accept myself and my life fully right now.”

• Reading:

• Discussion Leader:
  o

• Peer Writing
  o Prompt 3

Class 5—February 20th
• Journal Mantra:
  o “I matter.”

• Reading:

• Discussion Leader:
  o

• Peer Writing
  o Prompt 4

Class 6—February 27th
• Journal Mantra:
“Progress is more important than perfection.”

Reading:

Discussion Leader:

Peer Writing
- Prompt 5

Class 7—March 5th

Journal Mantra:
- “I release the things out of my control.”

Reading:

Discussion Leader:

Peer Writing
- Prompt 6

Class 8—March 12th
• Journal Mantra:
  o “Positive energy flows inward and fills me up.”
• Reading:
• Discussion Leader:
  o
• Peer Writing
  o Prompt 7

SPRING BREAK—NO CLASS March 19th

Class 9—March 26th
• Journal Mantra:
  o “Saying ‘no’ is a full sentence. My boundaries do not require justification.”
• Reading:
• Discussion Leader:
  o
• Peer Writing
  o Prompt 8

Class 10—April 2nd
• Journal Mantra:
  o “I show up.”
• Reading:


Discussion Leader:

Peer Writing
  - Prompt 9

Class 11—April 9th

- Journal Mantra:
  - “I am loved and worthy of joy.”

- Reading:

- Discussion Leader:

- Peer Writing
  - Prompt 10

Class 12—April 16th

- Journal Mantra:
  - “Thankful.”

- Reading:

- Discussion Leader:

- Peer Writing
  - Prompt 11

Class 13—April 23rd
• Journal Mantra:
  o “I take back my energy from those who would abuse it.”
• Reading:
• Discussion Leader:
  o
• Peer Writing
  o Prompt 12

Class 14—April 30th
• Journal Mantra:
  o “I allow my fears to speak so they might quickly fade away; I never take them into my heart.”
• Final Writing Project In-Class Presentations
  o Students present to class and receive feedback

READING WEEK—NO CLASS May 7th
“Where I am right now is exactly where I need to be.”

FINAL WRITING PROJECT DUE—May 11th by 11:59pm.