

JLS 200 Deprivation of Liberty

Fall 2006

Instructor

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Schedule

Mon, Th: 11:20-12:35
Ward 104

Office

Ward 254
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Office Hours

Mon:10-11 & 2-3
Thur:10-2

Texts

Hallinan, Joseph T. Going up the River: Travels in a Prison Nation. Random House Trade Paperbacks, 2003 (ISBN: 0812968441).

Hassine, Victor, et. al. *The Crying Wall: And Other Prison Stories – Fiction True to Life*. Infinity Publishing & WilloTrees Press, 2005 (ISBN 0-7414-2747-8)

Salzman, Mark. True Notebooks: A Writer's Year at Juvenile Hall, Vintage, 2004) (ISBN: 0375727612)

Recommended:

Erikson, Kai. *Wayward Puritans: A Study in the Sociology of Deviance*, Classic Edition. Allyn & Bacon, 2004 (ISBN: 0205424031)

Johnson, Robert. Poetic Justice: Reflections on the Big House, the Death House, and the American Way of Justice. Northwoods Press, 2004 (ISBN 0-89002-367-0)

Course Description

Analysis of the various ways in which classes of people (e.g., criminals, drug abusers, the mentally ill) are defined as dangerous and deprived of liberty. Emphasis is placed on such sanctions as imprisonment, institutionalization, and capital punishment. Prerequisite for General Education credit: ANTH-150G or PSYC-105G or SOCY-100G or WGST-125G.

General Education Sequence

Deprivation of Liberty is one of thirteen second-level courses found in Cluster Two (Social Behavior) of Curricular Area 4 (Social Institutions and Behavior) in the university's General Education Program. This course links with four Foundation Courses: ANTH-150G Anthropology of American Life, PSYC-105G Psychology: Understanding Human Behavior, SOCY-100G American Society, and WGST-125G Gender in Society.

Schedule of Classes and Assignments

8/28 Crime and punishment, prison and execution. Handout: the Graham Capital Case with written assignment.

For your first written assignment, go to the following password protected website: <http://www.ccdp.deathpenaltyinfo.org>.

You will see: User Name and Password. Fill them in as follows:

user name: admin
password: ruihley

You will be asked to enter the same information again. After the second entry, the Web site should appear.

In order to navigate through the site, you will need to enter additional login information on the home page. That information is:

user name: jadger
password: jadger

Enter this information and read through the Graham case. At the end of the case, there is a list of Issues Raised by the Graham Case. Click on the issue you were assigned in class.

At the end of the material on the issue in question, there is a list of Questions for Further Analysis. Pick one question to answer. In answering that question, draw on one of the Resources listed on the right of the screen, in a text box.

For example, one resource is called "looking deathworthy." Click on that resource, read it, and use that material to help you answer the question you selected.

Some of the Resources are very long. If you pick a long one, simply scan it to get some ideas. All I am looking for at this point is an effort on your part to think about the question you selected.

Your answer can be in essay or outline form; you are limited to 250 to 300 typed words. Bring your answer with you to the next class (8/31).

8/31 Case Study in Capital Crime and Capital Punishment: Working with the Graham Case. Guest, Jennifer Adger, Death Penalty Information Center.

Assignments from the first class will be collected and graded S (4 points) or U (0 points). If a student receives a U on this first assignment, he or she will be allowed to redo the assignment.

9/07 A Class Divided, Us versus Them -- the starting point for dehumanization, even demonization, of the marginal, deviant or criminal. Documentary, A Class Divided 2103.

Things to consider when thinking about this documentary: How did the teacher get her students to accept her characterizations of them as a result of their eye color? What did she do to make her assertions believable? Did the students resist her efforts to define them by eye color? If so, how? If not, why not? If a class of third graders can be turned on one another so easily, can any be group be turned against itself? Do we see examples of "a class divided" in everyday life?

9/11 A Class Divided in Colonial America: The Salem Witch Hunt and the Literal Demonization of Deviants **Reading:** <http://www.law.umkc.edu/faculty/projects/ftrials/salem/salem.htm>. **Out-of-Class Writing Assignment #1:** Bring to class a 250-500 word typed essay on the subject, "How was such a thing as the Salem Witch Hunt possible?"

9/14 A Class Divided in Colonial America (con't): Excerpts from The Crucible. Focus of discussion: Why were the young girls believed when they claimed to know Satan and his minions?

9/18 Witch Hunts in Contemporary America – Satanic Panic in Arkansas. Paradise Lost (dvd 831). **In-class writing assignment #1:** How was such a thing – a Satanic orgy of violence – possible in late 20th century America?"

9/21 Witch Hunts in Contemporary America (con't) – Paradise Lost (dvd 831). **In-class writing assignment #2:** What doubts do you have about the guilt of the three young boys? Do you have a suspect(s) in mind? Why don't the authorities have doubts and why haven't they pursued other leads?

9/25 More Witch Hunts in Contemporary America – Pedophile as Demon. Capturing the Friedmans (dvd 725) (excerpts) & discussion. **In-class writing assignment #3:** What makes Arnold Freidman an easy person to suspect of the alleged crimes at the heart of this case?

9/28 More Witch Hunts in Contemporary America – Pedophile as Demon. Capturing the Friedmans (dvd 725) (excerpts) & discussion. **In-class writing assignment #4:** What does Jesse Freidman's experience tell us about justice in controversial cases?

10/02 More Witch Hunts in Contemporary America – Pedophile as Demon (con't)

10/05 More Witch Hunts in Contemporary America – Demon Drugs and the Drug War. Documentary: Snitch (Frontline) VHS 5782. Review this website: www.pbs.org/wgbh/pages/frontline/shows/snitch/. Review closely the sections labeled “A primer on drug laws and snitching” and “Inside the mind of a snitch.” What is snitching so central to many drug cases? **No formal writing assignment.** Bring to class your notes on the subject.

10/09 Snapshots of prison life – daily survival in a world of predator and prey [National Geographic Special]. **In-class writing assignment #5:** How do predator spot prey, and vice versa; what can prison staff members do to protect the vulnerable?

10/12 Snapshots of prison life – gangs behind bars [National Geographic Special]. **In-class writing assignment #6:** Why do inmates join gangs; can gangs be eradicated or even controlled in prison?

10/16 Snapshots of prison life – inside a ‘supermax’ prison [National Geographic Special]. **In-class writing assignment #7:** How does the solitary confinement provided by supermax prisons affect inmates? How do working conditions affect staff? Are these settings humane or inhumane?

10/19 Prison Madness: Three strikes laws in contemporary America and our passion for imprisoning offenders. **Reading:** Going up the River: chapters 1-4. **Out-of-Class Writing Assignment #2:** Bring to class a 250-500 word typed essay on the subject, “What is the appeal of prisons, especially ‘supermax’ prisons?”

10/23 Prison Madness: The emergence of a ‘prison nation.’ **Reading:** Going up the River chapters 5-13. **In-class writing assignment #8:** What is the appeal of prisons?

10/26 Prison Madness: The emergence of a ‘prison nation.’ **Reading:** Going up the River chapters 14-17. **In-class writing assignment #9:** What is the appeal of prisons?

10/30 Prison Stories: Fiction True to Life. **Reading:** The Crying Wall (These stories: The Farmer and the Fly; Dances with Dragons; The Crying Wall). **Out-of-Class Writing Assignment #3:** Bring to class a 250-500 word typed essay on the subject, “Which story is closest to the reality of prison life?”

11/02 Class cancelled.

11/06 Prison Stories: Fiction True to Life. **Reading:** The Crying Wall (These stories: The Beast, Three Boys and Dog; Prison Man). **In class writing assignment #10:** “Which story is closest to the reality of prison life?”

11/09 Hard Time for Kids: Juveniles facing Big Time in Adult Prisons. **Reading:** True Notebooks, chapters 1-5. **In-class writing assignment #11:** Write a letter to one of the people – inmate or non-inmate – discussed in the reading. Documentary: Juvies (DVD 917).

11/13 Hard Time for Kids (con’t). **Reading:** True Notebooks, chapters 6-10. **In-class writing assignment #12:** Write a letter to one of the people – inmate or non-inmate – discussed in the reading.

11/16 Hard Time for Kids (con’t). **Reading:** True Notebooks, chapters 11-15. **In-class writing assignment #13:** Write a letter to one of the people – inmate or non-inmate – discussed in the reading.

11/20 Hard Time for Kids. (con’t) **Reading:** True Notebooks, chapters 16-20. **In-class writing assignment #14:** Write a letter to one of the people – inmate or non-inmate – discussed in the reading.

11/27 Hard Time for Kids (con’t). **Reading:** True Notebooks, chapters 21-27. **In-class writing assignment #15:** Write a letter to one of the people – inmate or non-inmate – discussed in the reading.

11/30 Prison Stories: Fiction True to Life. **Reading:** The Crying Wall (These stories: The Jail Bird; The Hole; Circles of Nod). **Out-of-Class Writing Assignment #4:** Bring to class a 250-500 word typed essay on the subject, “Which story is closest to the reality of prison life?”

12/04 Prison Stories: More Fiction True to Life. **Reading:** The Crying Wall (These stories: The Practice of Killing; Convicts in the Attic; A Meal to Die For). **Discussion:** My Last Meal.

12/07 Prison Stories: More Fiction True to Life. **Reading:** The Crying Wall (The Final Discharge). **Out-of-Class Writing Assignment #5:** Bring to class a 250-500 word typed essay on this subject: In a world in which prisons were a rare and prohibitively expensive resource, who would you lock up and why?

Final Exam – Open class discussion of Settling Scores, a play on drug sentencing. The play will be reviewed and critiqued during the exam period. Participation is required but not graded.

Grading

The assignment from the first class will be graded S (4 points or **4% of the final grade**) or U (0 points). If a student receives a U on this first assignment, he or she will be allowed to redo the assignment.

Each of the 5 Out-of-Class Writing Assignments is worth 10 points or a total of **55% of the final grade**. These assignments will be given letter grades – A or 95%; A- or 90%; B+ or 88%; B or 85%; B- or 80%; C or 75%; D or 70% and F or 60%. Late papers will be docked one full letter grade; for each week the paper is late, an additional letter grade will be docked.

The 15 in-class writing assignments, whether students are asked to work singly or in groups, will be graded S or U. Each of these 15 assignments is worth 3 points or a total of **45% of the final grade**. Each report will be graded S (2) or U (0). These assignments must be turned in at the end of the class period. Late work will not be accepted.

Academic Integrity:

Students are expected to read and abide by AU's Academic Integrity Code. Copies of the Code are available from the Registrar's Office or can be downloaded at: <http://www.american.edu/academics/integrity/code.htm>.

The Code provides AU's policies about academic dishonesty and plagiarism. These include, but are not limited to, plagiarism, cheating on exams, multiple submissions, and unauthorized collaboration. If you have any questions about whether some action may violate these standards, talk to me beforehand. Standards of academic integrity are strictly observed in this class and violations will be followed up rigorously.