

**CJC 4010 (Sec. 6456)**  
**INTRODUCTION TO CORRECTIONS**

Fall 2008

Periods 9-11, Tuesday 4:05 pm-7:05 pm; Room FAC 127

INSTRUCTOR: Dr. Jodi Lane (Wilson)

Office: \_\_\_\_\_

Office Hours: Thursday 10-11 am (or by appt or by email.)

Phone: \_\_\_\_\_

Email: [jlane@ufl.edu](mailto:jlane@ufl.edu)

Web page: <http://www.clas.ufl.edu/users/jlane>

TA: John Eassey

Office Hours: \_\_\_\_\_

Email: [threesix@ufl.edu](mailto:threesix@ufl.edu)

Office: \_\_\_\_\_

Phone: \_\_\_\_\_



Corrections is one of the most important policy topics as states continue to pass mandatory minimum sentence laws and battle with ever increasing prison populations, probation caseloads, and parolees returning to the community. After many years, the death penalty debate still rages, especially in Florida. In this class, we will talk about the corrections system—e.g., how it runs, what it's like to be in it, what it does to people, and how people get there. We will also discuss the corrections issues that pervade much of the crime-related policy debates these days and the theories and philosophies of punishment.

### REQUIRED READING

There are 3 books required for this course and some readings available on the class e-learning site. The books are available at all local bookstores, and online ones, of course. I chose these books because I think they are generally easy and/or enjoyable reading and therefore will allow you more energy to think critically about the issues they raise. They show you the experiential side of corrections, which can only be shown by those who have lived or worked in the system. The required articles are a mixture of popular press and academic articles. We will not discuss the readings every day in class, because they are supplemental to lecture. But, you will be quizzed and tested on them and will be expected to use them in your short paper assignments and refer to them in your class activities when relevant.

(1) Lerner, Jimmy A. 2003. *You Got Nothing Coming: Notes from a Prison Fish*. New York: Broadway Books.

(2) Conover, Ted. 2001. *Newjack: Guarding Sing Sing*. New York: Vintage Books.

(3) Solotaroff, Ivan. 2002. *The Last Face You'll Ever See: The Private Life of the American Death Penalty*. New York: Perennial Books.

(4) Readings available on class e-learning site. Direct logon:  
<https://elearning.courses.ufl.edu/webct/logon/2267413326061>

## Assignments and Grading

### *Exams (60% of grade)*

There are four exams in the course, each worth 15% of your grade—Exam 4 is **not cumulative**. See Daily Topic List below for exam dates. Each exam will cover **both** lecture and reading materials, and the number of questions from each will vary. But, I expect to write approximately 75% from lecture and 25% from readings. There will be in-class review sessions for all exams. I will not give you review sheets, but I will bring all lecture material for that test so I can ask lecture-related questions (by date and topic). I will give make-up exams at my discretion and only for good reasons (e.g., medical emergency). Early vacations with your parents or friends do not constitute "good" reasons—plan ahead! In my class, you are a "student" first. The make-ups might be essay, but likely will be short answer. They generally will **not** be multiple choice. Makeups (including early ones) will have fewer questions—each will be worth more than those on the standard test.

### *Pop Quizzes (15% of grade)*

Because I work hard to make this an interesting and informative class, I expect you to **come to class and be on time**. Therefore, "pop" quizzes will constitute 15% of your grade. Each quiz will be worth 5 points each. These quizzes will be short and easy, and usually on the reading for that day or the previous lecture. They are designed to make sure you read and attend class—not to punish you. I hope that the ever-present possibility of a quiz will keep you from falling behind in your reading and from skipping class! Bring a big cup of coffee or soda (pop?)! I will give up to 5 quizzes, and I will drop your lowest score (or 2, if I give 5). I drop a score (or 2) to allow for emergencies, team trips/events, etc., not to allow you to come late or skip a few days. ☒ **THERE WILL BE NO MAKE-UP QUIZZES.** ☒ **DON'T REQUEST ONE.** **Because this is a class with a three-hour block, and we may have breaks, quizzes may occur at the beginning or the middle of the class, and I may choose to give two in one day!**

### *2-page "Thought Papers" (10% of grade)*

There are two 2-page thought papers due during the course. See the Daily Topic List for due dates. These short papers must be typed (double spaced), about 2 pages, and will be due the beginning of class. I (or the TA) will not be responsible for the "loss" of papers that are not stapled or are not turned in at the same time that the rest of the class turns them in to us. No late assignments will be accepted without prior permission from the instructor or proof of medical emergency. If I decide to accept a late paper, I will deduct 1 point for each day after the due date. I will deduct points regardless of your reason for the late paper. For this reason, I suggest you not wait until the last minute to do them. These assignments will be worth 5 points each. The assignments will be posted on the e-learning site, but you should wait to do them until we have covered the relevant class material. Although these are "free flowing" papers that require creativity, you must demonstrate your knowledge of class material to get full

points. You will be expected to answer the questions asked in the assignment. This part is NOT OPTIONAL. We will use specific grading criteria based on the assignment and will give partial credit.

### ***Class Activities (15%)***

We will also do class activities sometimes, which will involve some in-class writing. They will be worth 5 points. If you answer all the questions thoughtfully (in our opinion), you will earn all points. If not, we will give partial credit. We will do at least three. If we do more than three, I will keep your top three scores.

<b>Final Grading Breakdown</b>		<b>Final Grading Scale**</b> (Total Points in Class)	
Exam 1	15%	A	90-100
Exam 2	15%	B+	85-89
Exam 3	15%	B	80-84
Exam 4	15%	C+	75-79
Thought papers (2)	10%	C	65-74
Pop Quizzes	15%	D	61-64
Class Activities	15%	F	60↓

There is no curve in this class.

\*\*This will be the final grading scale, unless the means on the tests are very low (below a "C"), in which case I will adjust the breakdown (or scores) to maintain fairness. If you get a total number of points ending in .5 (e.g., 79.5), I will round up your score to the next whole digit if it affects your final letter grade. If you "barely" miss a grade you wanted, I will NOT make arrangements with you to "boost" your grade. Consistency across students is important, so do not ask me to give you options that are not available to the class as a whole.

**CHEATING IS NOT WORTH IT!** I take plagiarism very seriously. If I catch you cheating on a test or other class assignment, I will take your exam and give you a "0" for that test (or paper). I reserve the right to pursue the formal channels for plagiarism set down in UF policy. I suggest you not even consider cheating on any exam or on any of the other assignments. One assignment (or class) is not worth ruining your university career.

You may find the university's honesty policy at

<http://www.dso.ufl.edu/judicial/procedures/honestybrochure.php>

There is a link to this policy on my website. I expect you to read this policy and abide by it.

**A NOTE ABOUT IN-CLASS MOVIES:** These movies are class material—another way to teach you about corrections. They are on the exams. THEY ARE NOT AVAILABLE TO VIEW OUTSIDE OF CLASS. If you do not come to class, it is your responsibility to get the notes from another student.

## **ATTENDANCE & CLASS NOTES**

I use pop quizzes to ensure attendance. I take attendance every day, but it does not count toward your final grade. I keep a record of who attends, because it protects both of us should a dispute arise related to this issue.

I tend to teach a lot of material. Consequently, by noon on the day of each particular lecture (sometimes earlier), I will post on the e-learning site a set of slides with some material and some blank spaces for you to write in what we cover that day. (This ensures you come to class rather than just print the notes!). I suggest you print these slide shells and bring them to the class each day. You'll do MUCH LESS WRITING, which is important in a 3-hour class period!

### ***For Students with Disabilities:***

Students requesting classroom accommodations for disabilities must first register with the Dean of Students Office. The Dean of Students will provide documentation to the student who must then provide the documentation to Dr. Lane when requesting accommodation.

## **EXTRA CREDIT OPTIONS**

***You may choose only one option due no later than November 18.***

- 1) You have the option of getting **4 points** extra credit, by reading an optional book entitled *A World Apart: Women, Prison and Life Behind Bars* by Cristina Rathbone (2007, Random House Books). It is available on the web bookstores and through the local ones. It is another fun read. For this assignment, you should read the book and write a 4-page (double-spaced, 1-inch margins, 12 point font) paper using class material (lecture and/or reading material) to support some of your points. The paper should have three sections.

Section 1 should discuss the problems faced by women in prison according to this book and compare them to the problems you think men face (e.g., incorporating class material). What are the problems? Why do they happen? How do they affect them, their families and others? In this section, you should use specific examples from the book, indicating the page numbers where they are located in the book and then talk about how these problems are similar or different from those of men in prison (based on information you obtained in the course, if we have discussed it).

Section 2 should make specific recommendations about what you believe should be done to ease the problems for these women and others, if you do believe we should. If you don't think we should try to address the problems these women face, tell us why and support your arguments with class material.

Section 3 should tell us whether you buy what the author says about these women and their experiences. In other words, do you buy her point of view? Did the book “move” you or do you think the book is biased in some way? Explain why you came to this conclusion.

If it is not clear to me that you read the book (e.g., rather than skimmed or pulled out pieces of it), I will not give you full credit.

- 2) You have the option of getting **2 points** extra credit if you do an analysis and response to a popular movie about corrections (e.g., prisons, death penalty). This movie might be on television, in the theatres, or rental stores. You should write a 2-page, typed response/analysis of the movie using class material to support your points. You will not get full credit if you do not cite class material, either readings or lecture. Tell me how the movie matches or does not match what you learned in class and why you think so. Remember to fully reference this movie—e.g., indicate the date you saw it, where, what company produced it, etc.

### **Class Friends**

(To share notes and study together)

Name \_\_\_\_\_ Phone/email \_\_\_\_\_

Name \_\_\_\_\_ Phone/email \_\_\_\_\_

Name \_\_\_\_\_ Phone/email \_\_\_\_\_

Name \_\_\_\_\_ Phone/email \_\_\_\_\_

Name \_\_\_\_\_ Phone/email \_\_\_\_\_

### **ADDITIONAL NOTES ABOUT CLASS**

### Keeping Track: Your Progress Chart

Paper 1	_____	(5)	
Paper 2	_____	(5)	
		Total	_____ (Max = 10)
Activity 1	_____	(5)	
Activity 2	_____	(5)	
Activity 3	_____	(5)	
Activity 4	_____	(5)	
Activity 5	_____	(5)	
		Total	_____ (Max 15, keep top 3)
Quiz 1	_____	(5)	
Quiz 2	_____	(5)	
Quiz 3	_____	(5)	
Quiz 4	_____	(5)	
Quiz 5	_____	(5)	
		Total	_____ (Max = 15, Keep top 3)
Exam 1	_____	(15)	
Exam 2	_____	(15)	
Exam 3	_____	(15)	
Exam 4	_____	(15)	
		Total	_____ (Max = 60)
Extra Credit	_____	(2 or 4)	
		<b>Running Total</b>	_____ <b>(100)</b>

**Daily Topic List and Reading Assignments**  
 Introduction to Corrections  
 Fall 2008

<b>Week</b>	<b>Day</b>	<b>Date</b>	<b>Lecture Topic (Tentative)</b>	<b>Reading Assignment (due that day)</b>
1	T	8/26	Syllabus--Class Overview and Grading Requirements Why is Corrections Important? --Public Policy & Lives Ideologies & Purposes of Punishment	NONE
2	T	9/2	Theories of Punishment Brief history of Corrections 70s & Beyond, more recent punishment debates & policy	1) Cusac 2) Terry (1998)—One Man's Journey 3) Lerner, pp 1-129
3	T	9/9	The National & Florida Picture: Correctional Populations	1) Lerner, pp. 130-264
<b>*Movie: The Farm*</b>				

<b>Week</b>	<b>Day</b>	<b>Date</b>	<b>Lecture Topic (Tentative)</b>	<b>Reading Assignment (due that day)</b>
4	T	9/16	Jails  Review for Exam (Last ½ hour)	Lerner, pp. 264-397
5	T	9/23	<b>✿EXAM 1✿</b> <b>(1<sup>st</sup> half of class)</b>  Probation (2 <sup>nd</sup> half of class)	Conover: Chapters 1-3
6	T	9/30	Probation Intermediate Sanctions	Conover: Chapter 4
7	T	10/7	Prison Populations Living in Prison  Review for Exam (Last ½ hour)	Conover: Chapter 5, 6 & 7

<b>Week</b>	<b>Day</b>	<b>Date</b>	<b>Lecture Topic (Tentative)</b>	<b>Reading Assignment (due that day)</b>
8	T	10/14	<p><b>⚙️ EXAM 2 ⚙️</b>  <b>(1<sup>st</sup> half of class)</b></p> <p>Living in Prison  Correctional Programs  Others who are affected—families &amp; correctional officers</p>	Conover: Epilogue & Afterword Hogshire Terry (1997): Function of Humor
9	T	10/21	<p><b>⚙️ OPTIONAL TOUR OF FSP ⚙️</b>  <b>(Must sign up and be approved)</b></p> <p><b>⚙️ PAPER 1 DUE! ⚙️</b></p>	Solotaroff: Prologue-Chapter 2
10	T	10/28	<p>Death Penalty</p> <p>Review for Exam 3 (last ½ hour)</p>	Solotaroff: Chapters 3 & 4 Lehman Friend
11	T	11/4	<p><b>⚙️ EXAM 3 ⚙️</b>  <b>(1<sup>st</sup> Half of Class)</b></p> <p><b>*Movie: When Kids Get Life*</b></p>	Solotaroff: Chapters 5 & 6
12	T	11/11	<b>Veteran's Day—No School</b>	

<b>Week</b>	<b>Day</b>	<b>Date</b>	<b>Lecture Topic (Tentative)</b>	<b>Reading Assignment (due that day)</b>
13	T	11/18	Death Penalty  ❁EXTRA CREDIT DUE❁	1) Kozinski 2) Columbia Law School 3) Solotaroff: Chapter 7 -Epilogue
14	T	11/25	Parole  ❁PAPER 2 DUE!❁	1) Richards and Jones 2) Petersilia (2000) 3) National Research Council (2008) Exec. Summary
15	T	12/2	Parole Review for Exam 4	Burke & Tonry (2006)
16	T	12/9	❁EXAM 4❁	

Only the educated are free.—Epictetus