

# Punishment, Law and Society

Elizabeth (Beth) Whalley

Fall Semester 2016

SOCY 4084 - 001

Environmental Design Building 150



*"We find that all of us, as a society, are to blame, but only the defendant is guilty."*

"Punishment can be seen to reflect our understanding and our values, and is therefore regulated by standards people apply every day for what is and what is not possible to do to others. So the question for each of us is: would it be in accordance with my general set of values to live in a state which represented me in this particular way? ...Belonging to Western industrialized culture, I am also represented by what happens in the USA. It is in a way also a part of me that cultural relatives find it acceptable to do such things to so many fellow citizens."

*--Nils Christie, 1994: 185-6*

Office: Ketchum 482, IBS C350F.

IBS Office: It's a bit further from main campus, in the Institute for Behavioral Sciences (called IBS). The building is sort of on the same road as the Starbucks on University, and is just behind the Armory building/Continuing Ed. I'm on the third floor, in cubicle C350F, which is towards the eastern side by the windows.

*Address of the building:*

1440 15th St, Boulder, CO 80309

E-mail: [elizabeth.whalley@colorado.edu](mailto:elizabeth.whalley@colorado.edu)

Office Hours: Monday and Wednesdays 1 pm- 2 pm in Ketchum 482 and by appointment.

*[Please note that the instructor reserves the right to make changes to this syllabus]*

## REQUIRED READINGS

1. **Abolition Democracy: Beyond Prison, Torture And Empire**

ISBN: 9781583226957

Author: Davis, Angela Y.

**2. Can't Catch a Break**

ISBN: 9780520282797

Authors: Sered and Norton-Hawk

**3. Our Punitive Society: Race, Class, Gender and Punishment in America**

ISBN: 9781577666325

Author: Shelden, Randall G.

**4. Locked down, Locked Out: Why Prison Doesn't Work & How We Can Do Better**

ISBN: 9781626562691

Author: Schenwar, Maya

(Optional/additional readings: Angela Davis, Are Prisons Obsolete, Critical Thinking Guide)

Required Articles: Although the bulk of our reading will come from the above four texts, there will be required readings on the Desire2Learn website for the class. You are expected to have completed the readings **on** the day that the readings are due. *Students are responsible for ensuring they can download the readings with sufficient time and for reading the correct readings for a given week.*

## COURSE PERSPECTIVE

This course focuses on the construction and performance of law and punishment in society. The topics covered will focus on forms of punishment and the legal system: the performance, theoretical explanations, and control of it. The approach in the course is a feminist criminological perspective. That is, the course lectures and reading materials will attempt to address the issues of law and punishment in terms of how gender roles and gender inequality are related to the legal system and incarceration. While I am a feminist criminologist within academia regardless of topic, this approach is warranted: the vast majority of those who are incarcerated are men; although women comprise the fastest increasing incarcerated population in the United States today. Gender plays a huge role within incarceration, and within punishment generally. The feminist criminological approach I take is to incorporate the intersection of sexism with other forms of oppression, such as (but not limited to) racism, classism, and heterosexism. The course focus will be on the U.S. although I do make efforts to expand our knowledge base to embrace the world's research.

## COURSE OVERVIEW

This course is organized around three issues. **1)** The first is why we as a society punish the way we do. This is where we will create a theoretical basis to analyze forms of punishment, a foundation that will carry throughout the entire semester. We will discuss how our choices about punishment are affected by *and affect* American culture and social structure. This discussion will lend itself to historical analysis to understand how we got where we are, how we came to punish the way we do. **2)** The second theme is how the United States has achieved the distinction of imprisoning a larger percentage of its population than any other country in the world. We will talk about how we have reached this point, how our current imprisonment rate affects us (and others), and how we as a society might recognize the point at which we have reached an unacceptable rate of incarceration. This is where our discussions around oppression will take root: we cannot understand mass incarceration without examining who it is impacting most, why, and with what implications. What is prison like for those already managing socially complex identities? **3)** The third theme, arising very much from the previous two, will be problematizing punishment. What should be improved, why, and how? What work is being done to reform laws and prison, how effective are these attempts, and what else should be done (if anything?)

## TEACHING PERSPECTIVE

My goal is to produce an environment where we can learn the most, question assumptions, and respectfully discuss ideas and strategies. I want the classroom to be an environment where dialogue can take place in an open and respectful manner. If you have something to ask or add, please do so in a manner for the whole class to hear.

This upper-division course is designed to serve as **a culmination of all the work you have done thus far in college**. I hold high expectations for students taking this course, and you should know that reading and writing are both greatly emphasized. This course is **very** reading heavy, and that reading includes and requires **theoretical analysis**. Students should prepare for each class by reading the assigned materials *before* the start of each class, jotting down notes/questions, and bringing the reading materials to class each day. I encourage students to visit the writing center on campus. Additionally, I will make myself available to read drafts of any of your papers and provide feedback- although drafts will only be reviewed in office hours/by appointment, not by email.

## CLASSMATE INFORMATION:

If you miss a class, I will not provide you with my power point slides or my lecture material. Therefore, I trust that you will rely upon each other to share any missed information or missed lectures.

Name: \_\_\_\_\_ Email: \_\_\_\_\_ Phone: \_\_\_\_\_

Name: \_\_\_\_\_ Email: \_\_\_\_\_ Phone: \_\_\_\_\_

## COURSE GROUND RULES

1. *Never request that another student in the class speak on behalf of a group (e.g., African Americans, Jewish People, Latino/as, Asian Americans, men, women, the LGBTQ community, rape survivors, etc.)*
2. ***Do not use your phones or other electronic gadgets during class (including for text messaging or checking the web for something). If I have to ask you to stop texting more than once, please leave the room when asked. Period. DON'T TEXT. This also includes leaving your cell phone on your desk. No visible cell phones, whatsoever.***
3. *Do not use your laptops during class. If a student has a reason that they believe they must use a laptop during class, please talk to me privately about this.* To use a laptop, I must receive a letter from campus letting me know that you need to use a laptop every day. However, if such a letter is provided and I approve it, using your laptop for anything other than taking notes may result in you not being able to use a laptop anymore, and it will damage my opinion of you. ☺
4. *Kindly refrain from becoming involved in separate conversations or making comments under your breath during lecture and class discussions.*
5. Students are responsible for regularly checking their e-mails from me and Desire2Learn for announcements, what to do about snow days, and so on. Do NOT "blow off" checking D2L and then come to me at the end of the semester to complain about a quiz or paper score.
6. In all emails to me, make sure that **4084** is in the subject line

## UNIVERSITY POLICIES

**Disability Accommodations:** If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in the first two weeks so that your needs be addressed. If you need any special accommodations for exams you must let me know by the third week of class! Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, and <http://www.Colorado.EDU/disabilityservices>. If you have a temporary medical condition or injury, see guidelines at <http://www.colorado.edu/disabilityservices/go.cgi?select=temporary.html>

**Religious Observances:** Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. *In this class, it is important that if the date of a paper due date is during a religious holiday you observe that you let me know immediately at the beginning of the semester so that we can decide what to do. In fact, it is helpful if you let me know in writing, by email, at the beginning of the semester any days you will miss due to religious observances. Also, at the end of the semester I will drop three of the in-class/homework assignments. Remember that if you need to miss an in-class assignment/quiz for religious holidays that those "count" as a lowest grade to be dropped, just like ones missed due to a flat tire, an illness, and so on will also "count." More specifically, you don't get 3 missed and then additional drops for religious observance.* See full details at [http://www.colorado.edu/policies/fac\\_relig.html](http://www.colorado.edu/policies/fac_relig.html)

**Learning Environment and Salutations:** Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at <http://www.colorado.edu/policies/classbehavior.html> and at [http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student\\_code](http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code)

The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of sexual harassment or discrimination or harassment based upon race, color, national origin, sex, age, disability, creed, religion, sexual identity, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH, the above referenced policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>

**Academic Integrity:** All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council ([honor@colorado.edu](mailto:honor@colorado.edu); 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://www.colorado.edu/academics/honorcode/>. PLAGARISM INCLUDES USING A PAPER FROM PREVIOUS CLASSES AND PASSING IT OFF AS ORIGINAL FOR THIS CLASS. This is the most common form of plagiarism. If you have questions, please go to the links above or talk to me in person.

**Student-Athletes:** It is the student's responsibility to notify each instructor—in the first week of the semester and in writing—about any known conflicts between academic requirements and intercollegiate varsity athletic events. For conflicts that arise during the regular term, instructors have full authority to decide whether and/or how to accommodate those conflicts. While an instructor has the right to refuse to allow make-ups or other accommodations, he or she is permitted to provide such accommodations. Intercollegiate varsity athletics events during final exams, which are normally forbidden by university policy, must be approved in writing by the BFA Intercollegiate Athletics Committee well in advance of the event. Students involved in these events must then work with their instructors in regard to any missed work, as required above.

**Club Sports:** It is the student's responsibility to notify each instructor—in the first several weeks of the semester and in writing—about any known conflicts between academic requirements and sport club events. For conflicts that arise during the regular term, instructors have full authority to decide whether and/or how to accommodate those conflicts. While an instructor has the right to refuse to allow make-ups or other accommodations, he or she is permitted to provide such accommodations.

## THE SENSITIVE NATURE OF THIS COURSE

As is common in a sociology class that covers "hot button issues," sometimes students who've taken this course in the past report wanting to ask questions that they fear are "stupid" or "offensive." I don't want this concern to limit learning. Therefore, if you have a question you are uncomfortable bringing up during class, or want to check with me about before you bring it up during class, please feel free to ask me on e-mail, after class, or during my office hours. If I think it is inappropriate, I will tell you, but chances are it is not inappropriate and other students may have the same question or benefit from a discussion of it. Sometimes students tell me "I don't want to ask this question during class or make this point, but could you?" If I agree that it would be useful for the class, I am happy to bring the issue or question up myself (without giving the student's name).

The content of this course may prove upsetting to you- as we discuss privilege, drug use, violence (including torture), sexual assault and intimate partner abuse in depth. Should you decide during the semester that information about options for your individual or another person's circumstances and/or psychological counseling would be appropriate, there are many services available on and off campus. You can call start by calling Victim Assistance on campus at 492-8855, visit them in 217-219 Willard Hall, or access their website <http://www.colorado.edu/studentaffairs/victimassistance/index.html>. If you are having trouble for any reason, coming to class, doing the readings, and so on, it is very important you come and discuss this with me as soon as possible so that we can decide whether it is best for you to drop the class; rather than to wait until the end of the semester when it is impossible with missed classes to do well or even pass.

## GRADING

Desire2Learn: Vital information for the class will be on Desire2Learn, including optional materials to help with class. Grades will also be posted on Desire2Learn. Students are expected to check Desire2Learn regularly for any announcements. These might include "last minute" advice about an upcoming paper, what to do if a paper is due on a snow day, etc. It is students' responsibility to check Desire2Learn regularly for announcements, guides, grades, and so on. I will also use email to contact students, so please be sure to read your emails from me!

Attendance & Class Participation: Students are expected to regularly attend class, arrive on time, and leave once class is over. Being disrespectful to the professor, other students, guest speakers, or anyone else could result in your permanent removal from the course. If you arrive late regularly, it will impact your participation grade, mainly because quizzes are taken at the beginning of class (see below).

Papers (45%): There are two papers due for this class. The first paper is worth 15% of your grade, and the final paper is worth 30% of your grade. There is no cheating on papers. This means no collaboration, copying and pasting from articles, **or using papers from another class to replace these papers. Even if you're writing them during the same semester. You cannot hand in the same paper for two classes without permission.** If I find out you've cheated in any way that violated the CU Honor Code, I will fail you in the course. I don't hide the fact that you're uploading these papers online into a plagiarism detector! You found that source online!

Fieldwork (15%): Often, our ideas about how the criminal justice system works are shaped by television. Everyone loves an SVU binge: Elliot and Stabler are bastions of criminal justice. However, television is sometimes not the most reliable medium for accurate information. I would like for each of you to spend at least four hours (in two segments) "in the field" seeing what the system really looks like. You may go to the courthouse to observe hearings or a trial (easiest, open to the public, everyday, schedule is online),

you may go on a ride-along with a police officer (which you'll contact them to arrange), you may tour a jail or prison (sometimes arranged by the sociology department, don't rely on this option though!), or you may do something else with my approval. There is a reading on CULearn by Emerson that provides some guidance about taking good field notes. On two occasions during the semester (as listed on the class schedule), you will turn in field notes. As a rough guideline, you will probably have 2-3 typed pages of field notes for every hour in the field.

Final Paper: On Tuesday December 13 at 1:30pm a formal, typed paper is due on Desire2Learn. Papers can always be submitted early.

Final proposal, outline/summary, class presentation, and final draft (30%):

Your final paper will require far more detail and in-depth preparation than your other pieces of writing. I encourage you to choose a topic in the fields of punishment, incarceration and law that is of interest to you. There are several parts to this final paper:

1. Proposal: October 17th, 11am (On D2L) = (5%)  
Your proposal will simply state the topic that you wish to research and some of the questions that you have about the topic. This should be about a paragraph long.
2. Summary, Outline, and Readings: November 11<sup>th</sup> 11am (On D2L) = (5%)  
You should conduct preliminary research on your topic so that you can write a more detailed summary of what issues your paper will address (3-4 paragraphs). For example, if you are thinking about exploring solitary confinement, what have been the recent trends and legislative changes on this topic? Have scholars questioned the effectiveness of solitary confinement as punishment? Then, you must provide an outline of your paper. You are also required to **find 3 outside readings** (peer-reviewed journal articles or academic books) on your approved topic and submit that along with your summary and outline [NOTE: these readings should *not* include governmental reports, internet sources, films, magazine or news articles, although these *will* be helpful to you].
3. Rough Draft: December 7<sup>th</sup>, (On D2L AND PRINTED IN CLASS) = (5%) You will hand in a rough draft of your paper so far on D2L, and will also bring a paper to class to be peer-edited. Your rough draft should be at least 60% of your complete paper (more than half). It will also be very important that your final draft show improvement and reflection off of the peer reviews.
4. Final Draft: Tuesday December 13 1:30 pm = 85%  
I will provide instructions on this paper and guiding suggestions, as well as a grading rubric. Your paper should be well organized and logically clear, and the use of headings may help in guiding the reader (and yourself, as the writer) to the purpose of each section. You should rely on outside readings, readings from class, and any other materials that support your paper. Your paper should have a bibliography attached, using the ASA style guide, as well as proper in-text citations (ex: Sutton 1993: 5). ***Your final paper should be 8-10 pages double-spaced, 12-point font, Times New Roman, with 1-inch margins.*** The ASA style guide can be found here: <http://www.buffalostate.edu/library/docs/asa.pdf>.

In-Class/Quiz and Homework Written Assignments (40%): Approximately once a week (may be slightly more or less) students will be asked to do an in-class or homework assignment. Pop quizzes will be used in this course, and if you miss the quizzes, this will significantly impact your participation grade. No make-ups: if you miss a quiz, make sure you're prepared and present for the next. These assignments (other than the one in the first week) cannot be made up. I will drop the lowest 3 of these grades at the end of the semester. *If you are late for class or leave early or simply miss class for any reason, you cannot make up the missed assignment.* Be sure to write your names legibly on these assignments. Be sure to hand these in when they're requested. (If you hand in a quiz or other in-class assignment later in the class, it will not



be counted.) Looking at your phone or any papers during a quiz is considered cheating and you will flunk the course.

*Extra Credit Journals/Logs:* At two points during the semester (10/10 & 12/2) you can hand in a journal/log for extra-credit. These optional logs/journals are due to me at 11 a.m. on D2L, an hour before class. Each of these is worth up to a total of 5 points to your grade (a lot!). They must be handed in on time in order to receive credit. You are not required to do both logs to get credit. You can do both, or you can only do the first or only do the second log. Be sure to follow directions: **To receive full points on these logs, they must include weekly information on what you learned in the readings. The logs must be typed, on time, and submitted on Desire2Learn.** Logs can be viewed as a journal or reaction paper to the material you are learning in this course, but be sure to include the readings. If you want, you can keep a log of your feelings and insights on the topic covered in readings and lectures, perhaps typing in it after each class or after conducting the readings. Alternatively, you can simply type up what the class has caused you to think about, or things you are noticing around you due to the class material. You can write about your personal experiences past or present. **I do not see the logs/journals as a summary of the facts learned in the lectures or your lecture notes**, but rather how you see the material applying to your life and/or what you think is accurate or inaccurate, unique, etc. about the readings, lecture, videos, guest speakers, etc. **YOU WILL NOT GET CREDIT IF YOU SUMMARIZE THE READINGS.** Thus, you may use these papers to critique the readings, discussing what you do and/or do not like about them. I imagine these logs/journals to be approximately ½ to 1 single-spaced typed page per week that is covered. Please date your journals throughout so that I know to which week you are responding (i.e., what day you are typing each entry). Logs can always be submitted early. Late logs are not accepted/graded.

Late Policy: Papers can only be late with official documented proof of absence. Otherwise, half a point will be taken off the overall grade for each day the paper is late, including the first day (past the time deadline).

Office Hours: My office hours are available to you to come in and discuss any aspect of the course. I hope you will come and discuss interests or course problems with me, or even just introduce yourself. If you can't meet during my scheduled office hours (see the first page of the syllabus) but would like to meet in person, please make an appointment. I'm around a lot, on campus a lot, and very accessible. Also-frequently, students want to meet with me to discuss sensitive topics around the content of this course. Unfortunately, I share my office with other graduate students. If you would like to meet with more privacy, please let me know ahead of time and I'll find a space.

**Cheating:** There is no excuse for cheating. Any student caught cheating on an exam or paper will **fail the course!** No exceptions will be made. Cheating includes looking at or copying another student's quiz, using a "crib" sheet or notes during a quiz, looking at a reading during an in-class quiz, copying any part of another student's log or paper, plagiarizing for the paper, and so on. It is each student's responsibility to ensure that nothing related to the class, such as notes, is in view during a quiz! **IF YOU ARE LOOKING AT YOUR CELL PHONE OR A PIECE OF PAPER DURING A QUIZ, I WILL ASSUME YOU ARE CHEATING. DO NOT DO THIS!** Do NOT talk to anyone else still taking a test even if you have handed your quiz in, even if it's to say "I'll see you at the coffee shop." Also, cheating includes using a paper you've written before or are writing for a class you're taking currently. **Don't plagiarize yourself.**

Pass/Fail Students: Students taking the course pass/fail have no different obligations in terms of passing the course than students not taking the course pass/fail! Both types of students must make the same grade to pass the course.

Graduating Seniors: Graduating seniors have the same requirements for grades in this course as other students. No special treatment is available for graduating seniors. They must make 60.0% or higher to pass the course.

Grade Disputes: Please keep **all** returned work in the event that you have a grade dispute at the end of the semester. Make sure you check Desire2Learn regularly for your grades, and not at the end of the semester alone.

Detention tours: I will be arranging at least two tours to local detention centers. This is a great experiential learning opportunity, and one of the more illustrious aspects of taking a criminological course at CU Boulder. The staff and faculty in the sociology department go to great lengths to maintain good rapport with these institutions, therefore if you sign up for a tour you must hold yourself accountable to attending.

Grading Method:

"A" work will: creatively utilize outside items; go beyond the basic scope of the assignment; fully integrate appropriate textual ideas, concepts, AND quotations; critically examine and analyze; be completely proofread and spellchecked (a few errors is human); will utilize sociological (structural, big picture) analysis. Work at this level is: sophisticated, creative, thoughtful, complete, analytical, precise, and instructive. It meaningfully transcends regurgitation. "A" work is superior in every sense.

"B" work will do much of the above but will fall somewhat short in *more than one* area described above. It may be less proofed, less analytical, less original, less thoughtful, less creative, less appropriate in terms of citations. This is the normal grade, statistically!

"C" work will be 'average' papers, perhaps not as creative, not as critical, not as analytical as other papers. Proofing and writing errors may obscure arguments. Outside items may not be appropriate, apt, or useful. Sociological analysis will be incomplete. Work at this level is *average* – it does not go beyond the scope of the assignment in any way. Citations will be incomplete and/or simplistic; ideas will not transcend those offered in class.

"D" work will lack mastery of the assignment in multiple and significant ways: maybe no outside items will be utilized; perhaps the analysis will be overly simplistic; the paper may demonstrate no use of texts, concepts, and ideas; it will not be proofread and will suffer from poor, simplistic expression and communication of ideas.

Grade Breakdown:

|                                     |            |
|-------------------------------------|------------|
| First Paper                         | 15 points  |
| Field Work (1 & 2)                  | 15 points  |
| Final Paper                         | 30 points  |
| Participation (quizzes, attendance) | 40 points  |
| <hr/>                               |            |
| Total                               | 100 points |

|               |           |          |
|---------------|-----------|----------|
| Extra Credit: | Journal 1 | 5 points |
|               | Journal 2 | 5 points |

Grade Chart for End of Semester Course Grade

|          |                |
|----------|----------------|
| A >93    | C+ 77-80       |
| A- 90-93 | C 70-77        |
| B+ 87-90 | C- 65-70       |
| B 83-87  | D 60-65        |
| B- 80-83 | F 60 and below |

Some of the content of this syllabus is borrowed (with permission) from Dr. Joanne Belknap and Colleen Hackett from the University of Colorado and Dr. Rebecca Plante from Ithaca College.



## WEEKLY OUTLINE

Additional required readings are available on Desire2Learn

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|--|--|
| <p><b>August 22/24/26</b></p> <p>Week 1</p> <p>8/26: 1<sup>st</sup> Week "Paper", D2L 11 am</p>                                | <p><i>Introduction &amp; why do we punish?</i></p> <p><b>Readings:</b></p> <p><b>Monday (M):</b> Nothing, you just got here. Wouldn't want you to start off with a disadvantage....</p> <p><b>Wednesday (W):</b><br/><u>Our Punitive Society</u>, Introduction: p. 1-17</p> <p><b>Friday (F):</b><br/><u>Abolition Democracy</u>: Intro: 5-15, Ch.1 30-44</p>                                  |
| <p><b>August 29/31, Sept 2</b></p> <p>Week 2</p>   | <p><i>A culture of punishment</i></p> <p><b>Readings:</b></p> <p><b>Monday (M):</b> <u>Punishment &amp; Modern Society</u>, Ch. 1**: p. 10-22, <b>on D2L</b></p> <p><b>Wednesday (W):</b><br/><u>Can't Catch a Break</u>, Introduction: p. 1-20</p> <p><b>Friday (F):</b><br/><u>Are Prisons Obsolete?</u>: Ch. 2: p. 22-39 <b>on D2L</b><br/><u>Our Punitive Society</u>, Ch. 4: p. 77-85</p> |
| <p><b>September (5)/7/9</b></p> <p>Week 3</p> <p><i>Labor Day 9/5, no class</i><br/><i>Last day to withdraw w/o W, 9/7</i></p> | <p><i>Changes over time</i></p> <p><b>Readings:</b></p> <p><b>Wednesday (W):</b><br/><u>Ironies of Imprisonment</u>, Ch. 2*: p. 7-17, <b>on D2L</b><br/><u>Can't Catch a Break</u>, C. 4: p. 71-89</p> <p><b>Friday (F):</b><br/><u>Are Prisons Obsolete?</u>: Ch. 4: p. 40-59, <b>on D2L</b></p>  |
| <p><b>September 12/14/16</b></p> <p>Week 4</p> <p>9/16: Fieldwork 1, D2L 11am</p>  | <p><i>International comparisons &amp; intersectionality</i></p> <p><b>Readings:</b></p> <p><b>Monday (M):</b><br/><u>Our Punitive Society</u>, Ch. 1: p. 21-36</p>   |

|   |  |
|---|--|
|   | <p><b>Wednesday (W):</b><br/> <u>Can't Catch a Break</u>, Ch. 3: p. 57-70</p> <p><b>Friday (F):</b><br/> <u>Invisible Punishment</u>, Ch. 15**: p. 258-278, <b>on D2L</b></p>  |
| <p><b>September 19/21/23</b></p> <p>Week 5</p>                                    | <p><i>Prison Industrial Complex &amp; Private Prisons</i></p> <p><b>Readings:</b></p> <p><b>Monday (M):</b><br/> <u>Our Punitive Society</u>, Ch. 2: p. 37-47 midpage<br/> <u>Mother Jones: Private Prisons</u>, <b>on D2L</b></p> <p><b>Wednesday (W):</b><br/> <u>Our Punitive Society</u>, Ch. 2: p. 47-57<br/> <u>Are Prisons Obsolete?:</u> Ch. 5: 84-93 , <b>on D2L</b></p> <p><b>Friday (F):</b><br/> <u>Are Prisons Obsolete?:</u> Ch. 5: 93-104 , <b>on D2L</b></p> |
| <p><b>September 26/28/30</b></p> <p>Week 6</p> <p>9/28: Paper 1 Due, D2L 11am</p> | <p><i>Problems: Race &amp; class disparities</i></p> <p><b>Readings:</b></p> <p><b>Monday (M):</b><br/> <u>The New Jim Crow</u> (Alexander 2010)**, p. 7-26, <b>on D2L</b></p> <p><b>Wednesday (W):</b><br/> <u>Our Punitive Society</u>, Ch. 4: 82-96</p> <p><b>Friday (F):</b><br/> <u>Can't Catch a Break</u>, C.2: 39-56</p>   |
| <p><b>October 3/5/7</b></p> <p>Week 7</p>   | <p><i>Jail &amp; Living Incarceration</i></p> <p><b>Readings:</b></p> <p><b>Monday (M):</b><br/> <u>Our Punitive Society</u>, Ch. 3: p. 57-72</p> <p><b>Wednesday (W):</b><br/> <u>Locked Down, Locked Out</u>, Introduction and C.1: p. 1-26</p> <p><b>Friday (F):</b><br/> <u>Locked Down, Locked Out</u>, C.2: p. 27-40</p>   |

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| <p><b>October 10/12/14</b></p> <p>Week 8</p> <p><i>10/10: Optional Reading Log, D2L 11am</i></p> | <p><i>Living Incarceration &amp; Rehabilitation</i></p> <p><b>Monday (M):</b><br/><u>Can't Catch a Break</u>, C.5: 90-106</p> <p><b>Wednesday (W):</b><br/><u>Locked Down, Locked Out</u>, C.3: p. 41-56</p> <p><b>Friday (F):</b><br/><u>Locked Down, Locked Out</u>, C.4: p. 57-80</p>  |
| <p><b>October 17/19/21</b></p> <p>Week 9</p> <p><i>10/17: Project Proposal, D2L 11am</i></p>     | <p><i>Problems: Gender disparities, LGBTQ issues</i></p> <p><b>Monday (M):</b><br/><u>Our Punitive Society</u>, Ch. 8: p. 137-156</p> <p><b>Wednesday (W):</b><br/><u>Can't Catch a Break</u>, C.1: 21-39</p> <p><b>Friday (F):</b><br/><u>Locked Down, Locked Out</u>, C.5: p. 81-95<br/><u>Can't Catch a Break</u>, C.7: 126-140</p>  |
| <p><b>October 24/26/28</b></p> <p>Week 10</p>  | <p><i>Reentry, Recidivism and Collateral Consequences</i></p> <p><b>Readings:</b></p> <p><b>Monday (M):</b><br/><u>Our Punitive Society</u>, Ch. 8: p. 193-216</p> <p><b>Wednesday (W):</b><br/><u>Invisible Punishment</u>, Ch. 1 &amp; 3: p. 16-36, 50-58 <b>*On D2L*</b></p> <p><b>Friday (F):</b><br/><u>Can't Catch a Break</u>, Ch.6: 107-125<br/><u>Can't Catch a Break</u>, C8: 141-156</p> |
| <p><b>October 30/Nov 2/4</b></p> <p>Week 11</p>  | <p><i>Capital Punishment, Law, and Society</i></p> <p><b>Readings:</b></p> <p><b>Monday (M):</b><br/><u>Our Punitive Society</u>, Ch. 5: p. 103-125</p> <p><b>Wednesday (W):</b><br/><u>Ironies of Imprisonment</u>, Ch. 7: p. 101-119, <b>on D2L</b></p>   |

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|  | <p><u>Abolition Democracy</u>, 91 -99</p> <p><b>Friday (F):</b><br/> <u>Just Mercy</u> (Stevenson 2014)**, Ch. 4: p. 72-91, <b>on D2L</b></p>  |
| <p><b>November 7/9/11</b></p> <p>Week 12</p> <p>11/11: <i>Summary/Outline</i>, D2L 11am</p>          | <p><i>Solutions: Reform and Abolition</i></p> <p><b>Reading:</b></p> <p><b>Monday (M):</b><br/> <u>Locked Down, Locked Out</u>, C.7: p. 115-134</p> <p><b>Wednesday (W):</b><br/> <u>Can't Catch a Break</u>, Conclusion: 157-165<br/> <u>Invisible Punishment</u>, Ch. 16**: p. 279-292, <b>on D2L</b></p> <p><b>Friday (F):</b><br/> <u>Our Punitive Society</u>, Ch. 9: p. 221-240</p>  |
| <p><b>November 14/16/18</b></p> <p>Week 13</p> <p>11/18: <i>Fieldwork 2</i>, D2L 11am</p>            | <p><i>Solutions: Reform and Abolition</i></p> <p><b>Monday (M):</b><br/> <u>Locked Down, Locked Out</u>, C.8: p. 135-158</p> <p><b>Wednesday (W):</b><br/> <u>Locked Down, Locked Out</u>, C.9: p. 159-184</p> <p><b>Friday (F):</b><br/> <u>The Little Book of Restorative Justice**</u>, Select excerpts, <b>D2L</b></p>   |
| <p><b>November 21/23/25</b></p>  | <p><b>Fall Break - No Class</b></p>  |
| <p><b>November 28/30 Dec 2</b></p> <p>Week 14</p> <p>12/2: <i>Optional Reading Log</i>, D2L 11am</p> | <p><i>Solutions: Reform and Abolition</i></p> <p><b>Monday (M):</b><br/> <u>Locked Down, Locked Out</u>, C.10: p. 185-202<br/> <u>Abolition Democracy</u>, 64 bottom -72</p> <p><b>Wednesday (W):</b><br/> <u>Are Prisons Obsolete?</u>, Ch. 6: p. 105-115 <b>on D2L</b><br/> <u>Abolition Democracy</u>, p. 107 - 125</p> <p><b>Friday (F):</b><br/> <u>Instead of prisons: handbook for abolitionists**</u>: Select excerpts, <b>D2L</b></p> |

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| <b>December 5/7/9</b><br><br>Week 15<br><br><i>12/7: Rough Draft Due, D2L and<br/>printed in class, 11am</i> | <b>Course Wrap-Up</b><br><br><b>No Reading</b> |
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**FINAL EXAM - Tuesday December 13 1:30PM , PAPER DUE ON D2L**

**First Week of Class Paper**  
DUE ON D2L Friday August 26<sup>th</sup> by 11am

--Typed.

--Include your name, major and year.

**THIS** is your first-day-of-class-assignment. To earn credit, all you need to do is write as much as you like about these six questions:

- (1) What are your expectations for this class? Why'd you sign up? What are you most interested in learning about? What do you hope to gain (or lose)?
- (2) Identify between one and three goals for your own discussion participation this semester. You should include both general goals and concrete, specific steps you will take toward those goals. Be sure that your goals are realistic: think about what you can actually accomplish in a semester. Developing discussion skills is a long-term process; your aim for this semester should be to make positive progress toward your long-term goals. *Examples: I want to make sure that when I talk in class, I am using the reading in making my points. OR I want to make sure to talk at least once a week, because I historically do not talk much! OR I want to push myself to make sure I am helping advance discussion by making contributions that build from something one of my peers has said.*
- (3) Assess your own writing abilities at this point. What do you do well? What would you like to do better? What are your personal writing anxieties? Identify between one and three goals for your writing work this semester. You should include both general goals and concrete, specific steps you will take toward those goals. Be sure that your goals are realistic: think about what you can actually accomplish in a semester.
- (4) Do you have any suggestions for activities or methods of conveying information during lectures and discussions (such as 'always write stuff on the board' or 'try to make as many Orange is the New Black references as possible')? What helps you to learn?
- (5) Write a sentence promising you've read, understand and will adhere to the syllabus completely. All this needs to be is one sentence, i.e. (I promise swear affirm that I have read the syllabus and now you can throw it back in my face later when I'm crying in your office with my late paper that I bought off the internet).
- (6) Tell me something interesting about yourself. Or something interesting about someone else. Tell me something that will make me remember who you are.