



CRJ 501: SEMINAR IN CRIMINAL JUSTICE
Summer 2020: Session A

INSTRUCTOR INFORMATION:

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COURSE MEETING TIMES AND LOCATION:

This is an online course; therefore, there will not be any face-to-face class sessions. All assignments and course interactions will utilize internet technologies. You are expected to log into the Canvas course regularly.

OFFICE HOURS AND INSTRUCTOR COMMUNICATION:

This course uses a “**Three Before Me**” policy for student-to-instructor communications. When questions arise during the course of this class, please remember to check three sources for an answer before emailing me:

1. Course syllabus
2. Announcements in Canvas
3. The Q&A forum

This policy will help you in potentially identifying answers before I can get back to you, and it also helps your instructor from answering similar questions or concerns multiple times. Please note that your instructor will respond to your Q&A Forum posts and to your emails within 24-48 hours on business days.

Note, if the question you pose is covered in the course syllabus, announcements in Canvas, or the Q&A forum, you will not receive a response. Further, although your classmates may be helpful in answering questions, please be aware that nothing in the Q&A forum constitutes official course policy. In the event of a conflict between information in the Q&A forum and information in the syllabus, always refer to the syllabus unless the information in the syllabus was formally changed by the instructor through an official course announcement.

All instructor correspondence will be sent to your “@ASU.edu” e-mail account. Forwarded emails to and from your ASU to a personal account is not recommended, as often times course related emails are “lost” in cyberspace. ASU faculty will not respond to any e-mail address other

than ASU account addressed emails.

When emailing me, please include the course number “CRJ 501” in the subject of your email, so I can prioritize it over other emails that are not course related.

If you need assistance that requires more than an emailed response, please feel free to schedule office hours. As this course is offered online and students will be participating from different time zones, office hours will be offered by appointment and can include either phone or online discussions.

COURSE DESCRIPTION:

This course provides an overview of the American criminal justice system, with emphasis on policy issues in police, courts, sentencing, corrections. More specifically, the course is designed to provide the student with grounding in issues surrounding the administration of criminal justice, as well as discretion and decision-making.

COURSE PREREQUISITE(S):

None.

LEARNING GOALS:

Upon successful completion of the course, students should be able to:

1. Discuss the readings and content by drawing on empirically based study (when applicable).
2. Synthesize the empirical evidence to date relating to the issues discussed in class.

REQUIRED BOOKS:

- Cole, George and Marc Gertz (2013). The Criminal Justice System: Politics and Policies, Tenth Edition.
- There will also be outside readings (e.g., journal articles, book chapters) at various times (see tentative schedule below).

OTHER REQUIRED RESOURCES:

This course requires that you have access to a computer that can access the internet. You will need to have access to, and be able to use, the following hardware and software packages:

- A functioning computer, up-to-date within the last 5 years. Please note, *mobile devices such as tablets or smartphones are not recommended for use with Canvas*. The Canvas mobile app can be used for occasionally checking on the course, but the mobile app will not display the course in its entirety. You must access the course regularly from a full-featured laptop or desktop computer.
- A web browser, updated to the most recent version. Chrome, Mozilla Firefox, or Safari are the preferred browsers for accessing Canvas. *Internet Explorer is not recommended for use with Canvas*.
- Adobe Acrobat Reader (free).
- Adobe Flash Player (free).
- Microphone and speaker attached to your computer.
- A word processing software, such as Microsoft Word, Apple Pages, or Open Office.

You are responsible for having a reliable computer and internet connection throughout the course.

STATEMENT OF WORKLOAD EXPECTATIONS:

The Arizona Board of Regents, the governing board for ASU, NAU, and the U of A, has a policy for how much time students should invest in their courses: “A minimum of 45 hours of work by each student is required for each unit of credit.” Therefore, in a 3-credit course, students should expect to invest 45 hours in class meetings (or the online equivalent), as well as 90 hours doing homework and assignments – a total of 135 hours in any given session (A, B, or C). **This translates to roughly 22.5 hours per week engaging with the learning assignments (i.e., readings, online lectures and activities, assignments and assessments, and studying) for an online class that meets over a 6 week-semester.** As you register for courses, keep this 135-hour standard in mind because during some semesters your work and/or family commitments may prevent you from taking a full load of classes.

LEARNING ACTIVITIES:

Weekly Modules – Readings and Discussion Board Assignments – Unless otherwise specified (i.e., outside readings - please see course schedule below), reading assignments are taken from Cole and Gertz (2013) book. The tentative schedule outlined below (on the last two pages) will serve as our weekly guide to the assigned readings and discussion.

Each week you are required to comment on each of the assigned readings in the Hallway Forum (i.e., discussion board). You are encouraged to pay particular attention to the article/chapter's theoretical/conceptual development, methodological/statistical approach, as well as explanation/substance of the findings and discussion, but you may focus on any number of angles (e.g., political, organizational, methodological, empirical, social, practical, etc.). I do not suppose that there is one and only one—or in some instances, any – “correct” way to go about this, although clearly some items are more factual in nature (e.g., if you summarize an article indicating it was based on an experimental study when it was really non-experimental you would simply be wrong). In any case, *meaningful and substantive* contributions to your summary will require that you carefully read (and reflect on) the article, and that you question whether the arguments, evidence, and interpretations presented therein are logically and empirically valid. I will be monitoring this as the week progresses.

Additionally, note that at times some students are stuck in an “I think” mode based mainly on their individual views or N of 1 experience (e.g., I’ve been a police officer for 15 years), as opposed to what the scientific evidence demonstrates. In short, to the greatest extent possible you need to support your views based on scientifically based data-driven research studies on the topic when possible. The advantage of taking this course, and getting a graduate degree, is moving beyond your individual views and experience. It is to discover what the empirical evidence demonstrates from published scientifically sound research studies - not solely your experience as a police officer, prosecutor, judge, social worker, and so forth.

Finally, note that the Modules run each week from *Monday to Sunday, with your weekly reading assignment comments/posts due by Thursday at 1:00 PM Arizona time each week*. Thus, week 1 runs from May 18 to 24, with your weekly assignment/s due by Thursday May 21 at 1:00 PM Arizona time. You must also respond to at least one fellow students’ discussion post each week by the end of the module on Sundays (i.e., for Week 1, this means you have until 11:59 PM Arizona time on Sunday May 24). The remaining dates will follow a similar model as shown on the last two pages of the syllabus.

Research Paper Assignment – Each student must choose ONE major decision point/process in the CJ system: the decision of the police to stop, search, use force, or arrest; the decision of the prosecutor to file charges, prosecute, or plea bargain; the decision of the judge to release a defendant pretrial (e.g., bail), sentence to jail/prison, or the death penalty. Again, note you are required to do just ONE decision (e.g., if you are interested in policing, you would do your paper on the decision to stop, OR the decision to search, OR the decision to use force OR the decision to arrest, but not more than one or all of these).

The crux of the paper is to address the factors (e.g., suspect characteristics and behavior; criminal justice officials' characteristics and behavior; neighborhood or community based influences; organizational characteristics, etc.), based primarily on published scientifically rigorous and valid research evidence, that affect the decision. The paper is NOT about your views or feelings about the decision nor the pros or cons of the decision (e.g., philosophical or ethical views of the death penalty, history of the death penalty, etc.), but rather it is about the scientific evidence demonstrating what factors/variables/determinants increase/decrease the odds of the decision. Thus, the easiest way to think through this assignment is to ask what factors enhance the probability of the decision? Of course, when I say "ask" I mean what does the scientific evidence demonstrate. Hence, upon selecting a decision, conduct a review of the relevant **scientific** research literature using at least 15 primary sources, of which at least 12 are peer-reviewed scholarly journal articles.

Note that this assignment requires you to conduct basic background research (e.g., search the library and other sources for journal articles, books, and other relevant publications), critically analyze available information (e.g., understand and make sense of it), logically organize this information (e.g., develop an outline), and convey this information in a coherent manner (e.g., via the written paper). A document in Canvas labeled "Paper Guidance" also provides additional guidance. You are strongly encouraged to access, download, and use this document to help assist you on this assignment (and to do so early in the semester rather than near the end). You are also encouraged to contact me if you would like additional assistance. I am here to help and want to guide you as best possible to successfully complete this assignment.

The paper cannot exceed 12 pages of text (this does not include cover and reference pages), must be submitted in a Microsoft Word or PDF document, and follow the following format: (1) 1 inch margins, (2) 12-point times new roman font, (3) double-line spaced, (4) APA citation style, (5) include name and title as part of the header, and (6) include page numbers.

You must post your paper to Canvas by 1:00 PM Arizona time on Wednesday June 24, 2020.

SUBMITTING ASSIGNMENTS:

All assignments are due on listed dates, unless otherwise announced by the instructor, and must be submitted via Canvas. Failure to submit an assignment by the due date/time or following these instructions will result in a zero grade for the assignment.

Assignments Grade Breakdown:

Modules Weekly Assignments = 50%
Research Paper = 50%

FINAL COURSE GRADING SCALE

Grading Scale:

A+ = 100-96	A- = 92-90	B = 86-83	C+ = 79-77	D = 69-60
A = 95-93	B+ = 89-87	B- = 82-80	C = 76-70	E = 59-0

ACADEMIC INTEGRITY:

Academic Dishonesty – In addition to academic performance, students are expected to demonstrate the qualities of honesty and integrity. All submissions by a student are expected to be the original work product of the submitting student. Material that violates this requirement in any way, or that constitutes any form of dishonesty, cheating, fabrication, the facilitation of academic dishonesty, and/or plagiarism, may result in the student receiving a failing grade in the course ('XE') and in appropriate disciplinary action being initiated. The possible sanctions include, but are not limited to, grade penalties, permanent record on your transcript of academic dishonesty, loss of registration privileges, disqualification, and dismissal. Please see the official ASU Policy on Cheating and Plagiarism (Policy Statement 08-02) for more details about the consequences of academic dishonesty. It is accessible online at:

<http://provost.asu.edu/academicintegrity>

Electronic Review – To ensure compliance with academic integrity policies, written submissions will be submitted to SafeAssign, TurnItIn, or a similar plagiarism detection program. Submission of any writing assignment in the course to the professor constitutes consent by the student for the instructor to upload the paper to check against any anti-plagiarism database.

Avoiding Plagiarism – Some students truly do not understand what plagiarism is, and therefore plagiarize unwittingly or unintentionally. But ignorance is not an excuse for unethical academic conduct. To combat such ignorance, here are rules and resources to help you avoid any problems with plagiarism. Of course, these rules apply regardless of the citation form or style you may be using.

Direct Quotations – Whenever you directly quote someone else, you must provide a citation to the source of the material from which you are quoting. Moreover, you must put the material in quotation marks or otherwise set it off in an indented quote so the reader knows what words are yours and what words are quoted. It is unacceptable to use the words of others and only partially quote the original source. This is true even if you provide citation to the source both in text and in your references section!

Paraphrasing/Indirect Quotations – Whenever you indirectly quote someone else (i.e., you paraphrase the work of another), you must provide a citation to the source of the material from which you are paraphrasing. Simply changing the structure of a sentence, or a few words in a sentence so that the sentence you write is not an exact quote from the original source does not mean a citation is not needed. This is because the idea you are expressing is not your own, but rather someone else's.

Using Other's Ideas – Even if you compose an entire paragraph of writing in your own words (i.e., neither quoted nor paraphrased), if the idea you are expressing in that paragraph is not your own, original idea, you must provide a citation to the source from which you obtained this idea.

Collaborative Work – If you collaborate on any work with someone else and fail to acknowledge that collaboration, you are guilty of plagiarism. If you have received permission from you

professor to collaborate on some assignment, be sure that all of the contributor's names appear on the submission.

Altering or Revising Another's Work – If you alter or revise the work done by someone and submit that work as your own, you have plagiarized. Similarly, if you allow someone else to alter or revise work that you have done and then allow that person to submit it as his or her own work, you are both guilty of plagiarism. Work that is not entirely your own must be credited by citation, both in text and in your references page.

Altering or Revising Your Own Prior Work – You should also be aware that altering or revising your own work that was prepared for another class or another professor, and not bringing it to the attention of the professor to whom you are submitting the revised work is also academic dishonesty. If, for example, you have two classes that require a term paper, and you can write one paper that meets the requirements of both classes, you may not submit that paper to both professors unless you get permission to do so in advance from both professors. Similarly, if you wrote a paper several semesters ago that can be revised and submitted in satisfaction of a paper requirement for a course in which you are currently enrolled, doing so is academic dishonesty unless you get the advanced permission of your professor to do so. The reason this is dishonest is that it is not an original work prepared in satisfaction for the requirements on the course you are currently taking.

SPECIAL LEARNING NEEDS:

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Centers (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. DRC staff coordinate transition from high schools and community colleges, in-service training for faculty and staff, resolution of accessibility issues, community outreach, and collaboration between all ASU campuses regarding disability policies, procedures, and accommodations.

Establishing Eligibility for Disability Accommodations – Students who feel they will need disability accommodations in this class but have not registered with the DRC should contact the DRC immediately. Students should contact the DRC on the campus that your class is being held. Campus-specific location and contact information can be found on the DRC website: <https://eoss.asu.edu/drc>. DRC offices are open 8:00 A.M. to 5:00 P.M. Mondays through Fridays.

Disability Accommodations – Prior to receiving any disability accommodations, verification of eligibility from the DRC is required. Once registered with the DRC, students with disabilities must meet with me to discuss what reasonable accommodations they will need to be successful in this course. For students with disabilities that are known at the time this course begins, I encourage you to make your request for accommodations at the beginning of the semester, either during office hours or by appointment. For disabilities that arise after the course has begun, students should meet with me at the earliest possible time to arrange for accommodations of their learning needs. Disability information is confidential.

DUE DATES:

Your weekly reading assignment comments must be posted to Canvas by 1:00 pm Arizona time each Thursday, and your response to at least one fellow student's comments by 11:59 PM Arizona time each Sunday. The paper must be uploaded to Canvas by 1:00 pm Arizona Time on June 24, 2020.

Planned Excused Absences – In an online course, there is more flexibility in when lectures and other learning materials are accessed, compared to a face-to-face course, but the course due dates are not flexible. If you know that a future event will interfere with your ability to complete course work, you are encouraged to contact the instructor to make arrangements for completing the assignments. Provided that student informs the instructor of the reason for the absence at least one week in advance of the absence, the instructor will attempt to make arrangements, only when absences are due to any of the following three reasons:

- religious reasons;
- jury duty or similar governmental obligation (a copy of the summons or other official paperwork must be provided); and
- university-sanctioned and/or university-approved activities (e.g., artistic performances, participation in research conferences, intercollegiate athletic activities, student government, required class field trips, etc.).

LATE SUBMISSIONS:

There are no make-ups for late or missed assignments except in cases of extreme circumstances, *as determined at the discretion of the instructor.*

WARNING:

At times, we will be discussing material that may be disturbing—even traumatizing—to some students. This may include strong language (including swear words); graphic descriptions of or extensive discussions of crimes and associated victimization (including suicide, homicide, rape and sexual abuse, kidnapping, violent assaults, and drug abuse); and depiction or discussion of discriminatory attitudes or actions. If you have experienced criminal victimization or some other type of trauma in your past that you feel may impact your ability to fully participate in the class, please carefully consider if you are able to complete the requirement of the course. ASU student counseling services can be reached Monday through Friday from 8am to 5pm at 602-496-1155 or in the Historic Post Office Building, Suite 208. There is also a 24-hour ASU-dedicated crisis hotline at 480-921-1006.

Keep in mind that some discomfort is inevitable in classrooms because the goals of higher education include exposing students to new ideas; having students question beliefs they have taken for granted and grapple with ethical problems they have never considered; and, more generally, expanding their horizons so as to become informed and responsible democratic citizens. Thus, you should expect to become exasperated from time-to-time as you struggle with viewpoints that differ from your own.

STUDENT CONDUCT:

The University and I expect all students to comport themselves professionally. Toward that end, I expect everyone to abide by the following rules of etiquette:

Although you are welcome to disagree with the professor or your classmates, everyone is expected to participate respectfully. Students who engage in personal attacks; who use rude, insulting, or disrespectful language; or who engage in other disruptive or threatening behavior may face disciplinary action. Indeed, an instructor may withdraw a student from a course with a mark of 'W' or 'E' when the student's behavior disrupts the educational process. In addition, students may face formal disciplinary action in the Office of Student Judicial Affairs. For more details about the University's Student Code of Conduct, please visit the following link and read the Arizona Board of Regents Policy Manual Sections 5-301 to 5-404, the terms of which are hereby incorporated by reference into this syllabus:

<http://www.azregents.edu/policymanual/default.aspx>

Please use proper grammar, spelling, and punctuation in all course-related communications, whether that is in the discussion boards, emails to the instructor, or assignments. "Text lingo" and other invented spellings are not allowed.

SEXUAL VIOLENCE AND HARASSMENT:

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <http://sexualviolenceprevention.asu.edu/faqs/students>.

TECHNICAL SUPPORT:

For technical assistance 24 hours a day, 7 days a week, please contact the University Technology Office Help Desk:

Phone: 480-965-6500

Email: helpdesk@asu.edu

Web: <http://help.asu.edu/>

For information on systems outages see the ASU systems status calendar, please visit <http://syshealth.asu.edu/> and <http://systemstatus.asu.edu/status/calendar.asp>

READINGS: COURSE SCHEDULE

Here is an outline of the material we will cover. We may vary from this schedule depending upon the time the Professor feels we need to spend on any topic. Therefore, use this schedule with the caveat that assignments may be changed by the Professor in any given class session. It is highly advisable to complete your assignments well in advance of the due date, in case technical difficulties arise.

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| Module 1
5/18-5/24 | <u>The Criminal Justice Process – An Introduction &</u>
Cole & Gertz book - Chapter 1: Two Models of the Criminal Process, by Herbert L. Packer (1968). |
| Module 2
5/18-5/24 | <u>Police I</u>
Cole & Gertz book - Chapter 6: Broken Windows: The Police and Neighborhood Safety, by James Q. Wilson and George Kelling (1982).

Outside Reading: Terrill, William and Eugene A. Paoline III (2007). "Non-Arrest Decision Making in Police-Citizen Encounters." <i>Police Quarterly</i> , 10 (3): 308-331. |
| Module 3
5/25-5/31 | <u>Police II</u>
Outside Reading: Green Mazerolle, Lorraine, et al. (2000). "Problem-Oriented Policing in Public Housing: The Jersey City Evaluation." <i>Justice Quarterly</i> , 17 (1): 129-158.

Outside Reading: Terrill, William, Eugene A. Paoline III, and Peter K. Manning (2003). "Police Culture and Coercion." <i>Criminology</i> , 41 (4): 1003-1034. |
| Module 4
6/1-6/7 | <u>Courts I</u>
Cole & Gertz book - Chapter 14: The Decision to Prosecute (1970), by George F. Cole.

Outside Reading: Harris, John and Paul Jesilow (2000). "It's Not the Old Ball Game: Three Strikes and the Courtroom Workgroup." <i>Justice Quarterly</i> , 17 (1): 185-203. |
| Module 5
6/8-6/14 | <u>Courts II</u>
Outside Reading: Spohn, Cassia (2014). "Twentieth-Century Sentencing Reform Movement: Looking Backward, Moving Forward." <i>Criminology & Public Policy</i> , 13 (4): 535-545.

Outside Reading: Huff, C. Ronald (2001). "Wrongful Conviction and Public Policy." <i>Criminology</i> , 40 (1): 1-18. |

Module 6
6/15-6/21

Corrections I

Cole & Gertz book - Chapter 19: Between Prison and Probation: Toward a Comprehensive Punishment System (1990), by Norval Morris and Michael Tonry.

Cole & Gertz book - Chapter 20: What Works? Question and Answers about Prison Reform (1974), by Robert Martinson.

Module 7
6/15-6/21

Corrections II

Outside Reading: Mears, Daniel (2013). "Supermax Prisons: The Policy and the Evidence." *Criminology & Public Policy*, 12 (4): 681-719.

6/24

PAPER DUE by 1:00 PM Arizona time