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DJS 303—Criminal Justice Process—Fall 2011

This course is designed as a critical examination of the criminal justice process and the larger societal structures in which it embeds and operates. Major components of the criminal justice system—state, police, courts, and corrections—are theoretically linked to surrounding social arrangements, especially class and race-ethnic stratification. Ethical problems, such as deadly force, police brutality and corruption, and disparities in arrest and sentencing, are given special attention. Upon successful completion of the course, students will possess a working knowledge of the history and structure of the criminal justice process and its relationship to the social order of things.

READINGS

All items are in the bookstore or online. Be mindful of the editions listed.

- Alexander, Michelle. 2010. *The New Jim Crow*. The New Press. (Required)
- Cole, George F. and Gertz, Marc. G. 1998. *The Criminal Justice System*, 7. Wadsworth. (Required)
- Reiman, Jeffery. 2010. *The Rich Get Richer and the Poor get Prison*. Allyn & Bacon. (Required)
- Online readings (available on D2L).

COURSE REQUIREMENTS

Online Quizzes (25 points)

I have designed a series of online quizzes to help facilitate the reading portion of the course. The quizzes are administered through D2L and cover the assigned readings. Most every week opens with a quiz, which is available for 72 hours, accessible at 8:30 the morning of the first day and closing at 8:30 the morning of the fourth day. In some weeks two quizzes may appear, with the second quiz becoming available on the second day of the week. Each quiz, comprised of five questions, in multiple-choice and true/false format, is timed for 10 minutes and is worth five (5) points. The number of quizzes is determined by the pace of the semester; however, only the five highest scoring quizzes are retained for your final quiz grade. Quizzes cannot be made up for any reason. An announcement in class, D2L, or through the course e-mail clarifies what readings the quiz covers each week if we fall behind the schedule (see below). Regular e-mails review items from quizzes following administration.

Examinations (75 points total)

Exams cover all course material. Students take exams in class without benefit of notes or texts. A number two pencil and student ID is required. Students must place notebooks, book bags, and other items under the desk or behind or under their chair while exams are in progress. Students may not wear hats or sunglasses during exam. Cell phones and other electronic devices must be turned off (unless there is a legitimate accommodation to be made). Students should shield their answers from other students. If space permits, there should be a chair's distance between test takers. I may use different versions of the exams for security purposes. Cheating on any exam will result in a zero for that exam and

referral to the Dean of Students. Please leave quietly after finishing. I do not return exams to students. I post scores on D2L. The mid-term exam is worth 25 points. The comprehensive final exam is worth 50 points.

I have identified a date for the mid-term exam in the schedule below; however, due to the emergent pace of lecture that date is subject to change. The university determines the final exam schedule. See the schedule below or consult the official university schedule for that date. Students may not reschedule a missed exam except in the case of a legitimate and verifiable emergency, such as a car accident or sudden serious illness. A compelling and verifiable reason must accompany a request for rescheduling an exam prior to its scheduled administration. I use my discretion in judging the merits of the case. Any request to take the exam under different circumstances on the grounds of disability must be officially recognized and arranged well before exam time, preferably at the beginning of the semester.

Essays (75 points total)

All my courses include one or more written components. As college-level work involves a great deal of writing, you should purchase, if you have not already, a dictionary, thesaurus, handbook of grammar and punctuation, and the *Chicago Manual of Style*. I take writing very seriously and evaluate all aspects of written work, including grammar and spelling. Please use the Writing Center (Cofrin Library 109) to address any writing problems.

Papers must be turned in by their due dates or no credit will be given. Upload your paper to the course D2L site in Microsoft Word or Adobe PDF format. You will receive a zero on the assignment if you submit the paper in any other format and I will not allow you to resubmit it. If you are unfamiliar with these formats, then call the Help Desk (CIT). The number is 465-2309. Submit another electronic copy in either format to my university e-mail account listed at the top of this syllabus. Do not follow up submissions to the drop box and e-mail with addenda, as papers must be complete by the deadline. I do not require a paper copy of your written work. I post your grade on D2L when I have finished grading all papers. I do not return essays. I comment on your papers in D2L. Allow considerable time for grading, as I am very thorough, often checking the references you cite in the paper.

You are to use the author/date system of the *Chicago Manual of Style* only and follow the instructions for writing science papers for my courses found on the web page and syllabus associated with this course. Do not use the *Chicago Manual of Style's* documentary note system. Except for quotations (used sparingly), written work must be in your own words and mainly the product of original thought (the more original the better). You must accurately cite all sources used in your paper. All sources listed on the works cited page must be used in the body of the paper. All sources used in the body of the paper must be listed on the works cited page. Do not use the Internet for authoritative sources; this includes Wikipedia, other course web pages, on-line encyclopedia, and similar resources. Use the library. The articles and books you use must be available to me to review if need be.

Plagiarism in any amount or degree will result in a zero for the assignment and you will not be allowed to repeat the assignment (since the deadline will have passed). Ignorance is no excuse for plagiarism; plagiarism does not depend on what you intend, but what you do. Students who unknowingly plagiarize suffer the same fate as those who do it knowingly. For information on what constitutes plagiarism, use this URL (uniform resource locator): <http://www.plagiarism.org/>. Study the information contained therein, including associated URLs.

There are two written assignments for this class. The first (worth 25 points) is a book review of either Jeffrey Reiman's *The Rich Get Richer and the Poor Get Prison* OR Michelle Alexander's *The New Jim Crow*, both of which are assigned texts this semester. Students will notify me by email which book they intend to review. I will approve the choice contingent on my goal of achieving an even distribution of the books across the class. You therefore may not get to review the book you choose. The review is due **November 22, 12:00 noon**. Bring copies of the review to class as we discuss these texts (see schedule). Review length will be 750-1000 words—no less, no more. Do not use existing reviews of the books in constructing your review (I have collected reviews and you will not receive any credit for your paper if there is any evidence of having used reviews). However, do study other book reviews in academic journals to understand what a professional book review looks like.

For the second paper (worth 50 points) I am requiring an original 1000-1500-word (4-6 page) library research paper on a topic germane to the course material. Word count does not including title page, abstract and bibliography, all of which are required components of the paper. There are two deadlines in the process. The first is a 100-200-word term paper proposal, submitted to D2L and my email, demonstrating relevance and importance of the desired topic, as well as an explanation of the planned approach. The proposal must include at least two peer-reviewed sources. The proposals will be accepted, rejected, or returned to you with a request for clarification. My response to your proposal is communicated through e-mail. The deadline for the proposal is **September 29, 12:00 noon**. The proposal must follow all the rules of writing that apply to the written assignments. There are no points awarded for the proposal, however five points will be deducted from your final grade for failing to turn one in by the deadline. The second deadline is the completed paper, which must be submitted to D2L and a copy to my email by **December 6, 12:00 noon**. The paper must use at least six scholarly peer-reviewed sources from our library (refereed journals and books).

Although I do not require a paper copy of the analysis, I do require students provide photocopies of the first pages of their required sources, either the front page of the journal article with the title, abstract, and opening paragraph, or the title page of the book. If these photocopies are not provided the day of the deadline by 4:30 pm, the paper receives no credit. Bring the copies to class and give them to me at the end of the class period or leave them, stapled together with full name and class title on each page in legible handwriting, in the plastic pocket by my office door. The photocopies may also be submitted as PDF files with the paper upload (in which case they must be submitted before the paper deadline). I post grades on D2L when I have finished grading all papers. I do not return essays but make comments in D2L

Grading Scale: 90% A (157 points), 87% AB (152), 80% B (140), 77% BC (134), 70% C (122), 67% CD (117), 60% D (105), below 60% is failing

OFFICE LOCATION AND HOURS

My office is located on the third floor of Mary Ann Cofrin (MAC) Hall, room 326A. I am willing to meet with students to clarify assignments, lectures and readings, study guides, and missed exam questions. You will find my office hours listed at the top of this syllabus. I am available by appointment, but because of my schedule, I ask that students try to meet with me during my office hours. I have been able to resolve most matters through email (see below).

TECHNOLOGY

Course Email Associated with this course is email that provides instructor and students access to all students in the class. The address is listed at the top of the syllabus. Students must have valid UWGB accounts to receive mail from the course email. The course email is a requirement and the university signs up every student for it automatically. I use this service to alert students to updates to the course page, events on campus of interest, and emergencies, address questions about course material or other pertinent inquiries, conduct discussions concerning relevant subject matter, review study guides and quizzes, debrief exam performance, and post news stories relevant to topics covered in the class. There are two basic rules to using the course email: (1) email contributions shall be thoughtful and written in a civil tone; (2) course email is not for student grievances; professor email and office hours are the proper places for student grievances. All students are responsible for information I sent to course or personal email whether they check their campus emails or not.

Professor Email My email is listed at the top of this syllabus. Email allows students to ask questions or voice concerns 24 hours a day, seven days a week. I find that most issues are resolved through email, saving everybody considerable time. Please note that if I answer emails after business hours (4:30 pm) or on weekends, it is because I choose to do so, not because I am required to do so. If you do not hear from me within 24 normal working hours, please resend the email. I get a lot of email over the course of a day and I don't want to miss any. Again, students are responsible for information I sent to course or personal email whether or not they check their campus email.

Web Page You will find the address to my web page listed at the top of the syllabus. Pages associated with my web site contain syllabi, instructions for constructing essays, links to our library and other web pages (if relevant), study guides, and on-line readings. You will also find links to other courses I teach, as well as a link to the Social Change and Development web page, where you can learn about the major for which this course serves as an introduction (in addition to serving as a general education course).

REASONABLE ACCOMMODATIONS AND RULES OF CONDUCT

Reasonable Accommodations Statement As required by federal law and UW-Green Bay policy for Individuals with disabilities, students with a documented disability who need accommodations must contact the Disability Services Office at 465- 2841 or 465-2849. I can make reasonable accommodations unless they alter the essential components of the class. Contact the instructor and Disability Services Coordinator in a timely manner to formulate alternative arrangements.

Academic Integrity A diploma from an institution of higher learning signals to others that the holder of the degree has obtained the privilege through hard work and honest effort. By honest effort it is understood that examinations are performed without the unauthorized assistance of others or the use of material disallowed by the teacher; that essays, term papers, and research projects are unique compositions by the student wherein great care has been taken to properly attribute all derived thought to its original authors; that any requests for special assistance or consideration in completing course work rest on legitimate grounds and are based on truthful claims (UWS 14.03[2]). I treat acts of academic dishonesty as a serious matter and in accord with this institution's rules and procedures.

Classroom Decorum Behavior that disrupts the learning environment of my classroom will not be tolerated. Examples of disruptive behavior include but are not exhausted by talking with others when the instructor is speaking to the class or students are involved in discussion (this includes passing notes),

inappropriate or off-topic monopolization of discussions to the exclusion of other students, irrelevant questions and comments, distracting or inappropriate expressions, gestures, or body language that hamper the conduct of the class. Some specific rules Remaining enrolled in this class means you have accepted the terms of the syllabus. The terms contained herein are standard practice and are nonnegotiable. The list is non- exhaustive: Students must turn off cell phones at the beginning of class. This includes vibration and visual settings. Students may not text message in my class. No laptops or other handheld devices in operation during class. No listening to anything through headphones, headsets, ear buds, etc., during class time. No reading material (newspapers, etc.) other than assigned course material during class time. I prefer students not eat in class, but if you must, select quiet foods and packaging and sit in the back when eating.

Classroom Discussion This is a lecture course. To foster intellectual development, discussion in the classroom will abide by the following rules: (1) I address questions seeking clarification during the course of the lecture; (2) I address questions or comments appropriate to discussion of the material covered in class in time allotted either before lecture begins or after lecture is completed. Please reserve questions appropriate to discussion until those times I call for questions and comments on the material.

On the Use of Audio and Video Recorders in the Classroom The Board of Regents has determined that a teacher, for reasons concerning pedagogical practice and academic freedom, may forbid use of tape recorders in the classroom. The professor of this course expressly forbids students to make audio and video recordings in the classroom. Exception: "Regent Resolution 1556 provides that prohibitions of tape recorders in classrooms may not be imposed upon qualified students with disabilities who must utilize tape recorders because of the nature of their disability to effectively participate in a class provided such students have signed agreements that they will not release the tape recording or transcription to others."

On Bringing Guests and Minors to Class I do not have a blanket objection to students bringing guests into the classroom. However, I do require students notify me and obtain permission 24 hours prior to bringing guests to the classroom and I ask that the guests be aware of the rules of my classroom. Moreover, I cannot take questions or comments from guests during class time as class time is for students who have paid for the services. As a parent of two children, I know how conflicting schedules can sometimes mean that children will accompany parents to various daily functions. For parents who bring their children to class, please be aware that I often present material that you may consider unsuitable for children. Graphic pictures and discussion of such subjects as genocide, lynching, slavery, torture, unethical medical experiments, and war typically disturb children. Indeed, it may traumatize them. Because of time pressures, I cannot alter my presentation to accommodate children. I cannot be responsible for what children see and hear in my classroom. If a situation arises wherein children must be with parents, I advise parents to sit in the back of the class by the door and remove the children when the material becomes objectionable.

SCHEDULE OF READINGS, EXAMS, AND ASSIGNMENTS

September 6-7	Introduction to Course. Overview of the Criminal Justice System. Cole and Gertz 1-8. Packer 9-23.
September 13-15	Theoretical Models of Law and Society. History of the Criminal Law. Quinney (on-line reading #1). Kappeler, Blumberg, and Potter (on-line readings #2 and #3)
September 20-22	History of Policing in England and the United States. Cole and Gertz 77-83. Goldstein 85-102. Skolnick 116-133.
September 27-29	Critical issues in Policing. Wilson and Kelling 103-115. Fyfe 134-149. Kappeler, Blumberg, and Potter (on-line reading #4) Proposal for library research paper due September 29, 12:00 pm.
October 4-6	U.S. Courts. Cole and Gertz 289-295. Feeley 319-330. Levin 331-351. Walker, Spohn, DeLone 352-365. Kappeler, Blumberg, and Potter (on-line reading #5)
October 11-13	The U.S. Adversarial Model: Prosecution. Cole and Gertz 169-174. Cole 175-185. Schmidt and Steury 186-201. Heumann 202-222.
October 18-20	The U.S. Adversarial Model: Criminal Defense. Cole and Gertz 223-228. Blumberg 229-244. Emmelman 245-263. Hanson and Ostrom 264-288.
October 25-27	Overflow. Midterm October 27
November 1-3	History of Correctional Control. Cole and Gertz 401-405. Sykes 420-434. Dilulio 448-457. Grisct 458-468. Logan and Dilulio 473-491.
November 8-10	Prisons, Parole, and Probation. Morris and Tonry 407-419. Hunt et al. 435-447. Walker 494-506. Kappeler, Blumberg, and Potter (on-line reading #6)
November 15-17	The Crime Control Industry. Bayley and Shearing 150-167 (policing). Kappeler, Blumberg, and Potter (on-line reading #7).
November 22-24	The Death Penalty. Kappeler, Blumberg, and Potter (on-line reading #8) Thanksgiving recess begins November 23 at 5:30 p.m. No class Thursday. Book review due November 22, 12:00 pm.
November 29-December 1	The Rich Get Richer and the Poor Get Prison. Discussion of Reiman.
December 6-8	The New Jim Crow. Discussion of Alexander.
December 13	Overflow and Evaluations.
December 20	Final exam 10:30-12:30 p.m.