**Crime & Justice Studies 190: *Introduction to Crime & Justice Studies***

**Application for Cluster 4B**

**The Social World: Humanity and Society/The Nature of US Society**

**University Studies Learning Objectives for *The Nature of US Society***

1. Explain: a) the development of US culture and sub-culture from different perspectives; b) US social and cultural domains in relationship to other regions of the world; or c) the different facets of citizenship in the United States.

2. Locate, analyze, summarize, paraphrase, and synthesize material from a variety of sources.

3. Evaluate arguments made in support of different perspectives in US society.

**COURSE OVERVIEW**

Introduction to Crime & Justice Studies provides a broad investigation into the construction of crime and justice in the formation of US society. The course is designed to familiarize students with the basic history, structure, and function of the American criminal justice and legal systems in order to develop critical thinking on the question of justice in US society.  During the semester we will examine a variety of general and specific controversies associated with the contemporary criminal justice system, employing current events and popular culture where appropriate.

Assignments may include, but are not limited to: multiple-choice, open-ended, fill-in-blank, and other forms of examination; various essay assignments; small-group discussion questions; reading summaries; reading response questions; group projects.

**LEARNING OUTCOMES**

***Course-Specific Learning Outcomes:***

By the end of the course, each student should understand:

1. The histories, structures, and basic operations of the major components of the criminal justice and criminal law systems in the United States.
2. The major conceptual or theoretical approaches/models used to describe the functions of the criminal justice system.
3. The conflicting goals that characterize the criminal justice system and each of its components.
4. The roles of the criminal justice system and the criminal law in the context of the total social control apparatus in US society.
5. How current controversies about the US criminal justice system reflect differing values and certain myths about crime and justice.
6. Distinguish between social justice and the operations of criminal justice.

***University Studies Learning Outcomes:***

1. Explain the different facets of citizenship in the United States.
2. Locate, analyze, summarize, paraphrase, and synthesize material from a variety of sources.
3. Evaluate arguments made in support of different perspectives on US society.

**EXAMPLES OF TEXTS AND/OR ASSIGNED READINGS**

Every section of this course uses Carolyn Boyes-Watson, *Crime and Justice: A Casebook Approach*  (Pearson, 2003).

Individual instructors may also use supplemental articles or books that provide additional depth for specific case studies or for further conceptual and empirical breadth. Examples of supplemental texts:

* + Dostoevsky, *Crime and Punishment*
	+ Monroe, “Tituba: The Black Witch of Salem”
	+ Armour, *Negrophobia and Reasonable Racism*
	+ Yeung, “Weeping with the Enemy”
	+ Harris, *Profiles in Injustice*
	+ Reiman, *The Rich Get Richer and the Poor Get Prison*

Individual instructors may also use supplemental visual texts, such as feature and documentary films. Examples of films:

* + *Scottsboro: An American Tragedy*
	+ *Legacy*
	+ *Who Killed Vincent Chin?*
	+ *Every Mother’s Son*
	+ *Giuliani Time*
	+ *America’s Brutal Prisons*
	+ *Redhook Justice*
	+ *The Last Graduation*

**EXAMPLE ASSIGNMENTS**

**Class Assignments:** short-answer quiz evaluating reading and lecture comprehension.

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**Assessment Criteria:**

1. timely completion
2. accuracy and completeness with regard to the questions asked
3. indication of reading and lecture comprehension

**Example quiz questions:**

* In what way was lynching a form of policing?
* Identity the four essential elements of the Rule of Law.
* How is a moral panic an example of the social construction of law and order?
* Match the intrusion on Constitutionally protected personal liberty in the left-hand column with the standard of proof required by law for such intrusion in the right-hand column.

**Short essay assignments:** Drawing on class texts (readings and films), lectures, and discussions, write a concise analytical response to the following prompt(s).

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2. Locate, analyze, summarize, paraphrase, and synthesize material from a variety of sources.
3. Evaluate arguments made in support of different perspectives on US society.

**Assessment Criteria**

1. timely and full completion of assignment
2. logical and accurate response to question
3. thoughtful and clear use of texts, course concepts, and relevant information in the development of analysis
4. clearly written and professional presentation

**Example essay assignment prompts:**

* What are the three most important things you should say when stopped by police—and why?
* Identify and explain the ways in which the US system of bail prejudices the criminal justice system against the poor.
* What are the differences between crime control model of criminal justice and the due process model of criminal justice?

**Exam essay questions (take-home or in-class):** In a short essay, reflect on the following key questions addressed in the course drawing on readings, films, and discussions.

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**Assessment Criteria**

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**Example essay questions:**

* Drawing from the text, case studies, films, and class discussions, outline a restorative justice approach to the issue of violence against women.
* Using the Scottsboro case, explain the difference between the consensus perspective on law and the conflict perspective on law.
* Explain the difference between restorative justice and retributive justice.
* Evaluate the argument that *Bordenkircher v. Hayes* (1978) permits prosecutors to violate a defendant’s due process rights in the interests of crime control and system efficiency.

**SAMPLE COURSE SCHEDULE**

**Week One**
*September 3*: Introductions

* syllabus
* key concepts
* case study

**Week Two**
*September 6, 8, 10:*  Crime, law, and justice

* Boyes-Watson, ch. 1, “Crime, Law, and Justice”: *what is “crime,” what is “justice,” and how do we critically evaluate contrasting explanatory models of justice?*
* Monroe, “Tituba: The Black Witch of Salem.”

**Week Three**
*September 13, 15, 17\**:  Injustice

* QUIZ
* Boyes-Watson, ch. 2, “The Struggle for Justice”: *social change and the structure of the criminal justice system*
* Film: *Scottsboro: An American Tragedy*
* \*independent homework assignment

**Week Four**
*September 20, 22, 24:*Criminal justice system process

* QUIZ
* Boyes-Watson, ch. 3, “The Justice Process”:  *stages in the justice process, the dilemma of discretion, and models of the system*
* Film: *Legacy*

**Week Five**
*September 27, 29, Oct. 1:*Official definitions of crime

* Boyes-Watson, ch. 4, “Understanding the Crime Picture”: *where we get our information about crime, contrasted with the symbols in the media*
* Wysham, “Crime Pays for BP.”
* Goodman, “Were the Deaths of the 12 Coal Miners Preventable?”

**Week Six**
*October 4, 6, 8:*  Criminal Law

* IN-CLASS WRITING ASSIGNMENT
* Boyes-Watson, ch. 5, “Understanding Criminal Law”: *material element of a crime and the principles of defense*
* Armour, *Negrophobia and Reasonable Racism*.
* Film: *Who Killed Vincent Chin?*

**Week Seven**
*October 12\*, 13, 15*:  Victims

* MIDTERM
* Boyes-Watson, ch. 6, “Understanding Victims”: *the field of victimology, secondary victimization by the criminal justice system, and the decline of the victim in the justice process*
* Yeung, “Weeping with the Enemy.”
* Film: *Every Mother’s Son*

**Week Eight**
*October 18, 20, 22*:  Police Law

* QUIZ
* Boyes-Watson, ch. 7, “Police and the Law”: *the structure of local, county, state, and federal law enforcement; police law*
* Harris, “The Hard Numbers: Why Racial Profiling Doesn’t Add Up.

**Week Nine**
*October 25, 27, 29*:  Police Violence

* Boyes-Watson, ch. 8-9, “Beyond the Limits of the Law: Police Culture and the Problem of Violence,” “The Mission of Policing in the Twenty-First Century”: *police misconduct, use of force, war model of policing, origins of policing, and police professionalism*
* Film: *Giuliani Time*

**Week Ten**
*November 1, 3, 5:*Courts

* QUIZ
* Boyes-Watson, ch. 10-11, “The Structure of the Judiciary,” “Players and Plea Bargains in the Courtroom”: *structure of the courts from lower to Supreme; impact of Supreme Court on criminal justice policy; the courtroom workgroup and the process of plea negotiation*
* Reiman, *The Rich Get Richer and the Poor Get Prison.*

**Week Eleven**
*November 8, 10, 12*:  Trials and Juries

* Boyes-Watson, ch. 12, “Trials and Juries”: *trial process, the jury, and problems of representation and objectivity*
* Additional case comparison:  Rodney King and Oscar Grant

**Week Twelve**
*November 15, 17, 19*: Sentencing

* QUIZ
* Boyes-Watson, ch. 13, “Sentencing and Justice”: *goals of sentencing, goals of punishment, and inequities in capital punishment and drug crimes*

**Week Thirteen**
*November 22, 24, 26*: Incarceration

* Boyes-Watson, ch. 14, “Inside the Prison World”: *origins of prison, prison subculture, the prisoners’ rights movement, and contemporary issues from women in prison to race, violence, and health care*
* Film: *America’s Brutal Prisons*.

**Week Fourteen**
*November 29, Dec. 1, 3:*“Community Corrections”

* Boyes-Watson, ch. 15, “The Community and Corrections”: *origins of probation and parole; community corrections, diversion, and restorative justice movements*
* Film: *Redhook Justice*

**Week Fifteen**
*December 6, 8, 10*: Restorative Justice workshop

* Readings TBA

**Week Sixteen**
*December 13, 15*: review; last class

**Week Seventeen**
*December 17-23: Final Exam Week*

* Final group projects due, deadline TBA