



# RUTGERS

**27:202:521 CRIMINAL JUSTICE POLICY**

**3 CREDITS**

**FALL SEMESTER 2022**

**Academic Calendar Directory:** <https://academicaffairs.rutgers.edu/academic-calendar-directory>

You are advised to retain a copy of this syllabus in your personal files for use when applying for future degrees, certifications, or transfer of credit.

## INSTRUCTOR INFORMATION

**Instructor:** Dr. Johnna Christian  
**Email:** [johnnac@scj.rutgers.edu](mailto:johnnac@scj.rutgers.edu)  
**Office Hours:** Wednesday, 1:00-3:00 PM and by appointment  
**Course Meetings:** Wednesday, 10:00 AM-12:40 PM, CLJ 567  
**Communication:**

Throughout the semester, I will communicate with you via either **Canvas Announcements** or your **Rutgers email account**. Please review the following link for [Accessing Rutgers Email](#):

<https://canvas.rutgers.edu/documentation/general/accessing-rutgers-email/>

**If you have a question or concern of a confidential and personal nature, please email me directly and do not post to a discussion board.**

## GENERAL COURSE DESCRIPTION

### Course Description:

This course is designed to provide students with a multidisciplinary overview of key institutions, processes, and policy issues regarding crime and justice. We will study the goals and values underlying justice policy, the social construction of crime problems, the process of policy development, and the ways that policies shape the day-to-day working of the system. We will also study the specific institutions of the criminal justice system including the police, courts, and the correctional system, as well as the specific activities and processes carried out by these entities. Taken as a whole, this course aims to cover the historical context of American criminal justice policy and generate discussion of where policy is headed, as well as to critically investigate the impacts of policies on individuals, families and communities.

### Course Modality:

This course is delivered **in-person**. To access the companion Canvas course site, please visit [Rutgers Canvas](#) at <https://canvas.rutgers.edu/> and log in using your NetID. For more information about course access and support contact [Canvas Help](#) at <https://canvas.rutgers.edu/canvas-help/>, via email at [help@canvas.rutgers.edu](mailto:help@canvas.rutgers.edu), or call 877-361-1134.

## STUDENT LEARNING OBJECTIVES

### Course Learning Objectives:

After taking this course students should:

- 1) Have a wide breadth of knowledge about criminal justice policy in the United States, including historical factors influencing the development of policies as well as contemporary issues and questions related to policy and practice.
- 2) Be able to identify important research questions related to criminal justice policy.
- 3) In addition to building knowledge about the criminal justice system more broadly, you will gain expertise about a focused area of criminal justice policy of your choosing.
- 4) Critique the role of gender, race and ethnicity in the development and impacts of criminal justice policies.
- 5) Be familiar with new directions in research and policy.
- 6) Reflect upon questions at the intersection of criminology, public policy, culture, law, and politics.
- 7) Have sharpened analytical and writing skills through the completion of course readings and assignments and participation in class seminar sessions.

## MATERIALS

### Required Texts:

Bazon, E. (2020). *Charged: The new movement to transform American prosecution and end mass incarceration*. Random House Trade Paperbacks.

Jones, N. (2018). *The chosen ones: Black men and the politics of redemption* (Vol. 6). University of California Press.

Stuart, F. (2016). *Down, out, and under arrest: Policing and everyday life in skid row*. University of Chicago Press.

Sufrin, C. (2017). *Jailcare: Finding the safety net for women behind bars*. University of California Press.

All assigned readings are required. Additional readings will be posted on Canvas.

### Course Resources:

A variety of printed and digital content will be provided during the course. Digital content will be found within the **Canvas course site**. There may be additional reading assignments and digital content as student interests dictate.

### Technology Requirements:

This course will require that you access online resources in the University's Canvas site. Please review the following link for [Canvas Student Resources](#) for assistance on getting started in Canvas:

<https://canvas.rutgers.edu/students/>

Review Rutgers' [Tech Guides](#) at: <https://it.rutgers.edu/technology-guide/>

Canvas Accessibility Statement:

<https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-Canvas-accessibility-standards/ta-p/1564>

The Rutgers University Software Portal may be a helpful resource:

<https://software.rutgers.edu/info/login/>

## TEACHING PROCEDURES AND PHILOSOPHY

Students will be encouraged to master core course content as the basis for their learning. In doing so, you will have the tools needed to expand your knowledge to areas of your own interest and curiosity. Our class explores important questions about fairness, justice and individual and societal well-being. It is my hope that after completing the course you are encouraged to study further. Course objectives, teaching procedures and assessments were developed with these goals in mind.

### Instructor Responsibilities:

- You can expect me to be a supportive guide as you complete the class.
- I will respond to e-mails within 24 to 48 hours whenever possible.
- Grading will be completed in as timely a manner as possible. I will aim to provide grades on written assignments within 7-10 days of the submission deadline.

## COURSE COMPLETION REQUIREMENTS

Your success in this course depends on the following:

- Thorough and engaged reading of the course texts and assigned readings
- Spending time thinking about course content and developing your own ideas and responses
- Thoughtful and respectful interaction with your colleagues and the instructor during class seminar meetings
- Dedicated time to writing assignments including planning for editing and revision prior to submission

## GRADING

### COURSE ASSESSMENT AND GRADING

The final grade will be assessed based on the following distribution:

#### **Criminal Justice Policy Analysis**

**60%**

The major project for the semester will be a comprehensive analysis including a multidimensional examination of the criminal justice policy area of your choice. The purpose of the assignment is to allow students to explore their own interests and to carefully evaluate the impacts of criminal justice policies from multiple vantage points. In completing the assignment, students will apply and build upon the core concepts studied throughout the semester. You will share your work with your classmates throughout the semester, including links to research articles, websites, relevant podcasts or videos, etc. The assignment will be submitted in four parts, as indicated on the course syllabus. A detailed description of the assignment will be posted on Canvas.

#### **Book Review**

**20%**

Each student will choose one of the books assigned throughout the semester and write a review of the book to be submitted in Canvas prior to the class meeting for which the book is assigned. The strongest book reviews provide more than a summary of the book, but rather place the work within the larger body of knowledge to which it contributes. Your review should critically assess the strengths and weaknesses of the work, making well-reasoned arguments for your assessment. The review should be between 5 and

6 pages typed, and double spaced with 12-inch margins. Examples of reviews will be posted on Canvas.

### Participation

20%

Class meetings will follow a seminar format with discussion and active participation of students. To prepare for class participation you should complete all readings and take notes on topics and questions that interest you. During class sessions, please listen carefully to lecture and discussion content, responding to questions and comments offered by the professor and your colleagues. Attendance at all classes, arriving on time and staying for the entire session is expected.

### Final Course Grade:

Grades in this course are weighted according to the table below.

Activity or Major Assignment	Due Date	Points or Grade %
Book Review	Rotating	20%
Participation	Weekly	20%
Policy Analysis	Part 1: October 11 <sup>th</sup> Part 2: November 1 <sup>st</sup> Part 3: November 29 <sup>th</sup> Part 4: December 19 <sup>th</sup>	60%
<b>Total</b>		<b>100%</b>

### Grading Scale:

The following grading scale will be used for this course:

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

## ACADEMIC POLICIES AND PROCEDURES

### Coursework Difficulties:

Please discuss any issues that you are having in completing the coursework on time with me. I am available to talk this over with you by appointment.

### Academic Honesty and Plagiarism:

Our purpose in the classroom is to seek the truth; this work requires trust and honesty between teacher and student. If we are not honest about what we know and do not know, our learning will always be impaired. Because our teaching and learning depends on this honest communication, we expect all students to understand what plagiarism is and why it is unacceptable.

Any student considering plagiarism should recognize the consequences and consider alternatives. Students uncertain about what constitutes plagiarism may request help from faculty or from appropriate University services. For information on using sources in writing, see the Identifying and Avoiding Academic Dishonesty section of the [Rutgers Academic Integrity](http://academicintegrity.rutgers.edu/) web site:

<http://academicintegrity.rutgers.edu/>

## STUDENT CODE OF CONDUCT

Students are required to adhere to the University Student Code of Conduct delineated in the Rutgers Student Affairs website Student Conduct page:

<http://studentconduct.rutgers.edu/student-conduct-processes/university-code-of-student-conduct/#1495568095620-2f5ce77d-17dd>

## HEALTH

### COVID-19 Protocols

**Face coverings:** Face coverings **are required** in all indoor teaching spaces, libraries, and clinical settings. Compliance is mandatory.

**Vaccines and boosters:** All students and employees are required to be fully vaccinated, obtain a booster when eligible, and upload records to the university vaccine portal.

Please let me know if you have concerns about compliance with the university's health and safety guidelines.

## STUDENT SUPPORT SERVICES

### 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 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). Contact ODS at (973) 353-5375 or via email at [ods@newark.rutgers.edu](mailto: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](mailto: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](mailto: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) 353-1906 or emailing [TitleIX@newark.rutgers.edu](mailto:TitleIX@newark.rutgers.edu). Incidents may also be reported by using the following link: [tinyurl.com/RUNReportingForm](https://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](mailto: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](https://tinyurl.com/RUNCARE) or emailing [careteam@rutgers.edu](mailto: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](mailto:counseling@newark.rutgers.edu) or (973) 353-5805. 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.

**Please connect to the following student support services as needed:**

Launchpad (for computing issues)  
<https://runit.rutgers.edu/technology-launch-pad/>

Writing Assistance  
<https://myrun.newark.rutgers.edu/writing-center>

Health Services  
<https://www.newark.rutgers.edu/health-wellness-students>

**Academic Services:**

- For academic support visit Rutgers Academics Student Support at <https://www.rutgers.edu/academics/student-support>
- Any student can obtain tutoring and other help at the Learning Centers on each campus. Check the website at <https://rlc.rutgers.edu/>
- Many library resources are available online. Assistance is available through phone, email, and chat. For information, check the Rutgers Libraries website at <https://www.libraries.rutgers.edu/>

## Veteran Services:

Rutgers is proud to support veterans. If you are a veteran of the armed forces, please visit the [Office of Veteran and Military Programs and Services](https://veterans.rutgers.edu/) website for more information: <https://veterans.rutgers.edu/>

## TOPICS SCHEDULE

The schedule may be modified or adjusted slightly with appropriate notice from the professor.

### Week 1: Begins Tuesday, September 6<sup>th</sup>

Category	Description
Class Meeting	Wednesday, September 7 <sup>th</sup> 10:00 AM-12:40 PM EST
Core Topic(s)	<ul style="list-style-type: none"><li>• Introduction</li></ul>
Learning Objectives	At the end of this week, you will be able to: <ul style="list-style-type: none"><li>• Become familiar with the course design and objectives</li><li>• Identify your personal learning objectives for the course</li><li>• Review the syllabus and identify questions or concerns</li><li>• Reflect upon criminal justice policy processes, and the meanings and manifestations of justice and injustice</li></ul>
Readings/Media	Course Syllabus  "Opinion: This is what it took for Derek Chauvin to be convicted," Radley Balko, The Washington Post (2021).  "Kamala Harris, Mass Incarceration and Me," Reginald Dwayne Betts, New York Times Magazine (2020).  "The Language Project," Marshall Project <a href="https://www.themarshallproject.org/2021/04/12/the-language-project">https://www.themarshallproject.org/2021/04/12/the-language-project</a>
Assignments Due	<ul style="list-style-type: none"><li>• None</li></ul>

### Week 2: Begins Monday, September 12<sup>th</sup>

Category	Description
Class Meeting	Wednesday, September 14 <sup>th</sup> 10:00 AM-12:40 PM EST
Core Topic(s)	<ul style="list-style-type: none"><li>• Rethinking Criminal Justice Policy</li></ul>
Learning Objectives	At the end of this week, you will be able to: <ul style="list-style-type: none"><li>• Describe the historical processes contributing to contemporary criminal justice policies in the United States</li><li>• Evaluate how entities beyond the criminal justice system might work to enhance public safety</li></ul>

Category	Description
	<ul style="list-style-type: none"> <li>• Consider the meaning of justice and alternative approaches to crime and punishment</li> </ul>
Readings/Media	<p>Bell, M. C. (2019). The Community in Criminal Justice: Subordination, Consumption, Resistance, and Transformation. <i>Du Bois Review: Social Science Research on Race</i>, 16(1), 197-220.</p> <p>Braithwaite, J. (2005). Between Proportionality and Impunity: Confrontation⇒ Truth⇒ Prevention. NOVEMBER 2004. <i>Criminology</i>, 43(2), 283-306.</p> <p>Harcourt, B. E. (2018). The Systems Fallacy: A Genealogy and Critique of Public Policy and Cost-Benefit Analysis. <i>The Journal of Legal Studies</i>, 47(2), 419-447.</p> <p>Beckett, K. (2018). The politics, promise, and peril of criminal justice reform in the context of mass incarceration. <i>Annual Review of Criminology</i>, 1, 235-259.</p> <p>Hinton, E., &amp; Cook, D. (2020). The Mass Criminalization of Black Americans: A Historical Overview. <i>Annual Review of Criminology</i>, 4.</p>
Assignments Due	<ul style="list-style-type: none"> <li>• None</li> </ul>

### Week 3: Begins Monday, September 19<sup>th</sup>

Category	Description
Class Meeting	Wednesday, September 21 <sup>st</sup> 10:00 AM-12:40 PM EST
Core Topic(s)	<ul style="list-style-type: none"> <li>• Stakeholders, Constituents and the Framing of Justice Problems</li> </ul>
Learning Objectives	<p>At the end of this week, you will be able to:</p> <ul style="list-style-type: none"> <li>• Consider the social construction of crime problems</li> <li>• Evaluate the role of different stakeholder groups in shaping crime policies</li> <li>• Examine the interconnections between criminal justice and the social welfare systems</li> <li>• Reflect upon systemic racism and gendered hierarchies in the development and enactment of policies</li> </ul>
Readings/Media	<p>Sufrin, C. (2017). <i>Jailcare: Finding the safety net for women behind bars</i>. University of California Press.</p> <p>Liebling, A. (2001). Whose side are we on? Theory, practice and allegiances in prisons research. <i>British Journal of Criminology</i>, 41(3), 472-484.</p>
Assignments Due	<ul style="list-style-type: none"> <li>• Review of <i>Jailcare</i> submitted in Canvas by 11:59 PM EST Tuesday, September 20<sup>th</sup> (for students who choose to review this book)</li> </ul>



**Week 4: Begins Monday, September 26<sup>th</sup>**

Category	Description
Class Meeting	Wednesday, September 28 <sup>th</sup> 10:00 AM-12:40 PM EST
Core Topic(s)	<ul style="list-style-type: none"><li>• Policy Making from Above and On the Ground</li></ul>
Learning Objectives	At the end of this week, you will be able to: <ul style="list-style-type: none"><li>• Critique how policies translate to day-to-day practices in bureaucracies</li><li>• Evaluate how workplace cultures influence policy decisions and practices</li></ul>
Readings/Media	Ingram, J. R., Paoline III, E. A., & Terrill, W. (2013). A multilevel framework for understanding police culture: The role of the workgroup. <i>Criminology</i> , 51(2), 365-397.  Bauer, S. (2018). My four months as a private prison guard. In <i>The Best American Magazine Writing 2017</i> (pp. 311-412). Columbia University Press.  Lipsky, M. (2010). <i>Street-level bureaucracy: Dilemmas of the individual in public service</i> . Russell Sage Foundation. (Chapters 1 and 2)  Richardson, R., & Kutateladze, B. L. (2021). Tempering expectations: A qualitative study of prosecutorial reform. <i>Journal of Research in Crime and Delinquency</i> , 58(1), 41-73.
Assignments Due	<ul style="list-style-type: none"><li>• None</li></ul>

**Week 5: Begins Monday, October 3<sup>rd</sup>**

Category	Description
Class Meeting	Wednesday, October 5 <sup>th</sup> 10:00 AM-12:40 PM EST
Core Topic(s)	<ul style="list-style-type: none"><li>• Policing</li></ul>
Learning Objectives	At the end of this week, you will be able to: <ul style="list-style-type: none"><li>• Describe historical shifts in policing practices</li><li>• Reflect upon the impact of policing styles and policies</li><li>• Consider how local citizens mobilize to challenge police agencies</li></ul>
Readings/Media	Stuart, F. (2016). <i>Down, out, and under arrest: Policing and everyday life in skid row</i> . University of Chicago Press.
Assignments Due	<ul style="list-style-type: none"><li>• Review of <i>Down, out, and under arrest</i> submitted in Canvas by 11:59 PM EST Tuesday, October 4<sup>th</sup> (for students who choose to review this book)</li></ul>

**Week 6: Begins Monday, October 10<sup>th</sup>**

Category	Description
Class Meeting	Wednesday, October 12 <sup>th</sup> 10:00 AM-12:40 PM EST
Core Topic(s)	<ul style="list-style-type: none"> <li>• Data, System Linkages, and Local Level Processes</li> </ul>
Learning Objectives	<p>At the end of this week, you will be able to:</p> <ul style="list-style-type: none"> <li>• Critique the use of big data in criminal justice policy and practice</li> <li>• Reflect upon local level norms and practices in criminal justice agencies</li> <li>• Consider the role of community-based organizations in influencing policy changes</li> </ul>
Readings/Media	<p>Brayne, S. (2017). Big data surveillance: The case of policing. <i>American sociological review</i>, 82(5), 977-1008.</p> <p>Lynch, M. (2011). Mass incarceration, legal change, and locale: Understanding and remediating American penal overindulgence. <i>Criminology &amp; Pub. Policy</i>, 10, 673.</p> <p>Monahan, J., &amp; Skeem, J. L. (2016). Risk assessment in criminal sentencing. <i>Annual review of clinical psychology</i>, 12, 489-513.</p> <p>Hilliard-Boone, T., Lavelle, M., DePatie, H., Adhikari, S., Ali, Maliha, Childers, T., Firminger, K., Ogletree, A., Pathak-Sen, E., Powell, W., &amp; Schultz, E. (2021). <i>Aligning Systems with Communities to Advance Equity through Shared Measurement: Guiding Principles</i>. (Prepared for the Robert Wood Johnson Foundation). Crystal City, VA: American Institutes for Research. Available at <a href="http://www.air.org/sharedmeasurement">www.air.org/sharedmeasurement</a></p>
Assignments Due	<ul style="list-style-type: none"> <li>• Policy Analysis Part 1 Submitted in Canvas by 11:59 PM EST Tuesday, October 11<sup>th</sup></li> </ul>

**Week 7: Begins Monday, October 17<sup>th</sup>**

Category	Description
Class Meeting	Wednesday, October 19 <sup>th</sup> 10:00 AM-12:40 PM EST
Core Topic(s)	<ul style="list-style-type: none"> <li>• Prosecutors, Courts and Sentencing</li> </ul>
Learning Objectives	<p>At the end of this week, you will be able to:</p> <ul style="list-style-type: none"> <li>• Articulate the interconnections between criminal justice agencies and actors</li> <li>• Explain how individuals processed by the justice system are impacted by their experiences</li> <li>• Evaluate policies that could reverse mass incarceration</li> </ul>
Readings/Media	<p>Bazelon, E. (2020). <i>Charged: The new movement to transform American prosecution and end mass incarceration</i>. Random House Trade Paperbacks.</p>

Category	Description
Assignments Due	<ul style="list-style-type: none"> <li>Review of <i>Charged</i> submitted in Canvas by 11:59 PM EST Tuesday, October 18<sup>th</sup> (for students who choose to review this book)</li> </ul>

**Week 8: Begins Monday, October 24<sup>th</sup>**

Category	Description
Class Meeting	Wednesday, October 26 <sup>th</sup> 10:00 AM-12:40 PM EST
Core Topic(s)	<ul style="list-style-type: none"> <li>Community Corrections</li> </ul>
Learning Objectives	<p>At the end of this week, you will be able to:</p> <ul style="list-style-type: none"> <li>Describe the different components of community corrections</li> <li>Evaluate the work environment of community corrections actors</li> <li>Consider how policies and practices in community corrections impact those under supervision</li> </ul>
Readings/Media	<p>Miller, J., &amp; Maloney, C. (2020). Operationalizing risk, need, and responsivity principles in local policy: Lessons from five county juvenile probation departments. <i>The Prison Journal</i>, 100(1), 49-73.</p> <p>Phelps, M. S., &amp; Ruhland, E. L. (2021). Governing Marginality: Coercion and Care in Probation. <i>Social Problems</i>.</p> <p>Rudes, D. S., Portillo, S., &amp; Taxman, F. S. (2021). The Legitimacy of Change: Adopting/Adapting, Implementing and Sustaining Reforms within Community Corrections Agencies. <i>The British Journal of Criminology</i>.</p> <p>Greene, J., &amp; Dalke, I. (2021). "You're still an angry man": Parole boards and logics of criminalized masculinity. <i>Theoretical Criminology</i>, 25(4), 639-662.</p>
Assignments Due	<ul style="list-style-type: none"> <li>None</li> </ul>

**Week 9: Begins Monday, October 31<sup>st</sup>**

Category	Description
Class Meeting	Wednesday, November 2 <sup>nd</sup> 10:00 AM-12:40 PM EST
Core Topic(s)	<ul style="list-style-type: none"> <li>Jails, Prisons and Collateral Consequences</li> </ul>
Learning Objectives	<p>At the end of this week, you will be able to:</p> <ul style="list-style-type: none"> <li>Analyze the environment of prisons and jails</li> <li>Consider alternative designs and approaches for correctional systems</li> <li>Examine the collateral consequences of mass imprisonment</li> </ul>

Category	Description
Readings/Media	<p>Sykes, G. M. (2021). <i>The society of captives</i>. Princeton University Press. (Chapters 3 and 4).</p> <p><a href="https://www.vera.org/reimagining-prison-web-report">https://www.vera.org/reimagining-prison-web-report</a></p> <p>Haney, L. (2018). Incarcerated fatherhood: The entanglements of child support debt and mass imprisonment. <i>American Journal of Sociology</i>, 124(1), 1-48.</p> <p>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.</p>
Assignments Due	<ul style="list-style-type: none"> <li>• Policy Analysis Part 2 Submitted in Canvas by 11:59 PM EST Tuesday, November 1<sup>st</sup></li> </ul>

### Week 10: Begins Monday, November 7<sup>th</sup>

Category	Description
Class Meeting	Wednesday, November 9 <sup>th</sup> 10:00 AM-12:40 PM EST
Core Topic(s)	<ul style="list-style-type: none"> <li>• Reentry and Reintegration</li> </ul>
Learning Objectives	<p>At the end of this week, you will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the aspects of life in prison that make reentry into the community challenging</li> <li>• Identify the needs of people reentering the community after a prison term</li> <li>• Recognize the agency of people and communities impacted by criminal justice policies</li> </ul>
Readings/Media	<p>Jones, N. (2018). <i>The chosen ones: Black men and the politics of redemption</i> (Vol. 6). University of California Press.</p> <p>“Halfway to Nowhere: Out of Prison, Not Yet Home,” Eric Borsuk, The Marshall Project (2015).</p>
Assignments Due	<ul style="list-style-type: none"> <li>• Review of The Chosen Ones submitted in Canvas by 11:59 PM Tuesday, November 8<sup>th</sup> (for students who choose to review this book)</li> <li>• Submit one article related to your Policy Analysis Project by Wednesday, November 9<sup>th</sup></li> </ul>

### Week 11: Begins Monday, November 14<sup>th</sup>

Category	Description
	Independent Work on Policy Analysis Projects
Core Topic(s)	<ul style="list-style-type: none"> <li>• Policy Analysis Projects Reading and Writing</li> </ul>

Category	Description
Learning Objectives	At the end of this week, you will be able to: <ul style="list-style-type: none"> <li>• Make substantial progress on your Policy Analysis Project</li> </ul>
Readings/Media	Student Assigned Readings from Policy Analysis Projects (submit one article related to your project topic by Wednesday, November 9 <sup>th</sup> )
Assignments Due	None

**Week 12: Begins Monday, November 21<sup>st</sup>**

Category	Description
	Thanksgiving Break: No Meeting or Assignments Due

**Week 13: Begins Monday, November 28<sup>th</sup>**

Category	Description
Class Meeting	Wednesday, November 30 <sup>th</sup> 10:00 AM-12:40 PM EST
Core Topic(s)	<ul style="list-style-type: none"> <li>• Policy Analysis Project Updates and Discussion</li> </ul>
Learning Objectives	At the end of this week, you will be able to: <ul style="list-style-type: none"> <li>• Share with your colleagues your progress on your Policy Analysis Project</li> <li>• Lead discussion of readings related to your project</li> </ul>
Readings/Media	Policy Analysis Project Reading
Assignments Due	<ul style="list-style-type: none"> <li>• Policy Analysis Part 3 Submitted in Canvas by 11:59 PM EST Tuesday, November 29<sup>th</sup></li> </ul>

**Week 14: Begins Monday, December 5<sup>th</sup>**

Category	Description
Meeting	In Person Wednesday, December 7 <sup>th</sup> 10:00 AM-12:40 PM EST
Core Topic(s)	<ul style="list-style-type: none"> <li>• Abolition, Reform and Resistance Movements</li> </ul>
Learning Objectives	At the end of this week, you will be able to: <ul style="list-style-type: none"> <li>• Identify alternative approaches to advancing safety, justice and well being</li> <li>• Analyze and critique reform efforts</li> </ul>
Readings/Media	Richie, B. E. (2015). Reimagining the movement to end gender violence: Anti-racism, prison abolition, women of color feminisms, and other radical visions of justice. <i>U. Miami Race &amp; Soc. Just. L. Rev.</i> , 5, 257.

Category	Description
	<p>Carter, Terrell, Rachel López, and Kempis Songster. "Redeeming Justice." <i>Nw. UL Rev.</i> 116 (2021): 315.</p> <p>Snyder, H. N. (2011). Socially responsible Criminology: Quality relevant research with targeted, effective dissemination: A Vollmer Award Essay for Criminology &amp; Public Policy. <i>Criminology &amp; Public Policy</i>, 10(2), 207-215.</p> <p>Nagin, D. S. (2022). Unraveling mass incarceration: Criminology's role in the policy process. <i>Criminology</i>.</p> <p>"We Are Witnesses," The Marshall Project  <a href="https://www.themarshallproject.org/witnesses">https://www.themarshallproject.org/witnesses</a></p> <p>Equal Justice Initiative Website</p> <p>Ella Baker Center for Human Rights Website</p>
Assignments Due	<ul style="list-style-type: none"> <li>• None</li> </ul>

**Week 15: Begins Monday, December 12<sup>th</sup>**

Category	Description
Meeting	In Person Wednesday, December 14 <sup>th</sup> 10:00 AM-12:40 PM EST
Core Topic(s)	<ul style="list-style-type: none"> <li>• Policy Analysis Presentations</li> </ul>
Learning Objectives	<p>At the end of this week, you will be able to:</p> <ul style="list-style-type: none"> <li>• Share with your colleagues findings from your Policy Analysis Project</li> </ul>
Readings/Media	<ul style="list-style-type: none"> <li>• Policy Analysis Executive Summaries</li> </ul>
Assignments Due	<ul style="list-style-type: none"> <li>• Policy Analysis Executive Summaries Posted by 11:59 PM Tuesday, December 13<sup>th</sup></li> <li>• Policy Analysis Part 4 submitted in Canvas by 11:59 PM EST Monday, December 19<sup>th</sup></li> </ul>