

Critical Issues in Corrections: CJ 4302

Spring 2016

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Office Hours	Mon, Tues, Thursday 8am – 11am		

Generally, if you have a question about the class, emailing me will get a very quick answer.

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Notice – this class requires that you maintain and check your **Sul Ross Email Account**. All announcements for this course will go to your Sul Ross Email.

Text:

The Dilemmas of Corrections

5<sup>th</sup> Edition

Haas/Alpert

Waveland Press

ISBN: 9781577663980

Description:

In this course we will review the public policy concerning the most topical issues in Corrections. We will look at topics: Race, Punishment, Sentencing inequality, Rehabilitation, Private v Public prison facilities, and the Radicalization of Inmates in this era of terrorism. This is an upper level course, therefore, expectations for student performance is high.

Evaluation:

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

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

**PLO 1.** Demonstrated knowledge of specific areas of the U.S. Constitution as it relates to specific legal liabilities of criminal justice professionals. The ability to identify, assess, and compare Constitutional protections and individual rights and recognize violations of those Rights. Workable knowledge of the most significant legal challenges to criminal justice policy and the resulting changes to those policies.

**PLO 2.** Demonstrate knowledge of Criminological theories, and apply those theories to practical criminal justice events. The ability to identifying a prominent criminological theory within an actual criminal event or simulated criminal event. The ability to compare and contrast the basic concepts of the differing competing Criminological Theories.

**PLO 3.** Working knowledge of the specific language of the Criminal Justice and the ability to identify the individual parts of the CJ System. An awareness of the costs associated with the Criminal Justice System, and the ability to recognize and be aware of political influence on the system. The ability to apply historical knowledge of the CJ system and recognize patterns of system change.

## Exams:

### Mid-Term

The mid-term will open on **March 25<sup>th</sup>**, 2016. 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 50 question, multiple-choice exam covering sections I - III of the book and chapters

### Final

The final exam will open on **May 4<sup>th</sup>**, 2016. 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 non-comprehensive 50 question, multiple-choice exam covering the remainder of the text book.

## Video Presentations: The month of April

Each student will be assigned a video for their presentation during the Month of April. The presentation will consist of a review and critique of the assigned video. The student will relate the subject matter contained within the video with topics that have been discussed in the course.

Your presentations will be placed on the Discussion Boards on the thread assigned for you. This presentation is intended to simulate classroom discussion and each student is required to make comments on the presentations that are given. **All Video presentations must be completed by April 25<sup>th</sup> and all comments, must be completed by May 1<sup>st</sup>.**

## Discussion Board

In addition to the presentations and student comments there will be 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.

This is a large part of your grade, please note the following:

This is a “Discussion” Board, not a post a quick comment and leave board. Comments such as “I agree”, “Good Post”, or similar one liner are not going to be considered posts. Your post MUST stimulate a discussion. Additionally, using “texting” speak is not appropriate, and those posts will not be considered for grade. The “introductions” thread is just that. Just post something about yourself.

This is a upper level course, so you have the option of presenting a different view, even one you do not agree with! Mix it up. Present opposing points of view. Get after each other but KEEP IT CIVIL.

Get a discussion going, and get involved in that discussion.

The **Discussion threads will stay open for only one week**. If you do not post and miss the question, you have lost any credit for that posting.

## Tentative Outline

This may change depending on the development of the class over the Semester

Week of:

### January

- 18th Overview of Corrections
- 25th The History of punishment

### February

- 1st Punishment and religion
- 8th Punishment as social control
- 15<sup>th</sup> Punishment as redemption
- 22<sup>th</sup> Who is punished?
- 29<sup>th</sup> Prison

### March

- 7th Race
- 14<sup>th</sup>** Spring Break
- 21<sup>th</sup>** **Midterm**
- 28th The plantation prison system of the South

### April

- 4th Women's Prisons
- 11th Prison Gangs
- 18<sup>th</sup> Rehabilitation??
- 25th So, how do we fix it?

### May

- 4<sup>th</sup>** **Final Exam**

**Distance Education Statement:** Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For

more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.