I. Course Description:
This course is designed to further expand the students’ knowledge of the offender’s experience of release into the community. This course will review the organizational, individual, community and family factors at play in the lives of the released offender, as well as programs and policies that make or break that individual’s future prospects for being a law-abiding citizen.

II. Learning Goals:

A Statement of Principles from the Department of Criminal Justice:

The Program Committee for the Program in Criminal Justice at Rutgers University in New Brunswick has adopted a series of learning goals for students who complete the major. These goals represent the consensus of the faculty regarding the concepts a student should grasp and the skills a student should acquire in the course of completing the major. These goals guide the choices faculty make about the structure of the curriculum and the requirements for our majors. Moreover, they guide faculty and instructors preparing course material and teaching courses.

The Program in Criminal Justice will provide students with a rich understanding of crime and criminal justice in the United States and abroad through an interdisciplinary approach that blends a strong liberal arts educational experience with pre-professional instruction in the field of criminal justice. Graduates of the program will be well-informed citizens on the topic of crime and justice, and qualified for graduate study or for employment as practitioners in a variety of legal, policymaking, and law enforcement fields.

Criminal justice majors graduating from a research university should be able to use critical thinking, factual inquiry, and the scientific approach to solve problems related to individual and group behavior. In addition, students should have an understanding of the legal, political and policymaking processes that affect criminal justice systems in the United States and elsewhere in the world. Finally, students should be familiar with the institutional structures and latest developments in the field in order to engage in meaningful debate about current public policy issues.

Learning Goals for Criminal Justice Majors

1. Competence:

Theory. Students who complete the major in criminal justice should understand and be able to articulate, both orally and in writing, the core theoretical concepts that form the foundation of analysis and research in criminology and criminal justice today. Core concepts are derived from explanations of crime from a variety of perspectives, including biogenic, psychological, and sociological approaches. There are myriad theories of crime that are informed by these perspectives, including, classical, control, critical, ecology, labeling, learning, strain, and trait-
based approaches. Theoretical literacy should extend to multicultural and international understanding.

Institutions. Students who complete the major in criminal justice should understand the special role of three types of institutions: Police, Corrections, and Courts. In addition, students should know how institutional forms vary across jurisdictions and how these institutions interact with and influence each other.

Research Methods. Students who complete the criminal justice major should be familiar with the tools, techniques, and data sources necessary for empirical analysis. Students should understand the various ways that empirical analysis is used in the scientific approach: for description, for developing, and for testing theories. They should be able to analyze data using computer applications and should be familiar with basic statistical techniques and regression analysis. They should be able to read and assess research from a wide range of sources, including general interest, academic, and government publications.

2. **Critical Thinking:**

Upon completion of the major students should be able to apply their understanding of core concepts and quantitative tools to analyze and research real world problems, and evaluate alternative policy proposals on a range of criminal justice issues, from micro-level analyses relevant to particular cases to management concerns to macro-level analyses of legislative and other broad-scale policies. Accomplishment of this goal will require that students can apply their literacy and numeracy skills to different institutional structures, within the U.S. and across countries.

3. **Scholarship:**

Qualified majors should have an opportunity through such avenues as advanced coursework, internships, and faculty interactions to conduct independent research on matters of central relevance to the field of criminal justice.

### III. Course Requirements:

- Course readings as listed below. **THERE IS NO TEXT BOOK!**
- Additional readings will be assigned as necessary, including books and other materials available on Sakai.

### IV. Assessments (Grades):

1. Midterm Exam 25%
2. Final Exam 30%
3. Discussion Leader 15%
4. Research Paper/Proposal 30%

### V. Examinations

1. Midterm exam will be distributed online on 10/12, and will be due IN CLASS on the following class, 10/26 (due to cancellation on 10/19). This exam is to be a take-home and in NO WAY should you work with others on your response. You will be graded not only on thoroughness of your answer, but also on your originality. You **must** write a statement at the end of your essay telling me that you in no form worked with others on the exam, whether giving or receiving assistance in the researching or writing of your response.
2. Final exams will be treated in a similar fashion to the mid-term. The due date is to be determined, based on class performance, and a general consensus of the work involved in other portions of this course. A statement of no cheating must also conclude this assignment. It will be distributed on the last day of this course, 4/28, and its format will be discussed more thoroughly throughout the semester.

VI. Discussion Leader Assignments

1. Every student will be randomly assigned to a segment of the course two times at the discretion of the instructor. Those dates will be firm and final, unless students can give ample notice and proper documentation for an assigned presentation date that a student cannot attend due to an excused purpose.

2. On the dates of one’s assigned presentations, there is a written assignment that will be distributed to the class for discussion leading, and each student assigned must do said work for all of the readings for that date:

   • If it is a study the hand out should include 4 elements:
     1. What was the purpose of the study?
     2. What were the main findings?
     3. One exam question based on this material
   • If it is not a study the hand out should include 4 elements
     1. What is the article about?
     2. What was most important thing you learned from the reading?
     3. One exam question based on this material

3. Because there is more than one student assigned per date, you will each bring an additional reading for the class to learn about. No one has to read it but you, and there is no need to make copies of it for folks, but you must share a copy with the professor two days in advance of the class via email. This segment does not require a handout, but will be used to enhance the discussion. Each student must have a different article to talk about.

4. Student grades on this assignment will reflect several things, including:
   • The quality of and thought put into the hand outs
   • The amount of affirmative discussion leading
   • The quality of information shared with added articles

VII. Research paper
   • The paper will be discussed and explained more thoroughly after the semester begins
   • Here are the main elements to be considered:
     - What is something that can help prisoners make it?
- What does the research say about it?
- Has it been tried anywhere, and does it work?

VIII. Tentative Calendar:

September 7   Introduction
             Martinson Report

September 14 Introduction


September 21 Organizational Barriers

The prison
Students 11 & 8 present


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1 This schedule is provided solely for the convenience of students and is subject to change with reasonable notice by the professor. Any and all changes will be announced during class, and it is the student’s responsibility to find out about changes should he or she miss a class.


September 28  *Organizational Barriers*

*Employment*

Students 10 & 7 present


October 5 Organizational Barriers

Education

Students 9 & 6 present


October 12 Midterm exam distributed

Organizational Barriers

Parole

Students 8 & 5 present


xxix. Paparozzi, M.A., & Gendreau, P. (2005). An intensive supervision program the worked: Service delivery, professional orientation,


**October 26**  
**Midterm exam due**

*Social Reintegration*

*Family*

Student 7 & 4 present


**November 2**  
**Social Reintegration**

*Community*

Students 6, 3, & 14 present


November 9 Individual Barriers
Stigma
Students 5, 2, & 13 present


November 16 Individual Barriers
Mental Illness
Students 4, 1, & 12 present

Conly, C. (1999). Coordinating Community Services for Mentally Ill Offenders: Maryland’s Community Criminal Justice Treatment


December 7 Individual Barriers
Physical Health
Students 1, 12, & 9 present


**Take Home Final Exam**