|  |  |
| --- | --- |
| CJS/SOC 220 – Criminal Justice Systems | Cliff Donn  |
| Spring 2020 | Office R-415, Phone 4467 |
| web.lemoyne.edu/~donn/class/cjs220/cjs220.htm | E-mail: donn@lemoyne.edu  |

COURSE POLICIES: All polices for this course are contained on this syllabus and/or on the course home page and its links. Students are required to be familiar with those policies and to comply with them.

TOPICS: The CJS/SOC 220 course is designed to introduce the student to the various aspects of the criminal justice system focusing in particular on police agencies, courts, and prison and other aspects of criminal corrections.

STUDENT LEARNING OBJECTIVES: This course is designed to meet the following student learning objectives of the Criminology and Sociology majors: learning theoretical frameworks, developing familiarity with research methods and learning professional standards. Upon successful completion of the course, the CJS/SOC 220 student will:

* Be able to understand and describe the activities of police agencies, courts and correctional systems in the United States
* Be able to apply theoretical concepts to “real world” issues in the criminal justice system
* Be able to analyze legal issues that impinge on the operation of police agencies, courts and correctional systems.
* Be able to analyze the efficacy of crime control policies as practiced and proposed in the United States

SOURCES: The principal text in this course is Introduction to Criminal Justice: Systems, Diversity and Change, Callie Marie Rennison and Mary Dodge (RD). Other readings, mostly from The New Yorker, are assigned frequently and those will be available from library reserve.

REQUIREMENTS: Course requirements are discussed in detail on the course home page which is the official source for all such requirements and any changes in requirements or assignments. Course requirements will be discussed during the first two weeks of class.  Those requirements include quizzes, Supreme Court case analyses and a final examination.  Assignments are discussed in detail on the course home page. **You must complete all assigned work and submit it when due in order to receive a passing grade in the course. Late assignments will not receive credit under any circumstances.** Unless otherwise indicated, assignments are due at the beginning of class on the due date indicated. Assignments submitted even a few moments after that time are late and will not be accepted for credit but they must still be submitted or you cannot pass the class.

Regular class attendance and participation in class discussion are expected. Students who attend class and are prepared for discussion on a daily basis can expect these facts to be reflected in their grades. The inverse is also true. You should only take this course if you expect to be able to attend all class sessions. You should expect that missing more than one class, whatever the reasons, will have a negative impact on your grade and that the more classes you miss, the greater the impact. Accordingly, you should not make non-emergency appointments of any kind that require you to miss all or part of a class period. In particular, students are not permitted to leave early or return late from Spring Break or Easter Break. Anyone who leaves early or returns late from these breaks will be required to produce a signed medical excuse.

**Cell phones must be turned off during class (not set to vibrate)**. Students are not allowed to leave class to receive or make phone calls. If you anticipate an emergency telephone call on some particular day that necessitates your leaving your phone on, tell the instructor before class begins.

If you have a documented disability and wish to seek accommodation, please contact the instructor about that matter during the first two weeks of the semester.

GRADING: The grading scale used for all assignments in this class will be as indicated in the table below. “Plus” grades are used but “minus” grades are not normally assigned in this class. Grades are not curved and therefore there is no fixed percentage of students who will achieve any particular grade on any specific assignment or for the course as a whole.

|  |  |
| --- | --- |
| Percentage of Total Available Points | Letter Grade Equivalent Range |
| 80 and above | A |
| 70-79.5 | B |
| 60-69.5 | C |
| 55-59.5 | D |
| 54.5 and below | F |

EXPECTATIONS

WHAT I EXPECT FROM YOU
I expect that you will come to all class sessions on time, having done the reading assignment and prepared to participate by asking and answering questions and b expressing your opinions. I expect that you will ask questions about anything you don't understand. I expect that assignments will be done and turned in on time and that they will reflect the best work you can do. I expect that you will contact me if you are having any problems in the course or if you are having personal problems which may affect your performance in the course. Overall, I expect you to work hard at getting the most out of this course that you possibly can. In accordance with the policies of the New York State Department of Education which accredits Le Moyne College, you can expect to be assigned two to three hours of outside work for each hour of class time in the course.

Regular attendance and class discussion are an integral part of this course. If you unavoidably have to miss a class you should make sure that you get the class material from your classmates.

WHAT YOU CAN EXPECT FROM ME
You can expect that I shall come to class on time each day having thought about and prepared the material. You can expect that I shall answer your questions to the best of my ability and that your opinions will be heard with respect. You can expect that your assignments and exams will be graded carefully and returned in a timely manner and that you will be given an explanation of why you receive the grades you receive. You can expect that I shall make time to see you if you need to see me and that I shall keep regular office hours.

WHAT WE SHOULD EXPECT FROM EACH OTHER
A serious commitment to learning and a serious effort toward that end.

CLASS ACTIVITIES

|  |  |
| --- | --- |
| **Activities** | **Dates** |
| Quizzes | January 27,29, February 3,10,17,24, March 2,4,18,25, April 1,8,15,22,27 |
| Case Analyses | Related to Police – February 26Related to Courts and Trials – March 23Related to Corrections – April 6 |
| Mid-term Examination (optional) | Week of March 16 at a time and place to be determined |
| Final Examination | Friday, May 8, 2020, 9:00-11:30 am |

CLASS SCHEDULE: Please use this schedule to plan your reading which should be done before the relevant class.

|  |  |
| --- | --- |
| **Topics** | **Dates** |
|  |  |
| A – Introductory Material | January 22 |
| B – Perspectives on Crime | January 27 |
| C – Nature of Crime | January 29 |
| D – Criminal Law and the Criminal Justice Process | February 3,5 |
| E – History of Police and Policing | February 10,12 |
| F – Police and Policing | February 17,19,24,26 |
| G – Courts and the Judiciary | March 2 |
| H – Pre-trial Activities | March 4,16 |
| I – Trials and Sentencing | March 18,23 |
| J – Community Corrections | March 25,30 |
| K – Incarceration and After | April 1,6,8 |
| L – Juvenile Justice | April 15,20 |
| M – Special Topics and Global Crime | April 22,27,29 |
| N – Summary and Conclusions | May 4 |

READING LIST: Reading assignments must be read by the first date on which the reading has been assigned. Quizzes on the reading will be held on that day.

A –Introductory Material

* No reading

B – Perspectives on Criminal Justice

* RD – Chapter 1

C – Nature of Crime

* RD – Chapter 2

D – Criminal Law and the Criminal Justice Process

* RD – Chapter 3
* Ken Armstrong – “Annals of Law: Conflicting Convictions – What Happens When a Prosecutor Puts the Same Gun in Two Hands?” The New Yorker, November 13, 2017

E – History of Police and Policing

* RD – Chapter 4
* Rachel Aviv – Letter from Albuquerque: Your Son is Deceased, The New Yorker, February 2, 2015

Optional:

* Ken Auletta – Around City Hall – Fixing Broken Windows: Bill Bratton Wants to Be America’s Top Cop. His Critics Say that His Legacy is Tainted, The New Yorker, September 7, 2015
* Jeffrey Toobin – Annals of Law - Rights and Wrongs: A Judge Takes on Stop-and-Frisk, The New Yorker, May 27, 2013

F – Police and Policing

* RD – Chapters 5 and 6
* Douglas Starr – Department of Criminal Justice – The Interview: Do Police Interrogation Techniques Produce False Confessions? The New Yorker, December 9, 2013

Optional:

* Rachel Aviv – “A Reporter at Large: Show of Force – A Policeman Claimed That His Wife Had Attempted Suicide. When She Survived, a Troubling Story Emerged, The New Yorker, October 7, 2019
* Dana Goodyear – “Annals of Law Enforcement: Shock to the System – Can the Manufacturer of Tasers Provide the Answer to Police Abuse?” The New Yorker, August 27, 2018
* Rachel Aviv – “A Reporter at Large: Memories of a Murder – DNA Evidence Exonerated the Convicted Killers. So Why Do Some of Them Recall the Crime So Clearly?” The New Yorker, June 19, 2017
* Paul Kix – “Annals of Justice: Recognition – How a Travesty Led to Criminal Justice Reform in Texas,” The New Yorker, January 18, 2016
* Jake Halpern – The Cop: Darren Wilson Was Not Indicted for Shooting Michael Brown. Many People in Ferguson Question Whether Justice was Done, The New Yorker, August 10 and 17, 2015
* Burkhard Bilger – “Our Local Correspondents – Beware of the Dogs: Can New York’s Canine Units Keep the City Safe from Terrorism?” The New Yorker, February 27, 2012

G – Courts and the Judiciary

* RD – Chapter 7

Optional:

* Jeffrey Toobin – A Reporter at Large: The Milwaukee Experiment, What Can One Prosecutor Do About the Mass Incarceration of African-Americans? The New Yorker, May 11, 2015

H – Pre-Trial Activities

* RD – Chapter 8
* Sarah Stillman – A Reporter at Large – Taken: Under Civil Forfeiture, Americans Who Haven’t Been Charged With Wrongdoing Can Be Stripped of Their Cash, Cars and even Homes. Is That All We Are Losing? The New Yorker, August 12 & 19, 2013

I – Trials and Sentencing

* RD – Chapter 9
* Paige Williams – “A Reporter at Large – Double Jeopardy: In Alabama a judge can override a jury that spares a murderer from the death penalty,” The New Yorker, November 17, 2014

Optional:

* Rachel Louise Snyder – Annals of Prevention – A Raised Hand: Can a New Approach Curb Domestic Homicide? The New Yorker, July 22, 2013
* Ariel Levy – A Reporter at Large – Trial by Twitter: After High-school Football Stars were accused of Rape, Online Vigilantes Demanded that Justice be Served. Was it? The New Yorker, August 5, 2013

J – Community Corrections

* RD – Chapter 10
* Sarah Stillman – “Letter from Oklahoma – America’s Other Family Separation Crisis: Sending a Mother to Prison Can Have a Devastating Effect on Her Children. Why, Then, Do We Lock So Many Women Up?” The New Yorker, November 5, 2018

Optional:

* Jennifer Gonnerman – “Annals of Justice: The Interview – A Group of Volunteers is Helping Incarcerated People Negotiate a Parole System that is All but Broken,” The New Yorker, December 2, 2019
* Bill Keller – “Profiles – Prison Revolt: A Former Law-and-Order Conservative Takes a Lead on Criminal-Justice Reform,” The New Yorker, June 29, 2015

K – Incarceration and After

* RD – Chapters 11 and 12
* Adam Gopnik – A Critic at Large – The Caging of America: Why Do We Lock Up So Many People? The New Yorker, January 30, 2012
* Rachel Aviv – “Surviving Solitary – Albert Woodfax was in Isolation Longer Than Any Other American. Then He Came Home,” The New Yorker, January 16, 2017

Optional:

* Steve Coll – “A Reporter at Large: The Jail Health-Care Crisis – Criminal Justice Failures Left a Population at Risk. Privatization was Supposed to Help.” The New Yorker, March 4, 2019
* Jennifer Gonnerman – “A Reporter at Large: Home Free – How a New York State Prisoner Became a Jailhouse Lawyer and Changed the System,” The New Yorker, June 20, 2016
* Jeffrey Toobin –“Letter from Baltimore – This is My Jail: Where gang members and their female guards set the rules,” The New Yorker, April 14, 2014
* Rachel Aviv – “Annals of Crime – The Science of Sex Abuse: Is it right to imprison people for heinous crimes they have not yet committed?” The New Yorker, January 14, 2013
* Rachel Aviv – Annals of Justice – Revenge Killing: Race and the Death Penalty in a Louisiana Parish, The New Yorker July 6 and 13, 2015

L – Juvenile Justice

* RD – Chapter 13

M – Special Topics

* RD – Chapter 14
* Ariel Levy – Annals of Justice – The Price of a Life: What is the Right Way to Compensate Someone for Decades of Lost Freedom, The New Yorker, April 13, 2015
* Sandra I. Hodgkinson, “Current Trends in Global Piracy: Can Somalia’s Successes Help Combat Piracy in the Gulf of Guinea and Elsewhere,” Case Western Reserve Journal of International Law, V.46, n.1, 2014

Optional:

* Ilya Van Hespen, “Developing the Concept of Maritime Piracy: A Comparative Legal Analysis of International Law and Domestic Criminal Legislation,” The International Journal of Marine and Coastal Law, V.31, 2016
* Paul R. Williams and Lowry Pressly, “Maritime Piracy: A Sustainable Global Solution,” Case Western Reserve Journal of International Law, V.46, n.1, 2014

N – Summary and Conclusions

* No reading