

CCJS 342: Corrections
LEFRAK 2166, FALL 2026
Tues/Thurs, 2:00-3:15pm

Professor

Dr. Lauren Porter

Office or “Walking” Hours: Tuesdays, 12:30-1:30 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...

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

Course Prerequisite

CCJS 100

Readings & Podcasts

All readings and media (i.e. podcasts) will be available on ELMS.

Course Evaluation

Assignment	Possible Points
Quizzes (3)	150
“What Works” Group Projects	50
Reaction Papers (5)	25
In-Class Assignments (4)	20
<i>Total</i>	245

Quizzes (3)

There will be 3 quizzes throughout the semester (no final exam). The quizzes will not be cumulative. They will consist of multiple choice and true/false questions. They will be in-class and close-note/book. Each quiz will be approximately 25 questions.

What Works Group Projects

This assignment will require you to work in a group of 4 or 5 with other students. You will be assigned a topic at random by the professor that your group will research for the semester. At the end of the semester, each group will be turning in a presentation (i.e. powerpoint) which they will also present to the class.

Reaction Papers (6)

There will be in-class reaction papers administered throughout the semester. These will be **unannounced** and each one will be individually completed. Students are allowed to miss ONE assignment without an excuse and it will not be graded.

In-Class Assignments (5)

There will be in-class assignments administered throughout the semester. They may be individual or group-based, and they will be **unannounced**. Students are allowed to miss ONE assignment without an excuse and it will not be graded.

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.

Use of AI:

In this class, you may use AI tools (TerpAI, ChatGPT, Gemini, Grammarly, etc.) for brainstorming and research (getting suggestions for research topics, defining complex terms for your own understanding, etc.). However, you must develop your assignments independently. In addition, while you can use AI to help you locate sources (i.e. research), do not use AI as a source in and of itself. You should always validate and read sources for yourself. If you have questions or suggestions for potential exceptions, please email me at and I would be happy to

talk more. Using AI, when prohibited, could also be subject to a referral to the Office of Student Conduct.

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 1	Review Syllabus	
Sept 3	Theories & History of Punishment	Sweeten, G. (2016). What works, what doesn't, what's constitutional. <i>Criminology & Pub. Pol'y</i> , 15, 67. Kai Erickson. 1963. "The Quaker Invasion," in Wayward Puritans
Sept 8	NO CLASS – ESC MEETINGS	
Sept 10	Watch: "Prison State"	Garland, David. 2001. "Social Causes and Consequences of Mass Incarceration."
Sept 15	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 17	Sentencing	Kahneman, Daniel. 2021. "Crime and Noisy Punishment," in <i>Noise</i> 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.
Sept 22	Sentencing, Cont'd	Paternoster, R. (1984). Prosecutorial discretion in requesting the death penalty: A case of

		victim-based racial discrimination. <i>Law & Society Review</i> , 18(3), 437-478. PROBABLE CAUSATION PODCAST: Randi Hjalmarsson on jury decision-making
Sept 24	FIRST QUIZ	
Sept 29	Jails vs. Prisons	
Oct 1	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, https://doi.org/10.2307/799047
Oct 6	Prison Life	Porter, Lauren C. 2019. “Being on Point” in <i>Society and Mental Health</i>
Oct 8	Prison Programming	FREAKONOMICS PODCAST: Highway Signs and Prison Labor
Oct 13	NO CLASS – FALL BREAK	
Oct 15	Prisoner Reentry	Western, Bruce. Homeward. Chapters 1-2
Oct 20	Prisoner Reentry	Western, Bruce. Homeward. Chapters 3-4
Oct 22	SECOND QUIZ	
Oct 27	NO CLASS – PATERNOSTER LECTURE	
Oct 29	Families & Communities	PROBABLE CAUSATION: Digital Punishment Travis, J. (2005). Families and children of offenders who return home. <i>Fed. Probation</i> , 69, 31.
Nov 3	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). https://doi.org/10.1146/annurev-criminol-030920-112506 PROBABLE CAUSATION PODCAST: BAIL REFORM
Nov 5	Community Supervision	DeMichele, M. (2014). Electronic monitoring: It is a tool, not a silver bullet. <i>Criminology & Pub. Pol'y</i> , 13, 393. PROBABLE CAUSATION PODCAST: Mandating Mental Health Treatment for Probationers

Nov 10	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
Nov 12	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 & Public Policy</i> , 22(1), 161-195.
Nov 17	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
Nov 19	NO CLASS – ASC MEETINGS	
Nov 24	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: Adriane Raine
Nov 26	NO CLASS - THANKSGIVING	
Dec 1	THIRD QUIZ	
Dec 3	FINAL PRESENTATIONS	
Dec 8	FINAL PRESENTATIONS	
Dec 10	FINAL PRESENTATIONS	