Course Description:
This course provides students with a general overview of the criminal justice system with specific emphasis on the crime phenomenon and the nature of justice in the United States. The course begins with a history of the legal and ethical concepts and the organizations and institutions that have been developed making up the American criminal justice system. Through weekly lectures students will build a solid understanding of the three major components of the justice system: police, courts, and corrections. Most of the course will be devoted to the exploration of these three components, examining how each have evolved, and understanding the major problems and current issues that each deal with on a daily basis. At the end of the course, students will be able to define crime, identify the major causes of crime, describe current challenges confronting the criminal justice system and understand how crime is managed within the criminal justice system.

Required Texts:

Expectations:
Although the course style is mostly lecture, students are expected to make substantive contributions to each of our meetings. Each class meeting covers a specific topic or sequence of topics. I will assign reading materials that cover these topics for you to go over before coming to class. In order to discuss these topics intelligibly, you will NEED to do the readings before coming to class. Our meetings will provide an ideal environment for students to develop skills at articulating their opinions and discussing issues surrounding crime and the criminal justice system. **All students can expect to be treated with respect and must show respect to and for each other.** Students are required to regularly check the class blackboard page. I reserve the right to make changes or additions to the schedule as necessary. Days for examinations may change depending on our weekly progress. Students will be made aware of such changes. If you miss an exam due to an unexcused absence, you will earn an F for that exam. **An excused absence is one I have knowledge of and approve before it occurs.**
Attendance and Participation:
• Students are expected to show up to class **ON TIME** and remain in class for the duration. Absences, tardiness, or early exit will be excused provided the student informs me-email, phone, or in person-ahead of time.
• **Participation** is a major part of the educational process for this course. Participation is also graded. Only those who regularly contribute constructively to the course will receive full points for participation. You are not allowed to “backload” all of your participation for the final weeks. Inappropriate classroom behavior will result in the loss of participation points.

Grading/Evaluation:
Grades are assigned using objective criteria and are non-negotiable. Your running course average will be available on blackboard from the beginning of the semester. Your grade reflects points that you have earned over the course of the semester – **please do not approach me at the end of the semester asking for an extra credit opportunity or reconsideration of assigned grades.**
Incompletes will not be given except in the most extraordinary of circumstances. Assignment of the final grade will be based on:
25%: Examination #1 (100 points)
25%: Examination #2 (100 points)
25%: Reaction Essays (2 @50 points each)
15%: Attendance and Participation (20 points total: 10 for attendance & 10 for participation)
10%: Weekly Reading Quizzes (5 points per quiz)

<table>
<thead>
<tr>
<th>Grading Scale for Assignment of Final Grades</th>
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<tbody>
<tr>
<td>93 - 100 = A</td>
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<tr>
<td>90 - 92.99 = A-</td>
</tr>
<tr>
<td>87 - 89.99 = B+</td>
</tr>
<tr>
<td>83 - 86.99 = B</td>
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<tr>
<td>80 - 82.99 = B-</td>
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<tr>
<td>77 - 79.99 = C+</td>
</tr>
<tr>
<td>73 - 76.99 = C</td>
</tr>
<tr>
<td>70 - 72.99 = C-</td>
</tr>
<tr>
<td>67 - 69.99 = D+</td>
</tr>
<tr>
<td>63 - 66.99 = D</td>
</tr>
<tr>
<td>60 - 62.99 = D-</td>
</tr>
<tr>
<td>Below 60 = F</td>
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</tbody>
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**ASSIGNMENTS**
• **First Assignment:** It is important that I learn who my students are; therefore, your first assignment is to create a homepage on Blackboard. Upload a digital picture and tell me and your classmates about yourself (your major, class, interests, hometown, interesting fact about you etc…). Failure to complete the first assignment by **Wednesday, May 20th** will result in an automatic lowering of your participation score by 1 (meaning 19 is the highest you will earn).
• **Weekly Reading Quizzes:** Students are required to take reading quizzes each week. These reading quizzes, which must be taken via Blackboard by **8AM each Wednesday**, are based on the reading for the week. Reading for the week is clearly indicated on the class schedule. **Important:** All reading quizzes are available on Blackboard. You will no longer be able to access a quiz after its due date for completion. Once you start a quiz, you have 10 minutes to complete it. **You cannot restart a quiz at a later date or time.**
• **Reaction Essays:** Students must submit **TWO** 2-3 page reaction essays over the course of the semester. The reaction essays, which are based on documentaries shown in class, are described
in detail below. Due dates for reaction essays are noted on the class schedule (reaction essays will be marked down five points for each class day that they are late).

• **Examinations:** There are two examinations that will consist of multiple choice and possibly some short essay questions. Examinations will cover both material discussed in class and material in the required reading. Chapters covered on the exam are clearly indicated on the schedule. Exams will be given on the days noted on the schedule. Students are responsible for keeping up with the weekly reading assignments; this will help you come exam time.

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**Information and instructions on reaction essays:**

Students must write 2-3 pages, double-spaced, reaction essays for TWO of the documentaries viewed in class (essays must be typed). In the reaction essay, you should focus on critically assessing the content of the documentary and synthesizing its relationship to course materials and discussion. The reaction essays, which are worth 50 points each, are due at the beginning of class session noted on the class schedule. You must bring one hard copy to class. Reaction essays will be marked down five points for each class day that they are late.

These must be well-written, well reasoned argument papers that explore one or more issues raised in the documentary. Reaction essays are NOT "What was this film about" or "What I thought of the film". Please do not provide any kind of summary of the content of the film unless you are doing so to demonstrate a crucial point that you are making in your essay. The best essays are those that demonstrate that you have come away from the film with a more refined understanding of one of the issues that were discussed in class. Please do not start every (or really any) sentence with "I think..." If you are tempted to write "I would argue that the cycle of violence raises..." instead write "The cycle of violence raises..." Perhaps most importantly, those who try to cover too much ground tend to do poorly on these essays. Pick just one issue and fully explore it developing a comprehensive argument that is clearly related to the course materials.

Reaction essay grades are final. Grades are assigned both on the merits of your own essay and the strength of your essay relative to other essays submitted. Only the very best essays will earn the full 50 points. 50 point essays are those that (1) make a comprehensive argument, (2) relate the film back to class materials (again avoiding "in class we have been discussing), (3) address one issue and fully explore all of the implications of that issue, and (4) are WELL-WRITTEN. (PROOFREAD). Points will be deducted for describing the film (beyond what is necessary to make a point), writing an opinion paper, or failing to proofread. Although it is conceivable that someone might write a good two-page essay, I would imagine that you will need the full three pages to do an adequate job in developing a well-reasoned essay.

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Reaction essay grades will be assigned using the following grading scale:

**50 points = EXCEPTIONAL ESSAY** – very few, if any, essays will receive the highest possible score. A 25-point essay is one that is well-conceived, well-argued, and well-written. Essays receiving 25, 24, 23, points were among the best received.

**45 points = VERY GOOD ESSAY** – essays that are fundamentally good, but not as strong as the best essays earn 20 points. Often there are minor grammar problems or some problems in the conceptualization or development of the argument. These are still very good essays.
**40-44 points = GOOD ESSAY** – essays that are good, but that have some flaws, typically these essays fail to make a convincing argument, fail to adequately relate the essay to course material, try to do too much in one essay, or make good points but are poorly written.

**35 and below - AVERAGE TO BELOW AVERAGE ESSAYS:** Essays that score 14 points or below are those that fail to conform to the assignment (e.g. are two pages or less), that try to incorporate way too much from the course (in other words – it is hard to pull out the main argument), or that do not relate to the course at all. If at the end of the essay, the grader does not really know what you are trying to argue – or is not clear on the points made in the essay, the essay will likely receive a grade of 14 or below.

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**Notes and Class Policies**

- The highest standards of academic integrity are expected in this course. As such, all students should remind themselves of University’s Academic Honesty and Integrity policy, which can be found in the Student Handbook. All written assignments will be processed through Turnitin. Any instances of cheating, fabrication, plagiarism, unauthorized collaboration, or other academic dishonesty, will be dealt with in accordance with the university’s official policies (also found in the Student Handbook).

- Except in exceptional circumstances, exams must be taken as scheduled. If you have a conflict or if you must miss an exam due to a medical or other emergency, please try to let me know ahead of time (email or call). If you simply miss an exam, you will receive a zero. Exams will only be rescheduled for those who have a valid medical note or who have consulted with me prior to the exam. Make-up exams may be different from the original exam.

- **The use of portable electronic devices is not permitted at any time during the class.** Please turn off all cellphones, LAPTOPS, pdas/mp3 players etc. prior to the beginning of class. If you wish to use a recording device or computer in class, please consult with me. If you have any special educational needs, please let me know as soon as possible so that I can accommodate those needs. Northeastern University’s Disability Resource Center provides services to students needing special accommodations. [http://www.accessdisability-deaf.neu.edu/](http://www.accessdisability-deaf.neu.edu/)

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**INSTRUCTOR RESERVES THE RIGHT TO MAKE CHANGES TO THE SYLLABUS**
**Northeastern University**  
**CRIM 1100 – Introduction to Criminal Justice**  
**Monday & Wednesday 8-11:30AM Summer 2015**

### Week 1  
**Introductions & Overview of the U.S. Criminal Justice System**

| Monday 5/11: | Case Study Introduction: Challenging issues within our justice system |
| Wednesday 5/13: | Introductions, Expectations, Syllabus review, & Course Requirements |
| | Introduction to the Criminal Justice System |
| | Crime and Justice in America |

**Reading for next week:** PDFs emailed to each student

### Week 2  
**The U.S. Criminal Justice System, Policy, Cause, & Data**

| Monday 5/18: | **Documentary #1 Murder on a Sunday Morning** |
| Wednesday 5/20: | Analyzing Crime Data |
| | Introduction to Theories of Crime and Criminal Behavior |

**Reading for next week:** Cole, Smith & DeJong, Chapters 3 & 6: Criminal Justice and the Rule of Law and Police & Constitutional Law

### Week 3  
**Criminal Justice & the Rule of Law**

*Complete Reading Quiz 1 by Wednesday 8:00 AM (Cole, Smith & DeJong: Chapter 3)*

| Monday 5/25: | **Memorial Day NO CLASS** |
| Wednesday 5/27: | Criminal Justice & the Rule of Law |
| | Foundations of Criminal Law |
| | Procedural and Substantive Law |

**Reading for next week:** Cole, Smith & DeJong, Chapters 4 & 5: Police & Policing: Contemporary Issues and Challenges

### Week 4  
**Police & Policing**

*Complete Reading Quiz 2 by Wednesday 8:00 AM (Cole & Smith: Chapter 4)*

| Monday 6/01: | **EXAM 1** |
| | Police and society over the years |
| | Police and Constitutional Law |
| | Legal Limitations on Police Investigations, Warrants |
Wednesday 6/03:  **Suffolk County Jail Tour**  
Foundations of Policing - Police development in the U.S.  
Contemporary Policing and Policing Challenges

**Reading for next week:** Cole, Smith & DeJong Chap. 7 & 8: Courts and Adjudication

**Week 5**  
**Courts & Adjudication - Prosecution, & Defense**  
The Pretrial Process

*Complete Reading Quiz 3 by Wednesday 8:00 AM (Cole & Smith: Chapter 7)*

Monday 6/08:  **Documentary #2**  
Introduction to Courts and Adjudication  
The Structure of American Courts  
The Courtroom Workgroup – Judge, Prosecution and Defense

Wednesday 6/10:  The Pretrial Process in Criminal Cases  
Realities of the Bail System  
The Jury Trial

**Reading for next week:** Cole, Smith & DeJong Chap. 9: Punishment and Sentencing  
Cole, Smith & DeJong Chap. 10: Corrections

**Week 6**  
Punishment and Sentencing

*Complete Reading Quiz 4 by Wednesday 8:00 AM (Cole, Smith, & DeJong: Ch. 9)*

Monday 6/15:  **Documentary #3**  
The Goals of Punishment  
Punishment and Sentencing - Case Analysis - Death Penalty

Wednesday 6/17:  Intro to Corrections  
Jails: Detention and Short-Term Incarceration  
Incarceration: History/Goals of Incarceration

**Reading for next week:** Cole, Smith & DeJong, Ch. 11: Incarceration/Prison Experience  
Cole, Smith & DeJong, Ch. 13: Release/Reentry

**Week 7**  
Corrections and Reentry

*Complete Reading Quiz 5 by Wednesday 8:00 AM (Cole, Smith, and DeJong: Chapter 13)*

Monday 6/22:  The Prison Experience  
The Modern Prison: Legacy of the Past

Wednesday 6/24:  Release Mechanisms  
Parole and Prisoner Reentry  
Challenges of Prisoner Reentry

**Final Exam is just the third/last exam.**