Course Description & Goals:
The term “prison-industrial complex” was coined in 1995 by historian Mike Davis to emphasize the entrenchment of both the prison and a permanent prison class in U.S. society. Building on the Vietnam Era expression “military-industrial complex,” it highlights the new centrality (since roughly 1980) of prisons to the U.S. economy while building on a leftist rhetoric of resistance to racism and imperialism. I have titled this course an “introduction” to the prison-industrial complex partly because it does not pretend to give either a complete overview of the history or present state of prisons globally or a comprehensive picture of one specific aspect of the prison-industrial complex (for example, prison abolition, political imprisonment, the privatization of prisons, or the death penalty). Rather, I have structured this course to introduce a number of the key questions necessary for understanding the crisis of prisons and incarceration in the United States. It does so through a variety of media, including memoir, sociology, literary criticism, philosophy, criminology, and history. Along the way, I hope that you will gain an interest in further pursuing some of the issues that the course raises.

Texts required and available at the University Bookstore:

Texts recommended and available at the University Bookstore

Course Requirements

What Do I Have To Do To Pass this Course?
In order to pass the course, all students must complete (1) a substantive book review; (2) at least 12 of the 17 assigned reading responses; (3) an in-class, group presentation; and (4) a final project. Assignments will not be accepted late and no incompletes will be given for the course. If, at the end of the term, you have not completed the minimum requirements stated above, then you will receive a failing grade.

Graduate students enrolled for ES 507 must complete two book reviews and 15 reading responses to pass the course. In addition, their work will be evaluated in a manner that reflects the higher standards generally for graduate course work.
What Is a “Substantive Book Review”?  
For advice on how to write an academic book review, please consult the following webpage, with particular attention to its account of how to write a “critical book review”: [http://www.library.dal.ca/how/bookrev.htm](http://www.library.dal.ca/how/bookrev.htm). (Another good source is here: [http://www.indiana.edu/~wts/pamphlets/book_reviews.shtml](http://www.indiana.edu/~wts/pamphlets/book_reviews.shtml)). Your book review is due by the end of Week 5 (October 27 at noon). Your review should be approximately 500 words in length, submitted electronically to the Digital Drop Box (NOT posted on discussion boards) on Blackboard as WORD or RTF documents. Book reviews should address one of the following texts (all of which should be available on one-day reserve at Knight library). Please note that you must sign up for the book you want to review in advance, and no more than two people can review the same book.

- Abbott, Jack Henry, *In the Belly of the Beast: Letters from Prison*
- Abu-Jamal, Mumia, *All Things Censored*
- Balbus, Isaac, *The Dialectics of Legal Repression: Black Rebels before the American Criminal Courts*
- Christie, Nils, *A Suitable Amount of Crime*
- Cummins, Eric, *The Rise and Fall of California’s Radical Prison Movement*
- Díaz-Cotto, Juanita, *Chicana Lives and Criminal Justice: Voices from El Barrio*
- Díaz-Cotto, Juanita, *Gender, Ethnicity, and the State: Latina and Latino Prison Politics*
- Foucault, Michel, *Discipline and Punish: The Birth of the Prison*
- Franklin, H. Bruce, *Prison Literature in America: The Victim and Criminal and Artist*
- Freedman, Estelle, *Their Sisters’ Keepers: Women’s Prison Reform in America, 1830-1930*
- Grobsmith, Elizabeth, *Indians in Prison: Incarcerated Native Americans in Nebraska*
- Harlow, Barbara, *Barred: Women, Writing, and Political Detention*
- Jackson, George, *Blood in My Eye*
- Mann, Coramae Richey, *Unequal Justice: A Question of Color*
- Mauer, Marc, *Race to Incarcerate*
- Mirandè, Alfredo, *Gringo Justice*
- Parenti, Christian, *Lockdown America: Police and Prisons in the Age of Crisis*
- Peltier, Leonard, *Prison Writings: My Life is My Sundance*
- Tateishi, John, *And Justice for All: An Oral History of the Japanese American Detention Camps*

What Are Response Papers?  
Response papers are two-to-three-page responses to a reading. They are not summaries, abstracts, or “personal reactions.” Rather, they are academic engagements with the ideas and arguments put forward in the assigned reading. Response papers are graded both on quantity and quality. You must complete at least 12 to pass the course.

How Do I Format My Written Assignments?  
You should format written assignments with 1” margins (top, bottom, and sides) in a 12pt. Times font (Times, Times Roman, Times New Roman). You should use standard citation styles for the essays to document sources from which you quote (including on-line sources). Be sure that the pages are numbered and that your name appears on each page in the header.

How Do I Turn in My Written Assignments?  
If you do not know how to work the Digital Drop Box or how to save documents as RTF files from your word processing program, please try the following pages: [http://libweb.uoregon.edu/de/blackboard-faq/](http://libweb.uoregon.edu/de/blackboard-faq/) or [http://libweb.uoregon.edu/general/gethelp.html](http://libweb.uoregon.edu/general/gethelp.html). If you find at the last minute that you do not know how do post your assignment correctly (rather than having taken the time to check this in advance), your assignment will be late and graded (or not) accordingly.

How Is Class Participation Measured?  
The final grade for participation will be assigned on a curve, so that there is no “minimum” participation. Instead, your participation (both quality and quantity) will be assessed in comparison to your peers. In-class discussion
and the asking of questions in class will be combined with period “discussion questions” and other discussion-oriented written assignments to determine the final participation grade. Since this is a seminar class, your active participation is crucial to its success.

What Is the Final Project?
Your final project for this course should take the form of a specific engagement with one of the following general rubrics:

1. Economic Inequality & Imprisonment
2. Gender & Imprisonment
3. Imprisonment & Colonialism
4. Imprisonment & Immigration
5. Political Prisoners
6. Prison Abolition
7. Prison Movements
8. Prison-Industrial Complex
9. Race & Imprisonment

It can take any number of forms, including a final, 15-page research paper or a community-based research project or a multimedia presentation. However, I expect the amount of effort and the quality of your final project to be comparable to what I would expect from research paper written for an upper-level seminar course. The final project must engage with the readings for the course, but need not be limited to them. You must meet with me individually by November 15 to discuss your plans for this project.

Plagiarism and Citation of Sources
Any plagiarism will result in an automatic failing grade for the course. I encourage you to familiarize yourself thoroughly with what plagiarism is and with the University of Oregon’s policies for addressing plagiarism and academic dishonesty. See the following sites for more information:
<http://en.wikipedia.org/wiki/Plagiarism>
<http://libweb.uoregon.edu/guides/plagiarism/students/>
<http://studentlife.uoregon.edu/programs/student_judi_affairs/>

Note: You are free (but not required) to cite from unassigned sources in your assignments (this is called “research”), but you must acknowledge the source you are citing from, using page numbers and a standard citation style. I will check the sources, however, to determine the reputability of the source. If an on-line source is not a reputable “academic” or “scholarly” site, it might affect your grade. If you have questions, please ask.

Final Grade:
The final grade for the course will be determined as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class Participation &amp; Discussion Questions</td>
<td>30%</td>
</tr>
<tr>
<td>Response Papers</td>
<td>20%</td>
</tr>
<tr>
<td>Book Review(s)</td>
<td>20%</td>
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<tr>
<td>Final Project</td>
<td>30%</td>
</tr>
</tbody>
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SCHEDULE OF ASSIGNMENTS & READINGS

*Asterisked readings are available on reserve.

Week  Date  Assignment
1    9/25...... First Day of Class
   9/27...... Jackson, *Soledad Brother*, pages ix-xxv and 3-33, plus “Appendix”
2    10/2...... Jackson, *Soledad Brother*, pages 37-188
   10/4...... Jackson, *Soledad Brother*, pages 189-266
Unit Two: Where We Are and How We Got Here
4
5
10/23.....Reiman, The Rich Get Richer and the Poor Get Prison, chapters 3-4 and “Conclusion”

Unit Three: The Global Prison: Gender, Race, and Beyond
6
11/1.....Sabo, et al., eds., Prison Masculinities, pages 3-18 and 59-153
...............(Rec’d: Hames-Garcia, Fugitive Thought, pages 141-189)
7
11/6.....Sabo, et al., eds., Prison Masculinities, pages 201-264
...............Justice Now, The We That Sets Us Free
...............(Rec’d: Hames-Garcia, Fugitive Thought, pages 193-247)

Unit Four: Calling the Prison into Question
8
11/13.....Davis, Are Prisons Obsolete?, pages 9-59
11/15.....Davis, Are Prisons Obsolete?, pages 60-115
...............James, ed., The New Abolitionists, pages 67-74

Unit Five: Political Imprisonment and Social Transformation
9
11/20.....Shakur, Assata, pages 9-159
11/22.....(Thanksgiving)
10
11/27.....Shakur, Assata, pages 160-274 and vii-xix
...............(Rec’d: Hames-Garcia, Fugitive Thought, pages 95-139)
11/29.....James, ed., The New Abolitionists, pages 133-150, 235-246, and 247-258