

CJ 202-525 JUSTICE LAW AND POLICY

Professor: Dr. Andres F. Rengifo, arengifo@rutgers.edu
Course meets: M 6:00 – 8:40 pm, via [Zoom](#)
Office hours: M 10:00 – 11:30 am, (or by by appt.)
Teaching Asisstant: Max Vega, mv865@scarletmail.rutgers.edu

Fall 2025
Format: Remote/Synchronous
Campus office : CLJ 554

All lectures will be conducted live at:
<https://rutgers.zoom.us/j/arengifo?pwd=WjF6ZFIUV1BOS2ZSYzVNUDRtRUJIUT09>
Meeting ID: 232 677 6591
Passcode: 202525
Use this information to connect to sessions on scheduled days/times



Course description

This course gives graduate students an overview of the structure and logic of the criminal justice system in the United States, as well as insight into some dilemmas faced by actors and organizations in that system. More specifically, it introduces students to key debates in *law* (whom/what/ gets criminalized and the meaning of justice), *policing* (stop and frisk, use of force), *courts* and *corrections* (representation, bail, immigration detention), as well as more general issues related to the reform of criminal justice institution from within and from the outside (race and institutional racism, dynamics of mobilization, dimensions of performance, crisis management). Each substantive topic will be covered from parallel perspectives grounded in social science research and law, and discussed in connection to case studies, presentations by guest speakers, and other resources.

The course is divided into three sections: Part I provides an overview of key concepts. Part II introduces key debates sorted by conventional organizations in criminal justice (police, courts, corrections). Part III explores specific policy challenges linked to race/racism and reform.

Course format

There are no prerequisites for this course. However, in order to develop a solid understanding of substantive approaches and policy challenges, students are expected to read all required materials carefully and to participate in class discussions. Readings marked as “supplementary” are optional, although each of these will be reviewed in class by designated presenters (see below under “oral presentations”). Media materials marked with a → are optional as well.

This course has a reading load of approximately 140-160 pages per week. Class time consists of a combination of lecture, discussion, and student-led presentations. All classes will take place remotely, via Zoom, and will be conducted synchronously (that is, following the posted days/times for the class). All lectures will be recorded and posted on CANVAS for review.

Since this is a fully online course, please communicate issues with connectivity, software, or hardware immediately. Contact [Launch Pad](#) first for any computing issues; if your problems persist, contact Max, our TA at mv865@scarletmail.rutgers.edu, or me directly at arengifo@rutgers.edu.

Course objectives

After completing this course, students will:

- Have a solid understanding of the structure, logic, and long-standing issues associated with criminal justice actors and organizations.
- Be able to summarize current policy debates from various perspectives (theory, research, and policy) and traditions (social science and law).
- Have sharpened analytical and writing skills through the completion of course readings and assignments, and participation.

Course Policies and Expectations

Students are expected to log in for all lectures, to have read the assigned materials prior to the session in which they will be discussed, and to participate in class discussion. All course lectures will be recorded and posted on CANVAS in case you cannot make it to class.

Please observe the following etiquette rules when participating in the lectures via Zoom:

- 1) Be on time and try to log in from a quiet, distraction-free environment
- 2) Use your Rutgers account to connect, and keep your first and/or last name to self-identify
- 3) Keep your audio on mute until you want to speak in order to minimize the overall level of background noise.
- 4) The use of video is strongly encouraged – let me know if this poses specific challenges.
- 5) Have a plan for taking notes and accessing lecture materials
- 6) In the bottom of the Zoom window, click on “Participants” and “Chat.” Two pop-up windows will open on the right side of your screen:

- a. When you want to speak, use the “Raise Hand” feature (on the bottom left of the Participants window). Be sure to unmute yourself to talk.
- b. Use the Chat box to make a point or ask a question. Remember that the chat is public, and may be recorded, and archived. Also, please avoid using short-hand and other expressions commonly used when communicating in other settings (“tbc”, “w/t/t”, “bc”, “lol”, etc.).

Students can expect the instructor to be concerned for the educational experience of each student in the class, respectful of individual differences, encouraging of creativity, enthusiastic about the course materials, thorough and prompt in evaluating assignments, and rigorous yet supportive in maintaining high standards.

To do well in this course, consider doing the following: think about the following:

- To the extent possible, attend all sessions and ask questions.
- Read assigned materials and take notes
- For each paper that you read, try to answer the following questions:
 - What is the paper trying to explain?
 - How is this related to the overall theme of the session and the course?
 - What makes this paper unique/special?

Materials

All course materials will be posted on Canvas or will be available for direct download using the links provided.

The following books are required

Lipsky, Michael. 2010 (1980). *Street-level bureaucracy*. New York: Russell Sage.
Hemmens, Craig. 2014. *Current legal issues in criminal justice: Readings*. New York: Oxford University Press.
Muhammad, Khalil G. 2011. *The condemnation of Blackness: Race, crime, and the making of modern urban America*. Cambridge, MA: Harvard University Press.
Stuntz, William. 2011. *The collapse of American criminal justice*. Cambridge: Harvard University Press.

Also, you are required to read one of the books used for Assignment #1 (see p. 8)

The following books are highly recommended

Alexander, Michelle. 2010. *The new Jim Crow: Mass incarceration in the age of color-blindness*. New York: The New Press
Barry, Brian. 2005. *Why social justice matters*. London: Polity.
Bach, Amy. 2009. *Ordinary injustice: How America holds court*. New York: Metropolitan Books
Clair, Matthew. 2020. *Privilege and punishment. How race and class matter in criminal court*. Princeton: Princeton University Press.
Cobbina, Jennifer E. 2019. *Hands up, don't shoot. Why the protests in Ferguson and Baltimore matter, and how they changed America*. New York: NYU Press.
Das, Alina. 2020. *No justice in the shadows. How America criminalizes immigrants*. New York: Bold Type.

- Davis, Angela (Ed.). 2018. *Policing the Black man*. New York: Vintage Books.
- Ewing, Patricia. 1998. *The common place of Law: Stories from everyday life*. Chicago: University of Chicago Press.
- Gonzalez Van Cleve, Nicole. 2016. *Crook County: Racism and injustice in America's largest criminal court*. Stanford, CA: Stanford University Press.
- INCITE! Women of Color Against Violence. 2017. *The revolution will not be funded*. Durham: Duke University Press.
- Kohler-Hausmann, Issa. 2018. *Misdemeanorland: Criminal courts and social control in the age of broken windows policing*. Princeton: Princeton University Press.
- Travers, Max. 1998. *Law in Action. Ethnomethodological and conversation analytic approaches to law*. London: Ashgate.
- William S. Laufer & Freda Adler (Eds). 1999. *The criminology of criminal law*. New Brunswick, NJ: Transaction.
- Worden, Robert E. & Sara J. McLean. 2017. *Mirage of police reform: Procedural justice and police legitimacy*. Oakland, CA: University of California Press.

CANVAS - Students will access basic course information through the course website, including links to required readings (except for the books noted above), and to most supplementary materials. Other materials will be available for direct download using the links provided below. Use Canvas or email to get in touch with me. All course announcements will be made via Canvas.

Zoom – We will use Zoom for class lectures. To log in, click on the [link](#) for class sessions on the days/times in the schedule. Try to be on time, and please observe all other etiquette rules posted above. You may connect to class sessions using a web browser or the Zoom app.

You can also connect by phone using the following information:

Phone number:

+1 646 558 8656 US (New York)

Meeting ID: 232 677 6591

Password: 202525

Support

There are several units at Rutgers that can help you address computing issues, and other challenges associated with writing, health, etc. Here is a list:

Software/Internet: [Launch pad](#)

Writing: [Writing Center](#)

Health & Wellness: [Health Services](#)

Dropping the course? Please refer to [posted](#) requirements regarding drop days, where to find appropriate forms and related policies. For more information on support services available refer to pp. 16-17 of this syllabus.

Grading

Your final grade is based on your marks across two assignments, one presentation, and a final take-home exam. Grades reflect your ability to structure key elements of a given policy debate or issue,

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and to integrate your argument with course materials and other sources. The distribution of points is as follows:

Assignments (2)	60 pts
In-class presentation	20 pts
Final paper	<u>20 pts</u>
TOTAL	100 pts

The grading scale is as follows:

90-100 =A	86-89.5=B+	80-85.5=B	70-75.5=C
76-79.5=C+	60-69.5=D+	<59=F	

In-class presentation: Each student will prepare one 10-min oral/live presentation summarizing one supplementary reading for selected topics (sessions 2-13). These presentations should include a) an overview of the research questions addressed in the reading, b) methods and data, c) findings or results, d) 1-2 discussion questions for class. Students may use slides. I will assign these presentations at random before our first session and will post the schedule on CANVAS under “Assignments” before our first session. Make sure to check this document ahead of time so you can prepare your presentation accordingly (20 points)

Assignments: The assignments for this course seek to help students develop two interrelated skills: Synthesis and analysis. Both require individual and group work as well as a systematic effort to gather information, to organize your ideas, and to prepare compelling arguments. Each assignment is worth 20 points of your final grade.

Assignment 1: Synthesis: Students will write an individual review of any of the supplementary books listed for session #4 (“the big picture”, p.8). This involves summarizing the main arguments of the text, mapping the use of empirical methods/sources, and linking both method/theory to the main readings for the session (compare/contrast approaches, highlight contradictions, common points, etc.). Book reviews may not exceed 1,200 words, and may cite up to three external references such as other books, readings, websites, news reports, etc. (all references are excluded from the total word count, and should be listed in a separate page entitled “references cited”). In addition to the three external references mentioned above, you must use a ChatGPT-generated review of the supplementary book that you are reviewing. You may criticize this output in your own review, contrast it with other sources, or use it to support your own review (cite it!).

The prompt for Chat GPT must be: “Write a 1,200 word review of the book “XXX” by “XXX”). The Chat GPT review should be attached to your own review. This assignment is due at 5 pm on **October 6th** via email. Late submissions will receive a grade penalty. Please use the formatting style of [Criminology](#).

Assignment 2: Analysis: Students will work in groups of two to write a short policy memo using any of the sources listed below. The policy memo should a) describe the data source; b) identify three problems, questions, or issues that can be studied using these data; c) develop a methodology to measure the prevalence in one of these problems over time or across units (for ex., at the level of states or counties, year 2015 vs, year 2017); d) use this

methodology to identify potential intervention; e) describe a possible intervention in terms of content and potential outcomes using prior research. I will create all groups by late September. Please note that the memo may not exceed 2,500 words, and may cite up to eight external references such as other books, readings, websites, new reports, etc. (all references are excluded from the total word count, and should be listed in a separate page entitled “references cited”). In addition, the memo should use at least one original visual aid (graph, table, map, etc.) (students are not allowed to simply copy/paste from your sources). This assignment is due at 5 pm on **November 17th** via email. Late submissions will receive a grade penalty. Please use the formatting style of [Criminology](#). This assignment is worth 20 points of your final grade. Max, our TA, will check in regularly with each group and provide guidance if necessary.

Data sources (use one):

[Fatal Encounters](#), national database on people killed during police interactions
[Measures for Justice](#), portal featuring state/county indicators of criminal justice systems
[Vera Institute](#), trends in jail population by inmate status, charges, length of stay, etc.
[Prison Policy Initiative](#), state profiles featuring trends in prison populations by race, etc.
[TRAC Reports](#), data on immigration detention trends, immigration courts, etc.
[NYPD dashboards](#), data on use of force, and personnel demographics.
[Cook co. CJ dashboard](#), data on crime, court filings, jail and prison admissions, etc.

Final paper: This individual assignment is worth 20 points of your final grade, and it will involve answering one of four policy-oriented questions to be announced Dec. 1. The deadline for submission is **Dec. 15th** at 5:00 pm via email. Answers may not exceed 2,000 words and should address all components of the selected question using course materials and up to eight research/policy reports, government reports, statistics, news, etc. (all references are excluded from the total word count and should be listed in a separate page entitled “references cited”). Late submissions will receive a grade penalty. Please use the formatting style of [Criminology](#).

Class attendance is strongly encouraged, as discussion/live interaction will help you contextualize the readings and expand on contributions and applications. All lectures will be recorded and posted on CANVAS in case you cannot make it to class.

Academic honesty and climate

Take note of your responsibilities under the [Rutgers University Policy on Academic Integrity for Undergraduate and Graduate Students](#). Academic dishonesty of any form will NOT be tolerated, including cheating (sharing/copying/buying answers) and plagiarism (“borrowing” information from sources without proper citation). If you have questions about what constitutes plagiarism please contact me. Students who are found in violation of university policies are subject to severe sanctions.

COURSE OUTLINE

**** I reserve the right to modify this schedule based on class progress****

First section: Preliminaries

1.	Sept. 8	What is Law?
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Immerwahr, Dan. 2025. Did racial capitalism set the Bronx on fire? *The New Yorker*, August 18.
Jacobs, Jim. 1988. The law and criminology of drunk driving. *Crime and Justice* 10:171-229
Chambliss, William. 1964. A sociological analysis of the law of vagrancy. *Social Problems* 12: 67-77.

- ➔ Watch: Simone, Nina. 1965 “[Mississippi goddam](#)”, Live at Antibes.
- ➔ Listen: The Brian Lehrer show. 2019. [The history of cannabis criminalization](#). WNYC.
- ➔ Read: “[Murder](#)” as codified in New Jersey (NJ Rev Stat § 2C:11-3 (2013))

Supplementary

Sutherland, Edwin H. & Donald R. Cressey. 1924 (1960) “Criminology and criminal law” in Edwin H. Sutherland & Donald R. Cressey. *Principles of Criminology*. Pp. 14-35.
Travers, Max & John F. Manzo. 1997. *Law in Action. Ethnomethodological and conversation analytic approaches to law*. (Ch. 1, 4).

2.	Sept. 15	What is Policy?
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Packer, Herbert. 1968. “Two models of the criminal process” in Packer, Herbert. *The limits of criminal sanction*. Palo Alto: Stanford University Press. Pp. 149-173.
Lipsky, Michael. 2010 (1980). *Street-level bureaucracy*. New York: Russell Sage. (Preface-Ch.5)

- ➔ Read: Hutson, Matthew. 2020. [The trouble with crime statistics](#). *The New Yorker*, Jan. 9.
- ➔ Watch: President’s Task Force on 21st Century Policing. 2015. [Listening session #6: Officer Safety](#) (start at 15:00, after intros). February, 15.
- ➔ Explore: National Law Center on Homelessness and Poverty. 2020. [Housing not handcuffs](#). Washington DC.
- ➔ Take a quiz: How well do you know the CJ system? Ask [Ben & Jerry’s](#).

Supplementary

1. Austin, James. 2003. Why criminology is irrelevant. *Criminology & Public Policy* 3:557-564.
2. Uggan, Christopher & Michelle Inderbitzin. 2010. Public criminologies. *Criminology & Public Policy* 9:725-749.
3. Murakawa, Naomi & Katherine Beckett. 2010. The penology of racial innocence: The erasure of racism in the study and practice of punishment. *Law and Society Review* 44: 695–730.



Guest Speaker: **Dr. Gipsy Escobar**
VP of Product and Design, [Measures for Justice](#)

3.	Sept. 22	What is Justice?
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Elster, Jon (Ed). 1995. *Local justice in America*. (Ch.1-3, 5).
Gonzalez Van Cleve, Nicole. 2016. *Crook County: Racism and injustice in America's largest criminal court*. Stanford, CA: Stanford University Press. (Ch.1-2).
Coates, Ta-Nehisi. 2014. The case for reparations. *The Atlantic*, June.

- ➔ Watch: Sandel, Michael. 2015 [What's the right thing to do?](#) (“the moral side of murder”)
- ➔ Watch: Pratt, Victoria. 2016. [How judges can show respect](#). TedTalk.
- ➔ Take a quiz: Cohen, Andrew. 2016. [How racist is too racist?](#) The Marshall Project.

Supplementary

4. Winerip, Michael. 2020. Convicted of sex crimes, but with no victims. *The New York Times Magazine*, August 26.
5. Minow, Martha. 1999. *Between vengeance and forgiveness: Facing history after genocide and mass violence*. New York: Beacon. (Ch.1-2).
6. Osoba, Osonde et al. 2019. *Algorithmic equity. A framework for social applications*. Santa Monica, CA: RAND Corporation. (Ch.1, 5-6).



Guest Speaker: Victoria Pratt
Chief Judge (ret.), [Newark Municipal Court](#) (TBC)

4.	Sept. 29	The big picture
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Muhammad, Khalil G. 2011. *The condemnation of Blackness*. (Intro, Ch.1-2).
Stuntz, William. 2011. *The collapse of American criminal justice*. (Intro, Ch. 1-5).

- ➔ Explore: Ward, Geoff. 2020. [Pursuing justice](#).
- ➔ Explore: Mansky, Jackie. 2018. [WEB Dubois visionary infographics on institutionalized racism](#). Smithsonian Magazine, November 15.

Supplementary (read one and be mindful that you will need to buy it/borrow it)

Asad, Asad L. 2023. *Engage & evade. How Latino immigrant families manage surveillance in everyday life*. Princeton: Princeton University Press.
Chavez-Garcia, Miroslava. 2012. *States of delinquency: Race and science in the making of California's juvenile justice system*. Berkeley, CA: University of California Press.
Thompson, Heather Ann. 2016. *Blood is in the water: The Attica prison uprising of 1971 and its legacy*. New York: Pantheon.
Cheng, Tony. 2024. *The policing machine. Enforcement, endorsements, and the illusion of public input*. Chicago University Press.
Bazelon, Emily. 2019. *Charged. The new movement to transform American prosecution and end mass incarceration*. New York: Random House.

Assignment #1 (synthesis) due October 6th at 5 pm ET via email

Second section: Challenges

5.	Oct. 6	Police I: Interrogation
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Miranda v. Arizona, 384 U.S. 436 (1966).

Leo, Richard. 1996. Inside the interrogation room. *The Journal of Criminal Law and Criminology* 86:266-277.

Hemmens, Craig. 2014. *Current legal issues in criminal justice: Readings*. (Ch. 2).

Stuntz, William. 2011. *The collapse of American criminal justice*. (Ch. 6-9).

- ➔ Watch: Waldron, Lucas. 2019. [The interrogation of Ricky Joyner](#). ProPublica, July 19.
- ➔ Explore: [The National Registry of Exonerations](#).
- ➔ Read: Start, Douglas. 2019. [This psychologist explains why people confess to crimes they didn't commit](#). *Science*, June 13.

Supplementary

7. Kassin, Saul. 2005. On the psychology of confessions. *American Psychologist* 60:215-228.

8. Feld, Barry. 2006. Police interrogation of juveniles: An empirical study of policy and practice. *The Journal of Criminal Law and Criminology* 97:219-316.

9. Rogers, Richard et al. 2009. Spanish translations of Miranda warnings and the totality of the circumstances. *Law and Human Behavior* 33: 61–69.

6.	Oct. 13	Police II: Stops
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Terry v. Ohio, 392 U.S. 1 (1968)

Hemmens, Craig. 2014. *Current legal issues in criminal justice: Readings*. (Ch. 3-4)

Kelling, George L. & James Q. Wilson. 1982. Broken windows. The police and neighborhood safety. *The Atlantic*, March.

- ➔ Watch: Tuttle, Ross & Quinn R. Schneider. 2012. [Stopped-and-frisked: 'For being a F**king mutt'](#). *The Nation*, October 8.
- ➔ Listen: Vedantam, Shankar et al. 2016. [How a theory of crime and policing was born, and went terribly wrong](#). National Public Radio, November 1.
- ➔ Watch: PBS. 2016. [Policing the Police](#). May 30.

Supplementary

10. Voight et al. 2017. Language from police body camera footage shows racial disparities in officer respect. *Proceedings of the National Academy of Sciences* 114:6521-6526.

11. Ross, Dax-Devlon. 2019. One city's struggle to police the police. *The Washington Post Magazine*, December 4.

12. Rengifo, Andres F. & Morgan Pater. 2017. Close call: Race and gender in encounters with the Police by Black and Latino/a youth in New York City. *Sociological Inquiry* 87:337-361.

13. Tyler, Tom A. & Jeffrey Fagan. 2008. Legitimacy and cooperation. Why do people help the Police fight crime in their communities? *Ohio State Journal of Criminal Law* 6:231-275.



Guest speaker: **Jessica Saunders**
Director of Research, Justice Center, [The Council of State Governments](#)

7.	Oct. 20	Police III: Use of force
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Tennessee v. Garner, 471 U.S. 1 (1985)

Lee, Cynthia. 2018. Reforming the law on police use of deadly force: De-escalation, pre-seizure conduct, and imperfect self-defense. *University of Illinois Law Review* 629-691.

Piza, Eric, Nathan T. Connealy, Victoria Sytsma, & Vijay Chillar. 2023. Situational factors and police use of force across micro-time intervals: A video systematic social observation and panel regression analysis. *Criminology* 61:74-102.

- ➔ Listen: The Brian Lehrer Show. 2016. [A history of criminal justice and policing](#). WNYC, July 13.
- ➔ Explore: Jackson, Ashley. 2020. [Mapping historical police violence in St. Louis](#). Brown School of Social Work: Washington University in St. Louis.

Supplementary

14. Goodyear, Dana. 2018. Shock to the system. Can the manufacturer of Tasers provide the answer to police abuse? *The New Yorker*, August 24.

15. Lewegie, Joscha. 2016. Racial profiling and use of force in police stops: How local events trigger periods of intense discrimination. *American Journal of Sociology* 122:379-424.

16. Nix, Justin, Bradley A. Campbell, Edward H. Byers & Geoffrey P. Alpert. 2017. A bird's-eye view of civilians killed by police in 2015: Further evidence of implicit bias. *Criminology & Public Policy* 16: 309–340.



Guest Speaker: **TBA**
[Newark Police Department](#)

8.	Oct. 27	Courts I: Bail and pretrial justice
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Stack v. Boyle, 342 U.S. 1 (1951)

Kohler-Hausmann. 2018. *Misdemeanorland: Criminal courts and social control in the age of broken windows policing*. Princeton, NJ Princeton University Press (Intro, Ch.1-2).

Torres, L. C., Vaughn, P. E., & Williams, J. H. (2025). Detention or dissent: Judicial utilization of public safety assessments during pretrial detention hearings in a New Jersey courtroom. *Criminal Justice Policy Review*, 36(4), 142-169.

- ➔ Watch: Vera Institute of Justice. 2022. [How bail works](#).
- ➔ Watch: PBS News Hour. 2017. [New Jersey eliminates most cash bail, leads nation](#). July 22.
- ➔ Read: [Bail Reform Act \(1984\), 18 U.S.C. §§ 3142](#)

Supplementary

17. Suffet, Frederic. 1966. Bail setting: A study of courtroom interaction. *Crime and Delinquency* 12:318-351.
18. Rengifo, Andres F., Sofia G. Flores & Ashley N. Jackson. From bright plots to blind spots. Mapping departures in case-review post bail reform in two New Jersey courts. *Criminal Justice & Behavior*. Forthcoming.
19. Tolentino, Jia. 2020. Where do bail funds go from here? *The New Yorker*, June 23.



Guest speaker: **Dr. Luis Torres**
Assistant Professor, [Temple University](#)

9.	Nov. 3	Courts II: Access/Representation
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Hemmens, Craig. 2014. *Current legal issues in criminal justice: Readings*. (Ch. 6).
Bach, Amy. 2009. *Ordinary Injustice: How America holds court*. New York: Holt (Ch.1)
Eisenstein, James & Herbert Jacob. 1977. *Felony Justice*. Boston: Little, Brown. (Ch. TBA)

- ➔ Watch: VICE News. 2020. [America's public defense system in crisis](#).
- ➔ Read: Glaberson, William. 2013. [Faltering Courts, Mired in Delays](#). *The New York Times* (April 13) Also check this supporting [video](#).

Supplementary

20. Clair, Matthew & Alix S. Winter. 2016. How judges think about racial disparities: situational decision-making in the criminal justice system. *Criminology* 54: 332-359.
21. Longazel, Jamie G., Laurin S. Parker & Ivan Y. Sun. 2011. Experiencing court, experiencing race: Perceived procedural injustice among court users. *Race & Justice* 1:202-227.
22. Bacak, Valerio, Sarah E. Lageson & Kathleen Powell. 2019. "Fighting the good fight". Why do public defenders remain on the job? *Criminal Justice Policy Review* 31: 939-961.
23. James M. Anderson, Maya Buenaventura & Paul Heaton. 2019. The effects of holistic defense on criminal justice outcomes. *Harvard Law Review* 132: 819-893.



Guest speaker: **Wes Caines**
Deputy Executive Director, [The Bronx Defenders](#)

10.	Nov. 10	Courts III: Plea bargaining and prosecutorial power
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Hemmens, Craig. 2014. *Current legal issues in criminal justice: Readings*. (Ch. 18).
Pfaff, John. 2017. *Locked in. The true causes of mass incarceration and how to achieve real reform*. New York: Basic Books (Intro, Ch. 5-7).
Mitchell, Ojmarrh & Nick Petersen. 2025. The rise of progressive prosecutors in the United States: Politics, prospects, and perils. *Annual Review of Criminology* 8:459-484.

- ➔ Read: Speri, Alice. 2019. [The largest gang raid in NYC history swept up dozens of young people who weren't in gangs](#). *The Intercept*, April 25. Also, watch the companion short: [Trouble finds you](#).
- ➔ Listen: Brennan Center. 2019. [The revolution in Prosecutors' offices: an interview with Emily Bazelon, author of "Charged"](#). New York University, April 9.

Supplementary

24. Rakoff, Jed. 2014. Why innocent people plead guilty. *The New York Review of Books*, Nov. 20.
25. Kutateladze, Besiki et al. 2018. *Prosecutorial attitudes, perspectives, and priorities: Insights from the inside*. Safety+Justice Challenge Report.
26. Campbell, Michael. 2012. Ornerly alligators and soap and a rope: Texas prosecutors and punishment reform in the Lone Star state. *Theoretical Criminology* 16:289-311.



Guest speaker: **Oren Gurr**
Director of the Policy Lab, [Philadelphia District Attorney's Office](#)

11.	Nov. 17	Corrections I: Conditions of confinement
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- Wildeman, Christopher, Maria Fitzpatrick & Alyssa W. Goldman. 2018. Conditions of confinement in American prisons and jails. *Annual Review of Law and Social Science* 14:29-47.
- Civil Rights Division. 2019. *Investigation of Alabama's state prisons for men*. Washington DC: Department of Justice.
- Rudes, Danielle, Shannon Mangnuson, Shannon Portillo & Angela Hattery. 2021 Sex logics: Negotiating the Prison Rape Elimination Act (PREA) against its' administrative, safety, and cultural burdens. *Punishment & Society* 23(2), 241-259.

- ➔ Listen: Poor, Nigel, Earlonne Woods, Rahsaan Thomas, Antwan Williams. [Ear Hustle](#). Click on "listen" to access episodes (for ex. S01, "[Cellies](#)")
- ➔ Listen: Sullivan, Laura. 2006. [Life in Solitary Confinement](#). National Public Radio.

Supplementary:

27. Keramet Reiter. 2014. The Pelican Bay hunger strike: Resistance within the structural constraints of a US supermax prison. *South Atlantic Quarterly* 113: 579-611.
28. Gawande, Atul. 2009. *Hellhole*. The New Yorker, March 30.



Guest speaker: **Ryan Shanahan**
Global Justice Exchange Director, [Vera Institute of Justice](#)

Assignment #2 (analysis) due November 17th at 5 pm ET via email

12.	Nov.24	Corrections II: Immigrants and immigration detention
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Ousey, Graham and Charis Kubrin. 2018. Immigration and crime: Assessing a contentious issue. *Annual Review of Criminology* 1:63-84.

Das, Alina. 2020. *No justice in the shadows. How America criminalizes immigrants*. New York: Bold Type. (Prologue, Ch. 4-8)

Avila, Lorena & David Ibanez. 2023. [An expensive pass to freedom: Bond amounts trajectories in immigration court](#). American Behavioral Scientist

➔ Watch: Clusiau, Christina & Saul Schwarz. 2020. [Deportation Nation](#) (Netflix/Paywall).

➔ Explore: [Detention Watch Network](#).

Supplementary:

29. Armenta, Amada. 2018. "Policing and punishing illegality in the United States" in Holly Ventura & Anthony Peguero (Eds). *Routledge Handbook on Immigration and Crime*. Pp. 236-247.

30. Martinez, Jose. The impact of pretrial detention on immigration case proceedings: An empirical analysis. *Columbia Law Review*. Forthcoming.



Guest speaker: **Rosa Santana**
Executive Director, [Envision Freedom Fund](#)

Third section: Challenges

13.	Dec. 1	Race and Institutional Racism
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Muhammad, Khalil G. 2011. *The condemnation of Blackness*. (Ch.3-Conclusion).

Ward, Geoff. 2016. Microclimates of racial meaning: Historical racial violence and environmental impacts. *Wisconsin Law Review* 3:575-626.

Alexander, Michelle. 2010. *The new Jim Crow: Mass Incarceration in the age of color-blindness*. New York: The New Press (Ch.2-3).

➔ Visit: [The Legacy Museum](#) in Montgomery (USA) and [The Apartheid Museum](#) in Johannesburg (South Africa)

➔ Explore: Plumer, Brad & Nadja Popovich. 2020. [How decades of racist housing policy left neighborhoods sweltering](#). *The New York Times*, August 24.

➔ Watch: Kubrin, Charis. 2014. [The threatening nature of...rap music?](#) TEDTalk.

Supplementary

31. Ward, Geoff. 2018. Living histories of white supremacist policing: Toward transformative justice. *DuBois Review* 15:167-184.

32. Dunbar, Adam & Charis Kubrin. Imagining violent criminals: An experimental investigation of music stereotypes and character judgments. *Journal of Experimental Criminology* 14: 507-528.

33. Rengifo, Andres F., Diba Rouzbahani & Jennifer Peirce. 2020. Court interpreters and the political economy of punishment in three arraignment courts. *Law & Policy* 42:236-260.

14.	Dec. 7	Crisis and Reform
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Rengifo, Andres F., Don Stemen & Ethan Amidon. 2017. When policy comes to town. Discourses and dilemmas of implementation of a statewide reentry program in Kansas. *Criminology* 55: 603-630.

Bell, Monica. 2017. Police reform and the dismantling of legal estrangement. *The Yale Law Journal* 126: 2054-2150.

INCITE! Women of Color Against violence. 2017. *The revolution will not be funded*. Durham: Duke University Press. (Intro-Ch. 3).

➔ Listen: Kumanyika, Chenjerai. 2020. [Ruth Gilmore makes the case for abolition](#). *The Intercept*, June 10.



Guest speaker: **Gina Cabarcas**
Director, [Laboratorio de Justicia y Política Criminal](#)

Final paper due Dec. 15, 2020, 5:00 pm, via email

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 (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, 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 a reporting 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://studentaffairs.newark.rutgers.edu/health-wellness/counseling-center>