47:202:312: Comparative Criminal Justice Systems

Fall 2023

COURSE INFORMATION

Instructor Information:

Instructor: Professor Valerio Baćak, PhD

Email: valerio.bacak@rutgers.edu

Office Hours: Tuesdays, 12:00pm-1pm

 - Room 545, School of Criminal Justice (CLJ)

Location: Hill Hall (Room: 103)

Meeting Times:

Tuesdays, 10:00am-11:20am

Thursdays, 10:00am-11:20am

Teaching assistant: Eeron Wilson

Office Hours: Wednesdays, 11:30am-12:30pm

 - Room 559, School of Criminal Justice (CLJ)

Our Commitment as Partners in Learning:

I care about your success, and I know everyone can thrive in this course. As a first-generation student, I know what it feels like to navigate the complex world of academia. On my end, I will do all I can to create a supportive and welcoming learning environment for all. Over the years, I’ve learned that students learn best when they are curious about and respect perspectives and experiences different from their own. For that reason, in this course we will support each other regardless of our differences in terms of race, ethnicity, disability, gender identity, sexual orientation, socioeconomic status, national origin, or political affiliation.

Course Overview:

This course will engage deeply with the political origins of social control and legal punishment. We will do so by taking a historical and comparative view that will take us across the world. Topics will include the nature of policing in European colonial empires, police violence in Latin America, and how criminal justice policies travel globally. By the end of the course, you will have developed an understanding of the role of police, courts, and prisons in modern society—and their contradictory roles in delivering justice and preserving inequalities by race and class. The readings will draw from books, articles, and journalistic reports from a range of disciplines related to criminal justice, including anthropology, history, and political science. We will begin with building a foundational understanding of comparative criminology and explore why comparative research is at the heart of social sciences.

Credits: 3

Prerequisites: None.

B.S., Criminal Justice Program Learning Goals: Upon completion of the B.S. in Criminal Justice at Rutgers University-Newark, students should be able to:

1. 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.
2. Describe the mechanisms, correlates, theoretical underpinnings, and situational contexts of crime, criminal behavior and opportunity, and techniques for prevention and treatment.
3. Apply and analyze theories related to the policies and practices of the criminal justice system and its major institutions.
4. Demonstrate the ability to gather, explain, and apply empirical research in the field of criminal justice.
5. 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:

1. Compare and contrast organizational behavior concepts, management practices, and legal traditions of policing, court, corrections, and juvenile justice systems among different countries around the world.
2. Evaluate the role of organizations across the world in setting criminal justice policies in different nations.
3. Critique components, processes, and mechanisms involved in comparing cross-cultural criminal justice contexts.
4. Discuss current events in justice systems in various countries across the world.

### Required Readings:

All required readings will be available to download on Canvas. The required readings are listed under the weekly course schedule. There will be additional required readings, such as newspaper articles and videos, that will also be posted on Canvas.

There is no textbook for the course and all the materials will be made available online for free.

# Course Schedule and Academic Readings (subject to change; additional materials on Canvas)

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| Week | Class Topic | Readings  |
| Sep 7 | Introduction to the course | No readings. |
| Sep 12Sep 14 | Why is comparative research essential to criminology? | Howard, G.J., Newman, G., & Pridemore, W.A. (2000). Theory, Method, and Data in Comparative Criminology. Washington, DC: National Institute of Justice, pages 139-147.Nelken, D. (2010). “Why Compare?”, in Comparative Criminal Justice: Making Sense of Difference. SAGE.Zimring, F. E. (2006). The necessity and value of transnational comparative study: Some preaching from a recent convert. Criminology & Public Policy, 5(4), 615-622. |
| Sep 19 | How comparative research is done and with what data? | Howard, G.J., Newman, G., & Pridemore, W.A. (2000). Theory, Method, and Data in Comparative Criminology. Washington, DC: National Institute of Justice, pages 159-164 and 172-187.LaFree, G. (2021). Progress and obstacles in the internationalization of criminology. International Criminology, 1(1), 58-69. |
| Sep 21 |  | Brayne, S. (2020). “Op-Ed: One way to shrink the LAPD’s budget: Cut costly and invasive big-data policing.” Los Angeles Times.Lageson, S. E. (2020). The Purgatory of Digital Punishment. Slate Magazine.  |
| Sep 26 | The colonial legacy of crime and justice  | Tankebe, J. (2008). Colonialism, legitimation, and policing in Ghana. International Journal of Law, Crime and Justice, 36 (1), 67-84.Orwell, George: “Shooting an Elephant.” |
| Sep 28 |  | McCoy, A. (1972). “The colonial legacy: Opium for the natives”, in Politics of Heroin in Southeast Asia. Harper Colophon Books, pp. 58-89.  |
| Oct 3 | Crimmigration: police, human rights, and border control | Aliverti, A. (2012). Making people criminal: The role of the criminal law in immigration enforcement. Theoretical Criminology, 16(4), 417-434.Tondo, A. (2021). “Croatian police accused of pushing Afghan refugees back to Bosnia.” The Guardian. |
| Oct 5 |  | Barker, Vanessa, and Peter Scharff Smith. 2021. “This Is Denmark: Prison islands and the detention of immigrants.” The British Journal of Criminology 61(6), 1540–56. |
| Oct 10 | Police, violence, and racial inequality in Latin America | Chevigny, P. (1995). “São Paulo,” in Edge of the knife: Police violence in the Americas. New Press, pp. 145-180.Beardsley, E. (2020). “'No justice in France, either': French protest police killings In U.S. and at home.” NPR. |
| Oct 12 |  | González, Y. M. (2017). “What citizens can see of the state”: Police and the construction of democratic citizenship in Latin America. Theoretical Criminology, 21(4), 494-511. |
| Oct 17 | Globalization of crime control  | Wacquant, L. (2001). The penalization of poverty and the rise of neo-liberalism. European Journal on Criminal Policy and Research, 9 (4), 401-412.Blair, G. et al. (2021). Community policing does not build citizen trust in police or reduce crime in the Global South. Science, 374(6571), eabd3446. |
| Oct 19 |  | Nivette, A. E et al. (2021). A global analysis of the impact of COVID-19 stay-at-home restrictions on crime. Nature Human Behaviour, 5(7), 868-877.Boman IV, J. H., & Mowen, T. J. (2021). Global crime trends during COVID-19. Nature Human Behaviour, 5(7), 821-822. |
| Oct 24 | Policing in totalitarian societies | Gieseke, J. (2014). “Introduction: Ten Years and Forty-five Days,” in The History of the Stasi: East Germany's Secret Police, 1945-1990. Berghahn Books, pp. 1-10.Gieseke, J. (2014). “The Unofficial Collaborator: A New Type of Informer,” in The History of the Stasi: East Germany's Secret Police, 1945-1990. Berghahn Books, pp. 77-95. |
| Oct 26 |  | Baćak, V., & Apel, R. (2021). Police fairness and legitimacy across the post‐communist divide in Europe. Law & Society Review, 55(3), 473-495. |
| Oct 31 | International drug control policies | Boyum, D. & Reuter, P. (2005). “Historical Development,” in An Analytic Assessment of U.S. Drug Policy.Global Commission on Drug Policy (2014). Taking Control: Pathways to Drug Policies that Work. Geneva, Switzerland. |
| Nov 2 |  | Degenhardt, L., & Hall, W. (2019). Extent of illicit drug use and dependence, and their contribution to the global burden of disease. The Lancet, 379(9810), 55-70.Submission to OHCHR’s report on human rights challenges in addressing and countering all aspects of the world drug problem, 2023, parts 1 and 2 |
| Nov 7 | Prisons and health | Fazel, S., & Baillargeon, J. (2011). The health of prisoners. The Lancet, 377(9769), 956-965. |
| Nov 9 |  | Western, B., Simes, J. T., & Bradner, K. (2022). Solitary confinement and institutional harm. Incarceration, 3(1). |
| Nov 14Nov 16 | NO CLASS | AMERICAN SOCIETY OF CRIMINOLOGY ANNUAL CONFERENCE  |
| Nov 21 | GUEST LECTURE | TBA |
| Nov 23 |  | THANKSGIVING BREAK |
| Nov 28 | Scandinavian justice system and prisons | Barker, V. (2013). Nordic exceptionalism revisited: Explaining the paradox of a Janus-faced penal regime. Theoretical criminology, 17(1), 5-25.Larson, D. (2013). Why Scandinavian prisons are superior. The Atlantic, 24(1), 3-9. |
| Nov 30 |  | Brangan, L. (2020). Exceptional states: The political geography of comparative penology. Punishment & Society, 22(5), 596-616.  |
| Dec 5 | American penal exceptionalism | Brayne, S. (2013). Explaining the United States’ penal exceptionalism: Political, economic, and social factors. Sociology Compass, 7(2), 75-86. |
| Dec 7 |  | Fernández-Molina, E., & Bartolomé Gutiérrez, R. (2020). Juvenile crime drop: What is happening with youth in Spain and why?. European Journal of Criminology, 17(3), 306-331. |
| Dec 12 |  | Final class meeting: no reading required |

Course Assessment and Grading:

There will be no midterm or final exams in the course. Your final grade will be determined by your participation in class and weekly quizzes.

Participation (30%):

You are expected to do all the readings and actively participate in class conversations every week. When you participate in class conversations, be specific and, when relevant, provide evidence in support of your claims.

In certain weeks, you will be required to select one piece of information or an argument that you consider to be the most important from the reading for that week. Prepare in advance between 3-5 written sentences in which you briefly explain why you thought that particular piece of information or an argument was the most important.

Quizzes (70%)

The second half of the grade in the course will be assessed based upon your performance on weekly quizzes. You are expected to do the readings and watch lectures and videos regularly. Some of the quizzes may include short writing assignments.

The quizzes will have to be completed by midnight on Friday. Quizzes will be available on Canvas and will have to be completed on Canvas.

The following grading scale will be used for this course:

A       4.0  90-100% Outstanding

B+     3.5  87-89%

B       3.0  80-86% Good

C+     2.5  77-79%

C       2.0  70-76% Satisfactory

D       1.0  60-69% Poor

F       0.0 <60% Failure

Late or Missing Assignment Policy:

Late assignments will not be accepted unless you have given prior notification and approval has been granted by the instructor.

You can notify the instructor, that you will be late with the assignment or quiz by sending them an email or a Canvas message.

You can miss one quiz without asking for approval—this quiz will not be counted toward your grade.

COURSE POLICIES

Language Statement

The Rutgers University School of Criminal Justice (SCJ) encourages students, faculty, and staff to use *person-first* and *humanizing* language in their verbal and written communications.  Being mindful of the ways in which we describe people impacted by our criminal legal systems is an important step in restoring their dignity and humanity.  This evolution of language is an important piece of broader systemic shifts that are needed to make our justice systems more equitable.  We encourage *replacing* labels that refer to people as “offender,” “inmate,” “parolee” or related terms with more neutral descriptors such as “person convicted of a crime,” “incarcerated person,” and “person under parole supervision.”  Additional details about why this is important can be found [here](https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.themarshallproject.org%2F2021%2F04%2F12%2Fthe-language-project&data=05%7C01%7Cvb302%40scj.rutgers.edu%7Cb89e932dc9834c9a139208db45958abd%7Cb92d2b234d35447093ff69aca6632ffe%7C1%7C0%7C638180280803709638%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=Fy7ehACx6pbQO%2FZIxiVtQflk83fnvFTteuwpSuYCtQE%3D&reserved=0), [here](https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.ncbi.nlm.nih.gov%2Fpmc%2Farticles%2FPMC6240232%2F&data=05%7C01%7Cvb302%40scj.rutgers.edu%7Cb89e932dc9834c9a139208db45958abd%7Cb92d2b234d35447093ff69aca6632ffe%7C1%7C0%7C638180280803709638%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=NTdlYUwbp4Q9SjxCFYmeAh%2BG%2FlP4U1d3%2BjnVIwIz4p4%3D&reserved=0), and [here](https://onlinelibrary-wiley-com.proxy.libraries.rutgers.edu/doi/full/10.1111/1745-9125.12145).

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.

Academic Resources 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 Help with Technology. You can find resources and help to prepare yourself for technological aspects of taking an online course here: <https://runit.rutgers.edu/technology-launch-pad/>.

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 its 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 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 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.

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 help with 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, recovery from surgery, etc.). 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. 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. VPVA is a confidential resource and 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. VPVA also maintains 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 to receive assistance; 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 Psychological Support (Stress, Mood, Family Issues, Substance Use concerns and other personal challenges):The Rutgers University-Newark Counseling Center provides individual therapy and support groups for students dealing with psychological issues. To schedule an appointment, email counseling@newark.rutgers.edu or call (973) 353-5805.

Additional support is available to any RU-N student through Uwill services:

* Umatch: Teletherapy with flexible scheduling, starting with a free account.
* Uhelp: Crisis support at 833-646-1526 (available 24/7/365).
* Urise: Wellness-based video collection with a free account.

Access Uwill@RUN at https://my.rutgers.edu using your netid. Services are confidential and free.

For emergencies, call 911 or Rutgers University Police Department at (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/>

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