

## **CORRECTIONAL AND JUVENILE JUSTICE STUDIES**

**COURSE: COR423**

**COURSE TITLE: Women in Corrections-Service Learning Project**

**INSTRUCTOR:**

**Joyce D. Carmouche**

**Office: Stratton 105**

**Office Phone: 859-622-1155**

**E-mail: [joyce.carmouche@eku.edu](mailto:joyce.carmouche@eku.edu)**

**COURSE DESCRIPTION:** This seminar will serve as the basis for a service learning project. Service learning is described as, an academic experiential educational method in which students participate in an organized service activity that meets identified community needs and reflects on the service activity in such a way as to:

- gain further understanding of course content,
- develop critical thinking skills and,
- develop an enhanced sense of civic responsibility

The service learning project will focus on the community problem of reintegration of female offenders into Richmond and other communities of Madison County and the development of advocacy services which address the needs of that population.

**TEXTBOOK: None assigned. Weekly assignments will come from periodicals, articles and research relevant to the project.**

**SUPPLEMENTAL RESOURCES/ READINGS: Supplemental reading assignments are noted in the table covering weekly topics below.**

**COURSE COMPETENCIES:**

All of the courses in our Correctional & Juvenile Justice Studies program are designed to facilitate growth in five core competency areas. These core competencies are:

1. Written Communication
2. Oral Communication
3. Problem Solving, Decision Making, and Leadership Skills
4. Counseling Related Interpersonal Skills and Relations
5. Multi-Cultural Sensitivity (Diversity)

**COURSE OBJECTIVES:**

**Upon completion of this course, the students will be able to:**

- Demonstrate an understanding of the female offender and the specific reintegration problems facing women who are now returning to the community.
- Apply their knowledge and understanding of the problem to a service learning activity.
- Demonstrate an appreciation of the complex issues of underemployment, lack of education and training, the role of single parent and caretaker, substance use/abuse, domestic abuse and violent victimization, etc., the female offender faces.

- Synthesize and evaluate various ideas from a variety of sources, including class materials and service learning activities.
- Demonstrate oral communication skills through reflective discussions, group and individual work with clients, interaction with community partners, and project presentations.
- Demonstrate written communications skills through written reflections, journaling, work on case studies, and completion of inventories.
- Demonstrate the basic skills necessary for critical and creative thinking through input on case studies, re-entry program design innovation, and resource development.

**COURSE METHODOLOGY:** The course will be delivered via bi-weekly meetings which will consist of discussions generated from assigned readings, contacts with community partners and clientele, and input from guest speakers. On alternating weeks students and faculty collaborators will be involved with community agency contacts and women offender clients and completing assigned tasks.

**COURSE REQUIREMENTS:** In order to successfully complete this course, students will be required to:

- Attend bi-weekly class meetings
- Complete assignments leading to the completion of a service learning portfolio that includes, reflections, inventories, journal entries and other project artifacts
- Complete assignments leading to the implementation of advocacy services designed to assist female offenders in the local area
- Participate in planned community activities such as meetings with probationers, probation officers, as well as, contacts with various social services agencies in the development of resources to be used in the delivery of advocacy services
- Plan and facilitate community meetings

The portfolio is worth 50 points and class attendance and participation is worth 50 points. Final grades will be distributed as follows:

**GRADING SCALE:**

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 59 or below

**TERM DATES:**

- Classes Begin: Fall 2008
- Add/Drop Period: See catalog
- Withdraw Period: See catalog

**Withdraw Refund Schedule:**

- 75% tuition refund-TBD
- 50% tuition refund-TBD
- 25% tuition refund-TBD

Classes End: In accordance with semester schedule

**ACADEMIC HONESTY POLICY:**

Eastern Kentucky University faculty and students are bonded by principles of truth and honesty which are recognized as fundamental for a community of teachers and scholars. The University expects that students will honor and that faculty will honor and enforce these principles which contribute to a foundation upon which a quality education can be built. With these premise the University affirms that it will not tolerate academic dishonesty. This includes, but is not limited to, plagiarism and cheating.

Plagiarism is the act of presenting ideas, words, or organization of a source (published or not) as if they were one's own, without acknowledgement of the source. All quoted material must be in quotation marks, and all paraphrases, quotations, significant ideas, and organization must be acknowledged by footnotes or by some other form of documentation acceptable to the instructor for the course. Plagiarism also includes presenting material which was composed or revised by any person other than the student who submits it as well as the deliberate falsification of footnotes. The use of the term "material" refers to work in any form including written, oral, or electronic (as in the case of computer files).

Cheating includes buying, stealing, or otherwise fraudulently obtaining copies of examinations or assignments for the purpose of improving one's academic standing. During examinations or in-class work, it includes receiving information from others and referring to unauthorized notes or other written information. In addition, copying from others, either during examinations or in the preparation of homework assignments, is a form of cheating.

Computers should not be used to acquire information in conflict with academic honesty policy. Furthermore, the Code of Ethics for Computing and Communications makes it the responsibility of computer users to keep information, data, and programs in their computer accounts secure from others (taken from Eastern Kentucky University Student Handbook (UHS) Page 31).

**STUDENT CONDUCT:**

Students are expected to exercise self-discipline and respect in their contacts with community partners and to present a professional demeanor when interviewing or interacting with probationers.

**STUDENTS WITH DISABILITES:**

If you are registered with the Office of Service for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the Office directly either in person on the first floor of the Turley House or by Telephone at (859)-622-1500 V/TTY. Upon individual request, this syllabus can be made available in alternative forms.

**"Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at [www.academicintegrity.eku.edu](http://www.academicintegrity.eku.edu). Questions regarding this policy may be directed to the Office of Academic Integrity."**

## COURSE OUTLINE:

Week	Sample Topic Areas	Sample Weekly Activities and Assignments	Sample Reading Assignments	Additional Readings
1	Introduction to the Course	<ul style="list-style-type: none"> <li>Reflection-Letter to Yourself: Students will write a letter themselves on your expectations or goals for this service learning opportunity. The letter will be submitted and returned at the end of the semester and used to help facilitate a final reflection over your entire experience.</li> <li>Advocacy Program Planning</li> </ul>	Women in the Criminal Justice System <a href="http://www.sentencingproject.org/Admin/Documents/publications/womenincjtotal.pdf">http://www.sentencingproject.org/Admin/Documents/publications/womenincjtotal.pdf</a>	
2	Advocacy Meeting: Introduction to Potential Clients		Portfolio Preparation Journaling	
3	Impact of Sentencing Policies on Female Offenders	Journaling: Write a journal entry reflecting on the lecture and readings for this week. Then, go to <a href="http://www.famm.org">www.famm.org</a> to view the “faces of Famm.” Read the stories of five different women impacted by drug sentencing laws. Write another reflection journal entry on your feelings seeing the faces of Famm. <ul style="list-style-type: none"> <li>Advocacy Program Planning</li> </ul>	Gender and Justice: Women, Drugs and Sentencing Policy <a href="http://www.sentencingproject.org/Admin/Documents/publications/dp_gender_and_justice.pdf">http://www.sentencingproject.org/Admin/Documents/publications/dp_gender_and_justice.pdf</a>	Women in the Criminal Justice System. <a href="http://www.sentencingproject.org">www.sentencingproject.org</a>
4	Advocacy Meeting: Assessments			
5	Women and Prison	<ul style="list-style-type: none"> <li>Discussion</li> <li>Reflection – Case Study #1</li> <li>Advocacy Program Planning</li> </ul>	Women Offender transition and Re-entry: Gender Responsive Approaches to transitioning Women Offenders from Prison to the Community <a href="http://nicic.org/downloads/pdf/library/021815.pdf">http://nicic.org/downloads/pdf/library/021815.pdf</a>	
6	Advocacy Meeting: Student Presentations/Guest Speaker			Life Sentences: Denying Welfare Benefits to Women Convicted of Drug Offenses. <a href="http://www.sentencingproject.org">www.sentencingproject.org</a>
7	Prerelease Planning: Job placement, Housing	<ul style="list-style-type: none"> <li>Discussion</li> <li>Reflection - Inventory: Develop an inventory of career education, housing and transportation resources for a woman preparing to leave prison. Find available resources and include contact information.</li> <li>Advocacy Program Planning.</li> </ul>	Reuniting: Money, Family and You; A Guide for Women Leaving Prison. <a href="http://www.nicic.org/Library/019767">http://www.nicic.org/Library/019767</a> The Real Cost of Prisons for Women and their Children <a href="http://www.realcostofprisons.org/rcpp_background_women.pdf">http://www.realcostofprisons.org/rcpp_background_women.pdf</a>	
8	Advocacy Meeting			
9	Offenders as Mothers	<ul style="list-style-type: none"> <li>Discussion</li> <li>Reflection – Inventory: Develop an Inventory of community resources for a woman who has been denied welfare benefits because of her drug conviction. Find available community resources and include contact information.</li> <li>Advocacy Planning</li> </ul>	Life sentences: Denying Welfare Benefits to Women Convicted of drug Offenses. <a href="http://www.sentencingproject.org/tmp/file/women%20in%20cj/women_lifesentences.pdf">http://www.sentencingproject.org/tmp/file/women%20in%20cj/women_lifesentences.pdf</a> “Some days Are Harder Than Hard”: Welfare Reform and Women With Drug Convictions in Pennsylvania	

			<a href="http://www.clasp.org/publications/somedaysareharderthanhard.pdf">http://www.clasp.org/publications/somedaysareharderthanhard.pdf</a>	
<b>10</b>	Advocacy Meeting			
<b>11</b>	Collateral consequences & Their Impact on the Female Offender	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Reflection – Case study #2</li> <li>• Advocacy program Planning</li> </ul>	Felony Disenfranchisement Rates for Women. <a href="http://www.sentencingproject.org/Admin/documents/publications/fdbsfdratesforwomen.pdf">http://www.sentencingproject.org/Admin/documents/publications/fdbsfdratesforwomen.pdf</a>	
<b>12</b>	Advocacy Meeting: Student Presentations/Guest Speaker			
<b>13</b>	Female Offenders and Life skills	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Reflection – Inventory: Develop an Inventory of community resources for a woman who needs; Life/Survival skills training, personal grooming tips, medical/health assistance. Find the available community resources and include contact information.</li> <li>• Advocacy program Planning</li> </ul>	Office on Violence Against Women created the Safe Return Initiative. Safe return; Domestic Violence & Prisoner Reentry <a href="http://www.vera.org/publication/pdf/367_660.pdf">http://www.vera.org/publication/pdf/367_660.pdf</a>	
<b>14</b>	Wrap-up/Review of Course	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Reflection – Letter to Yourself: Students will read the letter they wrote at the beginning of the semester. They will write a response letter assessing whether or not their expectations were met.</li> <li>• Advocacy Program Planning</li> </ul>		
<b>15</b>	Advocacy Meeting: Student Presentations/Guest Speaker			
<b>16</b>	Advocacy Meeting: Program Evaluation			