Syllabus - Summer 2021
CRIM 1010-090/SOC 1111-090: Introduction to Criminal Justice

Instructor: Bethany Gull
Department of Sociology
Office: BEH S 331
Office Hours: by appointment via Zoom
Email: Bethany.gull@soc.utah.edu

Course Description
Criminal justice is a huge topic. The primary goal of this course is to present an overview of the criminal justice system in the United States: its history and evolution, principles and goals, organizations, personnel, policies, and 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 that have historically been neglected in the study of criminal justice. 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) 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

**Course Work**

This course is organized into weekly modules. Each week, you will visit that week’s module, watch an introduction video and look over a to-do list with readings, video lectures, and assignments.

Here are the assignments you will complete during this semester:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td>110 points</td>
</tr>
<tr>
<td>Final Exam</td>
<td>120 points</td>
</tr>
<tr>
<td>Quizzes (5)</td>
<td>100 points</td>
</tr>
<tr>
<td>Writing Assignments (2)</td>
<td>50 points</td>
</tr>
<tr>
<td>Discussions (11)</td>
<td>100 points</td>
</tr>
<tr>
<td><strong>Total points</strong></td>
<td><strong>480</strong></td>
</tr>
</tbody>
</table>

*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. 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 in essay format and for the most part will not require outside research or resources. Each assignment should be submitted through the Canvas assignment function. All assignments should be between 400 and 500 words (no longer than two pages, 12 point font, double-spaced).

*Quizzes:* There will be 5 very short quizzes assigned over the course of the semester. These quizzes are to test your understanding of the topics covered. The questions in these quizzes are derived from both the slides (lectures) and the book chapters, and will be multiple-choice and true/false questions. *Quizzes are due on Saturday at 11:59 pm of the week in which they are assigned.*

*Discussions:* For each substantive week of the course, there will be an online discussion relating to that week’s topic. *Initial posts are due on Wednesdays and comments on others' posts are due on Sundays at 11:59 pm.* 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 substantive (more than simply "I agree") responses to other people’s comments. Each of these comments should contain the following components, known as the 3C + Q method:

C: Compliment (e.g., "I like how you..."
C: Comment (e.g., "I agree/disagree that...because...")
C: Connection (e.g., "I have also seen/thought/heard...") and a
Q: Question (e.g., "I wonder why/how/who/when/where...")

Sample 3C + Q response:

Trey, I like how you brought up the issue of racial disparities in sentencing. I agree that the criminal justice system needs to address this issue because it is resulting in longer sentences for people of color. I wonder if there are jurisdictions that have successfully addressed this disparity and what policies they put in place to provide more equal sentences?

Your initial comment must be posted by the Wednesday of that week so that your classmates have a chance to respond and if you are to receive full points for the discussion. Two points will be deducted if your initial post is not up by Wednesday at 11:59 pm.

Netiquette Policy:

This class will cover many issues on which we may hold divergent views. To create an online classroom that is both a safe space and a brave space, we will follow these guidelines:

- Respect others’ rights to hold opinions and beliefs that differ from your own. When you disagree, challenge or criticize the idea, not the person.
- Listen carefully to what others are saying even when you disagree with what is being said. Comments that you make (asking for clarification, sharing critiques, expanding on a point, etc.) should reflect that you have paid attention to the speaker’s comments.
- Be courteous. Don't respond to classmates' posts with derisive, insulting language. Remember, there is a real person on the other end of that statement.
• Use correct spelling, grammar, and sentence structure in your posts. Avoid "texting" language. Remember, this is a college course, not a group chat with friends.
• Support your statements. Use evidence and provide a rationale for your points. When drawing from another person's work, cite your source.
• Remember that all voices have a right to be heard in our discussions.
• Recognize that we are all still learning. Be willing to change your perspective, and make space for others to do the same.
• Discussion threads, e-mails, and chat rooms are all considered to be equivalent to classrooms, and student behavior within those environments shall conform to the Student Code. (Adapted from University of Michigan’s Center for Research on Teaching and Learning)

Extra Credit: There will be one opportunity for extra credit during the semester. The extra credit assignment will be worth 10 points.

Late Assignments: As a rule, I do not accept late assignments. I am willing to make case-by-case exceptions for extenuating circumstances such as personal emergencies, illnesses, or injuries. If you will not be able to submit an assignment on time, contact me in advance so we can map out a plan.

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>451-480 points</td>
</tr>
<tr>
<td>A-</td>
<td>431-450 points</td>
</tr>
<tr>
<td>B+</td>
<td>416-430 points</td>
</tr>
<tr>
<td>B</td>
<td>399-415 points</td>
</tr>
<tr>
<td>B-</td>
<td>383-398 points</td>
</tr>
<tr>
<td>C+</td>
<td>369-382 points</td>
</tr>
<tr>
<td>C</td>
<td>354-368 points</td>
</tr>
<tr>
<td>C-</td>
<td>336-353 points</td>
</tr>
<tr>
<td>D+</td>
<td>321-335 points</td>
</tr>
<tr>
<td>D</td>
<td>304-320 points</td>
</tr>
<tr>
<td>D-</td>
<td>287-303 points</td>
</tr>
<tr>
<td>E</td>
<td>Anything below 286 points</td>
</tr>
</tbody>
</table>

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 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 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 (Links to an external site.), 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](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).

**Safety Statement.** The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit [safe.utah.edu](http://safe.utah.edu).

**Emergency Preparedness Information** [CSBS EMERGENCY PREPAREDNESS SYLLABUS PAGES](http://safe.utah.edu) (Links to an external site.)

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.

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.*

<table>
<thead>
<tr>
<th>Week Dates</th>
<th>Topic</th>
<th>Tasks and Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PART I -- FOUNDATIONS: THE GOALS, PERSPECTIVES AND MODELS OF THE CJ SYSTEM, CRIME ISSUES, AND LEGAL CONSIDERATIONS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WEEK 1 -- WEEK 4</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2) Review the syllabus & take syllabus quiz  
3) Reading: Chapter 1  
4) Watch lecture video |
| 2 5/24-5/30 | The Criminal Justice System: Perspectives, and Models | 1. Reading: Ch 1  
2. Watch lecture video  
3. Watch the video "Who Belongs in Prison?"  
4. Discussion #1 due on Sunday 5/30/21  
5. Quiz #1 due on Saturday 5/29/21 |
| 3 5/14-6/6 | Measuring Crime and Criminological Theories | 1) Reading: Ch 2  
2) Watch lecture videos  
3) Watch under-reporting video  
4) Discussion #2 due Sunday 6/6 |
| 4 6/7-6/13 | Legal Considerations | 1) Reading: Ch 3  
2) Watch lecture videos  
3) Watch video on drug legalization debate  
4) Discussion #3 due Sun, 6/13  
4) Quiz #2 due Sat, 6/12 |
| **PART II -- POLICING: ITS ORIGINS, THE WORK OF THE POLICE, AND POLICE AND LAW** |
| **WEEK 5 -- WEEK 7** |
| 5 6/14-6/20 (COP) | Policing Models and Community-oriented Policing | 1) Reading: Ch 4 & 5  
2) Watch lecture videos  
3) Watch “Social Control and Broken Windows” video  
4) Discussion #4 due Sun, 6/20 |
WEEK 7 - WEEK 8

The Structure of Courts
6/28 - 7/04
Reading: Chapters 7 & 8
1) Reading: Ch 7 & 8
2) Watch lecture videos
3) Watch drug court video
4) Discussion #6 due Sun, 7/4

Plea Bargaining and Sentencing
7/5 - 7/11
Reading: Chapter 8 & 9
1) Reading: Ch 8 & 9
2) Watch lecture video
3) Watch “Why Innocent People Plead Guilty” video
4) Discussion #7 due Sun, 7/11
5) Quiz #4 due Sat, 7/10

Mid-term Exam (Covers Ch 1-6)
The Exam Opens July 3 (Saturday), due by July 5 (Monday)
1) Reading: Ch 8 & 9
2) Watch lecture video
3) Watch “Why Innocent People Plead Guilty” video
4) Discussion #7 due Sun, 7/11
5) Quiz #4 due Sat, 7/10

PART IV – CORRECTIONS: ITS HISTORY, CONFINEMENT STYLES, LIFE IN PRISON, AND REINTEGRATION
WEEK 9 – WEEK 11

Tough on Crime, Private Prisons, and Prison Security
7/12 - 7/18
Reading: Chapter 11
1) Reading: Ch 11
2) Watch lecture video
3) Watch private prisons video
4) Discussion #8 due Sun, 7/18
5) Writing Assignment #2 due Sun, 7/18

Inmate Experience and Reintegration Issues
7/19 - 7/25
1) Reading: Ch 12
2) Watch lecture video
3) Watch punishment and rehab video
What Works in Rehabilitation

Reading: Chapter 12

- 1) Reading: Ch 12
- 2) Watch lecture video
- 3) Watch re-entry video
- 4) Discussion #10 due Sunday, 8/1

Final Exam

The Exam Opens Aug 2 (Monday), due by Aug 4 (Wednesday)