

Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: CRJU 104

Year: 2021-2022

Course Title: Introduction to Corrections

Credit Hours: 3

I. Course Description: This course focuses on the components and programs that constitute the correctional system within the United States. Major topics include origins and history of correctional philosophies, rationales, practices, programs, and institutions; administration and management of correctional facilities and programs; constitutional requirements and requirements in the operations of corrections; legal rights of inmates; incarceration of special-needs offenders; supervision of offenders who are not incarcerated; and the future of punishment and corrections. Prerequisites: RDNG 116 if required by placement assessment; prior completion of, or concurrent enrollment in, ENGL 100. Cross-listed as HUMS 104. 3 Cr. (3 Lec.) Fall semester.

II. Additional Course Information:

- | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. This course is required for students in the Criminal Justice AS and Certificate. It is a Criminal Justice or Liberal Arts Elective for students in the Criminal Justice AAS degree program. |
| 2. It is a Human Services elective for students in the Human Services AS, AAS and Certificate. |
| 3. The course can fulfill a Social Science Elective or a Liberal Arts Elective in other programs. |
| 4. While this course would be helpful for students considering a career in corrections, it does not fulfill SUNY General Education Requirements. |

III. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- | |
|---------------------------------------------------------------------------------------------------------------|
| 1. Describe the history of corrections and differences between jails, intermediate sanctions, and prisons. |
| 2. Describe, in basic terms, legal rights retained by inmates and legal obligations of corrections officials. |
| 3. Describe prison life and the inmate experience, including unique experiences of special populations. |
| 4. Discuss issues in prisons and identify problems in prison management. |
| 5. Describe the parole system and the hurdles facing inmates re-entering society. |

IV. Tompkins Cortland General Education & SUNY Competency Goals

Critical thinking (Tompkins Cortland GE Goal; SUNY Competency)

A variety of viewpoints— those of prisoners, correction officers, and experts are presented and students compare them. Students read and apply case summaries involving prisoners’ rights to hypothetical situations. Students explore various issues and proposed solutions in corrections and critique these solutions.

Social/Global Awareness

The impact of incarceration on families and communities will be discussed. For example, inmates are often housed far from their home communities, which adversely affects re-integration. From another perspective, communities become dependent on prisons to support the local economy.

Information Management

Students will be asked to do basic research, from a variety of sources, on a topic(s) in corrections.

This course does not address either of these Tompkins Cortland or SUNY General Education Goals.

V. Essential Topics/Themes

1. History of correctional thought and practice
2. Law of Corrections; prisoners' rights
3. Jails and intermediate sanctions
4. Prisons: classification, management, the inmate experience, issues in prisons
5. Parole and re-entry
6. Special populations: women, mentally ill, others

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Minimum two exams/quizzes, preferably a mixture of objective and short answer questions	25-80%
2. Research assignment(s). Students will research a topic, alone or in groups, and write or present their findings	10-40%
3. Other short written assignments, in-class or take home, or short class presentations	0-30%
4. Attendance and participation	5-15%

VII. Texts – Required Recommended Used for more than one course (list courses)

1. <i>American Corrections</i> , Clear, T. R., Reisig, M. D., & Cole, G. F., 11 th ed. (2016) Boston, MA: Cengage. ISBN: 9781305093300; 1305093305
2. <i>Life without Parole: Living and Dying in Prison Today</i> , Hassine, V., Johnson, R., & Tabriz, S., 5 th ed. (2011), New York, NY: Oxford. ISBN: 9780199774050 0199774056.
OR
3. <i>Corrections: the Essentials</i> , Stohr, M.K., & Walsh, A. 3 rd ed. (2019), Thousand Oaks, CA: Sage. ISBN: 9781506365268 1506365264.
OR
4. Other appropriate text as chosen by the department chair and instructor

Editions listed are current as of date of syllabus. More recent editions may be used.

VIII. Bibliography of Supplemental Materials

1. <i>Newjack: A Year as a Prison Guard in New York's Most Infamous Maximum Security Jail</i> , Conover, T. (2011), London: Ebury. ISBN: 9780091940959 0091940958.

2. *In the Belly of the Beast: Letters from Prison*, Abbott, J. H. (1991), New York, NY: Vintage.
ISBN: 0679732373 9780679732372.

3. *New Jim Crow: Mass Incarceration in the Age of Colorblindness*, Alexander, M. (2016), New York, NY: New Press. ISBN: 1620971933; 9781620971932.

Editions listed are current as of date of syllabus. More recent editions may be used.

IX. Other Learning Resources

Audiovisual Eyes on the Prize; America's Civil Rights Movement, Volume 6, A Nation of Law (Attica)
A Quiet Rage (Zimbardo's simulated prison experiment)
Judgment at Midnight

Electronic NYS Department of Corrections and Community Services, www.doccs.ny.gov
Supreme Court cases 1900-present www.Oyez.org

Other None specified

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

Academic Integrity: *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*

Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.

Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.