

SS493: Race, Class, and the Politics of Criminal Justice

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Class Location: LHB203
Class Time: H2, 8:55-10:10

Course Overview

Although only five percent of the world’s population lives in the U.S., it is home to 25% of the world’s prison population. In the second half of the twentieth century, America’s prison system has grown into the largest prison system in the world. Many politicians still defend tough policing and prosecutorial practices, but in recent years, a bipartisan consensus has emerged that mass incarceration is a significant social injustice disproportionately harming some of the nation’s most vulnerable citizens.

Why has America’s incarceration rate more than tripled since the mid-1970s? How has American politics contributed to the rise of what is now called “the carceral state,” its racial and class biases, and its continued growth? What are the political, social, and economic consequences of mass incarceration, particularly on the communities hit hardest by America’s punitive politics and policies? And what political strategies and reforms are necessary to reverse the prison boom?

In addressing these questions, we will draw from a wide range of sources to analyze how American politics has contributed to the prison crisis and evaluate options for reforming U.S. crime policy. Our discussions will situate these issues within larger questions about American politics, race and class, inequality, policymaking, American political culture, history, law, and justice.

Course Grading Scale:

	Letter Grade	Percentage	Subjective Interpretation
Mastery	A+	97.0 – 100	Mastery of concepts. Can apply concepts to new situations.
	A	93.0 – 96.9	
	A-	90.0 – 92.9	
Excellence	B+	87.0 – 89.9	Solid understanding of concepts. Strong foundation for future work.
	B	83.0 – 86.9	
	B-	80.0 – 82.9	
Proficiency	C+	77.0 – 79.9	Acceptable understanding. Questionable foundation for future work.
	C	73.0 – 76.9	
Marginal Proficiency	C-	70.0 – 72.9	Doubtful understanding. Weak foundation.
	D	67.0 – 69.9	
Failure	F	<67.0	Definitely failed to demonstrate understanding.

Course Objectives

1. Learn how American politics and political traditions have contributed to the growth of the “carceral state” over time through institutional change, interest group and party politics, grassroots community activism, and elite-driven reforms.
2. The course will familiarize cadets with current policy issues related to mass incarceration and highlight how the development of U.S. governing institutions has constructed a carceral state that punishes different populations in a variety of ways.
3. Observe the real-life nature of relations between criminal justice actors and communities through a ride-along with Newburgh police officers.
4. Assess the strengths and limits of various criminal justice reform proposals and evaluate what political conditions and strategies will enable those reforms to materialize through U.S. policymaking processes.
5. While the course focuses on criminal justice, it’s most fundamental purpose is to shed light on the structural pathologies of American politics. How and why did American politics produce the carceral state, and why is it so hard to change despite the bipartisan consensus that it is a serious political and social problem? This question will undergird our discussions and lessons throughout the course.

Course Assignments and Graded Events:

The course is worth 1,000 points. There will be multiple graded events which assess your knowledge of the material and ability to apply concepts presented throughout the course.

Participation/Instructor Points	100 Points
13th Response Paper	50 Points
Supplemental Reading Assignment	100 Points
Discussant	25 Points
WPR 1	100 Points
WPR 2	150 Points
Forman Paper	150 Points
Ride Along Paper	125 Points
TEE	200 Points
Total	1000 Points

Participation/Instructor Points (100): All cadets are expected to participate in in-class discussions in ways that reflect a strong understanding of the course material. This course will be run as a discussion-driven seminar, so participation is key to success.

If participation falters, I will use the participation points as instructor points and regularly institute graded pop-quizzes, mandatory response papers, and/or online discussion board comments prior to class.

13th Response Papers (50 Points): On Friday, 18-January, we have a course drop. Watch the film “13th” on your own time and write a response paper analyzing the film due in class on Wednesday, 23-January. Response papers should discuss your impressions of the film and how it relates to our initial readings, as well as the assigned reading accompanying the film. Papers should be no more than 800-1,000 words long and uploaded to Blackboard.

Supplemental Reading Assignment (100 points): Many lessons have supplemental readings. These are news stories, pieces of narrative journalism, or personal writings related to the topics in the main readings. Cadets will select one lesson to do the supplemental readings. During those lessons, you will give a presentation for no more than 10 minutes sharing what you learned. You should (1) summarize the supplemental material, (2) connect it to the course themes and primary lesson readings, and (3) offer 1-2 insights, critiques, connections, or other thoughts about it.

I will email out a poll early in the term so cadets can select lessons to do the supplemental readings. Submit a hard copy response paper discussing the supplemental readings in relation to the course material 1,000-1,200 words in length NLT 24 hours prior to class. Papers, along with a PowerPoint to give the presentation, must be uploaded to Blackboard, emailed to me, and sent to your discussant NLT 24 hours before class.

Discussant (25 Points): Once during the term, each cadet will serve as a discussant for the person doing the supplemental reading presentation. It is your job to read the presenter’s paper ahead of time and come to class with 2-3 critiques and/or questions for them.

WPR 1 (100 Points): WPR 1 will cover the material explored in Block 1 relevant to the political development of the carceral state. The WPR will take place in class on Thursday, 7-February.

WPR 2 (150 Points): WPR 2 will cover the material explored in Block 2 relevant to contemporary policy issues related to mass incarceration. The WPR will take place in class on Thursday, 7-March.

Forman Paper (150 Points): During our third course block from Tuesday, 19-March to Friday, 5-April, we will be reading James Forman Jr.’s book, *Locking Up Our Own: Crime and Punishment in Black America*. At the end of class on Monday, 1-April, you will be given an essay prompt to answer in an essay of 1,600-1,800 words due on Friday, 5-April.

In your essays, you are expected to discuss Forman’s work in relation to the other course material. An A answer will draw on a wide range of material covered in the course.

Ride Along Paper (125 Points): Once during the semester, each cadet will engage in a ride-along with a Newburgh police officer. You will have the chance to observe the officer’s routine, watch them interact with the city’s residents, and ask them questions about their job and relationship with the community. We will discuss the details of signing up in class.

On Tuesday, 23-April, you must turn in a paper of 1,400-1,600 words discussing your experience. A prompt will be handed out prior to then requiring you to discuss what you observed in the ride-along in conjunction with the course material. We will spend that class period discussing your experiences. An A essay will draw on a wide range of course material.

TEE (200 Points): On the last day of class, you will be given a series of essay prompts. Prepare answers for them all, incorporating a range of material across course blocks in each. The TEE will consist of TWO of those prompts. Cadets will answer each in separate typed essays during the TEE period.

Absences, Lesson Preparation, and Standards:

Readings and Class Prep: Students will attend class prepared to discuss the lesson's readings and will bring copies of the assigned readings to class. Bring laptops with you to class in case they are needed for an in-class activity. They will be permitted in class, but should discussion falter, I will require you to keep them stored away during our class session. As noted, if in-class discussion falters, I will use instructor points for additional writs.

Absences: Cadets who miss class must make a reasonable effort to contact the course instructor in advance. If possible, please notify me at least 48 hours in advance if you have a conflict that prevents you from attending class. You are required to notify your instructor at least 72 hours in advance if you have a conflict that prevents you from completing a graded requirement, in or out of class. You will have to then make arrangements to complete the graded requirement at a time specified by your instructor.

Late Submissions: If you anticipate turning in an assignment late, please email me immediately and let me know when you anticipate turning the assignment in. Regardless, you will be deducted ten percent for each day the assignment is late.

USMA Writing Standards: The ability to write clear, articulate prose is a hallmark of a great liberal education. As such, your writing in this course will be evaluated against the four dimensions of good writing embraced by the USMA:

- Substance – persuasiveness, factual accuracy, appropriate and adequate evidence, pertinent research, purposeful use of data, intelligent thought, evidence of imagination, proper attribution.
- Organization – coherence, intelligibility, conciseness, orderliness, soundness of logical relationships, completeness, appropriate method and form of presentation.
- Style – fluent language, precise diction, appropriate tone, effective sentence structure, use of active verbs, imaginative use of language, etc.
- Correctness – observance of appropriate usage, grammar, spelling, punctuation, documentation format, and other conventions of educated discourse.

Documentation: All writing in this course should conform to the Chicago Style for footnotes and Works Cited. Please be sure to cite all assistance and collaboration in your Works Cited page. All written work – aside from quizzes – must include a cover sheet with your signature,

per the requirements listed in the Dean's "Documentation of Academic Work" (DAW) memorandum.

Formatting: Format your writing assignments as follows: cover sheet formatted in accordance with DAW; typed in 11 or 12 point Times New Roman font; double-spaced; 1" margin top, bottom, left, and right, with a 4 ½ inch left gutter; last name in top right header, and page number in bottom center footer; document all collaboration or assistance in footnotes; Works Cited page and footnotes in Chicago Style.

Plagiarism: Academic dishonesty is a severe offense. The DAW defines plagiarism as, "the act of presenting someone else's words, ideas, or work – whether accidentally or deliberately – as your own work." All source material MUST be cited, and cases of plagiarism will not be tolerated in this course. If you have any questions or concerns, please speak to me.

Course Readings and Required Texts:

Required Texts: The following materials are required reading for the course. They are available at the bookstore and online at Amazon and other websites.

- Alexander, Michelle. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York: New Press, 2010.
- Forman, James Jr. *Locking Up Our Own: Crime and Punishment in Black America*. New York: Farrar, Straus and Giroux, 2017.
- Gottschalk, Marie. *Caught: The Prison State and the Lockdown of American Politics*. Princeton: Princeton University Press, 2015.
- Rios, Victor. *Human Targets: Schools, Police, and the Criminalization of Latino Youth*. Chicago: University of Chicago Press, 2017.

All remaining course readings are available either through links on the syllabus or will be posted to Blackboard.

SS493 Lesson Schedule (AY 19-2)

BLOCK 1 – The Political Development of Mass Incarceration

- Lesson 1 Course Introduction
- Lesson 2 The Roots of a Racialized Carceral State
- Lesson 3 COURSE DROP – Watch “13th”
- Lesson 4 Crime and the Construction of Race
- Lesson 5 The Carceral State’s Liberal Antecedents
- Lesson 6 The 1960s and the Punitive Turn
- Lesson 7 Sustaining Mass Incarceration Today and Into the Future
- Lesson 8 WPR 1

BLOCK 2 – Contemporary Policy Issues in Mass Incarceration

- Lesson 9 Challenging the New Jim Crow Narrative
- Lesson 10 Race, Class, and Policing I
- Lesson 11 Race, Class, and Policing II
- Lesson 12 The War on Drugs and the Opioid Crisis: The Roles of Race and Class
- Lesson 13 The Criminalization of Poverty
- Lesson 14 Immigration and Criminal Justice
- Lesson 15 Sentencing “The Worst of the Worst”
- Lesson 16 White-Collar Crime
- Lesson 17 WPR 2

BLOCK 3 – A Case Study of Washington, D.C.

- Lesson 18 The War on Drugs in Washington
- Lesson 19 Criminalizing D.C.’s Guns
- Lesson 20 Race, Class, and the City Police Department
- Lesson 21 Sentencing “Thugs” and Washington’s Crack Epidemic
- Lesson 22 “Stop and Search” and Punishment in the District Today
- Lesson 23 COURSE DROP – Prepare Forman Paper

BLOCK 4 – The Consequences of Mass Incarceration and Reform Options

- Lesson 24 The Consequences of Mass Incarceration
- Lesson 25 Reinvestment, Reentry, and Recidivism Reduction
- Lesson 26 Social Movements and Civil Rights Advocacy
- Lesson 27 Reform at the State and Local Level
- Lesson 28 Seeking Change Through the Prosecutor’s Office
- Lesson 29 The Limits of Police Reform and Ride Along Discussions
- Lesson 30 Course Conclusion

Course Schedule

BLOCK 1: The Political Development of Mass Incarceration

Lesson 1: THU, 10-January: Course Introduction

- Alexander, *The New Jim Crow*, pp. 1-19.
- Gottschalk, *Caught*, pp. 1-22.

Lesson 2: MON, 14-January: The Roots of a Racialized Carceral State

- Alexander, *The New Jim Crow*, pp. 20-59.

Lesson 3: FRI, 18-January: Course Drop

- Alexander, *The New Jim Crow*, pp. 178-220.
- Watch the film “13th” on your own time and write a response paper. Due uploaded to Blackboard NLT the start of our next lesson.

Lesson 4: WED, 23-January: Crime and the Construction of Race

- Khalil Gibran Muhammad, *The Condemnation of Blackness: Race, Crime, and the Making of Modern Urban American* (Cambridge: Harvard University Press, 2010), pp. 35-88.
- Supplemental Readings:
 - Paul Bloom, June 21, 2013. “Natural Born Killers.” *New York Times*, <<http://www.nytimes.com/2013/06/23/books/review/the-anatomy-of-violence-by-adrian-raine.html>>.
 - Haberman, Clyde, “When Youth Violence Spurred ‘Superpredator’ Fear,” *New York Times*, April 6, 2014, <<https://www.nytimes.com/2014/04/07/us/politics/killing-on-bus-recalls-superpredator-threat-of-90s.html>>
 - Hunter, Lea, “The US Is Still Forcibly Sterilizing Prisoners,” *Talk Poverty*, August 23, 2017, <<https://talkpoverty.org/2017/08/22/dear-andrew-young-poverty-doesnt-make-people-racist/>>

Lesson 5: FRI, 25-January: The Carceral State’s Liberal Antecedents

- Naomi Murakawa, *The First Civil Right: How Liberals Built Prison America* (New York: Oxford University Press, 2014), pp. 27-68.
- Supplemental Readings:
 - Touré Reed, “Why Liberals Separate Race From Class,” *Jacobin*, August 22, 2015, <<https://www.jacobinmag.com/2015/08/bernie-sanders-black-lives-matter-civil-rights-movement/>>
 - Goldstein, Dana. “Blame Liberals,” *The Marshall Project*, January 15, 2015, <<https://www.themarshallproject.org/2015/01/15/blame-liberals>>

Lesson 6: TUE, 29-January: The 1960s and the Punitive Turn

- Katherine Beckett, *Making Crime Pay: Law and Order in Contemporary American Politics* (New York: Oxford University Press, 1997), pp. 14-61.
- Supplemental Readings:

- Martin Luther King, Jr. “Martin Luther King Jr.’s Protest Against a Racist Court System.” *The Atlantic*, The King Issue, <<https://www.theatlantic.com/magazine/archive/2018/02/martin-luther-king-racist-court-system/552509/>>
- Scott, Eugene. “Black Lives Matter protestors confront Clinton at a fundraiser.” *CNN*, Feb. 25, 2016, <<https://www.cnn.com/2016/02/25/politics/hillary-clinton-black-lives-matter-whichhillary/index.html>>

Lesson 7: THU, 31-January: Sustaining Mass Incarceration Today and Into the Future

- Gottschalk, *Caught*, pp. 25-78
- Jared Keller, “Why Would Trump, the ‘Law and Order’ President, Support a Criminal Justice Reform Bill?” *The Pacific Standard*, December 12, 2018, <<https://psmag.com/news/why-would-trump-support-a-criminal-justice-reform-bill>>
- Supplemental Readings:
 - Newkirk, Vann R. II. “Is Rural America Getting Tired of Tough-on-Crime Policies?” *The Atlantic*, April 20, 2018, <<https://www.theatlantic.com/politics/archive/2018/04/study-law-and-order-voter-attitudes/558425/>>
 - Marcetic, Branko, “Joe Biden, Mass Incarceration Zealot,” *Jacobin*, August 9, 2018, <<https://www.jacobinmag.com/2018/08/biden-crime-mass-incarceration-police-prisons>>

Lesson 8: TUE, 5-February: WPR 1.

- **WPR 1 administered in class.**

BLOCK 2: Contemporary Policy Issues in Mass Incarceration

Lesson 9: THU, 7-February: Challenging the New Jim Crow Narrative

- Gottschalk, *Caught*, pp. 117-162

Lesson 10: MON, 11-February: Race, Class, and Policing I

- Rios, *Human Targets*, pp. 1-15, 114-139
- US Department of Justice, Civil Rights Division, “Investigation of the Ferguson Police Department,” March 4, 2015, pp. 1-9.
- *Floyd v. City of New York*, 959 F. Supp. 2d 540 (S.D.N.Y 2013), pp. 1-15

Lesson 11: FRI, 15-February: Race, Class, and Policing II

- Rios, Victor, *Human Targets*, pp. 75-113
- The President’s Task Force on 21st Century Policing, “Final Report,” May 2015, pp. 9-19, 41-51

Lesson 12: WED, 20-February: The War on Drugs and the Opioid Crisis: The Roles of Race and Class

- Alexander, *The New Jim Crow*, pp. 59-96

- Tonry, *Punishing Race*, pp. 59-67
- Lopez, German. “These maps show the war on drugs is mostly fought in poor neighborhoods,” *Vox*, April 16, 2015, <<https://www.vox.com/2015/4/16/8431283/drug-war-poverty>>
- Goldensohn, Rosa. “They Shared Drugs. Someone Died. Does That Make Them Killers?” *The New York Times*, May 25, 2018, <<https://www.nytimes.com/2018/05/25/us/drug-overdose-prosecution-crime.html>>

Lesson 13: FRI, 22-February: The Criminalization of Poverty

- Loic Wacquant, *Punishing the Poor: The Neoliberal Government of Social Insecurity* (Durham: Duke University Press, 2009), pp. 41-69.
- Isla Kohler-Hausmann,, *Misdemeanorland: Criminal Courts and Social Control in an Age of Broken Windows Policing* (Princeton: Princeton University Press, 2017), pp. 25-30, 67-85.
- Lopez, German. “The twisted financial incentives behind the war on drugs,” *Vox*, April 14, 2015, <<https://www.vox.com/2014/8/29/6075527/how-the-war-on-drugs-led-to-institutional-racism>>
- Supplemental:
 - Kristof, Nicholas. “Is It a Crime to Be Poor?” *New York Times*, June 11, 2016, <<https://www.nytimes.com/2016/06/12/opinion/sunday/is-it-a-crime-to-be-poor.html>>
 - Gruener, Posey and Ross Reynolds, “Homelessness in Downtown Seattle a Puzzle for Police,” Podcast, 4:58. Posted by “KUOW,” March 3, 2015, <<https://kuow.org/stories/homelessness-downtown-seattle-puzzle-police/>>
 - National Law Center on Homelessness and Poverty, *No Safe Place: The Criminalization of Homelessness in U.S. Cities*, July 16, 2014, Executive Summary, p. 7-11, <https://www.nlchp.org/documents/No_Safe_Place>.

Lesson 14: TUE, 26-February: Immigration and Criminal Justice

- Gottschalk, *Caught*, pp. 215-240.
- Victor Rios, *Human Targets*, pp. 140-154.
- Supplemental Readings:
 - Nichols, Chris. “Mostly True: Undocumented immigrants less likely to commit crimes than U.S. citizens.” August 3, 2017, *Politifact*, <<https://www.politifact.com/california/statements/2017/aug/03/antonio-villaraigosa/mostly-true-undocumented-immigrants-less-likely-co/>>
 - Harris, Lindsay. “Seeking asylum isn’t a crime. Why do Trump and Sessions act like it is?” June 29, 2018, *Washington Post*, <https://www.washingtonpost.com/outlook/seeking-asylum-isnt-a-crime-why-do-trump-and-sessions-act-like-it-is/2018/06/29/dc4cf136-7a7c-11e8-93cc-6d3becdd7a3_story.html?utm_term=.73fae76dfc8>

Lesson 15: THU, 28-February: Sentencing “The Worst of the Worst”

- Gottschalk, *Caught*, pp. 165-214.
- *McCleskey v. Kemp*, 481 U.S. 279 (1987) (uploaded excerpts on Blackboard)

- Supplemental Readings:
 - Ewing, Maura. “Why So Few Violent Offenders Are Let Out on Parole.” August 29, 2017, *The Atlantic*, <<https://www.theatlantic.com/politics/archive/2017/08/why-so-few-violent-offenders-are-let-out-on-parole/538305/>>
 - Hartman, Kenneth. “Death by Another Name.” October 23, 2016, *The Marshall Project*, <<https://www.themarshallproject.org/2016/10/23/death-by-another-name>>

Lesson 16: TUE, 5-March: White-Collar Crime

- Robert Tillman, Henry Pontell, and William Black, *Financial Crime in the Era of False Profits* (New York: Oxford University Press, 2017), pp. 1-24, 113-133.
- Jesse Eisinger, *The Chickenshit Club: Why the Justice Department Fails to Prosecute Executives* (New York: Simon and Schuster, 2017), pp. xi-xxi.
- Supplemental Reading:
 - Eric Levitz, “Ohio Sues 5 Drug Companies for Fueling the Opioid Epidemic,” *New York Magazine*, May 31, 2017, <<http://nymag.com/intelligencer/2017/05/ohio-sues-drug-companies-for-fueling-the-opioid-epidemic.html>>
 - Rakoff, Jed. “Justice Deferred is Justice Denied,” February 19, 2015, *New York Review of Books*, <<https://www.nybooks.com/articles/2015/02/19/justice-deferred-justice-denied/>>

Lesson 17: THU, 7-March: WPR 2.

- **WPR 2 administered in class.**

11-15 March: Spring Break.

BLOCK 3: A Case Study of Washington, D.C.

Lesson 18: TUE, 19-March: The War on Drugs in Washington

- Forman, *Locking Up Our Own*, pp. 3-46.
- “The Racist Origins of Marijuana Prohibition.” YouTube Video, 6:41. Posted by “Business Insider,” March 1, 2018. <<https://www.youtube.com/watch?v=uy-VZHqwWNM>>

Lesson 19: THU, 21-March: Criminalizing D.C.’s Guns

- Forman, *Locking Up Our Own*, pp. 47-78.
- Newton, Creede. “Gun control’s racist past and present.” October 6, 2017, *Al Jazeera*, <<https://www.aljazeera.com/indepth/features/2017/10/gun-control-racist-present-171006135904199.html>>

Lesson 20: MON, 25-March: Race and the City Police Department

- Forman, *Locking Up Our Own*, pp. 79-115.

- Tom Jacobs, “Black Cops Are Just as Likely as White Cops to Kill Black Suspects,” August 9, 2018, *The Pacific Standard*, <<https://psmag.com/social-justice/black-cops-are-just-as-likely-as-whites-to-kill-black-suspects>>

Lesson 21: THU, 28-March: Sentencing “Thugs” and Washington’s Crack Epidemic

- Forman, *Locking Up Our Own*, pp. 119-184.
- William Stuntz, *The Collapse of American Criminal Justice* (Cambridge: Belknap Press of Harvard University, 2011), pp. 174-178.

Lesson 22: MON, 1-April: “Stop and Search” and Punishment in the District Today

- Forman, *Locking Up Our Own*, pp. 185-239.
- **Forman Paper Prompt handed out at the end of class.**

Lesson 23: FRI, 5-April: Lesson Drop.

- **Lesson Drop. Forman Paper due NLT 1600 uploaded to Blackboard.**

BLOCK 4: The Consequences of Mass Incarceration and Reform Options

Lesson 24: TUE, 9-April: The Consequences of Mass Incarceration

- Gottschalk, *Caught*, pp. 241-257.
- Alexander, *The New Jim Crow*, pp. 140-177.

Lesson 25: THU, 11-April: Reinvestment, Reentry, and Recidivism Reduction

- Gottschalk, *Caught*, pp. 79-116.
- Rascoe, Ayesha. “Trump urges prison reform, not sentencing overhaul after pushback,” February 27, 2018, *Reuters*, <<https://www.reuters.com/article/us-usa-trump-criminaljustice/trump-urges-prison-reform-not-sentencing-overhaul-after-pushback-idUSKCN1GB306>>

Lesson 26: MON, 15-April: Social Movements and Civil Rights Advocacy

- Alexander, *The New Jim Crow*, pp. 221-262.
- Frederick C. Harris, 2015 “The Next Civil Rights Movement?” in *Dissent*. <<https://www.dissentmagazine.org/article/black-lives-matter-new-civil-rights-movement-fredrick-harris>>.
- Kozlowska, Hanna. “What would happen if felons could vote in the US?” October 6, 2016, *Quartz*, <<https://qz.com/784503/what-would-happen-if-felons-could-vote/>>

Lesson 27: FRI, 19-April: Reform at the State and Local Level

- Lisa Miller, *The Perils of Federalism: Race, Poverty, and the Politics of Crime Control* (New York: Oxford University Press, 2008), pp. 3-27.
- David Garland, *Peculiar Institution: America’s Death Penalty in an Age of Abolition* (Cambridge: Belknap Press of Harvard University, 2010), pp. 27-38.
- Stuntz, *The Collapse of American Criminal Justice*, pp. 158-61, 191-95, 305-07
- Supplemental Readings:

- Liptak, Adam. “Judges Who Are Elected Like Politicians Tend to Act Like Them,” October 3, 2016, *New York Times*, <<https://www.nytimes.com/2016/10/04/us/politics/judges-election-john-roberts.html>>
- Marc Mauer, 2014. “Fewer Prisons, Less Crime: A Tale of Three States,” *The Sentencing Project*, <<http://sentencingproject.org/wp-content/uploads/2015/11/Fewer-Prisoners-Less-Crime-A-Tale-of-Three-States.pdf>>.
- Wagner, Peter and Wendy Sawyer, “States of Incarceration: The Global Context 2018,” *Prison Policy Initiative*, June 2018, <<https://www.prisonpolicy.org/global/2018.html>>

Lesson 28: TUE, 23-April: Seeking Change Through the Prosecutor’s Office

- John Pfaff, *Locked In: The True Causes of Mass Incarceration and How to Achieve Real Reform* (New York: Basic Books, 2017), pp. 128-159.
- Herndon, Astead, “Wesley Bell, Ferguson Councilman, Unseats St. Louis County Prosecutor,” *New York Times*, August 8, 2018, <<https://www.nytimes.com/2018/08/08/us/politics/wesley-bell-st-louis-election-result.html>>
- Harrison Jacobs, “The inside story of how Trump united a city of activists to elect the most progressive district attorney in a generation,” *Business Insider*, Nov. 12, 2017, <<https://www.businessinsider.com/larry-krasner-philadelphia-election-platform-trump-2017-11>>
- Larry Krasner, “New Policies Announced February 15, 2018,” Philadelphia District Attorney’s Office, Memo February 15, 2018.

Lesson 29: THU, 25-April: The Limits of Police Reform and Ride Along Discussions

- **Ride Along papers due uploaded to Blackboard by the beginning of class.** Be prepared to summarize and discuss your experiences in class.
- Rios, *Human Targets*, pp. 155-166.
- Vitale, Alex, *The End of Policing* (New York: Verso, 2018), pp. 1-30.

Lesson 30: TUE, 30-April: Course Conclusion

- Gottschalk, *Caught*, pp. 258-282.
- Dana Goldstein, March 4, 2015, “How to Cut the Prison Population by 50%,” *The Marshall Project*, <<https://www.themarshallproject.org/2015/03/04/how-to-cut-the-prison-population-by-50-percent#.ZyiIrz532>>
- Inimai Chettiar, April 27, 2015. “A National Agenda to Reduce Mass Incarceration,” *The Brennan Center for Justice*, <<https://www.brennancenter.org/analysis/national-agenda-reduce-mass-incarceration>>
- **TEE prompts distributed.**