

Course Syllabus Criminology Program

Course Information: CRIM 3303.001 (23457) Advanced Criminal Justice
Spring Semester 2017, MWF 9 am – 9:50 am, GR 2.530

Professor Contact Information : Dr. O. Elmer Polk, Green Hall, Office #2.208.
elmer.polk@utdallas.edu, telephone 972-883-2983. Students are required to use course messages on the eLearning course homepage for course related questions. Your professor checks course messages several times per day and you can normally expect a response within 24 hours or sooner.

Office Hours: Students are encouraged to contact the professor at any time before or after each class meeting, during posted office hours, at the course messages site, or at any other time mutually available to both the student and the professor. Hours posted for Spring Semester 2016 are MWF 8-9 am or by appointment.

Graduate Teaching Assistant: Your teaching assistant for this class has not yet been assigned. You will be notified the first week of class if one is subsequently assigned to the section.

Course Pre-requisites, Co-requisites, and/or Other Restrictions: CRIM 1301

Course Description: Analyzes the major agencies, personnel, and decision-making points which comprise the criminal justice system. Explores some of the major theories and research about the roles that the various agencies and actors play in the criminal justice system. Includes discussion of the problems and current issues facing legislatures, police, courts, corrections, and the community, as they respond to crime.

Student Learning Objectives/Outcomes:

1. Students will be able to identify and discuss current issues in the administration of justice in the United States.
 2. Analyze court decisions and apply findings to the areas of adult & juvenile justice, parole, probation, prison, police, and sentencing.
 3. Categorize criminological paradigms into a topology of crime explanation.
 4. Trace the evolution of policing, courts, corrections, and victim services and detail their current operation within American jurisprudence and criminal justice.
 5. Explore the variables associated with police use of force and the force continuum.
 6. Trace the development of race issues from the CRA of 1871 to the present.
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Required Textbooks and Materials

Required Text #1: *Critical Issues in Crime and Justice*, 2nd ed. (2015) by Mary McGuire & Dan Okada (editors). Sage Publishing, ISBN#: 978-1-4833-5062-2

Required Text #2: *Leading Constitutional Cases on Criminal Justice* (2016) by Lloyd L. Weinreb. Foundation Press. ISBN #: 9781634608664

Suggested Course Materials Additionally, students are required to read appropriate, current criminal justice journal articles and court decisions as required to complete the assigned Discussion Essays and each student who does not already have one, is encouraged to purchase an APA writer's manual. The APA manual is available in the bookstore, in any bookstore near your residence, or online.

Assignments & Academic Calendar:

Please note that all chapter reading assignments made in this assignment schedule refer to readings in the required textbooks entitled, **(T1):** *Critical Issues in Crime and Justice: Thought, Policy and Practice* (2011) and **(T2):** *Leading Constitutional Cases on Criminal Justice* (2016). Additional readings are required in the internet sites identified in the following assignment schedule. Each week in the following schedule is composed of a seven-day period with week one beginning on January 9.

First Week of Class (1/9-1/14): Read the preface and chapters 1& 2 in T1 as well as the entire class syllabus available on the course website. Welcome to the class! These readings will introduce you to the course, the professor, and the expectations of you in the course. The topic this week is the differing paradigms of justice and the ethics of the criminal justice system. Discuss the discussion board assignments.

Week 2 (1/15-1/21): Read chapters 3 & 4 in T1 and required internet site #1. Topics: parts of a legal cite and legal reporters, criminology and criminal justice theory and The Code of Hammurabi. Discuss the legal briefs writing assignment. Required Internet Site #1: <http://www.ancienttexts.org/library/mesopotamian/hammurabi.html>. Read the narrative and the "Code of Laws".

Week 3 (1/22-1/28): Read chapters 5 & 6 in T1, the portions of T2 on the Constitution and the due process opinions on *Palko* and *Duncan* and Beccaria's essay. Topics: due process, victimology, juvenile delinquency, crime and justice and the crime problem. Required Internet Site #2: http://www.constitution.org/cb/crim_pun.htm. Read the introduction and explore all chapters in *An Essay on Crimes and Punishments* (1764 original publication date). How has this small publication written during the Age of Enlightenment impacted life in the United States today?

Week 4 (1/29-2/4): Read chapters 7 & 8 in T1 and *Plessey v. Ferguson*, *Ward's Cove Packing, Fisher v. University of Texas at Austin* and portions of the *CRA of 1964* online. Topics: race and crime, gender issues, measuring crime, violent crime.
– What is strict Scrutiny? What is affirmative action? Where did affirmative action originate and why? What is the difference between "all due speed" and "at once."

Week 5: (2/5-2/11): Read chapters 9 & 10 in T1 and the *Draper v. U.S.*, *Chimel v. California*, *Mapp v. Ohio*, *U.S. v. Leon*, *Wong Sun v. U.S.*, *Terry v. Ohio*, and *Brown v. Texas* Fourth Amendment opinions in T2. Topics: culture, media, economics, non-violent crimes, victims and crime, arrest, and search & seizure.

Week 6 (2/12-2/18): Read chapters 11 & 12 in T1 & the *Olmstead v. U.*

s., *Katz v. U.S.*, and *Kyllo v. U.S.* cases in T2. . Topics: surveillance, gangs, sex crimes & criminal law.

Exam 1 on Friday 2/17 in class on Chaps. 1-12 in T1 plus required internet sites.

Week 7 (2/19-2/25): Read chapters 13 & 14 in T1 and. Topics: terrorism and developments in cyber criminology & criminological typologies.

Forum 1 discussion answers #1-5 due Friday 2/24 by 11:59 pm on the discussion board.

Week 8 (2/26-3/4): Read chapters 15, 16 & 17 in T1 and *Powell v. Alabama* and *Gideon v. Wainwright* in T2. Topics: comparative criminology and criminal justice, a history of American policing, and police theory. Required Internet Site #3: Go to <http://www.theatlantic.com/magazine/archive/1982/03/broken-windows/4465/1/> and read the original “Broken Windows” *Atlantic Magazine* article by Kelling and Wilson. Be sure to read all pages.

Required Internet Site #4: Go to “Broken Windows: New Evidence from New York City and a Five-City Social Experiment” at

https://lawreview.uchicago.edu/sites/lawreview.uchicago.edu/files/uploads/73.1/73_1_Harcourt_Ludwig.pdf and read the study by Harcourt and Ludwig.

What do you think are the policy implications of the first article? Should those implications still be invoked given the findings in the second article?

Week 9 (3/5-3/11): Read chapters 18 & 19 in T1 and chapter 10 in T2. Topics: contemporary police and society & police organization and administration, & pretrial procedures.

Forum 2 discussion answers #6-10 due Friday 3/10 by 11:59 pm on the discussion board.

Week 10 (3/12-3/18): Spring Break.

Week 11 (3/19-3/25): Read chapters 20 & 21 in T1 and the opinions in *Brown v. Mississippi*, *Miranda v. Arizona*, and *Garrity v. New Jersey* in T2. Topics: self-incrimination, public policy and American Courts, & punishments.

Required Internet site #5: Go to http://www.tjtd.texas.gov/about/how_movethru.aspx and explore the menu on the homepage. Describe how most juvenile offenders in Texas move through juvenile state corrections.

Week 12(3/26-4/1): Read chapters 22 & 23 in T1 and the opinions in *Roper v. Simmons* and *Thompson v. Oklahoma* (online) in T2. Topics: the juvenile justice system, detention centers, and the future of the juvenile court; corrections, community corrections, & What Do We Know and What Should We Do?

All papers due on Friday, March 31 at the beginning of class.

Week 13 (4/2-4/8): Read chapters 24, 25, & 26 in T1 on community corrections, restorative justice, and convict criminology.

Written legal briefs (5) due at the beginning of class on Friday 4/7.

Week 14 (4/9-4/15):

Presentations 1-5, Monday 4/10

Presentations 6-10, Wednesday 4/12

Presentations 11-15, Friday 4/14

Week 15 (4/16-4/22):

Presentations 16-20, Monday 4/17

Presentations 21-25, Wednesday 4/19
Presentations 25-30, Friday 4/21

Week 16 (4/23-4/29)

Presentations 31-35, Monday 4/24
Presentations 36-40, Wednesday 4/26

Review and pass out take-home examination.

Exam 2 is due at 8:30 am on Friday, 4/28/17. On chapters 13-23 in T1 plus required internet sites and case opinions covered in class.

Grading Policy: Grades will be posted based on the following scale: A+=98-100, A=94-97, A-=90-93; B+=87-89, B=84-86, B-=80-83, C+=77-79, C=74-76, C-=70-73, D+=67-69, D=64-66, D-=60-63, F=0-59. Grades are based on the following events (due dates are in the course calendar and assignment schedule in this syllabus). **Please note that there is no extra credit work available in this class** and each student should strive to do his or her best work on each and every grading event. **The mathematical rule of rounding will apply to the computation of the final grade** in the course based on the grades received in the following events. No Work will be accepted after the last day of regular class.

Examination 1 Mid-Term (100 points). Questions from textbook, lectures and internet sites

Examination 2 Final Exam (100 points). Questions from textbook, lectures & internet sites.

Forum 1 (100 points). Details below and on course eLearning homepage.

Forum 2 (100 points) Details below and on course eLearning homepage.

Legal Briefs (100 points)

Topic paper (100 points). See details below.

Verbal Presentation (100 points) Attendance is **required** during student presentation days.

Examinations: There are two examinations that will consist of 60-70 objective items each with a maximum score of 100 points on each exam. Questions are taken from your textbook, lectures, and the internet sites identified in the course outline section of this syllabus. Your score will be posted in percentage scores in your gradebook with a maximum score of 100% on each. The professor will manually curve the class scores depending upon the highest grade made on each exam. The manual adjustments will be entered into your gradebook within one week of the due date for each exam. Exams 1 & 2 will be traditional in-class exams.

Forums 1 & 2: Ten of the twenty essay items (five in each forum) must be submitted on the discussion board during the semester pursuant to the due dates in the Assignments and Academic Calendar portion of this syllabus above. Each item is worth 20 points for a cumulative score of 100 on each forum grade. Questions not submitted by the due dates will be reduced in grade 10 points per calendar day. Any questions not received within 10 days of the due date will receive a score of zero. **Discussion question answers must be the student's own original work and must be 250 words or longer and each answer must be followed by the bibliographic information on three sources of information and the word count. Internal and bibliographic cites must be formatted pursuant to APA style of writing.** In other words, please treat each discussion question as a mini-paper with three references including your textbook(s) and two additional sources. Answers that are simply blocked and moved from any other site that are not the original work of the student posting the answer will receive a grade of zero unless properly cited and the student will be referred for disciplinary action by the university.

Each discussion question submission should answer one and only one question and must have the following format:

1. Essay # (should be numbered Essay 1 through Essay 10)
2. Repeat question verbatim.
3. Provide answer of 350 words or more
4. Include internal citations in your answer showing where each of your sources was used (no footnotes permitted)
5. Bibliography containing three references (one of which may be your textbook) for each essay.
6. Word count = ____.

Attention to proper writing and correct spelling is expected in the essays and is a part of the grade received for the assignment. Use proper grammar and spelling and do not use any type of abbreviations or jargon not found in a commonly accepted, standardized English dictionary.

Legal Briefs: (5): Each student must locate and read five U.S. Supreme Court decisions on issues related to criminal and juvenile justice. The student will prepare and submit a brief of each of the four cases. Details of content and formatting will be discussed in class lecture but each brief must contain a case citation, the facts of the case, the issue brought to the Court, the decision of the Court, the rationale the Court used in reaching the decision, and the principle of law. The briefs should be an example of the student's best writing skills – spelling, grammar, and sentence construction count!!! The briefs must be printed in font 11 or 12, and single-spaced with one-inch margins and double-spacing between the parts of the brief. There is a ten point per day penalty for late submission of legal briefs with the first ten points deducted 24 hours after the due time. Must be presented in class in hard copy.

Presentation: Requirements and schedule will be presented in class. Each student must give a verbal presentation on their five written legal briefs. Attendance during the presentation classes is mandatory and absence will result in a reduction in grade on the student's overall presentation score.

Topic Paper: Each student must choose one topic from the assigned textbooks or lecture topics. You will write a library research paper on the topic discussing its history and evolution and any future implications for it. The paper must be in APA format with one inch margins in font 11 and must not contain more than one table and one figure. It should cover the topic comprehensively and must be a minimum of eight pages excluding the properly formatted list of six or more references and must use properly formatted internal citations throughout the paper. Papers must be submitted in class in hard copy. **Topic must be approved by professor before beginning work on the paper.**

Course & Instructor Policies:

Incomplete Grade Policy: As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of F.

Dropping the course: Please know that if you want to drop the course, you must pick up the appropriate drop form from your advisor or the registrar's office and complete it. You can't be dropped because you stop coming to class and you will receive a final course grade based on the work submitted unless you process the drop form.

Make-up exams: You have one week to complete a make-up exam if you can't take the in-class exam. The makeup exam will cover the same material but may differ in form and content from the in-class exam. Failure to complete an exam will result in a posted grade of zero. No grade will be dropped.

Extra Credit: There is **no extra credit** work available in this class for any reason. Please be concerned with your final course grade throughout the semester maximizing your performance on each graded event and minimizing your need for extra credit at the end of the course.

Late Work: Discussion board requirements and written assignments will be **reduced in grade by 10 percent for each 24-hour period** after the due date and time. Please calendar effectively and submit work early to avoid this penalty. **No work will be accepted after the last day of regular classes except for the final exam.**

Class Participation: **You must check your eLearning course site at least two times per week** for messages, announcements, grades, and updates. Remember this is your classroom so please feel comfortable asking any questions which you would ordinarily ask in class. The instructor will use the tracking feature in eLearning to monitor student activity. Students are also required to participate in all class activities such as the discussion board, message correspondence, visiting required internet sites, and proper submission of exams, papers and/or assignments.

Comet Creed

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

"As a Comet, I pledge honesty, integrity, and service in all that I do."

UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus.

Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.