

**CJC 5020 History and Philosophy of Corrections  
Spring 2009  
Building 3 Room 1341  
Mondays 6:00PM - 8:45PM**

**Professor's Contact Information**

Professor: Dr. Brenda Vose  
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Office Hours: Mondays 4:55PM – 5:55PM, Tuesdays/Thursdays 9:45AM-10:45AM and 12:15PM - 1:15PM.

**Required Course Materials**

\* All readings will be posted online in Blackboard.

**Catalog Description**

An in-depth analysis in the history of social responses to deviance and crime and their underlying philosophical bases. Includes exploration of ancient and traditional punishments, the penitentiary and reformatory movement in the U.S., and analysis of current philosophical movements which affect modern practices.

**Expected Learning Outcomes**

1. Achieve a comprehensive understanding of the legal, social, and political contexts of justice, crime and punishment as they pertain to offender treatment.
2. To understand, articulate, and apply the major theoretical schools of thought in criminology and criminal justice research as they relate to offender treatment. Specifically, the theoretical underpinnings of different treatment strategies.
3. To demonstrate writing and critical thinking skills at a level appropriate for graduate-level education in the social sciences.

## Class Attendance

Class attendance is a basic requirement of the course; unexcused absences are not permitted and will hurt your course grade. If you are compelled to miss a class, you are expected to contact me as soon as possible to explain your absence from class. You may email me or leave a message on my office telephone.

## Class Participation

The success of the course depends largely on your coming to class prepared and ready to discuss the assigned topics. Failure to engage in class discussion will result in unannounced quizzes.

## Course Requirements

9 Weekly 1 Page Papers – Papers graded Pass/Fail  
Class Discussion Leader (undergraduates) – 100 points  
Class Discussion Leader (graduates) - 100 points  
Paper – 200 points

1 Page Papers – You will be required to submit a 1 page, single-spaced, 12 point Times New Roman, 1 inch margins paper in response to the posted question. You must include appropriate in-text citations (APA reference style). The one page papers will help you to write the final paper.

Class Discussion Leader (undergraduates) – You will select a lecture topic and prepare an activity or lead discussion relevant to the topic. You must type up the activity and/or discussion questions in Word and submit them to the course instructor via email.  
([brenda.vose@unf.edu](mailto:brenda.vose@unf.edu))

Class Discussion Leader (graduates) – You will select a topic and lead the discussion for graduate students. You will need to type up the discussion questions (no activity required) in Word and submit them to the course instructor via email.  
([brenda.vose@unf.edu](mailto:brenda.vose@unf.edu))

Paper – You will be required to submit an academic paper not to exceed 11 pages in length. The paper must be double-spaced, 12 point Times New Roman, 1 inch margins. You must include appropriate in-text citations and a reference section.

### **Assignment:**

The Governor of Florida has formed The Task Force for Corrections in the 21st Century. The charge of this task force is to advise him on what should be the organizing theory or philosophy of corrections for the state's correctional system. Different members of the

task force are arguing in favor of (1) just deserts/retribution, (2) incapacitation, (3) deterrence, (4) restorative justice, and (5) rehabilitation. There is a consensus that just deserts/retribution must set the outer boundaries of acceptable levels of punishment. Within these boundaries, however, there is disagreement over what other theory or philosophy should take precedence in guiding the correctional system's policies and practices.

As a staff member on this task force, you are asked to develop a position paper outlining what you believe should be the guiding philosophy of Florida's correctional system. Given an eleven-page limit, you are asked to use the existing correctional literature to substantiate your selection of one over another philosophy.

In writing this position paper, you should endeavor to include references to *all* required readings assigned in the course. That is, the course readings must be used as resources in crafting your essay. Where relevant, unassigned writings may also be employed to bolster your position.

The paper will be graded on the coherence of the argument and on the degree to which positions put forth are explained in detail and substantiated by appropriate citations to the course readings.

## Course Grading

Individual assignment and test grades are calculated based on total points earned.

100 - 94 = A	80 - 82 = B-
93 - 90 = A-	77 - 79 = C+
87 - 89 = B+	70 - 76 = C
83 - 86 = B	0-69 = F

Final course grades are calculated based on total points earned across all assignments and exams.

376 - 400 = A	320 - 331 = B-
360 - 375 = A-	308 - 319 = C+
348 - 359 = B+	280 - 307 = C
332 - 347 = B	0-279 = F

## Course Policies

*Academic Dishonesty* – There are no group assignments in this course. Your performance on the exam will be a reflection of your own individual effort. Academic dishonesty of any kind is strictly prohibited and will result in a grade of zero for that particular assignment.

*Missed Assignments* – Do not miss assignments! If you are absent on the day an assignment is due and fail to provide a legitimate excuse and documentation (e.g. doctor's excuse) you will not be allowed to submit late work and will receive a grade of zero.

### *Classroom Etiquette*

- Respect the ideas and learning environment of your fellow scholars.
- Arrive for class on time and be prepared. If for some reason you are late, enter the classroom as quietly as possible and take the first available seat.
- Rude and/or inappropriate conduct will not be tolerated.
- Do not speak while I am speaking. Similarly, do not speak while a classmate is speaking.
- Turn off all electronic devices.
- No sleeping during class.
- No texting or instant messaging during class.
- No reading outside materials during class.
- Clean up after yourself. If you bring a drink or snack to class, throw it away or take it with you when class is over.

## Academic Integrity

The University of North Florida Academic Integrity Code and other documented policies of the department, college, and university related to academic integrity will be enforced. Any violation of these regulations, including acts of plagiarism or cheating will be dealt with on an individual basis according to the severity of the misconduct.

## Special Needs Policy

Students with disabilities who seek reasonable accommodations in the classroom or other aspects of performing their coursework must first register with the UNF Disability Resource Center (DRC) located in Building 10, Room 1201. DRC staff members work with students to obtain required documentation of disability and to identify appropriate accommodations as required by applicable disability laws including the Americans with Disabilities Act (ADA). After receiving all necessary documentation, the DRC staff determines whether a student qualifies for services with the DRC and if so, the

accommodations the student will be provided. DRC staff then prepares a letter for the student to provide faculty advising them of approved accommodations. For further information, contact the DRC by phone (904) 620-2769, email ([kwebb@unf.edu](mailto:kwebb@unf.edu)), or visit the DRC website (<http://www.unf.edu/dept/disabled-services>).

## Class Schedule

DATE	TOPICS AND ASSIGNMENT SUMMARY
1/5/09	Topic: Introduction Readings: None
1/12/09	Topic: Evidence-Based Corrections Readings:  1. MacKenzie, D. L. 2000. "Evidence-Based Corrections: Identifying What Works." <i>Crime and Delinquency</i> 4:457-471.  2. Latessa, E. J., F. T. Cullen, and P. Gendreau. 2002. "Beyond Correctional Quackery: Professionalism and the Possibility of Effective Treatment." <i>Federal Probation</i> 66 (September): 43-49.  3. Cullen, F. T., A. J. Myer, and E. J. Latessa. 2009. "Eight Lessons Learned from Moneyball: The High Cost of Ignoring Evidence-Based Corrections." <i>Victims and Offenders</i> 4: in press.  <b>Question for One-Page Paper:</b>  <b>What is evidence-based corrections? Why is it important?</b>
1/19/09	NO CLASS – MARTIN LUTHER KING JR. BIRTHDAY
1/26/09	Topic: Attacking Rehabilitation Readings:  1. Rothman, D. J. 1980. "Individualized Justice: The Progressive Design." Chapter 2 in <i>Conscience and Convenience: The Asylum and Its Alternatives in Progressive America</i> . Boston: Little, Brown.

2. Cullen, F. T. and K. E. Gilbert. 1982. "Attacking Rehabilitation." Chapter 4 in *Reaffirming Rehabilitation*. Cincinnati: Anderson.

3. Martinson, R. 1974. "What Works?--Questions and Answers About Prison Reform." *The Public Interest* 35 (Spring):22-54.

**Question for One-Page Paper:**

**What was the Progressives' design for "individualized treatment"? Why did both conservatives and liberals attack this rehabilitative design by the early 1970s? How did this attack relate to America's changing social context?**

2/2/09

Topic: Deterrence  
Readings:

1. Nagin, D. S. 1998. "Criminal Deterrence Research at the Outset of the Twenty-First Century." Pp. 1-42 in M. Tonry (ed.), *Crime and Justice: A Review of Research*, Volume 23. Chicago: University of Chicago Press.

2. Cullen, F. T., T. C. Pratt, S. L. Miceli, and M. M. Moon. 2002. "Dangerous Liaison? Rational Choice Theory as the Basis for Correctional Intervention." Pp. 279-296 in A. R. Piquero and S. G. Tibbetts (eds.), *Rational Choice and Criminal Behavior: Recent Research and Future Challenges*. New York: Routledge.

3. Sherman, L. W. 1993. "Defiance, Deterrence, and Irrelevance: A Theory of the Criminal Sanction." *Journal of Research in Crime and Delinquency* 30:445-473.

**Question for One-Page Paper:**

**What is deterrence? What criminological theory underlies this perspective? How would you determine whether the threat and/or application of criminal sanctions deter crime?**

2/9/09

Topic: Deterrence/Control in the Community  
Readings:

1. Cullen, F. T., J. P. Wright, and B. K. Applegate. 1996. "Control in the Community: The Limits of Reform?" Pp. 69-116 in A. T. Harland (ed.), *Choosing Correctional Interventions That Work: Defining the Demand and Evaluating the Supply*. Newbury Park, CA: Sage.

2. Petersilia, J. and S. Turner. 1993. "Intensive Probation and Parole." Pp. 281-335 in M. Tonry (ed.), *Crime and Justice: A Review of Research*, Volume 17. Chicago: University of Chicago Press.

3. Cullen, F. T., K. R. Blevins, J. S. Trager, and P. Gendreau. 2005. "The Rise and Fall of Boot Camps: A Case Study in Common-Sense Corrections." *Journal of Offender Rehabilitation* 40:53-70.

4. Cullen, F. T., J. E. Eck, and C. T. Lowenkamp. 2002. "Environmental Corrections: A New Paradigm for Effective Probation and Parole Supervision." *Federal Probation* 66 (September): 28-37.

**Question for One-Page Paper:**

**What is the theory of crime underlying the thesis that subjecting offenders to control in the community will reduce crime? What does the empirical literature conclude about the effectiveness of community control programs?**

2/16/09 Topic: Incapacitation  
Readings:

Visher, C. A. 1987. "Incapacitation and Crime Control: Does a 'Lock 'Em Up' Strategy Reduce Crime?" *Justice Quarterly* 4:413-543.

2. Spelman, W. 2000. "What Recent Studies Do (and Don't) Tell Us about Imprisonment and Crime." Pp. 419-494 in M. Tonry (ed.), *Crime and Justice: A Review of Research*, Vol. 27. Chicago: University of Chicago Press.

3. Dilulio, J. J., Jr. and A. M. Piehl. 1991. "Does Prison Pay?" *The Brookings Review* 9 (Fall):28-35.

4.. Clear, T. R. 2002. "The Problem of 'Addition by Subtraction': The Prison-Crime Relationship in Low-Income Communities." Pp. 1811-193 (references pp. 315-316) in Marc Maurer and Meda Chesney-Lind (eds.), *Invisible Punishment: The Collateral Consequences of Mass Imprisonment*. New York: The New Press.

**Question for One-Page Paper:**

**What is the difference between collective and selective incapacitation? How large is the incapacitation effect?**

2/23/09

Topic: Rehabilitation

Readings:

1. Cullen, F. T. and P. Gendreau. 2001. "From Nothing Works to What Works: Changing Professional Ideology in the 21<sup>st</sup> Century." *Crime and Delinquency* 81:313-338.

2. Cullen, F. T. and P. Gendreau. 2000. "Assessing Correctional Rehabilitation: Policy, Practice, and Prospects." Pp. 109-175 in J. Horney (ed.), *Criminal Justice 2000: Volume 3—Policies, Processes, and Decisions of the Criminal Justice System*. Washington, DC: U.S. Department of Justice, National Institute of Justice

3. Lipsey, M. 1999. "Can Intervention Rehabilitate Serious Delinquents?" *Annals of the American Academy of Political and Social Science* 564 (July):142-166.

**Question for One-Page Paper:**

**Based on the existing empirical evidence, does rehabilitation “work” to reduce offender recidivism?**

3/2/09

Topic: The Theory of Effective Correctional Intervention

Readings:

1. Cullen, F. T. 2002. "Rehabilitation and Treatment Programs." Pp. 253-289 (references 606-614) in J. Q. Wilson and J. Petersilia (eds.), *Crime: Public Policies for Crime Control*. Oakland, CA: ICS Press.

2. Gendreau, P. 1996. "The Principles of Effective Intervention with Offenders." Pp. 117-130 in A. T. Harland (ed.), *Choosing Correctional Interventions That Work: Defining the Demand and Evaluating the Supply*. Newbury Park, CA: Sage.

3. Andrews, D. A. 1995. "The Psychology of Criminal Conduct and Effective Treatment." Pp. 35-62 in J. McGuire (ed.), *What Works: Reducing Reoffending—Guidelines from Research and Practice*. New York: John Wiley.

**Question for One-Page Paper:**

**What is the theory of effective correctional intervention? Is there any evidence to support this theory?**

3/9/09 Topic: Restorative Justice  
Readings:

1. Braithwaite, J. 1998. "Restorative Justice." Pp. 323-344 in M. Tonry (ed.), *The Handbook of Crime and Punishment*. New York: Oxford University Press.
2. Braithwaite, J. 2002. "Does Restorative Justice Work?" Pp. 45-71 (Chapter 3) in *Restorative Justice and Responsive Regulation*. New York: Oxford University Press.
3. Levrant, S., F. T. Cullen, B. Fulton, and J. F. Wozniak. 1999. "Reconsidering Restorative Justice: The Corruption of Benevolence Revisited?" *Crime and Delinquency* 45:3-27.

**Question for One-Page Paper:**

**How does restorative justice differ from other correctional theories? Why might sanctions and interventions based on restorative justice be ineffective in reducing recidivism?**

3/16/09 NO CLASS – SPRING BREAK

3/23/09 Topic: What Does the Public Want?  
Readings:

1. Cullen, F. T., B. S., Fisher, and B. K. Applegate. 2000. "Public Opinion About Punishment and Corrections." Pp. 1-79 in M. Tonry (ed.), *Crime and Justice: A Review of Research*, Vol. 27. Chicago: University of Chicago Press.
2. Cullen, F. T., B. A. Vose, C. L. Jonson, and J. D. Unnever. 2007. "Public Support for Early Intervention: Is Child Saving a 'Habit of the Heart'?" *Victims and Offenders* 2:109-124.
3. Listwan, S. J., C. L. Jonson, F. T. Cullen, and E. J. Latessa. 2008. "Cracks in the Penal Harm Movement: Evidence from the Field." *Criminology and Public Policy* 8: in press.

**Question for One-Page Paper:**

**Is the American public punitive? Do they support the rehabilitation of offenders?**

3/30/09	Topic: Legal Issues and the Death Penalty Reading: None
<b>Assignment 2: In-Class Debates (Undergraduates)</b>	
4/6/09	Topic: TBD Reading: TBD
4/13/09	Topic: TBD Reading: TBD
4/20/09	<b>Paper Due – Monday, April 20<sup>th</sup> at 6:00PM</b>

\*\*\* Please note, the schedule is subject to change at the discretion of the instructor.

## General Tips General Tips on Paper Writing

### ***Formatting***

1. Include a title page with the paper title, your name, the class title, and the date. This title page does not count toward the page requirement.
2. Use black ink, double spaced lines, 12 point Times New Roman font, 1" top and bottom, left and right margins, on white letter-size paper (8.5" x 11") paper with portrait orientation.
3. Include page numbers on the bottom center of the page. The first page of the text should be page 1.
4. As a matter in principle, a paragraph should be inserted when you have a shift of one primary idea to another. Generally, paragraphs contain three to six sentences; they take up about one-third to, at most, one half of a page.

### ***Grammar / Tone***

5. Do not write in the first person. Do not write "I think" or "I conclude" or "My opinion is" etc. The paper should be impersonal. Similarly, never write "Our next move must be" or "We must" to refer to something that must be done in the world or by a government (in particular, do not refer to the U.S. government or police departments as "we").
6. Do not write "you" either to make something impersonal or as if you are writing a letter to the professor. For example, do not write "If you understand this theory, you can prevent crime."
7. Do not use slang unless you are directly quoting another source.
8. Do not use contractions such as "aren't" and "don't" – spell them out (i.e. are not, do not).
9. Research papers should have a formal tone like a journal article rather than a chatty tone like a newspaper or an informal letter.
10. Be sure to write whole sentences rather than fragments of sentences.
11. Make sure that your grammar and syntax are correct.
12. Try to improve your writing style. For help with grammar, see *The Elements of Style* by William Strunk, Jr. and E.B. White.

### ***Content / Substance***

13. Quality (rather than quantity) is the key to getting a good grade. A quality research paper makes sound arguments that are supported by research findings.
14. Always start with a detailed outline before you begin writing your paper. This outline is your “roadmap” and should break the paper down into substantive sections to keep you “on track” as you write. Continually refer back to this outline to be sure all of the substantive issues have been covered in the paper in a coherent, logical manner.
15. The goal of a research paper is to integrate research findings (or in some cases entire bodies of literature) in a unique and thoughtful manner. With this in mind, be sure that you have at least one thesis statement, or central argument that the paper is structured around. Some research papers will have several propositions or theses, but all research papers must have at least one.
16. It is not appropriate to simply offer opinions or assertions unsupported by research. Express arguments based on logic, or conclusions based upon evidence, with references as appropriate.
17. In research papers, use subheadings to differentiate sections of your paper. These subheadings should be titled according to the content of the material included in that section. Sections of the paper should be differentiated based on substantive changes in the content / arguments of the paper. Use scholarly journal articles as a guide to writing in this format.
18. A research paper should begin with an introduction, sometimes titled “Introduction” in longer papers. It is short and gives an overview of the essay.
19. A research paper typically finishes with a conclusion section, often titled “Conclusion,” which often speculates on policy implications and suggests areas for future research. This section provides the finishing touch on your research paper and is your last opportunity to make an impression on the reader.

### ***Citations / Referencing***

20. Include in-text citations when paraphrasing or using a direct quote from another author. Generally, the author’s name and year of publication are required when paraphrasing another author’s work. When using a direct quote, include the author’s name, year of publication, and page number where the quote can be found. Failure to include appropriate citations is plagiarism.

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21. You cannot cite in your article anything that you have not actually read yourself. Do not cite works that the authors you read have cited—unless, again, you have gone to the library and read the works yourself.
22. In general, quotations are fine to use. However, they should be used sparingly. Do not write a paper in which you have one sentence and four lines of a quotation; and then another sentence followed by four lines of a quotation; and so on and so on.

### ***Editing***

23. Before submitting your research paper, read it through, and pretend that you are somebody else - read it through their eyes. Then, clarify those sentences that made sense to you earlier but which may be less clear in meaning to someone else.
24. Use a spellchecker.
25. Have someone else read through your essay to make comments on both substance and presentation/grammar. Then read through your essay again.