

San José State University
Department of Justice Studies
JS 158, The Prison Community, Fall 2022

Course and Contact Information

Instructor:	Brandon Miller
Office Location:	Zoom: https://sjsu.zoom.us/j/86441865871
Email:	brandon.m.miller@sjsu.edu
Office Hours:	Appointment: Tuesday 4:30-5:30 pm https://sjsu.zoom.us/j/85979995342
Class Day & Time:	None: Asynchronous
Classroom:	https://sjsu.instructure.com/courses/1487433
Prerequisite/Corequisite:	Any 100W; Grade of "C" or better is required for Justice Studies majors.

Course Description

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

Course Format

This course is asynchronous. The student must have regular internet access to access the course materials and submit the course assignments. This includes a computer with video and audio playback features (e.g., YouTube, Quicktime).

Course Learning Outcomes (CLO)

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

1. Identify the various penal systems throughout the United States.
2. Analyze the effects of the external social structure on the history of prisons and on the organization of the prison community.
3. Analyze formal and informal systems of organization and interaction among inmates and staff.
4. Identify and write about the critical issues facing the American prison system.

Required Texts/Readings

J. Pollock (2013). Prisons and Prison Life: Cost and Consequences (2nd Edition). Oxford University Press. ISBN-13: 978-0199783250

Other Readings

Sykes, G. (2007). The Society of Captives: A Study of a Maximum Security Prison (Princeton Classic Editions). Princeton University Press. ISBN-13: 978-0691130644

Davis, A (2003). Are Prisons Obsolete? Seven Stories Press. ISBN-13: 978-1583225813

Lopez-Aguado, P (2018). Stick Together and Come Back Home: Racial Sorting and the Spillover of Carceral Identity (1st Edition). University of California Press. ISBN-13: 978-0520288584

Gilmore, R. (2007). Golden gulag: prisons, surplus, crisis, and opposition in globalizing California. University of California Press. ISBN-13: 978-0520242012

NOTE: These books are available at the SJSU King Library and electronically through the library's [website](#). Supplemental readings will be posted on the Canvas website. The course reading schedule is subject to change; check your Canvas messages regularly for any updates.

Library Liaison

For help with library resources and library research (including the use of databases and online research materials—such as journal search engines), students are strongly encouraged to contact the Justice Studies Library Liaison: Nyle Monday, nyle.monday@sjsu.edu

Readings, Videos, and Websites on CANVAS

Journal articles, news articles, and book excerpts are listed on the Course Schedule below and posted on the CANVAS website. Required website material, web-based videos, and web-based audio files are listed on the Course Schedule below. Links are posted on the CANVAS website.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas Learning Management System course login website at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through MySJSU at <http://my.sjsu.edu> (or other communication systems as indicated by the instructor) to learn of any updates.

JUSTICE STUDIES 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 REQUIREMENTS AND GRADES

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 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>. Learning in this online section of JS 158 is accomplished primarily through reading assigned material and PowerPoint presentations and through course assignments. Everything except the textbook is acquired and/or turned in via the course website on Canvas.

Canvas Website: This course is located on Canvas—enrolled students automatically have access through their SJSUOne account. All course material except the book will be acquired and/or turned in via that website. Class participation (Discussion Boards, exams, and all work and feedback on the projects and course papers will be located on that medium.

ASSIGNMENTS:

- 1) Discussion and Participation (20% of final grade)
- 2) Textbook Reading Responses (20% of final grade)
- 3) Book Review (20% of final grade)
- 4) Final Project (20% of final grade)
- 5) Quizzes (2 quizzes worth 20% of final grade)

1) Discussions and Participation (20% of final grade)

Active participation is key to the success of our course and your learning experience. Students are required to keep up with the assigned readings and are expected to contribute to online discussions by substantive responding to weekly module discussion prompts and substantively responding to at least one classmate's response. The participation grade will be based on contributions to class discussion, posts, and responses to our Canvas discussion board regarding video assignments and current events.

2) Textbook Reading Responses (20% of final grade)

Homework and reading responses will be based on end-of-chapter textbook prompts.

3) Book Review (20% of final grade)

Students will write a 2-3 pages (single-spaced, 12-point font) assessment of one of the 4 books listed under “**other readings**.” Your review should include a book summary, key themes or arguments, and your opinion of the book’s strengths and weaknesses.

4) Final Project (20% of final grade)

Your culminating project at the end of the semester is a video presentation on a topic related to prisons, prison reforms, criminal justice reform, prison abolition, community corrections, reentry, or community reintegration of your choosing. Your video presentation should be approximately 6-10 minutes long. On September 27th, you will submit a proposal for the presentation, and the professor will provide feedback.

5) Quizzes (20% of final grade)

Two quizzes will be given during the course of the semester. Quizzes may be based on discussion topics, current events reports, and textbook reading.

The grading scale is:

A+ 100 - 97 A 96 - 93 A- 92 - 90

B+ 89 - 87 B 86 - 83 B- 82 - 80

C+ 79 - 77 C 76 - 73

Not acceptable in JS: C- 72 - 70

D+ 69 – 67 D 66 – 63 D- 62 – 60

F 59 and below

CONDUCT

Students are expected to behave in accordance with the highest standards of academic honesty. The university’s Academic Integrity Policy requires students to be honest in all academic coursework. Faculty members are required to report all infractions to the Office of Student Conduct and Ethical Development. A few students get into trouble because they are unaware of what constitutes academic misconduct. Academic misconduct includes cheating, fabrication, plagiarism, interference (e.g., stealing another student’s work), violating course rules, and facilitating academic dishonesty. Academic misconduct could result in failure for an assignment (typically a grade of zero) or for the course or even in expulsion from the university. The academic integrity policy can be found at: <http://www.sjsu.edu/studentconduct>. My punishments will be in accordance with university policies—I will not tolerate academic misconduct.

Students are also expected to respect the right of their fellow students to learn. In all course activities, students must maintain a respectful demeanor toward fellow students regardless of personal assessments of them. Failure to act according to the standards set forth here will have consequences. For example, students may be dismissed from the course, and a complaint made to the Office of Student Conduct and Ethical Development.

DISABILITIES

I believe strongly in the right of everyone to have equal access to learning. If you have a specific disability that may be addressed with academic accommodations, please notify me as soon as possible. I will work with you to ensure that you have a positive learning experience. You should inform me of necessary course adaptations or accommodations because of a disability.

Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with AEC to establish a record of their disability. This office is located in Administration Building, Room 110. I am inclined, however, to address other needs that may not be verifiable disabilities. Therefore, if you are not registered with AEC, you should still discuss your issues to see if I may help. Many disabilities require extended time for exams; my policy is to always allow extended time for all students on all exams—this is why exams have ample time.

NOTES FROM THE UNIVERSITY

University Policies: Office of Graduate and Undergraduate Programs maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. You may find all syllabus-related University Policies and resources information listed on GUP's Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>.

Student Technology Resources: Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Computers are also available for checkout in the CASA Student Success Center and in the Martin Luther King, Jr. Library. It is my understanding that all of the computers listed above have SPSS installed on them. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens, monitors, and AV adapters for Mac computers.

CASA Student Success Center: The Student Success Center in the College of Applied Sciences and Arts (CASA) provides advising for undergraduate students majoring or wanting to major in programs offered in CASA Departments and Schools. All CASA students and students who would like to be in CASA are invited to stop by the Center for general education advising, help with changing majors, academic policy-related questions, meet with peer advisors, and/or attend various regularly scheduled presentations and workshops. Looking for academic advice or maybe just some tips about how to navigate around SJSU? Check out the CASA Student Success Center! It's also a great place to study, and students can check out laptops.

Location: MacQuarrie Hall (MH) 533 – the top floor of MacQuarrie Hall. Contact information: 408.924.2910. Website: <http://www.sjsu.edu/casa/ssc/>.

SJSU Writing Center: The SJSU Writing Center is available to help students improve their writing. It is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the 7 SJSU colleges. The writing specialists have met a rigorous GPA requirement, and they are well trained to assist all

students at all levels within all disciplines to become better writers. The Writing Center website is located at <http://www.sjsu.edu/writingcenter/>.

Peer Connections: The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, campus resource referrals, and to speak with a peer who has been trained to assist other students going through the college experience.

Services: In addition to offering appointments for small group and individual tutoring (same day appointments are often available) 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 college success-related topics. A computer lab is also available for student use in Room 600 of the Student Services Center (SSC).

Locations: They are located in SSC 600 (the 10th Street Garage on the corner of 10th and San Fernando St.), at the 1st-floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. The peer connections website is located at <http://peerconnections.sjsu.edu>.

Accommodation to students' religious holidays

San José State University shall provide accommodation on any graded classwork 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's request without penalty, and of the student to make up the work missed.

Dropping and Adding: Students are responsible for understanding the policies and procedures about add/drops, academic renewal, and so forth. Students should also be aware of the current deadlines and penalties for adding and dropping classes. Policies for adding classes are available at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-1800.html>. Policies for dropping classes are found at <http://info.sjsu.edu/webdbgen/narr/catalog/rec-1809.html>, and information about late drops is available at <http://www.sjsu.edu/aars/policies/latedrops/>. Finally, deadlines for

adding and dropping classes are listed on the registration calendar available at <http://www.sjsu.edu/registrar/calendar/>.

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Week 1: 8/23

Introductions; Syllabus

Week 2: 8/30

Textbook: Chapter 1 Prisons: Then and Now; Online responses to the discussion board

Week 3: 9/6

Textbook: Chapter 2 Explaining Incarceration; Online responses to the discussion board

Week 4: 9/13

Textbook: Chapter 3 The New Bastille; Online responses to the discussion board

Week 5: 9/20

Textbook: Chapter 4 Prisoners; Online responses to the discussion board

Week 6: 9/27

Textbook: Chapter 5 Rehabilitation Revisited; Online responses to the discussion board; Final project proposal

Week 7: 10/4

Textbook: Chapter 6 Living in Prison; Online responses to the discussion board

Week 8: 10/11

Textbook: Chapter 7 Prisons for Women; Online responses to the discussion board

Week 9: 10/18

Textbook: Chapter 8 Prisoner's Rights; Online responses to the discussion board

Week 10: 10/25

Textbook: Chapter 9 Correctional Staff and Administration; Online response to the discussion board

Week 11: 11/1

Textbook: Chapter 10 Release, Reentry, and the Future of Prisons; Online responses to the discussion board

Week 12: 11/8

Assigned Reading: Community Corrections; Online responses to the discussion board

Week 13: 11/15

Assigned Reading: Abolition: Online responses to the discussion board

Week 14: 11/22

Thanksgiving: No Assignments due

Week 15: 11/29

Final Project Presentations; Book report due

Week 16: 12/6

Final Project Presentations; final quiz

Notes about the course schedule: I reserve the right to change the due dates listed above, but only in a manner that benefits students (e.g., due dates can only be pushed back, never moved forward). This is because I want to make sure everyone is understanding the material and is able to move forward with the class. Events such as speaking guests may be added to the course schedule as well.