|  |  |
| --- | --- |
| life-imprisonment | Marshall University*Department of Criminal Justice & Criminology***CJ 480/580: Realities of Prison Life**Spring 2014 |

CJ 480/580: *Realities of Prison Life* Spring 2014 3.0

Course Number & Title Semester/Year Credits

Dr. Gordon A. Crews Phone: 304.696.3083 (*Voice Mail*) Office: Smith Hall 734 Email: crewsg@marshall.edu

## Professor

**Class Hours, Days, & Room:**

|  |  |  |
| --- | --- | --- |
| March 28, 2014: 6:00 – 9:00 pmMarch 29, 21014: 9:00 – 4:00 pmMarch 30, 2014: 9:00 – 1200 pm | April 4, 2014: 6:00 – 9:00 pmApril 5, 2014: 9:00 – 4:00 pmApril 6, 2014: 9:00 – 1200 pm | April 11, 2014: 6:00 – 9:00 pmApril 12, 2014: 9:00 – 4:00 pmApril 13, 2013: 9:00 – 1200 pm |

**Office Hours & Days:**  TUE: 8:00-11:00am WED: 10:00-12:00pm

**REQUIRED TEXT**: No book required!!!!

**COURSE DESCRIPTION**: The topic for this course is the realities of what it is like to serve time in the United States and live in a maximum security prison. The purpose of this course is to provide students the single most descriptive understanding of the pros and cons, ins and outs, and dos and don’ts of prison life. This will involve an examination of “modern” prison design, operation, policies, procedures, and security. There will also be an examination of the details of the daily life and explanations of the cause(s) and effect(s) of prison and prison life. The backbone for this course will be the experience of the instructor having worked in and outside of prisons and the personal experiences of an inmate that has served a 10 year adjudicated sentence and now stands on death row in South Carolina. Other lecture material will be presented from various experts in the field of crime/corrections.

**COURSE OBJECTIVES**: Upon completion of this course, the student should be able to:

**STUDENT LEARNING OUTCOMES FOR THE CRIMINAL JUSTICE & CRIMINOLOGY PROGRAM**

Upon completion of the Bachelor of Arts degree in criminal justice, and in part emphasized and reinforced through this course, undergraduate students will be able to:

1. Differentiate Among Criminal Justice System Components, Roles, and Practices--Students will define and properly use specialized terms to describe, explain, and differentiate the components, roles, and practices of the criminal justice system.

2. Apply Theory in Criminal Justice and Criminology--Students will describe, explain, and differentiate major theories and theorists in criminal justice and criminology, and use one or more of these theories to explain a selected behavior (e.g., crime), event (e.g. victimization), or policy response (e.g., law).

3. Evaluate, Use, and Cite Relevant Sources to Support Written Products or Oral Presentations-

-Students will locate, evaluate, and incorporate information from different relevant media sources (e.g., book, journal article, online source) to support a written product or oral presentation with citations in APA format.

4. Propose to Resolve a Theoretical or Practical Problem in Criminal Justice/Criminology--Students will develop a research proposal to resolve a problem in criminal justice/criminology that is related to another discipline or practical setting, review literature from criminal justice/criminology and at least one other related field, propose an appropriate research design, and describe potential policy implications.

5. Deliver an Oral & Visual Presentation--Students will develop and deliver an oral presentation and supplemental media (e.g., PowerPoint) that constructs a sustained, coherent argument, provides narrative information, or explains technical issues and processes related to criminal justice/criminology theory, practice, or research.

**Course Objectives:** Upon completion of this course, the successful student will be able to:

**COURSE LEARNING OBJECTIVES MATRIX**

|  |  |  |
| --- | --- | --- |
| **Course Objectives**  | **How *Practiced* in this Course** | **How *Assessed* in this Course** |
| 1. Students will critically *analyze* and *evaluate* the differences between minimum (level I), Medium (level II), and Maximum (III) security institutions as well as pre-release and work release centers
 | Assigned readings, course lectures, required library research, and video presentations | Student lecture, mid-term, class discussion participation, and final exam |
| 1. Students will critically *analyze* and *evaluate* the actions, attitudes, and noticeable variances in security staff
 | Assigned readings, course lectures, required library research, and video presentations | Student lecture, mid-term, class discussion participation, and final exam |
| 1. Students will critically *analyze* and *evaluate* the policies and procedures as they relate to inmates, staff, and visitors
 | Assigned readings, course lectures, required library research, and video presentations | Student lecture, mid-term, class discussion participation, and final exam |
| 1. Students will critically *analyze* and *evaluate* Inmate grooming standards
 | Assigned readings, course lectures, required library research, and video presentations | Student lecture, mid-term, class discussion participation, and final exam |
| 1. Students will critically *analyze* and *evaluate* the I/M disciplinary system
 | Assigned readings, course lectures, required library research, and video presentations | Student lecture, mid-term, class discussion participation, and final exam |
| 1. Students will *identify* the difference between an “inmate” and a “convict”
 | Assigned readings, course lectures, required library research, and video presentations | Student lecture, mid-term, class discussion participation, and final exam |
| 1. Students will *identify* how an inmate must live while in prison
 | Assigned readings, course lectures, required library research, and video presentations | Student lecture, mid-term, class discussion participation, and final exam |
| 1. Students will *identify* the generic daily schedule of an inmate
 | Assigned readings, course lectures, required library research, and video presentations | Student lecture, mid-term, class discussion participation, and final exam |
| 1. Students will *identify* the differences between “good time” and “earned work” credits
 | Assigned readings, course lectures, required library research, and video presentations | Student lecture, mid-term, class discussion participation, and final exam |
| 1. Students will critically *analyze* and *evaluate* the prisoner correctional officer ratio
 | Assigned readings, course lectures, required library research, and video presentations | Student lecture, mid-term, class discussion participation, and final exam |
| 1. Students will *identify* what inmates do during their free time
 | Assigned readings, course lectures, required library research, and video presentations | Student lecture, mid-term, class discussion participation, and final exam |
| 1. Students will *identify* what items a inmate is allowed to have in his possession and what is available to inmates in the system
 | Assigned readings, course lectures, required library research, and video presentations | Student lecture, mid-term, class discussion participation, and final exam |
| 1. Students will *identify* the intimidation, respect, and code of the prison system
 | Assigned readings, course lectures, required library research, and video presentations | Student lecture, mid-term, class discussion participation, and final exam |
| 1. Students will *compose* and deliver a professional presentation dealing with an issue facing law enforcement in America.
 | Assigned readings, course lectures, required library research, and video presentations | Student lecture, mid-term, class discussion participation, and final exam |

**GRADING SCALE: A** = 90 – 100 **B** = 80 – 89 **C** = 70 – 79 **D** = 60 – 69 **F** = 59 and below

EVALUATION OF LEARNER OBJECTIVES/COURSE REQUIREMENTS (Grades will be based on the following requirements):

|  |
| --- |
| **Undergraduate Requirements and Score Sheet** |
|  **Requirement** | **Points** | **Your Score** | **Due Date** |
| Student Participation (3x100) | 300 |  | Each class meeting/weekend |
| Research Booklet | 300 |  | April 13 |
| Research Presentation | 300 |  | April 13 |
| Final Exam | 100 |  | April 13 |
| **Total Possible Points** | **100.0** |  |  |

|  |
| --- |
| **Graduate Requirements and Score Sheet** |
|  **Requirement** | **Points** | **Your Score** | **Due Date** |
| Student Participation (3x100) | 300 |  | Each class meeting/weekend |
| Research Booklet | 200 |  | April 13 |
| **International Prison Portfolio** | 100 |  | April 13 |
| Research/International Presentation | 300 |  | April 13 |
| Final Exam | 100 |  | April 13 |
| **Total Possible Points** | **100.0** |  |  |

* **STUDENT PARTICIPATION:** This is a 3 weekend course, which obviously means we only meet 9 times! We have a great deal of information to cover in this short of time, therefore, you simply have to commit now to coming to class. While I do not like to give credit for people simply coming to class, I have decided to do so. Each weekend is worth 100 points for a total of 300 points (essentially, you lose about 35 points for each class you miss). [SEE ATTENDANCE POLICY]
* **RESEARCH BOOKLET:** Students will be required to complete a *Research Booklet/Project*. [SEE ATTACHED INFORMATION.]
* **INTERNATIONAL PRISON PORTFOLIO (GRADUATE STUDENTS ONLY):** Graduate Students are to complete a second research booklet (smaller than the first). This second research booklet must deal with similar issues as listed in the possible research topic list, but on the INTERNATIONAL LEVEL. [SEE ATTACHED INFORMATION.]
* **RESEARCH/INTERNATIONAL PRESENTATION:** Students will be required to give a Research Presentation based on their *Research Booklet/Project* to the class. Graduate students will include their international research findings in this presentation as well. [SEE ATTACHED INFORMATION.]
* **FINAL EXAM:** A final will be given on **April 13, 2014**. This exam will consist of questions developed from lectures, readings, and student lectures given since the beginning of the course!

**COURSE OUTLINE**: The below outline is subject to change to meet the needs of the class.

|  |
| --- |
| **COURSE SCHEDULE** |
| **DATES and TIMES** | **LECTURES/READINGS/ACTVITIES** |
| March 28, 2014: 6:00 – 9:00 pmMarch 29, 21014: 9:00 – 4:00 pmMarch 30, 2014: 9:00 – 1200 pm | **Introduction to Course****Overview of Syllabus****Discussion of Course Requirements****Assignment of Research Topics****0 LECTURE:** “The Syllabus”**1 LECTURE**: “Criminal behavior: Food for thought”* *America Undercover: Best of Crime and Punishment*

**2 LECTURE**: “How it all began: Hysteria in the Media and Law Enforcement”**3 LECTURE**: “The Murders of April 2005”* Murder on his Mind Clip: *48 Hours*
* STANKO/CREWS: *Fox News Break*
* STANKO/CREWS: *CNN: American Morning*
* STANKO/CREWS: *Anderson Cooper 360*
* STANKO/CREWS: *Nancy Grace*
* STANKO/CREWS: *CNN*
* STANKO/CREWS: *Fox News*
* STANKO/CREWS: *MSNBC*
* STANKO/CREWS: *Greta Van Susteren*
* STANKO/CREWS: *Good Morning America*

**4 LECTURE**: “Crime and Justice in the United States“**5 LECTURE**: “Justice and the Origin of Corrections”**6 LECTURE**: “A Brief History of Corrections in America”* *The American Prison: A History of US Prisons*

**7 LECTURE**: “The Context of Imprisonment”* *HBO: A Thug’s Life*
 |
|  |  |
| April 4, 2014: 6:00 – 9:00 pmApril 5, 2014: 9:00 – 4:00 pmApril 6, 2014: 9:00 – 1200 pm | **8 LECTURE**: “Moving from Jail to Prison”* *A&E: LA Behind Bars*

**9 LECTURE**: “The Prison Environment”* *Inmate Handcuff Clip*

**10 LECTURE**: “The Daily Life”* *HBO: Prisoner’s of the War on Drugs*
* *Prison Squad: Pelican Bay*

**11 LECTURE**: “Surviving in Prison”* *HBO: Lewisburg Maximum Security Prison*
* *Inside: Prison Gangs in America*

**12 LECTURE**: “Women and Prison”* *Prisoners of Riker’s Island*

**13 LECTURE**: “Prison Violence and Disturbances”* *American Justice: Prison Uprising*
* *Death in a Southwest Prison*
* *April Fool’s Day Riot (SC) 1986*
* *ACA: Preventing Prison Riots*

**14 LECTURE**: “Death Penalty and Death Row”* *HBO: Deathwatch*
* *20/20: Walter Rideau Case Documentary*
* *Geraldo: Live from Death Row*

**15 LECTURE**: “A Policy For Everything”**16 LECTURE**: Prisoners’ Rights and States’ Responsibilities* *Inside: Teens Locked Down*
 |
|  |  |
| April 11, 2014: 6:00 – 9:00 pmApril 12, 2014: 9:00 – 4:00 pmApril 13, 2013: 9:00 – 1200 pm | **17 LECTURE:** Facts/Fiction (Societal Misconceptions & Legislations)**18 LECTURE:** “The Future of Incarceration”**Student Presentations****Final Exam** |
|  |  |  |

Course Requirements

# Research Booklet/Project: (300/200 possible points)

Each student will be required to participate in an ***Individual Research Project***. Each student will be required to develop a ***Research Booklet*** – which will involve the gathering of materials on one topic that will serve as the information for a ***Research Presentation*** (discussed below). Each *booklet* should consist of the following types of materials and is due as set in the course schedule. The *Research Booklet* must consist of the following at a minimum; each section must be fully cited (you will essentially be printing or copying most of these, with complete references, anyway):

|  |
| --- |
| * Index Page (This is the TOC of your portfolio and your information)
 |
| * Quotes: 5-10 quotes you can find relating to your topic!
 |
| * Introduction to and Overview of Research Topic (Approximately 1 page)
 |
| * Brief History of Research Topic (Approximately 2-3 pages)
 |
| * Extent/Statistics Relating To Research Topic (Approximately 2-3 pages)
 |
| * Research Journal Articles Related To Topic (2-3 Full Copies)
 |
| * Newspaper Articles Related To Topic (2-3 Full Copies)
 |
| * Internet Generated Information ONLY (*What Is Out On the Web*?) (2-3 Full Copies)
 |
| * Pictures/Drawings/Charts Related To the Topic (Approximately 2-3 Examples)
 |
| * Causes/Theories Relating To Research Topic (Approximately 2-3 pages)
 |
| * Implications of Research Topic (Approximately 2-3 pages)
 |
| * Solutions/Future of Research Topic (Approximately 2-3 pages)
 |
| * Conclusion (Approximately 1 page)
 |

* **In the past some students have relied solely on the Internet for their information, special attention should be given to a section devoted to INTERNET INFORMATION ONLY ~ all other materials must be actual “hand-held” materials.**
* **DON’T JUST PRINT A BUNCH OF JUNK OFF THE INTERNET AND PUT IT IN YOUR BOOKLET** ~ do some RESEARCH!
* It is understood that this format might not meet the needs of *EVERY* topic, but each student should strive to approach their topic from as many of these directions as possible.
* If there is a major problem with this format for a topic, the student should see Dr. Crews to discuss alternative approaches.
* This material should be gathered in an organized, detailed, and neat fashion, and placed in an appropriate folder or notebook (*ACCO* file type folder is preferable ~ if you do not know what that is, see Dr. C!) **No, these will NOT be given back to you before your presentation nor EVER, I keep these on file FOREVER!**

# Research Presentation: (300 possible points)

**Each student will be required to present the findings of their research. Each student will be required to give a 20-minute presentation (5 minutes or so of this time will be reserved for questions from the class) on their topic to the rest of the class. All presentations will occur on February 20, 2011.**

**Criteria for evaluation of this assignment are attached at the end of the syllabi. Basically, students are to analyze the material gathered in the above *Research Project* and present the most interesting information to their fellow classmates. Each student can present in any format they choose as long as the following stipulations are met:**

* **MAKE IT INTERESTING, THE SKY IS THE LIMIT, BUT DO NOT GET ME FIRED OR PUT IN JAIL!**
* **At least 5 “visuals” must be used (*i.e.,* handouts, overheads, videos, etc.)!**
* **The presentation covers the assigned topic!**
* ***PowerPoint* is real attractive (students to plan to email a copy to the instructor)!**
* 20-30 minute timeframe for you to use, but include time for class discussion!
* Use visuals (I will help you make anything you need!)
* Think outside the box, do not be boring ~ hit ALL SIDES OF THE TOPIC!!!!
* DO NOT READ ANYTHING TO CLASS, well, a little bit maybe!
* Extra credit WILL be given to those who go above or beyond the call of duty!
* SIDE NOTE, I want to see questions and participation from the "audience"!
* **Students not showing up for their presentation on the assigned presentation date will receive a 0 for this assignment (see make-up policy). If the assigned date is not possible for any student, the student must find another student to change dates with and Dr. Crews must be notified immediately of any changes.**

# ASSIGNED TOPICS

**(ASSIGNED ON FIRST DAY OF CLASS BY PROFESSOR)**

NO TWO STUDENTS CAN DO THE SAME TOPIC AND ALL TOPICS HAVE TO BE APPROVED BY DR. CREWS

**Possible Research Topics**

|  |  |  |
| --- | --- | --- |
| 1. Food In Prison
 | 1. Prison Canteen
 | 1. Prison Escapes
 |
| 1. History of Corrections
 | 1. Inmate Recreation
 | 1. Prison Mental Health Programs
 |
| 1. HIV/AIDS in Prison
 | 1. Inmate Rights & Protections
 | 1. Inmate Work Programs
 |
| 1. Inmate Education
 | 1. Inmate Visitation
 | 1. Incarceration in the United States
 |
| 1. Maximum Security
 | 1. Inmate Mail Services
 | 1. Recidivism
 |
| 1. Prison Security
 | 1. Death Row
 | 1. Correctional Officers
 |
| 1. Privitization in American Corrections
 | 1. Misconduct by Correctional Officers
 | 1. Misconduct by Inmates
 |
| 1. Reentry into Society
 | 1. Inmate Code
 | 1. Gambling in Prison
 |
| 1. Sex In Prison
 | 1. Religious Freedom in Prison
 | 1. Famous People who Served Time in Prison
 |
| 1. Stephen C. Stanko Case
 | 1. Prison Riots
 | 1. Women In Prison
 |

**INTERNATIONAL PRISON PORTFOLIO (GRADUATE STUDENTS ONLY)**

Graduate Students are to complete a second research booklet (smaller than the first). This second research booklet must deal with similar issues as listed in the possible research topic list, but on the INTERNATIONAL LEVEL. I would like to see each graduate student choose (or be assigned) a region of the world to focus on finding current events and issues in corrections in that part of the world.

|  |  |
| --- | --- |
| **REGION OF THE WORLD** | **Student** |
| Africa Experience |  |
| Carribean |  |
| Central and Eastern Europe |  |
| Middle East |  |
| South America |  |
| Western Europe |  |
| Australia and Oceania |  |
| Central America |  |
| East Asia |  |
| Scandinavia |  |



**Crews’ Nine Academic Rules of the Earth**

1. **Classroom Conduct:**
* As a general rule, I, 1) show up for class, 2) arrive on time, 3) am semi-prepared, 4) sober/conscious, 5) stay off my cell phone, 6) am interested in the topic of the day, and 7) STAY THE ENTIRE TIME ~ **I expect the same of you!!!!**
* All cell phones must be turned off and put away (out of view) at the commencement of class, with the exception of emergency service personnel. Cell phones are disruptive not only to me, but your fellow students, so please be courteous. You will receive only one warning if your cell phone goes off in class, or if I catch you playing with it during class.
* You may NOT eat during class. This means food of any kind (chips, sandwiches, candy, etc.). However, drinks are permitted (non-alcoholic of course). Also, you should not be working on anything not related to this class once class commences (this includes reading, copying other’s notes, knitting, playing games on your cell phone, etc.).
* Do NOT leave the classroom once class has started, unless it is an absolute emergency or you have notified me before class that you will be leaving. You should use the restroom, get a drink of water, and make a phone call, etc. before class starts.
* Do NOT bring weapons into the class. If you are a law enforcement officer and required to be armed, please let me know.
* You are not allowed to smoke within the building, and I will not permit smokeless tobacco in my classroom.
1. **Attendance and Student Participation:**
* While I do not require much when it comes to an attendance policy, I do not offer much either. This is to say that I generally do not take role except on days where an exam or in class writing assignment occurs. Although on these days NOTHING CAN BE MADE UP (without proper documentation as stated in Make-up policy). Also, I do NOT give out my lecture notes to anyone for any reason, nor do I allow any make ups for course requirements missed without proper documentation.
* Don’t hesitate to ask questions, the dumbest question is the one not asked! If you ask a question I can’t answer, I’ll find out the answer and get back to you. Please remember that as a teacher, I am merely your guide through the field, I am not the field itself! (Although, my wife would say I think I AM!).
* During discussions please respect different viewpoints; there is always more than one side. Treat others’ views as you would want your own to be treated, with an open mind. Personal attacks on others will not be tolerated!
* I like to run my classes as an open forum where we can all learn from each other, so I encourage **intelligent** discussions, questions, and comments, but at the same time we have to remember that we are at a university setting and must act accordingly.
* ***SPECIAL NOTE FOR WEEKEND STUDENTS****:* This is a 3 weekend course, which obviously means we only meet 9 times! We have a great deal of information to cover in this short of time, therefore, you simply have to commit now to coming to class. While I do not like to give credit for people simply coming to class, I have decided to do so. Each weekend is worth 100 points for a total of 300 points (essentially, you lose about 35 points for each class you miss). ONLY UNIVERSITY APPROVED MEDIAL EMERGENCIES WILL BE ACCEPTED … NO OTHER EXCUSES, WHETHER UNIVERSITY APPROVED OR NOT WILL BE ACCEPTED, IF THIS IS A PROBLEM FOR YOU, DROP NOW!!!!!
1. **Professor and Student Responsibilities:**
* I realize that every now and then, unexpected and difficult situations arise. However, when you enrolled in this class, you made a commitment to me, to yourself, and to your fellow classmates. I expect you to fulfill that commitment to the best of your ability. If you are unable to fulfill my expectation, I am really not interested in your reasons. That does not mean that I am cold and heartless, just that I have established standards for my classes that I know work from many years of experience.
* Experience has shown that it is impossible for students who miss class to pass this course. However, the reverse is also true. Those students who do not miss class and who submit work on time generally score quite high. This course is one that builds from meeting to meeting and one concept to another and requires that previously covered material be understood before one can reasonably expect to move to the next.Attendance is therefore expected.  Attendance will be taken at various points during the term.  Students who are not present when attendance is taken will not be credited with attending class on that day.
1. **Make up Policy:**
* There will be no excused absences on exam days and no assignments can be made up! Any paper/project/in class work not turned in/completed on the date and time specified in the syllabus will receive a zero. Only documented medical emergencies will be considered as reasonable excuses for allowing a paper/project to be turned in late, an exam made up, or a presentation delayed, all others will be given a zero. Due dates are set in the course schedule for turning in projects and for giving presentations ~ due to the nature of these requirements, they cannot be made up. If you miss any of the assignments in this class, you are to go have your excuse evaluated by the Dean of Students, only excuses accepted by the university and mandated upon me will be accepted. **THIS MUST OCCUR WITH IN 48 HOURS OF THE MISSING OF THE ASSIGNMENT (UNLESS A LENGTHY MEDICAL STAY IS REQUIRED DUE TO AN EMERGENCY). IF I AM NOT GIVEN SAID NOTICE FROM THE UNVERSITY WITHIN 48 HOURS OF YOUR MISSING OF AN ASSIGNMENT, THE ZERO YOU HAVE BEEN GIVEN WILL REMAIN. (You can then file a grade appeal and we will have others review my decision and actions at that point).**

1. **Extra Credit:**
* At various points during the semester the instructor MAY offer opportunities for students to gain extra credit points. These are generally onetime events which reward students who take advantage of opportunities to attend out of class presentations or complete assignments in class. These can NEVER be made up; there is ample opportunity in this class for each student to obtain more than enough points to achieve an “A” ~ therefore, opportunities are a PRIVILAGE not a RIGHT and at the instructor’s discretion.
1. **Office Hours:**
* I encourage all my students to make use of my office hours, they are there for you. If you can’t make it at the scheduled times, let me know and we can arrange to meet at another time. However, this invitation is only for those students who come to class on a regular basis and put forth a genuine effort to learn. Also, please keep in mind that I have a life too (albeit, dark and demented), and while my office hours are mandatory, my other time is not, so my flexibility can only extend so far.
1. **Course Materials:**
* A syllabus with a detailed schedule is provided for each course, the instructor will do their utmost to follow the syllabus and it is expected that the student will as well. All due dates are listed and will be enforced (do not ask for them to be altered for any reason). Most lectures will be on PowerPoint. These presentations will generally occur one time in the course while the material is being discussed in class. I may post online lecture shells for you to use.)
1. **Cheating, Plagiarism, and General Academic Dishonesty:**
* Don’t cheat or plagiarize! Academic dishonesty is something I take very seriously and will not tolerate. Anyone caught cheating or plagiarizing will automatically receive a failing grade for the course and will be referred to the dean for appropriate disciplinary action. Plagiarism from the internet has become a very serious problem and professors now have access to various software programs to identify this behavior, so at this point in your academic career, don’t risk it!
1. **University Policies/Instructor Prerogative:**
* **University ADA Statement**: The American with Disabilities Act has established a robust set of Federal Regulations that ensure employees and students receive fair and reasonable accommodations as they work and study. It has been my experience that students with disabilities exert considerable effort to achieve their educational goals. Moreover, I have found the accommodations to represent efforts in good pedagogy rather than special treatment for the student. As such, I hope each of you will work collaboratively with the Office of Disabled Student Services as the need arises.
* Any items or events not covered in this syllabus will be handled according to established university policies and/or instructor’s prerogative.

** Brief Faculty Member Biographical Sketch**

**Dr. Gordon A. Crews** is a *Professor of Criminal Justice & Criminology* in the Department of Integrated Science and Technology at *Marshall University* (WV). Dr. Crews began his teaching career in 1990 as department head of the Criminal Justice & Paralegal program at *Sumter Area Technical College* (SC) at twenty five years old while still in graduate school working towards his Master of Criminal Justice Degree. He would complete his first seven years of teaching at the community college level by then moving to *Midlands Technical College* (SC). Since 1997, Dr. Crews has served as a faculty member and/or academic administrator at the *University of South Carolina Beaufort* (SC), *Valdosta State University* (GA), *Jacksonville State University* (AL), *Roger Williams University* (RI), *Cameron University* (OK), and *Washburn University* (KS).

In addition to over 23 years of post-secondary education experience, Dr. Crews has conducted POST certified training in South Carolina, Georgia and Alabama in the areas of proper police practice. He has also worked with the *Turkish National Police* and *Ghana National Police* on community policing initiatives. Most recently he has begun communication with the *Japan National Police Academy* on a comparison of police practices between Japan and the United States.

He earned a Ph.D. in Education/Criminal Justice, a Graduate Certificate in Alcohol & Drug Studies, a Bachelor of Science in Criminal Justice, and Masters of Criminal Justice, from the *University of South Carolina* (SC). He served as Executive Counselor for the Juvenile Justice Section of the *Academy of Criminal Justice Sciences* and as former President and member of the Board of Directors for the *Southern Criminal Justice Association*. In 2008 he was appointed for a three year term as the Executive Director of the Secretariat for this same organization. In 2010 he had the honor of being appointed the first President of the charter *Phi Kappa Phi* National Honor Society Chapter at *Marshall University* (WV).

Prior to teaching, Dr. Crews worked in law enforcement (in South Carolina at *Richland Country Sheriff’s Department* and *University of South Carolina Police Department* and in Georgia at *Floyd Country Sheriff’s Department*/*Mount Berry College Police Department*) as a bloodhound/narcotics k-9 officer & trainer, field-training officer, and criminal investigator (*crimes against persons/sexual assault*); in corrections as a training and accreditation manager; and in insurance fraud as a private licensed investigator.

His publications include refereed journal articles dealing with juvenile and school violence, Occult/Satanic involvement and youth, and various law enforcement and correctional issues. His books include *Faces of Violence in America* (1996), published by Simon & Schuster; *The Evolution of School Disturbance in America: Colonial Times to Modern Day* (1997), published by Praeger; *A History of Correctional Violence: An Examination of Reported Causes of Riots and Disturbances* (1998), published by the American Correctional Association; *Chasing Shadows: Confronting Juvenile Violence in America* (2001), published by Prentice Hall; *Living in Prison: A History of the Correctional System with an Insider’s View* (2004), published by Greenwood Publishers; and, his most recent book is entitled, *In the Margins: Special Populations and American Justice* (2008), published by Prentice Hall.

Dr. Crews has myriad current research interests/efforts in the areas of violence and resulting societal reactions. A primary project as of late 2012 is the interviewing and surveying of 78 incarcerated school violence (K-12) offenders across the United States. A secondary effort is in working on a new book with a convicted murderer on death row in South Carolina dealing with the realities of living in prison and being incarcerated in the United States. A third, and ongoing, focus is on an international comparison of police and societal response to individuals involved in alternative belief practices (e.g., Satanism, Wicca, Goth, etc.). Through these efforts, he currently has three manuscripts in process, *School Shooters Speak: Incidents, Perpetrators, and Findings* (Carolina Academic Press), *Juvenile Delinquency and Violence: Examining International Police and Societal Response* (CRC Press), and *The Complete Idiot’s Guide to Living and Dying in Prison* (Alpha Books).

Since 2000, he has conducted extensive field research in these areas across the United States, United Kingdom, Middle East, Netherlands, Central Europe, Scandinavia, Turkey, Ghana, Central and Eastern Europe (Greece, Macedonia, Bulgaria, Romania, Hungry, Slovakia, Austria, Czech Republic, Slovenia, Serbia, and Croatia). His most recent research was conducted in Brazil (2010), Japan (2011), and in the United Kingdom and the Republic of Ireland (2012).

Perhaps his most relevant experience which speaks to his ability as an effective expert witness in policing and correctional matters is his role as a lead police/correctional expert in a grant-funded review of police and correctional training curricula (state, county, and municipal) from more than 60 academies across the United States. This 3 year project involved evaluating all academy curricula and noting what courses were offered, their length and content, and other characteristics of the curricula, instructors, and academies. This work resulted in a complex statistical evaluation and recommendations to improve curricula and make training more effective. The results of this work have been presented at various regional and national conferences and are being developed into manuscripts for publication review in respected criminal justice journals.

Dr. Crews has also appeared as a consultant on national and international programming such as *CNN, MSNBC, Good Morning America, Anderson Cooper 360◦, The Abrams Report, Nancy Grace, Gloria Van Susteren, Ghana, African National Television,* and *Due Diligence on Voice of Russia Radio Network.*

**Presentation Evaluation Sheet**

**SPRING 2014**

**CJ 480/580: Special Topics in Criminal Justice**

**Name(s):** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Criteria for grading:**

1. **Quality of Analysis (50): 0 10 20 50 75 100**

*(Does the presenter(s) accurately examine the topic and logically structure the parts of the presentation?)*

1. **Intellectually stimulating (50): 0 10 20 50 75 100**

*(Does the presentation provide thought-provoking information?)*

1. **Use of Visuals (50): 0 10 20 50 75 100**

*(Does the presenter(s) use at least 5 visuals in the presentation, PowerPoint counts as 3 visuals)*

**Additional Comments:**

**Total Points:** \_\_\_\_\_\_\_\_