

PROFESSOR SHENIQUE S. DAVIS, PH.D.

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Hours available for students to meet with me
Every Monday during regular college hours from 3 – 6PM

Semester: FALL 2019 | August 27th to December 20th
Course No.: CRJ 202-1601 | **Corrections, Zero Textbook Cost (ZTC) course**
Credits: 3 | Lecture Hours: 1 hour 15 minutes
Course Meeting Days: Tuesday and Thursday²
Course Meeting Times: 4PM – 5:15PM
Meeting Location: Fiterman 401

Let's elevate!

COURSE DESCRIPTION

This course examines the history of criminal punishment in Western society, emphasizing the United States. The course highlights social forces (political, religious, economic, and technological) shaping punishment; reviews common theories (deterrence, retribution, rehabilitation, incapacitation, and restoration) and examines how theory relates to policy. The course takes a critical approach to correctional systems and policies by considering disparities and structural inequalities. Empirical evidence is used to examine contemporary crises of punishment (i.e., mass incarceration, school-to-prison pipeline) as well as prison culture, staffing, privatization, and the civil rights of those who are incarcerated. Alternatives to traditional punishment, especially restorative justice models, are explored.

Prerequisites/Co-requisites: CRJ 101.

Our “Big Questions”

1. What is the history of the practice of punishment and corrections in the U.S.?
2. Where does the U.S. currently stand in regard to its practice of punishment and corrections? How did we get here?
3. How effective, if at all, are the current correctional practices and methods?
4. What has been the impact of the practice of punishment and corrections on those who come into contact with the justice system?

CLASS OBJECTIVES

1. To recognize the ways in which the history of corrections affects our current correctional practices.
2. To understand the operations and functions of correctional agencies in the United States.
3. To develop a critical understanding of contemporary policy and practice of corrections.

ZERO TEXTBOOK COST. *What makes this course a Zero Textbook Cost course?*

This course does not require students to purchase textbooks, using materials that are freely available or are available through the Library. In this course, you will access all materials from Blackboard, so make sure you have access today. Visit this [BMCC webpage](#) for assistance accessing Blackboard.

¹ Main Campus, 199 Chambers Street.

² Please review the BMCC academic calendar for any changes in the official [schedule](#) to due to the observance of holidays.

STUDENT LEARNING OUTCOMES: *What you should be able to do by the end of the semester...*

	<i>You will be able to...</i>	<i>Suggested Types of Assessments</i>
Course Student Learning Outcomes	<ol style="list-style-type: none"> Describe the history, structures and purpose of correctional agencies in the United States Discuss the operations and functions of correctional agencies in the United States. Describe entry-level jobs and career paths in American correctional agencies. Demonstrate an understanding of contemporary policy and practice of corrections. 	<ul style="list-style-type: none"> – Essay exams or assignments – Multiple choice exams – Quizzes – Discussion board posts – Research papers – Group presentations – Individual presentations – Chapter outlines
General Education Goals	<p>Social & Behavioral Sciences – Students will understand and apply the concepts and methods of the social sciences.</p> <p>Student behaviors include being able to:</p> <ul style="list-style-type: none"> – demonstrate an understanding of the unique theories and methods of a social or behavioral science – analyze and interpret a social, economic, political, cultural, philosophical, or historical issue 	
	<p>Information & Technology Literacy- Students will collect, evaluate and interpret information and effectively use information technologies.</p>	
	<p>Student will be able to generate pieces informal writing in response to a variety of prompts, concepts, situations or reading assignments.</p>	

Dig Deep

Our Goal: As a class, to strengthen and consistently apply our critical, analytical, and creative thinking skills. We should be able to apply the tools we use in the classroom to better understand the complex world around us.

We will discuss a number of different topics related to the U.S. criminal justice system, our practice of “corrections”, and the people connected to the system as the semester progresses. When you begin to study new material, concentrate on learning and understanding the significant issues. Ask questions. Expect to be challenged. Interrogate the system. You will certainly gain a richer and deeper understanding of the course by reinforcing the readings, assigned podcasts, and class discussions with supplemental information (e.g. current events, news articles, conversations with family, friends, and peers about the issues).

Classroom Protocol. *How will we learn?*

Our class will follow a multi-sensory approach of learning to enhance your knowledge and understanding. With the objective of facilitating the learning process, class sessions will consist of lecture, complemented by discussion and debate, films or other multimedia presentation. Some classes will be facilitated using PowerPoint presentations. Usually, I like to begin class with an examination of current events so be prepared to discuss these topics.

If at any time you become uncomfortable during our class discussions, please reach out to me, either after class, during my office hours or via email. There may be portions of some class materials (e.g., images, videos, hyperlinks, etc.) that may be graphic in nature and/or contain offensive language and commentaries. While these resources are not intended to be personally offensive or intrusive, it is important that students are aware of this possibility.

Participation. *Read, analyze, share. Question everything.*

Participation in the academic activity of each course is a significant component of the learning process and plays a major role in determining overall student academic achievement. Academic activities may include, but are not limited to, attending class, submitting assignments, engaging in in-class or online activities, taking exams, and/or participating in group work. Each instructor has the right to establish their own class participation policy, and it is each student’s responsibility to be familiar with and follow the participation policies for this course.

Constructive Debate. *Challenge your perspective.*

We will reason together and challenge each other. We will grapple with tough ideas and topics. The class readings, theoretical concepts, and class discussions should challenge your viewpoints of the criminal justice system. Here, we will create a space of ongoing feedback, positive dialogue, and respect for different perspectives. Many of the issues presented will not have clear solutions or answers, however, if you are in support of an argument, be prepared to support your perspective with evidence. Some of the material we discuss will be controversial, and while I do indeed encourage debate, we

cannot accept discriminatory language of any sort, harassment, or generalizations of groups.

Also, let's work together as a classroom community to respect one another and any of our guest presenters. So, when our fellow classmate is speaking or presenting or we have a guest lecturer, we will give them our undivided attention and let them have the floor. Also, we will listen to and/or watch with close attention films and/or audio podcasts shared in class.

Team-Based Learning. *Be willing to collaborate with your peers.*

Our class will follow a unique and interactive learning strategy. Team composition will be based on borough/neighborhood/community. These teams will be tasked with working together on a number of assignments and class exercises that relate to aspects of their communities. Students will be assessed individually, and, also as a team.

Reading Habits. *Develop effective reading habits.*

As a criminal justice scholar, it is essential that you set aside time to read and review the assigned materials prior to class. By reviewing the material, you will be prepared to actively engage in class discussions and ask constructive questions. The assigned readings may require you to use a dictionary and/or refer to concepts in your text. Be patient and allow yourself time to read and re-read. In order to make the most of this course, I want you to wrestle/analyze the readings, and mull over how they apply to your own experiences.

Questions to help guide you as you read the course material:

- What did the reading say? Can I recall the major ideas and main points?
- What was meaningful about the reading? Why did the professor assign such a reading (or film, podcast, etc.)?
- What issues were missing from the reading?
- What did I find confusing about the reading?
- What were some new ideas that were sparked by the reading?
- Did the reading change my perspective or viewpoint on an issue?
- How does this reading compare or contrast to other assigned readings?
- How does this reading connect with material covered in my other courses?

Writing Skills. *Develop your writing skills.*

Writing exercises facilitate critical thinking and serve to further develop your communication skills. From finishing essay-exam questions to writing a formal research paper, it is important to communicate in effective manner to your target audience. You will be required to complete informal and formal writing assignments throughout the semester. We will use writing as a tool to complement our in-class discussions, analysis of assigned material, and to aid with the completion of your final paper. Unless your writing assignment is completed in class, **type your assignment and follow the provided format in order to be considered for grading.**

Basic Paper Format: Typed, 11-12 font size, double-spaced, 1-inch margins, include page numbers, stapled. Be sure to ALWAYS include your name and course number. Print papers PRIOR to the start of our class session. *All assignments, unless otherwise noted should be uploaded to BlackBoard as a MS Word Document.*

Study Habits. *Develop effective study habits.*

It is just as essential to develop your test-taking strategies and study habits as it is to learn core material. This may involve establishing a study schedule, forming a study group, learning about new homework approaches, and evaluating your current study techniques. You can find plenty of new ideas on the Internet, but it is better to consult with the [Learning Resource Center](#) (Room S-510) to make sure you get the most of the course.

Assignments. *There's a method to the madness.*

Your assignments should reflect the quality, content, clarity, and writing and critical thinking skills commensurate with college-level study. Your timely completion of the assignments—based on your close reading and analysis of the assigned material and application of reviewed concepts—is, in large part, what college is all about!

The required assignments are designed to facilitate (1) your comprehension of the readings and topic area, (2) application of knowledge learned, (3) analysis of materials, (4) synthesis and ability to draw conclusions based on multiple sources, and lastly, (5) your ability to evaluate, compare, and contrast ideas.

Your assignments will include the following:

- **Reflective writings and discussion board posts:** At various points in the semester, we will set aside time to respond to specific discussion questions. You should explore your personal reaction to material covered in class and/or to current social justice-related events. With this writing, you will be able to process and digest, and simply explore your own reactions to the readings, discussions, films, or podcast.



- **Summarization of Readings:** Throughout the semester, you will summarize readings. The goal of this assignment is to help you understand the major ideas and concepts of an article, interpret and translate facts, and explain the associated consequences. In your own words, your summary should explain the basic concepts and/or argument of the text; identify the most important details that support the main ideas; state the major supporting explanations; and express the underlying meaning of the article, not just the superficial details.
- **Media Analysis:** To connect course material with current events and explore the diverse perspectives that exist on specific contemporary criminal justice topics, you will need to subscribe and/or follow news websites. Select a published blog post or newspaper editorial that you find powerful. I will provide a list of topic areas and resources to help guide your search. Briefly explain why you chose this article and analyze the information being conveyed and arguments made in the publication. How does the author convey their ideas, what questions are posed by the author, are the questions answered in the article, what questions are left unanswered, how would you respond to the presented questions, and what are some lessons you can take from their work for your own writing?
- **Case Studies:** In order to strengthen our understanding of the sentencing structure, incarceration, and the rights of people who are incarcerated and/or wrongfully convicted, we will examine a number of U.S. Supreme Court decisions and other cases (specifically for people who have been wrongfully convicted). The case studies will help you learn about the contents of the decision, recall the important details of the case, and pave the way for critical reflection.
- **Journal Article Evaluation:** This assignment is designed to assess your skills as a critical reader and to apply the concepts taught in class to published research. Becoming a critical reader will help you to use empirical evidence to examine the impact and effectiveness of our current criminal justices policies and practices.
- **Response Papers to Readings:** Over the course of the semester, you will submit responses to assigned readings on specific topics (e.g. solitary confinement). For these responses papers, you must now move from summarization to critical analysis of readings. The response paper will reflect a close reading, contain specific examples from the text, and provide a critical analysis and constructed argument about the material. With this assignment, it should be clear that you not only read the material, but understand the purpose, argument, and implications of the reading. This assignment requires dialogue, evaluation, and elaboration of the assigned reading.
- **Annotated Bibliography:** To hone your research skills and support your final paper, you will complete an annotated bibliography. An annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by a brief (usually about 150 words) descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited.
- **Exams/Quizzes:** As a means of formal assessment, you will complete exams and quizzes throughout the semester.
- **Individual Research Project:** Theories do not just merely exist, they are applied to real world situations (and at times have dire consequences). To help you become astute social scientists and practitioners and consumers of research, this project will provide you with firsthand experience in program development. You will develop a program for people who are connected to the criminal justice system. With this project, you should begin to better understand the complexities associated with transitioning from jail or prison to the community.
- **Team Research Project and Presentation:** Building upon your individual research projects, you and your group will collaboratively work to develop a creative program based on empirical evidence.

Grading Scale

Use the table below to help you determine your grade throughout the semester. Grades will be updated on BlackBoard.

	Possible Points
Participation	100
Assignments (includes in-class assignments)	500
Exam 1	100
Exam 2	100
Exam 3	100
Final Presentation & Project	100



TOTAL	1000
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TOPICS OF DISCUSSION AND READINGS <i>* Readings posted on BlackBoard*</i>		<i>Assignments</i>
Week 1: August 27	What do we know about the system of corrections in the U.S.? <i>Segment, John Oliver on Prisons</i> <i>Readings, Humanizing Language</i>	Reflective Writing: Examining our use of language
August 29	Humanizing Language, Single Stories, and The Big Questions <i>Segment, Danger of a Single Story & Prisons in Germany</i> <i>Readings, Sociological Imagination</i>	Reflective Writing: In-Class
Week 2: September 3	Understanding our Issues: What do we bring with us to the table? Assessing the impact and implications of bias, discrimination, racism, and violence in the U.S. practice of corrections and punishment. <i>Segment, Bike Owner vs. Thief</i> <i>Readings, Resembles (in)Justice</i>	Harvard Implicit Bias Study
September 5	NO CLASS – <i>Your Classes follow a Monday Schedule</i>	
Week 3: September 10	Understanding our Issues: What do we bring with us to the table? Assessing the impact and implications of bias, discrimination, racism, and violence in the U.S. practice of corrections and punishment.	In-Class Synthesis of Reconciling Deadly Symbiosis and Lynching (<i>a form of punishment</i>)
September 12	<i>Segment, The House I Live In & 60-minutes special</i> <i>Readings, Resembles (in)Justice</i>	
On Monday September 16th, the CRJ Program is providing an opportunity for students to visit the historic Eastern State Penitentiary in Philadelphia. Register today!		
Week 4: September 17 September 19	Correctional History: Theoretical Underpinnings to Sentencing and Correctional Policy <i>Readings, Correctional History</i>	Foucault Summary
Week 5: September 24 September 26	Sentencing: The Application of Punishment <i>Segment, Three Strikes Laws</i> <i>Readings, Sentencing</i>	Case Study Wrongful Conviction
Week 6: October 1	NO CLASS CUNY BMI Annual Conference - “Restorative Justice Education: We Are ALL Justice Involved!” Keynotes by world renown activist and advocate, Shaun King, and hip-hop artist and activist, Mr. Talib Kweli Hosted at BMCC and free for BMCC students	



October 3	Community Corrections: The history, development, and assessment of probation, parole, and intermediate sanctions <i>Readings, Community Corrections</i> <i>*Research Lab, Fiterman 807*</i>	APA Reference Page
Week 7: October 8	NO CLASS	
October 10	Community Corrections: The history, development, and assessment of probation, parole, and intermediate sanctions <i>Segment, Three Strikes Laws</i> <i>Readings, Community Corrections</i>	Journal Article Evaluation
Week 8: October 15 October 17	Jails and Detention Centers: The often-ignored institution <i>Segment, The Kalief Browder Story</i> <i>Readings, Jails</i>	Media Analysis Rikers
Week 9: October 22 October 24	Prisons and the lived experiences of correctional staff and the incarcerated: Operations to prisonization <i>Readings, Prisons and the experience</i>	Ear Hustle Podcast Response Paper
Week 10: October 29	MIDTERM EXAM REVIEW	<i>*Come by my office, Room N656 in the Main Building during my office hours, to discuss where you are in the course*</i>
October 31	MIDTERM	
Week 11: November 5 November 7	Legal Issues and Liabilities in Corrections; The riots and strikes <i>Readings, Law and Legal Liabilities</i>	
Week 12: November 12 November 14	At this point in the semester, we have options on the topics that we would like to cover that pertain to the practice of punishment and corrections. As a class community, we will collaborate to select our weekly topics and identify appropriate readings.	Annotated Bibliography Individual Program Development
Week 13: November 19 *November 21 <i>Research Lab</i> <i>Fiterman 807</i>	<i>Potential Topics:</i> <ul style="list-style-type: none"> ▪ <i>Access to healthcare</i> ▪ <i>Correctional programming and treatment (substance use treatment, educational programs, or vocational training)</i> ▪ <i>Correctional Staff</i> ▪ <i>Death penalty</i> ▪ <i>Death penalty</i> ▪ <i>Ethics and Corrections</i> ▪ <i>Immigration detention centers</i> ▪ <i>Juvenile Justice</i> ▪ <i>Mental health</i> ▪ <i>Private prisons</i> ▪ <i>Specialized populations</i> ▪ <i>Supermax facilities</i> ▪ <i>Women and corrections</i> 	
Week 14: November 26		
November 28	NO CLASS	
Week 15: December 3	Discussion on Reentry & The Future of Corrections: Where do we go from here? <ul style="list-style-type: none"> ▪ Reform 	In-Class Synthesis of Reparations Readings



December 5	<ul style="list-style-type: none"> ▪ Abolition ▪ Reparations <i>Segment: TED TALK World without prisons</i> <i>Readings, What's in store?</i>	
Week 16: December 10 December 12 December 17	Presentations & Discussion FINAL EXAM	Team Program Development

Please note: This is a working schedule, and we may alter it to better fit the needs of the course as we proceed. Any changes to the schedule will be announced in advance.



RESOURCES & POLICIES

Free Laptops! Laptops are available in the Library for *24-HOUR LOAN* to currently-enrolled Criminal Justice (CRJ) students! This is how you check out a laptop:

- Bring your ID card with a current semester sticker – Fall 2019
- Visit the Media Desk on the 4th Floor in Library
- Be sure to tell the library staff that you are a CRJ student
- Check out the laptop and get those assignments done!
- Return the laptop within 24 hours

Follow us on social media. Keep up-to-date with the happenings of the criminal justice program with our social media sites. Also, be sure to check your BMCC email frequently!

 [@CriminalJusticeBMCC](#)

 [@BMCC_CRJ](#)

Balancing Stress, Life and Academics

I am available throughout the semester and look forward to meeting with each and every one of you. Come by my office, Room N656, in the Main Building during my office hours – Mondays, 3-6PM.

Life happens! And sometimes it can make succeeding in your coursework difficult. If you find that you are having a hard time concentrating on your coursework because other issues in your life feel overwhelming, don't hesitate to reach out for assistance. You may talk to me about how your coursework is being affected, and I can refer you to some resources.

You can also go directly to the Counseling Office at BMCC, which is staffed by psychologists and offers free consultations in Room S-343, or call them at (212) 220-8140. You may also email them: counselingcenter@bmcc.cuny.edu. See the [webpage](#) for more information.

You can call, text, or chat online with NYC Well, which offers free mental health support. Visit their [webpage](#), or call 1-888-NYC-WELL (1-888-692-9355).

Single Stop Room S230, 212-220-8195

Any student who faces challenges affording groceries, accessing sufficient food to eat every day, who lacks a safe and stable place to live, or who struggles to afford a MetroCard, and believes this may affect their performance in the course is encouraged to contact the Single Stop office ([link here](#)). They provide free assistance with financial counseling, legal services, tax preparation, health insurance options, and food stamp applications. You can visit them in Room S-230, or call (212) 220-8195.

Office of Compliance and Diversity Room S701, 212-220-1236

BMCC is committed to promoting a diverse and inclusive learning environment free of unlawful discrimination/harassment, including sexual harassment, where all students are treated fairly. For information about BMCC's policies and resources, or to request additional assistance in this area, please visit or call the office, or email olevy@bmcc.cuny.edu, or twade@bmcc.cuny.edu. If you need immediate assistance, please contact BMCC Public safety at 212-220-8080.

Office of Accessibility Room N360 (accessible entrance: 77 Harrison Street), 212-220-8180

This office collaborates with students who have documented disabilities, to coordinate support services, reasonable accommodations, and programs that enable equal access to education and college life. To request an accommodation due to a documented disability, please visit or call the office.

Blackboard/E-Learning

Blackboard is a web-based software program and provides multiple avenues for an enhanced learning and collaborative experience. If you do not already have it, you will need to get a LOGIN and PASSWORD for the BMCC BLACKBOARD SYSTEM and a BMCC email. This is a course requirement. If you need help logging on to the Blackboard course web site, please contact the E-Learning Center at (212) 220-1243. They are located in room S501A.

Library

Your one-stop shop for your research needs.

Learning Resource Center and Tutoring

Tutors are available free of charge at the Learning Resource Center (LRC) located on the fifth (5) floor of the Borough of Manhattan Community College Library.

Writing Center

The BMCC Writing Center at 199 Chambers Street in Room S-510 teaches registered students to think critically, write actively, revise mindfully and proofread carefully.

Cell Phone Use

We are a technologically savvy society and cherish our technological gadgets. My goal is to make this a participatory and discussion oriented class. You may need to use your cell phone for the following situations: (1) you are conducting research to share with the class or (2) have access to your e-

textbook. Otherwise, please limit the use of your cell phone in class. Devices such as laptops and tablets may be used for note taking and accessing your textbook. Please confer with me prior to recording any class discussions.

BMCC Policy on Plagiarism and Academic Integrity Statement

Plagiarism is the presentation of someone else’s ideas, words or artistic, scientific, or technical work as one’s own creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has guides designed to help students to appropriately identify a cited work. The full policy can be found on BMCC’s Web site, www.bmcc.cuny.edu. For further information on integrity and behavior, please consult the college bulletin (also available online).

Wishing you a successful semester!

