

# CJFS 3770: Punishment, Corrections, and Society

Dr. Ryan Larson

Fall 2023



## Instructor

**Dr. Ryan Larson**

Email: [rlarson21@hamline.edu](mailto:rlarson21@hamline.edu)

Office Phone: (651)-523-2168

Office Hours: 12-3 p.m. W

Office: GLC 210E

Office Hour Signup: <https://calendar.app.google/jycNo8kLK9AmdsmU6>

Dr. Larson's Website: [https://ryanplarson.github.io/personal\\_site/index.html](https://ryanplarson.github.io/personal_site/index.html)

## Class Information

Classroom: Robbins Science Center 11

Class Hours: 12:50-2:20 p.m. T/Th

Class Canvas: <https://canvas.hamline.edu/courses/16229>

## **Course description**

"The bond, transparent or not, that is supposed to exist between crime and punishment... must be broken. Punishment is neither a simple consequence of crime, nor the reverse side of crime, nor a mere means which is determined by the end to be achieved. Punishment must be understood as a social phenomenon freed from both its juristic concept and its social end."

-Georg Rusche and Otto Kirschheimer (1939) *Punishment and Social Structure*

CJFS 3770 offers a upper-level foundation in the *Sociology of Punishment*: "the body of thought which explores the relations between punishment and society, its purpose being to understand legal punishment as a social phenomenon and this tract its role in social life (Garland 1990:10)." What are the purposes and/or causes of criminal punishment? What determines the scope and character of criminal punishment? What is the relationship between criminal punishment and

culture? What is the relationship between contemporary criminal punishment and social inequality and divisions? Why has imprisonment become the predominant mode of punishment in the United States and other industrial democracies? How do imprisonment and other forms of institutionalization affect prisoners and ex-prisoners?

The course is designed in three sections. The first engages the social theory of punishment and interrogates *the social foundation and causes* of criminal punishment. The second charts the *contemporary landscape of punishment*, describing the social patterns in incarceration, probation, monetary sanctions, and other forms of contemporary penal practice. The third section explores the *effects* of modern punishment on crime, social institutions (e.g., stratification), and other facets of social life.

## Objectives

### Course Objectives

1. Understand the foundational logic of the sociology of punishment.
2. Be able to articulate the tenets of social theories of punishment.
3. Gain an introductory understanding of the empirical patterns and regularities of punishment practice in the United States.
4. Develop a scholarly eye for identifying punishment's impacts on individuals and society.
5. Explicate how punishment may be transformed or changed to improve social conditions.

### Hamline Plan Objectives

This course is a [Hamline Plan](#) Social Science (S) course and therefore upon completion of this course you will be able to:

1. Analyze individual or groups behavior in a given context using a social science approach.

## Required Texts

1. Garland, David. 1990. *Punishment and Modern Society*.
2. Supplemental readings - uploaded to Canvas.
3. Lecture Notes - uploaded to Canvas before each class period.

## Course Requirements

### “Scholarly Attitude”

Some faculty members evaluate participation as a part of students’ course grades. But mere participation – how much you do or don’t talk, sit up or fall asleep – isn’t really what most of us want from our students. Instead, most of us hope to see students accept our invitation to “the life of mind” by adopting a “scholarly attitude.” Having a “scholarly attitude” involves developing intellectual curiosity and a genuine engagement with the ideas presented in the course. Students with a scholarly attitude take the student role seriously and demonstrate their commitment to academic pursuits by actively engaging in the material, reflecting deeply on the readings, raising thoughtful questions and comments in class, bringing unsolicited materials to share that are directly relevant to the topics being covered, come early and/or stay late to raise their own questions about the material, and generally go above and beyond the requirements of the course. Students who lack a scholarly attitude passively complete the readings and requirements, only occasionally engage in other activities during lecture, do not actively engage with research design during lab time, and are primarily concerned with obtaining a particular grade in the course.

Another exemplary aspect of having a “scholarly attitude” is how you handle a situation when you must be absent from class. A scholarly way to handle this will be to notify me of any potential absences, as well as to take initiative to catch up on any material missed by reading the lecture slides, getting notes from a fellow student, or coming to office hours.

The main idea here is to be actively engaged with the class material we will engage this semester, and to display a genuine curiosity towards learning about research methods. This portion of your grade is necessarily subjective, so please come see me if you have any questions or concerns about this part of your grade.

### Exams

There will be both a midterm and final exam, each of which cover material previously covered in each half of the semester respectively. The exams will cover ideas and topics from the class lecture, course readings, and class discussions, and will consist of multiple choice, short answer, and essay questions. The class period before each exam will consist of a review day and study period, where we will review the relevant material for the exam. Students are expected to come to the review/study day with questions, concerns, and ideas, and we will “study together” before each exam. I know exams can bring about worry and anxiety, and I know that you will likely have exams in other classes to study for as well. However, there will be no “trick” questions on the exams, and students who come to lecture and actively participate in class should be well situated for the exams. Please come prepared for each review/study day, as it is likely other students have the same or similar questions that you do. More details about each exam will be discussed in class.

**Dates for the midterm and final exam, as well as the study days, can be found on the tentative course schedule below.**

### Group Research Projects

In order to delve deeper on a punishment topic of interest, you will work in groups to construct a 10-minute research talk in the style of an academic conference presentation. The idea here is relatively simple: pick a criminological question concerning some aspect of punishment practice, work to find relevant research articles that answer parts of your research question, and construct a “review” of the studies that help answer your question of interest. I encourage you to delve deep

into the complexities of your groups' chosen topic of interest, go beyond what we are discussing and learning in class as well as incorporating relevant classwork as appropriate, and to grapple with both the status of social science research around the topic and identify places where the research is suggestive of positive criminal legal reform. The purpose of this assignment is to learn 1) to ask a good criminological question, 2) to formulate and support a clear and sophisticated thesis, 3) gain skills in finding appropriate and valid research to support your thesis, and 4) to go deeper on a facet of punishment that is of interest. In the early weeks of the semester, do some thinking about what *truly* interests you within criminology, and then you'll work with your group to think about it over the course of the semester!

Example research questions could include, but are certainly not limited to:

- What are the patterns in public opinion surrounding punishment patterns in the U.S.?
- How does the experience of various forms of punishment differ by gender?
- What is restorative justice? How does it compare to classic modes of punishment and what does research say about its effectiveness?
- What is the relationship between punishment and poverty governance?
- What is the impact of in-prison programming and education?
- What are the spatial dimensions of punishment? How do forms of punishment vary across space and demographics of space?
- What are the interrelationships between criminal punishment and immigration (i.e., crim-migration)?
- How do monetary sanctions (fines, fees, etc.) impact crime and inequality?
- What are the patterns, issues, and effects of punishment within U.S. educational institutions (e.g., high schools)?

The research project presentation should have the following sections that mirror a scholarly research presentation:

1. *Introduction* - including clarification and exposition of the central question, important subsidiary questions, and general framing for the audience. Why is this question important?
2. *Literature review* - summarizing and synthesizing the main findings of at least **10** studies that have been done on your topic or a closely related one. What do these studies have to say about your research question? What are the empirical regularities or patterns in this punishment practice? What are its causes and effects? How might the sociology of punishment apply to your research question? What are the complexities or issues that this research brings to light? Including visualizations from the original studies is encouraged (with proper citation!).
3. *Reform* - what does this research say about this area of punishment practice? Are reforms needed to make this punishment or correctional practice more efficient, more equitable, less harmful? How might we use what you've learned to make the world a safer and more equitable place?
4. *Conclusion* - Overall, what do these studies conclude about your research question? What questions remain unanswered? How might future research studies examine these remaining questions?
5. *References* - all citations (including in-text) should be in ASA format.
  - [Purdue OWL ASA In-Text Citation Guide](#)
  - [Purdue OWL ASA References Page Formatting](#)

Each topic will be chosen, and approved, in consultation with me and I will help guide groups towards relevant research and ideas throughout the semester. We will **work together** to learn how to find relevant research articles and how to read and digest them, including having two built in workshop days to work on this project during class time. Google Scholar and the Bush Library Website will be integral sources for finding relevant theoretical and empirical scholarship. We will discuss how to use these tools and strategies for searching in class, as well as how to identify quality primary and secondary sources.

In order to produce high quality papers, you will draft, workshop, and revise your presentations over the course of the semester. The initial sub-submissions will be graded for completion, and will allow an opportunity for me to give every group feedback on their projects step-by-step, without the specter of grades. The final submission will be graded as a normal project. This process hopefully will split the workload across the semester and mitigate any end of the semester time crunch, as well as allow you to improve your ideas, sources, and papers over the semester to produce high-quality presentations! Thus, the following due dates apply:

- 9/28 - Research Question Synopsis. 10 pts.
- 10/24 - Annotated References (10). 10 pts.
- 11/21 - Draft of Research Presentation Slides. 10 pts.
- 12/5 - Final Research Presentation (~10-minutes). 70 pts.

All project assignments are **due at 11:59pm on each respective due date** and must be submitted in portable document file (.pdf) format. The assignments should also have each group members name and date of submission. More detailed descriptions of each subcomponent will be discussed in advance of each due date, and a more detailed rubric can be found on the class Canvas site. Group work necessitates a level of respect and responsibility from each member. Social scientists of punishment often work in collaborative teams, and I hope each group can identify the strengths of each member and work together to produce quality projects. If issues arise in terms of workload inequities or other group issues, please let me know. Groups will be randomly assigned, which may sound a bit scary but I promise theres a logic to it. I believe random assignment may 1) help contribute to the community building of the classroom by engaging individuals who may otherwise not select into a group partnership, 2) avoid instances of individuals feeling excluded on the basis of differences in social capital (e.g., existing network ties), and 3) to balance the distribution of skills/knowledge/etc. evenly across groups (in theory!).

### Extra Credit

For extra credit in this course you may attend an event (e.g., lecture, community event, research talk, etc.), whether in person or online, that is related to social science research or contemporary issues in punishment write a 1-2 page reaction paper about the event. In the paper you must discuss how this event is related to the social science of punishment generally and/or how it is related to particular topics being discussed in class. Next, critique the substance of the event based on what you know; did it reaffirm knowledge you gained in class or previously held beliefs or did it challenge your current knowledge of punishment? Finally, include reactions to the event: what social or criminological knowledge was gained by this event? What proposals (if any) were made to transform punishment processes to make the world a better place? To get credit for this assignment, you **must get approval from the professor for the event or video either during office hours or email**. Multiple departments across campus offer opportunities, and the University of Minnesota's Sociology Workshop Series is another place to keep an eye on. In addition, there are plenty of online scholarly lectures about criminological topics (e.g., YouTube) as well as com-

munity events that discuss contemporary punishment practices (e.g., Minnesota Justice Research Center). Keep in mind that completion of this extra credit opportunity requires timing, and likely cannot be completed last minute. The extra credit is worth 10 pts. upon completion. **The extra credit opportunity is due 12/7 11:59pm.**

## Course Policies and Information

### General

First and foremost, welcome to CJFS 3770! I am so excited to go on this punishment journey and meet all of you! I find the social science of punishment to be truly fascinating, and is an area of social life that is not only reflective of society and culture, but also (re)produces social structures in complex ways. We often have initial colloquial ideas of what punishment's social purposes and functions are, and my hope is that we can explore punishment from a social science perspective that this semester that will expand and challenge common conceptions of punishment. Given this is an upper-level class, many of you will have already developed strategies that help you be successful in the college classroom. However, I also have some tips that will be useful in this class and the others you may be taking:

### General

- Come to class as much as possible! This will allow you to keep up to date with everything, and really engage with the class material. There will be experiences, discussion, and explanation that takes place in class that cannot be replicated otherwise (e.g., by just reading the material).
- Take notes! Either electronically or the old fashioned way with pen and paper, take notes during lecture and discussion. These will help you when you are studying for exams and writing your papers. I structure my lecture slides to be notes, and they will be available
- Ask questions! **Please, please, please**, ask questions whenever you have them. They can be simple logistical things or in depth questions about the class material. *Grappling with class material is what college is all about*, so I encourage you to ask questions whenever you find something confusing or fascinating! I'm happy to answer any questions as I am able, no matter how big or small. If I don't know the answer to something, I will work with you to find the answer!
- Come to office hours! Faculty members love when you come to see them. Take this time to get to know me and your other professors, which I personally found to be one of the most rewarding experiences of a liberal arts college experience as an undergraduate student. I am paid and am here to be a resource for you, and expect to serve in that capacity for your learning.
- Use a calendar! Whether it be your Google calendar or a planner book, write out all the relevant dates for the course: assignment deadlines, exam dates, class times, my office hours, etc. This will help you stay a bit organized and keep tabs on what's to come in the semester.

Please make use of this syllabus and the class Canvas site. They will both give a guide to what's coming next, and Canvas is also the hub for all assignment submissions. All supplementary class reading materials and other resources will also be posted to the class Canvas site.

### Grading and Absences

Overall, I'd love for everybody to not worry about their grades and instead spend that energy with the readings and engagement in class and labs. If you do so, I am *confident* that the grades will follow, and I want everybody in the class to succeed however you define that for yourself. With that being said, keeping up to date on the readings and class material will be *essential* to obtaining a high grade in this class. Keep in mind that grades **do not** define your worth as a person, nor as a student.

The grading breakdown, course requirements, and letter grade distributions are listed below. Please come see me if you have any questions related to grading or general course expectations.

All assignments are due at just before midnight of the night they are due unless otherwise noted (11:59pm due date). Emailed assignments are not accepted unless otherwise arranged, and all submissions will take place via Canvas.

I encourage you to turn in assignments on time, as this will allow me to give you feedback: to pat you on the back and give pointers for improvement for subsequent or final submissions. Late assignments are deducted one letter grade if they are turned in within 24 hours of the due date and an additional letter grade for each additional 24 hours beyond this; assignments will not be accepted more than 1 week after the due date or all assignments are graded (whichever is later). Incompletes will not be granted except in rare or extraordinary circumstances and cannot be given without prior written agreement.

If you have questions about how you have been graded on a particular assignment, I have a general policy for handling these situations: please briefly put in writing your thoughts or comments on the grading and see me in the next available office hours. We will then discuss your grade(s). Any requests must be submitted within one week of the date the grades for that assignment are distributed.

If you miss a class, please ask a classmate to share their notes with you (in advance, if possible). If you are uncomfortable asking another student, please let me know and I will find a volunteer to share notes. **We are in this together!** Note that while attendance is not strictly required, multiple absences without proper notice and adequate reasoning will be reflected in your “scholarly attitude” grade, and may impact your preparation and performance on exams and papers.

You must notify me in person or via email **at least 24 hours prior** to missing an assignment due date or exam for me to consider giving you a makeup or extension. Exams may not be made up except in the rare event of an excused absence.

I know your lives are busy and hectic, and this class is likely not going to be the most important thing in your life (and it probably shouldn't be!). The key here is to **be in communication with me** when you are going to be gone or would request an extension, and I will do my best under the circumstances to work with you to find a solution.

Grade Distribution:

Grade	Range
A	93+
A-	90-92.99
B+	87-89.99
B	83-86.99
B-	80-82.99
C+	77-79.99
C	73-76.99
C-	70-72.99
D+	67-69.99
D	63-66.99
D-	60-62.99



F < 60

---

### Assignment Weighting:

Item	Weight	Points
Scholarly Attitude	20%	50 pts.
Group Research Presentation	40%	100 pts.
Exams	40%	100 pts.

### Communication

The best way to reach me is by email or come in-person to office hours. I will attempt to return email within 24 hours M-F and within 48 hours over the weekend. There will be times I cannot respond within 24 hours. If you wait until the last minute to email me with questions, I may not be able to respond in time. However, I will do my best to respond to all email inquiries in a timely fashion. I will also often be available after class to chat about any issues/questions you may have.

### Inclusivity

Hamline University values diversity and inclusion; we are collectively committed to a climate of mutual respect and full participation. My goal is to create learning environments that are usable, equitable, inclusive, and welcoming. My goal is to welcome everyone to the fascinating world of criminology. As your professor, I hold the fundamental belief that everyone in the class is fully capable of engaging and mastering the material. Our classroom should be an inclusive space, where ideas, questions, and misconceptions can be discussed with mutual respect for others' ideas, beliefs, and experiences. There is usually more than one way to see and solve a problem and we will all be richer if we can be open to multiple paths to knowledge. This course will cover topics of a sensitive nature such as but not limited to class, gender, race, ethnicity, sexuality, religion, violence, victimization, and criminality. These are sensitive social topics, and I expect each of you to broach with maturity and scholarly curiosity. In addition, I expect students to show respect toward the subjects of our study, particularly those who have engaged in crime, as well as to treat your classmates and myself with respect and dignity at all times. Because I cannot possibly know each student's life history and what you may /may not find distressing (although, I certainly hope to learn about you throughout the semester!), I am unable to alert the class to each possibility. Thus, this is a trigger warning of a sort for the entire course. If you have concerns over a particular topic/issue, please review the syllabus and if there is a concern, please let me know.

### Office Hours

Please come to office hours! This is a dedicated time set aside for **you**, the student, to:

- Ask questions or get clarifications on topic that weren't clear in the lecture or readings
- Get caught up to speed should you miss a day of lecture
- Get feedback on assignments and papers
- Just talk "shop": research, criminology, etc.
- Talk about concerns you have inside or outside of class
- Get to know me! It also lets me get to know you as well, which is one of the best parts of my job.

I'm excited to meet and get to know each of you personally, and office hours are a great time to do that. Feel free to stop by anytime during office hours. If my usual office hours do not work with your schedule, please email me to schedule an office hours appointment and I will find a time that works with your schedule. I'd love the opportunity to learn about you, what is bringing you to study criminology, and how I can help you in your future studies/research/career. My office hours and location can be found near my picture at the top of this syllabus. Please don't hesitate to stop by and chat!

### **Academic honesty**

Academic dishonesty will not be tolerated. Academic dishonesty includes but is not limited to cheating, plagiarism, making multiple submissions, fabricating information, using materials in an unauthorized manner, misrepresenting academic records, and facilitating academic dishonesty. A student found guilty of academic dishonesty can receive failure for an assignment, failure for the entire course, or academic suspension or expulsion. For more information on the Honor Code, please visit the [Honor Code website](#).

Technology is rapidly changing; in some ways online tools have outpaced the skills of students and professors. One such tool is ChatGPT. Students should be aware that not only is using ChatGPT for assignments a gray area for the honor code, but the artificial intelligence (AI) used by ChatGPT may make significant mistakes - providing information that is clearly incorrect to those with subject-matter expertise. It is possible that AI will eventually get to the point where those mistakes rarely happen; that day, however, is not today. As such I do not recommend using ChatGPT for course assignments. If you do choose to use these tools, they can be useful in fine tuning your research questions, brainstorming or fine tuning your ideas, and checking grammar and spelling. I urge extreme caution for using these tools for wholesale drafting, as the output may contain significant mistakes and not adhere to the assignment structure and requirements.

Further, I am generally interested in **your** ideas, designs, and analysis. I care far more about the "aliveness" and substance of your writing as opposed to the polish, perfection, or sheen of the final product. If you do choose to use ChatGPT or any other AI system (e.g., Google Bard) for language and writing generation, please cite the program in your references. In addition to citing the language model used, you must also include a brief paragraph at the end of your work explaining how and why you used the model, including any prompts you used to generate output. Failure to do so constitutes an honor code violation as using AI's words without citation and representing another's words as your own.

Discussion of class material and readings amongst students is encouraged, and helping each other out is expected! However, you are expected to work independently on assignments, papers, and exams. When in doubt, please come see me.

### **Preparedness**

I promise to be prepared, engaged, and as helpful as I can be in each class period, as well as outside of class time. We will be wrestling with new and difficult topic matter during the course of the semester, and I understand it can seem daunting especially given your other responsibilities on and off campus. All I ask is that you give your best effort on each assignment, reading, and class period and I promise to reciprocate.

## Campus Resources and Policies

### Accessibility

If you have a documented disability for which accommodations may be required in this class, please contact Steve Anderson ([sanderson65@hamline.edu](mailto:sanderson65@hamline.edu), West Hall 108) as soon as possible to discuss accommodations. If you have already arranged accommodations through Disability Resources, please be sure to meet with me within the first two weeks of class to initiate conversation about how we might work together to make the course as accessible as possible. Although I will receive the letter electronically, I would like to touch base on how I can best accommodate each student in the course. Ultimately, I wish for you to only share with me what you are comfortable with and how we might arrange accommodations in the course.

### COVID-19 policy

Any requirements for use of face masks on campus will be determined by the [Hamline University COVID-19 shift plan](#). See [Hamline's Mask Policy](#) for more information.

In general, if you were exposed to COVID-19, please follow the recommendations as follows from the CDC. Please keep the safety of your fellow students as well as faculty and staff at Hamline at the forefront in your decision making.

- [What to Do If You Were Exposed to COVID-19](#)
- [What to Do If You Test Positive for COVID-19](#)

### Writing Assistance

The ability to communicate effectively in writing is an important skill that will be required all classes at Hamline University and in life outside of the University. While we will workshop papers throughout the semester and you will receive feedback before your final submission, there are also resources on campus to assist you with your writing.

There is free student writing support at the [Writing and Communication Center](#). The writing center can assist you in all stages of the writing process and I encourage all students to take advantage of this valuable resource. To schedule an appointment call (651) 523-2026 or visit the [Hamline University Writing and Communication Center Website](#) [Hamline University Writing and Communication Center Website].

### Mental health

Mental health is important to be a successful university student, and aspects of university life can be stressful and can negatively impact mental health. Hamline University Counseling and Health Services provides confidential, free counseling and crisis intervention services to students. More information can be found at the [Counseling and Health Services Website](#).

### Sexual Assault, Relationship Violence, and Stalking

Hamline University also provides academic and other accommodations to students who have experienced sexual assault, relationship violence (physical, emotional, or other form of abuse by a dating or other intimate partner), or stalking. For more information about Hamline's policy and the resources available to you, consult [Hamline's website](#) or contact our Title IX Coordinator and Associate Dean of Students, Patti Kersten, (651) 523-2421, [pkersten01@hamline.edu](mailto:pkersten01@hamline.edu).

## Final thoughts

I am excited to explore the social science of punishment with you this semester, and I hope you all find this class to be interesting and engaging! In particular, I hope you can think deeply about how social theory and empirical work we will engage in lecture and discussion can be applied to questions of punishment **you** are interested in. Further, I hope you are able to take what we learn in this class to be a responsible consumer of knowledge, being able to take a critical eye towards claims of punishment's causes and effects you run across in your everyday life. This class will be challenging on two different fronts: 1) it will challenge your preconceived notions of the nature and effects of punishment, and 2) delve deep into the social theory, patterns, and effects of punishment in modern society. This second challenge will present new, sometimes terse, terminology, as well as present methodological and statistical issues (e.g., causality). Despite these challenges, you are not alone in this endeavor. We will work through these challenges **together** this semester!

**If this document is updated, a copy will be supplied to you via Canvas and changes will be announced in class.**

## Tenative Course Schedule

Date	Week	Lecture	ToDo
2023-08-29	1	Course Overview	Google Form
2023-08-31	1	Sociology of Punishment	Garland Ch.1
2023-09-05	2	Punishment + Social Solidarity	Garland Ch.2
2023-09-07	2		Garland Ch.3
2023-09-12	3	Political Economy + Punishment	Garland Ch.4
2023-09-14	3		Garland Ch.5
2023-09-19	4	Punishment and Power	Garland Ch.6
2023-09-21	4	Workshop #1	
2023-09-26	5	Rationalization/Sensibilities	Garland Ch.8
2023-09-28	5		Garland Ch.10; RQS
2023-10-03	6	Punishment + Culture	Garland Ch.9
2023-10-05	6		Garland Ch.11
2023-10-10	7	Midterm Exam	Study Day 1
2023-10-12	7		Midterm Exam
2023-10-17	8	Mass Incarceration	Kreager 2018
2023-10-19	8	Probation/Parole	Phelps 2020
2023-10-24	9	Monetary Sanctions	Harris 2010; AR
2023-10-26	9	The Death Penalty	Peffley 2007
2023-10-31	10	Politics + Punishment	Jacobs 2001
2023-11-02	10	The New Penology	Malcolm 1992
2023-11-07	11	Race + Punishment	Tonry 2010
2023-11-09	11	Punishment + Crime	Light Marshall 2018
2023-11-14	12	Punishment + Stratification	Larson 2021
2023-11-16	12		NO CLASS (ASC)
2023-11-21	13	Social Effects of Punishment	Sugie 2017; DRS
2023-11-28	14		Brayne 2014
2023-11-30	14	Workshop #2	
2023-12-05	15	Tying Up Loose Ends	Final Presentations
2023-12-07	15		Study Day 2; EC
2023-12-11	16	Final Exam-2:45-4:45	FRP DUE