

Corrections
CJ 7315, Section 251
Spring 2021
Mondays, 5:30-8:20 p.m.
Classroom—Zoom

Professor: Ashley Arnio, Ph.D.

Office Hours: 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 BOOKS

Scott-Hayward, C.S., & Fradella, H.F. 2019. *Punishing Poverty: How Bail and Pretrial Detention Fuel Inequalities in the Criminal Justice System*. ■ ISBN-13: 9780520298316

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

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

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.

Netiquette: Respect the diversity of opinions among the professor and your classmates by engaging with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the Student Code of Conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words? Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by e-mail, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let the professor know.

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. 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 must post both their questions and précis to the appropriate discussion board by 12:00 p.m. the day of class. Failure to meet this deadline 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 (15%): 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 books, each student is encouraged to keep their own detailed and organized notes. 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 3 points. (Total Points: 3 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 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 should also draw on at least one outside source. 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.

The following will be considered when grading your essays: 1) Did you present a clear argument? 2) Did you include sufficient (and correct) information from the book? 3) Did you provide support for your specific argument/critique from outside sources? 4) Did you organize your writing well (clear beginning, middle, and end)? 5) Did you write clearly, with no grammatical errors, using a professional tone?

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 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 roughly 3 single-spaced pages but should not exceed 5 single-

spaced pages (Times New Roman, 12-point font, 1-inch margins).

Research Paper (35%): Each student will be required to write a research paper that is roughly 15 pages in length (double-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 and on the substantive arguments made in the paper.

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, 60 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 Canvas 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 request a meeting with me via Zoom to address any questions, concerns, and any other issues that may arise regarding the course.

Recordings: The visual or audio recording of our class meetings is not allowed. Further, photographs reproductions, videos, and audio recordings may not be uploaded to publicly accessible web environments or social media, including Twitter, Instagram, and Facebook. For more information, please refer to PPS No. 02.03.02, Sections 06.01 and 06.02. (see <https://policies.txstate.edu/division-policies/academic-affairs/02-03-02.html>).

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 Canvas course website. A revised course syllabus and schedule will also be posted.

UNIVERSITY POLICIES

Students with Disabilities: A student with a disability may require 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 251 ▪ Spring 2021
M 5:30-8:20 p.m. ▪ Classroom—Zoom

Week 1: Jan. 25 | Introductions, Course Overview, and Discussion of Expectations

Begin *Punishing Poverty*

Week 2: Feb. 1 | 20th Century Crime Trends and Mass Incarceration

Required Reading

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.

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.

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

Recommended Reading

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.

**Week 3: Feb. 8
Student 1**

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

Required Reading

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.

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

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.

Duxbury, S. W. 2020. Fear or loathing in the United States? Public opinion and the rise of racial disparity in mass incarceration, 1978-2015. *Social Forces*, Online First.

Recommended Reading

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.

Week 4: Feb. 15

Class Canceled Due to Winter Storm

Week 5: Feb. 22

Class Canceled Due to Winter Storm

Week 6: Mar 1

**Bail and Pretrial Detention
Assignment Due: Critical Essay #1 (Punishing Poverty)
Submit via Canvas by Feb. 22 at 12:00 p.m.**

*****Discuss *Punishing Poverty******

**Week 7: Mar. 8
Student 2**

**Criminal Justice Processing and Decision-Making
Assignment Due: Research Paper Outline
Submit via Canvas by Mar. 12 at 12:00 p.m.**

Required Reading

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.

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.

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.

Wooldredge, J., Frank, J., & Goulette, N. 2017. Ecological contributors to disparities in bond amounts and pretrial detention. *Crime & Delinquency*, 63:1682-1711.

Recommended Reading

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

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

Week 8: Mar. 15

**Spring Break (March 14-21)
No Class Meeting**

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

**Week 9: Mar. 22
Student 3**

The Prison Experience

Required Reading

Toman, E. 2019. The victim-offender overlap behind bars: Linking prison misconduct and victimization. *Justice Quarterly*, 36:350-382.

Jeness, V., Sexton, L. & Sumner, J. 2019. Sexual victimization against transgender women in prison: Consent and coercion in context. *Criminology*, 57:603-631.

Sorensen, J.R., & Reidy, T.J. 2019. Nothing to lose? An examination of prison misconduct among life-without-parole inmates. *The Prison Journal*, 99:46-65.

Cochran, J.C., Toman E.L., Mears, D.P., & Bales, W.D. 2018. Solitary confinement as punishment: Examining in-prison sanctioning disparities. *Justice Quarterly*, 35: 381-411.

Recommended Reading

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.

Week 10: Mar. 29 | The Prison as a Gendered Organization
Assignment Due: Critical Essay #2 (*At Work in the Iron Cage*)
Submit via Canvas by Mar. 29 at 12:00 p.m.

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

Week 11: Apr. 5 | Prison Management
Student 4

Required Reading

Ferdik, F.V. 2018. Correctional officer risk perceptions and professional orientations: Examining the linkages between the two. *Criminal Justice and Behavior*, 45:264-285.

Steiner, B., & Wooldredge, J. 2018. Prison officer legitimacy, their exercise of power, and inmate rule breaking. *Criminology*, 750-779.

Benefiel, R.C. 2019. Positive administrative control: Using social exchange to assess managerial impacts on inmate misconduct. *Justice Quarterly*, 36:682-717.

Worley, R.M., Worley, V.B., & Lambert, E.G. 2019. Deepening the guard-inmate divide: An exploratory analysis of the relationship between staff-inmate boundary violations and officer attitudes regarding the mistreat of prisoners. *Deviant Behavior*, Online First.

Week 12: Apr. 12 | Identifying Risk
Student 1

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

Required Reading

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.

Duwe, G., & Rocque, M. 2017. Effects of automating risk assessment on reliability, predictive validity, and return on investment (ROI). *Criminology & Public Policy*, 16: 235-269.

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.

McNeeley, S. 2018. Ecological context, criminal propensity, and recidivism: An examination of moderating influences at the census tract level. *Criminal Justice Review*, 43:494-511.

Recommended Reading

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.

Berk, R., Heidari, H., Jabbari, S., Kearns, M., & Roth, A. 2021. Fairness in criminal justice risk assessments: The state of the art. *Sociological Methods & Research*, 50: 3-44.

Week 13: Apr. 19 Student 2	Stigma and Shame Assignment Due: Critical Essay #3 (<i>Making Good</i>) Submit via Canvas by Apr. 19 at 12:00 p.m.
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*****Discuss *Making Good******

Required Reading

Agan, A.Y. 2011. Sex offender registries: Fear without function? *Journal of Law and Economics*, 54:207-239.

Harris, A., Evans, H., & Beckett, K. 2011. Courtesy stigma and monetary sanctions: Toward a socio-culture theory of punishment. *American Sociological Review*, 76:234-264.

Schnittker, J., & Bacak, V. 2013. A mark of disgrace or a badge of honor?: Subjective status among former inmates. *Social Problems*, 60: 234-254.

Porter, L.C., & Novisky, M.A. 2017. Pathways to depressive symptoms among former inmates. *Justice Quarterly*, 34: 847-872.

Week 14: Apr. 26 Student 3	Reentry
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Required Reading

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. 2012. Evaluating the Minnesota Comprehensive Offender Reentry Plan (MCORP): Results from a randomized experiment. *Justice Quarterly*, 29:347-383.

Kirk, D.S. 2019. Where the other 1 percent live: An examination of changes in the spatial concentration of the formerly incarcerated. *Social Science*, 5: 255-274.

Week 15: May 3 | **Social Consequences of Incarceration**
Student 4

Required Reading

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 16: May 10 | **Finals Week**
Research Paper Due
Submit via Canvas by May 10 at 11:59 p.m.