Notes from the Program Coordinator

There has been a lot of activity in the Sociology and Criminal Justice Studies program. Dr. Kristin Park has transitioned out of her role as program coordinator. I would like to extend a thank you to her for her years of service to the program, particularly to the faculty and students. I certainly have big shoes to fill. Dr. Park will now fill her time initiating scholarship on the Amish and strengthening her relationship with The Migrant Education Program, which you can read about in this issue.

We have welcomed a new hire, Dr. Paul Bones from the great state of Oklahoma. You can learn more about Paul and his research and teaching interests in this issue. We’ve also been fortunate to have Visiting Instructor Dr. Jamie Chapman (see her entry) and several new and returning adjuncts help us staff our courses for the year. Many thanks to Nicole Amabile (CJS 203: Victimology), Chuck Baldwin (SOC 204: Social Work), Attorney Bob Buehner (CJS 200: Criminal Prosecution and CJS 205: Criminal Courts), Nicole McElroy (SOC 101: Principles of Sociology), Danielle Shaw (CJS 201: Juvenile Delinquency and Justice and CJS 302: Sociology of Law) and Dr. Joseph Yenerall (CJS 102: Deviance and SOC 101: Principles of Sociology) for your dedication and service.

This past spring we hosted our second biennial Criminal Justice Symposium and offered our first Inside-Out class, of which both were great successes. Cassi Jannetti ’15 and Johnny Stiglitz ’15 wrote a column on the symposium in this issue and speeches by Inside student D.J. and outside student Gretchen Schwartz are included in this issue.

Our students are also presenting at various conferences and Maria McTighe ’15 (sociology) won the NEOUSS Paper award for her research on helicopter parenting. Britt Mavrich ’17 (criminal justice studies) won the 2015 Campus Compact Newman Civic Fellows Award. More on that in the article that follows. James Foltz ’16 presented his Criminal Justice Studies Capstone research at The American Society of Criminology in November 2015. Alumna Tricia Johnston ’14, graduate student at Georgia State University in the Department of Criminal Justice & Criminology, also presented at the American Society of Criminology and recently had her manuscript “Synthesizing Structure and Agency: A Developmental Framework of Bourdieu’s Constructivist Structuralism Theory” accepted for publication in The Journal of Theoretical and Philosophical Criminology.

We look forward to another productive year on the third floor of Patterson Hall.

Sincerely,
Dr. Kristenne Robison
Program Coordinator for Sociology and Criminal Justice Studies
Welcome to Paul Bones

The Sociology and Criminal Justice Studies programs would like to extend a warm welcome to our newest faculty member, Dr. Paul Bones. Bones joins us from The University of Oklahoma where he received his B.A., M.A., and Ph.D. (expected in October) in sociology.

Bones’ research expertise is located at the intersections of disability and victimization, thus he will bring strengths to both our Sociology and Criminal Justice Studies programs. He will also strengthen our departmental offerings with his focus on quantitative research methods. Bones brings with him a wealth of teaching experience and an active research agenda. Joining Bones is his wife, Bradlin, and their two cats. From our interactions it seems that Bones has an appreciation for good food and tasty microbrews. Join me in welcoming Paul Bones to our program.

This Last Year
BY KRISTENNE ROBISON

It has been a very busy year since the last newsletter. Most importantly Ryan and I welcomed our child Declan Isaak to the world on September 15th, 2014. In addition to having a baby our planning committee was planning the 2015 Criminal Justice Symposium, I have been collecting data from “Creekview Adult Probation Office” with Dr. Shannon Smithey, and I have found a new scholarly home with a Volunteers in Prisons working group. I will focus on the working group in this entry.

Last April I was invited to UCLA’s Department of Social Welfare and the Luskin School of Public Affairs Innovations in Prisons Workshop by Dr. Rosie Meek to present my research emerging out of my volunteer experiences in prison titled, “The Role of Volunteers in Prisons: Teaching College Classes at a Women’s Prison.” It was a productive workshop that brought together 15 researchers, mostly U.S. based, who focus on the role of volunteers in prisons. Emerging out of that workshop is an edited book titled The Voluntary Sector in Prisons: Encouraging Institutional and Personal Change to be published by Palgrave Macmillan in February 2016.

In March I attended a workshop of the Innovations in Prisons working group of the European Society of Criminology held at Royal Holloway, University of London. It was the most fruitful and engaging workshop I have ever attended. I was able to network with and learn from European prison scholars. For example, I learned about the high percentage of immigrants held in Norwegian prisons, the ways that Danish incarcerated women create “home-like” spaces in prison, and how geographers are consulting with English prison officials to create positive spaces for the incarcerated.

Next spring I hope to return to this workshop that will be held in Copenhagen, Denmark, where I will be able to tour Danish and Swedish prisons, and continue networking. I foresee a sabbatical trip to Europe to study prisons. In addition, while in London, I met with a professor who is planning a travel course to London focusing on the courts and prisons. I am thinking Dr. Smithey and I now need to create a cluster travel course to London.

CRIMINAL JUSTICE STUDIES AND SOCIOLOGY CAPSTONE RESEARCH AWARD WINNERS

And the certificates go to... Joseph Whalen, for his Criminal Justice Studies thesis titled “Understanding Police Stress and its Effects on Social Behaviors” (Mary: please confirm title with Jamie) and Maria McTighe, for her Sociology thesis titled “The Perceptions of Emerging Adults on Helicopter Parenting.” Congratulations on your hard work and impressive accomplishments!
Final Goodbye (Inside-Out Class 2015)

BY GRETCHEN SCHWARTZ

“That’s interesting,” “That’s different,” “That’s dangerous,” “Be careful”—responses given to us when we announced we were taking a course at a prison with male inmates. “Don’t wear tight clothing; have a high collar; don’t wear makeup or do your hair; don’t wear perfume. They will compliment you to try to get a way in.” “Don’t tell them anything about yourself that’s not related to the class. They are, in fact, inmates” responses given to us when the outside students first arrived at TCC.

But let me tell you what they didn’t tell us. They didn’t explain how hard it would be to put these emotions into words. Dr. R said it would be hard to say goodbye, and we called bull****. We cannot express the empty pit in our stomach when we realized a couple inside students may be released before this program ends. Or the few car rides back to school where we sat in silence, ruminating on our conversations. I cannot say how disgusted I am at seeing how you are being treated and disrespected. I do not know how to tell you how much we deeply care to never see any of you with the label on your back again. To us, you are not inmates. You are not inside students. You are friends, and more importantly, humans just like me.

The journey to this moment of course was not easy. Nor is it clear; there is a haziness between where we began and where we end. We began hesitated. Nervous. Skeptical. We picked out the least threatening inside student to sit next to on the first day. Our responses to icebreakers were thought out. Was I allowed to tell them I used to live in Tennessee? Is saying my favorite color too much information? Now we are informing inside students on possum stomping, new technology like Tinder and Snapchat, and teaching the proper duck face form. Inside students taught us about SHAZAM chips, the best reality TV shows to watch (“The View” wins), and how to make hooch out of pretty much anything.

What we learned from this class cannot be taught from a textbook. You cannot change your perspective about people in prisons without meeting those who are in there. You cannot humanize the people the world says are dangerous from watching the news. Empathy, acceptance, and respect are not taught from reading a chapter. It is our interactions, more than any article we have read, that have released ourselves from our labels. That is a direct reflection of each and every one of us in this room; it is not anything on paper that changes perspective, but face-to-face interaction. This is where you see the true motivation, intelligence, and fire within one another.

Not only have we been changed as people, but have increased our knowledge on the injustices of the penal system. Career paths were questioned at first; after seeing how corrupt the CJS is, yet we were encouraged by inside students to continue. As future officers, judges, lawyers, psychologists, teachers, and everyday citizens we have developed a different framework, a different perspective that makes change possible. We question everyday comments and arguments made about the system and take personal offense when the incarcerated are judged harshly by society. Your faces, stories, and wisdom are etched in our minds. The amount I have learned from this class cannot be articulated. Here, we have ignited our passion. Now, we recognize the power of our own voice. Today, we use them to effect change for the future tomorrows.
Reflections on Inside Out

DJ’s Speech

First of all, the inside students and me would like to thank Dr. R, Mr. R, Mr. Caja and the outside students for giving us an opportunity to participate in a class like this. This was the first of its kind here and we wanted to honor it and appreciate it as such. We didn’t know what we were getting ourselves involved in, but we took a chance. Really, starting with the interview process with Dr. R and Mr. Caja. It’s hard for us to open up and share personal information with anyone, let alone somebody we don’t know, but that definitely didn’t stop Dr. R from drilling and probing us with questions (smile).

Prison is an ugly place. A black cloud haunts it. Generally, every opinion, conversation, or act is negative. An environment that breeds misery. That feeling is echoed in our programs and other college classes. Not a space conducive to learning or change. That’s why Tuesdays mean so much to us.

Every Tuesday is the highlight of the week for us. It’s that one afternoon per week we get to escape prison and become part of something bigger. We become part of society again. That’s a great feeling. We are equals with our classmates. Our outside students are responsible for this (smile).

When we came to class we expected to be stereotyped and feared. But what we got was the exact opposite. The outside students were warm and welcoming. They didn’t judge us. They accepted us as classmates and peers rather than convicts and criminals. That was a big step for us. Knowing we could trust our classmates made us comfortable and secure to share our opinions with the class.

All of us really enjoy class, every aspect of it. Starting with the first day of class. We were apprehensive and excited to see what this class was about. We had heard about inside/outside classes before but never experienced one. When I seen my new classmates, I thought WOW, a lot of eye candy! But could I compete? What do we talk about? Can we communicate with them? Not that we were scared to, but would they understand our jailhouse lingo and prison slang?

Dr. R and Mr. R created an ice-breaker that really relaxed the whole class and set the mood and tone for the entire semester. It was almost like a round of speed dating, but it gave us a chance to meet our classmates. Suspicion and tension became open-minded and relaxed. This class is special for two reasons. First, we get to share it with sincere and authentic college students. Secondly, it gives us inside students a voice and helps us cultivate our ideas.

Most of us inside students have taken college courses and programs. So we are familiar with college course work, but most of those classes are very structured and follow a specific schedule. The teaching method is lecture, information, then regurgitate it at test time. That format is very boring and mundane.

This class challenged us to use our brain. We debated. We argued. We compromised. We created and developed our own ideas. We invented solutions for the criminal justice system. Lastly, we built a re-entry prison from things we learned during class.

At the beginning of class, my opinion of the criminal justice system was terrible. I believed each individual was responsible for their own rehabilitation. I thought society didn’t care. But I was mistaken! Rehabilitation in America is changing. There are new innovative ideas consuming the old superstitions of criminal justice.

First, we learned all the failures of criminal justice. How many corrupt police agencies being supplied with federal grants, equipment, and laws to fight the war on drugs. While the politicians benefit by using “War on Drugs” campaigns. In the “Prisons for Profit” article, we read about how private prisons, mainly CCA, make huge profits to house inmates, and that CCA is a top 5 performing company on the New York Stock Exchange. In “Coping with Life After Death Row” we got a realistic view of how hard it is to live a normal life after such a traumatic experience. We read about how two previous inside/outside students, Robert “Diesel” Shoemaker and Brandon “B” Willis, discovered that education lowers recidivism. Two modestly educated men can come to that conclusion, but the government hasn’t (frown)?

We also learned some of our “jailhouse” behaviors are reciprocated on campus. Don’t worry outside students, if I’m ever at a frat-house and hear “whootie-who!”, I’ll know to put my beer down (smile)!
We also learned there were new movements in criminal justice away from retributive justice towards restorative justice. In restorative justice, healing and possible reconciliation begin by involving the victim, offender, and community in searching for solutions together.

We were shown how other countries in the world deal with incarceration problems. In Sweden, their motto is “prison is not for punishment, it’s to get people into better shape.” In Norway, at Halden Prison, we learned how architecture and landscape can add to the rehabilitation process. We also studied how Michigan reintegrates their incarcerated back into society with their Michigan Prisoner Reentry Initiative.

Besides the subject matter, we have learned so much from this class. We have learned how to conduct ourselves in social settings. We have learned how to listen to someone else’s opinion and be objective about it. These interactions with our classmates have taught us to be better human beings. I’m impressed with my classmates. We all can agree, if this is the new blood of criminal justice then there is hope to change it. Our classmates are intelligent, genuine, and full of integrity. So doubt that we once had in the system, now can be restored with the character in this classroom. To quote some of our past inside/outside alumni, “Inside-Out has changed the way I view my incarceration. It has shown me not to become a bitter man, but a better man. From all the inside students to our classmates, thank you for letting us be part of this experience, and we’ll be praying for your future success.

D.J. is an “inside” participant in the Inside-Out Program.

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**Migrant Education Program Internship**

**BY ASHLEY SMITH ’15 (International Studies and Sociology)**

During the fall semester I got the opportunity to do an internship with the Migrant Education Program Project 7 out of the Intermediate Unit 5 up in Edinboro, Pa. During my internship I got to travel to several places, and met lots of wonderful people. Some of the things I got to do during my internship is look up farms in all 20 counties that Project 7 consists of, create maps of the farms, tutor students, and go around to farms recruiting workers. I got to meet people from Guatemala, Mexico and Nepal.

My favorite part of the internship was getting to interact with some of the students that are in the program. I got the chance to tutor a few of the students and I enjoyed helping them a lot. It made me feel like I was helping to make a difference in their lives. One of my favorite times tutoring was when I went with Tina, a recruitment officer with the migrant education program, to see a Nepalese family and I got to play with the one little girl. I did not know a thing she said because she spoke Nepalese but we had a fun time playing with a top and then she and I went through the alphabet and shapes. I also enjoyed tutoring a girl in geometry. It was a bit difficult because I had not taken geometry for many years, but I was able to help her understand it better and I think I really made an impact with her. She really started to open up to me and we talked about what she wanted to do after she graduates from high school. I also enjoyed tutoring a Nepalese girl who wants to become a nurse. She graduates this year and we talked about what she needs to do to get into college. All of the workers were wonderful to talk to and they all made me feel so welcomed.

My second favorite activity to do with the migrant education program was to go out with Deke and Tina, recruitment officers, on recruitment outings. During these outings we would go to several farms and ask if they had any migrant workers with children that we could talk to. I found out quickly that recruiting was not easy. It takes a lot of driving around and trying to find the farms just to be turned down by the owners. It can be very frustrating but when you do finally find a worker who you can help it is very rewarding to know that you are making a difference to them.

I learned a lot through my internship. I learned that the people at the Migrant Education Program work long hours and that they would do anything to help these people. They genuinely care about the workers and students and they want their students to succeed. I also learned a lot about the migrant workers themselves. I learned that these workers work long hours sometimes seven days a week. These people do jobs that many people do not want to do for little pay and they do it while being discriminated against. The workers are hard working and when I talked with them they all expressed how they miss their families. Some of the workers really enjoyed working here in the United States while some just want to make money and go back to their home country. Not only did it help me to gain data for my capstone concerning how migrant farm workers perceive and interact with one another as well as the community they are in, but it has also showed me that I want to continue to help these people and study immigration law in law school.
The Symposium from the eyes of the Committee
BY CASSANDRA JANETTI
JOHNNY STIGLITZ

The Second Criminal Justice Symposium was April 9 – 10, 2015. The Criminal Justice Studies and Sociology Program students worked very hard to get the symposium ready to be a great event that all were able to participate in and enjoy. During the spring semester of the 2013-2014 school year the department students received an email asking for applicants to be a part of the planning committee for the 2015 symposium. There were seven students (Allie Hamilton, Dylan Hogue, Chelsey Isler, Cassi Jannetti, John Romero, Johnny Stiglitz, and Brandon Wilkinson) and seven advisers on the committee. Starting in March of 2014 the committee began to plan the symposium. The Criminal Justice Symposium Committee worked very hard throughout the year planning to host a great symposium focusing on innovative strategies in the criminal justice system, more closely incarceration and reentry.

We held many meetings that were very productive in scheduling speakers and events. The promotion committee created social media pages so that everyone could have access to everything that was planned. On Thursday night our keynote speaker Amanda Alexander presented “Addressing Mass Incarceration’s Impact on Families.” Also on Thursday night there was a movie shown by the student group SCION, “It’s More Expensive to do Nothing.” Friday was an all-day event. First we had the Innovative Strategies Panel, which included the Lawrence County District Attorney Joshua Lamancusa, Jail to Jobs Special Projects Liaison Gary Fillippone, Tricia Johnston, a 2014 Westminster College graduate and employee at the Georgia Department of Corrections; and Scott Bailey an Aspinwill Police Officer. Next, we held student presentations where students presented and turned in papers for a paper competition where the top prize was $500. Gary Tennis, our lunch keynote speaker, gave his talk “Drug and Alcohol Policies: Is it Time to Come Out of the Dark Ages?” Finally, we had a Career Networking Panel in the afternoon where students sat with and talked to people about their careers and have the opportunity to them questions about their work. That panel included careers from FBI agent, correctional officer, county probation, drug and alcohol services, Pennsylvania State Probation and Parole, Pennsylvania State Police, juvenile services, narcotics officer, municipal police officer, a private investigative researcher, and a federal investigative researcher. To close the day we had the awards ceremony for the student paper competition and closed the symposium. Congratulations to Dylan Hogue for taking first place in the paper competition!

We have been so honored to work on this committee to bring this symposium together. It is something that can be very helpful to students who are looking to excel in the criminal justice field. Being able to talk to and listen to those in the field is so important and being able to bring those who are so well versed in their field to talk to students is something that will last a lifetime.
Sociology Majors Attend Undergraduate Research Conference

BY KRISTIN PARK

Alumni sociology majors Maria McTighe ’15 and sociology-social policy Dana Winkler ’14 presented their Capstone research at the second annual Northeast Ohio Undergraduate Sociology Symposium at Kent State University on March 14. Both students conducted research on the phenomenon of helicopter parenting, a topic of great interest to college students today. Winkler interviewed parents of millennial children to understand how they constructed being a “good” parent and to identify the influences upon their parenting identity. She presented her research in a poster titled “Perceptions of Parenting in a Hovering Culture.”

“It is so rewarding to share your passion and hard work with others, said Winkler. “Attending a conference gave me the opportunity to display my research, discuss new ideas and grow in my field. I’m thankful to Westminster and Kent State University for making this learning experience possible.”

McTighe gave a presentation titled “The Perceptions of Emerging Adults on Helicopter Parenting” in a session on Families. After conducting a screening survey to identify college students who believed they experienced helicopter parenting, McTighe interviewed those students about their perceptions of and feelings about the various types of support they received from their parents. Her research won first prize in the Student Paper Competition.

“Attending the NEOUSS was a great experience because I was able to see what other sociology students from around the Northeast Ohio area were researching, said McTighe. “It was also really nice to meet other professors and research scholars who are so passionate about the discipline of sociology. Anyone who is interested in the sociology field would benefit and be inspired by the symposium.”

McTighe also presented her research at the North Central Sociological Association Conference in Cleveland from April 10-11.

Congratulations, Dana and Maria!

Park Attends Lilly Conference

Dr. Kristin Park attended and presented her research at the Lilly Conference on Undergraduate Teaching and Learning from Feb. 19-21 in Newport Beach, Calif. The conference focused on research on the learning process, innovative pedagogies for classroom teaching and effective assessment practices.

“I found particular value in sessions on using King and Kitchener’s developmental model to help students grapple with ill-defined problems, on using teaching observations for assessment and on innovative strategies to encourage student participation,” Park said. She assigned a book in her Inquiry class that asks students to use findings from brain science research to inform their learning strategies. Park presented her research describing a role-playing exercise on female genital cutting in her Women in Cross-Cultural Perspective class in a session titled “Using Role Plays to Enhance Deep Learning and Cognitive Sophistication.”
Dr. Jamie Chapman joined the Sociology and Criminal Justice Studies Program in Fall 2014. Chapman has multi-disciplinary academic training and experience: including a bachelor’s degree in history and a master’s degree in social sciences from Edinboro University of Pennsylvania (EUP). Her Ph.D. will be conferred by the University of Akron (UA) this December. As part of her master’s program, Chapman conducted qualitative research and designed a museum exhibit that is open to the public at Goodell Gardens and Homestead in Edinboro, Pa. Chapman recently defended her dissertation investigating the roles of emotional labor requirements and gender on experiences of work-family stress spillover among registered nurses. In August, she presented one chapter of her dissertation at the American Sociological Association’s annual meeting in Chicago. In October, Chapman presented another chapter of her dissertation at the Pennsylvania Sociological Society’s annual meeting at Edinboro University and was awarded the graduate student paper award.

Prior to coming to Westminster College, Chapman taught both as a graduate instructor at the UA and as an adjunct instructor of sociology at EUP. While at UA, Chapman had the unique experience of designing and implementing a hybrid online Introduction to Sociology course in which the students spent one third of their time in the classroom. Additionally, Chapman designed and taught a special topics course at UA, which she titled “Sociology of Madness.” At EUP Chapman taught a variety of courses, including Medical Sociology, Sociology of Life Cycles, and Society and the Individual.

In addition to teaching, Chapman also has extensive applied sociology experience working within the mental health sector. In the past she has served as the lead psychotherapist for an outpatient mental health clinic, as well as a family based mental health professional for a behavioral health and rehabilitative agency servicing northwest Pennsylvania. Chapman is also a trained parent-child interaction therapist.

Since coming to Westminster, Chapman has enjoyed academically engaging her students, learning about the College’s history and getting to know her WC colleagues. She currently serves as the faculty adviser for Alpha Kappa Delta, the International Sociology Honor Society, and reports that she is excited about the upcoming AKD initiation banquet, as well as advising the newly inducted group for the next academic year. By report, the AKD group has some interesting fund raising and social service ideas in the works. Chapman also serves as the faculty adviser for the Social Enterprise Committee, a student-led organization that focuses on strengthening the relationship between the college and the community.