AN ANALYSIS OF SOLITARY CONFINEMENT IN U.S. PRISONS

A CURRICULUM PROJECT

A Project

Presented to the faculty of the Division of Criminal Justice
California State University, Sacramento

Submitted in partial satisfaction of the requirements for the degree of

MASTER OF SCIENCE

in

Criminal Justice

by

Curtis W. Jenkins, Jr.

SPRING
2015
AN ANALYSIS OF SOLITARY CONFINEMENT IN U.S PRISONS

A CURRICULUM PROJECT

A Project

by

Curtis W. Jenkins, Jr.

Approved by:

__________________________________, Committee Chair
Sue Escobar, J.D., Ph.D.

____________________________
Date
Student: Curtis W. Jenkins, Jr.

I certify that this student has met the requirements for format contained in the University format manual, and that this project is suitable for shelving in the Library and credit is to be awarded for the project.

__________________________
Graduate Coordinator

___________________
Yvette Farmer, Ph.D.

Date

Division of Criminal Justice
Abstract

of

AN ANALYSIS OF SOLITARY CONFINEMENT IN U.S PRISONS

A CURRICULUM PROJECT

by

Curtis W. Jenkins, Jr.

The use of solitary confinement among United States (U.S.) prisons has been at the center of debate since the early 19th century. A method of confinement used for myriad reasons, some find its usage both acceptable and necessary for maintaining order among inmates, while others argue that such incarceration is nothing more than cruel and inhumane punishment, and a violation of the 8th Amendment. This project will examine the historical usage of solitary confinement among U.S. prisons and will look more closely at the psychological effects incurred as a result thereof. While it is unlikely that the need for correctional staff will diminish, it is necessary that future correctional staff in the U.S. are provided with a greater understanding of solitary confinement and its effects. Through this project, a lower division level community college-level curriculum, criminal justice students, future criminal justice employees, and future policy makers will have available to them an introductory course on the use of solitary confinement among U.S. prisons. It is the intent of the project that students interested in a career associated with corrections will gain the knowledge and understanding of the usage and effects of solitary
confinement, and that they will be better prepared to address current and future issues and concerns, as they arise within correctional institutions.

_______________________, Committee Chair
Sue Escobar, J.D., Ph.D.

_______________________
Date
ACKNOWLEDGEMENTS

I would like to express my gratitude to my project chair, Sue Escobar, J.D., Ph.D., for the ongoing support, feedback, consistency, and patience through the learning process of this master’s degree project. Furthermore, I would like to thank Jennie Singer, Ph.D., for introducing me to the topic, as well as offering encouragement and assistance in the early stages of this project. Last, but certainly not least, I would like to thank my beautiful wife Joanne, and my amazing son Curtis, who have supported me throughout this process, through both sacrifice and encouragement. I am eternally grateful for your love.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Acknowledgements</strong></td>
<td>vii</td>
</tr>
<tr>
<td><strong>Chapter</strong></td>
<td></td>
</tr>
<tr>
<td>1. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>1</td>
</tr>
<tr>
<td>2. LITERATURE REVIEW</td>
<td>8</td>
</tr>
<tr>
<td>The Historical Perspective of Solitary Confinement</td>
<td>8</td>
</tr>
<tr>
<td>The Rise of the Supermax</td>
<td>16</td>
</tr>
<tr>
<td>The Psychological Effects of Solitary Confinement</td>
<td>19</td>
</tr>
<tr>
<td>Social Learning Theory &amp; Solitary Confinement</td>
<td>21</td>
</tr>
<tr>
<td>Recommendations for Reform</td>
<td>23</td>
</tr>
<tr>
<td>Andragogy: The Science of Adult Learning</td>
<td>25</td>
</tr>
<tr>
<td>Developing Curricula for the Adult-Learner</td>
<td>27</td>
</tr>
<tr>
<td>General Considerations for Developing College-Level Curricula</td>
<td>30</td>
</tr>
<tr>
<td>3. PROJECT PROCESS</td>
<td>34</td>
</tr>
<tr>
<td>Intent of the Project</td>
<td>34</td>
</tr>
<tr>
<td>Total Process for Completing the Project</td>
<td>34</td>
</tr>
<tr>
<td>Course Components: Development of Project Materials/Discussion of Specific Products for Project</td>
<td>35</td>
</tr>
<tr>
<td>Syllabus</td>
<td>36</td>
</tr>
<tr>
<td>Learning Objectives</td>
<td>37</td>
</tr>
</tbody>
</table>
Chapter 1

Introduction

Statement of the Problem

Solitary confinement, also referred to as administrative segregation, has been a popular method used for incarcerating mentally ill, violent, and vulnerable inmates since the inception of correctional facilities (Rhodes, 2004). With many factors accounting for the necessity of housing inmates in solitary confinement, such as: removing the mentally ill from the general prison population; separating violent and aggressive inmates for reasons of reducing future violence towards fellow inmates; and separating inmates convicted of particular crimes - such as child molestation - for reasons of reducing threats towards the inmate, supporters suggest that such confinement is crucial to maintaining order and safety throughout the prison, while those in opposition claim that such confinement is a form of cruel and unusual punishment, and therefore a violation of the 8th Amendment (Cockburn, 2001; Toch, 2003). Often recognized as a fundamental method of upholding orderliness among inmates, the housing of inmates in solitary quarters has frequently suggested profound psychological effects, including but not limited to: schizophrenia, paranoia, loss of impulse control, and increased aggressive and violent tendencies among inmates (Grassian, 2006). Research offers that long-term segregation in solitary quarters, which may include but is not limited to restricted social interaction, lack of natural lighting, and vulnerability to staff violence, greatly increases the onset of psychological damage incurred among inmates (Haney & Lynch, 1997)
Haney (1993) suggests that long-term confinement in solitary offers little to no opportunity for inmates to socially engage with others, resulting in minimal social contact and support. Additionally, Haney (1993) claims that inmates often become abnormally sensitive and compliant with the staff and environment surrounding them, increasing their susceptibility to be influenced, and ultimately leading to social withdrawal. Many inmates serving long-term sentences in solitary confinement will likely develop symptoms of mental illness, while those with pre-existing mental illnesses will become particularly high risk for developing psychiatric symptoms (Haney, 1993). While conditions vary, the most common effects are identified as: psychosis, suicidal tendencies, and self-mutilation (Haney, 2006). Unfortunately, as these issues progress, the inmate experiences behavioral changes that often justify the necessity of placing such inmates in solitary confinement.

While the effects of long-term solitary confinement have been briefly noted, there remains little evidence that short-term solitary confinement produces similar effects. Referencing both short and long-term effects of imprisonment, Bonta & Genderau (1990) reported a lack of evidence supporting the pains of imprisonment, and further suggested that individual differences among inmates in terms of mental stability and social support from family, in conjunction with the individual’s daily encounters with fellow inmates and correctional staff, were conclusive in identifying both the characteristics and predictors of the effects of solitary confinement. Additionally, research suggests that an inmate’s ability to cope with administrative segregation is highly dependent upon prisoner-staff interaction (Zinger & Wichmann, 1999). Zinger & Wichmann (1999)
report that inmates, who experience respect from correctional staff and are afforded mandated treatment and necessities, are much less likely to develop mental dispositions or psychological illnesses. However, correctional staff typically harbor very negative views of inmates housed in segregation, often exerting abusive and impulsive behaviors to the inmate, ultimately resulting in increased psychological stress incurred by the inmate (Haney & Lynch, 1997; Toch, 2001; Zinger & Wichmann, 1999).

As much research focuses on the effects of solitary confinement in long-term sentences, very little research offers a clear and concise method to address the increasing concern of mental illness within correctional institutions (Arrigo & Bullock, 2007). Research is scarce regarding short-term confinement, and as a result of the limitations of the instruments used to measure the consequences of psychological stressors, the effects of short-term confinement may not be exposed through experimental research (Roberts & Jackson, 1991).

Through the examination of polls taken over much of the past two decades - identifying public opinions and knowledge of crime and the criminal justice system - research has suggested that the public knows little about either, including crime rates, crime statistics, average sentences, and the common use of solitary confinement (Roberts, 1992). Furthermore, while public opinion regarding these topics has been researched only minimally, public knowledge of the criminal justice system has been researched far less extensively (Roberts, 1992). This imbalance between public knowledge and public opinion raises an interesting concern. Quinney (1975) suggests that the public’s reaction to crime is highly dependent upon an understanding of the crime while adequately
interpreting the law. Unfortunately, while the public maintains an inadequate level of
knowledge about crime, they remain highly opinionated and eager to critique the criminal
justice system. Roberts (1992) adds that the public’s lack of knowledge might prove
damaging in ensuring necessary reforms are established and implemented, as the
effectiveness of such reforms rely heavily upon public knowledge.

Roberts (1992) suggests that if the public remains ill-informed, or uneducated about
critical criminal justice system statistics, they are also likely to lack the knowledge about
important changes within the correctional environment. Roberts (1992) notes, one of the
key problems associated with the public’s lack of understanding or knowledge of the
criminal justice system comes as a result of the methods used by the mass media to
present and portray both crime and the criminal justice system, ultimately resulting in an
unrealistically negative perception by much of society. Public misinterpretation of crime
and punishment, or lack of knowledge however, has not always existed in the ways it is
identified today. Throughout much of history, discipline and punishment for crimes were
enforced using the inclusion of the public spectacle (Foucault, 1977). Foucault (1977)
references the “Classical” age of the 17th and 18th centuries, noting that during this time,
sentences were carried out along road sides, or near the town’s center, and offered the
viewing of discipline and punishment to the general public, citizens of the community.
Usage of the public spectacle served two key roles: first, through such exhibition, the
condemned would face public humiliation and damnation, which as a result of branding
and or bodily dismemberment, for those not sentenced to death, humiliation would last
the remainder of their lives (Foucault, 1977); and secondly as a result of such public
exhibition, the accused would face his crimes publicly, and with such punishments as branding, dismemberment (quartering), and beheading, among others, such acts would serve as a deterrent for crime among citizens viewing the punishment (Foucault, 1977).

Use of the public spectacle however, would come to end during the mid 18th century, as the theatrical elements of public punishment became challenged by much of the viewing public, many of which suggested that such punishments were not only excessive in violence, but simply unjust and unnecessary (Foucault, 1977). Then, with the development of Jeremy Bentham’s Panopticon in the early 1840s, the discipline and punishment of the condemned quickly moved from the public spectacle, to a hidden act enforced behind prison walls (Foucault, 1977). Ultimately, the discipline and punishment of prisoners became unseen by the viewing public, establishing a disconnect between the public and their understanding of such, resulting in the misconception of crime and punishment.

Today, with the discipline and punishment of the condemned kept from public view, for many people, news media has become the most important source of information about the criminal justice system (Rogers, 1993). Roberts (1982) confirmed this notion, reporting that the news media was identified as the most important source of information by 94 percent of U.S. residents. As the news media may influence opinion directly by reporting aspects of the criminal justice system which encourage certain views, opinions regarding criminal justice issues also appear to be affected (Roberts, 1992). Research on public knowledge and opinion in the area of criminal justice - solitary confinement more specifically - needs to be broader than it has been to date. For a comprehensive
understanding of public opinion and knowledge of these areas, it is necessary for these topics to be explored further. With continued research and through the development of curriculum specific to the area of solitary confinement, it is hopeful that programs and treatments can be implemented and explored with the anticipation of both addressing and reducing psychological illnesses among inmates whom have served or are currently serving sentences in solitary confinement.

**Project Proposal**

Through the development of a college-level curriculum, this project aims to answer the following research question: through the development of a community college level curriculum specifically dealing with the psychological effects of solitary confinement, will students, who are considered adult learners, be more knowledgeable of this population of inmates and be better equipped with critical thinking and problem-solving skills in order to address psychological issues associated with solitary confinement? As concern for the use of solitary confinement grows, it is important for future criminal justice students, employees, employers, and policy makers to develop the necessary understanding and thought processes to sufficiently address the psychological issues related to solitary confinement. Through the detailed development of curriculum - designed for community college usage - students will be given the opportunity to learn and understand the psychological effects associated with solitary confinement. Through a comprehensive overview of the solitary confinement methods used, both past and current, in conjunction with the established course objectives, students will be presented
with the knowledge of psychological effects and damages incurred by inmates who have been housed in solitary confinement.

The detailed objectives of this course have been developed following the six tiers of Bloom’s Revised Taxonomy - Cognitive Domain. These six tiers, transitioning in sequential order from lower-level thinking skills up through higher-order thinking skills, have been universally recognized as: remembering; understanding; applying; analyzing; evaluating; and creating (Krothwohl, 2002). Through the use of these six tiers, the objectives of this curriculum will offer students the ability to: (1) describe and define solitary confinement while increasing their abilities to recall relevant information; (2) understand and explain through adequate interpretation and summarization, the ideas and concepts of pre-existing theories and research referencing solitary confinement; (3) apply information covered to assist in implementing change within the area of solitary confinement; (4) analyze and identify information relevant to solitary confinement, while deconstructing, comparing, and organizing findings and their relationships; (5) justify appropriate courses of action for implementing changes in the use of solitary confinement through checking, critiquing, experimenting, hypothesizing, and judging; and (6) generate new ideas through constructing, planning, and producing recommendations for future changes surrounding the use of solitary confinement. Ultimately, upon completion of this course, criminal justice students, future criminal justice employees, and future policy makers will be best prepared to address the psychological issues experienced by inmates both formerly and currently housed in solitary confinement.
Chapter 2

Literature Review

The Historical Perspective of Solitary Confinement

As early as the nineteenth century, the U.S. has maintained the practice of imprisoning individuals in solitary cells - areas commonly referred to as secure housing units (SHUs). From this time period, two primary prison systems developed: the Pennsylvania system and the Auburn system. While both were developed during the same period, it is important to recognize that the purpose of incarceration between the two remained dissimilar - the Auburn system as a means to maintain order, and the Pennsylvania system as a means of encouraging inmates to reflect on their crimes, ultimately seeking penitence (Grassian, 2006). With limited access to human contact and minimal stimulation of social interaction, this method of incarceration has historically been viewed as one of the primary methods for inmate rehabilitation, offering correctional institutions the opportunity to strictly monitor and control inmates from causing either physical or psychological harm to themselves and/or others (Suedfeld, 1978). However, Grassian (2006) suggests that limited environmental and social stimulation have potentially great risks of inducing psychological effects such as mental deterioration.

With many factors accounting for the necessity of housing inmates in solitary confinement, some find such incarceration essential in maintaining both order and safety, while others view it as cruel and inhumane punishment (Cockburn, 2001; Toch, 2003). Others still view the use of solitary confinement as a justified means to provide an
increased punishment, or ‘just deserts’ rather, on inmates for past crimes committed or infractions during time spent in general prison population (Shalev, 2008). Ultimately, this notion suggests that s/he sentenced to solitary confinement is ‘getting what s/he deserves.’ Roberts (1992) offers that the caveat, however, is that while much of society remains highly opinionated on such matters, either in support or opposition of the use of solitary confinement, many lack the knowledge or evidence to substantiate their claim. Roberts (1992) suggests that for much of society, the news media has become the primary source for acquiring information relative to criminal justice. The issue, then, is that while the news media tends to report on ‘most’ important aspects of crime and criminal justice, many fail to recognize the biased nature of information presented by the media. Consequently they form their beliefs and opinions as a result of the information and methods used to present relevant information (Roberts, 1992). Roberts (1992) suggests that while many remain ill-informed, it should be noted that discipline and punishment are only two of many reasons for confining inmates to solitary quarters. Unquestionably, there are many reasons that result in an inmate’s confinement to solitary quarters (Shalev, 2008). For the purpose of simply raising awareness of these reasons, only a select few will be offered as example. First, take into consideration those inmates who have been convicted of particular crimes such as child molestation. For these inmates, the placement of the inmate into segregated housing is often a proactive approach to reduce the fears of attacks by other inmates (Shalev, 2008). A second example of solitary transfer - again not relative to punishment or discipline - might be the placement of a former police officer, or even the transgender inmate into solitary (Shalev,
2008). Particularly vulnerable to the remaining populace of the prison, these inmates are commonly placed in solitary quarters simply for their own protection. A third group of inmates commonly diverted to solitary are those predetermined to be too dangerous to house with other inmates. A prime example of this group can be identified as the gang member (Shalev, 2008). While the prior two examples emphasize placement into solitary primarily for the safety of the individual inmate, this group of inmates is most often confined to solitary to suppress future acts of violence towards other inmates. The final example offered, and one of greater relevance to this topic, is the placement of the mentally ill in solitary housing. With limited medical and psychiatric care within the correctional system, and the belief that mentally ill inmates should not be housed with other inmates, these individuals are confined to solitary quarters simply as a result of limited space and inadequate prison hospitals.

These examples demonstrate that the housing of inmates in solitary quarters is often recognized as a fundamental method of maintaining order among inmates. That said, research has indicated that regardless of the reasoning behind such confinement, time spent in solitary quarters frequently has profound psychological effects on the individual (Grassian, 2006). The onset of psychological damage is often recognized as a result of countless causal factors such as: limited social interaction and stimulation, inadequate natural lighting, little access to personal belongings, and minimal contact to family and/or friends, among others, all of which are frequently endured during sentences of long-term segregation (Arrigo & Bullock, 2007).
Long-term segregation presents minimal opportunity to engage in social contact, with very little social support (Haney, 1993). As a result, inmates often become extraordinarily sensitive and highly susceptible to both the staff and the environment around them, ultimately leading to social withdrawal (Haney, 1993). Haney (2006) also suggests that many inmates serving long-term sentences in solitary confinement will naturally develop symptoms of mental illness, while long-term segregation often exacerbates the mental health conditions of those inmates who enter prisons with pre-existing mental illnesses (Haney, 2006). While conditions vary, the most common effects of long-term segregation on inmates with pre-existing mental illnesses include the following, but are not limited to: psychosis, suicidal tendencies, and self-mutilation, while also increasing violent and aggressive tendencies towards other inmates (Haney, 2003). Unfortunately, as these issues progress, inmates housed in solitary become increasingly more violent, experiencing behavioral changes that further justify the necessity to segregate these inmates from the remaining populace of the prison.

While the effects of long-term solitary confinement remains the center of focus, there remains little evidence that short-term solitary confinement produces similar effects. It is suggested that as a result of the limitations of the instruments used to measure the consequences of psychological stressors, the effects of short-term confinement may not present adequate representation in experimental research (Roberts & Jackson, 1991).

Bonta & Genderau (1990) suggest that very little evidence supports the pains of imprisonment, and individual differences and situation-by-person approaches better
characterize the predictors regarding the effects of solitary confinement (Bonta & Genderau, 1990). Other research has suggested that an inmate’s ability to cope with solitary confinement is often characterized by the nature and quality of prisoner-staff interaction (Zinger & Wichmann, 1999). Zinger, Wichmann, & Andrews (2001) explain that correctional staff typically harbor very negative views of prisoners in solitary confinement, and often exert abusive and impulsive behaviors towards the inmate (Haney & Lynch, 1997). As a result, these conditions are likely to cause increased psychological stress (Haney & Lynch, 1997; Toch, 2001).

While much research has focused on the effects of solitary confinement in long-term segregation, very little offers a clear and concise method to resolve the issues presented with the increase of mental illness within modern day correctional institutions. Absent precise methods to alleviate psychological effects from continuing, inmates placed in solitary confinement will continue developing mental illnesses, ultimately prolonging the necessary care and treatment to a period of time beyond their release. With such prolonged action, the concern of the mentally ill no longer remains in the correctional institution, but is instead forced into society. Ultimately, these mentally ill individuals are placed into the hands of law abiding community members whom are likely to be both unwilling and incapable of contributing to the betterment of the individual.

The use of solitary confinement can be traced back to the early part of the nineteenth century, where its use became common practice following the development of the modern penitentiary (Smith, 2006). Primarily as a means to maintain order, the use of
solitary confinement included two primary techniques: disciplinary punishment and administrative segregation. The latter of the two - administrative segregation - included a primary focus on maintaining order among inmates who may be considered an escape risk, or at risk to themselves or the remaining populace of the prison (Smith, 2006).

Furthermore, the use of solitary confinement is often considered beneficial in remanding pretrial detainees from access to or coercion of witnesses (Smith, 2006).

With the rise of two primary prison systems in the early 1800s, the Pennsylvania system and the Auburn system, the practice of isolating inmates in Segregated Housing Units (SHUs) quickly became the common method in increasing control over inmates (Arrigo & Bullock, 2007). The Pennsylvania system, recognized as the first of its kind, was characterized with the idea that through extreme seclusion and isolation, prisoners would reflect on their misdeeds and seek penitence (Rogers, 1993). The Auburn system, developed in New York, however, focused less on isolation and seclusion, and focused more on the premise that with confinement, inmates should be subjected to silent and congregate labor, a form of un-free, manual labor in which inmates are confined to each other while performing tasks such as: building and maintaining roads, and tending to the agricultural fields of the institution, among others, all of which were delegated by prison staff (Arrigo & Bullock, 2007). Correctional staff enforcing such labor believed this form of labor to be beneficial for two primary reasons: first, through such labor, inmates would pay for their crimes through hard, manual labor, and second, through enforcing such labor, the profits made would assist in maintaining the prison.
With the growing concern over the increase in crime during this period, the U.S. public - fearful of such increase - encouraged more severe punishments of criminal offenders (Reiman, 2005). Through various crime control policies, along with the steady use of SHUs, short and long-term segregation quickly became a widespread method among Western penitentiaries (Haney, 2006; Rhodes, 2004). While many of the practices used for confining inmates has significantly changed since its inception, it remains much in effect for the majority of Western prison systems today (Smith, 2006).

One of the Court’s earliest acknowledgements of psychological effects as a result of time spent in solitary confinement can be found in the 1890 U.S. Supreme Court case In re Medley. A statement regarding the unfavorable effects of solitary confinement in prisons was released by the Court, noting:

A considerable number of prisoners fell, after even a short confinement, into a semi-fatuous condition, from which it was next to impossible to arouse them, and others became violently insane; others still, committed suicide; while those who stood the ordeal better were not generally reformed, and in most cases did not recover sufficient mental activity to be of any subsequent service to the community (In re Medley, 1890, p. 168).

Following this case and nearing the end of the nineteenth century, it became widely recognized that prisoner isolation in solitary quarters and the sensory deprivation that accompanied it, were accepted by the majority to be a form of torture (Eisenman, 2009). Subsequently, as a result of the recognition that solitary confinement was equated to torture, the U.S. experienced a rapid decrease in its usage over the next eighty years, and restrained from using such methods, with the exception of housing extremely violent offenders for short-term control.
As the use of confinement to solitary quarters became minimal throughout the majority of Western prison systems during the early part of the twentieth century, the issue remained debatable. Then, following a 1950s study on the perceptual deprivation of U.S. prisoners of war (POW) returning from the Korean War, those in opposition of such confinement quickly began to gain ground, and actively sought to eliminate the use of solitary confinement for even the most violent offenders. The use of solitary confinement at this point had been all but eliminated. Over the next two decades, the U.S prison system again experienced an overwhelming change in support of the use of housing inmates in solitary quarters.

Following the closure of Alcatraz in 1963, the Bureau of Prisons (BOP) dispersed the inmates therein to alternative federal facilities throughout the country (Eisenman, 2009). This action, eliminating the grouping of these inmates, proved at least as successful as previous methods (Eisenman, 2009). Then, following the rise of public fear about the enforcement of “law and order” during the Nixon administration, in conjunction with a push by the U.S. Justice Department and the BOP to establish a greater focus to re-educate and isolate offenders, the former method of placing inmates in segregated housing once again emerged (Eisenman, 2009). With the rise of the new “Supermax” at federal penitentiary Marion in 1979, the use of solitary confinement once again became a popular strategy for housing inmates (Smith, 2006).
The Rise of the Supermax

Illinois’ Marion Penitentiary became the United States’ first level 6 super-maximum security prison, housing many of the nation’s most violent offenders (Pizarro & Stenius, 2004). As a result of the populace at Marion, the nation became witness to the severe risks of housing such offenders. On October 22, 1983 inmates affiliated with the Aryan brotherhood initiated an uprising within the prison, ultimately resulting in the deaths of two correctional officers. Authorities instantaneously placed Marion on lockdown, securing all inmates to isolation, further rendering the Marion system as a ‘supermax’ (Committee to end the Marion Lockdown, 1992). The lockdown at Marion would last more than two decades, during which time it would compel correctional facilities throughout the country to enforce similar measures, becoming the model for state SHUs across the country (Kurki & Morris, 2001). Motivated by the newly noted Marion supermax, many U.S. states began developing paralleled prisons that would mirror both structure and organization of Marion Penitentiary (King, 1999; Pizarro & Stenius, 2004). During this same period, correctional facilities country wide began recording an overt increase in overcrowding and collectively reported an overwhelming punitive nature of such facilities (Haney, 2003). Then, with the advent of the ‘prison industrial complex’ in the 1990s, the development and construction of correctional facilities nationwide for the purpose of overcoming the punitive and overcrowded nature of correctional facilities, the nation would see a drastic increase in the development of correctional institutions throughout the country (Haney, 2003). However, as a result of the lockdown at Marion, increasing the use of solitary confinement, in conjunction with
the growth of the prison industry, this change ultimately unknowingly resulted in the exponential growth of supermax prisons throughout the country (Haney, 2003).

King (1999) noted that by the turn of the twenty-first century, more than fifty supermax facilities had been developed, spanning across nearly seventy percent of the nation’s states. In addition, Pizarro & Stenius (2004) suggested that, as a result of the increased growth of supermax facilities, approximately 20,000 inmates were being housed in such facilities by 1998. A 2004 Urban Institute survey of self-identified supermax wardens reported that forty-four of the nation’s states maintained at least one supermax facility, and collectively, they housed more 25,000 prisoners (Mears, 2005).

The structure of supermax facilities quickly began to mirror the characteristics typically found in solitary confinement, remanding inmates to almost complete isolation with very little social interaction. Inmates in these facilities remain under constant supervision both by correctional officers and high-tech video surveillance (Pizarro & Stenius, 2004). Communication with these inmates is limited, as most verbal communication with prison staff is conducted through intercom systems, visits and phone calls - while generally permitted only through video - remain highly restricted and infrequent (Kurki & Morris, 2001; O’Keefe et al., 2013). Furthermore, as these inmates remain confined to solitary 23 hours a day, inmates are granted very little access to exercise and rehabilitative programs, most often amounting to only one hour per day (O’Keefe et al., 2013).

Although not all, many administrators of supermax facilities maintain the rationale for supermax prisons by claiming it to be a necessity in lowering the level of
violence among inmates, ultimately normalizing the prison, however, Briggs, Sundt, & Castellano (2003) note that the effectiveness of enhancing prison safety among supermax prisons, remains highly questionable. Kurki & Morris (2001) add that while many correctional administrators claim the necessity of solitary confinement for reasons of lowering violence, many prison researchers disagree suggesting that with minimal research substantiating this claim, the necessity is identified as false.

As a majority of supermax prisons continue to exercise the typical practices and institutional cultures of solitary confinement, many advocates of human rights find such isolation to be a violation of the Eighth Amendment, adding that the solitary confinement of inmates is cruel and unusual punishment (Boston, 2000). As a result, many U.S. courts have criticized the conditions in supermax prisons; however, the long-term isolation of inmates has not been declared illegal (King, 1999; Madrid v. Gomez, 889 F. Sup. 1146 [N.D. Cal. 1995]). The conditions of supermax prisons - those remaining largely in effect today - have routinely been recognized as controversial; however, many courts have been hesitant in confronting the conditions of confinement (Smith, 2006). A primary reason for the courts’ hesitation in confronting the issue of solitary confinement has been recognized as though they (the courts) feel confident in addressing the harsh physical conditions in solitary quarters, evidence on the psychological impact on the prisoner remains questionable (Luise, 1989; Smith, 2006).
The Psychological Effects of Solitary Confinement

Many questions have risen from the uncertainty of psychological effects as a result of solitary confinement. Haney (2003) suggests that the harmful effects of solitary confinement can be linked primarily to the duration and conditions of incarceration, while others add that individuals express different responses to solitary confinement, where some individuals are better able to cope with it than others (Grassian & Friedman, 1986). Furthermore, additional research has shown that the adverse psychological disposition of inmates is greatly influenced by the individual’s perception regarding the purpose of the confinement, while also taking into consideration the manner in which the individual was treated while confined (Jackson, 2001; Suedfeld, 1974; Suedfeld et al., 1982; Zinger et al., 2001).

Research has shown that there are many damaging psychological consequences seen as a result of long-term confinement (Grassian, 1983; Grassian & Friedman, 1986; Haney, 2003, 2006; Jackson, 2001), however, because of the limitations of instruments used to measure psychological consequences (Roberts & Jackson, 1991), there remains little evidence that short-term solitary confinement has similar damaging effects (Haney, 2006). Long-term segregation, while it is recognized as difficult to withstand, is likely to cause stress similarly identified with physical torture (Metzner & Fellner, 2010) and produces many psychological consequences (Arrigo & Bullock, 2007), some of which have been identified as: hyper-responsivity to external stimuli; panic attacks; difficulties with thinking, concentration, and memory; intrusive obsessional thoughts; overt paranoia; and problems with impulse control among others (Grassian, 2006). Experiencing long-
term segregation, inmates are subjected to extremely poor conditions, and offered little opportunity to engage in social connectedness (Haney, 1993), ultimately reducing the likelihood that the inmate will engage in the act of social reality testing - the ability to distinguish both internal and external relationships between the real world and one’s self (Haney, 2006; Reality Testing, n.d.). As a result, the absence of social interaction associated with long-term confinement often causes the inmate to experience social withdrawals which eventually affects the inmate’s ability to decipher what is reality and what is not (Haney, 2006).

Inmates subjected to long-term segregation often develop a reliance on the structure and regiment of solitary confinement to better control their behavior (Arrigo & Bullock, 2007). Additionally, through such confinement, inmates are likely to experience a decrease in mental stability and remain at a higher risk for developing symptoms of mental illness (Haney, 2006). Haney (2006) explains that inmates with preexisting mental illness are much more likely to develop psychiatric symptoms than their counterparts. However, both are likely to experience what is termed SHU syndrome. SHU syndrome is identified by perceptual changes including the disturbance of thought processing, problems with impulse control, and difficulty with thinking, concentration, and memory (Arrigo and Bullock, 2007).

Studies completed on the specific psychiatric syndrome associated with solitary confinement, including SHU syndrome, found that of those inmates included in the study, more than half presented a progression in the inability to maintain natural stimulation of the brain, and nearly one-third reported paranoia while hearing voices (Grassian, 2006).
Others still described difficulties in maintaining concentration and memory, while over half admitted to experiencing reoccurring panic attacks (Grassian, 2006). Of those inmates included in the study, nearly half described fantasies of the aggressive revenge and torture of correctional staff, including fear of paranoia and persecutory delusions (Grassian, 2006). Finally, the study suggested that nearly half of the inmates observed, described reoccurring incidences of random violence as a result of their lack of impulse control (Grassian, 2006).

Grassian (2006) explains the psychological effects of severe isolation through the words of Charles Dickens following the 1842 tour of the Eastern State Penitentiary in Philadelphia:

> The system here is rigid, strict and hopeless solitary confinement…. Over the head and face of every prisoner who comes into the melancholy house, a black hood is drawn, and in the dark shroud … he is led to the cell from which he never again comes forth, until his whole term of imprisonment has expired. He is a man buried alive … dead to everything but torturing anxieties and horrible despair (as cited in Grassian, 2006, p. 341).

Through a number of studies, in conjunction with the examinations of inmates housed in segregated quarters, evidence has prominently suggested that the long-term confinement of inmates in solitary causes debilitating psychological deficiencies, those of which have arguably been recognized as irreversible (Grassian, 2006).

**Social Learning Theory & Solitary Confinement**

Bandura (1971) suggests that a key element in the development of behavior relies heavily on the social interaction with others. Bandura’s (1971) social learning theory provides a framework which links the relationship between the behavior of an individual
and those they are in contact with. Through the social interaction with others, people subconsciously observe and learn the behaviors and attitudes of those around them (Bandura, 1971).

Confined to solitary, inmates become isolated from nearly all social contact with fellow prisoners, family and friends, and become less capable of forming accurate perceptions of their incarceration, ultimately resulting in further withdrawal (Sourcebook on solitary confinement: The health effects of solitary confinement, n.d.). As a result of an inmate’s isolation, or seclusion rather, from socially engaging with other people, the inmate may develop a heightened level of withdrawal, and may further regress to a mental state of becoming uncomfortable around other people, and in some cases, avoiding contact and social interaction with others (Sourcebook on solitary confinement: The health effects of solitary confinement, n.d.). Incarcerated, the increased social withdrawal by the inmate may be perceived by correctional staff as non-compliant and unwilling to follow directions and or orders given by staff. Staff’s perception of such non-compliance can unfortunately result in the increase of time the inmate is held in solitary, ultimately causing a greater level of discomfort the inmate experiences with social contact, and results in the inmate to withdraw further.

Upon release, the individual, socially withdrawn, may find it difficult to interact with other people, or may find themselves feeling uncomfortable while interacting socially, again causing the individual to regress, making life in the community difficult, while lessening the chances of the individual successfully rejoining and becoming an
adequate contributor to society (Sourcebook on solitary confinement: The health effects of solitary confinement, n.d.).

**Recommendations for Reform**

As there is much research that focuses on the extent of psychological effects associated with solitary confinement, many researchers have developed recommendations to reform the practices associated with such confinement (Arrigo & Bullock, 2007). Arrigo & Bullock (2007) suggest that among the many recommendations, paramount is the exclusion of inmates with past and current histories of psychiatric disorders from such isolated confinement. Rather than housing such inmates in solitary confinement, mentally ill inmates might better be housed in facilities designed to offer the necessary treatments needed (Arrigo & Bullock, 2007).

In addition, Bonta & Gendreau (1995) offer that equally as important to the reform of SHUs is identifying and reducing staff related abuse towards inmates. Research has shown a direct correlation between the psychological effects of solitary confinement and the way in which such inmates are treated by correctional personnel (Rogers, 1993). In reducing such staff related abuse, Suedfeld et al. (1982) suggest that correctional personnel should receive adequate training in resolving conflict with these inmates through more humane techniques.

A third recommendation for reform is restructuring the physical conditions of the cells housing these inmates (Arrigo & Bullock, 2007). This recommendation further suggests that while these inmates are housed in SHUs for any number of reasons (i.e.,
disciplinary, administrative segregation, etc.), the living spaces of these cells must remain 
clean, well ventilated, and exposed to natural light, while also including access to reading 
material and personal belongings (Mears & Watson, 2006). Additionally, such 
conditions should include adequate areas for exercise and greater access to recreational 
equipment (Arrigo & Bullock, 2007).

Yet another recommendation is to increase the inmate’s ability to socially interact 
with others. While research has shown that human beings need adequate interaction with 
others to maintain social reality testing - chief in maintaining mental health - this 
recommendation suggests that inmates should have greater access to visits by family and 
friends, as such interaction will also serve to assist the inmate in transitioning from prison 
life to life after release (Grassian & Friedman, 1986). A final recommendation for reform 
is the development of guidelines that outline limits for the length of time an inmate can 
serve in the SHU (Grassian & Friedman, 1986; Suedfeld et al., 1982). Research has 
shown a direct correlation between the psychological effects an inmate incurs and the 
period of time in which the inmate serves in the SHU (Haney & Lynch, 1997). This 
recommendation ultimately suggests that no inmate should be subjected to indefinite 
periods of time in solitary confinement (Haney & Lynch, 1997).

While much can be learned about the psychological effects incurred by inmates 
confined to solitary confinement, interpreting these effects and ensuring that such reform 
is made possible requires a greater ability to decipher the evidence therein. Therefore, 
such interpretation requires a greater ability to exercise a much higher level of critical 
thinking skills. Through examining andragogy, the science of adult learning, in
conjunction with the evidence that confinement to solitary encourages severe psychological effects upon the individual incarcerated therein, it is evident that a college level curriculum relating to such effects is necessary. Furthermore, as many criminal justice students will become future correctional officers, entering the correctional workforce upon completion of an Associates degree, such a curriculum is paramount in ensuring that adult students/learners are better able to develop heightened critical thinking skills at the Junior/Community college level, ultimately assisting in the examination of information relevant to the psychological effects of solitary confinement, as well as ensuring the appropriate steps are taken towards initiating reform. Finally, of those criminal justice students who chose a career in corrections, very few are likely to receive the necessary training and education to adequately overcome the challenges of dealing with the psychological effects incurred by inmates who have spent time in solitary confinement. Therefore, this notion, combined with the likelihood that many criminal justice students will pursue a career in corrections after attending a Junior/Community College, substantiates the necessity for the development of such curriculum at the Junior/Community College level.

**Andragogy: The Science of Adult Learning**

The adult learner can be characterized in many ways. To fully understand the many characterizations, it is important to first understand the adult learner by definition. For the purpose of this project, an adult learner will be defined as any individual typically over the age of 18 years whom has returned to education following initial education.
More specifically, an adult learner is any individual who is attending college following high school graduation. Surely this presents a broad spectrum of individuals recognized as adult learners; however, it is relevant in understanding andragogy.

Originating in Europe in the late nineteenth century, andragogy was understood as the science of adult learning. However, not until the late 1960s did andragogy become recognized in the United States. Popularized by American practitioner and theorist Malcolm Knowles, the development of the andragogical model focused on six primary principles: the need to know; foundation; the learner’s self-concept; readiness; orientation to learning; and motivation (Knowles, 1978).

Knowles (1978) suggests that in understanding adult learners, it is important to recognize the individual’s need to know. Prior to committing to learning, adults need to see the rationale behind why they need to learn something before they can become actively engaged (Knowles, 1978). The second principle, foundation, suggests that an individual’s own experiences better provide them the basis for learning activities (Knowles, 1978). The next principle is acknowledging that adults typically have a self-concept of being responsible for their own decisions. Therefore, adults need to be responsible for their decisions on education, as well as the planning and evaluation of their instruction (Knowles, 1978). A fourth principle, readiness, relates to the understanding that adults are most interested in learning when they can identify a personal relevance of the topic to their work and or personal lives (Knowles, 1978). Next is the principle of orientation, which suggests that adult learning is more problem-centered and less content-oriented (Knowles, 1978). The sixth and final principle
proposed by Knowles (1978) establishes the understanding that adults respond better to internal motivators rather than external.

With a general understanding of Knowles’ andragogical model, it is important when developing college level curriculum, to take into account each of the six principles presented by Knowles (1978), ensuring that such curriculum is both developed and presented to adult learners with the appropriate guidelines.

**Developing Curricula for the Adult-Learner**

The needs of adult-learners remain different from those of child-learners. It is important to understand that the andragogical model presented by Knowles encourages facilitators of adult-learners to develop curricula with the learner’s experiences and interests taken into consideration (Brookfield, 1986). Each group of students contains unique characteristics which offer differing past experiences, levels of preparedness for learning and distinctive learning styles. Therefore, educators should refrain from developing curricula with a particular standardized approach to facilitate learning (Brookfield, 1986). Through an open-minded approach and with a greater understanding of the needs of adult-learners, in conjunction with Knowles’ six principles of andragogy, facilitators will be better prepared to create a successful learning experience.

Through Knowles’ theory of andragogy, facilitators should understand that the greatest resource for adult-learning is the learner themselves (Brookfield, 1986). The emphasis in adult-learning should therefore focus on experiential techniques that challenge the experience of the learners. Methods to be considered include facilitating
group discussions, incorporating problem solving tasks, using case studies, presenting interactive games, and encouraging role-play in conjunction with the widely used method of lecturing (Brookfield, 1986; Knowles et al., 2005). Using these teaching strategies concurrently will likely have the greatest impact on adult-learners.

Lectures, the most widely used method for adult-learners, should be limited to between 15 and 20 minute sections, separated by some form of active learning activity (Davis, 2009). Doing so will ensure that students are reenergized and better prepared for the next section of lecture (Davis, 2009). Lectures, useful for a number of reasons, though primarily the delivery of course content deemed essential by the instructor, can assist the facilitator in presenting the most up-to-date information while summarizing material from multiple sources. Lectures can assist learners in reading more effectively by providing a conceptual framework for the topic, and can help direct students’ focus on key concepts and ideas (McKeachie, 2002). Finally, lectures can create or develop a student’s interest in new topics, while motivating learners to conduct further research or challenge previous ideas (McKeachie, 2002).

Problem-based learning, also a popular technique for teaching adult-learners, is an instructional strategy used that encourages critical thinking and problem-solving skills. This technique offers students (adult-learners) the opportunity to challenge ill-structured problems while exploring new avenues to find solutions (Davis, 2009). This teaching strategy commonly includes the use of games, simulations, and role play, and requires the facilitator to guide, integrate, stimulate, and summarize discussions (Davis, 2009).
Case studies are another common tool used for facilitating adult-learners. The use of case studies can result in increased participation, better retention of the subject matter, recall, and use of learning outside the classroom, and may lead to new ideas or solutions (McKeachie, 2002).

The use of educational games, through which students become involved in competition or achievement in relationship to a goal, encompasses both teaching and classroom fun (McKeachie, 2002). Most often, games used are simulations with the goal of modeling real-life problems or crisis situations, and encourage students to assess their own outlook or position on a topic through involvement in decision making, problem solving, and reacting to the results of their decisions (McKeachie, 2002).

Somewhat similar to the results found with educational games, role play is identified as an experience relating to a specific situation that contains two or more differing viewpoints or perspectives (McKeachie, 2002). This technique assists students in participation while experiencing feelings and practicing skills (McKeachie, 2002). Role plays are generally written as a prepared brief and include differing perspectives or roles which are distributed among students to discuss the situation presented. Briefs prepared for role play usage should be both realistic and relevant, offering to the students the most successful scenarios to further develop their critical thinking skills (McKeachie, 2002).

Finally, the use of discussion techniques, the prototypic teaching method for active learning, encourages students both to discover and identify solutions to a problem, while developing critical thinking skills through active participation and personal contact
with fellow students (Davis, 2001). In a discussion, the facilitator will pose a problem, monitor the discussion, and summarize the facts upon completion (Davis, 2001). Studies have shown discussion methods to be of greater value than lectures in adult-learners’ information retention; transfer of knowledge to new situations; problem solving, thinking or attitude change; and motivation for further learning (Davis, 2001).

In summary, through using a combination of adult-learner techniques and strategies, educators can create activities and an experience that will enhance the learning of adult-students. As adult learners actively participate in positive learning experiences, those which mirror Knowles’ six principles of adragogy, they become more likely to retain what they’ve learned and apply it in both their life and work environments.

**General Considerations for Developing College-Level Curricula**

In preparing or revising a course that is both new to the professor, as well as new to the college, it is important to first review textbooks relative to the topic being taught. Doing so will offer a sense of the main themes and issues that such a course might address, ultimately helping to guide preparation for the course (Davis, 2001). A detailed course syllabus, handed out on the first day of class, will offer students an immediate sense of what the course will cover, what work is expected of them, and how their performance will be evaluated. A typical syllabus includes the sequence of assigned readings and activities by date and topic, and also provides information on course policies and procedures. The act of preparing a syllabus helps the professor decide what topics will be covered and at what pace. Further, by distributing a written explanation of course
procedures, the professor can minimize misunderstandings about the due dates of assignments, grading criteria, and policies on missed tests and missed or late assignments. Additionally, syllabi contain contact information for each respective professor to ensure that there is an open line of communication between both student and professor. This allows students and professors alike to remain on the same page for the duration of the course, and enables students to address issues regarding course curricula with the professor. If a student is ever concerned about their progress during a given course or confused about grading criteria, they are able to bring this to the attention of the instructor. This demonstrates that the professor takes his or her job seriously and is concerned with the success of their students (Davis, 2001).

Another key topic to consider when developing college-level curricula is understanding how to best respond to a diverse student body. More specifically, this includes: academic accommodations for students with disabilities; diversity and complexity in the classroom; considerations of race, ethnicity, and gender; reentry students; and teaching academically diverse students (Davis, 2001). Moreover, meeting with students informally to address such concerns, or encouraging students to come to office hours will help to reduce the possibilities of the student feeling alienated in the class or on campus (Davis, 2001).

Learning how to best deliver and encourage discussion is also an important part of developing curricula. When doing so, a professor must focus on four primary areas: leading a discussion; encouraging student participation in discussion; asking questions; and fielding students’ questions (Davis, Shepherd, & Zwiefelhofer, 2009). To keep the
class focused on the discussion topic, the professor must first keep in mind the purpose of the discussion, while using nonverbal cues to maintain the flow and bring the discussion back to key issues (Davis, 2009). Another useful approach to encouraging productive discussion sessions is to encourage students to learn each other’s names and interests so that they feel more comfortable participating (Davis, 2009). When asking questions, the professor should identify the key questions in advance, and prepare strategies for asking questions (Davis, 2009).

Equally as important to discussion strategies, are lecture strategies. With lecture strategies, there are several important areas to be considered: preparing to teach the large lecture course; efficiently delivering a lecture; explaining information clearly throughout the lecture; establishing supplements and alternatives to lecturing - which will encourage student participation; and maintaining instructional quality with limited resources (Davis, 2001). When structuring a lecture, a professor should structure the lecture to suit his or her audience and subject matter (Davis, 2001). Additionally, the professor should provide a logical progression for the material, while also structuring the lectures to help students retain the most important material (Davis, 2001). The professor should also incorporate the use of collaborative and experiential strategies such as group work and study teams, role playing and case studies, and fieldwork (Davis, 2001).

Davis (2001) notes that when developing and teaching college-level curriculum, professors should remain aware of their abilities to enhance students’ learning and motivation. In doing so, Davis (2001) suggests that professors find methods which will assist students in learning, through identifying the different styles and preferences of their
students. Ultimately, through understanding these differences, the professor will be more effective in motivating his or her students (Davis, 2001). Davis (2001) also suggests that to have an effective class, the professor needs to assist students with their writing abilities, develop effective and clearly written tests and grading rubrics, and familiarize him/herself with the use of instructional media and technology.

Ultimately, through taking these necessary steps, professors will be best prepared in both developing and effectively teaching college-level curricula. Through incorporating Knowles’ (1990) six principles of andragogy, professors will be more equipped to understand the adult student population, as well as prepare a college-level curricula most suitable for them.
Chapter 3

Project Process

Intent of the Project

The intent of this project is to develop a community/junior college based curriculum that examines the significance of solitary confinement and the psychological effects incurred during such incarceration. Through reviewing and comparing both historical and current incarceration methods used, as well as focusing on the psychological effects associated with solitary confinement, students will gain a greater understanding of the mental dispositions experienced by inmates confined to solitary, and will constructively develop the tools necessary to address some of the current psychological concerns related to solitary confinement. Prepared for the Community/Junior College level student, this course will include three primary sections to be covered: the historical perspectives and considerations of solitary confinement; the inception of the penitentiary and the development of the supermax prison; and the psychological effects endured via solitary confinement.

Total Process for Completing the Project

The conception of this curricula project was developed based on the understanding that many psychological effects are incurred by inmates whom have been, or remain incarcerated in solitary confinement. As identified within the Eighth Amendment, solitary confinement is often characterized as cruel and unusual punishment. In an effort to persuade others of the project value, an ethical approach will
be taken, identifying the subjective notion that the confinement of inmates in solitary quarters is frequently recognized as an inhumane technique for housing inmates. Through taking this ethical approach, it is believed that the majority of the public will agree that such a curriculum will serve to be beneficial for both the college and the individual student, adding breadth to the curriculum offered, while widening the course options available for students to enroll.

This project has been developed solely by the author, with the discretion and oversight of a project chair. The course developed is aimed at lower division students who may be completing a degree in an Administration of Justice program, or as a general lower division elective. The actual number of students attending this course will remain undetermined until at which point it has been approved and fully implemented as curriculum in an academic department or program at a Community College.

**Course Components: Development of Project Materials/Discussion of Specific Products for Project**

This project will include five key areas of development: Syllabus; Lectures; Homework Assignments; Quizzes; and Exams. The construction of the first key area, syllabus, was developed following the examination of syllabus construction techniques as presented by Davis (2009).
Syllabus. A detailed course syllabus, located in Appendix A, will be handed out on the first day of class, and will offer students an immediate sense of what is expected of them in class, as well as present important information about the course. The course syllabus will list general information for the course such as: the professor’s name and office room number; the days and times of class meetings; the professor’s specified office hours; and the professor’s office phone number and email. As office hours are an important adjunct to college-level courses, instructors and students alike will have the opportunity to: review material that could not be addressed during class; review exams or papers in more detail; discuss questions at greater length; or to explore future courses or careers. In conjunction with learning objectives, a brief course description will be presented, identifying specifically what the course will provide (i.e., historical analysis and discussion of the psychological effects associated to solitary confinement), while also identifying and listing the required reading materials for the course.

In addition, the syllabus will include a brief list of course requirements identifying the percentage value of assignments/tests (i.e., class participation/attendance: 10%; homework: 20%; quizzes: 15%; midterm: 25%; and Final Exam: 30%), while descriptively identifying the grading range and grading rubric for the course. The syllabus will also include a detailed list of descriptions/requirements for: class participation/attendance; homework/in-class assignments; required text/readings; midterm exam; and final exam. Information relating to the grading policies and submission of late work will also be included to reduce confusion in such areas.
Information for students with special needs will be listed, including the name, location, telephone number, and web address of the on-campus organization offering assistance. In addition, information for students in need of writing assistance will be provided, identifying the location, telephone number, and web address of the assisting organization. Additionally, in an effort to reduce any misunderstanding of academic integrity and honesty issues, as well as classroom etiquettes (i.e., use of cell phones/computers, eating/sleeping in class, and attendance/tardiness), information addressing these areas will be listed within the syllabus. The final section of the syllabus will offer a tentative weekly schedule for upcoming assignments, quizzes, and exams included within the course for the duration of the semester.

**Learning Objectives.** This course will include and exercise the six primary learning objectives of Bloom’s (1956) *Taxonomy of Educational Objectives*: knowledge; comprehension; application; analysis; synthesis; and evaluation. First, the evaluation of knowledge will primarily test whether a student has retained pertinent information from the lesson (i.e., readings/lectures), and will most often include test words such as list, label, or name. The second objective, comprehension, requires students not only to recall facts of specific information, but also to understand the information being presented. In evaluating a student’s level of comprehension, a teacher/professor will most likely use test words such as; describe, contrast, discuss, etc.

Application, the third learning objective, will challenge a student to solve a problem through using and applying the knowledge they have learned to create a
practical resolution to the problem. In this area of evaluation, a teacher/professor is likely to write an application question which might include key words such as; complete, solve, examine, or illustrate among others. The fourth learning objective, analysis, requires students to expand beyond the stages of knowledge and application objectives, and challenges students to recognize and understand specific patterns beneficial in analyzing a problem. In this area, professors might often use test words such as; analyze, explain, illustrate, or distinguish among others.

The fifth learning objective, synthesis, requires students to develop new theories or make predictions from facts they have been presented with. In this objective it is common to see test words such as; imagine, create, and compose among others. In addition, this objective often requires students to gather information and facts from multiple sources, and then comparatively, make an analysis of the information gathered to create new theories and/or make new predictions in the area being examined. The sixth and final learning objective to be used is evaluation. This learning objective will require students to assess information presented and determine the importance of the information while also analyzing the information to establish a bias by either the primary or secondary sources examined.

This course will include four primary learning objectives, all of which will help the student to: (1) demonstrate his/her fluency with the current literature and trends in theories of the psychological effects of solitary confinement; (2) explain the history, current, and future methods of solitary confinement; (3) identify and explain current issues within the use of solitary confinement, such as the ethics and moral obligations to
ensure psychologically humane incarceration techniques; and (4) project and explain potential future trends in maintaining adequate mental health among inmates confined to solitary.

**Enhancing Students’ Learning and Motivation.** Researchers in cognitive and instructional psychology, learning and motivation have proposed various hypotheses, models, and theories about learning, intellectual development, and information processing (Davis, 2009). Questions about student learning can be grouped into four categories: (1) how do students select, acquire, and construct knowledge?, (2) how do students integrate and maintain knowledge?, (3) how do students retrieve knowledge when they have to use it?, and (4) how do students develop effective learning skills? (Davis, 2009). While there are many different styles and preferences involved in learning, no one style of learning has been shown to be better than any other, and no single style has proven to enhance better learning (Davis, 2009). Finding a way to motivate students is key. Some students seem naturally enthusiastic about learning, but may need, or expect, their instructors to inspire, challenge, and stimulate them.

Also useful in enhancing students’ learning and motivation is the inclusion of collaborative and experiential strategies. Research has shown that students often learn best when they are actively involved in the process (Davis, 2009). To enhance students’ learning, group work and study teams can often be used as methods of collaborative learning. Role playing and case studies are also useful tools, as they can be incorporated into almost any course, and give students a chance to apply what they are learning. Field
based instruction combines academic inquiry with off-campus activities that enable students to learn by doing (Davis, 2009).

**Reading Materials.** The textbook articles for this course were selected through a rather analytical process. While much literature exists describing solitary confinement and its effects, few contained precise information relevant to the aspects of solitary confinement within the focus of this project. In addition, as much literature often becomes, the majority of textbooks and articles reviewed offered information likely considered to be outdated, considering the common use and realities of the topic of this project. Through reviewing the list of required reading materials found in Appendix A, students will be best prepared for upcoming assignments.

The text selected, *The Marion Experiment: Long-Term Solitary Confinement & the Supermax Movement* (2015), provides a detailed analysis of solitary confinement and the prison, over thirteen chapters, nearly all of which are provided through the experiences of ‘convict scholars’, those with personal experiences with solitary confinement that have maintained a curiosity in crime, yet have chosen to engage in education to better understand the formative structure of prisons and confinement techniques exercised.

In addition to ‘convict scholar’ authors, the information therein provides the most accurate and current analysis of solitary confinement, dating up to its release in 2015. Distinguishingly separated into three parts, the chosen textbook provides a detailed analysis of: (1) Convict experience with solitary confinement; (2) The effects of solitary
confinement; and (3) International perspectives on solitary confinement. From the politicization of “the hole” in Indiana and Missouri, to the Israeli maximum-security prisons, *The Marion Experiment: Long-Term Solitary Confinement & the Supermax Movement* (2015), will provide students with the in-depth analysis and information necessary to address both current and future issues which may arise surrounding the methods and frequent usage of solitary confinement throughout the United States.

Similar to the textbook, the articles selected will provide students with the opportunity to examine and understand the histories of both the U.S. prison systems and the use of solitary confinement. Assigned articles will include: *The historical origins of the prison system in America* (Barnes, 1921); *The psychological effects of solitary confinement on prisoners in supermax units: reviewing what we know and recommending what should change* (Arrigo & Bullock, 2008); *The prison inside the prison: control units, supermax prisons, and devices of torture* (Kamel & Kerness, 2003); *Solitary confinement: the law today and the way forward* (Cockrell, 2013); and *Mental health issues in long-term solitary and supermax confinement* (Haney, 2003). The first article, *The historical origins of the prison system in America* (Barnes, 1921) provides the historical perspective of the development of early U.S. prison systems through focusing on five key areas: (1) the late origins of penal institutions; (2) the nature of the criminal codes and types of punishment in the Colonial period; (3) the origins of the prison system in New York state; (4) the struggle between the Auburn and Pennsylvania systems; and (5) the leading phases of New York penology since 1830. Through this article, students will be provided with the information and understanding of penal code development, the
early prison system in America, and the methods historically used for punishment and incarceration.

The second article, *The psychological effects of solitary confinement on prisoners in supermax units: reviewing what we know and recommending what should change* (Arrigo & Bullock, 2007), examines the psychological effects incurred among inmates confined to solitary in the United States, while analyzing the psychological dispositions of both short- and long-term solitary confinement (Arrigo & Bullock, 2007). This article focuses primarily on the secure housing units (SHUs) within American prisons, through examining the limited social interaction and sensory stimulation often experienced by inmates confined to solitary. Through analyzing the link between incarceration methods and mental illness, this article will provide students with a realistic view of the commonalities experienced by inmates in solitary confinement, as well as the growing concern for mental illness among inmates confined to solitary. The third article, *The prison inside the prison: control units, supermax prisons, and devices of torture* (Kamel & Kerness, 2003), provides an analysis of the “Marionization” of imprisonment in the mid 1980s. Particular attention is paid to the overuse of solitary confinement and the unnecessary growth of control units, and as a result of the two, the inabilities to reform such a confinement method. While this article suggests that reform tactics for solitary confinement are almost nonexistent, and that the only action necessary is abolition, students, through exercising their critical-thinking and problem-solving skills, will be provided with the opportunity to analyze, examine and critique the issues relative to solitary confinement, while constructing and articulating possibilities for reform.
The fourth article, *Solitary confinement: the law today and the way forward* (Cockrell, 2013), examines the current use of solitary confinement in the U.S., and argues that such a confinement method should not exist in its current form. Additionally, the article presents the notion that Constitutional challenges relative to solitary confinement are too high, and therefore unlikely to present adequate opportunities for reform (Cockrell, 2013). Through reviewing this article, students will be provided with a general foundation for establishing reform and urging the change of the Constitutional status of solitary confinement, which in turn, may assist in guiding students and future policy makers with an in-depth analysis of the methods most likely to promote national reform. In addition, this article will encourage active learning among students, while promoting the critical thinking and problem-solving skills necessary for reform.

The fifth and final article, *Mental health issues in long-term solitary and supermax confinement* (Haney, 2003), concentrates primarily on the increased usage of solitary confinement and the mental health issues that accompany it. Furthermore, this article examines the negative psychological effects incurred by inmates subjected to solitary confinement, as well as the commonality of mentally ill prisoners housed in solitary quarters. The review of this article, by students, will likely provide a greater understanding of the importance and necessity of adequate mental health care throughout all American prisons. In addition, the information presented within this article, will enable students to analyze and critique the current methods of housing the mentally ill in solitary confinement, while assisting in the theoretical construction of promoting adequate reform techniques and strategies. It is hopeful that through this article, students
and future policy makers will be more capable of analyzing issues relevant to the mentally ill confined to solitary, and better prepared for recommending current and future methods of reform.

In conclusion, through an analytical process, the textbook and articles selected for this course will assist students in several areas: (1) through the reading of these articles, students will be better provided with the opportunity to think critically about the issue, analyze the information presented by the authors, critique the information presented, and through using developed problem-solving skills, make recommendations for reform. It is hopeful that the text and articles chosen will encourage students, current and future criminal justice employees, and future policy makers to become involved in the reform process, and to use the information gained from this course and its materials to present the most sound methods for ensuing change.

**Homework.** This course will include three homework assignments, each valued at fifty points, for a combined total value of one-hundred fifty points. Homework will be formatted in style similar to that of a course paper, and will be assigned every third week, the first of which will be due at the beginning of the class period on the first class meeting in week three. To reference the format of what students should expect for homework assignments see Appendix D. Each homework assignment will include reading a predetermined scholarly article and will challenge students to produce a two to three page typed analysis of the article while limiting verbosity. The homework assignment will require students to focus on the key issue presented within the article,
address the article’s central thesis, identify the author’s position or argument, if there is one, discuss any relevant findings, and offer alternative suggestions and or propositions to areas in need of further review.

Davis (2009) suggests routinely assigning students homework throughout the semester will be advantageous for several reasons. First, students will identify the regularity of homework assignments, and will become less likely to procrastinate, and more likely to develop and organize better study habits (Davis, 2009). Secondly, through the regularity of homework, students will become more confident in their educational abilities, and will better recognize and understand the types of homework sets or problems they are prepared to answer or solve (Davis, 2009). The final advantage Davis (2009) suggests is more likely to be advantageous to the instructor rather than the student. Through requiring students to routinely complete and submit homework assignments, the instructor is better presented with an accurate position of the progress being made by the students in the course (Davis, 2009).

In developing homework assignments, the instructor will need to consider the projected topics for each respective week to determine the areas of greater importance or relevance. For example, if at the beginning of the course (weeks 1, 2, & 3) the instructor plans to examine the history of the prison system in the United States, to include the development of the Pennsylvania and Auburn systems, the instructor may select an article to review, which will require students to examine and identify some of the similarities and differences of the two primary prison systems, while ultimately contrasting the two.
Additional homework will be based on issues addressed in class, and will include reading assignments developed using weekly activities to ensure students remain engaged in the course. Assignments will require students to read assigned material for each respective week, and prepare a minimum of three questions or responses which will be reviewed in class and used for group discussion. By having students read and prepare general responses to questions based on the reading, it will assist students in transitioning from passive, to active learners. Ultimately, this method of homework will limit the time in a class dedicated to lecture, and will further assist faculty in discussing the material with the students more efficiently.

**Quizzes/Exams.** The semester will include a total of five in-class quizzes, each valued at ten points for a total possible value of fifty points. To promote routine attendance, and to ensure students remain in attendance through the duration of the class, quiz dates will remain unannounced and will be dispersed throughout the semester and administered near the end of the class period on the faculty’s pre-determined quiz date. To encourage participation and active learning, each quiz will include a ten-question crossword puzzle format and will include materials covered in previous classes, homework, and readings. Students will be given approximately ten minutes to complete the quiz, and at which time the student completes his or her quiz, he or she will be free to leave the classroom.

Paulson and Faust (n.d.) suggest that the use of puzzles can be a powerful tool in promoting active learning and critical thinking. While many might frown upon the idea
of using games or puzzles in the classroom, Davis, Shepherd & Zwiefelhofer (2009) suggest that the utilization of games is one of the most widely used tools in education, equally useful to both students and teachers. Furthermore, Davis, Shepherd & Zwiefelhofer (2009) offer that as an effective teaching tool, crossword puzzles will provide students with a greater ability to retain key aspects of the material such as the pairing of key concepts, definitions of terms, spelling and terminology (Davis, Shepherd, & Zwiefelhofer, 2009). Davis, Shepherd, and Zwiefelhofer (2009) also contend that while considered a recreational activity, students will view such exercises as more enjoyable than standard teaching techniques and will be more likely to participate. The key purposes for incorporating this format of quizzes into this course are to: (1) promote active learning and critical thinking; (2) promote attendance; and (3) encourage participation. Through incorporating the use of crossword puzzles into this curriculum, it is hoped that students will be more inclined to actively participate and become active learners, while enhancing their abilities to think critically.

In conjunction with the in-class quizzes, the semester will include two exams, each valued at fifty points, for a combined total value of one-hundred points. Exams will be developed using an essay exam format. Common testing methods used by faculty include multiple-choice and matching tests, both of which can prove useful in testing the breadth in students’ learning. Additionally, short-answer and essay tests ask students to define a term or concept, and require the student to engage more in a critical thinking process. Many faculty find essay exams to be a useful tool in measuring the students’ ability to think critically. In doing so, essay exams will assist faculty in identifying the
students’ ability to examine large amounts of material, identify the key points within the material, and explain why s/he finds it to be of importance (The University of North Carolina at Chapel Hill, n.d.). According to Escobar (2015) “Essay exams are also used to evaluate students’ abilities to explain and apply particular theories to a vignette or scenario, take a position on an issue and appropriately utilize scholarly sources to support and defend their argument as well as to assess students’ general writing abilities in terms of appropriate use of grammar, sentence and paragraph structure” (S.C. Escobar, personal communication, March 25, 2015).

While difficult to both develop and grade, essay exams are a powerful educational tool and are considered one of the best methods to measure higher-order thinking skills among students (Davis, 2009). To assist in grading these exams and to ensure critical thinking and writing are appropriately considered by the students, faculty will use the ‘Sample Writing Rubric’ found in Appendix E as a tool to examine and measure the sufficiency of each exam response. Implementing this style of exam in conjunction with the ‘Sample Critical Thinking Rubric’ as an evaluation method, faculty will be better prepared to assess students and determine whether they are learning what they are expecting them to learn. However, anxiety can interfere with students’ performance on exams. To ensure student stress, caused by anxiety is limited, the faculty in this course will need to give additional attention to how well his or her students are prepared for the exam.

While essay and short-answer questions are easier to design than multiple-choice tests, they are more difficult and time consuming to grade. That said, there are no clear
guidelines describing the best way to grade essay exams. In fact, how faculty members grade essay exams is much more of a subjective process and depends greatly on their values, assumptions, and educational philosophy (S.C. Escobar, personal communication, March 25, 2015). Grades may be assigned in a variety of ways, each with its own strengths and weaknesses. The grading approach used by the faculty will be dependent upon the department policies, the size and type of the course being taught, and the individual faculty member’s views of education and the purpose of grades (Davis, 2009).

**In-Class Assignments and Activities.** In-class assignments and activities are another useful tool for faculty. In conjunction to pre-assigned homework, faculty might also plan to incorporate activities or exercises into their lesson plans, which can assist in measuring both the progress and understanding of their students (Paulson & Faust, n.d.). The use of these assignments and activities are by no means an attempt to replace the lecture. They are however incorporated in conjunction with the lecture to promote active learning. Paulson and Faust (n.d.) define active learning as “anything that students do in a classroom other than merely passively listening to an instructor’s lecture”. An example of this type of exercise can be seen in what Paulson and Faust (n.d.) identify as the ‘One Minute Paper.’ This exercise challenges students to take out a blank sheet of paper, and to respond in one minute, to a question posed by the faculty (Paulson & Faust, n.d.). Paulson and Faust (n.d.) suggest this form of exercise to be beneficial in multiple ways: (1) it coerces students to actively participate; (2) it enables the faculty to measure the progress and understanding of their students; and (3) it offers faculty the opportunity to
determine if the students are both viewing and interpreting the information and material in the way it was anticipated (Paulson & Faust, n.d.).

A second example of this type of exercise can be seen through the construction of quizzes and or tests (Paulson & Faust, n.d.). Offering students the opportunity to participate in the development of quizzes and or tests they will take, will in turn promote active learning and participation among students, and will reinforce the necessity of students’ exploring a multitude of ideas and exercising other higher-order thinking skills (Paulson & Faust, n.d.).

**Lectures.** A sizable portion of the work involved in a lecture course takes place well before classes begin. In-class low stakes assignments are often assigned as a way for students to work on specific problems, while giving the instructor feedback about their understanding of course materials and group work. Higher stakes assignments however, such as essays, research papers, and exams, are typically described in advance in the syllabus and also on individual assignment prompts. The classroom lecture is a special form of communication in which voice, grammar, movement, facial expression, and eye contact can either complement or detract from the content (Davis, 2009). Before engaging in an explanation, the instructor of this course will need to give students the content structure and terminology they will need to understand new concepts, while also laying the foundation for students to relate such information to what they already know about the topic.
For this project, lectures will be designed using three distinct lecture methods: structured; participatory; and the case study method. While each of these methods are visibly different, all three have a primary focus upon active participation and problem-based learning. The structured lecture as identified by Davis (2009), includes four critical stages: brief opening presentation by the instructor; proposal of the question or problem; selection of groups and assignment of the task (to include the presentation of group findings); and closing lecture or presentation (Davis, 2009). Using this lecture method, the instructor will generally open the lecture with a brief presentation identifying the topic to be covered during the lecture, which is then followed by a problem posed, a specific task, or a question (Davis, 2009). The instructor, having posed a specific question or problem to the class, will then assign students to small groups, the size of which relies upon the number of students in attendance. Within a predetermined time limit, groups are then instructed to complete the task of developing answers to the question, or possible resolutions to the problem posed (Davis, 2009). Upon completion of the task, the instructor will select groups, at his or her discretion, to identify their findings (Davis, 2009). The final stage includes the instructor’s closing presentation or lecture, that which addresses the question or problem presented at the onset of class (Davis, 2009).

An example of this method might look like the following: the instructor opens the lecture by presenting the topic for that day’s lecture, which for this example, will be identified as the primary reasons an inmate may be placed into solitary confinement. The instructor will then pose the question, “What are some of the most common causes that
lead to an inmate’s confinement to solitary quarters?” Students are then assigned to small groups, again, the size of which relies upon the number of students in attendance, and then instructed to work together to identify what they believe to be four primary reasons an inmate may be placed in solitary confinement. During this time, the instructor will assign a time limit (for this example, five minutes) for students to complete the task, and upon completion of the allotted time, will then randomly select groups to present their findings. Following each group’s presentation of their findings, the instructor then commences his or her lecture.

In this example, the instructor posed a question referencing four primary reasons an inmate may be subjected to confinement in solitary quarters. That posed, the closing lecture will consist of information relevant to these primary reasons. As an inmate may be confined to solitary for any number of reasons, this lecture will focus primarily on the inmate’s confinement to solitary quarters for the following reasons: (1) protection of an individual inmate against fears of attack by other inmates for particular crimes such as child molestation; (2) protection of inmates that are deemed vulnerable to the remaining populace of the prison, such as the former police officer, or the transgender inmate; (3) the confinement of an inmate predetermined to be too dangerous to house with other inmates, such as the gang member, which is confined to solitary as a proactive approach to suppress future acts of violence towards other inmates; and (4) the placement of the mentally ill into solitary as a result of limited space and inadequate prison hospitals (Shalev, 2008). The lecture will conclude at which point the instructor has finished the presentation of this information, or the allotted class time has been reached. In the event
that the instructor is unable to complete the lecture, he or she will resume at the onset of the next class meeting, from the point at which he or she previously concluded.

*Participatory lectures*, the second method to be used, is guided more by the participation of the students, rather than the sole presentation of the faculty (Davis, 2009). Often identified as interactive and or engaged, the focus of this method relies heavily on active participation and problem-based learning, and presents students with the opportunity to become actors in the process, rather than simply remaining listeners (Davis, 2009). Through encouraging such involvement, students are likely to become more engaged and interested in the topic presented (Davis, 2009). Somewhat similar to the *structured lecture*, the instructor, at the onset of class, may choose to pose a question or initiate with an opening statement (Davis, 2009). The *participatory* method however, may include individual involvement by the student through what he or she is identifying what they know about the question or statement posed. Throughout this activity, and within a predetermined time allotment, the instructor will sort student responses into specified categories, ultimately identifying the topic and subtopics for that particular lecture. Other tools often used with this method might include group problem solving exercises or short writing assignments (Davis, 2009).

While some instructors choose to use this method only when appropriately needed, others may incorporate its usage as a routine part of the course, alternating between lectures and group work, while others still, may choose to incorporate the *participatory* method routinely during each class meeting (Davis, 2009). An example of this method might look like the following: the class commences with the instructor
posing a topic. For this example, similar to the previously noted *structured method*, the topic will include reasons an inmate may be subjected to confinement in solitary quarters. While the topic has already been established, the key to this lecture method is to identify the subtopics of the placement of an inmate into solitary. More specifically, this method will identify the factors in which an inmate may be confined to solitary, and proceed with the instructor sorting student responses into two primary lists: aggressive and non-aggressive.

These lists, while similar in that both will determine reasons for an inmate being placed into solitary confinement, will enable students to actively participate in identifying those reasons that are either aggressive or non-aggressive in nature. With the participation of the students, the instructor now has a general list of the subtopics relative to the topic. With this list prepared, the instructor will then commence with the lecture, that which focuses primarily on the aggressive and non-aggressive factors which may lead to an inmate's confinement to solitary quarters.

Again, similar to the previously noted *structured method*, the lecture will conclude at which point the instructor has finished the presentation or lecture of this information, or the allotted class time has been reached. In the event that the instructor is unable to complete the lecture, he or she will resume at the onset of the next class meeting, from the point at which he or she previously concluded.

The *case study method*, the third lecture method to be used, includes the use of particular cases. This method differs quite a bit from both the *structured* and *participatory* methods. While this method exudes similarities in student participation, the
level of participation greatly differs. This type of method presents a case which illustrates an issue, offers a brief history of the issue, and identifies pertinent information including facts of the case, issues relative to the case, and a chronological order of events leading up to the issue in question (Davis, 2009). In addition, this type of method requires a greater level of responsibility by the student to review a pre-determined case, identify key points within the case, and through both emotional and intellectual engagement, produce alternative actions or solutions through critiquing the information available to them (Davis, 2009). Davis (2009) suggests that students are more likely to participate in case studies when presented as a group activity. Davis (2009) also contends that student retention of information is likely to be greater than if the task was assigned as an individual activity. However, it is not uncommon for faculty to require students to review an assigned case outside of class and prepare a brief statement identifying the key actors, key points, outcomes and or alternatives to the outcome, and solutions to the problem. As faculty may call upon students to present their findings in the next class session, it is important that students actively participate and adequately prepare for the next class meeting.

While each of these lecture methods provides students with the opportunity to actively participate and develop critical thinking and problem solving skills (among others), all of which can be considered necessary for educational success, Davis (2009), suggests that case studies challenge students to examine specific facts of a case, analyze the information therein, and identify key facts within the case. Davis (2009) also contends that through case study activities students are more likely to be challenged to
exercise their higher-order thinking skills, while incorporating the reasoning and problem-solving skills necessary to analyze the information presented. Davis (2009) offers that through exercising these higher-order thinking and problem solving skills students will be provided with greatest tools necessary to evaluate and address current and future solutions to the issue. Similar to both the structured and participatory lecture methods, the case study method sustains a focus on active participation and problem-based learning. However, this method of lecture, by design, promotes a problem-based method of learning in which a situation, or problem, is presented that requires a solution. Furthermore, this method challenges and requires students to role play a particular part in a specific scenario.

An example of this type of lecture method might look like the following: the faculty assigns a specific case to his or her students, for this example, a case which describes a situation involving an inmate, behaving in a certain way. Students are then required to role play the part of correctional officers to determine whether the inmate should be placed in solitary. While there are certainly specific instances that will render the transfer of an inmate from general population to solitary automatic (i.e., assault on an correctional officer, assault on another inmate, etc.), some instances are less clear-cut, resulting in the transfer of an inmate to be at the discretion of the correctional staff. It is at this stage specifically, the student must engage and utilize his or her problem-based and critical thinking skills, dialoguing interaction with each other, while ultimately increasing their understanding of the circumstances presented, and developing a coherent solution or response to the problem.
To enable students the opportunity to review upcoming class lectures before class, all lectures will be pre-posted on the college blackboard system, and presented to the class using instructional media and technology offered through and provided by the college (e.g., overhead/digital projectors, eBoards, etc.). While most instructors take chalkboards for granted, board work can be an extremely effective teaching tool and visual aid. An additional effective teaching tool includes flipcharts, which can be used to display a series of prepared sheets. The use of power-point presentations and transparencies can be used similarly to a chalkboard, yet power-point presentations highlight the organization of a presentation and emphasize main points. For faculty teaching art history or architecture, slides are a staple, but faculty in other disciplines, such as social science, can also use slides to add interest, detail, and variety to lectures, while making their teaching more efficient, effective, powerful, and flexible.

Few faculty would deny the importance of a well established lecture. Concurrently, few would also deny the importance of writing and homework in their academic discipline or the role each plays in mastering material, shaping ideas, and developing critical thinking skills. Actively engaging in writing and homework assignments will in turn assist students in learning the subject matter being presented. While some students may be able to write strong papers regardless of how the assignment is worded, others need clear, specific instructions regarding the topic, approach, and format of their papers. Designing effective writing assignments will ensure all students are taken into account. As evaluating students’ work can be difficult for faculty, the professor of this course will need to use the occasion of grading papers to reinforce each
student’s strengths, and to effectively identify areas that need improvement, ensuring the student understands what s/he is doing correctly, and what is impeding their efforts to communicate.

In addition to the five key areas just presented, there remain several other areas of importance for the development and provisional layout of curriculum. While the number of areas to be covered are endless, the course specific development of curricula can remain subjective and at the discretion of the instructor. For this project, it will be paramount to understand the importance of the first day of class, as this initial class meeting will set the tone for the remainder of the term. The class meeting will be comprised of several key activities. First, upon the start of the class period, students will be welcomed by the instructor, and presented with the topic of the course - An Analysis of Solitary Confinement in U.S. Prisons. Following, will be a brief five to ten minute introduction of the professor, to include: educational background; primary field of study; and accomplishments related thereto. Next, the professor will distribute the course syllabus and will engage in a verbal overview of all information therein.

After completing the syllabus review, the instructor will distribute the first of two semester Mock Exams. The purpose of these Mock Exams will be to analyze and assess the progression of students’ abilities to exercise their critical thinking skills. The format of these Mock Exams will be similar to the case studies students will encounter throughout the semester however, the Mock Exams will be much shorter in length. These Mock Exams will require students to engage in a role-play exercise through reading a short vignette, analyzing the content therein and explaining whether they agree or
disagree with the problem presented and why. An example of an Mock Exam can be seen in question # 4 of the Sample Essay Exam located in Appendix F. The second Mock Exam, conducted at or near the end of the semester will include identical materials and requirements to the first Mock Exam. It is intended that the use of these Mock Exams, in conjunction with the Critical Thinking Rubric located in Appendix G, will provide faculty members with the tools necessary to analyze and measure the progress and development of critical thinking skills among students.

The final activity for the first day will consist of the distribution of a blank index card to each student. Ensuring each student has been given an index card, the professor will then instruct his/her students to list their name, the year they graduated high school, and their primary method of learning (i.e., auditory, visual). As the student body will include a wide range of academic abilities, interests, skills, and goals, this brief activity will assist the instructor in assuring he or she is adequately responding to the diverse student body within the class.

Davis (2001) contends that American colleges and universities have struggled to identify the best method to enroll and educate students from underrepresented groups since as far back as the 1960s and the rise of the civil rights movement. A primary group which represents this diversity can be recognized as the re-entry student. Davis (2001) suggests that re-entry students can be recognized as those students over the age of twenty-five, that are returning to education following a break in education greater than two years.
Yet another important area to be recognized and addressed is that which relates to students with disabilities. To ensure students with disabilities are given adequate accommodations, the professor should encourage all students who might be in need of assistance to meet with him/her after class or during office hours. At this time, the professor should assist his/her student with special needs to provide disability documentation and seek help through the college’s center for students with disabilities. In addition, the professor should provide the student with adequate information regarding the on-campus location, and the center’s phone number and web address. Finally, to alleviate any misunderstanding, the professor should include all pertinent information regarding the college’s center for students with disabilities within the course syllabus and should review such information with the class during the review of the syllabus on the first day of class.

Following the first day of class and continuing throughout the remainder of the course, it should also prove beneficial to encourage students to participate in discussion and to become active participants in class exercises. Davis (2001) contends that key to a productive discussion is the students’ willingness to participate, their enthusiasm for the topic being discussed, and their involvement throughout the discussion. Davis (2001) also suggests that while encouraging students to actively participate in discussion, faculty remain challenged in keeping all students on task while assisting each student to develop his or her own thoughts of the material presented. In addition, faculty can both promote learning and deliver effective teaching through asking and answering questions (Davis, 2001). Davis (2001) offers than when developing successful questions faculty should
consider verbiage and information that will promote student curiosity and active learning, while identifying key points. While posing a good question can be challenging, answering one can be much more difficult (Davis, 2001). Therefore, the professor in this course must be prepared to think on their feet, answering questions in ways that promote curiosity among students while encouraging the development of their intellectual abilities (Davis, 2001).

Davis (2001) also suggests that an affective discussion should focus on enhancing students’ learning and motivation while providing students with the opportunity to interact with each other, ultimately assisting in the students ability to develop his or her own insights as well as consider those of others. Through a well orchestrated discussion students will be provided with a greater ability to exercise their higher-order thinking skills and will be better prepared to develop and analyze information presented by both faculty and students participating in the discussion (Davis, 2001). Davis (2001) contends that there are four key categories that answer questions relating to student learning. Davis (2001) suggests that these four categories include: (1) the method in which a student selects and constructs knowledge, (2) the method in which a student incorporates and preserves the information s/he has obtained, (3) the method in which a student uses to recall information, and (4) the method in which students use to develop and enhance their learning abilities. While there are many different methods used to promote student learning, Davis (2001) suggests that there is no single method used that proves more effective than another.
**Evaluation to Improve Teaching.** While there are many methods used to evaluate teaching, the most universal evaluation tool is the end-of-the-semester questionnaire (Davis, 2001). The concern with these evaluation tools however, is that while administered at the end of the semester, students completing the questionnaire will not receive appropriate feedback or see change beneficial to them (Davis, 2001). Davis (2001) suggests that a much more effective method to evaluate teaching is brief activities or questionnaires dispersed throughout the semester. Davis (2001) also suggests that through videotaping themselves, faculty can review the video, identify issues within their teaching strategies, analyze student responses during class and make the necessary corrections. Another useful method for analyzing teaching methods can be seen when a faculty invite other faculty member to join the class and observe, while providing feedback once class has ended (Davis, 2001).

**Conclusion.** In summary, the intent of this project is to provide students with the information necessary to examine and understand the importance of solitary confinement and its usage. Through an ethical approach, this project was developed with the understanding that incarceration in solitary confinement remains an issue of debate, and by some is viewed as cruel and inhumane punishment. The layout and course materials included (i.e., group discussion, homework, quizzes/exams, etc.) were carefully selected following the review of teaching strategies identified by scholars to be most effective in the development and enhancement of critical thinking and higher-order thinking skills and student learning.
Chapter 4

Conclusions and Recommendations

This course was developed with the primary understanding that the use of solitary confinement among U.S. prisons, both past and present, has remained an issue of debate from its inception in the early nineteenth century. Those in support of such confinement methods argue that through this segregation of inmates, prison officials are better provided with the means necessary to ensure order is maintained among inmates and throughout the prison. Conversely, opponents argue that confining inmates to solitary quarters increases subsequent mental deterioration, ultimately labeling the confinement technique as cruel and inhumane punishment, and a violation of the Eighth Amendment.

While there are many who support as well as oppose the use of solitary confinement, it must be understood that the purpose of this project was not to persuade any individual towards either of these positions. Rather it was to present sufficient information for the reader to develop his or her own position on the issues relevant to solitary confinement. Through the development and implementation of this Community College level curriculum which focuses on solitary confinement, students and future correctional staff will gain an increased knowledge and understanding of the many challenging psychological concerns that exist presently in prisons, particularly with respect to solitary confinement. Furthermore, through offering this curriculum to criminal justice students, current and future criminal justice employees, and current and future policy makers, this course will provide those individuals involved with the
foundation and tools necessary to address some of the current psychological concerns related to solitary confinement.

Developed with the understanding that college students, as adult learners, are educationally stimulated in ways that are different than those of children, this curriculum examines and incorporates Knowles’ six primary principles of the andragogical model: the need to know; foundation; the learner’s self concept; readiness; orientation to learning; and motivation (Knowles, 1990). Taking this approach, it is hopeful that adult learners will gain a greater interest in their academic success, increasing his or her abilities and willingness to become an active participant, ultimately assisting in the promotion of higher-level, critical thinking skills. Finally, through developing these higher order thinking skills, criminal justice students, current and future criminal justice employees, and current and future policy makers will be provided with greater access to one of the most important tools necessary to analyze, critique, and offer alternative suggestions for reform - the mind.

Recommendations for future research and curriculum development would include a greater focus on the solitary confinement of mentally ill inmates. Providing a greater examination on this area, would create a more precise, analytical method for both developing and implementing reform. In addition, the post-release examination of inmate characteristics from inmates formerly housed in solitary quarters, would prove invaluable to creating adequate mental health care facilities within the prisons, ultimately addressing many of the psychological uncertainties carried into society upon release.
Appendices
Appendix A

Syllabus

Community College’s of America

Administration of Justice

Spring/Fall 2016

ADJU 12: The Effects of Solitary Confinement

Faculty: TBD
Telephone: TBD
E-mail: TBD

Class Times: T/TR

Classroom: TBD
Office: TBD
Office Hours: TBD

Course Catalog Description

Introduction to California and federal prison systems, with a special emphasis on the use of solitary confinement and the inherent effects related thereto. Students will acquire the knowledge and skills necessary to understand, critically analyze, assess, and develop remedies to solitary confinement and its usage.

Course Purpose

This course is designed to provide students with an overview of California and federal prison systems, while providing specific analyses of the history and use of solitary confinement. Major topics include convict experience with solitary confinement; the effects of solitary confinement; and international perspectives on solitary confinement. Knowledge of these areas should assist students in both recognizing and understanding the benefits and or disadvantages of housing inmates in solitary quarters; provide them with the tools necessary to analyze and interpret related findings; and offer alternative solutions to inmate housing.

Course Objectives

1. Demonstrate fluency with the current literature and trends in theories of the psychological effects of solitary confinement.
2. Explain the history, current, and future methods of solitary confinement.
3. Identify and explain current issues within the use of solitary confinement, such as the ethics and oral obligations to ensure psychologically humane incarceration techniques.
4. Project and explain potential future trends in maintaining adequate mental health among inmates confined to solitary.

**Required Book**


**Students are required to turn in a HARD COPY of assignments to the faculty during the class meeting on the date they are due. ***

Hard copies are required so that I may provide you with appropriate feedback. Electronic copies are not required, but strongly recommended in the event that your hard copy becomes misplaced (or is not where it “should” be: “I slid it under your office door on the due date!” but… it isn’t there 😌)

**WRITING CENTER INFORMATION**

For free, one-on-one assistance with writing in any class, visit the Campus Writing Center (location and website specific to college). The Campus Writing Center can assist you at any stage in your reading and writing processes: coming up with a topic, developing and organizing a draft, understanding difficult texts, or developing strategies to become a better editor.

**Course Requirements**

1. Tests (2 @ 50 points each) 100 points
2. Homework (3 @ 50 points each) 150 points
3. Quizzes (5 @ 10 pts each) 50 points
3. Discussion Exercises (in-class) (10 @ 5 pts each) 50 points

TOTAL POINTS= 350

**Grading Range**

A = 315 – 350
B = 280 – 314
C = 245 – 279
D = 210 – 244
F = 209 – 0

1. **TESTS** (2 total, valued at 50 points each) 100 points
Each student will be required to take 2 non-cumulative in-class tests; one (1) midterm, and one (1) final. Tests will be based on course material (lectures, notes, articles, and discussions). Students will be provided with three essay prompts relevant to solitary confinement. Students must be prepared to provide an analysis of two of the three essay prompts provided. Tests will require students to focus on the key issue; identify the central thesis; develop an argument, either for or against the issue; and provide alternative suggestions and or propositions to the issue. These tests CANNOT be made up, so please plan accordingly. The tests will assess your general knowledge of issues discussed in the readings, lectures and discussions.

**Test Dates:** Tests will be given in class on the following day’s:

- **Test 1 (midterm):** Wk. 9 T/TR
- **Test 2 (final):** Wk. 16 T/TR (**Mon-Fri; finals week)**

2. **QUIZZES** (5 @ 10 points each) 50 points

Each student will be required to take 5 in-class quizzes. Quizzes will be based on material (lectures, notes, articles, and discussion). Each quiz will consist of a 10-question crossword puzzle. Quiz dates and times will be unannounced, therefore, students are strongly encouraged to be in attendance. Students must plan accordingly, as these quizzes CANNOT be made up.

3. **HOMEWORK** (3 @ 50 points each) 150 points

To complete the homework assignments, you will need to download the specific articles (in pdf), read them, and in two to three pages, complete the following areas. **All assignments are due on the dates noted below.**

1. Read the assigned article
2. Focus on the following issues to be addressed in your write-up:
   - Focus on the key issue presented within the article.
   - Address the article’s central thesis.
   - Identify the author’s position or argument (if there is one).
   - Discuss any relevant findings.
   - Offer alternative suggestions and or propositions to areas in need of further review.

**ARTICLE 1 (due wk. 5/ T):** “The Realities of Special Housing Units in the Federal Bureau of Prisons” (chapter 2)

**ARTICLE 2 (due wk. 9/ T):** “Long-Term Solitary Segregation in the United States” (chapter 5)
ARTICLE 3 (due wk. 15/ T): “Revisiting the Mental Health Effects of Solitary Confinement on Prisoners in Supermax Units: A Psychological Jurisprudence Perspective” (chapter 10)

*** Faculty are both aware and familiar with the readings students will be completing for these assignments. That said, faculty will be reviewing for plagiarism. Faculty will devote part of one class session, at the onset of the semester, to review plagiarism and the University’s policy against plagiarizing. In short, to best avoid plagiarizing something, CITE it! CITE, CITE, CITE! If the faculty determines at any point that a student is plagiarizing, the following will apply: 1st offense, the student will receive a zero (0) for that assignment; 2nd offense, the student will be reported to Student Affairs for further action. See the Academic Honesty policy below.

3. Discussion Exercises/Student Projects (10 @ 5 points each) 50 points

Students will have the opportunity to complete discussion exercises in-class. These discussions will be based on the readings for the week, so it is expected that students come to class prepared to discuss the materials. The discussion dates are indicated in the course reading and assignment schedule. Most of these discussions will be based on a CR/NC system. If a student attends the class/discussion, and puts forth the effort, he or she will receive Credit (5 points).

Other Important Information

Classroom Etiquette Issues:

Cell Phones: Out of courtesy for faculty and students alike, cell phones must be silenced and put away. If at any time the class is interrupted by a cell phone, the student responsible will be required to turn it off immediately. If the problem persists, the student will be asked to leave.

Punctuality and Promptness: Students are asked to be on time, and take bathroom breaks, etc. before the start of class! If there is a valid reason for tardiness (i.e., a doctor’s appointment), students are asked to inform the faculty in advance to reduce any misunderstandings. If a student experiences traffic issues en route to class s/he should pull over to call or text. If at any time a student must leave class early, he or she SHOULD inform the faculty in advance, and find a seat near the door, so that his or her exit is no more disruptive to the class than it has to be. If punctuality or promptness are an issue, or if ANY student has a problem with these policies, he or she might consider taking a different class.
*** Important note — Students should not bother to show up if they are more than 15 late, as class is well underway, and it is both rude and disruptive to faculty and students alike.

**Eating in Class:** Students will be allowed to have food and drink during class. However, common sense must be exercised, do it quietly

**Sleeping in Class:** Sleeping in class is not accepted and will not be tolerated. If at any time a student feels the need to nap, he or she is encouraged stand up, or go home and take a nap. **Sleeping is not allowed in the classroom!**

**Laptop’s/ iPad’s and Other Internet Accessible Electronics:** Electronics will only be permitted in class for reading and note taking purposes. This class does not require in-class web activities, therefore, **“surfing the web” is NOT excepted and will NOT be tolerated!** If a student is caught “surfing the web”, the following will apply: 1st offense, the student will be asked turn OFF his or her electronic device; 2nd offense, the student will be banned from bringing his or her electronic device to class for the remainder of the course.

**Readings:**

This is a reading intensive class. Students must be aware that reading assignments for this course will be both heavy and challenging at times. **Students will be expected to keep up with course readings.** Assigned readings can be found on the course outline. Weekly reading assignments will be announced every Thursday during the class meeting. Failure to complete the assigned readings will greatly hinder the student’s ability to participate in class discussions and may prevent the student from learning the material to the best of their ability.

**Participation:**

Students are encouraged to become active participants in the class discussions. Students who want this experience to be challenging, dynamic, and fun, are strongly encouraged to come to class prepared to actively participate.

**Grading Policy:**

**No incomplete grades** will be given for this course except in the most severe circumstances. Failure to drop the course in a timely manner will NOT constitute an incomplete grade, as required by Community or Junior College policies! Students who request an incomplete grade will be **required** to present the appropriate written documentation.
Extra credit options are NOT available for this course. Therefore, students are strongly encouraged to participate in class discussion, complete all assignments, and prepare for exams the best they are able.

Late Work: Students may turn in assignments late, at a penalty of 1/2 point [1/2 letter grade] per working day, up to 5 working days, not including weekends. Assignments more than 5 working days late will **not be accepted**. No exceptions!

The faculty will gladly update students on their progress throughout the course. Results will be made available to the class as soon as reasonably possible. Students interested in grades/progress are strongly encouraged to schedule an appointment with faculty during office hours, or contact faculty via e-mail with grade information requests.

*** If a student ever feels he or she has been graded unfairly, he or she may submit an appeal **in writing** to the faculty. Submission of a written appeal will provide the student the opportunity to present his or her case for a better grade completely and concisely. In addition, submission of a written appeal will provide the faculty with an opportunity to carefully review and reflect on the arguments made.

Help and Special Needs

Students that find they are having difficulties/problems with the course material, are strongly encouraged to speak with faculty as soon as possible. Accommodations for students with special needs can be made. These needs must be brought to the attention of the faculty as early as possible. More information about accommodations, learning disabilities, and other services can be found in the Community or Junior College’s Office of Services to Students with Disabilities, or on the campus website. (Exact location and website dependent upon the specific Community or Junior College).

Academic Integrity and Honesty Issues

Students must refrain from the dishonest completion or misrepresentation of their work. Students are responsible for the appropriate citation of sources, and for respect for others’ academic endeavors. The use of another’s work, while certifying it to be of one’s own, in absence of appropriate acknowledgments (giving credit where it’s due) constitutes academic dishonesty and plagiarism. In the event that faculty identify cheating and/or plagiarizing, the incident must be reported to the appropriate academic administration officials. Determination of cheating and/or plagiarizing will go into your official student file. (Exact documentation and policies will be dependent upon the specific Community or Junior College).
**Additional Concerns**

Students are expected to actively participate and contribute to classroom discussions. That said, students **MUST** be mindful of the fact that everyone is entitled to have his or her opinion heard in a class/environment of open dialogue. Students are encouraged to assist in making the class enjoyable, however, it **MUST** be done in a respectful fashion.

**Final Note**

This course will require a strong commitment on the part of the student to complete readings and assignments as well as attendance and participation in class discussions.

**Conceptual Outline, Readings, and Tentative Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics</th>
<th>Readings &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>T/TR Dates TBD</td>
<td><strong>Introduction to the Course:</strong> Psychological Effects of Solitary Confinement</td>
<td></td>
</tr>
</tbody>
</table>
| 2    | T/TR Dates TBD | **Part I:** Convict Experience With Solitary Confinement  
The Politicization of the Hole in Indiana and Missouri | Ch. 1  
Discussion 1: Ch.1 |
| 3    | T/TR Dates TBD | The Realities of Special Housing Units in the Federal Bureau of Prisons (BOP) | Ch. 2  
Article: “The Historical Origin of the Prison System in America”  
Discussion 2: Article |
| 4    | T/TR Dates TBD | Going to the Hole in California: Cauldron of Solitude | Ch. 3  
Discussion 3: Chs. 2 & 3 |
| 5    | T/TR Dates TBD | The Boy Scout in Solitary at USP Lompoc | Ch. 4  
Homework (Article #1) Due T |
<table>
<thead>
<tr>
<th>Week</th>
<th>T/TR Dates TBD</th>
<th>Topic</th>
<th>Chapter</th>
<th>Article</th>
<th>Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>T/TR Dates TBD</td>
<td>Long-Term Solitary Segregation in the United States</td>
<td>Ch. 5</td>
<td>“The Psychological Effects of Solitary Confinement on Prisoners in Supermax Units: Reviewing What We Know and Recommending What Should Change”</td>
<td>Discussion 4: Ch. 4; Article</td>
</tr>
<tr>
<td>7</td>
<td>T/TR Dates TBD</td>
<td>Part II: The Effects of Solitary Confinement Theorizing “Marionization” and the Supermax Prison Movement</td>
<td>Ch. 6</td>
<td>Discussion 5: Chs. 5 &amp; 6</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>T/TR Dates TBD</td>
<td>Female Prisoners and Solitary Confinement</td>
<td>Ch. 7</td>
<td>Discussion 6: Ch. 7</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>T/TR Dates TBD</td>
<td>The Scene of the Crime: Children in Solitary Confinement</td>
<td>Ch. 8</td>
<td>“The Prison Inside the Prison: Control Units, Supermax Prisons, and Devices of Torture”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Test 1 (midterm): T/TR Date TBD</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Homework (Article #2) Due T</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>T/TR Dates TBD</td>
<td>Colorado Supermax Study: What the Critics say and the Future Holds</td>
<td>Ch. 9</td>
<td>Discussion 7: Ch. 8; Article</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Day(s)</td>
<td>Topic</td>
<td>Reading/Notes</td>
<td>Assignment</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>T/TR</td>
<td>Revisiting the Mental Health Effects of Solitary Confinement on Prisoners in Supermax Units: A Psychological Jurisprudence Perspective</td>
<td>Ch. 10</td>
<td>Discussion 8: Chs. 9 &amp; 10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dates TBD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>T/TR</td>
<td>Part III: International Perspectives on Solitary Confinement</td>
<td>Ch. 11</td>
<td>Article: “Solitary Confinement: The Law Today and the Way Forward”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dates TBD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>T/TR</td>
<td>Solitary Confinement and Convict Segregation in French Prisons</td>
<td>Ch. 12</td>
<td>Discussion 9: Chs. 11 &amp; 12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dates TBD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>T/TR</td>
<td>Israeli Maximum-Security Prisons</td>
<td>Ch. 13</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dates TBD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>T/TR</td>
<td>Rethinking Prisons in the 21st Century</td>
<td>N/A</td>
<td>Article: “Mental Health Issues in Long-Term Solitary and ‘Supermax’ Confinement”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dates TBD</td>
<td></td>
<td></td>
<td>Discussion 10: Ch. 13; Article</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Homework (Article #3) Due T</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>T/TR</td>
<td>FINALS WEEK</td>
<td>N/A</td>
<td>Test 2 (final) T/TR Date TBD</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dates TBD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note: This is a tentative schedule and may be subject to change.** Any changes made will be identified and announced to the class no less than two class periods in advance.
**Students are required to complete assigned readings prior to the date listed** on the schedule, and should come to class prepared to discuss readings from both chapters from the text, as well as articles assigned.

**Required Book**


**Additional Articles**


Appendix B

Sample Homework

Homework Assignment #1 (50 points)

Article: *The Historical Origin of the Prison System in America, (Barnes, H., 1921)*

Read the article listed above and produce a two to three page typed analysis while limiting verbosity.

Students will be required to:

(1) Focus on the key issue presented within the article

(2) Address the article’s central thesis

(3) Identify the author’s position or argument (if there is one)

(4) Discuss any relevant findings

(5) Offer alternative suggestions and or propositions to areas in need of further review.

**Completed homework should be between 2-3 pages in length and should include page numbers. Papers must be written in an essay style format (introduction, body, conclusion). Be sure to cite properly in APA format (if you quote directly and paraphrase). Papers should be double spaced with standard margins (top and bottom = 1”, left and right = 1.25”) and fonts (12 pt.). The following information should be typed and listed in the upper right hand corner of your paper (name, date, class number, homework #1).**
Appendix C

Sample Quiz

Quiz #1 (10 points)

Complete the quiz to the best of your ability! Questions and answers have been prepared based on the information covered in previous classes, and will test your ability to recall important information, while matching key words and definitions to the appropriate answer or term. Good luck!

*An example quiz can be found on page 78.

*An example of the answer key can be found on page 79.
Down

1. Developed in the early 19th century, this prison system focused on the reflection of an inmate’s crimes.

3. Becoming the first level 6 super maximum security prison, this penitentiary witnessed the death of two correctional officers on Oct. 22, 1983.

5. SHU _______ is identified by perceptual changes including the disturbance of thought processing, problems with impulse control, and difficulty with thinking, concentration, and memory.

7. By the turn of the 21st century more than 50 of these types of facilities spanned across nearly 70% of the nations states.

9. More than half of inmates confined to solitary for “long-term” sentences, experience an inability to maintain _________ stimulation of the brain.

Across

2. Nearly one-third of inmates confined to solitary for “long-term” sentences experience overt _________

4. A particular unit designed for isolating inmates and maintaining order.

6. Research has shown there are many damaging psychological consequences seen as a result of this type of confinement.

8. This 19th century prison system focused on silent and congregate labor.

10. Nearly half of all inmates sentenced to “long-term” solitary, become increasingly more _________.
Answer Key

Down
1. Developed in the early 19th century, this prison system focused on the reflection of an inmate’s crimes.

3. Becoming the first level 6 super maximum security prison, this penitentiary witnessed the death of two correctional officers on Oct. 22, 1983.

5. SHU ________ is identified by perceptual changes including the disturbance of thought processing, problems with impulse control, and difficulty with thinking, concentration, and memory.

6. By the turn of the 21st century, more than 50 of these types of facilities spanned across nearly 70% of the nation’s states.

7. More than half of inmates confined to solitary for “long-term” sentences experience an inability to maintain __________ stimulation of the brain.

Across
2. Nearly one-third of inmates confined to solitary for “long-term” sentences experience overt ________

4. A particular unit designed for isolating inmates and maintaining order.

6. Research has shown there are many damaging psychological consequences seen as a result of this type of confinement.

8. This 19th century prison system focused on silent and congregate labor.

10. Nearly half of all inmates sentenced to “long-term” solitary, become increasingly more ________
Appendix D

Sample Essay Exam

Essay Exam #1 (50 points)

1. Define the term *solitary confinement*.

2. Of the two early U.S. prison systems, Auburn and Pennsylvania, which do you consider to have used the most effective method for incarcerating inmates? Explain why.

3. Using the two prison systems noted above, what incarceration techniques (if any) do you believe should be used in modern day prisons? Explain.

4. Suppose you are a correctional officer at a U.S. Supermax facility. An inmate is noncompliant and uncooperative, and refuses to follow correctional staff instructions. The inmate is not acting violent, and appears to be of a sound state of mind, however, other correctional staff are persuading you to send the inmate to “the hole”. With your knowledge of solitary confinement, and given that you follow departmental policy, what do you imagine your response to the situation would be? You must think critically about the factors to be taken into consideration. Explain.

**This is a closed book, closed note exam! Cheating will NOT be accepted. You must answer each question to the best of your ability. Exam’s must be completed in essay format, and answers should include a numerical identifier to the question it is associated with. Good luck!**
Appendix E

Sample Writing Rubric

Sacramento State University Writing Rubric

The following rubric was created by the Faculty Senate Subcommittee for Writing and Reading. It is meant as a useful guide but not an absolute standard for the university: writing criteria will vary from instructor to instructor and discipline to discipline. It will be distributed to students on the first day of class to be used as a reference when writing.

An “A” paper: A paper in this category

- Addresses the assignment thoughtfully and analytically, setting a challenging task
- Does not demonstrate a need for more revision.
- Displays awareness of and purpose in communicating to an audience.
- Establishes a clearly focused controlling idea.
- Demonstrates coherent and rhetorically sophisticated organization; makes effective connections between ideas.
- Provides clear generalizations with specific detail and compelling support and analysis.
- Cites relevant sources and evaluates their validity, effectively integrating them into the text when appropriate.
- Displays evidence of careful editing with superior control of grammar and mechanics appropriate to the assignment.

Guideline for multilingual writers: Grammatical errors are rare and do not interfere with overall effectiveness of paper; occasional imprecision in word choice and usage may occur.

A “B” paper: A paper in this category

- Addresses the assignment clearly and analytically, setting a meaningful task.
- Does not demonstrate a need for significantly more revision.
- Addresses audience needs and expectations.
- Establishes a clearly focused controlling idea.
- Demonstrates clear and coherent organization.
- Provides clear generalizations and effective support and analysis.
- Cites relevant sources, effectively integrating them into the text when appropriate.
- Displays evidence of careful editing with consistent control of grammar and mechanics appropriate to the assignment and the discipline.
Guideline for multilingual writers: Some grammatical errors may occur throughout the paper but do not interfere with overall effectiveness; occasional inappropriate word choice or incorrect usage may occur.

A “C” paper: A paper in this category

- Addresses the assignment with some analysis.
- Demonstrates some need for further revision.
- Addresses most audience needs and expectations.
- Establishes a controlling idea.
- Demonstrates adequate organization.
- Provides support for and some analysis of generalizations.
- Cites appropriate sources, adequately integrating them into text.
- Displays evidence of editing with adequate control of grammar and mechanics appropriate to the assignment. Errors do not slow the reader, impede understanding, or seriously undermine the authority of the writer.

Guideline for multilingual writers: Grammatical errors, inappropriate word choice, or incorrect usage may occur throughout the paper but rarely interfere with effective communication.

A “D” paper has some of the following qualities: A paper in this category

- Does not address the assignment adequately.
- Demonstrates a need for significantly more revision.
- Does not show sufficient audience awareness.
- Strays from the controlling idea, or the idea is unclear.
- Displays random or confusing organization.
- Lacks generalizations, or gives generalizations but does not provide support or analysis.
- Does not cite sources or does not cite and/or integrate sources appropriately.
- Needs significant editing for grammar and mechanics; errors impede understanding.

Guideline for multilingual writers: Serious and frequent errors in grammar, word choice, or usage seriously hinder communication.

An “F” paper has many or all of the qualities listed under a “D” paper.

Guidelines for Evaluating the Writing of Multilingual Writers: The writing of multilingual students should be held to native speaker standards for content and addressing the assignment. However, because certain types of errors persist in multilingual writing even at an advanced level, some accommodation for multilingual features is appropriate.
Appendix F

Sample Group Discussion

Group Discussion #1 (10 points)

Complete the assigned reading and prepare 3-5 key issues that you believe to be of importance. Be prepared to present the issues you have identified to the class/group, and to actively engage in discussion with the instructor and fellow students in relation to their findings and or opinions. Active participation is strongly encouraged.

** Note: Participation is required to earn full credit/discussion points.
Appendix G

Weekly Outline

*Designed with a 16 week T/TR 70 min. class period.

*Weeks 1-6 will examine “Convict Experience With Solitary Confinement”.

Week 1

Tuesday
- Class Introduction
- Class Activity (Student Index Card)
- Syllabus Review
- Mock Exam #1
- Q & A
- Assign Weekly Reading Assignment

Thursday
- Introduction to Solitary Confinement in the U.S.
- Announcement of Reading Assignment and Upcoming Group Discussion

Week 2

Tuesday
- Group Discussion #1 (Ch.1 Text)
- Lecture - The Politicization of the Hole in Indiana and Missouri
  - The Indiana Department of Corrections
    - Prisoner Protest and Administrative Reaction
    - New Maximum-Security Prison
- Assign Weekly Reading Assignment for Upcoming Week

Thursday
- Lecture - The Politicization of the Hole in Indiana and Missouri
  - The Missouri Department of Corrections
    - Political Punishment
    - The Setup
    - Eight Months in the Hole
    - The End Game
• Announcement of Reading Assignment and Upcoming Group Discussion

**Week 3**

**Tuesday**

• Group Discussion #2 *(Article: The Historical Origin of the Prison System in America)*

• Lecture - The Realities of Special Housing Units in the Federal Bureau of Prisons
  o What is the SHU?
  o The Official Line
  o Why Are Prisoners Sent to the SHU?
    ▪ Shots
    ▪ Special Investigative Supervisors (SIS) Investigations
    ▪ Classification Problems
    ▪ The Revolving Door
  o Prisoner Status in the SHU
    ▪ Protective Custody (PC)

• Assign Weekly Reading Assignment for Upcoming Week

**Thursday**

• Lecture - The Realities of Special Housing Units in the Federal Bureau of Prisons *(Cont’d)*
  o Different Types of Cells
  o Who Is in the Hole?
    ▪ Terrorists, Arabs, and Non-Christians
    ▪ Politicals, Writers, and Hard Cases
    ▪ Prisoners with Lawsuits Pending, Custody Problems, DC Guys, and Riot Ringleaders
    ▪ Prisoners in Diesel Therapy
    ▪ Other Types of Prisoners in the Hole
  o Why and How the BOP Uses the SHU
    ▪ Refusing to Do a Work Assignment
    ▪ Going Out of Bounds
    ▪ Refusing to Rat
    ▪ Gambling and Using Dope
  o Life in the SHU
    ▪ Effects of the SHU on Prisoners
    ▪ Cell Gangstas
    ▪ Feeding the Warden
    ▪ Going Hard
    ▪ “Breakfast in Bed”
    ▪ “Checking In”
• The Noise
• Hustling Cigarettes
• Your Tax Dollars at Work

• Announcement of Reading Assignment and Upcoming Group Discussion
• Quiz #1

Week 4

Tuesday
• Group Discussion #3 (Ch’s. 2 & 3 Text)
• Lecture - Going to the Hole in California: Cauldron of Solitude
  o The California Model: Lockdown

• Assign Weekly Reading Assignment
• Discuss Upcoming Homework Assignment (#1)

Thursday
• Lecture - Going to the Hole in California: Cauldron of Solitude (Cont’d)
  o Hard Times
    ▪ The Chill Effect
    ▪ The Quagmire
    ▪ Fighting the Good Fight
    ▪ Falsified Evidence
    ▪ The Vortex

Week 5

Tuesday
• Lecture - The Boy Scout in Solitary at USP Lompoc
  o Time and Space in the Box
  o Ghosts in the Box
  o Food in the Hole: Brown Bag

• Assign Weekly Reading Assignment for Upcoming Week
• Homework #1 Due

Thursday
• Lecture - The Boy Scout in Solitary at USP Lompoc (Cont’d)
  o A Scout is Brave
  o Coming Apart
  o My Boy Scout Oath
- The Wizard of Id

- Announcement of Reading Assignment and Upcoming Group Discussion
- Quiz #2

**Week 6**

**Tuesday**

- Group Discussion #4 (*Ch. 4 Text; Article: The Psychological Effects of Solitary Confinement on Prisoners in Supermax Units: Reviewing What We Know and Recommending What Should Change*)
- Lecture - Long Term Solitary Segregation in the United States and Canada
  - Going to the Hole
    - The Shakedown Cell
    - Walking to Your Cell
  - Life and Death in the Hole
    - Time
    - Reading
    - Family Visits
    - Survival
    - Outside Recreation
    - Staying Busy
    - Recreation Food

- Assign Weekly Reading Assignment

**Thursday**

- Lecture - Long Term Solitary Segregation in the United States and Canada (*Cont’d*)
  - Sensory Deprivation Agenda
    - The Quiet Box
    - Dark Boxes
    - The Guards
  - Behavior Modification: Hate and Insanity
  - Riots, Revolts, and Hunger Strikes
  - Reflecting on Maturity and Change

- Announcement of Reading Assignment and Upcoming Group Discussion
*Weeks 7-11 will examine “The Effects of Solitary Confinement”*

**Week 7**

**Tuesday**
- Group Discussion #5 (*Ch’s. 5 & 6 Text*)
- Lecture - Theorizing “Marionization” and the Supermax Prison Movement
  - The Supermax Movement
    - Proliferation
  - Theoretical Conceptualization
- Assign Weekly Reading Assignment

**Thursday**
- Lecture - Theorizing “Marionization” and the Supermax Prison Movement (*Cont’d*)
  - Theoretical Conceptualization Cont’d
    - Late Modernity and Its Disconnects
    - Voyeuristic Mysticism, Reaffirming Otherness, and Constructing Governing Authority
  - Slippery Slopes and Moving Edges
- Announcement of Reading Assignment and Upcoming Group Discussion
- Quiz #3

**Week 8**

**Tuesday**
- Discussion #6 (*Ch. 7 Text*)
- Lecture - Female Prisoners and Solitary Confinement
  - Solitary Confinement, or Segregation (Seg)
  - The Number of Females in Prison and in Seg
  - Effects of Seg on Females in Supermax Prisons
    - Advantages of Seg
    - Disadvantages of Seg
    - Mental Health of Female Seg Prisoners
- Assign Weekly Reading Assignment
- Discuss Upcoming Homework Assignment (#2)

**Thursday**
- Lecture - Female Prisoners and Solitary Confinement (*Cont’d*)
  - Effects of Seg on Females in Supermax Prisons (*Cont’d*)
    - Sexual Assault
Lesbian or Transgender Prisoners in Segregation (Seg)
The Prison Rape Elimination Act of 2003

• Test #1 (Midterm) Review

**Week 9**

**Tuesday**
- Test #1 (Midterm)
- Lecture - The Scene of the Crime: Children in Solitary Confinement
  - Solitary Confinement of Youth

- Assign Weekly Reading Assignment
- Homework #2 Due

**Thursday**
- Lecture - The Scene of the Crime: Children in Solitary Confinement *(Cont’d)*
  - Mice in a Maze: “We’re Treated Like Animals in Here!”
    - Mario’s Story: “The Rules Are Crazy”
  - The Caging of Childhood: “The Scene of a Crime”
    - Andre’s Story: “Nobody Belongs in a Cell, Not Even My Worst Enemy”
    - Phil’s Story
    - Danny’s Story: “I Am an Average Man at the Scene of a Crime”
  - Solitary Confinement and the Theft of Childhood

- Announcement of Reading Assignment and Upcoming Group Discussion

**Week 10**

**Tuesday**
- Group Discussion #7 *(Ch. 8 Text; Article: The Prison Inside the Prison: Control Units, Supermax Prisons, and Devices of Torture)*
- Lecture - Colorado Supermax Study: What the Critics Say and the Future Holds
  - Background
  - The Colorado Study

- Assign Weekly Reading Assignment

**Thursday**
- Lecture - Colorado Supermax Study: What the Critics Say and the Future Holds *(Cont’d)*
The Colorado Study Cont’d
The Future of Solitary Confinement
Learning from the State of Maine

• Announcement of Reading Assignment and Upcoming Group Discussion

**Week 11**

**Tuesday**
- Group Discussion #8 (*Ch. 9 Text*)
- Lecture - Revisiting the Mental Health Effects of Solitary Confinement on Prisoners in Supermax Units: A Psychological Jurisprudence Perspective
  - Solitary Confinement in U.S. Prisons: Historical and Legal Considerations
  - The Mental Health Effects of Short-Long-Term Solitary Confinement
  - Vulnerability of Prisoners with Preexisting Mental Illness

• Assign Weekly Reading Assignment

**Thursday**
- Lecture - Revisiting the Mental Health Effects of Solitary Confinement on Prisoners in Supermax Units: A Psychological Jurisprudence Perspective (*Cont’d*)
  - Race, Gender, and Class Dynamics
  - A Psychological Jurisprudence Approach
  - Recommendations for Reform: Moving Beyond What We Know

• Quiz #4

*Weeks 12-16 will examine “The International Perspectives on Solitary Confinement”.

**Week 12**

**Tuesday**
- Lecture - Doing Hard Time in the United Kingdom
  - My First Stay at Durham Prison
    - The First Morning
    - The Prisoners
    - Meals
    - The Cockroaches
    - Our Days in the Prison
    - Moves to Different Cells
    - Workshops
    - Education Classes
• Assign Weekly Reading Assignment

Thursday
• Lecture - Doing Hard Time in the United Kingdom (Cont’d)
  o Casington Prison
    ▪ Violence and Lack of Maturity
    ▪ Medical Treatment at Castington Prison
  o Return to Durham Prison
    ▪ Applying for Parole
  o Recalled to Durham Prison
    ▪ Returning to Education Classes at Durham Prison
  o Completion of Sentence

• Announcement of Reading Assignment and Upcoming Group Discussion

Week 13
Tuesday
• Group Discussion #9 (Ch’s 11 & 12 Text)
• Lecture - Solitary Confinement and Convict Segregation in French Prisons
  o From Traditional Management to Disciplinary Governance
    ▪ Pre-1990s: Traditional Prisons
    ▪ The 1990s: Opening Up to the Community and Law Regulation

• Assign Weekly Reading Assignment
• Quiz #5

Thursday
• Lecture - Solitary Confinement and Convict Segregation in French Prisons (Cont’d)
  o From High-Security Prisons to Disciplinary Confinement
  o Today: From Disciplinary Confinement of a Few to the Classification of All
  o What Does the Future Hold?

Week 14
Tuesday
• Lecture - Israeli Maximum -Security Prisons
Inmates in Israeli Maximum-Security Facilities
Comparisons Between Maximum- and Medium-Security Inmates
The Role of Furloughs in Maximum-Security Facilities

- Assign Weekly Reading Assignment
- Discuss Upcoming Homework Assignment (#3)

**Friday**

- **Lecture - Israeli Maximum -Security Prisons (Cont’d)**
  - Management of Maximum-Security Facilities and Inmates
    - Block Hierarchy
    - The Cell as a Community
    - Preventing Prisoner Idleness
    - The Reward System
  - Multiple Roles of Prison Staff
  - Comparing the Results of the U.S. versus Israeli Systems

- Announcement of Reading Assignment and Upcoming Group Discussion

**Week 15**

**Tuesday**

- **Group Discussion #10 (Ch. 13 Text; Article: Mental Health Issues in Long-Term Solitary and ‘Supermax’ Confinement’’)**
- **Lecture - Rethinking Prisons in the 21st Century**
  - Time and Space
  - “Johnny 99”

- Mock Exam #2

- Homework #3 Due

**Thursday**

- **Lecture - Rethinking Prisons in the 21st Century (Cont’d)**
  - The Militarization of American Law Enforcement
  - Needed Reforms
  - Shedding Light on Prisons
  - The Dilemma of Prison Reform

- Test #2 (Final) Review
Week 16 “Finals Week”
  • Test #2 (Final)
    o Date and Time TBD
References


gn=t&lni=58WD-FG20-00CV-304D&hns=t&perma= true&hv=t&hl=t&csi =147744&secondRedirectIndicator=true


In re Medley, 134 U.S. 160 (1890).


