

Correctional System  
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Program in Criminal Justice  
Rutgers, The State University of New Jersey  
Fall 2017

Dr. Matthew J. Sheridan  
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T/TH 6:40 - 8:00 TIL - 264 LIV

**Office Hours 4:00 – 4:45 or by appt**

Texts: Haas, K. & Alpert, G. (2006) *The Dilemmas of Corrections*. Long Grove, IL.: Waveland Press, Inc. 1-57766-398-5

Tonry, M. and Petersilia, J. *Prisons*

**The students will focus on circumstances in confinement and during re-entry. Students will understand basic theoretical constructs about the correctional experience, its literature, subfields, and role as a field of study within criminology, criminal justice and corrections. The student will be exposed to historical and emerging developments in the correctional field with special emphasis on evidence based practices. The student will explore correctional systems to understand strengths, weaknesses, limitations, and potential pitfalls. Special attention is paid to the social environment of prison as a change agent that must be addressed upon re-entry. Failure to effect change is viewed as contributing to failure and additional victimization in society. This course also deals with analysis of contemporary programs and trends in the criminal justice system's response to ex-convicts, their families, victims and society.**

Learning Goals:  
A Statement of Principles

The Program Committee for the Program in Criminal Justice at Rutgers University in New Brunswick has adopted a series of learning goals for students who complete the major. These goals represent the consensus of the faculty regarding the concepts a student should grasp and the skills a student should acquire in the course of completing the major. These goals guide the choices faculty make about the structure of the curriculum and the requirements for our majors. Moreover, they guide faculty and instructors preparing course material and teaching courses.

The Program in Criminal Justice will provide students with a rich understanding of crime and criminal justice in the United States and

abroad through an interdisciplinary approach that blends a strong liberal arts educational experience with pre-professional instruction in the field of criminal justice. Graduates of the program will be well-informed citizens on the topic of crime and justice, and qualified for graduate study or for employment as practitioners in a variety of legal, policymaking, and law enforcement fields.

Criminal justice majors graduating from a research university should be able to use critical thinking, factual inquiry, and the scientific approach to solve problems related to individual and group behavior. In addition, students should have an understanding of the legal, political and policymaking processes that affect criminal justice systems in the United States and elsewhere in the world. Finally, students should be familiar with the institutional structures and latest developments in the field in order to engage in meaningful debate about current public policy issues.

#### Learning Goals for Criminal Justice Majors

##### 1. Competence:

- a.) Theory. Students who complete the major in criminal justice should understand and be able to articulate, both orally and in writing, the core theoretical concepts that form the foundation of analysis and research in criminology and criminal justice today. Core concepts are derived from explanations of crime from a variety of perspectives, including biogenic, psychological, and sociological approaches. There are myriad theories of crime that are informed by these perspectives, including, classical, control, critical, ecology, labeling, learning, strain, and trait-based approaches. Theoretical literacy should extend to multicultural and international understanding.
- b.) Institutions. Students who complete the major in criminal justice should understand the special role of three types of institutions: Police, Corrections, and Courts. In addition, students should know how institutional forms vary across jurisdictions and how these institutions interact with and influence each other.
- c.) Research Methods. Students who complete the criminal justice major should be familiar with the tools, techniques, and data sources necessary for empirical analysis. Students should understand the various ways that empirical analysis is used in the scientific approach: for description, for developing, and for testing theories. They should be able to analyze data using computer applications and should be familiar with basic statistical techniques and regression analysis. They should be able to read and assess research from a wide range of sources, including general interest, academic, and government publications.

2. Critical Thinking: Upon completion of the major students should be able to apply their understanding of core concepts and quantitative tools to analyze and research real world problems, and evaluate alternative policy proposals on a range of criminal justice issues, from micro-level analyses relevant to particular cases to management concerns to macro-level analyses of legislative and other broad-scale policies. Accomplishment of this goal will require that students can apply their literacy and numeracy skills to different institutional structures, within the U.S. and across countries.

3. Scholarship: Qualified majors should have an opportunity through such avenues as advanced coursework, internships, and faculty interactions to conduct independent research on matters of central relevance to the field of criminal justice.

**Scholarship: Students will complete a research paper as one of their course requirements. They will adhere to a rubric and the topics applicable to the course content.**

Suggested Reading for the Semester:

Hassine, Victor, Johnson, Robert, and Dobrazhanska, Ania The Crying Wall and Other Prison Stories, West Conshohocken, PA: Infinity Publishing Co., 2005

**Convict Criminology**, Stephen Richards and Jeffrey Ian Ross

September 5 & 7 A discussion of Punishment

Assignment: The Dilemmas of Corrections Part 1

Prisons: American prisons at the beginning of the Twenty-first century pp 1-16

September 12 & 14 A Revisionist History of Correctional Processes

Assignment: The Dilemmas of Corrections Part 1

September 19 & 21 Who goes to Prison

Assignment: The Dilemmas of Corrections Part 1

Prisons: Population growth in US prisons pp. 17- 62

Understanding Prison policy and population trends pp 63-120

September 26 The Farm Pt. 2

September 28 Jails

Assignment: The Dilemmas of Corrections Part 2

Prisons: Prison suicide and prisoner coping

**October 3** : Visit to Jail to be scheduled depending upon class enrollment

**October 5 & 10** Alternatives to Prison

Assignment: The Dilemmas of Corrections Part 2

Prisons: Adult Correctional treatment pp. 361-426

October 12 & 17: Community Justice Programs – Restorative justice

The Dilemmas of Corrections Part 2

Prisons: Prison Management Trends, 1975-2025 pp. 163-204

Interpersonal Violence and social order in Prisons pp. 205-282

October 19 **Review for Mid Term** Community Courts and Drug Court

**First half of journal entries due**

October 21 **Mid Term and Research Discussion**

Prisons: Prison Management Trends, 1975-2025 pp. 163-204

Interpersonal Violence and social order in Prisons pp. 205-282

October 24 & 26 Community Corrections

Visit from MVP Program

Assignment: The Dilemmas of Corrections Part 3

**\*\*\* Paper Due**

October 31 November 2: Special Populations

**Papers due**

Assignment: The Dilemmas of Corrections Part 3

Prisons: Interpersonal Violence and social order in Prisons pp. 205-282

November 7 & 9 Women in Corrections

Assignment: The Dilemmas of Corrections Part 4

November 14 & 16: Re-entry and Diversion

**Final Journals and reflection paper due**

Assignment: The Dilemmas of Corrections Part 4

Prisons: Parole and prisoner re-entry in the United States pp. 479-530

November 21 Restorative Justice

**November 23 NO Class Thanksgiving Break**

November 27 An Introduction to Convict criminology

November 29 The Innocence Project

December 5 The Graying Prison Population

December 7 The victimization of the Convict

December 12 review for final

December 14 Reading Day

**December 17 Final Exam**

### Evaluation

1. Reaction Journal 30 entries (**15 points**).

**First Half Due October 19**

**Second half Due December 12**

The final entry: review all previous entries and react to them and to your experiences this semester 2 pages typed, proofed, etc **Due December 17**

2. Application - Research Paper – Due week October 25 (**25 pts**)

**Topic: Myths of Correctional systems**

3. Mid term and Final Examination – 30 + 30 = **60 points**

**Attendance will not be taken at each class. In the event that a snap quiz is given to evaluate who and who is not attending the quiz(s) will be worth up to five points which will be deducted from examination scores. Be aware that exam questions are primarily based on lecture notes. It is your responsibility to get notes from classmate in the event of absence. Office hours by appt only**

### **Selected Bibliography**

Gendreau, P. and R.R. Ross (1987). "Revivification of Rehabilitation: Evidence from the 1980's." *Justice Quarterly*, Volume 4, Number 3:348-408.

Gendreau, P. and R.R. Ross (1983). "Effective Correctional Treatment: A Bibliotherapy for cynics." *Crime & Delinquency*, Volume 25, Number 4-469-489.

Gibbs, J. (1986). "When Donkeys Fly: A Zen Perspective on Dealing with the Problem of the Mentally Disturbed Jail Inmate." In D.B. Kalinich and J. Klofas (eds.) *Sneaking Inmates Down The Alley*. Springfield, Il.: Charles C. Thomas.

Girshick Lori B., Soledad Women: Wives of Prisoners Speak Out. Praeger Publishers, 1996 0\275-95409-9

Harden, Judy and Hill, Marcia, Eds. Breaking the Rules: Women in Prison and feminist Therapy. Haworth Press 1968 ISBN 1560231076

Irwin, John (2005). The Warehouse Prison: Disposal of the New Dangerous Class. Los Angeles, CA: Roxbury Publishing Co.

Johnson, Robert. Hard Time: Understanding and reforming the Prison. Pacific Grove, CA: Brooks/Cole Publishing Co., 1987.

Lipton, D., R. Martinson, and J. Wilks (1975). The Effectiveness of Correctional Treatment, New York, NY, Praeger.

Maden, T. Women, Prisons, and Psychiatry: Mental Disorder Behind Bars

Martinson, R. (1974). "What Works? Questions and Answers About Prison Reform." The Public Interest. Volume 35 (Spring):22-54.

Martinson, R., T. Palmer, and S. Adams (1976). Rehabilitation, Recidivism, and Research. National Council of Crime and Delinquency.

Masters, R. Counseling Criminal Justice Offenders ISBN 0803955324

Palmer, T. (1975) "Martinson Revisited." Journal of Research in Crime and Delinquency, Volume 12, Number 2:133-152.

Pollock, J. Counseling Women in Prison (Women's Mental Health and Development, V. 3). 1998

Ross, R.R. E.A. Fabiano and C.D. Ewles (1988), "Reasoning and Rehabilitation" International Journal of Offender Therapy and Comparative Criminology, 32(1):29-35.

Shaw, R. Chaplains to the Imprisoned: Sharing Life with the Incarcerated (Haworth Criminal Justice, Forensic Behavior Sciences, & Offender Rehabilitation). Haworth Press 1995. ISBN 1560248777

Smith, B. The Legal Aspects of Counseling: Social Problems, Psychology, and Criminal Justice. ASIN 0894210246 out of print

Walsh, A. Understanding Assessing, and Counseling the Criminal Justice Client ASIN0534086527 out of print

Walters, G. (1990). The Criminal Lifestyle: Patterns of Serious Criminal Conduct. Newbury Park: Sage Publications

Watts, T. Experiences and Problems of Women in Prison/P3002 1990 out of stock

Williams, B. Counseling in Criminal Justice (Counseling in Context) ISBN0335192408

Zaplin, R. Female Offenders: Critical Perspectives and Effective Interventions 1998

### **Term Paper Grading Rubric**

	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Thesis Statement</b>	<input type="checkbox"/> No clear thesis statement <input type="checkbox"/> NOT bolded or underlined	<input type="checkbox"/> Thesis idea, lack clear supporting points <input type="checkbox"/> NOT bolded and underlined	<input type="checkbox"/> Thesis statement with 2 supporting points <input type="checkbox"/> Bolded or underlined	<input type="checkbox"/> Thesis statement, clear and concise, with 3 supporting points. <input type="checkbox"/> Bolded and underlined.
<b>Resources</b>	<input type="checkbox"/> Used only 2 total sources of any combination	<input type="checkbox"/> Used only 3 total sources of any combination	<input type="checkbox"/> <b>2 Books sources:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> <b>3 Online sources:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> <b>3 Books</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> <b>4 Online sources</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2
<u>APA</u> <u>Format</u>	<input type="checkbox"/> No Title Page <input type="checkbox"/> Double spaced <input type="checkbox"/> 0 in-text citations properly formatted <input type="checkbox"/> NO Header on each page <input type="checkbox"/> No proper Works cited page	<input type="checkbox"/> Title Page not in proper format <input type="checkbox"/> Double spaced <input type="checkbox"/> 4 in-text citations properly formatted <input type="checkbox"/> Header on each page <input type="checkbox"/> Works cited page	<input type="checkbox"/> Title Page less than proper format <input type="checkbox"/> Double spaced <input type="checkbox"/> 6 in-text citations properly formatted <input type="checkbox"/> Header on each page (name or page number) <input type="checkbox"/> Works cited page	<input type="checkbox"/> Title page in proper format <input type="checkbox"/> Double Spaced <input type="checkbox"/> 8 Proper in-text citations properly formatted <input type="checkbox"/> Header each page (name & page number) <input type="checkbox"/> Works cited page completely in MLA or APA format
<b>Introduction and Conclusion</b>	<input type="checkbox"/> Thesis statement not answered within paper <input type="checkbox"/> Includes some background information	<input type="checkbox"/> Thesis statement is answered within paper <input type="checkbox"/> Creates reader interest <input type="checkbox"/> Includes some background information	<input type="checkbox"/> Thesis statement is answered within paper <input type="checkbox"/> Creates reader interest <input type="checkbox"/> Includes important background information about the topic <input type="checkbox"/> Demonstrates and understanding of the topic	<input type="checkbox"/> Introduction includes pertinent information <input type="checkbox"/> Conclusion is a clear and well developed summary of the paper <input type="checkbox"/> The writer shows complete understanding of the topic
<u>Body of the Paper</u>	Each paragraph has a single, controlling idea presented in the topic sentence	<input type="checkbox"/> Each paragraph has a single, controlling idea presented in the topic sentence <input type="checkbox"/> Sentences are in a logical order	<input type="checkbox"/> Each paragraph has a single, controlling idea presented in the topic sentence <input type="checkbox"/> Sentences are in a logical order <input type="checkbox"/> Examples and quotes are used to support and develop the topic sentence	<input type="checkbox"/> Each paragraph has a smooth transition and a clear flow of ideas <input type="checkbox"/> Sentences in logical order <input type="checkbox"/> Examples & quotes used to support & develop topic sentence