COURSE SYLLABUS
SPRING 2014

AMERICAN PRISONS & PRISONERS
Criminal Justice 4321.001

Monday 4:20 p.m. - 6:50 p.m.

Instructor: Dr. Dorothy S. McClellan
Bay Hall 340
Phone: 825-2697
e-mail: dorothy.mcclellan@tamucc.edu

Office Hours:
Monday 2:45 p.m.–4:15 p.m.
Tuesday & Thursday 8:30 a.m.–9:30 a.m.
Thursday 12:30 p.m.–2:00 p.m.
And by appointment

Course Description & Objectives
This course will provide an analysis of the history, philosophy, and function of American correctional institutions. The goals of the course also include a careful examination of the control and treatment of offenders in institutional settings. The course will describe and evaluate current developments, controversies, and management issues in American prisons, foreign and domestic.

Student Learning Outcomes
Upon completion of this course students will be able to:
  • Describe and evaluate the nature, function, history and development of punishment and correctional institutions.
  • Describe and evaluate the treatment and management of prisoners in contemporary institutions and the social world of imprisonment.
  • Describe and evaluate the legal challenges of contemporary correctional institutions at home and abroad.

Required Reading

DATE            TOPIC

January 27      Introductions and Overview
                 The Corrections - Prison Explosion
                 Reading:  S&S: Chapter 1
                 Corrections & the Criminal Justice System
                 Reading:  S&S: Chapter 1
                 Film clip: The Power of the Social Situation
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>February 3</td>
<td>A Social History of Punishment &amp; Corrections</td>
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<tr>
<td></td>
<td>Reading: S&amp;S, Chapter 2 &amp; pp. 215-223</td>
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<tr>
<td>February 10</td>
<td>The Southern Prison</td>
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<td>February 17</td>
<td>The Contemporary Prison: Statistics &amp; Administration</td>
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<tr>
<td></td>
<td>Reading: S&amp;S: Chapter 7 (pp. 222-230 &amp; 240-262)</td>
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<td>Doug Dretke, Executive Director</td>
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<td>Correctional Management Institute of Texas</td>
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<td>Former Director of the TDCJ</td>
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<td>February 24</td>
<td>Sentencing: To Punish or Reform?</td>
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<td>Reading: S&amp;S: Chapter 3</td>
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<td></td>
<td>The Social World of Prisoners</td>
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<td>Reading: S&amp;S: Chapter 10</td>
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<td>March 3</td>
<td>Examination One</td>
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<td>March 10-16</td>
<td>Spring Break! Be happy and safe!</td>
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<td>March 17</td>
<td>Prison Overcrowding, Violence &amp; Riots</td>
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<td>Reading: S&amp;S: Chapter 13</td>
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<td>March 24</td>
<td>Former Prisoner Guest Speaker</td>
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<td>Prison Classification</td>
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<td>Reading: S&amp;S: Chapter 7 (pp. 230-239)</td>
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<td>March 31</td>
<td>Special Prison Populations: The Elderly, HIV/AIDS, and the Mentally Challenged</td>
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<td>Reading: S&amp;S: Chapter 12</td>
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<td>April 7</td>
<td>Hostage Taking Negotiations</td>
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<td>The Staff World: Managing the Prison Population</td>
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<td>Reading: S&amp;S: Chapter 9</td>
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<td>High Security Units/Super Max Prisons</td>
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<td>Reading: S&amp;S: Chapter 13</td>
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<td>Examination Two due</td>
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<td>April 14</td>
<td>Prisoners’ Rights &amp; Inmate Litigation</td>
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<td>Reading: S&amp;S: Chapter 11</td>
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<td>Death: The Ultimate Sanction</td>
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<td>Wrongful Convictions</td>
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<td>Reading: S&amp;S: Chapter 15</td>
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<td>April 21</td>
<td><strong>Women in Prison</strong></td>
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<td>Reading: S&amp;S: Chapter 10 (pp. 345-356) and handout</td>
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<td><strong>Security Threat Groups</strong></td>
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<td>Reading: S&amp;S: Chapter 13</td>
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<td>April 28 &amp; May 5</td>
<td><strong>American Prisons on Foreign Soil</strong></td>
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<td><strong>Conclusions &amp; Review</strong></td>
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<td><strong>Schedule subject to change</strong></td>
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1. **EXAMINATIONS**
Three examinations, including final. Examinations include multiple choice, true/false, short answer questions. Make-up examinations are reserved for exceptional circumstances to be determined by the professor.

2. **EVENT RESPONSE ANALYSIS**
Students will be asked to prepare a report on any presentation by a guest speaker in our class or on a film.

This report calls for:

1) A detailed, accurate description of the event, and

2) An in-depth analysis of the impressions, thoughts, and feelings engendered by hearing the presentation.

This exercise will help students develop the important professional skills of:

1) Preparing clear, factual descriptions of events and individuals, and

2) Distinguishing personal feelings, thoughts, prejudices, and concerns from accurate presentation of facts.

3) Developing analytical responses to substantive, subject matter questions.

The paper should be four pages in length, doubled-spaced, word processed, grammatical, and spell-checked.

In fairness to fellow classmates, late papers will not receive full credit – 5 points off for each day late.

3. **EXTRA CREDIT CLASS PRESENTATION (15 points)**
Students will be invited to do a *class presentation* on the legal issues surrounding American prisons on foreign soil. Topics will be selected in consultation with the professor. A list of recommended topics will be distributed and will provide specific issues that need to be addressed by the student.

The reports will be based on research of scholarly and professional publications (online and from the library). Students will sign up for presentations through a list distributed after the first examination.
Class presentations will be approximately 10 minutes in length and must rely on typed notes and PowerPoints that will be submitted for review in advance of the presentation. Students are invited and encouraged to visit during office hours to preview the material for presentations and for paper submissions. A list of references/sources will be required.

For presentations, students should include key information from their readings and may also use a short video clip that offers supportive material on the subject.

In fairness to fellow classmates, presentations must be made on the dates assigned (April 28 & May 5).

This exercise will help students develop the important professional skills of:

1) Preparing clear, factual descriptions of events and legal cases based on scientific review of research literature and reliable investigative reports.

2) Distinguishing personal feelings, thoughts, prejudices, and concerns from accurate presentation and social scientific evaluation of facts.

3) Learning to present material in an interesting, compelling way.

4. ATTENDANCE
Attendance is required. The final grade will be lowered 2 points with each absence after your second.

The final course grade will be determined as follows:

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<th>Examinations (3)</th>
<th>25% each</th>
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<td>Presentation or paper</td>
<td>25%</td>
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Dates to Remember

March 3  Examination One
March 10 - 16  Spring Break!
April 7  Examination Two
April 31  Event Response Analysis due anytime
May 12 (Monday)  Final examination

Final course grades will be assigned based on the following total percentages.

- Over 90% = A
- 80 – 89% = B
- 70 – 79% = C
- 60 – 69% = D
- Below 60 = F
POLICIES

CLASSROOM ETIQUETTE
Students are reminded that once they enter the classroom, they are expected to behave courteously and respectfully to everyone. They are expected to turn off cell phones and place them out of sight, refrain from talking to neighbors and eating, and they should not leave the classroom unless absolutely necessary to use the bathroom or in case of emergency. Laptops are to be used only by students with special needs as determined by the campus office responsible for this and after receiving permission from the professor.

ACADEMIC HONESTY
Students are reminded of the university's strict prohibition against cheating and plagiarism. Punishment for same may include expulsion from the university and a grade of F.

ACADEMIC ADVISING
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College's Academic Advising Center is located in Driftwood 203E, and can be reached at 825-3466.

NOTICE TO STUDENTS WITH DISABILITIES
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

COLLEGE OF LIBERAL ARTS GRADE APPEAL PROCESS
A student who questions a grade received in a course taught in the College of Liberal Arts should first speak with the faculty member who assigned the grade to determine whether the two may arrive at a mutual understanding.

If a student’s concerns are not satisfied after this discussion, he/she may elect to initiate procedures to appeal the grade.

In order to appeal a grade, the appeal request must focus on specific departures
from guidelines listed on the syllabus. Dissatisfaction with a grade is not grounds for a successful appeal.

The procedures that follow apply to all of the College of Liberal Art’s programs.

1) A student must submit a written appeal to change a grade using the “Student Grade Appeal Form,” stating briefly and clearly the action requested and the reason(s) for the requested change. The student must present the written appeal to the faculty member who assigned the grade in question within fifteen (15) business days after the start of the following long semester.

2) After reviewing the student’s written appeal, the faculty member will make a decision. If the appeal is approved, the faculty member will submit a grade change form to initiate the “change of grade” process. The faculty member will document their decision on the “Faculty Grade Appeal Response Form.”

3) If the appeal is denied, the student may appeal in writing using the “Student Grade Appeal Form” to the Department Chair. Department Chairs will only review an appeal that is made in writing. Students must state clearly the specific request being made and include a brief statement of the reasons for the proposed change.

4) After reviewing the student’s written statement and after consulting with the faculty member, the Departmental Chair will make a decision regarding the grade appeal using the “Department Chair Grade Appeal Response Form.”

In reviewing a student’s appeal, the Departmental Chair will consider whether the professor adhered to guidelines for equitable treatment and to evaluation procedures identified on the course syllabus. Appeals must focus on specific departures from guidelines listed on the syllabus.

5) Students will use the “Student Grade Appeal Response Form” to indicate if they accept or do not accept the decision of the Department Chair. If the student accepts the decision of the chair, the forms are filed and the appeal is concluded.

6) If a student does not accept the Departmental Chair’s decision, he or she may appeal in writing using the “Student Grade Appeal Form” to the Associate Dean of the college, who will convene the College Grade Appeal Committee to arrive at a final decision. This decision will be recorded on the “Associate Dean Grade Appeal Response Form” and is this decision cannot be appealed.

EXPECTATIONS
Classes will begin at the scheduled time and run the full session. Please be certain to arrive on time and be prepared to stay until class is dismissed. If you have work obligations that interfere with your ability to do this, please change
your work schedule or consider dropping the course. Students are expected to avoid private conversations with their classmates during class. As if you were on an airplane, please turn off your electronic devices upon entering the classroom. Attendance will be taken each class. Please arrange with a fellow student to get handouts, notes and assignments if you miss class. Make-up examinations will be given only with a doctor’s excuse or under exceptional circumstances that should be discussed with the professor before the examination. If a true emergency arises and you miss an examination, please notify the professor within 24 hours so that we can arrange an alternate time for you to take an exam.
TO ASSIST IN STUDYING FOR EXAMINATIONS

FOR EXAMINATION ONE - STUDENTS SHOULD BE ABLE TO DO THE FOLLOWING:

Explain why prison populations continue to rise even though the rate of serious crime in the US has been declining.

Describe the size, cost, and characteristics of the contemporary prison system.

Describe who comes to prison and the crimes for which they are convicted.

Explain how rising prison populations affect the costs of corrections and the character of correctional institutions.

Describe the history of punishment over time and explain the development of imprisonment as a response to crime.

Evaluate the significance of the Milgram Study and the Stanford Prison Experiment for understanding power relationships in the prison setting.

FOR EXAMINATION TWO - STUDENTS SHOULD BE ABLE TO DO THE FOLLOWING:

Describe and evaluate the social world of imprisonment using the best sociological studies.

Describe the problems of violence in institutional settings, including riots and hostage taking. Discuss the causes and effects of the Attica and New Mexico prison uprisings.

Describe the role and function of the Emergency Response Team in a riot situation.

Describe and evaluate the role of correctional officers in managing the prison population, the difficulties of this work, and define the concept of ‘officer subculture’.

Define the term ‘special-needs inmate’. Describe the key problems faced by the elderly, HIV/AIDS-infected, and the mentally challenged in prison.
FOR FINAL EXAMINATION - STUDENTS SHOULD BE ABLE TO DO THE FOLLOWING:

Define what is meant by ‘prisoners’ legal rights’. Describe the major changes that have taken place in regard to prisoners’ rights since Ruffin v. Commonwealth.

Describe the distinctive problems of women in prison.

Define ‘Security Threat Group’. Describe the problem of Security Threat Groups in the contemporary prison and the institutional response to it.

Evaluate the importance of professionalism in the management and operation of the prison system.

Describe and evaluate the legal and constitutional challenges of American prisons abroad.