STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK

MASTER SYLLABUS

JUST 349 – VULNERABLE POPULATIONS IN CRIMINAL JUSTICE

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SCHOOL OF SCIENCE, HEALTH, AND CRIMINAL JUSTICE
CRIMINAL JUSTICE DEPARTMENT
FALL 2018

A. **TITLE**: Vulnerable Populations in Criminal Justice

B. **COURSE NUMBER:** JUST 349

C. **CREDIT HOURS:** 3

D. **WRITING INTENSIVE COURSE**: No

E. **GER CATEGORY:** None

F. **SEMESTER(S) OFFERED:** Spring

G. **COURSE DESCRIPTION:** This course examines a variety of vulnerable populations whose particular characteristics make them especially susceptible to justice-system involvement, and the substantial and enduring harms resulting therefrom. Special attention is paid to the mentally ill, substance-use disordered, and veterans, as well as those whose age, race, gender, ethnicity, or socioeconomic status increase their vulnerability. Current and emerging justice-system policies and practices are evaluated.

H. **PRE-REQUISITES/CO-REQUISITES:** None

I. **STUDENT LEARNING OUTCOMES:**

By the end of this course, the student will be able to:

Course Student Learning Outcome [SLO]	*PSLO*	*GER*	*ISLO*
a. Identify and describe populations with significant vulnerability to, and from, justice involvement.	**PLO 1** – Apply standards of academic and professional discourse while speaking and writing.		1- Communication Skills [W]
b. Identify social and cultural influences that impact vulnerable populations in criminal justice contexts.	**PLO 7** - Identify the social and cultural influences that impact practice and policy in criminal justice contexts.		4 – Social Responsibility [IK]

c. Critically analyze justice-system responses to vulnerable populations.	**PLO 2** – Analyze and evaluate theory and practice in criminological/ criminal justice contexts.		2 - Critical Thinking [IA]
d. Evaluate emerging reforms in justice-system practice or policy, and propose new models or solutions for change.	**PLO 3** – Propose reform or new models of practice in criminal justice contexts.		2 – Critical Thinking [PS]

KEY	**Institutional Student Learning Outcomes [ISLO 1 – 5]**
ISLO #	**ISLO & Subsets**
1	**Communication Skills** Oral [O], Written [W]
2	**Critical Thinking** *Critical Analysis [CA] , Inquiry & Analysis [IA] , Problem Solving [PS]*
3	**Foundational Skills** *Information Management [IM], Quantitative Lit,/Reasoning [QTR]*
4	**Social Responsibility** *Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]*
5	**Industry, Professional, Discipline Specific Knowledge and Skills**

J.   **APPLIED LEARNING COMPONENT:**   Yes____   No__X____

K.   **TEXTS:** *[Selections from:]*

American Psychiatric Association. (2016). People with mental illness in the criminal justice system: Answering a cry for help. Arlington, VA: APA Publishing [free e-text via SLLC].

Barak, G., Leighton, P., & Cotton, A. M. (2015). *Class, race, gender, and crime: The social realities of justice in America.* Lanham, MA: Rowman & Littlefield [free e-text via SLLC].

Bazemore, G. & Schiff, M. (2005). *Juvenile justice reform and restorative justice: Building theory and policy from practice*. Portland, OR: Willan Publishing [free e-text via SLLC].

Erickson, P.E., & Erickson, S.K. (2008). *Crime, punishment, and mental illness: Law and the behavioral sciences in conflict*. New Brunswick, NJ: Rutgers University Press [free e-text via SLLC].

U.S. Department of Justice. (2012). Reducing homeless populations' involvement in the criminal justice system. Retrieved from https://www.justice.gov/sites/default/files/atj/legacy/2012/05/09/doj-resource-guide.pdf [free online].

White, Michael D. (2013). *Examining the potential for violence in arrests of special and vulnerable populations.* Phoenix, AZ: Center for Violence Prevention & Community Safety, Arizona State University [free online].

L. **REFERENCES:**
Springer, D.W., & Roberts, A.R. (2007). *Handbook of forensic mental health with victims and offenders: Assessment, treatment, and research.* New York, NY: Springer [free e-text via SLLC].

M. **EQUIPMENT:** FLEX or hybrid delivery technology

N. **GRADING METHOD:** A-F

O. **SUGGESTED MEASUREMENT CRITERIA/METHODS:**
- Exams
- Papers
- Project/Presentation

P. **DETAILED COURSE OUTLINE:** (must use the outline format listed below)

I. Defining the Problems and Their Contexts
    A. Identifying and Defining Vulnerable Populations
    B. The Justice System and its Contexts

II. Populations with Significant Vulnerability
    A. Mentally Ill and Substance-Use Disordered
    B. Homeless and Veterans
    C. LGBTQ and Women
    D. Elderly and Physically Disabled
    E. Children and Adolescents
    F. Racial and Ethnic Minorities
    G. Socioeconomically Disadvantaged

III. Problem-Solving, Reform, and Obstacles to Change
    a. Evolution in Justice
        i. Problem-Solving and Specialty Courts
        ii. Therapeutic Jurisprudence
        iii. Restorative Justice
        iv. Youth-Run Peer Courts
        v. CIT, Mental Health First Aid, and Other Emerging Models
    b. Obstacles to Change