SOCIOLOGY and GIS:
Mapping across Disciplines
LESSON PLAN

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Title of Lesson   **United States Prisons and Racial Demographics**

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Time Required   75 minutes

Materials
       Compass rose
       Map legend
       Computers (Laptops)
       Cones and Placeholder Markers
       City Demographic Sheets
       Appendix A: Student Activity

Preparation: Prior to this lesson, instructor should be familiar with prison population, specifically, the growth of the prisons and the prison population since the 1980s (what policies led to the buildup of prisons?). Also, instructor should be familiar with the demographics of the prison population (gender, race, age).

The instructor should be familiar with the demographics (age, race, and gender) of the population in the Ohio Prison system. *In the United States, black people are incarcerated at more than five times the rate of white people (NAACP Criminal Justice Fact Sheet. 2018). As a result, black people are disproportionately represented in our prisons: In 2016, black people made up 12 percent of our country's population but accounted for 33 percent of our prison population. Conversely, white people made up 64 percent of the U.S. population but only 30 percent of our prison population (Pew Research. 2018).*

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Objectives
Students will learn how to pose spatial questions on the topic of Ohio demographics and prison population by:
- Reviewing the population demographics of the U.S. and selected states.
- Comparing how Ohio prisons may replicate national prison trends.
- Comparing the incarceration rates (and across states.

Essential Questions
- How can we use maps to consider the link between prison population and state population?

- How can maps be used to question and understand policies?

National Geography Standards

- How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information.
- The characteristics, distribution, and migration of human populations on Earth's surface.

Instructional Process

1. **Review rules of learning with the United States Map (Vinyl Table Map). No writing utensils on the map.**

2. **Introduce students to the map.**

   - Ask how we know which direction is north/south and add the compass rose to the map.
   - Ask what the lines and symbols indicate on the map and add the legend to the map.

3. **Introduce the topic:**
   The sociological perspective invites us to look at our familiar surroundings in a fresh way. It encourages us to take a new look at the world, in a way that looks at the totality of social life, an emphasis on context, or setting in which behavior and interaction takes place.

   Today we will explore how visualizing data on a map can lead us to ask questions or think about relationships/patterns differently. Today, then, we will construct a United States Map with attention to the prison demographics in specific states (Ohio, California, and Louisiana) map specifically thinking about how (or how not) each states' incarcerated population is reflective (or not) of the states' total population.

4. Before we begin. Ask students "What is the population of the United States?" and "What is the Race/Ethnicity of the total population?" You can provide a printed textbox showing that information (Appendix A) and place it on the map. An optional second table can be printed off (Appendix B).

5. The next step is to talk about the racial/ethnic population of Ohio (See Table-1). This is also an opportunity to discuss the U.S. Census which collects this data. The Census defines the categories and each individual self-reports their racial/ethnic identity. These categories have changed over time. In the United States, individuals select one or more races and then selects ethnicity. In the case of ethnicity, the question posed is are you Hispanic or not? No other ethnicities exist in that category.

   Now students should complete the first worksheet (Appendix C) which asks them to estimate the demographics of Ohio's incarcerated population. When you reconvene, ask each question and let students respond. Then, using the table size map of the United States, place either symbols representing the male/race incarcerated population and then do the same with females. You might also use cards to place the information on the state.

6. Once this is completed, you should ask students to work in pairs and collect information on another state. Table 1 provides information for the states of California and Louisiana. This information could be collected on a white card that could be placed on the state in a tent-like fashion.

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Table 1: Demographics of Selected States and Incarcerated Population							
Geography	Total Pop (2019)	Per_Black	Per_White	Per_Hisp	Female	Under 18	Over 65
U.S.	328,239,523	13.4%	76.5%	18.3%	50.8%	22.4%	18%
Ohio	11,689,100	13%	81.9%	3.9%	51%	22.2%	17.1%
Ohio Male Incarcerated Population	45,040	46.5%	49.5%				
Ohio Female Incarcerated Population	3,948	24.6%	73.8%				
California	39,512,223	6.5%	72.1%	39.3%	50.3%	22.7%	14.3%
CA **Male and female** Incarcerated Population	127,709 (2018)	28.3%	21%	44.1%			6.3%
CA Female Incarcerated Population	5,849	25.4%	31.7%	35.7%			2.7%
Louisiana	4,648,794	32.7%	62.9%	5.2%	51.2%	23,5%	14.3%
LA Male Adult Correctional Pop	29,920 (2019)	40.5%	59.3%				
LA Female Adult Correctional Pop	1,689 (2019)	68%	31.6%				

The value of locating data on a map is that we often see relationships that we would have not thought about previously. Maps help us ask questions. Ask students: what kinds of things that they have noticed?

Discussion

What kind of challenges did you encounter when collecting information? Here the students might talk about the challenges of finding information about a particular state. Often the data is not summarized or even available in a way that provides a way to compare info among states.   Another challenge is also related to comparing states.   One way to help with a comparison is standardizing data by putting absolute numbers as 'number' per capita.

Optional Activities: Students can also complete the worksheets located in Appendix D and E.

Debriefing discussion

Instructor will lead a discussion that allows students to report out their reactions to the exercise by asking general questions, such as:
    a.   After reviewing how you answered the opening questionnaire, how accurate were your responses?
    b.   What stood out to you the most about the map activity?
    c.   What, if anything were you most surprised about the map activity?
    d.   What, if anything were you least surprised about the map activity?
    e.   What, if anything, are the racial, gender, age implications associated with the prison population?

References

California Department of Corrections and Rehabilitation. (2018) Offender Data Pionts: Offender Demographics for the 24-month period ending December 2018. Retrieve from https://web.archive.org/web/20200524000515/https://www.cdcr.ca.gov/research/wp-content/uploads/sites/174/2020/01/201812_DataPoints.pdf

Louisiana Department of Public Safety and Corrections. (2019) Louisiana Department of Public Safety and corrections: Fact Sheet. Retrieved from https://s32082.pcdn.co/wp-content/uploads/2020/03/0B-Demographics-1.pdf
National Geographic Society. (n.D.). National Geography Standards Index. Retrieved from https://www.nationalgeographic.org/standards/national-geography-standards/

Prison Policy Initiative (2020) Mass Incarceration: The Whole Pie 2020. Retrieved from https://www.prisonpolicy.org/reports/pie2020.html

Prison Population by State (2020). Retrieved from https://worldpopulationreview.com/states/prison-population-by-state/

The Ohio Department of Corrections. Retrieved from https://www.drc.ohio.gov/monthly-fact-sheets

United States Census. (n.d.) Quick Facts. Retrieved from https://www.census.gov/quickfacts

Suggested Prison-related Resources for Instructors

Aiken, J. (2017) Era of Mass Expansion: Why State Officials Should Fight Jail Growth. Retrieved from https://www.prisonpolicy.org/reports/jailsovertime_table_5.html

Bureau of Justice Statistics. Retrieved from https://www.bjs.gov/

The Eastern State Penitentiary. Retrieved from https://www.easternstate.org/explore/exhibits/prisons-today

The Sentencing Project. Retrieved from https://www.sentencingproject.org/criminal-justice-facts/

Vera Institute of Justice. Ohio Incarceration Trends. http://trends.vera.org/rates/ohio

Suggested Sociology Resources for Instructors

Theories of Deviance https://openstax.org/books/introduction-sociology-2e/pages/7-2-theoretical-perspectives-on-deviance#89661

> The three major sociological paradigms offer different explanations for the motivation behind deviance and crime. Functionalists point out that deviance is a social necessity since it reinforces norms by reminding people of the consequences of violating them. Violating norms can open society's eyes to injustice in the system. Conflict theorists argue that crime stems from a system of inequality that keeps those with power at the top and those without power at the bottom. Symbolic interactionists focus attention on the socially constructed nature of the labels related to deviance. Crime and deviance are learned from the environment and enforced or discouraged by those around us.

Crime and the Law https://openstax.org/books/introduction-sociology-2e/pages/7-3-crime-and-the-law

> Crime is established by legal codes and upheld by the criminal justice system. In the United States, there are three branches of the justice system: police, courts, and corrections. Although crime rates increased throughout most of the twentieth century, they are now dropping.

30 June 2020

United States (2019)

Total Pop 328,239,523

13.4% Afr-Amer/Black Only

76.5% White Only

18.3% Hispanic

Appendix B: US Incarcerated Population

Source: Prison Policy Initiative (2020) Mass Incarceration: The Whole Pie 2020. Retrieved from
https://www.prisonpolicy.org/reports/pie2020.html

Appendix C: Student Questionaire

Ask students complete a preliminary questionnaire about prison population

a.   What do you think is the total population of prisoners in the United States in 2018?

b.   What do you think was the total population of prisoners in Ohio in 2019 (the date can be interchanged)?

c.   Based on the total population that you guessed, how many of the prisoners are men?

d.   Based on the total population that you guessed, how many of the prisoners are women?

e.   Based on the total population that you guessed, how many of the prisoners are White?

f.   Based on the total population that you guessed, how many of the prisoners are African American?

g.   Based on the total population that you guessed, how many of the prisoners are between the ages under the age of 25?

h.   Based on the total population that you guessed, how many of the prisoners are between the ages of 26-45?

i.   Based on the total population that you guessed, how many of the prisoners are between the ages of 46-64?

j.   Based on the total population that you guessed, how many of the prisoners are over 65 and older?

Appendix D: Prison Populations

Group Member Names: _____

Directions: In your groups, use your phones and laptops to help you decide on the best answers to each question. If you can't find the answer, make an educated guess. We'll follow with in-class discussion.

1. Do you expect prison populations to be equally divided (gender and race)
2. In XXXX year (or region), what was the total prison population in the United States? In Ohio or other state?
3. In XXXX year, what was the total prison population of men in prisons in the United States? In Ohio (mark on the map. Each marker could represent a certain amount, like 50)?
4. In XXXX year (or region), what was the total prison population of women in prisons in the United States? In Ohio (mark on the map. Each marker could represent a certain amount, like 50)?
5. In XXXX year (or region), what was the total prison population of African Americans in prison in the United States? In Ohio (mark on the map. Each marker could represent a certain amount, like 100)?
6. In XXXX year (or region), what was the total prison population of individuals under the age 50 in prison in the United States? In Ohio (mark on the map. Each marker could represent a certain amount, like 50)?
7. In what cities (locations) do you think has the highest prison population? Mark on the map (mark on the map. Each marker could represent a certain amount, like 50).
8. In what cities (location)do you think has the highest number of women incarcerated (mark on the map. Each marker could represent a certain amount, like 50?
9. In what cities (locations) do you think has the fewest number of blacks incarcerated (mark on the map. Each marker could represent a certain amount, like 50)?

Appendix E: Optional Additional Activity (homework following the map activity in class)

Explain what society can do to create a social environment in which all people are created equally regardless of social class, race and gender. Address all three social strata (social class, race and gender) in your answer. You can also refer to appendix F- Theories of Deviance and Crime and the Law.

Analyze the data given on Prisoners in Ohio for a specific time frame (for example, 5-10 year intervals) by comparing and contrasting the gender, race, and age populations between 5 year span. Identify the trends that you witness and complete the following:

- Create one statement regarding gender that seems to be accurate in relation to the data and based on your statement regarding gender, which theory(ies) best explains this phenomena?
- Create one statement regarding race that seems to be accurate in relation to the data and based on your statement regarding race, which theory(ies) best explains this phenomena?