

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

Criminal Justice Division

Syllabus

Spring 2009

**Criminal Justice 120**

**Fundamentals of Corrections**

<u>Instructor:</u>	Jack Karver
<u>Classroom:</u>	Alpine 156
<u>Class Time:</u>	9:00 to 10:15 a.m., Tuesday and Thursday
<u>Office Hours:</u>	11:00 to 12:00 a.m., Tuesday and Thursday, and by appointment
<u>Office location:</u>	Alpine Room 114
<u>Email:</u>	karverj@saclink.csus.edu

**Course Description**

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. Controversial issues in contemporary corrections, including prisoner rights, victimization, the death penalty, unions, institutional corrections, community corrections, future of corrections, correctional careers, and administration and staffing of correctional programs.

Prerequisite: CRJ 001 Restricted to declared majors and minors, or instructor permission.

**Course Objectives:**

At the completion of the course, students will be able to:

1. Identify and explain the roles and missions of agencies that comprise the contemporary American correctional system.

2. Identify and explain the interdependence of the agencies that comprise the contemporary American correctional system.

3. Read, analyze, and evaluate the various points of view involved in the field's major and current controversies.

4. Read, analyze, and evaluate various correctional philosophies and approaches, taking into account both issues of efficacy and the human rights of those under correctional supervision.

5 Gain an understanding of the correctional environment through methods that may include field study and personal observation, personal study projects, analysis, assessment, synthesis and evaluation.

6. Express mastery of the above-listed objectives through improvement in writing ability.

To these general objectives we add two distinctly interrelated tasks; the development of critical thinking skills and the application of subject mastery and critical thinking skills to problem solving.

Critical thinking will primarily be demonstrated in your written work.

I would like you to leave this course with an appreciation for the various types of individuals and the roles they play in the corrections world. Inmates, officers, staff, administrators, private agencies, the Legislature, interest groups, and the general public all contribute to the system. To the extent each of us can view the world of corrections through the eyes of these key players, the better informed we will be in discussing (and possibly improving) the state of corrections in the United States.

**Method of Instruction:**

The course will be taught in a lecture and discussion format supplemented with a variety of class exercises, debates, audio-visual, guest speakers, and handout materials.

**Required Text:**

Available in the Hornet Bookstore:

Corrections in America An Introduction, by Allen, Latessa, Ponder, and Simonsen (Pearson, Prentice Hall) 11<sup>th</sup> edition.

## **SacCT**

All students are to have access to SacCT. Your grades and other information will be made available on SacCT.

### **Classroom Etiquette Issues:**

Cell Phones and Pagers: Out of courtesy and respect for all of us in the classroom, I am requiring that all cell phones and pagers be turned off while class is in session.

Be on Time! It is that simple. If you are late, sit by the door.

Eating in Class: I do allow students to have food and drink during the class session. However, use your common sense and be quiet about it.

## **COURSE REQUIREMENTS—EXAMS AND WRITING ASSIGNMENTS**

### **Examinations (3 – total, 60% of grade)**

Each student will be required to complete 3 examinations. These exams cannot be made up, unless there is an extreme emergency that is documented, or prior arrangements have been made, so please plan accordingly. The exams will test your general knowledge of issues discussed in the course. They will consist of multiple choice, and short answer questions covering material from the assigned readings, lectures, and class discussions.

Pop Quizzes may be added to reinforce reading of the lecture material prior to class.

### **Term (Position) Paper (20% of grade)**

The research paper will be a scholarly essay on a key issue in corrections. Your topic must be approved in advance by the instructor. This is not a recap of what you have researched. It should be an analytical response with your opinions on the issues. It should include recommendations for what may be needed regarding your topic or why you agree with what is currently the practice in the field.

Your paper will include the following sections: 1) introduction, 2) key correctional issue discussion, 3) summary. The paper will be 5 pages in length (not to include the cover, bibliography, and any illustrations), type written, and double spaced. Use appropriate headings for each section; 1-inch margins; 12 point font; Times New Roman. It must include at least five (5) references from scholarly journals or books (APA) citation style); academic internet based (Websites) may be included. Any quotes or other direct references, including substantial paragraphs, must be appropriately cited. All sources must be listed on a “reference” page.

### **Current Event Journal (20% of grade)**

You will be required to keep a file of recent newspaper articles, web articles, etc. pertaining to any part of the corrections field. Provide proper documentation of the journal entry and complete a brief (half page, no more) written reaction to each article or journal entry. This must be an analytical analysis demonstrating critical thinking with suggestions for improvement or change of the issue. Be very sure your article is related to corrections. A recent arrest of someone does not constitute corrections. A minimum of ten (10) journal entries are required. Each student may be required to present one article either in small group or to the class one time during the semester. Students will turn in files at the end of the semester.

### **Attendance:**

Role will be taken each class. It is your responsibility to communicate with me regarding your attendance. I have a full schedule with other work in the field, therefore do not expect me to see your e-mails prior to class. I will answer every email as soon as I have the opportunity. I will always be in my office before class.

Students arriving late to class are asked to avoid disruption by sitting near the entrance.

Students arriving after the role has been taken will be required to talk to me after class to gain credit for attendance.

### **Methods of Evaluation for Determining Grades:**

The course will be graded on a point scale with the grade breakdown as follows. The points shown below are the maximum a student can earn per each assignment:

#### Points:

#### Exams:

Two (2) exams at 100 points each:	200
Final exam (1) at 100 points:	100
Research Paper (1) at 100 points	100
Journal (1) at 100 points	100

Total Points Possible	500
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Once the student receives points at the end of the semester a percentage will be derived from the total number of points with grades derived from a total percentage as follows:

## Grading Range

A= 94-100	C= 74-76
A-= 90-93	C-= 70-73
B+= 87-89	D+= 67-69
B= 84-86	D= 64-66
B-= 80-83	D-= 60-63
C+= 77-79	F= 59 and below

## Grading Policy

I expect that you will turn in assignments to me in a timely fashion, on the date in which they are due. However, I do understand that things can arise unexpectedly throughout the semester. If you need to turn in an assignment late or miss a scheduled meeting, please let me know. I am very flexible and willing to work with you so long as you communicate with me! If this happens, you will be required to provide appropriate documentation, such as an accident report, towing company form, auto repair shop form, medical note or paperwork with your name and the treating physician's name on it, **NO DOCUMENTATION, NO CREDIT, NO EXCEPTIONS.** I require this level of accountability in order to ensure the highest level of integrity and fairness among all of my students. Papers turned in late will receive a ten point deduction for each week it is late.

There will be no incomplete grades given for this course except in the most severe circumstances. Additionally, written documentation will be required for any request for an incomplete grade. Please speak to me ASAP if you think you will need an Incomplete. For additional information about the grading policy at CSUS, please go to <http://www.csus.edu/admbus/umannual/UMG05150.htm>

There are no extra credit options available for this course, unless the instructor decides it is necessary through pop quizzes or to reinforce positive work ethics to those who demonstrate effort. Extra credit is rarely that: it is more often used as "instead of credit." Extra credit is also discouraged because it means that students are graded on different criteria, which is patently unfair. I will be glad to update you on your progress throughout the course. I do not give grades over the phone, though. I will make results available to the class as soon as I reasonably can or you may see me personally or e-mail me with grade information requests. Grades will be posted on SacCT.

If you ever feel that you have been graded unfairly, you may appeal your grade to me in writing. By providing me with a written appeal, you have the opportunity to present your case for a better grade fully, clearly, and concisely, and I have the opportunity to reflect

carefully on your arguments. For those interested in finding information about how to appeal a final grade, please go to <http://www.csus.edu/admbus/umanual/UMS16295.htm>

### **Late and/or Missed Assignment Policies**

1. Exams—Cannot be made up, unless prior arrangements have been made, or there is an extreme emergency.
2. Term Paper—You must complete your term paper as scheduled and turn it in on the date that it is due. 10 points will be deducted for each week late.
3. Journal—Must be turned in on the date due. 10 points will be deducted for each week late.

### **Help and Special Needs**

If you find that you are having problems with the course material, you are encouraged to come speak with me as soon as possible. Likewise, accommodations for differently-abled students can be made. These needs must be brought to my attention as early as possible. If you have a disability and require accommodations, you need to provide disability documentation to SSWD, Lassen Hall 1008, (916) 278-6955. Please discuss your accommodation needs with me after class or during my office hours early in the semester.

### **Academic Integrity and Honesty Issues**

Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect for others academic endeavors. By placing their name on academic work, students certify the originality of all work not otherwise identified by appropriate acknowledgments. California State University, Sacramento policies regarding honest and ethical research, plagiarism, and human subjects are in effect. For specific information, please visit the website for the Academic honesty, Policy & Procedures: <http://www.csus.edu/admbus/umanual/UMA00150.htm> Purposely misrepresented and/or plagiarized work will result in an automatic F for the course, and you will be reported to the appropriate administrative office as explained in the policy. This is a very serious issue.

### **Additional Concerns**

In this course, I expect students to actively participate and contribute to classroom discussions. In fact, I firmly believe that the success of this class depends upon your contributions. By “success,” I mean dynamic, exciting, and fun, yet challenging. I encourage open discussion and contribution of all varieties of opinions and comments; I also require that students respect one another. In other words, you certainly do not have to agree with every comment you hear or argument that someone makes. (Complete consensus is boring!) But you must remember and respect the fact that everyone is

entitled to have his or her opinion be heard in an environment of open discourse. I feel it is the only way we can have a worthwhile and comfortable discussion of the issues.

### **Final Comments & Teaching Philosophy**

Although this course will involve a strong commitment on your part to the completion of the readings and assignments as well as attendance and participation in class discussions, I feel that this course can be an enjoyable learning experience for you. Therefore, my overall teaching philosophy encompasses both of these goals: learn as much as you can but have fun while doing it.

**Exam Dates, and Assignment Due Dates:** These dates are subject to change

Exam 1:	Thursday February 26, 2009	Chapters 1-9
Exam 2:	Thursday April 9, 2009	Chapters 10-16
Final:	Tuesday May 19, 2009 at 8:00 a.m.	Chapters 17-22
Term Paper:	Due Tuesday April 28, 2009	
Journal:	Due Thursday May 7, 2009	

### **Reading & Assignment Schedule**

<b>Date</b>	<b>Topics &amp; Assignments</b>	<b>Reading Assignment Due</b>
Week 1	January 27 <sup>th</sup> and 29 <sup>th</sup> Introductions Early History (2000 B.C. to A.D. 1800) Prisons (1800 to present)	Chapters 1-2
Week 2	February 3 <sup>rd</sup> and 5 <sup>th</sup> Correctional Ideologies: The Pendulum Swings Sentencing	Chapters 3-4
Week 3	February 10 <sup>th</sup> and 12 <sup>th</sup> Appellate Review Jails and Detention Facilities	Chapters 5-6

Week 4	February 17 <sup>th</sup> and 19 <sup>th</sup> Probation Diversion and Intermediate Sanctions	Chapters 7-8
Week 5	February 24 <sup>th</sup> and 26 <sup>th</sup> Imprisonment Test Review <b>Exam 1, Thursday February 26<sup>th</sup> Chapters 1-9</b>	Chapter 9
Week 6	March 3 <sup>rd</sup> and 5 <sup>th</sup> State and Local Prison Systems The Federal System	Chapters 10-11
Week 7	March 10 <sup>th</sup> and 12 <sup>th</sup> Private Sector Prisons Custody Functions	Chapters 12-13
Week 8	March 17 <sup>th</sup> and 19 <sup>th</sup> Management and Treatment Functions Female Offenders	Chapters 14-15
Week 9	March 24 <sup>th</sup> and 26 <sup>th</sup> Male Offenders	Chapter 16
Week 10	March 30 <sup>th</sup> Spring Break	
Week 11	April 7 <sup>th</sup> and 9 <sup>th</sup> Juvenile Offenders Test Review <b>Exam 2, Thursday April 9, Chapters 10-16</b>	Chapter 17
Week 12	April 14 <sup>th</sup> and 16 <sup>th</sup> Tour of Correctional Facility Special Category Offenders	Chapter 18
Week 13	April 21 <sup>st</sup> and 23 <sup>rd</sup> Inmate and Ex-Offender Rights Death Penalty	Chapters 19-20
Week 14	April 28 <sup>th</sup> and 30 <sup>th</sup> Death Penalty <b>Term Paper due Tuesday April 28<sup>th</sup></b>	Chapter 20

Week 15      May 5<sup>th</sup> and 7<sup>th</sup>      Chapters 21-22  
Parole and Reentry  
The Future of Corrections  
**Current Event Journals due Thursday May 7, 2009**

Week 16      May 12<sup>th</sup> and 14<sup>th</sup>  
Gangs  
Ethics and Professionalism  
Reports Review

**Final Exam, 8:00 a.m., Tuesday, May 19, 2009**