CRIMINAL JUSTICE 451: ARCHITECTURE OF INCARCERATION

Instructor: Michael G. Santos
Office Hours: TBA
Telephone: 415-419-1728
e-mail: Santos45@SFSU.edu
Class times: Thursday, 4:10 to 6:55 pm (2 hours, 45 minutes)

Class Description:

Criminal Justice 451, The Architecture of Imprisonment, provides insight into America’s prison system and its widespread, intergenerational influences on society. With 2.3 million people currently confined in America, costing taxpayers in excess of $75 billion each year, some argue that mass incarceration represents one of the greatest social injustices of our time. This course begins with discussions on crime causation theories and incarceration objectives. It shows how those topics influence prison design, policies, and procedures. After providing a brief overview of the historical background that led to imprisonment, we move into the evolution of our nation’s prison system over the past half-century. We spend the remainder of the course analyzing the modern system of incarceration in the United States. We will discuss the birth of the prison-industrial complex, the advent of the supermax prison, and the influence of mass incarceration on society. We analyze issues of race and class within the prison context. The course concludes with a discussion of how the infrastructure of imprisonment influences an individual’s life after release.

Course Objectives:

Students who participate in Criminal Justice 451, Architecture of Imprisonment, will gain a broad, practical understanding of how America’s prison system operates. By the end of the course, successful participants will:

• Develop an understanding of America’s system of incarceration.

• Develop an understanding of deterrence, rehabilitation, retribution, and incapacitation as stated goals of incarceration; contrast goals of restorative justice with the stated goals of imprisonment.

• Develop an understanding of differences and similarities between major correctional institutions, such as jails and prison, probation and parole.

• Develop an understanding of how crime causation theories influence penal objectives, prison policies, and procedures.
• Develop an understanding how America’s commitment to mass incarceration influences the broader society.

• Develop an understanding of the social and economic consequences of the prison industrial complex.

Required texts:

• Santos, Michael. Inside: Life Behind Bars in America, St. Martin’s Press, 2006
• Additional reading material (PDF and online) will supplement these texts.

Course Approach:
I will teach this course in a seminar format, beginning each class with a brief lecture to prompt what I hope will become a vibrant discussion. Participants should know that I was arrested on August 13, 1987. I lived as a federal prisoner for 26 years, until August 12, 2013. I will teach from literature as well as from personal experiences gleaned from being confined in prisons of every security level. Student discussion is an essential part of the course instruction. Accordingly, students may ask anything about my background, my experiences through prison, and my experiences upon release. Additionally, I will invite guest lecturers to provide different personal experiences with the prison system.

Assignments and Grading Policies:

Attendance: Criminal Justice 451 is a class that requires active participation. I divide the 2-hour and 45-minute class into three sessions of approximately 50 minutes each (flexible as needs arise). We will break for five minutes (flexible) after the first and second session. I will take attendance for each session. Both attendance and class participation will influence the grades students receive. (1 point per class session, 3 points total per class)

• Session 1: 4:10 pm to 5:00 pm (1 point)
• Session 2: 5:05 pm to 5:55 pm (1 point)
• Session 3: 6:00 pm to 6:55 pm (1 point)

Total available points through attendance: 48 points (3 points each class for 16 classes)

Attendance counts for 20 percent of grade
A = 43 points or higher
B = 38-42 points
C = 33-37 points
D = 28-32 points
Quizzes: I will issue one 10-question quiz during one session for each class to evaluate student understanding of the week’s reading material and lecture. I may offer the quiz at the start or end of any class session. Makeup quizzes will not be offered. (10 points each quiz; I will drop the six lowest quiz scores.)

Total available points through quiz: 100 points (I will drop six lowest quiz scores). Quizzes count for 20 percent of grade.

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\begin{align*}
A &= 90 \text{ or higher} \\
B &= 80-89 \text{ points} \\
C &= 70-79 \text{ points} \\
D &= 60-69 \text{ points}
\end{align*}
\]

Exams:

This course will include a mid-term and a final exam based on the reading materials and lectures. I will provide a study guide for each exam.

Mid-term exam (October 17): 100 points. Counts for 20 percent of grade

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\begin{align*}
A &= 90 \text{ points or higher} \\
B &= 80-89 \text{ points} \\
C &= 70-79 \text{ points} \\
D &= 60-69 \text{ points}
\end{align*}
\]

Final exam (December 12): 100 points. Counts for 20 percent of grade

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\begin{align*}
A &= 90 \text{ points or higher} \\
B &= 80-89 \text{ points} \\
C &= 70-79 \text{ points} \\
D &= 60-69 \text{ points}
\end{align*}
\]

Term paper: Due any time prior to the start of class on November 28

This assignment requires students to write one term paper of between five- and seven double-spaced pages. After our third class, I will assign three different topics from which individuals can choose to write their term paper. Participants may turn in the term paper any time prior to November 28.

Term paper due before November 28, worth 100 points: Counts for 20 percent of grade.

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\begin{align*}
A &= 90 \text{ points or higher} \\
B &= 80-89 \text{ points} \\
C &= 70-79 \text{ points} \\
D &= 60-69 \text{ points}
\end{align*}
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Total points available in class: 443 points

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A = 398 \text{ points}
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B = 354 points
C = 310 points
D = 264 points

Extra-credit assignments may be available throughout course.

Week 1: August 29, 2013
Introduction
• My Introduction / Student objectives
• Course Introduction
• History of Punishment: from torture, to hangings, to the penitentiary era (discuss Foucoul / Beccaria / Bentham)
• Penal Colony: Norfolk Island / Alexander Macconochie
• History of American Punishment
  o Corporal punishment / confinement
  o Post revolution population growth
  o Charlestown state prison, Quakers, Walnut Street Jail
  o 1820s penitentiary system (Pennsylvania system separate, Eastern State)
  o New York System (Auburn Congregate versus Pennsylvania Separate)
  o Prison work camps (Southern convict labor)
• Intro Quiz
• Assign reading of Inside through Chapter four, page 49 to discuss next week
• Suggested reading for next week’s discussion: Supreme Court Justice Anthony Kennedy speech to the American Bar Association calling for prison reform.

Week 2: September 5, 2013
Crime causation theories
• Conflict Theory: Conflict between groups within same culture, allocation of resources
• Classical School: Bentham. Punishment proportional, fit crime, prompt
  o Locke and Hobbes
  o Beccaria: harm to society. Swift-certain punishment
  o Bentham: Man calculation. Greatest good to greatest number
• Positivist: crime by internal and external factors outside individual’s control. Biological, psychological, social (Lombroso)
• Purposes of imprisonment:
  o Incapacitation
  o Punishment
  o Deterrence
  o Rehabilitation
• Effectiveness of prisons
  o Failing?
  o Succeeding?
• Discuss Inside through chapter four
Government predictions of how many go to prison
- Race and class influences
- Small jail v large jail
- Modern penitentiary culture

- Quiz
- Assign reading: Inside, through chapter eight, page 101, to discuss next week.
- Suggested reading for next week’s discussion: The Prison-Industrial Complex

**Week 3: September 12, 2013**

How We Got Here
- Tough on Crime Movement
  - John Martinson: “Nothing Works”
  - James Q. Wilson: Thinking About Crime
  - John DiIulio: Governing Prisons
  - David Farabee: Rethinking Rehabilitation
- No Frills Prison Act
  - [http://www.gpo.gov/fdsys/pkg/BILLS-104hr663ih/pdf/BILLS-104hr663ih.pdf](http://www.gpo.gov/fdsys/pkg/BILLS-104hr663ih/pdf/BILLS-104hr663ih.pdf)
- Indeterminate sentencing
  - Parole boards
- Determinate sentencing
  - Sentencing guidelines
- Discuss Inside through chapter eight
  - Supermax
  - Weapons
  - Penitentiary influences
  - Segregated housing units
- Quiz
- Assign reading: Inside, through chapter 11, page 155, to discuss next week.
- Suggested reading for next week’s discussion: Overcoming Mass Incarceration

**Week 4: September 19, 2013**

Prison-population escalation
- Historical trends of population levels
- Costs of imprisonment
  - Per prisoner
  - As related to total spending
  - Influences on other spending
- Political influences
- War on drugs
  - Rockefeller
Mandatory-minimum sentences
- Sentencing enhancements
- Discuss *Inside* through chapter 11
  - Rape
  - Long-term imprisonment
  - Gangs
  - Corruption
- Quiz
- Assign reading: *Inside*, through chapter 15, page 207, to discuss next week.
- Suggested reading for next week’s discussion: Security Designation and Custody Classification

**Week 5: September 26, 2013**

Custody and classification
- Presentence Investigation
- Formulaic scoring
  - Static Factors
  - Dynamic Factors
- Security levels
  - Design features of Supermax
  - Design features of Penitentiary / level four
  - Design features of Correctional Institution / levels two-three
  - Design features of camps / level one
- Discuss *Inside* through chapter 15
  - Prison reputation
  - Prison perceptions
  - Pains of imprisonment
- Quiz
  - Assign reading: *Inside*, through chapter 20, page 286, to discuss next week.
- Suggested reading for next week’s discussion: Unit Management
  - [http://www.sagepub.com/hanserintro/study/materials/reference/ref14.2.pdf](http://www.sagepub.com/hanserintro/study/materials/reference/ref14.2.pdf)

**Week 6: October 3, 2013**

The Process
- Designation
  - Geographical locations
  - Influences on family
- Unit Management
  - Staff hierarchy and responsibilities
- Transfers
  - Custody change
  - Programs
  - Disciplinary
• Discuss *Inside* through chapter 20
  o Influence on family
  o Changing mentalities
  o Anticipations
• Quiz
  o Assign reading: *Earning Freedom*, through chapter 1, page 56, to discuss later.
• Suggested reading for next week’s discussion: The Horrible Psychology of Solitary Confinement

*No class next week, October 10, 2013: I am attending a violence-prevention conference in San Diego*

**Week 7: October 10, 2013 (Reading Assignment only—No Class)**

**Discipline**
• Code of disciplinary infractions
  o Series of infractions
  o Penalties
• Due process
  o Timeliness
  o Investigation
  o Hearing and adjudication
  o Sanctions
  o Collateral consequences
• Discuss *Earning Freedom* through chapter 1
  o Initial intake
  o Pretrial proceedings
  o Coping with confinement
• Quiz
  o Assign reading: *Earning Freedom*, through chapter 2, page 84, to discuss next week.
• Mid-term study guide

**Week 8: October 17, 2013**

**Administrative Remedy**
• Mid-term
  o Multiple choice / true-false / essay
• Grievance procedures
  o Process and hurdles
  o Informal resolutions
  o Formal filing and appeals
  o Civil action and challenges
• Discuss *Earning Freedom* through chapter 2
  o Prisoner transport
  o Holdover
  o Survival strategy
• Quiz
  o Assign reading: *Earning Freedom*, through chapter 3, page 122, to discuss next week.
• Suggested reading for next week’s discussion: A Sunny Deposition

**Week 9: October 24, 2013**
Prison Litigation over conditions of confinement
• Medical care
  o Process
  o Deliberate indifference
• Exhaustion of administrative remedies
  o Compliance with time limits
  o Filing fees and costs
  o Three strikes provisions
    ▪ Frivolous
    ▪ Malicious
    ▪ Failing to state a claim
• California litigation
  o *Madrid v. Gomez*
  o *Brown v. Plata*
• Discuss *Earning Freedom* through chapter 3
  o Work details
  o Extinguishing hope
  o Ongoing anguish and alienation
• Quiz
  o Assign reading: *Earning Freedom*, through chapter 4, page 147, to discuss next week.
• Suggested reading for next week’s discussion: Justices, 5-4, Tell California to Cut Prisoner Population

**Week 10: October 31, 2013**
California’s Realignment
• Prison to jail
  o Non, non, non
  o Community resources
  o Reentry programs
• Allocation of resources
  o Building more capacity
  o Treatment
• Discuss *Earning Freedom* through chapter 4
  o Planning
  o Mentor
Week 11: November 7, 2013
Lowering Recidivism
- Norval Morris
  - Future of Imprisonment
- Francis Cullen
  - Assessing Correctional Rehabilitation
- Joan Petersilia
  - When Prisoner’s Come Home
- Discuss *Earning Freedom* through chapter 6
  - Warden Dennis Luther
  - John Dilulio
  - Thesis
- Quiz
  - Assign reading: *Earning Freedom*, through chapter 7, page 210, to discuss next week.
- Suggested reading for next week’s discussion: Lowering Recidivism

Week 12: November 14, 2013
Engineering Success
- Tools to guide
  - Risk/needs assessments
  - Individual motivators
  - Target the appropriate intervention
  - Cognitive-behavioral strategies
  - Increase positive reinforcement
  - Ongoing support
- Discuss *Earning Freedom* through chapter 7
  - Warden Luther
  - Management/Leadership in prison setting
  - Transfer
- Quiz
  - Assign reading: *Earning Freedom*, through chapter 8, page 244, to discuss next week.
- Suggested reading for next week’s discussion: Judge on Mandatory Minimum Sentencing
Week 13: November 21, 2013
Inside/Outside Connections
• Prison Populations
  o Racial / ethnic / educational backgrounds
  o Gender
• Media interactions
  o Staff
  o Prisoner
• Collateral Consequences of Imprisonment
  o Jobs
  o Housing
  o Credit
• Discuss *Earning Freedom* through chapter 8
  o Coping with reality
  o New focus
  o Low-security
• Quiz
  o Assign reading: *Earning Freedom*, through chapter 9, page 274, to discuss next week.
• Suggested reading for next week’s discussion: Just like Selling Hamburgers: Private Prisons

Week 14: November 28, 2013 (Thanksgiving)
Private Prisons
• Origins of industry
  o Growth
  o Lobbying
  o Immigration
  o Real estate
• Discuss *Earning Freedom* through chapter 9
  o Preparing for release
  o Business / career building inside
  o Security of the Institution
• Quiz
  o Assign reading: *Earning Freedom*, through chapter 10, page 311, to discuss next week.
• Suggested reading for next week’s discussion: When Prisoners Return to the Community
Week 15: December 5, 2013
Collateral Consequences
  • Second Chance Act
    o Congressional findings
  • Community Confinement
    o Halfway house
    o Home Confinement
    o Day Reporting Centers
  • Supervised Release
  • Discuss *Earning Freedom* through chapter 10
    o Community ties
    o Family values in prison
  • Quiz
    o Assign reading: *Earning Freedom*, through chapter 11, page 339, to discuss next week.
  • Suggested reading for next week’s discussion: Final Exam Study Guide
    o To be distributed

Week 16: December 12, 2013
Open Discussion / Current events
  • Final exam
  • Open discussion
FALL 2013

From: Dean Don Taylor

B. CHSS Policy
Syllabi are to incorporate the Academic Senate Policy regarding finals week, the deadlines or withdrawals, late adds, CR/NC option and information related to course registration and Disability Programs and Resource Center. A sample listing of the required College policies are shown below.

Final Exam: According to Academic Senate policy F76-12 a time period is set aside at the end of each semester for a formal examination period. All classes are expected to meet during the final examination period whether an examination is given or not. The final examination schedule is published each semester in the Class Schedule.

http://www.sfsu.edu/~acadres/final_exams/finalf13.htm

CHHS Withdrawal Policy: The last day to drop a class is September 9th, 2013 at midnight. From September 10th-November 22nd, 2013 you must submit a withdrawal petition. Withdrawal from a class after September 10th, 2013 will be considered for serious and compelling reasons only and must have accompanying documentation. The following reasons are not considered serious and compelling: Changing your major, poor performance, class not required for graduation/major, or more time needed for other classes. If you wish to withdraw from class due to unexpected changes in your work schedule, illness or family emergencies, documentation will be required, along with a copy of unofficial transcripts. If you are requesting a withdrawal, bring your petition and appropriate documentation to the instructor. From November 23rd-December 16th, 2013 you may not withdraw from a class or the University, except in the case of a serious documented illness or verified accident.

CR/NC Option: October 21st, 2013 (by midnight) is the last day to request the CR/NC option. The Associate Dean will not approve requests for changes if you miss this deadline.

Late Add Policy: The period to add classes via permit numbers is August 26th-September 9th (midnight), 2013. The period to add classes by Exception (2nd set of permit numbers) is September 10th-23rd, 2013. It is your responsibility to procure a late permit number from your instructor and add the class. Faculty cannot add you into a class. After September 23rd, 2013 a Waiver of College Regulations form must be signed by your instructor, Chair and CHSS Associate Dean to add. This will be approved only if there was an administrative error.

Check your registration through MySFSU: Sign up for CR/NC, drop and add classes by the appropriate deadline online through MySFSU. ALWAYS check your registration after making any changes and BEFORE deadlines to be sure you are registered properly for your classes. This is a student responsibility.

Deadlines for all registration procedures, including withdrawals and requests for credit/no credit, are listed in the class schedule and will be strictly adhered to by the instructor, the Department Chair and the Associate Dean of College of Health and Social Sciences.
This can be viewed on the Registration Calendar at the following website:  
http://www.sfsu.edu/~admisrec/reg/regsched134.html

**Disability Programs and Resource Center:** Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC, located in SSB 110, can be reached by telephone at 415-338-2472 (voice/TTY) or by e-mail at dprc@sfsu.edu.