

# CJ 5331 Punishment

Summer 2, 2015

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Office Hours	Mondays 8 – 10 Tuesdays 8 -10	I'm usually around my door is open	

## Text:

### Book 1

Marquart, James W., Eklund-Olson, Sheldon, Sorensen, Jonathan R., (1994) *The Rope, the Chair, and the Needle: Capital Punishment in Texas 1923-1990*. University of Texas Press, Austin.

### Book 2

Punishment and Modern Society Garland, University of Chicago  
ISBN: 0-226-283828

## Description:

In this course we will review the public policy concerning the Death Penalty and Punishment. We will further look into issues that may or may not affect the use of the death penalty within the various States. This class will be conducted completely on Blackboard.

## Evaluation:

- |                  |     |
|------------------|-----|
| 1. Mid-Term      | 25% |
| 2. Presentation  | 25% |
| 3. Participation | 25% |
| 4. Final         | 25% |

Exams:

### Mid-Term

The mid-term will be held on **July 20th, 2015**. The test will be placed on Blackboard and you will have 4 hours to complete the exam from the time you begin. The test will be up to 50 questions, multiple-choice and/or true/false the exam will cover chapters 1 through 4 of the Marquart book.

Additionally, there will be some general questions that you will need to find on your own (book 2 will help some) – that's why its FOUR hours. The exam will stay posted for 24 hours, starting at noon – ending at noon.

## **Final**

The final exam will be held on **August 7<sup>th</sup>, 2015**. The test will be placed on Blackboard and you will have 4 hours to complete the exam from the time you begin. The test will be a comprehensive up to 50 questions, covering chapters 5 through 8 of the Marquart book. As well as ideas and general questions from the whole course. Application will be the same as exam 1 in time and format.

## Presentation:

A presentation will be required for this course. Each Student will be required to state a case pro or con on an issue as it relates to the implementation of the Death Penalty. Each Student will be assigned the issue and the side of the argument they will be on.

**For example** if you are assigned the pro side of race you will state your case showing evidence on how race affects the seeking and handing out of the death penalty. On the other side you would be required to show how race is not an issue in the handing down of the death Penalty.

These presentations will be placed on the Discussion Boards on the thread prepared by the due date. Assignments of issue and side of the case will be placed on the assignments page. This presentation is intended to simulate classroom discussion and each student is required to make comments on the presentations that are given.

## Participation:

In addition to the presentations and student comments there will be several questions placed in the message boards to simulate classroom discussion. Each student is required to respond to these questions and answer any questions raised by other students. Make sure that you check the Message boards often to keep up with the discussion threads.

## Tentative Outline

11-12 Introductions

15-19 what is the purpose of punishment?

17-21 Race

22-26 Gender  
29--2 Location & Cost  
5 – 9 Effectiveness  
12 – 15 Discussion Boards

**Criminal Justice Graduate Program Learning Objectives (PLOs)**

- PLO 1.** Demonstrated knowledge of specific Legal Liabilities for Criminal Justice professionals. The ability to recognize violations of an individual's rights bases on Constitutional protections, and the awareness of the consequences of those violations to individuals and agencies. The ability to apply basic legal research skills to identify and compare current court rulings on criminal justice policies.
- PLO 2.** Applicable knowledge of specific Criminological theories. The ability to identify and apply Criminological theories to criminal events. A working skill set of Criminological theory, with the ability to compare and contrast competing theoretical arguments.
- PLO 3.** Workable knowledge of the process and application of the methods of scientific research. The ability to critique a piece of research based on its methodology. The ability to identify bias within a research model. The ability to apply research into criminal justice policy.