

COURSE DESCRIPTION: RJUS 223: INTRODUCTION TO CORRECTIONS AND THE CRIMINAL JUSTICE SYSTEM

This course for pastoral ministers concentrating on Restorative Justice is an introduction to the environment in which some of them will minister. The curriculum will introduce the history, philosophy and practice of the discipline of corrections within the criminal justice system of the United States, with an emphasis on the institutions and practices found in contemporary California. The program of study will include an overview of the genesis and dynamic evolution of the institutions and methods society uses to respond to crime, and a description of the organizations, structures and stakeholders which will be encountered by pastoral ministers. Additionally, students will become acquainted with the practice of Advocacy on behalf of the populations they serve and with limitations on Advocacy.

LEARNING OBJECTIVES

This course addresses the following Goals and Objectives of the GPPM Program:

- **Goal 2:** Students will develop pastoral skills, ministry knowledge, and liturgical fluencies in at least one key field of study relevant to Christian ministry. (Pastoral Proficiency)
 - **Objective A:** Students will demonstrate a depth of practical and theoretical knowledge in their area of concentration.
 - **Objective B:** Students will understand the significance of liturgy for their ministry and in the life of faith.
- **Goal 3:** Students will become competent leaders dedicated to serving the Church and to creating community in parish and other pastoral settings. (Leadership Skill)
 - **Objective A:** Students will employ historically informed knowledge of the tradition to assess theological positions and pastoral issues.
 - **Objective B:** Students will apply skills from their area of concentration for use in their faith community.
- **Goal 4:** Students will demonstrate a critically informed approach to faith that promotes social justice for the common good, especially for the benefit of those in greatest need. (Justice Commitment).
 - **Objective A:** Students will address issues of inequity and injustice in light of the Christian witness.
 - **Objective B:** Students will integrate the perspective of the poor and the marginalized in their reflection on theological and pastoral issues.
- **Goal 5:** Students will become prepared ministry professionals able to function effectively in a diverse global religious environment. (Diversity Fluency)
 - **Objective A:** Students will describe and address cultural differences in Christian practice.
 - **Objective B:** Students will demonstrate a critical appreciation of religious diversity.

COURSE REQUIREMENTS

Required Texts:

1. Siegel, Larry J. and Worrall, John L. *Introduction to Criminal Justice*, 16th Ed. (Kindle). Boston, MA, Cengage Learning, 2018.¹

¹ This syllabus is based on the Siegel and Worrall and Recinella texts.

2. Recinella, Dale S. *When We Visit Jesus In Prison: A Guide for Catholic Ministry*. Chicago, IL, ACTA Publications, 2016.
3. Alexander, Michelle. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness, 10th Edition*. New York, NY, 2020.

Course Work:

1. **Informed and Engaged Class Participation:** Attendance is expected at all face-to-face and online classes. Thoughtful and reflective participation is expected, including sharing comments and questions throughout the course.
2. **Written Work:** Written work will be evaluated on quality of content, organization, clarity of expression, grammatical correctness, and appropriate citations.
 - a. Reflection paper: Due by **July 19, 2021**. (3-4 pages; double-spaced, 12 pt. font; email to jstorm@srdiocese.org). The purpose of this paper is to articulate and integrate insights from your reading and our class discussion. Questions for your consideration will be posed in class sessions.
3. **Final Project and Class Presentation:** (15 min.) Each student will select a pastoral need in the area of corrections, based on the readings and classroom discussions. In consultation with the instructor, the student will develop a specific project: for example, it might be a redesign of an existing program or development of a new program within a correctional institution; or an intentional plan for outreach and evangelization. There is a lot of room for creativity on this project. The key is that this project be something that one could actually implement in ministry. I am not interested in a theoretical project, but one that is practical and realistic. A written report is required that should document the scope and development of the project (3-4 pages). PowerPoint presentations and other media tools are highly encouraged and should be submitted along with the paper. Guidelines will be presented in class.

The written report and drafts of all material in support of the classroom presentation (PowerPoints, handouts, screen shares and so forth) are due by August 10, 2021 via email to: jstorm@srdiocese.org

On the day of our last in-person session (August 14, 2021), students will give a brief (15 minute) presentation on the project.

GRADING

20% attendance with informed & engaged class participation; 30% reflection paper; 50% final paper/project/presentation.

WEEKLY SCHEDULE

Session 1 (Six Hours – In Person):

Topic(s):

1. Introduction and Class Orientation
2. Crime and Criminal Justice
3. The Nature and Extent of Crime
4. Causes of Crime

5. Crime and Law
6. Federal and State Government Overview

Readings: Siegel and Worrall, 2018 – Chapters 1-4
Pre-read for Session 2: S&W - Chapter 5

Session 2 (Two Hours – On Line):

Topic(s):

1. Review of Session 1 (S&W - Chapters 1-4)
2. Introduction to Policing (S&W – Chapter 5)

Readings: S&W – Chapters 6-8
Alexander, 2020 – Preface/Intro

Session 3 (Two Hours – On Line):

Topic(s):

1. Police: History, Role, Organization, and Function (S&W – Chapters 5-6)
2. Issues in Policing and the Rule of Law (S&W – Chapters 7-8)

Readings: S&W – Chapter 9
Alexander – Chapter 1

Session 4 (Two Hours – On Line):

Topic(s):

1. Introduction to the American Legal System (S&W – Chapter 9)
2. Court Structure and Personnel (S&W – Chapter 9)

Readings: S&W – Chapter 10
Alexander – Chapter 2

Session 5 (Two Hours – On Line):

Topic(s):

1. Pretrial and Trial Procedures (S&W – Chapter 10)

Readings: S&W – Chapters 11-14
Alexander – Chapter 3

Session 6 (Six Hours – In Person):

Topic(s):

1. Sentencing (S&W – Chapter 11)
2. Introduction to Corrections (S&W - Chapter 12)
3. Community Corrections (S&W – Chapter 12)
4. Jails (S&W – S&W Chapter 13)
5. Prisons (S&W – Chapters 13-14)

Readings: S&W – Chapter 15
Alexander – Chapter 4

Session 7 (Two Hours – On Line):

Topic(s):

1. Juvenile Justice (S&W – Chapter 15)

Readings: S&W – Chapter 16

Session 8 (Two Hours – On Line):

Topic(s):

1. Crime and Justice in the New Millennium (S&W – Chapter 16)

Readings:

Recinella, 2016 — Chapters 1 – 6
Alexander — Chapter 6

Session 9 (Two Hours – On Line):

Topic(s):

1. The Framework for Ministry in Prisons and Jails (Recinella, Chapters 1-6)

Readings:

Recinella — Chapters 7-10; Review S&W Chapter 3

Session 10 (Two Hours – On Line):

Topic(s):

1. Pastoral Needs of Inmates and Families of Inmates and Prison/Jail Staffs

Readings:

Recinella Chapters 11-16

Session 11 (Two Hours – On Line):

Topic(s):

1. Inmates with Special Pastoral Needs (Recinella Chapters 11-14)
2. Constraints that Affect Prison Ministry and Restorative Justice (Recinella Chapters 15-16)
3. Advocacy on Behalf of the Populations Served and Limitations on Advocacy (No References)

Readings: None

Session 12 (Six Hours – In Person):

Final Presentations

Readings: None

ACADEMIC INTEGRITY

Santa Clara University is committed to academic honesty and integrity. Students are expected to do their own work and to cite any sources they use. The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of -- and commitment to -- a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states: "I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code." Students are expected to uphold the principles of this pledge for all work in this class. For more information about Santa Clara University's academic integrity pledge and resources about ensuring academic integrity in your work, see www.scu.edu/academic-integrity.

WRITING ASSISTANCE

It is expected that all written assignments reflect graduate level writing. Writing assistance is available for all students. The GPPM is happy to offer the assistance of Dorothy Suarez who works for our program to help to be sure that your writings reflect your best possible work. She is skilled, knowledgeable, and experienced having worked with many students to help them to shine. We think you will find her a delight to work with. Dorothy can be reached at 408-828-9204 or GPPM.Dorothy@gmail.com

Please contact The Hub, SCU's Writing Center, at www.scu.edu/hub/. Please seek appropriate writing assistance before submitting assignments. See "Written Work" under Course Requirements below for evaluative criteria for written assignments.

DISABILITY ACCOMMODATION POLICY

To request academic accommodations for a disability, students must be registered with Disabilities Resources, located in Benson 216. Students register using DR Online Services at www.scu.edu/disabilities. Students need to register and provide professional documentation of a disability prior to receiving academic accommodations. Please read "Required Documentation" on the website before starting the registration process. Students may contact Disabilities Resources at 408-554-4109 if they have questions.