

## **47:202:402 Contemporary Problems in Corrections**

3 Credits  
Fall 2018

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### **Course Information**

Meeting times:      Tue.    08:30am- 09:50pm  
                              Fri.    08:30am- 09:50pm

Location:             Bradley Hall 313 (BRD- 313)

First day of class:    09/04/2018

### **Instructor Information**

Instructor:            MSc Christiane Schwarz  
Email:                  christiane.schwarz@rutgers.edu  
Office Hours:         Tue., Fri. 10-11am  
Room:                  579E, School of Criminal Justice, 123 Washington Street

### **Course Overview**

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#### **B.S. Criminal Justice Learning Goals**

Upon completion of the B.S. in Criminal Justice at Rutgers University-Newark, students should be able to:

- Describe the development and functions of major criminal justice institutions (e.g., police, courts, corrections, and juvenile justice), the activities of actors within these institutions, and how they relate to one another as well as the broader social, political, and economic world.
- Describe the mechanisms, correlates, theoretical underpinnings, and situational contexts of crime, criminal behavior and opportunity, and techniques for prevention and treatment.
- Apply and analyze theories related to the policies and practices of the criminal justice system and its major institutions.
- Demonstrate the ability to gather, explain, and apply empirical research in the field of criminal justice.
- Obtain a comprehensive knowledge about the process of conducting criminal justice research and develop the skills to conduct criminal justice research with appropriate methodologies.

## Course Learning Goals

This course explores the impact of alternatives to incarceration, the growing prisoner rights movement, strikes by correctional employees, and public resentment toward persistently high rates of recidivism are major topics discussed in this course. In addition, the class provides for an in-depth study of issues concerning correctional education, job training, work release, and post-incarceration employment.

After completing this course, students will be able to:

- ✓ Demonstrate an understanding of the current issues faced by the United States' institutional and community corrections systems.
- ✓ Summarize current policy debates linked to corrections dilemmas from various perspectives (theory, research, and policy).
- ✓ Critically assess criminological theories used to explain corrections and punishment.
- ✓ Analyze contemporary evidence-based strategies aimed at reducing rates of incarceration and recidivism.
- ✓ Analyze the history and development of the corrections system in the United States to provide context to contemporary problems.
- ✓ Prepare and organize a presentation about a current problem in corrections
- ✓ Have an ability to participate in discussion and debate both within their own work and with other students

## Course Policies and Expectations

Students are expected to arrive on time, to have read the assigned materials prior to the session in which they will be discussed, to attend class regularly. Please be courteous in the classroom (turn off cell phones, refrain from talking to others/texting, sleeping, etc.). Disruptive behaviors will not be tolerated. Repeated classroom disruptions will result in you being asked to leave the class and may ultimately affect the grade you receive. Repeated tardiness to class lectures will also be considered disruptive and may influence your final grade in the course.

Students can expect the instructor to be concerned for the educational experience of each student in the class, respectful of individual differences, encouraging of creativity, knowledgeable of and enthusiastic about the course material, prepared for class, thorough and prompt in evaluating assignments, and rigorous yet supportive in maintaining high standards for performance.

## Required Readings

Students are not required to purchase any particular book. Information will be gathered from ebooks and articles that are freely accessible for Rutgers students. Main articles will always be uploaded on blackboard.

## Course Structure

Week	Topic	Reading Material
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09/04; 09/07	<u>Introduction</u> Explanation of class requirements Definitions Incarceration trends <u>Historical purpose of imprisonment</u>	Cantor, N. (1936) "Conflicts in Penal Theory and Practice" <i>Journal of Criminal Law and Criminology</i> 26(3): 330-350. Sections of Foucault's "Discipline and Punish: The Birth of the Prison" Section of de Toqueville, A and de Beaumont, G. (1833) <i>On the Penitentiary System in the United States</i>
09/11; 09/14	Continue: Historical and contemporary <u>Theories of imprisonment</u> <u>Rehabilitation Theory</u>	Alexis de Toqueville and Gustave de Beaumont, <i>On the Penitentiary System in the United States</i> " Cullen, Francis T. (2013) "Rehabilitation: Beyond Nothing Works" <i>Crime and Justice</i> 42(1): 299-376.
09/18; 09/21	<u>Sociological perspective of imprisonment</u> Detailed discussion on Sykes' work	Sykes, G. 1958/2007. <i>The Society of Captives: A Study of a Maximum Security Prison</i> . Princeton, NJ: Princeton University Press.  Rocheleau, Ann Marie (2013) "An Empirical Exploration of the 'Pains of Imprisonment' and the level of Prison Misconduct and Violence"
09/25; 09/28	<u>Mental health issues</u> <u>Substance abuse</u>  Group Presentation: Mental health issues Group Presentation: Substance abuse	Fazel, S., Hayes, A., Bartellas, K., Clerici, M. and Trestman, R. (2016) "The mental health of prisoners: a review of prevalence, adverse outcomes and interventions" <i>Lancet Psychiatry</i> 3(9): 871-881.  Fallin, G., Wexler, H. and Lipton, D. (1992), <i>Treating Drug Problems: Volume 2: Commissioned Papers on Historical, Institutional, and Economic Contexts of Drug treatment</i> , Institute of Medicine (US) Committee for the Substance Abuse Coverage Study; Gerstein DR, Harwood HJ, editors.
10/02; 10/05	<u>Educational and Rehabilitative programs in prisons</u>  Group- Presentation: Prison programs	Davis, L. M., Bozick, R., Steele, J., Saunders, J., & Miles, J. N. (2013). "Evaluating the effectiveness of correctional education- A meta-analysis of programs that provide education to incarcerated adults" Rand Cooperation.  Castellano, T.C. & Soderstrom, I.R. (1997) "Self-esteem, depression, and anxiety evidenced by a prison inmate sample: Interrelationships and consequences for prison programming" <i>The Prison Journal</i> 77(3): 259-281.  Vacca, J.S. (2004) "Educated prisoners are less likely to return to prison" <i>Journal of Correctional Education</i> 55(4): 297-305.  Vannoy, S.D. & Hoyt, W.T. (2004) "Evaluation of an anger therapy intervention for incarcerated adult males" <i>Journal of Offender Rehabilitation</i> 39(2): 39-57.

<p>10/09; 10/12</p>	<p><u>Physical harm within corrections</u> Gang violence staff-inmate violence Rape behind walls <u>Portrayal of prisons/jails in media</u></p> <p>Group- Presentation: Violence behind bars Group-Presentation: Media Portrayal of prisons</p>	<p>Bowker, L. H. (1983) "An Essay on Prison Violence" <i>Prison Journal</i> 63: 24-31.</p> <p>Wolff, N. and Shi, J. (2010) "Contextualization of Physical and Sexual Assault in Male Prisons: Incidents and Their Aftermath" <i>Journal of Correctional Health Care</i> 15(1): 58-82.</p> <p>Sections of Mason, P. (2013) <i>Captured by the media</i>. Available as ebook for Rutgers Students</p> <p>Blakely, C., Bumphus, V. (2005) "The Print media's portrayal of the private prison" <i>Probation Journal</i> 52(1): 69-75.</p>
<p>10/16; 10/19</p>	<p><u>The impact of prison architecture and design on prisoners</u> Overcrowding Solitary confinement Lock-down</p> <p>Group- Presentation: Impact of architecture on prisoners</p>	<p>Jewkes, Y. (2018) "Just design: Healthy prisons and the architecture of hope" <i>Australian and New Zealand Journal of Criminology</i>: 1-20.</p> <p>Cloud, D. H., Drucker, E. Browne, A. and Parsons, J. (2015) "Public Health and Solitary Confinement in the United States" <i>American Journal of Public Health</i> 105(1):18-26.</p> <p>Wootton, A. (2016) "AB 109 and its impact on prison overcrowding and Recidivism: A policy Analysis" <i>Research Journal of Justice Studies and Forensic Science</i> 4(6). Available at: <a href="http://scholarworks.sjsu.edu/themis/vol4/iss1/6">http://scholarworks.sjsu.edu/themis/vol4/iss1/6</a></p>
<p>10/23; 10/26</p>	<p><u>Race, Ethnicity in Prisons</u> <u>Gender and Sexuality in Prison</u> Theories on masculinity and feminist work on prisoners</p> <p>Group Presentation: Race and imprisonment Group Presentation: Gender and Imprisonment Group Presentation: Sexuality in Prisons</p>	<p>Wacquant "Class, race and hyper-incarceration in revanchist America"</p> <p>Duwe, G. and Clark, V. (2015) "Importance of Program Integrity" <i>Criminology and Public Policy</i> 14(2): 301- 328.</p> <p>Pardue, A., Arrigo, B. A. and Murphy, D. S. (2011) "Sex and Sexuality in Women's Prisons: A Preliminary Typological Investigation" <i>The Prison Journal</i> 91(3): 279-304.</p>
<p>10/30; 11/02</p>	<p><u>Juveniles in Prison</u> <u>Working in Corrections</u> Correctional Officers PTSD and burnout Female officers</p> <p>Group Presentation: Juveniles in correctional facilities Group Presentation: Working in corrections</p>	<p><b>Anticipated guest speaker</b></p> <p>Fortune, C. (2017) "The Good Lives Model: A strength-based approach for youth offenders" <i>Aggression and violent behavior</i>, 38: 21-30.</p> <p>Weichselbaum, S. (2017) "For Corrections Officers and Cops, a New Emphasis on Mental Health" The Marshall Project, Available at: <a href="https://www.themarshallproject.org/2017/06/14/for-corrections-officers-and-cops-a-new-emphasis-on-mental-health">https://www.themarshallproject.org/2017/06/14/for-corrections-officers-and-cops-a-new-emphasis-on-mental-health</a></p>
<p>11/06; 11/09</p>	<p><u>Family connections</u></p>	<p>Comfort, M. (2007) "Punishment Beyond the legal offender"</p>

	Pain of imprisonment extended to family members and close people to those incarcerated Prison visitation  <b>Group Presentation: Prison visitation</b>	Tewksbury, R. and DeMichele, M. (2005) "Going to Prison: A Prison Visitation Program" <i>The Prison Journal</i> 85(3)  Christian, J. (2005) "Riding the Bus: Barriers to Prison Visitation and Family Management Strategies" <i>Journal of Contemporary Criminal Justice</i> 21(1): 31-48.
11/13; 11/16	<u>Community Corrections</u>  <b>Group Presentation: Community Corrections</b>	Andrew, D., Hardcastle, L. and Birgden, A. (2012) "Case Management in Community Corrections: Current Status and Future Directions" <i>Journal of Offender Rehabilitation</i>  Assessing Evidence Based Practices in Community Corrections  Phelps, M. S. (2013) "The Paradox of Probation: Community Supervision in the Age of Mass Incarceration" <i>Law Policy</i> 35(1-2): 51-80.
<b>Thanksgiving</b>	<b>No class</b>	
11/27; 11/30	<u>Returning home</u> "Pains after incarceration"  <b>Group Presentation: Pains after imprisonment</b>	Petersilia, J. <i>When Prisoners Come Home</i> Becket, K. and Kelly, S. <i>Banished</i> pp. 3-17 National Inventory of the collateral consequences of Conviction, Available at: <a href="https://niccc.csgjusticecenter.org">https://niccc.csgjusticecenter.org</a>
12/04; 12/07	<u>De-incarceration:</u> Rise of risk assessment tools Transitioning houses	Martin, W. G. (2016) "Decarceration and justice disinvestment: Evidence from New York State" <i>Punishment and Society</i> 18(4): 479-504.  Bonta, J. and Andrews, D. A. "Risk-Need-Responsivity Model for Offender Assessment and Rehabilitation"
12/11	Continue: Re-offending, recidivism	
12/14	Final class: Questions regarding final paper	
12/21	Final Paper due	

## Course Assessment and Grading

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The final grade will be assessed based upon your performance on the following:

<b>10 Points</b>	Attendance and Participation
<b>15 Points</b>	Group Presentation
<b>25 Points</b>	Portfolio on Group Presentation
<b>50 Points</b>	Final Paper
<b>100 Points</b>	TOTAL

### Grading Scale

90-100 =	A	80-85.5 =	B
86-89.5 =	B+	76-79.5 =	C+

70-75.5= C  
66-69.5 = D

< 65.5 = F

### **Attendance and Participation**

You are expected to actively engage in class discussion by asking and answering questions. Therefore, it is important that you do the readings, prepare questions ahead of time, and think critically. Attendance is mandatory: Attendance will be taken at the beginning or at the end of every class. A maximum of two unexcused absences will be allowed. Five points will be deducted from your overall participation grade for each missed class that has not been approved by me (request such approval before class by email). If you consistently leave class early, come-in late, or fall sleep, it will be duly noted and it will also affect your grade. If you are unable to attend a class, please contact another student for their notes on the material that you missed.

### **Group Presentation**

Groups of 3 to 4 students will work together to prepare a power-point presentation on a current issue in corrections. Within the first week of class in September, students will either choose or be assigned to a particular presentation topic. Students are scheduled to present depending on their topic (see above). Presentation shall be 15-20 minutes long; each presenting student must speak for approximate five minutes. One member of the group needs to send presentation slides to the instructor the day before presentation. Students are marked as a group (all participating students receive the same points), testing teamwork, organization and time management skills. Students can choose from the following topics:

1. Impact of architecture on prisoners
2. Educational and Rehabilitative programs in correctional facilities
3. Prison programs
4. Violence behind bars
5. Media Portrayal of prisons
6. Mental health issues
7. Substance abuse
8. Race and imprisonment
9. Gender and Imprisonment
10. Sexuality in Prisons
11. Juveniles in correctional facilities
12. Working in corrections
13. Prison visitation
14. Community Corrections
15. Pains after Imprisonment

### **Portfolio**

Students need to submit a five to seven-page, double-spaced portfolio within 7 days after presentation. The portfolio is a written submission based on individual effort. This means that students will not be graded as a group but each student receives an individual grade. A portfolio is a reflective account of your presentation. This assignment should include the following:

*Topic:* Why did you choose this particular presentation topic?

*The research process:* what you did, how you organised your research, what sources you have reviewed, how you divided the work, any meetings/discussion, how you made decisions about the structure of the presentation and about the use/inclusion of various pieces/types of material; any difficulties in information search, structuring and organising your presentation, using theory, empirical data etc.

*Literature review:* summarize the main points of your group- presentation  
*Comments/observations:* what you have learned from this process  
*Reference list:* use one system consistently; all in-text references should be included in your bibliography  
*PPT slides:* Include your presentation slides as an appendix to your portfolio  
*Language:* reflexive (using “I” or “we” is accepted)

### **Final Paper**

You are required to write one essay selected from three titles handed out in the second week of class. The assignment should be at least 2,500 words long and not longer than 3,500 words. Essays need to be submitted via Blackboard no later than 1pm on December 21<sup>st</sup>, 2018.

On the front page include:

- ✓ Your Name
- ✓ A word count (not including the reference list)
- ✓ Assignment question

Word process your essay:

- ✓ Set the text at double spaced
- ✓ Format paragraphs clearly, leaving a space after each paragraph
- ✓ Number the pages

Include a correctly set out reference list.

### **Late or Missing Assignment Policy**

Late assignments will not be accepted unless the student has given prior notification and approval has been granted by the instructor.

### **Extra Credit Policy**

There will be no extra credit opportunities in this class. Plan accordingly by attending class, participating, and doing homework assignments and exams so that they reflect the final grade you hope to achieve.

### **Plagiarism**

Plagiarism is using the work of others as if it were your own. All written work must be your own work. You must not copy from other students, or from the published (or unpublished) work of others. Whenever you make use of books, articles, internet or other source material, you must make this clear by the appropriate use of references and, where a passage is cited word for word, by the use of quotation marks. Plagiarism is a serious offence and is regarded in the same light as cheating in examinations. It is likely to result in failure and a mark of 0 for the whole class, and can lead to disciplinary action.

### **Feedback on written drafts**

Feedback **cannot** be given on drafts of summative work. However, students are encouraged to meet with class instructor and in her Drop in Office hours to discuss and get advice on the work that they are doing on their written assignment.

### **Course Policies**

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## **Classroom Rules**

There will be a strict no mobile phone policy during class sessions. If required, students may leave the classroom to receive or make important phone calls.

## **Academic Integrity**

As a member of the Rutgers University community you are not to engage in any academic dishonesty. You are responsible for adhering to basic academic standards of honesty and integrity as outlined in the Rutgers University Policy on Academic Integrity for Undergraduate and Graduate Students <http://studentconduct.rutgers.edu/academic-integrity>

Your academic work should be the result of your own individual effort, you should not allow other students to use your work, and you are required to recognize and reference any material that is not your own. Violations of the university's policy will result in appropriate action.

## **Academic Resources**

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### **Students with Disabilities**

Rutgers University is committed to providing equal educational opportunity for persons with disabilities in accordance with the Nondiscrimination Policy of the University and in compliance with § 504 of the Rehabilitation Act of 1973 and with Title II of the Americans with Disabilities Act of 1990. For additional information please visit the website <https://ods.rutgers.edu/> or contact the representative for the Newark Campus.

Allen Sheffield

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### **Psychological and Counseling Services**

If you experience psychological or other difficulties as a result of this course, or because of other issues that may interfere with your performance in the course, please contact the university's psychological and counseling service center (<http://www.counseling.newark.rutgers.edu>; 973-353-5805), which is located in Blumenthal Hall, room 101. The center offers a variety of free, confidential services to part-time and full-time students who are enrolled at Rutgers.

If you are interested in finding out more about

- Accelerated Master's Program (B.S. /M.A.)
- Criminal Justice National Honor Society (Alpha Phi Sigma)

Please refer to the School of Criminal Justice website <http://rscj.newark.rutgers.edu/>