

CRJ 240: INTRODUCTION TO CORRECTIONS
FALL 2023
(iCourse, Session C)

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Course Catalog Description

This is an introductory course designed to provide students with a basic understanding of the correctional system in America. Students will critically examine the various functions of corrections from both an historical and contemporary perspective, focusing on the way in which correctional systems are influenced and in turn influence numerous components and institutions in our society. The course examines goals of corrections, institutional contexts, laws pertaining to corrections, community supervision, offender re-entry, and other issues pertaining to corrections in the United States.

Learning Objectives

Students who satisfactorily complete this course will be able to: 1. Articulate the early history of corrections and correctional practices in the United States. 2. Distinguish between correctional goals (e.g., punishment, retribution, deterrence, and rehabilitation). 3. Discuss incarceration trends in the United States. 4. Compare and contrast commonly confused concepts (e.g., probation and parole, jails and prisons). 5. Analyze special populations within corrections and the challenges each pose to correctional staff (e.g., gangs, sex offenders, mentally ill offenders, female offenders, juveniles adjudicated within the adult system). 6. Evaluate efforts at offender re-entry into the community after incarceration.

Course Prerequisites

There are no prerequisites for this course.

Required Text

Clear, Todd R., & Reisig, Michael D. (2022). *American Corrections*, 13th Edition. Boston, MA: Cengage. *NOTE: earlier editions are not acceptable.*

Computer Requirements

Computer System: Windows or Apple desktop or laptop computer manufactured within the last 5 years. Chromebooks and mobile devices will not provide full access to ASU's online courses. **Operating System:** Windows-based computers should be running the most recent version of Windows. Apple computers must be running a recent version of macOS. For operating systems recently released (the last few months), consider maintaining the next most recent release for a few months until bugs in the OS have been addressed. **Required Software:** [Microsoft Office 365](#) (available for all students at ASU); [Adobe Acrobat Reader DC](#) (free). **Web Browser:** Use a recent version of Firefox or Chrome. Students

are also advised to have both browsers installed on their computer. **Internet Connection:** Courses are best viewed with high-speed internet and a reliable internet connection. **Speakers and a microphone:** Built-in, USB plug-in, or wireless Bluetooth. A headset with microphone is recommended for privacy and clarity of audio. **Webcam:** Built-in or USB plug-in

Reading and Preparation: The reading assignments for each week of the semester are listed below (see Course Outline). Students are expected to complete the required reading, review the assigned Lecture Slides, and complete the Study Guides (provided on Canvas). The four exams are largely based on the assigned reading. As supplements to reading and lecture notes, videos, and links to other web sites will also be posted. This may include relevant news stories. Content from these sources may be included on your exams, so it is best to carefully review them and take notes on all posted videos and links.

Exams (100% of course grade): Four exams will be administered throughout the semester. Exams will consist of 75 multiple choice questions, short answers/fill-in-the blank, and true/false. Exams will cover course material for the period preceding the exam date and will be administered online via Canvas. Although each exam focuses on material from specific chapters, the content of Exams 2, 3, and 4 is cumulative in that later class material builds on earlier class material. Students will be given 40 hours to take the exam (for example, from 8:00am Thursday to 11:59pm Friday on the listed dates). Once opened, students will have 60 minutes to complete exams. Please note that “late” and “early” exams are *strongly discouraged*. Students should make the necessary arrangements in advance to ensure that you take the exams on the scheduled dates. If you cannot take an exam on the scheduled date, you are required to inform the instructor *prior to* the exam. If you fail to notify the instructor, late exams may be penalized 25% for each day they are late. Late and early exams may be presented in a different format than the regularly scheduled exams. After four days, the grade of zero will be given for any test not taken.

Grades: Grades will be normally distributed (i.e., not “curved”) in this class.

Grading Scale

Letter Grade	Percent	Letter Grade	Percent	Letter Grade	Percent
A+	≥ 101	B	86 – 84	D	69 – 60
A	100 – 94	B-	83 – 80	E	≤ 59
A-	93 – 90	C+	79 – 77		
B+	89 – 87	C	76 – 70		

Communication Rules: Students should check email and Canvas frequently. When questions arise during the course of this class, please remember to check the course syllabus and announcements when you log in before emailing the instructor. You can also post questions to classmates on the “Hallway conversations” discussion board, and/or check this board to see if another student has already asked the same question. This policy will help you in potentially identifying answers before we can get back to you and it also helps your instructors from answering similar questions or concerns multiple times. If you have questions of a personal nature such as relating a medical emergency, questioning a grade, or other private issues, you are welcome to contact the Professor. I will usually respond to email from 8am-5pm on weekdays. Please allow 24 hours for a response. Per ASU policy, faculty who use e-mail in their classes expect students to use their @asu.edu e-mail address for all class e-mail communication. We will not respond to other, non- ASU, email accounts. Any email communication to the professor should: (1) include an appropriate subject heading; (2) be addressed properly and professionally (Dr. or Professor

ONLY, not Mrs., Miss, Ms., Hey you, or by first name); (3) be signed with an appropriate closing (Thank you, Sincerely, etc.) and the student's FULL NAME. Please also keep all communication professional, both through email and on Canvas. If you have computer-related questions, such as those related to MyASU, Canvas, your computer, your Internet connection, etc., please contact ASU's technical support: Online Teaching and Learning Group, web: <http://asuonline.asu.edu>, email: asuonline@asu.edu, or phone: 480-965-6922.

Course Outline

Module/Unit #1: History and Purpose of Corrections

Week #1 (Aug. 17 th – Aug. 18 th Short Week)	Course Introduction Review Syllabus and Canvas, and Unit 1 Study Guide Read Chapter 1: The Corrections System Review Chapter 1 Lecture Slides
Week #2 (Aug. 21 st – Aug. 25 th)	Read Chapter 2: The Early History of Correctional Thought and Practice Review Chapter 2 Lecture Slides Read Chapter 3: The History of Corrections in America Review Chapter 3 Lecture Slides
Week #3 (Aug. 28 th – Sep. 1 st)	Read Chapter 4: Contemporary Punishment Review Chapter 4 Lecture Slides Read Chapter 5: The Law of Corrections Review Chapter 5 Lecture Slides
Week #4 (Sept. 4 th – Sep. 8 th)	Complete Unit 1 Study Guide and Review Exam 1 (Covers Chapters 1, 2, 3, 4, 5) Exam becomes available on Thursday, September 7 at 8:00am **Exam closes on Friday, September 8 at 11:59pm** <i>Labor Day Observed on Sept. 4</i>

Module/Unit #2: Incarceration Experience and Management

Week #5 (Sept. 11 th – Sep. 17 th)	Read Chapter 10: Incarceration Review Chapter 10 Lecture Slides Read Chapter 18: Incarceration Trends Review Chapter 18 Lecture Slides Watch video on Canvas: <i>Frontline, "Prison State"</i> Start Reviewing Unit 2 Study Guide
Week #6 (Sept. 18 th – Sept. 24 th)	Read Chapter 6: The Correctional Client Review Chapter 6 Lecture Slides Read Chapter 11: The Prison Experience Review Chapter 11 Lecture Slides

Week #7
(Sept. 25th – Sept. 29th)

Read Chapter 13: Institutional Management
Review Chapter 13 Lecture Slides
Read Chapter 14: Institutional Programs
Review Chapter 14 Lecture Slides

Week #8
(Oct. 2nd – Oct. 6th)

Complete Unit 2 Study Guide and Review
Exam #2 (Chapters 10, 18, 6, 11, 13, 14)
Exam becomes available on Thursday, Oct. 5 at 8:00am

Exam closes on Friday, October 6 at 11:59pm

Fall break observed Oct. 7-10

Unit/Module #3: Alternatives to Prison

Week #9
(Oct. 9th – Oct. 13th)

Read Chapter 7: Jails: Detention and Short-Term Incarceration
Review Chapter 7 Lecture Slides
Read Chapter 8: Probation
Review Chapter 8 Lecture Slides
Start Reviewing Unit 3 Study Guide

Fall break observed Oct. 7-10

Week #10
(Oct. 16th – Oct. 20th)

Read Chapter 9: Intermediate Sanctions and Community Supervision
Review Chapter 9 Lecture Slides
Read Chapter 22: Community Justice
Review Chapter 22 Lecture Slides

Week #11
(Oct. 23rd – Oct. 27th)

Read Chapter 15: Release from Incarceration
Review Chapter 15 Lecture Slides
Read Chapter 16: Making It: Supervision in the Community
Review Chapter 16 Lecture Slides

Week #12
(Oct. 30th – Nov. 3rd)

Complete Unit 3 Study Guide and Review
Exam #3 (Chapters 7, 8, 9, 22, 15, 16)
Exam becomes available on Thursday, November 2 at 8:00am

Exam closes on Friday, November 3 at 11:59pm

Unit/Module #4: Special Issues and Populations

Week #13 (Nov. 6 th – Nov. 10 th)	Read Chapter 17: Corrections for Juveniles Review Chapter 17 Lecture Slides Watch video on Canvas: <i>Frontline</i> , “Inside the Fight Against the School-to-Prison Pipeline” Read Chapter 19: Race, Ethnicity, and Corrections Review Chapter 19 Lecture Slides Start Reviewing Unit 4 Study Guide
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Veterans Day Observed on November 10

Week #14 (Nov. 13 th – Nov. 17 th)	Read Chapter 21: Immigration and Justice Review Chapter 21 Lecture Slides Read Chapter 12: The Incarceration of Women Review Chapter 12 Lecture Slides Watch video on Canvas: <i>Frontline</i> , “Tutwiler”
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Week #15 (Nov. 20 st – Nov. 24 th)	Read Chapter 20: The Death Penalty Review Chapter 20 Lecture Slides
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Thanksgiving Holiday Observed November 23rd and 24th

Week #16 (Nov. 27 th – Dec. 1 st)	Read Chapter 23: American Corrections: Looking Forward Review Chapter 23 Lecture Slides Complete Unit 4 Study Guide and Review Exam #4 (Chapters 17, 19, 21, 12, 20, 23) Exam becomes available on Thursday, November 30 th at 8:00am
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****Exam closes on Friday, December 1 at 11:59pm****

Additional Information

Module-Specific Learning Objectives

Module 1: History and Purpose of Corrections

- Describe the range of purposes served by the corrections system.
- Define the systems framework and explain why it is useful.
- Name the various components of the corrections system today and describe their functions.
- Discuss what we can learn from the "great experiment of social control."

- Describe the major forms of punishment from the Middle Ages to the American Revolution.
- Discuss the Enlightenment and how it affected corrections.
- Identify the contribution of Cesare Beccaria and the classical school.
- Explain the contribution of Jeremy Bentham and the utilitarians.
- Discuss the work of John Howard and its influence on correctional reform.
- Compare the basic assumptions of the penitentiary systems of Pennsylvania and New York.
- Identify the reforms advocated by the Progressives.
- Discuss the assumptions of the medical model regarding the nature of criminal behavior and its correction.
- Illustrate how the community model reflected the social and political values of the 1960s and 1970s.
- Describe the forces and events that led to the present crime control model.
- Discuss the goals of punishment.
- Identify the different forms of the criminal sanction.
- Explain how different factors affect the sentencing process.
- Discuss the problem of unjust punishment.
- Discuss the foundations that support the legal rights of incarcerated individuals.
- Explain the role of the U.S. Supreme Court in interpreting correctional law.
- Discuss the constitutional rights of incarcerated individuals.
- Identify the alternatives to litigation.
- Explain the rights of individuals under community supervision.
- Discuss how the law affects correctional personnel.

Module 2: Incarceration Experience and Management

- Explain how today's prisons are linked to the past.
- Discuss the goals of incarceration. Explain the organization of incarceration.
- Discuss the factors that influence the classification of prisons.
- Explain who is in prison.
- Discuss the explanations for the dramatic increase in the incarceration rate.
- Explain what can be done to deal with the prison population crisis.
- Analyze the impact of prison crowding.
- Discuss whether incarceration pays. Describe some of the main similarities and differences between the general population and people who end up under correctional authority.
- Identify different types of clients in the corrections system and the kinds of problems they pose for corrections.
- Describe the classification process for people under correctional authority and explain why it is important.
- Discuss the "inmate code" and explain where the values of the prison subculture come from.
- Analyze the prison economy.
- Explain the different types of prison violence.
- Discuss what can be done about prison violence.
- Identify the principles used to organize the functioning of prisons.
- Discuss the importance of prison governance.
- Discuss the different job assignments that correctional officers are given.
- Analyze the negative consequences of boundary violations and job stress among prison staff.
- Describe how correctional programs help address the challenge of managing time in the correctional setting.

- Describe the ways that security acts as a constraint on correctional programs offered in institutional settings.
- Explain the meaning of the “principle of least eligibility” and illustrate its importance.
- Discuss the importance of the classification process and how “objective classification” works.
- Describe the major kinds of institutional programs that are offered in correctional institution.
- Analyze recent developments in the field of correctional rehabilitation.
- Describe the main types of correctional industries and explain how each works.
- Explain the current pressures facing correctional programming policies.

Module 3: Alternatives to Prison

- Describe who is in jail and why they are there.
- Discuss the kinds of jails in the United States.
- Explain the problems of jail administration.
- Describe new developments in jails and jail programs.
- List the major issues involved in the presentence investigation.
- Describe the dynamics that occur among the probation officer, the person on probation, and the probation bureaucracy.
- Identify the different kinds of probation conditions and explain why they are important.
- Discuss the revocation of probation, including “technical” revocation
- Explain the rationale for non-incarceration penalties.
- Explain the rationale for intermediate sanctions.
- Describe some of the problems associated with intermediate sanctions.
- List the various types of intermediate sanctions and who administers them.
- Define community justice and show how it differs from criminal justice.
- Identify the arguments in favor of community justice.
- Describe the problems that community justice faces.
- Explore the future prospects of community justice
- Discuss parole and explain how it operates today.
- Explain the origins and evolution of parole in the United States.
- Discuss the different mechanisms that are used to release people from correctional facilities.
- Explain how releasing authorities are organized.
- List the steps that are taken to ease the individual’s reentry into the community
- Describe the major characteristics of the post-release function of the corrections system.
- Define community supervision and revocation of community supervision.
- Explain how community supervision is structured.
- Analyze the constraints on community supervision.
- Describe residential programs and how they help people on parole.
- Identify the major problems that people on parole confront.
- Describe the effectiveness of post-release supervision

Module 4: Special Issues and Populations

- Describe the nature and extent of youth crime today.
- Analyze the history of the development of juvenile corrections in the United States.
- Describe the new “evidence-based” movement in juvenile corrections, and explain how it has affected juvenile justice.
- Present the rationale for dealing differently with juveniles and adults.
- Explain how serious juvenile delinquency differs from most delinquency and what this implies for the juvenile justice system.

- List the ways that juveniles are sanctioned.
- Describe the special problems that youth gangs pose.
- Assess the future of juvenile corrections.
- Analyze the meaning of race and ethnicity.
- Explain how varying visions of race and punishment influence our thinking on this issue.
- Describe the significance of race and punishment.
- Define the nature of illegal immigration and describe the extent of the problem.
- Summarize the history of immigration in the United States.
- Define the different types of immigration under the law.
- Describe the immigration justice system.
- Identify key issues in immigration justice.
- Explain why women in prison are called the “forgotten offenders.”
- Discuss the history of the incarceration of women.
- Explain how interpersonal relationships in women’s prisons differ from those in men’s prisons.
- Analyze the special issues that incarcerated women face.
- Discuss the problems that women face when they are released to the community.
- Compare and contrast the issues in the debate over capital punishment.
- Explain the history of the death penalty in America.
- Discuss the legal issues that surround the death penalty.
- Characterize the individuals on death row.
- Speculate about the future of capital punishment.
- Analyze how the philosophy of the U.S. corrections system has changed over the years and the effects such changes have had.
- Explain the major dilemmas facing the corrections system and how they might be resolved.
- Identify four substantial trends that face corrections and describe their importance.
- Explain what “good leadership” means in the context of the current corrections system of the United States, and list what it will take for leaders to more widely implement “what works” in corrections., in whole or in part.
- Describe the aspirations for the U.S. corrections system and how those aspirations might be achieved

Land Acknowledgement

Arizona State University acknowledges, with respect, that its physical locations are within the ancestral homelands of those Native American tribes that have sustained connections to its lands and waters since time immemorial, including the Akimel O’odham (Pima), Pee Posh (Maricopa), Quechan (Yuma), and Tohono O’odham peoples.

Statement of Inclusion

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access and have an impact on our community, state, nation and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender

identity, age, disability, veteran status, nationality and intellectual perspective. At Watts College, we echo these sentiments through [Our Aspirations](#) to be a vehicle through which we make the world a better place.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

Warning of Course Content

At times, we may discuss material that may be disturbing—even traumatizing—to some students. This may include strong language (including swear words); graphic descriptions of or extensive discussions of crimes, victimization (including suicide, homicide, rape and sexual abuse, kidnapping, violent assaults, and drug abuse), or disaster scenarios; and depiction or discussion of discriminatory attitudes or actions. If you have experienced criminal victimization or some other type of trauma in your past, you should feel free to excuse yourself from the classroom during a discussion that causes you to experience distress. You will, however, be responsible for any material you miss or, alternatively, for an alternate assignment if you are unable to engage with the material. If you suffer from some form of post-traumatic stress that may be triggered by discussion of material, you are encouraged to formulate a plan for treatment with the relevant health advisers to work on preventing unexpected reactions to potentially triggering material. ASU student counseling services can be reached Monday through Friday from 8am to 5pm at 602-496-1155 or in the Historic Post Office Building, Suite 208. There is also a 24-hour ASU-dedicated crisis hotline at 480-921-1006.

Keep in mind that some discomfort is inevitable in classes because the goals of higher education include exposing students to new ideas; having students question beliefs they have taken for granted and grapple with ethical problems they have never considered; and, more generally, expanding their horizons so as to become informed and responsible democratic citizens. You may become frustrated from time to time as you struggle with viewpoints that differ from your own. Even if you have previously experienced some form of trauma or victimization, this course may offer you the benefit of helping to understand behaviors in a manner that allows you to process what may have occurred in your past and move forward in your recovery.

Course Policies

For information regarding course and college policies, please refer to the [Course Policies link](#) on the course menu. Students are responsible for reviewing and complying with all ASU policies. In this page, you will find important information related to the following:

- Academic Integrity
- Accessibility
- Attendance, including accommodations.
- Conduct
- Student Success Resources

Extra Credit

Please do not ask for extra credit. Although an extra credit assignment may be offered to the whole class for attending a talk or participating in a learning experience beyond those anticipated in this syllabus, no individualized extra credit work will be permitted. Why? Extra credit is unfair to the students who do their work diligently all semester long.

Generative AI

Generative Artificial Intelligence (GenAI) is a form of artificial intelligence that can create high-quality audio, images, text, video, 3D models and other content. GenAI programs are not a replacement for human creativity, originality, and critical thinking. GenAI may not be used for course assignments.

Pacing and Content Availability

This course is designed to encourage the absorption of content and interaction throughout the session. Though you can read ahead, exams will not be administered until the week they are scheduled to be. Additionally, related content for a given unit/module (e.g., Lecture slides and study guides) will not be available until after the prior unit/module concludes.