

Corrections
CJ 7315, Section 251
Spring 2019
Thursdays, 6:30-9:20 p.m.
Classroom—Hines 105

Professor: Ashley Arnio, Ph.D.

Office Hours: T/R, 2:30 p.m. to 5:00 p.m., or by appointment

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COURSE DESCRIPTION AND LEARNING OBJECTIVES

This course examines the history, forms, and functions of correctional institutions, their programs and policies, as well as theories of punishment. Topics include the structure and functions of prisons and jails, community corrections, intermediate sanctions, reentry, supermax prisons, and the death penalty.

By the end of the semester, students will be able to:

- Recognize the criminal justice process as a system; identify crime data sources; and explain crime patterns;
- Discuss current issues in policing, courts, and corrections;
- Demonstrate informed views about historical and contemporary research debates and critical dilemmas in and related to corrections in the U.S.;
- Identify the various political and social contexts that have informed/influenced sentencing policies and correctional practices;
- Compare and assess the logic and evidence for different correctional theories, programs, and policies;
- Understand the collateral consequences of incarceration for returning citizens, their families, and communities; and
- Demonstrate knowledge of different correctional data sources with a focus on their collection, limitations, and utility.

REQUIRED TEXTS

Kohler-Hausmann, I. 2018. *Misdemeanorland: Criminal Courts and Social Control in an Age of Broken Windows Policing*. Princeton, NJ: Princeton University Press. ■ ISBN-13: 9780691174303

Britton, D. M. 2003. *At Work in the Iron Cage: The Prison as a Gendered Organization*. New York: New York University Press. ■ ISBN-13: 9780814798843

Maruna, S. 2000. *Making Good: How Ex-Convicts Reform and Rebuild Their Lives*. Washington, DC: American Psychological Association. ■ ISBN-13: 9781557987310

Fox, K. A., Lane, J. & Turner, S. F. 2018. *Encountering Correctional Populations: A Practical Guide for Researchers*. Oakland, CA: University of California Press. ■ ISBN-13: 9780520293571

ATTENDANCE AND CLASSROOM ETIQUETTE

Attendance: Regular attendance is essential for doing well in this course and is expected. For the course to be successful, students must attend class and come prepared to discuss the assigned materials.

Absences: If you miss class, it is your responsibility to get notes from a classmate and to contact me with any questions you may have about the material. **Students without university-recognized absences will not be allowed to make up points for any missed assignment, *précis*, or participation grade.** An excused absence will be granted in the case of a documented, physician-ordered illness, death in the immediate family or other documented crisis, call to active military duty or jury duty, religious holy day, and official university activity. If you miss an assignment or exam due to an emergency, please notify me as soon as possible so that I can make arrangements for the upcoming class.

Etiquette: Be respectful. I reserve the right to lower the final grade by one letter grade due to repeated instances of disruptive behavior. If you choose to engage in behavior that is disruptive to the learning environment, you will be given a verbal warning. Examples of problematic behavior include: repeatedly talking during class, sleeping, texting, leaving early or arriving late. If this behavior continues despite the verbal warning, an e-mail will be sent to the student documenting this warning and the disruptive behavior. This e-mail will be considered an official warning. **If a student has received an official warning about his or her behavior and chooses to repeat it, they will be notified of the impending grade change that will occur at the end of the semester.**

EVALUATION

Discussion Leader (20%): Each week, one student will lead discussion over the assigned readings. The rotation of the discussion leaders will be determined on the first day of class and each student will be required to serve in this role twice throughout the semester. The lead discussant will provide a *précis* for each of the assigned readings for the week that will be shared at the beginning of class in the form of a handout. The *précis* should focus on the key questions and arguments from each reading, making sure to note how the readings relate to one another. The structure and formatting of the *précis* will vary from week to week and students can develop these as they deem appropriate. The *précis* for all readings combined should not exceed 3-4, single-spaced pages (Times New Roman, 12-point font, 1-inch margins). For empirical articles, make sure to provide a detailed summary of the argument, theory, data (including unit of analysis and sample), methods, and major findings (including theoretical and/or policy implications). In addition, the lead discussant will also prepare at least 3 questions to orient discussion. Overall, the tasks assigned to the lead discussant are worth 20 points. **(Total Points: 20 points x 2 days)**

The discussion leader has two responsibilities that must be completed by 12:00 p.m. on the day of class: 1) post their questions to the appropriate Topic Forum Discussion Board no later than 12:00 p.m.; and 2) e-mail their handout to the professor by 12:00 p.m. Failure to meet these deadlines will result in an automatic 5-point deduction (out of 20 possible points). Précis submitted after 5:00 p.m. will not be accepted for a grade.

The précis should be viewed as an exercise in improving your writing and teaching skills. Both skills rely heavily on your ability to synthesize a lot of information and explain key ideas and arguments.

Participation (25%): Participation should be the easiest component of the course. Each week, students are expected to come to class with notes, questions, and critiques for all assigned articles. (If you are keeping up with the readings, and thinking critically about the course content every week, you should be more than prepared to participate in class discussions). Because there will be no assigned discussion leaders for the required “textbooks”, each student is encouraged to keep their own detailed and organized notes. In this class there will be 12 meeting days in which we will have student-led discussions. Your participation grade will depend on the 10 days in which you are not acting as the lead discussant. For each of these 10 days, you will be able to earn a maximum of 5 points. **(Total Points: 5 points x 10 days)**

Unexcused absences and/or lack of preparation will negatively affect your grade. If students are not coming to class prepared, I will require all students (and not just the lead discussant) to provide précis for the assigned readings for the next class meeting. Students not submitting this additional work will receive a 0 for their participation grade that week and the week prior.

Critical Essays (30%) Students will write one critical essay for each of the first three required books assigned this semester. These brief essays should focus on a single, coherent argument of your choosing related to that assigned reading. You might, for example, critique a theory presented, apply a theory to a policy discussed, highlight an important research gap, or identify a key policy flaw. These essays can draw on outside sources (but are not required to do so). The topics of commentaries are left purposefully vague—I encourage you to consider writing about the book from an angle that interests you. However, please refrain from writing about your personal experiences or providing anecdotal evidence. We will incorporate students’ essays in our discussion of the book for that week. In addition, by 12:00 p.m. of the day in which we will be discussing the book in class, students will be required to submit at least 3 questions on the appropriate Topic Forum Discussion Board. These questions will count toward the participation grade for the day. **(Total Points: 20 points x 3 essays)**

Students must submit their essays by the date and time noted on the course schedule. These Critical Essays should be at least 3 single-spaced pages but should not exceed 5 single-spaced pages (Times New Roman, 12-point font, 1-inch margins).

Research Paper (25%): Each student will be required to write a research paper that is 10-15 pages in length (1.5 spaced), not including references, tables (if any), or figures (if any), on a topic related to punishment and/or corrections. Your paper needs to make some kind of critical argument or analysis and when finished, should look like a shorter version of a potentially publishable manuscript. It should include, at a minimum, the following sections: introduction, literature review, and data and methods. It will also need to identify a data source to answer the research question(s) proposed. (Although you are not required to include any data analysis in your paper, it is highly encouraged). Papers will be assessed based on the quality of the writing, the substantive arguments made in the paper, and the feasibility of the research.

Specific requirements for this assignment will be discussed in more detail in class. **You will be required to provide a brief, one-paragraph proposal for your research paper early in the semester and a more detailed outline of the paper by midterm.** Final papers will be due during finals week. I encourage students to begin considering paper topics as soon as possible. We will discuss paper ideas as a class on multiple occasions. Students should use these opportunities to strengthen their ideas and arguments. In addition, students are highly encouraged to meet with me via appointment to discuss their paper. **(Total Points: 5 points for the paragraph, 5 points for the outline, 40 points for the paper)**

Extra Credit: There will be no extra-credit assignments in this course.

Grades: All grades will be posted in the gradebook on the TRACS course website throughout the semester. Final grades will be out of 200 points. **Remember, a C is considered failing this course.**

90%-100% A ▪ 80%-89% B ▪ 70%-79% C ▪ 60%-69% D ▪ ≤ 59% F

Any grade disputes for the activities described above and/or the final grade must be submitted in writing within one week after the grade is given with clear and substantial reasons for the desired grade change. I will not discuss grades without first receiving this written statement. However, if you believe an error has been made with your grade, please bring that to my attention as soon as possible.

COURSE POLICIES

Appointments and E-mail: Students are encouraged to meet with me during office hours or via appointment to address questions, concerns, and any other issues that may arise regarding the course. During this time, priority will be given to students who have made appointments beforehand. **If you are unable to meet during office hours for any reason, please contact me via e-mail to arrange an appointment outside of these hours. I will only respond to e-mails sent from Texas State University e-mail addresses. E-mails sent from Gmail, Yahoo, or similar accounts will be discarded. Grades will not be discussed via telephone.**

Technology/Electronic Devices: **The use of electronic devices is strictly prohibited during class.** This includes cell phones, iPods or other MP3 players, iPads or other tablets, and laptops (this list is not exhaustive). Students with disabilities will be able to use specialized equipment by arrangement. Students caught using any electronic device during class will be asked to leave the classroom and will receive a zero for any classroom activities that day.

Notice of Copyright/Intellectual Property: Students are not to post lecture notes or other course materials (including outlines and summaries) on commercial or public websites (e.g., Course Hero StudyBlue, ULoop, Quizlet, etc.). **Posting notes without my permission violates the academic honor code and university policies regarding intellectual property.** Any notes provided are for personal use only (which **may** include sharing notes with a classmate or in a study group and is highly encouraged). **Any infringement will result in the final grade being reduced by one full letter grade.** In addition, university sanctions allowed by the relevant university policies and procedures will be pursued.

Changes to the Course Syllabus: I reserve the right to make changes to the course syllabus and schedule. If this does occur, an announcement will be posted on the TRACS course website and an e-mail will be sent to all students registered for the course. A revised course syllabus and schedule will also be posted on the TRACS course website.

UNIVERSITY POLICIES

Campus Carry: "Open carry" is strictly prohibited on campus. **If a weapon is visible either partially or wholly, call 911 immediately.**

Students with Disabilities: A student with a disability may require an accommodation(s) to participate in this course. He or she must contact me within the first two weeks of the semester and will be asked to provide documentation from the Office of Disability Services (ODS) at that time. Failure to contact me in a timely manner will delay any accommodations the student may be seeking.

Academic Honor Code: All students in this course are asked to review the **Academic Honor Code** for Texas State University at <http://www.dos.txstate.edu/handbook/rules/honorcode.html>. In addition, students are also encouraged to review the examples of Honor Code Issues and Concerns using the following link: <http://policies.txstate.edu/university-policies/07-10-01.html>.

Violations of the Academic Honor Code: The submission of any work (including assignments and exams) for a grade for which unauthorized help has been received is termed academic dishonesty and may be grounds for a failing grade in the course. "Unauthorized" is a term used here to designate stealing, copying (with or without permission), or collaboration with other individuals that is not approved by the professor. If you are accused of dishonest conduct, I will request an in-person meeting to discuss the issue and determine whether a violation has indeed occurred. At that time, you may either agree with the findings and the consequences applied or you may appeal my decision to the University Honor Code Council. Students accused of violating the academic honor code are encouraged to consult UPPS No. 07.10.01 at <http://www.txstate.edu/effective/upps/upps-07-10-01.html>.

COURSE SCHEDULE

Corrections ▪ CJ 7315, Section 002 ▪ Spring 2019
R 6:30-9:20 p.m. ▪ Classroom—Hines Academic Center 105

Week 1: Jan. 24 | **Introductions, Course Overview, Discussion of Expectations
Late 20th Century Crime Rates and Mass Imprisonment**

*****Begin *Misdemeanorland******

Baumer, E. P., Velez, M. B., & Rosenfeld, R. 2018. Bringing crime trends back into criminology: A critical assessment of the literature and a blueprint for future inquiry. *Annual Review of Criminology*, 1:39-61.

Blumstein, A. 2003. Stability of punishment: What happened and what happened next. Pp. 255-270 in T. G. Blomberg and S. Cohen, (Eds). *Punishment and Social Control*. 2nd ed. New York, NY: Aldine De Gruyter.

Western, B. 2006. Did the prison boom cause the crime drop? Pp. 168-188. In *Punishment and Inequality in America*. New York: Russell Sage Foundation.

Week 2: Jan. 31 | **The Punitive State**

National Research Council. 2014. Policies and practices contributing to high rates of incarceration. In Committee on Causes and Consequences of High Rates of Incarceration, J. Travis, B. Western, & S. Redburn, (Eds). *The Growth of Incarceration in the United States: Exploring Causes and Consequences*. Committee on Law and Justice, Division of Behavioral and Social Sciences and Education. Washington, D.C.: The National Academic Press. Pp.70-103.*

National Research Council. 2014. The underlying causes of rising incarceration: Crime, politics and social change. In Committee on Causes and Consequences of High Rates of Incarceration, J. Travis, B. Western, & S. Redburn, (Eds). *The Growth of Incarceration in the United States: Exploring Causes and Consequences*. Committee on Law and Justice, Division of Behavioral and Social Sciences and Education. Washington, D.C.: The National Academic Press. Pp. 104-129.*

Garland, D. 1991. Sociological perspectives on punishment. *Crime and Justice*, 14:115-165.

Simon, J. 2012. Mass incarceration: From social policy to social problem. In J. Petersilia and K. R. Reitz, (Eds.). *The Oxford Handbook of Sentencing and Corrections*. New York: Oxford University Press. DOI: 10.1093/oxfordhb/9780199730148.001.0001

Greenberg, D. F., & West, V. 2001. State prison populations and their growth. *Criminology*, 39:615-653.

Sutton, J. R. 2013. The transformation of prison regimes in late capitalist societies. *American Journal of Sociology*, 119:715-746.

**Do not include in précis.*

Week 3: Feb. 7

Spatial and Temporal Variation in Imprisonment and Disparity
Assignments Due: Research Paper Paragraph Summary; Select Data Source

Tellis, K., Rodriguez, N. & Spohn, C. 2010. Critical race perspectives: Explaining the differential treatment of racial minorities in the criminal justice system. In S. Decker & H. D. Barlow (Eds.). *Criminology and Public Policy: Putting Theory to Work*. Philadelphia, PA: Temple University Press.

Heimer, K., Johnson, K. R., Lang, J. B., Rengifo, A. F., & Stemen. D. 2012. Race and women's imprisonment: poverty, African American presence, and social welfare. *Journal of Quantitative Criminology*, 28:219-244.

Muller, C. 2012. Northward migration and the rise of racial disparity in American incarceration, 1880-1950. *American Journal of Sociology*, 118:281-326.

Campbell, M. C., Vogel, M. & Williams, J. 2015. Historical contingencies and the evolving importance of race, violent crime, and region in explaining mass incarceration in the United States. *Criminology*, 53:180-203.

Week 4: Feb. 14

Redirecting Mass Incarceration
Assignments Due: Critical Essay #1 (Misdemeanorland)
Submit via TRACS by Feb. 14 at 12:00 p.m.

*****Discuss *Misdemeanorland******

Kang-Brown, J., Hinds, O., Heiss, J., & Lu, O. 2018. *The new dynamics of mass incarceration*. Vera Institute of Justice. Available at <https://www.vera.org/publications/the-new-dynamics-of-mass-incarceration>.

Week 5: Feb. 21

Criminal Justice Processing and Decision-Making

Ulmer, J. T. 2012. Recent developments and new directions in sentencing research. *Justice Quarterly*, 29: 1-40.*

Engen, R. I., & Gainey, R. R. 2000. Modeling the effects of legally relevant and extralegal factors under sentencing guidelines: The rules have changed. *Criminology*, 38:1207-1229.

Bushway, S. D. & Forst, B. 2013. Studying discretion in the processes that generate criminal justice sanctions. *Justice Quarterly*, 30:199-222.

Bushway, S. D., Redlich, A. D., & Norris, R. J. 2014. An explicit test of plea bargaining in the "shadow of the trial". *Criminology*, 52:723-754.

Demuth, S. 2003. Racial and ethnic differences in pretrial release decisions and outcomes: A comparison of Hispanic, black, and white felony arrestees. *Criminology*, 41:873-907.

**Do not include in précis.*

Week 6: Feb. 28

**Correctional Theory and Sanctions
Assignments Due: Research Paper Outline Due**

Taxman, F. S. 2012. Probation, intermediate sanctions, and community-based corrections. The Oxford Handbook of Sentencing and Corrections. New York: Oxford University Press. In J. Petersilia and K. R. Reitz, (Eds.). *The Oxford Handbook of Sentencing and Corrections*. New York: Oxford University Press. DOI: 10.1093/oxfordhb/9780199730148.001.0001

Cornelius, G. F. 2012. Jails, pre-trial detention, and short term confinement. In J. Petersilia and K. R. Reitz, (Eds.). *The Oxford Handbook of Sentencing and Corrections*. New York: Oxford University Press. DOI: 10.1093/oxfordhb/9780199730148.001.0001

Frase, R. S. 2012. Theories of proportionality and desert. In J. Petersilia and K. R. Reitz, (Eds.). *The Oxford Handbook of Sentencing and Corrections*. New York: Oxford University Press. DOI: 10.1093/oxfordhb/9780199730148.001.0001

Webster, C. M. & Doob, A. N. 2012. Searching for Sasquatch: Deterrence of crime through sentencing severity. In J. Petersilia and K. R. Reitz, (Eds.). *The Oxford Handbook of Sentencing and Corrections*. New York: Oxford University Press. DOI: 10.1093/oxfordhb/9780199730148.001.0001

Nagin, D. S., Cullen, F. T., & Jonson, C. L. 2009. Imprisonment and re-offending. In M.H. Tonry. (Ed.), *Crime and Justice: A Review of Research, Vol. 38*. Chicago, IL: University of Chicago Press.

Solomon, A. L., Vera, K., & Bhati, K. 2005. Does parole work? Analyzing the impact of postprison supervision on rearrest outcomes. Washington, DC: Urban Institute.

Week 7: Mar. 7

Assessing Risk

*****Begin At Work in the Iron Cage*****

Kleiman M., Ostrom, B. J., & Cheesman F. L. II. 2007. Using risk assessment to inform sentencing decisions for nonviolent offenders in Virginia. *Crime & Delinquency*, 53:106-132.

Lowenkamp, C. T, Latessa, E. J. & Holsinger, A. M. 2006. The risk principle in action: What have we learned from 13,676 offenders and 97 correctional programs? *Crime & Delinquency*, 52:77-93.

Berk, R., Sherman, L., Barnes, G., Kurtz E., & Ahlman L. 2008. Forecasting murder within a population of probationers and parolees: A high stakes application of statistical learning. *Journal of the Royal Statistical Society: Series A*, 172:191-211.

Bushway, S., & Smith, J. 2007. Sentencing using statistical treatment rules: What we don't know can hurt us. *Journal of Quantitative Criminology*, 23:377-387.

Week 8: Mar. 14 | **The Prison as an Organization**
Assignment Due: Critical Essay #2 (*At Work in the Iron Cage*)
Submit via TRACS by Mar. 14 at 12:00 p.m.

*****Discuss *At Work in the Iron Cage******

Research Paper Workshop

*****Begin *Making Good******

Week 9: Mar. 21 | **Spring Break**
No Class Meeting

Week 10: Mar. 28 | **Labeling, Shame, and Rehabilitation**
ACJS-No Class Meeting
Assignment Due: Critical Essay #3 (*Making Good*)
Submit via TRACS by March 31 at 11:55 p.m.

*****Complete *Making Good******

Week 11: Apr. 4 | **The Prison Experience**

*****Discuss *Making Good******

Wolff, B., 2016. A general model of harm in correctional settings. In J. Wooldredge & P. Smith, (Eds.). *The Oxford Handbook of Sentencing and Corrections*. New York: Oxford University Press. DOI: 10.1093/oxfordhb/9780199948154.013.33

Mears, D. P. 2013. Supermax prisons: The policy and the evidence. *Criminology & Public Policy*, 12:681-719.

Lane, J. & Fox, K. A. 2012. Fear of crime among gang and non-gang offenders: Comparing the impacts of perpetration, victimization, and neighborhood factors. *Justice Quarterly*, 29:491-523.

Cochran, J. C., Mears, D. P., and Bales, W. D. 2014. Who gets visited in prison? Individual- and community-level disparities in inmate visitation experiences. *Crime & Delinquency*, 63:545-568.

*****Begin *Encountering Correctional Populations******

Week 12: Apr. 11 | **Reentry**

Cochran, J. C., & Mears, D. 2017. The path of least desistance: Inmate compliance and recidivism. *Justice Quarterly*, 34:431-458.

Braga, A., Piehl, A. M., & Hureau, D. 2009. Controlling violent offenders released to the community: An evaluation of the Boston reentry initiative. *Journal of Research in Crime and Delinquency*, 46:411-436.

Duwe, G. 2011. Evaluating the Minnesota comprehensive offender reentry plan (MCORP): Results from a randomized experiment. *Justice Quarterly*, 29:347-383.

Lowenkamp, C. T., Latessa, E. J., & Smith, P. 2006. Does correctional program quality really matter? The impact of adhering to the principles of effective intervention. *Criminology & Public Policy*, 5:575-594.

Week 13: Apr.18 | Social Consequences of Incarceration

Rose, D. R., & Clear, T. R. 1998. Incarceration, social capital, and crime: Implications for social disorganization theory. *Criminology*, 36:441-479.

Wildeman, C. 2014. Parental incarceration, child homelessness, and the invisible consequences of mass imprisonment. *The Annals of the American Academy*, 651:74-96.

Massoglia, M. 2008. Incarceration, health, and racial disparities in health. *Law and Society Review*, 42:275-306.

Uggen, C., & Manza, J. 2002. Democratic contraction? Political consequences of felon disenfranchisement in the United States. *American Sociological Review*, 67:777-803.

Week 14: Apr.25 | The Future of Punishment

Cullen, F. T. 2005. The twelve people who saved rehabilitation: How the science of criminology made a difference. *Criminology*, 43:1-42

Greene, J. & Mauer, M. 2010. Downscaling prisons: Lessons from four states. Washington, DC: The Sentencing Project.

Kleiman, M. A. R. 2011. Justice reinvestment in community supervision. *Criminology and Public Policy*, 10:651-659.

Steiker, C. S., & Steiker, J. M. 2012. Broken and beyond repair: The American death penalty and the insuperable obstacles to reform. In J. Petersilia and K. R. Reitz, (Eds.). *The Oxford Handbook of Sentencing and Corrections*. New York: Oxford University Press. DOI: 10.1093/oxfordhb/9780199730148.001.0001

**Week 15: May 2 | Encountering Correctional Populations
Last Class Meeting**

*****End *Encountering Correctional Populations******

Research Paper Workshop

**Week 16: May 9 | Finals Week
Research Paper Due
Submit via TRACS by May 9 at 11:55 p.m.**