

CRIJ 5313 – Contemporary Issues in Corrections
Spring 2025 Section 060
GRADUATE SEMINAR
University of Texas at Tyler

Online

Dr. Jennifer Wooldridge
Office: CAS 135

Office Hours: Tuesday/Thursday 11:00am – 12:30pm (or by appointment)

Zoom Only (Meeting ID: 903-566-7438 Passcode: Wooldridge)

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.

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.

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.

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) Reflection Paper (20 points each, 140 points total)

Each week, I will assign to you a series of reading including textbook chapters, peer reviewed journal articles, court cases, government documents, and other sources. All online readings can be found on Canvas in each week's module. I do expect you to read as much as you can each week but I know from my own experiences in grad school, that there are weeks in which you will need to skim some of them. Every other week, there will be a reflection paper assignment in which you will be asked to respond to a prompt.

The goal of this assignment is to get you thinking about each week's topic in a broader context considering what the scholarship says on the topic. You will be given a short prompt and will be asked to write a minimum of 500 words on the prompt. You will also be asked to include each reading in your response. I know that means you might only be able to bring in one point or argument from each paper perhaps, but I want to see everything included. There will be a submission site in each module which includes the prompts.

4) Other Activities (20-50 points each)

On the weeks in which we are not writing reflection papers, there will still be opportunities for you to complete other relevant activities which tie in the main points of the readings. These assignments will range from Supreme Court case reviews through documentaries on the War on Drugs. These assignments are more application style assignments that will break up the weeks with more innovative submission styles.

5) 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 chose 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, and 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 lost 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	65 points
3) Case studies/other activities	135 points
4) 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	460 points total

Letter Grades will be assigned as follows:

Total Points	Grade Percentage	Letter Grade	Grade Points
460 – 414	100 – 90%	A	4.0
593.5 – 368	89.9 – 80%	B	3.0
527.5 – 322	79.9 – 70%	C	2.0
461.5 – 276	69.9 – 60%	D	1.0
275.5 – below	59.9 – below	F	0.0

Additional Policies

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 have a documented excuse (death in the family, illness, car accident, etc...), you must inform me of your situation within 2 days of the missed assignment and it is mandatory for you to provide documentation to me in order to be eligible for a make-up. Please note that having to work is not an excused absence. While I am sympathetic and understanding to your work schedule, you have made a choice to enroll in this class and it must be considered a priority. First responders and military personnel will receive exemptions from the work policy in this class on an individual basis.

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. You may also email me through Canvas, but please do not leave comments in the assignments themselves. I do not go back and check for those. My preferred method of contact is through email, please try that first. 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 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 do not email within a day or two of the assignment submission looking for a graded assignment. I do my best to get things turned around to you all very quickly but I am only one person with several classes of grading to do weekly. If there is a

technological issue, please get in touch with the university IT department. I am unable to fix Canvas issues that are system based.

University Policies

Students may [withdraw](#) (drop) from this course using the [Withdrawal Portal](#). Withdrawing (dropping) this course can impact your Financial Aid, Scholarships, Veteran Benefits, Exemptions, Waivers, International Student Status, housing, and degree progress. Please speak with your instructors, consider your options, speak with your advisor, and visit the One-Stop Service Center (STE 230) or email enroll@uttyler.edu to get a complete review of your student account and the possible impacts to withdrawing. We want you to make an informed decision. UT Tyler faculty and staff are here for you and often can provide additional support options or assistance. Make sure to carefully [read the implications for withdrawing from a course and the instructions](#) on using the [Withdrawal portal](#).

Texas law prohibits students from dropping more than six courses during their entire undergraduate career*. The six courses dropped include those from other 2-year or 4-year Texas public colleges and universities. Consider the impact withdrawing from this class has on your academic progress and other areas, such as financial implications. We encourage you to consult your advisor(s) and Enrollment Services for additional guidance. **CAUTION #1:** Withdrawing before census day does not mean you get a full refund. Please see the [Tuition and Fee Refund Schedule](#). **CAUTION #2:** All international students must check with the [Office of International Programs](#) before withdrawing. All international students are required to enroll full-time for fall and spring terms. **CAUTION #3:** All UT Tyler Athletes must check with the Athletic Academic Coordinator before withdrawing from a course. **CAUTION #4:** All veterans or military-affiliated students should consult with the [Military and Veterans Success Center](#).

* Students who began college for the first time before 2007 are exempt from this law.

Artificial Intelligence Statement

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy. Refer to the About This Course section of the UT Tyler Syllabus Module for specific information on appropriate use of AI in your course(s).

For this course, AI is encouraged during the course, and appropriate acknowledgment is expected.

a. Example 1: I encourage you to explore using artificial intelligence (AI) tools, such as ChatGPT, for all assignments and assessments. Any such use must be appropriately

acknowledged and cited, following the guidelines established by the APA/MLA/Chicago Style Guide, including the specific version of the tool used. The submitted work should include the exact prompt you used to generate the content and the AI's complete response as an appendix. Because AI-generated content is not necessarily accurate or appropriate, you must assess the validity and applicability of any submitted AI output. You will not earn full credit if inaccurate, invalid, or inappropriate information is found in your work. APA Style Citation Information
MLA Style Citation Information
Chicago Style Citation Information

b. Example 2: You can use AI programs (ChatGPT, Copilot, etc.) in this course. These programs can be powerful tools for learning and other productive pursuits, including completing assignments in less time, helping you generate new ideas, or serving as a personalized learning tool. However, your ethical responsibilities as a student remain the same. You must follow UT Tyler's Honor Code and uphold the highest standards of academic honesty. This applies to all uncited or improperly cited content, whether created by a human or in collaboration with an AI tool. If you use an AI tool to develop content for an assignment, you must cite the tool's contribution to your work.

c. Example 3: Students can use AI platforms to help prepare for assignments and projects. You can use AI tools to revise and edit your work (e.g., identify flaws in reasoning, spot confusing or underdeveloped paragraphs, or correct citations). When submitting work, students must identify any writing, text, or media generated by AI. In this course, sections of assignments generated by AI should appear in a different colored font, and the relationship between those sections and student contributions should be discussed in a cover letter that accompanies the assignment when submitted.

Final Exam Policy

Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the Dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members must maintain student final examination papers for a minimum of three months following the examination date.

Incomplete Grade Policy

If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in place of a grade only when all of the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all coursework or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor, and (c) the student presents these reasons before the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average.

The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to

meet all of the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has yet to be assigned within one year, then the Incomplete will be changed to an F, or NC. If the course was initially taken under the CR/NC grading basis, this may adversely affect the student's academic standing.

Grade Appeal Policy

Disputes regarding grades must be initiated within sixty (60) days from the date of receiving the final course grade by filing a Grade Appeal Form with the instructor who assigned the grade. A grade appeal should be used when the student thinks the final course grade awarded does not reflect the grades earned on assessments or follow the grading scale as documented in the syllabus. The student should provide the rationale for the grade appeal and attach supporting document about the grades earned. The form should be sent via email to the faculty member who assigned the grade. The faculty member reviews the rationale and supporting documentation and completes the instruction section of the form. The instructor should return the form to the student, even if a grade change is made at this level. If the student is not satisfied with the decision, the student may appeal in writing to the Chairperson of the department from which the grade was issued. In situations where there is an allegation of capricious grading, discrimination, or unlawful actions, appeals may go beyond the Chairperson to the Dean or the Dean's designee of the college from which the grade was issued, with that decision being final. The Grade Appeal form is found in the [Registrar's Form Library](#).

NOTE: The Grade Appeal Form is different from the Application for Appeal form submitted to the Student Appeals Committee, which does not rule on grade disputes as described in this policy.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA), the University of Texas at Tyler offers accommodations to students with learning, physical, and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler/> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with the Assistant Director Student Accessibility and Resources/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <https://www.uttyler.edu/disability-services>, the SAR office located in the Robert Muntz Library, LIB 460, email saroffice@uttyler.edu, or call 903.566.7079."

Military Affiliated Students

UT Tyler honors the service and sacrifices of our military-affiliated students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with your faculty member if any aspect of your present or prior

service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your faculty member aware of any complications as far in advance as possible. Your faculty member is willing to work with you and, if needed, put you in contact with university staff who are trained to assist you.

The [Military and Veterans Success Center \(MVSC\)](#) has campus resources for military-affiliated students. The MVSC can be reached at MVSC@uttyler.edu or via phone at 903.565.5972.

Students on an F-1 Visa

To remain in compliance with Federal Regulations requirements you must do the following:

- Traditional face-to-face classes: Attend classes on the regular meeting days/times.
- Hybrid Classes: Attend all face-to-face classes convened by the instructor according to the schedule set for your specific course.
- Online course: Only one online course can count toward your full-time enrollment. Students are expected to be fully engaged and meet all requirements for the online course.

Academic Honesty and Academic Misconduct

The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the [Student Conduct and Discipline policy](#) in the Student Manual Of Operating Procedures (Section 8).

FERPA

UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in [University Policy 5.2.3](#). The course instructor will follow all requirements to protect your confidential information.

Absence for Official University Events or Activities

This course follows the practices related to [Excused Absences for University Events or Activities](#) as noted in the Catalog.

Absence for Religious Holidays

This course follows the practices related to [Excused Absences for Religious Holy Days as noted in the Catalog](#).

Absence for Pregnant Students

This course follows the requirements of Texas Laws SB 412, SB 459, SB 597/HB 1361 to meet the needs of pregnant and parenting students. Part of the supports afforded pregnant students

includes excused absences. Faculty who are informed by a student of needing this support should make a referral to the Parenting Student Liaison. NOTE: Students must work with the Parenting Student Liaison in order to receive these supports. Students should reach out to the Parenting Student Liaison at parents@uttyler.edu and also complete the [Pregnant and Parenting Self-Reporting Form](#).

Campus Carry

We respect the right and privacy of students who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>.

Spring 2025 Semester Schedule

	Date	Topic	Due ONLINE Sundays at 11:59pm
Module 1	1/13 – 1/19	History of Punishment, Imprisonment, and Policy	Readings: <ul style="list-style-type: none"> • Latessa & Holsinger Part I Introduction, Chapters 1-3 • Andrews and Bonta (2010) • Parenti (2001) To Submit: <ul style="list-style-type: none"> • Reflection Paper #1 • Lecture Video Quiz • Plagiarism Tutorial Certificate
Module 2	1/20 – 1/26	Sentencing Policies and Trends	Readings: <ul style="list-style-type: none"> • Latessa & Holsinger Part IV Introduction and Chapters 5, 6, 13, & 14 • Klein et al. (1990) • Wooldredge (2007) • Provine (2011) To Submit: <ul style="list-style-type: none"> • Supreme Court Case Study • Lecture Video Quiz
Module 3	1/27 – 2/2	Jails	Readings: <ul style="list-style-type: none"> • Ruddell et al. (2006) • Ruddell & Mays (2007) • Applegate et al. (1999) • Tartato & Levy (2007) • Hughto et al. (2018) To Submit: <ul style="list-style-type: none"> • Reflection Paper #2 • Lecture Video Quiz

<p style="text-align: center;">Module 4</p>	<p style="text-align: center;">2/3 – 2/9</p>	<p style="text-align: center;">Prisons</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Latessa & Holsinger Part II Introduction, Chapters 7-9, 10-12 • Hogshire (1995) • Clark (1995) • Pyrooz (2018) • Morris (2015) <p>To Submit:</p> <ul style="list-style-type: none"> • Correctional Officer/Inmate Relationship Case Study • Lecture Video Quiz
<p style="text-align: center;">Module 5</p>	<p style="text-align: center;">2/10 – 2/16</p>	<p style="text-align: center;">Living in Prison Race in Prison</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Schneider (2018) • Beck & Blumstein (2018) • Davis (2001) • Phelan & Hunt (1998) • Terry (1997) • Terry (2000) <p>To Submit:</p> <ul style="list-style-type: none"> • Reflection Paper #3 • Lecture Video Quiz
<p style="text-align: center;">Module 6</p>	<p style="text-align: center;">2/17 – 2/23</p>	<p style="text-align: center;">Juvenile Offenders</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Latessa & Holsinger Chapters 18 & 30 • Kendall et al. (2017) • Aizer & Doyle (2015) • Sevecke et al. (2015) • Barnert (2015) • Bureau of Justice Statistics (2023) • OJJDP (2024) <p>To Submit:</p> <ul style="list-style-type: none"> • Juvenile Justice Case Study Presentation • Lecture Video Quiz

Module 7	2/24 – 3/2	Female Offenders	<p>Readings:</p> <ul style="list-style-type: none"> • Latessa & Holsinger Chapter 29 • La Vigne, Davies, & Brazzell (2008) • Miller et al. (2016) • Gunn et al. (2016) <p>To Submit:</p> <ul style="list-style-type: none"> • Reflection Paper #4 • Lecture Video Quiz • Paper Outline
Module 8	3/3 – 3/9	Special Populations: Elderly, Sex Offenders, and Special Needs Inmates	<p>Readings:</p> <ul style="list-style-type: none"> • Latessa & Holsinger Chapters 14-15, 19 • Boothby & Overduin (2007) • Rikard & Rosenberg (2007) • Budd and Desmond (2014) • Hsieh et al. (2018) <p>To Submit:</p> <ul style="list-style-type: none"> • Mapping and Analyzing Sex Offender Registry Data Assignment • Lecture Video Quiz
Module 9	3/10 – 3/16	Parole and Reentry	<p>Readings:</p> <ul style="list-style-type: none"> • Latessa & Holsinger Chapters 20-21, 23-26 • Lebel, Richie & Maruna (2015) • Petersilia (2001) • ten Bensele, Gibbs & Lytle (2015) <p>To Submit:</p> <ul style="list-style-type: none"> • Reflection Paper #5 • Lecture Video Quiz
Module 10	3/24 – 3/30	Treatment	<p>Readings:</p> <ul style="list-style-type: none"> • Latessa & Holsinger Part V Introduction, Chapters 16-17, 22 • Levenson, Willis, & Prescott (2016) <p>To Submit:</p> <ul style="list-style-type: none"> • Lecture Video Quiz • First Draft of Final Paper

Module 11	3/31 – 4/6	Death Penalty	<p>Readings:</p> <ul style="list-style-type: none"> • Columbia Law School Executive Summary (2002) • Vandiver (2002) • Lee, Bohm, Pazzani (2014) • Radlet (2014) • Sarat et al. (2013) • Hans et al. (2015) <p>To Submit:</p> <ul style="list-style-type: none"> • Reflection Paper #6 • Lecture Video Quiz
Module 12	4/7 – 4/13	War on Drugs and Incarceration	<p>Readings:</p> <ul style="list-style-type: none"> • Latessa & Holsinger Chapter 28 • Cooper (2015) • Moore & Elkavich (2008) • Steiker (2013) • Miller et al. (2018) • Zarkin et al. (2012) • “Public Enemy Number One” (2020) <p>To Submit:</p> <ul style="list-style-type: none"> • Public Enemy Number One Reflection Paper • Lecture Video Quiz
Module 13	4/14 – 4/20	Innovations in Correctional Policies	<p>Readings:</p> <ul style="list-style-type: none"> • Latessa & Holsinger Part VII Introduction, Chapters 27 & 30 • Venters (2016) • Baylor (2015) • Feig (2015) • Orrick & Vieraitis (2014) <p>To Submit:</p> <ul style="list-style-type: none"> • Reflection Paper #7
Module 14	4/21 – 4/27	Final Paper Submissions	<p>Readings:</p> <ul style="list-style-type: none"> • No new materials for the week <p>To Submit:</p> <ul style="list-style-type: none"> • Final Paper Submission

* Please note that this course schedule is tentative and could change at the discretion of the professor. If changes do occur, you will be notified and an updated version of the syllabus will be uploaded to Canvas.