Prisons and Prisoners
01:202:203 B1
Monday through Thursdays
10:10 AM to 12:05 PM
Murray Hall, Room 111

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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.

SYLLABUS

PURPOSE OF THE COURSE:

The course intends to survey the expanding boundaries of corrections, punishment, and social control. By emphasizing a critical approach to the criminal justice apparatus, prevailing myths and ideologies shall be confronted, allowing students to understand how key social forces (i.e., economics, politics, morality, and technology) shape the use of prisons in contemporary society. Likewise, considerable attention is directed at the internal workings of corrections, including various institutional problems and issues (e.g., violence, the death penalty, the war on drugs, racism and classism). The general goal of this class is to foster an intelligent and sophisticated view of corrections and its many contradictions.

REQUIRED TEXTBOOKS:

#1. *Corrections: A Critical Approach, 3rd ed.* (2011), by Welch, Michael. London: Routledge.

#2. *Ironies of Imprisonment.* (2005), by Welch, Michael. Thousand Oaks, CA. Sage Publications.

EVALUATION OF STUDENT PERFORMANCE:

Three Exams:	30 points each	**90** points
Five Quizzes:	2 points each	**10** points
Total Semester Points:		**100** points

Exams consist of 60 multiple-choice items (1/2 points each) covering both lecture and reading assignments.

Quizzes will be unannounced and cover topics in assigned reading assignments.

There are **NO** make-up dates for **ANY** quiz under **ANY** circumstance.

There are **NO** extra credit assignments.

There are **NO** discretionary grades in this course

Final Grades:

90 - 100%	A
87 – 89%	B+
80 – 86%	B
77 – 79%	C+
70 – 76%	C
60 – 69%	D
00 – 59%	F

This syllabus is subject to change

May 30	Course introduction.
May 31	*Ironies of Imprisonment.* Chapters 1 & 2. The Penitentiary
June 1	*Corrections: A Critical Approach*. Chapter 1. Introduction
June 5	*Corrections: A Critical Approach*. Chapter 2. Social History of Punishment and Prisoners.
June 6	*Corrections: A Critical Approach*. Chapter 3. America's Penal Past and Correctional Experience
June 7	*Corrections: A Critical Approach*. Chapter 4. Theoretical Penology. Traditional & Critical Perspectives on Corrections Course Section Review
June 8	**Examination #1**
June 12	*Ironies of Imprisonment*. Chapter 4: War on Drugs and Just War Theory. *Corrections: Critical Approach*: Chapter 16.
June 13	*Ironies of Imprisonment*. Chapter 5: Health Care Crisis Behind Bars. *Corrections: Critical Approach*: Chapter 16.
June14	*Corrections: A Critical Approach*. Chapter 6: Women in Corrections
June 15	*Corrections: A Critical Approach*. Chapter 8: Minorities in Corrections.
June 19 & 20	*Corrections: A Critical Approach*. Chapter 15: The Corrections Industry.

June 21	*Ironies of Imprisonment.* Chapter 6: Reproducing Prison Violence. *Corrections: Critical Approach*: Chapter 9: Assault and Riots. Course Section Review.
June 22	**Examination 2**
June 26 & 27	*Ironies of Imprisonment*. Chapter 7: Ironies of Capital Punishment.
June 28 & 29	*Ironies of Imprisonment*. Chapter 8: War on Terror and the Misuse of Detention.
June 29 & 30	Current and Future Trends in Corrections.
July 3	Class review
July 4	NO CLASS
July 5	Course Review
July 6	**Final Exam**. Last day of class

Final Examination Tentative: Thursday, July 6, 2016, 10:15 AM to 12:00 NOON Murray Hall 111.

Students unable to attend **ANY** examination on the assigned date, for **ANY** reason, are to notify the instructor **PRIOR** to the examination date to make arrangements for a make-up examination.

Nota Bene: Tape recording lectures is strictly prohibited, along with note-taking for commercial purposes. This syllabus is subject to change.

Students are encouraged to utilize any and all resources available to assist them with this course through the Rutgers University Learning Resource Center. Information regarding the services available can be accessed at: http://lrc.rutgers.edu

Students will be held to the academic integrity standards of this institution. Refer to: http://teachx.rutgers.edu/integrity .

Student-Wellness Services:

http://m.appcreatorpro.com/m/rutgers/fda9f59ca5/fda9f59ca5.html> 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/
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.