**CLJ 202:204 CORRECTIONS**

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| Professor: Dr. Andres F. Rengifo | Fall 2020 |
| Course meets: Mon/Wed 10:00 – 11:20 am, via [Zoom](https://rutgers.zoom.us/my/arengifo?pwd=WjF6ZFlUV1BOS2ZSYzVNUDRtRUJIUT09) | Format: Remote/Synchronous |
| Office hours: Tue 9:00 – 11:00 am, via Zoom (by appt.) | Email: arengifo@rutgers.edu |

All lectures will be conducted live at:
<https://rutgers.zoom.us/my/arengifo?pwd=WjF6ZFlUV1BOS2ZSYzVNUDRtRUJIUT09>

Meeting ID: 232 677 6591

Passcode: 202525

Use this information to connect to sessions on scheduled days/times

**Course description**

This course provides a general overview of the theory and practice of legal punishment in the United States. It documents the evolution of correctional institutions and correctional systems including interactions between corrections and other components of State/Federal criminal justice systems (i.e., Courts, Police, State legislatures). This course also explores theories on the various uses and functions of punishment, as well as approaches to prisoner management within and beyond prison walls (i.e., jails, parole, community corrections) with an emphasis on social, political and economic dilemmas associated with mass incarceration and prisoner reentry.

**Course format**

Criminal Justice Majors must take “Criminology” (202:102) and “Introduction to Criminal Justice” (202:103) before registering for this course. There are no prerequisites for non-CJ majors. Course sessions will be based on instructor-led lectures as well as more open discussions on policy/substantive issues. On occasion, sessions will feature guest speakers or will be supplemented with short documentaries.

All classes will take place remotely, via Zoom, and will be conducted synchronously (that is, following the posted days/times for the class). All lectures will be recorded and posted on Blackboard for review.

Since this is a fully-online course, please communicate issues with connectivity, software or hardware immediately. Contact [Launch Pad](https://runit.rutgers.edu/technology-launch-pad/) first for any computing issues; if your problems persist, contact me directly via email at arengifo@rutgers.edu.

**Course learning objectives**

After completing this course, students will be able to:

* Identify the structure, logic and long-standing issues associated with the operation of correctional systems/organizations at the local and national levels.
* Summarize current policy debates linked to sentencing/corrections dilemmas from various perspectives (theory, research, and policy).
* Demonstrate analytical and writing skills through the completion of course readings and assignments and participation in discussion questions.

**Course policies and expectations**

Students are expected to log-in for all lectures, to have read the assigned materials prior to the session in which they will be discussed, and to participate in class discussion. All course lectures will be recorded and posted on Blackboard in case you cannot make it to class.

Please observe the following etiquette rules when participating in the lectures via Zoom:

1. Be on time and try to log-in from a quiet, distraction free environment
2. Use your Rutgers account to connect, and keep your first and/or last name to self-identify
3. Keep your audio on mute until you want to speak in order to minimize the overall level of background noise.
4. If you chose to enable video, please be aware of your surroundings.
5. Have a plan for taking notes and accessing lecture materials
6. In the bottom of the Zoom window, click on “Participants” and “Chat.” Two pop-up windows will open on the right side of your screen:
	1. When you want to speak, use the “Raise Hand” feature (on the bottom left of the Participants window). Be sure to unmute yourself to talk.
	2. Use the Chat box to make a point or ask a question. Remember that the chat is public, and may be recorded, and archived. Also, please avoid using short-hand and other expressions commonly used when communicating in other settings (“tbc”, “w/r/t/”, “bc”, “lol”, etc.).

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, enthusiastic about the course materials, thorough and prompt in evaluating assignments, and rigorous yet supportive in maintaining high standards.

**Assigned reading material**

Clear, T., M. Reisig, C. Petrosino, & G. Cole (2016) *American Corrections IN BRIEF* (Third Ed.). Wadsworth.

\*\* Book available for online purchase at the Rutgers-Newark bookstore or via any major retailer \*\*

Blackboard - Students will access basic course information through the course website, including lecture slides and reading materials not covered in the textbook. Blackboard’s “discussion board” will be used for discussion questions that will be prepared by students ahead of class and further discussed during class. Use blackboard or email to get in touch with me.

**Grading**

The ultimate goals of this class are for you to understand the materials and do well on the midterm/final exams, quizzes, and group presentation. In order to do well it is critical that you keep up with the readings and participate in class/online discussions. The distribution of points is as follows:

 Midterm Exam (take-home) 20 pts

 Final Exam (take-home) 20 pts

Group Presentation 20 pts

Participation 20 pts

Quizzes (take-home) 20 pts (up to 3 quizzes)

 TOTAL 100 pts

The grading scale is as follows:

 90-100 =A 87-89=B+ 77-79=C+ 60-69 =D

 80-86 =B 70-76=C < 60 =F

Zoom – We will use Zoom for class lectures. To log in, click on the [link](https://rutgers.zoom.us/my/arengifo?pwd=WjF6ZFlUV1BOS2ZSYzVNUDRtRUJIUT09) for class sessions on the days/times in the schedule. Try to be on time and please observe all other etiquette rules posted above. You may connect to all class sessions using a web browser or the Zoom app. Alternatively you can login via the Zoom [website](https://zoom.us/join) (enter the meeting ID and passcode below). When system dialog prompts, click Open URL: Zoom Launcher.

You can also connect by phone using the following information:

Phone numbers:

 +1 312 626 6799 US (Chicago)

 +1 646 558 8656 US (New York)

 +1 669 900 9128 US (San Jose)

Meeting ID: 232 677 6591

Password: 202525

**Support**

There are several units at Rutgers that can help you address computing issues, and other challenges associated with writing, health, etc. Here is a list:

Covid-19 updates [Rutgers information center](https://coronavirus.rutgers.edu/)

Software/Internet: [Launch pad](https://runit.rutgers.edu/technology-launch-pad/)

Writing: [Writing Center](https://myrun.newark.rutgers.edu/writing-center)

Health: [Health Services](https://www.newark.rutgers.edu/health-wellness-students)

Dropping the course? Please refer to [posted](https://registrar.newark.rutgers.edu/office-registrar-fall-academic-calendar#add-drop) requirements regarding drop days, where to find appropriate forms and related policies. For more information on support services available refer to pp. 7-8 of this syllabus.

Exams: The midterm and final exams will be take-home. For each you will have up to 24 hours to submit your answers via Blackboard. Once you start to write your answers, you will need complete the test within two hours. If you have to miss an exam, you must contact me prior to the exam date. Only medical/family emergencies may be excused. Make-up exams will be essay, in part. Exams will employ a combination of multiple choice and true/false questions, as well as a short essay-type exercise. Questions will be based on the required readings and slides, in-class/blackboard discussions, and presentations by guest speakers.

Quizzes*:* You will have up to 3 take-home quizzes during the semester. These quizzes will be announced via email/blackboard, and you will have up to 48 hours to submit your answers. Once you start your answers, you will need to complete each quiz within 20 minutes. Quiz questions will cover the assigned material for the following class session. Your lowest quiz grade will be dropped when calculating your overall grade for quizzes. There will be no make-up quizzes.

Group presentation: Groups of 3 students will work together throughout the semester to prepare a 7-slide PowerPoint presentation describing key characteristics of a specific state correctional system in the US (organizations, budget, personnel, etc.), one current specific challenge (e.g,, crowding, lawsuits, etc.) and one innovative policy/practice. Students will present their work the last week of regular classes (10 min. per presentation).

Class participation: Class participation includes your contributions to the “discussion board” questions posted on blackboard, as well as your regular participation in class discussions.

*Discussion board:* This course has a total of 25 learning modules (see class outline on pp. 5-6). For each module there is a corresponding reaction question to be posted in the course’s discussion board (Blackboard). You will be required to post a response to six of these questions throughout the semester in a way that demonstrates your understanding of the readings and your understanding of the question posed. All discussion board comments may be informal, although they are expected to include concrete references to the readings (cites, examples) and the problem or issue raised in the reaction questions. All submissions should be posted by 7:00 PM the day prior to each class. Sometimes I will participate in these discussion sessions in order to redirect comments and to encourage further participation from contributors.

Class attendance is strongly encouraged as discussion/live interaction will help you contextualize the readings, and expand on contributions and applications. All lectures will be recorded and posted on Blackboard in case you cannot make it to class.

\*\*\* If you have any questions about the course, the readings or the exams, please refer to this syllabus first. If you still need assistance please email me at arengifo@rutgers.edu. \*\*\*

**Academic honesty**

Take note of your responsibilities under the [Rutgers University Policy on Academic Integrity for Undergraduate and Graduate Students](http://studentconduct.rutgers.edu/student-conduct-processes/university-code-of-student-conduct/) . Academic dishonesty of any form will NOT be tolerated, including cheating (sharing/copying/buying answers) and plagiarism (“borrowing” information from sources without proper citation). If you have questions about what constitutes plagiarism please contact me. Students who are found in violation of university policies are subject to severe sanctions.

At Rutgers we encourage an inclusive and respectful climate and culture. This involves reducing and preventing sexual and gender-based harassment. Click [here](https://sexualharassment.rutgers.edu/) for more information on policies and ways to get support.

**Additional readings and resources (required):**

The following list of required materials will be available on Blackboard under “Course Documents”. Students are required to review these materials prior to the corresponding lecture.

(MF). Foucault, Michel (1977). 1995. *Discipline and Punish*. New York: Vintage. Pp. 3-31. (Chapter 1).

(PEW) Pew Charitable Trusts. 2009. *One* *in 39. The Long Reach of American Corrections*. Washington DC: Pew Center on the States.

(WF) Finnegan, William “*Sheriff Joe*” The New Yorker, July 20, 2009. Pp. 42-53.

(DG) Grann, David “*The Brand”* The New Yorker. February 16, 2004. Pp. 156-171.

(UI). Baer et al. 2006. *Understanding the challenges of Prisoner Reentry*. Washington DC: Urban Institute.

(AG) Gawande, Atul “*Hellhole*” The New Yorker, March 30, 2009. Pp. 36-45.

(NPR) National Public Radio. Life in Solitary Confinement (3-part special series). Listen/read materials at: <http://www.npr.org/templates/story/story.php?storyId=5584841>

(SS) Stillman, Sarah.”America’s other family-separation crisis” The New Yorker, Nov 5, 2018. Pp. 24-36.

(SC) Coll, Steve. “The jail health-care crisis” The New Yorker, April 3, 2019.

(JS) Schuppe, John (2017). Post bail. NBC News. August 22, 2017: <https://www.nbcnews.com/specials/bail-reform>

(EH) Ear Hustle (podcast @ [www.earhustlesq.com](http://www.earhustlesq.com))

(MA) Alexander, Michelle. 2010. *The new Jim Crow: Mass Incarceration in the age of color-blindness*. New York: The New Press.

(MT), Taylor, Mac. 2017. *Improving in-prison rehabilitation programs.* Sacramento: Legislative Analyst’s Office.

Other resources: Films and documentaries

(1998). The Farm: Angola, USA

(2011). Into the Abyss.

(2014). 60 Minutes: Pelican Bay

(2011). Red Hook Justice

(2014). The Save.

**Course Outline: Topics and Readings**

\*\* I reserve the right to modify this schedule based on class progress\*\*

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| --- | --- | --- | --- |
| Session | Date | Topics and Required readings | Reading materials  |
| 1 | 9/2 | Intro – Mapping the corrections system | Pp. 1-15 |
| 2 | 9/8 | A systems/problems approach | Pp. 16-27 |
|  |  | *The Correctional Context* |  |
| 3 | 9/9 | The history of corrections | Pp. 30-36 |
| 4 | 9/14 | MF (Ch.1) |
| 5 | 9/16 | The punishment of offenders | Pp. 37-54 |
| 6 | 9/21 |
| 7 | 9/23 | Race, gender and the correctional client | HU (“Cellies”)\* |
| 8 | 9/28 | MA (Ch.2-3) |
|  |  | *Correctional Practices* |  |
| 9 | 9/30 | Jails: Detention and short-term incarceration | Pp.57-82 |
| 10 | 10/5 | JS\* |
| 11 | 10/7 | Bail reform in New Jersey and beyond |  |
| 12 | 10/12 | Probation and intermediate sanctions | Pp.86-108 |
| 13 | 10/14 | Pp.112-134 |
| 14 | 10/19 | Incarceration | Pp. 140-188 |
| 15 | 10/21 | PEW (pp.1-21)  |
| 16 | 10/26 | SS |
|  | 10/28 | **Midterm Exam (take-home)** |  |
|  |  | *Corrections Management* |  |
| 17 | 11/2 | Prison management | Pp. 192-214 |
| 18 | 11/4 | DG |
| 19 | 11/9 | Institutional programs | SC |
| 20 | 11/11 | MT |
| 21 | 11/16 | Prisoner reentry | Pp.246-273 |
| 22 | 11/18 | UI |
| 23 | 11/23 | Immigration | WF  |
| 24 | 11/25 | (TBA) |
| 25 | 11/30 | Isolation + The Death Penalty | AGNPR\* Pp. 276-303 |
| 25 | 12/2 | **Student Presentations** |  |
| 26 | 12/7 |
|  | TBA | **Final Exam (take-home)** |  |

\* Follow video/audio links under “Additional Materials” (above)

**Accommodation and Support Statement:**

Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students and the University as a whole. RU-N has identified the following resources to further the mission of access and support:

For Individuals with Disabilities: The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. Once a student has completed the ODS process (registration, initial appointment, and submitted documentation) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at ods.rutgers.edu. Contact ODS at (973)353-5375 or via email at ods@newark.rutgers.edu.

For Individuals who are Pregnant: The Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy. Students may contact the Office of Title IX and ADA Compliance at (973) 353-1906 or via email at TitleIX@newark.rutgers.edu.

For Absence Verification: The Office of the Dean of Students can provide assistance for absences related to religious observance, emergency or unavoidable conflict (illness, personal or family emergency, etc.). Students should refer to University Policy 10.2.7 for information about expectations and responsibilities. The Office of the Dean of Students can be contacted by calling (973) 353-5063 or emailing deanofstudents@newark.rutgers.edu.

For Individuals with temporary conditions/injuries: The Office of the Dean of Students can assist students who are experiencing a temporary condition or injury (broken or sprained limbs, concussions, or recovery from surgery). Students experiencing a temporary condition or injury should submit a request using the following link: <https://temporaryconditions.rutgers.edu>.

For English as a Second Language (ESL): The Program in American Language Studies (PALS) can support students experiencing difficulty in courses due to English as a second language (ESL) and can be reached by emailing PALS@newark.rutgers.edu to discuss potential supports.

For Gender or Sex-Based Discrimination or Harassment: The Office of Title IX and ADA Compliance can assist students who are experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking. Students can report an incident to the Office of Title IX and ADA Compliance by calling (973) 353-1906 or emailing TitleIX@newark.rutgers.edu. Incidents may also be reported by using the following link: tinyurl.com/RUNReportingForm. For more information, students should refer to the University’s Student Policy Prohibiting Sexual Harassment, Sexual Violence, Relationship Violence, Stalking and Related Misconduct located at <http://compliance.rutgers.edu/title-ix/about-title-ix/title-ix-policies/>.

For support related to interpersonal violence: The Office for Violence Prevention and Victim Assistance can provide any student with confidential support. The office is a confidential resource and does not have a reporting obligation to report information to the University’s Title IX Coordinator. Students can contact the office by calling (973) 353-1918 or emailing run.vpva@rutgers.edu. There is also a confidential text-based line available to students; students can text (973) 339-0734 for support.

For Crisis and Concerns: The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a support plan to address personal situations that might impact their academic performance. Students, faculty and staff may contact the CARE Team by using the following link: tinyurl.com/RUNCARE or emailing careteam@rutgers.edu.

For Stress, Worry, or Concerns about Well-being: The Counseling Center has confidential therapists available to support students. Students should reach out to the Counseling Center to schedule an appointment: counseling@newark.rutgers.edu or (973) 353-5805. If you are not quite ready to make an appointment with a therapist but are interested in self-help, check out TAO at Rutgers-Newark for an easy, web-based approach to self-care and support: <https://tinyurl.com/RUN-TAO>.