

SUL ROSS STATE UNIVERSITY- DEL RIO CAMPUS
*** DEL RIO * EAGLE PASS * UVALDE**
DEPARTMENT NATURAL AND BEHAVIORAL SCIENCES
CRIMINAL JUSTICE GRADUATE PROGRAM
FALL 2022 CJ 5314 COURSE AMENDED SYLLABUS

COURSE TITLE: CJ 5314: Seminar in Corrections

COURSE DESIGN & TERM: Web Course 8.22.22 (1st day) - 12.9.21 (Last day)

LECTURER: Dr. Sergio J. Gonzalez

OFFICE & ZOOM MEETINGS: Faculty Building 205, Del Rio Campus. I will daily reply to Student(s) email & facilitate Student(s) with confirmed individual or group zoom meetings.

Email: Sul Ross State University-Rio Grande College email: sjg17iz@sulross.edu

TEXTBOOK: Textbook purchase is not necessary. Seminar in Corrections Course Textbook is titled, American Corrections, 13th Edition by Todd R. Clear & Michael D. Reisig (2022). Despite the first (2) semester weeks of free digital access to Cengage MindTap, Student(s) must open & purchase a Cengage account for digital access ALL course materials & course requirements. See Cengage MindTap Access & purchase options below for additional instructions

COURSE OBJECTIVES: This Course has been designed to provide Student(s) with a high level & thorough understanding of the Correctional System within the Criminal Justice System. Graduate Students will grasp key concepts, terms, learning objectives and acquire extensive knowledge.

WEB LECTURE COURSE DESIGN: Student(s) in each of

CHAPTER (1-23) may successfully accumulate up to (855) points in assignment & activities that include: Learning Objectives; Reading assignments; (2) Video Cases followed by multiple choice questions & answers; You Decide Part I & II followed by (2) video cases, as well as multiple choice question & answers; & a chapter Exam/Test.

Part I: Correctional Context (Chapters 01,02,03,04,05,06)

Chapter 1: The Correctional System

Learning Objectives

After reading this chapter, you should be able to...

- 1Describe the range of purposes served by the corrections system.
- 2Define the systems framework and explain why it is useful.

- 3Name the various components of the corrections system today and describe their functions.
- 4Identify at least five key issues facing corrections today.
- 5Discuss what we can learn from the “great experiment in social control.”

Chapter 2: The Early History of Correctional Thoughts & Practice

Learning Objectives

After reading this chapter, you should be able to ...

- 1Describe the major forms of punishment from the Middle Ages to the American Revolution.
- 2Discuss the Enlightenment and how it affected corrections.
- 3Identify the contribution of Cesare Beccaria and the classical school.
- 4Explain the contribution of Jeremy Bentham and the utilitarians.
- 5Discuss the work of John Howard and its influence on correctional reform.

Chapter 3: The History of Corrections in America

Learning Objectives

After reading this chapter, you should be able to...

- 1Describe “The Great Law” of Pennsylvania and note its importance.
- 2Compare and contrast the basic assumptions of the penitentiary systems of Pennsylvania and New York.
- 3Discuss the elements of the Cincinnati Declaration.
- 4Identify the reforms advocated by the Progressives.
- 5Discuss the assumptions of the medical model regarding the nature of criminal behavior and its correction.
- 6Illustrate how the community model reflected the social and political values of the 1960s and 1970s.
- 7Describe the forces and events that led to the present crime control model.
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Chapter 4: Contemporary Punishment

Learning Objectives

After reading this chapter, you should be able to...

- 1Discuss the goals of punishment.
- 2Identify the different forms of the criminal sanction.
- 3Explain how different factors affect the sentencing process.
- 4Discuss the problem of unjust punishment.

Chapter 5: The Law of Corrections

Learning Objectives

After reading this chapter, you should be able to ...

- 1 Discuss the foundations that support the legal rights of incarcerated individuals.
- 2 Explain the role of the U.S. Supreme Court in interpreting correctional law.
- 3 Discuss the constitutional rights of incarcerated individuals.
- 4 Identify the alternatives to litigation.
- 5 Explain the rights of individuals under community supervision.
- 6 Discuss how the law affects correctional personnel.

Chapter 6: The Correctional Client

Learning Objectives

After reading this chapter, you should be able to ...

- 1 Explain how the criminal justice system operates as a large selection process to determine who ends up in the corrections system.
- 2 Describe some of the main similarities and differences between the general population and people who end up under correctional authority.
- 3 Identify different types of clients in the corrections system and the kinds of problems they pose for corrections.
- 4 Describe the classification process for people under correctional authority and explain why it is important.
- 5 Discuss important problems and limitations in classifying people under correctional authority.

Part II: Correctional Practices (Chapter 07,08,09,10,11,12,13,14,15,16,17)

Chapter 7: Jails: Detention & Short-Term Incarceration

Learning Objectives

After reading this chapter, you should be able to ...

- 1 Describe the history of the jail and its current function in the criminal justice system.
- 2 Describe who is in jail and why they are there.
- 3 Discuss the kinds of jails in the United States.
- 4 List the main issues facing jails today.
- 5 Outline the problem of bail and list the main alternatives to bail.
- 6 Explain the problems of jail administration.
- 7 Describe new developments in jails and jail programs.
- 8 Critically assess the future of the jail.

Chapter 8: Probation

Learning Objectives

After reading this chapter, you should be able to ...

- 1 Describe the history and development of probation, including how it is organized today.
- 2 Describe the two functions of probation.
- 3 Discuss the purpose and content of the presentence investigation report.
- 4 List the major issues involved in the presentence investigation.
- 5 Describe the dynamics that occur among the probation officer, the person on probation, and the probation bureaucracy.
- 6 Identify the different kinds of probation conditions and explain why they are important.
- 7 Define *recidivism* and describe its importance to probation.
- 8 Define *evidence-based practice* and discuss its importance to probation.
- 9 Describe what is known about the effectiveness of probation supervision.
- 10 Discuss the revocation of probation, including “technical” revocation.

Chapter 9: Intermediate Sanctions & Community Corrections

Learning Objectives

After reading this chapter, you should be able to ...

- 1 Explain the rationale for non-incarceration penalties.
- 2 Explain the rationale for intermediate sanctions.
- 3 Illustrate the continuum-of-sanctions concept.
- 4 Describe some of the problems associated with intermediate sanctions.
- 5 List the various types of intermediate sanctions and who administers them.
- 6 Explain what it takes to make intermediate sanctions work.
- 7 Assess the role of the new correctional professional.
- 8 Explain how community corrections legislation works and evaluate its effectiveness.
- 9 Assess the future of probation, intermediate sanctions, and community corrections.

Chapter 10: Incarceration

Learning Objectives

After reading this chapter, you should be able to ...

- 1 Discuss the “inmate code” and explain where the values of the prison subculture come from.
- 2 Analyze the prison economy.
- 3 Explain the different types of prison violence.
- 4 Discuss what can be done about prison violence.

Chapter 11: The Prison Experience

Learning Objectives

After reading this chapter, you should be able to ...

- 1Discuss the “inmate code” and explain where the values of the prison subculture come from.
- 2Analyze the prison economy.
- 3Explain the different types of prison violence.
- 4Discuss what can be done about prison violence.

Chapter 12: The Incarceration of Women

Learning Objectives

After reading this chapter, you should be able to ...

- 1Explain why women in prison are called the “forgotten offenders.”
- 2Discuss the history of the incarceration of women.
- 3Explain how interpersonal relationships in women’s prisons differ from those in men’s prisons.
- 4Analyze the special issues that incarcerated women face.
- 5Discuss the problems that women face when they are released to the community.

Chapter 13: Institutional Management

Learning Objectives

After reading this chapter, you should be able to ...

- 1Identify the principles used to organize the functioning of prisons.
- 2Discuss the importance of prison governance.
- 3Discuss the different job assignments that correctional officers are given.
- 4Analyze the negative consequences of boundary violations and job stress among prison staff.

Chapter 14: Institutional Programs

Learning Objectives

After reading this chapter, you should be able to ...

- 1Describe how correctional programs help address the challenge of managing time in the correctional setting.
- 2Describe the ways that security acts as a constraint on correctional programs offered in institutional settings.
- 3Explain the meaning of the “principle of least eligibility” and illustrate its importance.

- 4 Discuss the importance of the classification process and how “objective classification” works.
- 5 Describe the major kinds of institutional programs that are offered in correctional institutions.
- 6 Analyze recent developments in the field of correctional rehabilitation.
- 7 Describe the main types of correctional industries and explain how each works.
- 8 Explain the current pressures facing correctional programming policies.

Chapter 15: Release from Incarceration

Learning Objectives

After reading this chapter, you should be able to ...

- 1 Discuss parole and explain how it operates today.
- 2 Explain the origins and evolution of parole in the United States.
- 3 Discuss the different mechanisms that are used to release people from correctional facilities.
- 4 Explain how releasing authorities are organized.
- 5 List the steps that are taken to ease the individual’s reentry into the community.

Chapter 16: Making It: Supervision in the Community

Learning Objectives

After reading this chapter, you should be able to ...

- 1 Describe the major characteristics of the post release function of the corrections system.
- 2 Define community supervision and revocation of community supervision.
- 3 Explain how community supervision is structured.
- 4 Analyze the constraints on community supervision.
- 5 Describe residential programs and how they help people on parole.
- 6 Identify the major problems that people on parole confront.
- 7 Explain why some people on parole are viewed as dangerous and how society handles this problem.
- 8 Describe the effectiveness of post release supervision.

Chapter 17: Corrections for Juveniles

Learning Objectives

After reading this chapter, you should be able to ...

- 1 Describe the nature and extent of youth crime today.
- 2 Analyze the history of the development of juvenile corrections in the United States.

- 3Describe the new “evidence-based” movement in juvenile corrections, and explain how it has affected juvenile justice.
- 4Present the rationale for dealing differently with juveniles and adults.
- 5Explain how serious juvenile delinquency differs from most delinquency and what this implies for the juvenile justice system.
- 6List the ways that juveniles are sanctioned.
- 7Describe the special problems that youth gangs pose.

Part III: Correctional Practices (Chapters 18,19,20,21,22,23)

Chapter 18: The Incarceration of Women

Learning Objectives

After reading this chapter, you should be able to ...

- 1Discuss the explanations for the dramatic increase in the incarceration rate.
- 2Explain what can be done to deal with the prison population crisis.
- 3Analyze the impact of prison crowding.
- 4Discuss whether incarceration pays.

Chapter 19: Institutional Management

Learning Objectives

After reading this chapter, you should be able to ...

- 1Analyze the meaning of race and ethnicity.
- 2Explain how varying visions of race and punishment influence our thinking on this issue.
- 3Describe the significance of race and punishment.

Chapter 20: Institutional Programs

Learning Objectives

After reading this chapter, you should be able to ...

- 1Compare and contrast the issues in the debate over capital punishment.
- 2Explain the history of the death penalty in America.
- 3Discuss the legal issues that surround the death penalty.
- 4Characterize the individuals on death row.
- 5Speculate about the future of capital punishment.

Chapter 21: Release from Incarceration

Learning Objectives

After reading this chapter, you should be able to ...

- 1 Define the nature of illegal immigration and describe the extent of the problem.
- 2 Summarize the history of immigration in the United States.
- 3 Define the different types of immigration under the law.
- 4 Describe the immigration justice system.
- 5 Identify key issues in immigration justice.

Chapter 22: Making It: Supervision in the Community

Learning Objectives

After reading this chapter, you should be able to ...

- 1 Define community justice and show how it differs from criminal justice.
- 2 Identify the arguments in favor of community justice.
- 3 Describe the problems that community justice faces.
- 4 Explore the future prospects of community justice.

Chapter 23: Corrections for Juveniles

Learning Objectives

After reading this chapter, you should be able to ...

- 1 Analyze how the philosophy of the U.S. corrections system has changed over the years and what effects such changes have had.
- 2 Explain the major dilemmas facing the corrections system and how they might be resolved.
- 3 Identify four substantial trends that face corrections and describe their importance.
- 4 Explain what “good leadership” means in the context of the current corrections system of the United States, and list what it will take for leaders to more widely implement “what works” in corrections.
- 5 Describe the aspirations for the U.S. corrections system and how those aspirations might be achieved.

GRADES: CHAPTER ASSIGNMENTS

(60%) of grade relates to Student(s) chapter activity points accumulated. Ranging from a required minimum of 900 points to 1300.

(10%) of grade pertains to the requires a written (8) page double spaced paper due **October Friday September 30, 2022**. Critical Thinking in the areas of “The Law of Corrections, Chapter 5, “The First Amendment”, that affect prisoner rights to freedom of speech and expression and freedom of religion, speech, & religion. The Fourth Amendment. It was designed to protect areas of privacy from government intrusion such as searches. The need to balance right of privacy & institutional need. Lastly, the Fourth Amendment as applied

to persons in prison. There are various cases cited within these topics and discuss each case briefly as well as the decisions in each.

(10%) assigned grade also requires an additional written (8) page double spaced paper due October 28, 2022. Critical thinking areas within Chapters 19, Race, Ethnicity, & Corrections. Specifically, analyze the meaning of race & ethnicity beginning from a historical perspective through the present. What biological concepts used to distinguish groups by skin color & other physical features. Ethnicity, a concept distinguishing groups by cultural characteristics, language, religion, & traditions. Explain the factors on the disparity of unequal treatment of one group by the Criminal Justice System compared to treatment accorded other groups. Further explain the differential (discrimination) treatment of an individual or group without reference to its behavior or qualifications. Discuss the significance of race & punishment relating to Criminal Justice System.

(20%) of grade pertains to the requires a written (15) page double spaced paper due October December 2 , 2022. Effective Critical Thinking first requires an understanding of the history of the Death Penalty in the United States. Discuss the Death Penalty & The Constitution. Key U.S. Supreme Court Decisions within Chapter 20 that Student(s) need to decipher within this paper (Furman v. Georgia-1972)(Gregg v. Georgia - 1976), are just two of various cases mentioned. Explain on how characteristics of people on death row. Is race a factor of individuals living on death row.

(Extra Credit) active participation in a ZOOM session to be scheduled later this semester with a guest speaker, along with a question & answer session. Topic: Within the Criminal Justice System the affect that Race, & Ethnicity plays in determining individuals on Death Row and awaiting the carrying out of their Death Penalty sentence.

Chapter Assignment Activities include:

Readings-Read each chapter(s), highlight & make notes to help you study for chapter exam.

Chapter Video Case-Become familiar with key chapter concepts as presented in real life situations.

You Decide Part I-Apply your knowledge as your role play in scenarios specific to Criminal Justice.

You Decide part II-Justify your decisions by applying key concepts to defend your choices.

Exam/Quiz-(20) study questions.

(5) short multiple choice questions, Video Case, You decide Part I & II, & Quiz.

DIGITAL CENGAGE MINDTAP ACCESS & PURCHASE OPTIONS: Digital access to this course requires Student(s) first set up your Cengage account @ cengage.com. Secondly, you must purchase access to Cengage MindTap. Student will have free access for the first two (2) semester weeks. Thereafter, Students MUST purchase digital access to complete remaining chapter assignments, activities, & exams. Purchasing textbook is not required and will not provide you with digital access to Cengage MindTap. This is a one-time process. If you have previously completed this step, you will be taken directly to the payment options screen. After

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1. Purchase instant access. (This option should be selected if you have not purchased anything through the bookstore.)
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3. Need more time? No problem! Jump right in with temporary access that is valid for up to two weeks. After your temporary access ends, you will be required to utilize a payment option below mentioned and described for MindTap access thru Blackboard.

PURCHASE OPTIONS (pick one):

1. MindTap Access Only (eBook is included) – either of the following ISBNs will grant you access to online materials.

Student Edition ISBN: 978-0-357-45653-0

2. MindTap Access + Loose-leaf edition: ISBN: 978-0-357-45659-0.

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Phone:936.294.2780

E-Mail:blackboard@shsu.edu

Website: <https://online.shsu.edu/support>

Sunday - Saturday: 24hrs

Required by SACSCOC

-Student Learning Outcomes (SLO). All courses aligned with specific degree programs should use the Student Learning Outcomes of that program that are reported to SACSCOC. The Academic

Assessment Program Coordinators can provide the student learning outcomes for each degree plan.

Required by THECB

-Marketable Skills. All courses aligned with specific degree programs should use the Marketable Skills of that program that are reported to THECB. The Academic Assessment Program Coordinators can provide the Marketable Skills for each degree plan. They also are located at <https://srinfo.sulross.edu/hb2504/index.php>

Required by American with Disabilities Act

For RGC:

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. RGC students seeking accessibility services should contact Paulette Harris, Executive Assistant to the Vice President and Dean, at 830-279-3023 or email pharris@sulross.edu. Ms. Harris's office is at 2623 Garner Field Road, Uvalde, TX 78801 (this is the mailing address, too).

ACADEMIC SUCCESS: Students should be prepared to devote a considerable amount of time to accomplish the requisites in this self-paced course

COMPUTER LABS: Del Rio Campus computer labs are open Monday – Thursday 8:00AM - 10:00 PM and Friday 8:00AM – 5:00PM. Computer labs are not open weekends. However, students may avail themselves to the SWTJC computer labs with a valid ID. Online web course students should have available a high-speed internet connection on a regular basis for off-campus course work, exams, assignments and research.

DISHONESTY: Academic cheating and plagiarism is not acceptable behavior. It violates university policy and human ethics. If a violation occurs the penalty will result in the grade of “F” for the semester.

NOTE: *The professor assumes no responsibility for student omissions or technology issues.*

STUDENT LEARNING OUTCOMES (SLO): The graduating student will (SLO 1) Content Knowledge: Students will demonstrate proficiency in the application of legal concepts, theoretical applications, scientific principles, and historical trends in the criminal justice arena. (SLO 2) Research Skills: Students will demonstrate competency in the application of basic research methods to include: research design, statistical analysis, and uses of empirical findings and interpretations. (SLO 3) Critical Thinking Skills: Student will demonstrate the application of organizational principles, cultural, social and behavioral knowledge, critical thinking skills and cognitive thought processes within the criminal justice arena. 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. [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.

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the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Kathy Biddick, Student Services 830-279-3003 or kbiddick@sulross.edu .