

**Rutgers, The State University of New Jersey**  
**Prisons and Prisoners 01:202:203:02**  
**Spring 2016**

**Dr. Matthew J. Sheridan**  
[msheridan@georgian.edu](mailto:msheridan@georgian.edu)

**Tillet 116**

**Tuesday and Thursday 8:10-9:30PM**

**Office Hours 3<sup>rd</sup> floor Lucy Stone Hall 7:00 to 8:00 PM Tuesday and Thursday and by appointment**

**Texts: Tregea, W. & Larmour M. (2009) The Prisoners' World**  
**Ross, J & Richards, S. (2003) Convict Criminology**

### **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 of 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>

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/](http://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/](http://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.

### **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 28<sup>rd</sup> submit papers and 2<sup>nd</sup> 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:**

- Alper, Benedict. 1974. Prisons Inside-Out. [reforms]
- Anderson, Debra. 1986. Curbing the Abuses of Inmate Litigation.
- Ayers, Edward. 1984. Vengeance and Justice: Crime and Punishment in the 19th Century South.
- Barnes, Harry Elmer. 1972. The Evolution of Penology in Pennsylvania.
- Barnes, Harry Elmer. 1972. The Story of Punishment.
- Bartollas, Clemens. 1985. Correctional Treatment.
- Berkman, Ronald. 1979. Opening the Gates: The Rise of the Prisoners' Movement.
- Biles, David (ed.). 1988. Current International Trends in Corrections.
- Bondeson, Ulla. 1989. Prisoners in Prison Societies. [Inmate subcultures]
- Bowker, Lee. 1980. Prison Victimization.
- Braswell, Michael et al. 1985. Prison Violence.
- Butler, Anne and C. Murray Henderson. 1990. Angola, Louisiana State Penitentiary: A Half-century of Rage and Reform.

Byrne, James. 1992. *Smart Sentencing: The Emergence of Intermediate Sanctions*.

Carlie, Michael and Kevin Minor. 1992. *Prisons around the World*. Dubuque, IO: William C. Brown.

Carlson, Bonnie and Neil Cervera. 1992. *Inmates and Their Wives*. NY: Greenwood Press.

Carroll, Leo. 1974. *Hacks, Blacks, and Cons*.

Chilton, Bradley. 1992. *Prisons Under the Gavel: The Federal Court Takeover of Georgia Prisons*.

Christie, Nils. 1993. *Crime Control as Industry*. NY: Routledge.

Clemmer, Donald. 1940. *The Prison Community*.

Colvin, Mark. 1992. *The Penitentiary in Crisis: From Accommodation to Riot in New Mexico*.

Cullen, Francis, and Karen Gilbert. 1982. *Reaffirming Rehabilitation*.

Davidson, R. 1974. *Chicano Prisoners: The Key to San Quentin*.

Davies, Ian. 1990. *Writers in Prison*. NY: Basil Blackwell.

DiIulio, John. 1991. *No Escape: The Future of American Corrections*. Basic Books.

DiIulio, John (ed.) 1990. *Courts, Corrections, and the Constitution: The Impact of Judicial Intervention on Prisons and Jails*. Oxford Univ. Press.

DiIulio, John. 1987. *Governing Prisons*.

Dix, Dorothea. 1845. *Prisons and Prison Discipline*.

Dobash, Russell, et al. 1986. *The Imprisonment of Women*.

Duffee, David. *Correctional Management*.

Ekland-Olson, Sheldon and Steve Martin. 1987. *Texas Prisons: The Walls Came Tumbling Down*.

Eriksson, Torsten. 1976. *The Reformers*. [comparative]

Evans, Robin. 1982. *The Fabrication of Virtue: English Prison Architecture, 1750-1840*.

Farbstein, Jay. 1986. *Correctional Facility Planning and Design*.

Fishman, Laura. 1990. *Women at the Wall: A Study of Prisoners' Wives Doing Time on the Outside*.

Fletcher, Beverly, Lynda Shaver, and Dreama Moon. (eds.). 1993. *Women Prisoners*. NY: Praeger.

Fogel, David. 1979. *We Are the Living Proof: The Justice Model of Corrections*.

Foucault, Michel. 1977. *Discipline and Punish: The Birth of the Prison*.

Franklin, H. Bruce. 1989. *Prison Literature in America*.

Giallombardo, Rose. 1966. *Society of Women*.

Giallombardo, Rose. 1974. *The Social World of Imprisoned Girls*.

Goldfarb, Ronald. 1975. *Jails: The Ultimate Ghetto*.

Goodstein, Lynne, and John Hepburn. 1985. *Determinate Sentencing and Imprisonment: A Failure of Reform*.

Gottfredson, Don, and Michael Tonry. 1987. *Prediction and Classification*.

Griset, Pamala. 1991. *Determinate Sentencing: The Promise and the Reality of Retributive Justice*.

Gross, Donalyn. 1991. *Dying in Prison: Counseling the Terminal Inmate*.

Henriques, Zelma. 1982. *Imprisoned Mothers and Their Children*.

Hirsch, Adam. 1992. *The Rise of the Penitentiary: Prisons and Punishment in Early America*.

Ignatieff, Michael. 1978. *A Just Measure of Pain*.

Irwin, John. 1980. *Prisons in Turmoil*.

Irwin, John. 1985. *The Jail: Managing the Underclass in American Society*.

Jackson, George. 1970. *Soledad Brother*. [letters]

Jacobs, James. 1977. *Stateville*.

Jacoby, Susan. 1983. *Wild Justice: The Evolution of Revenge*.

Johnson, Robert. 1981. *Condemned to Die*.

Johnson, Robert and Hans Toch (eds). *The Pains of Imprisonment*.

Johnson, Robert. 1990. *Death Work*. [interviews death row inmates, guards, and executioners]

Kalinich, David. 1980. *Power, Stability, and Contraband*.

Kauffman, Kelsey. 1988. *Prison Officers and Their World*.

Keve, Paul. 1986. *The History of Corrections in Virginia*.

Keve, Paul. 1991. *Prisons and the American Conscience: A History of U.S. Federal Corrections*.

Knight, Barbara, and Stephen Early. 1986. *Prisoners' Rights in America*.

Kratcoski, Peter. 1981. *Correctional Counseling and Treatment*.

Laurence, John. 1960. *A History of Capital Punishment*.

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*.

Little, Michael. 1990. *Young Men in Prison*.

Lombardo, Lucien. 1989. *Guards Imprisoned: Correctional Officers at Work*.

Lozoff, Bo, and Michael Braswell. 1989. *Inner Corrections*. [New Age]

Manocchio, Anthony and Jimmy Dunn. 1970. *The Time Game: Two Views of a Prison*.

Manville, Daniel. 1983. *Prisoners' Self-Help Litigation Manual*.

Massey. 1989. *The World of the Prison Novel*.

Mayer, Adele. 1988. *Sex Offenders*.

McGarrell, Edmund. 1988. *Juvenile Correctional Reform*. [New York]

McHugh, Gerald. 1978. *Christian Faith and Criminal Justice*.

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.

Morris, Norval. 1974. *The Future of Imprisonment*.

Murphy, John, and Jack Dixon (eds.). 1990. *Are Prisons Any Better? Twenty Years of Correctional Reform*.

Murton, Thomas. 1976. *The Dilemma of Prison Reform*.

Norberry, Jennifer et al (eds.). 1991. *HIV/AIDS and Prisons*.

Odier, Pierre. 1982. *The Rock: A History of Alcatraz*.

Palmer, John. 1991. *Constitutional Rights of Prisoners*. 4th Edition.

Palmer, Ted. 1992. *The Re-emergence of Correctional Intervention*. (Treatment)

Parisi, Nicolette. 1982. *Coping With Imprisonment*.

Platt, Tony, and Paul Takagi. 1980. *Punishment and Penal Discipline*.

Pollock-Bryne, Joycelyn. 1990. *Women, Prison, and Crime*.

Polsky, Howard. 1962. *Cottage Six*.

Quay, Herbert. 1984. *Managing Adult Inmates: Classification for Housing and Program Management*.

Radzinowicz, Leon, and Marvin Wolfgang. 1977. *Crime and Justice*. Volume 3: *The Criminal Under Restraint*.

Radelet, Michael, et al. 1992. *In Spite of Innocence: Erroneous Convictions in Capital Cases*. Boston: Northeastern University Press.

Reed, Emily. 1993. *The Penry Penalty: Capital Punishment and Offenders with Mental Retardation*. Lanham, MD: University Press of America.

Reiman, Jeffrey. 1990. *The Rich Get Richer and the Poor Get Prison*.

Rettig, Richard, et al. 1977. *Manny: A Criminal Addict's Story*.



Roberts, John 1994. *Escaping Prison Myths: The History of Federal Corrections*. Lanham, MD: University Press of America.

Robbins, Ira. 1988. *The Legal Dimensions of Private Incarceration*.

Rothman, David. 1991. *The Discovery of the Asylum*. Rotman, Edgardo. 1990. *Beyond Punishment: A New View on the Rehabilitation of Criminal Offenders*.

Russell, Gregory. 1993. *The Death Penalty and Racial Bias*. NY: Greenwood.

Ryan, Mick, and Tony Ward. 1989. *Privatization and the Penal System: The American Experience and the British Debate*.

Saenz, Adolph. 1986. *Politics of a Prison Riot*. [Santa Fe]

Sanders, Wiley. 1970. *Juvenile Offenders for a Thousand Years*.

Santamour, Miles. 1989. *The Mentally Retarded Offender and Corrections*.

Schloegel, Judith, and Robert Kinast. 1988. *From Cell to Society*. [reintegration]

Scranton, Phil, Joe Sim and Paula Skidmore. 1991. *Prisons Under Protest*. Philadelphia: Open University Press. [England]

Sellin, Thorstein, 1976. *Slavery and the Penal System*. [chain gangs]

Smith, Alexander, and Louis Berlin. 1988. *Treating the Criminal Offender*.

Spelman, William 1994. *Criminal Incapacitation*. NY: Plenum.

Spierenburg, Pieter. 1991. *The Prison Experience: Disciplinary Institutions and Their Inmates in Early Modern Europe*. Rutgers University Press.

Stastny, Charles, and Gabrielle Tyrnauer. 1982. *Who Rules the Joint?*

Steadman, Henry et al. 1989. *The Mentally Ill in Jail: Planning for Essential Services*.

Sykes, Gresham. 1958. *The Society of Captives*.

Toch, Hans and Kenneth Adams. 1989. *The Disturbed Violent Offender*.

Toch, Hans and Kenneth Adams. 1991. *Coping: Maladaptation in Prisons*.

Tomasevski, Katarina (ed.). 1986. *Children in Adult Prisons*.

Thompson, Joel, and G. Mays (eds.). 1991. *American Jails*.

United States Department of Justice. 1978. *Prison Employee Unionism*.

Useem, Bert, and Peter Kimball. 1989. *States of Siege*. [riots]

Van Voorhis, Patricia. 1994. *Psychological Classification of the Adult Male Prison Inmate*. Albany, NY: SUNY Press.

van Zyl Smit, Dirk and Frieder Dunkel. (eds.). 1991. *Imprisonment Today and Tomorrow: International Perspectives on Prisoners' Rights and Prison Conditions*. Boston: Kluwer.

Walsh, Anthony. 1988. *Understanding, Assessing, and Counseling the Criminal Justice Client*.

Wiener, Martin. 1990. *Reconstructing the Criminal: Culture, Law and Policy in England, 1830-1914*. (early British prisons)

Whitehead, John. 1989. *Burnout in Probation and Corrections*.

Whitfield, Dick (ed.). 1991. *The State of the Prisons--200 Years On*. NY: Routledge.

Wicker, Tom. 1975. *A Time to Die*.

Wilbanks, William. 1987. *The Myth of a Racist Criminal Justice System*.

Wooden, Wayne, and Jay Parker. 1982. *Men Behind Bars*. [sex]

Wright, Richard. 1993. *In Defense of Prisons*. NY: Greenwood.

Yackle, Larry. 1989. *Reform and Regret: The Story of Federal Judicial Involvement in the Alabama Prison System*.

Zamble, Edward, and Frank Porpino. 1988. *Coping, Behavior and Adaptation in Prison Inmates*.

Zimmerman, Sherwood, and Harold Miller. 1981. *Corrections at the Crossroads: Designing Policy*.

Zupan, Linda. 1991. *Jails*. [new generation]