

POLS2230 Mass Incarceration

Fall 2020

INSTRUCTOR: Professor Norrenberns

OFFICE HOURS by appointment

CLASS LOCATION: Boileau Hall MAIN

CLASS TIME: MWF 10:00 to 10:50

COURSE DESCRIPTION

This course will survey the history and current condition of the American Carceral State. It will also introduce global comparison of incarceration policies, and provide students with the opportunity to compare, contemplate, and discuss potential future policies for the U.S. and their likely outcomes.

PREREQUISITES

The course is open to undergraduate students and has no prerequisites.

OBJECTIVES

7 R G H Y H O R S in a Writing Course Understanding the Carceral State.

To familiarize students with leading scholarship on American and international incarceration policy.

To recognize the effects of competing policy perspectives on society and the prison and justice systems.

TEACHING AND LEARNING METHODS

Lecture and Discussion. Lecture and discussion will be the primary methods of teaching and learning. Lectures are based on the reading on Blackboard. Weekly discussions facilitate a closer dialogue among professor and students to develop higher order competency found understanding the material.

Class Attendance: Attendance is taken. Students will routinely complete graded in class exercises that may not be made up. In addition, assessment exercises are used to gauge the level of teaching and learning in the course. Missing class means missing your education and the opportunity to be involved in an exciting new hybrid, synchronous model (discussed at length later in this syllabus) presents challenges to students and faculty alike, but with tenacity and honest effort on all our parts, high quality education is achievable.

Class Participation: The classroom is a setting for the exchange of information which includes lectures and discussions

METHODS OF EVALUATION

Exams: There are four exams total for the semester, a Unit 1 test, a Midterm (Unit 2), a Unit 3 test, and a final exam

Presentation: Each student will be evaluated on a short presentation in the class. Presentations by each student will be from 5-7 minutes. Each student is expected to present on a topic by the end of the semester. A list of potential topics will be posted to Blackboard. The details will be discussed in the next few meetings.

Participation: Actively engaging in class discussion will be an integral part of your

As the instructor of this course, I am required to follow ADA regulations.

Students who attempt to enter a classroom without wearing masks will be asked by the instructor to wear masks prior to entry. Students who remove their masks at any time during a class session will be asked by the instructor to resume wearing their masks.

Note: Accordingly, no consumption of any food will be allowed in class.

Students who do not comply with a request by a SLU instructor to wear a mask in a classroom will be subject to

activity per the stipulations of the isolation or quarantine directive. They are expected to participate in synchronous or asynchronous online class activities as they feel able to do so, or absent themselves accordingly.

4. Students are responsible for notifying each instructor of an absence as far in advance as possible; when advance notification is not possible, students are responsible for notifying each instructor as soon after the absence as possible.
5. As a temporary amendment to the current [University Attendance Policy](#), all absences due to illness or an isolation/quarantine directive issued by a qualified health official (SKDOO EH FRQVLGHUHG 3\$XWKRULJHG' DEVHQFHV HIIHF 2021).

Title IX

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, contact a faculty member (PXVW QRWLI\ 6/8 7LWOH ; ; FRRUGLQDWRU \$QQD 5 .UD 36; akratky@slu.edu; 314-977-3886) and share the basic fact of your experience with her. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact counselors at the University Counseling Center at 314-977-7571. For more information on the Title IX policy and for resources, please visit the following web address: <http://www.slu.edu/generalcounselhome/officeof-institutionalequity-and-diversity/sexualmisconductpolicy> www.slu.edu/here4you

Distance Education Etiquette

Your actions in distance education contexts are just as important as in our traditional, face-to-face educational contexts and sometimes require additional attention and commitment, as some distance education technologies might be less familiar to us. All students are expected to follow the guidelines below:

Synchronous Video Contexts (Zoom, etc.)

1. Mute your microphone just prior to speaking. Identify yourself when you begin speaking.
2. Expect a few seconds of delay in getting a response from the instructor or another class member to a question; wait before repeating your question or assuming it was not heard.
3. If possible, position your camera such that your video feed does not capture any of your surroundings or other activity/sound from your home/location. Be conscious of posters, art, or other surroundings that others might find offensive or inappropriate for an educational context.

4.

The syllabus statement will be available throughout the year by visiting the following websites, but we encourage you to place these resources on any departmental websites you feel necessary:

Student Success Center www.slu.edu/success

Reinert Center for Transformative Teaching & Learning www.slu.edu/ctl

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center is a one stop, which assists students with academic and career related services, is located in the Busch Student Center (Suite, 331) and the School of Nursing (Suite, 114). Students who think they might benefit from these resources can find out more about:

Courselevel support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.

University-level support (e.g., tutoring services, university writing services, disability services, academic coaching, career services, and/or facets of curriculum planning) by visiting the Student Success Center or by going to www.slu.edu/success

Disability Services Academic Accommodations

Students with a documented disability who wish to request academic accommodations in the

Course Schedule

Week and Topic

Week 1 Introduction to the course, Syllabus, Introduction to Unit 1
Aug. 17, 19, 21

Week 2 History of the U. S. Carceral State
Aug. 24, 26, 28

Week 3 Race and the Carceral State
Aug. 31, Sept. 2, 4

Week 4 The War on Drugs in Detail
Sept 7, 9, 11

Week 5 Mental Health and the Prison System
Sept. 14, 16, 18

Week 6 Unit 1 Exam, Introduction to Unit 2
Sept. 21, 23, 25

Week 7 Policies and Outcomes around the World
Sept. 28, 30, Oct. 2

Week 8 Presentation Topics, Life inside Prison Comparisons
Oct. 5, 7, 9

Week 9 Mid-Term (Unit 2) Exam
Oct. 12, 14, 16

Week 10 Introduction to Unit 3
Oct. 19, 21, 23

Week 11 Future Trends of Current Policies
Oct. 26, 28, 30

Week 12 Potential Outcomes of Competing Policies
Nov. 2, 4, 6

Week 13 Potential Outcomes (continued), Presentation Prep.
Nov. 9, 11, 13

Week 14 Unit 3 Exam, Presentations
Nov. 16, 18, 20

Week 15 Review
Nov. 23

Final Exam
TBD