

CJ8310 (001) Special Topics Seminar: Rehabilitation, Reentry And Recidivism (Fall, 2008)

Thursdays 3:00 - 5:30, Gladfelter Hall Room 553

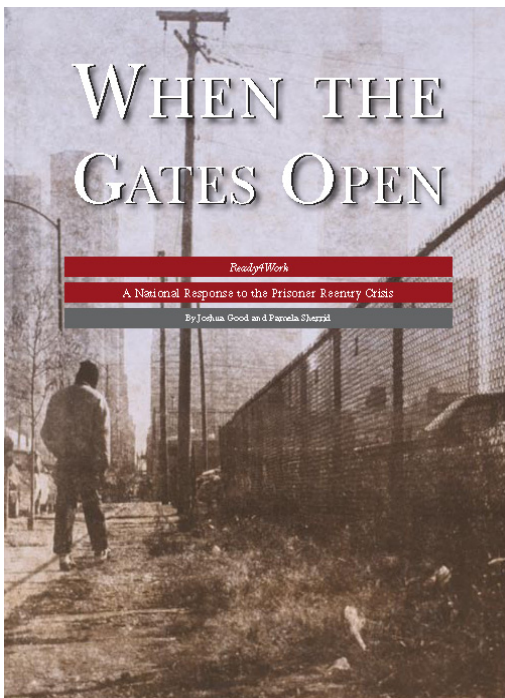
Instructor: Professor Wayne Welsh

Office Hours: Thursday 12:30 – 3:00 p.m. or by appointment.

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At yearend 2006, 2.3 million inmates were in custody in State and Federal prisons and in local jails. This was an incarceration rate of 751 inmates per 100,000 U.S. residents, or 1 in every 133 residents. Only 7% of people in state or federal prisons were serving life sentences or capital sentences. Ninety-three percent of these prisoners will be released back into the community, most of them within a very short time (the average prison term served is only 33 months). Concern about prisoner re-entry has been heightened over the past twenty years by several trends including the growth in imprisonment rates, the fragmentation of sentencing philosophy, the weakening of parole supervision, and the concentrated return of offenders to disadvantaged communities. More than ever before, prisoners are less prepared for reintegration and less connected to community-based social services such as drug treatment and vocational, family, housing, and health services. Recidivism rates, already high (2/3 are rearrested within three years), are expected to rise. High rates of incarceration and recidivism have had the most disruptive effects on poor and minority communities.

OVERVIEW AND COURSE OBJECTIVES

A heightened interest in prisoner re-entry has generated many new programs and a flurry of legislative activity. Various prison- and community-based approaches have been developed to help ex-offenders successfully reintegrate into the community. Promising in-prison approaches include comprehensive risk/needs assessment, drug treatment, cognitive behavioral treatment, vocational and basic education, prison industries, and release planning. Community-based approaches include a wide range of options (e.g., parole, work release, halfway houses, employment assistance) that provide aftercare treatment, reintegration assistance, and linkages to community social services. In this class, we will examine theoretical models of rehabilitation (e.g., principles of effective correctional intervention) and recidivism (e.g., life course and reintegration perspectives), including related research, and we will examine promising approaches to reduce recidivism. In particular, we will investigate current re-entry initiatives at the national and state levels. My approach to this class will involve a combination of teaching methods including readings, lectures, discussions, guest speakers, and/or visits to local prison and reentry programs. At the conclusion of the course, students should be able to critically evaluate major explanations that have been offered for recidivism, and critically evaluate programs and policies (rehabilitation and re-entry) intended to reduce recidivism and to help ex-offenders successfully reintegrate into the community as responsible and productive citizens.

REQUIRED TEXTS

Jeremy Travis and Christy Visher (Eds.) (2005). *Prisoner Reentry and Crime in America*. New York: Cambridge University Press. ISBN 0521613868 (paper)

Shadd Maruna (2007). *Making Good: How Ex-Convicts Reform and Rebuild Their Lives*. Washington, DC: American Psychological Association. ISBN 1433802147 (paper)

Shadd Maruna and Russ Immarigeon (2004). *After Crime and Punishment*. London: Willan. ISBN 01843920573 (paper)

Todd Clear (2007). *Imprisoning Communities: How Mass Incarceration Makes Disadvantaged Neighborhoods Worse*. New York: Oxford University Press.

BLACKBOARD

There is a Blackboard site for this course which will feature course materials, announcements, assignments, readings, and online discussion groups. Please consult this site regularly.

SUPPLEMENTARY READINGS

A number of supplementary readings will be distributed in class via Blackboard. Most of these are public domain articles (e.g., federally funded research reports), and no additional costs will be incurred. These readings will address specific prisoner reentry issues, programs and policies.

GRADING

Exams (25 points X 2 = 50 pts.): There will be two take-home exams. Exams will be based on *all* course material: readings, in-class discussions, guest lectures, assignments, handouts, and videos.

- **First Exam:** Due Oct. 30, in class
- **Final Exam:** Due Dec. 11, via E-mail

Term Paper. (25 points): Students will prepare a term paper examining a specific reentry program or policy. *Two options are available:* (1) students may complete a traditional library research paper (substantial library research is required), or (2) students may volunteer to spend 40 hours at a local community corrections facility, conduct observational research, then write a detailed report describing the program and their experience. In either case, the paper will be completed in two parts: (1) a concept paper will summarize the major content and approach to be covered in the final paper (5 points); and (2) the final paper will provide a thorough analysis and description of the intervention (20 points). Papers must be typed and double-spaced (12-pt font; 1-inch margins; max. 20 pages). More information will be distributed in class.

- **Concept Paper:** Due Oct. 2, in class
- **Final Paper:** Due Dec. 18, via E-mail

Participation (25 points): Assigned readings for each week are listed in the *Course Outline*. Each student is expected to *prepare* for class each week, *attend* class regularly, and *actively participate* in class discussions. Discussions will be based on the required readings. Students will be graded on their preparation and contribution to the discussion. "Preparation" includes (a) *reading* all the assigned material, and (b) *preparing* some comments using the Student Comment Sheet as a guide. You are not required to hand in your comments, but please prepare them ahead of time and bring them to class with you *each week*: they will certainly assist you in class discussions. I will base your participation grade on your overall contribution to *in-class discussions* and *discussions on the Blackboard site* for this class. More information will be distributed in class.

DISABILITIES

This course is open to all students who meet the academic requirements for participation. Any student who has a need for accommodation based on the impact of a disability should contact the instructor privately to discuss the specific situation as soon as possible. Contact Disability Resources and Services at 215-204-1280 in 100 Ritter Annex to coordinate reasonable accommodations for students with documented disabilities.

STUDENT AND FACULTY ACADEMIC RIGHTS AND RESPONSIBILITIES POLICY

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has a policy on Student and Faculty and Academic Rights and Responsibilities (Policy #03.70.02)

which can be accessed through the following link:

http://policies.temple.edu/getdoc.asp?policy_no=03.70.02

POLICY ON RELIGIOUS HOLIDAYS

I try to avoid scheduling due dates for papers, exams or other assignments on major religious holidays. If your class responsibilities conflict with a specific religious holiday, you should contact me as soon as possible (at least three weeks before the due date) to discuss possible arrangements.

POLICY ON CELL PHONES

Please *turn off* cell phones during class. If you have an emergency situation that requires you to have your cell phone on, please contact me ahead of time to discuss.

COURSE REQUIREMENTS

1. **There are three cardinal rules for this class.** I consider these absolutely essential:
 - 1.1. ***Readings must be completed prior to class*** (see the *Course Outline*). Be prepared to discuss the material in class. Discussions are informal, but please stick to the topic.
 - 1.2. You are expected to maintain ***respectful communication*** with the instructor and with other students in this class. It is important that we treat each other with respect, even if we sometimes disagree on specific issues. [Disagreement is OK, rudeness is not].
 - 1.3. ***Regular attendance in class is required.*** You are responsible for all material, assignments, and deadlines covered in class. If you miss any classes, you are completely responsible for finding out and knowing what was covered in class.
2. Students are expected to be in class on time and remain in the classroom until the class is over.
3. Failure to submit a writing assignment by the due date will result in a grade of zero.
4. No withdrawals will be granted after Monday, Nov. 3. You are responsible for knowing the current add/drop/withdrawal rules posted on the Temple University web site.
<http://www.temple.edu/grad/calendar/>
5. Neither plagiarism nor cheating will be tolerated in any way, shape, or form. Either offense will result in a failing grade for the course, and charges will be filed with the University Disciplinary Committee (UDC). Read the section in the Temple University Graduate Bulletin entitled "Academic Honesty."
<http://www.temple.edu/grad/policies/>

COURSE OUTLINE: READINGS

Required v. recommended readings are designated on the *Course Outline* below. You are responsible for all required readings. Recommended readings provide further analyses or discussions of critical issues associated with particular topics. Your CD contains additional articles that examine specific topics in more detail.

TV = Travis & Visher (2005)

MI = Maruna & Immarigeon (2004)

BB = Blackboard

M = Maruna (2007)

C = Clear (2007)

CD = CD

WEEK 1 BACKGROUND AND OVERVIEW

(Sept. 4)

Required:

- Travis & Visher: Introduction. [TV, Ch. 1]
- Petersilia: From cell to society. [TV, Ch. 2]

Recommended:

- Pew Foundation (2008). *One in 100: Behind bars in America 2008*. [CD]

WEEK 2 CORE ISSUES IN REENTRY AND PAROLE

(Sept. 11)

Required:

- Blumstein & Beck: Reentry as a transient state between liberty and recommitment. [TV, Ch. 3]
- Piehl & LoBuglio: Does supervision matter? [TV, Ch. 5]
- Maruna & Toch: The impact of imprisonment on the desistance process. [TV, Ch. 6]

Recommended:

- Urban Institute (2006). *Prisoner reentry research portfolio*. [CD]

WEEK 3 CORE ISSUES IN REENTRY AND PAROLE

(Sept. 18)

Required:

- Clear, Waring, & Scully: Communities and reentry [TV, Ch. 7]
- Uggen, Wakefield, & Western: Work and family perspectives on reentry [TV, Ch. 8]
- Gaes & Kendig (2002). The skill sets and health care needs of released offenders. [CD]
- Travis & Visher: Considering the policy implications. [TV, Ch. 9]

Recommended:

- Gaes et al. (1999). Adult correctional treatment. [CD]
- Re-Entry Policy Council (2005). *Preview: Charting the safe and successful return of prisoners to the community*. [CD]

WEEK 4 THE COLLATERAL CONSEQUENCES OF INCARCERATION

(Sept. 25)

Required:

Clear, Ch. 1-5 [C]

Recommended:

Hagan & Dinovitzer (1999). Collateral consequences of imprisonment for children, communities, and prisoners. [CD]

Western, Kling & Weiman (2001). The labor market consequences of incarceration. [CD]

WEEK 5
(Oct. 2)

THE COLLATERAL CONSEQUENCES OF INCARCERATION

Required:

Clear, Ch. 5-8, Appendix [C]

Recommended:

Hagan & Coleman (2001). Returning captives of the American war on drugs: Issues of community and family reentry. [CD]

Liebling, A. (1999). Prison suicide and prisoner coping. [CD]

CONCEPT PAPER DUE IN CLASS THURSDAY OCT. 2

WEEK 6
(Oct. 9)

UNDERSTANDING RECIDIVISM AND DESISTANCE

Required:

Maruna, Ch. 1-4 [M]

Recommended:

Laub, J. & Sampson, R. (2001). Understanding desistance from crime. [CD]

WEEK 7
(Oct. 16)

UNDERSTANDING RECIDIVISM AND DESISTANCE

Required:

Maruna, Ch. 5-8 [M]

Recommended:

- Giordano, P.C., Cernkovich, S.A., & Rudolph, J.L. (2002). Gender, crime, and desistance: Toward a theory of cognitive transformation. [CD]
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WEEK 8
(Oct. 23)

UNDERSTANDING RECIDIVISM AND DESISTANCE

Required:

Maruna & Immarigeon, Ch. 1-4 [M & I]

Recommended:

- Cullen & Gendreau (2000). Assessing correctional rehabilitation: Policy, practice and prospects. [CD]

MIDTERM EXAM DISTRIBUTED IN CLASS THURSDAY OCT. 23

WEEK 9
(Oct. 30)

UNDERSTANDING RECIDIVISM AND DESISTANCE

Required:

Maruna & Immarigeon, Ch. 5, 9-11 [M & I]

Recommended:

Uggen, C. (2000). Work as a turning point in the life course of criminals: A duration model of age, employment, and recidivism. [CD]

MIDTERM EXAM DUE IN CLASS THURSDAY OCT. 30

WEEK 10
(Nov. 6)

EVIDENCE BASED PRACTICES AND PROGRAMS (EBPP)

Required:

- Jones et al. (2006). Quality Matters. [CD]
- Visher et al. (2007). Effective Reentry Programs. [CD]
- Urban Institute (2006). *Prisoner Reentry Research Portfolio*. [CD]

Recommended:

- *The Second Chance Act Of 2007* (H.R. 1593) [BB, CD]. Available at: http://www.reentrypolicy.org/government_affairs/second_chance_act
- Taxman, F.S. (2008). No illusions: Offender and organizational change in Maryland's proactive community supervision efforts. [CD]

WEEK 11
(Nov. 13)

NO CLASS: ASC Convention in St. Louis (11-11-2008 to 11-15-2008)

WEEK 12
(Nov. 20)

EVIDENCE BASED PRACTICES AND PROGRAMS (EBPP)

Required:

- Re-Entry Policy Council (2005). *Charting the Safe and Successful Return of Prisoners to the Community* (Part II, pp. 104-253) [CD]

Recommended:

- Re-Entry Policy Council (2005). *Preview: Charting the Safe and Successful Return of Prisoners to the Community*. [CD]

WEEK 13
(Nov. 27)

NO CLASS: Thanksgiving

WEEK 14
(Dec. 4)

EVIDENCE BASED PRACTICES AND PROGRAMS (EBPP)

Required:

- Re-Entry Policy Council (2005). *Charting the Safe and Successful Return of Prisoners to the Community* (Part II, pp. 254-409) [CD]

Recommended:

RPC, Part III (pp. 410-471)

[Thursday Dec. 4: LAST CLASS]

***FINAL EXAM DUE: THURSDAY DECEMBER 11* (via E-Mail)**

***FINAL DRAFT OF TERM PAPER DUE: THURSDAY DECEMBER 18* (via E-Mail)**
