Professor
Dr. Jessica Grosholz
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Office: SMC248
Phone: 941-359-4324

Class Date and Time
There will be 3 meetings for this course. The class will meet on 1/10, 4/11, and 4/18 in room B224 from 9:00am to 11:00am. THESE CLASSES ARE MANDATORY.

Office Hours
By Appointment Only. The best way to contact me is via email.

Course Description
This elective, graduate course focuses on punishment and corrections in contemporary American society. In this course, we will first critically examine the various theories underlining corrections and correctional policy. Then, we will see how these policies affect the composition and structure of U.S. prisons today. Next, we turn to the prison experience for men, women, and juveniles while highlighting the various inequalities that exist behind bars. We will then examine the various alternatives to incarceration that our society employs as we aim to decrease our heavy reliance on prison as a means of punishment. Lastly, we will explore the reentry process for formerly incarcerated individuals and the numerous factors that influence whether or not an individual will reoffend.

Course Objectives
The basic objectives of this course are:
1. to provide an in-depth overview of corrections and correctional policy in the United States,
2. to understand the prison experience and reentry process for various, diverse groups of individuals
3. to improve critical reasoning abilities,
4. to improve empirical reading skills, and
5. to prepare students for completing their own criminological research
Upon completion of this course, students will be able to:

1. Demonstrate an understanding of the United States corrections industry
2. Read and understand empirical criminological research
3. Write an extensive literature review in correct APA format
4. Demonstrate familiarity with significant scholarship on a topic
5. Meet all of the assignment requirements

**Required Books**


All other readings will be found on the course Canvas site.

**Course Requirements**

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<th>Component</th>
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<tr>
<td>Weekly Memos/Reflection Papers</td>
<td>25%</td>
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<td>Canvas Discussion Questions &amp; Responses</td>
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<tr>
<td>Final Presentation</td>
<td>20%</td>
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<td>Final Literature Review</td>
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**Grading System**

- 97 and above = A+
- 96-93 = A
- 92-90 = A-
- 89-87 = B+
- 86-83 = B
- 82-80 = B-
- 79-77 = C+
- 76-73 = C
- 72-70 = C-
- 69-67 = D+
- 66-63 = D
- 62-60 = D-
- 59 and below = F
Assignments

Weekly Memos/Reflection Papers

You will prepare a 3-page memo reflecting on each week’s readings (typed and double-spaced). There will be a total of 12 weekly memos/reflection papers. You should regard these memos as ideas in progress rather than as finished products. In these memos you should reflect upon and/or critique the readings. *Do not* summarize them! These reflection papers will allow you to digest each week’s readings as well as provide questions, criticisms, and new ideas. Your memos should provide a thoughtful and considered evaluation and/or critique of issues raised in the readings. Memos should be submitted via Canvas by **11:59pm on Saturday of each week**. The weekly memos/reflection papers comprise 25% of your final grade.

Canvas Discussion Questions and Responses

Class discussion is an integral part of any graduate course – virtual or face-to-face. As a result, you must **post 3 questions about the assigned readings/topic on the Canvas Discussion Board by 6pm on Friday of each week**. These questions will help stimulate online class discussion throughout the semester. Questions that are submitted after 6pm will not be accepted. Each week’s questions are worth 9 points (3 points per question). Yes/no discussion questions will not be accepted.

In addition to posting 3 discussion questions, you must thoughtfully respond to 3 questions posted by your fellow classmates by **6pm on Saturday of each week**. Responses that are submitted after 6pm will not be accepted. Each week’s responses are worth 9 points (3 points per response). In total, each week’s discussion questions and responses are worth 18 points and comprise 15% of your final grade.

Final Literature Review

You will complete a 15-page (excluding references), typed, double-spaced extensive literature review on the topic of your choosing. This paper will address the related research on your topic and subsequent research question. You will conduct a review of the most **PERTINENT and RECENT** research articles from professional, peer-reviewed journals. SOCIOFILE, ERIC, and NCJRS are just a few of the reliable databases you should use to find these articles. Other databases may also be used. **Use at least eight articles.** You should begin working on your literature review as soon as possible, as acquiring some of your articles may require interlibrary loan. Your discussion and analysis of the literature should be directed toward your overall topic and research question.

Everything should be your own words – you should have no more than 3 direct quotes. All papers will be run through a plagiarism software program—so please cite your materials. An APA citation guide will be provided via Canvas.
You must discuss your topic with me by January 24th. **Your final literature review must be turned in electronically via Canvas by 11:59pm on April 29th.** Late penalties apply – for every 24 hours that your paper is late, you will lose a full letter grade. Computer problems are NOT an acceptable excuse for late projects so start your paper early and expect problems. Be sure to back-up all of your work.

You are also required to use the USFSM Writing Center *at least* once throughout the semester. The USFSM Writing Center accepts appointments either in person or via email. You must receive documentation from the writing center that you have used their services. This documentation is to be submitted with your final paper submission on 4/29. **Failure to submit proper writing center documentation will result in a 10 point deduction from your final research proposal grade.** The final literature review comprises 40% of your final grade. More information will be provided as the semester progresses.

**Final Presentation:** You are also required to present your final paper in class. Final presentations will take place on 4/11 and 4/18. These sessions are mandatory for all students, even if you are not presenting that day. The presentations should be between 10 and 15 minutes and should lead the audience through your literature review. Each presentation will be followed by a Q&A session. Your presentation comprises 20% of your final grade.

**Extra Credit:** There will be two opportunities for extra credit in this course. More details will be provided in class on January 10th and via Canvas.

**Course Policies**

**Attendance:** The three class meetings are MANDATORY. If you miss either of these classes with an unexcused absence, a full letter grade will be deducted from your final grade. Excused absences include illness (self or dependent) and bereavement. Please discuss any absences with me in advance.

**Laptop Use:** Students are welcome to bring their laptops to the three mandatory class meetings. If you are using a laptop to take notes, I expect that you will not be on the Internet, responding to emails, on Facebook or otherwise off task.

**Canvas Use and Support:** I will be using Canvas to post readings, grades, and important announcements. This will also be where you will submit your assignments. I will also use Canvas to email students in this course. Please make sure you check your Canvas and USF email daily for important announcements.
Information on how to use Canvas is available at http://usfsm.edu/e-learning-services/student-resources/. You could also contact the Information Commons Academic Resource Desk at 941-359-4225 or usfsm.edu/infocommons for assistance with Canvas problems.

The USF Tampa IT Help desk also provides 24 hour support for Canvas. Please call 813-974-1222 or email: help@usf.edu if you need assistance outside of USFSM’s E-Learning hours.

Additionally, CANVAS tutorials can be found in the Student Quickstart Guide at http://guides.instructure.com/m/8470.

Please extensively familiarize yourself with the course website at the very beginning of the semester so you do not put yourself in a situation where your assignment will be late because you could not get an immediate response to a technology-related question. I will not accept assignments being late because of technology-related issues.

**Plagiarism Software:** The University of South Florida has an account with an automated plagiarism detection service which allows student assignments to be checked for plagiarism. Your final paper will be submitted to Turnitin via Canvas. Your paper will be automatically compared with a database of journal articles, web articles, and previously submitted papers. I will receive a report showing exactly how a student’s paper was plagiarized.

Pursuant to the provisions of the Family Educational Rights and Privacy Act (FERPA), students are requested to maintain confidentiality as a way to keep their personal contact information (i.e., name, address, telephone) from being disclosed to vendors or other outside agencies. By your submission, you are also agreeing to release your original work for academic purposes to Turnitin.

Additional information about Turnitin scores will be incorporated in the literature review guidelines and rubric will be posted to the course Canvas site separately.

**USF System Policies**

**Academic Dishonesty:** The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university’s policy in the catalog, USFSM Undergraduate Catalog or USFSM Graduate Catalog and the USF Student Code of Conduct.

Undergraduate: http://www.sarasota.usf.edu/Academics/Catalogs/
Graduate: http://www.sarasota.usf.edu/Academics/Catalogs/
USF Student Code of Conduct: http://www.sa.usf.edu/srr/page.asp?id=88
**Academic Disruption:** The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the USFSM Catalog and the USF Student Code of Conduct. See above for the websites.

**Contingency Plans:** In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It is the responsibility of the student to monitor Canvas for each class for course specific communication, and the main USFSM and College websites, emails, and MoBull messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency.

**Disabilities Accommodation:** Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Disability Coordinator: 359-4714; email: disabilityservices@sar.usf.edu and website: http://usfsm.edu/disability-services/

**Fire Alarm Instructions:** At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated. See information available on the USFSM student and faculty webpages at www.usfsm.edu

**Religious Observances:** The University recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes. http://generalcounsel.usf.edu/policies-and-procedures/pdfs/policy-10-045.pdf

**Sexual Misconduct/Sexual Harassment Reporting:** USFSM is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence (USF System Policy 0-004). The Counseling and Wellness Center is a confidential resource where you can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. This confidential resource can help you without having to report your situation to either the Office of Student Rights and Responsibilities (OSSR) or the Office of Diversity, Inclusion, and Equal Opportunity (DIEO), unless you request that they make a report.

Please be aware that in compliance with Title IX and under the USF System Policy, educators **must** report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If you disclose any of these situations in class, in
papers, or to me personally, I am required to report it to OSSR or DIEO for investigation. The Deputy Coordinator for USFSM is Mary Beth Wallace, AVP for Student Enrollment, Engagement and Success, 941-359-4330 or marybeth@sar.usf.edu.

Campus Resources:
- Counseling Center and Wellness Center 941-487-4254
- Victim Advocate (24/7) 941-504-8599

List of off-campus resources:
- Hope of Manatee: 941-755-6805
- Safe Place & Rape Crisis Center (SPARCC) – Sarasota: 941-365-1976
- First Call for Help- Manatee: 941-708-6488
- Sarasota & North Port 941-366-5025
- Manatee Glens: 941-782-4800

**Emergency Preparedness:** It is strongly recommended that you become familiar with the USF Sarasota-Manatee Emergency Action Plan on the Safety Preparedness. See information available on the USFSM student and faculty webpages at www.usfsm.edu

**Web Portal Information:** Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Canvas course information via that address. Therefore it is the student’s responsibility to check their USF email regularly.

**Instructional Copyright:** Students may not sell notes or other course materials.

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**Course Schedule**

**Topics, Readings and Dates:**
* Cullen and Jonson: Correctional Theory
* George: A Woman Doing Life
* Fader: Falling Back
* C: Canvas

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<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings &amp; Assignments</th>
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<tr>
<td>1</td>
<td>1/5-1/11</td>
<td>What is Corrections?</td>
<td>Readings</td>
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<td>Cullen and Jonson: Chapters 1 &amp; 2 (pp. 1-36)</td>
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| 2    | 1/12-1/18   | Correctional Theory: Retribution, Deterrence, & Incapacitation | Cullen and Jonson: Chapters 3-5 (pp. 37-126) | Weekly Memo/Reflection Paper  
3 Canvas Discussion Questions  
3 Discussion Question Responses |
| 3    | 1/19-1/25   | Correctional Theory: Restorative Justice & Rehabilitation | Cullen and Jonson: Chapters 6-7 (pp. 127-170) | Weekly Memo/Reflection Paper  
3 Canvas Discussion Questions  
3 Discussion Question Responses |
| 4    | 1/26-2/1    | Organization and Structure of Prisons       | C: Johnson (pp. 1-93)  
C: Lyons (pp. 34-47)  
C: Markarios and Maahs (pp. 336-357) | Weekly Memo/Reflection Paper  
3 Canvas Discussion Questions  
3 Discussion Question Responses |
| 5    | 2/2-2/8     | Prison Experience: Culture, Violence, and Misconduct | C: Trammell (pp. 746-771)  
C: Mears et al. (pp. 695-728)  
C: Briggs et al. (pp. 1341-1376)  
C: Cochran (pp. 433-440)  
C: Bales and Miller (pp. 394-403)  
C: Walters and Crawford (pp. 407-413) | Weekly Memo/Reflection Paper  
3 Canvas Discussion Questions  
3 Discussion Question Responses |
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| 6     | 2/9-2/15   | Prison Experience: Treatment and Rehabilitation | C: Collica-Cox (pp. 931-952)  
C: Kim and Clark (pp. 196-204)  
C: Wilson et al. (pp. 347-368)  
C: Lahm (pp. 37-52) | Weekly Memo/Reflection Paper  
3 Canvas Discussion Questions  
3 Discussion Question Responses |
| 7     | 2/16-2/22  | Women in Prison               | George: Chapters Intro-6 (pp. 1-119)                                    | Weekly Memo/Reflection Paper  
3 Canvas Discussion Questions  
3 Discussion Question Responses |
| 8     | 2/23-3/1   | Women in Prison, Cont’d       | George: Chapters 7-Afterward (pp. 120-235)                              | Weekly Memo/Reflection Paper  
3 Canvas Discussion Questions  
3 Discussion Question Responses |
| 9     | 3/2-3/8    |                               |                                                                         | **Spring Break**                                                           |
3 Canvas Discussion Questions  
3 Discussion Question Responses |
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<td>Juveniles in Prison, Cont’d</td>
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<td>Fader: Chapters 5-Conclusion (pp. 102-232)</td>
<td>Weekly Memo/Reflection Paper</td>
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<td>3 Canvas Discussion Questions</td>
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<td>3 Discussion Question Responses</td>
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<td>Inequalities in Prison</td>
<td><strong>Readings</strong></td>
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<td>C: Mauer (pp. 98-119)</td>
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<td>C: Western &amp; Pettit (pp. 37-43)</td>
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<td>C: Reiman (pp. 111-156)</td>
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<td>3/30-4/5</td>
<td>Alternatives to Incarceration</td>
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<td>C: DeMatteo et al. (pp. 64-71)</td>
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<td>C: Mitchell et al. (pp. 60-71)</td>
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<td>C: Sevigny et al. (pp. 416-425)</td>
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<td>C: Sullivan et al. (pp. 1-28)</td>
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<td>C: Cid (pp. 459-480)</td>
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<td>14</td>
<td>4/6-4/12</td>
<td>Reentry and Recidivism &amp; Final Presentations</td>
<td><strong>Readings</strong></td>
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<td>C: Visher and Travis (pp. 89-113)</td>
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<td>C: Clear et al. (pp. 179-208)</td>
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<td>C: Mears and Cochran (pp. 125-208)</td>
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<td>C: Benda (pp. 325-342)</td>
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