

Corrections - Fall 2022

47:202:204 (3 Credits)

Course Syllabus

Instructor: Ashley Balavender	Email: ashley.balavender@rutgers.edu
Class: Mondays & Thursdays 1:00 pm - 2:20 pm Hill Hall, Room 105	Office Hours: Mondays 2:45 pm - 3:45 pm Thursdays 11:30 am - 12:30 pm Criminal Justice Library, Room 355B (see Canvas for detailed directions)

Consider this a roadmap for our class. Along with the course Canvas site, it should be your first point of reference for questions about, the goals and structure of the class, our schedule for the semester, grading procedures, how to contact me, etc.

Course Description

This course examines the major types of carceral and community-based punishment in the United States of America. We will learn about the evolution of correctional systems, as well as theories of justice including retribution, deterrence, incapacitation, and rehabilitation. We will discuss the systems, actors, practices, and collateral consequences of institutional corrections and alternative sanctions, as well the experiences of those under supervision. Specific topics will include the treatment of special populations such as women, immigrants, and juveniles, as well as the disproportionate impact of the correctional system on members of racial and ethnic minority groups. Together, we'll apply what we learn to evaluating the promise and pitfalls of correctional policies and reform efforts.

Learning Objectives:

If you actively engage in and complete this course, you will learn to:

1. **Describe** the makeup and functions of the American correctional system's major parts, such as jails, prisons, community supervision, and alternative sanctions.
2. **Evaluate** corrections practices, **referencing** basic history, theory, the evidence-base from which these practices stem, as well as contemporary research.
3. **Outline** new developments in correctional structures and practices that address special populations, such as juveniles, women, queer people, and immigrants.
4. **Predict** the collateral consequences of correctional systems and practices in the U.S., as well as the potential costs and benefits of proposed policy reforms.

Required Texts

Two books are required for this course. I have tried to keep costs low by choosing books that are relatively inexpensive to rent/purchase. I've included purchase info below. All supplementary reading materials (i.e. academic articles) will be provided via Canvas/Perusall.

1. *American Corrections in Brief, 3rd edition*

(2017) by Todd R. Clear, Michael D. Reisig, Carolyn Petrosino, & George F. Cole

The best prices are available when you rent from the publisher Cengage. Additionally, when you rent a hardcopy of the textbook, you get access to the ebook while you're waiting for the book to arrive. [Link to Rent from Cengage](#)

- **eTextbook** through January 1, 2023 costs **\$36.49**
- **Hard copy** textbook through January 11, 2021 costs **\$37.99**

*You do NOT have to purchase the "mindtap" version

Used copies of the book are available [for purchase on amazon](#) for around \$80 and up.

2. *Prison By Any Other Name: The Harmful Consequences of Popular Reforms*

(2020) by Victoria Law & Maya Schenwar

- This book can be accessed digitally through the Rutgers library. You will have to log in with your NetID and, once found on the library website, create a (free) account with ProQuest Ebook Central. Here you can read the book online or download a pdf of a chapter. It looks like you're allowed to print most of the book (119 out of 127) pages. I will review how to access the book online during our first class. NOTE: you can only download the full book for 1 day access, so I recommend reading online or downloading pdfs as needed.
- A paperback copy of the book can be purchased [on Amazon](#) for \$14.99.

How to Contact Me

1. *Message me in Canvas:*

Canvas is the best option for contacting me, as my inbox gets very cluttered and I sometimes don't see emails right away. I will make my best effort to respond in 24 to 48 hours. Keep in mind that response time will be slower over the weekend.

2. *Office Hours:*

These are weekly times that I am available for students to meet with me in my office. If you are not available during these hours, you can message me to schedule a meeting in-person or via Zoom.

Health & Safety In Our Classroom

To protect the health and wellbeing of all members of our class, **everyone must wear a mask during class meetings. Masks should securely cover your nose and mouth.** I will be a stickler about this; when we are speaking to each other is *the most* important time to have a secure face covering. **We can drink beverages in the classroom but eating food is not permitted.** For more information, please visit: <https://coronavirus.rutgers.edu>.

Class Philosophy

My Commitment to Your Success:

Many inequalities in education arise from access to resources, individual life circumstances, disabilities, and a host of other factors. I want to acknowledge that these inequities have been exacerbated by the ongoing COVID-19 pandemic. My goal is that each and every student has the accommodations they need in order to be successful. I am always available to discuss how we can better support you in this class. The following information includes, but is not exhaustive of, various types of support through the university. I encourage you to take advantage of these services and am happy to discuss them more one-on-one.

During this course you can expect the following from me:

- Canvas modules will be published at least one week prior to the module end date. I will always include a "Week Overview" for the module, including an introduction to the topic, readings, assignments, and announcements.
- I will respond to messages sent through Canvas within 24 to 48 hours. However, I check technology much less on the weekends (hint: at least look at assignments on Thursday and ask any pressing questions before the weekend).
- Many assignments will be completed in Canvas and graded automatically and for completion. Major written assignments will receive feedback in 10-14 days of the submission deadline. Students receive feedback in the order in which assignments are submitted.
- I will be in my office during scheduled, weekly office hours for students to stop by with questions. However, I have to end office hours on time for other commitments, so please come as early as possible.
- Respect and an openness to both questions and learning from you.

Class Code of Conduct:

Our number one goal is to provide a safe and inclusive learning environment for people of all sexual orientations, races, ethnicities, gender identities, religions, socioeconomic backgrounds, abilities, physical appearances, and ages. We will consider how our words and actions may affect others. We will not make any assumptions about each other's identities, experiences, or perspectives.

Derogatory/defamatory language (or sharing outside sources with such subject matter) and behavior that is disruptive or creates an unsafe environment in any space related to our course (in-class, online, in office hours) will not be tolerated. If for any reason you feel unsafe, please speak with me. Your concerns will be confidential.

Consuming Difficult Content

As is often the case in social sciences, some of the materials we will look at deal with topics that can be upsetting and/or can prompt trauma responses. We can create space in the class to process, as well as discuss how we can take care of ourselves and ground ourselves emotionally as we do work in a challenging discipline. However, you know best what is healthy for you. Please skip any materials that you need to and reach out to me if you would like content warnings around certain subject matter. Your privacy will be respected regarding any requests.

Assessments & Grading

Grades for this course are based on a wide range of assignments and activities with the goal that everyone has the ability to succeed regardless of prior knowledge, skills, & strengths. Below is a general overview of assignment types and how grades will be calculated.

<i>Assignment Type</i>	Objectives	%
Attendance & Participation Grade is based on your attendance and engagement in class discussions, activities, etc. I will provide opportunities to participate in various ways.		10%
Quizzes & Reflections Reading is an integral part of this course. There will be weekly assignments to test your comprehension, such as quizzes, annotation, & reflections. These assignments are 10 points each and are graded for completion rather than mastery. I will drop the 3 lowest of these grades at the end of the semester.	1 & 2	25%
Group Work & Peer Review Feedback We will do many in-class activities that involve working with your classmates. Sometimes these activities will be graded. Additionally, as part of the final project, you will be expected to give feedback on two or three of your classmates' assignments. You will be graded on providing thoughtful, actionable peer review feedback that follows the assigned format.	1, 2 & 3	25%
Policy Brief A major portion of your grade will be a policy brief that you work on throughout the semester. It is a cumulative assignment, made of smaller assignments for which you will receive feedback. More information about this project, with a breakdown of graded tasks, will be distributed week 2.	1, 2, 3 & 4	40%

Academic Integrity:

As a member of the Rutgers University community, you are not to engage in any academic dishonesty. You're 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://academicintegrity.rutgers.edu>. 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 appropriately reference any material that is not your own. **Please see me for guidance if you are not sure that you understand these policies, especially plagiarism and citation standards.** Any case of academic dishonesty will result in an appropriate reduction in the course grade and referral to the University Judicial System.

Late Assignments:

Assignments turned in late will receive a point reduction depending on the assignment. Some class assignments will be graded simply for completion, and there will be assignments with opportunities for revision. Some of our reading assignments, because they are collaborative/conversational in nature, cannot be graded for full credit if they're late.

I recognize that life is complex and stressful. If you know that you will likely miss a deadline or feel you are falling behind, please email me to make arrangements.

Extra Credit:

I will determine later in the semester if extra credit assignments are appropriate. Any extra credit opportunities will be offered to the *entire* class but will largely be used to make "close call" decisions, for example for students who are very close to the next highest grade (usually within a percentage point) after applying the standard grading curve.

Final Grade Scale:

A	90.0 - 100%	Consistency and outstanding work that exceeds expectations for quality in an undergraduate course.
B+	87.0 - 89.9%	Consistency and high quality work that demonstrates a clear understanding of the readings, course concepts, etc.
B	80.0 - 86.9%	
C+	77.0 - 79.9%	Satisfactory work that demonstrates some understanding of the readings, course concepts, etc., with opportunities for improvement.
C	70.0 - 76.9%	
D	60.0 - 69.9%	Does not meet expectations for the course and/or does not demonstrate a sufficient understanding of the course material.
F	< 60.0%	Failing

Typical Weekly Schedule:

Sundays:

The following week's module will be posted on Canvas in the evening. Each module will be based on a topic within corrections. We will briefly discuss in class on Mondays to answer any questions about upcoming readings and assignments.

Grades for smaller assignments will also be released in Canvas on Sundays.

Mondays:

- **Homework Due:** Textbook reading and comprehension assignments are due by 12:00pm.
- **Class (1:00-2:20):** Class discussion on the textbook reading and topic.
- **Office Hour:** after class from 2:45pm to 3:45pm

Thursdays:

- **HW:** Other assigned reading, audio or visual assignments (& occasional annotation) completed by class time. Note that we will have written reflections or activities based on the assigned materials.
- **Office Hour:** before class from 11:30am to 12:30pm
- **Class (1:00-2:20):** In-class reflection, discussion, and/or class activity on materials and how they relate, support, differ from the textbook reading & discussion.

What is expected of you in order to do well in this class:

Your success in this course depends on the following:

- Attending class sessions in-person and communicating when you cannot make it.
- Regularly accessing the course site on Canvas and reading through the modules.
- Taking the initiative to catch up on missed discussions and assignments.
- Thorough and engaged reading of the course textbook and other assigned readings, as well as accessing and viewing or listening to digital content.
- Spending time thinking about course content and developing your own ideas and responses. Bringing any questions you have to class.
- Engaging with your colleagues and the instructor with respect.
- Taking notes on class content and discussions. Please note: many weeks I will not have slides for discussion-based class sessions.

You should expect to spend approximately 8-10 hours per week on this course.

You should ask permission before sharing any of my course content with individuals who are not enrolled in the course.

University Accommodations and Support:

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

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:

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 \(ods.newark.rutgers.edu\)](https://ods.newark.rutgers.edu). Contact ODS at (973) 353-5375 or via email at ods@newark.rutgers.edu.

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.

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.

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>.

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

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.

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.

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 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.

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Course Calendar

Generally, readings and assignments are **due on the date/week that they appear**. Always look ahead to the next week to see what will be due on those days.

Unless otherwise noted, written assignments must be submitted via Canvas.

Week 1	Thursday, 9/8
Topics	<i>First Class Introduction</i>
Assignments	<ul style="list-style-type: none"> ● Read through syllabus & Module 1 in Canvas ● Order/rent two required books

Week 2	Monday, 9/12	Thursday, 9/15
Topics	<i>What is Corrections?</i>	<i>What is Corrections?</i> <i>Policy Brief Project Overview</i>
Reading & Media	<ul style="list-style-type: none"> ● “Kamala Harris, Mass Incarceration and Me,” Reginald Dwayne Betts, New York Times Magazine (2020) 	<ul style="list-style-type: none"> ● <u>American Corrections in Brief (ACB)</u>, Chapter 1: What is Corrections?
Assignments	<ul style="list-style-type: none"> ● “About You” survey & Canvas profile 	

Week 3	Monday, 9/19 & Thursday, 9/22 - NO CLASSES	
Topics	<i>Policy Brief Course Project</i>	
Reading & Media	<ul style="list-style-type: none"> ● Make sure to read through this week’s module & take a look at next week’s ● Don’t forget to complete the reading due on Monday 10/3 (Chapter 2; see week 4) 	
Project Assignments	<ul style="list-style-type: none"> ● Carefully read through the entire project description & directions ● Read the “Writing Policy Briefs” webpage; then look at some examples under the “Policy Briefs” tab on the website. ● Project Assignment 1: Topic Proposal due Sunday, 9/25 by 11:59pm 	

Week 4	Monday, 9/26 - ZOOM CLASS	Thursday, 9/15
Topics	<i>Punishment & Sentencing</i>	
Reading & Media	<ul style="list-style-type: none"> ● <u>ACB</u> Chp 2: The Punishment of Offenders 	<ul style="list-style-type: none"> ● <u>Prison by Any Other Name (PAN)</u>, Preface & Introduction
Assignments	<ul style="list-style-type: none"> ● Project Assignment 1: Topic Proposal due Sunday, 9/25 by 11:59pm 	

Week 5	Monday, 10/3	Thursday, 10/6
Topics	<i>Jails & Intermediate Sanctions</i>	<i>Workshop: Research & Policy</i>
Reading & Media	<ul style="list-style-type: none"> ● <u>ACB</u> Chp. 3: Jails: Corrections at the Local Level 	<ul style="list-style-type: none"> ● <u>PAN</u> Chp. 1: Your Home is Your Prison
Assignments	<ul style="list-style-type: none"> ● Canvas quiz due Monday, 10/3 by noon 	

Week 6	Monday, 10/10	Thursday, 10/13
Topics	<i>Community Corrections</i>	
Reading & Media	<ul style="list-style-type: none"> ● <u>ACB</u> Chp. 4: Community Supervision 	<ul style="list-style-type: none"> ● <u>PAN</u> Chp. 3: Confined in Community
Assignments	<ul style="list-style-type: none"> ● Canvas reflection due Monday, 10/10 by noon 	

Week 7	Monday, 10/17	Thursday, 10/20
Topics	<i>Probation Supervision</i>	<i>Viewing: The Prison in 12 Landscapes</i>
Reading & Media	<ul style="list-style-type: none"> ● <u>ACB</u> Chp. 5: Probation Supervision 	<ul style="list-style-type: none"> ● Skimming policy briefs in Canvas folder
Assignments	<ul style="list-style-type: none"> ● Annotated bibliography due Sunday 11/16 by 11:59pm 	

Week 8	Monday, 10/24 - ZOOM CLASS	Thursday, 10/27
Topics	<i>Prisons</i>	Workshop: Citing Sources
Reading & Media	<ul style="list-style-type: none"> • <u>ACB</u> Chp. 6: Prisons 	<ul style="list-style-type: none"> • Listen: “The SHU.” Ear Hustle Podcast, Season 1, Episode 4
Assignments	<ul style="list-style-type: none"> • Canvas quiz due Monday, 10/24 by noon 	

Week 9	Monday, 10/31	Thursday, 11/3
Topics	<i>Prison Experience & Prison Management</i>	
Reading & Media	<ul style="list-style-type: none"> • <u>ACB</u> Chp. 7: The Prison Experience & Chp. 8: Prison Management 	<ul style="list-style-type: none"> • “Life Inside” essay of your choice on The Marshall Project website
Assignments		

Week 10	Monday, 11/7	Thursday, 11/10
Topics	<i>Reentry & Parole</i>	Workshop: Giving Useful Feedback
Reading & Media	<ul style="list-style-type: none"> • Listen: “Kissing the Concrete.” Ear Hustle Podcast, Season 4, Episode 29 	<ul style="list-style-type: none"> • <u>ACB</u> Chp. 10: Reentry
Assignments	<ul style="list-style-type: none"> • Fact sheet due Sunday, 11/6 by 11:59pm 	

Week 11	Monday, 11/14	Thursday, 11/17 - NO CLASS
Topics	<i>Legal Issues & The Death Penalty</i>	<i>Working on Peer Reviews</i>
Reading & Media	<ul style="list-style-type: none"> • <u>ACB</u> Chp. 11: Legal Issues & Death Penalty 	<ul style="list-style-type: none"> • Watch: “Raised in the System” (55 min)
Assignments	<ul style="list-style-type: none"> • Canvas quiz due Monday, 11/14 by noon 	

Week 12	Monday, 11/21	TUESDAY, 11/22 (Thursday Schedule)
Topics	<i>Juvenile Corrections</i>	Workshop: Formatting & Graphics
Reading & Media	<ul style="list-style-type: none"> ● <u>ACB</u> Chp. 12: Juvenile Corrections 	<ul style="list-style-type: none"> ● <u>PAN</u> Chp. 6: Your School is Your Prison
Assignments	<ul style="list-style-type: none"> ● Peer feedback due Sunday, 11/20 by 11:59pm 	

Week 13	Monday, 11/28	Thursday, 12/1
Topics	<i>Gender & Corrections</i>	
Reading & Media	<ul style="list-style-type: none"> ● <u>PAN</u> Chp. 4: Policing Parenthood ● “They Lost Their Pregnancies, Then Prosecutors Sent Them to Prison”The Marshall Project (2022) 	<ul style="list-style-type: none"> ● “Transgender Rights in Public Prisons” policy brief (Longo, 2017) ● “How Parental Incarceration Harms Children & What to Do About It” policy brief (Wakefield & Wildeman, 2018)
Assignments		

Week 14	Monday, 12/5	Thursday, 12/8
Topics	<i>Policy, Practice, & Reform</i>	
Reading & Media	<ul style="list-style-type: none"> ● <u>ACB</u> Chp. 13: The Future of Corrections 	<ul style="list-style-type: none"> ● <u>PAN</u> Chp. 7: Beyond Alternatives
Assignments	<ul style="list-style-type: none"> ● Canvas reflection due Monday, 12/5 by noon 	

Week 15	Monday, 12/12 - LAST CLASS
Topics	<i>Course Wrap-Up</i>
Assignments	<ul style="list-style-type: none"> ● Final project due Sunday, 12/11 by 11:59pm