

POLI 230: Introduction to Criminal Justice

Fall 2019

Monday, Wednesday & Friday 8:30 a.m. – 9:20 a.m.
Founders Hall 140A

Instructor: Ryan Williams

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Office Hours: Tuesday/Thursday from 11:30 a.m.–12:30 p.m. and Wednesday from 1 p.m.–2 p.m.

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Course Overview and Objectives

This class is an introduction to the form and function of the United States criminal justice system and is divided into six parts. The first part of class is an introductory unit where we will discuss theories of crime and criminal behavior. Parts II-IV of class will cover the three major branches of the criminal justice system – policing, courts, and corrections. In these units, we will focus on how these actors interact and seek to balance individual rights and public safety. In Part V we will take a brief look at juvenile justice. Finally, our class will conclude in Part VI with a look at some big questions in modern criminal justice.

By the end of this class, students will:

- Identify the various stages and players in the U.S. criminal justice system
- Understand how politics and institutions in each stage impact outcomes for defendants and society
- Gain an increased awareness of current developments in criminal justice
- Improve their ability to formulate and defend ideas through critical analysis of evidence and communicate these ideas through speaking and writing.

Required Texts:

- Frank Schmallger. 2017. *Criminal Justice: A Brief Introduction*. 12th edition. Pearson. ISBN: 9780134548623.

The above text is required and can be purchased at the Francis Marion Bookstore or at <https://www.bkstr.com/francismarionstore/home>. In addition to the required text, students will frequently read articles from news publications or scholars on contemporary topics in criminal justice. These book chapters, news articles, or excerpts assigned during the semester will be made available to students through our Blackboard site or will be available online. **Please note that this is a rigorous and demanding course that requires a fair amount of reading. Students should complete all readings prior to class time and be prepared to discuss.**

Course Requirements

- **Please note that students must complete all assignments to receive a passing grade for the course.**

- **Papers (2) 25%** Two short papers will be assigned during the class. Both papers should be between 850-1000 words in length (double-spaced in Times New Roman font with 1 inch margins). Paper 1 is worth 10% of the final course grade, and Paper 2 is worth 15%. Paper topics will be made available to students approximately two weeks prior to the due date. Students may use any citation style they choose on papers so long as they remain consistent throughout that paper. Papers turned in late will be penalized five points for each day late. (For example, an 85 paper would become an 80 if turned in within 24 hours after it was due.) Moreover, papers that are under or exceed the word limit will be penalized ten points. In addition, written assignments that do not follow the guidelines of the assignment and/or have poor grammar and spelling will be penalized. I am happy to assist students with any questions about the paper. However, I will only read and provide comments on outlines, thesis statements, or a brief paragraph in advance of the paper's due date.
- **Quizzes 25%** Throughout the semester, approximately twenty-five quizzes will be given at the beginning of class. These reading quizzes will assess whether students are doing the assigned readings and will consist of multiple choice, true/false, and fill-in-the blank questions. Make up quizzes will not be given. Students who miss quizzes due to instructor-approved excused absences will have their final quiz average substituted for the missed quiz.
- **Final Exam 25%** A final exam will be given in the normal classroom during the period set by the Office of the Registrar. **For our class, the final exam is scheduled for Wednesday, December 4 at 8:30 a.m.** The exam is cumulative and will consist of multiple choice, true/false, and fill-in-the blank questions.
- **Discussion Questions 5% Twice** during the semester, each student will be responsible for submitting **two** discussion questions about the readings for their selected class day. You might disagree with something an author says, or you might point out an interesting part of the readings for our class to consider during discussion. Discussion questions may also be broader questions that link the issues raised in the readings with other topics already considered in the course or with events from the real political world. These questions will help to structure and stimulate the day's discussion. Submitted questions should be brief (one or two sentences in length). These questions will be graded on quality, so students should not submit questions that require only factual explanation or ask what the author says. On the first day of class, students will sign up for the two different days they will be responsible for discussion questions. Discussion questions should be emailed to the instructor by **11:59 p.m.** the night before class.
- **Attendance and Participation 10%** Attendance in this class is **mandatory** and will be taken each class period. Students cannot expect to earn high participation scores without being in class to engage in class discussion and ask questions during lecture. I recognize that emergencies and unexpected events arise which require students to miss class. Thus, students are afforded two unexcused absences from class, after which every additional unexcused absence will result in a five point drop in your participation grade. Legitimate excuses are required for all absences, and I reserve the right to ask for documentation. Francis Marion University permits absences for only twice the number of times the class meets per week. In keeping with this attendance policy, students who miss more than **six** classes will be dropped from the course. I will post attendance records after each class on Blackboard. If you think you have been unfairly marked absent, please address this with me sooner rather than later in the semester. If you desire to drop this class, please bring me the appropriate drop/add form to sign.

Because learning is a collaborative process, students will be evaluated based on their engagement in class. Students who would like to receive a high grade for this portion of the course grade should actively and consistently participate in all aspects of class discussion, including discussion about the class readings, in-class group activities, simulations, and debates. Participation is more than just attending class. Participation means engagement in class discussion and activities and can take the form of asking questions to spur class discussion, stopping by office hours to discuss course readings and materials, sharing thoughts about the course material with me via email, contributing ideas for topics I could cover in class, and sending me videos, articles, websites, etc. that could be used for class. I want you to demonstrate that you are engaging with the material. While these out of class forms of participation will help your score, students who do not speak in class cannot expect a high participation grade. I expect both quality and quantity with respect to class participation, and I will be taking note of your participation during our class meetings. Midway through the semester, I will provide estimates of where students are in terms of participation, and I will also ask students to evaluate aspects of the class.

- **Criminal Justice in Popular Culture Paper 10%** In a 800-1000 word reflection assignment, students will pick a recent television show or film and analyze how that show depicts the criminal justice system. Using the material learned in lecture and class readings, students will examine how their show or film accurately or inaccurately presents aspects of the system.

Grading Scale

- A (90%-100%);
- B+ (85%-89.9%); B (80%-84.9%);
- C+ (75%-79.9%); C (70%-74.9%);
- D+ (65%-69.9%); D (60%-64.9%)
- F (0%-59.9%)

A final grade of “incomplete” will only be given in this course under exceptional circumstances. An “incomplete” is solely at the discretion of the instructor. If a student needs to withdraw from the class, students should follow the rules specified in the University Catalog under “Dropping Courses” at <https://www.fmarion.edu/wp-content/uploads/2016/07/FMU-Catalog-2019-for-web.pdf>. In addition, information on student academic and support resources are available at <https://www.fmarion.edu/academics/academicresources/>.

Office Hours and Communication

Outside of class or office hours, please communicate with me through my campus email account, which I have provided at the top of the first page of this syllabus. I will respond to email communication as promptly as possible.

My office hours are listed at the beginning of this syllabus, and I strongly encourage students to make use of office hours for help with any and all class questions and assignments. I really enjoy talking with students, whether it be about class discussions, assignments, obscure movies and books,

places to eat in Florence, etc. Office hours are for your benefit, so please make the most of them. If you are not able to make it to office hours during the times listed, please email me to schedule a more convenient appointment time. I am also available whenever my door is open. Email is reserved for brief communications. Please come to office hours if you have lengthy or complicated questions. Moreover, following the return of graded assignments, I will not answer questions about the assignment for twenty-four hours. Please use those twenty-four hours to reflect on the comments given before contacting me with questions.

Poll Everywhere

I love finding interactive, educational, and enjoyable uses for technology in the classroom. One such use of classroom technology for us this semester will be Poll Everywhere, which enables me to poll the class about a particular topic and then instantly collect and display the results. You can respond to in-class polls through sending a text message, accessing our Poll Everywhere webpage, or downloading and using the Poll Everywhere app. I encourage you to bring your phone, tablet, laptop, etc. to class for this purpose.

Electronics Policy

When we're not taking a poll through Poll Everywhere or doing another activity that involves using electronic devices, I ask that you keep these devices put away. Research has shown that students take better and more effective notes in longhand than when they type their notes on laptops. Laptop usage has also been shown to hinder the learning of both the student using the laptop as well as students sitting near the laptop user. Cell phones should be silenced and put away before class begins and should not be used for the duration of the class period, except for answering Poll Everywhere questions or in case of emergency. If you have a documented disability that requires you to use a laptop, please provide documentation from the Office of Counseling and Testing within the first two weeks of the semester.

Classroom Decorum

This class is an environment where students should feel free and safe to offer their own thoughts and feelings on the issues and topics we discuss. All viewpoints are welcome in this classroom, but comments meant to intimidate, ridicule, or dismiss the contributions of others will not be tolerated. I expect all students to behave courteously to one another and to refrain from offering rude and insensitive remarks.

Academic Dishonesty

Academic dishonesty means violating the standards of integrity all students pledge to adhere to as a condition of enrollment at FMU. These requirements are discussed in the 2019-2020 Student Handbook. Academic dishonesty will result in a failing grade on that assignment and will also result in a referral to the Provost. Students with questions about what qualifies as academic dishonesty should contact me and can also consult the student handbook at <https://www.fmarion.edu/wp-content/uploads/2016/07/Student-Handbook-2018.pdf>.

Student Accessibility

Any student with a documented condition who needs to arrange reasonable accommodations should contact the Office of Counseling and Testing (<https://www.fmarion.edu/counselingandtesting/>). Counseling and Testing resources can be reached by phone at 843-661-1840. Please present the paperwork to me within the first two weeks of the semester. We should also meet to discuss the ways in which I can best accommodate your learning needs

Schedule of Topics and Required Readings

Note: Readings should be completed by the date listed on the syllabus. The readings listed below are subject to change. Depending on the pace of the class and the interests of the students, I might add, remove, or swap readings as the semester progresses. I will notify everyone in advance if and when such changes occur. **All readings not in the assigned texts will be available on our class Blackboard site under the “Resources” tab, through the course reserves, or through the FMU Library.** In the schedule of required readings below, CJ refers to Criminal Justice: A Brief Introduction.

Part I: Introduction and Criminal Law

August 21: Class Introduction

- Syllabus

August 23: Theoretical Foundations of Criminal Justice

- Chapter 1 CJ, pages 6-8
- Nozick, Robert. 1974. Excerpt from Ch. 2 of *Anarchy, State and Utopia*, pages 10-17.
- Martin, Jose. 2014. “Policing is a Dirty Job, But Nobody’s Gotta Do It: 6 Ideas for a Cop-Free World,” article from *Rolling Stone*

August 26: What is Criminal Justice?

- Chapter 1 CJ, pages 1-6 and 8-20

August 28: What is Criminal Justice?

- Michelle Alexander. 2010. “The New Jim Crow,” article from *The Nation*

August 30: The Crime Picture

- Chapter 2 CJ, pages 23-46
- Gramlich, John. 2019. “5 facts about crime in the U.S,” article from *Pew Research Center*

September 2: Labor Day

- No Class

September 4: The Crime Picture

- Chapter 2 CJ, pages 46-60
- Bro, Susan and Haifa Jabara. 2019. "Hate Crimes are Slipping Through the Cracks," article from *The New York Times*

September 6: Criminal Law

- Chapter 3 CJ, pages 62-76
- Butera, Candace. 2018. "We Asked Three Experts to Discuss the Role of Criminal Intent and Insanity in our Legal System," article from *Pacific Standard*

September 9: Criminal Law

- Chapter 3 CJ, pages 76-89
- Ford, Matt. 2018. "The Supreme Court's Double-Jeopardy Dilemma," article from *The New Republic*

Part II: Policing

September 11: Policing: Purpose and Organization

- Chapter 4 CJ, pages 91-119 "Body-Worn Cameras: What the Evidence Tells Us," article from *National Institute of Justice*

September 13: Policing: Purpose and Organization

- Chapter 4 CJ, pages 119-124
- Baumgartner et al. 2016. "Targeting young men of color for search and arrest during traffic stops: evidence from North Carolina, 2002-2013." *Politics, Groups, and Identities*, 5(1), Read pages 1-18

September 16: Policing: Legal Aspects

- Chapter 5 CJ, pages 126-153
- Kerr, Orin. 2016. "Opinion analysis: The exclusionary rule is weakened but it still lives," article from *Scotusblog*
- Paper 1 due!

September 18: Policing: Legal Aspects

- Chapter 5 CJ, pages 153-163
- Peabody, Bruce. 2016. "Fifty years later, the Miranda decision hasn't accomplished what the Supreme Court intended," article from *The Monkey Cage*

September 20: Policing: Legal Aspects

- Chapter 5, pages 164-169

- Lind, Dara. 2015. “Everyone’s heard of the Patriot Act. Here’s what it actually does,” article from *Vox*

September 23: Policing: Issues and Challenges

- Chapter 6 CJ, pages 171-195
- Listen to *More Perfect* podcast episode, “Mr. Graham and the Reasonable Man”

September 25: Policing: Issues and Challenges

- Chapter 6 CJ, pages 195-211
- “Community Policing and Procedural Justice,” article from *Center for Evidence-Based Crime Policy*
- Nandi, Anisha. 2018. “Neighborhood policing program builds relationships to cut crime,” article from *CBS News*

Part III: Courts

September 27: Courts-Overview

- Chapter 7 CJ, pages 213-218; 220-224

September 30: Courts-The US Supreme Court

- Molly Ball and Tessa Berenson. 2018. “Brett Kavanaugh’s Confirmation Fight Exposes Major Problems with the Nation’s Most Powerful Court,” article from *Time*
- Kollman, Ken. 2017. *The American Political System*, pages 303-311 and 318-324

October 2: Courts-US Supreme Court Simulation

- Simulation Materials!

October 4: Specialized Courts

- Ch 7 CJ, pages 217-221
- Winter, Ryan J. and Jonathan P. Vallano. 2011. “Can specialty courts turn lives around?” article from *American Psychological Association*
- “Problem-Solving Courts Guide,” article from *National Center for State Courts*

October 7: Fall Break

- No Class!

October 9: The Courts - Pretrial Activities

- Ch 7 CJ, pages 224-235
- Wykstra, Stephanie. 2018. “Bail reform, which could save millions of unconvicted people from jail, explained,” article from *Vox*

- Eisen, Lauren-Brooke. 2015. “What is on the Horizon for Grand Jury Reform,” article from *Brennan Center for Justice*

October 11: The Courtroom Work Group

- Chapter 8 CJ, pages 237-259

October 13: The Courtroom Work Group

- Chapter 8 CJ, pages 259-270
- Listen to *Science vs* podcast episode, “Forensic Science”
- Listen to *More Perfect* podcast episode, “Object Anyway”

October 16: The Courtroom Work Group

- Mock Trial Day!

October 18: Sentencing

- Chapter 9 CJ, pages 272-295
- Gillin, Joshua. 2017. “Obama altered prison landscape through sentencing and commutations,” article from *Miami Herald*

October 21: Sentencing

- Chapter 9 CJ, pages 296-314

October 23: Sentencing

- “Baumgartner, Frank R. et al. 2008. *The Decline of the Death Penalty and the Discovery of Innocence*. Read Chapter 1, “Innocence and the Death Penalty Debate.”

Part IV: Corrections

October 25: Probation, Parole, and Reentry

- Chapter 10 CJ, pages 316-325
- Massaro, Vanessa A. 2018. “Criminal justice ‘reforms’ that expand parole rely on prisoners’ families and communities to pick up responsibility for their care and supervision,” article from *LSE*

October 28: Probation, Parole, and Reentry

- Chapter 10 CJ, pages 325-335
- Solon, Olivia. 2018. “‘Digital shackles’: the unexpected cruelty of ankle monitors,” article from *The Guardian*
- Kofman, Ava. 2019. “Digital Jail: How Electronic Monitoring Drives Defendants Into Debt,” article from *ProPublica*

October 30: Probation, Parole, and Reentry

- Chapter 10 CJ, pages 335-343
- Bui, Lynh. 2018. “‘I’m back and there ain’t no stopping me.’ Strict court program aims to reduce repeat offenders,” article from *The Washington Post*

November 1: Prisons and Jails

- Chapter 11 CJ, pages 345-354
- Kann, Drew. 2019. “5 facts behind America’s high incarceration rate,” article from *CNN*
- Robertson, Campbell. 2019. “Crime is Down, Yet U.S. Incarceration Rates Are Still Among the Highest in the World,” article from *The New York Times*

November 4: Prisons and Jails

- Chapter 11 CJ, pages 355-366
- Galvin, Gabby. 2017. “Underfunded, Overcrowded State Prisons Struggle with Reform,” article from *US News*

November 6: Prisons and Jails

- Chapter 11 CJ, pages 366-375
- Querolo, Nic. 2019. “What to Know About Private Prisons Amid the U.S. Border Crisis,” article from *The Washington Post*
- “Who Benefits When a Private Prison Comes to Town?” article from *NPR*

November 8: Prison Life

- Chapter 12 CJ, pages 377-392
- Larson, Doran. 2013. “Why Scandinavian Prisons are Superior,” article from *The Atlantic*

November 11: Prison Life

- Chapter 12 CJ, pages 392-407

November 13: Prison Life

- Chapter 12 CJ, pages 407-412
- Paper 2 Due!

Part V: Juvenile Justice

November 15: Juvenile Justice

- Chapter 13 CJ

Part VI: The Big Questions

November 18: The President and Criminal Law

- Rizzo, Salvador. 2019. “Trump, Mueller, and obstruction of justice,” article from *The Washington Post*
- Prokop, Andrew. 2019. “The Mueller report, explained,” article from *Vox*
- Listen to *What Trump Can Teach Us About Con Law* podcast episode “Prosecuting a President”

November 20: Decriminalizing Border Crossing

- Schoichet, Catherine E. 2019. “Why some Democrats want to decriminalize crossing the U.S. border,” article from *CNN*
- “Stepped Up Illegal-Entry Prosecutions Reduce Those for Other Crimes,” article from *TRAC*

November 22: Restorative Justice

- Beitsch, Rebecca. 2016 “Can restorative justice help offenders reintegrate into society?” article from *PBS*
- Johnson, Carrie. 2019. “D.C. Prosecutors, Once Dubious, Are Becoming Believers In Restorative Justice,” article from *NPR*

November 25: Prison Abolition

- Washington, John. 2018. “What is Prison Abolition?” article from *The Nation*
- Kushner, Rachel. 2019. “Is Prison Necessary? Ruth Wilson Gilmore Might Change Your Mind,” article from *The New York Times*
- Criminal Justice in Popular Culture Paper Due!

November 27: Thanksgiving

- No Class

November 29: Thanksgiving

- No Class

Dec 2: Exam Review

- Review

December 4: Final Exam

- 8:30 a.m. - 10:30 a.m.