Prisons and Prisoners 01:202:203:02
Spring 2016

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Tillet 116
Tuesday and Thursday 8:10-9:30PM
Office Hours 3rd floor Lucy Stone Hall 7:00 to 8:00 PM Tuesday and Thursday and by appointment


Course Description

Prisons are environments that exert extra-ordinary control (social, emotional, physical, etc) over its prisoners. This is an analytical exploration of the correctional process utilizing the theories of environmental press and prisonization to explore the prisons social forces (custody and convict), their effect upon those confined, and its consequences for society. The course is intended to challenge common views of prison operations that perpetrate myth and misunderstanding to result in a perspective that will query both current and proposes uses of the prison as a social institution. Prisons, especially now, exert a tremendous financial obligation from taxpayers, politicians for the past 40 years have used it as a platform for elections, and it has become a repository for the nation’s minorities, addicts and mentally among others. These issues similarly affect the social fabric.

A few words about Convict Criminology: Convict Criminology proposes a methodology, a theory, and a perspective for the study of correctional environments and its occupants. Its study could easily occupy a full semester of work. This semester will provide you with an introduction to that theory and that perspective for your consideration. Dr. Richards ends every email with the message, “we have been tough on crime, now we need to be smart on crime.” This semester proposes to offer an exploration or prisons and prisoners with the tenets of convict criminology as its underpinnings.

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.

**Student-Wellness Services:**

**Just In Case Web App**  
[http://codu.co/cee05e](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/](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**  
Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.

**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.

Course Objectives:

To understand the history of the prison, its uses and changes in operation
To understand the role of prison in society
To understand the theory of prisonization and why this theory effectively explains prison functioning
To dispel the myths that surround prison
An introduction to Convict Criminology
To explore the perceptions of ex-offenders and others about the correctional process
To understand the progression through prison for a convict
To understand the costs of imprisonment
To Challenge students to continue their inquiry into the correctional experience.

Course Schedule:

Jan. 19 Intro to the Course
Reading the text
Writing the papers
Why this course is Important - We are Hooked on Jail
Goals of the Course
Goals of Punishment
Text Assignment: The Prisoners’ World part 1 Chapters 1, 2 & 3
Convict Criminology Preface, Intro Chapters 1, 2, 3 & 4
Response question 1st Journal Entry: Do prison sentences make society safer?

Jan 22, 26, 28 and Feb 2 Intro to Punishment and History of the Prison
200 years of failed reform movements
Text Assignment The Prisoners’ World Part 1 Chapters 1, 2 & 3
Convict Criminology chapters 5, 6 & 7
Video - ACA History of prison

SUBMIT: Topic for research

Feb 4, 9, 11, 16 The Prison Experience pt 1
Introduction to theory of prisonization and Environmental Press
Quarantine and introduction to life in the cell
Video - Lewisburg Video - Let the Doors be of Iron
Text Assignment The Prisoners’ World Part 1 Chapters 1, 2 & 3
Part 2 Chapters 4 & 5
Part 3 Chapters 6 & 7
Convict Criminology chapters 11, 12 & 13

Feb 18 Text Assignment The Prisoners’ World Part 3 Chapters 8 & 9
Part 4 Chapters 10, 11, 12

Feb 18, 23, 25 and Mar 1 and 3 The Prison Experience pt 1 cont.
Stages of Prisonization
Classification and general population
Text Assignment The Prisoners’ World Part 2 Chapters 4 & 5
Part 3 Chapters 6 & 7

***Mar 8 Review for mid-term
*****Submit one half of journal entries

Mar 10 Mid Term

Spring Break March 15 and 17 No class

Mar 22, 24, 29 and 31 The Prison Experience pt. 2
PIC, Sex, Violence,
Text Assignment The Prisoners’ World Part 3 Chapters 13, 14, 15, 16 & 17
Convict Criminology Chapters 8, 9 & 10

April 5, 7, 12, 14 Work, Idleness in prison
Text Assignment: Prisoners’ World Part 3 Chapters 13, 14, 15, 16 & 17
Convict Criminology Chapter 13
April 19, 21, 26 Release from Prison
Text Assignment The Prisoners’ World Part 5 Chapters 18 & 19
Convict Criminology Chapter 14 & 15 and

April 28th submit papers and 2nd half of journals LAST DAY for submission

April 28 Conclusion – Release from prison
review for final

Reading days May 5

Final Exam May 7

GRADING

Tests – Mid term - 35%
   Final - 35%

Paper - 20%

Journals - 10%

Total Points 100%

Grades will be determined by numerical grades from tests and assignments. ALL assignments must be completed satisfactorily. Those assignments are 1 paper, 1 journal with a minimum of 24 - 1 page entries and 1 final reflection

Syllabus IS A GUIDE FOR YOU TO READ AND PREPARE FOR CLASS

NOTE: You must see Dr. Sheridan for all absences

Journal - 25 entries are to be a response to some personal perception of corrections (prisons) and why it is your belief, that is a response to something discussed in class, that is a response to a movie, TV show, media report or, talk show, newspaper editorial, book that has been read, etc. Journal entries are no more than 1 paragraph long. List of topics below

Final journal entry is your personal assessment of progress – a review of all entries and a reaction to how you have developed, thinking affected, and next steps to furthering your understanding of prison environment. Assessment may include general statement of affect. The final entry will be no less than 2 pages long and typed. Other entries may be carefully handwritten and are a reaction which will be discussed in class

Suggested Journal Topics to be completed
   Does Prison make society safer
   1. Does the media (TV, Movies, News) accurately reflect prison
   2. Who goes to prison
   3. How old are prisons
   4. What are the goals of prison
   5. Why do people fail after prison
Other journal entries

1. Who controls the prison and how
2. Do prisons rehabilitate?
3. How do so few correction officer successfully manage so many convicts
4. What is the purpose and value of work in prison
5. Is there sex in prison
6. What is a prison fantasy
7. Is there treatment in prison
8. How do convicts get released
9. How is parole determined for convicts
10. What do prisons cost society
11. When and why do convicts escape from prison

CREDIT ASSIGNMENTS

Paper Requirements:

1. The paper must address the topic. They are not comprised of opinions they are based on research. Your opinion may be used as a starting point from which you will develop the paper from your research. See Rubric for grading guide
2. The paper must satisfy the instructors guidelines to be rated as satisfactory otherwise they will be handed back as unsatisfactory
3. All papers will be on white paper and typed.
4. Papers must adhere to the requirements of English Grammar.
   a. Proof all work prior to submission for mistakes of grammar
   b. Proof all work prior to submission for spelling errors
   c. Papers will be written on one side of the page
   d. Papers will NOT contain cross outs.
5. References are to be documented, this includes the use of your textbook or class notes.
6. Papers may not be plagiarized.
   7. The length of paper will be a minimum of 6 typed.

Paper topic(s) will be discussed in first class

ADDITIONAL BIBLIOGRAPHY:

Clemmer, Donald. 1940. The Prison Community.
Dix, Dorothea. 1845. Prisons and Prison Discipline.
Eriksson, Torsten. 1976. The Reformers. [comparative]
Fogel, David. 1979. We Are the Living Proof: The Justice Model of Corrections.
Jackson, George. 1970. Soledad Brother. [letters]
Johnson, Robert and Hans Toch (eds). The Pains of Imprisonment.
Lester, David and Bruce Danto. 1993. Suicide Behind Bars: Prevention and Prediction.
Lewis, Orlando. 1922. The Development of American Prisons and Prison Customs, 1776-1845.
Lozoff, Bo, and Michael Braswell. 1989. Inner Corrections. [New Age]
Miller, Kent and Michael Radelet. 1993 Executing the Mentally Ill.
Miller, Jerome. Last One Over the Wall: The Massachusetts Experiment in Closing Reform Schools. Columbus: Ohio State University Press.
Sellin, Thorstein, 1976. Slavery and the Penal System. [chain gangs]
Stastny, Charles, and Gabrielle Tymauer. 1982. Who Rules the Joint?
USEEM, Bert, and Peter Kimball. 1989. States of Siege. [riots]
Wooden, Wayne, and Jay Parker. 1982. Men Behind Bars. [sex]