

**Instructor:** Danielle S. Rudes  
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**Phone:** 714.642.8141 (cell)  
**Class Time:** Monday, 4:30-7:10 p.m. in Krug Hall, 19  
**Office Hrs:** By appointment  
**Course Blackboard:** [mymason.gmu.edu](https://mymason.gmu.edu)

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## **COURSE DESCRIPTION AND OBJECTIVES**

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This is a graduate level seminar designed to increase knowledge about: 1) the nature of criminal offending among adults in society; 2) the social institutions and processes involved in punishment, control, and behavior change to address criminal offending behaviors, and 3) the consequences of current policies and organizational approaches to control crime in society and punish wrongdoers. By the end of this course, students should be comfortable answering the following questions: *How do inmates and staff understand, navigate, negotiate and perhaps endure the US correctional system? AND What changes, if any, in policies, practices and institutions are necessary to achieve a strategy to reduce recidivism and/or to reduce mass criminalization and incarceration policies/practices?* Through this course, students will build an understanding of the history, development, operation, effectiveness, and options to manage, supervise and treat those involved in the US correctional system.

It is important to recognize that this course pertains to the institutions and practices that are responsible for delivering state-ordered punishments. There are a number of social institutions and practices unaddressed by this course. Many affect the operations of correctional organizations and the delivery of mandated services and programs. While it is unfortunate that these institutions and practices cannot be included in this course (the length of the course is too short), students should recognize these institutions and practices comingled with correctional agencies in untold ways. They affect the goals, practices, and informal/formal procedures that are responsible for prisons, jails, pretrial agencies, probation, and parole. Moreover, they represent practices that citizens involved in the justice system endure and practices system actors' navigate that affect everyone involved in the correctional system. Students should consider contingent issues such as adjudication and sentencing, delivery of health care, delivery of substance abuse and mental health services, legislative and budgetary processes, politics, media, and public opinion issues in their writing, interpretation, analysis, synthesis and conceptualization of correctional issues.

*A note on nomenclature:* An important and ongoing discussion is the proper term to use to refer to the person or persons that are under correctional control in the U.S. Over the last half a century, the terminology varied depending upon the setting, the political preferences, and the status of the individual. Consider the following: Pretrial defendant usually refers to a non-adjudicated, non-convicted individual that is still involved in the justice system. Inmate refers to a person confined in prison. Probationer or parolee refers to a person under correctional control in community settings. Client refers to those required to participate in treatment type services. Ex-offender refers to someone who has been involved in the justice system. Diversion refers to a person that may be in pretrial status or adjudicated (formally or informally) but is required to be part of a specific program. The nomenclature is often awkward. Recent efforts to address some of the stigmatization and disenfranchisement of those involved in justice processes have recognized that the language referring to legal status and the conditions of the individual are important, and often depict how society responds to this status. A growing movement is underfoot to address the citizenship status of those involved with the justice system by using the following language: currently involved in the justice system or formerly involved in the justice system. In this class, we likely use a variety of terms to describe these folks but we need to be aware of how language affects policy and practice.

## **COURSE OBJECTIVES**

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- (1) Understand some key punishment theories and how these theories explain how and why we punish, in various ways, in US corrections,
- (2) Learn about the U.S. correctional system through a variety of readings, media and critical thinking exercises;
- (3) Become familiar with some of the major research areas within corrections and from a variety of perspectives (both keepers and kept), and
- (4) Translate academic research for yourself and a wider audience of practitioners, scholars, researchers, teachers, trainers and laypeople.

## **COURSE READINGS**

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The readings complement each other and serve as the basis for discussions. Therefore, you should complete the readings **before** their assigned class session to gain maximum benefit from the course.

In addition to three REQUIRED books, there are required readings (see Assigned Academic Articles section and the course the weekly outline in syllabus). All articles are on our course blackboard page in PDF format and all media assignments have corresponding links available. To access these readings go to our blackboard page and scroll down the page until you see the course readings section. All readings are in PDF format, which requires you to have Adobe Acrobat Reader on your computer. You can read the readings on the screen or you can print them out. Moreover, there are a number of books listed in the “Book club” section. CRIM 744 students will choose one book from this list and read as part of a class assignment. CRIM 544 students may read any book on the book club list for their book review with a publication date of 2017-present.

### **Assigned Books**

Reiter, K. (2016). *23/7: Pelican Bay prison and the rise of long-term solitary confinement*. Yale University Press.

Sykes, G. M. (1958, 2007). *The society of captives: A study of a maximum security prison*. Princeton University Press.

Western, B. (2018). *Homeward: Life in the Year After Prison*. Russell Sage Foundation.

### **Assigned Academic Articles**

Beckett, K. (2018). The Politics, Promise, and Peril of Criminal Justice Reform in the Context of Mass Incarceration. *Annual Review of Criminology*, 1, 235-259.

Britton, D. M., & Button, A. (2006). Prison pups: Assessing the effects of dog training programs in correctional facilities. *Journal of Family Social Work*, 9(4), 79-95.

Burnett, R., & Maruna, S. (2006). The kindness of prisoners: Strengths-based resettlement in theory and in action. *Criminology & Criminal Justice*, 6(1), 83-106.

Cochran, J. C., Toman, E. L., Mears, D. P., & Bales, W. D. (2018). Solitary confinement as punishment: Examining in-prison sanctioning disparities. *Justice Quarterly*, 35(3), 381-411.

Crewe, B. (2011). Depth, weight, tightness: Revisiting the pains of imprisonment. *Punishment & Society*, 13(5), 509-529.

- Cullen, F. T. (2005). The twelve people who saved rehabilitation: how the science of criminology made a difference: the American Society of Criminology 2004 presidential address. *Criminology*, 43(1), 1-42.
- Goodman, P. (2012). "Another Second Chance": Rethinking Rehabilitation through the Lens of California's Prison Fire Camps. *Social Problems*, 59(4), 437-458.
- Gould, J. B., & Leo, R. A. (2010). One hundred years later: Wrongful convictions after a century of research. *The Journal of Criminal Law and Criminology*, 825-868.
- Hagan, J., & Foster, H. (2012). Children of the American Prison Generation: Student and School Spillover Effects of Incarcerating Mothers. *Law & Society Review*, 46(1), 37-69.
- Hammett, T. M., Roberts, C., & Kennedy, S. (2001). Health-related issues in prisoner reentry. *Crime & Delinquency*, 47(3), 390-409.
- Haney, C. (2003). Mental health issues in long-term solitary and "supermax" confinement. *Crime & Delinquency*, 49(1), 124-156.
- Kreager, D. A., & Kruttschnitt, C. (2018). Inmate Society in the Era of Mass Incarceration. *Annual review of criminology*, 1, 261-283.
- Liebling, A. (2011). Moral performance, inhuman and degrading treatment and prison pain. *Punishment & Society*, 13(5), 530-550.
- Liebling, A. (1999). Prison suicide and prisoner coping. *Crime and Justice*, 26, 283-359.
- Martinson, R. (1976). California research at the crossroads. *Crime & Delinquency*, 22(2), 180-191.
- Martinson, R. (1974). What works? Questions and answers about prison reform. *The public interest*, 35, 22.
- Maruna, S., Lebel, T. P., Mitchell, N., & Naples, M. (2004). Pygmalion in the reintegration process: Desistance from crime through the looking glass. *Psychology, Crime & Law*, 10(3), 271-281.
- McDaniels-Wilson, C., & Belknap, J. (2008). The extensive sexual violation and sexual abuse histories of incarcerated women. *Violence Against Women*, 14(10), 1090-1127.
- Norris, R. J., & Bonventre, C. L. (2015). Advancing wrongful conviction scholarship: Toward new conceptual frameworks. *Justice Quarterly*, 32(6), 929-949.
- Petersilia, J., & Cullen, F. T. (2014). Liberal but not stupid: Meeting the promise of downsizing prisons. *Stanford Journal of Criminal Law and Policy*, Winter.
- Pettit, B., & Western, B. (2004). Mass imprisonment and the life course: Race and class inequality in US incarceration. *American sociological review*, 69(2), 151-169.
- Radosh, P. F. (2008). War on drugs: Gender and race inequities in crime control strategies. *Criminal Justice Studies*, 21(2), 167-178.
- Richie, B. E. (2001). Challenges incarcerated women face as they return to their communities: Findings from life history interviews. *Crime & Delinquency*, 47(3), 368-389.
- Skeem, J. L., Manchak, S., & Peterson, J. K. (2011). Correctional policy for offenders with mental illness:

- Creating a new paradigm for recidivism reduction. *Law and human behavior*, 35(2), 110-126.
- Reiter, K., & Chestnut, K. (2018). Correctional Autonomy and Authority in the Rise of Mass Incarceration. *Annual Review of Law and Social Science*, (forthcoming).
- Rembert, D. A., & Henderson, H. (2014). Correctional officer excessive use of force: Civil liability under Section 1983. *The Prison Journal*, 94(2), 198-219.
- Rudes, D.S., Magnuson, S., Portillo, S. & Hattery, A. (*unpublished*). Sex Logics: Negotiating the Prison Rape Elimination Act Against Its' Administrative Burden.
- Rudes, D. S., Viglione, J., & Taxman, F. S. (2017). Gendered Adherence: Correctional Officers and Therapeutic Reform in a Reentry Facility. *The Prison Journal*, 97(4), 496-519.
- Rudes, D. S., Viglione, J., & Meyer, K. S. (2016). Risky Needs: Risk entangled needs in probation supervision. *Risk and Need Assessment: Theory and Practice*. Edited by Faye S. Taxman. Routledge.
- Stojkovic, S. (2007). Elderly prisoners: A growing and forgotten group within correctional systems vulnerable to elder abuse. *Journal of elder abuse & neglect*, 19(3-4), 97-117.
- Sumner, J., & Sexton, L. (2015). Lost in translation: Looking for transgender identity in women's prisons and locating aggressors in prisoner culture. *Critical Criminology*, 23(1), 1-20.
- Tasca, M., Mulvey, P., & Rodriguez, N. (2016). Families coming together in prison: An examination of visitation encounters. *Punishment & Society*, 18(4), 459-478.
- Taxman, F. S., Pattavina, A., & Caudy, M. (2014). Justice reinvestment in the United States: An empirical assessment of the potential impact of increased correctional programming on recidivism. *Victims & Offenders*, 9(1), 50-75.
- Travis, J., & Petersilia, J. (2001). Reentry reconsidered: A new look at an old question. *Crime & Delinquency*, 47(3), 291-313.
- Useem, B. (1985). Disorganization and the New Mexico prison riot of 1980. *American Sociological Review*, 677-688.
- Visher, C. A., & Travis, J. (2003). Transitions from prison to community: Understanding individual pathways. *Annual review of sociology*, 29(1) 89-113.

### **Book Club Reference List**

- Alexander, M. (2012). *The new Jim Crow: Mass incarceration in the age of colorblindness*. The New Press.
- Amerson, M. (2014). *Braille Dots. Prison Stripes. Making a Difference*. (self-published on Amazon).
- Baca, J. S. (2007). *A place to stand*. Grove/Atlantic, Inc.
- Bates, L. (2013). *Shakespeare Saved My Life*. Sourcebooks, Inc.
- Campbell, N. D., Olsen, J. P., & Walden, L. (2008). The narcotic farm: The rise and fall of America's first prison for drug addicts. *Abrams: New York, NY, USA*.
- Clear, T. R., & Frost, N. A. (2015). *The punishment imperative: The rise and failure of mass incarceration in*

America. NYU Press.

Conover, T. (2010). *Newjack: Guarding Sing Sing*. Vintage.

Desmond, M. (2016). *Evicted: Poverty and profit in the American city*. Broadway Books.

Giallombardo, R. (1966). *Society of women: A study of a women's prison*. New York: Wiley.

Goffman, A. (2015). *On the run: Fugitive life in an American city*. Picador.

Gould, J. B. (2007). *The Innocence Commission: Preventing wrongful convictions and restoring the criminal justice system*. NYU Press.

Hassine, V., (2010) *Life without parole: Living and dying in prison today (5<sup>th</sup> Edition)*. Oxford University Press.

Heyward, G. L. (2015). *Corruption officer: From jail guard to perpetrator inside Rikers Island*. Simon and Schuster.

Lerman, A. E. (2013). *The Modern Prison Paradox: Politics, Punishment and Social Community*. Cambridge University Press.

Leon, C. S. (2011). *Sex fiends, perverts, and pedophiles: Understanding sex crime policy in America*. NYU Press.

Johnson, R. (1990). *Death work: A study of the modern execution process*. Thomson Brooks/Cole Publishing Co.

Norris, R. J. (2017). *Exonerated: A history of the innocence movement*. NYU Press.

Parsell, T. J. (2009). *Fish: A Memoir of a Boy in a Man's Prison*. Da Capo Press.

Rathbone, C. (2006). *A World Apart: Women, Prison & Life Behind Bars*. Random House.

Rideau, W. (2010). *In the place of justice: A story of punishment and deliverance*. Vintage.

Santos, M. G. (2007). *Inside: Life behind bars in America*. Macmillan.

Stevenson, B. (2015). *Just mercy: A story of justice and redemption*. Spiegel & Grau.

Thompson, H. A. (2017). *Blood in the Water: the Attica Prison uprising of 1971 and its legacy*. Vintage.

Toch, H., Acker, J.R., & Bonventre, V.M. (2018). *Living on Death Row: The Psychology of Waiting to Die* (edited volume). American Psychological Association.

Williams, M. (2018). *The Sex Offender Housing Dilemma: Community Activism, Safety, and Social Justice*. NYU Press.

## Media Links

NPR's report: Are Prison Populations Decreasing: Depends on Where you Look.

<https://www.npr.org/2018/06/14/619827057/are-prison-populations-decreasing-depends-on-where-you-look>

Lurie's How to Read a Book in 2 Hours or Less

<https://www.insidehighered.com/blogs/gradhacker/how-read-book-two-hours-or-less>

Webber's How to Read an Academic Book

<https://iws.edu/2005/01/robert-webber-how-to-read-an-academic-book/>

(CRIM 544) Brienza's How to Write an Academic Book Review

<https://www.insidehighered.com/advice/2015/03/27/essay-writing-academic-book-reviews>

(CRIM 544) Cullen's How to Write a White Paper

<https://www.instructionalsolutions.com/blog/how-to-write-white-paper>

(CRIM 744) How to Write a Qualitative Research Paper

<https://dukekunshan.edu.cn/sites/default/files/u587/Lecutres%20Yamey%202017%20Qualitative%20Research.pdf>

Western (USA Today) Violent Offenders Often Victims Themselves...

<https://www.usatoday.com/story/opinion/policing/2018/08/09/violence-crime-punishment-policing-usa/930249002/>

Metcalf: Day in the Life of a Prisoner (Marshall Project)

<https://www.themarshallproject.org/2018/07/12/a-day-in-the-life-of-a-prisoner>

Thompson: Frail, Old and Dying but their only way out of prison is a coffin

<https://www.nytimes.com/2018/03/07/us/prisons-compassionate-release-.html>

Santo & Iaboni—(Marshall Project) What's in a Prison Meal?

<https://www.themarshallproject.org/2015/07/07/what-s-in-a-prison-meal>

PsychAlive's Working Behind the Wall (white paper)

<https://www.psychalive.org/working-behind-the-wall-mental-health-of-correctional-based-staff/>

Wegmann's They fought wildfires as inmates, but California won't let them become firefighters when free.

<https://www.washingtonexaminer.com/opinion/they-fought-wildfires-as-inmates-but-california-wont-let-them-become-firefighters-when-free>

Chan: Girl Scouts Who Visit Their Moms in Prison

<http://time.com/girls-scouts-prison-moms/>

Paul & Berman. Tennessee executes killer with controversial drugs that Justice Sotomayor said could inflict 'torturous pain'

[https://www.washingtonpost.com/news/post-nation/wp/2018/08/09/tennessee-plans-to-execute-killer-with-controversial-drug-that-justice-sotomayor-said-could-inflict-torturous-pain/?utm\\_term=.6fa382853e77&wpisrc=al\\_news\\_alert-national&wpmk=1](https://www.washingtonpost.com/news/post-nation/wp/2018/08/09/tennessee-plans-to-execute-killer-with-controversial-drug-that-justice-sotomayor-said-could-inflict-torturous-pain/?utm_term=.6fa382853e77&wpisrc=al_news_alert-national&wpmk=1)

Pope declares death penalty inadmissible in all cases.

<https://www.nytimes.com/2018/08/02/world/europe/pope-death-penalty.html?smid=fb-nytimes&smtyp=cur>

O'Donoghue: Louisiana AG Jeff Landry pushes new execution options: gas, electrocution, firing squad, hanging

[https://www.nola.com/politics/index.ssf/2018/07/jeff\\_landry\\_death\\_penalty.html](https://www.nola.com/politics/index.ssf/2018/07/jeff_landry_death_penalty.html)

(optional) National Registry of Exoneration <https://www.law.umich.edu/special/exoneration/Pages/about.aspx>

Jouvenal's Raising a Baby in Prison (WAPO)

[https://www.washingtonpost.com/news/local/wp/2018/05/11/feature/prisons-are-allowing-mothers-to-raise-their-babies-behind-bars-but-is-the-radical-experiment-in-parenting-and-punishment-a-good-idea/?utm\\_term=.09a39f4ab471](https://www.washingtonpost.com/news/local/wp/2018/05/11/feature/prisons-are-allowing-mothers-to-raise-their-babies-behind-bars-but-is-the-radical-experiment-in-parenting-and-punishment-a-good-idea/?utm_term=.09a39f4ab471)

Alexander's Why Children with Parents in Prison are Especially Burdened

<https://www.theatlantic.com/politics/archive/2015/12/why-children-with-parents-in-prison-are-especially-burdened/433638/>

Benedictus' A Working Life (interview in the Guardian)

<https://www.theguardian.com/money/2010/aug/21/probation-officer-working-life>

Kras. Citizenship through the eyes of those who have lost the right to vote.

<https://theconversation.com/citizenship-through-the-eyes-of-those-who-have-lost-the-right-to-vote-99747>

**Freakonomics Podcast:** Making Sex Offenders Pay and Pay and Pay

<http://freakonomics.com/podcast/making-sex-offenders-pay-and-pay-and-pay-and-pay-a-new-freakonomics-radio-podcast/>

**Ear Hustle Podcast**

<https://www.earhustlesq.com/>

**John Oliver's This Week Tonight**

- Reentry: <https://www.youtube.com/watch?v=gJtYRxH5G2k>
- Mass Incarceration: [https://www.youtube.com/watch?v=\\_Pz3syET3DY](https://www.youtube.com/watch?v=_Pz3syET3DY)
- Rehab: <https://www.youtube.com/watch?v=hWQiXv0sn9Y>
- Mandatory Minimums (optional) <https://www.youtube.com/watch?v=pDVmldTurqk>
- Bail (optional) <https://www.youtube.com/watch?v=IS5mwymTIJU>

## GRADING

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**CRIM 744:** Your final grade will be calculated as follows (total 100%): 1000 Total Points Possible

Research Question	5% (50 points)
Findings Draft	10% (100 points)
Literature Review Draft	5% (50 points)
Discussion Draft	5% (50 points)
Paper Introduction Draft	5% (50 points)
Paper title, abstract, references, tables/graph Draft	5% (50 points)
5 PP Slides & Group Presentation	5% (50 points)
Final Paper (with all parts, edited)	30% (300 points)
Book Club	10% (100 points)
Mentee Evaluation Score	2.5% (25 points)
Self-Evaluation Score	2.5% (25 points)
Edits to Mentee Podcast Script	5% (50 points)
Edits to Mentee Book Review	5% (50 points)
Edits to Mentee White Paper/Research Brief	5% (50 points)

**CRIM 544:** Your final grade will be calculated as follows (total 100%): 1000 Total Points Possible

Podcast Script Draft	5% (50 points)
Book Review Draft	5% (50 points)
White Paper/Research Brief Draft	5% (50 points)
Podcast Script Final	25% (250 points)
Book Review Final	25% (250 points)
White Paper/Research Brief Final	30% (300 points)

2 PP Slides and class presentation

5% (50 points)

#### **Grading Scale**

96-100 = A+	86.5-89.9 = B+	76.5-79.9 = C+	60-69.9	D
93-95.9 = A	83.5-86.4 = B	73.5-76.4 = C	<59.9--	F
90-92.9 A-	80-83.4 = B-	70-73.4 = C-		

### **EXPECTATIONS OF STUDENTS**

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#### **Academic Integrity**

Students must be responsible for their own work, and students and faculty must take on the responsibility of dealing explicitly with violations. The tenet must be a foundation of our university culture. [See <http://academicintegrity.gmu.edu/distance>].

#### **Honor Code**

Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode>].

#### **MasonLive/Email (GMU Email)**

Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account. [See <https://thanatos.gmu.edu/masonlive/login>].

#### **Patriot Pass**

Once you sign up for your Patriot Pass, your passwords will be synchronized, and you will use your Patriot Pass username and password to log in to the following systems: Blackboard, University Libraries, MasonLive, myMason, Patriot Web, Virtual Computing Lab, and WEMS. [See <https://thanatos.gmu.edu/passwordchange/index.jsp>]. There is also two-factor authentication in place now so you may have to enroll in this, if you have not already done so.

#### **Responsible Use of Computing**

Students must follow the university policy for Responsible Use of Computing. [See <http://universitypolicy.gmu.edu/1301gen.html>].

### **ASSIGNMENTS FOR CRIM 544 (Master's) Students**

#### **SCIENCE TO SENSE PODCASTS**

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Students registered for CRIM 544 will prepare one script for an *ACEdit!: Turning Science to Sense* Podcast. You can choose any corrections-related article on the syllabus or any corrections-related article in the broader academic literature. If you choose something that is NOT on the syllabus, it MUST relate to corrections (prison, parole, probation, jail, treatment, or problem solving courts). The more recent the article (preferably 2016 through present), the more likely we will use it for a podcast (on-air). Please do not try to write a podcast script from a book, a research report and/or a law review article. Please feel free to email me your selection for your podcast anytime for approval (although this is not necessary). I am looking for clarity, simplicity, interesting delivery, creativity and good writing. If your script is good enough, we may record it for an ACEdit! Podcast and will give you credit for writing it (we reserve the right to edit as needed though). Dr. Rudes will conduct a “how to” workshop for these podcasts during class time on 9/10. You should have a good handle on what this is and how it works after that session. If you have additional questions, though, Dr. Rudes will arrange to meet with you outside class hours. A draft of your full podcast script is due to your Ph.D. mentor by midnight on September 24<sup>th</sup>. Please also submit it to Blackboard at that time so Dr. Rudes has a record. Your mentor will provide you

**feedback by midnight on October 7<sup>th</sup>. Then, your fully edited (final) draft is due to Dr. Rudes (via Blackboard) on 10/29 or earlier.**

## **BOOK REVIEWS**

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Book reviews are a staple of most major academic journals. They are a place where you can read about a new book before committing to buy it and read it yourself. They are also a great way for authors to get some feedback about their book and some publicity for their scholarship. You will be writing a reactionary book review...where you read a book and write a review (rather than when a publisher emails you and asks you to review a book). In about 800-1000 words, your book review will cover the following:

1. **Introduction**
2. **Summary of the Author's Argument(s)**
3. **Author's info** (something about who they are, what they study, what they've written previously)
4. **Summary of the book's contents** (structure, method, chapters)
5. **Strengths of the book and/or argument(s)**
6. **Weaknesses of the book and/or argument(s)**
7. **Conclusion**

For this assignment, you need to choose a book with a publication date (original) of 2017-present. You can choose the Reiter or Western book from the syllabus and/or any of the book club books with a publication date of 2017-present (there are three: Thompson, Toch et al., and Williams). On the syllabus, I ask you to find three published book reviews to use as models. This is not a graded assignment, but it will significantly help you. I also provide you a link to an *Inside Higher Ed* article on writing book reviews. This will help, too. **A draft of your full book review is to your Ph.D. mentor by midnight on October 8. You will also submit it to Blackboard at that time so Dr. Rudes has a record.** They will provide you feedback by midnight on October 21<sup>st</sup>. Then, **the final draft of your book review is due to Dr. Rudes via Blackboard by midnight on November 12<sup>th</sup>.** The goal of this assignment is that after the semester ends, you will submit your book review to a journal for publication.

## **WHITE PAPERS**

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Students registered for CRIM 544 will write a white paper as their final paper for the course. A white paper is a term business/marketing sometimes uses. In the social sciences, a white paper does much the same thing. It is a brief overview of what we know about a particular topic, what are some key questions that require addressing and what are some solutions to fill this gap? Your white paper will be no more than three pages (preferably one) with the following sections:

1. **Title**
2. **Author and affiliation**
3. **Problem statement**
4. **Background** (what do we know in the science/literature)
5. **Key questions/concerns** that require addressing via research?
6. **Proposed solutions** or ideas for moving forward
7. **Conclusion** (with any recommendations not mentioned in proposed solutions)
8. **References**
9. **Graphic, chart, table or infographic**

Please note that white papers are supposed to be interesting and informative. They are not supposed to put people to sleep. Please design yours using color, graphics, art, style, pizzazz so that readers are drawn to it not just for the content, but because it is visually interesting. This exercise will require creativity and analytical skills. It is about translating academic, empirical science into real-world language for non-scholars. There are no rules here for word limit, font choice, or margins. Each white paper will be unique in this regard. Please use APA style for all references though. You will write your white paper individually, not as part of a team.

**A draft of your white paper is due to your Ph.D. mentor by midnight on November 12<sup>th</sup>. Please also submit your draft to Blackboard at this time so Dr. Rudes has a record. The mentor will provide you feedback by midnight on November 25<sup>th</sup>. You will then submit your final/edited white paper to Dr. Rudes via Blackboard by midnight on December 9<sup>th</sup>.** The goal of this paper is that when you are done, and

Dr. Rudes approves (after editing), ACE! will post this white paper on their website and/or send out information about your white paper via Twitter and/or Facebook.

## **POWERPOINT PRESENTATION OF YOUR WHITE PAPER IN CLASS**

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Students enrolled in CRIM 544 will prepare a PowerPoint presentation using (only) **TWO** slides to describe their white paper to the class. Each student will have 5 to 7 minutes to present. You may design and structure your presentation as you like, but each should include the following information:

- 1. Title and Author Slide**
- 2. Introduction, Brief Background, Key Question, Proposed Solution(s), Conclusion**
- 3. (optional 3<sup>rd</sup> slide) ONLY IF YOU WANT TO SHOW YOUR GRAPHIC**

You will receive a grade for this assignment by turning your PowerPoint slides into Blackboard by midnight on the day you present in class. On the day you present, you should come to class with your slides loaded onto a thumb/flash drive. You should practice your presentation before class so you know what you will say. You are welcome to provide handouts to go along with your presentation, but this is optional.

## **ASSIGNMENTS FOR CRIM 744 (Doctoral) Students**

### **BOOK CLUB REPORTS**

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CRIM 744 students are required to read one book from the Book Club list on the syllabus and write a brief report on the book. The report should NOT be written like an essay. Rather, you should construct your report to respond to the areas listed below. Please submit your one page brief report to Blackboard before you present to the class. All book club presentations must occur on the class listed (as these correspond with the weekly theme/topic). You decide what book to read, but no two student in class can review the same book (to maximize our learning)...so choose your book early and let Dr. Rudes know.

- 1. Full citation**
- 2. Author:** background, position, whatever you know about him/her
- 3. Argument:** 1-2 sentences that provide a summary of the major argument in the book and
  - a. Main ideas
  - b. Concepts/ideas/theories (new or connected to)
  - c. How does the author connect their ideas in this book to the broader literature (or to social problems, policy, practice)?
- 4. Structure:** how is the book laid out, how does the structure help the author make his/her point(s)
- 5. Method:** if empirical, how did the author collect/analyze data; if theoretical or policy argumentative discuss what data or sources they used to make their argument(s)
- 6. Quotes:** Provide 2 or 3 quotes from the book that you found particularly compelling AND that help the author make his/her argument
- 7. Critique:** outline any constructive criticism you might have for the book's argument, structure, method and/or recommendations

### **EMPIRICAL RESEARCH PAPER**

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CRIM 744 students will work together in teams of 2 or 3 students each to write a full research paper in the hopes of publishing this work post-semester. To do this, you will use all/some of Dr. Rudes' data from a project she conducted by interviewing inmates within the Pennsylvania Department of Corrections. Your paper will contain all parts of a full empirical research article (except the methods section will be truncated as you did not collect the data...we will help you fill this in later if we decide to pursue publication). CLS Doctoral Candidate, Shannon Magnuson, will be in our class on 9/10 to provide a workshop on data coding, analysis and writing qualitative papers for academic journals. She will also provide a mini tutorial on the qualitative data management software we use, Atlas.ti. I am requiring that you do all your data coding/analysis in Atlas.ti because it will be easier to reexamine later if we choose to move forward with

publishing. After completing the training, and as soon as Dr. Rudes gets all your CITI certificates, submits to IRB and receives approval for you to see/use the de-identified data, Shannon will give you access to the Dropbox project folder. If you do not have a DropBox account, please sign up (it's free) and if you use an email for DropBox that is different from your GMU account, please let Dr. Rudes know asap. During the training, Shannon will also explain how to navigate the Dropbox and files. **Your findings draft is due via blackboard midnight on October 8<sup>th</sup>**, I will then provide you feedback, and you will include your edited and perfected findings section in the final paper.

**Final Paper (including all parts: (in this order) title, abstract, intro, lit review, mini methods, findings, discussion/conclusion, references and any tables/figures)**

**Research Question:** Student groups will work together to create a research question that is answerable by the data available from Dr. Rudes' Prison Project. You do not have to use all the data. You can choose certain prisons, certain inmate groups/types, whatever you like. Dr. Rudes will need to review this question before you continue your work on the paper (and she may need to discuss it with you). **Be prepared to discuss your question in class on September 10<sup>th</sup>. In addition, please submit your question (revised after class as necessary) to Blackboard by that same day (9/10) at midnight.**

**Findings:** The findings section of your paper should incorporate your analysis of the data. It is the results section where you present what you found (i.e., what the data says). It is not a place for theorizing why/how, but rather a presentation of what and, if available, your subjects' explanations for why/how. In this section you will incorporate fieldnote and interview data (including direct quotes when they are available). I have included target dates for you on the syllabus to help you structure your time to make sure your analysis is done on time for you to write the findings section. **Your findings draft is due via blackboard midnight on October 8<sup>th</sup>.** I will then provide you feedback, and you will include your edited and perfected findings section in the final version of your paper. You can download a free trial of Atlas.ti at [www.atlasti.com](http://www.atlasti.com) (the PC version, not the mac). Alternatively, the Fenwick Library has laptops with Atlas loaded on it that you can rent/sign out.

**Literature Review:** A literature review is the section of a research/scholarly paper that makes an argument about why your work is important and how it contributes to the literature. It does this usually in one of a few ways including: 1) your work fills a hole in existing scholarly knowledge or 2) your work tests, extends or expands existing research or theory. You will read many articles/books this semester that you can include in your literature review. You are already reading these for our class. Additionally, you can find as many external sources as you think you need to write a good literature review. There is no page minimum or maximum for your literature review draft, but yours will likely be 3 to 5 pages. **A completed draft is due via blackboard by midnight on October 22<sup>nd</sup>.** I will provide you feedback, which you will incorporate into your final paper. Our Blackboard page has a link to a PDF article on writing literature reviews (optional reading) that may also help you.

**Discussion/Conclusion:** The discussion section provides a summary of your findings, but more importantly, is the place where you get discuss what your findings may mean. This is where you connect your findings to larger theoretical, conceptual, analytic, empirical, policy-practice issues and prior scholarship. It is the only place in the paper where you get to present your own thoughts/interpretation of the data. It is also where you mention any study limitations faced and any ideas for future research on this area/topic. Your discussion should have a place for both theoretical/conceptual implications AND practical/policy implications. **A draft of your discussion/conclusion is due via blackboard by midnight on October 29<sup>th</sup>.**

**Introduction:** The introduction section of the paper sets the context for your findings. It situates your paper within broader (or sometimes narrower) social/contextual considerations. There are several ways to write an introduction section. You should peruse qualitative articles that you like to get a feel for the various structures. The final paragraph of the introduction generally states your research question and gives a brief outline of the paper (in paragraph form). In qualitative writing, the introduction is usually one of the last parts

of the paper you write because you cannot tell readers where you are going with your paper, until you know yourself. **A draft of your introduction is due via blackboard by midnight on November 5<sup>th</sup>.**

**(Mini) Methods:** The methods section of your paper tells the readers how you conducted your data collection and analysis. Since you did not do the data collection, you will focus your mini-methods section on just your analysis. To do this, you will tell readers what sample/data you used and how you analyzed that data. If we choose to go forward with trying to publish this paper, Dr. Rudes and Shannon Magnuson will help you with your final methods section by adding information about the study site background and the data collection process. **A completed draft of your methods section is due by midnight on November 12<sup>th</sup> via blackboard.** I will give comments/suggestions and you will include an edited version of this section in your final paper.

**Title, Abstract, Introduction, References and Tables/Graphs:** The title is a title and subtitle for your paper that introduces the paper in an interesting way and gets out some of your key words so people looking for research on your topic can find your work. The abstract is a mini overview of your paper containing roughly 150-200 words. It tells readers what you studied, how you studied it, what you found and some potential implications of your work. Your introduction (likely 2 or less pages) will introduce the big ideas that your paper is arguing/contributing to, introduce your research question and data and provide a roadmap for readers to follow. Your references are a list of the other works cited in your paper. We will use APA style for this assignment. **Drafts of all these items are also due via blackboard midnight on November 12<sup>th</sup>.**

### **Paper Formatting & Stylistic Requirements**

- **Typed, double-spaced pages with 1-inch margins on all sides**
- **Times New Roman, 12 point black font, numbered pages**
- **Separate title page with title, authors, department and email address (list of key words optional).**
- **APA citation style for in-text citations and references**
- **Tables and Figures (optional)**
- **Your full paper should be roughly 25 pages, but may be a bit more or less**

**Authorship:** Your team should make some choices about authorship for the class paper. There are a few ways to do this. If everyone contributes equally, you can author in alphabetical order or by drawing names out of a hat. If one author takes the lead in all/many ways, they may be the lead author and so on. However, please note that *you are not using data you collected*. You are using data that belongs to Dr. Rudes. Thus, it does not belong to you. After you have completed your course paper and Dr. Rudes grades it she will pass all papers on to Shannon Magnuson for her comments/suggestions. Rudes and Magnuson will decide which of the papers (if any) we would like to pursue for publication. We will then ask you if you would like to continue working on the paper for publication. If you do not (and you do not have to), your name will be removed from the paper and your team (or just Rudes & Magnuson) may continue working on the paper to get it ready for publication. If you pull out of the paper at any time after the class, your team will remove your name as author and we will, instead, thank you in the acknowledgements section of the first page as a contributor. Your class paper authorship order is just for the class paper. Dr. Rudes and Shannon Magnuson will determine the authorship order for the final, publishable paper when the paper is nearly ready for submission. *Authorship order is a big deal.* The more mental and physical work someone puts in usually determines their place in the order. If Dr. Rudes or Shannon Magnuson do a lot of the heavy lifting conceptually, analytically, theoretically and/or with writing, they may take the first and/or second author slot on any/all papers. Just keep this in mind as you write. The more you give, the more you get...but you may have limitations at this phase of your career and it is important to acknowledge those and learn from them.

**Additional helpful suggestions:** If the topic of your choosing has a race/ethnicity or gender framing, I strongly suggest you consult some of Dr. Rudes' amazing colleagues at GMU. Dr. Angela Hattery is the Director of the Women & Gender Studies Center on campus and a professor. She has written numerous

books and articles that use a feminist or gender- & race-inequality lens to consider issues related to the criminal justice system. Dr. Earl Smith is a professor of sociology at GMU. He writes regularly with Dr. Hattery and focuses on race/ethnicity and inequality. Both Drs. Hattery & Smith worked the past two summers with Dr. Rudes on her Solitary Confinement project so they have keen and interesting insight into prison-related issues. Both are exceptionally nice people too and are happy to talk to you about your ideas. [ahattery@gmu.edu](mailto:ahattery@gmu.edu) and [smithearl8@gmail.com](mailto:smithearl8@gmail.com). Additionally, in our department Drs. Johnson and Houston have expertise in race-related issues and may be of considerable help.

## **POWERPOINT PRESENTATION OF YOUR RESEARCH PAPER IN CLASS**

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Students enrolled in CRIM 744 will prepare a PowerPoint presentation using (only) **FIVE** slides to describe their research paper to the class (like a conference presentation). Each group will have 10 minutes to present. You may design and structure your presentation as you like, but each should include the following information:

- 4. Title and Author Slide**
- 5. Introduction**
- 6. Methods** (just the analysis/sampling part you're using in your paper)
- 7. Findings**
- 8. Discussion/Implications**

You will receive a grade for this assignment by turning your PowerPoint slides into Blackboard by midnight on the day you present in class and if all of your group members participate. Groups will present in class (depending on time/availability) on either November 26 or December 3. Unless there are extenuating circumstances, all members of the group should work equally on this assignment, present equally and receive the same grade. On the day you present, you should come to class with your slides loaded onto a thumb/flash drive. You should practice your presentation before class so everyone knows their parts/role. You are welcome to provide handouts to go along with your presentation, but this is optional.

Since you will be writing a full paper and preparing a PowerPoint presentation, I might also suggest you consider submitting an abstract of your work to one of two national conferences held locally in the DMV next year (or any conference of your choosing). First, the Academy of Criminal Justice Sciences (ACJS) annual conference is in Baltimore from March 26-30, 2019. Abstract submissions are due between 9/30 and 10/15. <https://www.acjs.org/page/2019AnnualMeeting>. It is a local conference so the cost of attending will not be as much as when you have to travel farther. The CLS Department, CLSSA and the GSTF will help you fund this experience if you apply for funding (i.e., gas, metro/train, conference registration, etc.). In addition, the Law & Society Association (LSA) is May 30-June 2, 2019 in Washington, DC. The call for abstracts is not out yet, but it usually comes out in late August or early September with a mid-October deadline. I will let you know when it is open for submissions. Please note that if you plan to attend, you will have to clear this with your team. You can have more than one presenting author, but if one or more of your team does not want to attend, you can go solo as long as you let them know and list them as non-presenting authors. Additionally, Dr. Rudes and Shannon Magnuson will have to approve your presentation (as you are using their data) and you will list both as non-presenting authors. ACE! usually holds practice presentations for major conferences, as does the CLS department so look for those announcements if you want to practice before attending. If none are scheduled, email Dr. Rudes and she can arrange a practice for you.

## **CRIM 744 STUDENTS' MENTORING CRIM 544 STUDNETS**

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Mentoring is a gigantic part of the life of an academic and/or researcher. It is also a skill you rarely get to practice in graduate school. As this may be new to you, *do not stress*. ☺ I am not asking you to give them life advice or take phone calls or texts at 4 a.m. Rather, I am asking you to help them:

- **formulate their ideas;**
- **come up with interesting questions;**
- **find key literature;**
- **brainstorm implications/solutions, and**

- help them with their writing and presentation of ideas.

To be a good mentor, I think, you need four main things **patience, understanding, energy, and empathy**. If you do not already possess these qualities, now is a great time to work on developing them. To mentor well, you might consider what you love about your current mentor or mentors you worked with in the past. In addition, you have my cell phone number and email. I can mentor you to mentor them OR I can help mentor them if you are having difficulty. I am here for you.

**Each time you edit one of their drafts (podcast script, book review and white paper) please CC me when you email it back to them.** You should use MS Word (tracked changes and comments) to provide feedback. After I receive your CCed response, I will open the document you edited and give you a grade for editing. I am NOT looking for perfection here. I am looking for things like attention to detail, creativity, tact, kindness, analytical/theoretical refinement, etc. **Your edits on their drafts are due back to them as follows:** (by midnight each time): **podcast script (return to student via email with Rudes CCed by 10/7); book review (return to student via email with Rudes CCed by 10/21), and white paper (return to student via email with Rudes CCed by 11/25).**

On the last day of class, I will present you and the CRIM 544 students with two evaluation forms. One will go to the CRIM 544 students asking them to rate your mentorship in a variety of ways. The second one will go to you, asking you to evaluate your performance both as a mentor and as a student in this class. Each part will count as 2.5% of your overall grade (5% total) for the course. Both the CRIM 544 and your evaluations will be a *guide* for me as I determine your grade. **You will NOT see how they rate you.** Ultimately, I will give you a grade for mentoring after I consider your performance in class AND their and your evaluations.

#### **What's Missing From Our Corrections' Course?**

Topics: Juveniles, Pre-Trial Diversion, LWOP, Lethal Injection, Prison Gangs, jail, bail, CO stress/burnout, and sooooo much more. In community corrections, we are covering very little about the work of probation/parole officers and nothing about problem-solving courts.

#### **Who and What Is Missing From Our Corrections' Course?**

- Reports from important research think tanks like Vera Institute, Urban Institute, Solitary Watch, Public Policy Institute, etc.
- More from Todd Clear, Jeremy Travis and Ashley Rubin
- Readings from Robert Werth, Edith Kinney, Michelle Phelps, Jay Borchert, Kimberly Richman, Kelly Hannah-Moffat, Ben Steiner, Ed Latessa, Paula Smith, Kevin Wright, Val Jenness, James Marquart, Fergus McNeil, and Joan Petersilia's breadth of work including her amazing book *When Prisoners Come Home*.