CCJS653: Seminar in Corrections  
Fall 2016, Mon 4:00-6:45  
SQH 1101

Instructor: Dr. Lauren Porter  
Office: 2220G LeFrak Hall  
Office Hours: Tuesday 11:00-12:30pm or by appointment  
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Course Description:

This course will cover an array of topics related to issues of punishment. The course will be relatively theory-focused, beginning in Part I by discussing various classic perspectives. Part II will then focus on mass imprisonment and the prison experience, while Part III will focus on the consequences of incarceration for individuals, families, and communities. This class is appropriate for graduate students with an interest in conducting research or teaching in the areas of punishment and crime control.

Required Text:


*Other Readings will be available on Canvas.

Course Requirements and Evaluation:

Final Exam: 100 points  
Research Proposal: 100 points  
Data Source Assignment: 20 points  
Correctional Program Assignment: 20 points  
Discussion Leader: 20 points  
Class Participation: 20 points  
Presentation: 20 points  
Total: 300 points
**Final Exam:** The final exam will be open book/note and will be essay format.

**Research Proposal:** You will be required to write a research proposal that will include an introduction, literature review, data and methods section. This should be the front-end of a paper you intend to complete and submit to an academic journal. Although you are not required to include any data analysis or results for this assignment, it is encouraged. You may also build off of papers that you have already started (e.g. for a previous class).

**Data Source Assignment:** For this assignment, you will be required to research one of the following data sources:

- Fragile Families and Child Wellbeing
- Pathways to Desistance
- National Longitudinal Study of Adolescent Health
- National Longitudinal Survey of Youth 1997
- Survey of Inmates in Local Jails
- Survey of Inmates in State and Federal Correctional Facilities
- National Corrections Reporting Program
- Annual Probation/Parole Survey
- Survey of Sexual Victimization

Each student will present on their data source in class for 10-15 minutes. The student should provide a handout for other students with helpful information about the survey (sampling design, topics covered, attrition rates, etc.). The presentation should cover the following topics:

- Survey design (sample, years of data, mode of data collection).
- Topics covered by survey questions.
- Types of research questions that could be investigated using data.
- Limitations of survey
- Future directions of data collection

In addition, you must present on one research article that uses the data.

**Correctional Program Assignment:** For this assignment, you will be required to research one of the following correctional programs:

- Minnesota Comprehensive Offender Reentry Plan
- Project Green Light
- Serious and Violent Offender Reentry Initiative
- Boston Reentry Initiative
- Parole Supervision (in general)
- InnerChange Freedom Initiative
- Washington Housing Voucher Program
- Offender Aid and Restoration
Each student will present on their program during class for 10-15 minutes. The student should provide a handout for other students with helpful information about the program. The presentation should cover the following topics:
- A description of the program (what are the specific initiatives involved?)
- The target population
- Evidence about efficacy of program

**Discussion Leader and Class Participation:** Each student will be required to lead discussion one week. During that week the student must formulate at least five discussion questions based on the readings. These should be emailed to all students and the professor **at least 24 hours** before class so that everyone has an opportunity to read and think about the questions. Other students will be expected to participate in class discussions and will be evaluated for paying attention, responding to questions, and keeping up with readings.

*The class will be designed so that the class will start with a correctional programming presentation (10-15 min). Then, there will be lecture (45 min-1 hour). We will then take a short break. The remainder of class time will consist of a student-led discussion of readings (45 min-1 hour), and a data presentation (10-15 min).

**Presentation:** During the last two weeks of class each student will present his or her research proposal. This should be a formal presentation, including a Powerpoint or other visual aids. The presentation should be 15-20 minutes and there will be about 5 minutes of Q&A.

**SCHEDULE**

**Part I. Classic Perspectives on Punishment**

8-29  Introduction to Course

9-5   No Class – Labor Day

9-12  Functionalist and Conflict Perspectives on Punishment

- Garland, Punishment & Modern Society, Ch. 1-5


9-19  Race and Punishment


9-26 Weberian Perspectives

- Garland, Punishment & Modern Society, Ch. 8


**Part II. Mass Incarceration and the Prison Experience**

10-3 The Use of Incarceration and the Prison Boom

- Raphael, Steven, and Michael A. Stoll. *Why are so many Americans in prison?* Russell Sage Foundation, 2013. Chapters 1-4


10-10 The Prison Boom

- Raphael, Steven, and Michael A. Stoll. *Why are so many Americans in prison?* Russell Sage Foundation, 2013. Chapters 5-8


10-17 Prison Life

- *Society of Captives, Ch 1-4*

- Goffman, *On the Characteristics of Total Institutions*


Part III. Labeling, Inequality, and the Consequences of Punishment

10-24 Labeling and the Collateral Consequences of Incarceration


10-31 Stigma and Shame


11-7 NO CLASS – I’ll be teaching in China

11-14 Health Consequences of Incarceration


11-21 Incarceration and Families


11-28 Incarceration, Residential Attainment, and Neighborhoods & Student Presentations


- Clear, Todd. 2007. *Imprisoning Communities: How Mass Incarceration makes Disadvantaged Neighborhoods Worse*. Ch.3


12-5 Student Presentations