

CRIM 110
INTRODUCTION TO CRIMINAL JUSTICE
SPRING 2023
JAMES E GLEASON HALL 1139
T/TH 11:00am – 12:15pm
SYLLABUS

Instructor: John McCluskey
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Office: Eastman Hall (EAS – Bldg. 01) Room 2162
Office hours: By Appointment [All via R.I.T. Zoom] – I will have zoom office hours from 9am-11am on Wednesdays and you can set up a Zoom appointment with me during that period, or another period as necessary. Zoom address: 761 418 7688

I will also have on campus/in-person office hours 12:30-1:30 Tuesday/Thursday, but those tend to be reserved for a graduate class. If you need help, please ask. I make myself available as necessary and want to help you succeed in learning about CJ in the U.S.

Course Description

This course provides an introduction to criminal justice in the U.S. One of the primary goals of this course is to provide a general understanding of how the criminal justice system responds to crime in society. The main component parts of the criminal justice system (i.e., police, courts, and corrections) will be examined with a particular emphasis on developing an understanding of the behavior and interactions among the main actors in the criminal justice system. To accomplish this goal, we will examine how criminal cases are processed in the system. We will also consider how external forces, such as political decisions, public opinion, and the media influence criminal justice decision-making. Students will formulate, argue, and evaluate ethical perspectives regarding criminal justice systems, individual-level decisions, and recognize relationships with other ethical problems in society. Finally, throughout the course we will emphasize how the societal response to crime has evolved over time. **Required course for Criminal Justice Majors, Minors, and Immersion students. May be taken for Social Perspective, Ethical Perspective, or as a General Education Elective.**

Course Objectives:

1. Understand the main components of the criminal justice system and how they operate

2. Describe decision-making processes within police, courts, and corrections agencies
3. Describe ethical issues facing police, courts, and corrections agencies and actors within them
4. Understand the impact of the criminal justice system, including disparities within the system
5. Describe the nature and extent of crime in the United States
6. Understand how definitions of and responses to crime have changed over time
7. Gain insight into the challenges facing the criminal justice system today

REQUIRED TEXTS

Siegel, L. J. & Worrall, J. L. (2021). *Introduction to Criminal Justice* (17th ed.). Boston, MA: Cengage.

Note: Some supplementary readings may be posted and assigned inside the mycourses shell for particular weeks.

COURSE REQUIREMENTS & GRADING POLICY

Exams (50%): The three examinations will be administered and the best 2 of 3 will comprise 50% percent of your total grade, or 25 percent each (with one dropped, thus some of you may choose to opt out of Examination 3). Exams will be timed and are open note/open book, taken online. All examinations will draw material from both lectures and course materials (e.g., assigned readings, handouts, class exercises, media presentations, et cetera). Therefore, it is imperative that students are intimately familiar with all materials in the course. The final exam (aka Exam 3) may be a bit longer and *may* draw on materials from the entire course.

Written Assignments (20%): Students will be asked to complete three short written individual assignments throughout the semester worth 6% for the first and second assignment and 8% for the more formal 3rd assignment (20%). Specific assignment instructions will be disseminated on my courses and all assignments must be **turned in on time to avoid penalty**. Week 1 and Week 3 feature the first two short assignments, and on or about week 12 features the 3rd assignment.

Group Assignment (10%): A written group presentation of “interesting data, visualizations, and ideas” in the form of a slide deck, short paper, and recorded/captioned Zoom presentation of 10-15 minutes. This combined submission will be worth 10% of your grade. This will be due at least two weeks prior to the last week of classes. Group assignments will be made early in the semester. Informal presentations/discussions will dominate the last week of the class, encompassing insights derived from this work.

Semi-Weekly Quizzes (15%): Some weeks will feature a short (10-12 or so questions that are T/F and multiple choice only) quiz to “self-assess” your familiarity with the materials we are covering (textbook, supplemental readings, lectures, and ancillary assigned materials) and may encompass multiple weeks. There will be approximately 8-10 such quizzes posted under content for particular weeks. Additionally, Quiz Zero is a “getting to know you assignment” that will be graded full credit for submission. Several such assignments may be assigned during the semester as “quizzes” and counted as such. The quizzes that are counted will be worth 1.5 percentage points each and the 10 best scores will count for your grade.

Discussion (5%): Discussion contributions on a semi-structured discussion will be graded with a rubric and each will be worth 5% of your total grade. Participate – we want to see what you think is important and why! Interesting and topical stories will be raised in class – so you will drive some of what we do in this course!!

Some other discussions might be launched but not graded. We shall see how the semester and current events develop as we make these decisions.

The following RIT scheme represents the grading system the instructor will employ for this class:

B+
(87-89.99)
B
(83-86.99)
B-
(80-82.99)

C+
(77-79.99)
C
(73-76.99)
C-
(70-72.99)

CLASS SCHEDULE (readings should be done before class, and definitely prior to attempting the weekly quiz!), Week 1=Monday, Jan 16th start of week.

<u>Week</u>	<u>Readings (Chapters refer to textbook, additional readings may be assigned in MyCourses)</u>	<u>Assignment (please read all chapters prior to lectures)</u>
1 1/16	T: Syllabus and preliminaries: Who are we and why are we here? TH: Introduction Chapter 1	Profile a U.S. city/police budget & submit assignment (#1) and paste in a discussion (no credit for the latter) Prepare to discuss in class next week.

2 1/23	T: Budgets and Chapter 1, wrap up TH: 2, crime definitions, trends, measures	
3 1/30	T: Chapter 2, measures, wrap, discussing crime in your city TH: Ch. 3, Crime Theories	Crime <u>in your city</u> (Assignment 2)
4 2/6	T: Crime Theories TH: Ch. 4, Criminal Law	
5 2/13	T: Ch. 4, Criminal Law TH: Exam 1 (ONLINE!!!)	
6 2/20	T: Ch. 5 Public Policing and Private Security TH: Ch. 6, Role, Organization & Function	
7 2/27	T: Ch. 7 Issues in Policing TH: Ch 7 Issues in Policing II	
8 3/6	T: Ch. 8 Rule of Law TH: Ch. 9: Court Structure and Personnel	
March 12-19 Spring Break – take some time off and recharge!!		
9 3/20	Ch. 10: Pretrial and Trial Procedures	Week 9: Graded Discussion 1, online
10 3/27	T: Ch. 11: Punishment & Sentencing I TH: Ch 11: Punishment & Sentencing II	
11 4/3	T: Ch. 12 Community Sentences TH: Exam II (ONLINE!!!)	
12 4/10	T/TH Ch.: 13 Corrections History I &II	Sentencing Goals & Video Analysis Paper (Assignment 3)
13 4/17	T Ch. 14: Prison Life Comparative Corrections TH Ch 15: Juvenile Justice	
14 4/24	Ch. 16: Future of CJ Brief Group Reports	Group Presentations and Assignments Considered
	Final Exam in RIT Final Exam period/Online	(Exam 3 – 25% - note 1 exam will be dropped, not required to take it if you like Exam 1 and 2 grades)

Schedule and time commitment

Each course week runs from Monday to Sunday midnight each week. For example, Week 1 runs from Monday, January 16th to Sunday, January 22nd; Week 2 runs from Monday January 23rd to Sunday January 29th, and so on.

To succeed in this course plan to spend several hours each week:

- Reading assigned chapters and other required reading materials that may be posted for each week
- Attending class, asking clarifying questions
- Participating in discussions (where applicable)
- Taking quizzes and chapter tests when scheduled (these will be online tests)
- Completing homework assignments (where applicable)

Academic Honesty Policy

Academic dishonesty is misrepresenting anyone else's work as your own. This includes the past or current work of any other person – student, friend, colleague, relative, faculty member or absolute stranger, either with or without his/her knowledge. Academic dishonesty can be plagiarism, collusion, or outright cheating. All students involved will receive 'F' for this course. These are "single instance" policies – i.e. there are no second chances.

A detailed reference to clarify what is and is not plagiarism can be found at <http://www.wpacouncil.org/node/9>. Plagiarism and other academic actions contrary to RIT's code of conduct and the attached [IT Academic Dishonesty policy](http://www.it.rit.edu/it/resources/dishonesty.maml) (<http://www.it.rit.edu/it/resources/dishonesty.maml>) will be addressed in accordance with these policies.

Except for assignments that are specifically designated as being "group efforts," all work submitted (assignments, labs, participation activities, bonus opportunities, examinations, etc.) under your name is assumed to be your own individual effort and will be graded as such under the IT Department's Academic Dishonesty Policy.

Submission of coursework under your name to your professor indicates that you understand and agree to abide by all relevant dishonesty policies.

For MyCourses technical support, please visit the ITS Helpdesk (Gannett Building, 7B-1113) or call 5-4357 (5-HELP), the TTY line at 5-2810, or send an email to helpdesk@rit.edu for assistance. Basic assistance with MyCourses is also available from the lab assistants in ITS managed computer labs; for a list of these labs, visit: http://www.rit.edu/~wwwits/services/computer_labs/.

Reasonable Accommodations

RIT is committed to providing reasonable accommodations to students with disabilities. If you would like to request accommodations such as testing modifications (e.g., extended time) due to a disability, please contact the Disability Services Office. It is located in the Student Alumni Union, Room 1150; the Web site is www.rit.edu/dso. After you

receive accommodation approval, it is imperative that you contact me so that we can work out whatever arrangement is necessary.

Student Support Availability

Student Learning, Support & Assessment offers a wide range of programs and services to support student success including the Academic Support Center, College Restoration Program, Disabilities Services, English Language Center, Higher Education Opportunity Program, Spectrum Support program, and TRiO Support Services. Students can find out about specific services and programs at www.rit.edu/slsa.

Ground Rules for Success in Online Discussions

Participate: This is a shared learning environment. No lurking in the cyberspace background. It is not enough to login and read the discussion thread of others. For the maximum benefit to all, everyone must contribute.

Report Glitches: Discussion forums are electronic. They break. If for any reason you experience difficulty participating, please call, email, or otherwise inform me of the issue. Chances are others are having the same problem.

Help Others: You may have more experience with online discussion forums than the person next to you. Give them a hand. Show them it's not so hard. They're really going to appreciate it!

Be Patient: Read everything in the discussion thread before replying. This will help you avoid repeating something someone else has already contributed. Acknowledge the points made with which you agree and suggest alternatives for those with which you don't.

Be Brief: You want to be clear—and to articulate your point—without being preachy or pompous. Be direct. Stay on point. Don't lose yourself, or your readers, in overly wordy sentences or paragraphs.

Use Proper Writing Style: This is a must. Write as if you were writing a term paper. Correct spelling, grammatical construction and sentence structure are expected in every other writing activity associated with scholarship and academic engagement. Online discussions are no different.

Cite Your Sources: Another big must! If your contribution to the conversation includes the intellectual property (authored material) of others, e.g., books, newspaper, magazine, or journal articles—online or in print—they must be given proper attribution.

Emoticons and Texting: Social networking and text messaging has spawned a body of linguistic shortcuts that are not part of the academic dialogue. Please refrain from :-) faces and **c u l8r**'s.

Respect Diversity: It's an ethnically rich and diverse, multi-cultural world in which we live. Use no language that is—or that could be construed to be—offensive toward others. Racists, sexist, and heterosexist comments and jokes are unacceptable, as are derogatory and/or sarcastic comments and jokes directed at religious beliefs, disabilities, and age.

No YELLING! Step carefully. Beware the electronic footprint you leave behind. Using bold upper-case letters is bad form, like stomping around and yelling at somebody (**NOT TO MENTION BEING HARD ON THE EYE**).

No Flaming! Criticism must be constructive, well-meaning, and well-articulated. Please, no tantrums. Rants directed at any other contributor are simply unacceptable and will not be tolerated. The same goes for profanity. The academic environment expects higher-order language.

Lastly, Remember: You Can't Un-Ring the Bell. Language is your only tool in an online environment. Be mindful. How others perceive you will be largely—as always—up to you. Once you've hit the send button, you've rung the bell.

Review your written posts and responses to ensure that you've conveyed exactly what you intended. This is an excellent opportunity to practice your proofreading, revision, and rewriting skills—valuable assets in the professional world for which you are now preparing.

Hint: Read your post out loud before hitting the send button. This will tell you a lot about whether your grammar and sentence structure are correct, your tone is appropriate, and your contribution clear or not.

WARNING: Please be strongly advised that the content of this course is, at times, GRAPHIC IN NATURE. Videos and documentaries viewed contain explicit depictions of violence, including homicide, strong vulgar language, nudity, racial, sexist, and homophobic slurs. If you have a problem with any of the course material being presented on any grounds, please speak with the Instructor immediately as it may be advisable that you consider withdrawing and enrolling in a different course.

NOTE: This schedule, grading, and organization may be altered with notice to students via my courses.