SOC 375: Sociology of Disability
Spring 2013

a learning experience based upon the
THE INSIDE-OUT PRISON EXCHANGE PROGRAM
Exploring Issues of Disability, Crime, and Justice Behind the Walls

Course Description and Location: This course offers an introduction to disability studies from a sociological perspective with a focus on disability in correctional facilities. Class readings and discussion will explore special topics such as the social construction of human difference, social epidemiology of disability in the general population and correctional facilities, disability experiences in prison, theories of offending associated with disability and aging, victimization among people with disabilities, restorative justice, elder justice, laws and behavioral science concerning crime and mental illness, and more.

Teacher Information Sarah Allred, Office in Evans 221 A. Phone 706-368-6998. Berry Office hours: M 9:30-noon 1-4, TTH 11-12, and by appointment, e-mail sallred@berry.edu. Co-facilitator, Jackson.

Mission of the Inside-Out Prison Exchange Program

Our course is structured in accordance with the Inside-Out Prison Exchange Program model. Inside-Out is a national program that has developed a unique strategy for learning that takes place behind prison walls. For our course, it involves an opportunity for a small group of students from Berry College and a group of people who are incarcerated at the Floyd County Prison (FCP) to exchange ideas and perceptions about disability, crime, and justice in the United States. It is also a chance for all participants to gain a deeper understanding of the criminal justice system through scholarship and practical experience achieved by weekly discussions throughout the semester.

OBJECTIVES

• To create an environment that will facilitate the honest, respectful exchange of ideas in a dialogic format.
• To provide an experiential setting for students to test and hone their theoretical understanding about various disability, crime, justice, and correctional issues.
• To provide a vehicle for feedback to students about their views on disability, crime and justice issues.
• To understand how human differences are socially constructed and to discuss the ways in which stereotypes and labeling language buttress self-identities and social boundaries between people.
• To create opportunities to explore views on course issues in an academic setting through structured discussion, reflective essays, and course readings.
• To provide opportunities to develop and improve capacities for effective small group interaction, and written and oral self-expression.
• To create a symbolic connection between people on the outside and those on the inside.
• To learn how aspects of disability shape experiences with justice, crime and incarceration.
• To provide an understanding of the structure and nature of incarceration in America.

Format of Meetings and Method of Learning

For combined (Outside and Inside) meetings, the group will meet every Tuesday afternoon, 2:30-5:00 p.m. throughout the semester for 2½ hours. The combined meetings will take place at FCP where Outside students and Inside students will gather for class. The meetings at FCP will consist of a guided dialogue and exercises in both the large group and smaller subgroups, on particular topics each week. Dialogue will be guided by the instructor and co-facilitator, and carried out mostly by students in the class.

During the meetings held separately (during the first, third, and final week, Evans 209 for Outside Students, Day/time TBD for Inside Students), everyone will have the opportunity to reflect upon and debrief the process. After some class sessions, participants submit reflection papers based on the previous class.
Course Opportunities and Guidelines

1. *Class Attendance, Performance, and Participation.*

Class attendance and promptness is required. Given the unique nature of this class, it is essential that each student attend on time and be an actively engaged member of the course. If, due to both serious and verifiable circumstances, Outside students are unable to attend one of the sessions, they must contact the instructor in advance. Any absence will impact the dynamics of the group, as well as disappoint those who will be participating in the course. If a Berry student has *one or more unexcused absences* (professor’s discretion), the student’s final grade will be penalized by at least 1/2 a letter grade (e.g., B+ to a B-). Students traveling to the FCP for class must arrive a few minutes prior to 2:30 p.m. in order to allow sufficient time for processing at the front entrance. Because we will be processed as a group, tardy students will not be allowed to join class that day.

*Performance and Participation.* Active, appropriate participation is key to a successful course. As a group, we will discuss all sorts of issues, some of which may be controversial in nature. We are encouraged and challenged to say what we think, even if it is not a popular or common point of view. For this experience to be the educational opportunity that it’s meant to be, we must each take responsibility for the direction and depth of the discussion. As we will be meeting in a rather atypical setting, we will have to work on getting comfortable enough to take the risks involved when fully participating in discussions. Last, and equally important, through our class demeanor and adherence to FCP rules, the class will acknowledge their gratitude to the FCP and staff representatives who are our partner in this educational experience.

*Paper Deadlines/Course guidelines.* If you are unable to turn in a paper as scheduled you must contact the instructor 24-hours or more prior to the deadline so that we can agree to an alternative deadline for you. Otherwise, you will receive a zero on the paper. Late papers turned in with prior notification of tardiness will receive a 10% grade reduction on that assignment for each day it is late. All papers must be submitted and attendance and participation in good standing in order to be eligible to receive an A for a final grade. Although Inside Students are not able to receive formal college credit for course participation, they are required to adhere to all course requirements (attendance, papers, group project and presentation). Inside and Outside students receive a formal "certificate of completion" at the end of the course. The certificate is presented during the Closing Ceremony.

*Miscellaneous.* Further class guidelines will be developed and discussed in the first class session. All students are required to abide by these guidelines as well as the rules of the FCP. Outside or Inside students who violate course/facility rules may be removed from the combined meetings permanently and required to complete course requirements through a directed study model.

2. *Texts and Readings:* The required readings for this class include a number of articles and chapters found on Viking Web under "handouts" as well as two books listed below. The volume of readings moves at a challenging pace, but students are expected to stay current on a weekly basis.

   d. (Outside students) See Viking Web, Handouts for a full listing of additional readings. (Inside Students) Hardcopies of each additional reading will be provided.

3. *Final Grades.* Your final grade will reflect your attendance record, reflection papers, final paper, group project summary and presentation. No extra credit projects are offered.

4. *Academic Integrity.* Integrity is the foundation of life in general, and thus an expectation in this course. As a member of this class, whether from Berry College or the FCP, you are responsible for working together to establish and uphold an environment conducive to honorable academic endeavors. Berry Students please refer to the *Viking Code* for a complete discussion of key terms relevant to academic integrity (e.g., academic dishonesty). Students are not allowed to collaborate extensively with other students on the Reflection papers, group project summary, or Final paper. You are, however, encouraged to work with other students in a limited manner (e.g., ask for or provide editorial comments from class colleagues when writing papers). When writing papers, all students are required to reference all works quoted (with complete bibliographic information, such as last name of author and year of publication, page
number, "Allred 2004, p. 189") or referenced. Plagiarism or cheating of any kind will result in a zero for the project or course, as appropriate. In sum, do your own work, don’t plagiarize, and respect the property of others and the College and Prison.

5. **Special Accommodations.** Outside students, If you have documented academic challenges and believe that you may need special accommodation in this course, please notify the professor as soon as possible and contact Ms. Martha Van Cise, Director of the Academic Support Center, Memorial Library, 1st floor, 706-233-4080. Inside Students please notify Allred and Chaplain Dickens.

6. **Evaluations of Student Performances.** Papers written by Outside students will be graded according to standard college grading procedures. Papers written by Inside students will be graded according to *student preferences* to be agreed upon through private communication between Inside student and the professor: college standards or high school standards.

7. **Final Grade Determination.** Your total points received are divided by the total number of points that are possible. Next, the resulting value is multiplied by 100 and rounded the nearest hundredth. The numerical grades are translated into a final letter grade as follows:

<table>
<thead>
<tr>
<th>Numerical Grade</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>59.49 or lower</td>
<td>F</td>
</tr>
<tr>
<td>67.50 to 69.49</td>
<td>D</td>
</tr>
<tr>
<td>73.50 to 77.49</td>
<td>C+</td>
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<tr>
<td>77.50 to 79.49</td>
<td>C</td>
</tr>
<tr>
<td>83.50 to 87.49</td>
<td>B+</td>
</tr>
<tr>
<td>89.50 to 92.49</td>
<td>A-</td>
</tr>
<tr>
<td>92.50 and higher</td>
<td>A</td>
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</tbody>
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Rounding is calculated to the nearest hundredth and procedures are executed as follows. A numerical grade of 69.490 through 69.494 is rounded to 69.49. A numerical grade of 69.495 through 69.499 is rounded to a 69.50.

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Project Summary/participation</td>
<td>100 (50/50)</td>
</tr>
<tr>
<td>Reflection Papers (n = 4, 50 points each)</td>
<td>200</td>
</tr>
<tr>
<td>Final Paper</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total Points Possible</strong></td>
<td><strong>400</strong></td>
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8. **Directions to Floyd County Prison.**

**Directions.**
- From Berry, right on to Martha Berry Blvd (2.3 miles).
- Right on Broad street (becomes S. Broad). will see/pass Myrtle Hill Cemetery. (.7 miles)
- Veer RIGHT at a traffic light to stay on S. Broad Street. At this 3-pronged fork in the road, you will see a building that says "Super Seal and Paving, Inc" on the front. (if you veer left, the street becomes E Main Street, on E. Main you will soon pass the Boys and Girls Club on your left, meaning you’ve missed the "turn"). If you take a hard right, you are going in the wrong directions too.
- S. Broad Street becomes Blacks Bluff road.
- Go another 1.4 miles after the fork. will see the Floyd County Prison on the left. Drive carefully. Park in the Visitor's parking lot. Look for me or Jackson.
Reflection Papers (n=4, 50 points each) (200 points)

200 points: Four “Reaction/Reflection papers” are required for this course. The first Reflection paper is due Week #3 (1-29). The next Reflection Paper is due Week #5 (2/12). Due dates for the remaining 2 Reflection papers (and their topics) include the following possibilities:

- Feb 26 (about Week 6: Stereotypes, Labels, the Role of Stigma)
- March 12 (about Week 7): Myths and Realities of Prison Life
- March 19 (about Week 9: Life after Imprisonment)
- March 26 (about Week 10: Managing the needs/Victimization
- April 2 (about Week 11: Restorative Justice)

(FOR OUTSIDE STUDENTS) Papers must be typed, double-spaced. Submit papers electronically to sailred@berry.edu. In the subject area write “SOC 375 Reflection Paper # 1-4). Pagination formatting: In Microsoft Word, select "Insert", then click "Autotext", then "Header/footer" and select "Author, Page #, date." Enter your last name only for author name.

(FOR INSIDE STUDENTS) Pen and paper, single spaced, and at least 2-3 full pages in length. All other directions apply. The papers will call for you to observe, feel, reflect, analyze, and integrate the information from the readings from the prior week. Please write your last name only on top Right Corner of all pages of your paper.

(Everyone) If you refer to specific people in your papers, please use their last names also. The format follows, plus tips for how to write a strong paper. A grading rubric will be provided. Students have the option to write an additional, optional Reflection paper. Lowest grade on a Reflection paper will be dropped.

Each paper should include three sections:

Section One: Observation
Section Two: Analysis and Integration
Section Three: Reactions

Section One: Observations

This section is intended to provide students an opportunity to offer a journal account of class experiences or perhaps relevant observations made outside of class. Identify two things that you observed during our time in class. These observations may include anything that especially stands out for you, such as certain kinds of interactions, observations about the setting or surroundings, interesting issues or common themes that emerge (beyond or including what we discuss), insights about the dynamics of the group, etc. Explain what was significant to you about each of the observations. [one-two pages in length]

Section Two: Analysis and Integration

In this section, you are to look at the issues that were discussed in the prior week, reflecting on and analyzing the topics that were addressed. Integrate the readings for the week, including at least five relevant ideas from the readings for the previous class. Make sure you identify the source of the ideas you are drawing from the readings. [Two pages or more in length]. These do not need to be related to your observations.

Section Three: Reactions

Write about your emotional reaction (in other words -- how you felt) to the observations, readings discussed in Section Two, or some combination. Be as specific as you can. Honesty that is negative will never have a bad effect on your grade. Try to explain why you might have had the reaction that you did -- whether negative or positive. As you write your papers throughout the semester, you may want to observe and describe any internal shifts that you are experiencing in the process of this class. [One-half to one page in length]

Final Paper (100 pts)

A final integrative paper will be due at the end of the semester at the closing combined meeting. The paper will be at least 7- 9 pages long, typed, double-spaced, with a minimum of 7 separate references from the
required daily readings. Thus, the paper does not require additional research. The final paper is an opportunity for you to pull together the entire experience of the semester, reflect on your own process (and that of the group), and further analyze the issues that were addressed. More detailed instructions for the final paper will be presented later in the course.

**Final Group Project Summary/Presentation (50 points each component)**

At the end of the semester, we will spend three weeks developing 1+ projects based on the issues relevant to Disability Issues in Corrections (description, rubric, and details to follow). The larger group will be divided into subgroups, & each person will contribute by creating a different dimension of the project. Your projects should be **creative, proactive, visionary, and practical**! Each person will write an individual, short summary of their group project. Your participation in the project presentation is a contributing factor for this grade, and will be based on instructor, peer, and self-assessments of quality and quantify of work contributed to the group project.
**Tentative Course Schedule (Tuesdays: 2:30-5:00 p.m.)**

**Week 1: Jan 15.** Meet separately. Outside students (Evans 207). Student Orientation. (Inside and Outside students meet in separate sessions)

**Readings:** Begin Reading Hallinan and Pfeiffer texts, to be completed by Week 3.

**Topics:** Overview of Inside-Out, review of required documentation, prison rules and IO rules; labeling language, introductions, pre-class questionnaire, discuss of opportunity to participate in a course impact assessment.

**Week 2: Jan 22.** Meet FCP. First Combined Meeting at FCP.

**Readings:** "Disability History: Why we need Another Other" by Katharine Kudlick (Viking Web Handouts)
"Chapter 1: Studying Older Offenders" (Aday 2003).

**Topics:** Welcome, icebreaker activities, review of syllabus and program parameters, guidelines for dialogue and context, group discussion about why we need disability as an analytic tool for exploring the human experience in general, social power, social hierarchies, and incarceration in Western culture. Kudlick article as a framework applicable in sociological considerations of disability in corrections. Aday chapter for considering why there exists an aging crisis corrections, and how disability and aging create opportunities for rethinking aspects of incarceration and punishment.

**Week 3. JAN 29** Meet Separately. Debriefing.

1. **Reflection Paper Due.** (Disability and Corrections, Readings to draw from Kudlick, Hallinan, Pfeiffer, Aday)

**Readings:** "1 in 100" by Pew Trust fund. (Viking Web Handouts)
"Georgia's Aging Inmate Population" by GDC. 2003. (Viking Web Handouts)
"More Mentally Ill Persons are in Jails and Prisons than Hospitals: A Survey of States" by Treatment Advocacy Center and National Sheriff's Association. 2010. (Viking Web Handouts)
"Disability Status of United States Citizens: 2000 Census data" (Viking Web Handouts)
" Disabilities by Age and State: 2008" (Census data) (Viking Web Handouts)
"Chapter 1: Criminal Justice and Mental Health Systems" Fagan and Ax (Viking Web)

**Topics:** Overview of the history of disability studies, epidemiology of disability in the general population and jails and prisons, historical treatment of people who are disabled, the impact of disability rights legislation in prisons, the interface between criminal justice and mental health systems

**Week 4. Feb 5.** Meet FCP. What are Prisons for?

**Readings:** Bring Hallinan and Erikson and Erikson to class. Have each completed by this week.
"The Big Picture of Mass Incarceration" (1 Page Chart: Viking Web Handouts)
"Chapter 3: The Politics and Economics of Punitive Criminal Justice" by Western 2006, (Viking Web Handouts)

**Topics:** icebreaker, discussion of reading and reflection questions, brainstorming and discussion about "what are prisons for?" framing comments from instructor, small group discussions.

**Week 5. Feb 12.** Meet FCP. Why do People commit Crime?

2. **Reflection Paper Due (topic, "what are prisons for?")**

**Readings:** Chapter 3: Explaining Crime in Old Age (Aday, Viking Web Handouts)
Chapter 1: Natural History and Theories of Offending in People with Developmental Disabilities (Lindsay, Viking Web Handouts)

**Topics:** Alligator River Story--who is most reprehensible? Why do people commit crime? How do existing theories apply to people who are older, or have a developmental disability? discussion of readings and reflection questions, small group and closing reflections.
Week 6. Feb 19 Meet FCP. Stereotypes about Disability and Other Human Differences.

Readings: "Stigma: an Enigma Demystified" (Chapter 13) by Lerita M. Coleman Brown in Davis 2010. (Viking Web)

Film: I am Tyler (http://www.intyler.org)

Topics: Discussion of reading and reflection questions, small and large group discussion regarding the behavioral, cognitive (attitudes), and affective components of stigma, how and why certain human differences are devalued, feared, or stigmatized, and recommendations for improving the culture of disability as difference, closing reflections.

Assignment: Due Week 7. 2-Day journal (for use in class, not to be turned in to the instructor). Oral instructions given at the end of class today.

Week 7. Feb 26 Meet FCP. Myths and Realities of Prison Life.

Tour of FCP. Arrive by 2:15.

Readings: "Adjustment to Prison Life" Aday (Viking Web Handouts)

Topics: Inside and outside students reflect on prison tour, discuss 2-day journal experiencing a disability and imagining having a disability while incarcerated, discussion of the prison tour, small and large group discussions regarding myths and realities of prison life (draw on readings and student experiences)

Week 8. Mar 5 NO CLASS. Berry Spring Break

Week 9. Mar 12 Meet FCP. Life after Imprisonment for the Elderly and People with Mental Illnesses

Film: The Released. 2009.PBS Home Video. Frontline.

Readings: "Is there Life after Imprisonment: How elderly men talk about imprisonment and release" Elaine Crawley and Richard Sparks. 2006 Criminology and Criminal Justice 6:63 (pp 74-78) (Viking Web)

Topics: Discussion of readings and reflection questions, mid-semester class evaluation, overview of core issues associated with released for the elderly and people with mental illnesses, small and large group discussions regarding case studies, closing reflection

Week 10. Mar 19 Meet FCJ. Managing the Needs: The Perspective of Facilities and Staff

Readings: "Health Concerns of Aging Inmates" Chapter 4 in Aday (Viking Web)
"Managing the Mentally Ill from a Correctional Administrator's Perspective Chapter 3 in Fagan and Ax

Topics: Discussion of core challenges, guest speaker on GA initiatives and practices, small group discussion and reflections, closing reflection

OR Victims and Victimization
(n=2) Readings on Victimization among people with Disabilities TBD

Topics: Revisiting Alligator River, who was most harmed? Who experiences crime? Why do people with disabilities experience higher levels? Are they particularly vulnerable while incarcerated? Activity and reflections of causing harm, class discussion on causing harm, experiencing harm, closing reflection
Week 11. March 26. Meet FCP. Restorative Justice: What are we doing? What else can we do as processes related to older people who commit crimes and those with disabilities?

"Responding to Aging Offenders" Chapter 8 in Aday (Viking Web Handouts)  
"Chapter 1: Criminal Justice and Mental Health Systems" Fagan and Ax (Pp 13-18)

Topics: Restorative Justice overview, elder justice, selective decarceration, police, emergency services and judicial diversion initiatives for people with mental illnesses, Crisis Intervention Teams (CIT), forensic assertive community treatment (FACT), role play activity, closing comments and reflection

Week 12. Apr 2. Meet FCP. Group Project (Week One)
(Readings: None.
Topics: discuss closing ceremony, class booklet, and possible group projects.  
Break into project groups, begin work.  
Receive Final Paper topic and Grading Guidelines.

Week 13. Apr. 9 Meet FCP. Group Project (Week Two)
(Readings: None. (work on Final Paper)
Topics: work on project continues as necessary

Week 14. Apr. 16. NO Class…Berry College Symposium on Student Scholarship.

Week 15. Apr. 23 Meet FCP. Group Project (Week Three) (Project Summary DUE)
(Readings: None.
Topics: Brief presentation of all Group Projects (15-20 minutes per group)  
Students vote to select 1 group to present their project for the Closing Ceremony  
Student vote to select 2-3 Inside and 2-3 Outside students who wish to offer statements/comments at the closing ceremony

Week 16: April 30. Meet FCP. Last Day of Classes Final combined Meeting.  
Closing Ceremony  
Presentation of 1 Group Project (optional)  
Final good-byes

Week 17: Week of May 6th Meet Separately. (Outside Students, Evans 209, Day Time TBD) (Inside Students, DAY AND TIME TBD)
(Final Debriefing  
Final Paper Due.  
Course Evaluations

Topics: Course Evaluation, post-class questionnaire, group discussion regarding the IO experience

Sources for Book Chapters


