

CRIJ 5340: Seminar in Special Topics: Collateral Consequences of Mass Incarceration
CRN: 26530
Spring 2023

Professor: Dr. Melinda Tasca
mtasca@utep.edu

Office Hours: Virtually and in office (EDUC 111-Q) – By appointment

Course Information: What this class is about and what we will do

COURSE DESCRIPTION

Drawing on theory, research, and policy perspectives from multiple disciplines, this seminar focuses on the causes of mass incarceration and trends over time, and the effects of imprisonment on individuals, their children and families, communities and society. The course concludes by covering recent developments in, and recommendations, for reform.

COURSE OBJECTIVES

At the end of this course, students will be able to:

1. Understand the primary causes of mass incarceration and trends of imprisonment in the United States over time.
2. Describe how mass incarceration can affect currently and formerly incarcerated men and women, their children and families, communities, and society.
3. Demonstrate familiarity with policy reform recommendations and developments that stem from the collateral consequences of incarceration literature.

REQUIRED MATERIALS

Articles (in order of assignment. Readings are available in Blackboard):

National Research Council. (2014). *The growth of incarceration in the United States: Exploring causes and consequences*. Washington, DC: The National Academies Press.

Roehrkasse, A. F., & Wildeman, C. (2022). Lifetime risk of imprisonment in the United States remains high and starkly unequal. *Science Advances*, 8(48), 1-8.

Alexander, M. (2011). The new Jim Crow. *Ohio St. J. Crim. L.*, 9, 7-26.

Novisky, M. A., & Peralta, R. L. (2020). Gladiator school: Returning citizens' experiences with secondary violence exposure in prison. *Victims & Offenders*, 15(5), 594-618.

Western, B. (2021). Inside the box: Safety, health, and isolation in prison. *Journal of Economic Perspectives*, 35(4), 97-122.

The Marshall Project. (2021). Inside the nation's overdose crisis in prisons and jails. Retrieved from: <https://www.themarshallproject.org/2021/07/15/inside-the-nation-s-overdose-crisis-in-prisons-and-jails>.

Geller, A., & Curtis, M. A. (2011). A sort of homecoming: Incarceration and the housing security of urban men. *Social science research*, 40(4), 1196-1213.

Haney, L. (2018). Incarcerated fatherhood: The entanglements of child support debt and mass imprisonment. *American Journal of Sociology*, 124(1), 1-48.

Turanovic, J. J., Rodriguez, N., & Pratt, T. C. (2012). The collateral consequences of incarceration revisited: A qualitative analysis of the effects on caregivers of children of incarcerated parents. *Criminology*, 50(4), 913-959.

Wildeman, C., Haskins, A.R., & Muller, C. (2013). Implications of mass imprisonment for inequality among American children. *The Punitive Turn: New Approaches to Race and Incarceration*, 115-191.

Comfort, M. L. (2003). In the tube at San Quentin: The “secondary prisonization” of women visiting inmates. *Journal of Contemporary Ethnography*, 32(1), 77-107.

Roy, K. M., & Dyson, O. L. (2005). Gatekeeping in context: Babymama drama and the involvement of incarcerated fathers. *Fathering: A Journal of Theory, Research & Practice about Men as Fathers*, 3(3), 289-310.

Turney, K., & Halpern-Meehin, S. (2021). Incarceration and family instability: Considering relationship churning. *Journal of Marriage and Family*, 83(5), 1287-1309.

Schwartz-Soicher, O., Geller, A., & Garfinkel, I. (2011). The effect of paternal incarceration on material hardship. *Social Service Review*, 85(3), 447-473.

Copp, J., Giordano, P., Manning, W., & Longmore, M. (2021). Parental and other family-based risks. *National Symposium on Family Issues Parent-Child Separation* (pp. 131-157).

Arditti, J. A., & Johnson, E. I. (2022). A family resilience agenda for understanding and responding to parental incarceration. *American Psychologist*, 77(1), 56-70.

Rose, D. R., & Clear, T. R. (1998). Incarceration, social capital, and crime: Implications for social disorganization theory. *Criminology*, 36(3), 441-480.

Clear, T. R. (2022). Impact of incarceration on community public safety and public health. In *Public health behind bars* (pp. 13-29). Springer, New York, NY.

Crutchfield, R. D., & Weeks, G. A. (2015). The effects of mass incarceration on communities of color. *Issues in Science and Technology*, 32(1), 109-121.

Uggen, C., Larson, R., Shannon, S. K., & Pulido-Nava, A. (2020). Locked out 2020: Estimates of people denied voting rights due to a felony conviction. *The Sentencing Project*, 1-20.

Goffman, A. (2009). On the run: Wanted men in a Philadelphia ghetto. *American sociological review*, 74(3), 339-357.

Burton, A. L., Cullen, F. T., Pickett, J. T., Burton Jr, V. S., & Thielo, A. J. (2021). Beyond the eternal criminal record: Public support for expungement. *Criminology & Public Policy*, 20(1), 123-151.

Ghandnoosh, N. (2020). U.S. prison decline: Insufficient to undo mass incarceration. *The Sentencing Project*, 1-5.

Dagan, D., & Teles, S. M. (2014). Locked in? Conservative reform and the future of mass incarceration. *The ANNALS of the American Academy of Political and Social Science*, 651(1), 266-276.

Wakefield, S. (2022). Criminal Justice Reform and Inequality. *American Journal of Criminal Justice*, 1-18.

COURSE ASSIGNMENTS AND GRADING

All assignments/exams are due electronically through Blackboard. Your grade in this course will be determined by a variety of assignments, which include:

Class participation: (10 points x 13 class meetings, drop lowest score):	120 points
Literature synthesis (75 points x 2):	150 points
Book review OR policy reform review:	100 points
Final exam:	100 points
<hr/> TOTAL POINTS AVAILABLE =	470 points

Grade Distribution:

470-423	= A;
422-376	= B;
375-329	= C;
328-282	= D;
281 and below	= F

Reading: As graduate students, I expect you to carefully read all assigned materials (see course schedule and Blackboard). I strongly recommend that you take detailed reading notes and rely on them during class discussions. These notes will prove helpful toward earning your full participation points as well as preparing you for assignments and the final exam.

Participation: Class participation is essential to being successful in this course. Participation in each class meeting is worth 10 points. Participation will be counted starting in Week 2. Note: Your lowest grade will be dropped at the end of the semester (i.e. 13 class meetings, then drop lowest score). Merely attending class will not earn you full points. You must engage in class discussion in meaningful ways. *Each class meeting you should come prepared to share one key takeaway (e.g., main finding or implication) and one question about research or policy per reading.* To earn full points, you will contribute to discussion on multiple occasions per class session and demonstrate that you have completed class readings (e.g., not simply share your own opinion without connecting directly to the readings).

Literature Synthesis (x 2): You will write two papers corresponding to main topical areas covered in this course (i.e. consequences of incarceration for individuals, families, and

communities/society). You have the choice on which two (of three) major topics to write your literature syntheses on. In these papers, you will synthesize all readings covered under the corresponding theme and conclude with implications for policy and practice. Syntheses are not meant to be solely reading summaries of each individual article. Rather, they should articulate main themes from the readings in total and use those themes to inform policy recommendations. Syntheses should be roughly five pages in length, excluding title and reference pages (i.e. double-spaced, APA format). Further instructions will be provided as the semester progresses. *Papers are due through Blackboard on multiple dates throughout the semester (see course schedule and plan accordingly).*

Book Review OR Policy Reform Review: You have a choice between two assignments for your final paper in this course:

1) For the book review option: You will select one book in the area of mass incarceration/crime control policy and write a formal review following the format of those published in academic journals. If you are interested in seeking publication of your book review, you should meet with me to discuss, as you will need to be strategic about your book selection. Book reviews should be 5 to 7 double-spaced pages and references listed in APA format. More information will be shared in class.

2) For the policy reform review option: You will identify three enacted or proposed policy reforms that aim to alleviate the consequences of mass incarceration. Your policy reform selections should fall within the same general area (e.g., sentencing changes, voting, employment, etc.). This review should provide a detailed discussion of these reforms, what challenges they aim to alleviate and why, as well as potential strengths and weaknesses in implementation. *This review must be informed by the existing literature.* Policy reviews should be 5 to 7 double-spaced pages and references listed in APA format. More information will be shared in class.

Your selections for this assignment (e.g., book to be reviewed, policy reforms to be covered) are due via email by 11:59pm on Wednesday, 3/8. Your reviews are due through Blackboard by 11:59pm on Wednesday, 4/26.

Take-Home Final Exam:

You will complete a take-home essay exam that requires responses to two questions. Each response should be roughly 3 to 5 double-spaced pages drawing on course material. You may cite additional peer-reviewed/empirical sources but outside material may not be substituted for material covered in this course. Submissions must include a title page and reference page (APA format). Further information about exam content and guidelines will be provided. *You will receive the exam on Thursday, 5/4 at 6pm and it is due through Blackboard by Thursday 5/11 at 11:59pm.*

EXTRA CREDIT

Course Evaluation Response Rate of at Least 70% (10 points): If at least 70% of the students in the class complete the Course Evaluation, which becomes available near the end of the semester, then all students will receive 10 extra credit points. To let you know how this works, you will receive email reminders about evaluating the course at least twice. After the course evaluation period is over, I will receive an email from UTEP stating what percentage of students in the class

completed the course evaluation. If this figure is at or above 70% then all students in the class will receive the points. So, please complete the course evaluation when it becomes available and urge your classmates to do the same.

UTEP EDGE

This course is designed with the UTEP Edge in mind. In our class, you will engage in activities during each class that involve critical thinking, applying knowledge to new situations, and solving complex problems. You will leave this course confident in your knowledge of mass incarceration policies and consequences with enhanced communication skills, leadership and teamwork experience, and a greater global awareness of crime and justice and how it is responded to by individuals, groups, and the larger society.

COVID-19 PRECAUTION STATEMENT

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, or test positive for, or know that you have COVID-19, please let me (your professor) know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive or know that you have COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing.

- The best way that Miners can take care of Miners is to please get the vaccine. If you still need the vaccine, it is free and widely available in the El Paso area. For more information about the current rates, testing, and vaccinations, please visit epstrong.org.
- Students who are in need of temporary accommodations for on-campus activities can contact the [Center for Accommodations and Support Services](#) (CASS).

MASK STATEMENT

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. For employees and students who have not been vaccinated, face coverings are highly recommended, especially when indoors, to reduce the spread of COVID-19.

- You do not have to wear a mask in our classroom, but it is highly recommended – especially if you have not been vaccinated.

TECHNOLOGY REQUIREMENTS

Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, scanner, a webcam, and a microphone. In the event that it becomes necessary due to unforeseen circumstances, we will use Zoom for virtual class meetings. This software can be accessed through our course shell and/or through an emailed link. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

All assignments/exams will be submitted through designated links in Blackboard and must be submitted in either Word or PDF format.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

Course Communication: How we will stay in contact with each other

- **Office Hours:** I am available to meet virtually and in my office by appointment. Reach me by email to request an appointment.
- **Email:** I will make every attempt to respond to your e-mail within 24-48 hours of receipt. When e-mailing me, be sure to email from your UTEP student account and please reference the course.
- **Announcements:** Check your UTEP email and Blackboard for announcements frequently for any updates, deadlines, or other important messages.

NETIQUETTE AND SEMINAR DISCUSSION GUIDELINES

As we know, sometimes when discussing hotly debated topics, whether in-person or online, it is possible to miscommunicate what we mean or to misunderstand what our classmates mean. Therefore, please keep these ground rules in mind. Failure to observe them may result in disciplinary action.

- Always consider audience. This is a graduate-level course; therefore, all communication should reflect polite consideration of other ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate comments will be tolerated.
- When reacting to someone else, address the ideas, not the person.
- Blackboard is not a public internet venue; all discussions and postings to it should be considered private and confidential. Whatever is posted in these online spaces is intended for classmates and the professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

Course Policies: What do you need to do to be successful in the course

ATTENDANCE AND PARTICIPATION

If you have a documented emergency and will miss class, please contact me as soon as possible to discuss arrangements/alternative assignments. As discussed above, participation points are assigned for each class meeting starting in Week 2. You are able to drop your lowest score at the end of the semester. Extra credit is also available. Combined, these opportunities can help make up missed points, including absences.

COURSE DROP POLICY

I will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please first let me know and then contact the [Registrar's Office](#) to initiate the drop process. If you do not, you are at risk of receiving an "F" for the course.

EXTENSIONS AND MAKE-UP WORK

Requests for extensions and make-up work will be granted only in the case of a *documented* event/circumstance. If you miss an assignment/class and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to me—in advance if at all possible—if you require an extension/make-up assignment. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted.

ALTERNATIVE MEANS OF SUBMITTING WORK IN CASE OF TECHNICAL ISSUES

I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work in a separate file as a back-up. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course site in Blackboard, please contact the UTEP Help Desk.

INCOMPLETE GRADE POLICY

Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

ACCOMMODATIONS POLICY

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the [CASS portal](#).

SCHOLASTIC INTEGRITY

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be

reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

PLAGIARISM DETECTING SOFTWARE

Your course work will be submitted to SafeAssign, a plagiarism detecting software. Links to Scholastic Integrity policies are provided above.

COPYRIGHT STATEMENT FOR COURSE MATERIALS

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

Course Resources: Where you can go for assistance

UTEP provides a variety of student services and support:

Technology Resources

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [Math Tutoring Center \(MaRCS\)](#): Ask a tutor for help and explore other available math resources.
- [History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources

- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

Weekly Calendar (Subject to Change)

*Note: All class meetings are scheduled to be held in EDUC 112

	Topic	Readings Due	Assignments Due
Week 1 1/19	Class introductions, syllabus review, expectations, Q & A Recommended Reading: NAS Report – Intro/Ch. 1 and Carson (2021)		
Week 2 1/26	Mass Incarceration Policies, Trends, and Crime Effects	NRC/NAS Report: Ch. 2 & 3 Roehrkasse & Wildeman (2022)	
Week 3 2/2	Mass Incarceration Policies, Trends and Crime Effects	NRC/NAS Report: Ch. 4 & 5 Alexander (2011)	
Week 4 2/9	Consequences for Individuals: Safety and Wellbeing	NRC/NAS Report: Ch. 6 Novisky & Peralta (2020)	
Week 5 2/16	Consequences for Individuals: Safety and Wellbeing	NRC/NAS Report: Ch. 7 Western (2021) The Marshall Project Report (see website link in BB)	
Week 6 2/23	Consequences for Individuals: Reentry Experiences	NRC/NAS Report: Ch. 8 Geller & Curtis (2011) Haney (2018)	Literature synthesis on consequences of incarceration for individuals due by 11:59pm on Wednesday, 2/22 in Blackboard (if applicable)
Week 7 3/2	Consequences for Families: Children	NRC/NAS Report: Ch. 9 Turanovic et al. (2012) Wildeman et al. (2013)	

Week 8 3/9	Consequences for Families: Relationships	Comfort (2003) Roy & Dyson (2005) Turney & Halpern-Meekin (2021)	Submit selections for book review or policy reform review by 11:59pm on Wednesday 3/8 (via email)
Week 9 3/16	NO CLASS – SPRING BREAK		
Week 10 3/23	Consequences for Families: Hardships and Resilience	Schwartz-Soicher et al. (2011) Copp et al. (2022) Arditti & Johnson (2022)	Literature synthesis on consequences of incarceration for families due by 11:59pm on Wednesday, 3/22 in Blackboard (if applicable)
Week 11 3/30	Consequences for Communities and Society	NRC/NAS Report: Ch. 10 Rose & Clear (1998) Clear (2022) Crutchfield et al. (2015)	
Week 12 4/6	Consequences for Communities and Society	NRC/NAS Report: Ch. 11 Uggen et al. (2020) Goffman (2009) Burton et al. (2020)	
Week 13 4/13	Individual Meetings on Drafts of Book Reviews or Policy Reform/Resource Reviews	No assigned readings	Literature synthesis on consequences of incarceration for communities/society due by 11:59pm on Wednesday, 4/12 in Blackboard (if applicable)

Week 14 4/20	Policy Reform	NRC/NAS Report: Ch. 12 & 13 Ghandnoosh (2020)	
Week 15 4/27	Policy Reform	Dagan & Teles (2014) Wakefield (2022)	Book review OR policy reform review due by 11:59pm on Wednesday, 4/26 in Blackboard
Week 16 5/4	Receive final take-home exam and Q & A		Final take-home exams due by 11:59pm on Thursday 5/11 in Blackboard