Course Approval Form

For instructions: http://Registrar.gmu.edu/faculty/staff/catalog-revisions/course/

Action Requested: (definitions available at website above)
- Create NEW
- Inactivate
- Modify (check all that apply below)
- Title (must be 75% similar to original)
- Repeat Status
- Schedule Type
- Prereq/coreq
- Restrictions
- Grade Mode
- Other:

College/School: Humanities and Social Sciences
Submitted by: Dr. Lisa Newmark
Department: Criminology, Law and Society
Ext: 3-5315
Email: lnewmark@gmu.edu

Subject Code: CRIM  Number: 544
(Do not list multiple codes or numbers. Each course proposal must have a separate form.)

Effective Term:  
- Fall
- Spring
- Summer
- Year 2017

Title:
- Current:
- New:

Credits:
- Fixed
- Variable
- Lab/Rec
- to
- 0 or
- Repeat Status:
- Not Repeatable
- Repeatable within degree (RD)
- Repeatable within term (RT)
- Max credits allowed:

Grade Mode:
- Regular
- Satisfactory/No Credit
- Special
- Schedule Type:
- Lecture (LEC)
- Lab (LAB)
- Recitation (RCT)
- Independent Study (IND)
- Seminar (SEM)
- Studio (STU)

Prerequisites:

Corquisites:

Restrictions Enforced by System:

Catalog Copy for NEW Courses Only (Consult University Catalog for models)

Description (No more than 60 words, use verb phrase and present tense):

Covers the social institutions and processes involved in punishment, control, and behavior change. Reviews the consequences of different policies and organizational approaches. For MS students.

Indicate number of contact hours:

When Offered:

Hours of Lecture or Seminar per week:

Hours of Lab or Studio:

Approval Signatures

Department Approval: 3/17/16

College/School Approval: 7/89/16

If this course includes subject matter currently dealt with by any other units, the originating department must circulate this proposal for review by those units and obtain the necessary signatures prior to submission. Failure to do so will delay action on this proposal.

For Graduate Courses Only

Graduate Council Member: 
Provisor's Office: 
Graduate Council Approval Date: 

This is a graduate level seminar designed to increase knowledge about: 1) the responses to criminal offending among adults in society; 2) the social institutions and processes that are involved in punishment, control, and behavior change to address criminal offending behaviors; and 3) the consequences of current policies and organizational approaches to control crime in society and punish wrongdoers. By the end of this course, students should be comfortable with answering the following questions: what changes, if any, in policies, practices and institutions are necessary to achieve a strategy to reduce recidivism and/or to reduce mass criminalization and incarceration policies/practices? Through this course, students are expected to build an understanding of how best to respond to law violators in a manner that promotes reductions in recidivism.

It is important to recognize that this course pertains to the institutions and practices that are responsible for delivering state-ordered punishments. There are a number of social institutions and practices that will not be covered in this course; many affect the operations of correctional organizations and delivery of mandated services and programs. While it is unfortunate that these institutions and practices cannot be included in this course (the length of the course is too short), students need to recognize that said institutions and practices comingle with correctional agencies in untold ways. They affect the goals, practices, and organizations that are responsible for prisons, jails, pretrial agencies, probation, and parole. And, the practices that citizen involved in the justice system are exposed to as well as the practices of system actors that affect those involved in the justice system. Students are encouraged to consider contingent issues such as adjudication and sentencing, delivery of health care, delivery of substance abuse and mental health services, legislative and budgetary processes, politics, media, and public opinion issues in their essays and in their conceptualization of correctional-related issues.

A note on nomenclature: An important and ongoing discussion is the proper term to use to refer to the person or persons that are under correctional control in the U.S. Over the last half a century, the terminology has varied depending upon the setting, the political preferences, and the status of the individual. Consider the following: Pretrial defendant usually refers to a non-adjudicated, non-convicted individual that is still involved in the justice system. Inmate refers to a person confined in prison. Probationer or parolee refers to a person under correctional control in community settings. Client refers to those required to participate in treatment type services. Ex-offender refers to someone who has been involved in the justice system. Diversion refers to a person that may be in pretrial status or adjudicated (formally or informally) but is required to be part of a specific program. The nomenclature is often awkward. Recent efforts to address some of the stigmatization and disenfranchisement of those involved in justice processes have recognized that the language referring to legal status and the conditions of the individual are important, and often depict how society responds to this status. A growing movement is underfoot to address the citizenship status of those who have had some involvement with the justice system by using the following language: currently involved in the justice system or formerly involved in the justice system. In this class, we will address this issue and need to be aware of how language affects policy and practice.
The format for this course is a seminar augmented by lectures (few), group discussions, and presentations. *The course is only as good as the effort you put into it.* Students are expected to lead and contribute to discussions and work closely with one another in productive and thoughtful discussions. The discussion does not have to occur in the classroom. In fact, students are encouraged to participate in active discussion in and outside of the classroom. The goal is for students to master skills in conceptualization, analytical thinking, presentation of research materials, and writing. This is best achieved by analyzing the course materials in multiple ways, over time.

**Submission of course work by e-mail**
Any material submitted by e-mail must be sent in 48 hours before it is due (generally on a Monday). You will receive a return email confirming that the material was received.

**Late work and missed class**
*Late assignments:* If an assignment is going to be late, students must notify the instructor before class the day the assignment is due. Late papers *will not be accepted* if notification has not been received. Late papers will be marked down 20 percentage points each week that passes after the due date.

**University Honor Code and Plagiarism**
“Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” The APA manual provides a concise definition of plagiarism and describes how one should acknowledge the words, ideas and work of others. Remember above all else, you must never represent the intellectual work of others as your own.

**Course Requirements and Grading**
As a seminar, group interaction defines the work. Students are expected to read all assigned material and be prepared to discuss the material in class. Unprepared students disrespect the classroom and make it difficult to have an exciting, vibrant class. Students are encouraged to read some of the supplemental readings, since they will increase the expertise in the course.

**GRADING**

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<td>Review of Policies and Practices(2)</td>
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<tr>
<td>Discussion</td>
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<td>Mid-Term</td>
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<td>Presentation of 1 Policy or Practice Reform</td>
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Grading will be as following:

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This is a seminar. All students should be prepared for class that includes reading the essays for the class and being prepared to discuss class materials. Class discussions allow students to: 1) demonstrate your competence in the material; 2) exchange ideas and concepts with others; and 3) gather new information. Additionally, it lets me (the professor) gauge how well you have prepared, thought about, and apply the material in class. The better prepared you are, the better the discussion in class. It enriches everyone experience and makes the class informative.

To demonstrate your competency in this class, you are asked to complete the following assignments:

1. **Reflection Essay.** Each student is required to observe one of the following: a court setting, probation intake office, re-entry facility, or prison/jail. Using the four measures of effective correctional practice provided by the National Research Council (parsimony, proportionality, social justice and citizenship), the student will **write one essay** reflecting on your experience in light of these principles. In other words, did your experience demonstrate a system that adopted processes that were humane, legitimate, proportionate to the offending behavior, and achieved a goal of punishment. This essay should be approximately 5 pages (single spaced including references). I suggest that you write this essay in the following way: 1) describe the experience; 2) define key ways that the justice system are designed to punish, control, or affect human behavior; and 3) discuss how the core concepts of parsimony, proportionality, social justice and citizenship are reflected in what you observed.

2. **Review of Policy and/or Practice (2).** Each student is required to write two essays for this class. The review essay will be about the policy and/or practice in that area, and the one way to remake policy to better adhere to the principles laid out by the National Research Council such as parsimony, proportionality, social justice and citizenship. The student will be expected to review the literature in that area when making recommendations to improve policy and practice. Included in the review will be the recommendations from the Colson Task Force Report. The purpose of this process is to improve your critical analysis skills including those related to making or refining policy. Each student will present their own recommended policy changes or shifts as part of a discussion of the core policies.

3. **Presentation on 1 Policy or Practice Reform.** Each student will develop one practice or policy reform that they believe is essential to a better punishment, sentencing, rehabilitation, and/or institutional or community correctional system. This should be based on the collective accumulation of knowledge from this class. The student will give a presentation on: 1) why this area of policy or practice reform is needed? 2) what has been tried in the past and what were the untended consequences? And, 3) what is your recommendation for changing the policy or practice.

**OVERVIEW OF DUE ASSIGNMENT DUE DATES**

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>DUE DATE</th>
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<tbody>
<tr>
<td>Reflection Essay</td>
<td>TBA</td>
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<tr>
<td>Discussion or Peer Review Essays</td>
<td>Assignment given in class</td>
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<tr>
<td>Mid Term</td>
<td>TBA</td>
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<tr>
<td>Presentation</td>
<td>Last Class</td>
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TEXTS AND READINGS

**Required**


COURSE OUTLINE

*Note:* As a “General Rule of Thumb” students are expected to use the data from the Bureau of Justice Statistics for the most recent corrections statistics. [http://www.ojp.usdoj.gov/bjs/welcome.html](http://www.ojp.usdoj.gov/bjs/welcome.html). For each topic area, you can gather pertinent descriptive information on trends and patterns from this source.

**Class 1:** NRC Report on The Growth of Incarceration in the U.S.: Exploring Causes and Consequences

Assigned Reading:
Travis & Western (eds.), Chapters 1, 2, 3, 12, 13

**Class 2:** Understanding the Context for Delivering Corrections

Travis & Western (eds.), Chaps 4, 5, 6, 7, 8, 9,10, 11

Colson Task Force Report, The Transformation of the Federal Corrections System (pg 1-19)

**Class 3:** Relevance of Theory

Cullen & Jonson, Chapters 1 -5, 6-9


**Class 4:** Offender Risk & Change: The Risk, Needs, Responsivity Model


Class Assignment (in class): 436: The Psychopath Test Originally aired 05.27.2011

http://www.thisamericanlife.org/radio-archives/episode/436/the-psychopath-test

**Class 5:** Incarceration and Length of Time as a Crime Policy: Deterrence


Colson Task Force, Recommendation 1: Reserve Prison for Those Convicted of the Most Serious Federal Crimes

Class 6: Diversion and Pretrial Release


Class 7: Prisons and Jails: What is it?
The Zimbardo experiments (video)


Class 8: Prison Staff and Management


Colson Task Force Report, Recommendation 2: Promote a Culture of Safety and Rehabilitation Federal Facilities

Class 9: Probation and Parole


Colson Task Force Report, Recommendation 4: Ensure Successful Reintegration by Using Evidence-Based Practices in Supervision and Support

Class 10: Effective Interventions


Colson Task Force Report, Recommendation 3: Incentivize Participation in Risk-Reduction Programming
Colson Task Force Report, Recommendation 6: Reinvest Savings to Support the Expansion of Necessary Programs, Supervision, and Treatment
Class 11: Officer-Person Environments


Class 12: Re-entry and Desistance
Andrews & Bonta, Chapters 11, 12


Class 13: Technical violations


Class 14: Presentations on Policy Change or Reform
1. PURPOSE
Addresses the assignment question/issue
Introduction: provides clear sense of content/topic
Introduction engages reader (has a hook)
Clear statement of position
Engages reader's interest
Appropriate to audience
Presentation (form/genre) is appropriate
Appropriate voice/tone

Highly Competent []  Competent []  Emerging Competence []  Not Competent []

2. STRUCTURE OF ARGUMENT
Logical flow of introduction with purpose explicit somewhere in the introduction
Has a consistent and logical argument
Organization: well-organized flow, repetition of key words, topic sentences, transitions between paragraphs
Conceptual sophistication/style reflects complexity of thought
Accurate use of headings as appropriate

Highly Competent []  Competent []  Emerging Competence []  Not Competent []

3. SUPPORT OF ARGUMENT
Demonstrates knowledge of material
Sources used appropriately to support points
Sources integrated into arguments
Includes empirical/reality-based evidence (quantitative or qualitative) as appropriate
Balanced treatment of ideas/issues

Highly Competent []  Competent []  Emerging Competence []  Not Competent []

4. WRITING MECHANICS
Documentation and citation: sufficient and consistent, including one style of citation used adequately and correctly throughout the paper; adequate number of sources referenced; paraphrases and quotations used appropriately and fully cited. Correct incorporation of citation at the sentence level. Understands how to construct sentences/paragraphs Word choice, syntax, grammar, spelling, and punctuation; Uses consistent voice and tone; Appropriate use of first person; Uses active voice
Avoids contractions, slang, vague pronouns

Highly Competent []  Competent []  Emerging Competence []  Not Competent []

5. INDEPENDENT THOUGHT
Develops own line of reasoning and/or applies knowledge
Synthesizes knowledge, not just regurgitation or summary
Provides interesting/valuable insights

Highly Competent []  Competent []  Emerging Competence []  Not Competent []

OVERALL SCORE
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<thead>
<tr>
<th>Highly Competent</th>
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<th>Emerging Competence</th>
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