



Prisons and Prisoners

01:202:203:03

Mon/Wed. 5:00pm-6:20pm, Tillett Hall, Room 226

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Program in Criminal Justice

Rutgers, The State University of New Jersey

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.

Course Description

The course will focus on Prisons and Punishment in American society. The prison is the symbol of punishment in western society. Apart from the general and historical claims made on punishment, we will be concerned with the policy implications of the existence of prisons. We will discuss the purposes of prison, rehabilitation, and explore the issue of alternatives to incarceration. This course will emphasize classical and contemporary sociological and historical texts, case law, inmate memoirs, and fictional accounts of prison life. As we learn to connect crime to social cohesion, cultural diversity, labor issues, and racial, ethnic and gender differences, we will discover and sample various perspectives on punishment

Required Text

Todd R. Clear, Michael D. Reisig, Carolyn Petrosino, George F. Cole, C. (2017). American Corrections in Brief 3rd Edition. Belmont, CA: Wadsworth Cengage.

Course Objectives

At the completion of this course, students are responsible for:

- 1) An increased knowledge of the Prison System
- 2) An increased understanding of the current initiatives in the Correctional System, and
- 3) the additional topics that are covered separate from the book.

COURSE REQUIREMENTS

1) Attendance & Participation

Participation and attendance are required and mandatory, as they count toward your grade. Students are expected to attend all classes; if you expect to miss one or two classes, please use the University absence reporting website [//https://sims.rutgers.edu/ssra//](https://sims.rutgers.edu/ssra/) to indicate the date and reason for your absence. An e- mail is automatically sent to me. You are expected to have the material read for the respective class. Students are encouraged to take an active part in all classroom discussion and will be called on regularly. Please remember that participation will be graded accordingly.

2) Reading Material Readings are assigned for every class.

3) Film review/reflection papers/News Articles

A part of your grade will be Film reviews or Reflection papers. Throughout the course we will view some documentaries that relate to the subject matter being discussed that week. A one page Reflection paper will be required on the next time the class meets.

4) Chapter Quizzes

There will be several chapter quizzes on covered topics in assigned readings. The chapters will be lectured on and quizzes given which cover the material presented.

5) There will be an Optional tour of Northern State Prison to familiarize the student with a Correctional Facility. (University Approval Needed)

Course Grading

The final grade will be determined using the following weighting scale:

Midterm 30%

Final Exam 30%

Quizzes 30%

Class participation/attendance 10%

GRADING SCALE

A 100-- 90

B+ 89-- 85

B 84-- 80

C+ 79-- 75

C 74-- 70

D 69--60

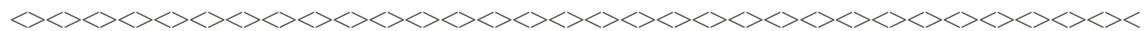
F 59 and below

ACADEMIC DISHONESTY

Rutgers University has a well defined academic integrity policy, which will strictly enforced in this class. All students in this class should review and be familiar with the policy of the university, which can be found at <http://TeachX.rutgers.edu/integrity/policy.html>

Fall 2017--COURSE SCHEDULE

This calendar of events is subject to change based on the completion of course material and student progress.



(Dates will be Entered to coincide with Semester Calendar)

Week #1 and Week #2

Introduction:

Day 1 Review of the Syllabus, Grading, Assignments, and course expectations. Students are to do all chapter readings before class which will stimulate class participation.

Ch. 1 What Is Corrections?

Learning Objectives

1. Describe the growth of the U.S. corrections system in the last 40 years and discuss at least three issues raised by that growth.
2. Define the systems framework and explain why it is useful.
3. Name the various components of the corrections system today and describe their functions.
4. Discuss what we can learn from the “great experiment of social control.”
5. Distinguish the basic assumptions of the penitentiary systems of Pennsylvania and New York.
6. Discuss the elements of the Cincinnati Declaration.
7. Understand the reforms advocated by the Progressives.
8. Discuss the forces and events that led to the present crime control model.
9. Describe the changes that are going on today and why they are important.

For next class Read Chapter 2 and return the issued assignment: Students will research the Attica Prison Riot of 1971. Why was this riot a significant event in correctional history? What role did it play in the changing of the correctional model of the time?

Week #3 and Week #4

Ch. 2 Punishment of Offenders.

Learning Objectives

1. Know about the “Age of Reason” and its effect on corrections.
2. Understand the major goals of punishment.
3. Be familiar with the different criminal sanctions that are used.
4. Explain the types of sentences that judges hand down.
5. Discuss the problem of unjust punishment.

For next class read Chapter 3 and return issued assignment: How much discretion should judges have when imposing sentences? What justifies the latitude given to judges? Response in writing.

Part II: CORRECTIONS IN THE COMMUNITY.

Ch. 3 Jails.

Learning Objectives

1. Describe the history of the jail and its current function in the criminal justice system.
2. Describe who is in jail and why they are there.
3. Discuss the kinds of jails in the United States.
4. List the main issues facing jails today.
5. Outline the problem of bail and list the main alternatives to bail.
6. Outline the problems of jail administration.
7. Describe new developments in jails and jail programs.
8. Critically assess the future of the jail.

For next class read Chapter 4 and return issued assignment: return the Take Home Quizzes for Chapters 1-3.

Week #5

Ch. 4 Probation and Intermediate Sanctions.

Learning Objectives

1. Describe the history and development of probation, including how it is organized today.
2. Describe the rationale for intermediate sanctions.
3. Illustrate the continuum-of-sanctions concept.
4. List the various types of intermediate sanctions and who administers them.
5. Explain some of the problems associated with intermediate sanctions.
6. Describe what it takes to make intermediate sanctions work.
7. Explain how community corrections legislation works and describe its effectiveness.
8. Assess the role of the “new correctional professional.”
9. Critically assess the future of probation, intermediate sanctions, and community corrections.

For next class read Chapter 5 and return issued assignment: Is probation a “strong and effective” aspect of corrections? Find and summarize a news article on this topic

Ch. 5 Probation Supervision.

Learning Objectives

1. Describe the two functions of probation.
2. Discuss the purpose and content of the presentence investigation report.

3. Describe the major issues involved in the presentence investigation.
4. Describe the dynamics that occur among the probation officer, the probationer, and the probation bureaucracy.
5. Discuss the different kinds of probation conditions and why they are important.
6. Define *recidivism* and describe its importance to probation.
7. Define *evidence-based practice* and discuss its importance.
8. Describe what is known about the effectiveness of probation supervision.
9. Discuss the revocation of probation, including “technical” revocation.

For next class read Chapter 6 and return issued assignment: return the Take Home Quizzes for Chapters 4-5.

Week #6

Part III: INSTITUTIONAL CORRECTIONS

Ch. 6 Prisons.

Learning Objectives

1. Discuss the goals of incarceration.
2. Understand how incarceration is organized.
3. Explain who is in prison.
4. Discuss the explanations for the increase in the incarceration rate.
5. Be familiar with the problem of prison crowding.

For next class read Chapter 7 and return issued assignment: Private Prisons vs Public Prisons. Find and summarize a news article on this topic

Ch. 7 Prison Experience.

Learning Objectives

1. Discuss the “inmate code” and talk about where the values of the prison subculture come from.
2. Explain how interpersonal relationships in women’s prisons differ from those in men’s prisons.
3. Be familiar with the issue of sexual misconduct in women’s prisons.
4. Understand why prison industries and medical services are important.

For next class read Chapter 8 and return issued assignment: return the Take Home Quizzes for Chapters 6-7.

Week #7

Netflix Documentary 13th will be viewed in class. Reflection paper will be due when class meets again.

Midterm review

Week #8 and Week #9

This week will commence the trip to a local Prison. The class will be divided into smaller manageable groups to facilitate the tour. This may take up two or three classes. The group of students that are not on the tour will have writing assignments on the experience of the tour.

Ch. 8 Management and Staffing.

Learning Objectives

1. Be familiar with the principles used to organize the functioning of prisons.
2. Be familiar with the different groups of personnel in U.S. prisons
3. Discuss the importance of prison governance.
4. Explain the different types of prison violence.

Week #9 continued

Midterm exam will be administered in class

Week #10

Ch. 9 Special Populations.

Learning Objectives

1. Understand how the incarceration of elderly prisoner impacts health care costs, correctional programs, and the physical environment of this special population.
2. Identify the complexities involved with the correctional management of inmates who are HIV-infected or who have been diagnosed with AIDS.
3. Analyze how changes in public policy unintentionally have affected the current state of the incarcerated mentally ill.

4. Discuss the implications of long-term sentences for prisoners who must serve them and the responsibility of correctional administrators to offer opportunities for meaningful engagement to this population.
5. Recognize the obligation confronting correctional administrators to meet the needs of incarcerated sexual-minority offenders and understand the emerging case law that is impacting corrections management.
6. Describe the condition of military veterans who are currently involved in the correctional system and the types of specialized programs developed to address their needs.

For next class read Chapter 10 and return issued assignment: Should inmates get free health care? What problems would arise from this? Find and summarize a news article on this topic

Week #11

Part IV: CORRECTIONAL ISSUES.

Ch. 10 Reentry and Community Supervision.

Learning Objectives

1. Understand the nature of parole and how it operates today.
2. Be familiar with the origins of parole.
3. Understand how the release decision is made.
4. Explain the steps taken to ease the offender's reentry into the community.
5. Identify the major problems confronting parolees.
6. Understand why some parolees are viewed as dangerous and how society handles this problem.

For next class read Chapter 11 and return issued assignment: return the Take Home Quizzes for Chapters 8-10

Week #12

Ch.11 Legal Issues and the Death Penalty.

Learning Objectives

1. Discuss the foundations that support the legal rights of prisoners.
2. Describe the role of the U.S. Supreme Court in interpreting correctional law.
3. Understand the constitutional rights of prisoners.
4. List and describe alternatives to litigation.
5. Discuss the case law concerning the application of the death penalty.

For Next class read Chapter 12 and return issued assignment: Ask the students to select a position – pro-death penalty or anti-death penalty and submit reasoning in writing.

Ch.12 Juvenile Corrections.

Learning Objectives

1. Describe the nature and extent of youth crime today.
2. Analyze the history of the development of juvenile corrections in the United States.
3. Describe the new “evidence-based” movement in juvenile corrections and explain how it has affected juvenile justice.
4. List the ways that juvenile offenders are sanctioned.
5. Critically assess the future of juvenile corrections.

For Next class read Chapter 13 and return issued assignment: How has the history of juvenile justice reform compared to adult correctional reform? What does this tell us about juvenile justice as compared to adult justice? Find and summarize a news article on this topic

Week #13 and Week #14

Security Threat Groups

Learning Objectives

1. Recognize and define Security Threat Groups.
2. Define what a Security Threat Group Core Member is.
3. Demonstrate tenets of various Security Threat Groups in corrections.
4. Know the major dilemmas facing the corrections system and how they might be resolved.

Ch. 13 Corrections Today and Tomorrow.

Learning Objectives

1. Understand how the philosophy of the U.S. corrections system has changed over the years and what this has meant for the corrections system.

2. Know the major dilemmas facing the corrections system and how they might be resolved.
3. Identify four substantial forces that face corrections and describe their importance.
4. Understand what “good leadership” means in the context of the current U.S. corrections system and know what it will take for these leaders to more widely implement “what works” in correction.
5. Describe the aspirations for the U.S. corrections system and how those aspirations might be achieved.

For next class return issued assignment: return the Take Home Quizzes for Chapters 11-13.

Week #15

Final Review

Collection of all assignments

Student-Wellness Services:

Just In Case Web App

<http://codu.co/cee05e> Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

Counseling, ADAP & Psychiatric Services (CAPS) (848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ rhscaps.rutgers.edu/ CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students’ efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Violence Prevention & Victim Assistance (VPVA) (848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Disability Services (848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer

Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu>/ The Office of Disability Services works with students with a documented disability to determine the eligibility of reasonable accommodations, facilitates and coordinates those accommodations when applicable, and lastly engages with the Rutgers community at large to provide and connect students to appropriate resources.

Scarlet Listeners (732) 247-5555 / <http://www.scarletlisteners.com>/ Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.