

JS 202 CORRECTIONS IN AMERICA (3 CREDITS)

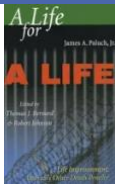
SPRING 2023

INSTRUCTOR CONTACT INFORMATION

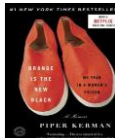
INSTRUCTOR: Angela Wartel	OFFICE: SPH 304
OFFICE HOURS: <i>Tuesdays and Thursdays from 12:00-2:00</i> or by appointment	EMAIL: arwartel@lcsc.edu TELEPHONE: 208-792-2851

I can be reached via email through Canvas by clicking the email link on the left of the course page. Please send emails through Canvas or to arwartel@lcsc.edu. I check both regularly. Allow at least 24 hours for a response during the week and 48 hours during the weekend.

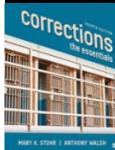
REQUIRED TEXTS



Paluch, J. A. (2004). *A life for a life: Life imprisonment: America's other death penalty*. (T. J. Bernard & R. Johnson, Eds.). Roxbury Pub. ISBN: 019533048X



Kerman, P. (2010). *Orange is the new black: My year in a woman's prison*. Spiegel & Grau. ISBN: 0385523394



Stohr, M. and Walsh, A. (2021). *Corrections: The essentials* (4th ed.). Sage. ISBN: 9781544398822

COURSE OVERVIEW

Corrections in America is designed to provide the student with an overview of corrections on a federal, state, and local level. This course will examine the role of corrections and how it interacts with other criminal justice system components. The historical context of corrections and philosophies on punishment will be discussed and analyzed to show the evolution of corrections and society's views of sentenced offenders. This will be accomplished by an in-depth examination of prisons as a means of punishment and social control.

COURSE OBJECTIVES

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

- Detail the philosophies and goals of punishment
- Critique contemporary correctional practices and ethics
- Describe the history and function of community-based, institutional, and extra-institutional correctional facilities and programs.
- Provide a basic understanding of jails, other local detention facilities, and federal and state prisons.

- Discuss community corrections and the differences and similarities between probation and parole.
- Describe the work world of the individuals employed in corrections and their administrative environment.
- Examine the legal framework and constitutional guarantees for inmates within which corrections operate.
- Illustrate how correctional systems respond to minorities versus non-minorities and males versus females.
- Discuss the concept of special needs inmates and describe the various groups within this category.

At the end of the course, learners may vary in their ability to achieve these outcomes. You are more likely to achieve these outcomes if you attend and participate in class, complete the requirements for all assignments to the best of your ability, and study diligently for exams.

COURSE TECHNOLOGY

This course has a web presence on Canvas. To access Canvas, go to lcsc.instructure.com. Your username should be the first part of your LCSC email (usually your first and middle initial, followed by your last name). If you have any problems accessing the site, please notify IT (208-792- 2231) as soon as possible.

The course site will have a copy of the syllabus and schedule, course notes and assignments, and a section for your grades.

EMAIL: You are expected to check your LCMAIL regularly. Important course information (such as schedule changes and assignments) may be sent by email.

TECHNOLOGICAL REQUIREMENTS: You must have a reliable internet connection.

CLASS FORMAT

This course is designed to have both a lecture and an online component. Students are strongly encouraged to participate actively. Students can access course lecture notes from the Canvas class site. It is recommended that students print these notes to complete in class. Due to privacy concerns and creating a safe classroom environment, lectures cannot be recorded.

COURSE REQUIREMENTS

SYLLABUS QUIZ (10 points)

The syllabus quiz is a short quiz that must be completed by all students entering the course. This quiz will cover basic information from the syllabus. There is no time limit for the quiz; it can be retaken once.

INTRODUCTION POST (10 POINTS):

Write a paragraph or two introducing yourself to the class. Some ideas of things to include --your year in college, major, hobbies, future goals, hometown, family, pets, jobs, or anything else you are comfortable sharing. Include a photograph of you or something important to you (pets, hobbies, favorite place, etc.). If you post a picture with another person, make sure you have permission.

QUIZZES (5@ 50 POINTS EACH):

Five online quizzes will cover the required *A Life for a Life* and *Orange is the New Black* readings. The quizzes will require you to analyze the texts critically. Be sure to read the material before the quiz's due date. Students will have one hour to complete each quiz. Quiz grades will be available in the "Grades" section within one week of the due date.

EXAMS (3 @ 100 POINTS EACH)

Three exams will be administered in class. These exams may contain true/false, multiple-choice, matching, fill-in-the-blank, and essay questions. Study guides will be provided.

PRISON TOURS (100 POINTS)

This semester we plan to tour at least one prison in Idaho. The prison tours seek to broaden the student's academic horizons by applying course material to real-life situations and events. The tours are highly recommended. They provide students with an inside view of an aspect of the criminal justice system that is not often seen by the public. You must attend at least one, if not both, of the course tours. After the tour, you will write a short (2-3) page reflection paper about your experiences. It is recognized that some students may not be able to attend the tours for various reasons. An alternative assignment has been created for those unable to attend.

(Note: Due to COVID and unforeseen circumstances, we may be unable to tour a facility. If this occurs, all students will complete the alternative assignment).

PARTICIPATION (130 POINTS)

Students are expected to come to class with all assigned readings completed. Students who actively participate in course discussions and activities will be awarded points. These points rely on your active participation, so they cannot be made up in the event of a class absence.

COURSE GRADING BREAKDOWN AND POINT VALUES

<i>Assignments</i>	<i>Point Value</i>	<i>Letter Grade</i>	<i>Point Range</i>
<i>Reading Quizzes (5 @ 50)</i>	250 points	A (93-100)	744-800
<i>Exams (3 @100)</i>	300 points	A- (90-92)	720-743
<i>Syllabus Quiz & Introduction Post</i>	20 points	B+ (87-89)	696-719
<i>Prison Tour/Alternative Assignment</i>	100 points	B (83-86)	664-695
<i>Participation</i>	130 points	B- (80-82)	640-663
Total	800 points	C+ (77-79)	616-639
		C (73-76)	584-615
		C-(70-72)	560-583
		D+ (67-69)	536-559
		D (60-66)	480-535
		F (59 and below)	479 and below

I do not round up or curve grades. Every point matters!

COURSE POLICIES

LATE WORK AND INCOMPLETES

Exams must be submitted on time. Reading quizzes will receive a 30% grade deduction up to one week after the due date. Work submitted after one week will not be accepted and will receive a zero. If an emergency prevents you from completing your work on time, email as soon as possible to make arrangements. Emergencies are defined as anything serious and unexpected. Examples of emergencies are car accidents, a serious health crisis of the student or the student's immediate family, etc. Examples of non-emergencies are weddings, vacations, or any other event which can be planned around.

Students are expected to complete all work in a timely fashion. Incompletes are granted at the instructor's discretion after at least 80% of all coursework is finished successfully (D+ or higher). Incompletes are reserved only for documented catastrophic or extenuating circumstances. The instructor reserves the right to set the course completion deadline, which may be at any time before the end of the following semester. Incompletes revert to an F if the work is not completed by the expiration deadline.

COURSE ETIQUETTE

This course will bring together students from diverse backgrounds. We are working together to develop an inclusive and respectful community for all students. The goal of inclusiveness encourages and appreciates expressions of different views so that conversations can become an opportunity for intellectual and personal growth. We will be discussing controversial topics, which will challenge you to analyze your views and the views of others. In keeping with this goal, hate speech, racist, sexist, homophobic, or other discriminatory language and behavior will not be tolerated. It is okay to disagree, but it must be done civilly. Mutual respect, civility, and recognizing others' views are crucial to critical thinking. Active, thoughtful, and respectful participation will make this course productive and engaging.

FLEXIBILITY CLAUSE

The instructor reserves the right to modify the course requirements and other related policies as circumstances dictate, with sufficient notification to all students. Even the professor can have an unanticipated emergency, and the college—or the community—may experience an emergency requiring changing the class schedule or requirements. I do not expect to invoke this clause, but you will be notified as soon as possible if I do. Any change will also be posted to Canvas.

Keep up to date on the [LCSC Social Sciences Division](#) and
[the LCSC Justice Studies Club](#)

TOPICAL OUTLINE

Topics to be covered in the course include:

- Ideological Underpinnings of Corrections
- Early Corrections: From Ancient Times to Correctional Institutions
- Ethics and Corrections
- Sentencing: The Application of Punishment

- Jails and Detention Centers
- Community Corrections: Probation and Intermediary Sanctions
- Prisons and the Correctional Client
- The Corrections Experience for Staff
- Community Corrections: Parole and Prisoner Reentry
- Women and People of Color and Corrections
- Legal Issues in Corrections and the Death Penalty
- Correctional Programming, Treatment, and Corrections in the 21st Century