

CRJU 231

Corrections

Term: Spring 2008
Time: MWF 9:05-9:55
Location: CU 204

Instructor: Benjamin Meade
Office: CU 113
Office Hours: MW 12:30-3:30
Email: meadeb@gwm.sc.edu
Phone: (803) 777-5808

Course Material

Required readings will be posted on Blackboard.

Course Description:

This course will serve as an introduction to American correctional ideology and process. A major emphasis will be placed on the philosophies and procedures that contributed to the development of the current American system of corrections. Our study will also be directed by critical contemporary issues shaping our national correctional landscape.

Format and Responsibilities

Course material will be covered by lecture and class discussion. Students will be graded on a series of three exams, in class quizzes and an academic research paper.

Students are responsible for attending class, reading all assigned readings for each class session, and completing the exams and paper on the assigned dates.

It is highly recommended for students to frequently check their email. I will be sending out periodic class announcements via email.

Grading Scale

Final grades will be calculated on a 500 point scale. Points are earned based on the following assignments.

<u>Assignment</u>	<u>Points</u>
Quizzes	50
Paper	150
Exam 1	100
Exam 2	100
Final Exam	100

Letter grades will be assigned based on the following points.

A	= 450-500
B+	= 440-449
B	= 400-439
C+	= 390-399
C	= 350-389
D+	= 340-349
D	= 300-339
F	= Below 299

Attendance and Participation

Due to the format of the course, attendance and participation is critical in order for adequate exam preparation.

Attendance will be taken during each class session. Students are allowed five absences. Students who miss more than 5 absences will have their final course grade reduced by one letter grade. The five absence rule includes excused and unexcused absences. It is the responsibility of the student to ensure that he/she signs the attendance sheet during each class session.

Students are strongly encouraged to participate in class. Students are encouraged to voluntarily engage in class discussion, however, I will also call on individual students. Failure to read the assignments prior to class or failure to be prepared to participate may influence your final grade. I reserve the right to modify grades based on class participation.

Quizzes

Course material will be posted on Blackboard. Students are required to complete the readings prior to the class period for which they are assigned. This class is discussion based, therefore it is critical for students to read the material and be prepared to discuss it in class. In order to hold students accountable for completing reading assignments, a series of pop quizzes over the reading assignment for that date will be administered at the beginning of class throughout the semester. Students who are late or absent cannot make up in-class quizzes.

Exams

There will be a total of three exams for the course. Exam format will be take-home, multiple-choice, true-false and essay. Students will be allowed to use their materials (articles and notes). Exams must be submitted by the due date noted on the exam. Late exams will **not** be accepted, except in the case of a documented emergency. Students must provide the instructor with official documentation before submitting late exams.

Paper

Students will be required to write an academic research paper on their choice of topic concerning corrections. The paper must conform to APA style formatting. Grading will be based on content, writing, and formatting. Students will be required to plan their paper throughout the course of the semester. You must submit your topic in writing, as well as prepare an annotated bibliography and a rough draft. Failure to submit a topic for approval prior to the due date will result in the reduction of your final paper by one letter grade. Due dates for each of these assignments are indicated below on the course outline. Students will not receive a grade for late assignments. Points will be earned for the assignment based on the following:

Annotated bibliography	10 points
Rough draft	40 points
Final Paper	100 points

Class Demeanor

Students are expected to comply with the Carolinian Creed as well as the Student Code of Conduct outlined in the Carolina Community Student Handbook.

Students are required to maintain the highest level of academic integrity. Plagiarism, cheating, and any other form of academic dishonesty will result in an F for the course.

Open discussion is encouraged during this class. However, students must be respectful to the instructor and fellow students at all times. Do not interrupt or try to talk over the instructor or fellow students. No shouting or loud outburst during discussion, and no arguing (different than debating). No student will demean another student for his or her comments during class. Also, inappropriate comments (racist, sexist, homophobic) will not be tolerated, even as a joke.

Pay attention! No sleeping, talking, talking on cell phones, text messaging, listening to head phones, etc.

No ringing, beeping, vibrating, music-playing, or talking electronic devices during class. Please **turn off** all phones, pagers, beepers, etc. before class begins.

Students with inappropriate class demeanors will be asked to leave the class.

Students with Disabilities

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 require USC to provide academic adjustments or accommodations for students with documented disabilities. Students seeking academic adjustments or accommodations must self-identify with the instructor and with the Office of Student Disability Services prior to requesting an accommodation.

Open-Door Policy

Please feel free to visit my office during office hours. If posted office hours are inconvenient, please call or email me, and we can make an appointment to meet.

Final Note: I reserve the right to modify this syllabus. Reading assignments and material may be subject to change. Students will receive ample notification in such cases.

Course Outline

All readings and assignments must be completed prior to the class for which they are assigned.

Week 1:

January 14 - Introduction to the class

January 16 - Read Rogers, *An Introductory Procedure for Teaching the Concept of Punishment*

January 18 - Read Mackenzie, D., *Sentencing and Corrections in the 21st Century*

Last day to drop/add

Week 2:

January 21 - Read Mackenzie, D., *Sentencing and Corrections in the 21st Century*

January 23 - Read Clear and Latessa, *Probation Officers' Roles in Intensive Supervision, Surveillance versus Treatment.*

January 25 - Continued

Week 3:

January 28 – Read Tonry and Lynch, *Intermediate Sanctions*

Topic Due

January 30 – Continued

February 1 – Read Marvell and Moody, *Determinate Sentencing and Abolishing Parole: The Long-Term Impacts on Prison and Crime.*

Week 4:

February 4 – Read Bissonnette, “*Consulting*” *the Federal Sentencing Guidelines After Booker.*

February 6 – Exam Review

February 8 – Exam 1

Week 5:

February 11 – Read Stephen, Petersilia, and Turner, *Race and Imprisonment Decisions in California*.

Read Jackson, *The Differences in the Background and Criminal Justice Characteristics of Young Black, White, and Hispanic Male Federal Prison Inmates*

February 13 – Read Yates and Gillespie, *The Elderly and Prison Policy*

February 15 – Read Worley, Marquart, and Mullings, *Prison Guard Predators: An Analysis of Inmates who Established Inappropriate Relationships with Prison Staff, 1995-1998*

Week 6:

February 18 – Read Bench and Allen, *Investigating the Stigma of Prison Classification: An Experimental Design*

February 20 – Read Man and Cronan, *Forecasting Sexual Abuse in Prison*

February 22 – Continued

Annotated Bibliography Due

Week 7:

February 25 – Read Haney, *The Psychological Impact of Incarceration: Implications for Post-Prison Adjustment*

Last day W grade assigned

February 27 – Read Fritsch and Burkhead, *Parental Absence Due to Imprisonment*
Read Seymour, *Children with Parents in Prison: Child Welfare Policy, Programs, and Practice Issues*.

February 29 – Read Bruns, *Promoting Mother-Child Relationships for Incarcerating Women and Their Children*

Week 8:

March 3 – Read Levitt, *The Effect of Prison Population Size on Crime Rates: Evidence From Overcrowding Litigation*

March 5 – Read Clear, Rose, Waring, and Scully, *Coercive Mobility and Crime: A Preliminary Examination of Concentrated Incarceration and Social Disorganization*

March 7 – TBA

Week 9:

SPRING BREAK!!!

Week 10:

March 17 – Read Visser and Travis, *Transitions from Prison to Community: Understanding Individual Pathways*

March 19 – Read Austin, *Prisoner Reentry: Current Trends, Practices, and Issues*

March 21 – Read Karp and Clear, *Community Justice: A Conceptual Framework*

Rough Draft Due

Week 11:

March 24 – Exam Review

March 26 – Exam 2

March 28 – TBA

Week 12:

March 31 – TBA

April 2 – TBA

April 4 – TBA

Week 13:

April 7 – Read *Gregg v. Georgia*

April 9 – Read Radelet and Borg, *The Changing Nature of Death Penalty Debates*

April 11 – Continued

Week 14:

April 14 – Read Read Hanson and Morton-Bourgon, *The Characteristics of Persistent Sexual Offenders: A Meta-Analysis of Recidivism Studies*

April 16 – Read Hobson, *Banishing Acts: How Far may States Go to Keep Convicted Sex Offenders Away From Children?*

April 18 – TBA

Final Paper Due

Week 15:

April 21 – TBA

April 23 – TBA

April 25 – TBA

Week 16:

April 28 – Last day of class!!!

Final Exam: Saturday, May 3, 2:00 pm