**Punishment and Society (SOC 3660)**

# Instructor Information

Instructor: Dr. Nicole Kaufman

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Office Hours: Monday 1:15-2:45, Wednesday 12:45-2:45, and by appointment

**Course Information**

Credits: 3

Pre-requisite: SOC 2600

Meeting time: Monday, Wednesday and Friday 10:45 AM to 11:40 AM

Classroom: 304 [Bentley Hall](http://www.ohiou.edu/registrar/info/buildingmaps/BNTL.jpg)

**Required Readings:** One book is required and will be on reserve at Alden Library:

Eason, John M. 2017. *Big House on the Prairie: Rise of the Rural Ghetto and Prison Proliferation.* Chicago: University of Chicago Press.

The remaining reading assignments will be available digitally via links below or on Blackboard.

**Course Description:** This class examines several aspects of punishment: its definition, forms, rationale, and social significance. We will first recognize the historical roots of these practices in the United States and Western Europe, and then we will focus on contemporary punishment practices in the United States. As we consider patterns in punishment from a sociological standpoint, we will investigate the forms and social conditions in which punishment occurs. We will identify the justifications for these responses to law-breaking. As we examine contemporary punishment and mass incarceration practices, we will investigate the societal implications of punishment for heavily punished populations as well as for economic mobility, health, and democracy.

**Learning outcomes:** After completing this course, students will be able to:

* Define punishment
* Recognize the distinctiveness of punishment in the U.S.
* Understand the relevance of social forces and contexts in shaping punishment
* Recognize ways that punishment is shaped by civil society, states, and the business sector
* Identify the components of criminal laws
* Explain historical developments leading to the formation of modern forms of punishment
* Identify forms of contemporary punishment
* Define mass incarceration
* Recognize major populations experiencing punishment in the U.S. today
* Understand major rationales for punishment and their limitations
* Recognize critiques of punishment practices
* Apply concepts to examples of punishment, and
* Identify problems related to punishment and responses in students’ hometowns.

## **Course requirements:**

40% Exams

 Midterm exam (15%)

 Final exam (25%)

25% Civic engagement project

Each component worth 5%:

10 facts

Researching your outlet

Letter draft 1 (for peer review)

Letter draft 2 (for Prof. Kaufman)

Letter draft 3 (for the newspaper) with evidence of submission

20% Response papers

 Paper 1 (applying a definition of punishment, 10%)

 Paper 2 (assessing changes in forms of punishment, 10%)

15% In-class participation

Grade reflects the quality of engagement in activities in class (i.e., discussion, peer review, “expert” days, games, activities, written responses, and quizzes).

**Responsibilities and Policies:**

Student Responsibilities: Students are expected to be familiar with Ohio University policies and procedures. (See the Code of Conduct here: http://www.ohio.edu/communitystandards/).

Attendance: Regular attendance is expected. Students who miss class should seek notes and materials from peers. When absence is due to an emergency, documented medical condition or illness, authorized university activity, or military service/training, and the reason is documented, the student and instructor can work together to accommodate the absence.

Use of Electronic Devices: Devices are permissible to pull up assigned readings and take notes. There will be points deducted from the participation grade when devices are used in a way that distracts the user and others from class.

# Grading Policy:

# Appealing a grade: Please take 24 hours before speaking to the instructor about a graded assignment or exam score.

# Late Assignments: Papers are due at the beginning of class in paper form *and* on Safe Assign via Blackboard. Work is considered late when it does not meet these specifications. For every day late, I will deduct 10% of the possible points for that assignment. Exceptions can be granted in the case of a documented emergency.

Grading: Percentages on assignments and exams will translate to the following grades:

95-100 A    87-89 B+   77-79 C+ 67-69 D+ 59 or below F

90-94 A-  84-86 B  74-76 C 64-66 D

 80-83 B- 70-73 C- 60-63 D-

# Course Calendar

Monday, August 26 Course overview

* Read syllabus

**Defining punishment in social context**

Wednesday, Aug. 28 Is it punishment?

* Levin, Sam. 2016. “Dozens of Letters Urge Leniency for Brock Turner in Stanford Sexual Assault Case.” *The Guardian,* June 8. (4 pp.)

<https://www.theguardian.com/us-news/2016/jun/07/stanford-sexual-assault-letters-brock-turner-judge>

* Koran, Mario. 2013. “Lost Signals, Disconnected Lives.” WisconsinWatch.org, March. (11 pp.)

<https://www.wisconsinwatch.org/2013/03/lost-signals-disconnected-lives/>

* Amnesty International. N.d. “Criminalizing Pregnancy: Policing Pregnant Women Who Use Drugs in the USA.” (6 pp.)

<https://www.amnestyusa.org/reports/criminalizing-pregnancy-policing-pregnant-women-use-drugs-usa/>

* Pearce, Matt, Cindy Carcamo, and Maya Srikrishnan. 2014. “Arizona Killer takes Two Hours to Die, Fueling Lethal-Injection Debate.” *Los Angeles Times*, July 23. (3 pp.)

<https://www.latimes.com/nation/la-na-nn-arizona-execution-20140723-story.html>

Friday, Aug. 30 Defining punishment

* Walker, Nigel. 1991. Selection from *Why Punish?* Oxford: Oxford University Press. (4 pp.)
* Garland, David. 1992. Selection from *Punishment and Society: A Study in Social Theory*. Chicago: University of Chicago Press. (6 pp.)
* Garcia, Vanessa. 2012. “History of Rape.” Selection from *The Social History of Crime and Punishment in America*. (7 pp.)

[no class Mon., September 2]

Wed., Sept. 4 Civil society, civic engagement, and punishment

* Levin, Yuval. 2018. “The American Context of Civil Society.” *Stanford Social Innovation Review*, June 14. (4 pp.) <https://ssir.org/articles/entry/the_american_context_of_civil_society>
* Blackwell, Angela Glover. 2018. “Civil Society and Authentic Engagement in a Diverse Nation.” *Stanford Social Innovation Review,* June 14. (5 pp.)

[https://ssir.org/articles/entry/civil\_society\_and\_authentic\_engagement\_in\_a\_diverse\_nation#](https://ssir.org/articles/entry/civil_society_and_authentic_engagement_in_a_diverse_nation)

* Kastelic, Sarah. 2018. *Stanford Social Innovation Review*, “Who Defines the ‘Good’ in ‘Common Good?’” June 28. (5 pp.)

<https://ssir.org/articles/entry/who_defines_the_good_in_common_good>

Fri., Sept. 6 The distinctiveness of American punishment: “The Prison in Twelve Landscapes”

Mon., Sept. 9 “The Prison in Twelve Landscapes” (finish and discuss)

Wed., Sept. 11 Components of criminal laws

* “An Act to Confer Civil Rights on Freedmen, and for Other Purposes” (excerpt). 1865. Laws of the State of Mississippi. (5 pp.)
* “Mississippi Freedpeople to the Governor of Mississippi.” 1865. Bureau of Refugees, Freedmen, and Abandoned Lands. (3 pp.)

**Forms of punishment**

Fri., Sept. 13 Corporal punishments in the colonial era and early republic

* Navin, John J. 2015. “Intimidation, Violence and Race in British America.” *The Historian* 77(3): 464-497. (33 pp.)
* Stevenson, Bryan. 2019. “Why American Prisons Owe Their Cruelty to Slavery.” *The New York Times,* August 14. (5 pp.)

<https://www.nytimes.com/interactive/2019/08/14/magazine/prison-industrial-complex-slavery-racism.html>

Mon., Sept. 16 The development of the prison

* Foucault, Michel. 1977. Selection from *Discipline & Punish: The Birth of the Prison.* New York: Random House. (14 pp.)

Wed., Sept. 18 The penitentiary: The Pennsylvania model

* Dickens, Charles. 1842. “Philadelphia and its Solitary Prison.” Selection from *American Notes*. (15 pp.)

Fri., Sept. 20 The penitentiary: The New York model

* **Response Paper 1 due**

Mon., Sept. 23 Convict lease and the chain gang (1)

* LeFlouria, Talitha. 2015. Selections from *Chained in Silence: Black Women and Convict Labor in the New South*. Chapel Hill: University of North Carolina Press. Read p. 1 and pp. 34-50 in the pdf. (16 pp.)

Wed., Sept. 25 Convict lease and the chain gang (2)

Fri., Sept. 27 Overview of prisons, jails and community supervision in the US

* Explore Vera Institute of Justice interactive map showing incarceration rates over time

<http://trends.vera.org/incarceration-rates?data=pretrial>

[no class Mon., Sept. 30]

Wed., October 2 Monetary sanctions and electronic monitoring

* Beckett, Katherine and Alexes Harris. Selection from “On cash and Conviction: Monetary Sanctions as Misguided Policy.” *Criminology & Public Policy* 10(3). (13 pp.)
* Kilgore, James and Emmett Sanders. 2018. “Ankle Monitors Aren’t Humane.” *Wired*, August 4.

<https://www.wired.com/story/opinion-ankle-monitors-are-another-kind-of-jail/>

[no class Fri., Oct. 4]

Mon., Oct. 7 Review game

[no class Wed., Oct. 9]

Fri., Oct. 11 **Midterm exam**

**Why punish?**

Mon., Oct. 14 Retribution

* Durkheim, Emile. 1983 (reprint). “Crime and Punishment.” Pp. 59-75 in Durkheim and the Law, edited by Steven Lukes and Andrew Scull. New York: St. Martin’s Press. (16 pp.)

Wed., Oct. 16 Deterrence

* Wright, Valerie. 2010. “Deterrence in Criminal Justice: Evaluating Certainty vs. Severity of Punishment.” The Sentencing Project, November. (12 pp.) Download pdf at:

<https://www.sentencingproject.org/publications/deterrence-in-criminal-justice-evaluating-certainty-vs-severity-of-punishment/>

* **Response paper 2 due**

Fri., Oct. 18 Rehabilitation

* Lurie, Julia. 2019. “Mom, When They Look at Me, They See Dollar Signs.” *Mother Jones*, March/April.

<https://www.motherjones.com/crime-justice/2019/02/opioid-epidemic-rehab-recruiters/>

Mon., Oct. 21 Incapacitation

* Hager, Eli. 2016. “My Life in the Supermax.” *The Marshall Project* and *Vice*. January 8. (6 pp.)

<https://www.themarshallproject.org/2016/01/08/my-life-in-the-supermax>

**Who is punished in the contemporary U.S.?**

Wed., Oct. 23 Women and punishment

* Haney, Lynne. 2013. “Motherhood as Punishment: The Case of Parenting in Prison.” Signs 39(1): 105-130. (25 pp.)

Fri., Oct. 25 Library session [tentative]

Mon., Oct. 28 Men and punishment

* Herman-Stahl, Mindy, Marni L. Kan, and Tasseli McKay. 2008. “Characteristics of Incarcerated Fathers.” Selection from a report prepared for U.S. Department of Health and Human Services. (7 pp.)

Wed., Oct. 30 White and Black Americans and punishment

* Human Rights Watch. 2008. Selection from “Targeting Blacks: Drug Law Enforcement and Race in the United States.” (20 pp.)
* Martinez, Yolanda. 2016. “How Blacks and Whites Die Differently in Prison.” *The Marshall Project*, December 15.

<https://www.themarshallproject.org/2016/12/15/how-blacks-and-whites-die-differently-in-prison>

Fri., November 1 Older people and punishment; transgender people and punishment

* Fellner, Jamie. 2013. “Graying Prisoners.” *The New York Times*, August 18. (3 pp.)

<https://www.nytimes.com/2013/08/19/opinion/graying-prisoners.html>

* Cole, David. 2015. “Albert Woodfox’s Forty Years in Solitary Confinement.” *The New Yorker,* June 16. (3 pp.)

<https://www.newyorker.com/news/news-desk/albert-woodfoxs-forty-years-in-solitary-confinement>

* Lambda Legal. N.d. “Protected and Served?” (7 pp.)

<https://www.lambdalegal.org/protected-and-served/jails-and-prisons>

* **10 facts assignment due**

Mon., Nov. 4 Juveniles and punishment; “Girlhood”

* Rios, Victor. 2011. “The Coupling of Criminal Justice and Community Institutions. *Selection from Punished: Policing the Lives of Black and Latino Boys*. New York: NYU Press. (20 pp.)

Wed., Nov. 6 “Girlhood” (finish and discuss)

* **Research on newspaper outlet due**

Fri., Nov. 8 Disability and punishment

* Vallas, Rebecca. 2016. “Disabled Behind Bars: The Mass Incarceration of People with Disabilities in America’s Jails and Prisons.” Center for American Progress. (34 pp.)

<https://www.americanprogress.org/issues/criminal-justice/reports/2016/07/18/141447/disabled-behind-bars/>

[no class Mon. Nov. 11]

**Explanations of prison proliferation**

Wed., Nov. 13 Prison proliferation (1)

* Eason Chapters 1 and 2

Fri., Nov. 15 Prison proliferation (2)

* Eason Chapter 3

Mon., Nov. 18 Prison proliferation (3)

* Eason Chapter 4

Wed., Nov. 20 Peer review day

* **Letter draft 1 due** to your peer review partner

**Societal consequences of prison proliferation and mass incarceration**

Fri., Nov. 22 Prison proliferation (4)

* Eason - TBD

Mon., Nov. 25 Democracy

* Chung, Jean. 2018. “Felony Disenfranchisement: A Primer.” The Sentencing Project. (6 pp.)

<https://www.sentencingproject.org/publications/felony-disenfranchisement-a-primer/>

* NAACP Legal Defense and Education Fund. 2019. Press Release, June 28.

<https://www.naacpldf.org/wp-content/uploads/LDF-Statement-Challenging-SB7066.pdf>

* **Letter draft 2 due** (to Prof. Kaufman); include **peer review** sheet and **draft 1**

[No other class meetings this week]

Mon., December 2 Public health

Wed., December 4 Alternatives?

* Dubler, Joshua and Vincent Lloyd. 2018. “Think prison abolition in America is impossible? It once felt inevitable.” *The Guardian*, May 19. (7 pp.)

<https://www.theguardian.com/commentisfree/2018/may/19/prison-abolition-america-impossible-inevitable>

* Rebecca Burns. 2014. “The Unbearable Whiteness of Legalization.” *In These Times,* February 19. (2-3 pp.)

<http://inthesetimes.com/article/16268/the_unbearable_whiteness_of_legalization>

* The Chrysalis Collective. “Beautiful, Difficult, Powerful: Ending Sexual Assault through Transformative Justice.” (9 pp.)

<https://docs.google.com/file/d/0B1JeBfMXlK6WNlJtZ3YzbnY5dlU/edit>

Fri., Dec. 6 Review game

Monday Dec. 9 **Final Exam** at 10:10 am

* **Letter draft 3 is due**, with **evidence of submission to a newspaper**; submit these with all parts of this assignment and peer review sheets, in reverse chronological order.

The lectures, classroom activities, and all materials associated with this class and developed by the instructor are copyrighted by Dr. Nicole Kaufman on August 21, 2019.