



CJ 27.202.511: Foundations of Criminological Theory Fall 2024 Syllabus

Class Location: CLJ Room 567
Class Time: Mondays 2:00 pm - 4:40 pm

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CLJ 552
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This graduate seminar is designed to survey the construction of theory, the history of criminological thought, and some of the major theories developed to explain crime and criminal behavior. It is the first course of a two-semester sequence in criminological theory. This first course is intended to provide a broad overview or survey of the development of criminological theory, as it relates to explaining the causes of crime. Only some of the major veins of thought are covered in this first seminar; the remainder are covered in the course “Contemporary Criminological Theory” (CJ 27.202.518).

Criminologists rely on numerous theoretical perspectives, all with distinctive foci. Some focus on explaining offending, others focus on explaining victimization; some focus on the characteristics of criminal incidents, and others focus on trends in aggregate crime rates. In this course, we will explore the underlying logic, propositions, and assumptions of criminological theories, the implications of their distinctive contributions to the study of crime, and empirical evidence for each perspective. The seminars will be organized around four main objectives: to recognize the unique contributions of each theory, to explore relationships between theoretical concepts, to understand how to operationalize those concepts in empirical work, and to examine the ability of each theory to explain the causes of crime in contemporary society.

This course will require a substantial commitment to reading as well as regular attendance and active participation in seminar discussions. You are expected to read and reflect on all required readings *prior to class* – completing the assigned reading is a necessary prerequisite for satisfactory completion of the course. The required texts, course assignments, and topic schedule are outlined in detail below.

Prerequisite: there is no prerequisite for first-year CJ Ph.D. students. All other students must contact the instructor to request special permission to enroll.

****Please note that I reserve the right to modify the syllabus as the course progresses****

COURSE LEARNING GOALS AND OUTCOMES

- Exposure to foundational criminological theory writings and theory construction to facilitate nuanced considerations of course content and critical thinking
- Identify the distinct causal mechanisms of major criminological theories
- Reflect on the ability of criminological theories to explain the causes of crime
- Develop the skills to compare and contrast the unique contributions, problems, and policy implications of various criminological theories
- Contemplate the relationship between theoretical concepts and empirical measurement for theory testing
- Evaluate logical and empirical support for criminological theories covered in this course
- Prepare students to be conversant in criminological theory in anticipation of their future teaching and research

REQUIRED TEXTS

Anderson, Elijah. 1999. *Code of the Street: Decency, Violence, and the Moral Life of the Inner City*. New York: W.W. Norton & Company. ISBN: 0-393-32078-2

Raine, Adrian. 2013. *The Anatomy of Violence: The Biological Roots of Crime*. New York: Pantheon Books. ISBN: 978-0-307-37884-2

These books are available in the Rutgers Newark Barnes & Noble Bookstore. Other readings are available on the Canvas course site.

COURSE GRADING SCALE & REQUIREMENTS

The grading scale that will be used for the final semester grades is as follows:

A = 90.0-100%	Work is <i>excellent</i> in quality; it is correct, comprehensive, and markedly superior
B+ = 87.0-89.9%	Work is <i>very good</i> in quality; it is correct and provides a detailed explanation in responses; exceeds expectations in some areas
B = 80.0-86.9%	
C+ = 77.0-79.9%	Work is of <i>acceptable</i> quality; may be missing or incorrect in a minor area; meets but does not exceed expectations
C = 70.0-76.9%	
F = 0-69.9%	Work <i>fails</i> to meet minimum expectations for the course

Students will be graded based on the following criteria:

Theory Portfolio (6 entries and revised portfolio)	80%
Contribution to Discussion	20%
	100%

THEORY PORTFOLIO: Initial entries due in 6 of the weeks of the semester (see below for dates); complete revised portfolio due December 9, 2024 (80% of final grade)

Each week (for 6 weeks), you will be required to submit a portfolio entry (via email) addressing the following questions by 5:00 pm on the Sunday *before* the seminar:

- (1) What are the central tenets, assumptions, and propositions of the theory?
- (2) What are the contributions of the theory/perspective to the criminological literature?
- (3) How is this perspective related to other viewpoints we have discussed? In what ways is it similar and in what ways is it distinctive?
- (4) What critical reactions do you have of the theory? What are the problems/limitations of the theory/perspective?
- (5) How could the theory/perspective be modified to better capitalize on its strengths and address some of its limitations?
- (6) Where appropriate, please include one or more diagrams illustrating the causal mechanisms/processes of the theory.

Your entries should include citations and references; please write **no more than 5-6 double-spaced pages** in 12-pt Times New Roman font with one-inch margins. These portfolio entries will help guide our seminar discussions and locate each theoretical perspective within the criminological literature. Over the semester, your entries will combine to create a theory portfolio that contains your typewritten responses to the questions above for six of the topics (weeks) covered in the course. This should help you to develop the “big picture” in criminological theory.

I will return your responses the following week, with comments. You should **address these comments** and **revise your entry according to the course discussion**; these revised responses will comprise your **final ‘theory portfolio’ due by 5 pm on December 9, 2024, via email**. This portfolio will be invaluable for writing research papers and for teaching criminology courses at the undergraduate or graduate level.

Portfolio entries are due in the following weeks:

1. Classical, neoclassical & rational choice OR contemporary deterrence
2. Biological & biosocial OR contemporary controversies
3. Social disorganization OR social ecology
4. Strain
5. Social learning
6. Subcultural OR cultural perspectives

CONTRIBUTION TO DISCUSSION: (20% of final grade)

Attendance and active participation are necessary for the successful completion of this course. You will be expected to come to class having read and considered all required readings, whether you decide to write a portfolio entry for that week or not. Your contributions should push the conversation forward and pose/respond to the questions of your colleagues; you should be able to summarize the main arguments of the readings and grapple with the theoretical issues raised in the readings.

OUTLINE

September 9:

INTRODUCTION AND OVERVIEW OF THE COURSE(S)

Bursik, Robert J. 2009. The Dead Sea Scrolls and Criminological Knowledge: 2008 Presidential Address to the American Society of Criminology. *Criminology* 47 (1): 5-16.

Austin, James. 2003. Why Criminology is Irrelevant. *Criminology & Public Policy* 2 (3): 557-64.

Cressey, Donald R. 1978. Criminological Theory, Social Science, and the Repression of Crime. *Criminology* 16 (2): 171-91.

Kubrin, Charis E., Thomas D. Stuckey & Marvin D. Krohn. 2009. *Researching Theories of Crime and Deviance*. Oxford: Oxford University Press. Chapter 1 (Introduction), pp. 1-20.

September 16:

THEORY CONSTRUCTION

Stinchcombe, Arthur L. 1968. *Constructing Social Theories*. Chicago: The University of Chicago Press. Chapters 1 (Introduction) & 2 (The Logic of Scientific Inference), pp. 3-56.

Collins, Randall. 1989. Sociology: Proscience or Antiscience? *American Sociological Review* 54 (1): 124-39.

Hauhart, Robert C. 2012. Toward a Sociology of Criminological Theory. *American Sociologist* 43 (2): 153-71.

September 23:

CLASSICAL, NEOCLASSICAL & RATIONAL CHOICE THEORIES

Beccaria, Cesare. 1995 (1764). *On Crimes and Punishments and Other Writings*. Cambridge: Cambridge University Press. Pp. 1-25, 31, 48-9, 103-4

Bentham, Jeremy. 1988 (1789). *The Principles of Morals and Legislation*. New York: Prometheus Books. Chapters 1-4 & 14, pp. 1-32 and 178-88.

Clarke, Ronald V. & Derek B. Cornish. 1985. Modeling Offender's Decisions: A Framework for Research and Policy. In Tonry & Morris (Eds.), *Crime & Justice: An Annual Review of Research*. Volume 6. Chicago: University of Chicago Press, pp. 147-85.

McCarthy, Bill. 2002. New Economics of Sociological Criminology. *Annual Review of Sociology* 28: 417-42.

Thomas, Kyle J., Thomas A. Loughran & Benjamin C. Hamilton. 2020. Perceived Arrest Risk, Psychic Rewards, and Offense Specialization: A Partial Test of Rational Choice Theory. *Criminology* 58 (3): 485-509.

**September 30:
CONTEMPORARY DETERRENCE**

Nagin, Daniel S. 1998. Criminal Deterrence Research at the Outset of the Twenty-First Century. *Crime and Justice: An Annual Review of Research* 23: 1-42.

Nagin, Daniel S. & Raymond Paternoster. 1993. Enduring Individual Differences and Rational Choice Theories of Crime. *Law & Society Review* 27 (3): 467-96.

Stafford, Mark C. & Mark Warr. 1993. A Reconceptualization of General and Specific Deterrence. *Journal of Research in Crime & Delinquency* 30 (2): 123-35.

Apel, Robert. 2022. Sanctions, Perceptions, and Crime. *Annual Review of Criminology*, 5: 205-227.

**October 7:
BIOLOGICAL & BIOSOCIAL THEORIES**

Lombroso, Cesare. 2006 (1876). *Criminal Man*. Translated and with an introduction by M. Gibson and N. Hahn Rafter. Durham, NC: Duke University Press. Chapters 1 & 2, pp. 1-57.

Raine, Adrian. 2013. *The Anatomy of Violence: The Biological Roots of Crime*. New York: Pantheon Books.

Daly, Martin & Margo Wilson. 1988. Evolutionary Social Psychology and Family Homicide. *Science* 242 (4878): 519-524.

**October 14:
CONTEMPORARY CONTROVERSIES**

Caspi, Avshalom, Terrie E. Moffitt, Phil A. Silva, Magda Stouthamer-Loeber, Robert F. Krueger & Pamela S. Schmutte. 1994. Are Some People Crime Prone? Replications of the Personality-Crime Relationship across Countries, Genders, Races, and Methods. *Criminology* 32 (2): 163-96.

Burt, Callie H. & Ronald L. Simons. 2014. Pulling Back the Curtain on Heritability Studies: Biosocial Criminology in the Postgenomic Era. *Criminology* 52 (2): 223-62.

Barnes, J.C., John Paul Wright, Brian B. Boutwell, Joseph A. Schwartz, Eric J. Connolly, Joseph L. Nedelec & Kevin M. Beaver. 2014. Demonstrating the Validity of Twin Research in Criminology. *Criminology* 52 (4): 588-626.

Osgood, D. Wayne, Eric Baumer & Rosemary Gartner. 2015. Editor's Note. *Criminology* 53 (1): 101-2.

Burt, Callie H. & Ronald L. Simons. 2015. Heritability Studies in the Post-Genomic Era: The Fatal Flaw is Conceptual. *Criminology* 53 (1): 103-12.

Wright, John Paul, J. C. Barnes, Brian B. Boutwell, Joseph A. Schwartz, Eric J. Connolly, Joseph L. Nedelec & Kevin M. Beaver. 2015. Mathematic Proof is not Minutiae and Irreducible Complexity is

not a Theory: A Final Response to Burt and Simons and a Call to Criminologists. *Criminology* 53 (1): 113-20.

Moffitt, Terrie E. & Amber Beckley. 2015. Abandon Twin Research? Embrace Epigenetic Research? Premature Advice for Criminologists. *Criminology* 53 (1): 121-6.

Massey, Douglas S. 2015. Brave New World of Biosocial Science. *Criminology* 53 (1): 127-31.

October 21:

SOCIAL DISORGANIZATION THEORY

Sampson, Robert J. & W. Byron Groves. 1989. Community Structure and Crime: Testing Social Disorganization Theory. *American Journal of Sociology* 94 (4): 774-802.

Bursik, Robert J., Jr. 1988. Social Disorganization and Theories of Crime and Delinquency: Problems and Prospects. *Criminology* 26 (4): 519-51.

Sampson, Robert J. 1987. Urban Black Violence: The Effect of Male Joblessness and Family Disruption. *American Journal of Sociology* 93 (2): 348-82.

Kubrin, Charis E. & Ronald Weitzer. 2003. New Directions in Social Disorganization Theory. *The Journal of Research in Crime and Delinquency* 40 (4): 374-402.

Sampson, Robert J., Jeffrey D. Morenoff & Thomas Gannon-Rowley. 2002. Assessing "Neighborhood Effects": Social Processes and New Directions in Research. *Annual Review of Sociology* 28: 443-78.

October 28:

SOCIAL ECOLOGY

Sampson, Robert J. & William Julius Wilson. 1995. Toward a Theory of Race, Crime, and Urban Inequality. In Hagan & Peterson (Eds.), *Crime and Inequality*. Stanford: Stanford University Press, pp. 37-56.

Sampson, Robert J, Stephen Raudenbush & Felton Earls. 1997. Neighborhoods and Violent Crime: A Multilevel Study of Collective Efficacy. *Science* 277 (5328): 918-924.

Pattillo, Mary E. 1998. Sweet Mothers and Gangbangers: Managing Crime in a Black Middle-Class Neighborhood. *Social Forces* 76 (3): 747-74.

Browning, Christopher R., Seth L. Feinberg & Robert D. Dietz. 2004. The Paradox of Social Organization: Networks, Collective Efficacy, and Violent Crime in Urban Neighborhoods. *Social Forces* 83 (2): 503-34.

Fissel, Erica R. & Pam Wilcox. 2021. Social Ecology. Pp. 217-222 in Barnes & Forde (Eds.), *Volume 1: The Encyclopedia of Research Methods in Criminology and Criminal Justice*. Hoboken, NJ: Wiley Blackwell.

November 4: CLASS CANCELLED

Spend time this week revising the portfolio entries you have already submitted

**November 11:
STRAIN THEORIES**

Merton, Robert K. 1938. Social Structure and Anomie. *American Sociological Review* 3 (5): 672-82.

Agnew, Robert. 1992. Foundation for a General Strain Theory of Crime and Delinquency. *Criminology* 30 (1): 47-87.

Agnew, Robert. 2001. Building on the Foundation of General Strain Theory: Specifying the Types of Strain most likely to lead to Crime and Delinquency. *Journal of Research in Crime & Delinquency* 38 (4): 319-61.

Dolliver, Matthew J. & Dixie L. Rucker. 2017. Addressing a Divide in the Conceptualization of the Gender-Crime Relationship: A Comparative Test of Gender and Sex using General Strain Theory. *Deviant Behavior* 39 (12): 1552-1565.

Chamlin, Mitchell B. & John K. Cochran. 2007. An Evaluation of the Assumptions that Underlie Institutional Anomie Theory. *Theoretical Criminology* 11 (1): 39-61.

LaFree, Gary & Kriss A. Drass. 1996. The Effect of Changes in Intra-racial Income Inequality and Educational Attainment on Changes in Arrest Rates for African Americans and Whites, 1957-1990. *American Sociological Review* 61 (4): 614-34.

**November 18:
SOCIAL LEARNING THEORIES**

Sutherland, Edwin H. 1947. *Principles of Criminology*. Harper & Row Publishers, pp. 5-7. Excerpt.

Sykes, Gresham M. & David Matza. 1957. Techniques of Neutralization: A Theory of Delinquency. *American Sociological Review* 22 (6): 664-70.

Matsueda, Ross L. 1988. The Current State of Differential Association Theory. *Crime & Delinquency* 34 (3): 277-306.

McCarthy, Bill. 1996. The Attitudes and Actions of Others: Tutelage and Sutherland's Theory of Differential Association. *British Journal of Criminology* 36 (1): 135-47.

Pratt, Travis C., Francis T. Cullen, Christine S. Sellers, L. Thomas Winfree Jr., Tamara D. Madensen, Leah E. Daigle, Noelle E. Fearn & Jacinta M. Gau. 2010. The Empirical Status of Social Learning Theory: A Meta-Analysis. *Justice Quarterly* 27 (6): 765-802.

Brady, William J., Killian McLoughlin, Tuan N. Doan & Molly J. Crockett. 2021. How Social Learning Amplifies Moral Outrage Expression in Online Social Networks. *Science Advances* 7 (33): eabe5641.

November 25:

SUBCULTURAL THEORIES

Akers, Ronald L. 1996. Is Differential Association/Social Learning Theory Cultural Deviance Theory? *Criminology* 34 (2): 229-47.

Hirschi, Travis. 1996. Theory without Ideas: Reply to Akers. *Criminology* 34 (2): 249-56.

Anderson, Elijah. 1999. *Code of the Street: Decency, Violence, and the Moral Life of the Inner City*. New York: W.W. Norton & Company. Chapters 1 (Decent and Street Families), 2 (Campaigning for Respect) & 3 (Drugs, Violence and Street Crime), pp. 9-12 & 35-141.

Mears, Daniel P., Eric A. Stewart, Sonja E. Siennick & Ronald L. Simons. 2013. The Code of the Street and Inmate Violence: Investigating the Salience of Imported Belief Systems. *Criminology* 51 (3): 695-728.

Nisbett, Richard E. & Dov Cohen. 1996. *Culture of Honor: The Psychology of Violence in the South*. Colorado: Westview Press. Chapters 5 (Collective Expressions) & 6 (Culture of Honor), pp. 57-95.

December 2:

CULTURAL PERSPECTIVES

Hagan, John. 1991. Destiny & Drift: Subcultural Preferences, Status Attainments, and the Risks and Rewards of Youth. *American Sociological Review* 56 (5): 567-82.

Matsueda, Ross L., Rosemary Gartner, Irving Piliavin & Michael Polakowski. 1992. The Prestige of Criminal and Conventional Occupations: A Subcultural Model of Criminal Activity. *American Sociological Review* 57 (6): 752-70.

Ferrell, Jeff. 1999. Cultural Criminology. *Annual Review of Sociology* 25: 395-418.

O'Brien, Martin. 2005. What is *Cultural* about Cultural Criminology? *British Journal of Criminology* 45 (5): 599-612.

THEORY PORTFOLIO DUE: December 9, 2024 @ 5:00 pm. Send to eg345@scj.rutgers.edu

COURSE POLICIES

Attendance: Attendance is very important, but so is your health and the health of your colleagues. In this new normal, I will try to be as flexible as possible, recognizing that there is no substitute for in-class participation and discussion. Nonetheless, I will record our sessions if you cannot make a given session, and I will upload those to our Canvas site after the class. Please note that I cannot guarantee that there will be no snafus or recording problems, nor can I guarantee that you will be able to hear all the conversations on these recordings. If you are unable to attend multiple class sessions, there may be implications for your participation grade, as you would not be a contributing member of the class on days that you miss. Please notify me in advance by email if you are going to be absent.

Course Canvas Site: The use of the Canvas site for this course is integral to be kept informed of upcoming class announcements and to access required readings not in the required texts. Please consult Canvas regularly for relevant information. For tech help with Canvas, please visit <https://it.rutgers.edu/help-support>.

Grading: If you require further clarification regarding your performance, you are responsible for setting up an individual appointment with me. Requests to review or reconsider any grade received must be made directly to me within 7 days of the return of the graded coursework. Requests for grade reassessment must be accompanied by a written explanation detailing why you believe your grade should be higher. Please note that a request to re-grade means that the assignment will be reassessed in its entirety, and in the event of an error in grading, the final grade may increase or decrease accordingly.

Missed Classes/Assignments: If you are not able to complete an assignment due to a documented emergency or unavoidable conflict (i.e., illness, personal or family emergency, participation in intercollegiate athletics, religious observance, etc.), you should reach out to me immediately to arrange for missed work. Students who must, for any reason, miss an assignment should consult with me.

Students for whom a religious holiday or observance conflicts with a course requirement should notify me by no later than the end of the Add-Drop period of potential scheduled conflicts to discuss whether mutually acceptable alternative methods exist for completing the missed assignment/exam.

Lecture Material: Course materials, including email communications and lecture content, are the property of the instructor. Publishing this content publicly on the internet or elsewhere is a violation of the intellectual property rights of the instructor.

Video/Audio: You may not videotape, audiotape, or otherwise reproduce lecture and discussion material without the instructor's express consent.

Contacting Me: I will generally try to respond to your emails within 24-48 hours. My response time may be extended for questions sent over the weekend. Please feel free to contact me at eg345@scj.rutgers.edu at any time.

General Conduct: You have a right to learn in an environment that is free from disruptions or offensive comments. I have the right to set appropriate standards of conduct that foster respectful and dignified treatment of faculty, students, and staff. As such, please be mindful of the general code of conduct that would be appropriate in any classroom setting. It is important to always engage professionally and respectfully with me and your peers.

In learning about criminology and criminal justice, students may encounter language, depictions, or attitudes that they find disturbing or offensive. It is important, then, to be respectful of the thoughts, ideas, and contributions of others to foster participation in a non-threatening and comfortable environment for learning. Please feel free to discuss with me any concerns you may have regarding sensitive issues in course materials.

Incident Weather and Emergencies: For the safety and well-being of its students and employees, the university may close or limit its services based on inclement weather or other emergencies. Except in rare circumstances, notice of campus closing and delayed opening will be announced on the Rutgers University-Newark website by 5 am, and evening class cancellations will be announced by 3 pm. Refer to the following sources for information on closings or delays:

- <https://www.newark.rutgers.edu/weather-and-campus-operating-status>
- <https://www.newark.rutgers.edu/>

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://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 reference any material that is not your own. Plagiarism, academic dishonesty, and cheating are serious violations. Ensure that you cite references appropriately in your written work. When you paraphrase from others, cite their work in the text, and reference the citation in your bibliography. When you use direct quotes from others, insert quotation marks around the borrowed text and cite appropriately. Violations of the university's policy will result in disciplinary action.

Psychological and Counseling Services: If you experience psychological or other difficulties as a result of this course, or because of other issues that may interfere with your performance in the course, please contact the university's psychological and counseling service center, which is located in Blumenthal Hall, room 101 (<https://studentaffairs.newark.rutgers.edu/health-wellness/counseling-center/counseling-psychiatric-care>; 973-353-5805). The center offers a variety of free, confidential services to part-time and full-time students who are enrolled at Rutgers.

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

For Individuals who are Pregnant: The Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy. Students may contact the Office of Title IX and ADA Compliance at (973) 353-5063 or via email at TitleIX@newark.rutgers.edu.

For Short-term Absence Verification: The Office of the Dean of Students can provide assistance for absences related to religious observance, emergency or unavoidable conflict (illness, personal or family emergency, etc.). Students should refer to [University Policy 10.2.7](#). Students requesting a letter of verification should submit information using the following link: <https://go.rutgers.edu/Verification>.

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. Incidents may also be reported by using the following link: <https://go.rutgers.edu/RUNReportingForm>.

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

For Crisis and Concerns: The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a plan of support plan and address personal situations that might impact their academic performance. Connect with the CARE Team by using the following link: <https://go.rutgers.edu/RUNReportingForm> or emailing careteam@newark.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 through Uwill services:

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