

CJ 202:402: Contemporary Problems in Corrections

Online Course

Fall 2022

I. Course Information

Instructor Information

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Office Hours: By appointment

Course Overview

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

Criminal Justice Program Learning Goals

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

Course Learning Objectives

- Demonstrate an understanding of the current issues faced by the United States' institutional and community corrections systems.
- Critically assess criminological theories used to explain corrections and punishment.
- Analyze contemporary evidence-based strategies aimed at reducing rates of incarceration and recidivism.
- Analyze the history and development of the corrections system in the United States to provide context to contemporary problems.

Required Readings

We will use Canvas for all course readings and for submission of all assignments. You must ensure you have access to our Canvas page within the first week of class.

Course Requirements and Structure

You are required to read assigned readings and participate in virtual discussions in a manner that reflects familiarity with the readings and previous class sessions. Additionally, you are required to access the course website regularly to stay informed about any changes in lecture topics, assigned readings and other course announcements. **Please note: There is no extra credit in this course.**

II. Course Schedule

All materials will be posted on Canvas. Required reading and listening materials are subject to modification at the instructor's discretion as the course progresses.

Class	Topic	For Class	Due
Week 1 September 5-9	The Philosophy of Punishment	Rousseau, J. J. (1762). The social contract. Foucault, M. (1975). <i>Discipline and punish: Chapter 1</i> . <u>Podcast</u> : Ear Hustle, This is Ear Hustle.	Quiz 1
Week 2 September 12-16	Designs of Prisons and Punishment	Johnston, N. B. (2000). <i>Forms of constraint: A history of prison architecture: Chapter 1</i> . Chicago: University of Illinois Press. Nadel, M. R., & Mears, D. P. (2020). Building with no end in sight: the theory and effects of prison architecture. <i>Corrections</i> , 5(3), 188-205. <u>Podcast</u> : Ear Hustle, Cellies	Quiz 2
Week 3 September 19-23	Evolution of Punishment	Foucault, M. (1975). <i>Discipline and punish: Chapter 3</i> . Friedman, L. M. (1994). <i>Crime and punishment in American history: Chapter 2</i> . Morris, N., & Rothman, D. J. (1995). <i>The Oxford history of the prison: The practice of punishment in Western society: Chapter 4</i> . Oxford University Press.	Quiz 3
Week 4 September 26-30	Mass Incarceration	*Documentary: The Thirteenth* Response Paper 1 Due Friday, September 30	Response Paper 1

Week 5 October 3-7	Places of Punishment	Goffman, E. (1968). <i>Asylums: Chapter 7</i> . Harmondsworth: Penguin. Zimbardo, P. (2000). The SPE: What it was, where it came from, and what came out of it. <i>Reflections on the Stanford Prison Experiment: Genesis, Transformations, Consequences</i> , 198-213. <u>Podcast</u> : Ear Hustle, Birdbaths and a Lockbox	Quiz 4
Week 6 October 10-14	Prison Institutions	Sykes, G. (1974). <i>The society of captives: A study of a maximum-security prison: Chapter 1</i> . Princeton University Press. Travis, J., Western, B., & Redburn, F. S. (2014). <i>The growth of incarceration in the United States: Exploring causes and consequences: Chapter 6</i> . National Research Council. <u>Podcast</u> : Ear Hustle, The SHU	Quiz 5
Week 7 October 17-21	Exam Week	<u>Podcast</u> : Ear Hustle, So Long	Exam 1
Week 8 October 24-28	Prison Management	Butler, H. D., Tasca, M., Zhang, Y., & Carpenter, C. (2019). A systematic and meta-analytic review of the literature on correctional officers: Identifying new avenues for research. <i>Journal of Criminal Justice</i> , 60, 84-92. McGuinn, S. C. (2014). <i>Prison management, prison workers, and prison theory: Alienation and power: Chapter 4</i> . Lexington Books. <u>Podcast</u> : Ear Hustle, Us and Them	Quiz 6
Week 9 October 31- November 4	Women and Incarceration	Huebner, B. M., & Frost, N. A. (2018). <i>Handbook on the consequences of sentencing and punishment decisions: Chapter 9: Impacts of conviction and imprisonment for women</i> . Routledge. Vera Institute of Justice (2021). <i>Women's incarceration rates are skyrocketing. These advocates are trying to change that</i> . Retrieved from: https://www.vera.org/blog/womens-voices/womens-incarceration-rates-are-skyrocketing	Quiz 7

Week 10 November 7-11	Collateral Consequences	Kirk, D. S., & Wakefield, S. (2018). Collateral consequences of punishment: a critical review and path forward. <i>Annual Review of Criminology, 1</i> , 171-194. <u>Podcast:</u> Ear Hustle, Life Shows Up	Quiz 8
Week 11 November 14-18	Programming in Corrections	* <i>Documentary: College Behind Bars, Part 1: 'No One Ever Taught Me Any of that.'</i> Response Paper 2 Due Friday, November 18	Response Paper 2
Week 12 November 21-25		Happy Thanksgiving!	
Week 13 November 28- December 2	Families and Incarceration	Travis, J., Western, B., & Redburn, F. S. (2014). <i>The growth of incarceration in the United States: Exploring causes and consequences: Chapter 9.</i> National Research Council. <u>Podcast:</u> Ear Hustle, Camp Grace	Quiz 9
Week 14 December 5-9	Consequences of Incarceration	Miller, R. J., & Stuart, F. (2017). Carceral citizenship: Race, rights and responsibility in the age of mass supervision. <i>Theoretical Criminology, 21</i> (4), 532-548. Travis, J., Western, B., & Redburn, F. S. (2014). <i>The growth of incarceration in the United States: Exploring causes and consequences: Chapter 11.</i> National Research Council. <u>Podcast:</u> Ear Hustle, Kissing the Concrete	Quiz 10
Week 15 December 12-16	Exam Week	<u>Podcast:</u> Ear Hustle, The Bells	Exam 2

III. Course Assessment and Grading

Assignment	Raw Points	SLO	Percent of Final Grade
Exams	100	1, 2, & 5	25%
Quizzes	100	1, 4, & 5	25%
Response Papers	100	1, 2, & 5	25%
Final Assignment	100	3 & 4	25%
TOTAL	400	All SLOs	100%

Weekly Quizzes (10 @ 10 points each, 25% of final grade)

Each quiz will be open from Monday at 8:00am until Friday at 11:59pm. The quiz will be comprised of 10 multiple-choice and true/false questions that cover all required materials for the week. It is recommended that students complete all required reading and listening prior to completing each quiz.

Exams (2 @ 50 points each, 25% of final grade)

Students will be required to complete two open-note exams throughout the semester via Canvas. On the exam weeks, you will have from Monday at 8:00am until Friday at 11:59pm to complete the exam. **Do not wait until Friday evening to take the exam, if you do not complete it prior to the deadline, I will not provide extensions or re-takes.** Study guides will be posted a week before each exam opens.

Response Papers (2 @ 50 points each, 25% of final grade)

You will be required to complete two response papers. Each 1-page response paper is worth 50 points, for a total of 100 possible points. All response papers must be submitted via Canvas by Friday at 11:59pm on the weeks that they are due. **Late submissions are subject to 10% off per day.**

Final Assignment (1 @ 100 points, 25% of final grade)

You will be required to complete one final assignment designed to be fun and informative in nature. Students will have the entirety of the semester to choose one (1) week's materials and construct an infographic that visualizes the week's materials. A document that outlines the assignment in detail and provides examples is posted on Canvas. The final assignment must be submitted via Canvas by Friday, December 16 at 11:59pm. **Late submissions will not be accepted and failure to submit the assignment by the due date will result in a zero.**

Grading

The following grading scale will be used for this course:

- A (90-100)
 - B+ (85-89)
 - B (80-84)
 - C+ (75-79)
 - C (70-74)
 - D (60-69)
 - F (<60)
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Late or Missing Assignment Policy

In an effort to provide maximum flexibility all weekly quizzes and response papers must be completed and submitted on Canvas by end-of-day Friday on the weeks they are due. All discussion boards and online quiz assignments will close automatically each Friday at midnight. I understand that extenuating circumstances and emergencies do happen, so please contact the professor immediately if you are concerned about your performance in the course. **Please be sure to keep up with the course as it progresses: Your grade is non-negotiable at the end of the semester.**

IV. Course Policies

Classroom Rules

Please be respectful to other students while engaging in online discussion – read carefully and respond thoughtfully with supporting evidence from our course materials. **All course communication must be done via e-mail to ashley.appleby@rutgers.edu and must follow the SCJ e-mail guidelines.**

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.

V. 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 (e.g., 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 (e.g., 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 an 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>.

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

If you are interested in finding out more about:

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

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

Follow us, to stay up to date! @SCJ_apps

