

CRIMINAL JUSTICE ANNUAL REPORT 2016-2017

Prepared by Daniel Renfrow, CRIM Coordinator

I. The Annual Assessment Meeting

Professors Renfrow and Karbhari met periodically throughout the 2016-2017 to conduct the business of the Criminal Justice Program. They met on Monday, May 8, 2017 to analyze assessment data collected throughout this academic year. The report that follows focuses primarily upon their analysis of data related to Program Goal 1 and data from senior exit interviews that provide a more holistic approach to program assessment.

II. Closing the Loop

As we stated in the 2015-2016 Annual Report, faculty members spent last year constructing the Assessment Plan for our relatively new CRIM program. We implemented that Assessment Plan this year with limited success. As we discuss in the sections that follow, we will continue to refine this process.

Since last year, the CRIM major received New York State approval. We spent the year conducting a search for a full-time tenure track Assistant Professor of Criminal Justice. Unfortunately, the search failed and will start over in the Fall. This new faculty member, who will serve as chair, will shape the future direction of this program. The program is hoping to add CRIM 385: Case Studies in Criminal Justice seminar to expand our applied offerings for the Fall 2017.

III. Examination of Assessment Data

CRIM faculty began the 2016-2017 academic year by revising course syllabi for CRIM 115, 301, and 302 to incorporate material from the Program Goals and Learning Objectives identified in the Assessment Plan. Revised syllabi are attached to this report. As we discuss below, additional work is needed to ensure that each course syllabus includes separate sections for Program Goals, Learning Objectives and Student Learning Outcomes. We understand the importance in providing this information to our students so that they understand what each course contributes to the CRIM major.

Throughout the 2016-2017 academic year, the CRIM program assessed how well current courses accomplish Program Goal 1, which states that we hope *to provide students with knowledge of the historical and philosophical traditions that provide the foundations for the U.S. Criminal Justice system*. As we note in our Assessment Plan 2015-2016, many courses contribute toward this goal, but we assess related learning outcomes explicitly in CRIM 115, 301, and 303.

One learning objective associated with Program Goal 1 is that *students should be able to analyze the major debates related to definitions of crime, understandings of criminality and philosophies of punishment*. CRIM 115 specifically assessed a learning outcome related to this objective.. Data from short answer exam questions (eg, “Define white-collar crime and discuss 3 types of white-collar crimes? Select among: Corporate Fraud, Securities and Commodities Fraud, Health Care Fraud/Mortgage Fraud, Financial Institution Fraud, Insurance Fraud, or Money Laundering” and “Define an amateur property offender and a professional property offender? What are their characteristics, and what are the major differences between the two?”) indicate that *students are able to use Criminal Justice vocabulary correctly*. A majority of students (86%) earned higher than a 75% on the exams in CRIM 115, a figure that exceeds the stated success criterion for this learning outcome. These results suggest that our approach in CRIM 115 appears to be effective in teaching students to use criminal justice vocabulary. Unfortunately, data to assess the second learning outcome (ie, whether students can compare and contrast philosophies of punishment) associated with this objective were not collected this year.

A second learning objective associated with Program Goal 1 is that *students should understand and be able to discuss the historical development of the Criminal Justice system*. Unfortunately, data were not collected regarding the two learning outcomes (ie, whether students know the history of common law and whether students can connect contemporary aspects of the U.S. legal system to their common law roots) associated with this objective. Faculty will collect and assess these data in the future.

The third learning objective associated with Program Goal 1 is that *students should be able to connect Criminal Justice with other Liberal Arts fields*. CRIM 303, the site where learning outcomes for this objective are to be assessed, was not taught during this academic year. However, in reviewing this objective and its related learning outcomes, we decided that learning outcomes stated in the Assessment Plan 2015-2016 do not adequately capture this objective. Consequently, we decided to revise our Assessment Plan. We take up this issue in more detail below.

At the conclusion of the academic year, CRIM faculty collected information from graduating seniors to assess the program as a whole. These discussions centered on two questions: 1) What aspects of the major contributed most to your learning? and 2) What aspects of the major could be improved to help student learning in the future? What should this aspect look like in your opinion? We encouraged seniors to specifically consider courses (eg, required and elective courses), advising (eg, academic and career), experiential learning (eg, internships and off-campus study), and the senior experience (eg, thesis, poster session, comprehensive exams) as they considered each question.

The results of these discussions were generally positive. Students commented that the discussion-based learning that is possible in classes with small enrollments contributed to their learning. For example, one student stated that “small group discussions are what helped the most.” As he went on to explain, “it was very beneficial for me to learn from others’ experiences.” Other students similarly identified small class size and seminar format as primary aspects of the program that aided their learning of course material.

These discussions highlighted student concerns as well. One student stated that “taking research methods before taking CRIM 401 would have been really helpful”. This comment indicates a need to improve major advising—particularly for transfer students—in ensure that students take courses in the proper developmental sequence. Adding research methods as a prerequisite for CRIM 401 might help solve this problem. CRIM faculty will explore solutions to this specific issue.

Other students commented on the need for more applied content within the major. For example, one student noted that “I feel like there needs to be more real-world connection to our learning--particularly in the beginning stages of the major—across the whole criminal justice field. I feel as if there are more people in this major who would like to be police officers, so there should be more of a focus on that part of the system.” Comments such as these highlight a need to better integrate theoretical and applied approaches to Criminal Justice within our program. These comments should inform future curriculum revisions and hiring decisions within this program.

As we discuss in more detail below, we will continue to collect data next year in order to complete our assessment of Program Goal 1. Our current assessment, based on limited data, however, provides some evidence that we are making progress toward Program Goal 1.

IV. Program Changes

Given the uncertainty related to staffing, CRIM faculty do not propose any substantive changes to the program at this time. It is clear that CRIM faculty need to ensure that all of their courses collect the necessary data in order to assess the program. We will be sure to check in with each other at the beginning of each semester to make certain that syllabi include Program Goals, Student Learning Objectives, and Outcomes, and that assignments will enable us to assess these learning outcomes. We will also explore the concern raised earlier about course sequencing and transfer advising in the coming year.

V. Action Plan for the Coming Year

During the 2017-2018 academic year, CRIM faculty will continue to collect data that will enable us to finish our assessment of Program Goal 1 and to begin our assessment of Program Goal 2, which states that the program *approaches Criminal Justice as a critical social science*. In particular, we will assess students’ theoretical foundation (ie, whether *students know strengths and weaknesses of major theories* and whether *students can apply theories to specific cases*) with essay data from CRIM 115. We will assess students’ methodological foundation (ie, whether *students can interpret basic statistics, know strengths and weaknesses of major crime datasets, and whether students can use appropriate software packages*) through various assignments in MATH 151, CRIM 115, and SOC 294. We will assess students’ ability to conduct research (ie, whether *students know the assumptions of positivist epistemology, whether student can develop theoretical and operational definitions for variables, whether students know the strengths and weaknesses of various methods, and whether students can effectively report research findings*)

through various assignments in SOC 294 and CRIM 401. We will assess students' understanding of the implications of social science for the goal of social justice (ie, whether *students can compare and contrast different models of justice* and whether *students can identify the real world implications of research findings*) through essay assignments in CRIM 301.

Professor Karbhari will continue to revise syllabi so that they include Program Goals, Learning Objectives, and Student Learning Outcomes.

Professor Karbhari will be responsible for collecting necessary data in CRIM 115 and 301.

Professor Renfrow will be responsible for collecting necessary data in SOC 294. Both will be responsible for collecting data necessary from MATH 151, CRIM 401, and graduating seniors. Together, they will analyze the data and produce the annual report.

VI. The Updated Assessment Plan

As mentioned above, our assessment of Program Goal 1 lead to the revision of learning outcomes associated with our learning objective that *students should understand the connection among Criminal Justice and other disciplines across the Liberal Arts*. Our new learning outcomes include: 1) *students will connect Criminal Justice concepts to issues in an allied field* (assessed through an essay in CRIM 115) and 2) *students will discuss the significance of their senior research for stakeholders in multiple fields* (assessed through the senior thesis in CRIM 401). An updated Assessment Plan reflecting these changes is attached to this report.

Appendix Materials



Wells College

CRIM 115: CRIMINOLOGY
TH 9:25 -10:40 AM
MCAMP ZABR 307
FALL 2016

Professor: Shilpashri Karbhari, PhD
Office Hours: MW 10-10:45 AM & 1-2 PM; TH 11 AM-1 PM; and by appointment
Office: MACM 328A
Email: skarbhari@wells.edu
Phone: 315-364-3282

Teaching Assistant TBA
Office: TBA

COURSE DESCRIPTION

This course reviews the major sociological theories of crime, both classical and contemporary, and relevant topics including the causes of crime, behaviors and attitudes linked to forms of criminal activities in society both individual and within groups and outside of groups, the incidence of crime, and criminal identities. The course emphasizes the social construction of crime and shows how crime relates to race, class, gender, sexual orientation, age, and urban violence. The readings are derived from contemporary ethnographic research, journal articles, and scholarly sources etc. The discussions will focus on questions: “What is crime?” “How are perceptions of it influenced by the mass media and by fear of crime” “How can we measure how much crime there is in the United States?” “How often does crime occur and with what degrees of seriousness?” This is a required course for a minor in Criminal Justice.

COURSE GOALS

By the end of the semester, students should be able:

1. To describe and explain aspects of criminology from a sociological standpoint
2. To identify and discuss the strengths and weaknesses, and underlying assumptions of major theories, and examine how these assumptions shape the tenets of specific theories
3. To analyze theories of crime; and apply them to the specific cases of crime
4. To correctly use criminal justice terminology
5. To discuss and describe the relationship between prior criminal behavior and incarceration with the likelihood of individuals’ future success or failure in conventional opportunity structures
6. Complete a research paper and approach criminology as a social science and identify how traditional research methods can promote and hinder social justice.
7. Develop critical thinking, research, and writing skills.

MOODLE

is required by students to keep track of their course progress, receive announcements, and access any additional course material. Information on course assignments and critiques of articles will be posted in the Moodle. Readings will be supplemented by articles and book chapters assigned by the instructor. It is the responsibility of every student to purchase the textbook and make copies of the additional readings. In the event you are not able to locate a journal article or seeking some help with finding scholarly sources please contact me via email at skarbhari@wells.edu ext. 3282 and Susan Gloss, the library resource person (ext.3354).

Academic Skills or Traits Expected of WELLS Graduates:

- 1) Mastery of content knowledge and skills
- 2) Effective communication skills
- 3) Critical and reflective thinking skills
- 4) Effective use of technology

REQUIRED TEXT:

Beirne P. & J.W. Messerschmidt 2015. *Criminology A Sociological Approach*. NY: Oxford University Press. ISBN-10: 0-19- 933464

Anderson E. 1999. *Code of the Street*. NY: W. W. Norton & Co. ISBN 0-393-32078-

Additional Readings from scholarly sources will be assigned.

COURSE REQUIREMENTS:

It is important to attend class regularly, complete assignments on time and be prepared to discuss the readings. These steps will help you develop an understanding of the concepts and themes relevant to criminology; and facilitate your success on the course assignments.

ACTIVITIES, ASSIGNMENTS, AND GRADING POLICY

GRADING SCALE:

The final letter grade will be determined by the sum of the weighted scores of your exams, assignments, and class attendance according to the following scale:

100%-90% = A

89%-80% = B

79%-70% = C

69%-60% = D

Below 60% = F

Achieving an A requires going above and beyond the minimum requirements of the

Class Policies

You will be allowed 2 absences (1 excused and 1 unexcused) failing which you will receive a lower letter grade. If you leave class early or come to class late you will receive 0 points. Tardiness is not tolerated and will result in 0 points for each day a student shows up late to class.

Email:

Please use your Wells email address for correspondence and concerns in this course and put CRIM 115–last name in the subject line. I will get back with you within 24 hours. While we all love instant feedback who doesn't, please keep in time that due to work responsibilities and other duties it may take up to 48 hours to get back to you.

Please Note: that it is important to hear and listen to your colleagues in class. It is up to the discretion of the instructor and authorities to pursue the appropriate line of action in consonance with the guidelines and rules laid down in the Wells Student Honor Code. .

Cell Phones, Text Messaging, iPods, Etc.:

All cell phones, iPods, and MP3 players, etc. must be turned off during class time and placed in your bag or under your desk. Cell phones should be switched off or silenced. If there is a genuine emergency situation that requires that your phone be left on, let me know before class and then set your phone on "vibrate." Computers, while useful for keeping notes, should only be used for class-related activities. If your use of technology becomes a disturbance, I will dismiss you for the day and your technological device for the rest of the semester.

Office Hours:

At all times, I encourage you to meet with me during office hours. This will help us build rapport with each other. In the event you are unable to contact me during office hours please email me and then we can schedule a convenient time to meet.

Course Adaptations/Accommodations:

"In accordance with federal law, it is university policy to comply with the Americans With Disabilities Act (ADA). If you believe that you have a physical, learning, or psychological disability that requires an academic accommodation, contact the Coordinator of Student Achievement by phone at (315) 364 3432 or via e-mail. If you need the document upon which this notice appears in an alternative format, you may also contact the Coordinator of Student Achievement. If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, let me know as soon as possible. Adaptations and accommodations must be recommended by the Coordinator of Student Achievement, ext. 3432.

Inclement Weather:

Please register for Wells Express Alert, which will notify you if the college is closed due to inclement weather. There may be times when the college remains open, but I feel that the roads are dangerous for travel. In these cases, I will send out an email notification.

Academic Integrity:

Honesty in completing assignments is essential to the mission of the college and to the development of the personal integrity of the student. In submitting graded assignments students affirm that they have neither given nor received unauthorized assistance and that they have abided by the Wells Student Honors Code. Cheating, plagiarism, or other kinds of dishonesty will not be tolerated and may include failing an assignment, failing the class, or being suspended or expelled AND will result in appropriate sanctions issued by the Community Court.

Tentative Calendar of Classes and Assignments (Weekly)

TOPIC	TUESDAY	THURSDAY
Week 1 Introduction		08/25/16 Introductions, Syllabus
Week 2 Introduction to Criminology	08/30/16 Beirne & Messerschmidt: Introduction to Criminology	09/01/16 Beirne & Messerschmidt: Introduction to Criminology <u>Activity</u>
Week 3 Early Schools of Criminology	09/06/16 Beirne & Messerschmidt: Ch 3	09/08/16 Beirne & Messerschmidt: Ch 3 <u>Activity</u>
Week 4 Social Structural Theories	09/13/16 Beirne & Messerschmidt: Ch 4 & Assigned readings	09/15/16 Anderson: Introduction & Chapters 1-3 <u>Activity</u>

Week 5 Social Structural Theories & Social Process Theories	09/20/16 Beirne & Messerschmidt: Ch 4 contd	09/22/16 Beirne & Messerschmidt: Ch 5 Film
Week 6 Social Process Theories	09/27/16 Anderson: Chapters 4-5 <u>Activity</u>	09/29/16 Beirne & Messerschmidt: Ch 5 The Labeling Perspective
Week 7 -----	10/04/16 Review for Mid-Term (Please bring questions to class & related queries)	10/06/16 MID-TERM
10/08/16-10/11/16	FALL BREAK	NO CLASSES
Week 8 Social Learning Theory And Social Control Theory	10/11/16 Beirne & Messerschmidt: Ch 6	10/13/16 Anderson: Chapters 6-7 <u>Activity</u>
Week 9 Critical Theories: Conflict and Feminist	10/18/16 Beirne & Messerschmidt: Ch7	10/20/16 Film
Week 10 Critical Theories:	10/25/16 Beirne & Messerschmidt:	10/27/16 Beirne & Messerschmidt: Ch 8 &

Conflict and Feminist	Ch 8	Ch 9 <u>Activity</u>
Week 11 Inequalities & Crime	11/01/16 Readings TBA	11/03/16 Student-led discussions of theories
Week 12	11/08/16 Beirne & Messerschmidt: Ch 10, 11	11/10/16 Assigned Readings, <u>Activity</u>
Week 13	11/15/16 Beirne & Messerschmidt: Ch 12	11/17/16 Beirne & Messerschmidt: Ch 12 contd., Activity, and
Week 14	11/22/16 Assigned Readings	11/23/16-11/27/16 <i>THANKSGIVING BREAK: NO CLASS</i>
Week 15	11/29/16 Beirne & Messerschmidt: Ch 13, Activity	12/01/16 Film
Week 16	12/06/16 Conclusions & Beirne & Messerschmidt: Ch 14	12/08/16 <i>STUDY PERIOD: NO CLASS</i>

	12/12/16-12/15/16 <i>FINAL EXAM</i>	

*Subject to revision to best fit the needs of the course



Wells College

CRIM 301: CRIMINAL JUSTICE
MW 11:00 AM-12:15 PM
MCAMP/MACM 100
FALL 2016

Professor: Shilpashri Karbhari, PhD
Office Hours: MW 10-10:45 AM & 1-2 PM; TH 11 AM-1 PM; and by appointment
Office: MACM 328A
Email: skarbhari@wells.edu
Phone: 315-364-3282

COURSE DESCRIPTION

This course examines topics that are relevant to the criminal justice system. Taking a critical approach we will discuss the myths about crime and punishment and the misunderstandings about the administration of justice. This course will include readings derived from contemporary ethnographic research, journal articles, social media, and visual aids including documentaries, movies, radio and television broadcasts etc. This course fulfills several purposes: 1) to encourage students to make connections with the readings; 2) to obtain a better understanding of the role of gender, ethnicity, class, sexual orientation, class, and nation; and 3) to understand how social scientists, criminal justice experts take on a critical perspective as they analyze crime and criminal justice in society. (3 semester hours)

MOODLE

is required by students to keep track of their course progress, receive announcements, and access any additional course material. Information on course assignments and critiques of articles will be posted in the Moodle. Readings will be supplemented by articles and book chapters assigned by the instructor. It is the responsibility of every student to purchase the textbook and make copies of the additional readings. In the event you are not able to locate a journal article or seeking some help with finding scholarly sources please contact me via email at skarbhari@wells.edu ext. 3282 and library resource person, Susan Gloss ext. 3354.

ACADEMIC SKILLS OR TRAITS EXPECTED OF WELLS GRADUATES:

- 5) Mastery of content knowledge and skills
- 6) Effective communication skills
- 7) Critical and reflective thinking skills
- 8) Effective use of technology

STUDENT LEARNING OUTCOMES:

Upon successful completion of this course, students will be able to:

- 1) Define, discuss and critique the nature of crime and justice on society
- 2) Connect contemporary aspects of the US legal system to their common law roots
- 3) Examine how race, class, ethnicity, gender, disability, sexual orientation intersects with the criminal justice system
- 4) Complete a research paper on a topic that is relevant to crime and justice in society; and identify the real-world implications of research findings
- 5) Compare and contrast different models of justice in society

REQUIRED TEXT:

Barkan S. E. & G. J. Bryjak 2014. *Myths and Realities of Crime and Justice What Every American Should Know*. Sudbury, MA: Jones & Bartlett Learning ISBN: 978-1-4496-9108-0

Bohm R. M. & J. T. Walker 2013. 2 nd Edition *Demystifying Crime & Criminal Justice* N Y: Oxford University Press ISBN: 9780199843831

Maguire, M. & D. Okada 2015. Second Edition. *Critical Issues in Crime And Justice Thought, Policy, and Practice* Thousand Oaks, CA: Sage Publications. ISBN:978-1-4833-5062-2

COURSE REQUIREMENTS:

It is important to attend class regularly, complete assignments on time and be prepared to discuss the readings. These steps will help you develop an understanding of the concepts and themes relevant to crime and justice; and facilitate your success on the course assignments

ACTIVITIES, ASSIGNMENTS, AND GRADING POLICY

GRADING SCALE:

The final letter grade will be determined by the sum of the weighted scores of your exams, assignments, and class attendance according to the following scale:

- 100%-90% = A
- 89%-80% = B
- 79%-70% = C
- 69%-60% = D
- Below 60% = F

Achieving an A requires going above and beyond the minimum requirements of the assignment. This includes submission of assignments on and before the due date, assignments that requirements including excellent grammar, clear and concise writing, and overall displays depth and personal effort. **If you simply meet the minimum requirements and slide your assignment in at the last minute, please do not expect to earn more than a C.**

Type of Assignment	Weight
Class Activities (TBA)	25%
Attendance and Participation	25%
Mid-Term Exam 100 pts	25%
Research Project (Crime Project)	25%
a) Selection of Topic/ Resources in folder & 5 weekly response essays @ 20 pts each for a total of 100 pts	
b) Power Point Presentation with help of resources from media at the end of the semester (handout) @ 25 pts	
c) <u>Reflection Paper (Essay)</u> @ 75 pts	
----- Total 200 pts	

INSTRUCTIONS ON THE RESEARCH (CRIME) PROJECT

- 1) Week 2 students will identify or follow any type of crime/criminal activity that has received media coverage in the past five years and more recently in the Finger Lakes region and or cities in the state New York. All reports will be kept in a folder titled *New York Crime Project*.
- 2) With the help of online resources including news reports, magazines, television reports and credible sources students will research the coverage of crime. For example if you were interested in a White Collar crime in Syracuse. For your initial submission in Week 2 you will focus on the weekly topic and make it relevant to your response paper. More instructions will be available.
- 3) Along with the weekly readings every other week or by the due date, students will prepare a 2 page typed response essay including a reference page on their topic. The essay must be descriptive as well as analytical. For example, you might want to focus on the weekly readings/themes and make it relevant to your topic.
- 4) At the end of week/s #s 10-13, students will have completed a substantial amount of work on their projects (approximately 5 essays for a total of 100 points)
- 5) Week 14 onwards students will work on power point presentations due in class a week before the scheduled day for the finals. Upon conclusion of their presentations, students will complete a no less than 11-15 page typed research paper that discusses their evolving ideas and understanding of the crime, the criminal justice system, and implications of their findings for a total of 75 points. This paper must include a review of *three to five* scholarly articles derived from social science journals.

POLICIES

GENERAL COMMUNICATION AND INFO

Because of how important communication is in the online environment, I will expect each of you to log in to the course at least 3 evenly spaced times per week. Please check the Content Area since this is where I will post the important information.

CLASS POLICIES

You will be allowed 2 absences (1 excused and 1 unexcused) failing which you will receive a lower letter grade. If you leave class early or come to class late you will receive 0 points. Tardiness is not tolerated and will result in 0 points for each day a student shows up late to class.

EMAIL

Please use your Wells email address for correspondence and concerns in this course and put CRIM 301–last name in the subject line. I will get back with you within 24 hours. While we all love instant feedback who doesn't, please keep in time that due to work responsibilities and other duties it may take up to 48 hours to get back to you.

Please Note: that it is important to hear and listen to your colleagues in class. It is up to the discretion of the instructor and authorities to pursue the appropriate line of action in consonance with the guidelines and rules laid down in the Wells Student Honor Code. .

CELL PHONES ETC.

All cell phones, iPods, and MP3 players, etc. must be turned off during class time and placed in your bag or under your desk. Cell phones should be switched off or silenced. If there is a genuine emergency situation that requires that your phone be left on, let me know before class and then set your phone on "vibrate." Computers, while useful for keeping notes, should only be used for class-related activities. If your use of technology becomes a disturbance, I will dismiss you for the day and your technological device for the rest of the semester.

OFFICE HOURS

At all times I encourage you to meet with me during office hours. This will help us build rapport with each other. In the event you are unable to contact me during office hours please email me and then we can schedule a convenient time to meet.

GRADED PAPERS ASSIGNMENTS & RUBRICS

I will try to get back your graded assignments as soon as possible approximately within two weeks. Or else I will make alternate arrangements including by scheduling an appointment with me during office hours. I reiterate that you stay in touch with me via email if you have any concerns with the course or need extra help keeping pace with the course.

COURSE ADAPTATIONS AND ACCOMODATIONS

“In accordance with federal law, it is university policy to comply with the Americans With Disabilities Act (ADA). If you believe that you have a physical, learning, or psychological disability that requires an academic accommodation, contact the Coordinator of Student Achievement by phone at (315) 364 3432 or via e-mail. If you need the document upon which this notice appears in an alternative format, you may also contact the Coordinator of Student Achievement. If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, let me know as soon as possible. Adaptations and accommodations must be recommended by the Coordinator of Student Achievement, ext. 3432.

INCLEMENT WEATHER

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ACADEMIC INTEGRITY

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TENTATIVE CALENDAR AND SCHEDULE OF EVENTS

DATE	TOPIC	READINGS/ASSIGNMENTS
08/29/16 08/31/16	SYLLABUS INTRODUCTIONS SCOPE OF CRIME	Barkan S. E. & G. J. Bryjak: Ch1; Bohm R. M. & J. T. Walker: Introd.
09/05/16 09/07/16	CRIME & VICTIMIZATION,COUNTING CRIME Reminder Topic, Response 1 for Crime Project Due on Wednesday Activity	Barkan S. E. & G. J. Bryjak: Chs 2, 3 Bohm R. M. & J. T. Walker: Ch1, 2 Maguire, M. & D. Okada: Ch 1,2

09/12/16 09/14/16	CRIME IN THE UNITED STATES	Barkan S. E. & G. J. Bryjak: Ch 4,5 Guest Lecture Field Trip
09/19/16 09/21/16	CRIME IN THE UNITED STATES	Readings Maguire, M. & D. Okada: Ch 7 Activity, Guest Lecture Lorraine Wilmott, Broome County Probation
09/26/16 09/28/16	CRIME IN THE UNITED STATES, CRIMINAL LAW, VICTIMS AND VICTIMIZATION Response 2 Due on Wednesday	Barkan S. E. & G. J. Bryjak: Ch 6, Bohm R. M. & J. T. Walker: Ch 4, Maguire, M. & D. Okada: Ch 5 Barkan S. E. & G. J. Bryjak: Ch 7,8, 9 Bohm R. M. & J. T. Walker: Chs 14, 16,
10/03/16 10/05/16	LAW ENFORCEMENT	Contd from Wednesday ; Bohm R. M. & J. T. Walker: Chs 18, 19, Maguire, M. & D. Okada: Ch 16 Guest Lecture TBA
10/08/16-10/11/16	FALL BREAK	NO CLASSES
10/12/16	<i>Mid-Term</i>	Response 3
10/17/16 10/19/16	COURTS AND SENTENCING	Barkan S. E. & G. J. Bryjak: Ch 10, 11; Bohm R. M. & J. T. Walker: Ch 20, Maguire, M. & D. Okada: Ch 20 Barkan S. E. & G. J. Bryjak: Ch 11, Activity
10/24/16 10/26/16	COURTS AND SENTENCING ADMINISTRATION OF JUSTICE	Student led discussions, Bohm R. M. & J. T. Walker: Chs 21, 22 Bohm R. M. & J. T. Walker: Ch 23, 24, Maguire, M. & D. Okada: Ch 20
10/31/16 11/02/16	CRIME AND JUSTICE REVIEWED Response 4 due	READINGS Maguire, M. & D. Okada 2015 Barkan S. E. & G. J. Bryjak: Ch 12

11/07/16	COMMUNITY CORRECTIONS AND JUVENILE JUSTICE	Barkan S. E. & G. J. Bryjak: Ch 13
11/09/16		Bohm R. M. & J. T. Walker: Chs 25, 26, 27
11/14/16	COMMUNITY CORRECTIONS AND JUVENILE JUSTICE Response 5	FIELD TRIP
11/16/16		Maguire, M. & D. Okada: Ch 23,24
11/21/16	MOVIE	TBA
11/23/16-11/27/16	THANKSGIVING BREAK	NO CLASSES
11/28/16	CONCLUSION	Barkan S. E. & G. J. Bryjak: Ch 14
11/30/16		
12/05/16	LAST DAY OF CLASSES	FINAL Presentations
12/07/16		FINAL Presentations
12/12/16-12/15/16	FINALS WEEK SUBMIT FOLDER <i>TBA</i> FINAL EXAM TBA	FINAL RESEARCH PAPER: ESSAY
12/14/16		

*Subject to revision to best fit the needs of the course



Wells College

Professor: Shilpashri Karbhari, PhD

Office Hours: MW 10-10:45 AM & 1-2 PM; TH 11 AM-1 PM; and by appointment

Office: MACM 328A

Email: skarbhari@wells.edu

Phone: 315-364-3282

CRIM 302: CORRECTIONS

TH 9:25-10:40 AM

MACM 126

SPRING 2017

COURSE DESCRIPTION

This course offers a comprehensive understanding of corrections. Through use of a historical perspective, this course delivers to students the foundational knowledge in corrections, and significant topics including sentencing, probation, parole, community corrections, prison, and prison reform. The class utilizes an intersectional approach in corrections. With the help of scholarly articles and readings, we will take a critical approach to various facets in corrections such as confinement, control, and treatment of our correctional populations.

Throughout the semester, we will utilize several documentary films, guest lectures, take field trips in the region which will help us further our knowledge of previous, existing, and ongoing discussions in corrections, mass incarceration and even the interpretation of punishment and justice in societies.

MOODLE

is required by students to keep track of their course progress, receive announcements, and access any additional course material. Information on course assignments and critiques of articles will be posted in the Moodle. Readings will be supplemented by articles and book chapters assigned by the instructor. It is the responsibility of every student to purchase the textbook and make copies of the additional readings. In the event you are not able to locate a journal article or seeking some help with finding scholarly sources please contact me via email at skarbhari@wells.edu ext. 3282 and library resource person, Tiffany Raymond traymond@wells.edu (ext.3352) and Susan Gloss sgloss@wells.edu (ext. 3354).

COURSE GOALS

Throughout the semester, we will work towards several goals. The assignments and in-class activities are designed to help you:

- Identify possible career choices in the correctional system and acquire practical skills and tools necessary for future careers in criminal justice
- Connect course materials to real life situations through hands-on learning.
- Apply and critique theories explaining criminal conduct in society.
- Comprehend current conversations in corrections as consumers of crime data, comprehend media reports politicians' and evaluate claims about correctional policies.
- Discuss and describe concepts and key terms in corrections, community corrections,

institutional corrections, rehabilitation in corrections, and special populations in corrections.

- Arrive at an applied understanding of criminal justice processes, institutions, and the movement of individuals through corrections and justice systems in society
- Identify relationships in criminal justice and other important social institutions (e.g., economy, polity, family, etc.)
- Write, research, and present ideas effectively

COURSE TEXTS & WEEKLY READINGS (COMPULSORY)

This course is reading intensive. The required texts and readings (copies of chapters in Moodle) are derived from:

- Alexander, Michelle.(**aka MA**) 2010 The New Jim Crow. The New Press:NY.. ISBN 1-59558-643-1
- Latessa and Holsinger's (**aka LH**) 2016. Correctional Contexts Oxford University Press: NY. ISBN-13: 978-0190280710 ISBN-10: 0190280719
- **Weekly Readings** (Moodle) Corrections Today by Larry Siegel and Clemens Bartollas (**aka SB**). 2016 ISBN-13: 978-0495602408 Wadsworth Cengage Learning: Boston, MA..

SUPPLEMENTARY READINGS

Angela Davis's (**aka AD**) *Are Prisons Obsolete*. 2003Vintage Books

ISBN 0-394-71351-6 and other readings will be announced in the upcoming weeks.

Readings may be updated. Although we will try to get through the assigned readings it may not be possible due to time constraints and therefore you should be prepared to come to class prepared unless otherwise indicated. I value your input and ideas.

COURSE REQUIREMENTS AND EXPECTATIONS

This statement has been prepared so that you understand course requirements. Read it carefully. Mark the important parts. Ask questions about any parts that are unclear to you. Refer back to the syllabus when you have questions later in the semester. I may modify the course requirements and schedule. You are responsible, not only for the deadlines specified in the syllabus, but also for any changes announced in class. I expect you to bring your knowledge and experience into the classroom and to constructively share your insights. As your instructor, I will primarily serve as facilitator and guide in this course.

It is important to attend class regularly, complete assignments on time and be prepared to discuss the readings. These steps will help you develop an understanding of the concepts and topics in corrections and facilitate your success on the course assignments. If you have any questions email me and put CRIM 302 and Last Name---- in the subject line. I will respond to emails within 24 hours. Only under exceptional circumstances will I get back no later than 48 hours.

GENERAL COURSE GUIDELINES (Renfrow)

a. *Your written work.* Unless instructions are given to the contrary, all work completed outside of class must be typed, 12 font, double spaced on 8 1/2 and 11 inch white unlined paper. I will **not** accept work turned in via email unless it is expressly stated by me. Your work should be printed and turned in during class on the scheduled day/time, or as I otherwise instruct. Written work should follow ASA/APA/MLA Style and Guidelines. (For details, see our *Globe* page).

If you need help with your writing contact The Writing Center, Tutoring Center, and Math Clinic: The Office of Student Success offers fabulous (and free!) writing, math, and subject specific peer tutoring. Writing Center peer tutors will work with you at any stage of the writing process: from brainstorming ideas for an essay topic, to outlining, drafting, revising, and polishing. Subject specific peer tutors (including Math Clinic tutors) are here to help clarify specific course content, as well as demonstrate useful study strategies, techniques, and habits. To make an appointment or for more information, stop in Long Library, call 315.364.3434, or email skorgan@wells.edu

b. *Students are required to keep a folder that will be turned in during finals week.*

c. *Class discussions.* Much of our time will be devoted to discussion. I ask that we all abide by the discussion guidelines developed by psychologist, Lynn Weber. These include the following:

- 1) Acknowledge that racism, classism, sexism, and other institutionalized forms of oppression exist.
- 2) Acknowledge that one mechanism of institutionalized racism, classism, sexism, heterosexism, etc. is that we are all systematically taught misinformation about our own group and about members of other groups. This is true for members of privileged and oppressed groups.
- 3) Agree not to blame ourselves and others for the misinformation we have learned, but to accept responsibility for not repeating misinformation after we have learned otherwise.
- 4) Assume that people—both the people we study and members of the class—always do the best they can.
- 5) Actively pursue information about our own groups and those of others.
- 6) Share information about our groups with other members of the class, and we will never demean, devalue, or in any way “put down” people for their experiences.
- 7) Agree to combat actively the myths and stereotypes about our own groups and other groups so that we can break down the walls which prohibit group cooperation and group gain.
- 8) Create a safe atmosphere for open discussion. If members of the class wish to make comments that they do not want repeated outside of the classroom, they can preface their remarks with a request that the class agree not to repeat the remarks.

d. *Scheduled days and times.* I expect you to be in class and on time. ***More than two absences will result in a reduction in your final grade for the assignment and or GPA.*** In order to pass this course, you must complete examinations at the scheduled times and complete all assigned work on the required/assigned days and times. Early examinations or submission of assignments will be permitted *only under the most exceptional of circumstances*, usually only with prior notification and arrangement confirmed in writing.

e. *Extra points and make up missed absence:* if you attend the event on March 1 st on campus the talk by Ithaca College’s Sean Eversely Bradwell, PhD you can earn make up for an excused absence this semester. **AND** earn upto **5** extra points for attending this event.

f. *Office hours.* Appointment times are posted on my office door. Be sure to schedule an appointment via email if you would like to discuss your course progress and related concerns during scheduled office hours.

g. *Late work.* I will deduct points for late work. All work, no matter how late, must be completed in order to pass the course. ***You should always make a duplicate copy of your work or be sure that you have one reliable electronic copy as back up. Computer or disk failure is never an acceptable excuse for late work.***

h. *Course Adaptations/Accommodations.* **Wells College makes reasonable accommodations for qualified students with documented disabilities. If you have a learning disability, a chronic illness, physical or mental health disability that may have some impact on your work for this class and for which you may need accommodations**, because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, let me know as soon as possible, **and or you may notify Randy DeVett-McKeon, Assistant Director of Student Success in the Office of Student Success, located in the Learning Commons, Long Library by calling x3432 or emailing studentsuccess@wells.edu or rdevettmckeon@wells.edu.**

i. *Academic integrity.* We will follow the academic honesty policy described in the Wells Student Honor Code (regarding student misconduct, cheating, and dishonesty) and enforce this policy as necessary. Any infractions (including plagiarism, intended or not) will result in severe penalties, including a failing grade on the assignment and/or the course AND additional sanctions from community court to repair the harm done to the community.

j. *Technology in the Classroom.* Please keep classroom distractions to a minimum. Cell phones should be switched off or silenced. Computers, while useful for keeping notes, should only be used for class-related activities. If your use of technology becomes a disturbance, I will dismiss you for the day and your technological device for the rest of the semester

k. *Inclement Weather.* Please register for Wells Express Alert, which will notify you if the college is closed due to inclement weather. There may be times when the college remains open, but I feel that the roads are dangerous for travel. I will send out an email notification and or make arrangements to conduct class online pending availability of internet service.

LEARNING OPPORTUNITIES

All course requirements must be completed in order to receive a passing final course grade. Failure to complete any assignment will result in a failing grade (F) in the class, regardless of other performance. Incompletes are rarely given and only in cases where students have a documented excuse in the last weeks of the semester.

Discussions

Students (individual and pairs) will sign up and participate in class discussions (The New Jim Crow and as announced in class). A sign-up sheet and instructions will be made available in weeks 2-4. The remaining class time will be spent having students facilitate the discussion. Multiple formats in the remaining class period for example one-minute papers, pair and share index cards will be implemented. Unless otherwise indicated students are required to make their own notes and even bring questions to class. Students will be marked down for remaining passive or merely sitting in class without purposeful participation. Make an effort to enrich the discussion/s and remember your contributions are valuable.

Quizzes

For points earned towards course assignments students are required to complete the quizzes available every other week. Certain limitations apply.

Exams. There will be two (2) exams – a midterm and final.

Mid-Term Essay.

Each student will write a 5-7 page essay in response to a field trip, guest lecture or event in the community OR after reviewing a film of their choice. The essay must include a discussion of themes/ and or concepts/ or topics in corrections. A hand out with instructions including the due date will be made available in a couple of weeks. I require you to include at least 3-5 or more academic sources (criminology and social science journals).

Final Exam (Presentation and Paper)

Presentation

At the end of the semester you will participate in final presentations. Our goal is not just to report our individual research but collectively listen to others and participate in presentations. We may present before the Wells community possibly if time permits. More information on this will be available in weeks 2-4.

Final Paper

Each student will complete a 10 page research paper that touches on a topic in corrections for example the impact of sentencing, community corrections or effective correctional programs. Students will review a minimum of 4-6 articles from scholarly sources as they compile their final research paper. For instructions on how to write a research paper, visit the Owl at Purdue or review an article in a well-known social science journal. I will go over the details of the final paper as the semester proceeds. A handout will be available online.

ACTIVITIES, ASSIGNMENTS, AND GRADING POLICY

GRADING SCALE:

The final letter grade will be determined by the sum of the weighted scores of your exams, assignments, and class attendance according to the following scale:

100%-90% = A

89%-80% = B

79%-70% = C

69%-60% = D

Below 60% = F

Achieving an A requires going above and beyond the minimum requirements of the assignment. This includes submission of assignments on and before the due date, assignments that requirements including excellent grammar, clear and concise writing, and overall displays depth and personal effort. **If you simply meet the minimum requirements and slide your assignment in at the last minute, please do not expect to earn more than a C.**

Type of Assignment	Weight
Class Activities 5-10 quizzes @20-30pts	25%
Attendance 10 pts weekly & Participation 10 pts weekly @ 20 pts	25%
Mid-Term (5 page response essay) @ 100 pts	25%
Final Research Paper a)Bibliography (5 journal articles) @ 15 pts b) Review of Literature @ 30 pts c) Power Point Presentation with help of resources from media @ 15 pts d) FINAL PAPER 10pg @ 40 pts ----- - Total 100 pts	25%

Tentative Schedule (subject to revisions)

WEEK	TUESDAY	THURSDAY
Week 1	01/24/17 <u>SYLLABUS</u>	01/26/17 Introduction To Corrections An Overview SB Ch 1, LH : PART I History & Purpose of ...Punishment And Imprisonment: Intro., The Spectacle of Suffering, The Discovery of the Asylum
Week 2	01/31/17 Readings (previous contd)	02/02/17 Sign-up Sheet, SB Ch 2, LH Part 1: 5 Sentencing in the US, Quiz # 1,
Week 3	02/07/17 Overview of The New Jim Crow Introduction	02/09/17 SB Ch 3
Week 4	02/14/17 Student led (presentation) The New Jim Crow	02/16/17 SB Ch 3 , Quiz # 2
Week 5	02/21/17 SB Ch 4 Thinking about final paper topics/Field Trip	02/23/17 SB Ch 6 & LH Parts II & III
Week 6	02/28/17 Movie/Documentary	03/02/17 Quiz # 3, Field Trip
Week 7	03/07/17 Student led (presentations) The New Jim Crow, Are Prisons Obsolete? & LH Parts II & III contd	03/09/17 SB Ch 7 & 8
Week 8	03/14/17 -03/16/17 SPRING BREAK ----- NO CLASSES	03/16/17 -----
Week 9	03/21/17 Progress on papers, Read Chs 3, 4 The New Jim Crow.	03/23/17 Quiz # 4 , SB Ch 10
Week 10	03/28/17 <u>REVIEW</u>	03/30/17 MID-TERM EXAM PAPER SUBMISSIONS ETC.
Week 11	04/04/17 <i>Selection of Final Paper Topics & Bibliography</i>	04/06/17 Student led discussions (presentation) Are Prisons Obsolete? Ch 5
Week 12	04/11/17 SB Chs 9,10	04/13/17 SB Chs 9,10
Week 13	04/18/17 SB Ch 11,12	04/20/17 DEBATE Capital Punishment and Death Row Inmates (Refer to SB Ch 13)
Week 14	04/25/17 WRAP UP : READINGS	04/27/17 REFLECTIONS SB CH 14,15
Week 15	05/02/17 Presentation of Final Paper	05/04/17 Presentation of Final Paper
Week 16	05/10/17 FINAL EXAM SUBMISSIONS	