Term Information

Effective Term	Spring 2020

General Information

Course Bulletin Listing/Subject Area	Sociology
Fiscal Unit/Academic Org	Sociology - D0777
College/Academic Group	Arts and Sciences
Level/Career	Graduate, Undergraduate
Course Number/Catalog	5925
Course Title	Offender Decision Making and Prisoner Reentry
Transcript Abbreviation	Off DM and Pris Re
Course Description	Introduces students to research on contemporary issues faced by state and federal correctional systems. The course draws from multidisciplinary scholarship that examines offender decision making, factors that promote recidivism, and how to successfully reintegrate inmates back into society.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 6 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites	Jr. standing or above, or permission of instructor or department and completion of a 3000 level Sociology course
Exclusions	
Electronically Enforced	Yes

Cross-Listings

Cross-Listings	

Subject/CIP Code

Subject/CIP Code	45.1101
Subsidy Level	Doctoral Course
Intended Rank	Junior, Senior, Masters, Doctoral, Professional

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students will understand the theoretical assumptions underlying offender decision making and practical factors identified in empirical research.
- Students will understand the theoretical and practical causes and correlates of criminal recidivism.
- Students will possess the tools to evaluate multi-disciplinary data on criminal re-integration efforts.
- Students will have the decision making skills to solve problems plaguing state and federal correctional systems.

Content Topic List

- Motivations for criminal behavior
- Influential factors for criminal decision making
- Decision making variance by crime category
- Causes of mass incarceration
- Prison experience
- Causes and Correlates of recidivism
- Re-entry challenges
- Re-entry programs
- Improve offender outcomes and public safety

Sought Concurrence

No

Attachments

- SOCIOL 5925 Offender Decision Making and Prisoner Reentry   2-8-18_syllabus.docx: Syllabus

  (Syllabus. Owner: VanPelt,Susan J)

- Masters in Public Administration and Leadership Proposal 1-15-18.docx: Degree Program Proposal

  (Other Supporting Documentation. Owner: VanPelt,Susan J)

- Letter of Support from Glenn College.pdf: Letter of Support from Glenn College

  (Other Supporting Documentation. Owner: VanPelt,Susan J)

- SOC 5925 Online Syllabus 10.15.19.pdf: Revised Syllabus

  (Syllabus. Owner: VanPelt,Susan J)

- 5925 Sociology Bellair_Online Course checklist.pdf: Online Course Checklist

  (Other Supporting Documentation. Owner: VanPelt,Susan J)

Comments

- Revisions submitted-syllabus and online course checklist *(by VanPelt,Susan J on 10/15/2019 01:35 PM)*
- - The online version of this course will need to be vetted by ASCTech & then the SBS Panel. See instructions for online courses here https://asccas.osu.edu/distance-learning-courses Please start by contacting Mike Kaylor. *(by Vankeerbergen,Bernadette Chantal on 04/18/2018 01:06 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	VanPelt,Susan J	04/17/2018 09:58 AM	Submitted for Approval
Approved	Martin,Andrew William	04/17/2018 10:01 AM	Unit Approval
Approved	Haddad,Deborah Moore	04/17/2018 11:51 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	04/18/2018 01:06 PM	ASCCAO Approval
Submitted	VanPelt,Susan J	10/15/2019 01:36 PM	Submitted for Approval
Approved	Downey,Douglas B	10/15/2019 01:48 PM	Unit Approval
Approved	Haddad,Deborah Moore	10/15/2019 03:30 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	10/15/2019 03:30 PM	ASCCAO Approval

Sociology 5925 -- OFFENDER DECISION MAKING AND PRISONER REENTRY

COURSE OVERVIEW

Changes in sentencing laws and policies implemented during the 1980's War on Drugs Era prompted the mass incarceration of offenders. With prison/jail populations exceeding 2 million people, the United States is the world's leader in incarceration. The harsher sanctions led to prison overcrowding, racial incarceration disparities, and financial burdens for federal and state governments.

The adverse effects of harsh sanctions have prompted policy makers including correctional officials to search for and implement changes in the criminal justice system. Informed policy decisions and the prevention of future offenses requires a critical examination of empirical research on offender motivations and decision making processes. The course will examination scholarly works in psychology, sociology, criminology and criminal justice.

Offender re-entry is an expanding area of correctional research that serves to prevent future recidivism and alleviate problems caused by the harsh sentencing policies. This course will facilitate the identification of components responsible for successful and unsuccessful re-entry programs. Ultimately, it will provide the analytical skills needed to make informed recommendations for organizational and political level changes regarding criminal sanctions.

COURSE LEARNING GOALS

Upon completion of the course, students should understand:
- The theoretical assumptions underlying offender decision making and practical factors identified in empirical research
- The theoretical and practical causes and correlates of criminal recidivism

Upon completion of the course, students will
- Possess the tools to evaluate multi-disciplinary data on criminal re-integration efforts
- Have the decision making skills to solve problems plaguing state and federal correctional systems

CATALOG DESCRIPTION

Introduces students to research on contemporary issues faced by state and federal correctional systems. The course draws from multidisciplinary scholarship that examines offender decision making, factors that promote recidivism, and how to successfully reintegrate inmates back into society.

COURSE SCHEDULE

1.   Motivations for Criminal Behavior

      Concepts
      Theory: Rational Choice, Social Learning, Deterrence, Routine Activities
      Policy Implications for each

2.   Influential Factors for Criminal Decision Making

      Concepts
      Lifestyle, Opportunity, Victims, Risk Assessment

3.   Decision Making Variance by Crime Category

      Concepts
      Property, Violent, Drug, Occupational and White Collar

4.   Causes of Mass Incarceration

      Concepts
      Fiscal, Political, Media, Criminal Justice Policy Trends

5.   Prison Experience

      Concepts
      Total Institutions, Subculture, Solitary Confinement

6.   Causes and Correlates of Recidivism

      Concepts
      Risk / Needs Assessment, Risk Prediction Models, Effectiveness

7.   Re-Entry Challenges

      Concepts
      Offender Diversity, Access to Resources, Political and Community Factors

8.   Re-Entry Programs

   Concepts
   Program Assessment, Accountability, Evidence Based Practices

9.   Improve Offender Outcomes and Public Safety

   Concepts
   Policy Proposals, Direction of Change, Community and Political Influence

Potential Readings for Topics 1 – 3

Akers, R. (1990). "Rational Choice, Deterrence, and Social Learning Theory in Criminology: The Path Not Taken". The Journal of Criminal Law and Criminology,81(3), 653-676.

Cornish, Derek and Clarke, Ronald. eds 2014. *The Reasoning Criminal Rational Choice Perspectives on Offending.* Transaction Publishers. New Brunswick and London.

Hayward, K. (2007). "Situational Crime Prevention and its Discontents: Rational Choice Theory Versus the Culture of Now". Social Policy & Administration, 41(3), 232-250.

Shover, Neil. 1996. *Great pretenders: Pursuits and careers of persistent thieves*. Crime and Society. Boulder, CO: Westview.

Walters, Glenn, (2015). "The Decision to Commit Crime: Rational or Nonrational?" Criminology, Criminal Justice Law, & Society 16(3), 1-18.

Wright, R., and S. Decker. 1996. *Burglars on the Job: Streetlife and Residential Break-Ins*. Boston: Northeastern Univ. Press.

Potential Readings for Topics 4 - 6

Bales, William and Courtenay Miller, C. H. (2012). "The Impact of Determinate Sentencing on Prisoner Misconduct. "Journal of Criminal Justice, 40(5) 394-403

Bhati, Avinash and Alex Piquero, (2008). "Estimating the impact of incarceration on subsequent offending trajectories: Deterrent, criminogenic, or null effect?". Journal of Criminal Law and Criminology, 98, 207-254.

Clear, Todd and Natasha Frost. 2014. *The Punishment Imperative: The Rise and Failure of Mass Incarceration in America*. New York University Press. New York and London.

Cullen, Francis., Cheryl Jonson, and Daniel Nagin (2011), "Prisons Do Not Reduce Recidivism: The High Cost of ignoring science." The Prison Journal, 91, 48S-65S.

Farrall, Stephen and Adam Calverley. 2006. *Understanding Desistance From Crime*. McGraw Hill. London.

Potential Readings for Topics 7 - 9

Goffman, Alice. 2014 *On the Run: Fugitive Life in an American City*. University of Chicago Press. Chicago.

Latessa & Holsinger (2010) Correctional contexts: contemporary and classical readings 4th ed

> 23. How to Prevent Prisoner Reentry Programs from Failing: Insights from Evidence-Based Corrections, *Shelley Johnson Listwan, Francis T. Cullen, and Edward J. Latessa*

> 26. Putting Public Safety First: 13 Strategies for Successful Supervision and Reentry, *Pew Center on the States* Pew offers practical strategies for improving offender reentry and supervision.

> 27. Reducing Recidivism: Corrections Directors in Five States Share Lessons Learned, **Pew Center on the States**.

Maruna, Shad. 2007. Making Good: How Ex Convicts Reform and Rebuild Their Lives. American Psychological Association.

Mears, Daniel P. and Joshua C. Cochran. 2015. Prisoner Reentry in the Era of Mass Incarceration. Thousand Oaks, CA: Sage Publications

Monteiro, Carlos and Natasha Frost. 2015 Policy Essay: Altering Trajectories through Community Based Justice Reinvestment. Criminology & Public Policy 14(3).

Travis, Jeremy and Joan Petersilia. 2001. "Reentry Reconsidered: A new Look at an Old Question". Crime & Delinquency 47(3) 291-313.

COURSE ASSIGNMENTS

Reflection Papers

Throughout the semester ??? general topics will be covered in the course relating to offender decision making, prisoner reentry and recidivism. Students will write a 3 page reflection paper on your choice of ??? of these topics. In these reflection papers, students will critically offer their own thoughts on the topics selected. Do not summarize

the topics. Instead, reflection papers should provide a thoughtful and considered evaluation and/or critique of the topics including new ideas and questions stimulated by the readings.

Discussion Questions and Responses

Class discussion is an integral component of a graduate seminar. Students must post 3 thought provoking (not yes/no) questions about the assigned readings/topic each week. These questions will help stimulate online class discussion throughout the semester. In addition to posting 3 discussion questions, you must thoughtfully respond to 3 questions posted by your fellow classmates.

Final Paper

This assignment involves writing a 15-page (excluding references), typed, 12-point, Times New Roman, double-spaced paper detailing an instructor pre-approved prisoner reentry program. First students must identify and contact a local prisoner re-entry program. The paper, must describe the prisoner reentry program detailing the organization's history, the focus of the program (i.e., housing, employment, education, etc.) and the locality and constituents served. Students must also assess the program's ability to effectively assist returning inmates. Compile a literature review and critical analysis on similar re-entry programs. Provide sound empirically supported recommendations for improvement for this type of re-entry program.

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

SYLLABUS

SOCIOLOGY 5925

Offender Decision Making and Prisoner Re-Entry
Spring 2020 – Online

COURSE OVERVIEW

Instructor

Instructor: Professor Paul Bellair

Email address: bellair.1@osu.edu

Phone number: 614-292-5831

Office hours: Thursdays, 6:00 – 8:00pm and by appointment via CarmenZoom

Course description

Changes in prosecution, sentencing, and prison capacity since the 1980's set the stage for a tremendous increase in probation, prison, parole, and jail populations. The correctional population currently exceeds 7 million people, creating a significant discharge of returning citizens into the community. Currently, many elected officials and policy makers are receptive to "smart on crime" criminal justice reforms that do not undermine public safety. Developing

effective programs and policies requires a balanced view of the liabilities and strengths of returning citizens and the obstacles and barriers they face. Justice populations often make decisions that are very different from the mainstream population. Individual decisions are influenced by personal traits, problems, and habits (i.e., "criminogenic needs") and constrained by the absence of pro-social opportunities in the community. The prison subculture is especially problematic, encouraging and rewarding decision making in ways that are often the polar opposite of what is needed to live an independent, rewarding, crime free life. Students will develop familiarity with these issues and then apply and demonstrate their knowledge as they complete a series of reports and presentations, and participate in the discussion board.

Course learning outcomes

By the end of this course, students should successfully be able to:

- Recognize, describe, and communicate the "criminogenic needs" of returning citizens
- Recognize, describe, and communicate the societal barriers to reentry
- Recognize, describe, and communicate the varieties of offender decision making across the correctional environment
- Understand and convey known patterns of recidivism among the correctional population
- Capable of applying the aforementioned outcomes and developing a well-balanced report suitable for submission and presentation to a state agency or political body

   (notes: written report that describes the fundamental criminogenic needs, barriers, decision making, and offending patterns of returning citizens, and create guidelines for successful reentry planning, followed)

HOW THIS COURSE WORKS

Mode of delivery: This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Participating in online activities for attendance**: **AT LEAST ONCE PER WEEK**
  You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible.*

- **Office hours and live sessions**: **OPTIONAL**
  All live, scheduled events for the course, including my office hours, are optional.

  Office hours will be live sessions using CarmenZoom. Please note that online participation during office hours is optional.

- **Participating in discussion forums**: **2+ TIMES PER WEEK**
  As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics.

  Additional online participation will vary from week to week:

  During weeks where short video assignments are due, students will upload video recordings. Total video submissions and posting deadlines will be indicated on each rubric.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

REQUIRED

- Students are required to purchase Todd Clear et.al's *American Corrections (12 edition),* which is currently priced at about $116 new (although less for a used copy) the last time I checked on Amazon. The 11th edition will suffice if cost is an issue. The 11th edition has most of the same information, and costs far less used on Amazon.

- The second required textbook, which is available electronically from the OSU Library, is the *Oxford University Handbook of Offender Decision Making*. All other required course

readings including media articles, scholarly articles, government publications, and book chapters will be made available on Carmen.

RECOMMENDED/OPTIONAL

- None

ACADEMIC ADVISING AT OSU

- Assistance is available to help you create an academic plan that best fits your needs.
- To schedule an appointment, visit: https://advising.osu.edu/welcome.shtml

STUDENT ACADEMIC SERVICES AT OSU

- Find information that will help you take care of your administrative business on campus, such as finding your academic records, financial aid information, holds on your records, and much more, by following this link: https://contactbuckeyelink.osu.edu.

Other fees or requirements

- None

Course technology

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at https://ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** http://ocio.osu.edu/selfservice
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

BASELINE TECHNICAL SKILLS FOR ONLINE COURSES

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the Canvas Student Guide.

REQUIRED TECHNOLOGY SKILLS SPECIFIC TO THIS COURSE

- CarmenConnect text, audio, and video chat
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

REQUIRED EQUIPMENT

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication. The mobile device can be used for video recordings as well.

REQUIRED SOFTWARE

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

CARMEN ACCESS

You will need to use BuckeyePass multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click "Enter a Passcode" and then click the "Text me new codes" button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and the IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated.

Each assignment is worth a specified point value, which is indicated in the table at the end of the syllabus below in the **SOCIOLOGY 5925 ASSIGNMENT AND COURSE SCHEDULE**. The points assigned to each assignment sum to 100. Thus, if an assignment is worth 3 pts, then it is worth 3% of your final grade.

Assignment Descriptions

PRE-POST COURSE REFLECTIONS

You will complete a pre-course reflection assignment and post-course reflection assignment in which you answer specific guiding questions that map out to each course unit around your thoughts on individuals with felony backgrounds.

For the pre-course reflection, students should respond to each of a set of guiding questions by writing a paragraph for each response such that the document is not longer than 1 page. This response should be based upon what the student knows about the topics based on their current knowledge. Students should do any research when answering these questions.

For the post-course reflection, students will re-answer the questions and explain how their own thinking has evolved throughout the course and indicate readings, interviews, lectures, discussions, etc. that contributed to their change in perspective.

WRITTEN & VIDEO REPORTS

The course is divided into five major units: Criminogenic Needs, Societal Barriers to Re-Entry, Varieties of Offender Decision Making, Patterns of Recidivism, and Course Synthesis and Re-Entry Program Development.

For each unit, you will compose a short written report of no more than 2 pages (single spaced, 1" margins, and 12 pt. Times New Roman font) and a video report (up to 10 minutes) to be posted to course discussion boards that incorporate the given course content of that unit. These reports will ultimately allow you to develop your final, cumulative report for the end of the course that serves as a blueprint proposal for a successful re-entry program.

To mimic what agencies, IRB, and manuscript submissions require, you will also need to create a running report AND a "running changes" document in which you explain how you

have specifically addressed your peer's and instructor's feedback throughout the term in each iteration of the report (i.e., from draft to final report).

In order to ensure that you are keeping up with the readings, there will be two online quizzes -- one for the first 2 units (criminogenic needs and societal barriers), and another for the second 2 units (offender decision making and recidivism). These quizzes are comprised of about 50 questions and are timed. A study guide will be issued for each.

You can take the first quiz twice so that you learn your instructor's expectations for quizzes. You will only chance to take the second quiz.

Late assignments

Late submissions will not be accepted because they put everyone in the class behind. Please see the schedule below for due dates.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70 –72.9: C-
67 –69.9: D+
60 –66.9: D
Below 60: E

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.

- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.

- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

- **Complicated questions should not be addressed in an email. I am flexible and available on most school days throughout the day and during office hours to field phone calls.**

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style**: While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility**: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources**: When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work**: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

STUDENT ACADEMIC SERVICES AT OSU

- Find information that will help you take care of your administrative business on campus, such as finding your academic records, financial aid information, holds on your records, and much more, by following this link: https://contactbuckeyelink.osu.edu.

Academic integrity policy

Policies for this online course

- **Quizzes and exams**: You must complete the midterm and final exams yourself, without any external help or communication.
- **Written assignments**: Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **MLA or APA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.
- **Reusing past work**: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it.
- **Falsifying research or results**: All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results, writing, or library research look more successful than it was.
- **Collaboration and informal peer-review**: The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted.

Ohio State's academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages (COAM Home)
- *Ten Suggestions for Preserving Academic Integrity (Ten Suggestions)*
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Your mental health

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other, and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact Ohio State University Counseling and Consultation Service (614-292-5766; www.ccs.osu.edu) for assistance, support and advocacy. This service is free and confidential.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact your instructor privately as soon as possible to discuss your specific needs. Discussions are confidential.

In addition to contacting the instructor, please contact the Student Life Disability Services at 614-292-3307 or ods@osu.edu to register for services and/or to coordinate any accommodations you might need in your courses at The Ohio State University.

Go to http://ods.osu.edu for more information.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Carmen (Canvas) accessibility
- Streaming audio and video
- Synchronous course tools

SOCIOLOGY 5925 ASSIGNMENT AND COURSE SCHEDULE

Week	Topic	Learning Materials	Assignment
1 Jan. 6-12	Course Intro + Criminogenic Needs Pt 1	Readings from American Corrections Readings from Oxford Handbook [Video] Interview with Terrance—How do you begin your work with your clients? [Mediasite Lecture – Voiceover PPT] Conceptual Foundations and Terminology for Criminogenic Needs	ASSIGN: Criminogenic Needs Written Report ASSIGN: Criminogenic Needs Video Report DUE AT THE END OF WEEK: **Introductory Biographical Video** of their educational and work background and discuss professional aspirations (3 pts). **Pre-Course Reflection** (written) - answer discussion questions addressing assumptions about individuals with felony backgrounds. (2 pts)

2 Jan. 13-19	Criminogenic Needs Pt 2	Readings from American Corrections Readings from Oxford Handbook [Audio Interviews] 4 Client-Terrance interviews. Students will review the portions of the interviews that relate to criminogenic needs.	DUE WEDNESDAY OF WEEK ON DISCUSSION BOARD: **Criminogenic Needs Written Report Draft** (4 pts) DUE WEDNESDAY OF WEEK ON DISCUSSION BOARD: **Criminogenic Needs Video Report** (4 pts) DUE AT the END OF WEEK: **Peer Response to Criminogenic Needs Written AND Video Report** (3 points)—Students will ask questions as agency staff or member of legislative body to author of report.
3 Jan. 20-26	Criminogenic Needs Pt 3	Synthesis Interview between Paul and Terrance on Criminogenic Needs and Responding to Terrance-Client Interviews	DUE AT the END OF WEEK: **Criminogenic Needs Written Final Report + "Running Changes" Document** that outlines responses to peer feedback and questioning (4 pts)

| 4

Jan 27-
Feb. 2 | Societal Barriers to Re-Entry Pt 1 | Readings from American Corrections Readings from Oxford Handbook

[Mediasite Lecture – Voiceover PPT] Conceptual Foundations and Terminology for Societal Barriers to Re-Entry

[Video] Interview with Terrance – what's it like working with your clients? What are some of the common barriers you hear from them? What is it like to be responsible for individuals who will need to re-enter into society or who already have? | ASSIGN: Societal Barriers to Reentry Written Report

ASSIGN: Societal Barriers to Reentry Video Report |

5 Feb. 3-9	Societal Barriers to Re-Entry Pt 2	Readings from American Corrections Readings from Oxford Handbook [Audio Interviews] 4 Client-Terrance interviews. Students will review the portions of the interviews that relate to societal barriers to re-entry.	DUE WEDNESDAY OF WEEK ON DISCUSSION BOARD: Societal Barriers to Re-entry Written Report Draft (4 pts) DUE WEDNESDAY OF WEEK ON DISCUSSION BOARD: Societal Barriers to Re-entry Video Report (6 pts) DUE AT the END OF WEEK: Video: Peer Response to Societal Barriers to Re-entry Written AND Video Report (4 pts)—Students will ask questions as agency staff or member of legislative body to author of the report.
6 Feb. 10-16	Societal Barriers to Re-Entry Pt 3	Synthesis Interview between Paul and Terrance on Societal Barriers to Re-Entry and Responding to Terrance-Client Interviews	DUE AT the END OF WEEK: **Societal Barriers to Re-Entry Final Report + "Running Changes" Document** that outlines responses to peer feedback and questioning (4 pts) DUE AT the END OF WEEK: **Criminogenic Needs & Societal Barriers to Re-Entry Reading Quiz** (6 pts)

7 Feb. 17-23	Varieties of Offender Decision Making Pt 1	Readings from American Corrections Readings from Oxford Handbook [Mediasite Lecture – Voiceover PPT] Conceptual Foundations and Terminology for Varieties of Offender Decision Making	ASSIGN: Offender Decision Making Written Report ASSIGN: Offender Decision Making Video Report
8 Feb 24 - Mar. 1	Varieties of Offender Decision Making Pt 2	[Audio Interviews] 4 Client-Terrance interviews. Students will review the portions of the interviews that relate to varieties of offender decision making. Readings from American Corrections Readings from Oxford Handbook	DUE WEDNESDAY OF WEEK ON DISCUSSION BOARD: **Varieties of Offender Decision Making Written Report Draft** (4 pts) DUE WEDNESDAY OF WEEK ON DISCUSSION BOARD: **Varieties of Offender Decision Making Video Report** (4 pts) DUE AT the END OF WEEK: **Peer Response to Varieties of Offender Decision Making Written AND Video Report** (3 pts) Students will ask questions as agency staff or member of legislative body to author of report.

9 Mar. 2-8	Varieties of Offender Decision Making Pt 3	Synthesis Interview between Paul and Terrance on Varieties of Offender Decision Making and Responding to Terrance-Client Interviews	DUE AT the END OF WEEK: **Offender Decision Making Written Final Report + "Running Changes" Document** that outlines responses to peer feedback and questioning (4 pts)
10 Mar. 9-15	SPRING BREAK	SPRING BREAK	SPRING BREAK
11 Mar. 16-22	Patterns of Recidivism Pt 1	[Mediasite Lecture – Voiceover PPT] Conceptual Foundations and Terminology for Patterns of Recidivism Readings from American Corrections Readings from Oxford Handbook	ASSIGN: Patterns of Recidivism Written Report ASSIGN: Patterns of Recidivism Video Report

12 Mar. 23-29	Patterns of Recidivism Pt 2	[Audio Interviews] 4 Client-Terrance interviews. Students will review the portions of the interviews that relate to patterns of recidivism. Readings from American Corrections Readings from Oxford Handbook	DUE WEDNESDAY OF WEEK ON DISCUSSION BOARD: **Patterns of Recidivism Report Draft** (4 pts) DUE WEDNESDAY OF WEEK ON DISCUSSION BOARD: **Patterns of Recidivism Video Report** (4 pts) DUE AT the END OF WEEK: **Peer Response to Patterns of Recidivism AND Video Report** (3 pts)—Students will ask questions as agency staff or member of legislative body to author of the report.
13 Mar. 30 - Apr. 5	Patterns of Recidivism Pt 3	Synthesis Interview between Paul and Terrance on Patterns of Recidivism and Responding to Terrance-Client Interviews.	DUE AT the END OF WEEK: **Patterns of Recidivism Written Final Report + "Running Changes" Document** that outlines responses to peer feedback and questioning (4 pts) DUE AT END OF WEEK: **Offender Decision Making and Patterns of Recidivism Reading Quiz** (6 pts)

14 Apr. 6-12	Tying it altogether—Constructing Blueprints for Successful Re-entry Program	Readings focused on Re-Entry Programs Interview with Terrance (this is an idea)—what does a successful re-entry program look like? Interview with Terrance Client #5 – This interview could be with an individual who went through a successful re-entry program and recounts what they found most beneficial about the program	ASSIGN: Final Project Written Report ASSIGN: Final Project Video Report
15 Apr. 13-19	Final Project Work	Readings focused on Re-Entry Programs	DUE AT the END OF WEEK: **Final Project Written Report** Draft (4 pts) DUE WEDNESDAY OF WEEK ON DISCUSSION BOARD: **Final Project Video Report** (4 points) DUE AT the END OF WEEK: **Peer Response to Final Project Video Report** (4 pts)—Students will ask questions as agency staff or member of legislative body to author of the report.

16 Apr. 20-26	Final Project Work and Course Reflection		DUE AT END OF WEEK: Written Post-Course Reflection (3 pts): identifying key learning and how thoughts have changed regarding individuals with felony backgrounds. What is different for students now than from the beginning of the term DUE AT END OF WEEK: **Final Project Written Report + "Running Changes" Document** that outlines responses to peer feedback and questioning (5 pts)

READING SCHEDULE

Week	Dates	Topics, Readings, Assignments, Deadlines
1	**1/6-1/12**	**Intro and "criminogenic needs" of returning citizens** *American Corrections (Clear, Reisig, and Cole 2019):* **Chapter 1 - The Corrections System (pp. 4-29)** **Chapter 4 - Contemporary Punishment (pp. 70-97)** **Chapter 6 - The Correctional Client (pp. 128-160)** **Chapter 12 - The Incarceration of Women (pp. 300-321)** **Articles:** **Marlowe, Douglas B. 2018.** *The Most Carefully Studied, Yet Least Understood, Terms in the Criminal Justice Lexicon: Risk, Need, and Responsivity* **- Policy Research Associates (pp. 1-13) (https://www.prainc.com/risk-need-responsivity/)** **Baird, Chris. 2017. Criminogenic Needs. pp (1-5). (https://www.nccdglobal.org/sites/default/files/criminogenic_needs.pdf)**

2	1/13-1/19	**"Criminogenic needs" of returning citizens**

American Corrections (Clear, Reisig, and Cole 2019):
Chapter 7 - Jails (pp. 164-193)
Chapter 8 - Probation (pp. 46-69)
Chapter 9 - Intermediate Sanctions (pp. 228-255)
Chapter 11 - The Prison Experience (pp. 278-299)
Chapter 14 - Institutional Programs (pp. 350-381)

3	1/20-1/26	**Criminogenic needs (report / presentation due)**

Genreau et. al. 1990. "A META-ANALYSIS OF THE PREDICTORS OF ADULT OFFENDER RECIDIVISM: WHAT WORKS" (pp. 575-607)

Wooditch et. al. 2014. "Which Criminogenic Need Changes Are Most Important in Promoting Desistance From Crime and Substance Use?" (pp. 276-299)

Baglivio et. al. 2018. "The search for the holy grail: Criminogenic needs matching, intervention dosage, and subsequent recidivism among serious juvenile offenders in residential placement" (pp. 46-57).

4	1/27-2/2	**Societal barriers to reentry**

American Corrections (Clear, Reisig, and Cole 2019):
Chapter 15 - Release From Incarceration (pp. 382-401)
Chapter 16 - Making It: Supervision in the Community (pp. 402-435)
Chapter 19 - Race, Ethnicity, and Corrections (pp. 492-509)
Chapter 22 - Community Justice (pp. 550-569)

5	2/3-2/9	**Societal barriers to reentry**

Taxman, Faye. 2002. "*Offender's Views of Reentry: Implications for Processes, Programs, and Services*" (26 pages)

Levingston and Turetsky. 2007. "Debtor's Prison - Prisoners' Accumulation of Debt as a Barrier to Reentry" (pp. 187-197)

6	2/10–2/16	**Societal barriers to reentry (report / presentation due)**
7	2/16-2/23	**Varieties of offender decision making**

Mamayek, Paternoster, and Loughran. 2017. "Temporal Discounting, Present Orientation, and Criminal Deterrence." The Oxford Handbook of

Offender Decision Making (Edited by Wim Bernasco, Jean-Louis van Gelder, and Henk Elffers). (23 pages).

Megan Eileen Collins and Thomas A. Loughran. 2017. "Rational Choice Theory, Heuristics, and Biases." The Oxford Handbook of Offender Decision Making (Edited by Wim Bernasco, Jean-Louis van Gelder, and Henk Elffers). (16 pages).

Wim Huisman. 2017. "Offender Decision Making in Corporate and White-Collar Crime." The Oxford Handbook of Offender Decision Making (Edited by Wim Bernasco, Jean-Louis van Gelder, and Henk Elffers). (42 pages).

Mastrigt, Sarah. 2017. "Co-offending and Co-offender Selection." The Oxford Handbook of Offender Decision Making (Edited by Wim Bernasco, Jean-Louis van Gelder, and Henk Elffers). (25 pages).

Timothy Coupe. 2017. "Burglary Decisions." The Oxford Handbook of Offender Decision Making (Edited by Wim Bernasco, Jean-Louis van Gelder, and Henk Elffers). (30 pages).

8   2/24 – 3/1   Varieties of offender decision making
Danielle M. Reynald. 2017. "Informal Guardians and Offender Decision Making." Oxford Handbook of Offender Decision Making (Edited by Wim Bernasco, Jean-Louis van Gelder, and Henk Elffers). (14 pages).

John E. Eck and Tamara D. Madensen. 2017. "Police and Offender Choices: A Framework." Oxford Handbook of Offender Decision Making (Edited by Wim Bernasco, Jean-Louis van Gelder, and Henk Elffers). (26 pages).

Stijn Ruiter. 2017. "Crime Location Choice: State of the Art and Avenues for Future Research." Oxford Handbook of Offender Decision Making (Edited by Wim Bernasco, Jean-Louis van Gelder, and Henk Elffers). (34 pages).

Iain R. Brennan. 2017. "High Stakes: The Role of Weapons in Offender Decision Making." Oxford Handbook of Offender Decision Making (Edited by Wim Bernasco, Jean-Louis van Gelder, and Henk Elffers). (25 pages).

M. Lyn Exum, Lauren A. Austin, and Justin D. Franklin. 2017. "The Effect of Alcohol and Arousal on Criminal Decision Making." Oxford Handbook of Offender Decision Making (Edited by Wim Bernasco, Jean-Louis van Gelder, and Henk Elffers). (24 pages).

9   3/2 – 3/8   Offender decision making (report / presentation due)

10   3/9 – 3/15   SPRING BREAK

11   **3/16 – 3/22**   **Patterns of recidivism**

Beck, Allen. 1983. "Recidivism of Prisoners Released in 1983." Bureau of Justice Statistics (BJS).

Beck, Allen. 1987. "Recidivism of Young Parolees." Bureau of Justice Statistics."

Langen and Cunniff. 1992. Recidivism of felons on Probation, 1986-89. BJS

Langen and Levin. 2002. "Recidivism of Prisoners Released in 1994. BJS

Durose, Cooper, and Snyder. 2014. "Recidivism of Prisoners Released in 30 States in 2005: Patterns from 2005 to 2010."

Markman, Durose, and Ratala. 2016. "Recidivism of Offenders Placed on Federal Community Supervision in 2005: Patterns from 2005 to 2010." BJS.

12   **3/23 – 3/29**   **Patterns of recidivism**

Pellant et. al. 2007. "Providing Tools for tools for Risk Reduction Case Management in Risk Reduction Case Management in Parole and Community Corrections Parole and Community Corrections" (6 pages)

KEVIN WARWICK, HANNAH DODD, AND S. REBECCA NEUSTETER. 2012. "CASE MANAGEMENT STRATEGIES FOR SUCCESSFUL JAIL REENTRY" (10 pages)

LaVigne et al. 2008. "Release Planning for Successful Reentry: A Guide for Corrections, Service Providers, and Community Groups." The Urban Institute. (104 pages)

Matt Schwarzfeld, Deirdre Mead Weiss, Martha Plotkin, Laura Draper. "Planning and Assessing a Law Enforcement Reentry Strategy." Council of State Governments Justice Center (158 pages)

Burke et. al. 2010. "TPC CASE MANAGEMENT HANDBOOK: An Integrated Case Management Approach" (150 pages)

13   **3/30 – 4/5**   **Patterns of recidivism (report / presentation due)**

14   **4/6 – 4/12**   **Preliminary draft of final report**

15   **4/13 – 4/19**   **Preliminary final video presentation**

16   **4/20 – 4/26**   **Submit final report and video presentation**

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: Sociology 5925
Instructor: Paul Bellair
Summary: Offender Decision Making and Prisoner Re-Entry

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			• Office 365 • Carmen
6.2 Course tools promote learner engagement and active learning.	X			• CarmenZoom • Video Reports • Carmen Message Boards
6.3 Technologies required in the course are readily obtainable.	X			All are available for free or via OSU site license.
6.4 The course technologies are current.	X			All applications are web based and updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used in the course
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			Accessibility links are provided for all tools.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Links are provided to arrange for special accommodations.
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

Reviewer Information
- Date reviewed: 10/4/19
- Reviewed by: Ian Anderson

Notes: Statements have been added. Good to go!

[a]The following statement about disability services (recommended 16 point font): Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

[b]Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.
http://advising.osu.edu/welcome.shtml

[c]Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. http://ssc.osu.edu. Also, consider including this link in the "Other Course Policies" section of the syllabus.