

## **Criminal Justice Program Assessment Plan 2014-2015**

Coordinator: Daniel Renfrow, PhD

### **I. Executive Summary**

The 2014-2015 academic year was a period of growth for our program. Although Professor Renfrow was on sabbatical leave during the Fall 2014 semester, the program made significant movement toward its goals. (1) The program requested and received approval to hire a two-year Visiting Assistant Professor in Criminal Justice. Dr. Shilpashri Karbhari has accepted the position. This hire will reduce our reliance on part-time adjunct instructors and internationalize our future course offerings. (2) Student interest in our program increased. The program currently has 10 minors and two individualized majors. During advising week, numerous other students inquired about the program because they are completing program requirements even though they have not yet declared the minor. Similarly, interest among prospective students (and parents) at Open House events has increased. (3) Course enrollments grew. We offered our first special topics course on Law and the Environment. (4) We collected course syllabi and student evaluation data to assess required courses. Results indicate that students generally agree that CRIM 115 and CRIM 302 are meeting program goals. (5) We presented information about our program to the faculty and Board of Trustees during the May 2015 meeting.

We made one significant change to our program requirements this year. Students expressed concern about difficulty completing three credit internships during intersession, so we reduced the requirement to a minimum of a two credit internship.

While we have accomplished much this year, we are still awaiting New York State approval for our major.

<b>Course Enrollment 2013-2015</b>			
<b><u>Fall 2013</u></b>		<b><u>Spring 2014</u></b>	
<b>CRIM 115</b>	30	<b>CRIM 290</b>	1
<b>CRIM 390</b>	1	<b>CRIM 301</b>	14
<b>CRIM 399</b>	1	<b>CRIM 399</b>	3
<b><u>Fall 2014</u></b>		<b><u>Spring 2015</u></b>	
<b>CRIM 115</b>	28	<b>CRIM 285</b>	36
<b>CRIM 302</b>	18	<b>CRIM 290</b>	2
		<b>CRIM 390</b>	1

## **II. Criminal Justice Program Descriptions**

The Criminal Justice major provides students with an overview of the origins of law, the causes of crime, the structure and functioning of criminal justice institutions, and issues relating to social control. Core courses critically examine the social, cultural, and individual-level factors which impact crime rates and the formal social control mechanisms (e.g., the police, the courts, and the penal system) charged with reducing these rates. These courses explore the various ways that the criminal justice system relates to other institutions in society. Breadth requirements allow students to explore themes of deviance, justice, law, and punishment across the social sciences (e.g., international studies, political science, psychology, and sociology). The criminal justice major is appropriate for students interested in preparing for a career in policing, corrections, law, youth services, or related fields.

This Criminal Justice minor critically examines the social, cultural, and individual-level factors which impact crime rates and the formal social control mechanisms (e.g., the police, the courts, and the penal system) charged with reducing these rates.

## **III. Program Goals**

We designed the Criminal Justice program with several broad goals in mind. We aspire to:

1. Provide students with knowledge of the historical and philosophical traditions that provide the foundation for the U.S. criminal justice system
2. Provide students with knowledge about criminological theories explaining the types and rates of criminal conduct which exist in society
3. Provide students with an interdisciplinary approach to the criminal justice system such that they understand how the work of criminal justice institutions intersects with that of other important social institutions.
4. Provide students with an understanding of how the criminal justice system operates at local, state, and federal levels
5. Provide students with analytical and methodological skills to critically evaluate all parts of the criminal justice system and to extend our knowledge of them.
6. Prepare students for future careers in criminal justice and allied fields

## **IV. Student Learning Outcomes**

Upon completion of the Criminal Justice program, students should demonstrate proficiency in the following:

1. Using a criminological vocabulary for the study of law, criminality, and punishment in written and oral work
2. Applying and critically evaluating criminological theories and concepts in written and oral work
3. Discussing the social and psychological correlates of various crime and their implications for social control
4. Detailing how individuals move through the criminal justice system
5. Approaching criminology as a social science by identifying important research questions, effective (yet practical) strategies for answering them, and acknowledging the ways traditional research methods (and assumptions embedded within them) can promote (hinder) social justice
6. Articulating the ways crime definitions and social control policy reflect and (un)intentionally reproduce inequalities associated with race, class, gender, and other social statuses
7. Critically consuming crime data, media reports, and politicians' claims about crime and the (in)effectiveness of social control policies
8. Writing and presenting ideas effectively

## V. Curriculum Map

Program goals should be met in most courses in the program. Below we identify where we expect program goals to be explicitly and intentionally met in required courses:

Course	PG 1	PG 2	PG 3	PG 4	PG 5	PG 6
CRIM 115	X	X				
CRIM 290				X		X
CRIM 301	X	X		X		X
CRIM 302	X			X		X
CRIM 401						
MATH 151					X	
PSY 235			X			
SOC 294					X	
Breadth Requirement (e.g., PSY 235, POL 155)			X			

## **V. Evaluating the Program**

Per our 2013-2014 assessment plan, we collected syllabi for required courses which have been implemented. We also collected evaluation data from students enrolled in our core courses during the 2014-2015 academic year. Wayne Brewer was the instructor for CRIM 115 Criminology and CRIM 302 Corrections during the Fall 2014 semester.

### Course Syllabi

We were able to locate copies of Professor Renfrow's syllabus for CRIM 115 (formerly CRIM 215) and Instructor Brewer's syllabus for CRIM 302. The syllabus for CRIM 115 includes goals and assignments that are consistent with our curriculum map. The goals include: "develop and use a criminological vocabulary for the study of law, criminality, and punishment" and "apply and evaluate criminological theories and concepts". The syllabus for CRIM 302 also includes goals and assignments that are consistent with our curriculum map. The goals include: "provide an in-depth look at the past, present and future of the correction system in the United States" and "discusses corrections professionalism". This course should be revised to meet our program goal to "provide students with an understanding of how the criminal justice system operates at local, state, and federal levels". In addition, we must ensure that all syllabi for Criminal Justice courses include all necessary information (i.e., faculty contact information, course expectations and guidelines, assignments, grading scale, etc.).

### Course Evaluations

During the Fall 2014 semester, we collected evaluations from students currently enrolled in Instructor Brewer's CRIM 115 Criminology and CRIM 302 Corrections. The survey asked students to provide feedback on how well these courses meet program goals and student learning objectives. Below we report data on the program goals we expect each course to meet.

Most students enrolled in CRIM 115 agreed or strongly agreed that the course met relevant program goals (see table below). Nevertheless, we were surprised that 30% of students were undecided whether the course provided them with knowledge of the historical and philosophical traditions underlying the U.S. criminal justice system. We were also disappointed that a third of students were undecided or disagreed that the course provided them with analytical and methodological skills to critically assess the criminal justice system (25% and 10% respectively). We believe this course should meet these goals, so we will revise the course to ensure that it meets these goals in the future.

### CRIM 115: Student Evaluation Data Fall 2014

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
PG1: Provide students with knowledge of the historical and philosophical traditions that provide the foundation for the U.S. criminal justice system	5%	65%	30%	0%	0%
PG2: Provide students with knowledge about criminological theories explaining the types and rates of criminal conduct which exist in society	55	40	0	5	0

N=20

Student evaluation data for CRIM 302 suggest that the course met program goals (see table below). Over 70% of students said the course met each relevant goal. Approximately a fourth of students, however, reported that they were undecided (13.3%) or disagreed (13.3%) that the course provided them with knowledge about criminological theories explaining the types and rates of criminal conduct which exists in society. This finding suggests to us that this course may not reasonably meet this goal, so we revised our current curriculum map to reflect this change.

### CRIM 302: Student Evaluation Data Fall 2014

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
PG1: Provide students with knowledge of the historical and philosophical traditions that provide the foundation for the U.S. criminal justice system	7%	87%	7%	0%	0%
PG2: Provide students with knowledge about criminological theories explaining the types and rates of criminal conduct which exist in society	13.3	60	13.3	13.3	0
PG4: Provide students with an understanding of how the criminal justice system operates at local, state, and federal levels	40	53.3	0	6.7	0
PG6: Prepare students for future careers in criminal justice and allied fields	33.3	53.3	13.3	0	0

N=15

## **VII. Action Plan for Criminal Justice Program**

As the Criminal Justice program acquires majors, we will utilize portfolios (in lieu of comprehensive examinations), senior theses, exit interviews, and 5-year follow up interviews to assess the program. We expect the portfolios will include a reflective essay discussing the student's experiences in the program and her future goals. The portfolio will showcase the thesis, seminar papers, a resume and cover letter, and internship reflections. These documents will permit us to identify when and where program goals are successfully met and where there is room for improvement. The thesis will permit us to assess students' mastery, application, and critique of theory and methods; their ability to work independently; and writing and presentation skills. Exit interviews and 5-year follow up interviews will permit us to determine how graduate/professional programs and employers are receiving our graduates and how alumni are progressing in their chosen careers.

The following list prioritizes our tasks for the 2015-2016 academic year:

1. Supplying information as needed for New York State approval
2. Assisting our new faculty member's transition to Wells College
3. Revising program requirements and adding new courses, including determining how to staff/design CRIM 401 for Fall 2016
4. Collecting data (i.e., syllabi and student evaluations) from the required courses and assessing where program goals, student learning outcomes, and college goals are being met (and not met) in core courses
5. Identifying ways for the program to connect with other programs, new initiatives, and the general education requirements
6. Requiring students enrolled in CRIM 115 to set up online portfolios
7. Working with Alicin Welsh and Wells College Alumnae to develop internships and opportunities for mentoring
8. Articulating program-specific goals for internship experiences and requirements for students
9. Collecting syllabi for elective/breadth courses

## **Appendix: Course Syllabi**



Wells College

**CRIM 215: CRIMINOLOGY**  
**WF 2:55-4:10**  
**ZABRISKIE HALL 102**  
**FALL 2013**

Professor: Daniel Renfrow, PhD

Office: ZAB 301  
Email: drenfrow@wells.edu

Office Hours: T&H 1:00-3:00 (office)  
M&F 4:30-5:30 ("on the run")  
and by appointment  
Phone: (315) 364-3340 (office)  
(206) 200-7165 (mobile)

---

### **COURSE DESCRIPTION**

This course serves as the gateway into the *Crime and Society* minor. As such, it provides an introduction to many topics that students will explore within the minor. This course critically examines the development of classical and contemporary theories of crime, historical and contemporary crime trends in the U.S., official data sources and measures, and issues in policing and punishment. We will begin by developing definitions for crime and law, and then we will explore early and contemporary models of framing and addressing the crime "problem." Along the way, we will discuss and evaluate methods of measuring crime. These discussions will set up our exploration of crime theories focusing on the structural, neighborhood, interactional, and psychological correlates of crime. We will end the course with a critical examination of policing, punishment, and victims' rights. A central theme of this course will be that the ways in which U.S. policy defines and responds to crime tends to amplify crime rates and disproportionately punish marginalized groups rather than reduce crime rates. We will discuss why this is the case and begin to envision alternative models focused on various notions of social justice. Throughout the semester, we will utilize several documentary films, which will permit us to apply and critique criminological theories and concepts. Please come to class prepared to share your ideas. (3 semester hours)



### **COURSE GOALS**

Throughout the semester, we will work towards several goals. All of the tasks and assignments will help you:

- Develop and use a criminological vocabulary for the study of law, criminality, and punishment
- Apply and evaluate criminological theories and concepts
- Understand the social and psychological correlates of various types of crime and their implications for social control
- Understand how crime definitions and social control policy reflect and reproduce inequalities associated with race, class, gender, and other social statuses
- Approach criminology as a social science and identify how traditional research methods (and assumptions embedded within them) can promote and hinder social justice

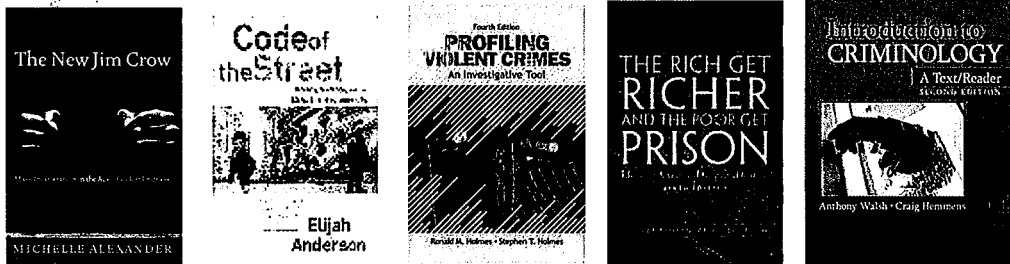


- Become a critical consumer of media reports and politicians' claims about crime and social control policies
- Speculate about the future of criminology and alternative models of social control
- Develop and refine writing and presentation skills

**COURSE TEXTS**

*This course is reading intensive.* The required texts for the class are:

Alexander, Michelle. 2010. *The New Jim Crow*. ISBN 1-59558-643-1  
 Anderson, Elijah. 1999. *Code of the Street*. ISBN 0-393-32078-2  
 Holmes, Ronald and Stephen Holmse. 2009. *Profiling Violent Crimes*. ISBN 1-4129-5998-5  
 Reiman, Jeffrey and Paul Leighton. 2010. *The Rich Get Richer & The Poor Get Prison*. ISBN 0-205-68842-X  
 Walsh, Anthony and Craig Hemmens. 2011. *Introduction to Criminology*. ISBN 1-4129-9236-2



I include images above, so you know what the appropriate edition of the book looks like. The readings are listed on the reading list with the authors' last name followed by the specific passage you should read (eg, Anderson, *Introduction and Chapter 1*).

You will find additional readings on our Globe page. These online reserve readings are denoted on the schedule with an asterisk (eg, Siegal, *Police in Society\**).

Please be aware that I may add to the reading list throughout the semester, and please note that while we may not discuss every reading in class, you should read everything and be prepared to be assessed.

We may view films this semester. Please note that you should approach these films as if they are another required text. When possible, I will place them on reserve at the library after we watch them, so that you may review them at your convenience.

**PREREQUISITES**

None.

**REQUIREMENTS AND EXPECTATIONS**

This statement has been prepared so that you understand course requirements as well as the learning that will take place this semester. 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, co-learner and guide in this process.

### General Course Guidelines

- 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. 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 Style and Guidelines. For details, see our globe page.
- b. *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.
- c. *Scheduled days and times.* I expect you to be in class and on time. 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. I’ll allow early examinations or assignments only under the most exceptional of circumstances, usually only with prior notification and arrangement confirmed in writing.
- d. *Office Hours.* Appointment times are posted on my office door. Be sure to sign up for an appointment, and speak with me if you can’t make regularly scheduled office hours. I **do not** schedule appointments via email. Throughout the semester, I occasionally will have committee or other meetings scheduled during my office hours. To make sure that I’ll be in during office hours, please check my sign up sheet.
- e. *Late work.* I will not accept late work for a grade, although all assignments must be completed in order to receive a passing grade for the course. 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.***

- f. *Course Adaptations/Accommodations.* 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.
- g. *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.
- h. *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
- i. *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, so long as my internet connection allows.

## 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.***

*Midterm Essay.* One of my goals for this course is that students learn to apply and evaluate criminological theories. This essay will require that students know criminological theories, apply them to particular cases, compare and contrast strengths and weaknesses, and evaluate each theory's explanatory power.

*Quizzes.* Your final grade will be based on four quizzes. Questions may take a variety of forms and will be based on the last few days' readings and/or lectures. I recommend that you keep up with daily reading assignments in order to successfully pass each quiz. I may or may not announce these quizzes in advance.

*Attendance, Participation, and Contributions.* In order to participate in class, you have to be present. Your participation will be assessed by the quality of your contributions to class discussions and the extent of your engagement in class activities. Please be prepared for discussions. Bring in questions you'd like to discuss. I expect every student to take advantage of the full range of opportunities this class provides.

*Final Empirical Paper.* Another of my goals for this course is that students approach criminology as a social science. This empirical research paper will allow me to assess how well you have mastered basic social science skills in developing important research questions and exploring them with original data. You will present your results later in the semester.

## STUDENT LEARNING ASSESSMENT

*Everything counts.* Your overall grade for CRIM 215 will come from the following:

Midterm Essay	100	<u>Grade Ranges</u>
Quizzes (4 @ 25 points)	100	A 360+
Attendance, Participation, and Contributions	100	B 320-359
Final Empirical Paper	100	C 280-319
		D 240-279
		F 239 and below
<hr/> TOTAL	400	

When evaluating your written work this semester, I will use the following guidelines:

- An “A” range assignment is both ambitious and successful. It presents a strong, interesting argument with grace, confidence and excellence. It *exceeds* the assignment requirements *and* has a maximum of 2 grammatical errors. The assignment follows the ASA style guide with few to no errors.
- A “B” range assignment is one that is ambitious but only partially successful, or one that successfully achieves modest aims. It meets the assignment requirements and/or has a maximum of 4 grammatical errors. The assignment follows the ASA style guide with some errors.
- A “C” range assignment has significant problems in articulating and presenting its argument, or seems to lack a central argument entirely. It approaches meeting the assignment requirements and/or has multiple grammatical errors. The assignment attempts to follow the ASA style guide but with errors.
- A “D” range assignment fails to grapple seriously with either ideas or texts, or fails to address the expectations of the assignment. It fails to meet the assignment requirements and/or has an abundance of grammatical errors. The assignment makes little attempt to follow the ASA style guide.
- An “F” assignment is like a “D” assignment but is significantly shorter than the assigned length, or doesn’t actually exist. It fails to meet the assignment requirements and/or is unintelligible due to grammatical errors. The assignment makes little attempt to follow the ASA style guide.

## TENTATIVE SCHEDULE WITH READING ASSIGNMENTS

TOPIC	WEDNESDAY	FRIDAY
Week 1: <i>Introduction</i>	August 28	August 30  Introductions, Syllabus, and General Expectations
Week 2: <i>Introduction to Criminology; Defining and Measuring Crime</i>	September 4  Walsh and Hemmens, <i>Section I and Reading 1</i>	September 6  Walsh and Hemmens, <i>Section II and Readings 2 &amp; 3</i>
Week 3: <i>Early Schools of Criminology and Modern Counterparts</i>	September 11  Walsh and Hemmens, <i>Section III and Reading 5</i>	September 13  Walsh and Hemmens, <i>Readings 6 &amp; 7</i>
Week 4: <i>Social Structural Theories</i>	September 18  Walsh and Hemmens, <i>Section IV and Readings 8 &amp; 9</i>	September 20  Walsh and Hemmens, <i>Reading 10</i> Anderson, <i>Introduction and Chapters 1-3</i>
Week 5: <i>Social Process Theories</i>	September 25  Walsh and Hemmens, <i>Section V and Readings 11 &amp; 12</i>	September 27  Walsh and Hemmens, <i>Readings 13 &amp; 14</i> Anderson, <i>Chapters 4-7 and Conclusion</i>
Week 6: <i>Critical Theories: Marxist, Conflict, and Feminist</i>	October 2  Walsh and Hemmens, <i>Section VI and Reading 15</i> Reiman and Leighton, <i>Introduction</i>	October 4  Walsh and Hemmens, <i>Readings 16 &amp; 17</i> Reiman and Leighton, <i>Chapters 1-3</i>  <u>Film</u> : <i>Incident at Oglala</i>
Week 7: <i>Psychosocial Theories: Individual Traits and Criminal Behavior</i>	October 9  Walsh and Hemmens, <i>Section VII and Reading 18</i> Reiman and Leighton, <i>Chapter 4</i>	October 11  Walsh and Hemmens, <i>Readings 19 &amp; 20</i> Holmes and Holmes, <i>Chapters 1-3</i>

<p>Week 8: <i>Developmental Theories</i></p>	<p>October 16</p> <p>Walsh and Hemmens, <i>Section IX and Reading 26</i> Holmes and Holmes, <i>Chapters 4 &amp; 5</i></p>	<p>October 18</p> <p>Walsh and Hemmens, <i>Reading 28</i> Holmes and Holmes, <i>Chapters 6-9</i></p>
<p>Week 9: <i>Violent Crimes</i></p>	<p>October 23</p> <p>Walsh and Hemmens, <i>Section X and Reading 29</i> Holmes and Holmes, <i>Chapters 10 &amp; 11</i></p>	<p>October 25</p> <p>Holmes and Holmes, <i>Chapters 12-16</i></p> <p><b>Midterm Due</b></p>
<p>Week 10: <i>Multiple Murders, Terrorism, and Dissent</i></p>	<p>October 30</p> <p>Walsh and Hemmens, <i>Section XI and Readings 32 &amp; 34</i></p>	<p>November 1</p> <p>Fernandez, <i>Policing Dissent: Chapters 1, 2, &amp; 4*</i></p>
<p>Week 11: <i>Property Crimes and Public Order Crime</i></p>	<p>November 6</p> <p>Walsh and Hemmens, <i>Section XII and Readings 35 &amp; 37</i></p>	<p>November 8</p> <p>Walsh and Hemmens, <i>Section XIII and Readings 38 &amp; 40</i></p>
<p>Week 12: <i>White-Collar and Organized Crimes</i></p>	<p>November 13</p> <p>No Class—Celebrating Scholarship and Engagement Day</p>	<p>November 15</p> <p>Walsh and Hemmens, <i>Section XIV and Readings 41, 43 &amp; 44</i></p>
<p>Week 13: <i>Policing and the Courts</i></p>	<p>November 20</p> <p>Siegal, <i>Police in Society*</i> Siegal, <i>The Police: Organization, Role, Function*</i> Siegal, <i>Issues in Policing*</i> Alexander, <i>Introduction</i></p>	<p>November 22</p> <p>Siegal, <i>The Courts and the Judiciary*</i> Siegal, <i>Corrections: History, Institutions, and Populations*</i> Siegal, <i>The Juvenile Justice System*</i> Alexander, <i>Chapters 1 &amp; 2</i></p>
<p>Week 14:</p>	<p>November 27</p> <p>No Class—Thanksgiving Holiday</p>	<p>November 29</p> <p>No Class—Thanksgiving Holiday</p>

<p>Week 15: <i>Victimology;</i> <i>Prisons and Punishment</i></p>	<p>December 4</p> <p>Walsh and Hemmens, <i>Reading 48</i></p> <p>Doerner and Lab, <i>The Scope of Victimology*</i></p> <p>Doerner and Lab, <i>Victim Rights*</i></p> <p>Alexander, <i>Chapters 3 &amp; 4</i></p>	<p>December 6</p> <p>Spierenburg, <i>The Body and the State: Early Modern Europe*</i></p> <p>Rothman, <i>Perfecting the Prison: United States 1989-1865*</i></p> <p>Alexander, <i>Chapter 5</i></p>
<p>Week 16: <i>Conclusions</i></p>	<p>December 11</p> <p>McHugh, <i>Auburn Correctional Facility*</i></p> <p>Rotman, <i>The Failure of Reform: United States 1865-1965*</i></p> <p>Morris, <i>The Contemporary Prison 1965-present*</i></p> <p>Alexander, <i>Chapter 6</i></p>	<p>December 12</p> <p>(This Thursday is a Wednesday!)</p> <p>Wrap-Up and Conclusions</p>
<p>Final Exam Week</p>	<p><b>Wednesday, December 18 from 2-5pm</b></p>	

## WELLS COLLEGE

### PUNISHMENT AND CORRECTIONS

3 Credit Hours

**Donald Wayne Brewer**

**Required Text** – Corrections in the 21<sup>st</sup> Century by Frank Schmalleger and John Ortiz Smykla, McGraw Hill

**COURSE DESCRIPTION** -The course will provide an introduction to the correction's portion of the criminal justice system in the United States. The goals underlying the correction system and criminal punishment will be provided. The prison classification system, prison reform, professional accreditation and ethics will be included as well as the impact of terrorism on facility management. What happens to most convicted offenders, including diversion, probation and intermediate sanctions will be reviewed. There will be a detailed description of jails, prisons and parole. The reentry challenges that ex-inmates face after being released from prison will be discussed. Education, vocational preparation, and drug treatment programs that are intended to prevent reoffending will also be explored. An overview of life inside prison from the point of view of both inmates and staff will be provided. There will be an examination of special correction populations including the elderly, HIV/AIDS infected and the mentally and physically impaired. The course concludes with an exploration of controversial topics including prison crowding, capital punishment, prisoner rights and juvenile corrections .

**Course Requirements** - Students will be expected to prepare for, attend and participate in class discussions and activities, complete assignments, and pass quizzes and examines. Part of the student's grade will be based upon his or her attendance and participation.

**Course Objectives** -

1. Provide an in-depth look at the past, present and future of the correction system in the United States.
2. Identify the many subcomponents of modern day corrections.
3. Highlight the process of the correction system today.



4. Focus on the issues facing the correction system.
5. Provide an understanding of contemporary real-world correctional practices.
6. Examine the opportunities represented by new and developing corrections technologies.
7. Discusses corrections professionalism.

### **Course Outline -**

Part I - Introduction to Corrections.

Part II - Community Corrections.

Part III - Institutional Corrections.

Part IV - The Prison World.

Part V - Issues in Corrections.

### **Methods of Achieving Learning Objectives -**

1. Assigned reading from required text
2. Written Assignments
3. Review and discussion of assigned reading and other assignments.
4. Review of current literature in the corrections field.
5. Review of current legal cases and issues.
6. Exams and quizzes.
7. Group projects and presentations.