

**From the War on Poverty to the War on Crime: The Making of Mass Incarceration in America
Honors**

IDH 2930 Section 3117

African American Studies Program- University of Florida
Dr. David A. Canton, Director African American Studies Program

Class Days/Time: T/7 1:55PM-2:45PM

Office: African American Studies
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Class Location: Turlington Hall Conference Room 1012K

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Office Hours M/W 2:00-3:00 or by appointment

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COURSE DESCRIPTION: What is Mass carceration? When did mass incarceration begin?

What is the relationship between crime, racism and public policy? Michelle Alexander's *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* examines racial inequality in the American judicial system. Her book provided an in depth analysis of the connection between African American criminalization and public policy. Mass incarceration expanded during the 1980s during Ronald Reagan's War on Drugs, but according to historian Elizabeth Hinto mass incarceration policies began during the mid sixties under Lyndon Johnson's administration. Johnson is known for his Great Society Programs, but during the last sixties started the War on Crime and the federal government to provided local law enforcement resources to fight crime.

COURSE OBJECTIVES: Students will 1) demonstrate a comprehensive understanding of the political and economic impact of mass incarceration. 2) Analyze the historical context and impact of key events and figures such as Lyndon Johnson, Richard Nixon, and public policies 3) Evaluate secondary sources related to mass incarceration 5) Engage with contemporary debates about issues related to the impact of mass incarceration and public policy.

REQUIRED BOOK:

Elizabeth Hinton, *From the War on Poverty to the War on Crime: The Making of Mass Incarceration in America* (Cambridge: Harvard University Press), 2016.

REQUIREMENTS AND EVALUATION OF GRADES:

A minimum grade of B is required to earn Academic points towards your Honors Completion Requirements. Once you have earned your final grade in this course, please upload the course information final grade from your Unofficial Transcript into your Honors Canvas Cohort: Honors Completion module to earn Honors Milestone/Completion Credit.

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Assignment	Due Dates	Points
Attendance	On going	200
20 Minute Oral/Visual Presentation	Due on day of assigned reading	300
Response Paper (750 words)	Feb 18 or April 15	300
Podcast	April 22	<u>200</u>
		1000

<u>GRADE/POINT SCALE</u>	Percent	Grade	Grade Points
Grading Scale Score			

934-1000	93.4-100	A	4.00
900-933	90.0-93.3	A-	3.67
867-899	86.7-89.9	B+	3.33
834-866	83.4-86.6	B	3.00
800-833	80.0-83.3	B-	2.67
767-799	76.7-79.9	C+	2.33
734-766	73.4-76.6	C	2.00
700-733	70.0-73.3	C-	1.67
667-699	66.7-69.9	D+	1.33
634-666	63.4-66.6	D	1.00
600-633	60.0-63.3	D-	0.67
0-599	0-599	E	0.00

REQUIREMENTS AND EVALUATION

Attendance: At the end of each class I will take attendance and students are allowed three unexcused absences. Each absence after incurs a penalty of 5 points. Requirements for class attendance and make-up exams, assignments, and other work in the course are consistent with university policies. See UF Academic Regulations and Policies for more information regarding the University Attendance Policies.

[Attendance Policies < University of Florida \(ufl.edu\)](#)

Oral and Visual Presentation 300 points

Students are required to give a 20 minute presentation on a chapter from Hinton/s text. The presentation will include a visual presentation, powerpoint or google slides. Students must identify the authors thesis and evaluation their evidence. Your visual prsentation must include all policies mentioned in the chapter with an analysis. Your visual presentation should be informative and creative. Students should create a presentation that is geared for public polickey experts and no non experts.

Oral Presentation (50%) 150 points

- **Content Knowledge**
 - **Excellent:** Demonstrates a deep understanding of the topic. Answers questions thoroughly and accurately.
 - **Good:** Demonstrates a solid understanding of the topic with only minor gaps in knowledge.
 - **Satisfactory:** Demonstrates basic knowledge but struggles to explain or answer questions in detail.
 - **Needs Improvement:** Shows limited or incorrect understanding of the topic.
- **Delivery and Engagement**

- **Excellent** : The speaker is highly engaging, maintains eye contact, speaks clearly, and uses appropriate body language. Engages the audience effectively.
- **Good** : The speaker is engaging, though sometimes lacking in eye contact or clarity. Audience engagement is solid.
- **Satisfactory**: The speaker is somewhat engaging, but may rely too much on notes or speak unclearly at times.
- **Needs Improvement**: The speaker is not engaging, speaks unclearly, or uses poor body language. Audience attention is not maintained.
- **Structure and Organization**
 - **Excellent** : The presentation has a clear structure (introduction, body, conclusion) and flows logically. Transitions are smooth.
 - **Good**: The presentation is mostly well-organized, though there may be slight issues with the flow or transitions.
 - **Satisfactory**: The structure is somewhat unclear or disjointed, making the presentation difficult to follow at times.
 - **Needs Improvement**: The presentation lacks clear structure, making it hard to follow.
- **Language and Communication**
 - **Excellent** The speaker uses language that is clear, appropriate for the audience, and free of errors. Communicates ideas effectively.
 - **Good**: The speaker uses mostly clear language, with only minor errors or awkward phrasing. Ideas are communicated well.
 - **Satisfactory**: The language is somewhat unclear, with occasional errors or awkward phrasing. Ideas are communicated with some difficulty.
 - **Needs Improvement**:: The language is unclear or difficult to understand, making it hard to follow the message.

Visual Presentation (50%) 150 Points

- **Clarity and Organization**
 - **Excellent**: The visual elements are highly organized, clear, and easy to follow. The layout enhances understanding and engagement.
 - **Good (7-8)**: The visual elements are mostly organized and clear. Minor issues may be present in the layout, but it doesn't impede understanding.
 - **Satisfactory**: The visuals are somewhat organized but may be cluttered or difficult to follow in parts.
 - **Needs Improvement**: The visuals are disorganized, unclear, or difficult to interpret, distracting from the presentation.
- **Design and Creativity**
 - **Excellent**: The visual design is creative and original, and effectively supports the content. It grabs attention without overwhelming.
 - **Good**: The design is appropriate and creative, but lacks a bit of originality or could be improved for better visual appeal.
 - **Satisfactory**: The design is basic, with minimal creativity. Visual elements do not enhance the content significantly.
 - **Needs Improvement**: The design lacks creativity and is overly simplistic or irrelevant to the content.
- **Relevance to Content**
 - **Excellent**: Every visual element directly supports or enhances the content, making the message clearer and more impactful.
 - **Good**: Most visual elements support the content, but some could be more closely tied to the message.

- **Satisfactory:** Visuals are only somewhat related to the content, with some elements that don't seem to add value.
- **Needs Improvement:** Visuals are unrelated or distract from the content.

Response Essay: Students are required to write a three page response paper.

Student can select the chapter from Khalil Muhammad's *The Condemnation of Blackness* or James Forman, *Locking Up Our Own* **300 points** The response paper gives students the opportunity to analyze the main points of the reading and should address the author's thesis and evidence. Students can include quotes from the readings to support their thesis.

Historical Context.					Score
75 points	Clear introduction with precise and original thesis that places topic in appropriate historical context	Somewhat clear introduction with a thesis but does place topic in appropriate historical context	Unclear introduction and thesis that places topic in appropriate historical context		
Comprehension					
75 points	Clearly discusses argument, evidence or relationship between articles	Somewhat discusses argument, evidence, or relationship between articles	Did not describe argument, evidence, or relationship between articles		
Analysis					
75 points	Analyzes argument, supports conclusion and provides explanation	Somewhat analyzes argument, supports conclusion, and provides explanation	Does not analyze argument, support conclusions, and provide explanations		
Evaluation					

75 points	<p>Clear assessment of argument with specific evidence or identifies weakest argument with specific evidence</p> <p>Essay was clear and concise with citations</p>	<p>Somewhat clear assessment of argument with specific evidence or identifies weakest argument with specific evidence</p> <p>Essay was clear and concise with citations</p>	<p>Unclear assessment of argument with no specific evidence or did not identify weakest argument with specific evidence</p> <p>Essay was unclear with major grammatical errors and no citations</p>		

Podcast: Students are required to create a 4 minute podcast that combines your readings from Hinton’s book. The podcast team will consist of two students. You should decide on your format. NPR style or one that is informative and entertaining. Your podcast can includes sound drops to highlight an important point. 200 points

Category	Excellent (A)	Good (B)	Satisfactory (C)	Needs Improvement (D-F)	Score (0-40)
Content Quality & Relevance	<ul style="list-style-type: none"> - Highly relevant, engaging, and well-researched content. - Excellent coverage of topic with clear main ideas. - Demonstrates deep understanding of the subject. 	<ul style="list-style-type: none"> - Relevant and mostly engaging content. - Covers the topic well but lacks depth or detail in some areas. 	<ul style="list-style-type: none"> - Somewhat relevant, but could be more focused. - Lacks detail or clarity in parts. - Some parts feel off-topic. 	<ul style="list-style-type: none"> - Irrelevant, unclear, or disjointed content. - Topic is not well defined. - Major gaps in understanding. 	
Structure & Organization	<ul style="list-style-type: none"> - Clear and logical structure. - Easy-to-follow flow, with smooth transitions between segments. - Excellent introduction, body, and conclusion. 	<ul style="list-style-type: none"> - Good structure with a mostly logical flow. - Some minor disruptions in flow, but easily understandable. 	<ul style="list-style-type: none"> - Structure is somewhat unclear. - Disorganized or hard to follow in some parts. - Transitions need improvement. 	<ul style="list-style-type: none"> - Very disorganized. - Hard to follow or lacks clear structure. - No clear introduction, body, or conclusion. 	

Category	Excellent (A)	Good (B)	Satisfactory (C)	Needs Improvement (D-F)	Score (0-40)
Delivery & Presentation	<ul style="list-style-type: none"> - Strong, confident, and engaging delivery. - Excellent pacing and tone. - Clear enunciation and appropriate energy. 	<ul style="list-style-type: none"> - Good delivery, but could be more dynamic or confident. - Slight issues with pacing or tone, but still easy to follow. 	<ul style="list-style-type: none"> - Delivery lacks energy or feels monotonous. - Some issues with pacing, tone, or clarity. 	<ul style="list-style-type: none"> - Poor delivery or difficult to follow. - Monotone or unclear speech. - Distracting pacing or excessive filler words. 	
Technical Quality	<ul style="list-style-type: none"> - Excellent sound quality: clear audio with balanced volume. - No background noise or technical issues. - Good use of music, sound effects, or editing. 	<ul style="list-style-type: none"> - Good sound quality with minimal issues. - Slight background noise or volume inconsistencies. 	<ul style="list-style-type: none"> - Noticeable sound issues (e.g., inconsistent volume, background noise). - Some editing could be improved. 	<ul style="list-style-type: none"> - Poor sound quality (e.g., muffled, echo, or disruptive background noise). - Lacks editing or clear audio problems. 	
Creativity & Originality	<ul style="list-style-type: none"> - Highly creative approach to the topic. - Original ideas or unique perspective. - Effective use of storytelling, humor, or other creative elements. 	<ul style="list-style-type: none"> - Creative approach, but ideas may not feel fully unique. - Uses some engaging techniques but doesn't stand out. 	<ul style="list-style-type: none"> - Limited creativity or originality. - Standard approach to the topic, lacking new ideas. 	<ul style="list-style-type: none"> - Lacks creativity or originality. - Very basic or uninteresting treatment of the topic. 	

PRESENTATION OF WORK

All written assignments must be typed-double spaces, using Times New Roman 12 point font in MS word. You must use a standard one inch margin, no bold-faced or large fonts. Use the University of Chicago Style.

<https://www.chicagomanualofstyle.org/home.html>

All pages should be numbered and I do not need a cover sheet. The assignment is due before the end of class.

EVALUATION OF ALL ASSIGNMENTS AND CLASS ASSIGNMENTS

1)Quality, scope, and organization of documentation 2) Clarity and coherence of expression 3) Spelling, Grammar and Punctuation 4) Quality of Critical Analysis 5) Demonstration of an understanding of information and concepts addressed in the readings and or discussed in module lecture 6) Following directions and completing assignments on time.

COURSE OUTLINE

Readings are due the day that they appear on the outline

Week 1: Tuesday, January 14

Intorduction to Course

Week 2: Tuesday, January 21

“Preventing Crime: White and Black Reformers in Philadelphia” Khalil Gibran Muhammad, *The Condemnation of Blackness: Race and Crime, and the Making of the Modern Urban America*, pages 146-163.
On Canvas

Week 3: Tuesday, January 28

Hinton, *War on Poverty to War on Crime*. Introduction: “Origins of Mass Incarceration”
Maya Bradley

Week 4: Tuesday, February 4

Hinton, *War on Poverty and War on Crime*, Chapter 1, “The War on Black Poverty”
Trinity Chan

Week 5: Tuesday, February 11

Hinton, *War on Poverty and War on Crime*, Chapter 2, “Law and Order in the Great Society”

Week 6: Tuesday, February 18

Hinton, *War on Poverty and War on Crime*, Chapter 3, “The Preemptive Strike”
Glen Gilla

Response Paper on Muhammad Due

Week 7: Tuesday, February 25

Hinton, *War on Poverty and War on Crime*, Chapter 4, “The War on Black Crime”
David Kraehmer

Week 8: Tuesday, March 4

Introduction and Chapter 1, “Gateway to the War on Drugs Marijuana, 1975” in James Forman, *Locking Up Our Own: Crime and Punishment in Black America*
Canvas

Week 9: Tuesday, March 11

Hinton, *War on Poverty and War on Crime* Chapter 5 “The Battlegrounds of the Crime War”
Sebastian Lescher

Week 10: Tuesday, March 25

Hinton, *War on Poverty and War on Crime*, Chapter 6: “Juvenile Injustice”
Sebastian Penagos

Week 11: Tuesday, April 1

Hinton, *War on Poverty and War on Crime*, Chapter 7, “Urban Removal”
Maya Sirivelu

Week 12: Tuesday, April 8

Hinton, *War on Poverty and War on Crime*, Chapter 8, “Crime Control as Urban Polity
Abraham Stefanos

Week 13: Tuesday, April 15

Hinton, *War on Poverty and War on Crime*, Chapter 9, “From the War on Crime to the War on Drugs”

Response Paper on Forman Due

Kira Zauttke

Week 14: Tuesday, April 22

Hinton, Epilogue, *Recognizing With the War on Crime*”

Podcast Presentations

Podcast Teams

Maya Bradley and Kira Zauttke

Trinity Chan and Abraham Stefanos

Maya Sirivelu

Glen Gillia and Sebastian Penagos

Sebastian Lescher Kavid Kraehmer

CLASSROOM DECORUM

Students are expected to arrive to class on time and behave in a manner that is respectful to the instructor and to fellow students. Please avoid the use of cell phones and restrict eating to outside of the classroom. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at minimum, if at all.

COMMUNICATIONS

Please allow 24-48 hours during the week. I do not check work emails during the weekend, so plan ahead. Emails sent on the weekend will be answered the next Monday or Tuesday. Again, manage your crisis by being prepared—do not email the night before a deadline as you probably will not get an answer. If you email me the morning of class, you will not get a reply until later that day or the next day.

ATTENDANCE POLICY AND MAKE UP POLICY

Class attendance is expected.. Excused absences are consistent with university policies in the undergraduate catalog (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>) and require appropriate documentation. Students who can demonstrate that they were unable to submit an assignment by the deadline due to an excused absence and who can provide appropriate documentation for the absence will be given a reasonable period of time to make up the late work.

STUDENTS WITH DISABILITIES

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UNIVERSITY OF FLORIDA HONOR CODE

University of Florida students are bound by the Honor Pledge. On all work submitted for credit by a student, the following pledge is required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Student Honor Code and Conduct Code (Regulation 4.040) specifies a number of behaviors that are in violation of this code, as well as the process for

reported allegations and sanctions that may be implemented. All potential violations of the code will be reported to Student Conduct and Conflict Resolution. If a student is found responsible for an Honor Code violation in this course, the instructor will enter a Grade Adjustment sanction which may be up to or including failure of the course.

UF COUNSELING AND WELLNES CENTER

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

OTHER CAMPUS RESOURCES

Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).

University Police Department: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

ACADEMIC RESOURCES

E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

[Honors Program](#), 201 Walker Hall, 352-392-1519
Quick questions for an Honors Advisor email advisor@honors.ufl.edu
Need an Honors advising appointment? Schedule via Microsoft Bookings, <https://bit.ly/ufhonorsadvising>

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

On-Line Students Complaints: [View the Distance Learning Student Complaint Process.](#)

WRITING STUDIO

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 302 Tigert Hall for one-on-one consultations and workshops.

COURSE EVALUATION

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://gatorevals.aa.ufl.edu/>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://gatorevals.aa.ufl.edu/>.