

The logo for Rutgers School of Criminal Justice features the word "RUTGERS" in a large, white, serif font on the left, and "School of Criminal Justice" in a smaller, white, sans-serif font on the right. The background is a dark red banner with a faint, repeating pattern of the Rutgers crest.

RUTGERS School of Criminal Justice

Justice, Law, and Policy Course: CJ-525

School of Criminal Justice
Semester: Fall 2022
Thursday, 1pm to 3:50pm
Location: CLJ 572

Professor: Dr. Colleen Berryessa
Office: CLJ, 579G
Office Hours: 11am to 1pm Thurs.
colleen.berryessa@rutgers.edu

COURSE DESCRIPTION

This course gives graduate students a multidisciplinary overview of key institutions, processes, and policy issues regarding crime and justice. Using a variety of materials and approaches, students will be introduced to key debates in the law, policing, courts, and corrections, as well as more specialty issues and areas relevant to justice, law and, policy. We will identify and discuss current dilemmas faced by stakeholders and criminal justice institutions within the context of our study of the goals and values underlying justice policy.

OBJECTIVES

1. Students will be able to understand of the structure, logic and long-standing issues associated with criminal justice actors and organizations including the courts, police, and corrections.
2. Students will be able to summarize current policy debates from various perspectives (theory, research, and policy) and traditions (social science and law) and evaluate those policy debates to analyze and evaluate their effectiveness.
3. Students will be able to sharpen their analytical and writing skills through the completion of course readings, short response papers, in-class presentations on social science research, and a research paper.

TEXT AND READINGS

Required: Stacy L. Mallicoat & Christine L. Gardiner. (2017). *Criminal Justice Policy*. Sage Press. ISBN: 978-1452242248.

**** Additional required weekly readings outside of the textbook are listed below and posted to Canvas. ****

METHODS OF EVALUATION

Assignments on the readings (15%): For **five** classes of your choice, I will ask you to write a **1-page double-spaced response paper**, either based on a discussion question you may have or in response to something you found interesting in the reading that week. For example, you may explain a single point in the readings that you found most difficult or confusing. Because these responses will focus primarily on your understanding of the material, they will be graded largely on effort according to the following scale: very good (5 points), good (4 points), satisfactory (3 point), poor/inadequate (0-2 points). **These response papers should be uploaded to Canvas by 1pm one day before class.**

PowerPoint presentation (30%): At the beginning of the semester, you will be asked to sign up for one week's topic to give a **30-minute PowerPoint presentation** on a journal article of your choice related to that week's topic (please make sure to have the article approved by me at least a week in advance of your presentation if it is not one in the class readings!). The article must be empirical in nature (meaning it involve data, an experiment, etc.). The PowerPoint will involve you presenting and explaining your chosen paper to the class, including the introduction, research question, methods, results, and discussion. You will be graded on both your presentation and slides, which should be **uploaded to Canvas no later than midnight the day before the presentation**. You will walk your classmates through each part of the paper, stimulating discussion. Additional information and tips on what is expected of you will be given on a separate handout.

Final paper (45%): Students will prepare a 12- to 15-page final research paper involving class themes. While you can certainly build off materials discussed in class, you must supplement these with additional readings based on your own research. The paper should provide in-depth analysis on something related to the topics covered in class, specifically supporting your thesis by outside empirical research. Additional information on what is to be expected of you and some pointers on how to write a good paper will be given on a handout.

- You should have your topic approved via email by September 29th by midnight or your participation grade will suffer.
- Either a full rough draft OR a detailed outline (at least 5 pages)/annotated bibliography of at least 10 sources should be uploaded to Canvas by November 10^h by 1:00pm (worth **15%** of the final paper grade), and you will receive feedback to help you write the final paper.
- The final paper should be uploaded to Canvas by Wednesday, December 14th by 11:59pm (the final draft of the paper will be worth **30%** of the paper's grade).

Class participation/attendance (10%). Your grade for class participation and attendance will be based on how much and how well you consistently:

- Attend class, arrive on time, and notify me before class of potential absences
- Contribute to the class's understanding of the material
- Relate the material to other course readings and topics
- Offer constructive criticism of the material
- Raise useful questions about the readings and the session topic

The overall grade for each of the course requirements will be weighted by the percentage indicated in the course requirements section. Final grades will be determined by assigning the following grade categories for which the student's score meets/exceeds: A, B+, B, C+, C, D, F.

COURSE SCHEDULE

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Required Reading</u>
Week 1	September 8 th	Introduction/Class Overview	
Week 2	September 15 th	Foundations of Criminal Justice Policy	Ch. 1, 2, 3
Week 3	September 22 nd	Policing & the Wars on Drugs/Gangs	Ch. 4, 8, 11
Week 4	September 29 th	Sexual and Gender-Based Violence	Ch. 7, 9, 14
	<u>September 29th</u> by midnight	<i>Final Paper Topic Approval DUE</i>	
Week 5	October 6 th	NO CLASS – Work on Final Paper Draft/Outline	
Week 6	October 13 th	Juvenile Justice	Ch. 12
Week 7	October 20 th	Criminal Justice & Mental Illness	Ch. 13
Week 8	October 27 th	Courts & Sentencing	Ch. 16
Week 9	November 3 rd	Prisons & Jails	Ch. 17
Week 10	November 10 th	Capital Punishment	Ch. 18
	<u>November 10th</u> <u>By 1:00pm</u>	<i>Detailed Outline & Annotated Bibliography OR Full Rough Draft of Final Paper DUE</i>	
Week 11	November 17 th	NO CLASS – ASC Meeting	
Week 12	November 22nd (Thurs. schedule on Tues.)	Reentry, Rehabilitation, & Restorative Justice	Ch. 15, 19
Week 13	December 1 st	Emerging Issues in Criminal Justice Policy	Ch. 5, 6, 10, 20
Week 14	December 8 th	Class Party + Potluck/Final Paper Q&A	
	<u>December 14th</u> by 11:59pm	<i>Final Paper DUE</i>	

ADDITIONAL REQUIRED READING ASSIGNMENTS

Week 1: Introduction/Class Overview (September 8th)

None

Week 2: Foundations of Criminal Justice Policy (September 15th)

Tonry, M. (2013). Evidence, ideology, and politics in the making of American criminal justice policy. *Crime and Justice*, 42(1), 1-18.

Finckenauer, J. O. (2005). The quest for quality in criminal justice education. *Justice Quarterly*, 22(4), 413-426.

Optional: Bernard, T. J., & Engel, R. S. (2001). Conceptualizing criminal justice theory. *Justice Quarterly*, 18(1), 1-30.

Week 3: Policing & the Wars on Drugs/Gangs (September 22nd)

Petrocelli, M., Oberweis, T., Smith, M. R., & Petrocelli, J. (2014). Assessing police attitudes toward drugs and drug enforcement. *American Journal of Criminal Justice*, 39(1), 22-40.

Patton, D. U., Leonard, P., Cahill, L., Macbeth, J., Crosby, S., & Brunton, D. W. (2016). "Police took my homie I dedicate my life 2 his revenge": Twitter tensions between gang-involved youth and police in Chicago. *Journal of Human Behavior in the Social Environment*, 26(3-4), 310-324.

Week 4: Sexual and Gender-Based Violence (September 29th)

Sample, L. L., & Kadleck, C. (2008). Sex offender laws: Legislators' accounts of the need for policy. *Criminal Justice Policy Review*, 19(1), 40-62.

Bloom, B., Owen, B., Deschenes, E. P., & Rosenbaum, J. (2002). Moving toward justice for female juvenile offenders in the new millennium: Modeling gender-specific policies and programs. *Journal of Contemporary Criminal Justice*, 18(1), 37-56.

Optional: Applegate, B. K., Cullen, F. T., & Fisher, B. S. (2002). Public views toward crime and correctional policies: Is there a gender gap?. *Journal of Criminal Justice*, 30(2), 89-100.

Week 5: NO CLASS (October 6th)

None

Week 6: Juvenile Justice (October 13th)

Bradley, A. R., Mayzer, R., Schefter, M., Olufs, E., Miller, J., & Laver, M. (2012). Juvenile competency and responsibility: Public perceptions. *Journal of Applied Social Psychology*, 42(10), 2411-2432.

Berryessa, C. M. (2018). Potential Impact of Research on Adolescent Development on Juvenile Judge Decision-making. *Juvenile and Family Court Journal*, 69(3), 19-38.

Kurlychek, M. C., & Johnson, B. D. (2004). The juvenile penalty: A comparison of juvenile and young adult sentencing outcomes in criminal court. *Criminology*, 42(2), 485-515.

Lieberman, A. M., Kirk, D. S., & Kim, K. (2014). Labeling effects of first juvenile arrests: Secondary deviance and secondary sanctioning. *Criminology*, 52(3), 345-370.

Moore, D. B. (1993). Shame, forgiveness, and juvenile justice. *Criminal Justice Ethics*, 12(1), 3-25.

Week 7: Criminal Justice & Mentally Illness (October 20th)

Rozel, J. S., & Mulvey, E. P. (2017). The link between mental illness and firearm violence: implications for social policy and clinical practice. *Annual review of clinical psychology*, 13, 445-469.

Hartwell, S. (2004). Triple stigma: Persons with mental illness and substance abuse problems in the criminal justice system. *Criminal Justice Policy Review*, 15(1), 84-99.

Wales, H. W., Hiday, V. A., & Ray, B. (2010). Procedural justice and the mental health court judge's role in reducing recidivism. *International Journal of Law and Psychiatry*, 33(4), 265-271.

Batastini, A. B., Lester, M. E., & Thompson, R. A. (2018). Mental illness in the eyes of the law: examining perceptions of stigma among judges and attorneys. *Psychology, Crime & Law*, 24(7), 673-686.

Berryessa, C. M. (2018). The effects of psychiatric and “biological” labels on lay sentencing and punishment decisions. *Journal of Experimental Criminology*, 14, 241-256.

Week 8: Courts & Sentencing (October 27th)

Rachlinski, J. J., & Wistrich, A. J. (2017). Judging the judiciary by the numbers: Empirical research on judges. *Annual Review of Law and Social Science*, 13, 203-229.

McKimmie, B. M., Hays, J. M., & Tait, D. (2016). Just spaces: does courtroom design affect how the defendant is perceived?. *Psychiatry, Psychology and Law*, 23(6), 885-892.

Leo, R. A. (2017). The criminology of wrongful conviction: A decade later. *Journal of Contemporary Criminal Justice*, 33(1), 82-106.

Crow, M. S., & Bales, W. (2006). Sentencing guidelines and focal concerns: The effect of sentencing policy as a practical constraint on sentencing decisions. *American Journal of Criminal Justice*, 30(2), 285-304.

Berryessa, C. M. (2019). Judicial stereotyping associated with genetic essentialist biases toward mental disorders and potential negative effects on sentencing. *Law & Society Review*, 53(1), 202-238.

Week 9: Prisons & Jails (November 3rd)

Beijersbergen, K. A., Dirkzwager, A. J., Molleman, T., van der Laan, P. H., & Nieuwbeerta, P. (2015). Procedural justice in prison: The importance of staff characteristics. *International journal of offender therapy and comparative criminology*, 59(4), 337-358.

Liu, S., Pickett, J. T., & Baker, T. (2016). Inside the black box: Prison visitation, the costs of offending, and inmate social capital. *Criminal Justice Policy Review*, 27(8), 766-790.

Mitchell, M. M., Spooner, K., Jia, D., & Zhang, Y. (2016). The effect of prison visitation on reentry success: A meta-analysis. *Journal of Criminal Justice*, 47, 74-83.

Turney, K., & Conner, E. (2019). Jail Incarceration: A Common and Consequential Form of Criminal Justice Contact. *Annual Review of Criminology*, 2, 265-290.

Week 10: Capital Punishment (November 10th)

Hans, V. P., Blume, J. H., Eisenberg, T., Hritz, A. C., Johnson, S. L., Royer, C. E., & Wells, M. T. (2015). The Death Penalty: Should the Judge or the Jury Decide Who Dies?. *Journal of Empirical Legal Studies*, 12(1), 70-99.

Anderson, A. L., Lytle, R., & Schwadel, P. (2017). Age, period, and cohort effects on death penalty attitudes in the United States, 1974–2014. *Criminology*, 55(4), 833-868.

Bandes, S. A. (2016). What Executioners Can—and Cannot—Teach Us About the Death Penalty. *Criminal Justice Ethics*, 35(3), 183-200.

Cochran, J. K., Brown, W., Camacho, J., Jennings, W. G., Smith, M. D., Bjerregaard, B., & Fogel, S. J. (2017). Overkill? An Examination of Comparatively Excessive Death Sentences in North Carolina, 1990–2010. *Justice quarterly*, 34(2), 297-323.

Optional: Berryessa, C. M. (2017). Jury-eligible public attitudes toward biological risk factors for the development of criminal behavior and implications for capital sentencing. *Criminal justice and behavior*, 44(8), 1073-1100.

Week 11: NO CLASS (November 17th)

None

Week 12: Reentry, Rehabilitation, and Restorative Justice (November 22nd)

Pager, D. (2006). Evidence-based policy for successful prisoner reentry. *Criminology & Public Policy*, 5(3), 505-514.

Lynch, J. P. (2006). Prisoner reentry: Beyond program evaluation. *Criminology & Public Policy*, 5(2), 401-412.

Lewis, S. (2005). Rehabilitation: Headline or footnote in the new penal policy?. *Probation Journal*, 52(2), 119-135.

Daly, K. (2016). What is restorative justice? Fresh answers to a vexed question. *Victims & Offenders*, 11(1), 9-29.

Optional: Arditti, J. A., & Few, A. L. (2006). Mothers' reentry into family life following incarceration. *Criminal Justice Policy Review*, 17(1), 103-123.

Week 13: Emerging Issues in Criminal Justice Policy (December 1st)

Stratton, G., Powell, A., & Cameron, R. (2017). Crime and justice in digital society: towards a 'Digital Criminology'?. *International Journal for Crime, Justice and Social Democracy*, 6(2), 17-33.

Optional: Potter, R. H., & Rosky, J. W. (2013). The iron fist in the latex glove: The intersection of public health and criminal justice. *American Journal of Criminal Justice*, 38(2), 276-288.

Week 14: Class Party/Final Paper Q&A (December 8th)

None

LATE OR MISSING ASSIGNMENT POLICY

Assignments are due on their due date. If you want to request an extension, you MUST have contacted the professor at least ONE WEEK before the due date and document the reason for the extension. You need not alert me to your absence unless you wish to receive an accommodation as a result.

CLASSROOM RULES

Please turn the volume OFF on all cell phones, internet on computers, MP3 players, and any other electronic device before you come to class. Students who wish to dispute grades on any assignment will, at the discretion of the instructor, be offered an anonymous re-grading opportunity. I will regrade your paper (anonymously and without knowing your original grade) along with a blinded individual to the grade. After the re-grade, you will be given the average of the two grades. You should recognize that this may result in your grade increasing, decreasing, or staying the same.

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.

ACCOMODATION AND SUPPORT

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 Experiencing Disability: The Office of Disability Services (ODS) works with students with medical, physical, and/or mental conditions who encounter disabling barriers in order to determine reasonable and appropriate accommodations for access. Students who have completed the process with ODS and have approved accommodations are provided a Letter of Accommodation (LOA) specific to each course. To initiate accommodations for their course students must both provide the LOA to and have a conversation with the course instructor about the accommodations. This should occur as early in the semester as possible. More information can be found at the [RU-N ODS website \(ods.newark.rutgers.edu\)](http://ods.newark.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) 353-5063 or via email at TitleIX@newark.rutgers.edu.

For Short-term 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 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) 353-5063 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 Title IX Policy and Grievance Procedures located at <https://uec.rutgers.edu/wp-content/uploads/60-1-33-current-1.pdf>

For support related to Interpersonal Violence: The Office for Violence Prevention and Victim Assistance (VPVA) can provide any student with confidential support. The office does **not** have a reporting obligation to Title IX. Students can contact the office by calling (973) 353-1918 or emailing run.vpva@rutgers.edu. There is also a confidential text-based helpline available to students; students can text (973) 339-0734 for support. Students do not need to be a victim/survivor of violence; any student can receive services, information and support.

For Crisis and Concerns: The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a plan of support plan and address personal situations that might impact their academic performance. Connect with 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. RUN students also have access to an after-hours counseling service, Protocol, which can be reached via the Center's telephone number (973-353-5805) and provides assistance from a licensed therapist any time the Counseling Center is closed. Alternatively, if students are not quite ready to make an appointment with a therapist but are interested in self-help, check out *Sanvello* for an easy, web-based approach to self-care and support. Visit <https://my.rutgers.edu/>, click on Sanvello: Wellness @ RUN, and log in with your netid to begin your journey toward wellness.

For emergencies, call 911 or contact Rutgers University Police Department (RUPD) by calling (973) 353-5111.