Syllabus - Fall 2021

CRIM 1010/SOC 1111: Introduction to Criminal Justice

Instructor: Bethany Gull
Department of Sociology

Office: BEH S 331
Office Hours: by appointment, virtually and in-person

Email: Bethany.gull@soc.utah.edu (or through Canvas) I typically respond to emails within 24 hours, although response times may be longer on weekends.

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 which have been historically neglected in 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 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 Learning Materials


We will be using the e-book for this course. It is available to you through inclusive access so your book is paid for with your tuition and fees. To access the e-book, click on the Bookshelf menu item.

-Subscription to Packback discussion forum (see addl. info below)

Course Work

This course is organized into weekly modules. Each week, you will visit that week's module to watch an introduction video and view a to-do list with readings, 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>Syllabus Quiz</td>
<td>10 points</td>
</tr>
<tr>
<td>Quizzes (6):</td>
<td>120 points 20 points each</td>
</tr>
<tr>
<td>Packback Discussions (14):</td>
<td>140 points 10 points each</td>
</tr>
<tr>
<td>Midterm Exam:</td>
<td>110 points</td>
</tr>
<tr>
<td>Final Exam:</td>
<td>120 points</td>
</tr>
<tr>
<td><strong>Total points:</strong></td>
<td><strong>500</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. Exams are open book/open note. The exams are cumulative. For the midterm exam, students will have 60 minutes to take the exam. For the final exam, students will have 90 minutes to take the exam.

*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. Quizzes are open book/open note. 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 Sunday at 11:59 pm of the week in which they are assigned.*

*Packback Questions:* Participation is a requirement for this course, and the Packback Questions platform will be used for online discussions about class topics. Packback Questions is an online community where you can be fearlessly curious and ask open-ended questions to build on what we are covering in class and relate topics to real-world applications.

Packback Requirements:
Each Packback discussion will be worth 10 points: six points for your initial question and four points for posting at least two response posts. There will be a weekly deadline of Sunday at 11:59PM MST for submissions. In order to receive full credit, you should submit the following per each deadline period:

- 1 open-ended question every week with a minimum Curiosity Score of 40, worth 6pts of each assignment grade
- 2 responses every week with a minimum Curiosity Score of 40, each worth 2pts of each assignment grade

Half credit will be provided for questions and responses that do not meet the minimum curiosity score.

**How to Register for Packback on Canvas:**

Go to your course on Canvas.

1. Select the first Packback Assignment.
2. Follow the instructions on your screen to finish your registration.

   **Packback requires a paid subscription of $29 for the semester.** Think of it as paying a grammar nerd/writing coach to help you become a better thinker and writer...because that is literally what you are doing when you use Packback. I really love this platform for class discussions and I think you will too! Since we do not have any essay assignments for this course, your participation with Packback will allow you to better develop your writing skills on a weekly basis and allow me to feel like I have done my job as an instructor by unleashing more effective communicators upon the world.

**How to Get Help from the Packback Team:**

If you have any questions or concerns about Packback throughout the semester, please read their FAQ at help.packback.co (Links to an external site.). If you need more help, contact their customer support team directly at help@packback.co.

For a brief introduction to Packback Questions and why we are using it in class, watch this video: vimeo.com/packback/Welcome-to-Packback-Questions (Links to an external site.)

**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 for full credit. That being said, 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 for you to complete your assignment in a timely manner.

Grading Scale:

(Note: decimals will be rounded up if .5 or over and down if under .5)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100 - 94</td>
</tr>
<tr>
<td>A-</td>
<td>93-90</td>
</tr>
<tr>
<td>B+</td>
<td>89-87</td>
</tr>
<tr>
<td>B</td>
<td>86-84</td>
</tr>
<tr>
<td>B-</td>
<td>83-80</td>
</tr>
<tr>
<td>C+</td>
<td>79-77</td>
</tr>
<tr>
<td>C</td>
<td>76-74</td>
</tr>
<tr>
<td>C-</td>
<td>73-70</td>
</tr>
<tr>
<td>D+</td>
<td>69-67</td>
</tr>
<tr>
<td>D</td>
<td>66-64</td>
</tr>
<tr>
<td>D-</td>
<td>63-60</td>
</tr>
<tr>
<td>F</td>
<td>59 and under</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 & Access (https://disability.utah.edu/), 162 Olpin Union Building, 801-581-5020. CDA will work with you and the instructor to make arrangements for accommodations.

All written information in this course can be made available in alternative format with prior notification to the Center for Disability & Access.

**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).

**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 safeu.utah.edu.

**Emergency Preparedness Information**

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 of any changes.*

<table>
<thead>
<tr>
<th>Week Dates</th>
<th>Topic</th>
<th>Tasks and Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>PART I -- FOUNDATIONS: THE GOALS, PERSPECTIVES AND MODELS OF THE CJ SYSTEM, CRIME ISSUES, AND LEGAL CONSIDERATIONS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WEEK 1 – WEEK 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Introduction, Syllabus Review, and the Goals of the Criminal Justice System</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>8/23-8/29</td>
<td><strong>1) Discussion #1: Introduce yourself to the class in our first Packback discussion (due Sunday at 11:59 pm)</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>2) Carefully review the syllabus and take the syllabus quiz</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>3) Complete the assigned reading</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>4) Watch lecture video</strong></td>
</tr>
<tr>
<td></td>
<td>Reading: Chapter 1</td>
<td><strong>1) Complete the assigned reading</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>2) Watch lecture video</strong></td>
</tr>
<tr>
<td></td>
<td><strong>The Criminal Justice System: Perspectives and Models</strong></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>8/30-9/5</td>
<td><strong>3) Watch video, “Who Belongs in Prison?”</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>4) Discussion #2 due Sun at 11:59 pm</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>5) Quiz #1 due Sun at 11:59 pm</strong></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Reading</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>------------------</td>
</tr>
</tbody>
</table>
| 3    | 9/6-9/12   | Measuring Crime and Criminological Theories | 1) Complete the assigned reading  
2) Watch lecture videos  
3) Watch crime underreporting videos  
4) Discussion #3 due Sun at 11:59 pm |
|      |            | Reading: Chapter 2 |                                                                               |
| 4    | 9/13-9/19  | Legal Considerations | 1) Complete the assigned reading  
2) Watch lecture videos  
3) Watch video on drug legalization debate  
4) Discussion #4 due Sun at 11:59 pm  
4) Quiz #2 due Sun at 11:59 pm |
|      |            | Reading: Chapter 3 |                                                                               |
|      |            |                  | PART II -- POLICING: ITS ORIGINS, THE WORK OF THE POLICE, AND POLICE AND LAW |
|      |            |                  | WEEK 5 – WEEK 7  
1) Complete the assigned reading  
2) Watch lecture video  
3) Watch “Social Control and Broken Windows” video  
4) Discussion #5 due Sun at 11:59 pm |
| 5    | 9/20-9/26  | Policing History and Models | 1) Complete the assigned reading  
2) Watch lecture videos  
3) Watch “Social Control and Broken Windows” video  
4) Discussion #5 due Sun at 11:59 pm |
|      |            | Reading: Chapters 4 & 5 |                                                                               |
| 6    | 9/27-10/3  | Policing Today and Tomorrow: Organization and Technology | 1) Complete the assigned reading  
2) Watch lecture videos  
3) Watch “Community Oriented Policing” video  
4) Discussion #6 due Sun at 11:59 pm |
|      |            | Reading: Chapter 5 & 6 |                                                                               |
Policing Culture, Conventions and Controversies

Reading: Chapters 5 & 6

1) Complete the assigned reading
2) Watch lecture videos
3) Watch “Warrior vs. Guardian” video
4) Discussion #7 due Sun at 11:59 pm
5) Quiz #3 due Sun at 11:59 pm

Mid-term Exam (Covers Ch 1-6)

Exam open from Oct 9 (Sat) - Oct 11 (Mon)

FALL BREAK 10/10-17


WEEK 8 - WEEK 10

The U.S. Court System: Its Structure and Major Players

Reading: Chapters 7 & 8

1) Complete the assigned reading
2) Watch lecture videos
3) Watch drug court video
4) Discussion #8 due Sun at 11:59 pm

Victims in the Justice System

Reading: Chapters 7 & 8

1) Complete the assigned reading
2) Watch lecture videos
3) Watch “VICTIMS” video
4) Discussion #9 due Sun at 11:59 pm
Plea Bargaining and Sentencing
Reading: Chapter 8 & 9
1) Complete the assigned reading
2) Watch lecture videos
3) Watch “Why Innocent People Plead Guilty” video
4) Discussion #10 due Sun at 11:59 pm

PART IV – CORRECTIONS: ITS HISTORY, CONFINEMENT STYLES, LIFE IN PRISON AND REINTEGRATION
WEEK 11 – WEEK 14

11/8- 11/14
Incarceration in the United States: A History and Overview
Reading: Chapter 11
1) Complete the assigned reading
2) Watch lecture videos
3) Watch “Addiction to Incarceration” video
4) Discussion #11 due Sun at 11:59 pm

11/15- 11/21
Punishment Eras and Prison Issues Today
Reading: Chapter 11
1) Complete the assigned reading
2) Watch lecture videos
3) Watch “Private Prisons” video
4) Discussion #12 due Sun at 11:59 pm
5) Quiz #5 due Sun at 11:59 pm

11/22- 11/28
Inmate Experience and Reintegration Issues
Reading: Chapter 12
1) Complete the assigned reading
2) Watch lecture videos
<table>
<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Reading</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/29-12/5</td>
<td>What Works in Rehabilitation</td>
<td>Chapter 12</td>
<td>1) Complete the assigned reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2) Watch lecture videos</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3) Watch “The Three E’s of Rehabilitation” video</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4) Discussion #13 due Sun at 11:59 pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5) Quiz #6 due Sun at 11:59 pm</td>
</tr>
<tr>
<td>12/6-12/9</td>
<td>Beyond the Basics: Juvenile Justice</td>
<td>Ch 13</td>
<td>1) Complete the assigned reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2) Watch lecture video</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3) Watch interview video</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4) Discussion #15 due Sun at 11:59 pm</td>
</tr>
</tbody>
</table>

**Final Exam:**

Open from Dec 13 (Monday) - Dec 15 (Wednesday)