This course will provide an overview of corrections through a blend of theory, practice, and firsthand observations. The class will open with a review of the purposes of punishment and a discussion of the history of our correctional system. We will define the role of corrections in the greater spectrum of criminal justice, identify and discuss the issues and problems facing the system today, and evaluate its intended purpose vs. how it actually functions. We will explore prison operations, from designing and staffing a prison to responsible reintegration. Where possible, discussions regarding the political, social, and economic issues that have impacted correction operations, such as sentencing reform, overcrowding, boot camps, and so on, will be taken from the classroom and applied in the context of actual correctional settings.

**Expectations**

This is a seminar course, not a lecture course. In order to provide for a rich learning experience for all involved, it is imperative that all students arrive at class having completed all of the readings for that week. Although I will, on occasion, offer some lecture style notes, students should arrive ready to discuss and critically assess the material provided in the readings for the week. I expect every student to have something to say during every class session. Accordingly, attendance, preparedness, and participation will account for a substantial portion of your grade.

**Required Books**


REQUIRED ARTICLES


Other required articles/readings will be posted to Blackboard and/or emailed to students over the course of the semester. I reserve the right to make changes to the required readings and/or class schedule as necessary over the course of the semester.

ASSIGNMENTS

Policy Paper and Presentation: Each student will be responsible for preparing a 12-15 page paper on an aspect of correctional policy (due no later than November 22nd). In the term paper, the student will offer a policy proposition (e.g. “Abolish the Death Penalty” or “Limit Access to Criminal Records”) and will defend the policy proposition by reference to an accumulated body of research that supports her position. In the spirit of healthy policy debate, evidence that rebuts that position and arguments that could be made to the contrary should also be discussed in both the paper and presentation. Students should feel free to adopt controversial policy positions as long as they are prepared to defend them and can find support for the position in the literature. Each student will present and defend his or her policy proposition in class. Although Powerpoint is acceptable, it is not required and I encourage students to think creatively about how to present their propositions.

Correctional Facility Design Group Project: The class will be divided into groups of three on the first day of class. Each group will be required to design a correctional facility adhering to the principles of a particular correctional model. Each group member will be individually responsible for a component of the overall design/project. The group project report is due on the last day of class. Each group will have approximately 30 minutes to present their design. See group project assignment sheet for further details.
Weekly grades will be posted on Blackboard. Assignment of the final grade is non-negotiable, and will be based on:

- **20%**: Attendance, Preparedness, and Participation
- **50%**: Policy Paper and Presentation (100 points)
- **30%**: Group Project: Correctional Facility Presentations (50 points)

**Attendance, Preparedness, and Participation**: You will receive a weekly score (from 0-10) based on your level of preparedness and participation (10=exceptional, 9=very good, 8=acceptable, 7=needs improvement, 0=absent). Preparedness requires that you come to class having read and thought about the session’s material and participation requires that you actively contribute to the discussion during every session. At the end of the semester, weekly scores will be averaged. Any unexcused absence will obviously affect your overall preparedness and participation score.

**Policy Paper & Presentation**: The policy paper and presentation will be graded separately. The policy paper will be graded out of 80 points – in addition to the substance (40pts), the organization of the paper (10pts), the quality of the writing (spelling/grammar) and adherence to APA style (20pts), as well as the number and quality of references (10pts) will be considered in the assigning of grades. The presentation will be graded out of 20 points.

**Group Projects**: Group projects will be graded using the following criteria: Overall Project Creativity, 10 points (Group Score); Final Product, 10 points (Group Score); Final Product, 30 points (Individual Score). TOTAL = 50 points.

The highest standards of academic integrity are expected in this course. As such, all students should remind themselves of Northeastern University’s Academic Honesty and Integrity policy, which can be found in the Student Handbook. All written assignments will be processed through Turnitin ®. Any instances of cheating, fabrication, plagiarism, unauthorized collaboration, or other academic dishonesty, will be dealt with in accordance with Northeastern University’s official policies (also described in the Student Handbook).
## Tuesday 9/13/2011  Introductions; Punishment and Social Control


## Tuesday 9/20/2011  History of Punishment & Prisons  Policy Paper Topics Due


- Chapter 1: The Spectacle of Suffering, *Pieter C. Spierenburg*
- Chapter 2: The Discovery of the Asylum, *David J. Rothman*
- Chapter 3: A Look at Prison History, *Thorsten Sellin*
- Chapter 4: Partial Justice: Women, Prisons, and Social Control, *Nicole Hahn Rafter*

## Tuesday 9/27/2011  The Punitive Turn and the Era of Mass Incarceration

Bosworth (2010). Chapters 5, 6, and 7.


- Chapter 6: Assessing the Penal Harm Movement. *Francis T. Cullen*
- Chapter 34: It’s About Time: America’s Imprisonment Binge

Tuesday 10/4/2011  Sentencing


- Chapter 5: Sentencing in the United States. *Lawrence F. Travis, III.*
- Chapter 31: Three Strikes and You’re Out: The Political Sentencing Game. *Peter Benekos and Alida V. Merlo*


Tuesday 10/11/2011  Correctional Law

Policy Presentation

Bosworth, Chapter 4 and 8.


- Chapter 18: The Supreme Court and Prisoner’s Rights. *Jack E. Call.*
- Chapter 17: Torture at Abu Ghraib, *Seymour M. Hersh*
- Chapter 21: Substance Abuse Treatment in U.S. Prisons. *Roger Peters and Marc Steinberg*
- Chapter 22: Recidivism of Sex Offenders. *Tim Bynum et al.*
Tuesday 10/18/2011  
Correctional Intervention  
Policy Presentation

Suffolk County Jail Tour – Date/Time To Be Announced

Tuesday 10/25/2011  
Imprisonment and the Prison Experience  
Policy Presentation


- Chapter 7: Characteristics of Total Institutions. *Erving Goffman.*
- Chapter 8: The Prison Community. *Donald Clemmer*
- Chapter 9: In Search of the Convict Code. *Victor Hassine*

Tuesday 11/1/2011  
Imprisonment and the Prison Experience  
Policy Presentation


- Chapter 12: Comparing the Quality of Confinement and Cost-Effectiveness of Public vs. Private Prisons. *Dina Perrone and Travis Pratt.*
- Chapter 32: Infamous Punishment: The Psychological Consequences of Isolation. *Craig Haney.*


Tuesday 11/8/2011  
Prison Release / Prisoner Reentry  
Policy Presentation


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**Tuesday 11/15/2011**  
ASC CONFERENCE (Group Project Meetings)

Maruna, Shadd. *Making Good* (Chapters 1-4).

**Tuesday 11/22/2011**  
Prisoner Reentry  
*POLICY PAPERS DUE*

Maruna, Shadd. *Making Good* (Chapters 5-8).  
Halfway House Tour: Date & Time TBA

**Tuesday 11/29/2011**  
Collateral Consequences

Mauer, Marc and Meda Chesney Lind (Eds.). *Invisible Punishment.* (Parts I, III, IV, and V).

**Tuesday 12/6/2011**  
The Death Penalty: In Class Debate

- Chapter 33: This Man Has Expired: Witness to an Execution. Robert Johnson.

- Read the chapters that offer arguments in support of your assigned position (and the chapters against if you want to be especially prepared!).

**Tuesday 12/13/2011**  
Correctional Facility Presentations and Papers Due