

PRISONS AND PRISONERS: CRIMINAL JUSTICE 203 (SECTION 3, INDEX #19291), FALL 2016

COURSE MEETINGS: Monday/ Wednesday 3:20-4:40 (Livingston Campus, Lucy Stone Hall, B115)

PROFESSOR: Dr. Nina Siulc (pronounced *Schultz*), Assistant Professor of Anthropology and Criminal Justice

OFFICE HOURS: Drop in hours: Monday 11-12:30 Ruth Adams 309, Douglass Campus, and Monday 2:15 - 3:15 in the CJ office in Lucy Stone Hall, Livingston Campus; Other meetings by appointment Wednesday morning and Thursday afternoon. Email nina.siulc@rutgers.edu to set up a time.

STANDARD DESCRIPTION: Origins and methods of revenge, coercive custody, confinement, punishment, rehabilitation, restitution, deterrence, and prisoner education programs examined. Includes emphasis on current controversies related to jail and prison overcrowding, treatment of violent juveniles and chemically dependent offenders, and AIDS risk assessment of juvenile and adult offenders.

SECTION DESCRIPTION: This course provides an in-depth exploration of the practices of incarceration and people impacted by incarceration in the United States. Readings focus on the theories, methodologies, and ideologies informing punitive practices as well as the numerous social and historical issues with which contemporary imprisonments intersect. We will pay particular attention to the social, economic, and political factors that have supported the rapid growth and alternately, impeded reform, of prisons, jails, detention, and other forms of confinement in the United States. This section focuses on how the United States became an “incarceration nation;” the conditions inside prisons and impact of the conditions of confinement on both inmates and corrections staff; unintended and collateral consequences of mass incarceration, focusing this semester on topics of concern during an election season; the myriad ways children, families, and communities are impacted by imprisonment; the growth of private prisons and prisons for profit; the impact of the criminalization of migration on the prison industry; probation and parole; alternatives to incarceration; and, the future of mass incarceration in the United States.

WARNING: There are many aspects of incarceration that students will likely find disturbing or offensive. This is unavoidable, as it is impossible to study punitive cultures and incarceration practices without being exposed to this unsettling information. Students enrolled in this class should be aware that we will discuss difficult topics such as violence and violations of human rights, the legacy of slavery and racial disparities that permeate the criminal justice system, and the devastating effects of institutionalization on human life. While this information can be disturbing, we will study prisons from an evidence-based, social scientific perspective that will provide students with knowledge that will enable them to work to change our society and criminal justice system for the better.

COURSE DETAILS

COURSE MATERIALS We will read a combination of books (available for purchase in the university bookstore as well as online vendors) and journal articles (available on the course Sakai site) and consult other media and audiovisual materials posted on or hyperlinked from Sakai. Students should complete all readings and assignments corresponding to each class meeting *before* class and come to class prepared to participate and engage with the materials and assigned discussion questions. Students can expect to spend approximately \$50 on new course materials (including books for sale in the university bookstore and paper for printing other materials), or less if purchasing used or electronic books.

PRISONS AND PRISONERS: CRIMINAL JUSTICE 203 (SECTION 3, INDEX #19291), FALL 2016

Students should plan to purchase the following two books:

- o Jacobson, Michael. 2006. **Downsizing Prisons: How to Reduce Crime and End Mass Incarceration.** NYU Press. (Note: any edition is acceptable). Also available for e-readers.
- o Bernstein, Nell. 2007. **All Alone in the World: Children of the Incarcerated.** New Press. (Note: any edition is acceptable). Also available for e-readers.

ASSIGNMENTS AND GRADING Students will only be successful in this class if they complete all required readings before class meetings and attend class regularly. Assignments draw on class materials and are designed around criminal justice and course learning goals, with a particular emphasis on enhancing competence in the areas of theory and institutions (see back page of syllabus). Assignments include:

- **Quizzes and short assignments (50 points):** Twelve 5-point reading quizzes or short assignments will be offered between 9/14 and 12/12. Students must complete 10 of 12 for full credit and may drop the lowest two if they take all twelve. **THERE ARE NO MAKE UP QUIZZES.** Each student can miss two without penalty. This may be for unexcused or excused absences, illness, or other reasons. If you expect to miss more than one quiz because of reasons that are valid under the university's attendance policy (certain religions observances, team sports, serious medical conditions), you must anticipate this in advance. You may not be excused retrospectively except in the case of extreme medical emergency. If you opt out of quizzes early in the semester, you may not later request special exceptions.
- **Midterm review assignment (5 points):** All students are required to complete and submit in class a TYPED 5-point midterm exam review assignment, due Monday, 10/24. Handwritten submissions will not be accepted.
- **In-class midterm (20 points):** Wednesday, 10/26. The exam will include a combination of multiple choice, true/false, and fill-in-the-blank short answer questions. Each response will be worth a fraction of a point.
- **Final exam (25 points):** The final exam has been scheduled by the University for Friday, 12/23 from 12-3 p.m. This is not an ideal date for many of us, but faculty have no control over the final exam schedule, so please plan your lives accordingly. University policies state that final exams must be given during the scheduled exam period and may only be rescheduled when students have verified, legitimate exam conflicts. Note that work and travel are not permissible reasons to reschedule an exam. The exam will include a combination of multiple choice, true/ false, and short-answer fill-in questions.
- **Final Grades:** Rutgers follows a uniform grading system in which points correspond to the following letter grades:
 - 90-100 = **A**
 - 86-89 = **B+**
 - 80-85 = **B**
 - 76-79 = **C+**
 - 70-75 = **C**
 - 60-69 = **D** (in this course, students who miss more than 1/3 of the class meetings will be docked points and are only eligible for a D or F)
 - 59 - 0 = **F**

PRISONS AND PRISONERS: CRIMINAL JUSTICE 203 (SECTION 3, INDEX #19291), FALL 2016

ATTENDANCE Students are expected to attend all class meetings and abide the classroom rules of etiquette. The University encourages students to use the absence reporting website to indicate the date and reason for absences (<https://sims.rutgers.edu/ssra/>). Please note: entering information about an absence does not grant you permission to make up missed assignments. THERE ARE NO MAKE UP ASSIGNMENTS. It is your responsibility to find out what you missed in class, including announcements about assignments. Students who are seriously ill or have legitimate reasons to miss class should communicate directly with the professor at nina.siulc@rutgers.edu. Please consult the university's absence policy at: <http://sasundergrad.rutgers.edu/academics/courses/registration-and-course-policies/attendance-and-cancellation-of-class>.

CLASSROOM ETIQUETTE Students should plan to be in the classroom by the start of the class. Students who are not in class on time may be marked absent or forfeit the opportunity to take that day's quiz. Students can expect to attend class in an environment that is free of disturbances, distractions, and any form of discrimination, and in which all class members are respectful of each other's points of view. Students should feel comfortable asking questions and engaging in thoughtful discussions informed by class materials. Students who do not abide classroom etiquette may be asked to leave the class.

- **Use of technology in the classroom:** Students are welcome to use technology to enhance their learning experience but *will be marked absent and/or asked to leave the room if they use devices for purposes other than taking class notes or consulting class materials*. Students may not send or receive messages, check email, engage in online chats, consult websites, or do other non-course-related activities on their devices during class. There are two practical reasons for this policy: (1) there is ample evidence that learning is impeded by the distractions of multitasking; (2) being in the classroom is a chance to practice habits that will be necessary in the professional workplace.
- **Recording or photographing of class lectures, discussions or other activities is strictly prohibited without explicit prior permission.**

COURSE COMMUNICATIONS Course updates will be posted on Sakai, which will send automated emails to all class members through the email accounts listed in Sakai. Students must have active email accounts and check email or Sakai for periodic communications. During inclement weather or other emergencies, please check both the class Sakai page and the Rutgers website. To communicate with the professor, send an email to nina.siulc@rutgers.edu. You can expect a response within 24 hours during business hours Monday through Friday. Emails about assignments and tests will not be answered within 24 hours of the due date. If you wish to speak by phone, please email to arrange a call.

ACADEMIC INTEGRITY is strictly governed by the university's Academic Integrity Policy, which prohibits cheating, fabrication, plagiarism, denying others access to information or material, and facilitating dishonesty and violations of academic integrity. All incoming students have now taken a tutorial on plagiarism and academic integrity, and thus are expected to know and abide the rules. Students should speak with a faculty member or librarian if they have concerns about integrity or questions about proper citation. Any student who plagiarizes any portion of an assignment will receive a zero on that assignment and will be immediately referred to the university's academic integrity board for assessment of additional sanctions. Please note, lying about assignments is also a violation of the policy. Review the rules here: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>, and get tips on how to avoid plagiarism and properly cite materials here: <http://academicintegrity.rutgers.edu/resources-for-students/>.

ACCOMMODATIONS: Students seeking accommodations should consult the Office of Disability Services (<http://disabilityservices.rutgers.edu/request.html>) in Lucy Stone Hall on the Livingston Campus, by

PRISONS AND PRISONERS: CRIMINAL JUSTICE 203 (SECTION 3, INDEX #19291), FALL 2016

email at dsoffice@rci.rutgers.edu, or by phone at (848) 445-6800. Requests for accommodations must be submitted in advance of tests or assignments in order for arrangements to be made. The sooner you visit Disability Services, the sooner they and I can work with you to provide accommodations. Students who suspect they may have a learning disability or other disability that has not yet been diagnosed can also visit the Office of Disability Services for further assessment and guidance. The Graduate School for Applied and Professional Psychology offers on-campus testing for autism, learning disabilities, anxiety or depression, attention-deficit/ hyperactivity disorder, post traumatic stress disorder, traumatic brain injury, and other neuropsychological concerns, at no/ low cost for students with university health insurance: <https://ods.rutgers.edu/students/gsap-screening-eval-main>.

COURSE OUTLINE

INTRODUCTION TO THE COURSE CONTENT AND CONCEPTS

Wednesday 9/7: Overview of Course Content

Objectives: discussion of class goals and expectations, introduction to key concepts.

- **Do after class:**
 - o Decide if you are staying in the class. If dropping, please do so ASAP to free up your seat;
 - o Ensure you can access the course Sakai site; if you cannot, check in with the registrar and/or find a classmate who can provide you with the Sakai materials in the meantime;
 - o Obtain contact information for two classmates in the event you miss class in the future.

HOW THE UNITED STATES BECAME AN “INCARCERATION NATION”

Prisons do not exist in a vacuum. Before embarking on an analysis of incarceration itself, we must understand the historical and socio-legal context that has led to the growth of mass incarceration in its current form. Readings for the next few weeks explore the dynamics that have facilitated mass incarceration and led to the use of imprisonment as a response to social problems in the United States.

Monday 9/12: Brief Review of Criminal Law in the United States: How do People Get Locked Up?

Objectives: Today’s readings provide a broad review of how U.S. legal systems are structured, organized, and operate, and review the general flow of cases through the criminal justice system. Students should come to class able to describe basic elements of the U.S. legal system, how it differs from other systems, and the steps in the criminal justice system that precede incarceration.

- **Do before class**
 - o *Read on Sakai:* Friedman, Lawrence M. 2004. Introduction. Law in America: A Short History. New York: Random House.
 - o *Look at online:* Criminal Justice System Flow Chart from the Bureau of Justice Statistics (focus both on the “flow” and on the key terms; we will discuss these all week and you are responsible for understanding what occurs at each step of the process).
<http://www.bjs.gov/content/largechart.cfm>

Wednesday 9/14: Introduction to the Current U.S. Prison Population

Objectives: discuss the size, demographics, and growth of the U.S. prison population and compare this to prison populations around the world. Students should be able to identify the time period when mass

PRISONS AND PRISONERS: CRIMINAL JUSTICE 203 (SECTION 3, INDEX #19291), FALL 2016

prison growth began and should be able to begin to link prison growth to particular policy trends. We will also begin to discuss how to read and understand statistics on incarceration.

- **Read on Sakai before class:**

- Liptak, Adam. 2008. Inmate Count in U.S. Dwarfs Other Nations'. New York Times. <http://www.nytimes.com/2008/04/23/us/23prison.html? r=0>
- Prison Policy Initiative. 2016. Mass Incarceration, The Whole Pie: 2016: <http://www.prisonpolicy.org/reports/pie2016.html>
- Pew Center on the States update on the U.S. Prison population, August 2013: <http://www.pewstates.org/news-room/press-releases/us-prison-population-drops-for-third-year-as-states-adopt-new-policy-strategies-85899496150>

- **Read from the Jacobson book before class:** Preface and Introduction (18 pages, page numbers are different in each edition). Note – if the book has not arrived to the university bookstore in time, you will be able to read these excerpts on Sakai.

- **Additional information, please try to skim a few before class:**

- Carson, E. Ann. 2015. Prisoners in 2014. Bureau of Justice Statistics, Office of Justice Programs: <http://www.bjs.gov/content/pub/pdf/p14.pdf>
- Pew Center on the States. 2008. One in 100: Behind Bars in America in 2008: http://www.pewstates.org/uploadedFiles/PCS_Assets/2008/one_in_100.pdf
- Williams, Timothy. 2016. Number of Women in Jail Has Grown Far Faster than that of Men, Study Says. http://www.nytimes.com/2016/08/18/us/number-of-women-in-jail-has-grown-far-faster-than-that-of-men-study-says.html?rref=collection%2Ftimestopic%2FPrisons%20and%20Prisoners&action=click&contentCollection=timestopics®ion=stream&module=stream_unit&version=latest&contentPlacement=8&pgtype=collection
- Pew Charitable Trusts. 2016. U.S. Prison Population Down 13 Percent Since 2007. <http://www.pewtrusts.org/en/research-and-analysis/analysis/2016/01/25/share-of-us-adults-under-correctional-control-down-13-percent-since-2007>
Pew Charitable Trusts.
- Vera Institute of Justice. 2014. Jail Incarceration Rates: <http://trends.vera.org/#/incarceration-rates>
- Vera Institute of Justice. 2015. Summary of Growth and Disparities in American Jails: https://storage.googleapis.com/vera-web-assets/downloads/Publications/in-our-own-backyard-confronting-growth-and-disparities-in-american-jails/legacy_downloads/incarceration-trends-in-our-own-backyard-summary.pdf

- **In class:** quiz 1, worth 5 points

Monday 9/19: U.S. “Exceptionalism” in Criminal Justice Policies Impacting Incarceration

Objectives: Building on last week’s readings about the basic structure and organization of U.S. legal systems, today’s readings describe some of the features of the U.S. justice system that make it “exceptional” or unique. Today’s readings come from a series of New York Times articles from the “American Exception” series authored by journalist Adam Liptak. Students should be able to describe, as Liptak observes, “commonplace aspects of the American Justice system that are almost unique in the world.” We will begin building a list of these exceptional features and add to it over the course of the semester. What about youth sentencing, life without parole, bail/ bond, and the use of evidence are distinctive features of justice in the U.S.? How does this impact incarceration?

PRISONS AND PRISONERS: CRIMINAL JUSTICE 203 (SECTION 3, INDEX #19291), FALL 2016

- **Read before class:** Read the following four articles from Adam Liptak's American Exception Series in the New York Times. Also look at the interactive graphics. On Sakai and linked here:
http://topics.nytimes.com/top/news/us/series/american_exception/index.html
 - o Lifers as Teenagers, Now Seeking Second Chance (October 2007);
 - o Serving Life for Providing Car to Killers (December 2007);
 - o Also explore the interactive feature on life without parole:
http://www.nytimes.com/packages/html/national/20051001_LIFERS_AUDIOSS/blocker.html
 - o Illegal Globally, Bail for Profit Remains in the U.S. (January 2008);
 - o Also watch/listen to the Bail Bondsman talk about his work:
http://www.nytimes.com/packages/html/us/20080128_BAIL_FEATURE/index.html
 - o U.S. is Alone in Rejecting All Evidence if Police Err (July 2008)

Wednesday 9/21: The Evolving Goals of Incarceration

Objectives: This week's readings provide an overview of the shifting goals of state practices of confinement over the past few centuries, including rehabilitation, removal, containment, deterrence, and sheer punishment.

- **Read before class:**
 - o Bayley, Bruce, et al. 2012. Read four parts of "Why We Incarcerate" on CorrectionsOne.com <http://www.correctionsone.com/jail-management/articles/5826786-Why-we-incarcerate-Rehabilitation/> (click on each of the four articles listed in a box on the left of the article that opens with the link).
 - o *Additional readings TBD. Check Sakai.*

Monday 9/26: Policies and Social Practices Leading to Mass Incarceration

Objectives: This week's readings elaborate the relationship between incarceration and crime policy, and the role of politics and policy in prison practices. Students should be able to describe some factors that influence prison policy and impede reform, and should understand why some analysts refer to incarceration as a new, racialized, form of enslavement or way of "disappearing" some members of society.

- **Read before class:**
 - o *Read in Jacobson book:* Chapter 1: Mass Incarceration (read from the beginning and stop at the subsection "Taking Advantage of Four Recent Developments," 16 pages total); Read "Six Structural Impediments to Prison Reforms" and read to the end of the chapter (17 pages).
 - o *TBD on drug wars*
 - o *Recommended additional reading on Sakai (try to skim):* Western, Bruce, and Christopher Wildeman. 2009. Punishment, Inequality, and the Future of Mass Incarceration. *Kansas Law Review*, 57:851-877.
- **In class:** quiz 2, worth 5 points

Wednesday 9/28: Governing through Crime and the Criminalization of Everyday Life

Objectives: This week's readings introduce the concepts of formal versus informal social control and elaborate the relationship between fear and crime policy. Students should be able to explain the concept of "governing through crime," and after the lecture should understand how the "criminalization of

PRISONS AND PRISONERS: CRIMINAL JUSTICE 203 (SECTION 3, INDEX #19291), FALL 2016

everyday life” influences who goes to prison in the United States.

- **Read before class:**
 - o *On Sakai*: Simon, Jonathan. 2002. Introduction: Crime, Community, and Criminal Justice. *Criminal Legal Review* 90: 1415-1422.
 - o Media stories illustrating criminalization of everyday life:
 - <http://www.cnn.com/2015/08/04/us/aclu-disabled-students-handcuffed-lawsuit/>
 - <http://www.cnn.com/2015/08/03/us/dating-app-sex-offender-registry/index.html>
 - o Skim some media stories to get a sense of the diversity of what can result in a 20-year sentence:
 - Fraud: <http://khon2.com/2014/05/13/final-3-id-thieves-sentenced-after-high-end-shopping-spree/>
 - Erroneous convictions: <http://www.innocenceproject.org/news-events-exonerations/free-at-last-angel-gonzalez-is-released-after-nearly-20-years-in-prison>
 - Feticide: <http://www.thenation.com/article/indiana-just-sentenced-woman-convicted-feticide-twenty-years-prison/>
 - Facebook: <http://venturebeat.com/2014/05/28/iran-post-on-facebook-get-20-years-in-prison/>
 - <http://cms.fightforthefuture.org/teenager/>
 - Violating probation by possessing marijuana: <http://www.baltimoresun.com/news/maryland/crime/blog/bs-md-ci-twenty-years-marijuana-case-20150507-story.html#page=1>
 - <http://dissidentvoice.org/2013/09/half-ounce-of-pot-gets-louisiana-man-twenty-years-in-prison/>
 - Shooting: <http://baltimorecrime.blogspot.com/2009/10/20-years-for-couple-who-shot-hotel.html>
 - o *Additional background informing lecture, skim if possible*: Merry, Sally Engle. 1998. *The Criminalization of Everyday Life. In Everyday Practices and Trouble Cases*, Austin Sarat, Marianne Constable, David Engel, Valerie Hans, and Susan Lawrence, eds. Northwestern University Press and the American Bar Foundation.

LIFE INSIDE

These readings introduce students to the conditions of confinement across various institutions in the United States. The readings explore the ways in which life inside penal institutions is structured and the impact of institutionalization on inmates and staff. Students may find some of the readings for this section to be graphic and disturbing; however, it is impossible to understand or imagine life inside without these details. At the end of this section, students should be able to describe basic features of life inside prison, outline the evolution of extreme securitization inside U.S. prisons, and link this to broader shifts, such as the reduction of rehabilitation programs and relationship to mental health issues.

Monday 10/3: The Stanford Prison Experiment and The Psychology of Power

Objectives: The materials for this class introduce students to the famous Stanford Prison Experiment, which tested the question, “What happens when you put good people in an evil place?” by assigning research subjects to play the roles of corrections officer and prisoner. Students should be able to describe how the experiments worked and what conclusions we can draw from them about institutionalization and power more broadly.

PRISONS AND PRISONERS: CRIMINAL JUSTICE 203 (SECTION 3, INDEX #19291), FALL 2016

- **Read before class:**
 - o Go to the Stanford Prison Experiment website and click on “take the slide show.” Go carefully through each page, reading the text and watching the videos:
<http://www.prisonexp.org/psychology/1>
 - o Read some media articles on Abu Gharaib (do some searching, read a few articles you find, learn about what happened, think about this in the context of the Stanford Prison Experiments, be prepared to discuss in class)

Wednesday 10/5: Architectures of Confinement: Designing Prisons to Achieve Control

Objectives: Students should be able to describe the various physical uses of space in prisons and to review some of the concerns about conditions of confinement in U.S. prisons as well as recommendations for improving conditions of confinement. How is space used to manage bodies?

- **Read before class:**
 - o TBD on prison architecture and panopticons
 - o TBD on recent prison break
 - o The BOSS (Body Orifice Scanner): <http://bodyorificescanner.com/welcome/>
 - o Cellphones and contraband inside: <http://nypost.com/2014/02/16/prisoners-use-of-smuggled-cellphones-on-the-rise/>
- **In class:** quiz 3, worth 5 points

Monday 10/10: The Super Max and Routine Uses of Solitary Confinement and Segregation (Columbus Day, RU is open)

Objectives: This week's reading are written by a physician who compares solitary confinement to torture and a journalist held in solitary confinement in Iran after being falsely accused as a U.S. spy. These pieces explore the history and use of segregation and solitary confinement and question their humaneness. Students should consider if they agree with Gawande that solitary confinement is torture and if they are convinced by Bauer that solitary in the United States may be even more punitive than solitary confinement elsewhere. Students should take note of the various terms used to describe segregation.

- **Read before class:**
 - o Gawande, Atul. 2009. Hellhole: The United States Hold Tens of Thousands of Inmates in Long-term Solitary Confinement. Is this Torture? The New Yorker. Accessed at:
http://www.newyorker.com/reporting/2009/03/30/090330fa_fact_gawande?printable=true
 - o Bauer, Shane. 2012. No Way Out. Mother Jones. November/December: 22-32, 67.
<http://www.motherjones.com/politics/2012/10/solitary-confinement-shane-bauer>
- **In class:** quiz 4, worth 5 points

Wednesday 10/12: Prisons and Health Care

Objectives: Over the course of the semester, several readings have linked incarceration to homelessness and other forms of institutionalization for persons with mental illness, and have highlighted the relationship between poverty and prisons. Those themes converge as we explore the relationship between healthcare and incarceration this week. Students should be able to explain the relationship between healthy bodies/ minds and incarceration and some recommendations for reform.

- **Read before class:**
 - o Commission on Safety and Abuse in America's Prisons. 2006. Confronting Confinement Report. Read pages 38-51 on healthcare and skim pages 52 – 61:

PRISONS AND PRISONERS: CRIMINAL JUSTICE 203 (SECTION 3, INDEX #19291), FALL 2016

https://storage.googleapis.com/vera-web-assets/downloads/Publications/confronting-confinement/legacy_downloads/Confronting_Confinement.pdf

- o NBC news report: Prison's Deadliest Inmate, Hepatitis C
[http://www.nbcnews.com/id/17615346/ns/health-infectious_diseases/t/prisons-deadliest-inmate-hepatitis-c-escaping/ - .VdeY7Hhg194](http://www.nbcnews.com/id/17615346/ns/health-infectious_diseases/t/prisons-deadliest-inmate-hepatitis-c-escaping/- .VdeY7Hhg194)
- o Lorry Schoenly. 2010. "He's Faking It: How to Spot Inmates' Invented Illnesses"
<http://www.correctionsone.com/correctional-healthcare/articles/2008884-Hes-faking-it-How-to-spot-inmates-invented-illnesses/>

Monday 10/17: How Corrections Officers Cope and Respond

Objectives: After the readings for the past few weeks, students should be able to identify the unique workplace challenges prison guards face and should consider for discussion: can the job of corrections officers be humane?

- **Read before class:**
 - o *On Sakai*: Crawley, Elaine M. 2004. Emotion and Performance. Prison Officers and the Presentation of Self in Prisons. *Punishment and Society* 6(4): 411-427.
 - o Confronting Confinement Report. Chapter 2: Labor and Leadership, Pages 62-75.
https://storage.googleapis.com/vera-web-assets/downloads/Publications/confronting-confinement/legacy_downloads/Confronting_Confinement.pdf
 - o *Might be of additional interest (not required)*: <http://www.correctionsone.com/officer-safety/articles/6026872-Suicide-epidemic-hits-corrections-officers/> Summary: Suicide epidemic hits corrections officers: In a 2011 survey of 3,599 corrections officers, researchers found that 44 percent experienced some form of post-traumatic stress disorder, while 27percent "met the criteria for full PTSD."
- **In class:** quiz 5, worth 5 points

PRISONS AS PROFIT

Objectives: In this section we will consider whether it is ethical for the state practice of incarceration to be contracted out to private companies and for entities to profit from both incarceration and prison labor. We will explore the various arguments for and against prison labor, especially in light of the legacy of slavery in the United States.

Wednesday 10/19: Is Prison Labor Slave Labor?

- **Read on Sakai:**
 - o Bennis, Whitney. 2015. American Slavery, Reinvented. *Atlantic Monthly*.
<http://www.theatlantic.com/business/archive/2015/09/prison-labor-in-america/406177/>
 - o Wood, Graeme. 2015. From our Prison to Your Dinner table. *Pacific Standard Magazine*.
<https://psmag.com/from-our-prison-to-your-dinner-table-10d94a05edca#.i0wg49skr>
 - o Mother Jones. 2012. Sweatshop Labor is Back with a Vengeance.
<http://www.motherjones.com/politics/2012/04/sweatshop-labor-prisoners-penal-labor?page=2>
 - o Winter, Caroline. 2008. What Do Prisoners Make for Victoria's Secret? *Mother Jones*.
<http://www.motherjones.com/politics/2008/07/what-do-prisoners-make-victorias-secret>

PRISONS AND PRISONERS: CRIMINAL JUSTICE 203 (SECTION 3, INDEX #19291), FALL 2016

Monday 10/24: Introduction to Private Prisons

- **Submit at the Start of Class:**
 - *Typed midterm review assignment due in class, attendance required for 5-point assignment credit*
- **Read on Sakai:**
 - TBD on recent DOJ decision to terminate contracts with private prisons for federal criminal inmates.
 - Bauer, Shane. 2016. My Four Months as a Private Prison Guard. Mother Jones. <http://www.motherjones.com/politics/2016/06/cca-private-prisons-corrections-corporation-inmates-investigation-bauer>

MIDTERM

Wednesday 10/26: Midterm Exam in Class (20 points)

Students should be in class on time to maximize the full 80 minutes available for the midterm. The midterm will consist of a series of short answer and multiple-choice questions covering materials from weeks 1 – 8. Preparation for the midterm: students should review the objectives from each week and make sure they can summarize responses to discussion questions for each reading and each week's theme. Please bring #2 pencils and your student ID number to fill in the scantrons.

UNINTENDED AND COLLATERAL CONSEQUENCES

Formerly incarcerated persons face numerous challenges to “re-entry” or return to life outside of prison, challenges that are imposed both socially and legally, and that often facilitate a swift return to prison. Students should be able to summarize some of the collateral consequences and challenges to re-entry faced by formerly incarcerated persons.

Monday 10/31 (Halloween): Unintended and Collateral Consequences

- **Read before class:**
 - *In the Jacobson book: Chapter 2: Unintended Consequences.*
 - *TBD on Saka*
 - *i*
- **In class:** Quiz 6, worth 5 points

Wednesday 11/2: Special Topic: Incarceration and Elections

Objectives: These readings provide a brief overview of the unintended and collateral consequences of mass incarceration with a special focus on issues related to elections such as formal disenfranchisement and prison gerrymandering.

- **Read before class:**
 - TBD on voter disenfranchisement
 - TBD on voting and crime more broadly
 - <http://www.prisonersofthecensus.org/faq.html>

GROWING UP WITH PRISON: CHILDREN IN AND IMPACTED BY INCARCERATION

This section's readings explore the many ways in which children are impacted by incarceration, including as inmates themselves, and illuminates the unintended effects of mass incarceration on families and communities more broadly. Students should be able to describe the ways in which collateral consequences include people beyond inmates themselves and to identify alternatives to current practices.

PRISONS AND PRISONERS: CRIMINAL JUSTICE 203 (SECTION 3, INDEX #19291), FALL 2016

Monday 11/7: Born Inside: Pregnant Women and Children in Custody

Objectives: Today's materials consider the ethics and health dimensions of how incarcerated pregnant women and their young children are treated and explore alternatives to current practices.

- **Read/ view before class:**
 - o "Pregnant in Prison" Project: <http://projects.scpr.org/prison-pregnancy/>
 - o Yager, Sarah. 2015. Prison Born. The Atlantic.
<http://www.theatlantic.com/magazine/archive/2015/07/prison-born/395297/>
 - o TBD on immigration family detention

TUESDAY 11/8: ELECTION DAY! YOUR VOTE MATTERS!

Wednesday 11/9: Punishing Kids: Juvenile "Justice"

- **Read before class:**
 - o TBD overview of juvenile justice system in the U.S.
 - o TBD on racial/ ethnic disparities in juvenile justice system
 - o TBD on alternatives to locking up kids
- **In class:** Quiz 7, worth 5 points

Monday 11/14: Children of Incarcerated Parents

Objectives: Students should come to class able to discuss some of the ways in which the effects of incarceration radiate out to families and communities. Students should begin to identify the unique challenges faced by mothers in prison and by women whose family members are incarcerated.

- **Read before class:**
 - o *In Bernstein:* Children Left Behind
 - o *On Sakai:* Fact Sheet on Children and Families of the Incarcerated from the National Resource Center on Children and Families of the Incarcerated.
 - o Parents in Prison and their Minor Children: BJS
<http://www.bjs.gov/content/pub/pdf/pptmc.pdf>

Wednesday 11/16: Parents Sent Away

Objectives: Students should continue documenting the impacts of incarceration on families and communities, taking note of differential impacts on males and females as described by Bernstein and tracking the various ways in which children describe and respond to separation from parents. Students should be able to answer: what factors seem to positively and negatively impact children's responses to parental incarceration?

- **Read before class:** TBD from Bernstein
- **In class:** Quiz 8, worth 5 points

HOW CRIMINALIZING IMMIGRATION SUSTAINS PRISON GROWTH

Objectives: One of the most significant contributors to the recent growth in prisons and the use of incarceration in the United States has been a trend toward criminalizing violations of immigration law and using administrative detention to ensure noncitizens are deported from the United States after apprehension. These trends account for a tremendous growth of the private prison industry and a massive rise in the federal prison population, at enormous costs to the public, and with far less oversight than exists in local, state, and federal prisons. This section's readings explore the criminalization of

PRISONS AND PRISONERS: CRIMINAL JUSTICE 203 (SECTION 3, INDEX #19291), FALL 2016

immigration and the use of immigration detention in the United States.

Monday 11/21: Crimmigration

Objectives: This week we will read and listen to stories that serve as an introduction to the ways in which prisons and jails are filling empty beds in their facilities with immigrant detainees, which yields an influx of federal funds for states and localities, and leads to a monetary incentive for criminal justice institutions to support strict immigration policies.

- **Read before class:**
 - o TBD on immigration detention
 - o Dow, Mark. 2007. Designed to Punish: Immigrant Detention and Deportation. Social Research 74(2): 533-546.
- **In class:** quiz 9, 5 points

Wednesday 11/23: UNIVERSITY FOLLOWS FRIDAY SCHEDULE, WE DO NOT MEET

Students should continue reading the Bernstein book on their own and are expected to finish the book in order to answer questions on the final exam.

DOWNSIZING PRISONS AND ALTERNATIVES TO INCARCERATION

Now that we have a clearer understanding of what has led to the growth of prisons, what impedes reform, how prisons operate, and the numerous ways in which incarceration impacts human life, we turn our attention to determining how we can reverse mass incarcerations and, as Jacobson argues, “downsize prisons.” We begin with a discussion of the relationship between incarceration and crime rates, review probation and parole as they currently exist, and then turn our attention to alternatives to incarceration/ detention and paths to implementing those alternatives.

Monday 11/28: The Relationship Between Incarceration and Crime: Is There One?

Objectives: This week’s readings ask whether incarceration is a deterrent to crime, and if so, what relationship we can identify between incarceration and crime rates. Students should be able to summarize the results of Stemen’s review of the relationship between crime rates and incarceration and to propose reforms based on his findings.

- **Read before class:**
 - o Stemen, Don. 2007. Reconsidering Incarceration: New Directions for Reducing Crime. New York: Vera Institute of Justice.
 - o TBD on “social disorganization” and “anti social” behavior
 - o TBD from Jacobson

Wednesday 11/30: Reforming Probation and Parole

Objectives: Students should be able to summarize the major features of probation and parole and how they operate in the United States. As we wrap up our readings for the semester, we will end by considering Jacobson’s proposal for how to reform parole and probation in order to “downsize prisons.” Students should be able to describe what is wrong with parole and probation and the reforms Jacobson suggests. Will they work?

- **Read before class:**
 - o *in the Jacobson book:* Chapter 5: Why Parole and Probation Policies Need to Change. Read from the beginning to “Restructuring Parole.”
 - o NYT story on an ex-inmate serving on a parole board:

PRISONS AND PRISONERS: CRIMINAL JUSTICE 203 (SECTION 3, INDEX #19291), FALL 2016

<http://www.nytimes.com/2014/12/20/nyregion/ex-inmate-on-connecticut-parole-board-brings-an-insiders-view-to-hearings.html?hp&action=click&pgtype=Homepage&module=second-column-region®ion=top-news&WT.nav=top-news&r=0>

- **In class:** quiz 10, worth 5 points

THE FUTURE OF INCARCERATION

Monday 12/5: Aging in Prison

- **Do before class:**

- o Read: TBD

- o View project contemplating “what is the meaning of death to a prisoner serving life?”

- <https://prisonphotography.org/2016/04/18/what-is-the-meaning-of-death-to-a-prisoner-serving-life/>

- **In class:** quiz 11, 5 points

Wednesday 12/7 and Monday 12/12: Future Directions in Prison Reform: Review Pending Policies, Current Developments, Lessons from Overseas

- **Read before class:** Readings TBD

- **In class 12/12:** quiz 12, 5 points

Wednesday 12/14: Last day of classes:

- **Do in class:** Review / Final exam prep

FINAL EXAM: DECEMBER 23, 12 – 3 PM The final exam has been scheduled by the University for Friday, 12/23 from 12-3 p.m. This is not an ideal date for many of us, but faculty have no control over the final exam schedule, so please plan your lives accordingly. University policies state that final exams must be given during the scheduled exam period and may only be rescheduled when students have verified, legitimate exam conflicts. Note that work and travel are not permissible reasons to reschedule an exam. The exam will include a combination of multiple choice, true/ false, and short-answer fill-in questions.

CRIMINAL JUSTICE 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:

- o **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.
- o **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.
- o **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 United States and across countries.

PRISONS AND PRISONERS: CRIMINAL JUSTICE 203 (SECTION 3, INDEX #19291), FALL 2016

- 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.

COURSE READING GUIDE

In addition to any specific reading questions assigned each week, students should be able to answer the following general questions about each week's readings and should come to class prepared to engage with the ideas raised by these general questions. This will also help you prepare for quizzes.

1. Who is the author? We will refer to readings by the author's last name in class discussion and written work. When you take notes, always include the author's name for your reference. *What do you know about the author from the reading? How does the author's background or position seem to relate to the style and arguments in the reading?*

2. What is the title of the reading and what does it mean? You should always come to class able to explain what the title means and what concepts it references. This may require looking up the definition of some words. *After having read the piece, why do you think the author chose this title? Does the title adequately reflect the main arguments or key concepts in the piece?*

3. What are the main arguments or key points of the reading? You should be able to describe in a few sentences what each reading is about and what the author intended to communicate. Most authors state this explicitly. *As you are reading, be on the lookout for statements of the main argument or focus.* Use these as a guide to the rest of the reading.

4. What key terms/ concepts or words emerged in the reading? Take notes on any key terms. *Are these terms new? Does the definition here differ from other definitions you've encountered? What is confusing about these key terms and concepts?*

5. What questions or points does the reading raise about the week's topic? *How are the various readings from the week related? What links them?*

6. How does the reading connect to themes from other readings and class discussion from other weeks? *Do new concepts build on or contradict others? Are there new statistics, or different versions of other statistics you have encountered? What numerator and denominator are being used in statistics?*

7. What examples of the concepts and arguments from the reading can you apply to other contexts? Try to apply the concepts, theories, and arguments to other situations and contexts outside the classroom or from your own experiences, and come to class with examples.

8. What methods or sources support the author's argument? In other words, how does the author know what she knows?? Is the study using a particular method? Do the findings come from a legal case? Personal experience? *What kinds of methods and sources are being referenced?*

9. What was unclear to you about the reading? As you are reading keep a list of questions for class discussion.

10. What is your assessment of the reading? Are the arguments convincing? Why or why not? What would you change about the argument? Does it seem current or outdated? Are the arguments particular to the context or specific case described? How or why? Did the reading inspire you? Irritate you? Teach you something new? *Come to class ready to engage!*