

# **Syllabus - Summer 2019**

## **SOC 1111-090: Introduction to Criminal Justice**

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### **Course Description**

Criminal Justice is a huge topic. The basic aim of the course is to present an overview of the criminal justice system in the USA: its principles and goals, its organization, its personnel, its policies, and its impacts. We will briefly touch on perspectives of justice and the various theories that attempt to explain crime. We will also address issues relating to race, ethnicity, class, and gender which have been historically neglected. Should you choose a degree in Criminology/Criminal Justice, the courses you can take later will explore each of the major sub-parts of the system (law, police, courts, corrections) in much greater depth and detail.

### **Course Goals and Objectives**

After completing this course, students should be able to recognize, understand, and think critically about issues relating to criminal justice. Additionally, students should be able to apply concepts covered in the course to their encounters with criminal justice (via the media, through personal experience, and so on). Specific learning objectives include:

- Understand the conceptual and theoretical foundation of the American criminal justice system
- Understand the criminal justice process, function, and organization (including the relationship and interactions among) of the three major criminal justice components— police, courts, and corrections
- Differentiate between what is fact and what is fiction concerning the criminal justice system
- Be aware of some of the relevant issues (e.g., racial, ethnic, and gender disparities) being faced by US criminal justice institutions today.

### **Required Text**

Rennison, C.M. & Dodge, M (2018). *Introduction to Criminal Justice: Systems, Diversity, & Change*, 2<sup>nd</sup> edition, Sage Publications

As an alternative, students can use the Interactive eBook through the University of Utah's Inclusive Access program: Rennison, C.M. & Dodge, M (2019). *Introduction to Criminal Justice: Systems, Diversity, and Change*, 3<sup>rd</sup> edition, Sage Publications.

ISBN: 9781544364650

## Course Work

Midterm Exam:	110 points	
Final Exam:	120 points	
Quizzes (6)*:	100 points	20 points each
Writing Assignments (2):	60 points	30 points each
Discussions (11):	110 points	10 points each
<b>Total points:</b>	<b>500</b>	

*Note: The lowest quiz score for each student will be dropped at the end of the semester*

*Midterm and Final:* Exam dates are announced in the syllabus, but the instructor may move the test dates according to the progress made in class. The exams will cover materials from the textbook and lectures. Each exam will consist of (but not limited to) multiple-choice questions, true/false questions, and short answers. The exams are cumulative, and are open-book and open-note exams. For the midterm exam, students will have 80 minutes to take the exam. For the final exam, students will have 90 minutes to take the exam.

*Writing Assignments:* 2 writing assignments will be assigned throughout the semester. These assignments will require you to answer specific questions and for the most part will not require outside research or resources. Each assignment should be submitted online through course space, using the Assignments tool. All assignments should be between 350 and 500 words (no longer than two pages, 12 fonts, double-spaced).

*Quizzes:* There will be 6 quizzes assigned over the course of the semester. These quizzes are to test your understanding of the topics covered, and will be simple and no-sweat. The questions in these quizzes are derived from both the slides (lectures) and the book chapters, and will be multiple-choice and true or false questions. The lowest quiz score for each student will be dropped at the end of the semester.

*Discussions:* For each substantive week of the course, there will be a series of online discussions regarding the course material. The object of these discussions is not to test you on your reading of each section's material. Rather, these discussions are intended to allow you to discuss your thoughts and opinions relating to the material and learn from each other.

In order to receive full credit for each section's discussion, you will need to post at least three (3) comments. Of these three comments, one must be a new topic/thread, and the other two should be responses to other people's comments. Each of these comments should be at least 60 words. Of course, you are more than welcome to make more than three comments each week and have over 60 words per comment if you find that you have more that you want to say. Your initial comment must be posted by the Wednesday of that week so that your classmates have a chance to respond. Although you do have specific requirements that you must meet for each discussion, I will be looking more for the quality of your comments than for the sheer quantity of them.

Regarding Discussion Activity Posts: The discussion forum is an important part of this course and a vital component of our online community—therefore I expect discussion posts to reflect thoughtful and critical thinking regarding the notes and readings. Challenge each other, but do so respectfully. It is of utmost importance that each student respects the thoughts of their peers.

*Extra Credit:* There will be one or two opportunities for extra credit during the semester. Extra credit assignment will be worth 5 points.

**Grading Scale:**

<b>Grade</b>	<b>Points Needed</b>
A	460-500 points
A-	450-459.5 points
B+	440-449.5 points
B	410-439.5 points
B-	400-409.5 points
C+	390-399.5 points
C	360-389.5 points
C-	350-359.5 points
D+	340-349.5 points
D	310-339.5 points
D-	300-309.5 points
E	Anything below 299.5 points

## Student Behavior and Expectations

*Canvas and U-Mail:* All course resources and announcements will be posted to the course website (Canvas), and sent via university assigned emails. Students have access to these resources through their uNID. Students are responsible for regularly checking Canvas and UMail. Technical support is provided via [classhelp@utah.edu](mailto:classhelp@utah.edu) or 801-581-6112.

*Assignment Submission:* Students are responsible for submitting assignments on-time, with correct naming convention and file extension, and using the software type and version required. All assignments should be submitted to Canvas, rather than through email.

*Be Respectful:* Participation in the University of Utah community obligates each member to follow a code of civilized behavior in and out of the classroom. In order to maintain a positive, civil environment for learning, students are expected to meet the goals described in the University of Utah's Student Code, which states "*the mission of the University of Utah is to educate the individual and to discover, refine and disseminate knowledge. The University supports the intellectual, personal, social and ethical development of members of the University community. These goals can best be achieved in an open and supportive environment that encourages reasoned discourse, honesty, and respect for the rights of all individuals. Students at the University of Utah are encouraged to exercise personal responsibility and self-discipline and engage in the rigors of discovery and scholarship.*"

*Keep an Open Mind:* Some of the readings, lectures, films, or presentations in this course may include material that conflicts with the core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking.

*Plagiarism and Academic Dishonesty Policy:* Plagiarism is the use of someone else's words or ideas without giving credit to the source. This includes not only copying someone else's work and presenting it as your own, but also failing to cite your sources, including Internet sites. Plagiarism and cheating are serious offenses and may be punished by failure on an individual assignment, failure in the course, and/or expulsion from the university. Academic misconduct, according to the University of Utah Student Code, "*includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.*" For detailed definitions and possible sanctions please see: <http://www.admin.utah.edu/ppmanual/8/8-10.html>.

## Support and Resources for Student Success

**Wellness Statement.** Your personal health and wellness are essential to your success as a student. Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive in this course and at the University of Utah. Please speak with the instructor or TA before issues become problems. And, for helpful resources, contact the Center for Student Wellness at [www.wellness.utah.edu](http://www.wellness.utah.edu) or 801-581-7776.

**Americans with Disabilities Act (ADA).** The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the [Center for Disability Services](#), 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations

**Academic Misconduct Statement.** Per University of Utah regulations (Policy # 6-400). “A student who engages in academic misconduct,” as defined in Part I.B. and including, but not limited to, cheating, falsification, or plagiarism, “may be subject to academic sanctions including but not limited to a grade reduction, failing grade, probation, suspension or dismissal from the program or the University, or revocation of the student's degree or certificate. Sanctions may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession or discipline for which the student is preparing.” Please refer to the Student Code for full elaboration of student academic and behavioral misconduct policies (<http://regulations.utah.edu/academics/6-400.php>).

**Sexual Misconduct.** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

**Emergency Preparedness Information** [CSBS EMERGENCY PREPAREDNESS SYLLABUS PAGES](#)

- 1)Familiarize yourself with the information in this page, making sure that you know the evacuation plan for each relevant building.
- 2) You will also need to add the page to each of your syllabi.
- 3)Keep in mind that it is likely students will not pay much attention to this information, so the responsibility falls on you to know it and be able to guide them if the need arises.

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*As the only institution in the state classified in the highest research category (R1), at the University of Utah you will have access to state-of-the-art research facilities and be able to be part of the knowledge creation process. You will have the opportunity to do research of your own with faculty who are leading experts in their field, engaging in programs that match your research interests. Further, you will interact with and often take classes with graduate students that provide an advanced understanding of the knowledge in your field.*

## COURSE SCHEDULE

*Note: The schedule is subject to change. Students will be notified.*

Week	Dates	Topic	Tasks and Due Dates
1	5/13-5/17	<b>The Criminal Justice System: Goals, Perspectives, and Models</b>  Reading: Chapter 1	1) Complete the assigned reading 2) Review PowerPoint Slides 3) Discussion #1 due on Sunday 5/19/19 at 11:59 pm 4) <b>Quiz #1</b> due on Saturday, 5/18/19 at 11:59 pm
2	5/20-5/24	<b>Crime Issues and Criminological Theories</b>  Reading: Chapter 2	1) Complete the assigned reading 2) Review PowerPoint Slides 3) Discussion #2 due on Sunday 5/26/19 at 11:59 pm
3	5/27-5/31	<b>Legal Considerations</b>  Reading: Chapter 3	1) Complete the assigned reading 2) Review PowerPoint Slides 3) Discussion #3 due on Sunday 6/2/19 at 11:59 pm 4) <b>Quiz #2</b> due on Saturday, 6/1/19 at 11:59 pm
4	6/3-6/7	<b>Policing Models and Community-oriented Policing (COP)</b>  Reading: Chapters 4 & 5	1) Complete the assigned reading 2) Review PowerPoint Slides 3) Discussion #4 due on Sunday 6/9/19 at 11:59 pm 4) <b>Writing Assignment #1</b> due on Sunday 6/9/19 at 11:59 pm
5	6/10-6/14	<b>COP and Police Culture</b>  Reading: Chapter 5	1) Complete the assigned reading 2) Review PowerPoint Slides 3) Discussion # 5 due on Sunday 6/16/19 at 11:59 pm
6	6/17-6/21	<b>“Impossible Job” and Police Use of Force</b>  Reading: Chapters 5 & 6	1) Complete the assigned reading 2) Review PowerPoint Slides 3) Discussion #6 due on Sunday 6/23/19 at 11:59 pm 4) <b>Quiz #3</b> due on Saturday, 6/22/19 at 11:59 pm

7	6/24- 6/28	<b>The Structure of Courts, Prosecutor and Defense Attorney</b>  Reading: Chapters 7 & 8	1) Complete the assigned reading 2) Review PowerPoint Slides 3) Discussion #7 due on Sunday 6/30/19 at 11:59 pm
<b>Mid-term Exam</b> (open-book and open-note exam) The Exam Opens June 26 (Wednesday), due by June 29 (Saturday)			
8	7/1- 7/5	<b>Right to Counsel, and the Jobs of Judge and Jury</b>  Reading: Chapters 7 & 8	1) Complete the assigned reading 2) Review PowerPoint Slides 3) Discussion #8 due on Sunday 7/7/19 at 11:59 pm 4) <b>Quiz #4</b> due on Saturday, 7/6/19 at 11:59 pm
9	7/8- 7/12	<b>Plea Bargaining and Sentencing</b>  Reading: Chapter 9	1) Complete the assigned reading 2) Review PowerPoint Slides 3) Discussion #9 due on Sunday 7/14/19 at 11:59 pm 4) <b>Writing Assignment #2</b> due on Sunday 7/14/19 at 11:59 pm
10	7/15- 7/19	<b>Confinement Styles in the USA</b>  Reading: Chapter 11	1) Complete the assigned reading 2) Review PowerPoint Slides 3) Discussion #10 due on Sunday 7/21/19 at 11:59 pm 3/27 4) <b>Quiz #5</b> due on Saturday, 7/20/19 at 11:59 pm
11	7/22- 7/26	<b>Tough on Crime, Private Prisons, and Inmate Experience</b>  Reading: Chapter 11 & 12	1) Complete the assigned reading 2) Review PowerPoint Slides 3) Discussion #11 due on Sunday 7/28/19 at 11:59 pm
12	7/29- 7/31	<b>Reintegration Issues and What Works</b>  Reading: Chapter 12	1) Complete the assigned reading 2) Review PowerPoint Slides 3) <b>Quiz #6</b> due on Saturday, 7/31/19 at 11:59 pm
<b>Final Exam</b> (open-book and open-note exam) The Exam Opens August 1 (Thursday); Due by August 2 (Friday)			