



**CALIFORNIA STATE UNIVERSITY, SACRAMENTO**  
**COLLEGE OF HEALTH AND HUMAN SERVICES**  
**DIVISION OF CRIMINAL JUSTICE**  
**SPRING 2009**  
**CRJ 120-4--FUNDAMENTALS OF CORRECTIONS**  
**TUESDAY/THURSDAY 1:30-2:45**  
**ALPINE HALL ROOM 156**

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Office: Alpine Hall Room 203  
Office Hours: Tuesday 10am-1pm  
Class Email: To be discussed in SacCT lab meeting

**Course Description:**

This course provides an overview and critical analysis of contemporary correctional theory and practice. Comparison of mainline American corrections with historical, cross-cultural, philosophical, and non-traditional views of corrections is presented. Controversial issues in contemporary corrections including prisoner rights, inmate healthcare (both in the jails and in the prison system), inmate victimization, the death penalty, employee unions, institutional processes, community corrections, the future of corrections, correctional careers, and administration and staffing of correctional programs will be presented in the readings and in lectures.

The correctional component of the criminal justice system has been forced to adopt and refine strategies in its attempt to sustain social order and promote public safety. Over the past two decades, the emphasis has shifted from rehabilitation to a more punitive modality in an attempt to reduce crime. As the correctional phase of the criminal justice continuum is an important part of the crime control model, it is affected by a variety of legitimate interests (and hyperbole) that influence policy decisions. One question we will focus on throughout our discussions is "Does policy always makes sense?" Many scholars have recently challenged the varied roles of the correctional institution (e.g., punisher, rehabilitator, and protector) as being incongruent. Terms such as incapacitation, rehabilitation, deterrence, and retribution will be common in classroom discussions. It will be our job to look at the development of the final phase of the criminal justice process in detail and to explore how policy affects both the mission and goals of the correctional process.

This course will begin with a brief historical presentation of the evolution of correctional mechanisms within democratic societies. The structure and philosophy of the correctional system over time, and how society influences the direction of punitive efforts will also be discussed. We will begin our exploration with a consideration of ancient concepts of justice. Our first forum will focus on ancient codes and "community justice" concepts. We will then move quite quickly to the development of punitive responses to breaches in societal tolerance. If you are well versed in the theories of deviance and emerging social trends associated with the development of monopolies and capitalism, you will have a better understanding of what will be discussed.

In light of all this, one could not look at corrections without a discussion of how the three sub-systems (law enforcement, the judicial process, and the correctional phase) interact with one another. The criminal justice system is a fragmented array of organizations with different goals and objectives. We will discuss how and why this occurs. Some believe that politics has something to do with our present correctional dilemma (e.g., the surge in prison population). After discussing policy issues, we will trace the process by which an individual becomes a client of the correctional system, and then examine the organizations that are charged with making society a safer place to live.

Finally, we will look at the research that is presented in the Clear, Cole and Reisig textbook in detail as well as some of the research materials you will find when you do your searches in the scholarly literature database and on the internet. Make sure that you examine the research we will be looking at critically so that we can analyze all that we have reviewed in an enlightened and resourceful way. Beyond just basic discussion, it is very important to discuss methods of analysis and how these issues come in to play during the policy-making process. An examination of cases that set the tone for how the correctional arm of the law as well as how these decisions affect your job and the future of corrections will promote challenging and interesting discussion during the concluding lectures. In addition, we will explore the concept of inmate rights and discuss some of the landmark cases that have set precedent in the treatment of the correctional clientele.

Using multiple mediums over the course of the semester (e.g., SacCT, Class Email list, class lecture, video presentations, power point slides, and internet research), this class will allow students to develop their knowledge of the correctional process in America and how the experiences of those who enter the criminal justice system effect the lives of both the offender(s) and their victim(s).

Given the above, this course will use a combination of (1) examinations, (2) reflective essays, and (3) research papers to assess students' ability to:

1. Become familiar with the operations and interdependency of the agencies that comprise the contemporary criminal justice system and the functions of each (jail, prison, probation, parole, and community sanctions) (1, 2, 3)
2. Develop an appreciation for the various points of view that fuel discussion regarding controversial issues related to correctional practice (2, 3)
3. Possess knowledge of the development of various correctional philosophies and approaches (1)
4. Demonstrate an understanding of research related to measuring the efficacy of the programs available to inmates while in prison (2, 3)
5. Demonstrate awareness of the difficulties offenders experience during the reentry process (1, 2, 3)
6. Understand the various philosophies of punishment and how they have influenced correctional practice in America and in the state of California (1, 2, 3)
7. Discuss the pros and cons of current legislative efforts in the area of correctional reform (1, 2, 3)
8. Identify the ethical and legal challenges faced by correctional administrators and staff (1, 2, 3)

It should be noted that CSUS Standards of Conduct regarding academic dishonesty have some important components that will be used to determine your ability to provide accurate citation in your written work (see University Manual—Student Academic Dishonesty Procedures). In addition, many people believe that academic dishonesty includes cheating using plagiarism. Plagiarism can be described as a fabrication in the process of completing academic work that has a great deal to do with someone else's ideas without giving credit for their work. The University expects that students will adopt these standards and that their members will conduct themselves in a manner that is worthy of the world of academia. Simply put, if you use ideas that belong to someone else, use a citation that gives credit for their work. If you are going to quote this person, you must be more specific and cite the year of the work as well as the page number where you found the information that is relevant to your thesis. All references should be listed in the bibliography or reference section of your paper alphabetically.

### FOR STUDENTS WITH UNIQUE ABILITIES

Accommodations are available for students who need special circumstances that can allow their abilities to enhance class discussions and further their academic pursuits. If you are a student requiring special circumstances, please contact the Office of Services to Students with Disabilities (OSSD) at (916) 278-6955/TDD (916) 278-7239 or email them at sswd@csus.edu. If you need any type of special accommodation, please feel free to contact me at anytime using email. I will be providing a course website as well and this information will be available through OSSD.

#### **You will be required to:**

- *Purchase and read one textbook: Clear, T; Cole, G; and Reisig, M. (2008). American Corrections (8<sup>th</sup> Edition). Thomson-Wadsworth.<sup>1</sup>*
- *Find one textbook in the library that deals with the correctional system in America and read it. This will be the book reference you use for the research paper you will be writing. Some recommended readings are listed below but you are not restricted to this list.*
- *Complete a mid-term and final exam*
- *Attend class regularly*
- *Conduct independent research on a topic related to correctional practice and policy in America using the scholarly publications database provided by the CSUS library*

In order to optimize your learning experience, you will need to come to class (on time!), participate in our many discussions (both in class and on SacCT), read the textbook and study for the exams, and write two papers about what you have learned when doing research on a topic specific to corrections while documenting your sources of information along the way. If you do all this, you will come away from this class with a more thorough understanding of the correctional system and a decent grade.

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<sup>1</sup> You can purchase the study guide, but this textbook also offers online course outlines, etc. and we can communicate via the class email list when there are questions about issues discussed in class that you are unsure of. Additionally, this text provides access to a very useful database of journal articles known as InfoTrac. Your textbook comes with a temporary password for you to enter for use during the semester but we have many resources available through the CSUS Library system. We will be meeting in the computer lab on the 8<sup>th</sup> of September so we can make sure everyone can access these important resources.

## SOME RECOMMENDED READINGS

- Champion, D. (2005). Probation, Parole, and Community Corrections. Upper Saddle River, NJ: Pearson/Prentice Hall.
- Colvin, M. (1992). The Penitentiary in Crisis: From Accommodation to Riot in New Mexico. Albany, NY: SUNY Press.
- Dilulio, J. (1996). Governing Prisons: A Comparative Study of Correctional Management. New York, NY: Collier-MacMillan.
- Gottschalk, M. (2006). The Prison and the Gallows: The Politics of Mass Incarceration in America. New York, NY: Cambridge University Press
- Johnson, R. (2001). Hard Time: Understanding and Reforming the Prison (3<sup>rd</sup> Edition). Wadsworth Publishing.
- Kauffman, K. (1988). Prison Officers and Their World. Cambridge, MA: Harvard University Press.
- Mitford, Jessica (1973). Kind and Usual Punishment: The Prison Business. New York, NY: Random House.
- Petersilia, J. (2002). Reforming Probation and Parole in the 21<sup>st</sup> Century. Lanham, MA: American Correctional Association.
- Reiman, J. (2007). The Rich Get Richer and the Poor Get Prison: Ideology, Class and Criminal Justice (8<sup>th</sup> Edition). New York, NY: MacMillan Publishing Company.

Students will be evaluated on their ability to:

- *Become familiar with scholarly journals that contain articles that test theoretical assumptions about the correctional process.* More specifically, you should seek out journals that provide insight into the development of corrections as a profession and, considering more recent trends, the anticipated directions that are foreseen for corrections in the future. Your task will be to search the contents of these journals and write up two to three page paper that discusses the findings noted in the article, the relevance to your topic, and how you plan to integrate these findings into your final paper. You will be required to provide the citation (author, title of article, and source of publication) at the top of the paper, much like when you do an annotated bibliography. If you are unsure how a particular topic may relate to the discussions in the course schedule, please feel free to consult with me. This assignment is due no later than March 10<sup>th</sup> so begin your research<sup>2</sup> early in the semester. **(25 pts)**

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<sup>2</sup> Please remember that research will give you a more 'informed' opinion about a particular area of corrections that may inspire you in some way. Empirical data are always a welcome addition for discussion during our exchange of ideas.

- *Participate in class discussions.* Be ready for the first discussion on September 3. The discussions that will take place in this class require that you be prepared by keeping up with the assigned readings. This is the only way you can be informed on the topic at hand and have something constructive to contribute to the discussion. Keeping close track of your attendance and level of participation will determine the amount of points you receive here. **(25 pts)**
- *Be prepared for 2 exams.* Each exam will be comprised of a combination of 100 true/false, multiple-choice questions worth 1 point each. Watch the dynamics of the class in relation to the readings for direction on these “exams.” These periodic assessments will be used to make sure you are reading the material and understanding its content. They will also give me information on what you missed in the discussion and readings and how I can help clarify the material. **(100 pts each=200 pts)** **Please note: Your preparedness is essential. Both exams will be used in the grading process. If you are unable to attend class when an exam is scheduled, make-ups will be allowed only if you give advance notice and it is a bonafide emergency. Failure to do so will result in a grade of zero. I will discuss the material one-week before each exam by giving a brief summary of what we have discussed and what are considered to be the most important areas for you to focus in order to prepare for the test. The midterm will be on the first 12 chapters of the book and the final will be based on the last 11 chapters in the book.**
- Prepare a *final project* which will be in the form of a formal research paper that consists of an ***in depth analysis*** of some aspect of the ***correctional process***. Some preferred topics are jails and their function, sentencing policy, recidivism and prison programs, sex offender treatment, prison programs, contemporary interventions such as restorative justice and three strikes you’re out, or organizational issues within the prison/jail. Just make sure we talk early in the semester. Please do not take this assignment lightly as I will scrutinize your work very carefully. During class time, I suggest you take notes, write down my responses to any inquiries that are raised about a particular topic, and research the journal articles discussed in class so that you have a thorough understanding of this very important phase of the criminal justice process. This final project should explain the issues of concern; summarize the leading studies in this area, and use theory and research to devise an approach that addresses the policy implications relative to the problem you select to study. If you have some experience in corrections, relating your real world experience to this paper will help you formulate a more meaningful perspective. For those working in the field, the goal of this assignment is to help you integrate your professional experience with the theories, historical aspects, and contemporary actions of the final phase of the criminal justice process. For those of you who are just beginning to understand the function of the punitive phase of the criminal justice process, this exercise will help you develop a sound foundation of the issue you choose to research and improve your exposure to what many of our major theorists have discovered when interpreting the research on issues related to correctional practice. It is hopeful that you will draw heavily upon the theories discussed in class and in the assigned readings to strengthen your argument. You will be graded on the organization of the paper, its content, spelling, grammar, compliance with American Psychological Association writing guidelines, and how well you make your argument and support it with quality research and appropriate citation. Be aware that proper citation will be an important factor in the assessment of this assignment. This paper should be at least 2000 words (about 8 pages) and not more

than 2500 words (about 10 pages); with adequate references to support your thesis (3 or more journal articles and at least 1 book will be needed to ensure adequate coverage of the topic). Please consult with me during the first few weeks of class (prior to or on February 17<sup>th</sup>.<sup>3</sup> **[IMPORTANT NOTE:** Papers are due on May 7<sup>th</sup>. Late papers will not be accepted. If you want me to review your paper before you submit it for a final grade, you will first need to have a 'peer review'<sup>4</sup> of your paper completed first. We will discuss this in class before we determine when a peer reviewed paper should be submitted to me for commentary. Remember, there is email, there are telephones, and there are fax machines, all of which can be used to facilitate the submission of the final paper should you find yourself in a pinch. We will also use SacCT to help develop our community of learners.] **The final paper is worth 100 pts.**

**TOTAL POINTS=350**

<i>GRADING SCALE</i>				
<i>100%-94%</i>	<i>A</i>		<i>76%-73%</i>	<i>C</i>
<i>93%-90%</i>	<i>A-</i>		<i>72%-70%</i>	<i>C-</i>
<i>89%-87%</i>	<i>B+</i>		<i>69%-67%</i>	<i>D+</i>
<i>86%-83%</i>	<i>B</i>		<i>66%-63%</i>	<i>D</i>
<i>82%-80%</i>	<i>B-</i>		<i>62%-60%</i>	<i>D-</i>
<i>79%-77%</i>	<i>C+</i>		<i>Below 60%</i>	<i>F</i>

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<sup>3</sup> The final papers should have a margin of one inch, a font such as Times New Roman or Arial set at 12 point, and be double-spaced. Papers should be written using APA format and citation guidelines. If you cannot meet these criteria, please consult with me. Non-compliance will result in point deductions.

<sup>4</sup> Peer review entails exchanging your paper with one of your classmates and having them provide feedback.

**COURSE SCHEDULE**  
***Fundamentals of Corrections***  
**CRJ 120-4**  
**Spring 2009**

- Jan 27 Introductions and brief discussion—Overview of the course, assignments, tests, and class participation issues. Two issues that will be discussed are: Plagiarism and how to avoid it followed by a brief intro on the role of corrections in a democratic society. Why do we punish and who?
- Jan 29 Information competency (instructions on SacCT and searching the database for periodicals). If you are absent on this day, you will miss a very important exercise that will familiarize you with the concept of ‘scholarly publication’ as well as make sure you are enrolled in the SacCT portion of the class. We will also discuss the writing requirements for this class.
- Feb 3 **VIDEO** (Punishments—Video #006009)
- Feb 5 Chapters 1 and 2 in Clear, Cole, and Reisig—The Correction System and The Early History of Correctional Thought and Practice
- Feb 10 Chapter 3 in Clear, Cole, and Reisig—History and Overview of Corrections in America and Chapter 4 in Clear, Cole, and Reisig—The Punishment of Offenders
- Feb 12 Chapter 5 in Clear, Cole, and Reisig—The Law of Corrections
- Feb 17 Chapter 6 in Clear, Cole, and Reisig—The Correctional Client
- Feb 19 Chapters 7 and Chapter 8 in Clear, Cole, and Reisig—Jails: Detention and Short-Term Incarceration and Probation
- Feb 24 Chapter 9 in Clear, Cole, and Reisig—Intermediate Sanctions and Corrections
- Feb 26 Chapter 10 in Clear, Cole, and Reisig—Incarceration
- Mar 3 Chapter 11 in Clear, Cole, and Reisig—The Prison Experience
- Mar 5 **VIDEO:** Women Behind Bars
- Mar 10 Chapter 12 in Clear, Cole, and Reisig—The Incarceration of Women-***Journal summary due***
- Mar 12 Review for exam one covering Chapters 1-12 in Clear, Cole, and Reisig
- Mar 19 **VIDEO:** The Stanford Prison Experiment/Stanley Milgram Experiment (DVDs 000467 and 000258)

Mar 24	Chapter 13 in Clear, Cole, and Reisig—Institutional Management and Chapter 14 in Clear, Cole, and Reisig—Institutional Programs
Mar 26	<b>VIDEO:</b> Making it in the Community
Mar 30-Apr 5	Spring Break
Apr 7	Chapter 15 in Clear, Cole, and Reisig—Release from Incarceration and Chapter 16 in Clear, Cole and Reisig—Making It: Supervision in the Community
Apr 9	<b>VIDEO:</b> Punishing youthful offenders—Exploring the implications of California’s Proposition 21
Apr 14	Chapter 17 in Clear, Cole, and Reisig—Corrections for Juvenile Offenders
Apr 16	Chapter 18 in Clear, Cole, and Reisig—Incarceration Trends
Apr 21	<b>VIDEO:</b> The Massey Affair
Apr 23	Chapter 19 in Clear, Cole, and Reisig—Race, Ethnicity, and Corrections
Apr 28	Chapter 20 in Clear, Cole, and Reisig—Death Penalty
Apr 30	Chapter 21 in Clear, Cole, and Reisig—Surveillance and Control in the Community
May 5	Chapter 22 in Clear, Cole, and Reisig—Community Justice and discussion of community corrections and concepts associated with restorative justice
May 7	Chapter 23 in Clear, Cole, and Reisig—Epilogue
May 12	Discussion of the future of corrections: What have you learned from this class and how is this newly acquired knowledge to be used in order to make improvements in correctional practice? Discussion of correctional policy implications and what the research says. <b><i>Final research papers due.</i></b>
May 14	Review for final exam (chapters 13-23 in Clear, Cole and Reisig).
May 21	Final Exam (12:45-2:45pm)

## **SCHOLARLY JOURNALS WITH SUBJECT MATTER RELEVANT TO CRJ120**

*Crime and Delinquency, Journal of Sociology, Justice Quarterly, Criminology, American Sociological Review, Journal of Contemporary Criminal Justice, Psychological Review, Developmental Psychology, Journal of Child Psychology, Journal of Evaluation Research, Youth and Society, Public Administration Review, Child Abuse and Neglect, Journal of Child and Family Studies, Teaching Sociology, Corrections Today, Contemporary Sociology, Critical Social Policy, Journal of Social, Political and Economic Studies, Law and Human Behavior, British Journal of Criminology, Journal of Research in Crime & Delinquency, Adolescence, Criminal Justice & Behavior, Journal of Research in Crime & Delinquency, Journal of the American Academy of Child & Adolescent Psychiatry, Journal of Clinical Psychology, Journal of Marriage & the Family, Journal of Adolescent Research, and Corrections Today, Journal of Adolescence* are just a few you can review for your presentation and your final paper.

### Joining the SacCT Portion of the Course

First off, you must have a computer to access the internet and a valid SacLink account. We will be meeting in the computer lab on the third day of classes to make sure everyone gets signed in and develops some proficiency in using SacCT and searching for scholarly resources.