CJS 206: Corrections (2 credits)
Westminster College, Spring 2018

Instructor: Kristenne M. Robison
Room: OM 308

Office: 306 Patterson Hall
Meeting Times: R 9:20-10:50 am

Email: robisokm@westminster.edu
Office Hours: MF 10:45-11:45, W 1-1:45 or by appt.

Course Description: This course explores the history, development, current practices, and future of correctional systems at the local, state, federal, and, at times, global level. This course takes a multi-disciplinary view of selected areas and issues relevant to correctional goals (general/specific deterrence, incapacitation, rehabilitation, restitution, retribution, and restorative justice) for offenders in secure confinement (jails and prisons) and community-based alternatives to jails and prisons (i.e., probation, parole, restitution, community service, intensive probation/parole, electronic monitoring, boot camps, and community-corrections programs).

Student Learning Objectives: At the conclusion of this course each student should be able to:

• Locate and analyze the corrections systems in relationship to the other two components (the police and the courts) of the criminal justice system.

• Identify and evaluate the historical, social, political, and economic conditions that have shaped the development of, current state, and future of the corrections system.

• Identity and review the goals of the corrections system.

• Examine the intersections of gender with race, social class, and other social categories, such as disability and sexual orientation, in shaping the experiences of individuals within the corrections system.

• Review evidence-based correction programs.

• Create and propose correctional programming rooted in successful correctional practices.
Academic Integrity: “Central to the purpose and pursuit of any academic community is academic integrity. All members of the Westminster community, including students, faculty, staff, and administrators, are expected to maintain the highest standards of honesty and integrity, in keeping with the philosophy and mission of the College.” It is expected that students turn in original academic work and cite all sources. For more details please go to the following website:

http://www.westminster.edu/staff/corsokf/SPE_111/Documents/academic%20integrity_student_handbook_FL07.pdf

Any assignment that is found to violate the College Academic Integrity Policy will be assigned a zero. The instructor reserves the right to fail the student for the course.

Individuals with Disabilities: Westminster College actively strives for the full inclusion of all our students. Students with disabilities who require access solutions for environmental or curricular barriers should contact Faith Craig, Director of the Office of Disability Resources, located in 209 Thompson-Clark Hall. phone: 724-946-7192 e-mail: craigfa@westminster.edu. For more details please go to the following website:

http://www.westminster.edu/student/disability_support/dis_overview.cfm

Available Support Services: Westminster College has a variety of support services. Some of them are:

- Library Instruction: Reference Librarian, Eloise Stevens (x-7325)
- The Learning Center: Interim Director, Jamie Kohler (x-6703)

Classroom Expectations & Environment: It is the expectation of the instructors that all students are here to learn, be engaged in course material, and regularly attend class. Class will primarily take the form of a seminar. Students are expected to read the assigned course readings and actively participate in discussions of those readings. I greatly appreciate students refraining from using their cell phones in class. I do not use my cell phone during class so I expect the same courtesy from you. If you must take a call please step outside in the hall. Timeliness is important to the instructors so please be on time for class.

Email Policy: Emails will be responded to in a timely manner, but do not expect email responses over the weekend unless specifically discussed with the instructor. In addition, many questions can be answered by reading over the syllabus or talking with peers. I encourage you to utilize office hours for questions about course work and the research process as depth of responses will increase in person.
**Required Course Materials:**

*All other course readings can be found online on our course website at my.westminster.edu.*

**Grading Scale:**

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<tr>
<td>A</td>
<td>93-100</td>
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<td>B+</td>
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<td>C+</td>
<td>77-79</td>
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**Assignments & Grading:**

**Corrections Group Presentation (20%):** Small groups of students will research, analyze, and present statistics on a relevant topic related to the class topic of the chosen day. Students should meet with the professor to plan their topic.

**Class Debate (20%):** Students will debate constitutional issues within corrections. Grades will be based on individual debate preparation and debate performance.

**Midterm (20%):** Students will have a take-home midterm due on Friday, March 4th.

**Corrections Final Paper (30%):** Students are to locate a problem within corrections (probation, parole, or prisons) then propose a solution to that problem. Problems can be from the perspectives of administration, employees, clients, or the community. Students must include course readings and outside sources. More details to follow.

**Class Participation (10%):** I run my classroom as a seminar which means that I lecture for short periods of time and structure many opportunities for class discussion. I highly value class participation, but note this can take many forms including but not limited to: participating in large and small group discussions, emailing me questions and comments that you either did not think of in class or did not feel comfortable saying/asking, visiting me in office hours to discuss the class readings, posting on online forum, and making connections between our course materials and the outside world.
Course Reading and Assignment Schedule

Thurs., January 19th  
Course Introduction

Section I. Philosophical and Ideological Underpinnings of Corrections
Thurs., January 25th  
pgs. 1-13

Section II. A History of Corrections
Thurs., February 1st  
pgs. 14-35, Reading 2: World’s Most Influential Prison

Presentation #1: Prison Architecture

Section IV. Sentencing: The Application of Punishment
Thurs., February 8th  
pgs. 122-135, Reading 7: Cracked Justice

Presentation #2: State Sentencing Comparisons

Thurs., February 15th  
Watch 13th on Netflix – online forum discussion

Section V. Probation and Community Corrections and Parole/Prisoner Reentry
Thurs., February 22nd  
pgs. 159-169 and 270-284, Reading 15: Examining Predictors of Recidivism

Presentation #3: Reentry Programs

Section VI. Prisons and the Inmate Experience
Thurs., March 1st  
pgs. 219-237, Reading 12: Supermax Prisons

Presentation #4: Prison Rape Elimination Act

Fri., March 2nd  
Online midterm Due on D2L by 11:59 pm

SPRING BREAK

Section X. Correctional Programming and Treatment
Thurs., March 15th  
pgs. 430-442, class chooses extra reading

Presentation #5: Rehabilitation Programs

Thurs., March 22nd  
Philadelphia Trip

Thurs., March 29th  
No Class – Easter Break
Part IX. Legal Issues in Corrections  
Thurs., April 5th  CLASS DEBATE!!!!!!, pgs. 394-405  
Thurs., April 12th  Ohio Prison Tour

Part XI. Women in Corrections  
Thurs., April 19th  pgs. 482-496, class chooses extra reading  
  Presentation #6: Cross-Cultural Comparisons of Women in Prison

Part VII. Minorities in Corrections  
Thurs., April 26th  pgs. 523-540, class chooses extra reading  
  Presentation #7: Crimmigration Prisons

Part VI. Corrections in the 21st Century  
Thurs., May 3rd  pgs. 624-636, Reading 34: The Challenge of Change  
  Presentation #8: Successful Change

Wed., May 9th  Course Debrief and Final Papers Due, 9:30-10:30 am