

27:202:532:01 Corrections

Fall 2023

Dr. Patrice Morris

Mondays 6 – 8:40pm

Synchronous Online

Canvas/Zoom

I. Course Information

Instructor Information:

Instructor: Patrice Morris, PhD

Contact Information: pkmorris@scj.rutgers.edu

Office Hours & Location: Mondays, 2 – 3pm by appointment (zoom link in canvas)

Course page: <https://rutgers.instructure.com/courses/256714>

Catalog description: This course traces the historical development of institutions for confinement and analyzes present trends in correctional practice. Reviews characteristics of various correctional policies and analyzes prison life. Special emphasis on current trends and controversies.

Course Overview: This course is designed to give graduate students a strong foundation in the theoretical underpinnings of the study of corrections. Students will review the implicit and explicit objectives and impacts of a range of correctional policies and programs across the spectrum of institutional and community corrections, including recent reform efforts.

Understudied populations such as women, and the disproportionate impact of the correctional system on members of racial and ethnic minority groups will be examined. Students should complete the class with a mastery of the state of the field related to corrections research, programming, and policy.

Course Learning Goals and Outcomes:

By the end of this course, students will be able to:

1. Have a wide breadth of knowledge about classic and contemporary works about corrections.

2. Be able to identify important research questions in corrections.
3. Understand the broad range of policies and practices that comprise the correctional system within secure institutions and the community.
4. Recognize the role of gender, race, and ethnicity in the experience of incarceration and community-based supervision.
5. Be able to analyze and critique correctional policies considering research in the field.
6. Be familiar with new directions in corrections research and policy.
7. Have sharpened analytical and writing skills through the completion of course readings and assignments and participation in class seminar sessions.

Required Readings:

Most readings will be posted on Canvas. Students can access the readings, including the books below, through the campus library.

Alexander, M. (2010). *The new Jim Crow: Mass Incarceration in the age of colorblindness*. New York, NY: New Press.

Bentham, J. (1830). *The rationale of punishment*. London. Robert Heward.

Petersilia, J. (2003). *When prisoners come home: Parole and prisoner reentry*. New York, NY: Oxford University Press.

Sykes, G.M. (1958). *The society of captives: A study of a maximum-security prison*. Princeton, NJ: Princeton University Press.

Optional Reading:

Foucault, M. (1979). *Discipline and punish: The birth of the prison*. New York, NY: Vintage.

Course Requirements:

Students are required to read assigned readings and participate in classroom discussions in a manner that reflects familiarity with the readings and previous class sessions. Students are required to access the course website weekly/daily to stay informed about any changes in lecture topics, assigned readings, and other course announcements.

Course Structure:

The course will incorporate diverse learning activities including lectures, PowerPoint presentations, student presentation, and group discussions.

Classroom Zoom/Online Rules

All members of this class are required to conduct themselves in an appropriate and professional manner. Students should be prepared to engage honestly and openly about this material and perhaps even examine their own beliefs about the issues. The course materials will spark interesting discussions. Insults or other types of demeaning, disrespectful, or threatening

comments toward other class members about their experiences, backgrounds, or statements will NOT be tolerated.

Classroom learning is a group activity that depends upon everyone's full participation to succeed. I expect the following from you - be prepared to begin class on time, to silence or turn off and put away cell phones, have your cameras on during class, to read and be prepared to discuss homework, to submit assignments on time, and to assist your classmates. You can expect that I will do the following: be on time and prepared for every class, be available via email and appointments to answer questions, make class engaging and valuable, and respect your contributions to class.

During zoom class sessions please leave your camera on, do not use a distracting background, do not use an Avatar to represent yourself, be mindful of those in your background walking behind the camera. You can turn off your camera for 2 minutes if you are interrupted by someone or must attend to a matter, however this must be brief.

Grading Scale and Requirements

The final grade will be assessed based upon your performance on the following:

Reading Reviews (30%)

Reading reviews and contribution to class discussions (5 points each): Each week students will create a review of the readings. The review will include their analysis/reflection on the readings. In every class session you should be prepared to share no less than 5 key points from the readings. Please include the page numbers from the readings for each key point so the class can be engaged in your review. Students should also create at least two general questions from the readings to ask other students in the class. Please ensure that your questions are linked to pages in the readings so that other students can easily source the information. Students are to submit at least two pages of bullet points that provide an outline/summary of their reading review/analysis every Monday before class (by 6 pm).

Attendance (20%)

Attendance (2 points each): Students are expected to attend class every Monday. Points will be deducted for unexcused absences.

Research, Term Paper, and Presentation (60%)

Annotated Bibliography (20 points): The annotated bibliography should be based on 10 articles that students will cite in their research paper. Paper topic ideas will be openly discussed in class.

Research Paper Presentation (10 points): During the final three weeks of the semester students will do a 15-minute PowerPoint presentation of their paper. This presentation will be peer-reviewed/assessed - students will provide feedback and an assessment on the presentation of other students. This assessment will contribute to the presentation grade. A rubric for peer assessment will be shared before presentations begin. Presentations will be during the last two weeks of class - December 4 and December 11, 2023.

Research Paper (50 points): Students will write a research paper on a topic related to corrections. The paper will be 12 to 15 written pages, including a title, abstract, and reference page in APA Format (please note the title, abstract, and reference page in APA format do not count towards the 12 to 15 pages). This paper is due on Monday, December 11 by 11:59 pm

There are NO MAKEUPS without formal documentation of exigent circumstances. The Grading Rubric for the final will be posted on **Canvas** during the term.

Grading scale

Letter	Definition	Percent
A	Outstanding	90-100%
B+		87-89%
B	Good	80-86%
C+		77-79%
C	Satisfactory	70-76%
D	Poor	60-69%
F	Failure	<60%

Late or Missing Assignment Policy:

Attendance and class participation are very important. It is your responsibility to notify the instructor if an emergency arises and you must miss class and to provide the reason for your absence as early as possible. You are responsible for anything assigned for the next class or classes, including obtaining notes given in the class, if you miss class. It is YOUR RESPONSIBILITY to catch up.

IMPORTANT: Every grade will be posted on Canvas. Any issues regarding an assigned grade must be brought to my attention before the date of the final examination. Do not wait until the last minute! You will know exactly what your final term grade should be before it is assigned because you will know the grades of every assignment/examination/etc. This syllabus also states the value of each assignment toward your final term grade. Absolutely **NO CONSIDERATION FOR GRADE CHANGES** will be made on or after the date of the final examination. Grades are assigned objectively. You will get the grade that you earn.

II. Course Schedule (course topics and outline subject to change)

Dates	Topics	Weekly Activities
September 11	Introductions, Syllabus Review and Course Expectations	
September 18	Sentencing, Punishment, and Corrections throughout the years: Ideological and philosophical justifications	See Canvas for Readings Submit Reading Review
September 25	Sentencing Reform and Policy	See Canvas for Readings Submit Reading Review
October 2	Jails: Overview and Current State of Affairs	See Canvas for Readings Submit Reading Review
October 9	Incarceration Trends, Prison Populations, Prison Subculture	See Canvas for Readings Submit Reading Review
October 16	Private Prisons, Special Populations in Prison: Drugs, Mental Health, Age, Sex Offenders	See Canvas for Readings Submit Reading Review
October 23	Prison Reform, PREA, Prisoner's Rights, Solitary Confinement	See Canvas for Readings Submit Reading Review
October 30	Race and Incarceration and Minorities in Prison	See Canvas for Readings Submit Reading Review Annotated Bibliography Due
November 6	Women in Prisons, Gender-Specific Programs	See Canvas for Readings Submit Reading Review
November 13	Community-Based Corrections, Probation, Intermediate Sanctions	See Canvas for Readings Submit Reading Review
November 20	Thanksgiving Break	Thanksgiving Break
November 27	Parole and Offender Reentry	See Canvas for Readings Submit Reading Review
December 4	Prisoner Reentry: Current Trends	See Canvas for Readings Submit Reading Review Class Presentations
December 11	Class Presentations	Class Presentations and Last Day Submit Term Paper Due

III. Course Policies

Classroom Zoom/Online Rules

All members of this class are required to conduct themselves in an appropriate and professional manner. Students should be prepared to engage honestly and openly about this material and perhaps even examine their own beliefs about the issues. The course materials will spark interesting discussions. Insults or other types of demeaning, disrespectful, or threatening comments toward other class members about their experiences, backgrounds, or statements will NOT be tolerated.

General University information

Academic Integrity

As a member of the Rutgers University community, you are not to engage in any academic dishonesty. You are responsible for adhering to basic academic standards of honesty and integrity as outlined in the Rutgers University Policy on Academic Integrity for Undergraduate and Graduate Students (<http://cat.rutgers.edu/integrity/policy.html>). Your academic work should be the result of your own individual effort, you should not allow other students to use your work, and you are required to recognize and reference any material that is not your own. Violations of the university's policy will result in appropriate action.

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 its mission of access and support:

For Individuals Experiencing Disability: The Office of Disability Services (ODS) works with students with medical, physical, and/or mental conditions who encounter disabling barriers to determine reasonable and appropriate accommodations for access. Students who have completed the process with ODS and have approved accommodations are provided a Letter of Accommodation (LOA) specific to each course. To initiate accommodations for their course students must both provide the LOA and have a conversation with the course instructor about the accommodations. This should occur as early in the semester as possible. More information can be found at the RU-N ODS website (ods.newark.rutgers.edu). 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) 353-5063 or via email at [TitleIX@newark.rutgers.edu](mailto>TitleIX@newark.rutgers.edu)

For Short-term Absence Verification: The Office of the Dean of Students can help with 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, recovery from surgery, etc.). Students experiencing a temporary condition or injury should submit a request using the following link: <https://temporaryconditions.rutgers.edu>

For Gender or Sex-Based Discrimination or Harassment: The Office of Title IX and ADA Compliance can assist students who are experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking. Students can report an incident to the Office of Title IX and ADA Compliance by calling (973) 353-1906 or emailing TitleIX@newark.rutgers.edu. Incidents may also be reported by using the following link: tinyurl.com/RUNReportingForm. For more information, students should refer to the University's Title IX Policy and Grievance Procedures located at <https://uec.rutgers.edu/wp-content/uploads/60-1-33-current-1.pdf>

For support related to Interpersonal Violence: The Office for Violence Prevention and Victim Assistance (VPVA) can provide any student with confidential support. VPVA is a confidential resource and does **not** have a reporting obligation to Title IX. Students can contact the office by calling (973) 353-1918 or emailing run.vpva@rutgers.edu. VPVA also maintains a confidential text-based helpline available to students; students can text (973) 339-0734 for support. Students do not need to be a victim/survivor of violence to receive assistance; any student can receive services, information, and support.

For Crisis and Concerns: The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a plan of support plan and address personal situations that might impact their academic performance. Connect with the CARE Team by using the following link: tinyurl.com/RUNCARE or emailing careteam@rutgers.edu

For Psychological Support (Stress, Mood, Family Issues, Substance Use concerns and other personal challenges): The Rutgers University-Newark Counseling Center provides individual therapy and support groups for students dealing with psychological issues. To schedule an appointment, email counseling@newark.rutgers.edu or call (973) 353-5805.

Additional support is available to any RU-N student through Uwill services:

- _Umatch: Teletherapy with flexible scheduling, starting with a free account.
- _Uhelp: Crisis support at 833-646-1526 (available 24/7/365).
- _Urise: Wellness-based video collection with a free account.

Access Uwill@RUN at <https://my.rutgers.edu> using your netid. Services are confidential and free.
For emergencies, call 911 or Rutgers University Police Department at (973) 353-5111.

If you are interested in finding out more about

- Accelerated Master's Program (B.S. /M.A.)
- Criminal Justice National Honor Society (Alpha Phi Sigma)

Please refer to the School of Criminal Justice website <http://rscj.newark.rutgers.edu/>

Follow us, to stay up to date! @SCJ_apps

