SYLLABUS

DATE OF LAST REVIEW: 02/2013
CIP CODE: 43.0107
SEMESTER: Departmental Syllabus
COURSE TITLE: Cultural and Religious Diversity in Offender Populations
COURSE NUMBER: CRJS0120
CREDIT HOURS: 3
INSTRUCTOR: Departmental Syllabus
OFFICE LOCATION: Departmental Syllabus
OFFICE HOURS: Departmental Syllabus
TELEPHONE: Departmental Syllabus
EMAIL: KCKCC- “issued email accounts are the official means for electronically communicating with our students.”

PREREQUISITE(S): None

REQUIRED TEXT AND MATERIALS: Please check with KCKCC bookstore, http://www.kckccbookstores.com/, for the required texts for your particular class.

COURSE DESCRIPTION: This course provides interaction and guidelines for dealing with cultural, religious and ethnic differences in potentially-volatile offender-settings. Students will learn to employ interventions strategies amidst varied and diverse offender populations.

METHODS OF INSTRUCTION: A variety of instructional methods may be used depending on the content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

COURSE OUTLINE:
I. Introduction
   A. Religious-Offenders Rehabilitation
   B. Prison Religious in Action

II. Reasons for Religions Involvements
   A. The Role of Prison Chaplain
   B. Religion in the Institution

III. Intersections of Race, Religion and Inmate Culture
A. Resistance to Conversion to Islam
B. Racial Religion

IV. Prisoners, Prison, and Religion
   A. Religion and Drug Use in the Correctional Facility
   B. Prison as a Society

V. Denominational Differences
   A. Evaluation Religious Initiatives in the Institution
   B. Religions Issues

VI. Shame and Religion in Rehabilitation
   A. Social Theory
   B. Reconciliation

VII. Prisoners as a Scapegoat
   A. Rethinking God
   B. Justice and Treatments

VIII. African Americans and the Criminal Justice System
   A. Historical Background
   B. Police, Courts and Corrections

IX. Hispanic Americans and the Criminal Justice System
   A. Influence of Central and South America
   B. On the Border
   C. Police, Courts and Corrections

X. Asian American and the Criminal Justice System
   A. East Asians
   B. Indian Issues
   C. Gangs in America

XI. Native Americans in the Criminal Justice System
   A. Employment and Income
   B. Victimization

XII. Women and the Criminal Justice System
    A. Females and the Court
    B. A Distinct Culture

XIII. The Gay Community
    A. Gay Bashing
    B. Prison Life
XIV. The Elderly and the Criminal Justice System
   A. Victimization
   B. Offenders

XV. The Courts and Multiculturalism
   A. Jury Selection
   B. Trials

XVI. Corrections and Multiculturalism
   A. Incarceration
   B. Gangs

EXPECTED LEARNER OUTCOMES

A. The student will be able to apply correctional substantive and procedural law in practical situations.
B. The student will be able to demonstrate ethics, integrity, teamwork, and professionalism in corrections.
C. The student will be able to identify procedures and practices within the correctional facility.
D. The student will be able to analyze the principles of successful correctional environment and re-entry into society.
E. The student will be able to assess events and trends of successful incarceration and reentry of inmates into society.
F. The student will be able to communicate effectively with diverse populations.
G. The student will be able to analyze African American, Native American, Asian and Hispanic multiculturalism in the Criminal Justice System.
H. The student will be able to analyze substance abusers, elderly, gay offenders, gang members, and female offenders.
I. The student will be able to evaluate ethnicity and denominational differences in offenders.
J. The student will be able to evaluate special needs offenders in the correctional environment.

COURSE COMPETENCIES:

The student will be able to apply correctional substantive and procedural law in practical situations.

1. The student will be able to explain community justice for special needs offenders.
2. The student will be able to determine increasing demands for community supervision.
3. The student will be able to evaluate media, community correctional and the special needs offender.
4. The student will be able to determine the need for indeterminate sentencing.

The student will be able to demonstrate ethics, integrity, teamwork, and professionalism in corrections.
5. The student will be able to explain restorative justice and special needs offenders.
6. The student will be able to explain the use of therapeutic jurisprudence, family group conferences and mental health courts.
7. The student will be able to explain the professional use of victim restorative sanctions and public involvements in corrections.

The student will be able to determine procedures and practices within the correctional institutions.
8. The student will be able to explain religions-offender-rehabilitation concepts in action within prisons.
9. The student will be able to outline reasons for religions involvement in prisons.
10. The student will be able to determine intersections of race, religion and inmate culture in the prison.

The student will be able to analyze the principles of successful correctional environments and reentry into society.
11. The student will be able to explain the role of prison chaplain and inmate rehabilitation.
12. The student will be able to outline prison religion in action.
13. The student will be able to explain social theory and reconciliation.

The student will be able to assess events and trends of successful incarceration and reentry of inmates into society.
14. The student will be able to evaluate shame and religion in rehabilitation.
15. The student will be able to evaluate religious initiatives and denominational differences in successful reentry.
16. The student will be able to explain justice and treatment programs in prisons.

The student will be able to communicate effectively with diverse populations.
17. The student will be able to explain needs of special offenders.
18. The student will be able to determine risk assessment diagnosis and recidivism or special needs offenders.
19. The student will be able to explain the importance of communication within specific offender categories.

The student will be able to analyze African Americans, Native American, Asian and Hispanic Multiculturalism.
20. The student will be able to analyze African American involvements in prisons.
21. The student will be able to analyze gangs in the prison system.
22. The student will be able to explain the impact multiculturalism in prisons.

The student will be able to analyze substance abusers, mentally disordered, gay, female and geriatric offenders.
23. The student will be able to explain the use of substance abuse programs in prisons.
24. The student will be able to determine specific prisons treatment, intervention programs for sexual, drug and gang related offences.
25. The student will be able to explain treatments options for mentally disabled, physically disabled, and geriatric offenders.

The student will be able to evaluate ethnicity and denominational differences in offenders.
26. The student will be able to evaluate specific religious initiatives in prison.
27. The student will be able to explain the various religions in the prison.
28. The student will be able to explain the resistance to conversion to Islam in prisons.

The student will be able to evaluate special needs offenders in the correctional environment.
29. The student will be able to discuss gay and gang associated offenders in the prison.
30. The student will be able to explain the special needs of inmates with communicable diseases.
31. The student will be able to explain specific special needs offenders such as domestic batterers, female offenders, and child and adolescent offenders.

ASSESSMENT OF LEARNER OUTCOMES: Student progress is evaluated by means that include, but are not limited to, exams, written assignments, and class participation.

SPECIAL NOTES:

This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding and tolerance.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including the IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact Director of Academic Resource Center, in Room 3354 or call (913) 288-7670.