

## Syllabus

### Course Overview

This course also could have been named Penology/Institutional Corrections. Merriam-Webster defines *penology* as "a branch of criminology dealing with prison management and the treatment of offenders" (n.d.). According to Law Notes, "Penology is the study of punishments in relation to the crime and the management of prisons," and the definition notes that "a penologist is a social scientist who studies the theory and methods of punishment of crime" (n.d.).

The scholar practitioner considers penology to be the study of penitentiaries, an arm of the system of corrections. Simply, corrections provides community-based supervision and services as well as supervision and services behind the walls of prisons. This course examines the theoretical and philosophical perspectives underlying the incarceration of offenders in prisons. It also specifically addresses the practical implementation of these theoretical and philosophical perspectives. It is one thing to support the utilization of prisons theoretically, but the implementation and daily operation of prisons is something entirely different. This dichotomy is an excellent example of the fact that theory in the absence of practice is just that, theory.

Prison Policy Initiative indicates that there are "more than 2.4 million people in 1,719 state prisons, 102 federal prisons, 2,259 juvenile correctional facilities, 3,283 local jails, and 79 Indian Country jails as well as in military prisons, immigration detention facilities, civil commitment centers, and prisons in the U.S. territories" (2014). The Bureau of Labor Statistics indicates that there are 474,800 personnel working in corrections capacities in publicly owned and operated jails and prisons (n.d.).

The educational requirement for most corrections officers is a high school diploma or its equivalent. Most states have mandatory certification courses for corrections officer candidates. The number of institutional corrections personnel with graduate degrees is low in comparison to other disciplines. Terminal degree personnel in corrections primarily hold juris doctorates, are medical doctors, or have PhDs in psychology. Few PhDs in criminology, specifically penology, criminal justice, or institutional corrections, work inside the walls. Few wardens have terminal degrees. Persons with PhDs commonly work in the central offices of the state departments of corrections.

This course is designed to introduce graduate learners to the reality of prison reform as well as the world of work in the implementation and daily management of prisons.

On August 18, 2016, Deputy Attorney General Sally Q. Yates directed the Federal Bureau of Prisons (BOP) to reduce and ultimately eliminate the use of privately operated prisons. In a memorandum to Acting Director Thomas Kane, Deputy Attorney General Yates indicated that as each contract with private prison companies reaches the end of its term, "the bureau should either decline to renew that contract or substantially reduce its scope in a manner consistent with law and the overall decline of the bureau's inmate population." The bureau's population has declined by nearly 12,500 inmates in fiscal year (FY) 2016, and we expect an additional decrease of 1,975 in FY 2017. (Federal Bureau of Prisons, 2016)

This decision by the Justice Department will have far-reaching implications. It is expected that many states will follow the BOP's lead. Consequently, the BOP and state department of corrections will be searching for alternatives, which will include inmate reduction, legislative changes to sentencing, and prison reform.

Anticipating this inmate reduction and reform, this course is designed to assist learners in the "how to's" of inmate reduction and prison reform.

### Course Discussions

The discussion area in the Capella courseroom is a place where you are given the opportunity to think critically about your ideas and share them with peers. Robust threaded discussions promote reflective responses and enhance the learning experience. To allow adequate time for responding to discussions, initial posts are due by Thursday each week. Responses are due by Sunday.

Take time to review the [Creating Strong Discussion Posts](#) document, which has been designed to provide practical suggestions and best practices for crafting substantive responses to discussion questions. This document will also be made available in every discussion in this course.

All posts and responses should be supported by scholarly research with proper APA citations and references.

### Developing as a Writer

Your writing skills are critical to your academic and career success. Writing is an iterative process. Some of the keys to this process are creating drafts, seeking and receiving feedback, and making revisions. In this course, you will have various opportunities to move through these steps as you work on your unit assignments. You are strongly encouraged to take advantage of the writing resources offered, such as those in the [Writing Center](#). These resources are crucial to helping you become a more capable, skilled, and confident writer, both during your academic journey at Capella and beyond. If you feel you need more help than these resources can provide, your instructor can provide a referral for you to meet with a writing consultant.

## Smarthinking

Capella partners with Smarthinking, a Web-based tutoring service, to offer you online tutoring in a variety of subjects and custom critique of your papers. You will receive 168 minutes to use toward tutoring each quarter. The tutors are called e-structors and can help you develop successful learning skills in a professional and supportive environment. E-structors are available to help you but not to replace your instructor. Learn [how to get started](#) and [how to use](#) Smarthinking.

With Smarthinking you can:

- Get live, one-on-one online tutoring help.
- Submit an essay or paper for review.
- Submit questions for a tutor's response.

Subjects covered include writing, APA style and formatting, and reading comprehension.

## VitalSource Bookshelf

This course offers e-books through the VitalSource Bookshelf. A link to your Bookshelf is provided in the left **Course Tools** menu. More information about your e-books can be found in the Unit 1 studies.

## Capella Library

You are highly encouraged to explore the [Capella Library](#). The Capella Library is an entirely digital library and one of your most valuable resources for finding the persuasive evidence and scholarly resources you will use in your course assignments.

## Career Resource Center

Use the [Career Center](#) resources to manage and plan your career through every stage. The Capella Career Center provides many online resources, but it also provide other ways you can get assistance and interact with the staff. You can connect and interact with counselors online and ask questions. The Career Center has multiple resources such as exploration and planning, job search strategies, connecting with others, job search tools, career enrichment, and seminars and presentations.

## PSL Program Journey

The [PSL Program Journey](#) is a useful map that will guide you as you begin your program. This map gives you an overview of all the steps required to complete your degree and outlines the resources that will support you along the way.

## Kaltura Activities

This course requires learners to record presentations using Kaltura. Refer to [Using Kaltura \[PDF\]](#) for more information about this courseroom tool.

**Note:** If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact [DisabilityServices@Capella.edu](mailto:DisabilityServices@Capella.edu) to request accommodations.

### References

Bureau of Labor Statistics. (n.d.). Correctional officers and bailiffs. Retrieved from <https://www.bls.gov/ooh/Protective-Service/Correctional-officers.htm>

Federal Bureau of Prisons. (2016, August 18). Bureau to reduce use of private prisons. Retrieved from [https://www.bop.gov/resources/news/20160818\\_privatize.jsp](https://www.bop.gov/resources/news/20160818_privatize.jsp)

Law Notes. (n.d.). Penology. Retrieved from <http://www.lawnotes.in/Penology#ixzz4RKQU3z00>

Merriam Webster. (n.d.). Penology. Retrieved from <https://www.merriam-webster.com/dictionary/penology>

Prison Policy Initiative. (2014, March 12). Mass incarceration: The whole pie. Retrieved from <https://www.prisonpolicy.org/reports/pie.html>

## Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Evaluate the efficacy of the theoretical perspectives of penology in contemporary institutional corrections.

- 2 Analyze the current demographics in prison populations and identify significant issues.
- 3 Analyze the problems unique to special populations.
- 4 Evaluate the rights of inmates.
- 5 Examine the issues of violence, gang recruitment, and radicalization.
- 6 Integrate current, relevant, peer-reviewed academic research and literature.
- 7 Communicate in a manner that is scholarly, professional, and consistent with the expectations for members of the criminal justice profession.

**Course Prerequisites**

*There are no prerequisites for this course.*

**Syllabus >> Course Materials**

**Required**

The materials listed below are required to complete the learning activities in this course.

### Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

#### Book

Blackburn, A. G., Fowler, S. K., Pollock, J. M. (2014). *Prisons: Today and tomorrow* (3rd ed.). Burlington, MA: Jones & Bartlett. ISBN: 9781284020212.

### Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Andrews, D. A., Bonta, J., & Wormith, S. (2006). [The recent past and near future of risk and/or needs assessments \[PDF\]](#). *Crime and Delinquency*, 52(1), 7–27.
- Blackburn, A. G., Mullings, J. L., & Marquart, J. W. (2008). [Sexual assault in prison and beyond: Toward an understanding of lifetime sexual assault among incarcerated women \[PDF\]](#). *The Prison Journal*, 88(3), 351–377.
- Cobbina, J. E. (2010). [Reintegration success and failure: Factors impacting reintegration among incarcerated and formerly incarcerated women](#). *Journal of Offender Rehabilitation*, 49(3), 210–232.
- Cullen, F. T. (2012). [Taking rehabilitation seriously: Creativity, science, and the challenge of offender change \[PDF\]](#). *Punishment and Society*, 14(1), 94–114.
- Frederique, N., & Sexton, L. (2014). [Through their eyes: How prisoners make sense of their incarceration](#). *NIJ Journal*, (273), 61–65.
- Listwan, S. J., Sullivan, C. J., Agnew, R., Cullen, F. T., & Colvin, M. (2013). [The pains of imprisonment revisited: The impact of strain on inmate recidivism](#). *Justice Quarterly*, 30(1), 144–168.
- Sperber, K. G., Latessa, E. J., & Makarios, M. D. (2013). [Examining the interaction between level of risk and dosage of treatment \[PDF\]](#). *Criminal Justice and Behavior*, 40(3), 338–348.
- Useem, B., & Piehl, A. M. (2006). [Prison buildup and disorder \[PDF\]](#). *Punishment and Society*, 8(1), 87–115.
- Wood, G. (2014). [How gangs took over prisons](#). *The Atlantic Monthly*, 314(3), 46–53.

### External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Berry, T. (n.d.). [How to write a mission statement in 5 easy steps](#). *Bplans*. Retrieved from <http://articles.bplans.com/writing-a-mission-statement>
- Bill of Rights Institute. (n.d.). [Bill of Rights of the United States of America \(1791\)](#). Retrieved from <https://www.billofrightsinstitute.org/founding-documents/bill-of-rights>
- California Department of Corrections and Rehabilitation. (2011, May 23). [Three-judge panel and California inmate population reduction \[PDF\]](#). Retrieved from <http://www.cdcr.ca.gov/News/docs/2011-05-23-Three-Judge-Panel-Background.pdf>
- FindLaw. (2016). [Rights of inmates](#). Retrieved from <http://civilrights.findlaw.com/other-constitutional-rights/rights-of-inmates.html>
- Jailhouse Lawyer's Handbook. (2010). [Your procedural due process rights regarding punishment, administrative transfers, and segregation](#). Retrieved from <http://jailouselaw.org/your-procedural-due-process-rights-regarding-punishment-administrative-transfers-and-segregation>
- Orlando Weekly. (2014). [Insiders say prison gangs and crooked guards corrupting state's prisons](#). Retrieved from <https://www.orlandoweekly.com/Blogs/archives/2014/09/24/insiders-say-prison-gangs-and-crooked-guards-corrupting-states-prisons>
- Skarbek, D., & Michaluk, C. (2015, May 13). [To end prison gangs, it's time to break up the largest prisons](#). *Politico*. Retrieved from <http://www.politico.com/agenda/story/2015/05/end-prison-gangs-break-largest-prisons-000034>
- United States District Courts for the Eastern District of California and the Northern District of California. (2009). [CIV S-90-0520 LKK JFM P and C01-1351 TEH: Three-judge court opinion and order \[PDF\]](#). Retrieved from <http://www.caed.uscourts.gov/caed/Documents/90cv520o10804.pdf>

### Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

## Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

## Projects

### Project >> Plan to Reduce Prison Inmate Population

#### Project Overview

Suppose that a federal appeals court has just ruled that your state is in violation of the 8th Amendment clause of "cruel and unusual punishment" due to a 25 percent inmate overpopulation in the state penitentiaries. The ruling is based upon a total overpopulation, not just overpopulation at one facility.

The judge has ruled that the state must reduce the total inmate population by 25 percent in 12 months. Failure to do so will result in a ruling to release the 25 percent of the population closest to their early release date without consideration of other variables, including probability of recidivism, violence risk assessment, conduct while in prison, gang affiliation, et cetera.

The state governor, as the chief executive officer, has established a Blue Ribbon Committee comprised of state legislators, the state supreme court administrator, the director of the state department of corrections, the director of the state department of mental health, the state police commander, the mayors of the three largest cities in the state, and five citizens at large.

The charge to the committee is to meet the federal appeals court ruling without the construction of new facilities, privatization of residential services, the use of county jails, or the hiring of additional parole officers. The plan must have efficacy in the protection of the constituents from recidivist criminal conduct, be cost effective, respect the due process rights for inmates, and meet the standards of the Due Process American Corrections Association.

The committee, in consultation with the governor, has appointed you as the associate director for prison reform of the state department of corrections.

This project includes five assignments:

- Unit 3 – Reducing the Inmate Population: Alternatives.
- Unit 5 – Reducing the Inmate Population: Proposed Solution.
- Unit 7 – Implementation Plan.
- Unit 9 – Completed Plan.
- Unit 10 – Presentation of Proposed Plan.

See the descriptions of the individual assignments for more details.

#### Project Components

Activity	Grade Weight (%)
u03a1 - Reducing the Inmate Population: Alternatives	15
u05a1 - Reducing the Inmate Population: Proposed Solution	10
u07a1 - Implementation Plan	15
u09a1 - Completed Plan	25
u10a1 - Presentation of Proposed Plan	10

### Unit 1 >> Etiology of Prison Problems: Overcrowding

#### Introduction

One of the most serious problems facing state departments of corrections and the Federal Bureau of Prisons is serious overcrowding.

The number of prisoners held by state and federal correctional authorities on December 31, 2014 was 1,561,500. At year-end, 471 people per 100,000 residents of all ages and 612 people per 100,000 residents age 18 or older were imprisoned. Louisiana had the highest imprisonment rate for people of all ages (816 per 100,000 state residents) and adults (1,072 inmates per 100,000 state residents age 18 or

older). Maine imprisoned the fewest residents per capita (153 per 100,000 state residents of all ages and 189 per 100,000 adults). Eighteen states and the Federal Bureau of Prisons were operating at more than 100 percent of their maximum prison facility capacity at year-end 2014, and seven states (New Mexico, Montana, Oklahoma, Hawaii, Mississippi, Vermont, and North Dakota) housed at least 20 percent of their prison population in privately operated facilities. (Carson, 2014)

The overcrowding of prisons precipitates undesirable conditions within the prison: unsafe environments, lack of medical and mental health care, predatory conduct, and violence. There is no one single variable that influences the prison climate and culture more significantly than overcrowding. No prison reform is possible without finding a viable solution to this problem.

What constitutes the origin of overcrowding? There are several factors that precipitate overcrowding. Judges contribute to filling prisons to overcapacity. Not governed by the executive branch of government, judges sentence pursuant to the criminal code of the state and the guidelines promulgated by the state's administrative office of the state supreme court.

Further, while judges do not have discretion on sentencing beyond the maximum number of years statutorily defined, they do have discretion in relationship to consecutive versus concurrent sentencing. A defendant convicted of multiple felonies may be sentenced to the maximum number of years for each offense, and the judge determines whether the defendant will serve them concurrently or consecutively. For example, suppose a defendant is convicted of three felonies and is sentenced to the maximum of 15 years for each felony, for a total sentence of 45 years. A judge has the discretion to allow the offender to serve the three terms concurrently for a total of 15 years, or consecutively for a total sentence of 45 years.

"Get tough on crime" political agendas also precipitate prison overcrowding. "Three strikes and you're out" statutes dictate that conviction on a third felony, regardless of the statutorily prescribed years, results in a sentence of life without parole. Mandatory sentences, such as those for so-called gun laws also increase the inmate population.

The closing of psychiatric facilities in the United States has also precipitated a significant increase in the inmate population in state prisons. "State hospitals were once the most prominent components of U.S. public mental health systems. But a major focus of mental health policy over the past fifty years has been to close these facilities. These efforts led to a 95 percent reduction in the country's state hospital population" (Fisher, Geller, & Pandiani, n.d.).

The decision to close psychiatric hospitals and mainstream mentally ill persons back into the community was based upon the availability and efficacy of community mental health programming. It was also based upon an erroneous assumption that mentally ill persons would continue on their psychotropic drugs without daily supervision. The reality is that, in the absence of supervision, many mentally ill persons not experiencing hallucinations and delusions believe they are mentally healthy and no longer need their psychotropic medications, so they discontinue their use. In the absence of the medication, the hallucinations and delusions return. The resulting impact is that many persons become homeless and violate the law, resulting in their incarceration as criminal offenders.

"More than two-fifths of state prisoners (43 percent) and more than half of jail inmates (54 percent) reported symptoms that met the criteria for mania. About 23 percent of state prisoners and 30 percent of jail inmates reported symptoms of major depression. An estimated 15 percent of state prisoners and 24 percent of jail inmates reported symptoms that met the criteria for a psychotic disorder" (James & Glaze, 2006). These circumstances led to severe overcrowding of the prisons in the United States. Resolution of these problems requires the collaboration of the executive, legislative, and judicial branches of government. In the absence of this collaboration, the problem will continue to confront state departments of corrections and the Federal Bureau of Prisons.

The failure to collaborate and reduce inmate populations has precipitated class action litigation. The most significant of these lawsuits is *Brown versus Plata*, 563 U.S. (2011).

*Brown v. Plata* involves a class action lawsuit alleging a violation of prisoners' rights due to a lack of medical and mental health care. California's prisons are designed to house a population of approximately 80,000 inmates, but at the time the class action reached the Supreme Court, the prison population was roughly double that. The plaintiffs filed suit claiming that the California Department of Correction and Rehabilitation's medical services are inadequate due to severe prison overcrowding in violation of the Eighth Amendment prohibition against cruel and unusual punishment. Justice Kennedy filed the majority opinion of the 5 to 4 decision, affirming a decision by a three-judge panel of the United States District Court for the Eastern and Northern Districts of California which had ordered California to reduce its prison population to 137.5% of design capacity within two years. (University of Washington School of Law, n.d.)

This cornerstone opinion is forcing states to plan and implement prison reform in order to prevent similar class action litigation.

#### References

Carson, E. A. (2014). Prisoners in 2014. *U. S. Department of Justice, Office of Justice Programs, Bureau of Justice Statistics*. Retrieved from <https://www.bjs.gov/content/pub/pdf/p14.pdf>

Fisher, W., Geller, J. L., & Pandiani, J. A. (n.d.). The changing role of the state psychiatric hospital. *Health Affairs*. Retrieved from <http://content.healthaffairs.org/content/28/3/676.full>

James, D. J., & Glaze, L. E. (2006, September). Mental health problems of prison and jail inmates. Retrieved from <https://www.bjs.gov/content/pub/pdf/mhnpjji.pdf>

University of Washington School of Law. (n.d.). *Brown v. Plata* case summary (2011). Retrieved from <https://www.law.washington.edu/clinics/streetlaw/lessons/brownvplatacasestudy.pdf>

## Learning Activities

### u01s1 - Studies

## VitalSource Bookshelf

After procuring the e-books for this course, you may access them via the VitalSource Bookshelf. A link to your Bookshelf is provided in the left **Course Tools** menu.

The interactive features built into the VitalSource Bookshelf help save time and enhance learning by allowing you to search, notate and highlight, organize, and share information about your texts. VitalSource Bookshelf is also available as a downloadable application. Once this application is on your computer or mobile device, your materials will be available even when not connected to the Internet. Visit [VitalSource: Support](#) to download the application.

## Readings

Read the description for the course project now. Details from the project figure prominently throughout the course, so make sure you read the project description carefully. You will need that information in virtually every unit.

Use the Internet to complete the following:

- Read the following fact sheet from the California Department of Corrections and Rehabilitation. This document provides background on issues you will find throughout this course:
  - California Department of Corrections and Rehabilitation. (2011, May 23). [Three-judge panel and California inmate population reduction \[PDF\]](http://www.cdcr.ca.gov/News/docs/2011-05-23-Three-Judge-Panel-Background.pdf). Retrieved from <http://www.cdcr.ca.gov/News/docs/2011-05-23-Three-Judge-Panel-Background.pdf>
- Read the following court order. This document provides the official ruling on the issue described in the other Internet resource for this unit:
  - United States District Courts for the Eastern District of California and the Northern District of California. (2009). [CIV S-90-0520 LKK JFM P and C01-1351 TEH: Three-judge court opinion and order \[PDF\]](http://www.caed.uscourts.gov/caed/Documents/90cv520o10804.pdf). Retrieved from <http://www.caed.uscourts.gov/caed/Documents/90cv520o10804.pdf>

### u01s2 - Assignment Preparation

Your first assignment is due in Unit 3. For this assignment, you must research possible alternatives for reducing the inmate population of a prison system. Read the assignment now and get started on your research, so you are ready to turn in the assignment on time in Unit 3.

### u01s3 - Using Kaltura

In this course, you will use Kaltura to present an audio PowerPoint presentation in Unit 10. In preparation for using Kaltura in this course, complete the following:

1. If you have not already done so, set up and test your hardware, using the installation instructions provided by the manufacturer.
2. Practice using the recording device to ensure the audio and visual quality is sufficient.
3. Refer to the [Using Kaltura \[PDF\]](#) tutorial for directions on recording and uploading your video in the courseroom.

**Note:** If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact [DisabilityServices@Capella.edu](mailto:DisabilityServices@Capella.edu) to request accommodations.

### u01d1 - Ramifications of Failure

Carefully contemplate the political and social ramifications of failing to meet the federal court's order for inmate reductions, as described in the course project description.

- If you fail to meet this order, who will be released from prison without department of corrections input?
- How will the public respond when the media informs them that the federal court is ordering the release of the 25 percent of the inmate population who are closest to their early-out date, without consideration of their offenses and propensity for violence?
- Will the public consider the governor's lack of action malfeasance?

In your initial post, provide your thoughts on the ramifications and be prepared to debate them with your peers.

Base your post on both your readings and your personal and professional experience. Support your ideas with recent, scholarly sources that are properly cited and referenced in APA style.

## Response Guidelines

Read the posts of the other learners, and post a scholarly response to the initial post of at least one other learner. Do you agree with the learner's assessment? Why or why not? Can you recommend an approach to deal with the public's reaction?

Course Resources

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Graduate Discussion Participation Scoring Guide

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[APA Style and Format](#)

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[How Do I Find Peer-Reviewed Articles?](#)

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Creating Strong Discussion Posts.

### u01d2 - Who Should Be Released?

Carefully contemplate the political and social ramifications of failing to meet the federal court's order for inmate reductions, as described in the description of the project for this course.

In your initial post, describe which 25 percent of the total prison population you will release. Will it be murderers, rapists, sexual predators, child molesters, young offenders, elderly and medically disabled offenders, or women? What kind of response do you expect from the attorneys of the American Civil Liberties Union (ACLU), League of Women Voters, National Center for the Prevention of Sexual and Domestic Violence, NAACP, and other representatives of racial and ethnic groups? Post your thoughts and be prepared to debate them with your peers.

Base your post on both your readings and your personal and professional experience. Support your ideas with recent, scholarly sources that are properly cited and referenced in APA style.

## Response Guidelines

Read the posts of the other learners, and post a scholarly response to the initial post of at least one other learner. How do your ideas differ from the other learner's? After reading the other learner's post, have you changed your mind about whom you would release? Why or why not?

Course Resources

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Graduate Discussion Participation Scoring Guide

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[APA Style and Format](#)

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[How Do I Find Peer-Reviewed Articles?](#)

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Creating Strong Discussion Posts.



## u01d3 - Unit 1 Summary

At the completion of this unit, your instructor will post a summary of key points from the week's concepts and topics.

## Response Guidelines

You are not required to respond to this discussion.

Course Resources

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Graduate Discussion Participation Scoring Guide

## Unit 2 >> Your Philosophical Perspective on Prisons

### Introduction

Any plan to reduce the prison population will be met with serious differences of opinion. You can be guaranteed that no one will be completely pleased with your proposal to reduce inmate populations as developed in the project for this course. But any plan you propose must first be acceptable to the governor and the Blue Ribbon Committee he has appointed. The plan alone may result in a new philosophical perspective regarding sentencing and the purpose for prisons.

The philosophy, purpose, and types of penitentiaries have been debated for centuries. With their origin in England, jails, poorhouses, prisons, dungeons, and hulks (decommissioned warships anchored in harbors) were punishments for those who were not flogged, fined, executed, or sold into indentured servitude. The English system of common law followed the philosophy of punishment for violators of the law and those too poor to pay their taxes.

More enlightened philosophies emerged in the United States. Philosophies other than punishment included retributive rationale, utilitarian rationale, retribution, social contract, and individual and general deterrence.

In your project, as the deputy director for prison reform, you are obliged to set a new framework for the state department of corrections. You must have a working framework before you begin to contemplate your implementation plans.

### Learning Activities

### u02s1 - Studies

## Readings

Use your *Prisons: Today and Tomorrow* textbook to read the following:

- Chapter 1, "The Rationale for Imprisonment," pages 3–20.
- Chapter 2, "The American Prison in Historical Perspective: Race, Gender, and Adjustment," pages 21–44.

Remember, your e-books are available for reading via VitalSource Bookshelf. You can access Bookshelf from the left **Course Tools** menu or via the optional downloaded application.

Use the Internet to read the following:

- Berry, T. (n.d.). [How to write a mission statement in 5 easy steps](http://articles.bplans.com/writing-a-mission-statement). *Bplans*. Retrieved from <http://articles.bplans.com/writing-a-mission-statement>

### u02s2 - Assignment Preparation

Your first assignment is due in the next unit (Unit 3). If you have not yet started work on this assignment, get started now. You must complete a significant amount of research for this assignment, so plan accordingly. Make sure you are ready to turn in the assignment on time in the next unit.

### **u02d1 - Theoretical Perspectives**

In your initial post to this discussion, describe the theoretical perspectives that will guide you in creating a plan for inmate reductions, as described in the project for this course. Utilizing readings from the textbook, clearly state your philosophical position. Will you pick a specific theoretical approach or integrate several, synthesizing the best new model? Post your perspective and support it with relevant research. Be prepared to defend your point of view as you discuss it with your peers.

Base your post on both your readings and your personal and professional experience. Support your ideas with recent, scholarly sources that are properly cited and referenced in APA style.

### **Response Guidelines**

Read the posts of the other learners, and post a scholarly response to the initial post of at least one other learner. How does your theoretical perspective differ from the other learner's? What common ground can you find between the two approaches?

Course Resources

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Graduate Discussion Participation Scoring Guide

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[APA Style and Format](#)

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[How Do I Find Peer-Reviewed Articles?](#)

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Creating Strong Discussion Posts.

### **u02d2 - DOC Mission Statement**

Based on the theoretical perspective you described in the first discussion in this unit, in your initial post to this discussion, clearly and succinctly state a new mission statement for the state department of corrections. This mission statement will be your first submission to the Blue Ribbon Committee for the course project.

Base your post on both your readings and your personal and professional experience. Support your ideas with recent, scholarly sources that are properly cited and referenced in APA style.

### **Response Guidelines**

Read the posts of the other learners, and post a scholarly response to the initial post of at least one other learner. Provide a critique of the learner's mission statement. Does the mission statement clearly align with the learner's stated theoretical perspective? Why or why not? How could the mission statement be improved?

Course Resources

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Graduate Discussion Participation Scoring Guide

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[APA Style and Format](#)

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[How Do I Find Peer-Reviewed Articles?](#)

### u02d3 - Unit 2 Summary

At the completion of this unit, your instructor will post a summary of key points from the week's concepts and topics.

## Response Guidelines

You are not required to respond to this discussion.

### Course Resources

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Graduate Discussion Participation Scoring Guide

## Unit 3 >> Goals and Objectives

### Introduction

While the mission statement for your inmate reduction plan in your course project sets the framework for your recommendations for prison reform, it does not provide a guidebook to the activities necessary for the implementation of your reform. These activities are laid out as you design your goals and objectives. These goals and objectives also provide specific points for evaluation of progress and alignment with the mission statement.

The most critical factor for establishing fair, legal, ethical, and culturally sensitive goals and objectives is a thorough understanding of your inmate demographics. Your inmate demographics include those characteristics that uniquely define your state's prison population, but also give you a picture of the politics, culture, and tolerance for criminal activity of your state's constituents. The composition of the legislature and judiciary branches provides a good indication of your state's position on the liberal/conservative continuum. Sensitivity to racial, ethnic, and cultural differences will be reflected in a study of the inmate demographics.

A careful analysis of a state's inmate demographics requires a comparative analysis.

1. **Race** – What is the percentage of a particular racial minority in the prison population compared to the racial minority's percentage in the general population of the state?
2. **Age** – What is the average age of your prison population compared to your state's average age? What percentage of the inmate population are teenagers incarcerated in the adult prison population?
3. **Gender** – What is the percentage of women in the inmate population compared to the general population?
4. **Economic Status** – What percentage of your prison population were indigent and/or homeless at the time of their conviction?
5. **Drug Offenders** – What percentage of your inmate population was convicted for drug offenses other than trafficking?
6. **Mental Illness** – What percentage of your inmate population has been diagnosed with a mental illness?
7. **LGBTQ** – What percentage of your inmate population has been designated as lesbian, gay, bisexual, transgender, or queer?

To reiterate, your inmate demographics include those characteristics that uniquely define the characteristics of your state's inmate population, but also give you a picture of the politics, culture, and tolerance for criminal activity of your state's constituents.

### Learning Activities

### u03s1 - Studies

## Readings

Read the following Capella resource to help prepare you for your activities this week:

- [Goals and Objectives](#).

### u03a1 - Reducing the Inmate Population: Alternatives

Research professional journals and identify five different alternatives to reduce the inmate population to meet the requirements outlined in the description of the project for this course. As part of your research, analyze the demographics of your state's inmate population, including race, gender, ages, and special populations. Carefully evaluate the advantages and disadvantages of each alternative, in light of these demographics.

## Assignment Requirements

- Your paper should be 5–7 pages in length.
- Cite and discuss at least 5 relevant scholarly sources.
- Cite your research findings using current APA style and formatting.
- Written communication should be free of errors that detract from the overall message.
- Use Times New Roman, 12-point font.

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### u03d1 - Unit 3 Assignment Feedback

For your initial post to this discussion, post your current draft of the Unit 3 assignment for review and comment from your peers. Try to have your draft as complete as possible for this exchange. Indicate the parts of the assignment on which you would like other learners to provide feedback.

Base your post on both your readings and your personal and professional experience. Support your ideas with recent, scholarly sources that are properly cited and referenced in APA style.

## Response Guidelines

Read the posts of the other learners, and post a scholarly response to the initial post of at least one other learner. Comment on the areas of the assignment on which the learner requested feedback. In addition, provide feedback on whether the learner's proposed alternatives address inmate demographics for the state in question.

Course Resources

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### u03d2 - Mission, Goals, and Objectives

Now that you have written and submitted your mission statement for the state department of corrections (in the second discussion in Unit 2), consider making modifications based on the comments from other learners and the instructor. In your initial post to this discussion, provide a new draft of your

mission statement, along with a list of goals and objectives you will need to accomplish in order to fulfill the requirements of the mission statement. High-quality goals and objectives permit you to evaluate activities and to replicate useful ones.

Base your post on both your readings and your personal and professional experience. Support your ideas with recent, scholarly sources that are properly cited and referenced in APA style.

In the next unit, we will examine the reality of life behind prison walls and analyze the prison culture.

## Response Guidelines

Read the posts of the other learners, and post a scholarly response to the initial post of at least one other learner. Provide a critique of the clarity and concreteness of the goals and objectives the learner posted. Would you know what to do, in order to achieve the goals and objectives?

Course Resources

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### u03d3 - Unit 3 Summary

At the completion of this unit, your instructor will post a summary of key points from the week's concepts and topics.

## Response Guidelines

You are not required to respond to this discussion.

Course Resources

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Graduate Discussion Participation Scoring Guide

## Unit 4 >> Life Inside the Walls and Changing the Culture

### Introduction

When considering prison reform, you must take two populations into consideration. The first consists of the constituents of your state. The second is the inmate population. You are already aware that in any rush to implement change, the inmates are going to carefully observe the mechanism for population reduction. Your plan will be debated publicly via the media, and inmates will be knowledgeable about the debated issues. Can you exclude the inmates from the conversation? Do their comments and potential recommendations have value?

In this unit, you will examine and evaluate life inside the prison walls. You will also examine the demographics of the inmate population. If minorities are overly represented in your state's inmate population, will you reduce your population by releasing a higher percentage of minorities? Will you release nonviolent drug offenders? How about the elderly and mentally ill?

The ACLU, League of Women Voters, National Center for the Prevention of Sexual and Domestic Violence, NAACP, and other representatives of racial and ethnic groups will also be watching carefully. Can you change the prison culture?

What exactly is a prison culture? The discipline of sociology examines the relationship and impact of groups on individuals in a society. We can conduct the same kind of examination for prisons. There are two primary groups within a prison: personnel and the inmates. The department of corrections personnel have the responsibility for maintaining a safe environment for personnel and inmates, and enforcing the rules and regulations designed to

ensure that safe environment. The relationship between the corrections personnel and the inmates is at the foundation of the culture. The security classification of the prison and the inmates also describes the structure and activities within the prison. A minimum-security prison will have different inmates than a maximum-security prison, and the activities are significantly different. A maximum-security prison's primary goal is prison security, while a minimum-security prison is characterized by educational, vocational, and therapeutic programs designed to assist the inmates in successful parole and realignment as law-abiding citizens.

The inmate population is not homogeneous. It is comprised of many different groups varying by age, gender, race, ethnic group, and gang affiliation. The groups and their interrelationship with other groups are significant variables in describing the culture. There are no standardized protocols that can be applied in every prison. Each prison is as unique as the inmates and inmate groups that populate the facility.

As an example, at a medium-security men's prison in the Midwest, the age of the inmates ranged from 18 to 35 and prison capacity was 300 inmates. Orange jumpsuits were the only indication the inmates were in prison. Their behavior was virtually the same as on the street: absolutely out of control. The corrections officers (COs) spent all their time breaking up fights and searching for weapons. There were never enough segregation cells to handle the misconduct. The loss of "good time," visitation, and commissary privileges did not deter inmate behavior, and there were far too many inmates to transfer to different prisons.

The prison had a wagon-wheel design, each wheel spoke having no cells and with half walls separating the 10 by 10 foot rooms. There was a central bath and shower. Fights and sexual assaults were daily occurrences, 24 hours a day. Rather than double the number of COs, the warden came up with a clever plan to change the culture.

The state did not have capital punishment, and there were many inmates with multiple sentences for murder who were sentenced to hundreds of years in prison, thus effectively meaning life without any chance of parole. These lifers were housed in maximum security prisons. The warden convinced the director of the department of corrections to conduct an experiment. Four very large and dangerous lifers were approached and offered the opportunity to transfer to this medium-security prison. They were given special privileges. Each was placed in the first 10 by 10 room at the entrance to the wheel spoke, with no roommate. Instead of a cot, each was given a double bed with a comfortable mattress, a recliner, and a color TV. Corrections supervisors brought them morning coffee and the newspaper. They also had exceptional meals. They were asked to do one thing in return for these extraordinary accommodations: quiet down these out-of-control latent adolescent inmates. The lifers' reputations preceded them. In a state without capital punishment, there was nothing they could do that would result in a worse punishment—even if they committed another murder, this time of an inmate. These four lifers instantly took command of the entire prison and the culture became one of calm. No inmate had the courage to challenge the four lifers, and they spent their entire days hanging out together with the COs.

## Learning Activities

### u04s1 - Studies

## Readings

Use your *Prisons: Today and Tomorrow* textbook to read the following:

- Chapter 4, "The Social World of the Prisoner," pages 83–122.

Use the Capella University Library to read the following:

- Blackburn, A. G., Mullings, J. L., & Marquart, J. W. (2008). Sexual assault in prison and beyond: Toward an understanding of lifetime sexual assault among incarcerated women [PDF]. *The Prison Journal*, 88(3), 351–377.
- Cobbina, J. E. (2010). Reintegration success and failure: Factors impacting reintegration among incarcerated and formerly incarcerated women. *Journal of Offender Rehabilitation*, 49(3), 210–232.
- Frederique, N., & Sexton, L. (2014). Through their eyes: How prisoners make sense of their incarceration. *NIJ Journal*, (273), 61–65.
- Listwan, S. J., Sullivan, C. J., Agnew, R., Cullen, F. T., & Colvin, M. (2013). The pains of imprisonment revisited: The impact of strain on inmate recidivism. *Justice Quarterly*, 30(1), 144–168.

### u04s2 - Assignment Preparation

Your next assignment is due in the following unit (Unit 5). For this assignment, you must weigh alternatives and recommend a solution for reducing the inmate population of a prison system. If you have not yet started on this assignment, get started now, so you are ready to turn in the assignment on time in the next unit.

## u04d1 - Culture Change

Hook up your brains and creativity. Think outside of the box. If we simply accept the idea that nothing will work, then we sentence society to continued failure.

In your initial post to this discussion, describe how you would go about changing the culture inside the prison.

Base your post on both your readings and your personal and professional experience. Support your ideas with recent, scholarly sources that are properly cited and referenced in APA style.

### Response Guidelines

Read the posts of the other learners, and post a scholarly response to the initial post of at least one other learner. Provide a critique of the learner's suggestions. Are they practical? Could they work? Provide suggestions for improving the learner's approach.

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## u04d2 - Incentives and Change

In your initial post to this discussion, describe incentives—that would not offend the general public—that you would offer inmates, to encourage them to be actively involved in cultural change inside the prison. What would inmates have to do to earn the incentives?

Base your post on both your readings and your personal and professional experience. Support your ideas with recent, scholarly sources that are properly cited and referenced in APA style.

### Response Guidelines

Read the posts of the other learners, and post a scholarly response to the initial post of at least one other learner. Critique the incentives the learner described. Would they work? Would they cause public uproar if they were publicized? Provide suggestions for improving the learner's incentive plan.

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## u04d3 - Unit 4 Summary

At the completion of this unit, your instructor will post a summary of key points from the week's concepts and topics.

## Response Guidelines

You are not required to respond to this discussion.

Course Resources

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### Unit 5 >> Classification and Correctional Programming

#### Introduction

A convicted offender's first introduction into the prison system is called *intake*. The greatest majority of the states and the Federal Bureau of Prisons utilize separate facilities for the intake of persons committed to the state department of corrections or the Federal Bureau of Prisons. Many states separate new convicted offenders from convicted offenders who have been previously imprisoned. Inmate numbers are assigned for the new inmates and a letter suffix is assigned to a previously incarcerated inmate (such as "b" for second incarceration, "c" for third, et cetera).

The pre-sentence investigation (PSI), including the sentencing guidelines analysis, accompanies the inmate to intake. The PSI includes the inmate's complete legal history, criminal and civil, juvenile and adult. It also includes a complete social history, including the criminal and civil records of family members. The inmate's comprehensive academic history is included in the package. Finally, the results of any risk assessment instruments utilized in the sentencing process are included along with the judge's comments.

Several activities are completed during the intake process. Physical and dental health are thoroughly examined, with special attention given to communicable diseases. Academic records are carefully examined and a battery of comprehensive academic examinations is given to the inmate. The inmate also goes through a battery of psychological examinations to ascertain emotional and mental health. Additional risk assessments are administered for violence, escape, and recidivism potential. Numerous interviews are conducted with qualified clinical examiners.

The combined findings of the PSI, medical health and mental health examinations, academic assessments, and risk assessments are compiled, and a team of corrections clinicians collaborate to make decisions pertaining to the following:

1. Classification of the inmate's security level: minimum, medium, maximum, and super max.
2. Supervision level (level of supervision required within the security level classification): low, medium, high, and maximum.
3. Escape level classification: low, medium, high, and maximum.
4. Violence level classification: low, medium, high, and maximum.

These classifications designate the type of prison required for the particular inmate. If more than one prison is available to accommodate these classifications, variables, including the next available opening, proximity to the inmate's home, and educational or academic programs, are taken into consideration.

The final activity completed at intake is a *parole contract*, if relevant. Intake professionals discuss with the inmate his or her classifications and prison assignment. They also discuss the concept of the earliest potential release date. The sentence set forth by the court will have a maximum number of years to be served. However, the inmate may earn an earlier release date. Earlier release dates are available through the accumulation of *good time credits*. Every day that an inmate follows all of the rules and regulations can result in the receipt of good time credits that can accumulate and result in an earlier release date. Good time credits can also be lost due to infractions against the rules and regulations. All states specify a maximum number of good time credits that can be accumulated. Most states require that an inmate serve 75–85 percent of the sentence.

The parole contract also sets forth visitation rights, academic or vocational goals, and the successful completion of specific programs. For example, an inmate sentenced on charges of assault and battery would be required to complete anger management training. An inmate sentenced to vehicular manslaughter due to driving under the influence of alcohol would be required to attend in-house Alcoholics Anonymous meetings, et cetera. These contract specifics are directed at the variables that may have precipitated the criminal offense and enhance the inmate's chances of success on parole.

#### Learning Activities

u05s1 - Studies



## Readings

Use your *Prisons: Today and Tomorrow* textbook to read the following:

- Chapter 5, "Classification and Correctional Programming," pages 123–164.

Use the Capella University Library to read the following:

- Andrews, D. A., Bonta, J., & Wormith, S. (2006). [The recent past and near future of risk and/or needs assessments \[PDF\]](#). *Crime and Delinquency*, 52(1), 7–27.
- Sperber, K. G., Latessa, E. J., & Makarios, M. D. (2013). [Examining the interaction between level of risk and dosage of treatment \[PDF\]](#). *Criminal Justice and Behavior*, 40(3), 338–348.
- Useem, B., & Piehl, A. M. (2006). [Prison buildup and disorder \[PDF\]](#). *Punishment and Society*, 8(1), 87–115.

### u05a1 - Reducing the Inmate Population: Proposed Solution

After reviewing the comments of your instructor and other learners on your first assignment and in the discussions, propose a solution to reducing the inmate population by 25 percent. Your solution may be a single alternative, a combination of alternatives, or a new alternative not identified in the previous assignment.

- Describe your proposed solution in detail.
- Clearly and rationally defend your recommendation with scholarly sources that analyze the theoretical perspectives of contemporary penology addressed by your proposed solution.
- Evaluate how the rights of inmates will be protected in your proposed solution.
- Analyze how the problems of gang affiliation, violence, and radicalization will be affected by your proposal.
- Support your plan by citing appropriate scholarly literature.

## Assignment Requirements

- Your paper should be 5–7 pages in length.
- Cite and discuss at least 3 relevant scholarly sources.
- Cite your research findings using current APA style and formatting.
- Written communication should be free of errors that detract from the overall message.
- Use Times New Roman, 12-point font.

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### u05d1 - Feedback on the Inmate Reduction Plan

For your initial post to this discussion, post your current draft of your proposed inmate reduction plan from your Unit 5 assignment, so your peers can review it and provide feedback. Indicate the parts of the plan on which you would like other learners to provide feedback.

Base your post on both your readings and your personal and professional experience. Support your ideas with recent, scholarly sources that are properly cited and referenced in APA style.

## Response Guidelines

Read the posts of the other learners, and post a scholarly response to the initial post of at least one other learner. Comment on the areas of the plan on which the learner requested feedback. In addition, provide suggestions for improving the learner's plan.

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Creating Strong Discussion Posts.

#### **u05d2 - Who Goes Where?**

In your initial post to this discussion, describe your specific plans for modifying the classification system to determine how inmates will be assigned to prisons. How will you decide who goes to minimum, medium, maximum, and super-max facilities? What are the primary variables utilized in making these decisions? Support your plan by citing relevant scholarly literature.

Base your post on both your readings and your personal and professional experience. Support your ideas with recent, scholarly sources that are properly cited and referenced in APA style.

### **Response Guidelines**

Read the posts of the other learners, and post a scholarly response to the initial post of at least one other learner. Do you agree with the learner's rationale? How would you improve on his or her classification system? Support your position by citing relevant scholarly literature.

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Creating Strong Discussion Posts.

#### **u05d3 - Unit 5 Summary**

At the completion of this unit, your instructor will post a summary of key points from the week's concepts and topics.

### **Response Guidelines**

You are not required to respond to this discussion.

Course Resources

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## Introduction

Staffing is relatively similar at all prisons. There are security staff, commonly referred to as *corrections officers* (COs), and there are program staff, who are not involved in security issues. A warden is the top executive, whose responsibilities include not only the overall functioning of the prison, but political issues and public relations at the state level. There are generally three deputy wardens. One is responsible for security and custody issues, one is responsible for programming, and one is responsible for administrative functions. The deputy warden responsible for administration has functions and activities similar to a quartermaster or a hotel manager with occupancy of 500 to 3,000 or more residents. These residents require three meals each day, clean laundry and clothing, and the maintenance of all the buildings within the prison compound.

Generally speaking, the security or custody personnel are uniformed, carry rank, and follow a rigid command structure similar to that of the military and law enforcement. They are responsible for ensuring that inmates follow the rules and regulations of the prison. They are responsible for inmate count and inmate conduct. The COs are the frontline staff, dealing with the inmates 24 hours each day.

Due to a gender discrimination lawsuit filed against the Michigan Department of Corrections, female COs now have the opportunity to work in the men's prisons, offering the female officers a greater probability of promotion. However, this lawsuit also prohibits reverse discrimination, and male COs can work in female prisons. Utilizing union seniority, male COs sometimes transfer from maximum security men's prisons to the female prisons, which are generally considered a walk in the park in comparison to their previous assignments.

## Learning Activities

### u06s1 - Studies

## Readings

Use your *Prisons: Today and Tomorrow* textbook to read the following:

- Chapter 7, "Correctional Staff and Management," pages 203–232.

### u06s2 - Assignment Preparation

Your next assignment is due in the following unit (Unit 7). For this assignment, you must create an implementation plan for reducing the inmate population of a prison system. This plan requires many different elements. Make sure you work on it during this unit, so you are ready to submit it on time in Unit 7.

### u06d1 - Training for Corrections Officers

Contemplate the training of corrections officer cadets. In your initial post to this discussion, describe the training required for the development of an effective corrections officer. Should COs be trained in self-defense tactics, cultural sensitivity, rehabilitation skills, communication with difficult people, punitive actions, or other areas? The training must be in line with the Blue Ribbon Committee's mission statement and goals and objectives, from your course project work.

Base your post on both your readings and your personal and professional experience. Support your ideas with recent, scholarly sources that are properly cited and referenced in APA style.

## Response Guidelines

Read the posts of the other learners, and post a scholarly response to the initial post of at least one other learner. How would you improve the training described by the learner? What additional areas deserve training emphasis?

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#### **u06d2 - Self Protection for Corrections Officers**

Corrections officers are not armed and usually carry only plastic slip-on handcuffs, radios, and hazmat kits to protect themselves from inmates with communicable diseases. The ratio of corrections officers to inmates varies according to security levels and the propensity of inmates for violence. A minimum-security facility may have a ratio of one CO to 75 inmates, while death row inmates must be escorted by two officers to showers and exclusive contained exercise areas.

Considering the staffing dilemma, in your initial post to this discussion, describe what you believe is the best form of self-protection for corrections officers.

Base your post on both your readings and your personal and professional experience. Support your ideas with recent, scholarly sources that are properly cited and referenced in APA style.

### **Response Guidelines**

Read the posts of the other learners, and post a scholarly response to the initial post of at least one other learner. Do you agree with the learner? How would you improve on his or her ideas?

Course Resources

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#### **u06d3 - Unit 6 Summary**

At the completion of this unit, your instructor will post a summary of key points from the week's concepts and topics.

### **Response Guidelines**

You are not required to respond to this discussion.

Course Resources

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Graduate Discussion Participation Scoring Guide

## Unit 7 >> Management of the Prison – Program

### Introduction

Program personnel are assigned responsibilities for the education, counseling, vocational training, visitation, and prison industry for inmates. Each unit of 75 to 150 inmates will have a resident unit manager (RUM), who assists inmates in meeting the goals of their individual parole contracts, as well as assisting with visitations and brokerage of services to meet their individual needs. The goal of the RUM is to enhance the potential of inmates' success following incarceration.

In the perfect department of corrections, there would be enough prisons with a plethora of programs to meet the needs of inmates of all classifications related to security, violence, and escape risk, which would provide the best opportunities of success for inmates who will parole back into the community. Most states have a sufficient number of minimum- and medium-security prisons to offer a variety of programs that are beneficial in the rehabilitation of the inmates, meet their individual interests and needs, and enhance success on parole. Unfortunately, inmates often lack the interest and willingness to participate in programs. Most inmates are easily influenced by their peer inmates, gangs, and leisure-time activity, including sports and weight lifting.

Some inmates are motivated by parole contract incentives, advanced academic and vocational skills, additional good time credit, trustee assignments, and increased family visitations. It is the RUM's responsibility and goal to identify these motivating variables and entice inmate participation. Threats of loss of good time credits, visitation, and commissary privileges, as well as threats of segregation, often create a bitter relationship between the RUM and inmates. Too frequently, RUMs would rather do nothing of value for the inmates, respond to inmate misconduct, and collect their government checks. They may be the last to punch the time clock in the morning and the first to punch out at the end of the shift.

### Learning Activities

#### u07s1 - Studies

### Readings

Use your *Prisons: Today and Tomorrow* textbook to read the following:

- Chapter 6, "Industry, Agriculture, and Education," pages 165–200.

Use the Capella University Library to read the following:

- Cullen, F. T. (2012). Taking rehabilitation seriously: Creativity, science, and the challenge of offender change [PDF]. *Punishment and Society*, 14(1), 94–114.

#### u07a1 - Implementation Plan

A common phrase in boxing is, "Everyone has a plan until they are knocked down." Your proposed solution to reduce the inmate population by 25 percent is only as good as your ability to successfully implement it. Implementation must be reasonable and practical. Recognize that theory in the absence of practice is just that, theory. Thus, reconsider: is your theoretically planned solution reasonable and practical? If the instructor and other learners have indicated concerns about the practicality of your plan, feel free to make modifications to your proposed solution that are reflected in this implementation plan.

For this assignment, thoroughly describe your implementation strategy. This strategy must include:

- Plans for reduction of the general population.
- Plans for reduction of special populations.
- Plans to address any other demographic concerns.
- Planned modifications in staffing and hierarchy.
- Planned modifications of inmate assignments to facilities.
- Planned modifications to programming.
- Plans to address specific problems such as inmate violence, gang affiliation, and drug abuse.

Cite relevant research to justify your plans.

### Assignment Requirements

- Your paper should be 7–9 pages in length.

- Cite and discuss at least 3 relevant scholarly sources.
- Cite your research findings using current APA style and formatting.
- Written communication should be free of errors that detract from the overall message.
- Use Times New Roman, 12-point font.

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**u07d1 - Feedback on the Implementation Plan**

In your initial post to this discussion, post the current draft of your implementation plan from your Unit 7 assignment, so your fellow learners can review it and provide feedback. Indicate the parts of the plan on which you would like other learners to provide feedback.

Base your post on both your readings and your personal and professional experience. Support your ideas with recent, scholarly sources that are properly cited and referenced in APA style.

**Response Guidelines**

Read the posts of the other learners, and post a scholarly response to the initial post of at least one other learner. Comment on the areas of the learner's plan for which he or she requested feedback. In addition, comment on how realistic you feel the plan is. Does it meet the federal court mandate? How do you think the public will respond to this plan?

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**u07d2 - Precipitating Variables**

It is logical to assume that people break the law because of precipitating variables. So, it makes sense that elimination of these variables would reduce the probability of recidivism. In your initial post to this discussion, describe how resident unit managers (RUMs), intake clinicians, and the parole board identify precipitating variables and go about eliminating them.

Base your post on both your readings and your personal and professional experience. Support your ideas with recent, scholarly sources that are properly cited and referenced in APA style.

**Response Guidelines**

Read the posts of the other learners, and post a scholarly response to the initial post of at least one other learner. Does the learner's evaluation seem accurate? What other ways can you suggest for identifying and eliminating precipitating variables?

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Creating Strong Discussion Posts.

### u07d3 - Unit 7 Summary

At the completion of this unit, your instructor will post a summary of key points from the week's concepts and topics.

## Response Guidelines

You are not required to respond to this discussion.

Course Resources

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Graduate Discussion Participation Scoring Guide

## Unit 8 >> Gang Affiliation and Violence

### Introduction

Gang affiliation is the scourge of the prison culture. Gangs define the prison culture. Many inmates are gang members prior to their incarceration and simply join up as gang member affiliates as they enter the prison. On the other hand, new inmates that are not gang affiliated join gangs for protection.

"Prison gangs are different than street gangs in several ways: they're racially and ethnically homogeneous and they exhibit higher levels of absolute loyalty to the gang" (Johnson & Rocheleau, 2017, p.150).

"Once every newcomer to the prison realized that prison guards could not protect them, it became necessary to seek one's own protection. The easiest, quickest, and most effective way to accomplish this was to form alliances with other inmates. The necessity of such alliances led to membership in inappropriate prison gangs" (Hassine, 2011, p.195).

Gangs not only provide protection from other gangs, but are also the source of the prison's illicit economy. The gangs are the sources of contraband: weapons, drugs, alcohol, and the conduit to corrupt corrections officers. Prison officials not only conduct regular pat-downs of inmates and unannounced cell searches, they also conduct random pat-downs of entering and exiting corrections officers who may be involved in the smuggling in or out of contraband. Through elaborate codes, gang members conduct business on the streets via phone conversations with authorized relatives and occasionally their own attorneys. In similar fashion, street gang members keep the incarcerated members informed of rival gang activity and order "hits" behind the walls.

Gang affiliation and violence, and the radicalization of ethnic groups, are some of the most serious hurdles facing prison reform.

### References

Hassine, V. (2011). *Life without parole: Living and dying prison today*. New York, NY: Oxford University Press.

Johnson, R., & Rocheleau, A. M. (2017). *Hard time: A fresh look at understanding and reforming the prison* (4th ed.). Hoboken, NJ: John Wiley and Sons.

### Learning Activities

### u08s1 - Studies

## Readings

Use the Capella University Library to read the following:

- Wood, G. (2014). How gangs took over prisons. *The Atlantic Monthly*, 314(3), 46–53.

Use the Internet to read the following:

- Orlando Weekly. (2014). Insiders say prison gangs and crooked guards corrupting state's prisons. Retrieved from <https://www.orlandoweekly.com/Blogs/archives/2014/09/24/insiders-say-prison-gangs-and-crooked-guards-corrupting-states-prisons>
- Skarbek, D., & Michaluk, C. (2015, May 13). To end prison gangs, it's time to break up the largest prisons. *Politico*. Retrieved from <http://www.politico.com/agenda/story/2015/05/end-prison-gangs-break-largest-prisons-000034>

### u08s2 - Assignment Preparation

Your next assignment is due in the following unit (Unit 9). For this assignment, you must put together a completed plan for reducing the inmate population of a prison system. You must take into account feedback you have received on earlier assignments and polish your plan so that it meets the highest standards of professionalism. Make sure you are working on the assignment during this unit, so you are ready to submit it on time in Unit 9.

### u08d1 - Reducing Gang Influence

While eradication of prison gangs is impossible, there may be ways to reduce their influence. In your initial post to this discussion, describe alternative methods that can be implemented to reduce the influence of gangs. Should individual prisons be classified for each particular gang, thus reducing conflict between rival gangs? Or, should corrections departments continue with the classification system that places gangs in proximity to each other? Pick a position and defend it.

Base your post on both your readings and your personal and professional experience. Support your ideas with recent, scholarly sources that are properly cited and referenced in APA style.

## Response Guidelines

Read the posts of the other learners, and post a scholarly response to the initial post of at least one other learner. Do you agree with the position of the learner? Why or why not? What suggestions can you offer to improve the effectiveness of the learner's plan?

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### u08d2 - Gangs in Prison and on the Street



The connections between gang members on the street and those in prison are strong. Gang members convicted of crimes and imprisoned continue their gang activity inside the walls. Corrections scholar practitioners conclude that sudden and intense stretches of street gang violence are precipitated by the absence of gang leaders. Policy and protocol that rounds up known gang leaders and prosecutes them under racketeering legislation leaves the gangs without strong leaders, which, in theory, leaves them more susceptible to law enforcement control. In reality, leaving gangs without strong leaders creates chaos. Junior gang members, eager to rise to the vacant leadership positions, engage in extreme acts of violence to demonstrate their ability to lead.

In your initial post to this discussion, describe how you would propose to decrease the influence of incarcerated gang members on street gang activities. Can legislation create laws to reduce communication between incarcerated gang members and street gang members without violating their Constitutional rights?

Base your post on both your readings and your personal and professional experience. Support your ideas with recent, scholarly sources that are properly cited and referenced in APA style.

## Response Guidelines

Read the posts of the other learners, and post a scholarly response to the initial post of at least one other learner. Do you agree with the learner's position? Why or why not? Can you suggest alternatives that might be more effective?

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### u08d3 - Unit 8 Summary

At the completion of this unit, your instructor will post a summary of key points from the week's concepts and topics.

## Response Guidelines

You are not required to respond to this discussion.

Course Resources

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### Unit 9 >> Due Process and Other Inmate Rights Inside the Walls

#### Introduction

The public generally believes that inmates lose all their constitutional rights while imprisoned. The Declaration of Independence dictates that all citizens have the inalienable rights of "life, liberty, and the pursuit of happiness," and the first ten Amendments to the U.S. Constitution, also known as the Bill of Rights, guarantee numerous rights that cannot be infringed upon. However, persons charged, convicted, and imprisoned for criminal offenses do not have all of these rights, as the result of court rulings. However, inmates do have guarantees in Amendments I, IV, V, VI, VII, and VIII.

Legal challenges asserting violation of these Amendments are frequent and often controversial. However, it is judicial interpretation that ensures that certain inalienable rights are not infringed upon. States, possessing the right to govern their constituents, may pass laws or write administrative rules that result in constitutional challenges. It is judicial rulings on these laws and rules that provide guidelines for policy and protocol.

Bill of Rights Institute. (n.d.). [Bill of Rights of the United States of America \(1791\)](https://www.billofrightsinstitute.org/founding-documents/bill-of-rights). Retrieved from <https://www.billofrightsinstitute.org/founding-documents/bill-of-rights>

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FindLaw. (2016). [Rights of inmates](http://civilrights.findlaw.com/other-constitutional-rights/rights-of-inmates.html). Retrieved from <http://civilrights.findlaw.com/other-constitutional-rights/rights-of-inmates.html>

## Learning Activities

### u09s1 - Studies

## Readings

Use your *Prisons: Today and Tomorrow* textbook to read the following:

- Chapter 8, "Prisoner Constitutional Rights and Related Litigation," pages 233–270.

Use the Internet to read the following:

- Jailhouse Lawyer's Handbook. (2010). [Your procedural due process rights regarding punishment, administrative transfers, and segregation](http://jailouselaw.org/your-procedural-due-process-rights-regarding-punishment-administrative-transfers-and-segregation). Retrieved from <http://jailouselaw.org/your-procedural-due-process-rights-regarding-punishment-administrative-transfers-and-segregation>
- FindLaw. (2016). [Rights of inmates](http://civilrights.findlaw.com/other-constitutional-rights/rights-of-inmates.html). Retrieved from <http://civilrights.findlaw.com/other-constitutional-rights/rights-of-inmates.html>
- Bill of Rights Institute. (n.d.). [Bill of Rights of the United States of America \(1791\)](https://www.billofrightsinstitute.org/founding-documents/bill-of-rights). Retrieved from <https://www.billofrightsinstitute.org/founding-documents/bill-of-rights>

### u09s2 - Assignment Preparation

Your final assignment is due in the following unit (Unit 10). For this assignment, you must create a PowerPoint deck outlining your plan to reduce the inmate population of a prison system. You must also use Kaltura to record yourself making the presentation and submit your recording along with the PowerPoint deck. Make sure you are working on this assignment in this unit, so you are ready to submit it on time in Unit 10.

### u09a1 - Completed Plan

For this assignment, submit the completed inmate population reduction plan you will present to the Blue Ribbon Committee comprised of state legislators, the state supreme court administrator, the director of the state department of corrections, and others.

Your plan must include these elements:

- A summary of the contemporary, relevant, peer-reviewed academic research and literature on the theoretical perspectives of penology and how you came to the conclusion to select a particular one or combination of perspectives to serve as the foundation of your plan.
- An analysis of how your plan addresses the inmate overpopulation problem, while acknowledging how it will not ignore the demographics of the overall inmate population and special populations, as well as the rights of individual inmates and the general population.
- Planning for control of gang violence, recruitment, and radicalization.
- Proposed research methodology to evaluate the efficacy of the plan in meeting the goals and objectives determined by the federal appellate ruling.

Because your plan will be submitted to the governor's Blue Ribbon Committee, it is a public document. As such, it must adhere to the highest standards of professionalism.

## Assignment Requirements

- Your paper should be 9–10 pages in length.

- Cite and discuss at least 6 relevant scholarly sources.
- Cite your research findings using current APA style and formatting.
- Written communication should be free of errors that detract from the overall message.
- Use Times New Roman, 12-point font.

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#### **u09d1 - Feedback on Your Completed Plan**

Post your current draft of the Unit 9 assignment here for review and feedback from your fellow learners. Indicate the parts of the plan on which you would like other learners to provide feedback.

### **Response Guidelines**

Read the posts of the other learners, and post a scholarly response to the initial post of at least one other learner. Comment on the areas of the learner's plan for which he or she requested feedback. Carefully evaluate the plan and offer constructive feedback.

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#### **u09d2 - Rights and Prison Safety**

The courts generally rule in favor of the department of corrections if the granting of a right endangers the prison. The readings offer many examples of rulings that restrict inmates from exercising their full Constitutional rights. Identify a ruling that you believe may be questionable, and explain why you feel that way.

Base your post on both your readings and your personal and professional experience. Support your ideas with recent, scholarly sources that are properly cited and referenced in APA style.

### **Response Guidelines**

Read the posts of the other learners, and post a scholarly response to the initial post of at least one other learner. Do you agree with the learner's position? Why or why not?

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### **u09d3 - Units 9 and 10 Summary**

At the completion of this unit, your instructor will post a summary of key points from the week's concepts and topics.

## **Response Guidelines**

You are not required to respond to this discussion.

Course Resources

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### **Unit 10 >> Presentation to the Blue Ribbon Committee**

#### **Introduction**

Well, the time has come. You have submitted your prison reform plan to the governor and the Blue Ribbon Committee for the project in this course. Now you must defend it in a meeting of the committee. The best defense in a question-and-answer presentation is a good offense.

As is typical of most governmental committees, many of the committee members will not thoroughly digest the proposal that you have presented. Rather than read it carefully, they will await your oral presentation. Unfortunately, some will ask questions that are comprehensively discussed in the manuscript. However, you cannot rebuke them for not reading the proposal in advance. These are the governor's appointees, who obviously carry political clout. Rather than worry about this situation, consider this oral presentation as your opportunity to shine.

Rather than let them nitpick at your plan, overwhelm the committee with the most significant points, succinctly presented. Use graphs, charts, pictures, and document it all with highly credible sources. The best sources for this presentation will be from the Bureau of Justice Statistics, as well as racial, ethnic, gender, and gender preference activist groups. Cite the concerns of these activist groups and immediately follow up with your plan, which responds to their concerns.

Always consider the cost-effectiveness of your program. If you can present a proposal that meets the judicial order and bring it in at the same, or preferably lower than current costs, many of the other concerns become less legitimate in the eyes of the committee, the governor, and their constituents. Always, with pomp and ceremony, extend your appreciation to the committee for their participation, and particularly their wise recommendations.

#### **Learning Activities**

#### **u10s1 - Studies**

## **Readings**

Use your *Prisons: Today and Tomorrow* textbook to read the following:

- Chapter 10, "Contemporary Issues and Future Directions," pages 311–329.

#### **u10a1 - Presentation of Proposed Plan**

**Note:** This final assignment is due on Friday (midnight, CST).

Suppose that following your submission of the proposed plan to reduce the inmate population, you will be required to attend a meeting of the Blue Ribbon Committee to make an oral presentation that succinctly summarizes the plan, and to respond to questions.

For this assignment, create a PowerPoint presentation outlining your inmate population reduction proposal for use in your oral presentation to the Blue Ribbon Committee.

- Use the speaker's notes section within the PowerPoint slides to provide all information relevant to each slide, which you would otherwise present orally.
- Make sure your presentation is designed to engage the audience and to promote retention of the relevant information.
- Each slide should have no more than four to five bullets, and the text for each should be concise.
- In your final slide, cite the sources used to create the presentation in a reference list, using APA style and formatting.
- Use graphics throughout the presentation, but ensure they are appropriate for the content provided.

For more information on creating an effective PowerPoint presentation, review the guide in the Resources.

After you create your PowerPoint, use Kaltura to record yourself giving the presentation. You are encouraged to use a webcam to deliver this presentation, but an audio presentation is sufficient. For more information, review the Using Kaltura support page, linked in the Resources.

## Assignment Requirements

- Your presentation should include 15–20 slides with speaker's notes.
- You must cite and discuss at least 3 relevant scholarly sources.
- You should cite references using current APA style and format, but slide content does not need to conform to APA style.
- Your written and spoken communication should be free of errors that detract from the overall message.

**Note:** If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact Disability Services to request accommodations.

Provide a link to your recorded presentation along with a copy of your PowerPoint in the assignment area.

Course Resources

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[Guidelines for Effective PowerPoint Presentations.](#)

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[How Do I Find Peer-Reviewed Articles?](#)

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[APA Style and Format](#)

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[DisabilityServices@Capella.edu](mailto:DisabilityServices@Capella.edu)

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[Using Kaltura](#)

### u10d1 - Blue Ribbon Questions

For your initial post to this discussion, identify five questions the Blue Ribbon Commission is most likely to ask about your inmate reduction plan *other than* the questions provided in the u10d2 discussion. Offer a *brilliant* response to each.

Base your post on both your readings and your personal and professional experience. Support your ideas with recent, scholarly sources that are properly cited and referenced in APA style.

## Response Guidelines

Read the posts of the other learners, and post a scholarly response to the initial post of at least one other learner. Do you agree with the learner's list of most likely questions? Why or why not? Provide suggestions for improving the learner's brilliant responses.

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#### **u10d2 - More Blue Ribbon Questions**

The Blue Ribbon Commission is extremely likely to ask the following three questions about your inmate reduction plan. Provide a brilliant response to each question.

1. How will you evaluate whether your inmate reduction plan is successful?
2. Can this plan be replicated in other states? What conditions must be met in order for a successful replication?
3. Do inmate demographics require program adjustments? If so, what?

Base your post on both your readings and your personal and professional experience. Support your ideas with recent, scholarly sources that are properly cited and referenced in APA style.

### **Response Guidelines**

Read the posts of the other learners, and post a scholarly response to the initial post of at least one other learner. Provide suggestions for improving the learner's responses.

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