

CRJ 712, Fall 2013

Professor:

Office:

Phone: ; **e-mail:**

Web site:

Office Hours: Wednesday 8-11AM, Tuesday, 8-11AM

Required Readings:

I. Books (click on title for ordering information):

1. Blackmon, D. A. (2009). [*Slavery by Another Name: The Re-Enslavement of Black Americans from the Civil War to World War II*](#). New York: Anchor.
2. Lewis, W. D. (2009). [*From Newgate to Dannemora. The Rise of the Penitentiary in New York, 1796-1848*](#). Ithaca, NY: Cornell University Press.
3. Austin, J. and J. Irwin (2011). [*It's About Time: America's Imprisonment Binge \(4th edition\)*](#). Belmont, CA: Wadsworth.

II. Internet Readings:

1. Total institutions: Total Institutions and Slavery: <http://www.sheldensays.com/totalinstitutionsandslavery.htm>;
2. Harmful Effects of Prolonged Isolated Confinement: <http://www.sheldensays.com/prolongedisolation.htm>
3. Stanford Prison Experiment: <http://www.prisonexp.org/>
4. Douglas Blackmon's web site: <http://www.slaverybyanothername.com/about-the-author/>

Aim of the Course:

The official description of the course reads as follows: "Punishment and Corrections: Philosophies and practices of punishment and corrections. Contemporary theory, the prison environment, work and rehabilitation programs, parole, overcrowding, capital punishment, and alternatives to imprisonment."

Most of these topics will be covered in this course, but the course will also cover history, the role of race and the concept of "total institutions." Serving as a main text will be the 4th edition of Austin and Irwin's popular book on the current situation with regard to prisons. As to history, we'll examine the origins of the prison system in the United States and thus the philosophy of punishment, which is presented by a classic book by Lewis. As for race, the book by Douglas Blackmon needs no explaining (for a preview of what this is about before you read it go to his web site). The Lewis and Blackmon books can tell us a lot about the current situation with regard to incarceration, especially how we got to where we are. The past tells us a lot about the present and the future. We ignore it at our peril.

Learning Objectives:

1. Develop a research proposal to examine a problem through a common theory of crime.
2. Generate a research paper consistent with contemporary publication standards.

Your grade will be based upon class participation, a take home exam, the statement of the problem, a research proposal and the final research paper. The relative weights of each of the above are as follows:

<u>Assignment</u>	<u>Points</u>
Take-home exam on <i>It's About Time</i>	100
Class Participation (including talking points)	40
Initial "statement of the problem"	20
Research proposal	30
Proposal revision	30
Research paper	120

Content of the Course: Each day that the class meets we will have a general discussion of the assigned readings for that particular day. Bring with you a set of notes and an outline of what you consider to be main "talking points." You will turn in a copy of the "talking points" after class. Each student will, in turn, give a brief overview of their talking points. This will be followed by a general discussion.

Take-home exam: This exam will consist of essay questions and will cover *It's About Time*. More details will be provided.

Research paper: Your research paper should be no longer than twenty-five (25) pages, plus the bibliography. This will be done in three stages. First, an initial "statement of the problem" will be written (maximum of one page, plus references). Second, a proposal will be submitted (maximum of five pages plus minimum of five references). Third, a revised proposal. Forth, the final paper. Note the various due dates for these below. Note also that there is a deadline for changing topics. More will be said about this during the course.

Note: Send assignments (prior to due date) via an e-mail attachment (MS Word) to my home e-mail: profgrs@cox.net.

Schedule of Assignments:

The following schedule is tentative and subject to change. You will be responsible for knowing any changes (and you do this by coming to class).

Schedule of Assignments

<u>Date</u>	<u>Topics and Assignments</u>
8/27	Overview of Class and general expectations; video - Stanford Prison Experiment (view Internet reading #3 at your leisure)
9/3	Punishment in America: Austin and Irwin, preface, chapters 1-3
9/10	Total institutions, Internet readings #1&2; Austin and Irwin, chapter 4-6
9/17	Austin and Irwin, chapters 7-8

Statement of the Problem due this date

- 9/24 Austin and Irwin, chapter 9-10
- 10/1 History: Lewis, *From Newgate to Dannemora*, chapters 1-3
- 10/8 **No Class**
- 10/15 History: Lewis, *From Newgate to Dannemora*, chapters 4-7

Research Proposal due this date

- 10/22 History: Lewis, *From Newgate to Dannemora*, chapters 8-10
- 10/29 History: Lewis, *From Newgate to Dannemora*, rest of book
- 11/5 Blackmon: Internet reading # 4; Introduction and Part One; Sheldon, chap. 4

Take Home due midnight 11/10

- 11/12 Blackmon: Part Two

**Revised Research Proposal Due this date
Last day to change topics!!!**

- 11/19 **No Class: ASC Conference, Atlanta**
- 11/26 Blackmon: Part Three & Epilog
- 12/3 Make-up day - this is reserved for Q & A about research papers and any other unfinished business

Research Papers Due by mid-night December 8.

- 12/10 End of semester celebration; a tradition begun several years ago where we all meet around 5 or 5:30 PM at Metro Pizza for food, drink and celebration.

Research Proposal: Some Guidelines

The "initial statement of the problem" entails presenting to the reader the nature of the problem to be explored; this should be about 2-3 pages.

The "research proposal" is a brief summary of a particular "problem" or one or more "key questions/issues" that will require some research to explore and will involve some literature review. The "problem" could be the relationship between two or more variables. This will be a more detailed elaboration of the "initial statement of the problem." A minimum of five pages is required, along with at least five references. At this point you will need to provide a "theoretical perspective" that will guide your research. Select one among the most common theories of crime – anomie/strain, labeling, critical, feminist, social disorganization, cultural deviance, etc. These you should have learned about either in your undergraduate education or in one of your graduate classes.

The "revised research proposal" will be an expanded version of the original proposal. The difference is that you will respond to my critique of the original and add 3-4 pages of work.

You can use this as a general guide for the thesis you will eventually write for this graduate program. This exercise might help you at least get a head start on writing your thesis, even if you have already started.

The structure of a research paper:

1. Title Page & Abstract - a brief summary of the paper (a short paragraph of about 100 words).
2. Introduction - introduces key terms and the research focus (here's where your initial statement of the problem will come in handy, along with the research proposal). You will be simply adding onto the statement of the problem and proposal.
3. Literature review - detailed examination of existing research relevant to the topic.
4. Discussion and/or implications - examination of the findings and consideration of how they may impinge on relevant groups, communities, or agencies or how they fit into previous research/theory.
5. Conclusion – this is where you finally can express some of your own opinions on the problem you have researched.
6. References, notes, appendices, etc.

Format of Research Paper: Fonts, pagination, etc.

There are many different formats used by writers these days. I would prefer you use either Verdana font 10 or Times New Roman font 12. Put page numbers at the bottom, either in the center or on the right (title page should not have a page number, so start pagination on the second page). There is a standard recommended by the UNLV Graduate College, which you can get from the UNLV web site (I don't like this one at all!). There are plenty of other examples and formats available by just reviewing some standard academic journals. Examples can also be found on my

web site, under the heading "Research Articles." You may use the style found in many academic journals or in one of the books assigned for this class.

A word on "notes" and "references"

In many research papers/books/articles there is a section at the very end, just before or after the references section, known as "endnotes" since they appear at the end, in contrast to "footnotes," which are found at the bottom of the page.^[1] References are put at the very end of the paper/report, after the endnotes (except whenever I write a paper the "notes" are literally at the end, after the references), usually following some standard practice (e.g., APA style). Sometimes the endnotes contain all the references in addition to "explanatory notes."

Note

[1]. Some have called this an "explanatory note" where you want to make a point or provide some additional information (e.g., a suggested book to read) that does not really need to be in the body of the text.

University Policies

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor **within** the first 14 calendar days of the course for fall and spring courses (excepting

modular courses), or **within** the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

University Library

Students may consult with a librarian on research needs. For this class, the subject librarian is Susie Skarl (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.