

## **CRM 770: Correctional Theory and Practice**

**Professor:** Ethan Amidon, Ph.D.

**Office:** Strong Hall 230A

**Office Hours:** 10 am – 1 pm (Mon - Wed) or by appointment

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### **Course Description**

This course examines a wide variety of sociological perspectives that have sought to explain the nature and severity of penal punishments. We will pay particular attention to how the broader social, economic, and political landscapes in which correctional practices are immersed have contributed to shaping societal punishment across history. We will also examine a number of recent theoretical perspectives that have attempted to account for the punitive turn in American penal policies and practices in the last third of the 20<sup>th</sup> century.

### **Course Objectives**

The core objectives of this course are described by the following goals and learning objectives. Students who complete this course should be able to:

1. Articulate the popular justifications behind societal punishment,
2. Understand how the broader economic, political, and social landscapes have shaped penal policies and practices across history,
3. Critically analyze the core propositions contained within the major sociological theories on punishment,
4. Explain how the philosophical ideals behind punishment have shifted in the United States and how these changes have influenced correctional policies and practices in the 20<sup>th</sup> and 21<sup>st</sup> centuries,
5. Articulate the key propositions and the current state of empirical support for the theoretical perspectives that have sought to explain the punitive turn in American correctional practices in the late 20<sup>th</sup> century.

All of these learning objectives will be assessed using the discussion assignments, the mid-term exam, and the final paper.

### **Required Materials**

There is one textbook required for this course, and it is available in the MSU bookstore or online (e.g., [www.amazon.com](http://www.amazon.com) or [www.half.com](http://www.half.com)):

**Garland, David. 1990. *Punishment and modern society: A study of social theory*. Chicago: University of Chicago Press.**

\*\*\*Additional required readings and articles will be assigned throughout the course and will be provided by the professor on Blackboard.

## Grading

Your final grade for this class will be based on your performance on one midterm exam, one final paper, and eleven discussion assignments. The breakdown of your final grade is as follows:

1	Midterm Exam	100 points
1	Final Paper	100 points
11	Discussion Assignments	165 points
	Total	365 points

**Midterm Exam (~29%):** There will be one midterm exam worth 100 points in the 7<sup>th</sup> week of class. This exam will consist of material covered in the assigned readings and discussion assignments. The midterm will be posted on the Sunday before the 7<sup>th</sup> week of class, and it will be due the following **Sunday by midnight**.

**Final Paper (~29%):** The final paper assignment will be due by **midnight on DECEMBER 11<sup>TH</sup>**. This assignment will require students to select one question from a predetermined list of paper topics and to write a 15-20 page paper on their selected topic. Students will be required to consult a minimum of **10 scholarly sources** when completing this paper. Students will also be expected to turn in a short one-page summary of their topic by **midnight on OCTOBER 9<sup>TH</sup>**. The one-page summary is worth 10% of your overall grade on the paper assignment (i.e., one letter grade). The list of paper topics will be made available within the first few weeks of the semester.

**Discussion Assignments (~42%):** There will be the opportunity to complete 12 discussion assignments worth 15 points each throughout the semester. These discussion assignments will coincide with each of the weekly topics, and students will be graded in terms of **their performance on 11 of these assignments**. Student grades on these assignments will be based on two components. **First**, students will be required to write a 2-3 page response to a **predetermined** question associated with the scheduled readings for that week. Student performance on these papers will be **generally graded** in terms of: **1)** the clarity of the student's response (i.e., whether the student clearly articulates their point using proper punctuation and grammar), **2)** the correct identification and application of the core theoretical concepts covered in the course, **3)** the quality of the justifications offered for their position, and **4)** the overall thoughtfulness of the student's response. Additional grading expectations may be included with the weekly instructions for these papers. The weekly discussion question will be posted on the **Monday** the topic is scheduled to be covered, and students will be expected to post their papers on the appropriate discussion board **by midnight on Sundays**.

**Second**, students will be expected to read and respond to at **least two other students' discussion postings**. Student responses will **generally be graded** in terms of: **1)** the correct identification and application of the core theoretical concepts covered in the course, **2)** the quality of the justifications offered for their position, and **3)** the overall thoughtfulness of the student's response (i.e., merely saying I agree or disagree is not an appropriate response). Student responses to discussion postings will be due by **midnight on Wednesdays** (i.e., students will have three full days to post both of their responses). The initial posting to the discussion board will be worth 10 points, and responses to two other students' postings will be worth 5 points. If

students choose to complete all 12 of the discussion assignments, their lowest grade will be dropped.

**Make-up Policy and Late Assignments:** Late assignments will only be accepted in emergency situations and only when the student has received permission from me prior to the due date. If an emergency situation should arise, please contact me via email before the assignment/exam/paper scheduled due date. **Students who fail to notify me before the due date will not be allowed to make up the course work. Students will also be required to provide documentation regarding the missed assignment.**

**The grading scale for this class is as follows:**

A = 90% - 100%  
B = 80% - 89%  
C = 70% - 79%  
F = Below 70%

### **Course Policies and Expectations**

I have included recommended readings in the course schedule below. While students will not be required to incorporate the original sources into their weekly discussion responses, the recommended readings will likely prove to be beneficial for students who would like more information on each of the theoretical perspectives.

**Students will be responsible for ensuring their ability to access and complete all of the requirements associated with this course.** In order to perform well in this class, students will likely need to access Blackboard on a daily basis. **It is the responsibility of the student to make sure they will be able to frequently access a computer with Internet capabilities throughout the semester.** Furthermore, if technical difficulties should arise, students will be expected to actively address these issues by contacting the **help desk (417-836-5891)** and myself (via email, phone, or during office hours) for assistance with these problems. **Missing submission dates based on either of these issues will rarely be excused.**

Finally, it is expected that students will demonstrate respect for their fellow classmates' views and opinions. This means avoiding the use of abusive, harassing, or insulting language towards other students. One of the goals of this class is to create a collaborative environment in which students are able to communicate with one another to increase their knowledge of the course material. In order to attain this goal, we must all strive to be respectful of each other and to create an atmosphere that encourages student participation and discussion.

## **Non-Discrimination Policy**

Missouri State University is an equal opportunity/affirmative action institution and maintains a grievance procedure available to any person who believes he or she has been discriminated against. At all times, it is your right to address inquiries or concerns about possible discrimination to the [Office for Equity and Diversity](#), Park Central Office Building, 117 Park Central Square, Suite 111, (417) 836-4252. Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with your professor and can also be brought to the attention of your professor's Department Head. Please visit the OED website at [www.missouristate.edu/equity/](http://www.missouristate.edu/equity/).

## **Students with Disabilities**

To request academic accommodations for a disability, contact the Director of the [Disability Resource Center](#), Plaster Student Union, Suite 405, (417) 836-4192 or (417) 836-6792 (TTY), [www.missouristate.edu/disability](http://www.missouristate.edu/disability). Students are required to provide documentation of disability to the Disability Resource Center prior to receiving accommodations. The Disability Resource Center refers some types of accommodation requests to the [Learning Diagnostic Clinic](#), which also provides diagnostic testing for learning and psychological disabilities. For information about testing, contact the Director of the [Learning Diagnostic Clinic](#), (417) 836-4787, <http://psychology.missouristate.edu/ldc>.

## **Academic Dishonesty**

Missouri State University is a community of scholars committed to developing educated persons who accept the responsibility to practice personal and academic integrity. You are responsible for knowing and following the university's student honor code, *Student Academic Integrity Policies and Procedures*, available at [www.missouristate.edu/assets/provost/AcademicIntegrityPolicyRev-1-08.pdf](http://www.missouristate.edu/assets/provost/AcademicIntegrityPolicyRev-1-08.pdf) and also available at the Reserves Desk in Meyer Library. Any student participating in any form of academic dishonesty will be subject to sanctions as described in this policy. Any student caught cheating or plagiarizing will receive zero points for the assignment.

## **Cell Phone Policy (Required)**

Finally, as a member of the learning community, each student has a responsibility to other students who are members of the community. When cell phones or pagers ring and students respond in class or leave class to respond, it disrupts the class. Therefore, the [Office of the Provost](#) prohibits the use by students of cell phones, pagers, PDAs, or similar communication devices during scheduled classes. All such devices must be turned off or put in a silent (vibrate) mode and ordinarily should not be taken out during class. Given the fact that these same communication devices are an integral part of the University's emergency notification system, an exception to this policy would occur when numerous devices activate simultaneously. When this occurs, students may consult their devices to determine if a university emergency exists. If that is not the case, the devices should be immediately returned to silent mode and put away. Other exceptions to this policy may be granted at the discretion of the professor.

## **Emergency Response Statement**

For information about emergency response policies at Missouri State University, please review this link: <http://www.missouristate.edu/safetran/51597.htm> and <http://www.missouristate.edu/safetran/erp.htm>.

## **Course Outline**

**\*\*\*Please note, for the purposes of the course schedule, each week will begin on Monday and end at midnight on Sunday.**

### **WEEK 1 (8/22 – 8/28): INTRODUCTION TO THE COURSE**

### **WEEK 2 (8/29 – 9/4): THE PURPOSES BEHIND PENAL PUNISHMENT**

Greenwalt, Kent. 1983. Punishment. *Journal of Criminal Law and Criminology* 74:343-62.  
Hirsch, Andrew von. 1999. "Penal theories" in Tonry's, *The Handbook of Crime and Punishment*. Oxford: Oxford University Press.  
Garland, Chapter 1

### **WEEK 3 (9/5 – 9/11): PUNISHMENT & SOCIAL SOLIDARITY**

Mead, George H. 1918. The psychology of punitive justice. *American Journal of Sociology* 23:577-602.  
Garland, Chapters 2 & 3

#### **Recommended Original Sources:**

Durkhiem, Emile. 1997 [1893]. *The division of labor in society*. Florence, MA: Free Press.  
Durkhiem, Emile. 1995. "On crime and punishment" and "Two laws of penal evolution" in Lukes and Scull's, *Durkheim and the Law*. London: Palgrave Macmillan. (**Blackboard**)

### **WEEK 4 (9/12 – 9/18): THE ECONOMY, CLASS CONFLICT, & PUNISHMENT**

Rusche, Georg, and Gerda Dinwiddie. 1978. Labor market and penal sanction: Thoughts on the sociology of criminal justice. *Crime and Social Justice* 10:2-8.  
Garland, Chapters 3 & 4  
Chiricos, Theodore and Miriam A. DeLone. 1992. Labor surplus and punishment: A review and assessment of theory and evidence. *Social Problems* 39:421-46.

#### **Recommended Original Sources:**

Rusche, Georg and Otto Kirchhemier. 1939. *Punishment and social structure*. New York: Russell and Russell.  
Hay, Douglas. 1975. "Property, authority and criminal law" in Hay and colleagues', *Albion's fatal tree: Crime and society in eighteenth century England*. New York: Pantheon. (**Blackboard**)  
Pashukanis, Evgeny B. 1987 [1924]. *Law and Marxism: A general theory*. London: Pluto Press.

## **WEEK 5 (9/19 – 9/25): POWER, KNOWLEDGE, & THE RATIONALIZATION OF PUNISHMENT**

Garland, Chapters 5, 6, & 7

### **Recommended Original Sources:**

Foucault, Michel. 1977. *Discipline and punish: The birth of the prison*. New York: Pantheon.

Weber, Max. 1946 [1918-1920]. “The meaning of discipline” and “Bureaucracy” in Gerth and Mills’, *From Max Weber: Essays in sociology*. New York: Oxford University Press. (*Blackboard*)

## **WEEK 6 (9/26 – 10/2): THE RECIPROCAL RELATIONSHIP BETWEEN PUNISHMENT & CULTURE**

Garland, Chapters 8, 9, & 10

### **Recommended Original Sources:**

Elias, Norbert. 2000 [1939]. *The civilizing process*. Oxford: Blackwell Publishing.

Spierenburg, Pieter. 1984. *The spectacle of suffering: Executions and the evolution of repression*. Cambridge: Cambridge University Press.

## **WEEK 7 (10/3 – 10/9): MIDTERM EXAM**

MIDTERM EXAM AND PAPER SUMMARY DUE BY MIDNIGHT ON SUNDAY, OCTOBER 9<sup>TH</sup>

## **WEEK 8 (10/10 – 10/16): CORRECTIONAL PRACTICES IN THE EARLY 20<sup>TH</sup> CENTURY**

Morris, Norval and David J. Rothman. 1995. *The Oxford history of the prison*. Oxford: Oxford University Press. Chapter 6.

Garland, David. 2001. *The culture of control: Crime and social order in contemporary Society*. Chicago: University of Chicago Press. Chapter 2.

Gottschalk, Marie. 2006. *The prison and the gallows: The politics of mass incarceration in America*. Cambridge: Cambridge University Press. Chapter 8.

## **WEEK 9 (10/17 – 10/23): THE PUNITIVE TURN IN AMERICAN CORRECTIONAL POLICIES**

Lynch, Mona. 2011. Mass incarceration, legal change, and locale. *Criminology and Public Policy*. 10:673-98.

Garland, David. 2010. *Peculiar institution: America’s death penalty in an age of abolition*. Cambridge: Harvard University Press. Chapter 2.

Feeley, Malcolm M. and Jonathan Simon. 1992. The new penology: Notes on the emerging strategy of corrections and its implications. *Criminology* 30:449-74.

## **WEEK 10 (10/24 – 10/30): PARTISAN POLITICS**

- Beckett, Katherine. 1994. Setting the public agenda: "Street crime" and drug use in American politics. *Social Problems* 41:425-47.
- Beckett, Katherine. 1997. *Making crime pay: Law and order in contemporary American politics*. New York: Oxford University Press. *Chapters 3 & 4*.
- Jacobs, David and Daniel Tope. 2008. Race, crime, and Republican strength: Minority politics in the post-civil rights era. *Social Science Research* 37:1116-29.
- Stucky, Thomas D., Karen Heimer, and Joseph Lang. 2005. Partisan politics, electoral competition and imprisonment: An analysis of states over time. *Criminology* 43:211-47.

## **WEEK 11 (10/31 – 11/6): CITIZEN IDEOLOGIES**

- Miller, W. B. (1973). Ideology and criminal justice policy: Some current issues. *The Journal of Criminal Law and Criminology* 64:141-62.
- Grasmick, Harold G., Elizabeth E. Davenport, Mitchell B. Chamlin, and Robert J. Bursik, Jr. 1992. Protestant fundamentalism and the retributive doctrine of punishment. *Criminology* 30:21-46.
- Jacobs, David, and Jason T. Carmichael. 2001. The politics of punishment across time and space: A pooled time series analysis of imprisonment rates. *Social Forces* 80:61-89.
- Jacobs, David and Jason T. Carmichael. 2004. Ideology, social threat, and the death sentence: Capital sentences across time and space. *Social Forces* 83:249-78.

## **WEEK 12 (10/7 – 11/13): RACIAL CONFLICT**

- Blumer, Herbert. 1958. Race prejudice as a sense of group position. *Pacific Sociological Review* 1:3-7.
- Alexander, Michelle. 2012. *The new Jim Crow: Mass incarceration in the age of colorblindness*. New York: The New Press. Chapter 2.
- Greenberg, David F. and Valerie West. 2001. State prison populations and their growth, 1971-1991. *Criminology* 39:615-54.
- Jacobs, David and Jason T. Carmichael. 2002. The political sociology of the death penalty: A pooled time series analysis. *American Sociological Review* 67:109-31.

## **WEEK 13 (11/14 – 11/20): THE TRADITION OF VIGILANTE VIOLENCE**

- Garland, David. 2005. Penal excess and surplus meaning: Public torture lynchings in twentieth century America. *Law & Society* 39:793-834.
- Jacobs, David, Chad Malone and Gale Iles. 2012. Race and imprisonment: Vigilante violence, minority threat, and racial politics. *The Sociological Quarterly* 53:166-87.
- Jacobs, David, Jason T. Carmichael, and Stephanie Kent. 2005. Vigilantism, current racial threat, and death sentences. *American Sociological Review* 70:656-77.

**WEEK 14 (11/21 – 11/27): NO CLASS: THANKSGIVING BREAK**

**WEEK 15 (11/28 – 12/4): THE ROLE OF HISTORICALLY CONTINGENT DEVELOPMENTS**

Campbell, Michael C. and Heather Schoenfeld. 2013. The transformation of America's penal order: A historicized political sociology of punishment. *American Journal of Sociology* 118:1375-1423.

Campbell, Michael C., Matt Vogel, and Joshua Williams. 2015. Historical contingencies and the evolving importance of race, violent crime, and region in explaining mass incarceration in the United States. *Criminology* 53:180-203.

**WEEK 16 (12/5 – 12/11): FINAL PAPERS DUE BY MIDNIGHT ON SUNDAY, DECEMBER 11<sup>TH</sup>**