

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
Division of Criminal Justice

CRJ 120-05 FUNDAMENTALS OF CORRECTIONS SPRING 2009

Monday 7:00 - 9:50 p.m.
Alpine Hall room 212
Office hours: To be announced

Instructor: Timothy M. Baker, M.S. CrJ
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zinheads@yahoo.com

SYLLABUS AND COURSE OUTLINE

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. 3 units.

GOALS: My goals for this class are for students to:

- Develop a criminal justice perspective on social and criminal behavior that is based on the scientific method rather than on common sense;
- Understand the corrections data and become thoughtful citizens capable of critical analysis of the criminal justice system and the criminal justice process;
- Comprehend the dynamics of racism, ethnocentrism, classism, and sexism as well as their multiple effect on the organization of corrections, criminal justice and society;
- Have a basic understanding of some theories and methodologies utilized by different scientists when doing research about corrections;
- Become a more informed consumer of corrections and social science data;
- Improve writing skills for better expression of our analyses of social life;
- Be able to correctly use at least half of the fundamental criminal justice concepts deployed in this course, and
- Understand appropriate ethical treatment towards those under correctional control, as well as victims of crime and become aware of integrity and responsibility of correctional professionals.

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

1. Identify and define the operations and interdependency of the agencies that comprise the contemporary American correctional system.
2. Describe the various points of view involved in the field's current controversies.
3. Critically analyze the development of various correctional philosophies and approaches, thus allowing for an objective assessment of the efficacy and humanism of the system.
4. Describe the correctional environment through field study and personal observation, analysis, assessment, synthesis and evaluation.
5. Recognize, understand and employ appropriate synchronous and asynchronous technology and collaborative pedagogy designed to improve their learning.

METHOD OF INSTRUCTION: The course will be taught in a discussion format supplemented with a variety of case studies, class exercises, debates, audio-visual stimulation, guest speakers and handout materials.

REQUIRED PURCHASES: Clear, Todd R., George F. Cole, & Michael D. Reisig, American Corrections (Wadsworth/Thomson Learning, Belmont, CA) 8th edition, 2009

ATTENDANCE AND PARTICIPATION: Roll will be taken at least once during each class session. Each student is expected to attend every class, be on time and participate in class activities and discussions. Your final grade is based partially on attendance; you will receive one point for each class session attended in its entirety, or a fraction of one point if you attend only a fraction of an entire class session. **These points will come in handy (or not) at the end of the semester, when your grade is calculated.** Please note that effective participation does not necessarily mean talking a great deal, but rather it means engaging in the discussion in a way that reflects thoughtfulness and an understanding of the issue and relevant reading materials.

EXAMINATIONS AND OTHER ASSIGNMENTS: Refer to the class schedule for dates of exams. There will be three exams which will not be comprehensive. The exams will consist of T/F, multiple choice and short answer questions. There will be no make-ups of exams unless a documented emergency prevented you from taking the exam on the scheduled date. Other assignments include: a research paper on a topic approved by the instructor and a pop quiz.

PERSONAL OBSERVATION RESEARCH PAPER: Each student will prepare a research paper of a personal observation experience that makes an in depth analysis of some aspect of the correctional process. This personal observation by you is for a minimum of 4 hours and can either be within municipal, county, state or federal correctional systems be it prevention, maintenance, or organizational issues, you have the power to define the topic. Please check with me early in the semester if you have any questions concerning your observation experience as I am here to assist you in finding a topic you will find interesting and appropriate for the assignment. Some ideas for your research paper include: prison/jail/juvenile facility tours, probation programs (Prop 36, Intensive Supervision, Scared Straight, Family reunification, peer court) parole programs (electronic monitoring, global positioning for High Risk Sex Offenders, revocation process, recidivism, overcrowding issues, prison health care), experiences of people who work in corrections (treatment specialists, assessment centers, intake/classification specialists, offender advocates, parole agents and probation officers) and experiences of the correctional clients (prisoner, probationer, parolee, mother-infant, ex-addicts, victims). This paper 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 of the problem selected for study. Use the theories discussed in class and in the assigned readings to strengthen your argument. You will be graded on organization of the paper, its content, spelling, grammar, compliance with American Psychological Association writing guidelines, and how well you organize your argument and support your thesis with appropriate citation. Be aware that proper citation will be an important factor in this exercise. This paper should be at least 6 pages and not more than 9 with at least five different references to support your thesis (at least three must be journal articles). This paper must be typewritten, double-spaced, using 12 point font. ***You may turn your paper in early, but, the final due date is May 11. See Research Paper Guidelines for more specific information.***

Should you feel deficient in your ability to write, you are encouraged to contact the English Writing Center on campus, Calaveras Hall 128, the CJ Tutor, or consult a book on academic writing.

COURSE READING SCHEDULE AND OUTLINE: The reading should be completed prior to the week in which we discuss the chapter material. All efforts will be made to adhere to this schedule. However, student interest and participation, and the use of selected videos and guest speakers, may result in some modifications of this schedule.

ACCOMODATIONS FOR STUDENTS WITH DISABILITIES: 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.

CLASSROOM POLICIES AND PROCEDURES:

- Each one of us must be respectful of all others in the classroom. Thus, all cell phones, pagers and other noise emitting devices must be turned off prior to entering the classroom. If your phone or pager does ring or it becomes clear to me that you are using the cell phone in any way, you will be asked to leave the classroom. You may use a laptop during class, but it must be closed during videos or when a guest speaker is present. Students participating in sidebar conversations will also be asked to leave the classroom. The general rule here is that all things that make noise should be turned off.
- No make-up exams will be offered, unless a student is in the hospital (need admission form), experiences a death in the family (must submit copy of death certificate), is called up for military duty (need copy of military orders), or is incarcerated (must submit bail receipt or verification of next court date).
- No late papers will be accepted.
- Each student is required to adhere to the University's Academic Dishonesty Policy that includes both cheating and plagiarism. This policy is available on the CSUS web site and you may talk with me if you have any questions about these policies. If you are caught cheating or plagiarizing, the following will occur: zero credit for the assignment and referral to the University administrator responsible for handling student discipline. Familiarize yourself with the Student Tutorial on how not to plagiarize: <http://library.csus.edu/content2.asp?pageID=353>

METHODS OF EVALUATION FOR DETERMINING GRADES: The course will be graded on a 100-point scale with the grade breakdown as follows. The points shown below are the maximum a student can earn per each assignment:

<u>Examinations</u>	
Three (3) at 40 points each	120 points
Personal Observation Paper	
One (1) at 60 points	60 points
<u>Attendance and participation</u>	
1 point per class attended x 15 classes	15 points
<u>Pop Quiz</u>	
One (1) at 5 points	5 points
Total Points Possible	200 Points

POINT BREAKDOWN:

95% A	= 200 - 190
90% A -	= 189 - 180
85% B+	= 179 - 170
80% B	= 169 - 160
75% B -	= 159 - 150
70% C+	= 149 - 140
65% C	= 139 - 130
60% C-	= 129 - 120
55% D +	= 119 - 110
50% D	= 109 - 100
45% D-	= 99 - 90
40% F	= 99 and below

TENTATIVE CLASS SCHEDULE

<u>Week # / Date</u>	<u>Topic of Discussion</u>	<u>Text Reading Assignment</u>
1 Jan 26	Class introduction / The Corrections System	Chapter 1
2 Feb 2	The History of Corrections in America / Punishment of Offenders	Chapters 3 & 4
3 Feb 9	The Law of Corrections / The Correctional Client	Chapters 5 & 6
4 Feb 16	*****No Class*****	
5 Feb 23	Jails / Probation	Chapters 7 & 8
6 Mar 2	<u>Exam #1 Chapters 1, 3 – 7</u> , Intermediate Sanctions	Chapter 9
7 Mar 9	Incarceration	Chapter 10
8 Mar 16	The Prison Experience	Chapter 11
9 Mar 23	Prison Gangs / Incarceration of Women	Chapter 12
Mar 30	*****Spring Break*****	
10 Apr 6	Programs / Release from Incarceration	Chapters 14 & 15
11 Apr 13	<u>Exam #2 Chapters 8 - 12 & Prison Gangs</u>	
12 Apr 20	Supervision in the Community	Chapter 16
13 Apr 27	Corrections for Juvenile Offenders	Chapter 17
14 May 4	Race, Ethnicity and Corrections / Guest speaker	Chapter 19
15 May 11	The Death Penalty / RESEARCH PAPERS DUE	Chapter 20
16 May 18	FINALS WEEK - <u>Exam #3 (time TBA) Chapters 14 - 17, 19, 20</u>	

PERSONAL OBSERVATION PAPER GUIDELINES

This research paper must be based on your personal observations of an aspect within the field of corrections. The paper should be organized/written as follows:

- A. Introduction: (about one paragraph or one-half page)
 - i. General purposes of paper (e.g., this paper is about ____ ?)
 - ii. Specific purpose of paper
 - iii. Relevance of paper--why should anyone care about it? (e.g., any theory or social policy implications?)
- B. Thesis: Based on the previous formulations or statement of purpose: (one page or two paragraphs)
 - i. Clear thesis statement--preferably in the form of a question that you would attempt to answer in the following pages.
 - ii. What are the limitations of your inquiry/research? (e.g., acknowledge competing theories, competing views, but justify your choice)
 - iii. Methodology: How did you get your data? What kinds of data do you have? Plan of paper: Set out the major essential sections of your paper, and tease the reader about what you hope to prove or show in the paper.
 - iv. Plan of paper: Set out the major essential sections of your paper, and tease the reader about what you hope to prove or show in the paper.
- C. Main body of paper (two and one-half pages)
 - i. Data analysis: Why did you collect the data? How? How are you going to interpret them? What are your findings or results? Any explanations for the findings, or what do they mean? What are the theories?
 - ii. Integrate your library research (journals) into the body of your paper (do not plagiarize). What was the greatest significance and the greatest weakness of the program? (SEE UNIVERSITY POLICY ON PLAGARISM).
- D. Summary and Conclusion (one page)
 - i. Summarize the main points in B-C. Did you answer your research question fully? Try to convince the reader. Restate main findings and conclusions of your findings.
 - ii. Overall conclusion of paper: Based on thesis and findings. What is the overall purpose of paper for policy and theory? Any shortcomings? Any suggestions for future research?
- E. References/Bibliography
 - i. References must include three journal articles minimum.
 - ii. Use only American Psychological Association writing guidelines.

Criteria for Grading

- Comprehension: Content reflects clear thinking and a full understanding of the subject; research shows initiative, thought and rigorous effort; thoroughness of the identified issues and yet not too broad, clear statement of purpose (thesis).
- Organization: Clear organization in thesis paragraph with specific areas of support; basis organization is sustained throughout the paper.
- Expression: Transitions are used within paragraphs to link closely related ideas; transitions used to introduce new sections of the paper; clear, smoothly worded style (concise, specific, mature); proper, simple, language and grammar, clarity, use of proper jargons, sentence structure; tone or stance is persuasive without offending.
- Mechanical accuracy: i.e., spellings and punctuation.
- Analysis: research is insightful, original; goes beyond mere collection and retelling of data; creativity, reasoning/arguing all positions, theories and analysis.

- Citations and neatness: i.e., at least five different references (three from journal articles); quotes are smoothly integrated; wide variety of sources.
- Include a description of the general types of evidence you cited to support your position as well as a description of your personal observation experience.
- Your conclusion - thesis restatement; should state your position on, opinion or interpretation of the issues. Include how your position relates to the position held by experts in the field. What have you learned or gained from writing this paper?

This paper must be at least **six (6) typewritten pages**, double-spaced, and no longer than nine (9). The personal observation and paper for this course must not be used for another class/course. This paper must be about corrections – see me if you need additional information. The research paper is based on your personal observation experience and appropriate outside resources (library journals noted below, etc.). See attached grading rubric.

SCHOLARLY JOURNALS WITH SUBJECT MATTER RELEVANT TO CrJ 120

Crime and Delinquency	Journal of Contemporary Criminal Justice
American Sociological Review	Journal of Evaluation Research
British Journal of Criminology	Journal of Marriage & the Family
Child Abuse and Neglect	Journal of Research in Crime & Delinquency
Contemporary Sociology	Journal of Research in Crime & Delinquency
Corrections Today	Journal of Social Political and Economic Studies
Corrections Today	Journal of Sociology
Criminal Justice & Behavior	Journal of the American Academy of Child & Adolescent Psychiatry
Criminology	Justice Quarterly
Critical Social Policy	Law and Human Behavior
Developmental Psychology	Psychological Review
Journal of Adolescent Research	Public Administration Review
Journal of Child and Family Studies	Teaching Sociology
Journal of Child Psychology	Youth and Society
Journal of Clinical Psychology	

CRJ 120 GRADING RUBRIC

POINTS	ORGANIZATION, COMPREHENSION & CITATIONS	ANALYSIS & LOGICAL DEVELOPMENT	EXPRESSION AND SENTENCE STRUCTURE	MECHANICAL ACCURACY
Superior 60 58 55	A significant central idea, clearly defined & supported with concrete, substantial & consistently relevant detail. Proper and appropriate citations.	Theme planned so that it progresses by clearly ordered & necessary stages, & developed with originality & consistent attention to proportion & emphasis; paragraphs coherent, unified, & effectively developed; transitions between paragraphs explicit & effective.	Sentences skillfully constructed (unified, coherent, forceful, effectively varied)	Clarity & effectiveness of expression promoted by consistent use of standard grammar, punctuation and spelling.
Above average 54 50 48	Central idea defined, but not detailed enough. Proper citations.	Plan and method of theme apparent an applied in a proportional manner.	Sentences constructed with some distincti distinction	Clarity & effectiveness of expression used with basic standard grammar, punctuation and spelling.
Average 47 45 40	Central idea apparent but trivial or trite or too general; supported with concrete detail, but detail that is occasionally repetitive, irrelevant or sketchy. Citations not all consistent.	Plan and method of theme apparent but not consistently fulfilled; developed with only occasional disproportion or inappropriate emphasis; paragraphs unified, coherent, usually effective in their development; transitions between paragraphs clear but abrupt, mechanical or monotonous.	Sentences correctly constructed but lacking distinction.	Clarity & effectiveness of expression weakened by occasional deviations from standard grammar, punctuation and spelling.
Below average 39 35 30	Central idea lacking or confused, or unsupported with concrete & relevant detail. Lack of or improper citations.	Plan & purpose of theme not apparent; underdeveloped or developed with irreverence, redundancy, or inconsistency, paragraphs incoherent, not unified, or underdeveloped, transitions between paragraphs unclear or ineffective.	Sentences not unified, incoherent, confused, incomplete, monotonous, childish.	Communication obscured by frequent deviation from standard grammar, punctuation, & spelling.