

**COURSE OUTLINE FALL 2008**

<u>CRJ 103</u>	<u>Introduction to Corrections</u>			<u>3</u>
<b>Course Number</b>	<b>Course Title</b>			<b>Credits</b>
<u>3</u>	<u>                    </u>	<u>                    </u>	<u>                    </u>	<u>15 weeks</u>
<b>Class or Lecture Hours</b>	<b>Laboratory Work Hours</b>	<b>Clinical or Studio Hours</b>	<b>Practicum, Co-op, Internship</b>	<b>Course Length (15 week, 10 week, etc.)</b>
<u>Not Applicable</u>			<u>None</u>	
<b>Performance on an Examination/Demonstration</b>			<b>Alternate Delivery Methods</b>	

**Required Materials:**

Reference Business and Technology Division Booklist

**Catalog Description:**

A study of the relationship between the correction officer and the prisoner including the history of corrections, the rights of the confined, parole and work release, and the philosophies of rehabilitation and punishment.

**Prerequisites:**

None

**Co-requisites:**

None

**Latest Review:**

Fall 2006

**Course Coordinator:**

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**Available Resources:**

Reference Criminal Justice Library Materials List

**Learning Center Resources:**

No tutoring or study groups at this time.

**General Objectives:**

*The student will be able to:*

1. Explain the background and history of correctional theory as well as recent research in the field of corrections.
2. Identify, interpret and evaluate the processes, failures, and successes of traditional, contemporary and proposed correctional reform programs.
3. Understand how the correctional process fits into the criminal justice system by identifying the major facets of correctional service and their functions within the field.
4. Explain the significance that corrections has on the reduction and control of crime within society.
5. Describe the impact that social institutions of family, school, welfare programs, mental health clinics, police and law enforcement agencies have upon the correctional system.
6. Demonstrate knowledge of the correctional client regarding age, race, sex, biological factors, intelligence, education, personality patterns, recidivism rates, and classification factors.
7. Describe the probation and parole process, supervision, revocation and discharge.
8. Describe the types of facilities currently in use, their current population; objectives; organizational and administrative structure; correctional industries and employment; and inmate social order.
9. Explain the concepts and evolution of recent trends in corrections such as halfway houses, electronic monitoring, house arrest, parole clinics, work/study release programs, and vocational rehabilitation programs.

### **General Education Mission and Goals:**

This course has been approved as meeting a Social Science General Education requirement. As instructors plan assignments, the following MCCC defined mission and goals should be included.

#### **MCCC Gen Ed Mission:**

Students:

- will be competent in critical and quantitative thinking and problem solving;
- will have been immersed in the critical study of what it means to be human;
- will have read, evaluated, appreciated and written about a wide range of texts and experiences;
- will have learned how to integrate their learning into a lifelong process of understanding themselves, others, and the world;

- will have learned how to contribute toward a better future for themselves and for others.

**Applicable MCCC Gen Ed Goals:**

- **Written and Oral Communication in English: Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.**
  - 1.1. Students will read, write, and listen actively, critically, and reflectively.
  - 1.2. Students will logically, informatively, persuasively, and creatively respond orally and/or in writing to what they read, hear, and see.
  - 1.3. Students will evaluate and revise their written and/or oral communication.
  - 1.4. Students will write and speak clearly and effectively in formal American English.
  - 1.5. Students will understand, analyze, and assess nonverbal, cultural, and gender communication in both small group and public communication settings.
- **Society and Human Behavior:**
  - 5.1. Students will analyze and appreciate how social and political institutions and organizations influence individual development and behavior.
  - 5.2. Students will demonstrate an understanding of the ways social scientists gather and analyze data, integrate knowledge, and draw conclusions, and will engage with these processes.
- **Historical Perspective: Students will analyze events and movements in western, world, and American societies and assess their subsequent historical significance.**
  - 6.1. Students will demonstrate an understanding of the causes of major historical events and analyze the impact of those events on a nation or civilization.
  - 6.2. Students will critically interpret primary and secondary historical documents and critically evaluate the influence of perspective, time, and culture on the writers' point of view.
  - 6.3. Students will explain major ideas, movements, and technological discoveries, and their impact on western, world, and American society.
- **Humanities: Students will analyze and interpret texts, ideas, imageries, and discourse systems in literature, philosophy, and religious studies. Students will encounter, identify, and engage**

**with the human values, traditions, beliefs, and perspectives that these resources reflect.**

- 7.1. Students will read texts which enable them to identify and critically and creatively engage with significant themes of meaning and value across a range of traditions.
- 7.2. Students will demonstrate an awareness of interactions between significant themes and their contexts. These contexts include history, culture, and definitions of personal and communal identity.
- 7.3. Students will engage actively with the materials, methods, and resources of human imagination. They will draw upon the literary arts and the study of philosophical and religious systems of thought and practice in order to extend their own strengths of cultural, historical, and intellectual imagination.
- 7.4. Through their interaction with texts, students will apply their understanding to discovering and articulating connections between the texts and their personal senses of their own past, present, and future.

○ **Diversity and Global Perspective: Students will analyze the importance of a global perspective and culturally diverse peoples.**

- 10.1. Students will link culture, its practices and perspectives, with its geographical and/or historical conditions.
- 10.2. Students will analyze how the differences in people's background are important to American society.
- 10.3. Students will evaluate the consequences of prejudicial attitudes and discriminatory actions.
- 10.4. Students will analyze the impact of globalization on the economic and political structures of various nations and cultures.

**Method of Evaluation and Grading:**

Students should be given a variety of opportunities for course participation. This should include oral discussions and or presentations, examinations, and research writing. The student will be given at least three (3) examinations during the course of the term with the dates and format to be decided by the instructor. Examinations should include an essay component. Students will be given adequate advance notice of the dates and the topics in each examination. The student will also be required to write at least one research assignment. The research assignment will be a book review of an important corrections book, a summary of an interview with any primary worker in the correctional system, or a research paper on a specific issue in corrections. The percentage of examinations, the research paper, and class participation in the computation of each student's grade will be determined by the instructor.

**Scale** A = 93 – 100 %  
A- = 90 – 92 %  
B+ = 87 – 89 %  
B = 83 – 86 %  
B- = 80 – 82 %  
C+ = 77 – 79 %  
C = 70 – 76 %  
D = 60 – 69 %  
F = 0 – 59 %

### **Instructional Methods:**

Teaching-learning methods employed shall include lectures, discussions supplemented by appropriate related audio-visual media.

### **Special Considerations:**

Guest speakers (practitioners), other academicians, former inmates, and correctional clients are considered to be beneficial to keep the course current and meaningful. Field trips when and wherever possible to area correctional facilities may be utilized.

### **The Course in Detail**

1. The Corrections System
  - Learning Objectives: *The student will*
    - a. Analyze the purpose of corrections
    - b. Analyze the meaning and usefulness of the systems framework
    - c. Analyze what corrections looks like today
    - d. Analyze key issues in corrections
2. The Early History of Correctional Thought and Practice
  - Learning Objectives: *The student will*
    - a. Compare and analyze the major forms of punishment from the Middle Ages to the American Revolution
    - b. Analyze the Age of Reason and the Enlightenment and how it affected corrections
    - c. Analyze the contribution of Jeremy Bentham and utilitarianism
    - d. Analyze the work of John Howard and how it influenced correctional reform
    - e. Compare and analyze the methods and philosophy of punishment during the Middle Ages
    - f. Analyze the contributions of Cesare Beccaria and the Classical School
3. The History of Corrections in America
  - Learning Objectives: *The student will*
    - a. Compare and analyze the basic goals and practices of the Pennsylvania system and the New York System

- b. Analyze the influence of the reformatory
  - c. Analyze the nature of the medical model
  - d. Analyze the elements of the Positivist School
  - e. Analyze what led to the shift from the community model to the crime control model of corrections
4. The Punishment of Offenders
- Learning Objectives: *The student will*
    - a. Compare and analyze the philosophy and goals of retribution, deterrence, incapacitation, and rehabilitation
    - b. Compare and analyze determinate, indeterminate, mandatory, and presumptive sentences
    - c. Compare and analyze the types of intermediate sanctions
    - d. Compare and analyze the types of sentences judges may impose
    - e. Analyze whether the system treats wrongdoers equally
5. The Death Penalty
- Learning Objectives: *The student will*
    - a. Analyze the contrasting issues in the debate over capital punishment
    - b. Analyze the history of the death penalty
    - c. Analyze the legal issues surrounding the death penalty
    - d. Analyze who is on death row
    - e. Analyze what the future holds for the continuation of capital punishment
6. The Correctional Client
- Learning Objectives: *The student will*
    - a. Analyze which factors influence the offender selection system
    - b. Analyze the characteristics of the offenders who are under correctional supervision
    - c. Analyze the purpose of offender classification
    - d. Analyze how offenders are classified
7. Jails: Detention and Short Term Incarceration
- Learning Objectives: *The student will*
    - a. Analyze the nature of the contemporary jail
    - b. Analyze the purpose of pretrial detention, and what problems it poses
    - c. Analyze the problems sentenced inmates present to jail managers
    - d. Compare and analyze available alternatives to incarceration
    - e. Analyze jail management issues
    - f. Analyze the future of the jail
8. Incarceration
- Learning Objectives: *The student will*
    - a. Analyze how today's prisons are linked to the past
    - b. Compare and analyze the goals of incarceration
    - c. Analyze the organization of incarceration
    - d. Analyze the major factors influencing the design and classification of prisoners
    - e. Analyze who is in prison
9. The Prison Experience

- Learning Objectives: *The student will*
    - a. Analyze what it is like to be in prison
    - b. Analyze how prisoners adapt to life inside the institution
    - c. Analyze the prison economy, how extensive it is, and how it works
    - d. Analyze what can be done about prison violence
    - e. Analyze the changes taking place in prisons today
10. Incarceration of Women
- Learning Objectives: *The student will*
    - a. Analyze why women are referred to as “the forgotten offender”
    - b. Analyze the history of the incarceration of women
    - c. Analyze what its like to be incarcerated in a prison for women
    - d. Analyze the major issues regarding the incarceration of women
    - e. Analyze the problems women face when they are released into the community
11. Institutional Management
- Learning Objectives: *The student will*
    - a. Analyze the characteristics of the formal prison organization
    - b. Analyze how prisons are governed
    - c. Analyze the various roles correctional officers play
    - d. Analyze the limits of an officer’s use of power
12. Institutional Programs
- Learning Objectives: *The student will*
    - a. Analyze the importance of managing time for inmates
    - b. Analyze the classification process and how its used
    - c. Compare and analyze the types of rehabilitation programs available in most prisons
    - d. Analyze why prison industries are important and how they operate
    - e. Analyze why administrators believe recreation programs are important
13. Race, Ethnicity, and Corrections
- Learning Objectives: *The student will*
    - a. Compare and analyze the terms race and ethnicity
    - b. Analyze how race and punishment influence our thinking
    - c. Analyze the significance of race and punishment in corrections
14. The Law of Corrections
- Learning Objectives: *The student will*
    - a. Compare and analyze the foundations that support legal rights of those under correctional supervision
    - b. Analyze the role of the US Supreme Court in interpreting correctional law
    - c. Analyze the various constitutional rights of prisoners
    - d. Compare and analyze the alternatives to litigation that are available to prisoners
    - e. Analyze how law affects correctional personnel
15. Probation
- Learning Objectives: *The student will*
    - a. Analyze the history and development of probation

- b. Analyze the current organization of probation
  - c. Analyze the dual roles of probation
  - d. Analyze how supervision of probationers can be more effective
  - e. Analyze the procedure for revoking probation
16. Intermediate Sanctions and Community Corrections
- Learning Objectives: *The student will*
    - a. Analyze the rationale for intermediate sanctions
    - b. Analyze the continuum of sanctions concept
    - c. Compare and analyze the problems associated with intermediate sanctions
    - d. Compare and analyze the various types of intermediate sanctions
    - e. Analyze strategies that can make intermediate sanctions work
    - f. Analyze the future of intermediate sanctions and community corrections
17. Release from Incarceration
- Learning Objectives: *The student will*
    - a. Analyze how parole operates
    - b. Analyze the origin of parole
    - c. Analyze how the parole decision is made
    - d. Analyze steps that are taken to ease the offender's reentry into the community
18. Making It: Supervision in the Community
- Learning Objectives: *The student will*
    - a. Analyze how community supervision is structured
    - b. Analyze residential programs and how they help parolees
    - c. Analyze the problems that confront parolees
    - d. Analyze why some parolees are viewed as dangerous and how society handles the problem
    - e. Analyze the effectiveness of post-release supervision
19. Corrections for Juvenile Offenders
- Learning Objectives: *The student will*
    - a. Analyze the extent of youth crime today
    - b. Analyze the development of juvenile corrections in the US
    - c. Compare and analyze the ways in which juvenile offenders are sanctioned
    - d. Analyze the special problem that is posed by youth gangs
    - e. Analyze the outlook for juvenile corrections
20. Incarceration Trends
- Learning Objectives: *The student will*
    - a. Analyze changes in prison population and current trends
    - b. Analyze the public attitude towards criminals and the results thereof
    - c. Analyze the prison population crisis and attempts to control it
    - d. Analyze the impact of prison crowding
21. Surveillance and Control in the Community
- Learning Objectives: *The student will be able to*
    - a. Compare and analyze the goals of surveillance

- b. Compare and analyze the techniques of surveillance and control now in use
- c. Understand ways control can be a double edged sword
- d. Analyze the limits of control
- e. Analyze how society develops an acceptable system of community control

## 22. Community Justice

- Learning Objectives: *The student will*
  - a. Compare and analyze the differences between community justice and criminal justice
  - b. Analyze the arguments in support of and opposition to community justice
  - c. Analyze the future prospects for community justice

### **Academic Integrity:**

Mercer County Community College is committed to Academic Integrity -- the honest, fair and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work, and that faculty and academic support services staff members will take reasonable precautions to prevent the opportunity for academic dishonesty.