Course Number & Name: CJI 120 Prison Subcultures and Lifestyles

Credit Hours: 3.0   Contact Hours: 3.0   Lecture: 3.0   Lab: N/A   Other: N/A

Prerequisites: Grade of “C” or better in CJI 101

Co-requisites: None   Concurrent Courses: None

Course Outline Revision Date: Fall 2010

Course Description: This course focuses on the theoretical policy issues and dilemma of the American correctional system in handling citizens who have been imprisoned. It examines the origin and nature of the inmate social systems, inmate social roles, and the inmate socialization process. It explores, partly from the inmate’s own perspective, modern concepts of behavior modification, punishment, community alternatives to imprisonment, and probable trends in the practice of corrections both nationally and internationally.

Course Goals: Upon successful completion of this course, students should be able to do the following:

1. describe and examine the development of prison subcultures in America;
2. describe and explain the types and characteristics of the most commonly encountered subcultures today in the prison system;
3. compare and contrast the prison society to the outside society;
4. describe the economic subculture and its impact, if any, on the approved administrative budgeted operations of the prison system; and
5. describe and examine how the prison classification system itself contributes to the development of subcultures.

Measurable Course Performance Objectives (MPOs): Upon successful completion of this course, students should specifically be able to do the following:

1. Describe and examine the development of prison subcultures in America:
   1.1 discuss the history of the American correctional system;
   1.2 define subcultures; and
   1.3 describe and examine the history of minimum, medium, and maximum security facilities and their impact on the inmate population
Measurable Course Performance Objectives (MPOs) (continued):

2. Describe and explain the types and characteristics of the most commonly encountered subcultures today in the prison system:
   2.1 *examine the classification of gangs in the US prison system*;
   2.2 *describe and examine the impact of having a population of elderly inmates*; and
   2.3 *identify, describe, and examine racial and cultural subcultures in the prison population*

3. Compare and contrast the prison society to the outside society:
   3.1 *describe and examine access to medical services in the prison system*;
   3.2 *describe and examine access to information in the prison system*; and
   3.3 *describe and examine the impact of disenfranchisement*

4. Describe the economic subculture and its impact, if any, on the approved administrative budgeted operations of the prison system:
   4.1 *compare and contrast the commissary to a grocery store*; and
   4.2 *describe, compare, and contrast ‘automatic deduction’ and its place in prison and outside in society*

5. Describe and examine how the prison classification system itself contributes to the development of subcultures:
   5.1 *describe and examine the classification of offenders by gender as it relates to prison location and inter-facility designation*; and
   5.2 *describe and examine evidence-based classification tools and their impact*

Methods of Instruction: The instructor may use any combination of the following instructional methods: lectures, group activities, role play, oral presentations, essays, research assignments, films, cable, news and television programs, videos, field trips, and community outreach projects.

Outcomes Assessment: Quiz and exam questions (if applicable) are blueprint to course objectives. Checklist rubrics are used to evaluate non-test type assessment instruments (e.g., reaction papers, oral presentations, projects, etc.), for the presence of course objectives. Data collected will be analyzed to provide direction for the improvement of instruction, viability of class assignments, relevancy of assigned course materials, and evaluation of instructional time spent on specific topics.
Course Requirements: All students are required to:

1. Maintain regular and prompt attendance to all class sessions.
2. Complete homework assignments (if applicable).
3. Complete all assigned written and oral exercises in and outside of class (scored grading).
4. Completed the MIDTERM and FINAL Assessment Activities (paper, presentation and/or project) on time.
5. Voluntarily participate in class discussions, exercises and group projects.
6. Complete all assessment activities that are scheduled.
7. Follow any specific class requirements mandated by the instructor.

Methods of Evaluation: Final course grades will be computed as follows:

<table>
<thead>
<tr>
<th>Grading Components</th>
<th>% of final course grade</th>
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<tbody>
<tr>
<td>Attendance/Participation</td>
<td>15 – 25%</td>
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<tr>
<td>Attendance points will be computed based on the ratio of the number of days attending the course during a regular semester (i.e., 28 contact days). A similar procedure will be used to determine participation points.</td>
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<tr>
<td>Notebook and Table of Contents</td>
<td>0 – 5%</td>
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<tr>
<td>The notebook is a practical exercise designed to assess students’ abilities to organize large volumes of information and allows students to create a reference source of all material related to course objectives for themselves.</td>
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<tr>
<td>Topic Sentence Outlines</td>
<td>0 – 5%</td>
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<td>Topic sentence outlines are practical exercises designed to enhance students’ reading comprehension and study skills.</td>
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<tr>
<td>Oral Exercise/Report</td>
<td>5 – 10%</td>
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<td>The brief oral exercise/report is designed to provide students with an opportunity to enhance their oral communication skills.</td>
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<tr>
<td>PowerPoint Presentation</td>
<td>15 – 25%</td>
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<td>The PowerPoint presentation first requires students to create and develop a proposal to address a major problem relevant to prison population that will save taxpayers money and not reduce correction personnel or subject the public to harm. It will also provide students with the opportunity to enhance their technological skills in an academic environment.</td>
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<tr>
<td>Midterm and Final Assessment Activities</td>
<td>45 – 55%</td>
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<td>The Midterm and Final assessment activities to be administered in appropriate weeks of the semester should be related to course goals and will provide evidence of student synthesis of course content and mastery of the course objectives.</td>
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Methods of Evaluation: (continued)

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<thead>
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<th>Grading Components</th>
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<tr>
<td>• Extra Credit</td>
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<td>o Programs, Lectures, Seminars and/or Workshops – internal or external relevant programs, lectures, seminars and workshops, which are related to the course objectives, are informational for the student, who will be required to prepare a brief written summary of the event/program. These opportunities provide students with a chance to engage in academic scholarship.</td>
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<td>o Voter Registration – provide written evidence of participation in the electoral process</td>
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Academic Integrity: Dishonesty disrupts the search for truth that is inherent in the learning process and so devalues the purpose and the mission of the College. Academic dishonesty includes, but is not limited to, the following:

• plagiarism – the failure to acknowledge another writer’s words or ideas or to give proper credit to sources of information;

• cheating – knowingly obtaining or giving unauthorized information on any test/exam or any other academic assignment;

• interference – any interruption of the academic process that prevents others from the proper engagement in learning or teaching; and

• fraud – any act or instance of willful deceit or trickery.

Violations of academic integrity will be dealt with by imposing appropriate sanctions. Sanctions for acts of academic dishonesty could include the resubmission of an assignment, failure of the test/exam, failure in the course, probation, suspension from the College, and even expulsion from the College.

Student Code of Conduct: All students are expected to conduct themselves as responsible and considerate adults who respect the rights of others. Disruptive behavior will not be tolerated. All students are also expected to attend and be on time for all class meetings. No cell phones or similar electronic devices are permitted in class. Please refer to the Essex County College student handbook, Lifeline, for more specific information about the College’s Code of Conduct and attendance requirements.
Course Content Outline: based on the following texts:

**Behind a Convict’s Eyes: Doing Time in a Modern Prison**, by K C Carceral, 2004

**Inside Out**, by Harry Camisa, 2003

**From Slavery to Prison, A Comprehensive Look at the Similarities of Slavery and Prison**, by Bahir Kamil, JD, 1997

**Are Prisons Obsolete?**, by Angela Davis, 2003

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics to be Covered</th>
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| 1    | Introduction & Course Overview  
Library Literacy Session  
Relevant Internet Programs |
| 2    | **Behind a Convict’s Eyes: Doing Time in a Modern Prison** by K C Carceral: Dedication; Acknowledgments; Foreword; Prelude on Escapism: “Reality is What You Make It;” Editor’s Note  
Part I: IN THE BEGINNING – Editors’ Introduction to Part I& Appendix B; Play CD Escorts (R&B Motown Recording of a group out of Rahway Prison, Rahway, NJ) track: “All We Need is Another Chance;” explore the topics of the song; Chapter 1, He’s One of Ours Now; Chapter 2, A and E; Chapter 3, Prison Proper; and Chapter 4, How I Got My Rep  
Part II: PRISON LIFE – Chapter 5, Control; Chapter 6, Time; Chapter 7, Politics; Chapter 8, Economics; Chapter 9, The Christmas Chicken Caper; Chapter 10, Third World Medical  
Part III: THE DISEASE OF VIOLENCE – Editor’s Introduction of Part III; Chapter 13, Racism and Hatred; Chapter 14, Segregation; Chapter 15, Retaliat ion; Chapter 16, Gangs  
Part IV: CONCLUSIONS – Chapter 17, Correctional Policy and Prison Crowding Video “Post Traumatic Slave Syndrome” by Joy Degruy |
| 3    | **Inside Out** by Harry Camisa – Chapters 1 – 5  
Report: Radio program “On the Count”  
Chapters 6 – 10  
Chapters 11 – 15  
Chapters 16 – 20  
Conclusion |
<table>
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<td>4</td>
<td>From Slavery to Prison, A Comprehensive Look at the Similarities of Slavery and Prison by Bahir Kamil, JD;</td>
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<tr>
<td>5</td>
<td>Are Prisons Obsolete? by Angela Davis Debate: Are Prisons Obsolete?</td>
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**NOTE**: In CJI 120, the instructor must cover the 5 units listed above minimally in any reasonable order throughout the duration of the semester/term. The instructor must provide an economic, historic, political, and social context for most aspects of the prison system. The instructor may also include additional areas based on his/her expertise and/or interest if time permits.

**NOTE**: A Midterm Assessment Activity should be conducted in approximately the 8th week of the semester. An example of a Midterm Assessment Activity is the assignment of a comparison paper of the video “Post Traumatic Slave Syndrome” by Joy Degruy and Appendix A, A Theory of the Toxic Shamed Criminal, in *Behind a Convict’s Eyes: Doing Time in a Modern Prison* by K C Carceral. A similar assignment should be made for the Final Assessment Activity, which should be conducted in the 14th or 15th week of the semester.