CCJS 653  
Seminar in Corrections  
Fall 2012

Location, Days/Time: LEF 1221, Tuesday 4:00pm-6:45pm

Instructor: Dr. Kiminori Nakamura  
Office: 2220M LeFrak Hall, Department of Criminology and Criminal Justice  
Office Hours: By Appointment  
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Email: knakamur@umd.edu

Course Purpose:

More than one in 100 U.S. adults are currently incarcerated in prison or jail. The U.S. incarceration rate has dramatically increased over the past 40 years and is now the highest in the world. As a result of this “mass incarceration” and the fact that almost all inmates eventually get released, over 700,000 inmates are released from U.S. prisons and “reenter” society each year. Nearly two-thirds of those released from prisons will be re-arrested within three years. These statistics have important implications for offenders, their victims, taxpayers, communities, and public safety. Policy makers and researchers are seeking ways to facilitate successful reentry, manage the prison population and costs, and protect public safety. With the realities of mass incarceration as the backdrop, this course is intended to introduce, at a graduate level, issues in corrections, with special emphasis on reentry and efforts to “undo” the effects of mass incarceration.

Grading:

Your grade will be determined as follows:  
Class Participation 20%  
Leading Discussion 20%  
Presentation on Article Review 10%  
Paper (Research Proposal) 50%  
  – Topic statement (5%)  
  – Presentation (15%)  
  – Paper (30%)

Class Participation: Your regular attendance and participation in discussions are expected. Our sessions will mostly take the form of roundtable discussions based on the assigned readings and the issues they address. You are expected to read all assigned readings and e-mail the discussion leader (and copy me) three questions based on the readings by 3 p.m. on Monday prior to each class session. The discussion leader will be expected to organize the questions and integrate them into a class discussion. Students are expected to participate actively in class discussions facilitated by discussion leaders.
**Leading Discussion:** During **one** selected session, each of you will serve as a discussion facilitator. To complete this assignment, first, you will have to write a synopsis of required readings. The synopsis will be an approximately 1-2 page single-spaced summary that outlines issues that are relevant to the particular topic and are discussed in the required readings. The discussion leader should e-mail me the synopsis by 3 p.m. on Monday prior to each session and I will forward it to all seminar participants. The discussion leader will also have to organize the questions submitted by everyone, including his or her own, and prepare to facilitate the class discussion based on them. This organized list of questions should be emailed to me by 3 p.m. on the day of the class by the discussion leader.

**Presentation on Article Review:** You will be asked to read and present in class a recent (last 5-6 years) article on a class topic, but is not part of the required readings. Presentations should be about 15 minutes in length, intended to expose the class to research beyond the required materials. During your presentation, you will also distribute copies of a one-page written synopsis of the article to each member of the class. As a general guide to presentations, you should: (1) spend 5 minutes setting up the research problem, central theme, or purpose of the work in question; (2) discuss the methods, analysis, and/or central findings for the next 5 minutes; and (3) spend 5 minutes summing up the material and offering your own critical assessment of the work.

**Paper (Research Proposal):** This course requires one paper near the end of the term. The final paper, depending on a chosen topic, should be no less than 12 pages in length (typed, double-spaced) excluding references, tables (if any), and figures (if any). The final product should take the form of a research proposal (including an introduction to the problem, literature review, hypotheses, study design, and proposed data and methods).

You will first select a topic (subject to my approval) and write a topic statement for your proposed study. The topic statement is a single paragraph description of your proposed topic (due in class on **October 9**). Next, you will conduct a literature review and develop research questions/hypotheses. After consulting with me, you will design a study to answer one or more questions about issues surrounding corrections and reentry, and what type of data you would need to conduct the analysis. The end product of this process will leave you with a research proposal that can become the basis for a grant proposal or publishable empirical paper. You will be required to present your final research proposal to the class on **December 4** during lecture time. The final paper will be due on the last day of class (**December 11**).

**Special Issues:**
- All students are required to follow the University’s Code of Conduct and Code of Academic Integrity. For additional information on academic dishonesty and the accompanying procedures and penalties, see: [http://shc.umd.edu/SHC/Default.aspx](http://shc.umd.edu/SHC/Default.aspx)
- Students with disabilities will be accommodated. Please see me to see how we can assist you.
- Please let me know by September 16th if any class or assignment conflicts with a religious observance so we can make an adjustment.

**Course Schedule (Subject to change):**
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>9/4</td>
<td>Course, Instructor and Student Introductions</td>
<td>No reading</td>
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<tr>
<td>9/11</td>
<td>Background/Mass Incarceration</td>
<td>Blumstein &amp; Beck (1999); Pfaff (2012); Useem &amp; Piehl (2008) – Ch. 3; Western (2006) – Ch. 7; (Pew (2008); Guerino, Harrison &amp; Sabol (2011))</td>
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<td>10/2, 10/9</td>
<td>Reentry, Recidivism/Desistance</td>
<td>Petersilia (2003) – Ch. 1, 2 &amp; 7; Travis (2005) – Ch. 5 (p.87-100); MacKenzie (2006) – Ch. 15 (p.335-342); Nagin, Cullen &amp; Lero Jonson (2009); Visher &amp; Travis (2003); Kirk (2012); National Research Council (2007) (Pew (2011); Langan &amp; Levin (2002))</td>
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<td>10/16, 10/23, 10/30</td>
<td>Correctional/Reentry Programming</td>
<td>MacKenzie (2006) – Ch. 2, 4, 5-7, 12, &amp; 15 (p.331-335); Gaes et al. (1999); Cullen &amp; Gendreau (2000); Lowenkamp, Latessa, &amp; Holsinger (2006); Lowenkamp, Latessa, &amp; Smith (2006); Braga et al. (2009); Duwe (2011)</td>
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<td>Date</td>
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<td>11/6</td>
<td>Parole Supervision/Community Corrections</td>
<td>Petersilia (2003) – Ch. 3-4, 9; Travis (2005) – Ch. 3; Kleiman &amp; Hawken (2008); Solomon, Kachnowski &amp; Bhati (2005);</td>
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<td>11/13</td>
<td>Consequences of Incarceration and Reentry</td>
<td>Petersilia (2003) – Ch. 6; Travis (2005) – Ch. 4; Ch. 6-11; Blumstein &amp; Nakamura (2009); Kurlychek, Bushway, &amp; Brame (2012); Bushway &amp; Apel (2012); Pettit &amp; Western (2004); Western (2002); Pager (2003); Hagan &amp; Dinovitzer (1999); Hipp &amp; Yates (2009)</td>
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<td>12/4</td>
<td>Paper Presentations</td>
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**Reading List:** (all book chapters and papers are either available online, or will be made available by me)

**Multiple chapters from these books are assigned:**


9/11


9/18, 9/25


  - Ch. 11: Drug Courts: A Strategy for Managing Drug-Involved Offenders
  - Ch. 13: Correctional Boot Camps


10/2, 10/9

Petersilia (2003)
Ch. 1: Introduction and Overview: The Emerging Importance of Prisoner Reentry to Crime and Community
- Ch. 2: Who’s Coming Home? A Profile of Returning Prisoners
- Ch. 7: Revolving Door Justice: Inmate Release and Recidivism

Travis (2005)
- Ch. 5: Prisoner Reentry and Public Safety

- Ch. 15: Drawing Conclusions


10/16, 10/23, 10/30

- Ch. 2: Evidence-Based Corrections
- Ch. 4: Perspectives on Rehabilitation
- Ch. 5: Academic Education and Life Skills Programs
- Ch. 6: Vocational Education and Work Programs
- Ch. 7: Cognitive Behavioral Therapy Programs
- Ch. 12: Drug Treatment Programs for Offenders
- Ch. 15: Drawing Conclusions


11/6

Petersilia (2003)
- Ch. 3: The Origins and Evolution of Modern Parole
- Ch. 4: The Changing Nature of Parole Supervision and Services
- Ch. 9: What to Do? Reforming Parole and Reentry Practices

Travis (2005)
- Ch. 3: The Extended Reach of Supervision


11/13, 11/20, 11/27

Petersilia (2003)
- Ch. 6: How We Hinder: Legal and Practical Barriers to Reintegration.

Travis (2005)
- Ch. 4: The Expanded Universe of Invisible Punishment
- Ch. 6: Families and Children
- Ch. 7: Work
- Ch. 8: Public Health
- Ch. 9: Housing
- Ch. 10: Civic Identity
- Ch. 11: Community


12/11


