

## **SOC 428: Institutions of Social Control**

Professor: April Fernandes

Class hours: Mondays & Wednesdays, 1:30-2:45pm

Location: Winston Hall, Room 110

Office hours: Mondays 3:00-4:00pm or by appointment in 1911 Building, Office 339

Email: [institutionsofcontrol@gmail.com](mailto:institutionsofcontrol@gmail.com)

Teaching Assistant: Alivia Canter

TA email: [alcanter@ncsu.edu](mailto:alcanter@ncsu.edu)

Office hours: By appointment

### **Class description**

Institutions of social control exist throughout society and result in a variety of positive, negative and neutral outcomes. In this course, we will use the topic of incarceration primarily to discuss the complexities of social control mechanisms and how they operate within the United States context. The topic of incarceration in the United States is a hotly contested topic of social, political and historical debate. The United States incarcerates more of its citizens than all other countries, and is, therefore, an ideal case study to uncover an understanding of the causes and consequence of incarceration. This class will seek to explore how the United States increased its incarcerated population in the last 30 years and how different social groups are affected by the rise in mass imprisonment and subsequent social control measures. In addition, we will be looking at the "collateral consequences" of incarceration on the individuals, their families and communities. Finally, the course will conclude with discussions of reform and alternatives to mass incarceration.

Generalized objectives for the course:

- >> Recognize the varied forms of social control in society & their sociological relevance
- >> Understanding the basics of the criminal justice system and the carceral system
- >> Expanding beyond the popular views of social control to understand the complexities of experience and practice
- >> Grasp the difference between jail and prison incarceration
- >> Couching the study of incarceration & social control in a sociological framework & be able to contrast with popular conceptions
- >> Forming & strengthening ability to identify and effectively analyze complex arguments

### **Readings**

All readings are online on Moodle. If a reading will not load or is not there, please send me an email. Alternately, most of the readings can be found on the NCSU library website or on Google Scholar ([scholar.google.com](http://scholar.google.com)).

## **Course requirements**

This course will be run similar to a seminar-style class, where students are expected to read the materials beforehand and bring discussion points and questions to the table in order to supplement lecture materials and class presentations.

Due to the subject matter of the course, respect and openness is required. We may disagree on points of policy and practice, however, it is imperative that all students maintain respect for other students in the classroom, especially in the discussion of sensitive issues and topics.

Consistent with departmental policy, students must refrain from using laptops, cell phones and smartphones during class time.

### *Exams:*

The midterm exam will be short answer and essay questions, which will attempt to capture not only your retention of the material, but, most importantly, your ability to relate it to other topics in the class and in current events. The midterm will be a take-home exam.

The final exam will be comprehensive, covering all topics in the course, but with a concentration on the latter half of the course. The final will be a take-home exam.

All material presented in class (including student presentations) and videos and all reading material will be subject to testing.

Make-up exams for the midterm are only given in the event of emergency or extraordinary circumstances (e.g. serious illness, death of immediate family member, natural disaster, etc). The proper documentation is required in order to schedule a make-up.

### *Discussion questions:*

In order to generate more participation and discussion, you will be required to turn in two questions each class meeting from the readings, starting in week 2. Discussion questions are NOT required for days that a documentary is being shown in class.

You can choose one reading to focus on or ask questions about the readings taken as a whole. Your questions should begin with a brief summary of the reading or readings that you are discussing. At least one question should be a discussion question that you would like to pose to the class. The discussion question(s) should be more in-depth than asking shallow questions about the relatability of the reading(s). Think about the readings analytically and critically, and bring in questions that show that you have read thoughtfully and with an eye towards the major themes discussed in the course. Provide a clear reason why you are asking the questions that you pose and how that relates to either the class or current events.

The other can be a clarification question or another discussion question. You can also provide a brief critical analysis, raising questions about the generalizability of the article's findings or issues with the methods, and suggesting alternatives to the author's claims.

The questions for the last week of class should revolve around lingering questions that you have about the material in order to supplement the review session.

You will be asked throughout the quarter to pose your question(s) to the class in order to stimulate discussion. These questions should be typed. Please put your name and the date at the top. **No late questions will be accepted.** You need to be in class to submit your questions.

#### *Topic presentation:*

Starting in week 5, students will craft individual presentations on a subject relating to incarceration that is NOT covered in the readings or lecture for the course. The purpose of these presentations is to both broaden the scope of the class and to generate discussion among the rest of the class. In addition, this will also be the topic for the final paper for the course. These presentations will serve as a proposal for the eventual paper. The presentation should include your proposed topic, the main points that you are planning to make in the paper, the class readings you will use, their connections to your topic and at least one outside, academic source. Presentations should provide linkages to material presented in class, showing how the chosen topic relates to readings and/or lecture materials. At least one reading from the course as well as one outside academic and empirical source should be included. Please include a references slide or notes page with full citations in your presentation.

These presentations will be conducted at the beginning of class and should be 5 minutes in length with time at the end of the presentation for questions from the rest of the class. Presentation slides, outlines and/or should be turned in at the end of your presentation. A sign-up sheet will be circulated during the second week of the class.

#### *Topic paper:*

Based on your presentation topic, you will craft a paper that explores that issue deeply, looking into the complexities of the creation, use and practice of social control, as well as its consequences. The investigation of your chosen form of social control should be unbiased, critical and academic in nature. Therefore, evidence will need to be brought to bear on the form of social control and how it operates in society, especially for those that are controlled by it.

The paper will be 5-7 pages and will require the use of at least three course readings and two outside sources from academic, peer-reviewed journals. A more detailed prompt for the proposal and paper will be distributed in the fourth week of class.

### *Readings and Discussion:*

All readings, including those on the website, must be done before coming to class. Readings on Moodle, unless other noted, are all required reading. Come to class prepared to discuss the material and ask questions. Class discussion is important in this course, as is your involvement.

### *Class Participation:*

You are required to be an active participant in the weekly class meetings, which entails doing the readings and coming to class prepared to discuss them. If you are not in class, you cannot participate. A documented excuse (e.g., a note from your doctor) will not 'excuse' your lack of class participation.

### *Grade Breakdown:*

- >> Discussion questions (0.75 point each, 1.5 points for last week; 19 total): 15 points
- >> Topic presentation: 10 points
- >> Midterm: 10 points
- >> Final exam: 30 points
- >> Topic paper: 25 points
- >> Class participation: 10 points

*Academic Integrity:* Students will be subject to the NCSU Student Conduct code. Students may not copy, paraphrase, or quote any text without appropriate citation. This includes websites as well as other student papers. You may not reuse a paper or part of a paper from any other class you have taken. I take plagiarism and cheating very seriously. Anyone caught doing either will receive a zero for the exam/paper/assignment.

Link to the conduct code: <https://policies.ncsu.edu/policy/pol-11-35-01>

*Students with Disabilities:* If you require certain accommodations to make class accessible, please contact Disability Services Office (DSO) and I will work with them to accommodate your needs. They can be reached by phone or email (919.515.7653 // [disability@ncsu.edu](mailto:disability@ncsu.edu)). If you have a letter indicating what accommodations you will need, please give it to me as soon as possible so I will be able to make the necessary adjustments.

*Counseling services:* The Counseling Center on campus has a wealth of resources for students, many that are free of charge. If you feel the need or desire to speak to a therapist during the semester, call 919.515.2423 (24 hours a day, 7 days a week; emergency line: 919.515.3000) to schedule an appointment for academic, emotional or social concerns or difficulties you may be experiencing.

*Domestic violence/sexual assault counseling:* The Women's Center on campus is a great resource for those who have experienced or are currently dealing with domestic violence and/or sexual assault. Please call 919.515.2012 for an appointment. The staff at

the Women's Center are tireless advocates and can help with reporting, counseling, notification to professors and employers as well as other support services.

## **Topics & readings**

### **Week 1**

Monday, January 9

>> Welcome & introductions

Wednesday, January 11: The State of Incarceration

>> Goffman (1961): The Characteristics of the Total institution (pg. 312-338)

>> Western (2006): Table of Contents, Introduction & Chapter 1

### **Week 2**

Monday, January 16: No Class – Martin Luther King Jr Day

Wednesday, January 18: State of Incarceration – Concentration

>> Sampson & Loeffler (2010): Punishment's Place

>> Badger -- Washington Post (2015): Million dollar blocks

### **Week 3**

Monday, January 23:

>> Documentary (in-class): Prison State (2014)

Wednesday, January 25: No class

### **Week 4**

Monday, January 30: The War on Drugs

>> Western (2006): Chapter 2

>> Vox (2014): War on Drugs (see link)

>> Goode (2004): Legalize It?: A Bulletin From the War on Drugs

>> Alexander – PBS (2014): A System of Racial and Social Control

Wednesday, February 1: Policing

>> Gelman, Fagan & Kiss (2007): Stop & frisk

>> Lopez – Vox (2015): Police & Black Men as Threats

>> The Guardian (2015): The Counted (website)

>> The Guardian (2015): Young Black Men Killed by US Police

### **Week 5**

Monday, February 6: Policing & communities

>> Brunson & Miller (2006): Young Black Men & Urban Policing

>> Anderson -- The Atlantic (2015): When Schooling Meets Policing

>> Ferguson report (2014) [pages 1-6]

Wednesday, February 8: Jail

>> Irwin (1985): Table of Contents, Preface, Chapter 1

>> Vox (2015): This Is Riker's

>> Lopez – Vox (2016): Bail

### **Week 6**

Monday, February 13:

>> Documentary (in class): 13<sup>th</sup> (2016)

Wednesday, February 15:

>> Documentary (in class): 13<sup>th</sup> (continued)

### **Week 7**

Monday, February 20: No Class – President's Day

Wednesday, February 22: Juvenile Delinquency & Incarceration

>> Fagan (2010): The Contradictions of Juvenile Crime & Punishment

>> Goldstein – The Marshall Project (2015): What's Justice for Kids Who Kill?

>> Anderson – The Atlantic (2016): Criminalizing of black girls

### **Week 8**

Monday, February 27: Race, ethnicity & incarceration

>> Golderg – The Atlantic (2015): Angola Penitentiary

>> excerpt from The Moynihan Report (1965)

>> Coates (2015): The Black Family in the Age of Mass Incarceration

Wednesday, March 1: Immigration & incarceration

>> Welch (2002): Chapter 6 – Warehousing Illegal Immigrants

>> Sakuma – MSNBC (2015): Family detention

>> Caracamo – Los Angeles Times (2015): Detention reforms

>> **Midterm exam due**

### **Week 9**

Monday, March 6: Spring break

Wednesday, March 8: Spring break

### **Week 10**

Monday, March 13: Gender & incarceration

>> Kruttschnitt (2010): The Paradox of Women's Imprisonment

>> Comfort (2003): In the Tube at San Quentin

>> Kruttschnitt & Gartner (2003): Women's Imprisonment [pages 1-22]

Wednesday, March 15: Sexual orientation, gender identity & incarceration

>> Allison & Pidd (2013): Chelsea Manning & Jail Treatment

>> New York Times (2015): Transgender inmates

>> Sumner & Sexton (2016): Transgender inmates

### **Week 11**

Monday, March 20: Reentry

>> Petersilia (2003): Introduction

- >> Clear, Rose & Ryder (2001): Incarceration & the Community
- >> Visher & Travis (2003): Transitions from Prison to Community
- >> Wakefield & Uggen (2010): Incarceration & Stratification

Wednesday, March 22: Collateral consequences – Employment

- >> Pettit & Western (2004): Mass Imprisonment & the Life Course
- >> Pager (2003): Mark of a Criminal Record
- >> Uggen et al (2014): The Edge of Stigma

### **Week 12**

Monday, March 27: Collateral consequences – Health

- >> Massgolia (2008): Incarceration as Exposure
- >> Patterson (2010): Incarcerating Death

Wednesday, March 29: Collateral consequences – Mental health

- >> Tartaro & Levy (2010): Suicide in jail
- >> Turney, Wildeman & Schnittker (2012): As Fathers & Felons
- >> Goode – New York Times (2015): Solitary confinement & mental health

### **Week 13**

Monday, April 3: Collateral consequences -- Housing

- >> Metraux & Culhane (2004): Homeless Shelter Use
- >> Geller & Curtis (2011): A Sort of Homecoming
- >> Semuels – The Atlantic (2015): Supportive Housing

Wednesday, April 5: Collateral consequences – Family

- >> Rose – NPR (2015): FCC & prison phone calls
- >> Emmanuel – New York Times (2012): Video visitation
- >> Comfort (2007): Punishment Beyond the Legal Offender
- >> All Alone in the World (2005): Chapter 1

### **Week 14**

Monday, April 10: Collateral consequences – Community

- >> Manza & Uggen (2004): Felony disenfranchisement
- >> Beckett & Herbert (2010): Banishment
- >> Lynch & Sabol (2004): Communities & social control

Wednesday, April 12: Beyond collateral

- >> Harris, Evans & Beckett (2010): Drawing Blood from Stones
- >> Deeney – The Atlantic (2014): School to Prison
- >> Hirschfield (2008): Preparing for Prison?
- >> Williams (2007): Prison Health

### **Week 15**

Monday, April 17:

- >> Documentary (in class): The Farm: Angola, USA (1998)

Wednesday, April 19:

>> Documentary (in class): The Farm (continued)

**Week 16**

Monday, April 24: Reform

>> The Atlantic (2015): What Comes After Mass Incarceration?

>> Davis (2014): Abolition

>> Anthamatten – The Atlantic (2015): Incarceration, Education, Emancipation

>> New York Times (2015): Solitary Confinement

Wednesday, April 26: Review

>> **Topic paper due**

**Final due**

Wednesday, May 10th @ 4pm