

PENOLOGY

Florida State University
College of Criminology and Criminal Justice
Distance Learning Class
CCJ5320, Sections 01-07

Summer 2020 (Session B, May 11-June 19)

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COURSE OBJECTIVES

The goal of this course is to familiarize students with the field of penology (the study of punishment) or, what frequently is termed “corrections.” Penology includes “a survey of approaches to corrections, correctional institutions, their residents, programs and management, and special problems such as probation and parole, riots, outside contacts, and special institutions.” A second goal of the course is help students develop the ability to think critically about the logic of and evidence for punishment policies. The course objectives are that by the end of the semester students will be able to:

- describe the history and field of American corrections;
- identify the different components of the correctional system;
- examine and evaluate different models or philosophies of corrections;
- recognize and assess the theory and practice of contemporary correctional systems, including ways of managing probation, parole, jails, and prison; and
- apply a research perspective to identify ways to improve programs, practice, and policies.

The course is offered as a “distance learning” class. Compared to an in-person classroom experience, the primary mode of learning will consist of discussions that occur through the course web site. Beyond that, the class experience parallels that of any other graduate-level class. Specifically, learning centers around reading the materials, reflecting on them, sharing your thoughts with other students, offering feedback to others, and developing your own critical perspective on a range of issues. The activities that the courses uses to facilitate such learning include weekly discussion postings and responses and essay-based exams.

All readings are organized on a weekly schedule. At the beginning of each week, I will provide (1) an announcement about the coming week, (2) brief observations about the discussions and key points from the readings, and (3) an introduction to the upcoming week’s readings. I will facilitate discussion of the readings through the Canvas web site. For each discussion week,

students will be expected to be familiar with the assigned readings and to submit two sets of postings (an observation and two responses). Students also must complete two exams.

REQUIRED TEXT AND READINGS

Cullen, Francis T., Cheryl L. Jonson, and Mary K. Stohr, editors. 2014. The American Prison: Imagining a Different Future. Thousand Oaks, CA: Sage. ISBN 9781452241364.

Any additional readings will be posted on Canvas. In addition to weekly readings, I will also post weekly notes that reinforce the material. I also may post links to videos and audio files to supplement the readings to further class discussions or to highlight important ideas or issues.

RECOMMENDED TEXT

Blomberg, Thomas G., and Karol Lucken. 2010. American Penology: A History of Control. 2nd edition. New York: Routledge.

INTERNET ACCESS

You will want to make sure that you are able to access the Internet, view and read .PDF files, watch streaming audio/video, and use word processing programs. If you do not have a high-speed internet connection at home, you will want to set aside time in your schedule to access the online material from a computer with an adequate connection speed.

COURSE REQUIREMENTS AND GRADING

The course will be structured around weekly discussion postings and two take-home essay exams. The postings account for 1/3 of your grade, exam 1 for another 1/3, and exam 2 for the remaining 1/3. The grading scale for exams and for the course overall is as follows:

A	=	93.0	to	100
A-	=	90.0	to	< 93.0
B+	=	87.0	to	< 90.0
B	=	83.0	to	< 87.0
B-	=	80.0	to	< 83.0
C+	=	77.0	to	< 80.0
C	=	73.0	to	< 77.0
C-	=	70.0	to	< 73.0
D+	=	67.0	to	< 70.0
D	=	63.0	to	< 67.0
D-	=	60.0	to	< 63.0
F	=	<60.0		

WEEKLY DISCUSSION POSTINGS

Discussion posts. Every Monday, I will post a discussion question and you will be expected to provide a discussion post by the following **Thursday (i.e., 3 days later) at 11:59 p.m. EST.** (The due day/time may vary some weeks, so read the weekly announcements and introduction notes carefully.) Observation posts can vary in length, but should be approximately 2-3 paragraphs. Your response posts should be 1-2 paragraphs each.

Response posts. In addition, you must also post replies to at least two other students' original postings by **Sunday at 11:59 p.m. EST.** (The due day/time may vary some weeks, so read the weekly announcements and introduction notes carefully.)

Grading. To receive full credit, you must submit, at a minimum, the two sets of posts each week (a discussion post and two response posts). Each week, the discussion post is worth 8 points and the two response posts combined are worth 4 points, for a total of 12 possible points.

As described in the grading rubric at the end of the syllabus—to earn all of the points, you must answer the question, cite all assigned readings for that week, and post on time. Responses must be free of grammatical errors, they must be well-written, and they must be proofread.

The grading rubric at the end of the syllabus describes how each post will be graded. As it states, simply posting a response does not result in full credit. To earn all points, you must (1) answer all parts of the question, (2) cite all assigned readings for that week, (3) discuss each of these readings, (4) write in a clear, concise, and professional manner with no grammatical errors, and (5) provide thoughtful, substantive responses to at least two other students' posts.

Only postings submitted on time will receive credit. Because the schedule allows plenty of time to submit observation postings and response postings, no late postings will be allowed unless a medical emergency precludes submitting them.

It is expected that all students read all of the class postings. Discussion questions cannot be made up and late postings will not be accepted. I will selectively choose several posts to which to respond or on which to comment to highlight critical points or issues.

The class postings are designed to simulate a “real-life” classroom. It is expected that you will provide thought-provoking comments that contribute to intellectual discussions. The comments should help everyone to gain insights into the readings and topics. Although this is a distance learning class, I will still hold you to the same standards that I hold in all other classes.

All grades will be posted via the Canvas grade book.

EXAMINATIONS

- **Exams.** Each exam will be essay-based. I will provide you with the questions and you will be responsible for answering them. When doing so, cite the readings and, where appropriate, page numbers where the basis for specific claims can be found. There is no set amount of citations to include. However, your response should clearly draw on relevant readings to

support your claims and arguments. Be sure to edit your responses for content, logic, grammar, spelling, etc. Also, be sure your name is included at the top of the document.

Exam 1 will cover material from the first half of the course. The completed exam must be delivered as a .pdf file through Canvas and should be labeled as LASTNAME.Exam1 (e.g., Mears.Exam1.pdf).

Exam 2 will cover material from the second half of the course. The completed exam must be delivered as a .pdf file through Canvas and should be labeled as LASTNAME.Exam2 (e.g., Mears.Exam2.pdf).

- **Grading.** Each exam will be graded according to how well you answer the questions. The criteria are detailed in the grading rubric at the end of the syllabus.

COURSE POLICIES

- **Correspondence and online discussion.**
 - All correspondence will be done through Canvas and through FSU e-mail. If you do not check your FSU email regularly, you will need to do so for this course. You may not receive correspondence to other email accounts.
 - It is easiest to reach me via e-mail. I check e-mail daily, so if you need to contact me, you typically can expect a response within a day. Your e-mails should be written in a professional manner (e.g., appropriate salutation, grammar, punctuation, and signature).
 - Extend courtesy and respect to your fellow students in any online discussions. Communicate in ways that show respect to other students and viewpoints.
- **First-class attendance policy.** FSU's first-class attendance policy will be addressed in this online course by students submitting short, biographical statements during the first week of classes. Failure to provide a biographical statement will result in being dropped from the course, just as would occur in an on-campus class if a student did not show up.
- **University attendance policy.** The University's attendance policy (<http://facsenate.fsu.edu/Curriculum-Resources/syllabus-language>) states: "Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness."
- **Late assignment policy.** If you miss an assignment deadline, you will not receive credit for it unless exceptional circumstances exist or you provide prior written notice that meeting the deadline is not possible for legitimate reasons, as defined by the University. Students must provide, when possible, advance notice of absences. After an absence, students must provide relevant documentation within one week of missing class; the missed assignment also must be completed within one week of missing class. The University's attendance policy will be followed in determining whether a missed assignment is due to legitimate reasons.

- **Academic honor policy.** The Florida State University Academic Honor Policy outlines the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University.” (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/Academics/Academic-Honor-Policy>.)
- **Americans with Disabilities Act.** Students with disabilities needing academic accommodation should: (1) Register with and provide documentation to the Office of Accessibility Services; and (2) bring a letter to the instructor indicating the need for accommodation and what type. Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Office of Accessibility Services has been provided. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the:

Office of Accessibility Services
 874 Traditions Way
 108 Student Services Building
 Florida State University
 Tallahassee, FL 32306-4167
 (850) 644-9566 (voice)
 (850) 644-8504 (TDD)
 oas@fsu.edu
<https://dsst.fsu.edu/oas/>

- **Free tutoring from FSU.** On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services’ comprehensive list of on-campus tutoring options—see <http://ace.fsu.edu/tutoring> or contact tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.
- **Syllabus change policy.** Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

COURSE CALENDAR

Note: “Cullen et al. (2014)” readings are from the assigned book. All other articles are available as pdf files through the Canvas course library.

Week (M-Su)	Topics
Week 1 (5/11)	<p>History and goals of punishment</p> <p>Cullen et al. (2014), ch. 1 (therapeutic prisons). Ignatieff, Michael. 1981. “State, Civil Society, and Total Institutions: A Critique of Recent Social Histories of Punishment.” <i>Crime and Justice</i> 3:153-192. Welsh, Brandon C., and Rebecca D. Pfeffer. 2013. “Reclaiming Crime Prevention in an Age of Punishment: An American History.” <i>Punishment and Society</i> 15:534-553.</p> <p>International perspectives on punishment</p> <p>Johnson, David T., and Franklin E. Zimring. 2006. “Taking Capital Punishment Seriously.” <i>Asian Criminology</i> 1:89-95. Stern, Vivien. 1999. “Alternatives to Prison in Developing Countries: Some Lessons from Africa.” <i>Punishment and Society</i> 1:231-241.</p>
Week 2 (5/18)	<p>Recent trends in U.S. punishment policy</p> <p>Blumstein, Alfred. 1997. “Interaction of Criminological Research and Public Policy.” <i>Journal of Quantitative Criminology</i> 12:349-362. Tonry, Michael H. 2009. “Explanations of American Punishment Policies.” <i>Punishment and Society</i> 11:377-394.</p> <p>Theories of punishment</p> <p>Cullen et al. (2014), ch. 6 (racially just prisons). Apel, Robert. 2013. “Sanctions, Perceptions, and Crime: Implications for Criminal Deterrence.” <i>Journal of Quantitative Criminology</i> 29:67-101. Bradley, Gerard V. 1999. “Retribution and the Secondary Aims of Punishment.” <i>The American Journal of Jurisprudence</i> 44:105-123.</p>
Week 3 (5/25)	<p>Public opinion</p> <p>Cullen, Francis T., Bonnie S. Fisher, and Brandon K. Applegate. 2000. “Public Opinion about Punishment and Corrections.” <i>Crime and Justice</i> 27:1-79. Jung, Sandy, Heather Ahn-Redding, and Meredith Allison. 2014. “Crimes and Punishment: Understanding of the Criminal Code.” <i>Canadian Journal of Criminology and Criminal Justice</i> 56:341-366.</p> <p>Inmate culture and adjustment</p> <p>Cullen et al. (2014), ch. 7 (safe, or “doing no harm,” prisons). Cullen et al. (2014), ch. 5 (women in prison). Conover, Ted. 2000. “Chapter 3: Up the River.” Pp. 57-94 in <i>Newjack: Guarding Sing Sing</i> New York: Random House. Kerman, Piper. 2011. “Chapter 3: #11187-424.” Pp. 32-51 in <i>Orange Is the New Black: My Year in a Women’s Prison</i>. New York: Spiegel and Grau.</p>

	Exam 1 distributed and due by 5/31 (Sunday) at 11:59 pm (midnight) EST.
Week 4 (6/1)	<p>Prison management Riveland, Chase. 1999. "Prison Management Trends, 1975-2025." <i>Crime and Justice</i> 26:163-203.</p> <p>Supermax prisons Mears, Daniel P. 2013. "Supermax Prisons: The Policy and the Evidence." <i>Criminology and Public Policy</i> 12:681-719.</p> <p>Death penalty Unnever, James D., and Francis T. Cullen. 2005. "Executing the Innocent and Support for Capital Punishment: Implications for Public Policy." <i>Criminology and Public Policy</i> 4:3-38.</p>
Week 5 (6/8)	<p>Prison privatization Cullen et al. (2014), ch. 9 (private prisons). Lundahl, Brad W., Kunz, Chelsea, Brownell, Cyndi, Harris, Norma, and Van Vleet, Russ. 2009. "Prison Privatization: A Meta-analysis of Cost and Quality of Confinement Indicators." <i>Research on Social Work Practice</i> 19:383-394. Pratt, Travis C. and Maahs, Jeff. 1999. "Are Private Prisons More Cost-Effective Than Public Prisons? A Meta-Analysis of Evaluation Research Studies." <i>Crime and Delinquency</i> 45:358-371. Lindsey, Andrea M., Daniel P. Mears, and Joshua C. Cochran. 2016. "The Privatization Debate: A Conceptual Framework for Improving (Public and Private) Corrections." <i>Journal of Contemporary Criminal Justice</i> 32:308-327.</p>
Week 6 (6/15)	<p>How to improve corrections Cullen et al. (2014), ch. 13 (lessons learned—from penal harm to penal help). Latessa et al. 2014. "Understanding Risk and Needs and the Importance of Assessment and Screening." Pp. 15-43 in <i>What Works and What Doesn't in Reducing Recidivism</i> by Edward J. Latessa, Shelley J. Listwan, and Deborah Koetzle. Waltham, MA: Elsevier. Lipsey, Mark W., and Francis T. Cullen. 2007. "The Effectiveness of Correctional Rehabilitation: A Review of Systematic Reviews." <i>Annual Review of Law and Social Science</i> 3:297-320. Mears, Daniel P., Joshua C. Cochran, and Francis T. Cullen. 2015. "Incarceration Heterogeneity and its Implications for Assessing the Effectiveness of Imprisonment on Recidivism." <i>Criminal Justice Policy Review</i> 26:691-712.</p> <p>Exam 2 distributed and due by 6/18 (Thursday) at 5 p.m. EST.</p>

DISCUSSION POSTING GRADING RUBRIC

Each objective below is worth a maximum of 2 points	2 points	1 point	0 points
<i>1. Effectively addresses all parts of the question posed.</i>	Answers all parts of the question logically and in detail.	Addresses only some parts of the question and the logic is not fully clear.	Does not address the question being posed.
<i>2. Cites all assigned readings.</i>	All assigned readings are included in posting, with page numbers as appropriate.	Some assigned readings cited, but others are missing and page numbers not cited.	No assigned readings are cited.
<i>3. Discusses all of the cited and assigned readings for the week.</i>	All cited materials discussed and well-integrated into answer.	Some of the cited materials discussed, but others not discussed in detail.	None of the cited materials are discussed.
<i>4. Writing is clear, concise, and professional in nature; no grammatical errors.</i>	Clearly expressed ideas; few grammatical errors.	Difficult-to-follow post; disorganized; some grammatical errors.	Major grammatical errors; lack of structure; sentences incomplete; difficult to understand.
<i>5. Response 1. Provide a thoughtful, substantive response post (4-5 sentences each) to another student's post.</i>	The response post builds on the observations that other students make, draws on the readings, and is well-written.	The response post lacks focus, does not add to the observations or draw on the readings, and is not well-written.	No response post submitted.
<i>6. Response 2. Provide a thoughtful, substantive response post (4-5 sentences each) to another student's post. (Select a different student than used for response 1.)</i>	The response post builds on the observations that other students make, draws on the readings, and is well-written.	The response post lacks focus, does not add to the observations or draw on the readings, and is not well-written.	No response post submitted.
Total possible points	12 points		

EXAM GRADING RUBRIC

Each objective below is worth a maximum of 20 percent of the exam grade (per question)	20 points =	10 points =	0 points =
1. Effectively addresses all parts of question(s).	Excellent job of directly answering all parts of question logically, completely, and in detail.	Addresses only some parts of the question, the logic is incomplete, and/or provides insufficient detail.	Does not address the question being posed.
2. Cites all relevant assigned readings.	All relevant assigned readings are included in posting. Any additional material is directly relevant to the question.	Some relevant assigned readings are cited, but others are missing. Extraneous information included.	No assigned readings are cited.
3. Discusses all relevant cited and assigned readings.	All cited materials are discussed and coherently integrated into the answer. Logical and clear and complete, using theory, research, and other evidence to support answer.	Some of the cited materials are discussed, but other relevant readings not discussed. Unclear logic and incomplete explanation of argument and supporting theory, research, or other evidence.	None of the cited materials are discussed.
4. Writing is clear, concise, and professional in nature; no grammatical errors.	Clearly expressed ideas. No grammatical errors or other writing problems.	Difficult-to-follow post; disorganized; some grammatical errors and writing problems.	Major grammatical errors; incomplete sentences; difficult to understand.
5. Organization.	Exam is well-organized, using clear headings, sub-headings, and transitions. Answers flow in a linear manner that addresses the question directly.	Exam is choppy and lacks coherent organization. Limited or no headings or sub-headings or clear transitions. Question not directly answered.	Exam is difficult to follow; ideas are not well linked together. No headings, sub-heading, or transitions. Question not answered or not directly answered.
Total possible points	100 points		