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 they 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:** Familiarity with ministerial practices in various manifestations of church life, expressed in concrete pastoral applications which include discernment, compassion, and ministries of accompaniment. (Pastoral Proficiency)
    - o **Objective A:** Students will demonstrate a depth of practical and theoretical knowledge in their area of concentration.
    - o **Objective B:** Students will understand the significance of liturgy for their ministry and in the life of faith.
- **Goal 3:** A commitment to identify injustices and developing skills to work individually and in collaboration with other ministers, in accompanying those in need and in service to the poor, the marginalized, and the alienated, both within and outside the Church. (Servant Leadership)
    - o **Objective A:** Students will employ historically informed knowledge of the tradition to assess theological positions and pastoral issues.
    - o **Objective B:** Students will apply skills from their area of concentration for use in their faith community.
- **Goal 4:** Awareness of and critical engagement with how one's own culture influences ministry, and then to engage in ministries that build the community of Christ and are sensitive to and respectful of all cultures and traditions, and individuals who vary by race, ethnicity, gender, sexual orientation, and dynamics of wealth, poverty, and power. (Diversity Fluency)
    - o **Objective A:** Students will address issues of inequity and injustice in light of the Christian witness.
    - o **Objective B:** Students will integrate the perspective of the poor and the marginalized in their classroom discussion and written assignments.

COURSE REQUIREMENTS

Required Texts:

1. Siegel, Larry J. and Worrall, John L. *Introduction to Criminal Justice*, 17th Ed. (Kindle). Boston, MA, Cengage Learning, (2022,2018).[1]

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[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 **May 8, 2024**. (3-4 pages; double-spaced, 12 pt. font; email to jstorm@srdiocese.org). The purposes of this paper are to articulate and integrate insights from your reading, personal experience, and our class discussion and to present a Problem Statement for the Final Project.
3. **Final Project and Class Presentation:** (15 min.) Each student will select a pastoral need in the area of criminal justice, 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. A written report is required that should document the scope and development of the project (3-4 pages). The report will be evaluated on quality of content, organization, clarity of expression, grammatical correctness, and appropriate citations.
    b. PowerPoint presentations and other media tools are highly encouraged and should be submitted along with the paper. Guidelines will be presented in class.
    c. The written report and drafts of all material in support of the classroom presentation (PowerPoints, handouts, screen shares and so forth) are due by **June 10, 2024** via email to: jstorm@srdiocese.org

    On the day of our last in-person session (**June 15, 2024**), students will give a brief (15 minute) presentation on the project.

GRADING

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

WEEKLY SCHEDULE

Session 1 (Six Hours – In Person):   **Topic(s):**
1. Introduction and Class Orientation
2. Developing a Project – From Ideas to Written Project
3. Making a Case – the Acquisition and Use of Evidence
4. Crime and Criminal Justice - Overview

5. The Nature and Extent of Crime
6. Causes of Crime
7. Crime and Law
8. 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 and Continued Discussion of Overview (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
                    Alexander — Chapter 5

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

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.

Academic integrity is part of your intellectual, ethical, and professional development. I expect you to uphold the principles of this pledge for all work in this class. I will clarify expectations on academic integrity -- including the use of AI tools such as ChatGPT and course sharing sites for all assignments and exams in this course. If you have questions about what is appropriate on any assignment, please let me know before you hand in work. For more resources about ensuring academic integrity in your work, see this LibGuide on Academic Integrity.

Discrimination, Harassment and Sexual Misconduct (Title IX)

Santa Clara University is committed to providing all students with a safe learning environment free of all forms of discrimination, sexual harassment, and sexual violence.

Please know that as a faculty member, California law SB 493 requires me to report any information brought to my attention about incidents of sexual harassment or misconduct to the SCU Equal Opportunity and Title IX Office (408) 551-3043. This includes, but is not limited to, disclosures in writing assignments, class discussions, and one-on-one conversations.

Should you need support, SCU has dedicated staff trained to assist you in navigating campus resources, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and filing a formal complaint with the University or with law enforcement. Please see the Student Resources page for more information about reporting options and resources.

If you or someone you know has experienced sexual harassment or sexual violence and wishes to speak to a **confidential** resource who is not required to report, please contact one of the following SCU resources for support:

- SCU Wellness Center
- CAPS
- Any individual (clergy, counselors) acting in a professional capacity for which confidentiality is mandated by law

I am happy to help connect you with any of these resources.

Accommodations for Pregnant and Parenting Students

Santa Clara University does not discriminate against any student on the basis of pregnancy or related medical conditions. Absences due to medical conditions relating to pregnancy and childbirth will be excused for as long as deemed medically necessary by a student's doctor, and students will be given the opportunity to make up missed work. Students needing accommodations can often arrange accommodations by working directly with their instructors, supervisors, or departments. Students needing accommodations can also seek assistance with accommodations from the Office of Office of Accessible Education (OAE) or from the Office of

Equal Opportunity and Title IX Office. This resource page from Title IX provides information for students and faculty regarding pregnancy rights.

Office of Accessible Education

If you have a documented disability for which accommodations may be required in this class, please contact the Office of Accessible Education (oae@scu.edu, http://www.scu.edu/oae) as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through OAE, please be sure to request your accommodations through your myOAE portal and discuss them with me during my office hours within the first two weeks of class.

To ensure fairness and consistency, individual faculty members are required to receive verification from the Office of Accessible Education before providing accommodations. OAE will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assistive technology. Students with approved accommodations of time-and-a-half should talk with me as soon as possible. The Office of Accessible Education must be contacted in advance (at least two weeks notice recommended) to schedule proctored examinations or to arrange other accommodations.

In light of shifting health advisories related to COVID-19, exams may be administered online. Students with approved testing accommodations should contact me (at least two weeks notice recommended) prior to an exam date to notify me of their intent to use their testing accommodations on the upcoming exam to ensure their accommodations are effectively implemented.

Safety Measures

In order to meet our learning objectives, we will adhere to the highest standards for safety and mutual respect. I expect everyone to adhere to current university mask mandates at all times; to make their best attempt to make themselves heard when asking questions or contributing to discussions; and refrain from eating or drinking in class. It is expected that everyone will follow university guidelines about health and public safety measures outlined on the Prepared SCU website.

Use of Classroom Recordings

All online class meetings will be recorded and made available on Camino. As is stated in the Student Conduct Code: "…Dissemination or sharing of any classroom recording without the permission of the instructor would be considered "misuse" and, therefore, prohibited. Violations of these policies may result in disciplinary action by the University. At the instructor's discretion, violations may also have an adverse effect on the student's grade."

Copyright Statement

Materials in this course are protected by United States copyright laws. I am the copyright holder of the materials I create, including notes, handouts, slides, and videos. You may make copies of course materials for your own use and you may share the materials with other students enrolled in this course. You may not publicly distribute the course materials without my written permission.

Technology Support

SCU can provide you with technology assistance, and you can also reach out to our providers directly for questions. For Camino (SCU's branded instance of Canvas) support, contact caminosupport@scu.edu or call 408-551-3572. You can also use the help button within the Camino platform (on the left hand navigation) for 24/7 support via chat or phone with our vendor.

For Zoom assistance, contact Media Services at mediaservices@scu.edu or 408-554-4520. You can also get support from the Zoom Help Center website.

For SCU network and computing support, contact the SCU Technology Help Desk at techdesk@scu.edu or 408-554-5700. They can provide support for MySCU Portal, Duo, eCampus, hardware and software issues, and more.

In addition to the required syllabus statements above, statements addressing diversity, equity and inclusion, student wellness, and academic resources, such as those below, are strongly recommended.

Syllabus Statements on Diversity, Inclusion, and Wellness

Santa Clara University syllabi are encouraged to include information for students to promote a more inclusive classroom. Below are recommended examples of syllabi statements that faculty may use. For more on developing an inclusive syllabus and course design see a campus resource on Inclusive Teaching and a toolkit from the Association of College and University Educators (ACUE).

Land Acknowledgment

Santa Clara University occupies the unceded ancestral homeland of the Ohlone and Muwekma Ohlone people.

Respect for Diversity

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my

intent to present materials and activities that are respectful of diverse identities (e.g., those based on gender, sexuality, disability, age, socioeconomic status, ethnicity, race, religion, and culture). Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

Gender Inclusive Language

This course affirms people of all gender expressions and gender identities. If you go by a name different from what is on the class roster, please let me know. Using correct gender pronouns is important to me, so I encourage you to share your pronouns with me and correct me if I make a mistake. If you have any questions or concerns, please do not hesitate to contact me. For more on personal pronouns see www.mypronouns.org

Wellness Statement and Mental Health Resources

I know you will do the best you can in this class (and all of your classes); however, it should never be at the expense of your own mental health, physical health, and/or well-being. Jesuit education is grounded in cura personalis, concern for the whole person—mind, body, and spirit. What does this mean for you? Be kind to others, and more importantly, be kind to yourself. Attend to your sleep (quantity and quality); drink lots of water; move; get outside; and pay attention to beauty that isn't coming to you on a screen. Eat good food; laugh; enjoy friends and family; look for opportunities to connect with others in new ways; pray, meditate, or otherwise attend to your spirit. And ask for help, even if you don't think you need it. Lots of folks, including me, are here to support you. It's never too late to reach out, and I am committed to helping you.

SCU has many resources and programs to support you. These resources may be especially helpful:

Wellness Center: https://www.scu.edu/wellness/

The Wellness center provides resources to aid and promote student well-being across the eight dimensions of wellness, including student peer groups for healthful living, violence prevention, and recovery.

CAPS: https://www.scu.edu/cowell/counseling-and-psychological-services-caps/
Santa Clara students are provided confidential counseling sessions at no cost through Counseling and Psychological Services (CAPS). Students have access to clinically appropriate, short-term therapy; group therapy; and other resources for care. A new 24/7 support line is also available: **408-554-5220**.

SCU Culture of Care: https://www.scu.edu/osl/culture-of-care/
If you are concerned for the mental or physical welfare of one of your peers, the Office of

[Student Life Culture of Care](#) website provides resources for recognizing and helping someone in distress.

Academic Concerns
If you are concerned with your progress in this class, please contact me so that we can find solutions together. [Drahmann Center](#) can also offer support with issues regarding your academic progress more broadly.

SCU also has multiple options for free academic tutoring. Students can make appointments to discuss work in a range of courses:

- [Drahmann Tutoring](#) (Numerous courses in the College of Arts & Sciences including Natural Sciences, Modern Languages, Economics, and Computer Science)
- [The HUB Writing Center](#) (Writing and Public Speaking)
- [Mathematics Learning Center](#) (MATH 4, 6, 8, 11-14, 30-31, 35-36, 51, 53)