





a brief presentation on their research project in Week 12. The presentations comprise **20%** of the final grade.

*Final Research Paper:* There will be a 10 page research paper (15 pages for graduate



and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy was adopted in Spring 2015, and can be accessed on the Provost's Office website at:  
[https://www.slu.edu/provost/policies/academic-and-course/policy\\_academic-integrity\\_6-26-2015.pdf](https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf).

Additionally, each SLU College, School, and Center has adopted its own academic integrity policies, available on their respective websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and appeals. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program, or the Dean/Director of the College, School or Center in which your program is housed.

### **Student Success Center**

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center assists students with academic-related services and is located in the Busch Student Center (Suite, 331). Students can visit <https://www.slu.edu/life-at-slu/student-success-center/> to learn more about tutoring services, university writing services, disability services, and academic coaching.

### **University Writing Services**

Students are encouraged to take advantage of University Writing Services in the Student Success Center; getting feedback benefits writers at all skill levels. Trained writing consultants can help with writing projects, multimedia projects, and oral presentations. University Writing Services offers one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, visit <https://www.slu.edu/life-at-slu/student-success-center/> or call the Student Success Center at 314-977-3484.

### **Basic Needs Security**

Students in personal or academic distress and/or who may be specifically experiencing challenges such as securing food or difficulty navigating campus resources, and who believe this may affect their performance in the course, are encouraged to contact the Dean of Students Office ([deanofstudents@slu.edu](mailto:deanofstudents@slu.edu) or 314

**SECTION I: The Historical Development of the Criminal Justice System in the United States.**

**Week 1 (August 26):**



**Week 6 (Oct. 7): *Building the Prison Empire, Part II***

Reading:

Alexander, *The New Jim Crow*, chap. 2 (pp. 59-97)





**Week 10 (Nov. 11): *Political Economy of Punishment***

Reading:

Gottschalk, *Caught*, chaps. 2-5 (pp. 25-116).

Gordon Lafer, “The Politics of Prison Labor: A Union Perspective,” in Tara Herivel and Paul Wright, eds. \_\_\_\_\_, pp. 120-128. (Electronic copy available through the library).

Ian Urbina, “Prison Labor Fuels American War Machine” in Tara Herivel and Paul Wright, eds. *Prison Profiteers*, pp. 109-119. (Bb)

*Optional:*

Lester K. Spence, Knocking the Hustle: Against the Neoliberal Turn in Black Politics  
Wendy Brown, Undoing the Demos: Neoliberalism’s Stealth Revolution.

**SECTION III: Penal Reform, Decarceration and Social Movements**

**Week 11 (Nov. 18): *Race, Class and Political Action***

Reading:

Alexander, *The New Jim Crow*, chaps. 5 (pp. 178-220).

Touré Reed, “Why Liberals Separate Race from Class” in *Jacobin* (2015). (Blackboard)



