

## **Corrections**

CJC3010— Fall 2021

Tuesday and Thursday 1:20pm-2:35pm/HCB 0314

Professor Dr. Cecilia Chouhy

Email: [cchouhy@fsu.edu](mailto:cchouhy@fsu.edu)

Office: 302C College of Criminology and Criminal Justice Building

Hours: Tuesday and Thursday 9:30am to 12:00pm

***Office Hours will be held via Zoom or in person upon request.***

Cecilia Chouhy's meeting join URL: <https://fsu.zoom.us/j/96177952844>

***Please schedule office hours using the Scheduler appointment Calendar in Canvas***

(for instructions go to: <https://community.canvaslms.com/t5/Student-Guide/How-do-I-sign-up-for-a-Scheduler-appointment-in-the-Calendar/ta-p/536>)

### **Teaching Assistant**

Emily Hargrove

Email: [eh19e@my.fsu.edu](mailto:eh19e@my.fsu.edu)

Office: 406 College of Criminology and Criminal Justice Building

Hours: Wednesday from 10:00am to 12:00pm via Zoom or in person upon request.

Emily Hargrove's meeting join URL: <https://fsu.zoom.us/j/95795765437>

### **Course Objectives**

Throughout this course, you will be introduced to different theories of corrections and learn about their context of emergence, main postulates, and effectiveness. Particular attention will be given to recognizing the principles that guide each theory and the correctional policies they propose. You will also learn about the importance of evidence-based corrections to evaluate correctional theories based on their utilitarian claims. Throughout the course, research on the effectiveness of each correctional approach will be discussed and evaluated.

The course will be divided in three modules. Module I will contextualize the recent changes in correctional approaches that have led to a crisis in corrections, emphasizing the importance of the social and political context to understand the emergence and changing popularity of

correctional theories. Module II will focus on the punitive-oriented correctional theories: retribution, deterrence, and incapacitation. Module III will cover social welfare-oriented theories: restorative justice, rehabilitation, and reentry and the six lessons learned for the field of corrections outlined by Cullen and Jonson (2016).

By the end of the semester, I expect that you will be able to understand the main discussions in the field of corrections. You should understand the basic premises of each of the correctional theories covered, their policy implications, and the evidence about their effectiveness. You should also be mindful of the problems of each approach and the limitations of the research seeking to assess the empirical validity of each theory. Please be aware that the topics discussed in class are part of ongoing debates in criminology—and the larger society—and that they might be controversial and elicit debate. This course covers very sensitive topics. I do not expect you to agree with all the perspectives or even the main perspectives supported by the authors of the textbook. However, you should become a critical consumer of the information provided and be able to assess each theory from a critical standpoint.

### **Course Materials**

The required textbook for this course is:

Cullen, Francis T., & Jonson, Cheryl Lero (2016). Correctional theory: Context and consequences. 2<sup>nd</sup> Ed. Thousand Oaks, CA: SAGE. ISBN 9781506306520

Additional materials will be posted on Canvas.

### **Attendance and Participation**

You are encouraged to attend to class meetings and engage in class discussions. I also encourage you to use the class meetings to ask questions about the materials and course assignments (exams and essays).

### **University Attendance Policy**

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.

### **Course Policies**

This course will be delivered in a FLEX format. Students will be able to attend to class in-person or remotely. Still, be aware **that you will be expected complete all the exams in person**, unless an announcement of the contrary is explicitly made in class (and posted on Canvas). Lecture notes (in PowerPoint format) covering each of the modules of the course will be posted on Canvas following the course calendar. The purpose of the lecture notes is to help you understand the readings and give you an overview of how the materials connect to each other. In addition to the lecture notes, short lecture videos in which I will go over the lecture notes and highlight the most important issues that you need to know. In class, I review lecture notes and highlight the most important features of the lecture and what you should know. I will also answer questions that you might have about the materials. I encourage you to read the assigned materials and watch the lecture video before class and show up to the lecture with questions about the contents. Keep in mind that I will not repeat everything that is written in the notes, you should be able to read them and the assigned readings on your own. Study guides for each of the exams will be also posted.

Each week, you should read the corresponding lecture notes and the chapters assigned for the module covered that will be posted at the beginning of the week. Please be aware that you are expected to work for this course every week. Despite you have flexibility to control the pace at which you study, you are strongly encouraged not to fall behind and to follow the course schedule. Showing up to class is key, you should be up to date with the readings and timely ask for help if you need clarification regarding any particular course content. Many of the topics covered are related to each other, so it is very important that you do not fall behind or wait until the exam to do the readings. Keep in mind that the assignments are cumulative and involve completing different portions of a research project. It is important that you complete the first assignment to move on with the following one. Please plan accordingly.

You will receive emails each week reminding you of what is being covered and whether there are assignments or exams due that week. You are also encouraged to contact us with questions and attend the virtual office hours. We also realize that many of you may be having a difficult

time in this pandemic, and may face health, family, and work-related hardships. We will do our best to offer flexibility and help you succeed in this course. For that to happen, **we need you to keep an open communication with us**. If something comes up that interferes with you finishing an assignment or an exam on time, please let us know as early as possible. If we do not hear from you, it will be harder to find a solution.

We realize that the ongoing impacts of the pandemic may be affecting you and that many of you may be having a difficult time and may face health, family, and work-related hardships. We will do our best to offer flexibility and help you succeed in this course. For that to happen, **we need you to keep an open communication with us**. If something comes up that interferes with you finishing an assignment or an exam on time, please let us know as early as possible. If we do not hear from you, it will be harder to find a solution.

### **How to Communicate with the Instructors**

We strongly encourage to reach out to your instructors for questions and clarification regarding the course content. Dr. Chouhy will be available via Zoom during her office hours (see instructions above for how to participate). She will also be able to meet in person upon request. Emily will be also available via Zoom and accommodate in-person meetings. You are strongly encouraged to use these opportunities to ask questions and get help to complete the assignments and exams. We can also be reached via email and will be able to accommodate other times for meetings.

Remember to follow basic email etiquette when addressing instructors via email. Adding a salutation line with our names and a signature with your name at the bottom are some examples of best practices when communicating via email. Here you can find some useful guidelines too: <http://web.wellesley.edu/SocialComputing/Netiquette/netiquetteprofessor.html>.

### **Exams**

You are required to take three exams. **Unless otherwise noted and properly announced, you will need to take the exams in person.** The first and third exam will be worth 15 points and the second will be worth 20 points. Exams are not cumulative and will cover the materials from the previous exam to the last day of class before the exam. Make-up exams will be given only in

cases of officially recognized excused absences (see University attendance policy above). If you are unable to take the exam due to a legitimate reason, you should contact me prior to the exam date. If you miss the exam due to an unforeseen reason, you must notify me within 24 hours of the exam and provide written documentation. If you do not take an exam you will be awarded 0 points for that exam.

### **Essays**

Besides the exams and assignments, you will submit three essays during the semester. The first two essays will be worth 15 points and the third one 20 points. The essay instructions will be posted on Canvas and discussed in class. Essays should be submitted by each of their due dates. The same provisions for missing exams apply to essays.

### **Grading**

Your grade for this course will be based on your scores from three exams and essays. The maximum number of points will be 100 and will be distributed as follows:

#### ***Exams (50 points total)***

Exam 1 = 15 points

Exam 2 = 20 points

Exam 3 = 15 points

#### ***Essays (50 points total)***

Essay 1 = 15 points

Essay 2 = 15 points

Essay 3 = 20 points

Final grades will be assigned according to the following point ranges:

A	93-100	B	83-86	C	73-76	D	63-66
A-	90-92	B-	80-82	C-	70-72	D-	60-62
B+	87-89	C+	77-79	D+	67-69	F	0-59

### **COVID-19 Expectations**

- **We expect everyone to wear a face covering or mask at all times when inside any FSU facility, even if you are vaccinated.** This includes all of our students, faculty, staff,

vendors and visitors. Recent studies and guidance from the CDC state that both unvaccinated and vaccinated individuals can transmit the current COVID-19 variant to unvaccinated persons. We expect you to help mitigate the spread by wearing a mask.

- **We expect everyone to be vaccinated against COVID-19, even if you've had COVID-19 in the past.** If possible, aim to be fully vaccinated, but if unable, strive to have at least one shot of Pfizer or Moderna vaccine no later than August 22. Please visit [vaccine.fsu.edu](http://vaccine.fsu.edu) for walk-in clinic dates and hours at the Tucker Center in Tallahassee or [vaccines.gov](http://vaccines.gov) to locate a COVID-19 vaccine provider near you.
- **We expect you to stay home when sick, self-quarantine and get tested for COVID-19 no sooner than 24 hours after your symptoms begin.** You can test for no cost at the Tucker Center. Schedule your test at [uhs.fsu.edu/coronavirus/testing](http://uhs.fsu.edu/coronavirus/testing).
- **And finally, we expect you to continue to practice good hygiene habits such as washing your hands frequently.**

### **Recording Class Lectures**

Students are permitted to make recordings of class lectures for a class in which the student is enrolled for personal educational use. A class lecture is defined as an educational presentation delivered by the instructor as part of a university course intended to inform or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab or recitation sessions; student presentations (whether individually or part of a group); class discussions (except when incidental to the lecture); clinical practica and presentations involving patient histories and other protected health information; academic exercises involving student participation; test or examination administrations; field trips; and private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and recordings may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of **FSU's Student Code of Conduct** and will possibly have *legal consequences*. Students who record class lectures are asked to do so in ways that do not make others feel reluctant to ask questions, explore new ideas, or otherwise participate in class. Students must monitor their recording so that they do not include participation by other students without permission. Students with

disabilities will continue to have appropriate accommodations for recordings as established by the Office of Accessibility Services.

### **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/academic-resources/academic-integrity-and-grievances/academic-honor-policy>)

### **Academic Success**

Your academic success is a top priority for Florida State University. University resources to help you succeed include tutoring centers, computer labs, counseling and health services, and services for designated groups, such as veterans and students with disabilities. The following information is not exhaustive, so please check with your advisor or the Dean of Students office to learn more.

### **Americans with Disabilities Act**

Florida State University (FSU) values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive, and welcoming. FSU is committed to providing reasonable accommodations for all persons with disabilities in a manner that is consistent with academic standards of the course while empowering the student to meet integral requirements of the course.

*To receive academic accommodations, a student:*

- 1) must register with and provide documentation to the Office of Accessibility Services (OAS);
- 2) must provide a letter from OAS to the instructor indicating the need for accommodation and what type; and,
- 3) should communicate with the instructor, as needed, to discuss recommended accommodations. A request for a meeting may be initiated by the student or the

instructor.

Please note that instructors are not allowed to provide classroom accommodations 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>

### **Confidential Campus Resources**

Various centers and programs are available to assist students with navigating stressors that might impact academic success. These include the following:

Victim Advocate Program  
University Center A, Rm. 4100  
(850) 644-7161  
Available 24/7/365  
Office Hours: M-F 8-5  
<https://dsst.fsu.edu/vap>

Counseling and Psychological Services  
Askew Student Life Center, 2nd floor  
942 Learning Way  
(850) 644-8255  
<https://counseling.fsu.edu/>

University Health Services  
Health and Wellness Center  
(850) 644-6230  
<https://uhs.fsu.edu/>

### **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](mailto: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 Schedule\*\***

Week #	Date	Topic	Chapter
1	T 08/24	Course Overview and Introduction	
	R 08/26	Chapter 1: Evidence Based Corrections	1
2	T 08/31	Chapter 1: Evidence Based Corrections	1
	R 09/02	Chapter 2: Correctional Theory in Crisis	2
3	T 09/07	Chapter 2: Correctional Theory in Crisis	2
	R 09/09	Chapter 3: Just Deserts	3
4	T 09/14	Chapter 3: Just Deserts	3
	R 09/16	Review Chapters 1-3	1-3
5	T 09/21	<b>Exam 1</b>	1-3
	R 09/23	Chapter 4: Deterrence	4
6	T 09/28	Chapter 4: Deterrence	4
	R 09/30	Chapter 5: Incapacitation	5
7	T 10/05	Chapter 5: Incapacitation	5

	R 10/07	Chapter 6: Restorative Justice <i>Essay 1 Due</i> <i>Submit Through Canvas by 9pm</i>	6
8	T 10/12	Chapter 6: Restorative Justice	6
	R 10/14	Review Chapters 4-6	4-6
9	T 10/19	<b>Exam 2</b>	4-6
	R 10/21	Chapter 7: Rehabilitation	7
10	T 10/26	Chapter 7: Rehabilitation	7
	R 10/28	Chapter 8: Reentry	8
11	T 11/02	Chapter 8: Reentry	8
	R 11/04	Chapter 9: Early Intervention <i>Essay 2 Due</i> <i>Submit Through Canvas by 9pm</i>	9
12	T 11/09	Chapter 9: Early Intervention	9
	R 11/11	Review Chapters 7-9	7-9
13	T 11/16	<b>Exam 3</b>	7-9
	R 11/18	<i>No Class: ASC Conference</i>	
14	T 11/23	<i>No Class: Thanksgiving Holiday</i>	
	R 11/25	<i>No Class: Thanksgiving Holiday</i>	
15	T 11/30	Chapter 10: Six Correctional Lessons	10
	R 12/02	Class Discussion: Essay 3	
16	R 12/09	<b>Essay 3 Due</b> <i>Submit through Canvas by 9pm</i>	

\*\* Dates and content are subject to change throughout the semester. Important changes will be announced in class and posted on the course website.