



CRIJ6372: SEMINAR IN CRIMINOLOGY AND CORRECTIONS FALL 2017

Department of Criminal Justice and Criminology

Day and time the class meets:	Wednesdays, 900AM to 1150AM
Location of class:	A213, George J. Beto Criminal Justice Center

BASICS

Professor:	Dr. Brandy Blasko
Office &	Criminal Justice Center – Office C218
Office Hours:	Wednesdays, 100PM to 200PM, or by appointment
Office Telephone:	936-294-3489
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COURSE DESCRIPTION, GOALS, AND OBJECTIVES

Designed as a broad survey course, this graduate class will be run as a seminar and will focus primarily on the post-adjudication aspects of the adult criminal justice system in the United States. The course will provide students with a rich understanding of corrections through an interdisciplinary approach. Broadly, the course will analyze correctional philosophy, practices, and policies, and review evidence on their effectiveness. Over the course of the semester we will not only explore the historical development and evolution of imprisonment but also as identify significant current correctional system issues, including trends in the use of confinement, and the effects of incarceration on offenders, staff, families, and communities. As we move through the various course topics we will also discuss and think critically about the ethical, legal, and practical dimensions of proposals for correctional reforms. Opportunities for experiential learning will also be provided, including field visits in area prisons and discussions with individuals currently or formerly under correctional supervision.

Course Goals

This course is designed to achieve two main goals related to its subject: (1) to provide a solid foundation of knowledge about the corrections component of the criminal justice system and how it operates, and (2) to encourage you to question and perhaps abandon or revise your pre-existing ideas or conceptions about important aspects of corrections and related issues.

In addition, the course aims to facilitate two major personal-level goals: (3) to support your intrinsic desire to be a life-long learner and to take responsibility for your own learning by providing opportunities to become more effective and more motivated learners, and (4) to enhance your personal growth and development.

Course Objectives

1. To increase students' knowledge and skills by:

- Exposing students to multiple scholarly works, viewpoints, and types of feedback;
- Developing students' capacities for both written and oral self-expression; and
- Advancing ability to think and speak knowledgeably and critically and about issues linked to corrections and related public policies.

2. Encourage students to become more active participants in their own education by:
 - Creating an environment that will facilitate the honest exchange of ideas;
 - Providing a setting for students to test and hone their theoretical and personal understandings about corrections and related issues;
 - Increasing engagement in the classroom experience;
 - Encouraging students to personally reflect on the connections among course material, class discussions, their prior knowledge and local and world events;
 - Increasing students' self-efficacy and leadership, including leadership activities and interpersonal skills; and
 - Increasing students' perceptions of a meaningful learning experiences.
3. To enhance important social values, including commitment to social change and corrections reform.

REQUIRED READING MATERIALS

Books

1. Calavita, K., & Jenness, V. (2015). *Appealing to Justice*. Oakland, CA: University of California Press.
- Maruna, S. *Making Good: How Ex-Convicts Reform and Rebuild Their Lives*. Washington, DC: American Psychological Association.
2. Morris, N. & Rothman, D. J. (1997). *The Oxford History of the Prison: The Practice of Punishment in Western Society*. Oxford University Press: New York, NY.
3. Morris, N. & Tonry, M. (1990). *Between Prison and Probation*. Oxford University Press: New York, NY.
4. Perkinson, R. (2010). *Texas Tough: The Rise of America's Prison Empire*. Metropolitan Books. Henry Holt and Co. New York, NY.
5. Pfaff, J. (2017). *Locked in*. New York, NY: Basic Books.
6. Sykes, G. M. (2007). *Society of Captives: A Study of a Maximum Security Prison*. Princeton, NJ: Princeton University Press.
7. Ward, T. & Maruna, S. (2007). *Rehabilitation: Beyond the Risk Paradigm*. Routledge, Taylor & Francis Group. New York, NY.

Additional Materials

Journal articles and research reports will supplement the assigned texts. The following articles and reports are available electronically via Blackboard:

Journal Articles

1. Bottoms, A. E. (1999). Interpersonal violence and social order in prisons. *Crime and Justice*, 26, 205-281.
2. Crewe, B., Liebling, S., & Hulley, S. (2011). Staff culture, use of authority, and prisoner quality of life in public and private sector prisons. *Australian and New Zealand Journal of Criminology*, 44, 94-115.
3. Haney, C. (2013). Prison effects in the era of mass incarceration. *The Prison Journal*, Advanced Online Publication. DOI: 0032885512448604
4. Sparks, J. R. & Bottoms, A. E. (1995). Legitimacy and order in prisons. *The British Journal of Sociology*, 46, 45-62.

Research/Government Reports

1. National Academy of Sciences. (2014). *The Growth of Incarceration in the United States: Exploring Causes and Consequences*. Washington, DC: The National Academies Press.
2. Vera Institute of Justice. (2015). *Incarceration's Front Door: The Misuse of Jails in America*. Washington, DC: Center on Sentencing and Corrections of the Vera Institute of Justice.

COURSE COMPONENTS

Course grades will be calculated according to the following grade formula, assignments, and grade scale:

GRADE FORMULA

COURSE COMPONENT	% OF GRADE	POINT FORMULA	POSSIBLE POINTS
Leading Class Discussion	21%	2 Class Discussions @ 50 pts. each	100 points
Peer Book Review Comments/Feedback	21%	2 Peer Reviews @ 50 pts. each	100 points
Final Book Review	43%	1 Final Book Review at 200 pts.	200 points
Attendance and Participation in Class Discussions	15%	12 Classes x 6 pts. each	72 points
TOTAL:	100%		472 points

LEADING CLASS DISCUSSION ON THE READING

Each student will assist the professor with class discussion on some or all of the readings assigned for that day on two occasions throughout the semester. Each occasion is worth up to 50 points. This portion of the course comprises 21% of your final grade. This responsibility will entail summarizing key materials as appropriate, posing questions designed to facilitate critical review and integration of the current readings with prior readings, and identifying central themes and issues. *The point is not simply to restate what the readings say* but to serve as a facilitator of analysis of important points, themes and issues, along with the professor. Notes prepared for that purpose also are to be submitted to the professor two days (48 hours) in advance, and at the end of each session a student has led. This portion of the course comprises 21% of your final grade.

BOOK REVIEW AND PEER REVIEWS

For this assignment students will formally review one book. A list will be provided by the professor and each student must select a different book. Students will prepare first drafts of the book review and bring three sufficient hard copies to class on the due date to give one to the professor and one to each of the two students in the class assigned to complete the peer review. Completion of the two assigned peer reviews is worth 100 points, or 21% of your final grade. After receiving the written comments from the professor and your peers, each student then will revise the draft of his/her own book review into a final book review. The final book review will comprise 43% of your grade (200 points). Details regarding the book and peer review assignments will be discussed in class; written instructions will be provided and posted to *Blackboard*.

DISCUSSION OF READINGS, ATTENDANCE, AND PARTICIPATION

Discussion of the Readings

All students are expected to have read assigned readings prior to the class meeting and to come to class prepared to discuss them. Class time will generally be interactive and participatory. Since this class will be run as a seminar, all participants will be expected to play an active part in discussing and analyzing assigned readings and other input for the course.

Attendance and Participation

You will earn up to 72 points (15% of your final grade) for class participation and attendance over the course of the semester. Class attendance and participation will be graded each class (excluding the first class on January 26) according to the following formula:

6 points	Present, on time, fully prepared, and relevant contribution to class discussion
4 points	Present, on time, partially prepared, and some relevant contribution to class discussion
2 points	Present, late, not prepared, and minimal relevant contribution to class discussion
0 points	Absent

GRADE SCALE

90.00-100.00	= A	80.00-89.99	= B	70.00-79.99	= C
60.00-69.99	= D	50.00-59.99	= F		

ACADEMIC POLICIES

POLICY ON ACCOMODATING STUDENTS WITH DISABILITIES

It is the policy of Sam Houston State University that no otherwise qualified disabled individual shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Disabled students may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, by calling (936) 294-3512 (TDD:936-294-3786), or by e-mailing disability@shsu.edu. For more information visit: www.shsu.edu/disability. NOTE: No accommodation can be made until you register with the Services for Students with Disabilities. For a complete listing of the university policy, see: <http://www.shsu.edu/dotAsset/7ff819c3-39f3-491d-b688-db5a330ced92.pdf>

ACADEMIC INTEGRITY POLICY

I am a strong advocate in upholding and enforcing the rules against cheating, dishonest conduct, plagiarism, and collusion. The Faculty of the College of Criminal Justice expects students to conduct their academic work with extra integrity and honesty. Acts of academic dishonesty will not be tolerated and can result in the failure of a course and dismissal from the University. Academic dishonesty includes, but is not limited to, cheating on a test, plagiarism (plagiarism includes directly quoting or taking someone else's idea(s) and claiming them as your own...even if it were unintentional), collusion (the unauthorized collaboration with another person in preparing work offered for credit), the abuse of resource materials, and misrepresentation of credentials or accomplishments as a member of the college.

The University's policy on academic honesty and appeal procedures can be found in the manual entitled *Student Guidelines*, distributed by Division of Student Services. (Reference Section 5.3 of the SHSU Student Guidelines) http://www.shsu.edu/~vaf_www/aps/documents/810213.pdf

Take the academic honesty policy seriously in EVERY class. If you have academic dishonesty on your transcript you will find it very difficult to obtain employment. It is not worth the risk.

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20...." University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will

complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see: </dept/academic-affairs/documents/aps/students/861001.pdf>

COURSE POLICIES

POLICY ON MISSED OR LATE ASSIGNMENTS

Students are expected to complete or perform all requirements at the day and time scheduled. Late assignments are not accepted. This applies to any modifications in scheduling announced in class. Reasonable advance notice will be provided if at all possible and it is the student's responsibility to keep up to date with any changes announced. In the event of verified, serious, and unavoidable emergencies, such as hospitalization of the student, the student should bring such problems to the attention of the professor as soon as possible. Decisions as to how to handle late work related to verified and serious emergencies (that are unavoidable) will be entirely at the discretion of the professor.

General note: Any student experiencing problems in the course or outside of it that may interfere with full participation or successful completion of the course is encouraged strongly to talk with the professor as soon as such problems arise.

ELECTRONICS

ALL electronics will be **turned off** and kept in your bag the entire time you are in class. Reading incoming text messages, texting, answering calls, or browsing the web with your telephone or any other electronic device are all activities that I define as behaviors that **disrupt or obstruct the teaching of you and those around you**. For permission to keep electronic devices turned on during class, please speak to the professor before the class starts. (Some reasons you may need special permission are: you are expecting an important telephone call or your child/family member is ill.) Further, *according to SHSU Academic Policy 100728: "failure to comply with the instructor's policy could result in expulsion from the classroom or with multiple offenses, failure of the course."*

E-MAIL

You can expect an e-mail reply in less than two working days (48 hours) during the semester, although I will likely respond more quickly. Working days do not count weekends. I may take longer than two working days to respond to e-mails over the weekends and during university breaks.

CONTROVERSIAL MATERIAL

In this class we will discuss controversial subjects. Some students may find some of the readings and/or comments in class very challenging. Our purpose in this class is to explore this subject matter deeply and consider multiple perspectives and arguments. Students are expected to listen to the Professor and to one another respectfully, but of course are free to disagree, respectfully, with views expressed in class, in electronic discussions through Blackboard, or in readings.

SCHEDULE OF COURSE TOPICS AND READINGS

Aug. 23	Course Overview Introductions, use of class time and course requirements, review of course syllabus, and what we will and will not learn in this course.
Aug. 30	U.S. Correctional History Perkinson: Intro through Chapter 5
Sept. 06	U.S. Correctional History Perkinson: Chapter 6 through end; Plaff: Chapter 1
Sept. 13	Correctional History Morris & Rothman, Intro. & Chapters 1–7, 9
Sept. 20	Local Justice: U.S. Jails and Beyond Morris & Rothman, Chapter 10; Misuse of Jails in America
Sept. 27	Working in Corrections and Its Effects Sykes, Chapters 1-3; Crewe et al., 2011
Oct. 04	The Correctional Experience and Its Effects Sykes, Chapters 4 through end
Oct. 11	Legitimacy and Compliance in Corrections Bottoms, 1999; Sparks & Bottoms, 1995; Calavita & Jenness, 2015
Oct. 18	Special Populations; Women and Gender in Corrections Morris & Rothman, Chapters 11 and 12; Haney, 2013
Oct. 25	Beyond Prison and Probation: Punishment Alternatives Morris & Tonry, Chapters 2-7
Nov. 01	Offender Reentry and Desistance Maruna (all)
Nov. 08	Correctional Purposes and Programs Ward & Maruna, Chapters 1-4
Nov. 15	Contemporary Issues in Corrections Ward & Maruna, Chapters 5 and 7; Morris & Rothman, Chapter 8
Nov. 22	THANKSGIVING HOLIDAY
Nov. 29	Contemporary Issues in Corrections National Academy Report; Plaff, Remaining Chapters
Dec. 06	FINALS WEEK

This syllabus is a plan and is subject to change at any time. If changes are made, they will be discussed in class and you will be provided with an addendum to the syllabus.