**I. COURSE TITLE:** Current Issues in Criminal Justice

**COURSE NUMBER:** 2236 **CATALOG PREFIX:** CJUS

**II. PREREQUISITE(S): None**

**III. CREDIT HOURS:** 3 **LECTURE HOURS:** 3

**LABORATORY HOURS; OBSERVATION HOURS:**

**IV. COURSE DESCRIPTION:**

The first part of this course will explore major issues facing corrections today by analyzing the social context in which punishment occurs. Statistical data and varying points of view will broaden the scope of the topics, allowing students to examine the impact of these correctional problems on the criminal justice system and society. Topics will include Prison Violence, Gangs, Institutional Crowding, Societal Change and its Impact on Correction, Inmate Subcultures, Female Offenders, Juvenile Offenders, Rehabilitations and Treatment Needs of Offenders, Correctional Privatization and The Death Penalty. The second part of this course will examine the day-to-day policing and the stress found in both the daily grind and the division and stigmatization of certain branches of a law enforcement agency. Topics will include the dangers of misplaced loyalties, policing priorities, and Restorative policing.

**V. ADOPTED TEXT(S):**

*Correctional Perspectives: View from Academics, Practitioners, and Prisoners*

by: Leanne Alarid & Paul Cromwell

Roxbury Publishers, 2001

ISBN #1-891487-74-4

*Contemporary Issues in Law Enforcement and Policing*

Edited by: Andrew Millie &  Dilip K. Das

CRC Press, 2008

ISBN:  9781420072150   
ISBN 10:  1420072153

Optional Text

*Publication manual of the American Psychological Association* (6th ed.). (2009). Washington, D.C.: American Psychological Association.

**VI. COURSE OBJECTIVES:**

After completing this course, the student will be able to:

* Discuss the impact that societal change has on the field of corrections/law enforcement.
* Identify the varying inmate subcultures found within correctional institutions and discuss their impact regarding the operation of the facility and staff safety.
* Analyze the significance of providing treatment to offenders while incarcerated and/or under community supervision.
* Explore the debate regarding the death penalty.
* Discuss problems associated with handling juvenile and female offenders in corrections.
* Discuss the debate pertaining to the privatization of corrections.
* Addresses day-to-day policing and the stress found in both the daily grind and the division and stigmatization of certain branches of the force
* Analyze ethics, corruption, and the dangers of misplaced loyalties.
* Discuss strategies to prevent misconduct
* Discusses restorative policing as a fundamental shift in intervention objectives, from punishment or treatment to an emphasis on repairing harm

**VII. GRADING**

Students will be required to complete written exams, quizzes, presentations, and/or homework assignments at the times designated by the course instructor. Late assignments will be considered for half credit.

Grading will be awarded using the following schedule:

A= 90 – 100 %

B= 80 – 89 %

C= 70 -79 %

D= 60 – 69 %

F = 59 %and below – Student will be required to repeat course

Honesty and integrity are major elements in professional behavior and are expected of each criminal justice student. Cheating is unacceptable behavior within all criminal justice courses. Students having academic difficulties should seek guidance assistance from the instructor, academic advisor, or college counselor.

A student observed or found to be cheating on a test or assignment in any criminal justice course will be given a “zero” on the test or assignment. A written report of the incident, signed by the instructor and the student, will be placed in the student’s file. This notice will remain on file and in effect for the remainder of the student’s enrollment in the criminal justice program. Should a second incident of cheating occur in any criminal justice course, the student will be given a failing grade for the course and will be dismissed from the criminal justice program for one year. The “zero” grade for dishonesty will not be used as the drop grade in a course in which a drop grade option is given.

**VIII. COURSE METHODOLOGY:**

Lecture, discussion, journals, case studies, and other appropriate methodologies may be utilized as appropriate to the course objectives.

**IX. COURSE OUTLINE:**

1. Institutional Crowding
   1. Factors Contributing to Crowding
   2. Impact of Crowding on Operations/Inmates
   3. Suggested Solutions
2. Juvenile Offenders
   1. Housing Considerations
   2. Education and Treatment Needs
   3. Inmate Subculture
   4. Juveniles in Adult Prisons
3. Female Offenders
   1. Trends in Female Incarceration
   2. The Criminal Justice System’s Response to Female Offenders
   3. Issues Facing Female Offenders
   4. Inmate Subculture
4. Treatment of Offenders
   1. Methods of Intervention
   2. The System’s Ability to rehabilitate
   3. Aftercare Upon Release
5. Prison Gangs
   1. Types and Numbers of Gangs
   2. Violence and Racial Discord: Security Concerns
   3. Controlling the Problem

**COURSE OUTLINE:** continued

* + 1. Prison Violence

1. Causes of Prison Violence
2. Inmate Concerns
3. Institutional Concerns/Dilemmas
   * 1. Privatization of Corrections
4. History of Privatized Corrections and Current Trends
5. Comparison between Privatized and Non-Privatized Institutions
6. Dilemmas and Concerns
   * 1. The Death Penalty
7. Working with Death Row Inmates
8. Correctional Concerns regarding Death Row Inmates
9. Operational Aspects of the Death Penalty
   * 1. Society’s Impact on Corrections
10. Varying Ideologies of Punishment
11. Societal Changes Impacting Corrections
12. Restorative Justice Rehabilitation
    * 1. Prison Violence
13. Causes of Prison Violence
14. Inmate Concerns
15. Institutional Concerns/Dilemmas

11.) Privatization of Corrections

1. History of Privatized Corrections and Current Trends

B Comparison between Privatized and Non-Privatized Institutions

C Dilemmas and Concerns

12.) Day-to -Day Policing   
A. Combating Chronic Organizational Stressors in Policing  
B. Analysis of a Deviant Unit within a Police Organization

13.) Police Ethics and Corruption  
A. Corruption and the Blue Code of Silence   
B. Developments and Maintenance of Ethical Standards

14.) Police Strategy and Investigations   
A. Targeting of Crime Reduction   
B. Hits and Misses in Criminal Profiling   
C. Police Reform

D. Disaster Preparation

**Sample Course Outline\***

**Current Issues in Criminal Justice**

Week 1 Class Introduction and course outline

Corrective Perspectives

Chapter 1: Institutional Crowding

Week 2 Corrective Perspectives

Chapter 2: Growth in the Number of Women Prisoners

Chapter 3: Elements of Correctional Rehabilitation

Week 3 Corrective Perspectives

Chapter 4: Medical Treatment: HIVAIDS in Corrections

Chapter 5: Prison Gangs

Week 4 Corrective Perspectives

Chapter 6: Prison Violence

Test over Chapters 1,2, 3, 4, 5, & 6

Week 5 Corrective Perspectives

Chapter 7: Security Housing Units: Supermax Prisons

Chapter 8: Women Guarding Men

Week 6 Corrective Perspectives

Chapter 9: Correctional Privatization

Chapter 10: Juveniles in Adult Corrections

Week 7 Corrective Perspectives

Chapter 11: On Death Row

Chapter 12: Release from Prison

Week 8 Corrective Perspectives

Test on Chapters 7, 8, 9, 10, 11, & 12

Contemporary Issues in Law Enforcement and Policing

Chapter 1: Searching for Stress in All the Wrong Places: Combating Chronic Organizational Stressors in Policing

Week 9 Contemporary Issues in Law Enforcement and Policing

Chapter 2: Constructing the *Other* within Police Culture: Analysis of a Deviant Unit within a Police Organization

Chapter 3: Corruption and the Blue Code of Silence

Week 10 Contemporary Issues in Law Enforcement and Policing

Chapter 4: Survey of Innovations in Development and Maintenance of Ethical Standards by Australian Police Department

Test over Chapters 1,2,3, & 4

Week 11 Contemporary Issues in Law Enforcement and Policing

Chapter 7: The Hotspot Matrix: A Framework for Spatio-Temporal Targeting of Crime Reduction

Chapter 8: Catching a Serial Rapist: Hits and Misses in Criminal Profiling

Week 12 Contemporary Issues in Law Enforcement and Policing

Chapter 9: Restorative Policing in Canada: Royal Canadian Mounted Police, Community Justice Forums, and Youth Criminal Justice

Chapter 10: Police Reform, Restorative Justice, and Restorative Policing

Week 13 Contemporary Issues in Law Enforcement and Policing

Test over Chapters 7,8,9, & 10

Disaster Preparation

Week 14 Disaster Preparation

Week 15 Presentation by students – Disaster Preparation

` Final Exam Review

Week 16 FINAL EXAM (Comprehensive)

**Sample Course Outline\* 10 Week Course**

**Current Issues in Criminal Justice**

Week 1 Class Introduction and course outline

Corrective Perspectives

Chapter 1: Institutional Crowding

Chapter 2: Growth in the Number of Women Prisoners

Chapter 3: Elements of Correctional Rehabilitation

Week 2 Corrective Perspectives

Chapter 4: Medical Treatment: HIV/AIDS in Corrections

Chapter 5: Prison Gangs

Chapter 6: Prison Violence

Week 3 Corrective Perspectives

Test over Chapters 1, 2, 3, 4, 5, & 6

Chapter 7: Security Housing Units: Supermax Prisons

Chapter 8: Women Guarding Men

Chapter 9: Correctional Privatization

Week 4 Corrective Perspectives

Chapter 10: Juveniles in Adult Corrections

Chapter 11: On Death Row

Chapter 12: Release from Prison

Week 5 Corrective Perspectives

Test on Chapters 7, 8, 9, 10, 11, & 12

Contemporary Issues in Law Enforcement and Policing

Chapter 1: Searching for Stress in All the Wrong Places: Combating Chronic Organizational Stressors in Policing

Week 6 Corrective Perspectives

Chapter 2: Constructing the *Other* within Police Culture: Analysis of a Deviant Unit within a Police Organization

Chapter 3: Corruption and the Blue Code of Silence

Chapter 4: Survey of Innovations in Development and Maintenance of Ethical Standards by Australian Police Department

Test over Chapters 1, 2, 3, & 4

Week 7 Corrective Perspectives

Chapter 7: The Hotspot Matrix: A Framework for Spatio-Temporal Targeting of Crime Reduction

Chapter 8: Catching a Serial Rapist: Hits and Misses in Criminal Profiling

Week 8 Corrective Perspectives

Chapter 9: Restorative Policing in Canada: Royal Canadian Mounted Police, Community Justice Forums, and Youth Criminal Justice

Chapter 10: Police Reform, Restorative Justice, and Restorative Policing

Week 9 Contemporary Issues in Law Enforcement and Policing

Test over Chapters 7, 8, 9, & 10

Disaster Preparation

Week 10 Contemporary Issues in Law Enforcement and Policing

Presentation by students – Disaster Preparation

` FINAL EXAM (Comprehensive)

\*Instructor reserves the right to organize work to meet the objectives of the course.

**X. OTHER REQUIRED TEXTS, SOFTWARE AND MATERIALS:**

Supplemental Readings may be assigned by the instructor.

**XI.** **EVALUATION:**

There will be five 100-point examinations including a comprehensive final exam. All exams will contain material from earlier in the course/program. Students are expected to achieve a passing score of 70 on four of the exams. The exam with the lowest score will not be counted toward the final grade. MAKE UP EXAMS WILL NOT BE PROVIDED.

Class Assignment:

Each student will be responsible for a research paper consisting of 1,000 to 1,500 words of original narrative documentation in APA format. The paper shall be double-spaced with font of 12 or less in size and margins of one inch from top and bottom of the paper and one inch from the each side on an 8.5 by 11 inches white paper. The research paper shall include a cover page and reference page(s) with three or more reference. Cover page and reference will not be counted toward required number of pages. Diagrams and charts may be used but will not be counted as words. Drawings and photographs should not be used. Late papers will receive half credit.

**Final Grade Calculation:**

Measuring Tool Number Required Maximum Points

Exams 4 @ 100 points each 400

Research Paper 1 @ 100 points each 100

Disaster Preparation

Presentation 1 @ 90 points each 90

Class Participation 10

600

Grading Scale:

600 – 540 = A

539 – 480 = B

479 – 420 = C

419 – 360 = D

359 – 0 = F Must retake course

**XII. SPECIFIC MANAGEMENT REQUIREMENTS:**

Student Responsibilities:

If enrolled in a face-face section:

To meet the objectives of the course, students must attend all scheduled classes. At the beginning of the quarter, instructors will pass out a class schedule that lists all class meetings. If a student must miss a class due to extenuating circumstances, then the student is expected to call and inform the instructor by either talking with the instructor or leaving a message should the instructor not be available.

Students will be allowed two class absences. Unexcused absences over two times will result in a drop of one letter grade from the final grade, i.e. the third absence would reduce a final grade of “A” to a “B.” Two instances of significant tardiness or leaving early will be considered to be equivalent to an absence for purposes of this calculation.

Specific login and activity requirements will be indicated in the initial instructions for any online sections.

Note: Work submitted in this class may be seen by others. Others may see your work when being distributed, during group project work, or if it is chosen for demonstration purposes. Other instructors may also see you work during the evaluation/feedback process. There is also a possibility that your papers may be submitted electronically to other entities to determine if content is original and references are cited appropriately.

Need for assistance: If you have any condition or situation which will make it difficult for you to carry out the work as outlined, please notify the instructor as soon as possible. Students with disabilities may contact the Disabilities Service Office, Central Campus at 800-628-7722 or 937-393-3431.

Instructor’s Responsibilities:

The instructor will enhance and expand the meaning and application of the subject matter covered throughout the course. At the beginning of each quarter, the instructor will distribute syllabi listing all class sessions and course requirements. The instructor will facilitate class discussion and be available to students who need additional educational assistance

**XIII.** **OTHER INFORMATION:**

**Classroom courtesy and decorum**

Old –fashioned courtesy and mutual respect are the order of the day. Rude behavior of any sort will not be tolerated. It is especially important that there be no disruptions that hinder the learning process during class. Such disruptions include, but are not limited to sleeping, eating, listening to iPods, talking and or text messaging on cell phone or other device, using wireless internet connections not related to the subject matter being covered in the class room, reading newspapers, or other unrelated materials during lectures, coming late, leaving early, etc. If you have a need to engage in any of the aforementioned activities, kindly do it somewhere other than this classroom. If you engage in any of the aforementioned activates the instructor has the authority to remove you from the classroom and remove you from the class list.

**Cheating**

STATEMENT OF ACADEMIC HONESTY

(Southern State Community College Catalog )

Southern State Community College is committed to providing educational opportunities that promote academic, professional and personal growth in students. To these ends, all members of the college are expected to uphold the highest academic and ethical stands.

Types of Academic Misconduct

1. Any unauthorized use of material (books, notes, of any kind, and so forth) during an examination, test, or quiz.
2. Copying from another student’s work, permitting one’s work to be copied during an examination, test, or quiz.
3. Unauthorized use of equipment (computers, calculators, or any type of educational or laboratory equipment).
4. Permitting a person to pose in one’s place during an examination, test, quiz, or posing as another person during an examination, test, quiz.
5. Altering an examination, test, quiz, or any other type of evaluated work in an effort to have the work re-evaluated for higher grade.
6. Plagiarizing or permitting one’s work to be plagiarized.
7. Using unauthorized or improper methods to determine in advance the contents of an examination, rest, or quiz.
8. Unauthorized use of computer software during an examination, tests, or quiz.
9. Submitting as one’s own a work of art, a speech, or oral report, a musical composition, a computer program, a laboratory project or any other creation done by another person.

Plagiarism Defined

Plagiarism can be defined as copying someone else’s words or ideas and passing it of as your own. This includes copying material from the World Wide Web, the Internet, books, videos, and all copyrighted material without express permission and documentation.

Possible Sanctions for Academic Misconduct

By an instructor:

Instructors must state possible options at the beginning of a quarter what sanctions they will apply to cases of academic misconduct. Instructors may choose any of the following possible sanctions:

“F” for an individual examination, test, quiz, or evaluated project.

“F” for the course.

Refer the case to the Academic Appeals Committee.

**CELL PHONES and OTHER ELECTRONIC DEVICES**

POLICY

The use of cell phones or other electronic devices, utilized for communication or entertainment, will not be permitted during class. Students may only use a laptop computer for note taking. The use of the laptop for communication with other identities outside and/or inside of the classroom or for the use of entertainment such as playing games, listening to music, watching movies or reading email etc. will be not be permitted.

PURPOSE

The purpose of this policy is to enhance the learning environment of the classroom by reducing distractions created by the use of cell phones and other electronic devices from occurring during class by preventing their use.

METHODS OF NOTIFICATION

This policy will be part of the class syllabi and will be disseminated to each student during the first class of the course.

The instructor will verbally inform the students of this policy during the first class of the course.

METHOD OF ENFORCEMENT OF CELL PHONE and OTHER ELECTRONIC DEVICES

First incident during class

If or when an instructor has reason to believe a student is using a device described in the policy, the instructor will immediately inform the students present in the classroom that the class is receiving a warning for violating the Cell Phone and Other Electronic Devices policy.

Second incident during class

After the class has received a warning by the instructor for violating the Cell Phone and Other Electronic Devices policy, if or when an instructor has reason to believe that the first student or another student present in the classroom is using a device described in this policy, the instructor shall inform the class that a second violation of the Cell Phone and Other Electronic devices policy has occurred and the class is dismissed. The instructor shall inform the students that the remainder of the material that was scheduled to be covered in class that day is the responsibility of the individual student.

Habitual Offender

A habitual offender is a student who the instructor of the class has reason to believe has violated this policy on two or more occasions. After informing the students that this is the second violation during the semester, the instructor may suspend the student for the remainder of the class, for a set number of future classes or expel the student for the remaining classes for the course during that given semester. Any suspension or expulsion from class will result in a lower grade and could include a failing grade. It is the responsibility of the instructor to document the dates, class (es), and behavior observed by instructor to justify the suspending or expulsion of a student.