

SPTP:SMART DECARCERATION

SOWK-699

Fall 2020 Section AY2 3 Credits 08/24/2020 to 12/23/2020 Modified 10/11/2020

Meeting Times

Asynchronous/Online

Fall 2020

Class Dates: August 24, 2020 to December 11, 2020

Contact Information

Instructors: Dr. Caroline Long & Danielle R. Phillips, MSW, LSW:

Email: cburry@ssw.umaryland.edu/danielle.phillips@ssw.umaryland.edu

Office: 5E39

Phone: (410) 706-3509

Office Hours

Weekly (TBD)

Via Zoom (Link available after first week)

Hi Class,

Welcome! Weekly office hours will be held throughout the semester at a set time and day. As of now, you will not need an appointment to attend these weekly office hours and they will be held for two hours weekly regardless of appointments. It will be set up specifically to help support the needs of students and answer any questions that you may have. One of the instructors will be available during this time regardless of an appointment. If there are no appointments scheduled, one of the instructors will still be logged on during this time.

Please know that you are not required to attend these office hours and if this time does not work for your schedule please don't hesitate to reach out and set up a time outside of this weekly time. We look forward to a great semester!

All the best,

Caroline and Danielle

Description

Guided by the social work profession's values, this course focuses on smart decarceration as a comprehensive and innovative strategy that promotes alternatives to the current systems of crime and punishment in order to imagine a more inclusive, just, and moral society. As a grand challenge in social work, this course will also on smart decarceration as an effective, sustainable, and socially just concept aimed at criminal justice transformation.

Objectives

KNOWLEDGE, SKILLS AND VALUES

At the end of the course students will have the following knowledge, skills, and values:

Knowledge

1. Recognize and communicate understanding of how diversity and difference characterize and shape human experience and identity for adults when addressing the effects of mass incarceration and its broad impact on the well-being of those impacted by mass incarceration;
2. Integrate theory, research, and economic, social and cultural factors when engaging in advocacy strategies to promote smart decarceration, advance human rights and social , economic, and environmental justice for justice-involved adults ;
3. Identify and apply relevant evidence informed intervention practices with adults impacted by mass incarceration to promote smart decarceration and well-being;
4. Assess how social welfare and economic policies impact the delivery of and access to social services by those impacted by mass incarceration;
5. Apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks to engage with justice involved adults and constituencies impacted by mass incarceration to promote smart decarceration;
6. Understand how personal experiences and affective reactions may affect assessment and decision-making in addressing the wellbeing of justice-involved adults in order to promote smart decarceration intervention practices);
7. Use inter-professional collaboration as appropriate to achieve beneficial smart decarceration practice outcomes.

Values

1. Demonstrate Ethical and Professional Behavior;
2. Engage Diversity and Difference in Practice;
3. Advance Human Rights and Social, Economic and Environmental Justice;
4. Engage in Practice-informed Research and Research-Informed Practice;
5. Engage in Policy Practice;
6. Engage with Individuals, Families, Groups, Organizations, and Communities;
7. Assess Individuals, Families, Groups, Organizations, and Communities;
8. Intervene with Individuals, Families, Groups, Organizations, and Communities.

Skills

1. Use reflection and self-regulation to manage personal values and maintain professionalism in forensic and other practice situations involving mass incarceration and smart decarceration;
2. Consistently apply an intersectional framework with individuals, groups and families that considers multiple factors, including age, class, color, culture, ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status when addressing the effects of mass incarceration and its broad impact on well-being;
3. Use empathy and other interpersonal skills to engage and intervene when addressing the impact of mass incarceration and promoting smart decarceration practice outcomes;
4. Practice self-care to ensure the provision of effective services to those impacted by mass incarceration and promote both client and social worker well-being;
5. Make ethical decisions by applying the standards of the NASW code of ethics, relevant laws and regulations, models of ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context of *mass incarceration and *smart decarceration;
6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences with mass incarceration in practice at the micro, mezzo, and macro levels.

Outcomes

CSWE Social Work Competencies

The following are the 9 CSWE core competencies that all MSW students should demonstrate upon graduation:

1. Demonstrate ethical and professional behavior
2. Engage diversity and difference in practice
3. Advance human rights and social, economic and environmental justice
4. Engage in practice-informed research and research-informed practice
5. Engage in policy practice
6. Engage with individuals, families, groups, organizations and communities
7. Assess individuals, families, groups, organizations and communities
8. Intervene, individuals, families, groups, organizations and communities
9. Evaluate individuals, families, groups, organizations and communities

If there are items to be measured in this course to assess students' achievement of these competencies, these items are displayed in a table below.

Materials

REQUIRED READINGS OR TEXTS

Epperson, M. and Pettus-Davis, C. (2017). Smart decarceration: Achieving criminal justice transformation in the 21st century. New York, NY: Oxford University Press.

ADDITIONAL RECOMMENDED RESOURCES

Recommended Readings

1. Alexander, M. (2010). The new Jim Crow: Mass incarceration in the age of colorblindness. New York: New
2. Butler, P. (2017). Chokehold: Policing black men: New York : New Press.
3. Davis, A. Y. (2003). Are prisons obsolete? New York: Seven Stories Press.

Assignments

ASSIGNMENT 1: "13th" film reaction paper

- **Due via Blackboard by 11:59 pm on Friday, September 25, 2020 (20%)**
- **Assignment:** Students will watch the Netflix documentary "13th" and write a reaction paper. Paper should be written using APA (7th edition) format and be 3 – 5 pages.
- *Please let the instructor know if you have any problem obtaining access to the documentary as soon as possible.*

ASSIGNMENT 2: Class Reading Response

- **Due via Blackboard by 11:59 pm on Friday, October 23, 2020 (20%)**
- **Assignment:** Students will choose any two assigned readings, podcasts, or TEDTalks (covered in class during the semester) and cover the following using APA style (7th edition) format in 4 – 6 pages:
 1. Summary of article, podcast, etc.
 2. Overall reaction
 3. Key takeaways
 4. Does this relate, promote, or support smart decarceration?

ASSIGNMENT 3 (Two Parts): Smart Decarceration Grand Challenges Paper and Presentation

Part I: Paper

- **Due via Blackboard by 11:59 pm on Friday, December 11, 2020 (20%)**
- **Assignment:** Using the article from week 9 'Policy recommendations for meeting the grand challenge to smart decarceration,' choose **one of the four policy recommendations** suggested to answer the following sections listed below.
- Please use additional research and resources to support your argument. The resources listed in week 9 will be helpful to get

started.

- Paper should be written using APA (7th edition) format and be 4 – 6 pages.

Please cover the following in your paper:

A. Understanding the problem

1. What is the problem the policy aims to address? Try to break the problem down into its most fundamental parts, and provide a one-sentence problem statement.
2. How are any relevant terms defined? Are there different definitions of any of the terms? How might differing definitions shape the extent of the problem or solutions to the problem?
3. What is the history of the problem in the U.S.? When was it first seen as a problem? Has our understanding of the problem changed over time?
4. What are the various theories about the central causes of the problem? What do you think are the most important causes and why?
5. What is the extent of the problem? How big is it?
6. Who defines this as a problem?
7. Who believes that this is not a problem?
8. What are the conflicting social values and beliefs of those who believe this is a problem and those who think it is not a problem? Is one side or the other better supported by social work values and ethics? Explain why you think so.
9. What is likely to happen with this problem if we make the policy choice to “do nothing?”

B. Power imbalance or struggle

1. Who loses, or is suffering, from this social problem?
2. Who gains from keeping the problem the way that it is?
3. Who seems to have power around this issue and who lacks power? What is the basis for the power that one side has?

C. Policy recommendation analysis

1. What are the stated or overt objectives of the policy? What do you think might be any unstated or covert objectives of the policy?
2. Who is the direct target of this policy, meaning who will it most affect? Do members of the direct target population come from any specific demographic groups (for example racial, ethnic, gender, age, class, ability, sexual orientation, gender identity groups)? Will this policy help people from some groups while it hurts people from other groups? Who are the indirect targets of the policy?
3. Do you know who supports and who opposes the policy?
4. What are possible unintended consequences of the policy? Can you think of things that might happen because of this policy that were not what lawmakers intended?
5. Will there be any changes in the distribution of material resources, services, and/or rights as a result of this policy for either the direct or indirect target groups?
6. Your final thoughts and recommendations on why you think this policy recommendation is needed for smart decarceration efforts.

Part II: Presentation of the paper

- - **Due via Blackboard by 9:00 am on Monday of the week you signed up to present (10%)**
 - **Dates for presentations: October 26, 2020 to December 7, 2020**
 - **Sign up for a presentation by (3 per class): September 7, 2020**
 - **Assignment:** For the second part of this assignment, students will be responsible for presenting their smart decarceration grand challenges paper to the class using VoiceThread, PowerPoint, etc.
 - Presentations will need to have an audio component (i.e., we will need to hear your voice during this presentation).
 - The last slide of your presentation will need to pose two (2) questions to be answered by your classmates to facilitate class discussion.

Task following each class presentation: Students must watch each presentation and complete the following by 11:59 pm on the Friday of the week the presentation is posted:

- **Discussion question(s):** Answer the discussion question(s) on posted by your classmates on Blackboard

Weekly Discussion Board & Reading Responses

I. Discussion question(s): Answer weekly discussion question(s) on Blackboard.

- Please feel free to use the PowerPoint as guide if it is helpful.
- **Due weekly by 11:59 on the Friday of the week the PowerPoint was posted**
 - For example, if the class PowerPoint is posted Monday 8/24/20 than your response should be completed via Blackboard by 8/28/20 by 11:59 pm

II. Reading response: Please post your reading response (approx. 200 words) on Blackboard.

- **Due weekly by 11:59 on the Friday of the week the PowerPoint was posted**
 - For example, if the class PowerPoint is posted Monday 8/24/20 than your response should be completed via Blackboard by 8/28/20 by 11:59 pm
- Response should reflect the depth of your engagement with the material.
- It could be framed as a set of questions, reaction, or an observation.

* Course Policies

GENERAL EXPECTATIONS

1. Respect your classmates' rights to speak, and listen attentively to what is being said, even if you disagree with what you hear. You don't have to agree with everything that is said in class, but you are expected to use discretion and sensitivity when speaking, and be respectful of everyone present.
2. Be willing to consider new ideas. Over the course of the semester, we will explore themes, concepts, and material that may be new, challenging, and unfamiliar. This is the art of a good education. Keep an open mind.
3. Participate actively. We all learn best when we are present and engaged in the course material. Don't be afraid to ask questions (of me, and of one another). This is why we are here.
4. If you have a question, an issue, a problem, or concern that cannot be addressed in class or in our online forum, please send me an email at your earliest convenience, so that we can resolve it promptly.

COURSE STRUCTURE/POLICY

This course is designed to provide progressive integration of theory, research, and behavior through reading, reflection, written exercises, presentation of sample lectures, question and answer periods, class laboratory, and discussion. Class sessions will consist of lectures, discussions, written exercises, class activities, and student presentations. In addition, students will conduct observations of other social work faculty teaching. The readings provide theoretical and practical content; classroom activity is focused on integration and application of learning.

Principles underlying adult learning, reflective practice, and the process of becoming a reflective professional will guide this course. These principles require studying university teaching within the context of changes occurring in the larger society. The structure of this course involves a commitment from students and the instructor to create an atmosphere that provides both support and challenge and where concepts are linked to participants' experiences in teaching and learning. Although the course content is presented in an organized fashion below, following adult education principles the class will allow for flexibility to explore topics and issues that arise as a result of our work together.

The University of Maryland, Baltimore (UMB) is committed to providing equal opportunity and access to the educational experience through the provision of reasonable accommodations. For students who have an accommodations letter from Educational Support and Disability Services (ESDS), it is essential that you correspond with me as soon as possible to discuss your disability-related accommodation needs for this course. For students not registered with ESDS who would like information regarding eligibility for academic accommodations due to barriers associated with a potential disability, please contact ESDS directly. For more information, please visit the (www.umaryland.edu/disabilityservices) or call 410-706-5889.

Timely Submission of Assignments

All assignments should be submitted electronically through Blackboard by the specified due date unless otherwise instructed. Special permission must be requested from instructor before the due date. Students are strongly encouraged to plan for and manage their time so that they can maximize the learning process. Since each assignment follows relevant content and many

assignments build on prior assignments, students will achieve learning objectives more effectively by using the assignments to further their learning. Requests for extensions must occur before assignments are due and will be decided upon by the instructor at his or her discretion.

Assignments that require use of the discussion board must be posted and responded to by the dates set by the instructor. Late or missing discussion assignments will affect the student's grade.

The instructor may deduct ten percent (10%) from any assignment handed in one day late; and an additional 10% may be deducted for each additional day. Most importantly, please communicate with us about obstacles leading to late submission.

Teaching Methodology: Use of Blackboard®

- Course materials will be available on the course Blackboard site and all assignments will be submitted through Bb as Word documents.
- This course will consist of lectures via PowerPoint, discussion questions, reading responses, presentations, etc. Blackboard will be utilized to maintain contact amongst students, to access class slides, cases, readings, and for project team collaboration.
- Blackboard should be checked a minimum of twice a week for announcements, postings, etc.
- Please note, all Blackboard activity is monitored by the instructor.

Class Attendance

All classes will be hosted asynchronously and will be held entirely in an on-line format.

Conduct in Class

Online Courses: Students are expected to conduct themselves in a professional manner in all interactions with the instructor and their classmates, including participation in synchronous virtual sessions and asynchronous Blackboard discussion board posts.

Students are not permitted to make audio or video recordings of class meetings without the permission of the instructor.

Students who have an ESDS accommodation that allows recordings will still need to share this information with their instructors so that all participants are informed.

Online Netiquette and Ethical Behavior

Student should read prior to class, the following resources that discuss online ethical behavior and netiquette, and conduct class discussions and work accordingly:

1. [The Core Rules of Netiquette \(http://www.albion.com/netiquette/corerules.html\)](http://www.albion.com/netiquette/corerules.html)
(<http://www.albion.com/netiquette/corerules.html>)
2. [Online Netiquette in Graduate Courses \(https://online.une.edu/blog/professionalism-and-etiquette-netiquette-in-online-graduate-courses/\)](https://online.une.edu/blog/professionalism-and-etiquette-netiquette-in-online-graduate-courses/) (<https://online.une.edu/blog/professionalism-and-etiquette-netiquette-in-online-graduate-courses/>)

On-line Class Participation

- Participation also includes completion of the online asynchronous activities.
- The instructors will monitor all Group and Course Discussion Forums, Chats, Wikis, Journals and Blogs.
- Each of the functions will be set up to automatically record your participation. Activities scored for participation (completed or not completed) or for a grade will be noted in Blackboard or on the syllabus.
- The instructors will be using the Blackboard tracking tool, discussions, chat sessions, and group work, to monitor participation in the course.

Writing Skills

Students are expected to submit assignments that are written and presented at the graduate student/professional level. Clear communication is an important skill for social workers entering the field as administrators. Students are encouraged to make use of writing resources across campus if needed. Points may be deducted for assignments that are poorly written.

The UMB Writing Center provides consultations: <https://www.umaryland.edu/writing/>

Consultation and Communication with the Instructors

Information/questions regarding personal matters should be emailed directly to cburry@ssw.umaryland.edu and danielle.phillips@ssw.umaryland.edu. The instructors will be checking email daily and will typically respond within 24-48 hours.

Every attempt will be made to review and/or grade assignments within 7 days of submission. If you find that you have any trouble keeping up with assignments or other aspects of the course, let me know as early as possible. Building rapport and effective relationships are key strategies to becoming a successful student and social worker. Be proactive in informing your instructors when difficulties arise during the semester so that we may provide the necessary support to you.

Skills Requirements

- Students should be proficient in gathering, analyzing and processing online information (have information literacy skills) or be willing to collaborate with library and support for this
- Students also need effective communication and written skills
- Students must be comfortable with good time management (student must be able to set aside a minimum of 3 hours for class time and can expect up to 9 hours class preparation and assignment time per week.)

Students must understand that taking an online course does not mean less course work than a face-to-face class, although it allows more flexibility. There will be times when you will be expected to participate online during your virtual regular class hours.

Student Support Services

Due to the nature of the subject matter in this course some may find the content triggering or disturbing. If any student needs additional support as a result of the context of this course, please don't hesitate to contact one or both instructors (cburry@ssw.umaryland.edu (<mailto:cburry@ssw.umaryland.edu>), danielle.phillips@ssw.umaryland.edu). Additional support can be found at the University of Maryland, Baltimore Student Counseling Center (Crisis Support Service is available at 410-328-8404, option 7) or one of the national resources listed below:

- Crisis Hotline: Call 1-800-273-8255 or text CARE to 839863 (Available 24/7) or <https://cssnv.org/crisis-hotline/>
- Substance Abuse and Mental Health Services Administration (SAMHSA) Treatment Referral Helpline: Call 1-800-662-HELP (4357) or <https://findtreatment.samhsa.gov/>
- National Alliance on Mental Illness (NAMI) Helpline: Call 1-800-950-NAMI (6264) or info@nami.org (Available Monday through Friday, 10 am–6 pm, ET)
- National Suicide Prevention Lifeline: Call 800-273-TALK (8255) (Available 24/7)
- Crisis Text Line: Text NAMI to 741-741 (Available 24/7)

School-Wide Information

Academic Integrity

Academic integrity is a central value of the School of Social Work. Therefore, all academic dishonesty, including plagiarism, will be treated seriously, as described in the [MSW Student Handbook](https://www.ssw.umaryland.edu/media/ssw/students/handbooks/19-20_Student_Handbook-final.pdf) (https://www.ssw.umaryland.edu/media/ssw/students/handbooks/19-20_Student_Handbook-final.pdf) and could result in course failure.

(MSW Student Handbook 2019-2020: https://www.ssw.umaryland.edu/media/ssw/students/handbooks/19-20_Student_Handbook-final.pdf)

Letter Grade Breakdown

For final grades, any grade below C- is registered as F.

Grade	Grade Point	Range	Notes

A	4.0	93-100 points	Outstanding
A-	3.67	90-92.9 points	
B+	3.33	87-89.9 points	
B	3.0	83-86.9 points	Graduate Level Work
B-	2.67	80-82.9 points	
C+	2.33	77-79.9 points	
C	2.0	73-76.9 points	Marginal Pass
C-	1.67	70-72.9 points	
F	0.00	69.9 points and below	Fail (<i>need to repeat class</i>)

Technical Requirements

Use of Blackboard

All courses at the School of Social Work use Blackboard, the school's course management system, for the syllabus. Students are expected to regularly check (recommended twice a week minimum) Blackboard for any general announcements (e.g. class cancellations, etc.), readings or course materials, for contacting the professor, for engaging in discussion groups among peers, and for uploading and submitting assignments.

Please see the [Minimum Technical Requirements \(https://sites.google.com/site/sswideateam/students/minimum-technology-requirements\)](https://sites.google.com/site/sswideateam/students/minimum-technology-requirements) document:

<https://sites.google.com/site/sswideateam/students/minimum-technology-requirements>

Please complete the [Blackboard orientation \(https://sites.google.com/site/sswideateam/students/blackboard-orientation\)](https://sites.google.com/site/sswideateam/students/blackboard-orientation):

<https://sites.google.com/site/sswideateam/students/blackboard-orientation>

Make sure you are checking your school email as that is the one linked to Blackboard. If you do not see an email address on your Blackboard profile, enter one, or [contact the IDEA Team](#) for assistance.

Blackboard Technical Requirements

To access this course on Blackboard, students will need high speed access to the Internet and a supported Web browser. Google Chrome is recommended. [Download Chrome for free here.](#)

Blackboard Technical Assistance

If you need technical assistance at any time during the course:

- If Blackboard, Webex, Collaborate and/or Zoom are down, unreachable, extremely slow, or for assistance with login issues: call the helpdesk at 410-706-HELP, email helpdesk at help@umaryland.edu, or visit the [CITS Helpdesk web site \(http://www.umaryland.edu/helpdesk/\)](http://www.umaryland.edu/helpdesk/): <http://www.umaryland.edu/helpdesk/>
- For issues with Blackboard courses, assignments, quizzes, or general usage, Contact the [SSW IDEA Team \(http://tinyurl.com/sswideateamhelp\)](http://tinyurl.com/sswideateamhelp): <http://tinyurl.com/sswideateamhelp>
- Use the SSW IDEA Team [Blackboard student guides](#)

Institutional Policies

ADA Disclosure and Accommodation Requests

Accommodations for Students with Disabilities

The University of Maryland, Baltimore (UMB) is committed to providing equal opportunity and access to the educational experience through the provision of reasonable accommodations. For students who have an accommodations letter from Educational Support and Disability Services (ESDS), it is essential that you correspond with your instructor as soon as possible to discuss your disability-related accommodation needs for this course. For students not registered with ESDS, who would like information regarding eligibility for academic accommodations due to barriers associated with a potential disability, please contact ESDS directly. For more information, please visit the ESDS website (www.umaryland.edu/disabilityservices (<http://www.umaryland.edu/disabilityservices>)) or call 410-706-5889.

Accessible Course Materials

The University Maryland, Baltimore recognizes web-based content is integral to academic and administrative work of the organization. UMB will establish equitable access to information, programs and activities on UMB web-based content accessible to people with all abilities. For students who have found the course material to be inaccessible, it is essential to notify your instructor as soon as possible.

Campus Alerts

Please register for the campus alert system so that you will know whether to proceed to campus because of weather conditions or other safety and security issues. <http://www.umaryland.edu/alerts/> (<http://www.umaryland.edu/alerts/>)

Blackboard, Collaborate, Webex, Zoom Unavailable?

If Blackboard, Collaborate, Webex or Zoom are down, unreachable, extremely slow, or for assistance with login issues, including DUO authentication:

1. Call the helpdesk at 410-706-HELP,
2. Email helpdesk at help@umaryland.edu,
3. Visit the CITS Helpdesk web site: <http://www.umaryland.edu/helpdesk/>
4. The CITS Helpdesk is located in the HSHSL library.
5. See UMB CITS support tutorials and info on [Webex \(https://www.umaryland.edu/cits/services/webex/\)](https://www.umaryland.edu/cits/services/webex/), [Zoom \(https://www.umaryland.edu/cits/services/webex/\)](https://www.umaryland.edu/cits/services/webex/), [Blackboard \(https://www.umaryland.edu/blackboard/\)](https://www.umaryland.edu/blackboard/), and [Collaborate \(https://www.umaryland.edu/blackboard/collaborate/\)](https://www.umaryland.edu/blackboard/collaborate/).

For all issues within Blackboard, please contact your local school Blackboard support team.

Schedule

SEMESTER SCHEDULE OF CLASSES

Week 1	August 24, 2020
Topic	Theories of punishment

Required Readings

· Chapter 1 (Epperson & Pettus-Davis, 2017): Smart Decarceration: Guiding Concepts for an Era of Criminal Justice

· Listen to and read excerpt from "Made you think podcast episode: Where Does Power come from? Discipline and Punish" by Michel Foucault: <https://madeyouthinkpodcast.com/discipline-and-punish-by-michel-foucault/>

Assignments Due @ 11:59 pm on Friday, 8/28/20:

- 1. Discussion question(s): Answer discussion question(s) on Blackboard;
- 2. Reading response: Please post your "reading response" (approx. 200 words) on Blackboard.
 - o Response should reflect the depth of your engagement with the material.
 - o It could be framed as a set of questions, reaction, or an observation.
 - o Please feel free to use the PowerPoint as guide if it is helpful.

Week 2	August 31, 2020
Topic	The Rise of Prison in America

Required Readings

· Chapter 2 (Epperson & Pettus-Davis, 2017): Reflections on a Locked Door: Lessons from History and the Failed Promise of Penal Incarceration: Rebecca Ginsburg

· NASW Code of Ethics:
<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

· NYT article: Crime Is Down, Yet U.S. Incarceration Rates Are Still Among the Highest in the World feature showing global prison populations. Online at:
<https://www.nytimes.com/2019/04/25/us/us-mass-incarceration-rate.html>

Assignments Due @ 11:59 pm on Friday, 9/4/20:

- 1. Discussion question(s): Answer discussion question(s) on Blackboard;
- 2. Reading response: Please post your "reading response" (approx. 200 words) on Blackboard.
 - o Response should reflect the depth of your engagement with the material.
 - o It could be framed as a set of questions, reaction, or an observation.
 - o Please feel free to use the PowerPoint as guide if it is helpful.

Week 3	September 7, 2020
Topic	Race and incarceration

Required Readings

- Jeffrey S. Adler, [“Less Crime, More Punishment: Violence, Race, and Criminal Justice in Early Twentieth-Century America”](#)
- The War on Drugs and the impact on mass incarceration: <https://harmreductionjournal.biomedcentral.com/articles/10.1186/1477-7517-3-6>
- Pdf on Bb: (Bezdk, 2016), Policing that perpetuates Baltimore’s poverty and despair
- TEDTalk: Bryan Stevenson, We need to talk about injustice: https://www.ted.com/talks/bryan_stevenson_we_need_to_talk_about_an_injustice?language=en

Assignments Due @ 11:59 pm on Friday, 9/11/20:

1. Discussion question(s): Answer discussion question(s) on Blackboard;
2. Reading response: Please post your “reading response” (approx. 200 words) on Blackboard.
 - o Response should reflect the depth of your engagement with the material.
 - o It could be framed as a set of questions, reaction, or an observation.
 - o Please feel free to use the PowerPoint as guide if it is helpful.

Week 4	September 14, 2020
Topic	Immigration and incarceration

Required Readings

- Pdf on Bb: (Saadi et al., 2020): Understanding US Immigration Detention: Reaffirming Rights and Addressing Social-Structural Determinants of Health
- Sullivan, Laura. 2010. Prison Economics Help Drive Arizona Immigration Law. National Public Radio. Read the story linked below and listen to the story (the first story is 7 minutes and 47 second): <https://www.npr.org/2010/10/28/130833741/prison-economics-help-drive-ariz-immigration-law?ps=cprs?ps=cprs>
- Part 2 of the NPR story. Read the story linked below and listen to the story (the first story is 7 minutes and 47 second): <https://www.npr.org/2010/10/29/130891396/shaping-state-laws-with-little-scrutiny>
- Hodaj, Beau. 2010. Corporate Con Game: How the Private Prison Industry Helped Shape Arizona’s Anti-Immigrant Law. In These Times: <https://inthesetimes.com/article/corporate-con-game>

Assignments Due @ 11:59 pm on Friday, 9/18/20:

1. Discussion question(s): Answer discussion question(s) on Blackboard;
2. Reading response: Please post your “reading response” (approx. 200 words) on Blackboard.
 - o Response should reflect the depth of your engagement with the material.
 - o It could be framed as a set of questions, reaction, or an observation.
 - o Please feel free to use the PowerPoint as guide if it is helpful.

Week 5	September 21, 2020
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Topic	Voices from the inside
<p>Required Readings</p> <ul style="list-style-type: none"> · Chapter 4 (Epperson & Pettus-Davis, 2017): From the Inside Out: A Perspective on Decarceration from a Formerly Incarcerated Individual: Ronald Simpson-Bey · Gawande, Atul. 2009. Hellhole: The United States Hold Tens of Thousands of Inmates in Long-term Solitary Confinement. Is this Torture? The New Yorker. Accessed at: https://www.newyorker.com/magazine/2009/03/30/hellhole · Go to the Stanford Prison Experiment website and ro carefully through the following tabs: <ol style="list-style-type: none"> 1. The Story: An Overview of the Experiment: https://www.prisonexp.org/the-story 2. More information: https://www.prisonexp.org/faq 3. Image Gallery: https://www.prisonexp.org/gallery <p>Assignments Due @ 11:59 pm on Friday, 9/25/20:</p> <ol style="list-style-type: none"> 1. Discussion question(s): Answer discussion question(s) on Blackboard; 2. Reading response: Please post your "reading response" (approx. 200 words) on Blackboard. <ul style="list-style-type: none"> o Response should reflect the depth of your engagement with the material. o It could be framed as a set of questions, reaction, or an observation. o Please feel free to use the PowerPoint as guide if it is helpful. 3. ASSIGNMENT 1: 13th Reaction paper by 11:59pm on Friday, September 25, 2020 via Blackboard 	

Week 6	September 28, 2020
Topic	Impacts of having an incarcerated parent
<p>Required Readings</p> <ul style="list-style-type: none"> · Chapter 9 (Epperson & Pettus-Davis, 2017): Minimizing the Maximum: The Case for Shortening All Prison Sentences: Nazgol Ghandnoosh · Video: "Kiya," from the series "Locked Apart: The Impact of Incarceration on Families": https://vimeo.com/129813399 · TEDTalk: How storytelling helps parents in prison stay connected to their parents https://www.ted.com/talks/alan_crickmore_how_storytelling_helps_parents_in_prison_stay_connected_to_their_kids/transcript?language=en <p>Assignments Due @ 11:59 pm on Friday, 10/2/20:</p> <ol style="list-style-type: none"> 1. Discussion question(s): Answer discussion question(s) on Blackboard; 2. Reading response: Please post your "reading response" (approx. 200 words) on Blackboard. <ul style="list-style-type: none"> o Response should reflect the depth of your engagement with the material. o It could be framed as a set of questions, reaction, or an observation. o Please feel free to use the PowerPoint as guide if it is helpful. 	

Week 7	October 5, 2020
Topic	Returning home
<p>Required Readings</p> <ul style="list-style-type: none"> • <i>Chapter 7: Prisoner Reentry in an Era of Smart Decarceration: Reuben Jonathan Miller</i> • Watch video and read article: <i>A former inmate on the perils of life after prison</i> <p>https://www.vox.com/videos/2017/3/16/14943902/former-inmate-perils-life-after-prison-crabapple-bds</p> <ul style="list-style-type: none"> • Video/article: Re-entry into society, or back to prison? <p>https://www.usatoday.com/story/opinion/policing/reentry/column/2017/12/29/reentry-incarceration-corruption-prison-barriers-recidivism-policing-usa/979903001/</p> <p>Assignments Due @ 11:59 pm on Friday, 10/9/20:</p> <ol style="list-style-type: none"> 1. Discussion question(s): Answer discussion question(s) on Blackboard; 2. Reading response: Please post your "reading response" (approx. 200 words) on Blackboard. <ul style="list-style-type: none"> ◦ Response should reflect the depth of your engagement with the material. ◦ It could be framed as a set of questions, reaction, or an observation. ◦ Please feel free to use the PowerPoint as guide if it is helpful. 	

Week 8	October 12, 2020
Topic	Alternatives to mass incarceration
<p>Required Readings</p> <ul style="list-style-type: none"> · Chapter 14 (Epperson & Pettus-Davis, 2017): Imagining the Future of Justice: Advancing Decarceration through Multisector Social Innovations · Pdf on Bb: (Chase, 2015), We are not slaves: Rethinking the rise of the carceral state through the lens of the prisoners' rights movement · Pdf on Bb: (Keena & Simmons, 2015), Rethink, reform, reenter: An entrepreneurial approach to prison programming · Sentencing Project Article: https://www.sentencingproject.org/publications/decarceration-strategies-5-states-achieved-substantial-prison-population-reductions/ <p>Assignments Due @ 11:59 pm on Friday, 10/16/20:</p> <ol style="list-style-type: none"> 1. Discussion question(s): Answer discussion question(s) on Blackboard; 2. Reading response: Please post your "reading response" (approx. 200 words) on Blackboard. <ul style="list-style-type: none"> ◦ Response should reflect the depth of your engagement with the material. ◦ It could be framed as a set of questions, reaction, or an observation. ◦ Please feel free to use the PowerPoint as guide if it is helpful. 	

Week 9	October 19, 2020
Topic	Smart decarceration practice behaviors, evidence-based strategies, and implications for social work
<p>Required Readings</p> <ul style="list-style-type: none"> · Chapter 15: Guideposts for the Smart Decarceration Era: Recommendations Strategies for Researchers, Practitioners, and Formerly Incarcerated Leaders: Carrie Pettus-Davis, Matthew Epperson, Samuel Taylor, and Annie Grier · Policy recommendations for meeting the grand challenge to smart decarceration: https://openscholarship.wustl.edu/cgi/viewcontent.cgi?article=1792&context=csd_research · One pager: Smart Decarceration: https://grandchallengesforsocialwork.org/wp-content/uploads/2015/12/GC-one-pager-decarceration-final.pdf · Listen to the Podcast: Smart decarceration: https://www.listennotes.com/podcasts/knowledge-applied/1-smart-decarceration-2QIUhXevVfW/ · Blog: Researchers tackle smart decarceration: http://www.socialworkblog.org/featured-articles/2017/05/researchers-tackle-smart-decarceration/ · From Mass incarceration to smart decarceration: https://aaswsw.org/wp-content/uploads/2015/03/From-Mass-Incarceration-to-Decarceration-3.24.15.pdf <p>Assignments Due @ 11:59 pm on Friday, 10/23/20:</p> <ol style="list-style-type: none"> 1. Discussion question(s): Answer discussion question(s) on Blackboard; 2. Reading response: Please post your "reading response" (approx. 200 words) on Blackboard. <ul style="list-style-type: none"> o Response should reflect the depth of your engagement with the material. o It could be framed as a set of questions, reaction, or an observation. o Please feel free to use the PowerPoint as guide if it is helpful. 3. ASSIGNMENT 2: Reading response by 11:59pm on Friday, October 23, 2020 	

Week 10	October 26, 2020
Topic	Class presentations begin: Due 9:00 am 10/26/20 via Bb
<p>Assignments Due @ 11:59 pm on Friday of this week</p>	<ol style="list-style-type: none"> 1. Watch presentation(s); 2. Discussion question(s): Answer the discussion question(s) on posed by your classmates on Blackboard.

Week 11	November 2, 2020
Topic	Class presentations: Due 9:00 am 11/2/20 via Bb

Assignments Due @ 11:59 pm on Friday of this week	<ol style="list-style-type: none"> 1. Watch presentation(s); 2. Discussion question(s): Answer the discussion question(s) on posed by your classmates on Blackboard.
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Week 12	November 9, 2020
Topic	Class presentations: Due 9:00 am 11/9/20 via Bb
Assignments Due @ 11:59 pm on Friday of this week	<ol style="list-style-type: none"> 1. Watch presentation(s); 2. Discussion question(s): Answer the discussion question(s) on posed by your classmates on Blackboard.

Week 13	November 16, 2020
Topic	Class presentations: Due 9:00 am 11/16/20 via Bb
Assignments Due @ 11:59 pm on Friday of this week	<ol style="list-style-type: none"> 1. Watch presentation(s); 2. Discussion question(s): Answer the discussion question(s) on posed by your classmates on Blackboard.

Week 14	November 23, 2020: No Class (Thanksgiving Break)
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Week 15	November 30, 2020
Topic	Class presentations: Due 9:00 am 11/30/20 via Bb
Assignments Due @ 11:59 pm on Friday of this week	<ol style="list-style-type: none"> 1. Watch presentation(s); 2. Discussion question(s): Answer the discussion question(s) on posed by your classmates on Blackboard.

Week 16	December 7, 2020
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Topic	Class presentations: Due 9:00 am 12/7/20 via Bb
Assignments Due @ 11:59 pm on Friday of this week	<ol style="list-style-type: none">1. Watch presentation(s);2. Discussion question(s): Answer the discussion question(s) on posed by your classmates on Blackboard.3. ASSIGNMENT 3: Final paper due via Blackboard by 11:59 pm on Friday, December 11, 2020