Course Syllabus

University of Maryland, College Park at Shady Grove Campus, Department of Criminology and Criminal Justice

CCJS 452: Treatment of Criminals and Delinquents, Section SG91

Fall, 2015

Instructor: Arthur Wallenstein

Office hours: prior to class and email communications: 24/7 (UMD Email)

Course Meets: Thursdays, 3:30 pm. – 6:00 pm, Course Location: Building III-3206

Course Description:

For years the term Corrections has largely been associated with Prisons and literally nothing beyond the Big House and its progeny. Prisons have been the subject of films, plays, television drama and now reality presentations that would make any casual viewer think this was the extent of modern correctional practice in the United States. It was as if people assume that after arrest all convicted persons went directly to a state or federal prison.

It is a completely false picture and it demands a far more detailed and inquisitive intervention. The United States leads most of the industrialized world in the use of incarceration but we are in period of change and of the challenge of traditional dogma. We will study Prisons (the Big House or whatever you have heard it called). We will also intensively and directly study options and alternatives to incarceration, the growing use of community sanctions and community solutions and the major use of the community to respond to pretrial situations as persons await disposition of their cases.

We will read about and discuss a community based offender reentry program and subject it elements to serious discussion as we examine workforce development and the cost of incarceration as opposed to other approaches that focus on individual growth and development. We will discuss the gravity of poor management in examples like the Baltimore City Jail and the Clinton Prison in Dannemora, New York (recent serious escape with staff involvement in July, 2015). Both cases involved maximum security correctional facilities (a jail and a prison) and had elements of sexual behavior between staff and inmates and further direct staff involvement in a range of unethical and dangerous practices.

We will look at issues that often never or rarely see the light of public policy review, discussion and action - Corrections 2015. You will also write a substantive formal letter to the Secretary of the Maryland Department of Public Safety and Correctional Services to share major issues of concern of your selection. The course will be lecture and extensive class discussion where every student is expected to have read the modest assignment material and come to class prepared to participate. During a class session I will call upon 15 students to respond to questions.
Required Readings:

Todd R. Clear, George F. Cole, and Michael D. Reisig. American Corrections, 11th edition, Belmont, CA: Thomson Wadsworth, 2015/2016. ISBN: 1133049737. We are very fortunate - yes I recognize that the text is expensive but it is brand new - literally right off the press with a large amount of new material - this is the finest text in the field of Corrections that I have ever encountered and I have been teaching this topic for 28 years. The 11th edition is essential and all assignments flow from the 11th edition.

A few brief articles from the Justice Department and its Bureau of Justice Statistics will be read to highlight major developments in the Corrections field. None require any statistical skills and all focus on data presentations that support public policy discussion. None are technical in nature but they are what researchers, public policy experts and upwardly focused staff members are reading. Students and graduates of the University of Maryland - Criminology and Criminal Justice should be familiar with this literature. Remember that "data" is not a dirty word, nor does it require skills in statistics or mathematical manipulation. Today (2015 and beyond) the ability to read materials that are data based and the ability to use that material in decision making and daily operations is essential. The way to learn is to start doing it and that is initiated by reading and working with a few basic elements and articles/reports.

Required: Bureau of Justice Statistics, Correctional Populations in the United States, 2013, 13p. (Latest published national data, December, 2014) - This article should be carefully read by all students within the first two weeks of class. It will be a focus of discussion starting in the third week. It is short but very instructive and characteristic of a solid use of data but presented in a manner that does not demand any knowledge of statistical methods.

http://www.bjs.gov/index.cfm?ty=pbdetail&lid=5177 (Links to an external site.) (click on PDF 385K for the full report - just 13 pages)

Course Requirements:

Student are expected to have completed prerequisite courses (CCJS 105 or CCJS350 and CCJS 300) before taking this course. Course material will be presented and discussed with the understanding that you have received this previous knowledge or its equivalent. This course is structured around a lecture/discussion/writing format. Keeping up-to-date with the reading assignments is essential. Any questions you may have about the readings should be brought up during class time to facilitate discussion.

Students are expected to attend all class meetings on time and are responsible for all material covered in class and required readings. Lectures will cover some material not discussed in the book and this material may be included on the exams. If a class is missed I urge that you seek notes from another student. I suggest building a reciprocal relationship with another student early in the semester for sharing notes as needed and ensuring you have a contact for any missed classes.

Exams:
There will be two closed-book exams, a midterm and a final exam. No electronic devices will be permitted during exams and all materials, backpacks, extra clothing items or any other items will be placed in the front of the classroom during the exam. Students will receive a zero on the exam if they are found with more than a writing implement(s) and examination bluebook.

**The exams will be solely essay questions.** Each examination will have 10 short identifications, 3 short essay questions and 1 long essay question. There will be choices in exam questions. A general review of areas of importance will always be provided the week prior to the examination. Memory of lists and topics is not what I seek or expect from advanced Criminology/Criminal Justice students - knowledge of concepts and major elements is the norm. I recognize that with memorization you generally forget almost everything within minutes of the conclusion of an exam. I seek that you retain a general understanding of key elements in the public policy field of Corrections regardless of your choice of a future area of work or study.

**Paper/Formal Letter:**

Each student will prepare a paper length letter to the Secretary of the Maryland Department of Public Safety and Correctional Services. The letter will be prepared in proper business letter format. This is not a research paper but a narrative discussion letter presenting the Secretary with the five most critical issues that require his/her attention in your study of the field of Corrections. You will identify the five issues that you have determined are the most important and which should warrant the most immediate attention of the Secretary.

Use your own decision making and analysis of the readings and general media and news reports that occur during the course and class discussion to select the five issues. Explain why each is important and why the Secretary must/should devote ongoing attention to each of the selected issues. One half of the grade will be based on your substantive/factual-knowledge presentation - the other half will be based on writing, grammar and proper presentation. The paper/letter will count for 30% of the course grade. It will be submitted in hard copy in class without exception in person.

(8 pages - double spaced following standard rules and guidelines of grammar and writing) Papers are to be submitted with a single staple in the upper left hand corner, no artwork or computer added artwork to the first page and no binders or plastic covers - just the 8 typed pages - further discussion in class)

**Short Narrative Writing Assignments:**

Two short narrative writing assignments (400 words) will be assigned during the semester. These are not research papers - they are 400 word essays on a specific topic that will be an important element in the field of corrections that will have been well discussed in class. An example might be: staff corruption in correctional institutions or practices or special challenges in working with female offenders or treatment of white collar prisoners in sentencing decisions. You will prepare a 400 word essay on the topic sharing your thoughts. Each assignment will count 5% of the final grade. These short essays will be submitted electronically and will be returned electronically with your grade and comment.
Canvas:

I will be using Canvas to post the syllabus, grades, and some additional short readings. Go to http://ng.elms.umd.edu/ and log in with your Directory ID (logon ID) and password to use this feature. You must be registered in this class to log on to the site. Exam grades will be posted to Canvas.

Contacting the Instructor:

The best way to reach me is by e-mail. Please use the subject line "CCIS 452" whenever you send an email so that I am able to immediately identify communications from students in our course. I want to provide swift and certain responses. I also meet with students before class either in the classroom or earlier in the Cafe in Building III.

Part of my teaching responsibility covers work related ethical considerations that might apply to any University of Maryland student entering public service or a related area of practice. My students have commented in a positive manner from discussions of this type over many years in the past. Professional ethics topics might include: background investigations and preparation for this process, social media and your future job applications, sexual harassment in the workplace and the university setting, employment interviewing, tenacity to find and be selected for internships in support of future employment opportunities, "did you know or should you have known" issues of working with colleagues and basic supervision responsibilities and related workplace topics. Assume that you will receive a proper and concerned response. We have 40 students in the class and managing and responding in a professional manner takes quality time so seek to plan ahead whenever possible.

Class Attendance

Class attendance is an essential element of successfully learning the material and also in receiving a proper grade in this course. I do take attendance as students sign a class attendance list upon arrival. 10% of the final grade represents class participation and class attendance. If you do not plan to attend classes regularly or on time then I ask that you find another course where participation is not a prerequisite. You expect me to be present and I expect the same in return - welcome to this element of reciprocal work obligations and responsibilities from both the public and private sector.

We assist and support each other by direct observable participation. We have 15 class sessions. I do not expect nor require nor need notes or communications regarding medical or related matters. If you are absent I will assume you are ill or that a personal situation has arisen but I cannot assist you if your number of absences is excessive. Please - no notes regarding a class absence - as adults I assume you had a situation that could not be avoided.

Makeup exams and assignments are not anticipated nor scheduled. Makeup exams will only be given in cases of excused absences and official documentation is required. Excused absences for an exam or assignment due date might be death in the immediate family, religious holiday (of which I should be notified by September 10, 2015), required University activities, and required court appearances. If a medical condition is presented for missing an examination (only two during the course - there are no quizzes) full medical documentation must be presented in writing from your medical practitioner or their office manager/medical assistant. You expect your exams to be fairly graded and promptly graded and I in return expect students to take the exams on time. We support learning from each of our perspectives.
Course Grading:

Attending weekly classes and keeping up with the reading assignments are both key to your success in this course. The readings are very moderate and it is expected without exception that students have thoroughly read the material and reviewed the thought elements provided in each chapter. Memorization is generally of no interest to me absent a few items that will be presented to you in class. Exams will cover material from lectures and the readings (i.e., the lectures will include information beyond what is discussed in the readings).

There are no extra credit options and class participation is mandatory. In each class I will directly call upon about 12 - 15 students to respond to questions based on the assigned readings or comments of other students. I expect an active give and take in the classroom just as you will experience in future employment settings, advanced academic environments or participation in public meetings or testifying before committees or work related hearings. The sooner such real world elements are practiced the less anxiety and stress will accompany such proceedings in the future.

Midterm Exam: 25%

Paper/Letter: 30%

Short Essays 10%

(2 at 5% each)

Class Effort 10%

Final Exam 25%

------------------- 100%

Students with Disabilities:

The Americans With Disabilities Act is the formal law of the United States and it is to be taken seriously in every work/academic setting - there are no exceptions whether it be jails in Montgomery County, classrooms at UMB-Shady Grove or Police Stations throughout our jurisdiction. I will make every effort to accommodate students who are registered with the Disability Support Services (DSS) Office and who provide me with a University of Maryland DSS Accommodation form which has been updated for the Spring, 2015 semester.

If you have a documented physical or learning disability, please see me by September 10th so that we can discuss your needs and make the necessary accommodations in any classroom needs or assistance. DSS students requesting to take their exams at the DSS Center need to provide me with a testing form for each exam that must be turned into me no later than 1 week prior to each exam. I have no need to know anything about your health care condition - that is completely confidential. I only need to know the nature of the accommodations that are being requested/approved whether for classroom activity or examinations. Your documented needs are both appropriate and the law.
Academic Integrity:

Academic integrity is guided by the University’s Code of Academic Integrity and Code of Student Conduct (see www.studentconduct.umd.edu). Academic dishonesty of any form will NOT be tolerated in this class. Students may not cheat on exams, plagiarize papers, buy papers, submit fraudulent documents or forge signatures. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.studenthonorcouncil.umd.edu/whatis.html

University of Maryland Honor Pledge:

The University of Maryland has a nationally recognized Honor Code administered by the Student Honor Council. The Student Honor Council proposed and the University Senate approved an Honor Pledge. The University of Maryland Honor Pledge reads:

“I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.” The Pledge statement should be handwritten and signed on the front cover of all exams, the paper and the optional extra credit assignment submitted for evaluation in this course.

Classroom Code of Conduct:

As a Department and University, we expect the faculty (me) and students (you) to be prepared for class and to be actively engaged in the classroom activities. Unfortunately, disruptive behaviors in the classroom cheat other students out of opportunities to learn. The University of Maryland’s Code of Academic Integrity defines classroom disruption as “behavior a reasonable person would view as substantially or repeatedly interfering with the conduct of a class.” Examples would include coming late to class, repeatedly leaving and entering the classroom without authorization, making loud or distracting noises, and persisting in speaking without being recognized.

Students are permitted to use laptops in class for note taking only. Further, the following behaviors are considered inappropriate: use of cell phones, reading outside material, sleeping, side conversations, text messaging and using laptops for non-academic functions (IM, e-mail, internet surfing, etc.).

Disruptive behavior of any kind will not be tolerated and students engaging in these disruptive behaviors will be asked to leave that class session. Further, students who are unable to show civility with one another or me will be subject to referral to the Office of Student Conduct or to Campus Police. We are all expected to adhere to the Code of Student Conduct and my behavior and engagement of students must follow existing and evolving professional standards.

If any student feels harassed or bothered let me know at once so I may assist. Only the proper University office may seek to resolve personality or related difficulties between students. National practices are the subject of changing and evolving standards as we all know from media coverage of unacceptable situations on campuses across the country. We tolerate no such behaviors in our
classroom setting or before/after class in or around our University learning settings/facilities. We must all feel safe in our University of Maryland environment. The most recent UMB Policy on Sexual Harassment is found at: http://www.umd.edu/Sexual_Misconduct/policies-and-procedures/

Inclement Weather:

In the event of inclement weather or other emergency conditions, you should follow delays and closures for the "Universities at Shady Grove or USM Shady Grove Center," rather than any individual participating USM institution. Closures and delays will be sent over the Campus notification system, as well as being reported on local radio and television news stations. You may also call USG at 301.738.6000 for recorded updates related to closures or delays. Like you I rely on formal closure announcements so please do not seek any closure information from me.

Course Evaluation:

Your feedback about this course and my instruction is very important to me and therefore we will do several forms of evaluation throughout this semester. One way is to fill out the online evaluation at the end of the semester. CourseEvalUM will be open for students to complete their evaluations for Spring 2015 courses on TBD. Students can go directly to the website (www.courseevalum.umd.edu) to complete their evaluations. Students who complete evaluations for all of 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. These evaluations are very important to concerned faculty and that means me.

Course Outline and Schedule:

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<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>REQUIRED READING</th>
<th>OTHER</th>
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<tbody>
<tr>
<td>WEEK1</td>
<td>Course Introduction: Key Issues</td>
<td>Chapter 1</td>
<td>Need text</td>
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<td>WEEK2</td>
<td>Historical Focus to the Present</td>
<td>Chapters 2 and 3</td>
<td>None</td>
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<td>9/10</td>
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<td>Week3</td>
<td>Punishment of Offenders</td>
<td>Chapter 4</td>
<td>None</td>
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<td>Week4</td>
<td>Correctional Clients</td>
<td>Chapter 6</td>
<td>First Essay due</td>
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<td>Week5</td>
<td>Pretrial Issues and Jails</td>
<td>Chapter 7</td>
<td>Website Review</td>
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<td>10/8</td>
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<td>MIDTERM EXAMINATION</td>
<td>Chapters 1,2,3,4,6,7 &amp; 8</td>
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<td>Incarceration and Prisons (1)</td>
<td>Chapter 10</td>
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<td>10/22</td>
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<td>Incarceration and Prisons (2)</td>
<td>Chapter 11</td>
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<td>10/29</td>
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<td>Legal Issues and the Constitution</td>
<td>Chapter 5</td>
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<td>11/5</td>
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<td>Correctional Treatment - For Real</td>
<td>Chapter 14</td>
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<td>11/12</td>
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<td>Women and Corrections - IMPORTANT</td>
<td>Chapter 12</td>
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<td>11/19</td>
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<td>THANKSGIVING RECESS - NO CLASS</td>
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<td>11/26</td>
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<td>Offender Reentry - Coming Home</td>
<td>Chapters 15 and 16</td>
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<td>Race, Ethnicity and Corrections</td>
<td>Chapter 19</td>
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<td>12/9</td>
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<td>Final Exam: Chapters 5, 10, 11, 12,14,15,16,19</td>
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