

HIST 3366.501
Lockdown America: The History of Prisons in the U.S.
Fall 2019 | Tuesdays 7pm-9:45pm | JO 4.102

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[Course homepage](#)



Dallas County Jail, 1933

Course description:

The United States locks up more people in prisons and jails than anywhere else on the planet. What are the historical origins of the unprecedented expansion of structures of policing and imprisonment in the second half of the twentieth century? How have the politics of crime changed over time, and why do we talk about the criminal system the way we do now? As we explore these questions, we will consider the ways that imprisonment and mass incarceration have historically intersected with many other contemporary issues, including race and gender inequalities, immigration, healthcare, and LGBTQ rights. Topics include convict leasing, prisoner rights movements, drug wars, immigrant detention, the consequences of reform, and abolition movements. We

will also connect these topics to broader histories of progressivism, urbanization, inequality, and the growth of the American state. Ultimately, studying the history of the criminal system in the United States will pose fundamental questions about the meaning of justice, citizenship, and equality in our democratic society. Students will analyze diverse perspectives in both primary sources and secondary literature, as well as documentaries and contemporary reporting. In addition to cultivating critical thinking skills through historical analysis, students will practice transferable professional skills such as discussion facilitation, peer review, and oral and written communication.

Key questions that will inform our discussions this semester are:

- How do we police and punish citizens in a democratic society?
- Why has the United States become the country with the largest prison system in the world?
- How have police and prisons shaped conceptions of race, gender, class, and citizenship in U.S. history?
- How have individuals and groups challenged the system of mass incarceration?

Learning Goals and Objectives:

The primary goal of this course is to equip you with the space, materials, and intellectual skills so that you can develop your historical superpower: to rigorously engage with a complex set of questions and contradictions and then to effectively communicate your own conclusions about crime, police, and incarceration in U.S. history. At the end of this course, you will have the skills to comprehend, interpret, analyze, and compare historical documents and arguments. Finally, you will be able to think more historically and develop a stronger sense of yourself and your community as an agent of historical change.

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

- Discuss history not as a recitation of events, dates, and figures but rather as the dynamic interplay of social, political, and economic forces.
- Demonstrate an understanding of significant concepts and themes related to crime, policing, and prisons in modern U.S. history.
- Draw connections across different time periods and regions including our contemporary moment.
- Discuss the role of race, gender, sex, citizenship, and indigeneity in major transformations in the history of the criminal system.
- Critically analyze and contextualize primary sources, both in writing and in discussion.
- Read and evaluate secondary sources that interpret and make claims about historical evidence.
- Recognize how historical transformations and legacies have shaped the political world we currently live in today.

Course Policies, Resources, and Conduct:

1. Notes on Our Screen-Free Classroom:

Screens are only permitted at designated points in our class. Please be prepared to take handwritten notes.

Research has shown that handwriting is much more effective for learning and retention of information. Research has also shown that we are not as good as multitasking as we think we are. You can read more about this [here](#) and [here](#) and [here](#).

This is not a policy based on a lack of individual trust or a desire to engage in individual policing. Rather, this is a policy based on the mental wellbeing of the entire group. I cannot be near a screen without checking my email or social media. And, more importantly, I am distracted by all screens, so even if I am not near my own screen, I'll be curious about what the person next to me is doing on their screen. I do not think I am alone in this. So, in the best interests of our collective brains, for 2.5 hours a week we will all take a break from our screens.

At points throughout each class, students will be invited to pull out their laptops to discuss the readings, conduct research, or prepare a presentation. There are times when laptops have a justifiable use in class, and these moments will be clearly marked in class.

However, phones are not allowed at all, full stop. If you end up on a screen in the classroom when screens are otherwise not permitted, you may be asked to leave.

If you require assistance taking handwritten notes, please contact me. If you prefer not to disclose anything to me, please contact the Office of Student AccessAbility and I can coordinate with them to arrange a workable solution.

2. Accessing the Reading Materials:

All course readings are available online, on [eLearning/Blackboard](#) or through the UTD library. E-books are reserved for this class. You can find them through [Course Reserves](#). (All books are on reserve as physical hard copies unless otherwise noted.) Below each reading assigned, I have indicated how you can access these materials.

Every week we will read articles and book chapters by historians and other scholars—these are called “secondary sources.” Most weeks we will also read “primary sources,” including articles, speeches, testimonies, and reports from a historical time period. Finally, because this course interrogates history within the context of our current historical moment, we will occasionally read these primary and secondary sources against a third set of sources: contemporary journalism and documentaries (the primary sources of the future). **These materials do not reflect my own personal opinions or endorsement.** I encourage you to bring your own faculties of critical analysis to the readings—a skill which we will actively cultivate in this course.

You must complete all readings before class on Tuesday and come prepared to discuss these readings.

3. How to Approach the Reading Materials:

This is a 3000-level, upper-division course. The reading guidelines for this course level recommend 75-150 pages of reading per week. You will see that the weekly assignments for this class skew toward the (considerably) shorter end of the spectrum. In exchange, I ask that you bring close and detailed engagement to the materials each week. There are three primary questions I want you to bring to the readings:

1. **ARGUMENT:** What is the primary argument the author is making?
2. **EVIDENCE:** How does the author make their case? What evidence and argumentative strategies are they using?
3. **EVALUATION:** In what ways was the author successful? What points would you highlight for critique or further discussion? What points remained unclear?

4. How Should We Approach Each Other?

College offers you the unique opportunity to think deeply about what you believe and why. This can be an uncomfortable process, but it can yield lasting rewards, and a lifetime of inspiration and inquiry. In this course, you will develop the skills of inquiry and critical thought in the most challenging, yet essential way: in conversation with others. We learn best when we learn together.

This course necessarily involves issues of racial and sexual discrimination, political conservatism and radicalism, labor and capital, power struggles, and multiple forms of violence and exploitation. Together, we are walking directly into some of the most combustive and controversial issues in the U.S. today. How will we respond to these difficult issues—and to each other? What kind of democracy do we want to model?

Let's begin with honest intentions. A student might ask a question that offends or upsets another student. If the question was asked in a sincere effort to understand a concept or get clarification, then we are on the path to reducing harm and mending connections. As our brains expand, we will feel growing pains, and that is okay—we will live to face another day and come out on the other side stronger and smarter. However, if the question was asked to provoke hurt, shame, or hatred, then I will intervene. Deliberate efforts to troll, dehumanize, or degrade another human are not okay in our shared learning space.

Next, let's add simple kindness to honest intentions. Students will surely disagree with each other and with me. This is a good thing, and it is necessary for our shared intellectual and analytical growth. Students should feel comfortable to challenge themselves, each other, and me. But we must disagree with each other as we would want to be disagreed with: with respect, honest intentions, and everyday decency. This is not about being “politically correct”—this is about learning to function in a diverse democracy where every day we encounter people who hold ideas and beliefs that are different from our own.

Together in class we will build a specific set of core values that we will agree to honor. But let's start by practicing honest intentions and everyday kindness.

5. Note on Content and Language in This Course:

U.S. history necessarily involves written and sometimes visual depictions of physical violence and verbal expressions of hatred. We will also encounter primary sources produced by historical actors who used language that would be considered offensive today. If you are worried about the material troubling you, please reach out to me to discuss your concerns at any time. If you find any material especially upsetting during class, please feel free to step out of class for the duration.

Assignments and Grading Policies:

Attendance and participation (20%): The success of this class depends on student engagement: the more students who have completed the reading, prepared questions, and come to class ready to engage in discussion, the better the class will be. Participation by as many students as possible in every meeting is essential to a vibrant seminar experience (and, in a larger sense, a vibrant democracy). Although I will briefly lecture on occasion to establish context, my major role will be to provoke conversation. Students should feel confident to regularly challenge the claims of the readings, of the instructor, and of each other. Active learning, such as student-led discussion facilitation, small group work, role playing, and debates will facilitate this process. We also will set aside “lab” time to work in groups on the research assignment.

You get credit every time you attend and participate in class. You may still turn in an assignment for credit if you are unable to attend class, but you will not receive attendance and participation credit for that day.

Every student has 2 free absences, with no questions asked. More than 2 absences can have a negative impact on your grade. That said, students can lead exceptionally complex lives: I have had students with children, full-time jobs, or caretaking responsibilities for sick or disabled family members. I am not here to punish students who are making a good faith effort to get an education while managing everyday challenges. So, in the event that you do end up missing more than 2 classes, if you are transparent and upfront with me, preferably *before* you miss class, I will be in a better position to accommodate and assist you. We can work together to identify strategies to help you succeed in this class.

Weekly response questions (20%): Every week, you will post a brief, but thoughtful, memo, laying out 1-3 questions you have for the readings. Which words, concepts, or arguments did you not really understand or want to discuss further in class? Did a quote stand out to you that you want to unpack? This exercise will help you build one of the most challenging skills of critical thought: asking good questions.

Weekly responses need to be posted to the [course discussion board](#) before class on Tuesday by noon. These response questions will be graded as credit/no credit: however, if you submit a post that does not successfully demonstrate engagement with the assigned materials for the week in question, then that post will not receive credit. You may post a memo after the Tuesday noon deadline, but it will not receive credit.

In-class presentation and discussion facilitation (15%): Most weeks, one or two students will lead the class, opening with a presentation to kick-off the discussion and following through with discussion facilitation. I will be on hand to assist, but I want you to feel confident to take ownership of this week's discussion.

Students will be asked to give one 10-minute oral presentation related to the week's readings. You may also choose to pair with another student in the course to give a 15-minute joint presentation. A key requirement of the presentation is to address the main argument of the assigned readings for the week, to pose discussion questions for the group, and to help facilitate group discussion. You can include cultural texts such as songs, film, fiction, etc. You may also expand on a concept or issue discussed in the readings by bringing in original research, current events, and outside sources. However, if you choose to incorporate outside sources, you must check in with me first before class.

Interpreting the Past essay (15%): In lieu of a midterm exam, you will write a 4 page essay on a topic to be announced. It will require you to make an argument (thesis), support it with evidence, and analyze the material from readings and class discussion.

Final project proposal and bibliography (10%): To prepare you for your final project essay, you will first write up a 1-page proposal of what specific research topic and question you plan to address. You will accompany this with an annotated bibliography of 2-4 (or more, if you wish) secondary sources you plan to consult, and why you think they will be useful for you.

Connecting the Past to the Present final project (20%): For your final project, you will work on a 5-8 page research essay. In developing your research project, you are encouraged to draw inspiration from current events. The driving question of this research project will be: "How does a historical context or legacy change the way we understand the present and why does this matter?" To do this, you will build on your primary and secondary source analysis skills by connecting a historical narrative to a contemporary "hook." A hook could be a recent controversy, issue, or debate, or it could even be a contemporary issue that is taken for granted and which you want to unsettle, complicate, or make visible. All opinions are welcome, but the essay must be rooted in intellectually responsible historical claims. You will have time in class to work on your project and receive peer review feedback (see below for details on how this project is scaffolded). We will discuss the details of this assignment in class.

Final project proposal peer review workshop (graded by the Golden Rule: workshop others as you would like to be workshopped): Students will work in groups of 2-4 to workshop each other's proposals, identify unaddressed questions, or suggest other sources or lines of investigation that might be useful.

Grade Distribution:

Attendance and participation	20%
Weekly response questions	20%
In-class presentation and facilitation	15%
Interpreting the Past essay	15%
Final project proposal and bibliography	10%
Connecting the Present to the Past essay	20%

Due Date:

Every Tuesday
Every Tuesday by noon
Dates vary by student
October 4 by 5pm
November 15 by 5pm
December 10 by 5pm

Grading Scale:

A+: 97-100% A: 93- 96% A-: 90-92%
 Strong demonstration of engagement with course materials; clear and specific analysis of materials; and independent arguments that are supported by historical evidence.

B+: 87-89% B: 83-86% B-: 80-82%
 Strong demonstration of engagement with course materials; vague or imprecise analysis of materials; independent arguments with unclear connection to historical evidence.

C+: 77-79% C: 73-76% C-: 70-72%
 Occasional demonstration of engagement with course materials; vague or imprecise analysis of materials; arguments unsupported by historical evidence.

D+: 67-69% D: 63-66% D-: 60-62%
 Sporadic demonstration of engagement with course materials; unclear analysis of materials; arguments with factual errors or contrary to historical evidence.

F: ≤59%
 No demonstrated engagement with, or knowledge of, course materials.

Late Assignments and Make-Up Policies:

- As noted above, each student will receive two excused absences, no questions asked. Please refer to the “Attendance and Participation” section above for further discussion of this policy.
- You CAN submit a weekly response if you don’t make it to class that week. However, you will only receive credit for that response if it is submitted before the deadline (Tuesdays at noon). Otherwise, there are no make-ups for responses.
- Late papers will be docked one-third of a letter grade for each day late (e.g., A to A-). Exceptions will be made in case of illness, verified by a doctor, or a verifiable emergency. As noted above, if you are immediately transparent and upfront with me, I will be better able to accommodate and assist you.

Other Classroom Policies and Useful Campus Resources:**Recording Policy**

I do not permit audio or visual recording in the classroom. Learning requires collegiality and trust, and I aim to cultivate these qualities in my classroom. Recording lectures or discussion, especially when done without the consent of all participants, would

undermine this goal. If you require an audio recording of lectures as a learning accommodation, please contact the Office of Student AccessAbility; you will not need to disclose anything to me, and I will coordinate with the OSA to arrange a workable solution.

Academic Integrity

Plagiarism and cheating will not be tolerated under any circumstances. It is easy to avoid both: Make sure that your work is your own and, when in doubt, cite the arguments and sources you use in your own work. If you are still in doubt, please come talk to me or make an appointment with staff at the Writing Center. Failure to avoid this misconduct will result in severe penalty, the least of which will be receiving zero course credit for this course. See UTD's policy here:

<https://www.utdallas.edu/conduct/integrity/>

Accommodations

If you require accommodations related to a disability please register with the Office of Student AccessAbility as soon as possible. You do not need to disclose anything to me. I will work directly with OSA to accommodate you as best as possible while still meeting the aims of the course. You can access the OSA here, independent of any conversation with me at <https://www.utdallas.edu/studentaccess/>

Writing Center and Student Success Center

I encourage you to make use of Writing Tutorial Services well before writing assignments are due. Written work always benefits from another set of eyes, especially trained ones. You can find more information about Writing Center services here:

<https://www.utdallas.edu/studentsuccess/writing-and-speaking/writing-center/>.

Additionally, Success Coaches are available for individual student appointments to discuss study skills, time management, note taking, test taking and preparation, and other success strategies. More information is available at

<https://www.utdallas.edu/studentsuccess/>

University Policy on Observance of Religious Holidays

In accordance with UTD policy, students should notify faculty in a timely manner of their intention to be absent from class on the day(s) of religious observance. For details and policy, see <https://catalog.utdallas.edu/now/undergraduate/policies/religious-holy-days>

Student Wellness

The Student Wellness Center assists and encourages students to adopt responsible behaviors related to various health topics through evidence-based educational programs, resources and individual consultations. Programs include alcohol and other drug education, sexual assault prevention, sexual responsibility, suicide prevention, tobacco education, bystander intervention and public health initiatives. The Student Wellness Center has a registered dietitian on staff to aid students in healthy meal planning and also coping with eating disorders. The Student Wellness Center is located in the Student Services Building, SSB 4.500, and can be contacted at 972-883-4275 or on the web at www.utdallas.edu/studentwellness

Mental Health and Counseling Services

The Student Counseling Center is staffed by licensed psychologists and counselors who are available to help students with personal and interpersonal problems. Services include individual counseling, couple counseling, group counseling, crisis intervention and special workshops/programs relevant to student needs. In addition, a psychiatrist is available to provide Student Counseling Center clients with medications when necessary. All counseling services and records are held confidential to the extent permitted by law. The Student Counseling Center is located in the Student Services Building, SSB 4.600. For more information call 972-883-2575 or go to www.utdallas.edu/counseling

Sexual Harassment and Assault Experiences

Title IX and UTD prohibit sexual misconduct in any form, including sexual harassment, sexual assault, stalking, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, the University can help.

The Student Wellness Center offers information about reporting options and support services available to students. The center refers students who need support to the Student Counseling Center, the Galerstein Gender Center, or off-campus organizations as needed. For more information, visit the Sexual Assault Prevention program of the Student Wellness Center at <https://www.utdallas.edu/studentwellness/sexual/sexualassaultprevention.html>

Other Links and Resources

For a complete list of campus resources, please visit <https://catalog.utdallas.edu/now/undergraduate/resources/index>

A complete list of UT Dallas Syllabus Policies and Procedures is available at <https://go.utdallas.edu/syllabus-policies>.

Office Hours

I encourage you to come see me in my office hours at least once this semester. You do not need a specific reason to visit! While of course I am available to discuss study techniques and upcoming assignments, I am also just as happy to chat about course content, current events, or anything that you are thinking about in that particular moment. I look forward to getting to know you!

COURSE SCHEDULE

August 20/Week 1

What Can History Teach Us About Mass Incarceration?

Course introduction and syllabus overview

Unit I: From Colonization to Criminalization

August 27/Week 2

Conquest and Incarceration

Kelly Lytle Hernández, *City of Inmates: Conquest, Rebellion, and the Rise of Human Caging in Los Angeles, 1771–1965*, Introduction and Chapter 1

- Access note: PDF is available on eLearning

Little Rock Reed, “The American Indian in the White Man’s Prisons: A Story of Genocide” (1989)

- Access note: PDF is available on eLearning

September 3/Week 3

“Worse Than Slavery”

Robert Perkinson, *Texas Tough: The Rise of America’s Prison Empire*, Chapter 3

- Access note: PDF is available on eLearning

Sarah Haley, “Like I Was a Man: Chain Gangs, Gender, and the Domestic Carceral Sphere in Jim Crow Georgia,” *Signs: Journal of Women in Culture and Society*, 2013, Vol. 39 (1), pp.53-77

- Access note: Available online through the UTD library

September 10/Week 4

Progressive Reform, Part 1: Making (and Unmaking) the Modern Criminal

Ethan Blue, “The Strange Career of Leo Stanley: Remaking Manhood and Medicine at San Quentin State Penitentiary, 1913–1951,” *Pacific Historical Review*, 2009, Vol. 78 (2), pp. 210-241

- Access note: Available online through the UTD library

Khalil Gibran Muhammad, “Where Did All the White Criminals Go?: Reconfiguring Race and Crime on the Road to Mass Incarceration,” *Souls*, 2011, Vol. 13 (1), pp. 72-90.

- Access note: PDF is available on eLearning

INTERPRETING THE PAST ESSAY INTRODUCED IN CLASS

September 17/Week 5

Progressive Reform, Part 2: Criminalizing Race and Sex

Cheryl D. Hicks, *Talk with You Like a Woman: African American Women, Justice, and Reform in New York, 1890-1935*, Introduction and Chapter 7

- Access note: Available online through the UTD library

Martha Falconer “The Jail as a Perverter of Womanhood” and Maud Miner, “The Individual Method of Dealing with Girls and Women” (1922)

- Access note: PDF is available on eLearning

September 24/Week 6

Accumulating Punishments: The Modern Prison in 1930s Texas

Ethan Blue, *Doing Time in the Depression: Everyday Life in Texas and California Prisons*, Introduction and Chapter 3

- Access note: Available online through the UTD library

Watch *Afro-American Work Songs in a Texas Prison* (1966)

- Access note: Available online at <http://www.folkstreams.net/film-detail.php?id=122>
- Transcript available at <http://www.folkstreams.net/film-context.php?id=198>

Unit II: Histories of Crimmigration

October 1/Week 7

Laying the Groundwork for Crimmigration

Hernández, *City of Inmates: Conquest, Rebellion, and the Rise of Human Caging in Los Angeles, 1771–1965*, Chapter 3

- Access note: PDF is available on eLearning

Martha Gardner, *The Qualities of a Citizen: Women, Immigration, and Citizenship, 1870-1965*, Chapter 3

- Access note: Available online through the UTD library

INTERPRETING THE PAST ESSAY DUE BY FRIDAY OCTOBER 4 at 5PM

October 8/ Week 8

Wartime Round-Ups

Roger Daniels, “Incarcerating Japanese Americans,” *OAH Magazine of History*, April 2002, Vol. 16 (3), pp.19-23

- Access note: Available online through the UTD library

Sandra Taylor, *Jewel of the Desert: Japanese American Internment at Topaz*,

Chapter 4

- Access note: Available online through the UTD library

Luis Alvarez, “Zoot Violence on the Home Front: Race, Riots, and Youth Culture During World War II,” in *Mexican Americans & World War II*, ed. Maggie Rivas-Rodriguez

- Access note: PDF is available on eLearning

October 15/Week 9

The Growth of Border Patrol and Immigration Enforcement

David Manuel Hernández “Carceral Shadows: Entangled Lineages and Technologies of Migrant Detention,” in *Caging Borders and Carceral States: Incarcerations, Immigration Detentions, and Resistance*, ed. Robert T. Chase

- Access note: PDF is available on eLearning. (Not available in hard copy at the UTD library.)

Allison Hartry, “Gendering Crimmigration: The Intersection of Gender, Immigration, and the Criminal Justice System,” *Berkeley Journal of Gender, Law & Justice*, 2012, Vol. 27 (1)

- Access note: Available online at <https://scholarship.law.berkeley.edu/cgi/viewcontent.cgi?referer=&httpsredir=1&article=1297&context=bglj>

Unit III: Postwar Eruptions

October 22/Week 10

“Ain’t Scared of Your Jails”: Black Freedom Struggles from the Civil Rights Movement to Black Power

Dan Berger, *Captive Nation: Black Prison Organizing in the Civil Rights Era*, Introduction, Chapter 1, and Chapter 2

- Access note: PDF is available on eLearning

Martin Luther King, “Letter from a Birmingham Jail” (1963)

- Access note: Available online at https://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html

Attica Prison Liberation Faction, “Manifesto of Demands” (1971), reprinted in *Race & Class*, 2011, Vol. 53 (2), pp. 28-35

- Access note: Available online through the UTD library

Assata Shakur, “To My People” (1973), reprinted in *WSQ: Women's Studies Quarterly*, 2018, Vol. 4 (3 & 4)

- Access note: Available online through the UTD library

FINAL PROJECT PROPOSAL AND BIBLIOGRAPHY INTRODUCED

October 29/ Week 11

Carceral Cities

Heather Ann Thompson, "Why Mass Incarceration Matters: Rethinking Crisis, Decline, and Transformation in Postwar American History," *The Journal of American History*, 2010, Vol. 97 (3)

- Access note: Available online through the UTD library

Elizabeth Hinton, "'A War within Our Own Boundaries': Lyndon Johnson's Great Society and the Rise of the Carceral State," *The Journal of American History*, 2015, Vol. 102 (1)

- Access note: Available online through the UTD library

November 5/Week 12

War on Drugs

Michelle Alexander, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*, Introduction, Chapter 2, and Chapter 3

- Access note: Available online through the UTD library

Eunisses Hernandez and Norma Palacios, "How the Drug War Fuels Migration, Trauma, and Violence," *Salon.com*, August 4, 2018

- Access note: Available online at <https://www.salon.com/2018/08/04/how-the-u-s-drug-war-fuels-migration-violence-and-trauma/>

November 12/Week 13

Gender and Sex Behind Bars

Andrea Ritchie, *Invisible No More: Police Violence Against Black Women and Women of Color*, Chapter 2

- Access note: PDF is available on eLearning

Three readings from *Captive Genders: Trans Embodiment and the Prison Industrial Complex*, eds. Eric Stanley and Nat Smith: "Fugitive Flesh," "Regulatory Sites," and "My Story"

- Access note: Available online through the UTD library

**FINAL PROJECT PROPOSAL AND BIBLIOGRAPHY DUE TO ME AND YOUR
PEER REVIEW PARTNERS (CC ALL OF US) BY
THURSDAY NOVEMBER 14 AT 5PM**

November 19/Week 14

Criminalizing Mental Illness

Anne Parsons, *From Asylum to Prison: Deinstitutionalization and the Rise of Mass Incarceration after 1945*, Introduction, Chapter 5, Epilogue

- Access note: Available online through the UTD library

Watch *This is Crazy*

- Access note: Available online at
<https://www.youtube.com/watch?v=Fhg4MoGGTJI>

FINAL PROJECT PROPOSAL AND BIBLIOGRAPHY WORKSHOP IN CLASS

FALL BREAK: NO CLASS NOVEMBER 26

December 3/ Week 15

What is the Future of Prisons?

Angela Y. Davis, *Are Prisons Obsolete?*, Chapter 6

- Access note: The entire book is available online at
https://collectiveliberation.org/wp-content/uploads/2013/01/Are_Prisons_Obsolete_Angela_Davis.pdf
- You can jump directly to the chapter (but lose the formatting of the text) here:
<https://theanarchistlibrary.org/library/angela-y-davis-are-prisons-obsolete>

“Custody’s Long Shadow” in *Captive Genders*

- Access note: Available online through the UTD library

Heather Ann Thompson, “How Prisons Change the Balance of Power in America,” *The Atlantic*, October 7, 2013

- Access note: Available online at
<https://www.theatlantic.com/national/archive/2013/10/how-prisons-change-the-balance-of-power-in-america/280341/>

Ava Kofman, “Digital Jail: How Electronic Monitoring Drives Defendants Into Debt,” *New York Times Magazine*, July 3, 2019

- Access note: Available online at
<https://www.nytimes.com/2019/07/03/magazine/digital-jail-surveillance.html>

CONNECTING THE PAST TO THE PRESENT FINAL ESSAY DUE BY TUESDAY DECEMBER 10 at 5PM