

Department of Criminology and Criminal Justice

University of Maryland

CCJS 342: Corrections

Syllabus – Spring 2019

Tuesdays & Thursdays 12:30pm-1:45pm

SQH 1117

Professor:

Dr. Sarah Tahamont

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Office Hours: Mondays 2:30-3:30pm

Thursdays 2pm-3pm (after class) & by appointment

Course Prerequisites: CCJS100

Course Overview: This course will examine institutional and community corrections in the United States with a particular focus on the application of theories of punishment and policy implications. Although we will cover a number of topics throughout the semester, this course is designed to focus on specific “cases” as opposed to being an exhaustive survey. The systems of correction in the United States are molded and shaped by policymakers, throughout the semester we will explore the implications of these policy choices for those individuals who are “caught up in the system.”

Course Materials: Materials for this course are from a variety of different media including:

- Readings – All course readings are available on ELMS or via links on the syllabus.
- Podcasts – Podcast episodes can be accessed directly on the internet or downloaded for free via several sources including iTunes.
- Visual Media – Required visual media will be screened in class or available online. Whenever possible, I will link the in-class videos on ELMS, but there are occasional videos that are only available on DVD or via subscription service.

A note about ELMS: In addition to having all the readings, I will also be using ELMS to make announcements and post grades. Please be sure you have access to ELMS and that you are regularly monitoring the email account registered with the system.

Assessments

Mid-term Exams: This class will have two non-cumulative mid-term exams that will cover material from lectures and assigned course materials. Mid-term exams will consist of multiple choice and short answer questions.

Final Exam: The final exam will be cumulative. It will cover material from lectures and assigned course materials and will consist of multiple choice and short answer questions.

Preparation Assessments: There are 18 class sessions this semester that require you to prepare by reading, listening or watching material in advance. Before every class with preparation materials, you will complete a pre-class assessment on ELMS. The best 16 of these assessments will count toward your final grade. The assessments are short and they will gauge your readiness for participation in class. You will have up to two attempts on each prep assessment. If you take a second attempt, your final score will be the score from your second attempt.

Op-Ed: You will be required to write a 750-word op-ed. There will be a list of potential op-ed topics associated with each week of the course. Topics will be posted on ELMS on the date specified in the syllabus. Students will be assigned op-ed weeks and within the op-ed week they are welcome to choose the topic they like best. Op-eds must be turned in by 12:30pm on the day they are due. Any Op-Ed not turned in by 12:35pm will be considered late. Late op-eds will be penalized 1/3 letter grade for each day they are late. For example, if an op-ed is due Tuesday at 12:30pm, any op-ed turned in between Tuesday at 12:35pm and Wednesday at 12:35pm will be eligible for a high grade of 96% as opposed to 100%. Op-eds more than 7 days late will not be accepted and will receive a grade of zero.

Op-ed assignments must be typed, double-spaced, 12 pt. font, 1 inch margins, stapled (if necessary) and **turned in ON PAPER**. Since op-eds are graded anonymously, **they should be identified using UID not name**. **Note:** Since including your name compromises the integrity of anonymized grading for you and your fellow students, op-eds turned in identified with student names will be penalized. Op-eds will **NOT** be accepted via email submission. Resources to assist in op-ed writing can be found on ELMS under Files>Op-Ed Resources.

Participation: Students are expected to arrive to class **on-time** and ready to engage with the material and with the class community. Of course, it is important to be on-time not only for your own self-interest but also for the benefit of your classmates; arriving late is disruptive to me and to your classmates. This is not an online course and therefore attendance is expected. We will have in-class discussions and activities that are essential to full participation in the class.

In addition to being present, your class participation includes: 1) Quality, not quantity, of oral contribution to class discussion; 2) Engaging and collaborating with classmates during class activities; 3) Completing participation assignments (i.e. reflection sheets, analytic answers, ungraded surveys, etc.) on time; and 4) Actively listening. If you do miss a class, you are responsible for catching up on the material.

Please note: It is not possible to make up for participation points associated with in-class activities. Even if you have an excused absence, you cannot make up those particular points. Rest assured that you must miss several of them before that will independently affect your final grade and there are opportunities to earn extra participation points at several points throughout the semester.

Grading:

Assignment	Percent
Midterm I	14
Midterm II	18
Final Exam	25
Op-Ed	20
Preparation Assessments	3
Participation	20
Total	100

To calculate final grades, weight the raw scores on your assignments by the percentage value above and sum the categories. I will round the percentage to the nearest whole number, rounding up at .5 (i.e. 86.4% will be a B and 86.5% will be a B+).

Percentage points will be converted to a letter grade as listed below:

A+ (97%+)	B+ (87-89%)	C+ (77-79%)	D+ (67-69%)	F(less than 60%)
A (93-96%)	B (83-86%)	C (73-76%)	D (63-66%)	
A- (90-92%)	B- (80-82%)	C- (70-72%)	D- (60-62%)	

Extra Credit Opportunity: Office Hour Meeting

I strongly encourage each of you to take advantage of my office hours. Office hours are a chance for us to get to know each other better and for you to get some personalized learning time. If you come to see me during my office hours, you will earn 1 extra credit participation point.

Course Policies

Late or Missed Work: Students will not be permitted to turn in late work without penalty or to make-up exams except 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 you will be absent on the day of an exam you must notify me via email as soon as possible but no later than one week prior to the scheduled assignment. You are expected to take the exam **PRIOR** to the scheduled exam date. Failure to do so will result in a "zero" grade for the exam. In the event of an emergency, please notify me via email as soon as possible and be prepared to provide some documentation of your circumstance. Failure to provide adequate documentation of an emergency will result in a "zero" grade for the assignment.

Addendum on Medical Absences: The exams and the op-ed are considered Major Scheduled Grading Events and therefore the university medical excuse policy, 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 construed as zeros in the event you have failed to inform me of these developments and provide proper documentation within one week of the assignment due date or exam date.

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 that describes your concern in detail. This request must be submitted within one week of the day that the grades for the relevant assignment were disseminated. Be advised that requests for a grade dispute review may result in the raising or lowering of the grade in question.

Academic Integrity: It is essential that you follow guidelines for originality and attribution in your work. In brief, this means submitting your own work unless otherwise specified and properly citing source material you use to produce your work. A useful resource can be found at: <http://deanofthecollege.vassar.edu/documents/originality/originalityandattribution.pdf>

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. The Code sets forth the standards for conduct at Maryland for all students.

Academic Integrity, continued: It should go without saying that cheating, plagiarism, or other violations of the University of Maryland Code of Academic Integrity will not be tolerated. Potential violations will be reported to the Honor Council. For more information on the Code of Academic Integrity or the Honor Council, see: <http://shc.umd.edu/SHC/Default.aspx>.

Students with Disabilities: I am willing to make necessary accommodations for students who are registered with the Accessibility & Disability Service (ADS) Office and who provide me with a University of Maryland ADS Accommodation letter. This form must be presented to me as soon as possible. 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. Students with ADS accommodation letters 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 on the same date and at the same time as the rest of the class.

Athletes: Official athletic schedules must be submitted to me. Practices do not count as an excused absence; in cases of an excused absence (i.e. a game), students are expected to arrange with me make-up exams/assignments at least one week prior to scheduled due dates. **It is the responsibility of the athlete to reconcile their athletic schedule with the course schedule and to notify me of potential conflicts so that we can make a plan.** 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.

E-mail and Technology: I will generally respond rather quickly to your emails, but there may be times when I am unable to do so. I ask that you save substantive questions for class or office hours.

Please keep your cell phones off or on silent during class.

Please do not take audio or video recordings of class sessions without my express consent and the consent of your classmates.

Guidelines for Class Discussion: An over-arching objective for our class meetings is to have a classroom environment wherein a wide variety of opinions can be freely voiced and where constructive dialogue flourishes. In order to have fruitful, informative discussions you should come to class having read, listened to, or watched, as well as thought about the assigned course materials for the day. Discussing and engaging with the assigned course material is an essential component of your learning in this course.

Your fellow students are a key resource in the learning process. This is an excellent opportunity for us to learn from each other and broaden our perspectives. In order to achieve a productive discussion environment for all, I ask you to abide by the following guidelines:

- **Treat everyone with respect.** Name-calling, excessive interrupting and domination of the class discussion are not appropriate. Such instances will be addressed in class and may negatively affect your class participation grade.
- **Engage in constructive dialogue.** I care about your safety and stress levels. We will endeavor to create a classroom space that is safe for all students. You can disagree with an opinion without insulting the opinion holder. You should express your opinions, as long as they are well-founded and respectfully communicated, even if (perhaps, *especially* if) you think that none of your classmates will agree. Class will likely be boring and unrewarding if we all agree with each other all of the time.

Names/Pronouns and Self Identifications: The University of Maryland recognizes the importance of a diverse student body and we are committed to fostering equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit trans.umd.edu to learn more.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g. should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed.

I will do my best to address and refer to all students accordingly and will support you in doing so as well.

Feedback: I am *always* open to suggestions about how I can improve my teaching, so I encourage all constructive feedback. In addition to providing feedback to me directly, I also encourage you to fill out the online evaluation at the end of the semester. CourseEvalUM will be open for students to complete their evaluations towards the end of the semester. Students can go directly to the website (www.courseevalum.umd.edu) to complete their evaluations. Students who complete evaluations for all their courses in the previous semester (excluding summer), can access the posted results via Testudo's CourseEvalUM Reporting link for any course on campus that has at least a 70% response rate.

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Please see the Office of Undergraduate Studies page at www.ugst.umd.edu/courserelatedpolicies.html for further information on Course Policies at the undergraduate level.

Course Schedule (subject to change)

Class	Topic	Assignments
	Preparation Materials	
	Week 1	
Tuesday, January 29 th	Introduction to Class & Mass Incarceration	
Thursday, January 31 st	The Motivations and Purposes of Punishment Read: “The Purpose of Corrections” in Clear, T., Reisig, M., Petrosino, C., & Cole, G. (2015) <i>American Corrections, In Brief, Third Ed.</i> Boston: Cengage. pp. 37-41 Read: “Why Do We Punish? Deterrence and Just Deserts as Motives for Punishment” Carlsmith, Darley & Robinson (2002) <i>Journal of Personality and Social Psychology</i> 83 (2) 284-299.	
	Week 2	
Tuesday, February 5 th	Contextualizing the Carceral State In Class Film Screening: <i>The Prison State</i>	
Thursday, February 7 th	<u>Class Canceled</u>	
	Week 3	
Tuesday, February 12 th	A Brief History of Punishment and Landscape of Corrections in the U.S. Read: “Punishment & Sentencing” in Cole, G., Smith, C., DeJong. (2018) <i>Criminal Justice in America, Ninth Ed.</i> Boston: Cengage. pp. 318-328; 357-366; 376-381 Read: “The Colonial Era” in Walker, S. (1998) <i>Popular Justice, Second Ed.</i> New York: Oxford Universities Press. pp. 32-44	
Thursday, February 14 th	Introduction to Jail & The Op-Ed Assignment Op-Ed Examples Read: Lofstrom, M. and Raphael, S. (2016) “Prison Downsizing and Public Safety: Evidence From California.” <i>Criminology & Public Policy</i> . 15(2) pp. 349-365	

Week 4		
Tuesday, February 19 th	<p>Jail: Pretrial Detention & Bail Listen: Undisclosed: Addendum 7 – Making Bail in Baltimore 0:00 - 19:26</p> <p>Read: “Bail” in Seigel, L. (2011). <i>Essentials of Criminal Justice</i>. Boston: Cengage. pp. 251-258</p> <p>Read: “The Bail Problem and Alternatives” in Clear, T., Reisig, M., Petrosino, C., & Cole, G. (2015) <i>American Corrections, In Brief, Third Ed.</i> Boston: Cengage. pp. 72-75</p> <p>Read: Dewan, S. “When Bail is Out of Defendant’s Reach, Other Costs Mount” <i>The New York Times</i>. June 10, 2015.</p>	
Thursday, February 21 st	<p>Jail: Adolescent Detention at Riker’s Island Read: Excerpts from Goldstein, D. Weichselbaum, S. Thompson, C., Hager, E., Schwartzapfel, B., Chammah, M., Santo, A. and Tabor, N. “Riker’s Island Population 9,790: New York’s Penal Colony Through the Eyes of the People Who Live and Work There.” <i>New York Magazine</i>. June 29, 2015 pp. 1-18</p> <p>Listen: “Solitary Confinement is What Destroyed My Son, Grieving Mom Says” 0:00-3:09</p> <p>Read: Gonnerman, J. “Before the Law” <i>The New Yorker</i> October 6, 2014. pp. 1-18</p>	
Week 5		
Tuesday, February 26 th	Midterm I Review	
Thursday, February 28 th	Midterm I	

Week 6		
Tuesday, March 5th	<p>Introduction to Intermediate Sanctions & Probation Read: “Probation and Intermediate Sanctions” in Cole, G., Smith, C., DeJong. (2018) <i>Criminal Justice in America, Ninth Ed.</i> Boston: Cengage. pp. 427-435.</p> <p>Read: Tonry, M. (1997) “Intermediate Sanctions in Sentencing Guidelines” NIJ Report. pp 1-13</p> <p>Read: Dewan, S. “Probation May Sound Light, but Punishments Can Land Hard” <i>The New York Times</i> August 2, 2015 pp. 1-9</p> <p>Read: Kilmer, B. Nicosia, N., Heaton, P., and Midgett, G. (2013). “Efficacy of Frequent Monitoring with swift, certain, and modest sanctions for violations: insights from South Dakota’s 24/7 sobriety project.” <i>American Journal of Public Health</i> 103(1) pp. 37-43</p>	Op Ed Group 1 Due Topics available on ELMS 2/18.
Thursday, March 7th	<p>Monetary Penalties Read: Bennis, W. and Strode, B. “The Debtors’ Prison in 21st Century America” <i>The Atlantic</i> February 23, 2016 pp. 1 – 11</p> <p>Read: Martin, Karin D. Testimony Prepared for the United States Commission on Civil Rights Briefing: “Municipal Policing and Courts: A Search for Justice or a Quest for Revenue” March 18, 2016. pp. 1-14</p> <p>Read: Berman, M and Lowery, W. “The 12 key highlights from the DOJ’s scathing Ferguson Report.” <i>The Washington Post</i>, March 4, 2015</p>	Op Ed Group 2 Due Topics available on ELMS 2/20.
Week 7		
Tuesday, March 12 th	<p>Introduction to Prison Read: “Prison Society” in Clear, T., Reisig, M., Petrosino, C., & Cole, G. (2015) <i>American Corrections, In Brief, Third Ed.</i> Boston: Cengage. pp. 166-172</p> <p>Read: “The Pains of Imprisonment” in Sykes, G. <i>The Society of Captives: A Study of a Maximum Security Prison.</i> pp. 63-78.</p>	Op Ed Group 3 Due Topics available on ELMS 2/25.
Thursday, March 14th	Introduction to Prisoners’ Rights	
Week 8		
Tuesday, March 19 th	No Class – Spring Break!	
Thursday, March 21st	No Class – Spring Break!	

Week 9		
Tuesday, March 26 th	Prisoners' Rights Read: "The Foundations of Correctional Law," "Correctional Law and the U.S. Supreme Court," "Constitutional Rights of Prisoners" and "Alternatives to Litigation" in Clear, T., Cole, G. and Reisig, M. (2013) <i>American Corrections, 10th ed.</i> Belmont, CA: Cengage. pp. 97-115.	
Thursday, March 28 th	Violence in Prison	
Week 10		
Tuesday, April 2 nd	Punishment in Prison Read: Reiter, K. "Parole, Snitch or Die: California's supermax prisons and prisoners, 1997-2007." <i>Punishment and Society</i> . 14(5) pp. 530-563 Read: Goode E. (2015) "Solitary Confinement: Punished for Life." <i>The New York Times</i> August 3, 2015. Read: Gawande, A. (2009) "Hellhole." <i>The New Yorker</i> March 30, 2009.	
Thursday, April 4 th	Women in Prison Read: "Women in Prison" in Clear, T., Reisig, M., Petrosino, C., & Cole, G. (2015) <i>American Corrections, In Brief, Third Ed.</i> Boston: Cengage. pp. 172-178 Read: Clarke, J. and Adashi, E. "Perinatal Care for Incarcerated Patients: A 25 Year Old Woman Pregnant in Jail." <i>JAMA</i> 305(9): 923-929. Read: Yager, S. "Prison Born." <i>The Atlantic</i> . July/August 2015. pp. 1-20	
Week 11		
Tuesday, April 9 th	Midterm II Review	
Thursday, April 11 th	Midterm II	

Week 12		
Tuesday, April 16 th	<p>Prison Programming Read: Davis et al “Evaluating the Effectiveness of Correctional Education – Summary” RAND Report pp. xv-xix</p> <p>Read: Ferner, M. (2015). “These Programs are Helping Prisoners Live Again on the Outside.” <i>The Huffington Post</i> July 28, 2015.</p> <p>Read: “Correctional Programs and Services” Siegel, L and Bartollas, C. (2011). <i>Corrections Today</i>. Belmont: Cengage. pp 245-253.</p>	
Thursday, April 18 th	Prison Programming contd.	
Week 13		
Tuesday, April 23 rd	<p>Prison: Children and Families Read: “We Share Everything We Can” and “Papa’s House: The Prison as Domestic Satellite” in Comfort, M. (2008) <i>Doing Time Together: Love and Family in the Shadow of the Prison</i>. Chicago, IL: University of Chicago Press. pp. 65-98 & pp. 99-116</p> <p>Read: Hairson, CF. (1990) “Men in Prison: Family Characteristics and Parenting Views.” <i>Journal of Offender Counseling Services Rehabilitation</i>. 14(1) pp. 23-30</p> <p>Read: Gonnerman, J. <i>Life on the Outside: The Prison Odyssey of Elaine Bartlett</i>. New York: Picador. pp. 84-87, 177-185, 239-247</p> <p>Read: Smith, L. “A Life to Live, This Side of the Bars.” <i>The New York Times</i>. March 25, 2010. pp. 1-6</p> <p>Casey-Acevedo, K. and Bakken, T. “Visiting Women in Prison: Who Visits and Who Cares?” <i>Journal of Offender Rehabilitation</i> 34(3) pp. 67-83</p>	
Thursday, April 25 th	<p>Life after Prison – Parole & Reintegration Read: “Executive Summary” in Visher et al 2004 “Understanding the Challenges of Prisoner Reentry: Maryland Pilot Study Findings from Baltimore” pp. 1-8</p> <p>Read: “Parole” in Stuckey, G., Roberson, C., and Wallace, H. (2001). <i>Procedures in the Justice System, Sixth Ed.</i> Prentice Hall. pp 345-349.</p> <p>Read Lukova, L. “The Problem with Parole” <i>The New York Times</i> Feb. 11, 2018. pp 1-3</p>	

Week 14		
Tuesday, April 30 th	<p>Life after Prison – Reintegration, continued Read “Too big to succeed: The impact of the growth of community corrections and what should be done about it” <i>Columbia University Justice Lab</i>. Jan 29, 2018. pp 1-9</p> <p>Read: Lee, T. 2012 “Recidivism Hard to Shake for Ex-Offenders Returning Home to Dim Prospects.” <i>Huffington Post</i> June 9, 2012. pp. 1-18</p> <p>Read: Gonnerman, J. <i>Life on the Outside: The Prison Odyssey of Elaine Bartlett</i>. New York: Picador. pp. 232-238</p>	Op Ed Group 4 Due Topics available on ELMS 4/15.
Thursday, May 2nd	<p>Private Prisons Read: Mason, C. (2012). “Too Good to Be True: Private Prisons in America” <i>The Sentencing Project</i>. pp. 1-17</p> <p>Read: Bauer, S. “My Four Months as a Private Prison Guard” <i>Mother Jones</i> July/August 2016. pp. 1-63</p>	Op Ed Group 5 Due Topics available on ELMS 4/17.
Week 15		
Tuesday, May 7 th Double Participation Day	<p>The Death Penalty Mandery, E. (2016) It’s Been 40 Years Since the Supreme Court Tried to Fix the Death Penalty — Here’s How It Failed. <i>The Marshall Project</i>. pp. 1-17</p> <p>Read: Let’s stop pretending the death penalty is a medical procedure. <i>Scientific American</i> May 1, 2014.</p> <p>Donohue, J., & Wolfers, J. J. (2006). The death penalty: No evidence for deterrence. <i>The Economists’ Voice</i>, 3(5).</p> <p>Recommended but not required: Donohue & Wolfers (2010). The Uses and Abuses of Empirical Evidence in the Death Penalty Debate. <i>Stanford Law Review</i> 58(3) 791-845. <i>Note: This is a very dense academic review of the empirical literature about the death penalty. It is a definitive overview of what we know about the effect of the death penalty. Very interesting, but very technical. I will cover the highlights in lecture.</i></p>	Op Ed Group 6 Due Topics available on ELMS 4/22.
Thursday, May 9 th Double Participation Day	<p>Wrongful Conviction/Exoneration</p> <p>Listen: This American Life: Perfect Evidence 0:00-59:02</p>	Op Ed Group 7 Due Topics available on ELMS 4/24.
Week 16		
Tuesday, May 14 th	Last Day of Class – Final Exam Review	
Tuesday, May 21st	Final Exam	1:30pm-3:30pm