

**HONS 382.01: Doing Time: Living, Working and Dying Behind Bars**  
**College of Charleston**  
**Fall 2018**

<p><b>Instructor:</b> Heath C. Hoffmann 19 St. Phillip, Rm. 302 <b>e-mail:</b> hoffmannh@cofc.edu <b>Office:</b> 843.953.8182 <b>Cell:</b> 843.696.5388 <b>Class Hours:</b> TR, 10:50-12:05 <b>Office Hours:</b> TR, 12:30-2:00 or by appointment</p> <p><b>Course Pre-Requisites:</b> <b>None.</b> <del>HONS 167: Honors Intro. to Sociology;</del> <del>SOCY 101: Introduction to Sociology;</del> <del>or SOCY 102: Contemporary Social Issues.</del></p>	<p><b>Course Description:</b> We will examine how everyday life is organized for those who are incarcerated in prison. The organization of friendships, love, sex, food, work, recreation, identity and other domains will be explored as will the changes to self and coping mechanisms that result from being incarcerated. We will also discuss the impact that working in prison has on physicians, nurses, dentists and correctional officers in terms of mental health, their relationships and the “courtesy stigma” associated with working inside prison with offenders. Finally, we will examine how those in prison experience end-of-life, how prisons respond to providing for those who are terminally ill and the role played by those who are incarcerated in providing end-of-life care to dying inmates.</p>														
<b>Student Learning Outcomes</b>															
<ol style="list-style-type: none"><li>1. Apply knowledge of the methods from more than one discipline to address a problem.</li><li>2. Analyze source material from more than one discipline.</li><li>3. Demonstrate through writing the ability to analyze and synthesize complex arguments</li></ol>															
<b>Important College Administrative Dates</b>															
<table><tr><td>August 27:</td><td>Last day of Drop/Add for full semester classes</td></tr><tr><td>October 24:</td><td>Last day to withdraw with a grade of “W”</td></tr><tr><td>November 5-6:</td><td>Fall Break</td></tr><tr><td>November 21-25:</td><td>Thanksgiving Holiday</td></tr><tr><td>December 3:</td><td>Last day of full semester classes</td></tr><tr><td>December 4:</td><td>Reading Day</td></tr><tr><td>December 12:</td><td>Last day of final exams</td></tr></table>		August 27:	Last day of Drop/Add for full semester classes	October 24:	Last day to withdraw with a grade of “W”	November 5-6:	Fall Break	November 21-25:	Thanksgiving Holiday	December 3:	Last day of full semester classes	December 4:	Reading Day	December 12:	Last day of final exams
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<b>Required Course Materials and Technology</b>															
<p><u>Required Books</u></p> <ul style="list-style-type: none"><li>• <a href="#">Ted Conover. 2000. <i>Newjack: Guarding Sing Sing</i>. New York: Vintage Books.</a></li><li>• <a href="#">Christina Rathbone. 2005. <i>A World Apart: Women, Prison and Life Behind Bars</i>. New York: Random House.</a></li></ul> <p>All other assigned readings are available electronically in OAKS. To locate the readings, select the “Content” link on the main toolbar. All articles are posted as PDF files, which will require you to use Adobe Acrobat Reader (all library computers should have this program) to view these files. Please make sure you have the most recent updated version <a href="#">of Acrobat Reader installed on your home computer</a>.</p> <p>You might also be asked to rent and watch a film and/or documentary through Amazon, iTunes, <b>Hulu</b> and/or Netflix</p>															

### **Offensive Material Warning**

In studying prison life you will encounter subjects (e.g., sex, sexual assault and murder), language (e.g., curse words in readings, videos and/or songs), depictions, and attitudes that you may find disturbing or offensive.

### **Accessibility Statement**

The College of Charleston is committed to ensuring the full participation of all students in its programs. If you have a documented disability (or think you may have a disability) and, as a result, need a reasonable accommodation to fully participate in this class, complete course requirements, or benefit from the College's programs or services, contact the Center for Disability Services (CDS) (Lightsey Center, Suite 104) as soon as possible. To receive any academic accommodation, you must be appropriately registered with the Center for Disability Services. The CDS works with students confidentially and does not disclose any disability-related information without their permission. The CDS serves as a clearinghouse on disability issues and works in partnership with faculty and all other student service offices. For further information about services for students with disabilities, please contact the CDS.

Each of us learns in different ways, and the organization of any course will accommodate each student differently. Please talk to me at the beginning of the semester about your individual learning needs and how this course can best accommodate them. If you do not have a documented disability, remember that other support services, including the Center for Student Learning (Addlestone Library, room 116) and the Counseling Center (843.953.5640), are available to assist you with writing, mathematics and general study skills.

Students with documented disabilities should talk with me personally at the beginning of the semester to make necessary accommodations. I will not make special accommodations during an exam period or after a deadline has passed so you must make arrangements with me now.

### **Center for Student Learning**

I encourage you to utilize the Center for Student Learning's (CSL) academic support services for assistance in study strategies and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at <http://csl.cofc.edu> or call 843.953.5635.

### **Student Honor Code**

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each instance is examined to determine the degree of deception involved.

Cases of suspected academic dishonesty will be reported directly to the Dean of Students. A student found responsible for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student's transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

It is important for students to remember that unauthorized collaboration--working together without permission-- is a form of cheating. Unless a professor specifies that students can work together on an assignment and/or test, no collaboration is permitted. Other forms of cheating include possessing or using an unauthorized study aid (e.g., cell phone during an exam), copying from another's exam, fabricating data, and giving unauthorized assistance.

Remember, research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the professor.

You can find a complete version of the Honor Code and all related processes in the *Student Handbook* at <http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php>.

### **Community Statement**

Learning is something you do, not something that is done to you. Thus, in every class I teach, I expect students to be active participants in the learning process. In my face-to-face classes, I sometimes lecture but most of the class time is spent with us discussing the assigned readings. The success of this format is contingent on students reading the assigned articles and chapters before coming to class and to be willing to engage me and their classmates in thoughtful discussion.

You will get the most out of this class by completing the readings, participating in the discussion topics and thoughtfully engaging each other in critical examinations of the topics. Each of you brings invaluable knowledge and experiences to this class and you should draw on those assets to explore the topics we cover. At the same time, be willing to accept the notion that the knowledge you have is incomplete and/or your perceptions, assumptions and views of the world might also be incomplete, flawed or misguided. Being willing to do this is hard but it is critical to the learning process and the potential for experiencing intellectual growth and development.

The class will be as good as you make it—so, let's make it great. And since some elements of our class will be conducted online through OAKS and other platforms, I offer recommendations below for "netiquette" in this class.

## Community Statement, continued

### *Netiquette*

Netiquette is a combination of the term “Network Etiquette.” Because online communication generally lacks visual cues common to face-to-face interactions, I expect us all (including me) to follow these standards when interacting with each other.

- Be sensitive to and reflective about what others are saying.
- Use appropriate capitalization. USING ALL CAPITAL LETTERS IS THE EQUIVALENT OF YELLING.
- Be mindful of “flames”-- These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Use appropriate language. Be cautious of offensive language. At the same time...
- Be forgiving. Anyone can make a mistake.
- Be supportive of others’ attempts to learn by embracing your ability to enhance others’ learning experiences.
- Use clear subject lines.
- Use abbreviations or acronyms only if the entire class knows them or define them for others to know.
- Keep the dialogue collegial and professional.

## Assignments and Graded Coursework

### Class Attendance and Participation

I expect you to attend every class and will take roll at the beginning of each class. If you accumulate 7 or more unexcused absences (e.g., “unexcused” means that you do not have medical documentation and/or are not missing class to participate in a school-sanctioned event), you will receive zero attendance and participation points (this amounts to losing 25% of your grade). If you encounter medical problems during the semester that cause you to have chronic attendance problems, please contact the Center for Academic Performance and Persistence (843.953.5674) to arrange a Medical Withdrawal from the class.

This class will have some lecture but a lot of our time will be spent discussing the assigned readings—this cannot be done if you do not read the material before coming to class. Thus, I expect each of you to take an active role in your education. This involves 1) coming to class on time, 2) having read the assigned readings and/or watch assigned films/documentaries before coming to class and 3) being prepared and willing to participate in class discussion and activities. If you are not comfortable talking in class and/or you have/had something to say in class but there was not time to say it, you can also participate in any of the following ways:

1. Send your thoughts to me via email (hoffmannh@cofc.edu), text or call my cell phone (843.696.5388...please include your name if you text)
2. Talk with me outside of class about your thoughts on the course materials
3. On the OAKS Discussion board, I have created a forum titled, “In the News.” This is a place for you to initiate discussion with the class by posting a contemporary news article relating to the content of our class, describing your reaction to it and how it relates to class. Posing some discussion questions in your post will also help to spur discussion among your colleagues.

## Assignments and Graded Coursework, continued

### Class Attendance and Participation, continued

Discussion and participation points will be assessed daily and posted in OAKS using the rubric below

Rubric for Assessment of Student Participant and Discussion\*

	<b>Exemplary (3 points)</b>	<b>Proficient (2 points)</b>	<b>Developing (1 point)</b>	<b>Unacceptable (0 points)</b>
<b>Engagement &amp; Active Participation</b>	Routinely provides useful ideas when participating in the classroom. A definite leader who contributes a lot of effort and who makes class discussions better.	Usually provides useful ideas when participating in classroom discussion. A strong student who tries hard.	Sometimes provide useful ideas when participating in classroom discussion. A satisfactory student who does what is required.	Rarely provides useful ideas when participating in classroom discussion. May refuse to participate or is frequently absent from class.
<b>Relevance &amp; Quality of Contribution(s)</b>	Comments always insightful & constructive; uses appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions	Comments mostly insightful & constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.	Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology, comments not always relevant to the discussion	Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion & taste (e.g., "I love it" or "I hate it").
<b>Collegiality</b>	Attentive when others present materials, perspectives as indicated by offering comments that build on others' remarks and/or not looking at cell phone or other electronic devices for non-class-related purposes.	Mostly attentive when others present ideas, materials, as indicated by comments that build on others' remarks and/or not looking at cell phone or other electronic devices for non-class-related purposes.	Often inattentive, needing reminders to focus on class. Occasionally makes disruptive comments while others are speaking.	Inattentive to others' contributions; regularly talks while others speak and/or does not pay attention while others speak; detracts from discussion, sleeps, regularly occupied by cell phone or other electronic devices for non-class-related purposes.
<b>Preparation</b>	Student is consistently well prepared; sometimes adds relevant information beyond assigned materials	Students has read and thought about the material before class	Student appears to have perused the materials but not closely and/or has only read some of the material before class	Not adequately prepared; does not seem to have read the assigned materials before class

\*Adapted from the following sources: [www.cmu.edu/teaching/assessment](http://www.cmu.edu/teaching/assessment); [www.law.smu.edu](http://www.law.smu.edu)

**"If you miss a session completely, you can submit a 2-3 page (double-spaced) typed argumentative summary of the assigned material (this means you must analyze and critique the readings, not summarize them). Again, while not ideal, this will confirm that you have engaged and responded to the material."** (Source: [www.facultyfocus.com](http://www.facultyfocus.com))

## Assignments and Graded Coursework, continued

### Analysis & Reflection Assignments

Throughout the class, I will ask you to complete a number of assignments that challenge you to analyze and reflect on the topics and materials we are discussing on any given day or week. These assignments will vary in format from written assignments, oral commentaries in VoiceThread, video reflections, etc.

### A World Apart Critical Book Analysis

*A World Apart* is one of the books I have asked you to buy and read for this class. It is written by a journalist, Christina Rathbone (journalists communicate much more effectively than do most academics), who interviewed women incarcerated in a Massachusetts prison. Rathbone's book brings to life through women's stories most of themes and issues we cover in the first half of the class. The "critical book analysis" assignment challenges you to examine and discuss the book and the women's stories it contains within the backdrop of the scholarly work we examine in class.

Additional details about this assignment will be posted in OAKS.

### Group-Facilitated Discussion of NewJack

Near the end of the class we will examine the lives and experiences of those who work in prison as correctional officers, medical personnel and administrators. As you can imagine, working behind bars can have a profound negative impact on one's health and family relationships. And, there is what we call a "courtesy stigma" that many experience as a result of coming into close contact with those who are incarcerated. Ted Conover, another journalist, wrote *NewJack* after working as a correctional officer for approximately 1 year. He became an officer after repeated attempts to interview those behind bars were rejected by correctional administrators. We will examine some scholarly literature relating to those who work behind bars to set a foundation for examining *NewJack* as a class. To do that, I will break you up into groups and each group will facilitate the class's discussion and examination of the book, making connections between Conover's observations and the scholarly literature we previously examined in class.

### Choose Your Own Adventure Project

Inevitably, there will be topics we do not cover or do not cover in as much detail as you would have liked. This project gives you the opportunity to explore that topic in more detail. Regardless of the topic you choose, you will be expected to base your project on at least 10-15 scholarly, peer-reviewed sources that help you to intellectually engage the topic on which you focus.

Below, I provide you with several ideas from which you can choose or that will give you a sense of the kinds of projects you might develop. **Regardless of the topic on which you choose to focus, your paper should ultimately conclude with a set of recommendations based on published research to address, improve and/or make more effective the issues/topics you examine.**

#### 1. Choose Your Own Prison-Related Policy, Practice, Topic and/or Issue to Examine.

This is the ultimate choose your own adventure topic in which you have the option of selecting and researching a prison policy(ies), practice, topic or issue that interests you. And, you will use existing scholarly literature to develop your thesis.

Choose Your Own Adventure Project, continued

**2. Critical Scholarly Analysis of *Orange is the New Black* (Season 1)**

*Orange is the New Black* is a Netflix show based on the experiences of Piper Kerman who wrote about the year she spent in a Federal prison. *Orange* has seemingly had a profound impact on the perception that people have of people in prison (particularly the perception of women who are incarcerated) and perhaps increased a level of empathy for women who are incarcerated. There are a range of specific topics you could pursue in your analysis of season 1 of *Orange*. If this is a topic that interests you, I am happy to talk through some of those options with you as you begin to watch or re-watch Season 1 of *Orange*.

**3. SC Prison Riot Analysis: Cell Phones, Contraband and Organizational Dynamics**

In 2018, there was a riot at Lee Correctional Institution that left 7 inmates dead. The media and Department of Corrections personnel (particularly the Director of the Department of Corrections, Bryan Stirling) have suggested the primary cause of the riots were gangs, cell phones and prison contraband. This project asks you to analyze a sample of that media coverage (most of which I will provide you) and compare those causal attributions to what what the scholarly research on prison riots/prison disorder (going back to the 1980s) identifies as responsible causal factors. At the same time, you would want to look at published reports from the SC Department of Corrections to understand how organizational attributes—guided by the published literature on prison riots—help to explain why the Lee Correctional riot occurred.

**4. Critical Scholarly Analysis of *Behind Bars: Rookie Year* (Season 1)**

Near the end of the class we will spend several weeks discussing the experiences of those who work in prison as administrators, counselors and correctional officers. There is a significant body of literature examining those experiences and, specifically, looking at the consequences for mental health, substance abuse, etc. for correctional officers. If you are interested in this topic, you would be asked to watch Season 1 of the A&E reality show, *Behind Bars: Rookie Year* and analyze the experiences of the correctional officers on which the show focuses relative to what we learn from the scholarly literature to examine the extent to which the experiences of the *Behind Bars* “rookies” is typical of officers’ experiences according to the published literature.

Project Presentation

During the scheduled final exam period for our class, each student will be asked to present a brief 5-6 minute presentation of the topic and results of the project they completed.

**Summary of Graded Coursework**

<b>Assignment</b>	<b>Weight</b>	<b>Due Date</b>
Attendance and Discussion Participation	25%	Daily/Ongoing
Reflection & Analysis Assignments (written and oral)	20%	Ongoing
<i>A World Apart</i> Critical Book Analysis	15%	Monday, October 15, 9 a.m.
Group-Facilitated Discussion of <i>NewJack</i>	10%	November 8, 13 & 15
Choose Your Own Adventure Project	25%	December 11, 8 a.m.
Project Presentation	5%	December 11, 8-11 a.m.

### Daily Class Content

*This Schedule is Subject to Change Depending on Our Progress and Students' Interest in Specific Topics*

**Assigned readings and other materials (e.g., documentaries) that you are expected to study before each class will be posted in OAKS on the Content page.**

Tues., August 21:	Introductions and Syllabus Review.
Thurs., August 23:	Incarceration Nation and the Prison Industrial Complex.
Tues., August 28:	Perception of Prisoners, Prison and People Who Work There
Thurs., August 30:	Socialization: Adaptations to Prison Culture and Subculture
Tues., September 4:	Mental Illness: Cause and Consequence of Prison
Thurs., September 6:	Mental Illness: Cause and Consequence of Prison
Tues., September 11:	Living in Solitary Confinement and Supermax
Thurs., September 13:	Being Transgender Behind Bars
Tues., September 18:	Relationships, Love and Sex <u>Behind</u> Bars
Thurs., September 20:	Relationships, Love and Sex <u>Behind</u> Bars
Tues., September 25:	Relationships, Love and Sex <u>Beyond</u> Bars
Thurs., September 27:	Relationships, Love and Sex <u>Beyond</u> Bars
Tues., October 2:	Parenting Behind Bars
Thurs., October 4:	Parenting Behind Bars
Tues., October 9:	Consumption Behind Bars: The Prison Economy
Thurs., October 11:	Eating in Prison: Food as a Nutritional and Social Reality
<b>A World Apart Critical Analysis Paper Due on Monday, October 15 by 9 am</b>	
Tues., October 16:	Conflict Resolution
Thurs., October 18:	Prison Food Buffet—The class creates dishes (alone or in group of 2 or 3) using a recipe from a prison cookbook.
Tues., October 23:	Aging, Dying and Death Behind Bars
Thurs., October 25:	Aging, Dying and Death Behind Bars
Tues., October 30:	Experiences of Those Who Work in Prison
Thurs., November 1:	Experiences of Those Who Work in Prison
Tues., November 6:	NO CLASS....FALL BREAK.



**Daily Class Content, continued**

Thurs., November 8:	<i>NewJack</i> Group 1 Facilitates Discussion (Chapters 1-3)
Tues., November 13:	<i>NewJack</i> Group 2 Facilitates Discussion (Chapters 4-5)
Thurs., November 15:	<i>NewJack</i> Group 3 Facilitates Discussion (Chapters 6-7 and Epilogue)
Tues., November 20:	To Be Announced.
November 22-25:	NO CLASS...THANKSGIVING BREAK.
Tues., November 27:	Class Determines Topical Focus
Thurs., November 29	Class Determines Topical Focus
Tues., December 11, 8-11 a.m.	Final Exams Period: Presentations.