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Instructor: Dr. Luzi Shi (Please address me as Dr. Shi or Prof. Shi in correspondence or conversation.)

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Time: Wednesday, 6 :00 PM – 8 :40 PM

Location: Online

### Course Description and Goals

This course focuses on recent developments in community-based corrections. Topics covered include the history of alternatives to prisons, the relationships between community-based corrections and rehabilitation, and the political feasibility of community-based corrections. The course also examines other intermediate sanctions, such as alternative sentencing and diversion programs.

### Course Materials

- We will cover 5 different topics over 5 weeks of classes. Each week you are expected to attend the online synchronous class and understand the materials in the readings. All readings are posted on Blackboard. You don't need to buy a textbook on your own.
- The lecture will take place via zoom every Wednesday night at 6 PM.
- Please be aware that all course materials are under the protection of intellectual property. Just like you can't post photocopies of books that you have bought online, students are NOT expected to post the course materials (including the lecture notes, recordings, and all assignments) online or share with others without the instructor's AND the university's permission.

### Instruction Contact Information

- Feel free to e-mail me with any questions or concerns about this course. I will make sure to respond to you within 24 hours. Please also **check your e-mail regularly**. I am going to assume that you are checking your e-mail at least **once a day**. If you are going to be away from Internet access for more than that amount of time, please let me know beforehand.

### Evaluation Rules

- The total grade is 100 points.
- You should be aware that the subjects we cover are generally cumulative in nature. As a result, areas covered early in the course are relevant throughout the entire course.
- If you have questions about the grade you received on an assignment, I am happy to answer those questions and to suggest ways that you can do better.
- If you do not think that the grade you received reflects the quality of your work, you may ask for the answers to be graded again. To do so, submit a formal appeal in writing, explaining why you think the grade you received is not a fair reflection of the quality of your work. The new grade, whether high or lower, will then become your final grade on this assignment.
- There are no opportunities to re-take tests or to do extra-credit work requested by the students in this course.
- At the end of the semester, I will calculate your grade as described above and that grade becomes your final grade. I will not increase any person's grade solely to change their letter grade. Accordingly, if you make an 89, you will make a B+, not an A-. No amount of pleading will change this outcome. Particularly common and ineffective are pleas claiming that your grade in this class will cause you to lose a scholarship, prevent you from attending the graduate or professional school of your choice, or lead to some other unfortunate, but unlikely, consequence.
- Due to the intense nature of the summer course, no late submission will be allowed. If you need to make up for missed work for any reason, please contact me individually and in advance.

### Assignments

- Reading Notes (25 points, 25%)  
Every week you are expected to finish two readings. You are expected to finish at least one reading before we meet on Wednesday. Each week you are expected to submit a reading reflection by Wednesday noon time. Each reflection is worth 5 points (5%) of the total grade. The reflection should be short, about one-page in length, and double-spaced.
- Essay 1 (40 points, 40%)  
Based on what you have learned in the first three weeks, you are expected to finish the first essay. Detailed instructions are posted on Blackboard.
- Essay 2 (35 points, 35%)  
Based on what you have learned in weeks 4 and 5, you are expected to finish the second essay. Detailed instructions are posted on Blackboard.

## **Grading Scale**

A: 100-94	B: 86-84	C: 76-74	D: 66-64
A-: 93-90	B-: 83-80	C-: 73-70	D-: 63-60
B+: 89-87	C+: 79-77	D+: 69-67	F: 59 or below

## **Syllabus Change Policy**

- The syllabus is designed to be a resource that students should use throughout the semester. While this syllabus lists readings and test dates, students should use the course website and Blackboard as their primary source for detailed information regarding the course. This is important because the instructor may update or modify assignments and readings throughout the course. In the situation of change or modification, the instructor will post changes under the “Announcements” tab on Blackboard.

## **Academic Honor Policy**

- I do not tolerate academic misconduct of any kind. This includes, but is not limited to cheating and plagiarism. The most common reason students resort to plagiarism or cheating is running out of time to do the assignment properly. Please plan accordingly and be sure to allow yourself sufficient time to complete all assignments. As a student at BSU, it is your responsibility to understand and abide by University policies: <https://catalog.bridgew.edu/content.php?catoid=10&navoid=970>
- Please take time to understand the nature of plagiarism. Plagiarism includes turning in the same work to more than one class, not citing sources correctly, not paraphrasing correctly, etc.
- Failure to abide by any classroom or BSU policy may result in one or more of the following actions depending on the severity of the offense: 1) written warning, 2) reduction of the course grade, 3) failure of the course, and 4) referral to the Dean

## **Reasonable Accommodation Policy**

- BSU makes every effort to accommodate the unique needs of its students. In keeping with university policy, students are expected to contact the Disability Resources Office (DRO) each time they register for a course to request accommodations for that course. DRO then provides a letter to the instructor for the upcoming class. Any student who feels he or she may need an accommodation for a documented disability should contact the Disability Resources Office at 508-531-2194, TTY 508- 531-6113, or email at [DisabilityResources@bridgew.edu](mailto:DisabilityResources@bridgew.edu) for review and approval of accommodation requests.

## **Title IX and Sexual Violence**

- BSU is committed to maintaining safe and healthy learning, living and working environments that are free from all forms of sexual violence; inclusive of sexual harassment, gender-based harassment, domestic violence, dating violence, stalking and retaliation. The Office of Equal Opportunity and the Title IX Coordinator work to ensure that all members of the campus community flourish in a supportive and fair climate. Consistent with this commitment, the BSU sexual violence policy complies with Title IX of the Higher Education Amendment of 1972 (“Title IX”), which prohibits discrimination and harassment on the basis of sex in education programs and activities, as well as the retaliation for the purposes of interfering with any right or privilege secured by Title IX. To learn more regarding all resources for victim-survivors see <https://my.bridgew.edu/departments/affirmativeaction/SitePages/Home.aspx>.

**TENTATIVE COURSE CALENDAR**

<b>Theme</b>	<b>Week*</b>	<b>Readings</b>	<b>Assessment</b>
1. What is community corrections?	#1 M, 07/11 – F, 07/15	1. Vera Institute of Justice. (2013). The potential of community corrections to improve safety and reduce incarceration. NY: Vera Institute of Justice. (pp. 1-34). 2. Augustus, J. (1852). A report of the labors of John Augustus for the last ten years, in aid of the unfortunate. Boston, Wright & Hasty, Printers. (pp. 1-15, 32-39, 82-91).	Reading reflection (4 points, 4%) due Wednesday at 12 PM
2. Does it work and what works?	#2 M, 07/18 – F, 07/22	1. Lipsey, M. W., & Cullen, F. T. (2007). The effectiveness of correctional rehabilitation: A review of systematic reviews. <i>Annu. Rev. Law Soc. Sci.</i> , 3, 297-320. 2. Cullen, F. T., Jonson, C. L., & Mears, D. P. (2017). Reinventing community corrections. <i>Crime and Justice</i> , 46(1), 27-93.	Reading reflection (4 points, 4%) due Wednesday at 12 PM
3. Who makes it work and how to make it work?	#3 M, 07/25 – F, 07/29	1. Looman, J., & Abracen, J. (2013). The risk need responsivity model of offender rehabilitation: Is there really a need for a paradigm shift?. <i>International Journal of behavioral consultation and therapy</i> , 8(3-4), 30. 2. Klockars, C. B. (1972). A theory of probation supervision. <i>The Journal of Criminal Law, Criminology, and Police Science</i> , 63(4), 550-557.	Reading reflection (4 points, 4%) due Wednesday at 12 PM
4. Special needs clients & specialty courts	#4 M, 08/01 – F, 08/05	1. English, K. (2003). The containment approach to managing sex offenders. <i>Seton Hall L. Rev.</i> , 34, 1255. 2. Shaffer, D. K. (2011). Looking inside the black box of drug courts: A meta-analytic review. <i>Justice Quarterly</i> , 28(3), 493-521.	Reading reflection (4 points, 4%) due Wednesday at 12 PM
5. Violations, revocations, & New Models	#5 M, 08/08 – F, 08/12	1. Steen, S., & Opsal, T. (2007). "Punishment on the installment plan" individual-level predictors of parole revocation in four states. <i>The Prison Journal</i> , 87(3), 344-366. 2. Karp, D. R., & Clear, T. R. (2000). Community Justice: A Conceptual. <i>Criminal Justice 2000: Boundary changes in criminal justice organizations</i> , 2, 323-368.	Reading reflection (4 points, 4%) due Wednesday at 12 PM

\*M = Monday, F = Friday. All dates are in 2022.