

**CCJS 342: Corrections**  
**SQH 1119, Spring 2019**  
**Mon/Wed, 2:00-3:15**

**Professor**

Dr. Lauren Porter  
Office Hours: Wednesdays, 11:00-12:30, or by appointment  
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**Course Description**

This is an introductory course to the study of corrections in the United States. We will discuss theoretical perspectives on punishment, historical trends, current issues, and “what works” for controlling and preventing crime. By the end of this course, students should be able to...

- (1) Explain trends in punishment throughout U.S. history.
- (2) Apply theoretical concepts to the understanding of punishment levels and forms of punishment.
- (3) Critically evaluate criminal justice policies and their consequences.

**Course Prerequisite**

CCJS 100

**Optional Textbook**

Clear, Todd R., George F. Cole, Michael D. Reisig, and Carolyn Petrosino. 2012. *American Corrections in Brief: 3rd Edition*. Stamford, CT: Cengage Learning  
(ISBN-13: 978-1-285-45842-7)

\*Other readings listed are available on *Canvas*.

**Course Evaluation**

<b>Assignment</b>	<b>Possible Points</b>
Mid-term Exams (2)	200 (100 each)
Final Exam	150
In-Class Assignments	40
Reading Quizzes	25
“First Step Act” Paper	50
<b>Total</b>	<b>465</b>

***Midterm Exam (s)***

These exams will NOT be cumulative and will be focused primarily on lecture material. The exam will include a mixture of multiple choice and short answer questions.

***Final Exam***

The final exam WILL BE cumulative and will be focused primarily on lecture material. The exam will include a mixture of multiple choice and short answer questions.

***In-Class Assignments***

There will be in-class assignments administered throughout the semester. Some will take the form of group work while others may be “minute” papers in which students take a minute to summarize what they learned from that class period and any questions they might have for that day. In-class assignments may be graded based on completion or correctness. All assignments will be unannounced.

***Reading Quizzes***

Throughout the semester there will be pop quizzes on the readings. Each quiz will be on the particular reading that was assigned for that class and will be 1-2 questions.

### ***First Step Act Paper***

Students will write a 4-5 page paper based on the “First Step Act,” a major criminal justice reform bill passed by Congress in December 2018. More details TBA.

***There are no extra credit options available!***

### **Course Policies**

#### ***Class Etiquette:***

Students are expected to attend class and participate. Although attendance is not mandatory, this is not an online course. **If you miss class, it is YOUR responsibility to catch up on missed material.** I do not post PowerPoints and will not provide PowerPoints to students who miss class. Also, please be respectful of your fellow students. No rude or inappropriate comments will be tolerated. Turn off your phones, iPads, tricorders, and other electronics that can be disruptive. You may take notes on a laptop or tablet. The class is only an hour and fifteen minutes, so please use your laptop or tablet for class purposes only. All of your apps will still be there after class is over.

#### ***Late or Missed Work:***

Students will not be permitted to turn in late work or make-up assignments except for in the following circumstances: a medical problem, a death in the immediate family, a religious holiday, participation in university activities at the request of university authorities, or other compelling circumstances beyond the students’ control. If you know that you will be absent on the day of an exam, you will be expected to take the exam PRIOR to the exam date. Failure to do so will result in a “zero” grade for the exam. You must also notify me at least ONE week prior to this date.

#### ***Addendum on Medical Absences:***

The **three exams** and **one paper** are considered to be Major Scheduled Grading Events and therefore the new university medical excuse policy (<http://www.president.umd.edu/policies/docs/V-100G.pdf>) which allows one student-signed honor statement attesting to illness does **NOT** apply to them. In the event you become chronically absent, missing more than two consecutive weeks of class due to the same persistent illness, this must be verified by a health professional in writing and be brought to my attention in writing. Any absences from Major Scheduled Grading Events will be counted as zeroes in the event you have failed to inform me of these developments within one week of the grades for the remainder of the class being posted on *Canvas*.

#### ***Grade Disputes:***

If you have questions or concerns about your grade(s) and believe I should review them, you must submit a written request over email to me that describes your concern in detail. This request must be submitted **within one week** of the day that grades for the relevant assignment are disseminated.

#### ***Academic Integrity:***

Academic dishonesty will not be tolerated and any violations will be reported to the Honor Council. Academic dishonesty includes cheating, fabrication of information used in assignments, plagiarism, and knowingly facilitating the academic dishonesty of another. For more information on the Code of Academic Integrity or the Honor Council, please visit the following website: <http://shc.umd.edu/SHC/Default.aspx>.

#### ***Students with Disabilities:***

I will make necessary accommodations for students who are registered with the Accessibility and Disability Service (ADS) Office and who provide me with a University of Maryland ADS Accommodation letter. This form must be presented to me ASAP. I am not able to accommodate students who are not registered with ADS or who do not provide me with documentation that has been reviewed by ADS. ADS students who are requesting to take their exams at the ADS Center need to provide me with a Test Authorization Form for each exam that must be turned in to me **no later than one week prior to each exam**. The student is expected to take the exam at the same time as the rest of the class. In addition, students are required to reserve their seat at the Testing Office a minimum of 3 business days in advance to their testing session.

**Athletes:**

Official athletic schedules must be submitted to me. Practices do not count as an excused absence; in cases of an excused absence (e.g., a game), students are expected to arrange with me make-up exams/assignments. Athletes who miss exams/assignments due to games or other commitments, yet never submitted an official athletic schedule, and never spoke with me, will receive a grade of zero for the relevant assignment.

**Inclement Weather Policy:**

On occasion, classes may be cancelled due to inclement weather. If the university is closed on the day a graded item is scheduled, the graded assignment will be rescheduled for the next class meeting in which the university is open.

**Course Schedule (Subject to Change)**

Date	Topics	Readings and Homework
<b>Sociology of Punishment and Trends in Punishment</b>		
1-28	Syllabus Quiz	
1-30	Purpose of Punishment and Early Punishment Trends in the U.S.	Kai Erickson. 1963. "Shapes of the Devil," in <i>Wayward Puritans</i>
2-4	Deterrence Theory	De Haan, W., & Vos, J. (2003). A crying shame: The over-rationalized conception of man in the rational choice perspective. <i>Theoretical Criminology</i> , 7(1), 29-54.
2-6	Key Trends in Punishment Trends: 1960s-Present	Steven D. Levitt and Stephen J. Dubner. 2005. "Where Have All the Criminals Gone?" Chapter 4 in <i>Freakonomics. American Corrections in Brief</i> , Ch.2
2-11	The Prison Boom	Steven Raphael and Michael A. Stoll. Ch. 7 in <i>Why are So Many Americans in Prison?</i>
2-13	Community Supervision	
2-18	Community Supervision, Cont'd;	Oleson, J. C. (2016). HOPE springs eternal: New evaluations of correctional deterrence. <i>Criminology &amp; Public Policy</i> , 15(4), 1163-1183.
2-20	Sentencing	Danziger, S., Levav, J., & Avnaim-Pesso, L. (2011). Extraneous factors in judicial decisions. <i>Proceedings of the National Academy of Sciences</i> , 108(17), 6889-6892.
2-25	Toward Evidence-based Sentencing; Review Session	Monahan, John and Jennifer L. Skeem. 2016. "Risk Assessment in Criminal Sentencing." <i>Annual Review of Clinical Psychology</i> , 12, 489-513
2-27	<b>Exam 1</b>	
<b>Prison Life and Life After Prison</b>		
3-4	Prison Life	Gresham Sykes. 1958. Chapter 4 in <i>The Society of Captives</i>
3-6	Incarceration and Health	Porter, Lauren C. 2018. "Being 'On Point': Exploring the Stress-related Experiences of Incarceration" <i>Society &amp; Mental Health</i>

3-11	The Supermax and Solitary Confinement  <i>Film: Breaking the Cycle</i>	
3-13	Women in Prison	Clarke, J. G., & Adashi, E. Y. (2011). Perinatal care for incarcerated patients: a 25-year-old woman pregnant in jail. <i>Jama</i> , 305(9), 923-929.
3-18	<b>No Class – Spring Break!</b>	
3-20	<b>No Class – Spring Break!</b>	
3-25	Growth of Privatization	
3-27	Labeling Theory	Pager, D. (2003). The mark of a criminal record. <i>American journal of sociology</i> , 108(5), 937-975.
4-1	Consequences of Incarceration	Comfort, M. (2007). Punishment beyond the legal offender. <i>Annu. Rev. Law Soc. Sci.</i> , 3, 271-296.
4-3	Guest Speaker	
4-8	Punishment and Inequality	“Felony Disenfranchisement in Mississippi.” One Voice, Mississippi NAACP, & The Sentencing Project
4-10	Restorative Justice  <i>Film: Concrete, Steel and Paint</i>	
4-15	Review Session	
4-17	<b>Exam 2</b>	
<b>Out of the Ordinary: Special Topics</b>		
4-22	Punishing Sex Offenders	Anderson, A. L., Sample, L. L., & Cain, C. M. (2015). Residency restrictions for sex offenders: Public opinion on appropriate distances. <i>Criminal Justice Policy Review</i> , 26(3), 262-277.
4-24	The Role of Biology in Crime (and Punishment)	Glenn, A. L., & Raine, A. (2014). Neurocriminology: implications for the punishment, prediction and prevention of criminal behaviour. <i>Nature Reviews Neuroscience</i> , 15(1), 54-63.
4-29	Punishing Juveniles	
5-1	The Return of Shame	Book, A. S. (1998). Shame on you: An analysis of modern shame punishment as an alternative to incarceration. <i>Wm. &amp; Mary L. Rev.</i> , 40, 653.
5-6	<b>No Class</b>	
5-8	Prisons and Political Extremism	Blazak, R. (2009). The prison hate machine. <i>Criminology &amp; Public Policy</i> , 8(3), 633-640.

5-13	Capital Punishment	Nagin, D. (2014). Deterrence and the death penalty: Why the statistics should be ignored. <i>Significance</i> , 11(2), 9-13.
5-20	<b>Final Exam</b>	1:30-3:30pm