Course Syllabus

TCORE  113E

Social Science

Instructor:  Alice Payne  
Librarian:   Anna Salyer  
Academic Adviser: TBA

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| --- | --- |
| Class Times | Mondays/Wednesdays/Fridays  9:30am - 10:50am  Room 113 Joy Bldg. |
| Office Hours  (also by appointment) | Mondays  12:30pm-1:30pm  Keystone 202 |  |
| Contact | aapayne@u.washington.edu | (253) 230-5685 |

Course Description

Doing Time Together:  A Perspective on Prison Life

Let's listen to the voices of those inside our prison walls as we examine the lives of two incarcerated individuals, one male and one female.  Both are sentenced to life without parole.  Both bring meaning to their families and friends.  Both influence others who live with them inside as well as those who enter and leave their world on a daily basis.  Together our hearts and minds will be impacted by what we discover.  Students will explore how the outside world interacts with life inside prison and the differences between how male and female offenders deal with incarceration.

Core

The Core program consists of a coordinated series of courses that represent the various disciplines in the university.  This course, along with the others in your cohort, fulfills one of the university’s general education requirements in each of the areas of knowledge plus composition.  The courses are designed to both support and challenge you to develop the critical thinking, writing, research, and analytical skills you’ll need at UWT while introducing you to relevant topics in the social sciences, humanities, and sciences.

Learning Objectives

In this course, students will learn to:

define the social sciences as an academic discipline.

collect, evaluate, and analyze information and resources to solve problems or answer questions.

make meaningful connections among assignments and readings in order to develop a sense of the "big picture."

self-assess personal strengths (personal, academic, social) and how they can help overcome weaknesses.

enter/place themselves into an existing dialogue (intellectual, political, etc.)

understand events and processes as "disciplinarily" situated.

interact with concepts, ideas, and processes related to the interdependences between personal, local, and global relationships.

think outside of cultural norms and values, including their own perspectives, to critically engage the larger world.

interact with concepts, ideas, and processes related to civic engagement.

 Required Texts and Materials

George, Erin. A Woman Doing Life, Notes from a Prison for Women. 2010. Oxford   University Press.

Hassine, Victor.  Life Without Parole, Living and Dying in Prison Today. 2011. 5th    edition.  Oxford University Press.

Jones, Sabrina and Mauer, Mark. Race to Incarcerate.2013.The New Press.

Class Guide - [http://libguides.tacoma.uw.edu/tcore123A-payne](http://libguides.tacoma.uw.edu/tcore103B-payne)

All other required reading is located electronically on library reserve at  [https://ereserves.tacoma.washington.edu/eres/coursepage.aspx?cid=997](https://ereserves.tacoma.washington.edu/eres/coursepage.aspx?cid=997" \t "_blank" \o "Libraray course reserves)

Course Assignments (maximum of 400 points)

Wrongful Conviction Case Analysis:  Each student will be responsible for a five minute  power point presentation of a wrongful conviction case. The presentation must include a discussion of the crime, the evidence of the case at the original time of conviction,  how the conviction was overturned, and potential reforms of how similar errors could be avoided.  A bibliography containing three peer reviewed or scholarly resources must be turned in at the time of the student's presentation.

The power point must contain information found from the sources contained in the bibliography.  The power point must be forwarded to the instructor after the presentation.

Website [http://www.law.northwestern.edu/legalclinic/wrongfulconvictions/issues/evidence/ (Links to an external site.)](http://www.law.northwestern.edu/legalclinic/wrongfulconvictions/issues/evidence/)

                 DUE: January 21, 2015

 Points: 40 Percentage: 10%

2.  Position Papers (2):  Two short position essays will be assigned to write during class.  These will be on topics covered through assigned readings, class discussions, and guest presentations.  Students will be given a designated time period to complete the assignment.  Notes but not textbooks, may be used for reference.

                 DUE: January 12, 2015 and February 06, 2015

                 Points: 40 for each essay  Percentage: 10% for each essay

3.  Compare/Contrast Essay:  The student may select 3-4 of the following topics to compare/contrast the perceptions of Victor Hassine and Erin George.  Topics include institutional violence, loss of privacy, mental health, health care, offender relationships, staff relationships, and communication with family members/friends.  Material from the class including assigned readings, class discussions/lectures and guest presentations should be used to support your conclusions.  Include an introduction as well as a summary in your essay. Papers should represent proper writing and grammar structure. (See Guidelines for Paper). The length of the paper should be a minimum of five, double spaced, typed pages.

DUE: February 04, 2015

Points:  80  Percentage: 20%

4.  Group Project:  There will be a group project that will culminate in a presentation to the class. Each group member will be responsible to develop a five-source annotated bibliography, power point presentation, and questions for  class discussion on their topic. Each group will choose a topic provided by the  instructor.   Groups will select their topic by February 18, 2015.  Each member of the group will have a specific role in the project that incorporates the Core student's learning objectives.  Designated class time will be given for groups to meet and discuss projects with the instructor, TLC, and librarian. This project will be discussed in more detail  in class.

Presentations:  March 9, 11, and 13.

DUE:  Each student’s annotated bibliography will be due on the date of the presentation

Points:  140   Percentage: 35%

5.  Participation/Group discussion:  Active participation is essential to your learning in this course.  Assignments must be read prior to class.  To receive full participation points, students must arrive on time, and stay throughout the class.  Participation also includes full engagement and dialogue for meaningful discussions. Unacceptable conduct includes sleeping in class, texting or disruption of class activities. Participation may also include short homework assignments.

Points:  60  Percentage: 15%

 Total 400 points & 100%

 Course Evaluation Procedures and Grading

|  |  |  |  |
| --- | --- | --- | --- |
| Assignment | Due Date | Points | Percentage |
| Wrongful Conviction Analysis | January 21, 2015 | 40 | 10% |
| Position Papers (2 at 40 pts each) | January 12 and February 06, 2015 | 80 | 20% |
| Compare/Contrast Essay | February 04, 2015 | 80 | 20% |
| Group Project | Presentations:  March 09, March  11, and March 13, 2015  Annotated bibliographies are due the day of the presentation | 140 | 35% |
| Group Discussion/Participation | 6 points possible weekly (3pts/day) | 60 | 15% |

Grading Scale

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Numeric Grad-point Equiv. | Letter Grade | Points | Numeric Grad-point Equiv. | Letter Grade | Points |
| 4.0 | A | 100-99 | 2.2 |  | 72 |
| 3.9 |  | 98-97 | 2.1 | C | 71 |
| 3.8 | A- | 96-95 | 2.0 |  | 70 |
| 3.7 |  | 94-93 | 1.9 |  | 69 |
| 3.6 |  | 92-91 | 1.8 | C- | 68 |
| 3.5 |  | 90-89 | 1.7 |  | 67 |
| 3.4 | B+ | 88-87 | 1.6 |  | 66 |
| 3.3 |  | 86-85 | 1.5 |  | 65 |
| 3.2 |  | 84-83 | 1.4 | D+ | 64 |
| 3.1 | B | 82-81 | 1.3 |  | 63 |
| 3.0 |  | 80 | 1.2 |  | 62 |
| 2.9 |  | 79 | 1.1 | D | 61 |
| 2.8 | B- | 78 | 1.0 |  | 60 |
| 2.7 |  | 77 | .9 |  | 59 |
| 2.6 |  | 76 | .8 | D- | 58 |
| 2.5 |  | 75 | .7 |  | 57 |
| 2.4 | C+ | 74 | .6-0.0 | E | 56 |

Guidelines for Essay

|  |  |  |  |
| --- | --- | --- | --- |
| CATEGORY | Needs Further Revision  (C-/D-) | Standard (B+/C) | Exemplary (A/A-) |
| 1. Thesis and organization | Main idea lacks coherence and clarity.  Organization interferes with main idea.  Main idea is not well supported.  Lack of an original idea.  Ideas are not fully developed. | Main idea could be clearer and more coherent or more consistently explained.  Connections between thesis and support are inconsistent.  Organization is adequate. | Contains a well-focused main idea.  Thesis is relevant, clear and specific with supporting evidence.  Organization is clear and effective.  Idea is original, unique to the student.  Explains ideas effectively and thoroughly. |
| 2.  Language, style and originality | Relies on generalizations.  Inconsistent use of language/style.  Use of substandard, simplistic, clichéd, and /or repetitive word choice.  Overly simplistic or general sentence patterns. | Conveys the idea clearly.  Demonstrates use of language/style at college level. | Style (syntax, voice, tone, diction, point of view) addresses the assignment’s audience, purpose and occasion.  Cleverly and artistically written.  Uses language/style that is both sophisticated and original.  Inclusive and considered language. |
| 3.  Critical reading | Inappropriate or inadequate text choice.  Inaccurate summaries.  Lack of Understanding of text(s)’ context.  A misreading or misunderstanding that changes the meaning of the text(s).  Text(s) represented out of context. | Appropriate selection of text(s) for writing situation, but may limit analysis or scope of research.  Text(s) summarized accurately, but incompletely.  Occasional consideration of text(s)’ contexts (social, disciplinary, historical).  Interpretation/analysis of text(s). | Appropriate selection and substantial text(s) for writing situation.  Accurate and concise summarizing of text(s).  Consideration of text(s)’ contexts (social, disciplinary, historical, etc.).  Effective interpretation/analysis of text(s). |
| 4. Research and documentation | Essay uses questionable, and/or limited sources cited inadequately.  Unaccredited work that belongs to someone else.  Problematic paraphrasing.  Significant citation errors.  Evident plagiarism. | Essay uses adequate sources and citations.  Some sources inadequately cited or introduced.  The paper reflects a sincere attempt to differentiate the ideas of others.  Minor citation errors. | Effectively incorporates a wide range of authoritative sources.  Demonstrates a rationalized research process.  Effective use of outside information.  Correct documentation.  Correct citation.  All sources of information effectively attributed. |
| 5.  Technical, punctuation and grammar | Errors in sentence structure and diction that impede readability.  Serious errors in grammar, punctuation, and spelling that indicate minimal ability to handle written conventions. | Grammar, punctuation and spelling errors, but they do not impede readability.  Grammatically correct sentences, but are wordy or vague.  Monotonous structure and style. | Clear, deliberate, effective sentence structure.  Grammar and mechanics choices enhance and reinforce content.  Minimal (if any) errors.  Variety of sentence structure. |

Late Work

All assignments are due at the beginning of the class on the due date specified.  Unless prior arrangements have been made, full credit for work turned in past the due date is not awarded.

 Teaching and Learning Center

 The TLC provides a wide variety of instructional resources and support for teaching and learning at UW Tacoma.  Teaching and learning are ongoing processes that take practice, commitment, and time.  We are here to assist you in achieving your goals and provide math/quantitative, writing, science, and other tutoring services.

<http://www.tacoma.washington.edu/tlc/>

 Academic Standards/Plagiarism

All student work must be free of plagiarism. Plagiarism is defined in the University catalog and in the Student Handbook. Consult your professor if you have any questions.  A major part of your experience in the class will be reading, synthesizing, and using the knowledge and ideas of others. It is the responsibility of the faculty to help you in this process and to be certain you learn to credit the work of others upon which you draw. To plagiarize is to appropriate and to pass off, as one's own ideas, writing or works of another. Plagiarism is no less of a misconduct violation than vandalism or assault. Ignorance of proper documentation procedures is the usual cause of plagiarism. This ignorance does not excuse the act. Students are responsible for learning how and when to document and attribute resources used in preparing a written or oral presentation.

For more information, please refer to the Academic Honesty: Cheating and Plagiarism document prepared by the Committee on Academic Conduct in the College of Arts and Sciences, UW Seattle:

<http://depts.washington.edu/grading/issue1/honesty.htm>

Library

The UWT Library provides resources and services to support students at all levels of expertise. We guide students through the research process, helping them learn how to develop effective research strategies and find and evaluate appropriate resources. For more information about the Library and its services, see:

<http://www.tacoma.washington.edu/library/>

 Electronic Devices

Electronic devices (including, but not limited to, cell phones, pagers, laptops, and personal digital assistants) may only be used in the classroom with the permission of the instructor. Activities that are non-relevant to the course, such as checking/sending email, playing games, and surfing the web, are considered disruptive activities when class is in session.

E-mail Policy

<http://www.tacoma.washington.edu/policies_procedures/E-mail_Policy.pdf>

Disability Support Services

The University of Washington Tacoma is committed to making physical facilities and instructional programs more accessible to students with disabilities. Disability Support Services (DSS) functions as the focal point for coordination of services for students with disabilities. In compliance with Title II or the Americans with Disabilities Act, any enrolled student at UW Tacoma who has an appropriately documented physical, emotional, or mental disability that substantially limits one or more major life activities [including walking, seeing, hearing, speaking, breathing, learning and working], is eligible for services from DSS.  To schedule an appointment with a counselor, please call (253) 692-4522.  Consult the web page below for a complete description of services.

<http://www.tacoma.washington.edu/studentaffairs/SHW/dss_about.cfm>

Campus Safety Information

<http://www.tacoma.washington.edu/safety/emergency/Emergency_plan.pdf>

 Escort Service

Safety Escorts are available Monday - Thursday 5:00pm - 10:30pm. They can be reached either through the duty officer or by dialing #300 from a campus phone.

 In case of a fire alarm

Take your valuables and leave the building. Plan to return to class once the alarm has stopped. Do not return until you have received an all clear from somebody "official," the web or email.

 In case of an earthquake

DROP, COVER, and HOLD. Once the shaking stops, take your valuables and leave the building. Do not plan to return for the rest of the day. Do not return to the building until you have received an all clear from somebody "official," the web‚ or email.

 Inclement Weather

Call (253) 383-INFO to determine whether campus operations have been suspended. If not, but driving conditions remain problematic, call the professor's office number. This number should provide information on whether a particular class will be held or not, and/or the status of pending assignments. If the first two numbers have been contacted and the student is still unable to determine whether a class will be held, or the student has a part-time instructor who does not have an office phone or contact number, call the program office number for updated information.

 Course Schedule

This schedule is offered to facilitate your planning for readings and assignments in the course.  Readings listed in the section below are expected to be read on the date they are listed.  Classroom activities and assignments are designed with the assumption that you have completed the readings.  Frequently in class we will be discussing the book you are reading, so you will want to keep up with assigned chapters.  For each class period, the schedule presented below identifies the content on which instruction will focus and the readings related to that instruction.  Occasionally, the schedule may be altered a bit as more or less time is needed for a topic.

 Week One

 Date January 5, 2015

Introduction to the Course

Discussion of syllabus

Date January 7, 2015

Prison History

Required Reading:

Jones and Mauer: pages 1-17

Date January 9, 2015

Theories of Punishment

Required Reading:

Jones and Mauer: pages 18-24

Week Two

Date January 12, 2015

The 26 Year Secret

Position Paper

 Date January 14, 2015

Profile of male/female offender

Required Reading: George Chapter One, Hassine,  Chapter One, (Jordan vs. Gardner will be passed out in class for discussion on January 21, 2015.)

Was It Murder For Cash? by Keith Epps (on course reserve)

Hassine vs. Zimmerman  (on course reserve)

Date January 16, 2015

Profile of male/female offender continued

Required Reading: George Chapter Two and Three , Hassine Chapter Two and Three

WEEK THREE

Date January 19, 2015  University Holiday

Date January 21, 2015

Wrongful Conviction Presentations

Required Reading George, Chapter 4

Date January 23, 2015

Wrongful conviction Presentations

WEEK FOUR

Date January 26, 2015

Staying Sane, the 8th amendment and Mental health

Required Reading George, Chapter 5,  Hassine, Chapters  Four and Five,

Jordan vs. Gardner ( on course reserve)

January 28, 2015

Mental health continued

Jordan vs. Gardner discussion

Required Reading George, Chapter six, and nine, Hassine chapter Six

January 30, 2015

Mental health Care  (Continued)

Required Reading George Chapter seven, Hassine Chapter Seven

WEEK Five

Date February 2, 2015

The Eighth Amendment and Health Care

Required Reading: George , Chapter  Eight and Ten, Hassine Chapter  Eight

Date February 4, 2015

Health Care continued

Required Reading George Chapter Eleven Hassine, chapters nine and ten

Due:  Compare/Contrast Essay

Date February 6, 2015

Pardons, Commutations and Clemency

Required Reading Hassine chapter Eleven

Position Paper

WEEK SIX

Date  February 9, 2015

Life Without Parole vs.The Death Penalty

Required Reading  George Afterword by Jocelyn Pollock, Hassine Chapters Twelve and Thirteen

Required Reading: Life without Parole:   A different Death Penalty by David R. Dow (on course reserve)

                               Life Without Parole:  Four Inmates stories by John Tierney (on course reserve)

Date February 11, 2015

Crime and Sentencing

Required reading  Jones and Mauer pgs. 25-54.

Date February 13, 2015

Crime  and Sentencing (continued)

Crime as Politics

Perversion of Justice Video

Required Reading   Jones and Mauer pgs.  55-79

WEEK SEVEN

Date  February 16

Observed University Holiday

Date February 18

Crime as Politics

Required Reading  Jones and Mauer  pgs. 80-108

Perversion of Justice video

 Students will select topic

Date February 20

Institutional violence

Attica

WEEK Eight

 Date February 23

Institutional Violence (continued)

Hoptowit vs. Ray

February 25

Prison Rape Elimination Act

 Assignment: Due: February 27   Institutional Programs (Students Select an Institutional Program for Class Discussion on February 27)

February 27

Institutional Programs

Student Presentations (Programs)

WEEK NINE

March 2

Alternatives to Incarceration (Family Offender Sentencing Alternative)

Guest Speaker TBA

 March 4

Community Supervision

March 6

The If Project, Guest speaker Kim Boguckki

WEEK TEN

March 9

Class Presentations

March 11

Class Presentations

March 13

Class Presentations

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