

**CCJS 342: Corrections**  
**TAWES HALL 1107, FALL 2025**  
**Tues/Thurs, 12:30-1:45pm**

**Professor**

Dr. Lauren Porter

Office or “Walking” Hours: Thursdays, 2:00-3:15 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**

Allen, Harry, Edward Latessa and Bruce Ponder. 2024. *Corrections in America: An Introduction*, 16<sup>th</sup> Edition. Pearson

All other readings and media will be available on ELMS.

**Course Evaluation**

Assignment	Possible Points
Exams (3)	200
Reflection papers (2)	50
Reading Reaction Papers (2)	30
In-Class Assignments (6)	60
<b>Total</b>	<b>340</b>

***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

***Reflection Papers (2)***

PBS has a number of documentaries on criminal justice related issues. Choose from two of the following: (1) Second Chance Kids, (2) Prison Town, USA, (3) Life on Parole, and (4) Solitary Nation. For two of these, you will write a reflection paper. Your papers should provide a summary of the documentary and then the rest of the paper you are free to react/reflect to the content of the documentary. This should be an academically-oriented reflection, but you can discuss thoughts or questions it raised for you about the criminal justice system or about crime itself, recommendations for policy and practice, legal concerns, etc. You just must stay within the bounds of criminal justice discussion. These papers should be 4-6 pages double-spaced, TNR font, 1 inch margins.

### ***Reading Reaction Paper (2)***

For this assignment students must pick one reading (not in the textbook). Your reaction paper will be due the same week the reading is due (by Friday at 5pm that week). In your paper, you should answer the following questions: (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? Your paper should be at least 2 pages double-spaced, TNR font, 1 inch margins. It should be no longer than 3 pages.

### ***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**.

***There will be no extra credit offered for missed assignments.***

### **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.

#### ***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)**

Date	Topic	Homework
Sept 2	Review Syllabus	
Sept 4	Theories of Punishment	Sweeten, G. (2016). What works, what doesn't, what's constitutional. <i>Criminology &amp; Pub. Pol'y</i> , 15, 67.
Sept 9	History of Punishment	Kai Erickson. 1963. "The Quaker Invasion," in Wayward Puritans
Sept 11	Watch: "Prison State"	Garland, David. 2001. "Social Causes and Consequences of Mass Incarceration."
Sept 16	History of Punishment & Prison Boom	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. <i>Federal Sentencing Reporter</i> , 26(4), 265-270.
Sept 18	Sentencing	TEXTBOOK: The Sentencing and Appeals Process  Kahneman, Daniel. 2021. "Crime and Noisy Punishment," in <i>Noise</i>
Sept 23	Sentencing, Cont'd	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.

		PROBABLE CAUSATION PODCAST: Randi Hjalmarsson on jury decision-making
<b>Sept 25</b>	Jails vs. Prisons	TEXTBOOK: Jails and Detention Facilities; Prison Systems; Private-Sector Systems
<b>Sept 30</b>	Prison Culture	John Irwin, Donald R. Cressey, Thieves, Convicts and the Inmate Culture, <i>Social Problems</i> , Volume 10, Issue 2, Autumn 1962, Pages 142–155, <a href="https://doi.org/10.2307/799047">https://doi.org/10.2307/799047</a>
<b>Oct 2</b>	Prison Programming	Smith, H. P. (2019). A rescue dog program in two maximum-security prisons: A qualitative study. <i>Journal of Offender Rehabilitation</i> , 58(4), 305-326.  PROBABLE CAUSATION PODCAST: Prison-based behavioral programs
<b>Oct 7</b>	<b>Exam 1</b>	
<b>Oct 9</b>	Prison Life	Porter, Lauren C. 2019. “Being on Point” in <i>Society and Mental Health</i>
<b>Oct 14</b>	<b>NO CLASS – FALL BREAK</b>	
<b>Oct 16</b>	Special Populations	FREAKONOMICS PODCAST: HIGHWAY SIGNS AND PRISON LABOR
<b>Oct 21</b>	Prisoner Reentry	Western, Bruce. Homeward. Chapters 1-2
<b>Oct 23</b>	Prisoner Reentry	Western, Bruce. Homeward. Chapters 3-4
<b>Oct 28</b>	Guest Lecture	
<b>Oct 30</b>	Families & Communities	PROBABLE CAUSATION: DIGITAL PUNISHMENT  Travis, J. (2005). Families and children of offenders who return home. <i>Fed. Probation</i> , 69, 31.
<b>Nov 4</b>	Risk, Diversion, and Alternatives	Loeffler, C. E., & Nagin, D. S. (2022). The Impact of Incarceration on Recidivism. <i>Annual Review of Criminology</i> , 5(1). <a href="https://doi.org/10.1146/annurev-criminol-030920-112506">https://doi.org/10.1146/annurev-criminol-030920-112506</a>  PROBABLE CAUSATION PODCAST: BAIL REFORM
<b>Nov 6</b>	Community Supervision	DeMichele, M. (2014). Electronic monitoring: It is a tool, not a silver bullet. <i>Criminology &amp; Pub. Pol'y</i> , 13, 393.  PROBABLE CAUSATION PODCAST: Mandating Mental Health Treatment for Probationers
<b>Nov 11</b>	Juvenile Justice	Monahan, K., Steinberg, L., & Piquero, A. R. (2015). Juvenile justice policy and practice: A developmental perspective. <i>Crime and justice</i> , 44(1), 577-619.  FREAKONOMICS PODCAST: Preventing Crime for Pennies on the Dollar
<b>Nov 13</b>	<b>Exam 2</b>	

<b>Nov 18</b>	Rehabilitation and Restorative Justice	Kimbrell, C. S., Wilson, D. B., & Olaghere, A. (2023). Restorative justice programs and practices in juvenile justice: An updated systematic review and meta-analysis for effectiveness. <i>Criminology &amp; Public Policy</i> , 22(1), 161-195.
<b>Nov 20</b>	<b>NO CLASS-ASC MEETING</b>	
<b>Nov 25</b>	Rehabilitation and Restorative Justice	Goodman, P. (2012). "Another second chance": rethinking rehabilitation through the lens of California's prison fire camps. <i>Social Problems</i> , 59(4), 437-458
<b>Nov 27</b>	<b>NO CLASS - THANKSGIVING</b>	
<b>Dec 2</b>	Biosocial criminology 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.  REDUCING CRIME PODCAST: ADRIAN RAINE
<b>Dec 4</b>	Death Penalty	Paternoster, R. (1984). Prosecutorial discretion in requesting the death penalty: A case of victim-based racial discrimination. <i>Law &amp; Society Review</i> , 18(3), 437-478.
<b>Dec 9</b>	Review for Final Exam	
<b>Dec 11</b>	Review Session with TA	
<b>Dec 19</b>	<b>Final Exam, 4-6pm</b>	