

PRISONS AND PRISONERS: CRIMINAL JUSTICE 203 (SECTION 2, INDEX# 02571) FALL 2015

COURSE MEETINGS: Monday/ Wednesday 5:00 -6:20 (Livingston Campus, Tillet 226)

INSTRUCTOR: Dr. Nina Siulc (pronounced *Schultz*)
Assistant Professor of Anthropology and Criminal Justice

OFFICE HOURS:

- Drop in hours: Wednesdays 3-4:30, Criminal Justice offices, Livingston Campus
- By appointment on Mondays. Email nina.siulc@rutgers.edu to set up a time.

STANDARD DESCRIPTION: Origins and methods of revenge, coercive custody, confinement, punishment, rehabilitation, restitution, deterrence, and prisoner education programs examined. Includes emphasis on current controversies related to jail and prison overcrowding, treatment of violent juveniles and chemically dependent offenders, and AIDS risk assessment of juvenile and adult offenders.

SECTION DESCRIPTION: This course provides an in-depth introduction to the historical evolution and current state of incarceration and detention in the United States and globally, focusing on the theories, methodologies, and ideologies informing punitive practices cross-culturally as well as the numerous social and historical issues with which contemporary imprisonments intersect. We will pay particular attention to the social, economic, and political factors that have supported the rapid growth and alternately, impeded reform, of prisons, detention, and other forms of confinement in the United States, and will analyze current custodial practices and constructions of fear and criminality alongside social scientific research on prison policies and alternatives to incarceration that may more effectively achieve social control. We will also consider how incarcerated persons respond to confinement, during and following imprisonment, and the impacts of incarceration on families and communities more broadly.

COURSE DETAILS:

- **COURSE MATERIALS:** We will read a combination of books (available for purchase in the university bookstore as well as online vendors) and journal articles (available on the course Sakai site) and consult other media and audiovisual materials posted on or hyperlinked from Sakai. Students should complete all readings and assignments corresponding to each class meeting *before* class and come to class prepared to participate and engage with the materials and assigned discussion questions. Students can expect to spend approximately \$50 on new course materials (including books for sale in the university bookstore and paper for printing other materials), or less if purchasing used or electronic books. Students should select *one* of the following books to read in its entirety:

- Bernstein, Nell. 2007. *All Alone In the World: Children of the Incarcerated*. New Press. ISBN for paperback: 978-1595581853. Also available for e-readers.
- LeBlanc, Adrian Nicole. 2004. *Random Family: Love, Drugs, Trouble, and Coming of Age in the Bronx*. Scribner. ISBN for paperback: 978-0743254434. Also available for e-readers.

We will read 75% of the following book, which students should plan to purchase:

- Jacobson, Michael. 2006. *Downsizing Prisons: How to Reduce Crime and End Mass Incarceration*. NYU Press. ISBN for paperback: 9780814742914 (Note: any edition is acceptable). Also available for e-readers.
- **ASSIGNMENTS:** are designed around criminal justice and course learning goals, with a particular emphasis on enhancing competence in the areas of theory and institutions (see back page of syllabus). Assignments draw primarily on class materials and include: midterm exam (20 points), final exam (25 points), quizzes and short assignments (5 points each for a total of 55 points). Students need to take 10 of 12 quizzes for full credit, and may drop or skip two quizzes. Make-up quizzes will not be offered.

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- **ATTENDANCE AND ACTIVE PARTICIPATION:** Students are expected to attend all classes and actively participate in class discussions. If you expect to miss one or two classes, please use the University absence reporting website (<https://sims.rutgers.edu/ssra/>) to indicate the date and reason for your absence. Please note: Entering information about an absence into the reporting website does not grant you permission to make up missed assignments. It is your responsibility to find out what you missed in class, including announcements about assignments. There will be no make up quizzes or exams, or late assignments accepted unless you have an approved, excused absence for a legitimate reason. If you think you qualify for an excused absence because of a religious holiday, sports event, medical or other emergency, please contact the professor directly at nina.siulc@rutgers.edu. With the exception of certain emergency situations, there will be no make up tests or late assignments accepted if you notify the professor *after* the due date has passed. Please consult the university's absence policy at: <http://sasundergrad.rutgers.edu/academics/courses/registration-and-course-policies/attendance-and-cancellation-of-class>. Students who miss more than 1/3 of the class meetings will automatically fail the course even if they complete all assignments.

Note: Students are encouraged to use technology to enhance their learning experience but will be marked absent if they use cell phones, tablets, or laptops for purposes other than taking class notes. Students using tablets or laptops should sit in the back few rows of the classroom to avoid distracting others.

- **COURSE COMMUNICATIONS** Course updates will be posted on Sakai, which will send automated emails to all class members through the email accounts listed in Sakai. Students must have active email accounts and check email or Sakai for periodic communications. During inclement weather or other emergencies, please check both the class Sakai page and the Rutgers website. To communicate with the professor, send an email to nina.siulc@rutgers.edu. You can expect a response within 24 hours Monday through Friday, though emails about assignments and tests may not be answered within 24 hours of the due date. If you need to speak by phone, please email to arrange a phone call.
- **ACADEMIC INTEGRITY** is strictly governed by the university's Academic Integrity Policy, which prohibits cheating, fabrication, plagiarism, denying others access to information or material, and facilitating dishonesty and violations of academic integrity. Students should familiarize themselves with the university's standards and should speak with a faculty member if they have concerns about integrity or questions about proper citation. See: <http://academicintegrity.rutgers.edu/>. Students are encouraged to *take a tutorial on plagiarism and academic integrity and to consult the library's tip sheet* on how to take notes to avoid accidental plagiarism. When in doubt, cite! Any student who plagiarizes any portion of a paper or assignment will receive a zero on that assignment and will be referred to the university's board for assessment of additional sanctions.
Tutorial: <http://www.scc.rutgers.edu/douglass/sal/plagiarism/intro.html>
Tip sheet: http://www.libraries.rutgers.edu/rul/lib_instruct/instruct_document.shtml
- **CLASSROOM ETIQUETTE:** Students should plan to be in the classroom by the start of the class. Students who are not in class on time may be marked absent and will forfeit the opportunity to take that day's quiz. Students can expect to attend class in an environment that is free of disturbances, distractions, and any form of discrimination, and in which all class members are respectful of each other's points of view. In a large lecture class there is not time for lengthy discussions of the sort that take place in smaller seminars, but students should feel comfortable asking questions and should be prepared to answer questions and engage in small group discussions in a respectful manner. Students who do not abide classroom etiquette may be asked to leave the class.
- **GRADING:** Students will be graded on a scale of 100 points, according to the following scheme:
 - Weekly quizzes (2 of 12 will be dropped or can be skipped): 5 points each, for a total of 50 points (they total 60 points but the 2 lowest will be dropped).
 - Midterm exam, multiple choice and short answers: 20 points
 - Required final assignment: 5 points

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- Final exam, multiple choice and short answers: 25 points
- Points will correspond to final letter grades per Rutgers guidelines: A = 100—90; B+ = 89—86; B = 85—80; C+ = 79—76; C = 75—70; D = 69—60; F = 59 and below. Students who miss more than 1/3 of class sessions will automatically fail the class regardless of whether they complete other assignments.
- **ACCOMMODATIONS:** Students seeking reasonable accommodations at Rutgers should consult the Office of Disability Services (<http://disabilityservices.rutgers.edu/request.html>) in Lucy Stone Hall on the Livingston Campus, by email at dsoffice@rci.rutgers.edu or by phone at (848) 445-6800. Requests for accommodations must be submitted in advance of tests or assignments in order for arrangements to be made. The sooner you visit Disability Services, the sooner they and I can work with you to provide appropriate accommodations. Students who suspect they may have a learning disability or other disability that has not yet been diagnosed can also visit the Office of Disability Services for further assessment and guidance. The Graduate School for Applied and Professional Psychology offers on-campus testing for autism, attention-deficit/ hyperactivity disorder, learning disabilities, conditions such as anxiety or depression, post traumatic stress disorder, traumatic brain injury, and other neuropsychological concerns (<https://ods.rutgers.edu/students/gsap-screening-eval-main>).

COURSE OUTLINE

WEEK 1: INTRODUCTION TO THE COURSE CONTENT AND CONCEPTS

Wed 9/2: First Class

Objectives: discussion of class goals and expectations, introduction to key concepts.

- **To do after class:**
 - Decide if you are staying in the class. If you are dropping, please do so ASAP;
 - Ensure you can access the course Sakai site; if you cannot, check in with the registrar and/or find a classmate who can provide you with the Sakai materials in the meantime;
 - Obtain contact information for two classmates in the event you miss class in the future.

WEEKS 2 – 4: HOW THE UNITED STATES BECAME AN “INCARCERATION NATION”

Prisons do not exist in a vacuum. Before embarking on an analysis of incarceration itself, we must understand the historical and socio-legal context that has led to the growth of mass incarceration in its current form. Readings for weeks 2 - 4 explore the socio-legal dynamics that have facilitated mass incarceration and led to the use of imprisonment as a response to social problems in the United States.

Monday 9/7: RUTGERS CLOSED FOR LABOR DAY, WE MEET ON TUESDAY 9/8, PLEASE PLAN ACCORDINGLY

Tuesday 9/8: Review of Criminal Law in the United States

Objectives: Today’s readings provide a broad review of how U.S. legal systems are structured, organized, and operate, and review the general flow of cases through the criminal justice system. Students should come to class able to describe basic elements of the U.S. legal system, how it differs from other systems, and the steps in the criminal justice system that precede incarceration.

- **Read on Sakai before class 8/7**
 - Friedman, Lawrence M. 2004. Introduction. Law in America: A Short History. New York: Random House.
 - Look at: Criminal Justice System Flow Chart from the Bureau of Justice Statistics (focus both on the “flow” and on the key terms; we will discuss these all week).

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Wednesday 9/9: Introduction to the U.S. Prison Population

Objectives: discuss the size, demographics, and growth of the U.S. prison population and compare this to prison populations around the world. Students should be able to identify the time period when mass prison growth began and should be able to begin to link prison growth to particular policy trends.

- **Read these brief non-academic reports on Sakai before class:**
 - Liptak, Adam. 2008. Inmate Count in U.S. Dwarfs Other Nations'. New York Times.
 - Explore the interactive NYT feature showing global prison populations. Online at: http://www.nytimes.com/interactive/2008/04/22/us/20080423_PRISON_GRAPHIC.html?ref=americanexception
 - Pew Center on the States update on the U.S. Prison population, August 2013: <http://www.pewstates.org/news-room/press-releases/us-prison-population-drops-for-third-year-as-states-adopt-new-policy-strategies-85899496150>
- **Read from the Jacobson book before class:** Preface and Introduction (18 pages, page numbers are different in each edition).
- **Skim for additional reference:**
 - Pew Center on the States. 2008. One in 100: Behind Bars in America in 2008: http://www.pewstates.org/uploadedFiles/PCS_Assets/2008/one_in_100.pdf
 - Carson, E. Ann, and Daniela Gobinelli. Prisoners in 2012. Bureau of Justice Statistics, Office of Justice Programs. PDF below or online at: <http://www.bjs.gov/content/pub/pdf/p12ac.pdf>
- **In class:** quiz 1, worth 5 points

Monday 9/14: U.S. “Exceptionalism” in Criminal Justice Policies Impacting Incarceration

Objectives: Building on last week’s readings about the basic structure and organization of U.S. legal systems, today’s readings describe some of the features of the U.S. justice system that make it “exceptional” or unique. Today’s readings come from a series of newspaper articles from the New York Times’ “American Exception” series authored by journalist Adam Liptak. Students should be able to describe, as Liptak observes, “commonplace aspects of the American Justice system that are almost unique in the world.” We will begin building a list of these exceptional features and add to it over the course of the semester. What about youth sentencing, life without parole, bail/ bond, and the use of evidence are distinctive features of justice in the U.S.? How does this impact incarceration?

- **Read on Sakai before class:** Students can read the PDF versions of the articles on Sakai or go to the New York Times website in order to read the articles with interactive graphics. There are four articles but they are very short and easy to read.
 - Lifers as Teenagers, Now Seeking Second Chance (October 2007); also view the graphic: Young Lifers, on Sakai
 - Serving Life for Providing Car to Killers (December 2007); also explore the interactive feature on life without parole: http://www.nytimes.com/packages/html/national/20051001_LIFERS_AUDIOSS/blocker.html
 - Illegal Globally, Bail for Profit Remains in the U.S. (January 2008); also watch/listen to the Bail Bondsman: http://www.nytimes.com/packages/html/us/20080128_BAIL_FEATURE/index.html
 - U.S. is Alone in Rejecting All Evidence if Police Err (July 2008)

Wednesday 9/16: Policies and Social Practices Leading to Mass Incarceration

Objectives: This week’s readings elaborate the relationship between incarceration and crime policy, and the role of politics and policy in prison practices. Students should be able to describe some factors that influence prison policy and impede reform, and should understand why some analysts refer to incarceration as a new, racialized, form of enslavement or way of “disappearing” some members of society.

- **Do before class:**
 - *View on Sakai:* “A Brief History of America” clip from *Bowling for Columbine* by the South

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- Park creators (cut and paste the link or search for the clip on YouTube if the hyperlink doesn't work): <http://www.youtube.com/watch?v=sLzo9pOXa-s>
- *Read in Jacobson book:* Chapter 1: Mass Incarceration (read from the beginning and stop at the subsection "Taking Advantage of Four Recent Developments," 16 pages total)
 - *Recommended additional reading on Sakai (try to skim):* Western, Bruce, and Christopher Wildeman. 2009. Punishment, Inequality, and the Future of Mass Incarceration. *Kansas Law Review*, 57:851-877.
 - **In class:** quiz 2, worth 5 points

Monday 9/21: Governing through Crime and the Criminalization of Everyday Life

Objectives: This week's readings introduce the concepts of formal versus informal social control and elaborate the relationship between fear and crime policy. Students should be able to explain the concept of "governing through crime," and after the lecture should understand how the "criminalization of everyday life" influences who goes to prison in the United States.

- **Read on Sakai before class 9/21:** Simon, Jonathan. 2002. Introduction: Crime, Community, and Criminal Justice. *Criminal Legal Review* 90: 1415-1422.
- Media stories illustrating criminalization of everyday life:
 - <http://www.cnn.com/2015/08/04/us/aclu-disabled-students-handcuffed-lawsuit/>
 - <http://www.cnn.com/2015/08/03/us/dating-app-sex-offender-registry/index.html>

WEEKS 5 - 7: LIFE INSIDE

Readings for this section of the course introduce students to the conditions of confinement across various institutions in the United States, with reference to confinement globally. This section explores the ways in which life inside of prisons is structured and the impact of institutionalization on incarcerated persons and prison guards. Students may find some of the readings for this section to be graphic and disturbing; however, it is impossible to understand or imagine life inside without these details. At the end of this section, students should be able to describe basic features of life inside prison for inmates and guards, outline the evolution of extreme securitization inside U.S. prisons, and link this to broader shifts, such as the reduction of rehabilitation programs and relationship to mental health issues.

Wednesday 9/23: The Stanford Prison Experiment: The Psychology of Power and Confinement

Objectives: The materials for this class introduce students to the famous Stanford Prison Experiments, which tested the question, "What happens when you put good people in an evil place?" by assigning research subjects to play the roles of corrections officer and prisoner. Students should be able to describe how the experiments worked and what conclusions we can draw from them.

- **Read online:**
 - Go to the Stanford Prison Experiment website and click on "take the slide show." Go carefully through each page, reading the text and watching the videos: <http://www.prisonexp.org/psychology/1>
 - Skim through: Federal Bureau of Prisons, Prisoner Handbook.

Monday 9/28: The Super Max and Routine Uses of Solitary Confinement and Segregation

Objectives: This week's reading—written by a physician who compares solitary confinement to torture and a journalist held in solitary confinement in Iran after being falsely accused as a U.S. spy—explore the history and use of segregation and solitary confinement and question their humaneness. Students should consider if they agree with Gawande that solitary confinement is torture and if they are convinced by Bauer that solitary in the United States may be even more punitive than solitary confinement elsewhere. Students should also take note of the various terms used to describe segregation.

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- **Read on Sakai before class 9/23:**
 - Gawande, Atul. 2009. Hellhole: The United States Hold Tens of Thousands of Inmates in Long-term Solitary Confinement. Is this Torture? The New Yorker. Accessed at: http://www.newyorker.com/reporting/2009/03/30/090330fa_fact_gawande?printable=true
 - Bauer, Shane. 2012. No Way Out. Mother Jones. November/December: 22-32, 67. <http://www.motherjones.com/politics/2012/10/solitary-confinement-shane-bauer>
- **In class:** quiz 3, worth 5 points

Wednesday 9/30: Overview of Conditions of Confinement

Objectives: Students should be able to review some of the concerns about conditions of confinement in U.S. prisons as well as recommendations for improving conditions of confinement. Students should also be able to explain why the Commission on Safety and Abuse in America's Prisons was formed, and some of its major findings.

- **Read on Sakai:**
 - Read online or linked through Sakai: TBD
 - TBD on recent prison break
- **In class:** quiz 4, worth 5 points

Monday 10/5: Prisons and Health Care

Objectives: Over the course of the semester, several readings have linked incarceration to homelessness and other forms of institutionalization for persons with mental illness, and have highlighted the relationship between poverty and prisons, and policy and incarceration. Those themes converge as we explore the relationship between healthcare and incarceration this week. Students should be able to explain the relationship between healthy bodies/ minds and incarceration and some recommendations for reform.

- **Read on Sakai:**
 - Read online or linked through Sakai: Confronting Confinement Report. For today, you are required to read pages 38-51 of Chapter 1: Conditions of Confinement and should skim pages 52 – 61. Link: http://www.vera.org/download?file=2845/Confronting_Confinement.pdf
 - TBD on babies born in prison

Wednesday 10/7: How Corrections Officers Cope and Respond

Objectives: After the readings for the past few weeks, students should be able to identify the unique workplace challenges prison guards face and should consider for discussion: can the job of corrections officers be humane?

- **Read on Sakai:**
 - Read online or linked through Sakai: Confronting Confinement Report. Chapter 2 on working in prisons.
 - Crawley, Elaine M. 2004. Emotion and Performance. Prison Officers and the Presentation of Self in Prisons. Punishment and Society 6(4): 411-427.
 - Might be of additional interest (not required): <http://www.correctionsone.com/officer-safety/articles/6026872-Suicide-epidemic-hits-corrections-officers/> Summary: Suicide epidemic hits corrections officers: In a 2011 survey of 3,599 corrections officers, researchers found that 44 percent experienced some form of post-traumatic stress disorder, while 27percent "met the criteria for full PTSD."
- **In class:** quiz 5, worth 5 points

Monday 10/12: COLUMBUS DAY - RU OPEN FOR REGULAR CLASSES!

Viewing Life Inside: Prison, Pop Culture, and Performing Punishment

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Objectives: This week's readings explore the representation of prisons and prisoners—real and imaginary—in popular culture, and the implications of those representations. Students should be able to summarize the influence prison imagery has on the public's impression of prisons and prisoners.

- **Read on Sakai:**
 - Lynch, Mona. 2004. Punishing Images: Jail Cam and the Changing Penal Enterprise. *Punishment and Society* 6(3): 255-270.
 - TBD on Sheriff Joe
- **Listen before class:** Terri Gross's 2010 interview with Wilber Rideau, a former death-row inmate from Louisiana. <http://www.npr.org/templates/story/story.php?storyId=126217412>

Wednesday 10/14: Overview of Unintended and Collateral Consequences

Objectives: This week's readings provide a brief overview of the unintended and collateral consequences of mass incarceration. Students should be able to list both some of the unintended consequences of mass incarceration and the six structural impediments to reform identified by Jacobson. We will return to these issues in weeks 12-15.

- **Read**
 - **In the Jacobson book:** Chapter 2: Unintended Consequences. Read the Following sections: (1) from the beginning of the chapter, stopping at “Has Prison Growth Recently Declined,” (12 pages) and then begin again at “Six Structural Impediments to Prison Reforms” and read to the end of the chapter (17 pages).
 - **On Sakai:** TBD
- **In class:** quiz 6, worth 5 points

WEEK 8: MIDTERM

Monday 10/19: Midterm Review Assignment TBD, attendance required

Wednesday 10/21: Midterm Exam in Class (worth 20 points)

Students should be in class on time to maximize the full 80 minutes available for the midterm. The midterm will consist of a series of short answer and multiple-choice questions covering materials from weeks 1 – 8. Preparation for the midterm: students should review the objectives from each week and make sure they can summarize responses to discussion questions for each reading and each week's theme.

WEEKS 9-10: THE IMPACT OF INCARCERATION ON CHILDREN, FAMILIES, AND COMMUNITIES

This section's readings explore the unintended effects of mass incarceration on families and communities, and the implications of these unintended and collateral consequences both for the lives of formerly incarcerated persons and for policy reform. We will read about children with incarcerated parents to illuminate issues about the collateral consequences of incarceration.

Monday 11/2: Children Left Behind

Objectives: Students should come to class able to discuss some of the ways in which the effects of incarceration radiate out to families and communities. Students should begin to identify the unique challenges faced by mothers in prison and by women whose family members are incarcerated.

- **Read before class:**
 - **TBD from either Bernstein or LeBlanc**
 - **Read on Sakai:** Fact Sheet on Children and Families of the Incarcerated from the National Resource Center on Children and Families of the Incarcerated.
- **In class:** Quiz 7, worth 5 points

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Wednesday 11/4: Parents Sent Away

Objectives: Students should continue documenting the impacts of incarceration on families and communities, taking note of differential impacts on males and females as described by Bernstein and tracking the various ways in which children describe and respond to separation from parents. Students should be able to answer: what factors seem to positively and negatively impact children's responses to parental incarceration?

- **Read before class:** TBD from Bernstein or LeBlanc

Monday 11/9: Children in Prison

- **Read before class:** TBD
- Quiz 8, worth 5 points

WEEKS 11-12: DOWNSIZING PRISONS AND ALTERNATIVES TO INCARCERATION

Now that we have a clearer understanding of what has led to the growth of prisons, what impedes reform, how prisons operate, and the numerous ways in which incarceration impacts human life, we turn our attention to determining how we can reverse mass incarcerations and, as Jacobson argues, "downsize prisons." We begin with a discussion of probation and parole as they currently exist, review challenges formerly incarcerated persons face as they return to life "on the outside," and then turn our attention to alternatives to incarceration/ detention and paths to implementing those alternatives.

Wednesday 11/11: The Relationship Between Incarceration and Crime: Is There One?

Objectives: This week's readings ask whether incarceration is a deterrent to crime, and if so, what relationship we can identify between incarceration and crime rates. Students should be able to summarize the results of Stemen's review of the relationship between crime rates and incarceration and to propose reforms based on his findings.

- **Read before class:**
 - Stemen, Don. 2007. Reconsidering Incarceration: New Directions for Reducing Crime. New York: Vera Institute of Justice.
 - TBD
- **In class:** quiz 9, worth 5 points

Monday 11/16: Understanding Probation and Parole

Objectives: Students should be able to summarize the major features of probation and parole and how they operate in the United States.

- **Read before class on Sakai:** *The 3 Rs of Re-entry*
- **Read before class in the Jacobson book:** Chapter 5: Why Parole and Probation Policies Need to Change. Read from the beginning to "Restructuring Parole."
- <http://www.nytimes.com/2014/12/20/nyregion/ex-inmate-on-connecticut-parole-board-brings-an-insiders-view-to-hearings.html?hp&action=click&pgtype=Homepage&module=second-column-region®ion=top-news&WT.nav=top-news&r=0>
- **In class:** quiz 10, 5 points

Wednesday 11/18: Disenfranchisement and Stigmatization: Life after Prison

Objectives: Formerly incarcerated persons face numerous challenges to "re-entry" or return to life outside of prison, challenges that are imposed both socially and legally, and that often facilitate a swift return to prison. Students should be able to summarize some of the collateral consequences and challenges to re-entry faced by formerly incarcerated persons.

- **Read before class:** TBD in Bernstein and LeBlanc

IMMIGRATION AND GLOBAL PRISONS

Objectives: One of the most significant contributors to the recent growth in prisons and the use of incarceration in the United States has been a trend toward criminalizing violations of immigration law and

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using administrative detention to ensure noncitizens are deported from the United States after apprehension. These trends account for a tremendous growth of the private prison industry and a massive rise in the federal prison population, at enormous costs to the public, and with far less oversight than exists in local, state, and federal prisons. This section's readings explore the criminalization of immigration and the use of immigration detention in the United States.

Monday 11/23: How Criminalizing Immigration Fuels the Growth of Prisons

Objectives: This week we will return from spring break with some easy readings and listening stories from National Public Radio and other media sources that explain Arizona's strict new immigration policies and link them to the private prison lobby. These stories will serve as an introduction to the ways in which state and local prisons systems are filling empty beds in their facilities with immigrant detainees, which yields an influx of federal funds for states and localities.

- **Read/ listen on Sakai:**
 - Sullivan, Laura. 2010. Prison Economics Help Drive Arizona Immigration Law. National Public Radio. Read the story linked below and listen to the story (the first story is 7 minutes and 47 second): <http://www.npr.org/2010/10/28/130833741/prison-economics-help-drive-ariz-immigration-law?ps=cprs>
 - Part 2 of the NPR story: <http://www.npr.org/2010/10/29/130891396/shaping-state-laws-with-little-scrutiny>
 - Hodai, Beau. 2010. Corporate Con Game: How the Private Prison Industry Helped Shape Arizona's Anti-Immigrant Law. In These Times: http://www.inthesetimes.com/article/6084/corporate_con_game/
 - Dow, Mark. 2007/ Designed to Punish: Immigrant Detention and Deportation. Social Research 74(2): 533-546.
- **In class:** quiz 11, 5 points

WEEKS 12 - 13: THE FUTURE OF INCARCERATION

Wednesday 12/2: Restructuring Parole

Objectives: As we wrap up our readings for the semester, we will end by considering Jacobson's proposal for how to reform parole and probation in order to "downsize prisons." Students should be able to describe what is wrong with parole and probation and the reforms Jacobson suggests. Will they work?

- **Read before class in the Jacobson book:** Chapter 5: Why Parole and Probation Policies Need to Change. Read from the "Restructuring Parole" subsection to the end of Chapter 5.
 - TBD

Monday 12/7: Future Directions in Prison Reform

- **Readings TBD**
- **n class:** quiz 12, 5 points

Wednesday 12/9: Begin Review of Course Themes

Objectives: Review materials from throughout the semester in preparation for the final exam.

- **Bring to class for 5 points:** Each student should bring 10 typed review questions with correct answers, each focused on a different topic or theme, to be submitted for 5 points. This is a required assignment for five points of the total course grade.

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CLASSES END DECEMBER 10

Final Exam: TBD EXAMS DECEMBER 15 - 22

Note: the exam does not occur during the regular course meeting time. If you work or have other commitments, please make note of this early in the semester to ensure you have no trouble getting to the exam on time. The exam period will last 3 hours, though most students should not need the whole 3- hour period. In order to be permitted to take the exam, all students must arrive before any other students leave the exam. The final exam will consist of short answer and multiple-choice questions.

CRIMINAL JUSTICE 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:**

- **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.
- **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.
- **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 United States 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.

READING GUIDE

In addition to any specific reading questions assigned each week, students should be able to answer the following general questions about each week's readings and should come to class prepared to engage with the ideas raised by these general questions.

1. Who is the author?

We will refer to readings by the author's last name in class discussion and written work. Having your syllabus with you at all times will help you keep this information handy. When you take notes, always include the author's name for your reference. *What do you know about the author from the reading? How does this seem to relate to the style and arguments in the reading?*

2. What is the title of the reading and what does it mean?

You should always come to class able to explain what the title means and what concepts it references. This may require looking up the definition of some words. *After having read the piece, why do you think the author chose this title? Does the title adequately reflect the main arguments or key concepts in the piece?*

3. What are the main arguments or key points of the reading?

You should be able to describe in a few sentences what each reading is about and what the author intended to communicate. Most authors state this explicitly. *As you are reading, be on the lookout for statements of the main argument or focus. Use these as a guide to the rest of the reading.*

4. What key terms/ concepts or words emerged in the reading?

Take notes on any key terms. *Are these terms new? Does the definition here differ from other definitions you've encountered? What is confusing about these key terms and concepts?*

5. What questions or points does the reading raise about the week's topic?

How are the various readings from the week related? What links them?

6. How does the reading connect to themes from other readings and class discussion from other weeks?

7. What examples of the concepts and arguments from the reading can you apply to other contexts?

Try to apply the concepts, theories, and arguments to other situations and contexts outside the classroom or from your own experiences, and come to class with examples.

8. What methods or sources support the author's argument?

In other words, how does the author know what she or he knows? Does the reading summarize findings from a research study? Is the study using a particular method the author describes? Or, do the findings come from a legal case or argument? An opinion? *What kinds of sources are being referenced?*

9. What was unclear to you about the reading?

As you are reading keep a list of questions for class discussion. Be sure to read with a dictionary in case you encounter unfamiliar terms.

10. What is your assessment of the reading?

Are the arguments convincing? Why or why not? What would you change about the argument? Does it seem current or outdated? Are the arguments particular to the context or specific case described? How or why? Did the reading inspire you? Irritate you? Teach you something new? *Come to class ready to engage!*