

## **Introduction to Punishment & Punitiveness**

CCJ 4344—Spring 2022

Tuesday and Thursday 3:05pm-4:20pm

Location: WJB 2005 or via Zoom

Professor: Dr. Cecilia Chouhy

Phone: (850) 645-0687

Email: [cchouhy@fsu.edu](mailto:cchouhy@fsu.edu)

Office: 302C College of Criminology and Criminal Justice Building

Hours: Tuesday 1:00pm-2:30 and Thursday 11:00am-2:30pm and by appointment

***Office Hours will be held via Zoom or in person upon request.***

Cecilia Chouhy's meeting join URL: <https://fsu.zoom.us/j/93004363570>

***Please schedule office hours using the Scheduler appointment Calendar in Canvas***

(for instructions go to: <https://community.canvaslms.com/t5/Student-Guide/How-do-I-sign-up-for-a-Scheduler-appointment-in-the-Calendar/ta-p/536>)

### **Teaching Assistant**

Emily Hargrove

Email: [eh19e@my.fsu.edu](mailto:eh19e@my.fsu.edu)

Office: 406 College of Criminology and Criminal Justice Building

Hours: Thursday from 11:00am to 1:00pm or by appointment

Emily Hargrove's meeting join URL: <https://fsu.zoom.us/j/94245766222>

### **Course Objectives**

Throughout this course, you will be presented with different perspectives regarding punishment in contemporary societies. Particular attention will be given to contemporary discussions about the rise of mass incarceration in what has been called “the punitive era”, its causes, consequences, and alternatives. The course is divided in three modules that will tackle different questions regarding punishment: why punish?, who is punished?, and how do societies punish?

The first and main module “why punish?” will cover the foundations of punishment. Module 1a will focus on the philosophical foundations of punishment and module 1b in the sociology of punishment. In module 1c, the discussion will be centered on the importance of public opinion about punishment, the sources of public punitiveness, the public’s punishment preferences, and the relationship between public opinion and public policy.

The second module “who is punished?” will discuss literature on racial and ethnic disparities in the criminal justice system and its consequences in terms of disparities in the sanctioned population, particularly those incarcerated. The consequences of mass incarceration policies, and the differential impact of mass incarceration on certain populations will be also discussed.

In the third module “how do societies punish?” different approaches to incarceration and criminal justice reform will be discussed. Module 3 will first focus on the role of incarceration for public safety and different efforts aiming at criminal justice reform. We will discuss the emergence of the downsizing paradigm and cover debates regarding the scope of criminal justice reform. Finally, recent discussions about criminal justice reform, prison abolitionism, and police reform will be subjected to debate.

By the end of the semester, I expect that you will be able to understand the main discussions regarding punishment, punitiveness, the consequences of punishment, and criminal justice reform. You should know the main debates on the topics and identify different explanations and debates about punishment in contemporary societies. Please be aware that the topics discussed in class are part of ongoing debates in criminology—and the larger society—and that they might be controversial and elicit debate. ***This course covers very sensitive topics, especially given the recent discussions regarding racism, police, and the criminal justice system. Keep in mind that I do not expect you to agree with all the readings and perspectives.*** However, you should become a critical consumer of the information provided and be able to discuss scholarly work from a critical standpoint.

### **Course Materials**

There is no required textbook for this course. The required readings and additional materials will be posted on Canvas. See preliminary list of readings below.

### **Technology Requirements**

You will need to have access to a laptop or desktop computer with an internet connection to be able to access the materials and complete the assignments and exams. See the *Student Guide to Learning Online* available at <https://distance.fsu.edu/student-guide>. If you are experiencing financial hardship and are unable to obtain the appropriate technology, you should contact *Case Management Services* at [casemanagement@fsu.edu](mailto:casemanagement@fsu.edu). You can also visit the following website for free and discounted WiFi options <https://its.fsu.edu/article/free-and-discounted-wi-fi-options-available>.

### **Attendance and Participation**

You are encouraged to regularly attend to class meetings and engage in class discussions. You will be asked to complete several in-class that will be distributed throughout the course. The in-class assignments would require you to participate in in-class discussions or answer a specific question I pose to the class. Attendance will be taken via Zoom. If you are attending in person, please log into the Zoom meeting using your phone, tablet, or computer and record your attendance using in the meeting poll. I am aware that these are difficult times and that we are still in the middle of a pandemic. I do not expect you to have a perfect attendance record and will not require documentation for missing a few classes during the semester. You will be given full credit for attendance/participation if you complete a reasonable number of in-class assignments and attend regularly.

### **University Attendance Policy**

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

## **Course Policies**

This course will be delivered in a FLEX format. Students will be able to attend to class in-person or remotely. Exams and essays will be completed and submitted online. Lecture notes (in PowerPoint format) covering each of the modules of the course will be posted on Canvas following the course calendar. The purpose of the lecture notes is to help you understand the readings and give you an overview of how the materials connect to each other. In class, I review lecture notes and highlight the most important features of the lecture and what you should know. I will also answer questions that you might have about the materials. I encourage you to read the assigned materials before class and show up to the lecture with questions about the contents. Keep in mind that I will not repeat everything that is written in the notes, you should be able to read them and the assigned readings on your own. Study guides for each of the exams will be also posted.

Each week, you should read the corresponding lecture notes and the chapters assigned for the module covered that will be posted at the beginning of the week. Please be aware that you are expected to work for this course every week. Despite you have flexibility to control the pace at which you study, you are strongly encouraged not to fall behind and to follow the course schedule. Showing up to class is key, you should be up to date with the readings and timely ask for help if you need clarification regarding any particular course content. Many of the topics covered are related to each other, so it is very important that you do not fall behind or wait until the exam to do the readings.

You are encouraged to contact us with questions and attend the virtual office hours. We also realize that many of you may be having a difficult time in this pandemic, and may face health, family, and work-related hardships. We will do our best to offer flexibility and help you succeed in this course. For that to happen, ***we need you to keep an open communication with us.*** If something comes up that interferes with you finishing an essay or an exam on time, please let us know as early as possible. If we do not hear from you, it will be harder to find a solution.

## **How to Communicate with the Instructors**

We strongly encourage to reach out to your instructors for questions and clarification regarding the course content. Dr. Chouhy will be available via Zoom during her office hours (see

instructions above for how to participate). She will also be able to meet in person upon request. Emily will be also available via Zoom and accommodate in-person meetings. You are strongly encouraged to use these opportunities to ask questions and get help to complete the assignments and exams. We can also be reached via email and will be able to accommodate other times for meetings.

Remember to follow basic email etiquette when addressing instructors via email. Adding a salutation line with our names and a signature with your name at the bottom are some examples of best practices when communicating via email. Here you can find some useful guidelines too: <http://web.wellesley.edu/SocialComputing/Netiquette/netiquetteprofessor.html>.

### **Exams**

You are required to take three exams. The first and third exam will be worth 20 points and the second will be worth 15 points. Exams are not cumulative and will cover the materials from the previous exam to the last day of class before the exam. Make-up exams will be given only in cases of officially recognized excused absences (see University attendance policy above). If you are unable to take the exam due to a legitimate reason, you should contact me prior to the exam date. If you miss the exam due to an unforeseen reason, you must notify me within 24 hours of the exam and provide written documentation. If you do not take an exam you will be awarded 0 points for that exam.

### **Essays**

Besides the exams, you will submit two essays during the semester. The first essay will be worth 20 points and the second one 15 points. The essay instructions will be posted on Canvas and discussed in class. Essays should be submitted by each of their due dates. The same provisions for missing exams apply to essays.

### **Grading**

Your grade for this course will be based on your scores from the exams, essays, and participation/attendance. The maximum number of points will be 100 and will be distributed as follows:

***Participation/Attendance (5 points)***

In-class work = 5 points

***Essays (35 points total)***

Essay 1 = 20 points

Essay 2 = 15 points

***Exams (55 points total)***

Exam 1 = 20 points

Exam 2 = 15 points

Exam 3 = 20 points

Final grades will be assigned according to the following point ranges:

A	93-100	B	83-86	C	73-76	D	63-66
A-	90-92	B-	80-82	C-	70-72	D-	60-62
B+	87-89	C+	77-79	D+	67-69	F	0-59

**COVID-19 Expectations**

- **We expect everyone to wear a face covering or mask at all times when inside any FSU facility, even if you are vaccinated.** This includes all of our students, faculty, staff, vendors and visitors. Recent studies and guidance from the CDC state that both unvaccinated and vaccinated individuals can transmit the current COVID-19 variant to unvaccinated persons. We expect you to help mitigate the spread by wearing a mask.
- **We expect everyone to be vaccinated against COVID-19, even if you've had COVID-19 in the past.** If possible, aim to be fully vaccinated, but if unable, strive to have at least one shot of Pfizer or Moderna vaccine no later than August 22. Please visit [vaccine.fsu.edu](http://vaccine.fsu.edu) for walk-in clinic dates and hours at the Tucker Center in Tallahassee or [vaccines.gov](http://vaccines.gov) to locate a COVID-19 vaccine provider near you.
- **We expect you to stay home when sick, self-quarantine and get tested for COVID-19 no sooner than 24 hours after your symptoms begin.** You can test for no cost at the Tucker Center. Schedule your test at [uhs.fsu.edu/coronavirus/testing](http://uhs.fsu.edu/coronavirus/testing).
- **And finally, we expect you to continue to practice good hygiene habits such as washing your hands frequently.**

### **Recording Class Lectures**

Students are permitted to make recordings of class lectures for a class in which the student is enrolled for personal educational use. A class lecture is defined as an educational presentation delivered by the instructor as part of a university course intended to inform or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab or recitation sessions; student presentations (whether individually or part of a group); class discussions (except when incidental to the lecture); clinical practica and presentations involving patient histories and other protected health information; academic exercises involving student participation; test or examination administrations; field trips; and private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and recordings may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of **FSU's Student Code of Conduct** and will possibly have *legal consequences*. Students who record class lectures are asked to do so in ways that do not make others feel reluctant to ask questions, explore new ideas, or otherwise participate in class. Students must monitor their recording so that they do not include participation by other students without permission. Students with disabilities will continue to have appropriate accommodations for recordings as established by the Office of Accessibility Services.

### **Academic Honor Policy**

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "...be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/academic-resources/academic-integrity-and-grievances/academic-honor-policy>)

### **Academic Success**

Your academic success is a top priority for Florida State University. University resources to help

you succeed include tutoring centers, computer labs, counseling and health services, and services for designated groups, such as veterans and students with disabilities. The following information is not exhaustive, so please check with your advisor or the Dean of Students office to learn more.

### **Americans with Disabilities Act**

Florida State University (FSU) values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive, and welcoming. FSU is committed to providing reasonable accommodations for all persons with disabilities in a manner that is consistent with academic standards of the course while empowering the student to meet integral requirements of the course.

*To receive academic accommodations, a student:*

- 1) must register with and provide documentation to the Office of Accessibility Services (OAS);
- 2) must provide a letter from OAS to the instructor indicating the need for accommodation and what type; and,
- 3) should communicate with the instructor, as needed, to discuss recommended accommodations. A request for a meeting may be initiated by the student or the instructor.

Please note that instructors are not allowed to provide classroom accommodations to a student until appropriate verification from the Office of Accessibility Services has been provided.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the

Office of Accessibility Services  
874 Traditions Way  
108 Student Services Building  
Florida State University  
Tallahassee, FL 32306-4167  
(850) 644-9566 (voice)  
(850) 644-8504 (TDD)  
oas@fsu.edu  
<https://dsst.fsu.edu/oas>



### **Confidential Campus Resources**

Various centers and programs are available to assist students with navigating stressors that might impact academic success. These include the following:

Victim Advocate Program  
University Center A, Rm. 4100  
(850) 644-7161  
Available 24/7/365  
Office Hours: M-F 8-5  
<https://dsst.fsu.edu/vap>

Counseling and Psychological Services  
Askew Student Life Center, 2nd floor  
942 Learning Way  
(850) 644-8255  
<https://counseling.fsu.edu/>

University Health Services  
Health and Wellness Center  
(850) 644-6230  
<https://uhs.fsu.edu/>

### **Free Tutoring from FSU**

On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options - see <http://ace.fsu.edu/tutoring> or contact [tutor@fsu.edu](mailto:tutor@fsu.edu). High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

### **Syllabus Change Policy**

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

## Course Schedule\*

Week #	Date	Topic	Module
1	R 01/6	Course Overview and Introduction	
2	T 01/11	Philosophical justifications of Punishment	1a
	R 01/13	Philosophical justifications of Punishment	1b
3	T 01/18	Sociology of Punishment: General Theories of Punitiveness	1b
	R 01/20	Sociology of Punishment: General Theories Punitiveness	1b
4	T 01/25	Sociology of Punishment: General Theories Punitiveness	1b
	R 01/27	Sociology of Punishment: Punitiveness in the U.S.	1b
5	T 02/01	Sociology of Punishment: Punitiveness in the U.S.	1b
	R 02/03	Sociology of Punishment: Punitiveness in the U.S.	1b
6	T 02/08	Review Exam 1	1a-1b
	R 02/10	<b>Exam 1</b>	1a-1b
7	T 02/15	Public opinion and punitiveness: The sources of punitiveness	1c
	R 02/17	Public opinion and punitiveness: The sources of punitiveness	1c
8	T 02/22	Public opinion and punitiveness: The sources of punitiveness	1c
	R 02/24	Public opinion and punitiveness: Alternative views of public opinion about punishment	1c
9	T 03/01	Public opinion and punitiveness: Alternative views of public opinion about punishment	1c
	R 03/03	Public opinion and punitiveness: Public opinion and public policy	1c

10	T 03/08	Review Exam 2	1c
	R 03/10	<b>Exam 2</b>	1c
11	T 03/15	<b><i>NO CLASS: SPRING BREAK</i></b>	
	R 03/17	<b><i>NO CLASS: SPRING BREAK</i></b>	
12	T 03/22	Disparities in punishment and their consequences	2
	R 03/24	Disparities in punishment and their consequences	2
13	T 03/29	Disparities in punishment and their consequences	2
	R 03/31	Disparities in punishment and their consequences <b><i>Essay 1 Due</i></b>	2
14	T 04/05	Incarceration and criminal justice reform	3
	R 04/07	Incarceration and criminal justice reform	3
15	T 04/12	Review Exam 3	2-3
	R 04/14	<b>Exam 3</b>	2-3
16	T 04/19	Incarceration and criminal justice reform: debate	
	R 04/21	Incarceration and criminal justice reform: debate	
15	T 04/26	<b><i>Essay 2 Due</i></b> <b><i>Submit through Canvas by 10:00pm</i></b>	

\* Dates and content are subject to change throughout the semester. Important changes will be announced in class and posted on the course website.

## **Reading List (subject to change)**

### Module 1: Why Punish?

#### *1a. Philosophical Foundations of Punishment*

Duff, R. A., & Garland, David. (1994). Introduction: Thinking About Punishment. In David. Garland & R. A. Duff (Eds.), *A Reader on Punishment* (pp. 1–43). Oxford: Oxford University Press.

Cullen and Jonson (2017). *Correctional Theory. Context and Consequences* (2<sup>nd</sup> Ed.). Thousand Oaks, CA: SAGE. Chapter 3.

#### *1b. Sociology of Punishment and Punitiveness*

Garland, D. (2001). *The Culture of Control*. Chicago, IL: The University of Chicago Press. Prologue and Chapter 7.

Wacquant, L. (2010). Crafting the Neoliberal State: Workfare, Prisonfare and Social Insecurity. Why Prison? *Sociological Forum*, 25, 65–86.

Alexander, M. (2012). *The New Jim Crow. Mass Incarceration in the Age of Colorblindness*. New York, NY: New Press. Introduction and Chapters 1 and 5.

Pfaff, J. (2017). *Locked in: The True Causes of Mass Incarceration – and How to Achieve Real Reform*. New York: Basic Books. Introduction and Chapter 5.

Tonry, M. (2009). Explanations of American Punishment Policies. *Punishment and Society* 11:377-394.

Golash-Boza, T. (2016). The Parallels between Mass Incarceration and Mass Deportation: An Intersectional Analysis of State Repression. *Journal of World-Systems Research*, 22, 484–509.

#### *1.c. Public Opinion and Punishment:*

#### *Sources of Public Punitiveness*

##### Day 1

Unnever, J. D., & Cullen, F. T. (2010). The Social Sources of Americans' Punitiveness: A Test of Three Competing Models. *Criminology*, 48, 99–129.

Costelloe, M. T., Chiricos, T., & Gertz, M. (2009). Punitive Attitudes Towards Criminals. Exploring the Relevance of Crime Salience and Economic Insecurity. *Punishment & Society*, 11, 25–49.

## Day 2

Johnson, D. (2001). Punitive Attitudes on Crime: Economic Insecurity, Racial Prejudice, or Both? *Sociological Focus*, 34, 33–54.

Baker, J. O., Cañarte, D. & Day, L. E. (2018) Race, Xenophobia, and Punitiveness Among the American Public, *The Sociological Quarterly*, 59, 363-383.

Unnever, J. D., & Cullen, F. T. (2007). The Racial Divide in Support for the Death Penalty: Does White Racism Matter? *Social Forces*, 85, 1281–1301.

## Day 3

Rubin, A. T. (2011). Punitive Penal Preferences and Support for Welfare: Applying The “Governance Of Social Marginality” Thesis to the Individual Level. *Punishment & Society*, 13, 198–229.

Unnever, J. D., Cullen, F. T., & Jones, J. D. (2008). Public Support for Attacking the “Root Causes” of Crime: The Impact of Egalitarian and Racial Beliefs. *Sociological Focus*, 41, 1–33.

### Punitiveness and punishment preferences:

Cullen, F. T., Skovron, S. E., Scott, J. E., & Burton, V. S. (1990). Public Support for Correctional Treatment: The Tenacity of Rehabilitative Ideology. *Criminal Justice and Behavior*, 17, 6–18.

Sundt, J., Cullen, F. T., Thielo, A. J., & Jonson, C. L. (2015). Public Willingness to Downsize Prisons: Implications from Oregon. *Victims and Offenders*, 10, 365–378.

Thielo, A. J., Cullen, F. T., Cohen, D. M., & Chouhy, C. (2015). Rehabilitation in a Red State: Public Support for Correctional Reform in Texas. *Criminology & Public Policy*, 15, 137–170.

### Public Opinion and Public Policy:

Frost, N. A. (2010). Beyond Public Opinion Polls: Punitive Public Sentiment & Criminal Justice Policy. *Sociology Compass*, 4, 156–168.

Enns, P. (2016). *Incarceration Nation: How the United States Became the Most Punitive Democracy in the World*. Cambridge: Cambridge University Press. Introduction.

### Module 2: Who is punished?

Clear, Todd R. (2007). *Imprisoning Communities. How Mass Incarceration Makes Disadvantaged Neighborhoods Worse*. Oxford: Oxford University Press. Chapters 3, 5, and 7.

Alexander, M. (2012). *The New Jim Crow. Mass Incarceration in the Age of Colorblindness*. New York, NY: New Press. Chapters 3 and 4.

Module 3: How do societies punish?

Cullen, F. T., Jonson, C. L., & Nagin, D. S. (2011). Prisons do not Reduce Recidivism: The High Cost of Ignoring Science. *The Prison Journal*, 91, 48S–65S.

Petersilia, J., & Francis T. Cullen. (2014). Liberal but Not Stupid: Meeting the Promise of Downsizing Prisons. *Stanford Journal of Criminal Law and Policy*, 2:1–43.

Tonry, M. (2014). Remodeling American Sentencing. A Ten-Step Blueprint for Moving Past Mass Incarceration. *Criminology & Public Policy* 13, 507-533.

Clear, Todd R. (2007). *Imprisoning Communities. How Mass Incarceration Makes Disadvantaged Neighborhoods Worse*. Oxford: Oxford University Press. Chapter 8.