

New Course Form

For help filling out the form press F1 or look at the bottom of the screen. For additional instructions, see **Course Form Instructions**.

Type of Action | **New Course – Course not previously offered.**

- Catalog Prefix and Number*: **HIS 215**
- Course Title: **Historical Perspectives on Prisons and Police Work**

Pilot Course Information:

Are you requesting pilot status only at this time? Yes No

Implementation Date?

Are you requesting pilot status in addition to regular approval process? Yes No

Implementation date? Fall or Spring? Spring Year? 2014

Has this course been previously approved as pilot status Yes No

- Justification for requested action.

Crime, police work and prisons are much discussed topics in American society. This course will give students historical perspectives that will help them better understand the current state of these complex topics. Emphasis will be placed on the evolving conceptions of the causes of and cures for criminal behavior, and the professionalization of police and correction personnel.

This course will give students in the Criminal Justice Program an option for acquiring Heritage credit in a way that ties in with their program. The topics will likely appeal to students of History, Sociology and Social Work, as well.

- Submitting Entity: Curriculum Committee:

Or College: **BCTC**

- Person(s) Primarily Responsible for Proposal (**Complete item only if course is not part of a curriculum package. Verify that members are still current and active prior to submission.**):

<u>Name</u>	<u>Teaching Area</u>	<u>College</u>
Jake Gibbs	History	BCTC
Mike Littrell	Criminal Justice	BCTC
Vicki Wilson	Communication	BCTC

Involvement of Others (Identify Individuals):

6. System Office Staff:

7. Others:

8. Is this course offered at other colleges? Yes No
 If yes, have they been involved in the development of this course? Yes No N/A

9. Is this course duplicative or similar to other courses offered by KCTCS? Yes No
 If yes, Justification:

10. Credit / Contact Hours: 10a. Semester Credit Hours: Minimum **3** Maximum **3**

10b. Semester Contact Hours: **45** If lab, etc., ratio of contact hours to credit hours. (See contact/credit hour ratio chart)

11. Grading Basis: Graded- P/NP ABC/NC
 (Includes grades: A,B,C,D,E calculates in the GPA) (Includes grades: P,F not included in the GPA) (Includes grades: A,B,C,D,MP,F,P not included in the GPA)

12. Repeat for additional credit: Yes No

(Repeat for additional credit. Check "yes" if the student may repeat the course and receive additional credit. This usually applies to special topics courses that can be repeated for additional credit if a different topic is taken. Indicate maximum amount of credit a student may earn and the total number of completions. For example, for a 1-4 credit course that may be repeated with different topics up to a maximum of 6 credits, enter 6 total credits and 6 completions.)

The number of completions should be based on the minimum number of credits Example: **Course credits 1-4; Number of total credits in course – 6;** then the total number of completions should be 6. (Total credits in course (6 credits) divided by the minimum number of course credits (1 credit) = 6 repeats.)

PeopleSoft will prevent students from enrolling when either the number of total credits is met or the number of total completions is met.

If yes, complete the following:

Total credits allowed:

Total completions:

13. Open Entry – Open Exit: Yes No

14. Course Attribute: Each course will be assigned one of the following course attributes:

DEVL (Transitional) TECH (Technical) OTHR (Other)

Since new courses must be approved prior to gaining general education status, cultural studies status, or digital literacy status, these attributes will be assigned administratively upon status approval.

15a. Components (Check all components that require scheduling. For each component that is checked, enter the credit hours and contact hours for each component that is checked.):

Component	Credit Hours	Contact Hours	Component	Credit Hours	Contact Hours
<input checked="" type="checkbox"/> Lecture	3	45	<input type="checkbox"/> Practicum		
<input type="checkbox"/> Laboratory			<input type="checkbox"/> Co-Op		
<input type="checkbox"/> Clinical			<input type="checkbox"/> Discussion		

OR

15b. Integrated Components (If components are integrated, and only one component (lecture or lab) needs scheduling, rather than both lecture and lab, complete this section.)

Lecture/ Lab	Lecture Credit	Lecture Contact	Lab Credit	Lab Contact

16. Requisites:

Pre-requisite	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	If yes, list:
Co-requisite	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	If yes, list:
Pre-requisite or Co-requisite	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	If yes, list:

17. Implementation Term (Course scheduled to begin, ex. Fall 2014): **Spring 2014**

18. Proposed Course Description (Course description as it will appear in the catalog. Each statement must begin with a verb.):

Examines historical development of police work and prisons from the early modern period to the present. Develops an understanding of current practices in criminology, placing emphasis on the evolving conceptions of the causes of and cures for criminal behavior, and the professionalization of police and corrections personnel.

Course Proposal Rationale:

19. Will this course be a part of an approved curriculum/curricula? Yes No

If yes, which curriculum/curricula?

(Submit a New Curriculum or Revision Form)

Course Competencies and Delivery:

20. Proposed Course Competencies/Student Outcomes (*If part of an organized curriculum, how does it relate to program competencies /outcomes? **Begin statement with a capital letter and end with a period.***):

Upon completion of this course, the student can:

1. Describe the theories of Enlightenment epistemological and their influence on how crime has been constructed in Western culture.
2. Discuss the advent and evolution of police work.
3. Discuss the advent and evolution of prisons.
4. Explain how and why many of the “great ideas” in penal reform have been failures.
5. Describe the current crisis of overpopulation in American prisons and the problem of recidivism.

21. Course Outline (*Two-level outline required. Although courses may have more than two levels, the third level is not necessary.*)

- I. Ancient and Medieval Perspectives
 - a. Greece and Rome
 - b. The Middle Ages
 - c. Early Modern
- II. Enlightenment Thought
 - a. John Locke
 - b. Immanuel Kant
 - c. Cesare Beccaria
 - d. Jeremy Bentham
- III. Nineteenth Century Police Work
 - a. Robert Peel and the Bobbies
 - b. New York City and the Irish Cop
- IV. Nineteenth Century Prison “Reforms”
 - a. The Penitentiary Movement, 1829-1870
 - b. The Panopticon: Eastern State
 - c. The Auburn System and Sing Sing
 - d. The Reformatory Era 1870-1900
- V. The Twentieth Century

- a. The Industrial Prison Model
 - b. Alcatraz
- VI. Harbingers of Change
- a. Chicago 1968
 - b. Attica 1971
- VII. Recent Reforms
- a. Humanizing the prison and setbacks
 - b. Transformation of “the cops”
- VIII. The Twenty-first Century
- a. The current state of prisons
 - b. True Professionals on the beat

22. List of experiments/activities (*Courses with components other than lecture. e.g., laboratory, clinical, practicum, etc., must include a sample list of experiment topics or activities. Does not have to be all-inclusive.*):

23. Indicate sample suggested classroom resources for course (Should not have publishing date greater than five years.)

Example:

Sorrentino, S. A. & Gorek, B. (2010). *Mosby's textbook for long-term care assistant* (6th ed.). St. Louis, MO: Elsevier/Mosby-Year Book, Inc. ISBN-10: 0323075835 ISBN-13: 978-0323075831

SUGGESTED LEARNING RESOURCES FOR THIS COURSE

Morris, N., & Rothman, D. J. (1997) *The Oxford History of the Prison: The Practice of Punishment in Western Society*, New York, Oxford University Press. ISBN-10: 0195118146
ISBN-13: 978-0195118148

Wadman, R.C., & Allison, W.T. (2003) *To Protect and to Serve: A History of Police in America*, Upper Saddle River, NJ: Prentice Hall. ISBN-10: 0131120646, ISBN-13: 978-0131120648

Kerman, P. (2011), *Orange Is the New Black: My Year in a Women's Prison*, New York: Spiegel & Grau. ISBN-10:0385523394, ISBN-13:978-0385523394

24. Provide a rationale for using textbook/references older than five years.

These books are the most recent editions of the standard works in the field.

25. May this course be used as an equivalent for other courses? **Yes**
If yes, please list.

No

Signatures: Complete and submit a signature page for every proposal.

*The System Office assigns new course numbers. Contact Sydney Baseheart at Sydney.baseheart@kctcs.edu.