

CCJS 342: Corrections
SKN 0104, SPRING 2024
Tues/Thurs, 11:00am-12:15pm

Professor

Dr. Lauren Porter
Office Hours: Thursdays, 1:30-2:30pm, or by appointment
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Course Description

This is an introductory course on 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

Readings & Podcasts

American Corrections in Brief, 13th Edition available at the bookstore.

All other readings and media will be available on ELMS.

Course Evaluation

Assignment	Possible Points
Exams	200
Discussion Questions	45
Reaction papers	60
In-Class Assignments	60
Total	365

Exams (3)

There will be two mid-term exams (50 each) and one final (100). All exams will be a mixture of multiple choice and short answer questions. The mid-term exams will be non-cumulative; the final exam will be cumulative. The first two will be in-class and closed-note/book, while the final exam will be taken online and be open-note. No review sheets will be provided

Discussion Questions (3)

Students must pick a discussion question from the end of one of the chapters in *American Corrections* that was assigned before each due date. Note, once a due date passes, students cannot pick a chapter assigned before that date. The response should be no longer than one-page, double-spaced.

Reading Reaction Papers (3)

For this assignment students must pick one reading (not in the textbook) assigned before the due date (and after the last due date), and write a 1-2 page paper, double-spaced, in which they answer the following: (1) What were the main points or findings in this article or reading? (2) How does this reading relate to course content? (3) What questions or thoughts did this reading raise for you?

In-Class Assignments (6)

There will be in-class assignments administered throughout the semester. They may be individual or group-based, and they will be **unannounced**.

Important Dates

2/15	First Discussion Papers and Reaction Papers Due
2/20	Exam 1
3/28	Second Discussion Papers and Reaction Papers Due
4/2	Exam 2
5/9	Third Discussion Papers and Reaction Papers Due
5/11	Final Exam (online)

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** are considered 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 if you have failed to inform me one-week ahead of time and/or failed to provide proper documentation.

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. Note that any review of your grade could also risk a **lower** grade being assigned.

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 Accommodations

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 make-up exams/assignments. Athletes who miss exams/assignments due to games or other commitments, yet never submitted an official athletic schedule, 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)

Week 1 (1/25) Introductory Class

Week 2 (1/30) Why do we Punish?

- Kai Erickson. 1963. "The Quaker Invasion," in *Wayward Puritans*
- Nagin, D. (2014). Deterrence and the death penalty: Why the statistics should be ignored. *Significance*, 11(2), 9-13.
- Chapter 1 in *American Corrections*

Week 3 (2/6) History of Punishment in the U.S.

- Chapters 2-3 in *American Corrections*
- Foucault, Michel. "The Spectacle of the Scaffold," in *Discipline and Punish*

Week 4 (2/13) Incapacitation Boom

- Turney and Wakefield. 2019. Criminal Justice Contact and Inequality
- Pfaff, J. F. (2014). Escaping from the standard story: Why the conventional wisdom on prison growth is wrong, and where we can go from here. *Federal Sentencing Reporter*, 26(4), 265-270.
- Chapter 4 in *American Corrections*

Week 5 (2/20) Exam on Tuesday; Court Actors on Thursday

- Kahneman, Daniel. 2021. "Crime and Noisy Punishment," in *Noise*

Week 6 (2/27) A Return to Deterrence

- Apel, R. (2022). Sanctions, perceptions, and crime. *Annual Review of Criminology*, 5(16), 16-1.
- Sweeten, G. (2016). What works, what doesn't, what's constitutional. *Criminology & Pub. Pol'y*, 15, 67.
- Chapter 17 in *American Corrections*

Week 7 (3/5) Sentencing

- Monahan, K., Steinberg, L., & Piquero, A. R. (2015). Juvenile justice policy and practice: A developmental perspective. *Crime and justice*, 44(1), 577-619.
- Danziger, S., Levav, J., & Avnaim-Pesso, L. (2011). Extraneous factors in judicial decisions. *Proceedings of the National Academy of Sciences*, 108(17), 6889-6892.
- PODCAST: Randi Hjalmarsson on jury decision-making
- Chapter 19 in *American Corrections*

Week 8 (3/12) Prison Life

- Porter, Lauren C. 2019. "Being on Point"
- Turanovic, J. J., & Tasca, M. (2019). Inmates' experiences with prison visitation. *Justice Quarterly*, 36(2), 287-322.
- Chapters 10-11 in *American Corrections*

Week 9 (3/19) SPRING BREAK

Week 10 (3/26) Gender and Sexual Identity in Prison

- Tasca, M., Orrick, E. A., & Butler, H. D. (2023). Assessing Gender Differences in Prison Rule Enforcement: A Focus on Defiance. *Justice Quarterly*, 1-20.
- Brooke, J. M., Biernat, K., Shamaris, N., & Skerrett, V. (2022). The Experience of Transgender Women Prisoners Serving a Sentence in a Male Prison: A Systematic Review and Meta-Synthesis. *The Prison Journal*, 102(5), 542-564.

- Ricciardelli, R., Maier, K., & Hannah-Moffat, K. (2015). Strategic masculinities: Vulnerabilities, risk and the production of prison masculinities. *Theoretical Criminology*, 19(4), 491-513.
- Chapter 12 in *American Corrections*

Week 11 (4/2) Exam 2; Prisoner Reentry

- Western, Bruce. Homeward: Life in the Year after Prison. Ch.3: Transitions

Week 12 (4/9) No Class Tuesday. Prisoner Reentry on Thursday

- Chapter 15-16 in *American Corrections*
- Loeffler, C. E., & Nagin, D. S. (2022). The Impact of Incarceration on Recidivism. *Annual Review of Criminology*, 5(1). <https://doi.org/10.1146/annurev-criminol-030920-112506>

Week 13 (4/16) Prisoner Reentry and Consequences of Incarceration

- Pager, Mark of a Criminal Record
- [PODCAST: DIGITAL PUNISHMENT](#)
- Wildeman, C., Goldman, A. W., & Turney, K. (2018). Parental incarceration and child health in the United States. *Epidemiologic reviews*, 40(1), 146-156.

Week 14 (4/23) Restorative Justice and Rehabilitation

- Goodman, P. (2012). "Another second chance": rethinking rehabilitation through the lens of California's prison fire camps. *Social Problems*, 59(4), 437-458
- Glenn, A. L., & Raine, A. (2014). Neurocriminology: implications for the punishment, prediction and prevention of criminal behaviour. *Nature Reviews Neuroscience*, 15(1), 54-63.
- PODCAST: Preventing Crime for Pennies on the Dollar
- Chapter 22 in *American Corrections*

Week 15 (4/30) Looking Forward

- Werth, Robert. "Risk and punishment: The recent history and uncertain future of actuarial, algorithmic, and "evidence-based" penal techniques." *Sociology compass* 13.2 (2019): e12659.
- DeMichele, M. (2014). Electronic monitoring: It is a tool, not a silver bullet. *Criminology & Pub. Pol'y*, 13, 393.

Week 16 (5/7) Movie on Tuesday; Final Exam Review on Thursday

Final Exam, Saturday, May 11, 8-10am. ONLINE