



## CJ 27.202.518: Contemporary Criminological Theory Spring 2025 Syllabus

Class Location: CLJ 572  
Class Time: Tuesdays 2:00 pm - 4:40 pm

Dr. Elizabeth Griffiths  
CLJ 552  
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Office Hours: Tuesdays 5:00 pm - 7:00 pm  
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This is the second in a two-course sequence of theory training. Students are expected to have successfully completed CJ 511 prior to enrolling in this course. This graduate seminar begins with an examination of some of the major theories developed to explain crime and criminal behavior, followed by a discussion of theories of punishment and societal control, and concludes with a debate about the present state and future prospects of criminological theory.

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:** CJ 202-511. Those without the prerequisite 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 both classic and contemporary criminological theory writings 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

## REQUIRED TEXTS

Agnew, Robert. 2011. *Toward a Unified Criminology: Integrating Assumptions about Crime, People, and Society*. New York: NYU Press. ISBN: 978-0-8147-0509-4

Becker, Howard S. 1963. *Outsiders: Studies in the Sociology of Deviance*. New York: Free Press. ISBN: 0-684-83635-1

Braithwaite, John. 1989. *Crime, Shame and Reintegration*. Cambridge: Cambridge University Press. ISBN: 0-521-35668-7

Garland, David. 2001. *The Culture of Control: Crime and Social Order in Contemporary Society*. Chicago: University of Chicago Press. ISBN: 0-226-28383-6

Gottfredson, Michael R. & Travis Hirschi. 1990. *A General Theory of Crime*. Stanford: Stanford University Press. ISBN: 0-8047-1774-5

Katz, Jack. 1990. *Seductions of Crime: Moral and Sensual Attractions in Doing Evil*. New York: Basic Books. ISBN: 0-465-07616-5

Reiman, Jeffrey & Paul Leighton. 2012. *The Rich Get Richer and the Poor Get Prison*. 10<sup>th</sup> Edition. Pearson. ISBN: 0-205-13772-5

And Hirschi, Travis. 1969. *Causes of Delinquency*. University of California Press. ISBN: 978-0-7658-0900-1 is recommended.

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 on the basis of the following criteria:

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

**THEORY PORTFOLIO:** Initial entries due in 6 weeks of the semester (of your choosing); complete revised portfolio due May 6, 2025 (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 Monday \*before\* the associated 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? And...
- (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 to 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 May 6, 2025, via email. This portfolio will be invaluable for writing research papers, for theorizing your dissertation, and for teaching criminology courses at the undergraduate or graduate level.

CONTRIBUTION TO DISCUSSION: (20% of final grade)

Attendance and active participation are necessary for 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

January 21:

### CONTROL THEORIES: SOCIAL BONDS

Kornhauser, Ruth Rosner. 1978. *Social Sources of Delinquency*. Chicago: University of Chicago Press. Chapter 2 (Underlying Assumptions), pp. 21-50.

Greenberg, David F. 1999. The Weak Strength of Social Control Theory. *Crime & Delinquency* 45 (1): 66-81.

Costello, Barbara J. & John H. Laub. 2020. Social Control Theory: The Legacy of Travis Hirschi's *Causes of Delinquency*. *Annual Review of Criminology* 3: 21-41.

**Recommended:** Hirschi, Travis. 1969. *Causes of Delinquency*. University of California Press.

January 28:

### CONTROL THEORIES: SELF-CONTROL

Gottfredson, Michael R. & Travis Hirschi. 1990. *A General Theory of Crime*. Stanford: Stanford University Press.

**Recommended:** Grasmick, Harold G., Charles R. Tittle, Robert J. Bursik Jr. & Bruce J. Arneklev. 1993. Testing the Core Empirical Implications of Gottfredson and Hirschi's General Theory of Crime. *Journal of Research in Crime & Delinquency* 30 (1): 5-29.

**Recommended:** Hirschi, Travis & Michael R. Gottfredson. 1993. Commentary: Testing the General Theory of Crime. *Journal of Research in Crime & Delinquency* 30 (1): 47-54.

**Recommended:** Burt, Callie H. 2020. Self-Control and Crime: Beyond Gottfredson & Hirschi's Theory. *Annual Review of Criminology* 3: 43-73.

February 4:

### SOCIAL REACTION (LABELING) THEORIES

Lemert, Edwin. 1951. *Social Pathology: A Systemic Approach to the Theory of Sociopathic Behavior*. McGraw-Hill, excerpt pp. 75-8.

Erikson, Kai T. 1962. Notes on the Sociology of Deviance. *Social Problems* 9: 307-14.

Becker, Howard S. 1963. *Outsiders: Studies in the Sociology of Deviance*. New York: Free Press. Chapters 1-4, 7-8, and 10, pp. 1-78, 121-63 and 177-208.

Matsueda, Ross L. 1992. Reflected Appraisals, Parental Labeling, and Delinquency: Specifying a Symbolic Interactionist Theory. *American Journal of Sociology* 97 (6): 1577-1611.

Grattet, Ryken. 2011. Societal Reactions to Deviance. *Annual Review of Sociology* 37: 185-204.

February 11:

### REINTEGRATIVE SHAMING & RESTORATIVE JUSTICE

Braithwaite, John. 1989. *Crime, Shame and Reintegration*. Cambridge: Cambridge University Press.

February 18:

### ROUTINE ACTIVITIES & OPPORTUNITY THEORIES

Cohen, Lawrence & Marcus Felson. 1979. Social Change and Crime Rate Trends: A Routine Activity Approach. *American Sociological Review* 44 (4): 588-608.

Felson, Marcus. 1998. *Crime & Everyday Life*. Second Edition. Thousand Oaks: Pine Forge Press. Chapter 3 (The Chemistry for Crime), pp. 52-74.

Osgood, D. Wayne, Janet K. Wilson, Patrick M. O'Malley, Jerald G. Bachman & Lloyd D. Johnson. 1996. Routine Activities and Individual Deviant Behavior. *American Sociological Review* 61 (4): 635-55.

Bennett, Richard R. 1991. Routine Activities: A Cross-National Assessment of a Criminological Perspective. *Social Forces* 70 (1): 147-63.

Wilcox, Pamela & Francis T. Cullen. 2018. Situational Opportunity Theories of Crime. *Annual Review of Criminology* 1: 123-148.

**Recommended:** Felson, Marcus. 2006. *Crime and Nature*. Thousand Oaks: Sage Publications.

**Recommended:** Svensson, Robert & Dietrich Oberwittler. 2021. Changing Routine Activities and the Decline of Youth Crime: A Repeated Cross-Sectional Analysis of Self-Reported Delinquency in Sweden, 1999-2017. *Criminology* 59 (2): 351-386.

February 25:

THEORIES OF THE SITUATION/INTERACTION

Birkbeck, Christopher & Gary LaFree. 1993. The Situational Analysis of Crime and Deviance. *Annual Review of Sociology* 19: 113-37.

Collins, Randall. 2009. The Micro-sociology of Violence. *British Journal of Sociology* 60 (3): 566-76.

Felson, Richard B. 2009. Is Violence Natural, Unnatural, or Rational? *BJS* 60 (3): 577-85.

Cooney, Mark. 2009. The Scientific Significance of Collins's *Violence*. *BJS* 60 (3): 587-94.

Collins, Randall. 2009. Reply to Felson and Cooney. *BJS* 60 (3): 596-601.

Wikström, Per-Olof H., Dietrich Oberwittler, Kyle Treiber & Beth Hardie. 2012. *Breaking Rules: The Social and Situational Dynamics of Young People's Urban Crime*. Oxford: Oxford University Press. Chapter 1 (Situational Action Theory), pp. 3-43.

Bernasco, Wim, Stijn Ruiter, Gerben J. N. Bruinsma, Lieven J. R. Pauwels & Frank M. Weerman. 2013. Situational Causes of Offending: A Fixed-Effects Analysis of Space-Time Budget Data. *Criminology* 51 (4): 895-926.

**Recommended:** Collins, Randall. 2009. *Violence: A Micro-sociological Theory*. Princeton University Press.

March 4:

PHENOMENOLOGICAL (FOREGROUND) THEORIES

Katz, Jack. 1990. *Seductions of Crime: Moral and Sensual Attractions in Doing Evil*. New York: Basic Books. Introduction and Chapters 1 (Righteous Slaughter), 2 (Sneaky Thrills), 5 (Doing Stickup) & 9 (Seductions and Repulsions of Crime), pp. 3-79, 164-94 and 310-24.

McCarthy, Bill. 1995. Not Just "For the Thrill of It": An Instrumentalist Elaboration of Sneaky Thrill Property Crimes. *Criminology* 33 (4): 519-38.

Athens, Lonnie. 2005. Violent Encounters: Violent Engagements, Skirmishes, and Tiffs. *Journal of Contemporary Ethnography* 34 (6): 631-78.

**Recommended:** Melde, Chris, Mark T. Berg & Finn-Aage Esbensen. 2020. "Nerve" and Violent Encounters: An Assessment of Fearlessness in the Face of Danger. *Criminology* 58 (2): 226-254.

March 11: CLASS CANCELLED

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

March 18:  
NO CLASS - SPRING RECESS

March 25:  
CRITICAL THEORIES

Young, Jock. 1988. Radical Criminology in Britain: The Emergence of a Competing Paradigm. *British Journal of Criminology* 28 (2): 159-83.

Currie, Elliott. 1999. Radical Criminology – or Just Criminology – Then, and Now. *Social Justice* 26 (2): 16-8.

Reiman, Jeffrey & Paul Leighton. 2012. *The Rich Get Richer and the Poor Get Prison*. 10<sup>th</sup> Edition. Pearson.

Chesney-Lind, Meda & Vera Lopez. 2021. Critical Criminological Methods. Pp. 179-183 in Barnes & Forde (Eds.), Volume I: The Encyclopedia of Research Methods in Criminology and Criminal Justice. Hoboken, NJ: Wiley Blackwell.

**Recommended:** Colvin, Mark & John Pauly. 1983. A Critique of Criminology: A Structural-Marxist Theory of Delinquency Production. *American Journal of Sociology* 89 (3): 513-51.

April 1:  
FEMINIST AND GENDER THEORIES

Britton, Dana. 2000. Feminism in Criminology: Engendering the Outlaw. *Annals of the American Academy of Political and Social Science* 571: 57-76.

Chesney-Lind, Meda. 2006. Patriarchy, Crime, and Justice: Feminist Criminology in an Era of Backlash. *Feminist Criminology* 1 (1): 6-26.

Carlsson, Christoffer. 2013. Masculinities, Persistence, and Desistence. *Criminology* 51 (3): 661-93.

Kruttschnitt, Candace. 2013. Gender and Crime. *Annual Review of Sociology* 39: 291-308.

Giordano, Peggy C. & Jennifer E. Copp. 2019. Girls' and Women's Violence: The Question of General versus Uniquely Gendered Causes. *Annual Review of Criminology* 2: 167-189.

April 8:  
RELATIONAL THEORIES

Black, Donald. 1983. Crime as Social Control. *American Sociological Review* 48 (1): 34-45.

Cooney, Mark. 1994. Evidence as Partisanship. *Law & Society Review* 28 (4): 833-58.

Hagan, John, John Simpson & A. R. Gillis. 1987. Class in the Household: A Power-Control Theory of Gender and Delinquency. *American Journal of Sociology* 92 (4): 788-816.

Uggen, Christopher. 2000. Class, Gender, and Arrest: An Intergenerational Analysis of Workplace Power and Control. *Criminology* 38 (3): 835-62.

Griffiths, Elizabeth, Carolyn Yule & Rosemary Gartner. 2011. Fighting over Trivial Things: Explaining the Issue of Contention in Violent Altercations. *Criminology* 49 (1): 61-94.

**April 15:**

#### **NARRATIVE CRIMINOLOGY**

Maruna, Shadd. 2004. Desistance from Crime and Explanatory Style: A New Direction in the Psychology of Reform. *Journal of Contemporary Criminal Justice* 20 (2): 184-200.

Sandberg, Sveinung & Thomas Ugelvik. 2016. The Past, Present, and Future of Narrative Criminology: A Review and Invitation. *Crime, Media, Culture* 12 (2): 129-136.

Presser, Lois. 2016. Criminology and the Narrative Turn. *Crime, Media, Culture* 12 (2): 137-151.

Laws, Ben. 2020. Reimagining 'the Self' in Criminology: Transcendence, Unconscious States and the Limits of Narrative Criminology. *Theoretical Criminology* 26 (3): 475-493.

Maruna, Shadd & Marieke Liem. 2021. Where is this Story Going? A Critical Analysis of the Emerging Field of Narrative Criminology. *Annual Review of Criminology* 4: 125-146.

**April 22:**

#### **PUNITIVE CONTROL & SOCIAL ORDER**

Garland, David. 2001. *The Culture of Control: Crime and Social Order in Contemporary Society*. Chicago: University of Chicago Press.

**April 29:**

#### **THINKING ABOUT THEORIES & THEIR ASSUMPTIONS**

Agnew, Robert. *Toward a Unified Criminology: Integrating Assumptions about Crime, People, and Society*. New York: NYU Press.

Garland, David & Richard Sparks. 2000. Criminology, Social Theory, and the Challenge of our Times. *British Journal of Criminology* 40 (2): 189-204.

**Recommended:** Berg, Mark T. & Christopher J. Schreck. 2022. The Meaning of the Victim-Offender Overlap for Criminological Theory and Crime Prevention Policy. *Annual Review of Criminology* 5: 277-297.



**Recommended:** Sampson, Robert J. 2000. Whither the Sociological Study of Crime? *Annual Review of Sociology* 26: 711-4.

**Recommended:** Sumner, Colin. 1994. *The Sociology of Deviance: An Obituary*. New York: Continuum. Chapter 11 (Deviance as Ideology: The Final Collapse), pp. 296-315.

**Recommended:** Miller, J. Mitchell, Richard A. Wright & David Dannels. 2001. Is Deviance “Dead”? The Decline of a Sociological Research Specialization. *The American Sociologist* 32 (3): 43-59.

**Recommended:** Sullivan, Christopher J. 2011. The Utility of the Deviant Case in the Development of Criminological Theory. *Criminology* 49 (3): 905-20.

**THEORY PORTFOLIO DUE:** Wed May 6, 2025 @ 5:00 pm. Send to [eg345@scj.rutgers.edu](mailto: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 really 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 situation 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 make arrangements for missed work or to schedule a make-up exam. Students who must, for any reason, miss an assignment or exam 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 video or audiotape material without the instructor's express consent.

**Contacting Me:** I will generally try to respond to your emails within 24-48 hours, but I do not guarantee a response 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](mailto: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 engage in a professional and respectful manner with me and your peers at all times.

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 in order 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.

**Inclement 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 5am, and evening class cancellations will be announced by 3pm. 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 ([www.counseling.newark.rutgers.edu](http://www.counseling.newark.rutgers.edu); 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 \(ods.newark.rutgers.edu\)](http://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) 353-5063 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](#). 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](mailto: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](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: <https://go.rutgers.edu/RUNReportingForm> or emailing [careteam@newark.rutgers.edu](mailto: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](mailto: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.