

**CCJS 342: Corrections**  
**SYM 200, FALL 2022**  
**Tues/Thurs, 12:30-1:45pm**

**Professor**

Dr. Lauren Porter  
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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**

All readings will be available on ELMS.

**Course Evaluation**

<b>Assignment</b>	<b>Possible Points</b>
Exams	200
Documentary Series	50
Reading Quizzes	65
In-Class Assignments	50
<b><i>Total</i></b>	<b>365</b>

***Exam (s)***

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, while the final exam will be cumulative. A review sheet will be provided for the final exam only.

***Documentary Series***

For this assignment students must watch a criminal justice documentary (a list will be provided). Then, students will write a 4-5 page paper – in essay format - in which they answer the following:

- What is this this documentary about?
- What did you learn from this documentary?
- What issue(s) does this documentary highlight?
- How did the content of the documentary relate to course content? Be specific.
- What questions or thoughts did this documentary raise for you?

### ***Reading Quizzes***

There will be weekly quizzes on ELMS covering material from the readings for that week. These quizzes will be no more than 5 questions and will assess whether you read the required material. Quizzes will be due by noon every Tuesday.

### ***In-Class Assignments***

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

### ***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)**

**Week 1 (8/30)            Introductory Week**

**Week 2 (9/6)            Morality and Solidarity**

- Kai Erickson. 1963. "The Quaker Invasion," in *Wayward Puritans*
- David Garland, "Punishment and Social Solidarity: The Work of Emile Durkheim"

**Week 3 (9-13)            Conflict Theory and Race**

- Turney and Wakefield. 2019. *Criminal Justice Contact and Inequality*
- Kahneman, Daniel. 2021. "Crime and Noisy Punishment," in *Noise*

**Week 4 (9/20)            Age and Gender, FIRST EXAM ON THURSDAY**

- Monahan, K., Steinberg, L., & Piquero, A. R. (2015). Juvenile justice policy and practice: A developmental perspective. *Crime and justice*, 44(1), 577-619.
- Freiburger, T.L. (2010), The effects of gender, family status, and race on sentencing decisions. *Behav. Sci. Law*, 28: 378-395. <https://doi.org/10.1002/bsl.901>

## **Part II. What Works?**

### **Week 5 (9-27)      Deterrence**

- Nagin, D. (2014). Deterrence and the death penalty: Why the statistics should be ignored. *Significance*, 11(2), 9-13.
- 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.

### **Week 6 (10-4)      The Prison Boom and The Culture of Control**

Kohler-Hausmann, I. (2013). Misdemeanor justice: Control without conviction. *American Journal of Sociology*, 119(2), 351-393.

- 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.

### **Week 7 (10-11)      Courtroom Actors**

- Danziger, S., Levav, J., & Avnaim-Pesso, L. (2011). Extraneous factors in judicial decisions. *Proceedings of the National Academy of Sciences*, 108(17), 6889-6892.
- Bjerk, D. (2005). Making the crime fit the penalty: The role of prosecutorial discretion under mandatory minimum sentencing. *The Journal of Law and Economics*, 48(2), 591-625.
- PODCAST: Randi Hjalmarsson on jury decision-making

### **Week 8 (10-18)      Rehabilitative Approaches**

- Carlson, J. R. (2018). Prison nurseries: A way to reduce recidivism. *The Prison Journal*, 98(6), 760-775.
- Goodman, P. (2012). "Another second chance": rethinking rehabilitation through the lens of California's prison fire camps. *Social Problems*, 59(4), 437-458
- PODCAST: Preventing Crime for Pennies on the Dollar

## **Part III: Prison Life and Collateral Consequences**

### **Week 9 (10-25)      SECOND EXAM ON TUESDAY; Prison Life**

- Irwin, John, and Donald R. Cressey. "Thieves, convicts and the inmate culture." *Soc. Probs.* 10 (1962): 142.
- Sykes, Greshman. 1958. "Pains of Imprisonment" in *Society of Captives*

**Week 10 (11/1) Prison Life, Cont'd**

- Porter, Lauren C. 2019. "Being on Point"
- Turanovic, J. J., & Tasca, M. (2019). Inmates' experiences with prison visitation. *Justice Quarterly*, 36(2), 287-322.
- Einat, T., & Suliman, N. (2021). Prison changed me—and I just work there: Personality changes among prison officers. *The Prison Journal*, 101(2), 166-186.

**Week 11 (11/8) Prisoner Reentry**

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

**Part IV: Collateral Consequences of Incarceration**

**Week 12 (11/15) Incarceration and Employment**

**NO CLASS 11/17: AMERICAN SOCIETY OF CRIMINOLOGY MEETINGS**

- Pager, Mark of a Criminal Record
- Vuolo, M., Lageson, S., & Uggen, C. (2017). Criminal record questions in the era of "ban the box". *Criminology & Public Policy*, 16(1), 139-165.
- **PODCAST: DIGITAL PUNISHMENT**

**Week 13 (11-22): NO CLASS ALL WEEK: THANKSGIVING.**

**Week 14 (11/29): Incarceration, Health and Families**

- Kennedy, S. C., Mennicke, A. M., & Allen, C. (2020). 'I took care of my kids': mothering while incarcerated. *Health & Justice*, 8(1), 1-14
- Wildeman, C., Goldman, A. W., & Turney, K. (2018). Parental incarceration and child health in the United States. *Epidemiologic reviews*, 40(1), 146-156.
- Lee, H., Wildeman, C., Wang, E. A., Matusko, N., & Jackson, J. S. (2014). A heavy burden: the cardiovascular health consequences of having a family member incarcerated. *American journal of public health*, 104(3), 421-427.

**Week 15 (12/6) Special Topics**

- Glenn, A. L., & Raine, A. (2014). Neurocriminology: implications for the punishment, prediction and prevention of criminal behaviour. *Nature Reviews Neuroscience*, 15(1), 54-63.
- Radelet, M. L., & Borg, M. J. (2000). The changing nature of death penalty debates. *Annual Review of Sociology*, 43-61.

**DOCUMENTARY SERIES PAPER DUE DECEMBER 9**  
**FINAL EXAM DECEMBER 19, 1:30PM**