

San José State University
CASA/Justice Studies
JS 222-01,

Penal Policies and Justice, Spring 2017

Course and Contact Information

Instructor:	Victor Thompson
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Office Hours:	Thursday 2:00-3:00pm; Friday 9:00-10:00am; or by appt.
Class Days/Time:	Thursdays 4:30-7:15pm
Classroom:	MQH 526

Course Description

A critical review of historical and contemporary theoretical models. Evaluation of current research on treatment, rehabilitation/punishment models and their use in adult and juvenile institutions and community settings.

Course Goals

This course takes a graduate level approach to understanding penal policies in the United States and around the globe. As such, students are expected to engage critically with scholarly works through written and oral work. Much of the class will be spent discussing themes in the readings and their connection to each other and broader themes in justice studies. We will develop a better understanding of the history of punishment and penal policies, how punishment is implemented, and the effects of punishment on individual's lives.

CLO1: identify, describe, analyze, and critique arguments about penal policies and justice (measured by weekly presentations, responses, and a final paper).

CLO2: read scholarly critique as a conversation and narrate that conversation in oral and written work (measured by in-class participation and through writing).

CLO3: write and present original work on approved topics related to penal policies and justice. (measured through writing assignments)

CLO4: Understand the history of penal policies and some of the debates around their effectiveness. (measured through in-class participation)

Required Texts/Readings

- Sykes, G. M. (2007). *The society of captives: A study of a maximum security prison*. Princeton University Press.
- Rios, V. M. (2011). *Punished: Policing the lives of Black and Latino boys*. NYU Press.
- Tonry, M. (2011). *Punishing race: A continuing American dilemma*. Oxford University Press.
- Irwin, J., & Owen, B. (2004). *The warehouse prison: Disposal of the new dangerous class*. Oxford University Press, USA.
- Hassine, V., & Wright, R. A. (1996). *Life without parole: Living in prison today*. Los Angeles, CA: Roxbury Publishing.
- Dikötter, F. (2007). *Cultures of confinement. A History of the Prison in Africa, Asia and Latin America*. Hurst & Company.

Other readings available on Canvas

Course Requirements and Assignments

Class Discussion Leader (25%)

You are required lead 4 class discussions on the readings as part of a small group (groups of 4). For this assignment you will identify the main points of each set of readings and lead the class on a discussion that highlights the themes of the readings. These discussions will take place each class in the second half of the class.

Guidelines

- You are required to turn in a short outline of what you plan to do. This is due three days before you lead the discussion.
- The student-led discussion sections will last approximately 1 hour and will be led by 4 students. However, EVERYONE is expected to participate.
- These are NOT presentations! Do not come to class and present something for an hour. Your job is to get others involved with the readings and to assist the class in identifying important concepts and themes from the readings. I will do my best to facilitate the conversation but you are responsible for leading things along.
- Use handouts if there are things you think may take too much time to discuss or are a summary of the readings.
- Assume that everyone has completed the assigned readings.
- Do not read from notes.

Book Critiques (25%)

At the end of each book, you are required to submit a 3-5 page critical response to the reading. This can be in agreement or disagreement with the readings. Regardless, it must be engaging and original. These are not book reports.

Class Participation (25%)

Participation is important for this class. Because we only meet once a week, it is imperative that you are here. Please do not miss unless you have a really really really good excuse. Just as important, please participate when you are here. This is a discussion based class so we will only get out of it what we (including me) put in to it. Do your best to come prepared and ready to engage the readings as a scholar.

Final Paper (25%)

The final paper will be a 12-15 page paper based on the readings. More details on that later!

Grading Information

A+	100-96%
A	95-93%
A-	92-90%
B+	89-86%
B	85-83%
B-	82-80%
C+	79-76%
C	75-73%
C-	72-70%
D	69-66%
D	65-63%
D-	62-60%
F	59-0%

Justice Studies Department Reading and Writing Philosophy

The Department of Justice Studies is committed to scholarly excellence. Therefore, the Department promotes academic, critical, and creative engagement with language (i.e., reading and writing) throughout its curriculum. A sustained and intensive exploration of language prepares students to think critically and to act meaningfully in interrelated areas of their lives— personal, professional, economic, social, political, ethical, and cultural. Graduates of the Department of Justice Studies leave San José State University prepared to enter a range of careers and for advanced study in a variety of fields; they are prepared to more effectively identify and ameliorate injustice in their personal, professional and civic lives. Indeed, the impact of literacy is evident not only within the span of a specific course, semester, or academic program but also over the span of a lifetime.

University Policies

Dropping and Adding: Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>. 5

Academic integrity: Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Integrity Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act: If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at <http://www.sjsu.edu.aec> to establish a record of their disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University's continued advocacy and commitment to increasing accessibility and inclusivity on campus.

Student Technology Resources: Computer labs for student use are available in the Academic Success Center at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center: The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning 6 assistance, summer academic preparation and basic skills development. The LARC website is located at <http://www.sjsu.edu/larc/>.

SJSU Peer Connections: Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center: The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at

<http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)



SJSU Counseling Services: The SJSU, Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple or group basis. To schedule an appointment or learn more information, visit Counseling Services website at <http://www.sjsu.edu/counseling>.

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Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/26	Introductions
2	2/2-OL	Garland, D. (1991). Sociological perspectives on punishment. <i>Crime and Justice</i> , 14, 115-165. Hirsch, Andrew von. 1999. "Penal Theories." Pp. 659-683 in <u>The Handbook of Crime and Punishment</u> . Edited by Michael Tonry. Oxford: Oxford University Press.
3	2/9	<i>The society of captives: A study of a maximum security prison</i>
4	2/16-OL	<i>The society of captives: A study of a maximum security prison</i> Critique Due
5	2/23	<i>The warehouse prison: Disposal of the new dangerous class</i>
6	3/2	<i>The warehouse prison: Disposal of the new dangerous class</i> Critique Due
7	3/9-OL	<i>Punished: Policing the lives of Black and Latino boys</i>
8	3/16	<i>Punished: Policing the lives of Black and Latino boys</i> Critique Due
9	3/23-OL	<i>Punishing race: A continuing American dilemma</i>
10	4/6	<i>Punishing race: A continuing American dilemma</i> Critique Due
11	4/13-OL	<i>Life without parole: Living in prison today</i> Writing Proposal Due
12	4/20	<i>Life without parole: Living in prison today</i> Critique Due
13	4/27-OL	<i>Cultures of confinement. A History of the Prison in Africa, Asia and Latin America</i>

Week	Date	Topics, Readings, Assignments, Deadlines
14	5/4	Cultures of confinement. <i>A History of the Prison in Africa, Asia and Latin America</i> Critique Due
15	5/11	Presentations/Food