

CAMOSUN COLLEGE
School of Arts & Science
Criminal Justice

CRIM 260 – Issues in Corrections
Winter 2003

COURSE OUTLINE

The Approved Course Description is available on the web @ _____

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for your records.

1. Instructor Information

- (a) Instructor: Michael Young
- (b) Office hours: See schedule on office door and by appointment
- (c) Location: Young 210B
- (d) Phone (250) 370-3335
- (e) E-mail young@camosun.bc.ca
- (f) Website

2. Intended Learning Outcomes

(If any changes are made to this part, then the Approved Course Description must also be changed and sent through the approval process.)

At the conclusion of this course each student will be able to:

1. Research, analyze and present, using appropriate educational techniques, an issue of concern to the correctional field.
2. Demonstrate awareness of the complexity of the field of corrections and the correctional mandate.
3. Describe and discuss the role of law, policy, practice and key correctional staff.
4. Demonstrate awareness of correctional issues through the eyes of the offender, correctional officials, victims, and the public.
5. Analyze and discuss the inter-relationship between various correctional issues.

3. Required Materials

(a) Texts

(b) Other

Required: Course Reading Pack available in Bookstore.

Some reading resource material will be recommended or distributed in class and a course-related reading list is attached.

4. Course Content and Schedule

General Course Objective:

Crim 260 students will be able to identify, analyze, and discuss the major issues and challenges affecting correctional systems in both Canada and other countries. This course will enhance the student's knowledge on a variety of correctional issues related to criminal offenders, the crimes they commit, the sentences they receive, programs designed to correct them, the policies that affect them, and the agencies, both private and public, responsible for their care and control.

Teaching Objectives:

1. To encourage students to think analytically and critically.
2. To conduct each class in a manner in which information is shared, questions can be asked, and in which dialogue and discussion is encouraged.
3. To expose students to correctional policies, practices, issues and practitioners so that students have knowledge of the dilemmas and challenges which exemplify the field of corrections.
4. To promote the exchange of ideas between the instructor/presenter and the students, and among the students themselves.

Instructional Policies

1. Late Penalty

Oral assignments must be completed on the date assigned. All late written work will be penalized by 20% per day unless an extension is legitimately warranted and approved by the course instructor ***in advance*** of the assignment due date.

2. Written Assignment Requirements

- a. All assignments must be handed to the instructor at the beginning of class. All assignments must be turned in to the instructor personally; assignments put under the door, in the mail, or otherwise submitted will not be accepted. If the submission of a paper is problematic, see the course instructor in advance of the submission date.
- b. Written assignments for this course must be typewritten, double-spaced and meet the basic requirements set out in the Criminal Justice Writing Reference Manual.

3. Plagiarism, Cheating and Academic Dishonesty

If plagiarism or cheating/academic dishonesty can be documented by the course instructor, the penalty will be an automatic "zero" on the assignment in question.

4. Course Withdrawal

The last day to withdraw from this and other Winter term courses without receiving a failing grade is **March 10, 2003**.

5. Course Completion Requirements

Students must complete all evaluative requirements (Oral Presentation, Paper, Take-Home Questions, Self & Peer Evaluation) to receive a passing grade for this course. Unless granted prior written course instructor approval, a student who fails to complete any one of the evaluative requirements will automatically receive a fail (F) grade.

6. Mark/Grade Challenges and Appeals

A student seeking to question a mark assigned by the instructor on any course evaluation component, must clearly articulate in writing the specific element of the assignment being questioned and provide written reasons or arguments supporting a change in the mark. The Student Appeal Procedure is found on page 44 of the 01/02 college calendar.

7. Student Responsibility

It is each student's responsibility to familiarize her/himself with course, program, and College policies. Students experiencing difficulties during the term are encouraged to talk to the course instructor at the earliest opportunity.

Class Rules

The first and most fundamental principle for participation in this class is that of RESPECT. This will be expected of all persons present both in and out of the classroom while engaged in discussion of class material. The following guidelines should be **followed in class**:

1. Participation during the discussion periods is encouraged, but remember not to take more than your fair share of class time to ask questions, present a point of view, debate a particular point made, etc. Ask yourself once in a while, whether you are taking more than your fair share of time.
2. Your response, questions and comments should be couched in respectful language, should be free of intense emotions, and should not be critical of the presenter or otherwise personalized. Identify and criticize a statement, point of view, belief, opinion, behaviour, etc., by clearly stating why you object or disagree, with the focus of your statement being on the issue not the messenger. Please avoid personal attacks on a person, or criticizing the presenter. No one likes to be feel attacked.
3. Speak respectfully to and about groups whether or not they are represented in class. For example, casual remarks that stereotype a group may be hurtful and damage the class atmosphere. I am offended by remarks that are racist, sexist, homophobic, anti-Semitic, ablist etc., that exemplify prejudice against specific groups or individual people. I will object to these remarks when I hear them in class and you are welcome to do the same. The recommended response to such an objection is to clarify what you said (if you were misinterpreted) or apologize.
4. Everyone has the right to make mistakes, including the instructor. Making mistakes is an effective way of learning. Let's be patient and respectful of one another's intellectual and personal growth.
5. If speaking out in class is really difficult for you, come see me to discuss other possible ways of fulfilling the participation requirement of this course. I appreciate that there are cultural and individual differences concerning speaking in class.

6. Please be sure to arrive to class on time. Once a student presentation has begun the classroom doors will be closed. It is expected that people arriving **late will not enter** during a presentation, and therefore will forfeit their attendance (and mark) for that class.

5. Basis of Student Assessment (Weighting)

(Should be linked directly to learning outcomes.)

(a) Assignments

Take Home Questions

40%

Each student will be required to respond to 4 short essay questions to be distributed in class. The questions will focus on issues discussed in class and will require a 2-page typewritten response. All questions will be distributed on a Thursday and the response will be due when the class meets on the following Tuesday. The responses will be evaluated on the clarity, content, and quality of the essay. Each essay response is worth 10%. **No late submissions will be accepted and essays will be due at the beginning of class.**

Due Date:

Written Report

20%

For the purpose of this assignment students are required to submit an 8-10 page paper on a Restorative Justice Program or Project. The paper can take one of 2 forms: (1) it can be an exploration and analysis of alternatives to incarceration employing the principles and practices of Restorative Justice; or (2) the student may wish to propose a unique alternative to current sentencing options employing restorative justice principles in a program that they create. Guidelines for this assignment will be distributed separately in class.

Due Date:

- (b) Quizzes
- (c) Exams
- (d) Other (e.g. Project, Attendance, Group Work)

Group Presentation

20%

Working in groups of 3-4, students are required to present and discuss with their classmates a correctional issue chosen by the group during the first few weeks of class. Guidance on how to develop the presentation will be provided by the instructor. Presentations must be approximately 30 minutes in length and will occur on the dates indicated in the class schedule.

Each group will be evaluated by the instructor and by 3-4 peers with the instructor's evaluation weighted at 50% and peer evaluation the other 50%. A guideline explaining the expectations of the group presenting and the evaluation criteria will be distributed separately and discussed in class. Following the presentation, group members will be required to lead discussion on the topic and answer questions

arising from the presentation. Each group must meet with the instructor one week prior to their presentation.

Due Date:

Participation and Attendance

20%

Since group presentation is a vital part of this course, and the group's ability to work effectively together will depend on active participation of all members, a mark worth 10% will be awarded for participation. In addition, each group will be required to lead a discussion based on at least one of the course pack readings determined by the instructor. The mark awarded will be determined by the students, who will anonymously submit a mark for each group participant based on the contribution made by that participant. A brief rationale for the mark will be required. The final mark awarded to each participant will be an average of the other group members' marks.

A second 5% will be awarded based on attendance. A record of attendance will be maintained by the instructor. Each unexcused absence will result in the loss of 1%. An excused absence is based on being ill, and notifying the instructor prior to the missed class. Multiple excused absences will require a Dr.'s note.

The final 5% will be a combination of self-assessment and my assessment of class participation in discussions (e.g. response to group questions from readings, etc.).

6. Grading System

(If any changes are made to this part, then the Approved Course description must also be changed and sent through the approval process.)

(Insert appropriate approved grading system – see last page of this template.)

The following percentage conversion to letter grade will be used:

A+ = 95 - 100%	B = 75 - 79%	D = 50 - 59%
A = 90 - 94%	B- = 70 - 74%	F = 0.0 - 49%
A- = 85 - 89%	C+ = 65 - 69%	
B+ = 80 - 84%	C = 60 - 64%	

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Registrar's Office or the College web site at <http://www.camosun.bc.ca>

ACADEMIC CONDUCT POLICY

There is an Academic Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.

www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html

WINTER 2002

Readings

Jan. 8	Introduction to Course Material and Format	
Jan. 8	The Ethics of Punishment	#1
Jan. 15	Sentencing: A Human Process	
Jan. 15	Sentencing: A Judicial Perspective (guest speaker)	
Jan. 22	Restorative Justice: A Glimmer of Hope (video)	
Jan. 22	Community Justice Models	#2, 3
Jan. 29	Circle Sentencing: Aboriginal Approaches (video: Sentencing Circles)	#4
Feb. 5	Getting Corrected: An Ex-offender's Perspective (guest speaker)	
Feb. 5	Does Rehabilitation Work?	#5, 6, 7
Feb. 12	The Challenge of Drug Addiction	#8
Feb. 12	Stanford Prison Experiment (video)	
Feb. 19	The Faint-Hope Clause: Will Clifford Olsen ever get out?	#9, 10
Feb. 19	Three Strikes Your Out vs Peacemaking Criminology	#11
Feb. 26	The Challenge of Young Offenders (guest speaker)	#12, 13
Feb. 26	Shock Incarceration: Should we try this in Canada?	#14
Mar. 5	Corrections: An Impossible Mandate?	
Mar. 5	Group Work/Evaluation Overview	
Mar. 11	Last day to withdraw without academic penalty.	
Mar. 12	Group 1 Presentation	
Mar. 12	Group 2 Presentation	
Mar. 19	Group 3 Presentation	
Mar. 19	Group 4 Presentation	
Mar. 26	Group 5 Presentation	
Mar. 26	Group 6 Presentation	
Apr. 2	Group 7 Presentation	
Apr. 2	Group 8 Presentation	
Apr. 9	Group 9 Presentation	
Apr. 9	Wrap - Up	

ADDITIONAL READING RESOURCES

- Arbour, L. (1996). "Commission of Inquiring into Certain Events at the Prison for Women in Kingston". Ottawa: Canada Communication Group.
- Benekos, P., J., & Merlo, A.V. (Eds.). (1992) "Corrections: Dilemmas and Directions". Ohio: Anderson Publishing Co.
- Bernard, T. & McCleary, R. (Eds.). (1996). Life Without Parole. California: Roxbury Publishing, 1996.
- Birnie, L.H. (1990). "A Rock and Hard Place". Toronto: McMillan of Canada.
- Bonderson, U. (1989) "Prisoners in Prison Societies". New Brunswick, New Jersey: USA Transaction Publishers.
- Bonta, J., Harmon, W.G., Hann, R.G. & Cormier, R.B. (1996). "The Prediction of Recidivism Among Federally Sentenced Offenders: A Revalidation of the SIR Scale" in Canadian Journal of Criminology, 38, (1), 61-79.
- Cromwell, P. (1996). "In Their Own Words: Criminals on Crime". California: Roxbury Publishing Co.
- Duffee, D. & McGarrell, E. (1990). "Community Corrections: A Community Field Approach". Cincinnati, Ohio: Anderson Publishing Co.
- Ekstedt, J.W. & Griffiths, C.T. (1988). "Corrections in Canada: Policy and Practice". Toronto: Butterworths.
- Gordon, R. & Nelson, J. (1993). "The Report of the 1993 Census of Provincial Correctional Centres in B.C".
- Hass, K.C. & Alpert, A.P. (1995). "The Dilemmas of Corrections". Illinois: Waveland Press, Inc.
- Jones, J.R. (2000). "Reputable Conduct" (2nd ed.). Ontario: Prentice-Hall.
- Johnson, R. (1996). "Hard Time". Toronto: Wadsworth Publishing Co.
- Karp, C. & Rosner, C. (1996). "When Justice Fails: The David Milgaard Story". Toronto: McClelland & Stewart Inc.
- Lauen, R.J. (1990). "Community-Managed Corrections" (2nd ed.). Washington, DC: St. Mary's Press.
- Law Reform Commission (1991). "Aboriginal Peoples and Criminal Justice".
- McMahon, M.W. (1992). "The Persistent Prison?" Toronto: University of Toronto Press.
- Monk, R.C. (1991). "Taking Sides: Clashing Views on Controversial Issues in Crime and Criminology". Connecticut: Dushkin Publishing Group.
- Morris, R. (1995). "Penal Abolition: The Practical Choice". Toronto: Canadian Scholars Press.
- Mostfeld, A. (1987). "Stress, Crowding, and Blood Pressure in Prison". Hillsdale, New Jersey: L. Erlbaum Associates.
- Nielsen, M.O. (1994). "Canadian Correctional Policy and Native Inmates: The Control of Social Dynamite" in Readings in Critical Criminology, Ronald Hinch, Ed., Scarborough, Ontario: Prentice-Hall Canada.

- Pollock, J.M. (1994). "Ethics in Crime and Justice: Dilemmas and Decisions." California: Wadsworth Publishing.
- Radelet, M. (1996). "Deference and the Death Penalty" in Journal of Criminal and Criminology, 87, (1), 1-16.
- Reid, S. (1986). "Jack Rabbit Parole". Toronto: McClelland & Stewart.
- Solicitor General of Canada (1990). "Directions For Reform: A Framework for Sentencing, Corrections and Conditional Release". Ottawa.
- Snarr, R.W. (1992). "Introduction to Corrections". Dubuque, IA: Wm. C. Brown.
- Smykla, J.O. & Selki, W.L. (1995). "Intermediate Sanctions: Sentencing in the 1990's". Ohio: Anderson Publishing Co.
- Streib, V. (ed.) (1993). "A Capital Punishment Anthology". California: Anderson Publishing Co.
- "Task Force on Federally Sentenced Women", Creating Choices. 1990.
- "Task Force Report on Aboriginal Peoples in Federal Corrections" (Solicitor-General of Canada).
- Van Ness, D. & Strong, K.H. (1997). "Restoring Justice" Ohio: Anderson Publishing.
- Zimring, F.E. & Hawkins, G. (1995). Incapacitation: Penal Confinement and the Restraint of Crime. New York: OUP.

ALSO:

Out of Bounds Magazine (Journal published by William Head Inmates).

Forum on Corrections Research (Journal published by Correctional Services Canada).

Corr Tech Quarterly (Journal published by B. C. Corrections).

Presentation Topics:

AIDS/HIV infected inmates - is this a problem within the prison system? Can we identify these inmates? Policies dealing with AIDS/HIV?

Correctional officers - guard or helper? Is the duality of this role impossible to fulfill?

Dangerous Offenders - How are they classified? Can we really know who is dangerous/ What do we do with these offenders?

Drugs within the institutional setting - what are the issues? Why is there such a problem? What are institutions doing to address this?

Inmate's rights - what are they? Public Perception? Should inmates have rights?

Institutional violence - are our institutions violent places? What can be done to reduce the potential for violence?

National Parole Board - making good decisions? Criteria for granting release? Training of members?

NIMBY. What is it? Why does it exist? What can be done about? Should anything be done about it?

Over representation of Aboriginal offenders - why? What can be done? Alternatives to imprisonment?

Privatizing prisons - prisons for profit? Can this reduce the costs of corrections? Potential effect on services?

Prison industry - should prisons be able to produce products for sale? Open versus sheltered market? Should Offenders be paid?

Sentencing guidelines for Judges - do we need guidelines? What can we learn from the US? Effect on judicial discretion?

Sentencing Alternatives - what else could we be doing to deal with crime and not continue to institutionalize people? What other tools could we put in the sentencing toolbox?

Stress and the Correctional Community - is working within corrections stressful? What is being done to assist employees? Effects of stress?

Suicide and Homicide within the institutional setting - how frequently does this occur? Do we have suicide prevention programming? How many homicides? Are offenders given secure custody?

Treatment programs for men who are abusive - court mandated therapy? Role of the courts? Do they work?

Victims and Corrections - what is the role of the victim within corrections? should their role be larger? What rights should they have?

Women in prison - geographical challenges? What are their crimes? Rehabilitation opportunities? Parental issues?

Work Release Programming - should these opportunities be available to offenders? Criteria for involvement? Paid employment or community service?

Youth corrections - should we close our youth custodial settings? What else can be done with youth? What's happening in New Zealand/Australia?