

TCORE 123A
Social Science

Instructor: Alice Payne

Librarian: Anna Salyer

Academic Adviser: TBA

Class Times	Mondays/Wednesdays 10:20am - 12:25pm TLB 115	
Office Hours (also by appointment)	Mondays 12:30pm-1:30pm Keystone 202	Wednesdays 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.
- Class Guide - <http://libguides.tacoma.uw.edu/tcore123A-payne>
- All other required reading is located electronically on library reserve at <https://ereserves.tacoma.washington.edu/eres/coursepage.aspx?cid=997>

Course Assignments (maximum of 400 points)

1. Homework assignments will be listed on the course schedule. These are very short assignments that are intended to familiarize students with library resources and enhance knowledge of the subject we are studying in class. The student will be expected to list the resources used in obtaining the information needed to complete the assignment. All notes used for the assignment must be typed and turned in to the instructor in class on the date the assignment is due for full credit. Late assignments will not be accepted unless advanced notice is received.

DUE: Various dates found in Course Schedule.

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: April 16, 2014 and April 23, 2014

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: April 30, 2014

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 for a five-source annotated bibliography, oral presentation and questions to initiate class discussion on their topic. Each group will select a topic approved by the instructor. Groups will select their topic by April 30, 2014. 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.

Presentations: May 28, June 2, and June 4, 2014

DUE: Each student's annotated bibliography will be due on June 4th.

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.

Points: 60 Percentage: 15%

Total 400 points & 100%

Course Evaluation Procedures and Grading

Assignment	Due Date	Points	Percentage
Homework Assignments	Various dates (see schedule)	40	10%
Position Papers (2 at 40 pts each)	April 16 and April 23, 2014	80	20%
Compare/Contrast Essay	April 30, 2014	80	20%
Group Project	Presentations: May 28, June 2 and June 4, 2014 Annotated bibliographies due June 4th	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	<i>Needs Further Revision (C-/D-)</i>	<i>Standard (B+/C)</i>	<i>Exemplary (A/A-)</i>
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	Essay uses	Essay uses adequate	Effectively incorporates a

documentation	questionable, and/or limited sources cited inadequately. Unaccredited work that belongs to someone else. Problematic paraphrasing. Significant citation errors. Evident plagiarism.	sources and citations. Some sources inadequately cited or introduced. The paper reflects a sincere attempt to differentiate the ideas of others. Minor citation errors.	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 March 31, 2014

Introduction to the Course

Discussion of syllabus

Class Participation Exercise (Perception of Offenders)

Discussion: The 26 Year Secret

Required reading for April 2, 2014:

The Discovery of the Asylum, by David J. Rothman

Was It Murder For Cash?, by Keith Epps

Hassine vs Zimmerman (case law)

Date April 2, 2014

Discussion of above reading assignment

Prison History

Theories of Punishment

Class Participation Exercise (Purpose of Incarceration)

Required reading:

Life Without Parole: A Different Death Penalty by David R. Dow

Life Without Parole: Four Inmates' Stories by John Tierney

Week Two

Date April 7, 2014

Discussion of above reading assignment

Causation of Crime Theories

Profile of male/female offenders

Required Readings:

Hassine: ix-xxv; Chapter 1

George: Introduction; Chapter 1

WEINREB, LLOYD L., and DAN M. KAHAN. "Homicide: Legal Aspects." *Encyclopedia of Crime and Justice*. Ed. Joshua Dressler. 2nd ed. Vol. 2. New York: Macmillan Reference USA, 2002. 786-797. *Gale Virtual Reference Library*. Web. 7 Sep. 2012. (See Class Library Guide Background Information Tab)

Homework Assignment: Use resources in the library and take notes (notes must be typed) on the philosophy of the following prison eras; Penitentiary, Auburn, Reformatory, Industrial, Punitive, Treatment, Community Based, Warehousing, and Just Deserts. Document your references. Students will use their notes for class/group discussion. Due April 14, 2014.

Date April 9, 2014

Discussion of above reading assignment

Perversion of Justice video

Homework Assignment: Jordan vs Gardner will be on library reserve. Please review and take type written notes. Due April 16, 2014

TLC class room visit

Week Three

Date April 14, 2014

Homework assignment (Prison Eras) Due

Guest Speaker: TBA

Required Readings:

Hassine: Chapters 2 and 3

George: Chapter 3

Chapter 5 - Special Problems for Women, Prison Madness Terry Kupers, M.D. (on course reserve)

Date April 16, 2014

Loss of Privacy

Discussion of Above Readings

In class assignment: Position Paper

Required Readings:

Hassine: Chapter 4

Insights into Working With Mentally Ill Offenders in Corrections, *Corrections Today*, pages 52-55 April/May 2012 (see class guide article tab)

Review of Taycheedah Case in Wisconsin

Investigation of the Taycheedah Correctional Institution

Homework Assignment due: Jordan vs Gardner

Week Four

Date April 21, 2014

Staying Sane

Discussion of above reading assignments

Required Reading:

Things Missed

Hassine: Chapters 5 and 6

George: Chapters 5 and 6

Homework Assignment: Find one article out of a newspaper or Corrections Today that describes a prison program and bring it to class for discussion on April 24th. (See class guide for resources.) www.aca.org/publications/ctmagazine.asp

Date April 23, 2014

Discussion of above readings

Required Readings:

Hassine: Chapter 7

George: Chapter 7

Washington State Department of Corrections Website Preliminary Study of Prison Violence (see class guide web source tab) also www.offenderchange.org - fact card.

In class assignment: Position Paper

Week Five

Date April 28, 2014

Discussion of above readings

Institutional Violence

Class Exercise

Required Readings:

Hassine: Chapter 8

George: Chapter 8

Relationships Between Inmates and Guards by Victor Hassine, pages 86-89 and A-Block by Ted Conover, pages 93-101 (on course reserve)

Date April 30, 2014

Discussion of above readings

Review of Personnel Case

Required Readings:

Hassine: Chapter 9

George: Chapter 9

Discussion: Organ donors

Assignment DUE: Compare/Contrast Essay

Week Six

Date May 5, 2014

Required Readings:

Hassine: Chapter 10 & 11

George: Chapter 10

Discussion: Transgender offenders

Homework Assignment: Review conditions of confinement cases and take type written notes. Cases will be assigned in class. Notes due May 7, 2014

Date May 7, 2014

Discussion of Conditions of Confinement Cases

Guest speaker: Anna Salyer, UWT Librarian, (10:30a.m.)

Scheduled Computer Lab: WG210

Week Seven

Date May 12, 2014

Required Readings:

Medical problems of prisoner; <http://www.health.am/ab/more/medical-problems-of-prisoners/>

The prisoner dilemma: Should convicted felons have the same access to heart transplantation as ordinary citizens?

Code of Ethics, CA-NV American Correctional Health Services Association

Date May 14, 2014

Discussion of above readings

Guest Speaker: Detective Kim Bogucki

Week Eight

Date May 19, 2014

Required readings:

George: Chapter 11 and Afterword, by Jocelyn Pollock

Hassine: Chapters 12 and 13

Guest Speaker: Patty Noble-Desey

Date May 21, 2014

Discussion of Innocence Project case analyses

Group Project Work Session

Week Nine

Date May 26, 2014

School holiday

Date May 28, 2014

Group Presentations

Week Ten

Date June 2, 2014

Group Presentations

Date June 4, 2014

Group Presentations