

Corrections

CJC3010— Spring 2024

Tuesday and Thursday 1:20pm-2:35pm/HCB 0103

Professor Dr. Cecilia Chouhy

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Office: 302C College of Criminology and Criminal Justice Building

Hours: Tuesday and Thursday 11:00am-1:00pm

Teaching Assistant

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Hours: By appointment.

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. Specifically, you should be able to

- Describe the basic premises of each of the correctional theories covered, their policy implications, and their most salient problems.
- Identify similarities and differences of each approach.
- Summarize the evidence about the effectiveness of each approach.
- Describe different types of research that has been used to examine the empirical validity of each theory and provide examples of some of specific studies.
- Analyze the research seeking to assess the empirical validity of each theory and understand their limitations.
- Connect different correctional perspectives with specific roadmaps for criminal justice reform.

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, especially given the recent discussions regarding race and racism, the criminal justice system, and criminal justice reform. Keep in mind that I do not expect you to agree with all the readings and perspectives.*** However, you should become a critical consumer of the information provided and be able to discuss scholarly work from a critical standpoint.

This course will introduce you to the wide range of views and perspectives that scholars and practitioners in this discipline hold. Your goal as a critical thinker is to develop skills that will enable you to interpret and assess the arguments and evidence that support these positions. My role as an instructor is to guide us through this material and to situate it in its proper historical and cultural contexts. I will do so in a way that is respectful of each of you, while also allowing for vigorous discussion and disagreement. I ask you to be a thoughtful, engaged, and active participant in this course and invite you to contact me to discuss any of the issues we cover in this class.

Course Materials

The required textbook for this course is:

Cullen, Francis T., & Jonson, Cheryl Lero (2016). Correctional theory: Context and

consequences. 2nd Ed. Thousand Oaks, CA: SAGE. ISBN 9781506306520

Additional materials will be posted on Canvas.

Attendance and Participation

You are encouraged to regularly attend to class meetings and engage in class discussions. You will be asked to complete several discussion posts based on what we talk about in class throughout the course. I realize that many of you may be having a difficult time, and may face health, family, and work-related hardships. I will do my best to offer flexibility. I do not expect you to have a perfect attendance record and will not require documentation for missing a few classes during the semester. You will be given full credit for attendance/participation if you attend and participate in class regularly.

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

Students are expected to attend class in-person. Exams will be administered in person, and assignments and essays will be completed and submitted online via 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 class, we will review lecture notes and highlight the most important features of the lecture and what you should know. We will also answer questions that you might have about the materials. We encourage you to read the assigned materials before class and show up to the lecture and discussion sections with questions about the contents. Keep in mind that we 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 chapter assigned for the week and any additional materials posted for that week. Please be aware that you are expected to work for this course every week. 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 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.

You are encouraged to contact us with questions and attend the office hours. We also realize that many of you may still be having a difficult time and 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 essay 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 you to reach out to your instructors for questions and clarification regarding the course content. Dr. Chouhy will be available during her office hours. She will also be able to meet via Zoom upon request. Chris will be also available in person and accommodate meetings via Zoom. 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.*** Each exam will be worth 15 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 essay will be worth 10 points and the second and third ones 15 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.

Discussion Posts

As part of your participation and attendance grade, you will be expected to complete three different discussion posts about different topics discussed in class. Keep in mind that these posts need to reflect some of your thoughts and insights about the topics but do not need the level of elaboration and thought expected in the essays. Discussion posts should be posted by their due date.

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:

Participation/Attendance (15 points total)

Participation/Attendance = 5 points

Discussion Posts = 10 points

Exams (45 points total)

Exam 1 = 15 points

Exam 2 = 15 points

Exam 3 = 15 points

Essays (40 points total)

Essay 1 = 15 points

Essay 2 = 10 points

Essay 3 = 15 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

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/
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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 Schedule**

Week #	Date	Topic	Chapter
1	T 01/09	Course Overview and Introduction	
	R 01/11	Chapter 1: Evidence Based Corrections	1
2	T 01/16	Chapter 1: Evidence Based Corrections	1
	R 01/18	Chapter 2: Correctional Theory in Crisis	2
3	T 01/23	Chapter 2: Correctional Theory in Crisis	2
	R 01/25	Chapter 3: Just Deserts	3
4	T 01/30	Chapter 3: Just Deserts	3
	R 02/01	Review Chapters 1-3	1-3
5	T 02/06	Exam 1	1-3
	R 02/08	Chapter 4: Deterrence	4
6	T 02/13	Chapter 4: Deterrence	4
	R 02/15	Chapter 5: Incapacitation	5
7	T 02/20	Chapter 5: Incapacitation	5
	R 02/22	Discussion: Deterrence and Incapacitation <i>Discussion Post 1 Due</i> <i>Submit Through Canvas by 9pm</i>	6
8	T 02/27	Chapter 6: Restorative Justice <i>Essay 1 Due</i> <i>Submit Through Canvas by 9pm</i>	6
	R 02/29	Chapter 6: Restorative Justice	6
9	T 03/05	Review Chapters 4-6	4-6
	R 03/07	Exam 2	4-6
10	<i>T 03/12</i>	<i>No Class: Spring Break</i>	

	R 03/14	No Class: Spring Break	
11	T 03/19	Chapter 7: Rehabilitation	7
	R 03/21	Chapter 7: Rehabilitation	7
12	T 03/26	Chapter 8: Reentry	8
	R 03/28	Chapter 8: Reentry Essay 2 Due Submit Through Canvas by 9pm	8
13	T 04/02	Chapter 9: Early Intervention	9
	R 04/04	Chapter 9: Early Intervention	9
14	T 04/09	Review Chapters 7-9	7-9
	R 04/11	Exam 3	7-9
15	T 04/16	Chapter 10: Six Correctional Lessons	10
	R 04/18	Discussion: Six Correctional Lessons Discussion Post 2 Due Submit Through Canvas by 9pm	10
16	T 04/23	Bonus Topic: Criminal Justice Reform	
	R 04/25	Discussion: Criminal Justice Reform Discussion Post 3 Due Submit Through Canvas by 9pm	
17	R 05/02	Essay 3 Due Submit through Canvas by 9pm	

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