

CJ 4332 Critical Issues in Corrections

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Books:

The Dilemmas of Corrections

5th Edition

Haas/Alpert

Waveland Press

ISBN: 9781577663980

Course Description: Corrections today has changed over the past several decades. From its existence to modern practices, students will see how corrections have gotten started and how it has been used throughout time. Corrections are popular all over the World but used in various ways and practices. You will see how corrections have grown and will also see advantages and disadvantages to ways of using these various forms of corrections. Students will see corrections from a prison and probation standpoint and will see why we punish and how we punish relative to the criminal justice system.

Criminal Justice Undergraduate Student Learning Objectives (SLOs)

- UG-CJ-SLO 1.** Student will be able to demonstrate knowledge of specific areas of the U.S. Constitution as it relates to specific legal liabilities.
- UG-CJ-SLO 2.** Student will be able to demonstrate knowledge of criminological theories, and apply those theories to an analysis of practical criminal justice events.
- UG-CJ-SLO 3.** Student will be able to demonstrate a working knowledge of the specific language of the Criminal Justice System, ability to identify the individual parts and costs associated with the Criminal Justice System, and demonstrated knowledge in recognizing the political influences on the CJ system.

Course Objectives: This course takes an academic service-learning approach to educating the student on the criminal justice response to using corrections. You will see how corrections today have changed over time and why it has changed. You will learn why and how punish according to different resources and theorists. We will take a look into prison history and the greatly used field of probation joined with prison overcrowding. Corrections today is more talked about than it ever has been due to

concerns of overcrowding, difference in opinions concerning the death penalty, and public expression on the overall criminal justice system.

As this is a Blackboard class, students are expected to log into the class frequently and turn in their assignments in a timely fashion. Any computer glitches must be reported promptly or the student will not receive credit on the affected work.

Technical problems can be reported to me - through e-mail is usually the best idea, and/or to the Sul Ross help desk by using lobo pass or calling 837-8888.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. *[If the course requires students to take proctored exams or to purchase additional software or equipment, please describe those requirements here.]* 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.

ADA (Americans with Disabilities Act)

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartze, M. Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8691. E-mail: mschwartz@sulross.edu .

Requirements/Grades: Final grades for this course will be based on your performance on the following items: Chapter Test– There will be 2 tests and they will each be 25 questions worth 4 points each for a total of 100 points per test = **200 points overall**, Discussion Questions (15) total questions worth 20 points each=**300 points overall**, one Cumulative Final Exam 50 questions worth 2 points each= **100 points overall**. There will also be an Extra Credit Assignment worth up to **30 total points**. This assignment is TBD to be determined and you will get an email when this assignment is posted on Blackboard. There is a total of 600 points plus 30 extra points if you choose to complete the Extra Credit Assignment.

Final Grades A= 600-540 points, B= 539-480 points, C= 479-420 points, D= 419-360 points, & F= under 360 points. Curves may be given depending on timeliness of

your assignments and work ethic. Complete assignments according to the syllabus schedule.

Tests: The tests will consist of 25 questions each. Test 1 will be 25 questions worth 4 points each for a total of 100 points. Test 2 will be the same criteria 25 questions worth 4 points each for a total of 100 points.

Discussion Questions: Each week there will be 1-2 discussion questions posted on the discussion board of Blackboard. Students will need to log frequently in order to deal with these questions in a timely manner. Students will also be expected to respond to the information posted by other students which may mean logging in several times a week. Students are expected to contribute in significant ways to the discussion boards, based on the readings, but also on personal experience and knowledge gained through other course work, media reports, etc. **This portion of the course is expected to replace the normal dialog that would occur within an in-class course and students will be expected to have a thorough knowledge of the subjects being discussed.**

The 15 DB questions from each chapter will represent 50% of your grade or 300 total points since they are worth up to 20 points each. This is a large figure for one assignment but the idea is to have a quality discussion and to replace the normal course presentation and paper with this assignment.

In order to receive the highest possible grade on this section of the course: 1-2 discussion questions will be posted each week. Normally these questions will be posted on Sunday. The original answer to the question must be posted by Thursday. The 2 responses to the posts of other students must be completed by Sunday.

Students will also need to address the information posted by other students. These postings should involve information you have to contribute to the discussion as well as any questions you may have for your other classmates or the professor. It is not necessary for each student to respond to the postings of every other student in the class. You must respond to a minimum of 2 other postings in order to receive full credit. Remember, this format is designed to replace the in class discussions that we would normally have. Ask each other questions. Apply your experience to the things others are saying. Give an opposing view.

This is an 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.

Cheating and Plagiarism: Students are expected to do their own work on all tests and papers. Cheating on tests and plagiarism on assignments will result in a grade of “F” on that part of the course, a possible grade of “F” for the entire course, and possible recommendation for suspension from the university.

Plagiarism consists of presenting the work of another as one's own (i.e., without proper acknowledgment of the source) and submitting examinations or other work in whole or in part as one's own when such work has been prepared by another person or copied from another person (see the Student Handbook).

Important!

See your instructor promptly if you are having problems with your course work or are in need of special assistance.

Tentative Course Schedule – Subject to change if needed

- Week 1- 1/29-2/5** Discussion Question # 1 & # 2- Read Chapter 2/Part II/ & Chapter 3
- Week 2- 2/5-2/12** Discussion Question # 3 – read Chapter 4/ Part III/ & Chapters 6 & 7
- Week 3- 2/12-2/19** Discussion Question # 4 & # 5 – read Chapters 8 & 9
- Week 4- 2/19-2/26** Discussion Question # 6 – read Chapters 11 & 12
- Week 5- 2/26-3/5** Discussion Question # 7 – read Part V and Chapters 16 & 17
- Week 6- 3/5-3/12** **Midterm: Test # 1, 25 questions from above readings**
- Week 7- 3/12-3/19** **Spring Break No Classes!**
- Week 8- 3/19-3/26** Discussion Question # 8 & #9 – read part VI & Chapters 22, 23, 24, & 25
- Week 9- 3/26-4/2** Discussion Question # 10- read Chapters 26, 27, & 28
- Week 10- 4/2-4/9** Discussion Question # 11 & # 12 – read part VII/ & Chapters 30, 31
- Week 11- 4/9-4/16** Discussion Question # 13 & #14 – read Chapters 32, 33
- Week 12- 4/16-4/23** Discussion Question 15 – read Chapter 34
- Extra Credit Assignment will be posted on Blackboard Worth 30 points!**
- Week 13- 4/23-4/30** **Test # 2, 25 questions from Week 8-Week 12**
- Week 14- 4/30-5/10** **Cumulative Final Exam, 50 Questions**