



New Course

Catalog Course Title: JLC-432/632 Concepts of Punishment

Name and contact information for future correspondence:

Chana Barron (barron@american.edu); Sarah Adler (sadler@american.edu)

Academic Unit - School/College:

CAS KSB SOC SIS SPA SPExS Other:

Teaching Unit - Department or Program: Justice, Law & Criminology

Date effective:

Required Signatures	Name	Signature	Date
Teaching Unit Chair or Director	Joe Young		1/23/17
EPC Chair	Susan Glover		2/2/17
Primary Academic Unit Assoc. Dean	Saul Mullen		2/16/17
Second Academic Unit Assoc. Dean	VICKY WILKINS	V. Wilkins	2/6/2017
Faculty Senate Chair			
Provost's Designee (VPUG or VPGR)			

Date sent to the Office of the University Registrar:

- I. **Identifying Information**
 - a. **Proposed effective date:** AY 2017-2018
 - b. **Academic Unit:** SPA
 - c. **Teaching Unit:** JLC
 - d. **Course Title (Generally a limit of 30 characters including spaces):** Concepts of Punishment
 - e. **Course Number:** JLC-432/632
 - f. **Credits:** 3
 - g. **Prerequisites:** JLC-110 and JLC-302
 - h. **Course description for University Catalog:** This course examines the philosophical issues associated with criminal punishment, particularly the moral justification for punishment. The theories of punishment, who the state punishes, and how citizens are punished will also be explored.
 - i. **Grade type:** A/F and Pass/Fail
 - j. **Expected frequency of offering:** Alternate Springs
 - k. **Note all that apply:** N/A
- II. **Rationale**
 - a. **Please explain the main purpose of the new course, including whether it will be a requirement for an existing or proposed program or an elective, and how the new course relates to the existing courses in the program and department.** Punishment is an integral part of law and the criminal justice system. Accordingly, it is essential for those who study law and society, criminology and terrorism to understand and be acquainted with how and when society punishes those who violate legal norms, as well the moral/ethical issues surrounding punishment.
Will the course require students to pay a special fee associated with the course? No
 - b. **Has the course previously been offered under a rotating topics course or an experimental course number? If so:**
 - i. **Semesters/year offered:** Spring 2017
 - ii. **Course number:** JLC-413
 - iii. **Instructor:** Chana Barron
 - iv. **Enrollment:** 25 (waitlist of 2)
 - v. **What observations and conclusions were derived from the previous offering(s) that now lead to proposing this course as a permanent part of the curriculum?** This course was formerly offered as JLS-530 and was removed during course cleanup due to its 500-level status. We would like to replace it with 400/600 course since there is demand.
 - c. **Please indicate other units that offer courses or programs related to the proposed course and provide documentation of consultations with those units.** N/A
 - d. **Estimate the enrollment per semester:** 25-30
 - e. **Does your teaching unit's classroom space allotment support the addition of this course?** Yes
 - f. **Are present university facilities (library, technology) adequate for the proposed course?** Yes
 - g. **Will the proposed course be taught by full-time or part-time faculty?** Full-time
 - h. **Will offering the new course involve any substantial changes to the scheduling of existing courses?** No
 - i. **What are the learning outcomes for the course?**
 - Understand the basic assumptions of the theories of punishment
 - Be able to clarify the differences and similarities among the theories
 - Determine the weaknesses and strengths of the theories
 - Recognize the moral issues raised by penal policies

- Understand who the state determines is worthy of punishment
 - Be familiar with the issues surrounding the moral limits of punishment
- j. How will those outcomes be assessed?** Those outcomes will be assessed through written assignments, examinations, and participation.
- k. What are the competencies that students are expected to demonstrate for the course? Please attach a draft syllabus.**

III. Catalog Copy

Please attach a course description as it is to appear in the University Catalog, following the format of the current catalog.

Concepts of Punishment (3) This course examines the philosophical issues associated with punishment, particularly the moral justification for punishment. In addition to considering the theories of punishment, the course addresses who we punish and how.

Department of Justice, Law & Society
American University
Concepts of Punishment
(JLS 530:001)
Spring 2013
W 2:35-5:15
Ward 114

Professor: Chana Barron
Office: Ward 252

Office Hours: T/F 12:00-2:00
W 12:00-2:00
By Appointment

Office Phone: 885-2315
E-mail: barron@american.edu

Course Description: This course examines the philosophical issues associated with punishment, particularly the moral justification for punishment. In addition to considering the theories of punishment, the course addresses who we punish and how.

Learning Outcomes: Upon completion of this course students will

- Understand the basic assumptions of the theories of punishment
- Be able to clarify the differences and similarities among the theories
- Determine the weaknesses and strengths of the theories
- Recognize the moral issues raised by penal policies
- Understand who the state determines is worthy of punishment
- Be familiar with the issues surrounding the moral limits of punishment

Attendance: Although attendance is not required, I strongly suggest that you attend class on a regular basis, arriving on time. A sizable portion of the material covered in the course can only be obtained during class. In addition, a significant portion of your final grade is based upon class participation and if you do not attend class this portion of your grade will suffer. It is my experience that students who attend class regularly perform significantly better than those who do not. You will be expected to discuss the course materials throughout the semester, as well as to take part in class discussions as part of your grade. It is only in your best interest to attend.

Written Assignments: All written work must be submitted on the day it is due. Completing work in a prompt and timely fashion is essential to success. Accordingly, extensions of time on assignments will be granted only if requested before the due date and only upon a showing of GOOD cause. The sanction for written assignments that are late without good cause is that the grade on the late assignment will be reduced one whole letter grade for each 24 hour period the paper is late, including weekends and holidays, starting with the end of the class period at which it is due. The professor reserves the sole right to determine good cause. Papers should be typed (double-spaced, 12-point font, with one inch margins all around). Your name should appear in the top right-hand corner and pages should be stapled

together. Papers will not be accepted by e-mail in the absence of an emergency. Clear and accurate writing is of paramount importance in your academic and professional careers. Consequently, good writing will be emphasized in this course. Points will be deducted for poor grammar and spelling. You are required to proofread your work. Failure to do so demonstrates a lack of seriousness and respect for yourself and your reader. Finally, all your written work must comply with the regulations of the Academic Integrity Code. Thus, you must cite all of your sources correctly.

Examinations: There will be no examinations. You will be required to write two 5 page papers and a final paper of 5 – 7 pages in which you will address questions concerning the materials read and discussed. No extensions will be given in the absence of good cause (as above) and notification before the scheduled due date. All papers must be returned within the first 15 minutes of class on the day they are due.

Participation: Class participation is an important part of this class. Your grade will be based on both the frequency of your involvement in class discussion and your ability to critically analyze issues at the heart of the class after reading and thinking about them. Among the benefits of in class discussion is the opportunity to learn from your peers and to think about texts and ideas from a variety of perspectives. It is my goal to avoid two extremes: 1) the consistent and noticeable silence of one or two students and 2) the domination of every discussion by one or two students. Both extremes are unfair to each member of the class.

If you do not contribute, you are taking advantage of other students' work. Likewise, if you do not allow others to contribute, no one will be able to benefit from a multitude of ideas and/or questions.

As it is essential that everyone have an opportunity to speak, I will occasionally call on silent students to contribute and will ask students – when appropriate – to yield the floor in order to open up the discussion to other students.

If you are uncomfortable about speaking in class, please make an appointment to discuss it with me as soon as possible.

You will be required to participate by post. This requires students to read the assigned texts for each class and to think meaningfully about the texts before we discuss them. Accordingly, students are required to submit short responses (no shorter than two sentences; no more than 4 sentences) about the assigned readings on the class Blackboard site 10 times. Posts are due by 10:00 a.m. on the week the readings are assigned.

Grading: Your grade will be based on the following:

Participation Out-of-Class	– 10%
Participation In-Class	- 20%
Two Papers	- 40% (20% each)
Final Paper	- 30%

A grading curve will not be instituted in this class; therefore, it is possible that everyone in the class can get an A if the standard for that grade is met. These are the guidelines I work with in assigning letter grades to your work:

A: Excellent work with clear, challenging, original ideas supported with convincing, logical arguments, including relevant counter-arguments and refutations, relying on sufficient appropriate evidence. An excellent paper is clear, well organized, logical and demonstrates college-level command of writing mechanics. Work of 'A' quality should not just be good, but outstanding in ideas and presentation.

B: Good to quite good work. The 'B' paper may have some outstanding qualities but be marked by significant flaws which keep it from being an excellent, and therefore an 'A' paper; or it may be all-around good work, free of major problems but lacking the deeper insight necessary for excellence.

C: Satisfactory work, but not yet good. The product meets the basic requirements of the assignment, but it needs work in familiarity with course materials, thinking or presentation. The work may lack clarity, or the evidence may not always be sufficient and appropriate, or the argument may have marked logical flaws. The work may have significant organizational, mechanical or clarity problems that keep it from being good. Work of 'C' quality may be good in some respects but poor in others, or it may simply be adequate but not noteworthy overall.

D: Work that meets only the minimum course requirements, either in full and timely completion or in satisfactory understanding of course material. This is not necessarily a measure of effort.

Not Passing: Work that fails to meet minimum course requirements and is therefore unsatisfactory. Examples include work that shows little thought or familiarity with course materials or assignments that the student fails to turn in.

Academic Integrity Code: Standards of academic integrity as set forth in University's Academic Integrity Code, <http://www.american.edu/academics/integrity/code0.1.htm>. All examinations, tests, written papers and other assignments are required to be completed according to the standards set forth in this code.

All work must be entirely your own and must be prepared originally for this class and not be a resubmission of work prepared for another class or program. When you quote from others' work, you must give full credit by footnote or endnote. Failure to use quotation marks when quoting, failure to give full credit when paraphrasing, use of others' ideas or work products, submission of work prepared through impermissible collaboration and also submission of work prepared by your for another class are all examples of violation of the academic integrity code and will result in sanctions.

Students with Disabilities: If you experience difficulty in this course for any reason, please do not hesitate to consult with me. In addition to the resources of the department,

a wide range of services is available to support you I your efforts to meet the course requirements.

Academic Support Center: (x3360, MGC 243) offers study skills workshops, individual instruction, tutor referrals and services for students with learning disabilities. Writing support is available in the ASC Writing Lab or in the Writing Center.

Disability Support Services: (x3315, MGC 206) offers technical and practical support and assistance with accommodations for students with physical or psychological disabilities. If you have a disability and might require accommodations in this course, please notify me with a letter from DSS or ASC early in the semester so that we can make arrangements to address your needs.

The Not So Fine Print: All cell phones and pagers are to be turned off during class.

Use of computers during class is not permitted, they are distracting to me and to other students.

Text messaging is not permitted in class.

Students are expected to arrive on time.

Students should refrain from sleeping, chatting and engaging in behaviors that are disruptive to me and fellow students. Students who fail to abide by these rules will be asked to leave for the remainder of the class period.

You are expected to employ the rules of simple common courtesy. Ad hominem attacks are inappropriate. Students are expected to treat other students (and their opinions) with respect. Likewise, you are expected to treat me with respect and you can expect that I will do the same.

Check Blackboard and your AU e-mail accounts regularly for announcements and other communications.

Emergency Preparedness: In the event of a declared pandemic (influenza or other communicable disease), American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence due to illness. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, students should refer to the AU Website (www.prepared.american.edu) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/college-specific information.

Text: The required readings will be available on Blackboard unless otherwise indicated. Readings are posted by the week they are due.

Course Schedule: This schedule is subject to modification based on time considerations

Week 1 - 1/16

Tonry – “Thinking About Punishment”

Week 2 – 1/23

Kant, Hegel, Bentham

Week 3 – 1/30

Feinberg, Morris Duff

Week 4 – 2/6

vonHirsch, Tonry, Frase

Week 5 – 2/13

Braithwaite, Golash

Week 6 – 2/20

Wacquant, Rusche

Paper #1 Due

Week 7 – 2/27

Durkheim, Foucault

Week 8 – 3/6

Film: “A Clockwork Orange”

Week 9 – 3/20

Film: “The Scarlet Letter”

Week 10 – 3/27

Newman, Costanza, *Ewing v. California*

Week 11 – 4/3

The Case of the Dog Provetie, Hart

Paper #2 Due

Week 12 – 4/10

Feinberg

Week 13 - 4/17

Menninger

Week 14 – 4/24

Putting It All Together