



JS 104
Corrections and Society (Section One 43637)
M, W 12:00 – 13.15
MH 520

Professor: Patrick Timmons, Ph.D. (Texas), M. Phil. (Cantab), BA (with Honours) (London)
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Office Hours: M: 1.30pm – 3.30pm; W: 3.15pm – 5.15pm
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Course Description

This course is a historical study of punishment from the early 1800s to the present. In its first part we examine penal institutions, practices, laws, politics, and culture governing the treatment of offenders over the course of the last two hundred years. The second, third, and fourth sections of the course deal with the fundamental social concepts of class, race, and gender as they have affected different aspects of punishment, and how penal institutions in turn shape these social, political, economic, and cultural cleavages and solidarities. The course takes the construction of gender, class, and racial identities to examine different aspects of the broadly construed penal experience. The course structure has been designed to provoke students to engage with, and master the interpretation of, secondary texts and primary sources. The instruction in studying punishment from an interdisciplinary vantage point in the humanities will enable students to think critically and with rigor about the importance of situating punishment in a broad array of historically contingent forces.

The course builds on a guiding assumption – which must be criticized, debated, and tested: that the way a society chooses to punish broadly reflects the racial, class, and gender-based forms of power and influence in a particular society. By using this assumption to ground the examination of the history, structure, and process of punishment, the course uncovers new ways of exploring the persistence and emergence of redemption, reformation, rehabilitation, vengeance, social control, and victimization. We consider various forms of punishment and corrections, striving to situate each in its historical and analytical context: lynchings, torture, incarceration, the death penalty, probation, and parole. The course eschews a U.S.-centered, ahistorical approach, opting for a broader, interdisciplinary inquiry which understands that a globalized point of reference attentive to changes and continuities over time improves our understanding of particular practices.

The Specialization of the Instructor

The professor has designed the course to foster critical analysis of an interdisciplinary, globally informed scholarship which examines the relationship between different societies and their correctional regimes. The professor specializes in the political and cultural historian of the death penalty in nineteenth-century Mexico. This expertise complements an ongoing research specialization and publications record concerning Mexican nationals condemned to die in contemporary Texas. The professor is best able to serve those who seek the challenge of engaging with, appreciating, and criticizing the structure and mechanics of written, oral/aural, and visual sources.

**Course Objectives**

Successful completion of this course means that a student will be able to appreciate and describe orally and in written form different histories of the relationship between society and the practice and politics of punishment in the modern world.

We will consider answers to the following questions:

- What does it mean to consider the existence of modern punishments? Can punishments ever be modern? Is there an historical relationship between modern institutions, the self, and the body in pain?
- How do different forms of governance shape and constrain the actions of penal / correctional institutions and the relations between those institutions and citizens?
- What was the genesis, goals, objectives and limitations of punishment/corrections?
- How should we understand the processes of different penal/correctional strategies? Do different types of sources help to explain the perspectives and motivations of different institutional actors, prisoners' family members, and the prisoners themselves?
- How do social forces which govern the experiences of policy makers, prisoners, and officers; and factors contribute to misconduct and corruption.

These questions stand at the forefront of our inquiry. They should be applied to each of the readings. Classroom discussion will be directed to understanding the mechanics, structure, intent, evidence, and narrative strategies employed by the sources' authors.

The professor's goal is to facilitate students' ability to improve their

- capacity to use the methods of social and cultural history to examine criminal justice issues.
- reading ability, and to effectively communicate, both orally and in writing, the results of their analyses of written, visual, and oral sources.
- awareness of, and consideration of various effects and dilemmas which present themselves when a society chooses to punish in particular ways.

Prerequisite

Upper Division Standing

Preferred Method of Communication

I prefer that you communicate with me either on my cell phone (706) 513 7242 or by e-mail: ptimmons99@gmail.com.

Office Hours

My office hours are for you. Please do not hesitate to come in and ask for help. If you cannot make my office hours, please consider making an appointment. (Please give 24 hours notice for appointments outside of normal office hours.)

You are expected to meet with me at least once a unit (either during my scheduled office hours or by appointment) to discuss the substance of and the progress you are making on your term paper. I keep records of students who attend office hours, and I use these records to help me assess your participation grade.

Reading Required for Purchase

Cesare Beccaria, *On Crimes and Punishments*. New York: Hackett, 1986.

Alexander Berkman, *Prison Memoirs of an Anarchist*. Introduction by John William Ward. New York: New York Review of Books, 1999.

Andi Rierden, *The Farm: Life Inside a Women's Prison*. Amherst: University of Massachusetts Press, 1997.

David Oshinsky, *Worse than Slavery: Parchman Farm and the Ordeal of Jim Crow Justice*. New York: Free Press, 1997.

Required Reading Available Online through WebCT

You will be asked to read pieces of writing that you have not been asked to purchase, and where a web address might not be specified in the syllabus. To access these materials you will need to log on to the WebCT page for this class. You should check the WebCT page regularly for these reading materials and other pieces, such as reading questions and study guides, which will help you succeed in this class.



Course Requirements

Attendance

According to University policy F69-24, "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading."

Attendance is taken at each class meeting using sign-in sheets. Please speed the efficiency of this process by arriving early to sign in.

You may not leave the classroom until the instructor signals the end of the class, you have an emergency which requires your exit, or you have informed the instructor that you will be leaving the class.

Lateness

Students should make every effort to be in class on time. Students who are late are urged to consider NOT entering the classroom five minutes after class time. Should a student enter the classroom later than five minutes, that student should do so in a quiet and courteous manner, one that acknowledges the disruption caused to the learning community.

Graded Coursework

Percent of Grade, and Tentative Due Dates*

Assignment	Percent of Grade	Date Due
1. Term Paper (First Draft)	20%	10/11
2. Term Paper (Final Draft)	30%	11/29
2. Participation (See below)	20%	Varies
3. Final Exam (Take home)	30%	wk of 12/11-15

*Due dates are subject to change with fair notice

Assessment of Participation

Participation is assessed through two tests and two media reviews.

Tests 10%

These take the form of ten short answer questions related to the material presented up until the time of the test. Each test carries a maximum weight of five percent of the final grade.

Test One	13 September	5%
Test Two	8 November	5%

Media Responses 10%

These take the form of one page, double spaced reviews of the movies shown in this course. The student should explain how they connect the movie's subject matter to the themes of the course. Each response carries a weight of five percent of the final grade.

Response One	4 October	5%
Response Two	25 October	5%

***Grading Method for Assignments, Term Papers, and Coursework***

By letter. Percentage amounts.

A 90 - 100

Excellent, demonstrates original thought, superior command of written and classroom material, clarity and erudition in a structured presentation.

B 80 - 89

Above average, some originality of thought, solid command of written and classroom materials, developed structure.

C 70 - 79

Below average, little or no originality of thought, faltering command of written and classroom materials, awkward structure.

D 60 - 69

Well below average. No creative response. cursory attention to detail. No appreciation for scholarship.

F 59 or below

Does not meet minimum expectations for this course.

Late Papers and Format

No written work will be accepted after the due date.

Makeup Exams

If students have a written medical excuse for missing an exam, a makeup exam will be given within a week of the missed exam. If students do not have a written medical excuse, the student will receive a zero for the missed exam.

Descriptions of Assignments/Exams***Tests***

These will be held in class. They are short answer tests which assess your mastery of key words, concepts, events, and their significance. They are not multiple choice tests.

Final Exam

The final exam is take home, essay in style, typed, and will be based on the reading assignments and course material. It may have a variety of questions to answer and from which to choose.

Term Paper

This paper, seven to ten pages in length (double spaced, Times New Roman, 12pts, paginated), and including a bibliography separate from the page count, should offer the reader a thoughtful essay on one subject, concept, or theme addressed by the readings and other materials assigned for this class. The essay should place a discussion of evidence, meaning the sources consulted to write the paper, at its analytical and methodological heart. The argument and substance of the paper should be presented to the professor orally early in the semester, and subsequently in two written forms: the draft, and the final version. The professor expects students to visit him in his office to consult on the progress of the term paper.



University Policies

Course Add/Drop Statement

Instructors are permitted to drop students who fail to attend the first scheduled class meeting and who fail to inform the instructor prior to the second class meeting of the reason for any absence and their intention to continue in the class. Some instructors will drop students who do not meet the stated course prerequisites. However, instructors are not required to drop a student from their course. **It is the student's responsibility to make sure classes are dropped.**

You, the student, are responsible for understanding the policies and procedures about add/drops, academic renewal, withdrawal, etc. found at:

http://sa.sjsu.edu/student_conduct

Academic Integrity Statement

Academic integrity is essential to the mission of San José State University. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old tests, quizzes when preparing for exams, nor may they consult with students who have already taken the exam. When practiced, academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students and the course instructor and can ruin the university's reputation and the value of the degrees it offers. We all share the obligation to maintain an environment which practices academic integrity. Violators of the Academic Integrity Policy will be subject to failing this course and being reported to the Office of Student Conduct & Ethical Development for disciplinary action which could result in suspension or expulsion from San José State University. The policy on academic integrity can be found at:

http://sa.sjsu.edu/student_conduct

To better understand plagiarism and to aid you in making sure that you are not plagiarizing, please see me and/or visit:

<http://tutorials.sjlibrary.org/plagiarism/index.htm>

American with Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need 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 requires students with disabilities requesting accommodations must register with DRC to establish a record of their disability.

Student Rights and Responsibilities

"The classroom is the essential part of any university. Both freedom to teach and freedom to learn should flourish in the classroom. The professor has the right and responsibility to control the classroom; however, as this control is exercised, the rights of students as set forth in this document should not be denied.

A. Students have the right to consistent and judicious evaluation by the instructor.

B. Students are free to take reasoned exception to the data or views offered in courses of study. They may be required to know the material set forth by the instructor, but they are free to reserve personal judgment as to the truth or falsity of what is presented.

C. Students have the right to have faculty meet their classes at the scheduled times and make presentations appropriate to the course. When circumstances require cancellation of a class, the instructor shall make an effort to notify students.

D. While faculty and administrators have primary responsibility in curricular matters, students shall have opportunity for participation in revising and improving the curriculum by serving on operational curriculum committees.

E. Students are responsible for meeting standards of academic performance established for each course. Performance in the course shall be the sole criterion by which students are measured and the professor shall take no action to penalize students because of their opinions or because of their conduct outside the classroom in matters unrelated to the class. Students have the right to a course grade which is a just measurement of performance in the course.

F. Information about a student's performance, views, beliefs, and political association which professors acquire in the course of their work as instructors, advisers, and counselors is considered confidential.

G. Students enrolled in a class may be denied admission to the classroom or may be expelled for the remainder of a class period only for considerations relevant to the educational purposes of the class. A faculty member may recommend to the Dean of Student Services that a student be permanently withdrawn from a course if after suitable warning a student's disruptive actions are determined to be in violation of the University policy on "Student Discipline Relating to Conduct on State University Campuses".

H. Students have the right to have instructional faculty schedule a reasonable number of office hours for student conferences."

The full statement on Student Rights and Responsibilities may be found at:
<http://www2.sjsu.edu/senate/s90-5.htm>

**Schedule of Classes**

W	Aug 23	Course Introduction First Things: Course Requirements, Readings, Attendance
UNIT ONE:		PENAL REFORM: THE BIRTH OF MODERNITY AND THE DISCOVERY OF THE SELF
UNIT READING		Cesare Beccaria, <i>On Crimes and Punishments</i> . New York: Hackett, 1986.
M	Aug 28	Discussion READ: Beccaria, <i>On Crimes and Punishments</i> , Introduction through Chap. 12, "Purpose of Punishments"
W	Aug 30	Discussion READ: Beccaria, <i>On Crimes and Punishments</i> , Chap. 30, "Proceedings and Limitations on Criminal Prosecutions," through "Conclusion"
M	Sep 4	LABOR DAY – CAMPUS CLOSED
W	Sep 6	Discussion READ: Beccaria, <i>On Crimes and Punishments</i> , Chap. 13, "Witnesses," through Chap. 29, "Imprisonment"
M	Sep 11	Lecture, and Question and Answer Situating Beccaria within the Enlightenment Tradition
W	Sep 13	TEST ONE
M	Sep 18	Birth of the Penitentiary Discussion READ: Jeremy Bentham, "The Panopticon Letters." Available at: http://cartome.org/panopticon2.htm
W	Sep 20	Lecture "Criminals Are Not Made, They Are Born": Positivist Criminology, Science, and the Decline of the Rehabilitative Model READ: Susanne Regener, "Criminological Museums and the Visualization of Evil," <i>Crime, Histoire & Sociétés</i> 2003 7(1): 43-56.
M	Sep 25	MOVIE ONE: <i>I Am a Fugitive from a Chain Gang</i> dir. Mervyn LeRoy (1932)
W	Sep 27	Finish Movie One, Discuss Movie



UNIT TWO:	RACE
UNIT READING:	David Oshinsky, <i>Worse than Slavery: Parchman Farm and the Ordeal of Jim Crow Justice</i> . New York: Free Press, 1997.
M Oct 2	Discussion: What do we mean by "race"? Read: Evelyn Brooks Higginbotham, "African-American Women's History and the Metalanguage of Race," <i>Signs</i> 17. Winter (1992), 251–74.
W Oct 4	Discussion Read: Oshinsky, <i>Worse than Slavery</i> , Prologue and Part One.
WORK DUE	RESPONSE TO MOVIE ONE
M Oct 9	Discussion Read: Oshinsky, <i>Worse than Slavery</i> , Part Two and Epilogue.
W Oct 11	Discussion
WORK DUE	FIRST DRAFT OF TERM PAPER
M Oct 16	Lecture: Racial "Others" and Extra-legal violence Read: Christopher Waldrep ed., "Western Lynching in an Industrializing Age," from <i>Lynching in America: A History in Documents</i> . New York: New York University Press, 2006, pp. 160 – 163.
W Oct 18	MOVIE TWO



UNIT THREE:	CLASS
UNIT READING:	Alexander Berkman, <i>Prison Memoirs of an Anarchist</i> . Introduction by John William Ward. New York: New York Review of Books, 1999.
M Oct 23	Discussion What do we mean by "class"? READ: Loïc Wacquant, "Deadly Symbiosis: Rethinking race and imprisonment in twenty-first-century America," <i>Boston Review</i> 27:2 (April / May 2002). http://bostonreview.net/BR27.2/wacquant.html READ: E. P. Thompson, "The Making of Class," in Patrick Joyce ed., <i>Class: A Reader</i> (Oxford: Oxford University Press, 1995), pp. 131 – 133.
W Oct 25	Lecture "Anarchists and Attentats": Taking Class Struggle in the Nineteenth-century behind the Walls WORK DUE RESPONSE TO MOVIE TWO
M Oct 30	Discussion READ: Berkman, <i>Prison Memoirs</i> , Introduction and Part One.
W Nov 1	Discussion of Reading READ: Berkman, <i>Prison Memoirs</i> , Part Two.
M Nov 6	Discussion of Reading READ: Berkman, <i>Prison Memoirs</i> , Part Three and Part Four.
W Nov 8	TEST TWO

**UNIT FOUR: GENDER & SEXUALITY**

UNIT READING: Andi Rierden, *The Farm: Life Inside a Women's Prison*. Amherst, MA: University of Massachusetts, 1997.

- M Nov 13 Discussion
What do we mean by "gender"? What do we mean by "sexuality"? How have they related to the practice of punishment?
Read: Estelle B. Freedman, "The Prison Lesbian: Race, Class, and the Construction of the Aggressive Female Homosexual, 1915-1965," *Feminist Studies*, Summer 1996, Vol. 22 No. 2
- W Nov 15 Lecture: How to approach the testimony of prisoners?
Read: Rierden, *The Farm*, Part One.
- M Nov 20 Discussion
How to reconstruct the experience of childbirth in the Gulag?
Read: Anne Appelbaum, "Women and Children," Chapter 15 in idem., *Gulag: A History*. New York: Anchor, 2004, 307 – 333.
- W Nov 22 THANKSGIVING NO CLASS
- M Nov 27 Discussion
Read: Rierden, *The Farm*, Part Two.
- W Nov 29
WORK DUE FINAL VERSION OF TERM PAPER
- CONCLUSION**
- M Dec 4 Discussion: Untouched Subjects
Juvenile Justice Project of Louisiana, *Treated Like Trash: Juvenile Detention in New Orleans Before, During, and After Hurricane Katrina* (New Orleans: JJPL, n.d.).
http://www.jjpl.org/PDF/treated_like_trash.pdf
- W Dec 6 Lecture: The Future of the History of Punishment
HAND OUT OF EXAM QUESTIONS
- M-F Dec 11-15 Final Examination
Take Home: Due the Place, Day, and Start Time of the Scheduled Final Examination