Sul Ross State University

Criminal Justice 4300
American Corrections
Spring 2022

Professor: Martin Guevara Urbina, Ph.D.
Classroom: Web
Class Meeting: Online

Office: 201 (Faculty Building)
Phone: 830-703-4820 (office, direct line)
Hours: Monday and Tuesday, 12:00 to 5:00. At times other than the specified days you are welcome to visit the Professor's office.
E-mail: murbina@sulross.edu

Student Learning Outcomes (SLOs):

1. Demonstrate proficiency in the application of legal concepts, theoretical applications, scientific principles, and historical trends in the criminal justice arena.

2. Demonstrate competency in the application of basic research methods, to include: research design, statistical analysis, and uses of empirical findings and interpretations.

3. Demonstrate the application of organizational principles, cultural, social and behavioral knowledge, critical thinking skills and cognitive thought processes within the criminal justice arena.

Marketable Skills for Criminal Justice Program:

1. **Oral and Written Comprehension:** The ability to listen and understand information, ideas, and ideologies presented through spoken words; and the ability to read and conceptualize information, perspectives, and ideologies presented in writing. Broadly, oral and written communication involves active listening, speaking, and learning.

2. **Critical Thinking:** This includes the ability to engage in reflective and independent thinking, which is fundamental for relevant inquiry and productive innovation, analysis, and synthesis of information, ideas, and propositions.

3. **Problem Solving:** Utilizing a humanist and liberating praxis, empower students to strategically utilize triangulation strategies for evaluating, finding, creating, and implementing solutions to difficult or complex issues in a never-constant society.

4. **Leadership Ability:** Transformational leadership, vital for motivating, decision making, and inspiring vision for achieving positive results—a defined mission.

Course (Catalog) Description: *An overview of state and federal correctional systems; methods of treatment of offenders and humanistic approach to corrections, institutional and community sanctions, and correctional administration is studied.*

Objective: *American Corrections* will offer a holistic analysis of the dynamics of the US correctional system, combined with an historical, sociological, theoretical, criminological, and legal examination of America's penal system, to include law, order, and justice, as it pertains to the implications, manifestations, and ramifications of criminal behavior. While the focus will be primarily, but not exclusively, on the evolution, structural and penal polices, profile of people in jails and prisons, and practicality, particular attention will be given to what I call a symbiotic triangle (society, law, and justice), giving us insight into the nature of social and criminal dynamics, legal systems, correctional institutions, and international penal arrangements. Some social scientists approach the penal system, as an institution of social control, from an *outside* rather an *inside* perspective, which focus on the violation of adopted laws as seen from inside the American society, often in an idealized form of social control and governance. Specifically, the intent of this course is to provide the student with a detailed understanding of 10 main topics, which are best expressed in the following questions:

1. What is penology; *corrections*? WHAT constitutes the correctional system? What is the **objective** of the penal system?

2. How is the penal system defined within the context of law, order, justice, jurisdiction, and time?

3. Pragmatically, philosophically, politically, economically, culturally, and socially, what do we mean by **American corrections**? Please think critically!

4. What are the most influential theoretical and philosophical ideologies (or mentalities) shaping MODERN correctional practices in the US? How has the correctional system, in the context of social control vis-à-vis institutionalization, particularly in regards to gender, race, ethnicity, and class, evolved in the US? What are the links between gender, class (SES), race, ethnicity, time, jurisdiction, and space?

5. What FORCES have driven and/or continue to drive correctional policy and practice as it pertains to inmates in jails, prisons, probation, and parole? What role do politics, the media, symbolism, power, social norms, and society play in the development and implementation of correctional expectations, polices, and treatment? Likewise, what role have **historical** EVENTS played in shaping and re-shaping penal policies?

6. What role does sensitive issues like race, ethnicity, culture, religion, and morality play in the evolution of correctional policy and application? How influential are subtle factors, like fear, revenge, and vindictiveness in shaping and reshaping correctional policy and practice?

7. WHO has played the most significant role in "shaping and reshaping" penal reform as it pertains to inmates? What are the reasons of amending existing laws?

8. What is the scope and nature of current "critical" issues currently confronting the American correctional system? For instance, some social scientists question the very existence of the US penal system as it stands today.

9. What are the avenues for the establishment of a realistic, logical, effective, and just penal system?

10. What is the future of American corrections, in the context of imprisonment, law, order, and justice?

The next set of questions is essentially definitional in nature. It is essential that we share the same definitions of issues, events, situations, or problems if we are to come to a common understanding of both the problem and any possible solutions/remedies. As such, the class's first segment deals with defining **American Corrections**, as it pertains to inmates and social control in the US and placing it in a global context.

The last set of questions is more analytical. A particular truism about human behavior, penology, criminological, sociological, and theoretical aspects of the nature of society is as follows: There are many typologies of penology, criminological, sociological, and legal theories as there are authors writing textbooks about the subject. The five-fold approach we will take is an amalgam of several such typologies:

> *History*—When deemed appropriate, we will make use of historical events, situations, and circumstances to better understand the subject matter by its totality. It is essential that we obtain an understanding and appreciation for historical ruptures and discontinuities as we try to bride existing gaps. According to an African proverb, "Until lions have their own historians, histories of the hunt will glorify the hunter."
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> *Theory*—Theoretically, we must investigate which theories provide the best guidance in our search for "truth and reality."
>
> *Law and Society*—In a society where most behavior is governed by some type of law, it is vital that we explore the relationship between law and society. To some scholars, laws are a measure of culture; crime, another element of all known cultures, is the violation of those laws. In essence, why do we have laws? Do we need laws? Does law makes a difference?
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> *Philosophy*—While penal, sociological, and criminological theories might serve as "road maps" to everyday life, philosophy gives "meaning" to human existence. It enables us to better appreciate what matters most at the END of the day.
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> *Poetry*—Even though poetry is one of the oldest forms of dialogue, it is seldom mentioned in academic discussions. Yet, poetry allows us to transcend the unknown … it allows us to dream the impossible … to dream the impossible dream. "Invent the age, invent the metaphor. Without a credible structure of law a society is inconceivable. Without a workable poetry no society can conceive a [person]." --Archibald MacLeish, Apologia, 1972.

The final question has policy overtones. First, we must briefly look at the nature and process of human behavior, in the context of criminal behavior and the US criminal justice system, with a focus on public safety, practicality, and justice. Next, we turn to the more difficult task of linking criminal justice policy, sociological, psychological, and criminological theory, particularly those we will review, to criminal behavior, legal rights, research, and practices.

Overall, this course is designed to introduce you to the nature and dynamics of corrections within the context of the criminal justice system and, by extension, social interactions in a broad context and, ultimately, human behavior in the world. By introducing you to influential issues that provide the frameworks to studying a wide variety of phenomena, I intend this course to be a basis for further, more in-depth study in the areas that interest you.

Course Context: As an upper-level course, this class may include controversial, sensitive, and/or adult material. For instance, what should happen to people currently dying in prison due to chronic illness, like AIDS? Should they be kept in prison until they die? Or, should they be released from prison? Students are expected to have the mentality and readiness for upper-level content and rigor.

Course Structure: This course will be presented in modules. Please note that the ENTIRE course will be taught **online** via Blackboard.

Required Texts:

Lynch, Michael (2007). *Big prisons, big dreams: Crime and the failure of America's penal system*. Piscataway, NJ: Rutgers University Press.
[**ISBN**: 978-0813541860]

Urbina, Martin Guevara (2007). *A comprehensive study of female offenders: Life before, during, and after incarceration*. Springfield, IL: Charles C Thomas, Publisher.
[**ISBN**: 978-0-398-07812-6]

Optional Readings:

Aday, Ronald (2003). *Aging prisoners: Crisis in American corrections*. Westport, CT: Praeger.

Alarid, Leanne Fiftal and Paul F. Cromwell, eds. (2006). *In her own words: Women offenders' views on crime and victimization*. Los Angeles, CA: Roxbury Publishing Company.

Atwood, Jane Evelyn (2000). *Too much time: Women in prison*. London: Umbrage Editions.

Belknap, Joanne (1996). *The invisible woman: Gender, crime, and justice*. Belmont: Wadsworth Publishing Company.

Bloom, Barbara, Meda Chesney-Lind, and Barbara Owen (1994). *Women in California prisons: Hidden victims of the war on drugs*. San Francisco: Center on Juvenile and Criminal Justice.

Bonczar, Thomas P. (2003). *Prevalence of imprisonment in the U.S. population, 1974-2001*. Washington, D.C.: U.S. Department of Justice.

Bosworth, Mary and Jeanne Flavin, eds. (2007). *Race, gender, and punishment: From colonialism to the war on terror*. Piscataway, NJ: Rutgers University Press.

Butler, Anne M. (1997). *Gendered justice in the American West: Women prisoners in men' penitentiaries*. Chicago: University of Illinois Press.

Carlen, Pat (1994). "Why study women's imprisonment or anyone else's?" *British Journal of Criminology,* 24: 131-140.

Churchill, Ward and Jim Vander Wall, eds. (1992). *Cages of steel: The politics of imprisonment in the United States*. Washington, D.C.: Maisonneuve Press.

Collins, Catherine Fisher (1997). *The imprisonment of African American women: Causes, conditions and future implications.* Jefferson, NC: McFarland & Company.

Cook, Sandy and Susanne Davies (1999). *Harsh punishment: International experience of women's imprisonment*. Boston: Northeastern University Press.

Davidson, R. Theodore (1974). *Chicano prisoners: The key to San Quentin*. New York: Holt, Rinehart & Winston.

Diaz-Cotto, Juanita (1996). *Gender, ethnicity, and the state: Latina and Latino prison politics*. Albany, NY: State University of New York Press.

DiIulio, John J. (1991). "Understanding prisons: The new and old penology." *Law and Social Inquiry,* 16: 65-114.

Ditton, Paula M. (1999). *Mental health and treatment of inmates and probationers*. Washington, D.C.: U.S. Department of Justice.

Fogel, David (1979). *"... we are the living proof": The justice model of corrections*. Cincinnati: Anderson.

Foucault, Michel (1995). *Discipline and punish: The birth of the prison*. New York: Vintage Books.

Gabel, Katherine and Denise Johnston, eds. (1995). *Children of incarcerated parents*. New York: Lexington Press.

Gilroy, Paul (1993). *The black atlantic*: *Modernity and double consciousness*. Cambridge, MA: Harvard University Press.

Girshick, Lori B. (1999). *No safe haven: Stories of women in prison*. Boston: Northeastern University Press.

Gomez, Laura E. (2007). *Manifest destinies: The making of the Mexican American race*. New York: New York University Press.

Gottschalk, Marie (2006). *The prison and the gallows: The politics of mass incarceration in America*. New York: Cambridge University Press.

Humphries, Drew (1999). *Crack mothers: Pregnancy, drugs, and the media*. Columbia: Ohio University Press.

Irwin, John and James Austin (2000). *It's about time: America's imprisonment binge*. Third edition. Belmont, CA: Wadsworth Publishing Company.

Mann, Coramae Richey (1993). *Unequal justice: A question of color*. Bloomington: Indiana University Press.

Mauer, Marc (1999). *Race to incarcerate*. New York: The New Press.

Reiman, Jeffrey and Paul Leighton (2009). *The rich get richer and the poor get prison: Ideology, class, and criminal justice*. Ninth edition. Upper Saddle River, NJ: Prentice Hall.

Ruddell, Rick (2004). *America behind bars: Trends in imprisonment, 1950 to 2000*. New York: LFB Scholarly Publishing.

Ruiz, Vicki (1999). *From out of the shadows: Mexican women in Twentieth-Century America*. New York: Oxford University Press.

Santos, Michael G. (2007). *Inside: Life behind bars in America*. New York: St. Martin's Griffin.

Tonry, Michael, ed. (2006). *The future of imprisonment*. New York: Oxford University Press.

Recommended Readings:

Books:

Alvarez, Sofia Espinoza and Martin Guevara Urbina, eds. (2018). *Immigration and the law: Race, citizenship, and social control*. Tucson, AZ: University of Arizona Press.

Urbina, Martin Guevara and Sofia Espinoza Alvarez, eds. (2018). *Hispanics in the U.S. criminal justice system: Ethnicity, ideology, and social control* (2nd ed.). Springfield, IL: Charles C Thomas.

Urbina, Martin Guevara and Sofia Espinoza Alvarez (2017). *Ethnicity and criminal justice in the era of mass incarceration: A critical reader on the Latino experience*. Springfield, IL: Charles C Thomas.

Urbina, Martin Guevara and Claudia Rodriguez Wright (2016). *Latino access to higher education: Ethnic realities and new directions for the twenty-first century*. Springfield, IL: Charles C Thomas, Publisher Ltd.

Urbina, Martin Guevara and Sofia Espinoza Alvarez, eds. (2015). *Latino police officers in the United States: An examination of emerging trends and issues*. Springfield, IL: Charles C Thomas, Publisher Ltd.

Urbina, Martin Guevara, ed. (2014). *Twenty-first century dynamics of multiculturalism: Beyond post-racial America*. Springfield, IL: Charles C Thomas, Publisher Ltd.

Urbina, Martin Guevara, Joel E. Vela, and Juan O. Sanchez (2014). *Ethnic realities of Mexican Americans: From colonialism to 21st century globalization*. Springfield, IL: Charles C Thomas, Publisher Ltd.

Urbina, Martin Guevara (2012). *Capital punishment in America: Race and the death penalty over time*. El Paso, TX: LFB Scholarly Publishing.

Urbina, Martin Guevara, ed. (2012). *Hispanics in the U.S. criminal justice system: The new American demography*. Springfield, IL: Charles C Thomas, Publisher Ltd.

Urbina, Martin Guevara (2008). *A comprehensive study of female offenders: Life before, during, and after incarceration*. Springfield, IL: Charles C Thomas, Publisher Ltd.

Urbina, Martin Guevara (2003/2011). *Capital punishment and Latino offenders: Racial and ethnic differences in death sentences*. New York: LFB Scholarly Publishing.

Book Chapters:

Urbina, Martin Guevara and Ilse Aglaé Peña (2018). "Policing borders: Immigration, criminalization, and militarization in the era of social control profitability." In *Spatial policing: The influence of time, space, and geography on law enforcement practices*, edited by Charles Crawford. Durham, NC: Carolina Academic Press.

Alvarez, Sofia Espinoza and Martin Guevara Urbina (2018). "U.S. immigration laws: The changing dynamics of immigration through time." In *Immigration and the law: Race, citizenship, and social*, edited by Sofia Espinoza Alvarez and Martin Guevara Urbina. Tucson, AZ: University of Arizona Press.

Alvarez, Sofia Espinoza and Martin Guevara Urbina (2018). "Immigration, criminalization, and militarization in the age of globalization." In *Immigration and the law: Race, citizenship, and social control*, edited by Sofia Espinoza Alvarez and Martin Guevara Urbina. Tucson, AZ: University of Arizona Press.

Urbina, Martin Guevara and Sofia Espinoza Alvarez (2018). "Immigration laws and social control movements: Situating the realities of immigration in the twenty-first century." In *Immigration and the law: Race, citizenship, and social control*, edited by Sofia Espinoza Alvarez and Martin Guevara Urbina. Tucson, AZ: University of Arizona Press.

Urbina, Martin Guevara and Sofia Espinoza Álvarez (2018). "The Latino Condition in the Age of Mass Incarceration: Ethnicity, Diversity, Change, and Social Control." In *Hispanics in the U.S. Criminal Justice System: Ethnicity, Ideology, and Social Control* (2nd ed.). Springfield, IL: Charles C Thomas.

Peña, Ilse Aglaé and Martin Guevara Urbina (2018). "The Legacy of Capital Punishment: Executing Mexicans and Other Latinos." In *Hispanics in the U.S. Criminal Justice System: Ethnicity, Ideology, and Social Control* (2nd ed.). Springfield, IL: Charles C Thomas.

Álvarez, Sofia Espinoza and Martin Guevara Urbina (2018). "Life After Prison: Recommendations for Overcoming Legal Barriers, Community Reentry, and Steps for Making It Outside." In *Hispanics in the U.S. Criminal Justice System: Ethnicity, Ideology, and Social Control* (2nd ed.). Springfield, IL: Charles C Thomas.

Urbina, Martin Guevara and Sofia Espinoza Álvarez (2018). "The New Frontier: Globalization, Latinos, and Criminal Justice." In *Hispanics in the U.S. Criminal Justice System: Ethnicity, Ideology, and Social Control* (2nd ed.). Springfield, IL: Charles C Thomas.

Álvarez, Sofia Espinoza and Martin Guevara Urbina (2018). "The Future of Latinos and the U.S. Criminal Justice System." In *Hispanics in the U.S. Criminal Justice System: Ethnicity, Ideology, and Social Control* (2nd ed.). Springfield, IL: Charles C Thomas.

Urbina, Martin Guevara (2016). "Life after prison for Hispanics." In *The new Latino studies reader: A twenty-first-century perspective*, edited by Ramon A. Gutierrez and Tomas Almaguer. Berkeley: University of California Press.

Urbina, Martin Guevara and Sofia Espinoza Alvarez (2015). "Situating the current state of research on Latino police and ethnic community in twenty-first century America." In *Latino police officers in the United States: An examination of emerging trends and issues*, edited by Martin Guevara Urbina and Sofia Espinoza Alvarez. Springfield, IL: Charles C Thomas, Publisher Ltd.

Alvarez, Sofia Espinoza and Martin Guevara Urbina (2015). "Bridging the gaps and future research: Thinking ahead." In *Latino police officers in the United States: An examination of emerging trends and issues*, edited by Martin Guevara Urbina and Sofia Espinoza Alvarez. Springfield, IL: Charles C Thomas, Publisher Ltd.

Urbina, Martin Guevara, Ferris Roger Byxbe, and Sofia Espinoza Alvarez (2015). "Policy recommendations: Toward a new police force." In *Latino police officers in the United States: An examination of emerging trends and issues*, edited by Martin Guevara Urbina and Sofia Espinoza Alvarez. Springfield, IL: Charles C Thomas, Publisher Ltd.

Alvarez, Sofia Espinoza and Martin Guevara Urbina (2015). "The future of Latino officers in the American police." In *Latino police officers in the United States: An examination of emerging trends and issues*, edited by Martin Guevara Urbina and Sofia Espinoza Alvarez. Springfield, IL: Charles C Thomas, Publisher Ltd.

Alvarez, Sofia Espinoza and Martin Guevara Urbina (2014). "From the shadows of the past: Revolutionizing multiculturalism in the midst of globalization—A twenty-first century challenge." In *Twenty-first century dynamics of multiculturalism: Beyond post-racial America*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.

Urbina, Martin Guevara (2014). "It's a new world: The changing dynamics of multiculturalism." In *Twenty-first century dynamics of multiculturalism: Beyond post-racial America*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.

Urbina, Martin Guevara (2014). "The future of U.S. multiculturalism: Si se puede." In *Twenty-first century dynamics of multiculturalism: Beyond post-racial America*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.

Peña, Ilse Aglaé and Martin Guevara Urbina (2012). "The legacy of capital punishment: Executing Latinas and Latinos." In *Hispanics in the U.S. criminal justice system: The new American demography*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.

Urbina, Martin Guevara (2012). "The dynamics of education and globalization in the new millennium: The unspoken realities." In *Hispanics in the U.S. criminal justice system: The new American demography*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.

Urbina, Martin Guevara (2012). "Ethnic constructions: The making of the upcoming majority, Latinas and Latinos." In *Hispanics in the U.S. criminal justice system: The new American demography*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.

Urbina, Martin Guevara (2012). "Indigent defendants and the barriers they face in the U.S. court system." In *Hispanics in the U.S. criminal justice system: The new American demography*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.

Urbina, Martin Guevara (2012). "Life after prison: Ethnic, racial, and gender realities." In *Hispanics in the U.S. criminal justice system: The new American demography*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.

Urbina, Martin Guevara (2012). "The American criminal justice system and the future of Latinos and Latinas." In *Hispanics in the U.S. criminal justice system: The new American demography*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.

Nieling, Sara and Martin Guevara Urbina (2008). "Epilogue: Thoughts for the future." In *A comprehensive study of female offenders: Life before, during, and after incarceration*, by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.

Urbina, Martin Guevara and Leslie Smith (2007). "Colonialism and its impact on Mexicans' experience of punishment in the United States." In *Race, gender, and punishment: From colonialism to the war on terror*, edited by Mary Bosworth and Jeanne Flavin. Piscataway, NJ: Rutgers University Press.

Refereed (Peer-Reviewed) Journal Articles:

Urbina, Martin Guevara and Ilse Aglaé Peña (2018). "Crimmigration and Militarization: Policing Borders in the Era of Social Control Profitability." *Sociology Compass*, December, 1-16.

Urbina, Martin Guevara and Sofia Espinoza Alvarez (2016). "Neoliberalism, criminal justice, and Latinos: The contours of neoliberal economic thought and policy on criminalization." *Latino Studies*, 14: 33-58.

Alvarez, Sofia Espinoza and Martin Guevara Urbina (2014). "Capital punishment on trial: Who lives, who dies, who decides—A question of justice?" *Criminal Law Bulletin*, 50: 263-298.

Byxbe, Ferris Roger and Martin Guevara Urbina (2014). "The global epidemic of prescription drug abuse: The American experience." *International Journal of Liberal Arts and Social Science*, 2: 208-216.

Byxbe, Ferris Roger and Martin Guevara Urbina (2013). "The globalization of crime in American schools: An assessment of emerging trends in the twenty-first century." *International Journal of Humanities and Social Science*, 2: 1-13.

Byxbe, Ferris Roger and Martin Guevara Urbina (2013). "*In loco parentis*: The contours of the Fourth Amendment in American public schools." *International Journal of Arts and Commerce*, 2: 11-26.

Urbina, Martin Guevara and Ferris Roger Byxbe (2012). "Capital punishment in America: Ethnicity, crime, and social justice." *International Journal of Humanities and Social Science*, 2: 13-29.

Urbina, Martin Guevara and Ferris Roger Byxbe (2011). "Interacting forces in the judicial system: A case study in American criminal law." *International Journal of Humanities and Social Science*, 1: 141-154.

Byxbe, Ferris and Martin Guevara Urbina (2011). "Sexual harassment: Crossing the lines within the ranks." *Police Forum,* 20: 4-12.

Byxbe, Ferris, Martin Guevara Urbina, and Patricia Nicosia (2011). "Community oriented policing and partnerships: A recipe for success!" *Police Forum,* 20: 4-16.

Urbina, Martin Guevara and William Sakamoto White (2009). "Waiving juveniles to criminal court: Court officials express their thoughts." *Social Justice: A Journal of Crime, Conflict & World Order*, 36: 122-139.

Urbina, Martin Guevara (2007). "Latinas/os in the criminal and juvenile justice systems." *Critical Criminology: An International Journal*, 15: 41-99.

Ruddell, Rick and Martin Guevara Urbina (2007). "Weak nations, political repression, and punishment." *International Criminal Justice Review*, 17: 84-107.

Urbina, Martin Guevara (2005). "Transferring juveniles to adult court in Wisconsin: Practitioners voice their views." *Criminal Justice Studies: A Critical Journal of Crime, Law and Society*, 18: 147-172.

Urbina, Martin Guevara (2004). "Language barriers in the Wisconsin court system: The Latino/a experience." *Journal of Ethnicity in Criminal Justice,* 2: 91-118.

Urbina, Martin Guevara (2004). "A qualitative analysis of Latinos executed in the United States between 1975 and 1995: Who were they?" *Social Justice: A Journal of Crime, Conflict & World Order*, 31: 242-267.

Urbina, Martin Guevara and Sara Kreitzer (2004). "The practical utility and ramifications of RICO: Thirty-two years after its implementation." *Criminal Justice Policy Review*, 15: 294-323.

Ruddell, Rick and Martin Guevara Urbina (2004). "Minority threat and punishment: A cross-national analysis." *Justice Quarterly,* 21: 903-931.

Urbina, Martin Guevara (2003). "Race and ethnic differences in punishment and death sentence outcomes: Empirical analysis of data on California, Florida and Texas, 1975-1995." *Journal of Ethnicity in Criminal Justice*, 1: 5-35.

Urbina, Martin Guevara (2003). "The quest and application of historical knowledge in modern times: A critical view." *Criminal Justice Studies: A Critical Journal of Crime, Law and Society*, 16: 113-129.

Urbina, Martin Guevara (2002). "Furman and Gregg exist death row?: Un-weaving an old controversy." *The Justice Professional*, 15: 105-125.

Encyclopedia, Magazine, and Other Publications:

Urbina, Martin Guevara and Ilse Aglaé Peña (2019). "Capital Punishment in the U.S.: Doing Justice or an Illusion of Justice, Legitimated Oppression, and Reinforcement of Structural Hierarchies." *UCLA Law Review*, 66: 1762-1816.

Byxbe, Ferris and Martin Guevara Urbina (2017). "The New Face of Capital Punishment: Nitrogen Asphyxiation." *LAE Journal*, 45-48.

Byxbe, Ferris Roger, Donna Byxbe, Martin Guevara Urbina, and Patricia Nicosia (2011). "Prescription drugs: Generation Rx in crisis." *LAE Journal*, 34-36.

Byxbe, Ferris, Martin Guevara Urbina, and Patricia Nicosia (2010). "Community oriented policing and partnerships: A recipe for success!" *LAE Journal*, 22-25. (A reprint.)

Urbina, Martin Guevara (2005). "Puerto Rican nationalists." *Encyclopedia of Prisons & Correctional Facilities*, Vol. 2: 796-798. Edited by Mary Bosworth. Thousand Oaks, CA: Sage Publications.

Urbina, Martin Guevara (2003). "Good teachers never die." *Hispanic Outlook in Higher Education Magazine*, 13: 31-32.

Urbina, Martin Guevara (2002). "Death sentence outcomes." *Encyclopedia of Crime and Punishment*, Vol 2: 482-485. Edited by David Levinson. Thousand Oaks, CA: Sage Publications.

Weekly Assignments:

There will be ten (10) *Weekly Assignments*, each worth 10 points for a total of 100 points. The "Weekly Assignments" will be discussed further the first week of class. Please do NOT panic! Handouts will be posted to assist you as you prepare your weekly assignments.

Activities/Participation:

Please complete the **reading** assignments as assigned to avoid falling behind, and, more fundamentally, to capture the essence of the class. During the semester, I will be posting a question or a statement for you to **respond** (100 points) and post for ALL students to read. Again, please do NOT panic! If you do the reading, you should be fine. Participation in these "exercises" will be equated into your final grade.

Reviews (Book, Article, Movie):
Required

Book Review (50 points)**:** For your *Book Reviews* you are asked to read and make critical judgment about **one** book (50 points). Here is the complete citation for the required book review:

- Urbina, Martin Guevara and Sofia Espinoza Alvarez (2017). *Ethnicity and criminal justice in the era of mass incarceration: A critical reader on the Latino experience*. Springfield, IL: Charles C Thomas.

The Book Review is limited to 3 to 5 typed pages. The logistics of the Book Reviews will be discussed in class and handouts will be provided to assist you with the writing assignments.

Article Review (50 points): An article will be provided (or posted online) your review and assessment.

Movie Review (50 points): A movie title will be provided (or posted online) for your review and assessment.

Required Project: The logistics of the project, which will be submitted as a formal paper, will be discussed in detailed during the first part of the class. Illustration: some agencies allow citizens to go in and observe. Some law enforcement agencies, for instance, allow "ride alongs." Hence, you could arrange to participate in a series of "field" activities. At the end of the shift/session, write down what you observed. Describe how it compares with elements of what you have learned in class (like criminal behavior, perceptions, gender, social class, age, imprisonment, and justice). For instance, based on your observations, what are the links between criminal behavior, law, imprisonment, justice, research, and practice?

Your project, which is **required** (100 points), **will be shared with the rest of the class at the end of the semester**, allowing other students to provide feedback (vis-à-vis a short reaction comments), if time allows. Papers (approximately 8 to 12 pages in length) must be typed. Late papers will **not** be accepted. Do not submit (post) your only copy of any paper without **saving** your essay in case assignments are lost or destroyed. In effect, make sure that you have a backup copy of the latest version. Note: The project will be discussed further in class.

Mini-project: This should be a fun exercise that allows you to explore (critically) some aspect of human behavior as it pertain to **penology** in greater depth with less evaluation anxiety than you would have in a full-length paper assignment. I would like you to try to and choose a project that you will enjoy, and that will stimulate your thinking about the concepts covered in this course.

Mini-projects are **optional**. You will receive "extra credit" points for completing mini-projects. If your mini-project is **adequate**, you will receive one percentage point. This point(s) will be added on to your final grade at the end of the semester.

You may turn in your mini-projects any time during the semester. The projects will be of greater value if they are done thoughtfully. Thus, you may not submit more than three (3) mini-projects.

There is no minimum or maximum length requirement. Typically you will submit a three to five-page typed paper as the final product of each mini-project. Some projects, however, may require longer (or shorter) write-ups. Your analysis should illustrate or explore some phenomenon relevant to the course, while knowledgeably using concepts, principles, and language in the context of **corrections and penology**.

Attached to the end of the syllabus are descriptions of some mini-project options. Some of them will make more sense to you as we progress through the course. If you think of an **alternative** you would like to do as a mini-project, please feel free to ask me about it. Again, I am looking for you to implement class material–

especially critical issues/perspectives–when describing the phenomena you choose to explore.

Make-up Work: A **tentative** schedule of assignment will be provided (posted) at the beginning of the semester. However, it is possible that the schedule will be **modified** during the semester. Hence, if you fail to log on as discussed herein, it is the student's responsibility to check with the Professor (or the Professor's website) regularly to determine the deadlines for weekly readings, assignments, and activities. To this end, as noted above, make-up exercises will NOT be given, unless otherwise specified. For missed readings, weekly assignments and activities (i.e., "special circumstances"), it is the student's responsibilities to find out what make-up work is required. If you have any difficulties getting the assignments or making the deadlines, please contact me right way.

Note: Unless otherwise specified, all assignments and activities are due on the scheduled due date. **No late assignments will be accepted.**

Grades: There are a total of 450 points available in this course. Grades will be based on the total points for the semester. Specifically, grades will be assigned by comparing your performance to the best possible score (450) as follows:

Weekly Assignments:	100 points*
Reviews:	150 points
Required Project:	100 points
Activities/Participation:	100 points**

Total.....	450 points

*Tentatively, Weekly Assignments will count for 100 points. However, it is possible that the total possible points (i.e., 100) will be increased, or reduced. If increased, the TOTAL POSSIBLE points discussed herein (i.e., 450) will add to more than 450 points. If reduced, the TOTAL POSSIBLE points discussed herein (i.e., 450) will add to less than 450 points.

**Similarly, if the 100 Activities and Participation points are either increased or reduced, only the total possible points for Activities/Participation that are utilized will be equated in the final grade distribution. In such case, the TOTAL POSSIBLE points discussed herein (i.e., 450) will add to less (or more) than 450 points.

Grade Distribution:

90-100%	= A (Excellent)
80-89%	= B (Better than Average)
70-79%	= C (Average)
60-69%	= D (Below Average)
Below 60%	= Failing

Note: Mini-project points will be added to your point total at the end of the course.

Please be aware of **class expectations, rules, and University/College Policies**, which follow**:**

Attendance Policy:

This course is "**Web**" based. Students are expected to log-on regularly, check the calendar for due dates and respond to all emails. Thus, it is to your advantage to log-on regularly. For instance, if you do not participate, you cannot learn the discussed material. Additionally, you will not be able to discuss the assigned readings. Much of the learning in class is through discussion with other students. In the process, feel free to ask questions and/or make comments that might enhance our understanding of *American Corrections* and related issues. Also, do not hesitate to share experiences that may help to enhance our understanding of the nature and significance of imprisonment within the context of the criminal justice system. (Please reference Sul Ross State University—Rio Grande College Catalog for additional information.)

Punctuality: It is of extreme importance that you complete the readings and writing assignments on time to avoid falling beyond. I understand that it is not possible at times, but please do not make it a routine.

Classroom etiquette: Above all, always **respect** yourself and others; be **patient**; be willing to explore new ideas (perspectives); and restrict questions and comments to the topic being discussed.

Incomplete Grades:

PLEASE AVOID INCOMPLETE GRADES. ALL ASSIGNMENTS ARE DUE ON THE DATES OUTLINED IN THE SYLLABUS. It is the responsibility of students to notify the Professor if they cannot make an assignment or will not be able to log-on to the class. Please call me at 830/758-5017 if you do not plan to participate in a class discussion question or feel you will be missing an assignment. If I do not hear from you in regards to missed assignments, I will not allow an excuse for the missed work.

Class Responsibilities and Conduct:

You will be responsible for all information posted anytime during the semester. You will be responsible for obtaining announcements or amendments you may have missed. Any student who is intentionally abusive, disruptive, or disrespectful vis-à-vis posted discussions, activities, or emails will be asked immediately amend such communication, AND possibly dropped from the course. Any student who has been asked to amend "unjustified" communication twice will be reported to the Department Chair or Academic Dean. You are expected to show respect to yourself, other students, and your Professor.

Academic Honesty (Reference Sul Ross State University—Rio Grande College Catalog):

Rio Grande College expects its students to maintain high standards of personal and academic conduct. Students who take part in academic dishonesty are subject to disciplinary action. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. The faculty member is responsible for initiating action for each case of academic dishonesty. Discover any academic dishonesty by a student, may be reported to the Department Chair or Academic Dean.

Disability Services:
Students who have special instructional needs because of a physical handicap or a learning disability should discuss their special needs with the office of Student Disabilities Services. You may also see the University/College Catalog for additional information. Please do so before the end of the first week of class.

Contact person for ADA:
Mary Schwartze, M.Ed., LPC
Accessibility Services Coordinator
Counseling & Accessibility Services
Ferguson Hall, Rm #112
P.O. Box C-122
Alpine, TX. 79832
mschwartze@sulross.edu

Drop Policy:
If you discover that you need to drop this class, you must contact the Records Office and ask for the necessary paperwork. Professors cannot drop students; this is always the responsibility of the student. The Record's Office will give a deadline for which the paperwork and form, if required, must be returned, complete and signed. If you discover that you are still enrolled, FOLLOW-UP with the Records Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the deadline or fail to follow the procedure, you will receive an **F** in the course.

Library Services:
Library information and technology focus on research skills that prepare individuals to live and work in an information-centered society. Librarians will work with students in the development of critical reasoning, ethical use of information, and the appropriate use of secondary research techniques including: exploring information resources such as library collections and services, identify sources such as subject databases and scholarly journals, executing effective search strategies, retrieving, recording, and citing relevant results correctly, and interpreting search results and deciding whether to expand the search.

The Rio Grande College Quality Enhancement Plan (QEP):
Sul Ross State University Rio Grande College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). As part of the reaffirmation process, SACS requires every institution to develop a Quality Enhancement Plan (QEP) that enhances student learning. Rio Grande College has developed a QEP called *Putting Your Words to Work* that requires students to write different kinds of papers and deliver oral presentations for courses in all departments. Rio Grande College is committed to enhancing students' written and oral communication skills which means that students should be writing and speaking significantly more in courses across all departments.

To prepare for the increased number of written assignments, students should make every effort to enroll in English 3312 in their first semester at RGC. Students should expect to write and speak professionally in all courses, not just English classes. In this course, **American Corrections**, students will write various papers and present student work to other students and the Professor, as discussed herein.

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.

Again, I want this class to be useful to you in your future careers. As such, if I can assist you in any way, please stop by and see me or call/e-mail me. If a problem is to arise during the semester, please contact me immediately so that we can work out a solution. Do not wait until it is too late to remedy the problem.

Tentative*
Schedule of Classes and Assignments

Week	Topic	Reading
Week 1	**Focus**: Detail class expectations; provide a foundation for the study of American corrections; & provide an introduction & broad overview of the subject matter: penology. Explore "Urbina Links":	The "Urbina Links" will be provided!
Week 2	Female prisoners: A 21st Century profile **Focus**: Explore the characteristics of female prisoners in the US, paying particular attention as to how and why female criminality has shifted over the years.	Urbina: Chapters 1 & 2
Week 3	Life before prison; the road to prison **Focus**: Detail the realities that women experience before their arrest and subsequent incarceration; and examine the intertwining forces that "pave" the road to jail or prison.	Urbina: Chapters 3 & 4
Week 4	Life behind bars . . . cages of steel **Focus**: Examine the everyday realities of living behind prison bars, as people who broke the law, but, nonetheless, as people trying to cope with the challenges they confront, like not being able to see their young children.	Urbina: Chapter 5
Week 5	Health care in prison: A question of justice **Focus**: With inmates' health care being a critical element for their rehabilitation, how they serve their time in prison, and the prospect of "survival" once released from prison, health care service delivery will be analyzed.	Urbina: Chapter 6
Week 6	Living under the same roof; critical issues **Focus**: With the American penal system already being the largest in the developed world, the multiple challenges currently confronting both inmates and the correctional system will be examine.	Urbina: Chapters 7 & 8
Week 7	"**Reflection Week**": **Focus**: "Reflection Week" is designed to give students the opportunity to reflect (think and act) on what has transpired during the first half of the semester, and, more fundamentally, how things "fits" into their broader academic career, professional life, and personal life.	
Week 8	**Movie**: *The Shawshank Redemption* **Focus:** The selected movie gives students a vivid illustration as to how various elements are tied, and, more importantly, how they influence judicial and penal proceedings in the U.S. criminal justice system, including final outcomes.	
Week 9	Life after prison . . . shadow of the night . . . **Focus**: Detail the experience of prisoners once they are released from prison; how they integrate with society; challenges they face upon release; and prospects for staying out of prison.	Urbina: Chapters 9 & 10
Week 10	Big, dark secrets, & America's prison system; Prisons & crime **Focus**: Explore the realities of public safety, crime, punishment, and imprisonment in America. Why is the U.S. the #1 incarcerator in the world?	Lynch: Chapter s 1 & 2

Week 11	The growth of America's prison system; Raising questions about America's big prison system **Focus**: Detail the major forces defining and shaping the nature of crime, punishment, and imprisonment: historical, theoretical, cultural, financial, political, philosophical, ideological, etc.	Lynch: Chapters 3 & 4
Week 12	Explaining prison growth in the United States; Prison effects: Who gets locked up **Focus**: Analyze the major issues paving the road to prison. Explore the prison experience, life behind bars, focusing on various issues that while sensitive and often polemic, are essential as to how inmates do their time in prison.	Lynch: Chapters 5 & 6
Week 13	**Projects are due: TBA** The imprisonment binge & crime; The end of oil & the future of American prisons **Focus**: Examine crime trends and the imprisonment trends and their impact on society. Globally, what role do factors, like oil, have on corrections?	Lynch: Chapters 7 & 8
Week 14	A consuming culture **Focus**: Detail strategies for the development of an effective and just penal system. Explore mechanisms that can be implemented to alter the current culture of imprisonment.	Lynch: Chapter 9
Week 15	Conclusion: Reflections and thoughts for the future **Focus**: As the final week of regular class, the various topics discussed during the semester will tied together, placing them within a broader framework; that is, globalization, to include the globalization of knowledge. Concluding with recommendations for the future, as we continue the discourse on American corrections.	Nieling & Urbina: Epilogue
	Final Exam: TBA	

*The syllabus is likely to be amended during the semester at the discretion of the Professor!

Note: Please check Calendar on Blackboard for **due dates!**

Mini-Project Suggestions

1. With fellow students, family members, or friends, discuss the issue of what could possibly be the DRIVING force behind criminal behavior and subsequent imprisonment in the US (and abroad).

2. With fellow students, family members, boy-friends, or girl-friends, discuss the issue of whether issues like poverty, race, ethnicity, gender, culture, religion, and morality are influential in the dynamics of imprisonment. WHY? Or, WHY NOT?

3. Make observations of HOW people treat/interact with people who have been arrested, done time in jail or prison, and see if you notice variation in treatment. For instance, do you notice a stigma, and possible consequences? Compare what you see with the descriptions in this class. Keep a diary of your experience.

4. Find interesting stories in newspapers and magazines pertaining to imprisonment in the area, or other community, and detail a brief report. Explain what you find interesting about the stories, as projected through the lens of the media.

5. Watch a documentary, video, or movie that vividly documents that history of American corrections and write a brief reaction paper.