

**San José State University**  
**School/Department**  
**JS 158, The Prison Community, Section 1, Spring 2016**

**Course and Contact Information**

|                            |   |
|----------------------------|---|
| <b>Instructor:</b>         | Judith Randle                                     |
| <b>Office Location:</b>    | MQH 439   |
| <b>Telephone:</b>          | (408) 924-2940                                    |
| <b>Email:</b>              | judith.randle@sjsu.edu                            |
| <b>Office Hours:</b>       | MW 11:45-1, OBA                                   |
| <b>Class Days/Time:</b>    | MW 10:30-11:45                                    |
| <b>Classroom:</b>          | MQH 523   |
| <b>Prerequisites:</b>      | Any 100W  |
| <b>JS Competency Area:</b> | Local, Transnational, and Historical Analyses (D) |

**Course CANVAS Page**

Course materials such as syllabus, handouts, lecture slides, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. You are responsible for checking daily with the messaging system through MySJSU to learn of any updates.

**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.

**Course Description**

Analysis of formal and informal systems of organization and interaction among inmates and staff. Effects of the social structure and external system on the organization of the prison community.

Note: Must achieve a grade of "C" or better to fulfill Justice Studies major requirements.

## Course Learning Outcomes (CLO)

Upon successful completion of the course, students will be able to:

CLO 1: Identify the various penal systems throughout the United States.

CLO 2: Analyze the effects of the external social structure on the history of prisons and on the organization of the prison community.

CLO 3: Analyze formal and informal systems of organization and interaction among inmates and staff.

CLO 4: Identify and write about the critical issues facing the American prison system.

## Required Texts/Readings

### Textbooks

Pollock, J. M. (2012) *Prisons and Prison Life: Costs and Consequences* (2<sup>nd</sup> ed.). Oxford University Press. ISBN 978-0-19-978325-0

Sykes, G. (2007) *The Society of Captives*. Princeton University Press. ISBN: 9780691130644

### Other Readings

One (1) of five (5) books (student choice):

Domanick, J. (2004). *Cruel Justice: Three Strikes and the Politics of Crime in America's Golden State*. University of California Press. ISBN: 978-0520246683

Conover, T. (2000). *Newjack: Guarding Sing-Sing*. Vintage. ISBN: 978-0375726620

Kerman, P. (2011). *Orange is the New Black: My Year in a Women's Prison*. Spiegel & Grau. ISBN: 978-0385523394

Skarbek, D. (2014). *The Social Order of the Underworld: How Prison Gangs Govern the American Penal System*. Oxford University Press. ISBN: 860-1418322269

Lin, A. (2000). *Reform in the Making: The Implementation of Social Policy in Prison*. Princeton University Press. ISBN: 0-691-00984-8

### Journal Articles, News Articles, and Book Excerpts

These are shown on the course schedule below and available as PDF files on CANVAS.

### Library Liaison

Silke Higgins, [silke.higgins@sjsu.edu](mailto:silke.higgins@sjsu.edu), (408) 808-2118  
<http://libguides.sjsu.edu/justicestudies>

## Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Your grade is derived from assignments within six categories:

### 1. Group Presentation (25%) – CLOs 1, 2, 3, 4

By the second class period (**Feb 3**) you will be assigned to one of five groups that will present in class on one of the following dates: **Feb 29, Mar 23, Apr 13, May 2, May 16**. Each presentation is based upon one of the five books listed in “Other Readings” above. Each presentation must:

- 1) Summarize the book
- 2) Describe multiple ways in which the book’s content relates to the subtopic addressed in the previous 3-6 class periods, including readings and lectures
- 3) Introduce new information about the subtopic
- 4) Utilize multimedia (e.g., videos, photos, Powerpoint)
- 5) Distribute a study document to your fellow students

In sum, you and your group members will become mini-experts in the subtopic and help the class to review and expand on their knowledge of this subtopic. On the first day of class (**Feb 1**) students will receive a guide describing the presentation requirements in more detail.

### 2. Exam #1 (15%) – CLOs 1, 2, 3

On **Feb 24** there will be an in-class exam covering weeks 1-4. Exam format TBD.

### 3. Exam #2 (15%) – CLO 3

On **Apr 27** there will be an in-class exam covering weeks 5-12. Exam format TBD.

### 4. Discussion Questions (20%) – CLOs 1, 2, 3, 4

Every Thursday I will post a series of questions on CANVAS based on the week’s lectures. Five (5) times during the semester, you must provide a written response to these questions to me in class no later than the following Wednesday. The written response shall be at least two typed, double-spaced pages long and include one outside reading source (newspaper article, journal article, etc.). You are free to choose which weeks you wish respond to and do not need to select these weeks in advance. Each weekly post will provide guidelines for a proper response.

### 5. Final Exam (25%) – CLOs 1, 2, 3, 4

On **May 24** you will complete an in-class final exam. This exam will consist of approximately fifteen (15) essay questions, from which you will select approximately five (5).

### Optional Facility Tours / Data Sets (up to 5% extra credit total) – CLOs 1, 2, 3, 4

You are strongly encouraged to attend scheduled tours of two local facilities:

**Mar 16:** Deuel Vocational Institution, Tracy, 9am – 11am

**May 5:** San Quentin State Prison, North Bay, 10am – 1pm

These tours are optional, as it is understood that students may not be able to attend for a variety of reasons. However, it is expected that you will make every effort to attend both tours because of their direct relevance to this course.

If you attend the Deuel Vocational Institution tour on Mar 16, you will receive extra credit worth 10 points (2% of your grade). If you do not attend the tour on Mar 16, you are excused from lecture that day, and you may earn up to 10 extra credit points by contributing to a data report that the attending students will review prior to their tour.

If you attend the San Quentin tour on May 5, you will receive extra credit worth 10 points (2% of your grade). If you do not attend the tour, you may earn up to 15 extra credit points by contributing to a data report that the attending students will review prior to their tour.

## Grading Policy

### Final Grade Calculated

|                      |            |
|----------------------|------------|
| Group Presentation   | 125        |
| Exam #1              | 75         |
| Exam #2 or Paper     | 75         |
| Discussion Questions | 100        |
| Final Exam           | 125        |
| <b>Total Points</b>  | <b>500</b> |

Your final grade will be determined by your percentage score as follows (point ranges in brackets):

A+: 97% - 100% (485 – 500) A : 93% - 96.9% (465 – 484) A- : 90% - 92.9% (450 – 464)

B+: 87% - 89.9% (435 – 449) B : 83% - 86.9% (415 – 434) B- : 80% - 82.9% (400 – 414)

C+: 77% - 79.9% (385 – 399) C : 73% - 76.9% (365 – 384) C- : 70% - 72.9% (350 – 364)

D+: 67% - 69.9% (335 – 349) D : 63% - 66.9% (315 – 334) D- : 60% - 62.9% (300 – 314)

F :  $\leq$  59.9% ( $\leq$ 299)

A grade of "C" or better is required for Justice Studies majors.

“All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

No negotiation: Grades are not negotiable. Only math errors and grave oversights will be corrected. You are entitled to, and will receive, an explanation for every grade that you receive.

Late assignments and make-up exams: Absent emergencies and advance arrangements, assignments are accepted and exams are completed on their due dates only. Please contact me if you need an extension due to an emergency.

## **Classroom Protocol**

### Reading Materials

Students are expected to read the assigned materials by the dates listed in the Course Schedule below. Class time is more interesting and worthwhile when everyone has read the material in advance. Questions and assignments during lecture will be created on the assumption that students have read the material. PLEASE BRING ASSIGNED READING MATERIALS TO LECTURE.

### Attendance

Just as I am expected to attend every class period, so are you. You are expected to arrive on time and to leave when class is dismissed. If you arrive late or leave early, please do so discreetly. If you miss a class, I encourage you to consult with a fellow student in the course as well as to visit me in office hours.

### Participation

My lectures are interactive and it is expected that you will contribute orally to discussions regularly during the semester. Meaningful contribution can be as simple as asking a relevant question.

### Academic Freedom

The course deals with topics about which students will express diverse moral, political, and scholarly viewpoints. All viewpoints are tolerated and subject to critical analysis. Let us create an environment that celebrates both diversity and skepticism. Your language and body language should be free of things that discourage these values (e.g., name-calling, eye rolls, etc.). You are expected to treat other students with respect, so that the classroom is a place where you and others feel free to talk about difficult and controversial subjects.

### Honesty

I often allow “open-note, open-book” exams to encourage answers that are deep and rich with content. During any “open-note, open-book” exam, you may only consult notes that you personally have written. While I encourage you to study with others, during the exam you may not consult notes that are copied or photocopied from other students. The minimum penalty for violating this policy is a zero (0) on the exam. Please also see below the University’s policy on Academic Integrity.

### Communication

You are expected to check your email at least once daily for messages related to the course, such as updated reading assignments. I strongly encourage regular communication with me outside of the classroom to clarify and enrich your understanding of the course material. Please email directly ([judith.randle@sjsu.edu](mailto:judith.randle@sjsu.edu)) rather than through CANVAS.

## Cell Phones

Please turn your cell phone to silent and do not handle it during class. Please refrain from talking to other students during lectures and while fellow classmates are speaking.

## Laptops

You are welcome to use a laptop for taking notes and accessing course material. Please refrain from using it for other purposes.

## **University Policies**

### **General Expectations, Rights and Responsibilities of the Student**

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90-5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the SJSU catalog, at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

### **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/](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/>.

### **Consent for Recording of Class and Public Sharing of Instructor Material**

University Policy S12-7, <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course.

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material."

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

## **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](http://www.sjsu.edu/senate/docs/S07-2.pdf) 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](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

## **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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](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](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

## **Accommodation to Students' Religious Holidays**

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

## **Student Technology Resources**

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) 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.

## **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 10<sup>th</sup> 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](http://peerconnections.sjsu.edu) 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](http://www.sjsu.edu/writingcenter) 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 7<sup>th</sup> 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](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

JS 158 / The Prison Community, Spring 2016, Course Schedule

Course Schedule

| Week | Date   | Topics, Readings, Assignments, Deadlines   |
|------|--------|--|
| 1    | M 2/1  | <b>Introduction: Mass Imprisonment Today</b>   |
|      | W 2/3  | <b>Punishment and Social Theory: Introduction</b><br>CANVAS: "Introduction" (Friedman)<br>CANVAS: "Sociological Perspectives on Punishment" pp. 115-122 (Garland)  |
| 2    | M 2/8  | <b>Punishment and Social Theory: Expressive Functions</b><br>CANVAS: "Sociological Perspectives on Punishment" pp. 122-127 (Garland)<br>CANVAS: "Monstrous Offenders and the Search for Solidarity Through Punishment" (Kennedy)                                     |
|      | W 2/10 | <b>Punishment and Social Theory: Oppressive Functions</b><br>CANVAS: "Sociological Perspectives on Punishment" pp. 127-141 (Garland)<br>CANVAS: <i>The Rich Get Richer and the Poor Get Prison</i> (excerpts) (Reiman)<br>CANVAS: "Are your jeans sagging?" (Koppel) |
| 3    | M 2/15 | <b>From Corporal Punishment to Carceral Punishment: Rationalizing Trends, the Leniency Revolution, and the Birth of the Prison</b><br>CANVAS: "Sociological Perspectives on Punishment" pp. 141-152 (Garland)<br>CANVAS: "The Body of the Condemned" (Foucault)      |
|      | W 2/17 | <b>The Changing Nature of the Prison</b><br>JMP: Chs 1&2<br>CANVAS: "The American Prison in Historical Perspective" (Johnson et al.)<br>CANVAS: "Sociological Perspectives on Punishment" pp. 152-161 (Garland)  |
| 4    | M 2/22 | <b>The Carceral Landscape Today</b><br>JMP: Chs 3&4<br>CANVAS: "The New Penology: Notes on the Emerging Strategy of Corrections and its Implications" (Simon and Feeley)   |
|      | W 2/24 | <b>Exam #1</b>   |
| 5    | M 2/29 | <b>Group 1 Presentation: <i>Cruel Justice</i></b>  |
|      | W 3/2  | <b>Prison as a Total Institution</b><br>CANVAS: "The Characteristics of Total Institutions" (Goffman)<br>Sykes Chs 1-3   |
| 6    | M 3/7  | <b>Power, Roles, and the Prison as a Social System</b><br>In-Class Video: <i>The Stanford Prison Experiment</i><br>JMP Ch 6<br>Sykes Chs 4-6, 9  |
|      | W 3/9  | <b>Discussion</b>  |
| 7    | M 3/14 | <b>Extreme Deprivation: Solitary Confinement and Control Units</b><br>In-Class Video: <i>Frontline: Solitary Nation</i><br>CANVAS: "Psychiatric Effects of Solitary Confinement" (Grassian)<br>CANVAS: "A Culture of Harm" (Haney)                                   |

| Week | Date   | Topics, Readings, Assignments, Deadlines  |
|------|--------|---|
|      |        | CANVAS: "Something so Disgusting" (from Rhodes, <i>Total Confinement</i> , pp 43-49)  |
|      | W 3/16 | <b>TOUR OF DEUEL VOCATIONAL INSTITUTION; No lecture</b>   |
| 8    | M 3/21 | <b>Long-Term Confinement and Mass Incarceration</b><br>CANVAS: "Overcrowding and the Situational Pathologies of Prison" (Haney)<br>CANVAS: "Justices Expand Parole Rights for Juveniles Sentenced to Life for Murder" (Liptak)<br>CANVAS: "Court Affirms Stringent 'Three Strikes' Law" (Stout) |
|      | W 3/23 | <b>Group 2 Presentation: <i>Newjack</i></b>   |
| 9    | M 3/28 | <b>Spring Recess; No Lecture</b>  |
|      | W 3/30 | <b>Spring Recess; No Lecture</b>  |
| 10   | M 4/4  | <b>Sex/Gender: Masculinity, Violence and Sexual Assault</b><br>CANVAS: "Rape and the Prison Code" (Kupers)<br>CANVAS: "Caged and Celibate" (Abu-Jamal)<br>CANVAS: "Masculinities, Crime and Prison" (Messerschmidt)<br>CANVAS: "In the Gay Wing of LA Men's Central Jail"                       |
|      | W 4/6  | <b>Sex/Gender: Women and Transgendered Persons in Prison</b><br>In-Class Video: <i>Mothers of Bedford</i><br>JMP: Ch 7<br>CANVAS: Pseudofamily Groups and Dyads in Two Texas Prisons  |
| 11   | M 4/11 | <b>Discussion</b>   |
|      | W 4/13 | <b>Group 3 Presentation: <i>Orange is the New Black</i></b>   |
| 12   | M 4/18 | <b>Race: Subculture</b><br>CANVAS: "Race, Ethnicity and the Social Order of the Prison" (Carroll)<br>CANVAS: "Race and Gangs" (Trammel)   |
|      | W 4/20 | <b>Race: Segregation/Classification</b><br>CANVAS: "Racial Desegregation in Prisons" (Trulson et al)<br>CANVAS: "It's Just Black, White, or Hispanic" (Goodman)   |
| 13   | M 4/25 | <b>Flex Day, TBD</b>  |
|      | W 4/27 | <b>Exam #2</b>  |
| 14   | M 5/2  | <b>Group 4 Presentation: <i>The Social Order of the Underworld</i></b>  |
|      | W 5/4  | <b>GUEST SPEAKER: Bruce Bramlett, Chaplain at San Quentin State Prison</b><br>CANVAS: "Conning or Conversion?" (Thomas & Zaitzow)   |
|      | Th 5/5 | <b>TOUR OF SAN QUENTIN STATE PRISON</b>   |
| 15   | M 5/9  | <b>Rehabilitation Revisited</b><br>JMP: Ch 5 & 10<br>CANVAS: "Scandinavian Exceptionalism in an Era of Penal Excess" Parts I & II   |

| Week       | Date    | Topics, Readings, Assignments, Deadlines  |
|------------|---------|---|
|            |         | (Pratt)   |
|            | W 5/11  | <b>Twenty-first Century De-Carceration</b><br>CANVAS: “California’s Youth Prisons Nearing an End” (Krisberg)<br>CANVAS: “Justices, 5-4, Tell California to Cut Prison Population” (Liptak)<br>CANVAS: “Court Gives California More Time to Ease Prison Crowding” (Lovett) |
| 16         | M 5/16  | <b>Group 5 Presentation: <i>Reform in the Making</i></b>  |
|            |         |   |
| Final Exam | Tu 5/24 | <b>Final Exam, 9:45 – 12</b>  |

*\*Assignments are subject to change based on the progression of the course. Please check your messages daily for updates.*