

# General Education Course Information Sheet

Please submit this sheet for each proposed course

Department & Course Number Sociology 98T  
Course Title Race, Drugs and Social Control:  
Mass Incarceration in America

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

### Foundations of the Arts and Humanities

- Literary and Cultural Analysis \_\_\_\_\_
- Philosophic and Linguistic Analysis \_\_\_\_\_
- Visual and Performance Arts Analysis and Practice \_\_\_\_\_

### Foundations of Society and Culture

- Historical Analysis \_\_\_\_\_
- Social Analysis X

### Foundations of Scientific Inquiry

- Physical Science \_\_\_\_\_  
*With Laboratory or Demonstration Component must be 5 units (or more)* \_\_\_\_\_
- Life Science \_\_\_\_\_  
*With Laboratory or Demonstration Component must be 5 units (or more)* \_\_\_\_\_

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

This course will examine explanations for the unprecedented rise in the American  
carceral population and its uneven selection from the larger population, consider the  
effects of incarceration on prisoners and their communities, and appraise attempts at penal reform.

3. "List faculty member(s) who will serve as instructor (give academic rank):

\_\_\_\_\_  
Nazgol Ghandnoosh, teaching fellows; Stefan Timmermans, faculty  
mentor \_\_\_\_\_

4. Indicate when do you anticipate teaching this course over the next three years:

2010-2011 \_\_\_\_\_ Winter \_\_\_\_\_ Spring X  
Enrollment Enrollment Enrollment

5. GE Course Units

Proposed Number of Units: 5

6. Please present concise arguments for the GE principles applicable to this course.

✓ General Knowledge	This course will familiarize students with key facts, theories, and debates about incarceration in America.
✓ Integrative Learning	The course will primarily focus on historical and contemporary sociological works that use quantitative and qualitative methods, and will also incorporate works by legal scholars, anthropologists, and political scientists.
✓ Ethical Implications	Rather than see incarceration as a straightforward reaction to crime, this course will encourage students to think critically about why certain activities and people get punished, and consider the causes of crime as well as the consequences of punishment. At the same time, students will evaluate the validity of various critiques of the penal system.
✓ Cultural Diversity	This course will examine explanations for the prison system's uneven selection from the larger population – in terms of race, class and gender – and consider the effects of incarceration on prisoners and their communities.
✓ Critical Thinking	Each week, students will write a reaction paper that will develop, criticize, or otherwise engage an analytical issue, question, or problem raised by the readings. Students will complete a more sustained exercise of critical thinking through their research papers.
✓ Rhetorical Effectiveness	Both through their reaction papers and their research papers, students will receive training on how to develop and defend arguments.
✓ Problem-solving	Students will complete a 15-page research paper exploring a selected theme from the readings and discussions. They will identify a research question, as well as the relevant data and scholarly literature that will help them answer their question.
✓ Library & Information Literacy	Students' will identify non-assigned secondary sources for their research papers.

**(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)**

1. Lecture:	<u>3</u>	(hours)
2. Discussion Section:	<u>          </u>	(hours)
3. Labs:	<u>N/A</u>	(hours)
4. Experiential (service learning, internships, other):	<u>N/A</u>	(hours)
5. Field Trips:	<u>N/A</u>	(hours)

**(A) TOTAL Student Contact Per Week** **3** **(HOURS)**

**(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)**

1. General Review & Preparation:	<u>1</u>	(hours)
2. Reading	<u>4</u>	(hours)
3. Group Projects:	<u>N/A</u>	(hours)
4. Preparation for Quizzes & Exams:	<u>2</u>	(hours)
5. Information Literacy Exercises:	<u>1</u>	(hours)
6. Written Assignments:	<u>1</u>	(hours)
7. Research Activity:	<u>3</u>	(hours)

**(B) TOTAL Out-of-class time per week** **12** **(HOURS)**

**GRAND TOTAL (A) + (B) must equal at least 15 hours/week** **15** **(HOURS)**

**Race, Drugs and Social Control:  
Mass Incarceration in America**

Instructor: Nazgol Ghandnoosh

Sociology 98T

Spring 2011

**Course Description**

This course will familiarize you with key facts, theories, and debates about incarceration in America. We will examine explanations for the unprecedented rise in the American carceral population and its uneven selection from the larger population, consider the effects of incarceration on prisoners and their communities, and appraise attempts at penal reform. You will also have the opportunity to explore a topic of your choosing through an original research paper.

The course will not only scrutinize incarceration in America, but also critically evaluate claims about crime and the penal system. We will ask questions such as: To what extent is racial and class inequality in the prison population the result of differences in racial or class groups' underlying practices, in how laws are enforced, or in the laws themselves? Has the rate of incarceration climbed in spite of stagnant crime rates, or has rising incarceration helped to keep crime rates low? If the population that is sent to prison is sicker and less well-off than the general population, to what extent does prison further deteriorate health or employment prospects? Do more people return to prison because of recidivism, or because they have violated technical rules of their parole or probation? Questions such as these will help us to develop a nuanced understanding of a deeply entrenched but widely criticized system of social control.

**Course Requirements**

*Reaction papers (10% of total grade)*

Before each class, students are expected to post a 1-page (double-spaced) reaction paper to the class website. Use this as an opportunity to develop, criticize, or otherwise engage an analytical issue, question, or problem raised by the readings. This should not be a summary, but a response to the readings.

*Participation in class discussions (15% of total grade)*

This is a seminar driven by your contributions to discussions. I will not be lecturing, but facilitating your discussions, and expect everyone to participate. To prepare for these discussions, I encourage you to read more actively – mark up the readings, take reading notes, develop questions and comments, and bring all your materials to class.

*Midterm exam (25% of total grade)*

The in-class midterm examination will consist of short answer questions.

*Research paper (50% of total grade)*

Students will complete a 15-page research paper exploring a selected theme from the readings and discussions in greater depth. The papers should build on themes we have read and discussed using original research. You may select any data source, such as interviews and participant observation, archival records or quantitative data. We will use some class time to brainstorm on research topics and data sources. I will give you feedback on your paper at early stages through incremental deadlines (dates marked below with asterisk \*). The class will also be divided into a number of smaller “working groups” where students will exchange feedback on each others’ papers. The paper will be due during exam week.

**Course Outline**

Week 1: Introduction to the contemporary American system of punishment

“Too many laws, too many prisoners” in *The Economist*, July 22, 2010:  
<http://www.economist.com/node/16636027>

Other readings TBD

Week 2: Explaining the growth of incarceration

Wacquant, Loïc. 2001. "Deadly Symbiosis: When Ghetto and Prison Meet and Mesh."  
*Punishment & Society* 3:95-134.

Beckett, Katherine. 1997. *Making Crime Pay*. New York: Oxford University Press.  
[Excerpt]

Tonry, Michael H. 1995. *Malign Neglect--Race, Crime, and Punishment in America*.  
New York: Oxford University Press. [Excerpt]

Week 3: Drugs: use and sales, laws and enforcement

**\*Research paper deadline: statement of topic and research design**

Beckett, K, K. Pflugst, and L. Pflugst. 2006. "Race, Drugs, and Policing: Understanding Disparities in Drug Delivery Arrests." *Criminology* 44.

Mauer, Marc, and Sentencing Project (U.S.). 2006. *Race to Incarcerate*. New York: New Press: Distributed by W.W. Norton. [Excerpt]

Week 4: Efficacy and recidivism

Hirsch, Andrew von. 1999. "Penal Theories." Pp. 659-683 in *The Handbook of Crime and Punishment*. Edited by Michael Tonry. Oxford: Oxford University Press.

Morris, Norval. 1995. "The Contemporary Prison." Pp. 227-259 in *The Oxford History of the Prison*.

Other readings TBD

Week 5: Incarceration experience in historical perspective

Sykes G. 1958. *The Society of Captives: A Study of a Maximum Security Prison*. Princeton, NJ: Princeton Univ. Press [Excerpt]

Irwin, John (1970 [1990]). *The felon*. Berkeley: University of California Press, new edition. [Excerpt]

Video screening of Jonathan Stack, *The Farm: Life Inside Angola Prison* (1998).

Week 6: Midterm

Week 7: Impact of incarceration on families and communities

Comfort, Megan. 2007. "Punishment Beyond the Legal Offender." *Annual Review of Law and Social Science* 3:271–296.

Clear, Todd, 2007. *Imprisoning Communities: How Mass Incarceration Makes Disadvantaged Neighborhoods Worse* [Excerpt]

Week 8: The stigma of a criminal record

**\*Research paper deadline: annotated bibliography and data memo**

Pager D. 2003. "The Mark of a Criminal Record." *American Journal of Sociology* 108(5):937–75

Mele C, Miller TA, eds. 2005. *Civil Penalties, Social Consequences*. New York: Routledge [Excerpt]

Manza J, Uggen C. 2006. *Locked Out: Felon Disenfranchisement and American*

*Democracy*. New York: Oxford Univ. Press [Excerpt]

Week 9: Law enforcement, correctional staff, and criminal justice workers

Alexander, Michelle. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York: New Press; Distributed by Perseus Distribution.  
[Pages 58-91]

Page, Joshua. *The Toughest Beat: Politics, Punishment, and the Prison Officers Union in California*, forthcoming by Oxford University Press [Excerpt]

Moskos, Peter. 2008. *Cop in the Hood: My Year Policing Baltimore's Eastern District*. Princeton: Princeton University Press. [Excerpt]

Week 10: Activism

**\*Research paper deadline: draft for peer review**

Alexander, Michelle. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York: New Press; Distributed by Perseus Distribution.  
[Excerpt]

Blumstein A, Nakamura K. 2009. Redemption in the presence of widespread criminal background checks. *Criminology* 47(2):327-59



## New Course Proposal

	<b>Sociology 98T</b> <b>Race, Drugs, and Social Control: Mass Incarceration in America</b>			
<u>Course Number</u>	Sociology 98T			
<u>Title</u>	Race, Drugs, and Social Control: Mass Incarceration in America			
<u>Short Title</u>	RACE&DRUGS&SOC CNTL			
<u>Units</u>	Fixed: 5			
<u>Grading Basis</u>	Letter grade only			
<u>Instructional Format</u>	Seminar - 3 hours per week			
<u>TIE Code</u>	SEMT - Seminar (Topical) [T]			
<u>GE Requirement</u>	Yes			
<u>Major or Minor Requirement</u>	No			
<u>Requisites</u>	Satisfaction of entry-level Writing requirement. Freshmen and sophomores preferred.			
<u>Course Description</u>	Seminar, three hours. Enforced requisite: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred. Exploration of key facts, theories, and debates about incarceration in America. Topics include unprecedented rise in American carceral population and its uneven selection from larger population, effects of incarceration on prisoners and their communities, and appraisal of attempts at penal reform. Letter grading.			
<u>Justification</u>	Part of the series of seminars offered through the Collegium of University Teaching Fellows.			
<u>Syllabus</u>	File <a href="#">Sociology 98T syllabus .doc</a> was previously uploaded. You may view the file by clicking on the file name.			
<u>Supplemental Information</u>	Professor Stefan Timmermans is the faculty mentor for this seminar.			
<u>Grading Structure</u>	reaction papers - 10% participation in class discussions - 15% midterm - 25% research paper 50%			
<u>Effective Date</u>	Spring 2011			
<u>Discontinue Date</u>	Summer 1 2011			
<u>Instructor</u>	Name	Title		
	Nazgol Ghandnoosh	Teaching Fellow		
<u>Quarters Taught</u>	Fall	Winter	Spring	Summer
<u>Department</u>	Sociology			
<u>Contact</u>	Name	E-mail		
	CATHERINE GENTILE	cgentile@oid.ucla.edu		
<u>Routing Help</u>				

**ROUTING STATUS****Role:** Registrar's Scheduling Office - Soh, Michael (msoh@college.ucla.edu) - 45040**Status:** Pending Action**Role:** Registrar's Scheduling Office - Hennig, Leann Jean (lhennig@registrar.ucla.edu) - 56704**Status:** Added to SRS on 1/26/2011 4:34:04 PM**Changes:** Description**Comments:** Reroute to Leann to fix description.**Role:** Registrar's Publications Office - Hennig, Leann Jean (lhennig@registrar.ucla.edu) - 56704**Status:** Added to SRS on 10/7/2010 11:04:54 AM**Changes:** Description**Comments:** Edited course description into official version.**Role:** Registrar's Scheduling Office - Thomson, Douglas N (dthomson@registrar.ucla.edu) - 51441**Status:** Added to SRS on 10/1/2010 5:55:14 PM**Changes:** Title, Short Title**Comments:** No Comments**Role:** FEC School Coordinator - Soh, Michael Young (msoh@college.ucla.edu) - 45040**Status:** Returned for Additional Info on 9/29/2010 6:10:48 PM**Changes:** No Changes Made**Comments:** Routing to Registrar's Office**Role:** FEC Chair or Designee - McClendon, Muriel C (mcclendo@history.ucla.edu) - 53918**Status:** Approved on 9/29/2010 6:05:46 PM**Changes:** No Changes Made**Comments:** No Comments**Role:** L&S FEC Coordinator - Soh, Michael Young (msoh@college.ucla.edu) - 45040**Status:** Returned for Additional Info on 9/29/2010 5:38:41 PM**Changes:** No Changes Made**Comments:** Routing to Vice Chair Muriel McClendon for FEC approval**Role:** Dean College/School or Designee - Friedmann, Manuela Christin (mfriedmann@college.ucla.edu) - 47245**Status:** Approved on 9/29/2010 1:16:52 PM**Changes:** No Changes Made**Comments:** This approval is being forwarded on behalf of the Dean of Social Sciences, Alessandro Duranti.**Role:** L&S FEC Coordinator - Soh, Michael Young (msoh@college.ucla.edu) - 45040**Status:** Returned for Additional Info on 9/3/2010 2:04:32 PM**Changes:** No Changes Made**Comments:** Routing to Manuela Friedmann on behalf of Dean Duranti for approval**Role:** CUTF Coordinator - Gentile, Catherine (cgentile@oid.ucla.edu) - 68998**Status:** Approved on 9/2/2010 12:41:50 PM**Changes:** Title**Comments:** Approved with new syllabus**Role:** L&S FEC Coordinator - Soh, Michael Young (msoh@college.ucla.edu) - 45040



**Status:** Returned for Additional Info on 9/2/2010 12:21:32 PM**Changes:** No Changes Made**Comments:** Per email, routing back to Cathie**Role:** Dean College/School or Designee - Friedmann, Manuela Christin (mfriedmann@college.ucla.edu) - 47245**Status:** Returned for Additional Info on 8/25/2010 11:52:26 AM**Changes:** No Changes Made**Comments:** Re-routed per your request**Role:** L&S FEC Coordinator - Soh, Michael Young (msoh@college.ucla.edu) - 45040**Status:** Returned for Additional Info on 8/25/2010 11:16:25 AM**Changes:** No Changes Made**Comments:** Routing to Manuela Friedmann on behalf of Dean Duranti for approval**Role:** CUTF Coordinator - Gentile, Catherine (cgentile@oid.ucla.edu) - 68998**Status:** Approved on 5/14/2010 3:00:36 PM**Changes:** No Changes Made**Comments:** on behalf of Professor Kathleen L. Komar, chair, Collegium of University Teaching Fellows.**Role:** Initiator/Submitter - Gentile, Catherine (cgentile@oid.ucla.edu) - 68998**Status:** Submitted on 5/14/2010 2:57:45 PM**Comments:** Initiated a New Course Proposal[Back to Course List](#)

[Main Menu](#) [Inventory](#) [Reports](#) [Help](#) [Exit](#)  
[Registrar's Office](#) [MyUCLA](#) [SRWeb](#)

Comments or questions? Contact the Registrar's Office at  
[cims@registrar.ucla.edu](mailto:cims@registrar.ucla.edu) or (310) 206-7045