

Rutgers, The State University of New Jersey
Program in Criminal Justice
Prisons and Prisoners 01:202:303
Fall 2013

Dr. Matthew J. Sheridan
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Lucy Stone Hall, Room A142

Class meeting days: Mondays and Wednesdays 6:40pm to 8:00pm

Required Texts: Tregea, W. & Larmour, M. (2009) *The Prisoners' World*.
Ross, J. & Richards, S. (2003) *Convict Criminology*.

Course Description

Prisons are environments that exert extra-ordinary control (social, emotional, physical, etc) over its prisoners. This is an analytical exploration of the correctional process utilizing the theories of environmental press and prisonization to explore the prisons social forces (custody and convict), their effect upon those confined, and its consequences for society. The course is intended to challenge common views of prison operations that perpetrate myth and misunderstanding to result in a perspective that will query both current and proposes uses of the prison as a social institution. Prisons, especially now, exert a tremendous financial obligation from taxpayers, politicians for the past 40 years have used it as a platform for elections, and it has become a repository for the nation's minorities, addicts and mentally among others. These issues similarly affect the social fabric.

A few words about *Convict Criminology*: *Convict Criminology* proposes a methodology, a theory, and a perspective about the study of correctional environments and its occupants. Its study could easily occupy a full semester of work. This semester will provide you with an introduction to that theory and that perspective for your consideration. Dr. Richards ends every email with the message, "we have been tough on crime, now we need to be smart on crime." This semester proposes to offer an exploration of prisons and prisoners with the tenets of convict criminology as its underpinnings.

Learning Goals:
A Statement of Principles

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:

- a.) 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.
- b.) 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.
- c.) 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.

Scholarship: Students will complete a research paper as one of their course requirements. They will adhere to a rubric and the topics applicable to the course content. Alternate Assignment: In depth book critique of Convict Autobiography see description below

Course Objectives:

To understand the history of the prison, its uses and changes in operation
To understand the role of prison in society
To understand the theory of prisonization and why this theory effectively explains prison functioning
To dispel the myths that surround prison
An introduction to Convict Criminology
To explore the perceptions of ex-offenders and others about the correctional process
To understand the progression through prison for a convict
To understand the costs of imprisonment
To Challenge students to continue their inquiry into the correctional experience.

Course Schedule:

Sept. 4 **Intro to the Course**
 Reading the text
 Writing the paper
 Why this course is Important - We are Hooked on Jail
 Goals of the Course
 Goals of Punishment
 Text Assignment: The Prisoners' World part 1 Chapters 1, 2 & 3
 Convict Criminology Preface, Intro Chapters 1, 2, 3 & 4

Response question 1st Journal Entry: Do prison sentences make society safer?

that is a response to a movie, TV show, media report or, talk show, newspaper editorial, book that has been read, etc. Journal entries are no more than 1 paragraph long. List of topics below

Final journal entry is your personal assessment of progress – a review of all entries and a reaction to how you have developed, thinking affected, and next steps to furthering your understanding of prison environment. Assessment may include general statement of affect. The final entry will be no less than 2 pages long and typed. Other entries may be carefully handwritten and are a reaction which will be discussed in class.

Journal Topics to be completed before Class one or right after Class one

1. Does Prison make society safer
2. Does the media (TV, Movies, News) accurately reflect prison
3. Who goes to prison
4. How old are prisons
5. What are the goals of prison
6. Why do people fail after prison

Other journal entries

1. Who controls the prison and how
2. Do prisons rehabilitate?
3. How do so few correction officer successfully manage so many convicts
4. What is the purpose and value of work in prison
5. Is there sex in prison
6. What is a prison fantasy
7. Is there treatment in prison
8. How do convicts get released
9. How is parole determined for convicts
10. What do prisons cost society
11. When and why do convicts escape from prison

CREDIT ASSIGNMENTS

Paper Requirements:

1. The paper must address the topic. They are not comprised of opinions they are based on research. Your opinion may be used as a starting point from which you will develop the paper from your research. **See Rubric for grading guide**
2. The paper must satisfy the instructors guidelines to be rated as satisfactory otherwise they will be handed back as unsatisfactory
3. All papers will be on white paper and typed.
4. **Papers must adhere to the requirements of English Grammar.**
 - a. Proof all work prior to submission for mistakes of grammar
 - b. Proof all work prior to submission for spelling errors

- c. Papers will be written on one side of the page
 - d. Papers will **NOT** contain cross outs.
5. References are to be documented, this includes the use of your textbook or class notes.
6. Papers may not be plagiarized.
7. The length of paper will be a minimum of 6 typed.

Cheating and Plagiarism is unacceptable and you should be familiar with the university policy. Please see the university policy at

http://academicintegrity.rutgers.edu/files/documents/AI_Policy_9_01_2011.pdf

The following statement is from that policy

Plagiarism: Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor

in a course. Some common examples of plagiarism are:

- Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.
- Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own.
- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
- Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution.

If you have any questions about plagiarism please see me

Take a 20 minute interactive-tutorial on Plagiarism and Academic Integrity,
<http://www.scc.rutgers.edu/douglass/sal/plagiarism/intro.html>

Paper topic(s) will be discussed in first class

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Term Paper Grading Rubric

	0	1	2	3
Thesis Statement	<input type="checkbox"/> No clear thesis statement <input type="checkbox"/> NOT bolded or underlined	<input type="checkbox"/> Thesis idea, lack clear supporting points <input type="checkbox"/> NOT bolded and underlined	<input type="checkbox"/> Thesis statement with 2 supporting points <input type="checkbox"/> Bolded or underlined	<input type="checkbox"/> Thesis statement, clear and concise, with 3 supporting points. <input type="checkbox"/> Bolded and underlined.
Resources	<input type="checkbox"/> Used only 2 total sources of any combination	<input type="checkbox"/> Used only 3 total sources of any combination	<input type="checkbox"/> 2 Books sources: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 2 Online sources: <input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 3 Books <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 2 Online sources <input type="checkbox"/> 1 <input type="checkbox"/> 2

<p align="center"><u>APA</u> <u>Format</u></p>	<ul style="list-style-type: none"> <input type="checkbox"/> No Title Page <input type="checkbox"/> Double spaced <input type="checkbox"/> 0 in-text citations properly formatted <input type="checkbox"/> NO Header on each page <input type="checkbox"/> No proper Works cited page 	<ul style="list-style-type: none"> <input type="checkbox"/> Title Page not in proper format <input type="checkbox"/> Double spaced <input type="checkbox"/> 4 in-text citations properly formatted <input type="checkbox"/> Header on each page <input type="checkbox"/> Works cited page 	<ul style="list-style-type: none"> <input type="checkbox"/> Title Page less than proper format <input type="checkbox"/> Double spaced <input type="checkbox"/> 6 in-text citations properly formatted <input type="checkbox"/> Header on each page (name or page number) <input type="checkbox"/> Works cited page 	<ul style="list-style-type: none"> <input type="checkbox"/> Title page in proper format <input type="checkbox"/> Double Spaced <input type="checkbox"/> 8 Proper in-text citations properly formatted <input type="checkbox"/> Header each page (name & page number) <input type="checkbox"/> Works cited page completely in MLA or APA format
<p>Introduction and Conclusion</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Thesis statement not answered within paper <input type="checkbox"/> Includes some background information 	<ul style="list-style-type: none"> <input type="checkbox"/> Thesis statement is answered within paper <input type="checkbox"/> Creates reader interest <input type="checkbox"/> Includes some background information 	<ul style="list-style-type: none"> <input type="checkbox"/> Thesis statement is answered within paper <input type="checkbox"/> Creates reader interest <input type="checkbox"/> Includes important background information about the topic <input type="checkbox"/> Demonstrates and understanding of the topic 	<ul style="list-style-type: none"> <input type="checkbox"/> Introduction includes pertinent information <input type="checkbox"/> Conclusion is a clear and well developed summary of the paper <input type="checkbox"/> The writer shows complete understanding of the topic
<p><u>Body of the Paper</u></p>	<p>Each paragraph has a single, controlling idea presented in the topic sentence</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Each paragraph has a single, controlling idea presented in the topic sentence <input type="checkbox"/> Sentences are in a logical order 	<ul style="list-style-type: none"> <input type="checkbox"/> Each paragraph has a single, controlling idea presented in the topic sentence <input type="checkbox"/> Sentences are in a logical order <input type="checkbox"/> Examples and quotes are used to support and develop the topic sentence 	<ul style="list-style-type: none"> <input type="checkbox"/> Each paragraph has a smooth transition and a clear flow of ideas <input type="checkbox"/> Sentences in logical order <input type="checkbox"/> Examples & quotes used to support & develop topic sentence