

CRIJ 5313 – Contemporary Issues in Corrections
Spring 2022 Section 060
GRADUATE SEMINAR
University of Texas at Tyler

Online

Dr. Jennifer Wooldridge
Office: CAS 135

Office Hours: Tuesday 9:00-12:00 Zoom Only (Meeting ID: 903-566-7438 Passcode: Klein)

Appointments Available Upon Request

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Course Description: In the past 30 plus years, the topic of Corrections has become a critical policy issue. Legislators have passed much tougher sentencing policies, probation caseloads have swelled, prisons now are at maximum capacity, and the death penalty has faced multiple challenges as the Supreme Court has reviewed the use gas chambers, and several states have halted executions in the face of evidence that its application is flawed. We now confront a larger than ever parolee population as more and more people reenter society from overcrowded prisons. This course will introduce you to important issues in Corrections and public policy from multiple perspectives. You will read writings by academics, practitioners, and inmates/parolees. You will see videos that illustrate the “prison” experience, and we will take an in-depth look at the theories that govern these correctional practices.

Course Materials:

- 1) Latessa, E. J., & Holsinger, A. M. (2016). *Correctional contexts: Contemporary and classical readings*. New York, NY: Oxford University Press. (ISBN: 9780190280710). **Required.**
- 2) You must have a reliable Internet connection. If you do not have reliable Internet at home, you may be required to come to campus (computer lab), or visit a secondary location in order to connect to the course. For an online class, it is unacceptable to not have reliable Internet.

In addition to the text that you are required to purchase, I will post readings online which you are responsible for having read by time class begins the week they are assigned. Please see the course schedule for the list of readings and their due dates.

Course Prerequisites: There are no formal prerequisites for this course, however, as a graduate student you should be fully capable of completing upper division undergraduate courses. You must also be able to write at a similar level to that of a “Junior” or “Senior” level undergraduate student.

Spring 2021 Course Policies

COVID-19 and this Course: As you are well aware, this is not a normal semester and right now, you are not experiencing a typical college experience. Although this is now the third semester in which we are having to work around COVID-19 and the pandemic, it still is a challenging experience. This course is completely online and has weekly deadlines. I am very sympathetic to what is happening in the world right now. If you test positive for COVID-19, please let me know as soon as you are able to do so. We can work out a plan to make sure you can make up whatever work you lose when you are too ill to work.

I know that many of our students have families, including children and older parents that they are the primary caretakers for. Being a caretaker or a parent is a huge responsibility and that can take a toll on school work. If your family member has tested positive for COVID-19, please let me know when you are able to do so and we can figure out a plan together.

If you have tested positive for COVID-19, please let me know or inform the university through this link: https://cm.maxient.com/reportingform.php?UnivofTexasTyler&layout_id=32 or call the UT COVID-19 hotline at: 903.565.5999. This is a mandatory policy for faculty, so while no one will disclose any of your medical information, the university must be informed one way or the other.

COVID-19 and On-Campus Activity: Although this is an online course, I imagine that many of you will be on campus at some point this term. Please note that if you come to campus, please follow proper social distancing protocols, wash your hands/use hand sanitizer, and please make sure to wear a mask. I know that there are some of you who are resistant to wearing a mask, but it is a campus-wide rule handed down from the UT Tyler Administration and it will be enforced in public spaces. Please do your part to help stop the spread of the virus so that we can get back on track and back in the classroom. For more information about UT Tyler's plan to open campus safely, please visit: <https://www.uttyler.edu/reboot/>

Official Statement from UT Tyler: Students are required to wear face masks covering their nose and mouth, and follow social distancing guidelines, at all times in public settings (including classrooms and laboratories), as specified by [Procedures for Fall 2020 Return to Normal Operations](#). The UT Tyler community of Patriots views adoption of these practices consistent with its [Honor Code](#) and a sign of good citizenship and respectful care of fellow classmates, faculty, and staff.

Students who are feeling ill or experiencing symptoms such as sneezing, coughing, or a higher than normal temperature will be excused from class and should stay at home and may join the class remotely. Students who have difficulty adhering to the Covid-19 safety policies for health reasons are also encouraged to join the class remotely. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email saroffice@uttyler.edu.

Scheduling Changes: At this time, I do not expect any scheduling changes as this is an online course with pre-recorded lectures. However, that does not mean that there won't be scheduling

changes made by the university overall. Please keep in mind that I will do everything possible to mitigate the level of confusion associated with those changes, but some things may be out of my control. If changes need to be made, I will inform you as soon as I am able. As of right now, you have everything you need for the full semester. In the event that I get ill, you will be informed of who will be taking over the course and for how long.

Course Objectives:

This course is a core, graduate-level criminal justice course. The main goal of this course is to familiarize you with the foundational and modern applications of correctional policies in the supervision of offenders in both institutional and community-based settings. This course will explore the history of corrections in the United States, but will primarily focus on modern discussions regarding controversial issues such as solitary confinement, continued use of the death penalty, and the influence of the War on Drugs in prison overcrowding.

There are several learning objectives that we will work toward since this course is a core course for the

Masters of Criminal Justice Program. By the end of the course, students should:

1. Explain and discuss the history of corrections in the United States and the current goals of the correctional system
2. Develop responses to the growing prison overcrowding issues that state and federal institutions are currently experiencing
3. Recognize problems with current legislative policies that inhibit offender reentry success
4. Assess problems facing correctional officers within the daily scope of their jobs
5. Compare the experiences of special inmate populations (i.e. women, juveniles, elderly)
6. Integrate empirical research into the development of new legislative efforts to reform the correctional system

This course will also provide a firm foundation of general and specific knowledge for other courses in the Criminal Justice degree program, as well as help student who plans a career in criminal justice.

Assignments and Grading:

The course is reading, writing, and speaking intensive. The successful student's work product will evidence (1) an understanding of the goals, successes, and failures surrounding current legislative efforts regarding the correctional system at all levels; (2) an ability to think and write analytically as demonstrated by written assignments, (3) involvement in the learning process by preparedness for class, participation in class discussion, and initiative in timely completion and submission of all assignments.

Traditionally, there would be a high level of interaction between students in a face-to-face class. Given that this is an online class, the goal is to still provide a high level of interaction between myself and students, and between classmates. I have made the decision to make this an asynchronous class.

Due to the online nature of the class, you will be working at home on weekly writing assignments, and individual presentations. You should still expect a regular graduate level course load, despite this being an online class.

1) Plagiarism Tutorial and Certificate (10 points)

In semesters past, there have been concerns about plagiarism in both our undergraduate and graduate courses. In an effort to try and eliminate those issues, and to provide more instruction to students regarding what constitutes plagiarism, I have decided to implement the use of a plagiarism tutorial. This is something that has been used in past courses and is very informative to the process. While I understand that sometimes language can be similar in nature or tone, students should be making every effort to paraphrase information, correctly cite information, and correctly cite direct quotes.

Once you have taken the plagiarism tutorial and have submitted the certificate of completion, the assumption will be that you understand what is acceptable and unacceptable behavior in terms of plagiarism. If you plagiarize in class after the completion of the certificate program, the following actions will occur. For your first offense with me, you will fail the assignment. We will have a conversation about what went wrong in the assignment. On your second offense, you will be reported to Judicial Affairs. If you are a repeat offender and have plagiarized in other classes beyond mine, you will fail the entire course. Graduate students are held to a higher standard than undergraduate students and are expected to adhere to the policies of the course and of the university. All penalties are at the discretion of the instructor and can vary based on the severity of the plagiarism submitted and the significance of the assignment.

Even if you have taken this tutorial in a previous class, you must complete the tutorial a second time with a time stamp reflective of the assignment's due date as is listed in the syllabus.

2) Lecture Videos and Quizzes (5 points each, 65 points total)

In graduate level classes, I normally do not spend much time lecturing in the same manner in which I do at the undergraduate level. However, as there is much to discuss about this content area I think it is important for me to provide you some lecture materials so that you are able to break down the nuances of each week's topic a little bit more. Each week, you will be required to watch a short (30 minutes maximum) lecture on the weekly topic and complete a PlayPosit quiz associated with the material. You may watch the lecture at your own pace, but will need to complete this assignment by the end of the week it is assigned.

3) Presentation of an outside research article (75 points)

Graduate classes by nature are reading and discussion intensive. Each week, I will assign you several book chapters and additional readings focused on the topic at hand. In addition to those readings, you will each have a week in which you will present to the group as a whole. You will find a list of available weeks in the course schedule so that you can record a presentation, upload the video to YouTube and provide me with the link to the video so that I can grade the presentation.

For these presentations, students will be required to find an outside research article from a peer reviewed journal. Please email me the journal article in advance of your presentation to ensure that the article is acceptable for the presentation. Sign-ups are first come first serve. Please look over the list once it is sent to you and sign up for a presentation sooner rather than later.

For this presentation, you should find an academic article of substantial length (15+ pages) and create a presentation that addresses the study, the key findings, and how it applies to the topic for the week. **You should not use materials that have been assigned or given to you in class.** The presentation should be no more than 15 minutes. I strongly suggest that you be creative as possible and use PowerPoint presentations. Videos and other visual media are optional (if you choose to use a video as part of your presentation, please send it to me first). Be aware that videos do not count toward your 15 minutes.

4) FlipGrid Discussions of the Weekly Readings (10 pts each, 130 pts total)

In place of written discussion boards, I will be utilizing FlipGrid video discussion boards. Each week, I will provide you with a short prompt and you will be required to provide oral responses to the prompt in question. I really want to see some sort of dialog taking place between students, so be prepared to discuss the prompt more than once. You will be required to provide an initial post and respond to other classmates. These videos will be due by the Sunday night deadlines, so please make sure you're keeping track of the videos throughout the week.

5) Weekly Article Summary Notes (10 pts each, 130 pts total)

Each week, you and your classmates will work together to compile notes about the readings for the week. I will provide you directions on how to complete these notes, but the format will be the same for each week. If you have three readings for the first week, each of you will choose a color (that color is yours all semester) and write notes about a section of the article or chapter. These notes need to be detailed and comprehensive in nature. The sections will be first come first serve in terms of completion. If I have already completed my notes about the results section, then you need to pick a different section to review. Please note that all of your notes are due each week (Sunday) at 11:59pm. Whatever is submitted at that time, will be graded. However, if at any other time in the semester you want to add to the notes or correct them – feel free. This information will not be graded though. I do encourage you to do this now, so that you don't have to do it later one when studying for your comps.

We will do this every week for all of the readings and then at the end of the semester, you will have a giant pile of notes to help in your studies for the comprehensive exams – should you chose to take those over completing a thesis. See Module 1 for more information.

6) Semester Paper (15-20 pages) (250 pts total)

The largest assignment you will complete in this class is the semester paper. This is the time for you to apply what you have learned through the careful analysis of the correctional system, correctional policies, and the application of these topics/policies in criminological research. You may choose the specific topic of your paper, but it must contain a strong argument for why you

choose the topic in question and how a specific theory is at the core of that topic choice. If you are in doubt regarding the topic, please come see me.

Your paper should include 1) a thorough explanation for why the topic was chosen, 2) a comprehensive literature review explaining the background of the issue, 3) an in-depth argument for the significance of this issue, and 4) where is the future of this topic heading. All of your responses should not be rooted in opinion, but based on the consensus of the criminological field. This paper does not need to be set up as the front end of a research project, but you may do so if you want – especially if you plan on taking the thesis route.

The paper must be heavily researched and **MUST** include only academic sources. This means that if you choose to only use Internet generated sources (i.e. national news sources, websites, blogs and so on) I will not even look at your paper. Under no circumstances should you use Wikipedia for any academic work that you are submitting for a grade. Graduate students should be using peer reviewed journal articles, books, court cases, and governmental reports. Be aware that you must cite all of your sources in APA format. If you are still unsure how to use APA citation style, please come see me. It is also in your best interest to over-cite, rather than not have enough citations throughout the paper. I will provide you a more detailed outline of the paper's formatting requirements, but please be aware that this is a stepwise submission, so you will have different due portions of the paper due at different times.

In order to complete the submission, you will need to complete the following:

- Selection of paper topic, thesis, annotated bibliography of initial five approved sources (25 points)
- Initial outline of the paper's argument, the more detailed the better (25 points)
- Initial draft of the paper; at least five-seven pages must be submitted at the time (50 points)
- Full submission of the paper (150 points)

Formatting: Your paper must be a minimum of 15-20 pages. One of my biggest disappointments is when graduate students fail to meet the minimum requirements when you have an entire semester to complete this assignment. Fifteen pages is a short paper when you have the ability to choose your topic and have stepwise deadlines to meet. If you do not meet the page length minimum for this assignment, you will receive an automatic zero for the final paper submission and I will not grade the paper. I know this sounds harsh to some, but when you have an entire semester to write a paper, 15 pages does not seem like too much work. Also remember, that as a graduate student you are held to a higher standard than the undergraduate students.

Please use 12-pt, Times New Roman font, with 1" margins, and double spacing. If you deviate from this formatting, I will be able to tell and will deduct points accordingly. You must also provide proper APA styling, citations and references. There must be a minimum of **ten approved sources**. You will have five of these sources due to me at the Week 4 marker, and it is up to you to find five more on your own. If you are unsure what an approved source is, then you need to check with me ahead of time so that you do not lose points. Late submissions will not be accepted without documentation, and will result in a zero in the grade book.

Grading Scale

Your grade this semester is dependent on the work and effort that you put into this class. I do not award extra credit, nor do I provide extensions for work unless there is a medical emergency. This semester there is more leniency than there has been in the past, but even that has limits without communication and knowledge of what's happening. Therefore, the grade you earn is the grade you will be awarded. Please see the following breakdown of grades and what the point value equates to in letter grade format.

1) Completion of plagiarism certificate		10 points
2) Weekly lecture quiz	(5 points each)	65 points
3) Presentation on a weekly topic		75 points
4) FlipGrid Discussion Boards	(10 points each)	130 points
5) Article summaries	(10 points each)	130 points
6) Paper topic and sources		25 points
7) Outline of paper		25 points
8) First draft of paper		50 points
9) Semester paper		150 points

Point Total for Semester

660 points total

Letter Grades will be assigned as follows:

Total Points	Grade Percentage	Letter Grade	Grade Points
660 – 594	100 – 90%	A	4.0
593.5 – 528	89.9 – 80%	B	3.0
527.5 – 462	79.9 – 70%	C	2.0
461.5 – 396	69.9 – 60%	D	1.0
395.5 – below	59.9 – below	F	0.0

Additional Policies

Course Repeat Clause

While it is rare, students do end up repeating courses for one reason or another. If you find yourself in this situation this semester, please remember that you **MUST** treat this as though it was the first time you are completing the course. All work must be original and you are not permitted to resubmit work from prior semesters. This is considered self-plagiarism and will result in a zero for the assignment (with instructor discretion to pursue further with Judicial Affairs). Final paper topics must be new and cannot be the same as prior final paper topics you have used in the past. All other course policies apply in addition to the repeat course clause.

Late Assignment Policy

As a general rule, I do not accept late assignments. I never spring any last minute assignments on you – from the first day of class, you will know what is due and when it is due to me. It is up to you to plan accordingly as you have ample time to complete these assignments. If you do not turn in your assignments on time, it is a zero in the gradebook and I will not grade the assignment. If you are severely ill, you must inform me of your illness within 2 days of the missed assignment and it is mandatory for you to provide medical documentation to me in order to be eligible for a make-up. The same policy goes for a death in the family. I know this may sound strict to you, but time management is your responsibility in a graduate level class.

Email Policy

I like to keep open lanes of communication between students and myself. If you need to ask any questions or discuss anything class related, please do not hesitate to email me or call me during office hours. As I said before, please include CRIJ 5313 in the subject line so I know that it is class related. Also, it is polite to address your instructors by their chosen title. Do not email and simply say “Hey,” as it does not make me the happiest of professors. Proper introductions to emails and a little professionalism go along way with me and with all of your other instructors and professors as well.

You are responsible for checking your email daily. I frequently email students individually or as a group

– if I send you an email I assume that you have read it and are informed with the message. It is a pet peeve of mine when students do not check their email – I will not hound you trying to get you to reply to my emails. At most, I will send you two emails and if I do not have a response in a reasonable amount of time then I will assume you have chosen not to reply to me and I will act accordingly. For instance, if you submit a paper and I cannot open the attachment I will email to send me another copy of the paper. I will always include a reasonable deadline – if you do not respond by that deadline that I will not grade the paper and you will not receive credit for it. So please check your email.

Instructor Expectations

Just as I have certain expectations of you, you should have certain expectations of me. Every semester I have an open door policy with students. I will be available during the office hours listed and if I am unavailable, you will be notified. If you email or call me, you will receive a response within 48 hours during the business week and business hours. Email responses during

late-night hours and the weekend are not a guarantee, so late minute questions for assignments may not receive answers if they are sent during those times. As for grading, you will receive feedback on all assignments within 2 weeks. Please note that final papers take longer to grade, and therefore you will receive those within 3 weeks at the absolute maximum. Please do not email within a day or two of the assignment submission looking for a graded assignment. If there is a technological issue, please get in touch with the university IT department. I am unable to fix Blackboard issues that are system based.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www2.uttyler.edu/wellness/rightsresponsibilities.php>

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Plagiarism and Cheating

Plagiarism is the presentation of someone else's work as your own. **1)** When you borrow someone else's facts, ideas, or opinions and put them entirely in your own words, you must acknowledge that these thoughts are not your own by immediately citing the source in your paper. Failure to do this is plagiarism.

2) When you also borrow someone else's words (short phrases, clauses, or sentences), you must enclose the copied words in quotation marks as well as citing the source. Failure to do this is plagiarism. **3)** When you present someone else's paper or exam (stolen, borrowed, or bought) as your own, you have committed a clearly intentional form of intellectual theft and have put your academic future in jeopardy. This is the worst form of plagiarism.

Here is another explanation from the 2010, sixth edition of the *Manual of The American Psychological Association (APA): Plagiarism*: Researchers do not claim the words and ideas of another as their own; they give credit where credit is due. Quotations marks should be used to indicate the exact words of another. *Each* time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text.

The key element of this principle is that authors do not present the work of another as if it were their own words. This can extend to ideas as well as written words. If authors model a study after one done by someone else, the originating author should be given credit. If the rationale for a study was suggested in the Discussion section of someone else's article, the person should be given credit. Given the free exchange of ideas, which is very important for the health of intellectual discourse, authors may not know where an idea for a study originated. If authors do know, however, they should acknowledge the source; this includes personal communications. (pp. 15-16).

Consult the Writing Center or a recommended guide to documentation and research such as the *Manual of the APA* or the *MLA Handbook for Writers of Research Papers* for guidance on proper documentation. If you still have doubts concerning proper documentation, seek advice from your instructor prior to submitting a final draft.

Penalties for Plagiarism: Should a faculty member discover that a student has committed plagiarism, the student will receive a grade of 'F' in that course and the matter will be referred to the Honor Council for possible disciplinary action. The faculty member, however, has the right to give freshmen and sophomore students a “zero” for the assignment and to allow them to revise the assignment up to a grade of “F” (50%) if they believe that the student plagiarized out of ignorance or carelessness and not out of an attempt to deceive in order to earn an unmerited grade. This option is not available to juniors, seniors, or graduate students, who cannot reasonably claim ignorance of documentation rules as an excuse.

Penalties for Cheating: Should a faculty member discover a student cheating on an exam or quiz or other class project, the student will receive a “zero” for the assignment and not be allowed to make the assignment up. The incident must be reported to Judicial Affairs. If the cheating is extensive, however, or if the assignment constitutes a major grade for the course (e.g., a final exam), or if the student has cheated in the past, the student should receive an “F” in the course, and the matter should be referred to the Judicial Affairs. Under no circumstances should a student who deserves an “F” in the course be allowed to withdraw from the course with a “W.”

Tobacco-Free University:

The University of Texas Tyler is now a Tobacco-Free University. This means that:

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Handguns in the Classroom:

The University of Texas at Tyler respects the rights and privacy of students who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly, have their license on their person, and to keep their handgun secure and concealed at all times. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>.

Course Schedule

Schedule	Topic	Readings	Assignments
Week 1 January 9-15	<i>History of Punishment, Imprisonment, and Policy</i>	Latessa & Holsinger Part 1 Introduction, Chapters 1-3 Andrews and Bonta (2010) Parenti (2001)	FlipGrid Discussion Board #1 Article Summaries Plagiarism Tutorial and Certificate
Week 2 January 16-22	<i>Sentencing Policies and Prison Trends</i>	Latessa & Holsinger Chapters 5-6, Part IV Introduction, Chapters 13 and 14 Klein et al. (1990) Wooldredge (2007) Provine (2011)	FlipGrid Discussion Board #2 Article Summaries
Week 3 January 23 - 29	<i>Jails</i>	Ruddell et al. (2006) Ruddell & Mays (2007) Applegate et al. (1999) Tartaro & Levy (2007) White Hughto et al. (2018)	FlipGrid Discussion Board #3 Article Summaries
Week 4 January 30- February 5	<i>Prisons: Security Levels, Solitary Confinement and Other Issues</i>	Latessa & Holsinger Part II Introduction and Chapters 7-9 Hogshire (1995) Clark (1995) Pyrooz (2018) Morris (2015)	FlipGrid Discussion Board #4 Article Summaries Presentation Week Paper topic selection, thesis statement, initial annotated bibliography
Week 5 February 6-12	<i>Living in Prison Race in Prison</i>	Schneider (2018) Beck & Blumstein (2018) Davis (2001) Phelan & Hunt (1998) Terry (1997) Terry (2000)	FlipGrid Discussion Board #5 Article Summaries

Week 6 February 13-19	<i>Juvenile Offenders</i>	Latessa & Holsinger Chapters 18 & 30 Kendall et al. (2017) Aizer & Doyle (2015) Sevecke et al. (2015) Barnert (2015)	FlipGrid Discussion Board #6 Article Summaries Presentation Week
Week 7 February 20-26	<i>Female Offenders</i>	Latessa & Holsinger Chapter 29 La Vigne, Davies, & Brazzell (2008) Miller et al. (2016) Gunn et al. (2016)	FlipGrid Discussion Board #7 Article Summaries Paper outline due
Week 8 February 27 – March 5	<i>Special Populations: Elderly, Sex Offenders, and Special Needs</i>	Latessa & Holsinger Chapters 14-15, 19 Boothby & Overduin (2007) Rikard & Rosenberg (2007) Budd and Desmond (2014) Hsieh et al. (2018)	FlipGrid Discussion Board #8 Article Summaries Presentation Week
Week 9 March 6-12	<i>Parole & Reentry</i>	Latessa & Holsinger Chapters 20-21, 23- Article Summaries	FlipGrid Discussion Board #9
Week 10 March 13-19	<i>No Classes</i>	Spring Break	
Week 11 March 20-26	<i>Treatment</i>	Latessa & Holsinger Part V Introduction, Chapters 16-17, 22 Levenson, Willis, & Prescott (2016)	FlipGrid Discussion Board #10 Article Summaries First Draft of Your Paper Due

Week 12 March 27 – April 2	<i>Death Penalty</i>	Columbia Law School Executive Summary (2002) Vandiver (2002) Lee, Bohm, & Pazzani (2014) Radlet (2014) Sarat et al. (2013) Hans et al. (2015)	FlipGrid Discussion Board #11 Article Summaries Presentation Week
Week 13 April 3-9	<i>War on Drugs and Incarceration</i>	Latessa & Holsinger Chapter 28 Cooper (2015) Moore & Elkavich (2008) Steiker (2013) Miller et al. (2018) Zarkin et al (2012)	FlipGrid Discussion Board #12 Article Summaries
Week 14 April 10-16	<i>Innovations in Correctional Policies</i>	Latessa & Holsinger Part VII Introduction and Chapter 27 & 30 Venters (2016) Baylor (2015) Feig (2015) Orrick & Vieraitis (2014)	FlipGrid Discussion Board #13 Article Summaries Presentation Week
Week 15 April 17-23	<i>No New Material</i>		Final Papers Due

*The syllabus and course schedule may be subject to change. If changes are necessary, you will be given a revised copy of the syllabus and schedule.