CRIM 4949 CRIMINAL JUSTICE
SENIOR CAPSTONE SEMINAR

Fall 2016 Syllabus

Professor:

Jack R. Greene, Ph.D., Professor, School of Criminology and Criminal Justice,
Northeastern University

402 Churchill Hall, 617-373-8165, j.greene@neu.edu

Meeting Times: 11:45-12:50 PM Mondays and Thursdays, Richards 235

Office Hours: 2-4 PM, Mondays and Thursdays

Graduate assistant: Stacie St. Louis, st.louis.s@huskey.neu.edu

Graduate Assistant Office Hours: TBD

Course Description and Goals:

The course provides students with the opportunity to critically examine what they know about crime and justice at the culmination of their undergraduate experience. It also gives students the opportunity to reflect broadly on their education and to integrate their academic and experiential learning knowledge.

The course examines several major orientations, within which theories of crime and justice are examined and clarified. At the same time, issues of crime and justice, like many social phenomena have attracted a series of misconceptions and myths that shape popular culture and ideas about criminality and the justice systems’ responses. These too will be explored, providing a foundation for class discussion.

Students will write critical, reflective papers and make presentations exploring several crime and justice themes from the perspective of their prior experiential and academic learning, as well as class reading assignments. The course challenges seniors to demonstrate some mastery of academic and practical issues in the field, as well as to reflect critically on the future of criminology and criminal justice.

The course has three (3) primary learning objectives.

1. To critically analyze issues of crime and justice, using both student academic and experiential learning, to understand how criminal justice is conceptualized and made operational.
2. To examine the many misconceptions and myths of the justice system embedded in popular culture and that accompany its policy discussions, and their implications for crime and justice issues.
3. To provide students with grounding in current and future policy concerns of the justice system particular emphasis on criminal justice agency functioning.

Readings:


Blackboard:

Blackboard technology is integrated into this class. You can access the main Blackboard site at http://blackboard.neu.edu. Follow the directions for logging into the information for this classroom. You are responsible for checking this site regularly as course information will be added to the site.

Communication:

All seminar participants are expected to check their email account weekly. I will use the email address supplied on the Blackboard website. It is your responsibility to ensure the correct email address is supplied.

Academic Integrity:

Northeastern University’s academic integrity policy will be strictly applied (see http://www.judicialaffairs.neu.edu/academicintegrity.htm).

Class Format, Attendance and Participation:

Class Etiquette:

Please use laptops appropriately while in class. That means for note taking, not surfing the web, Facebook, on line shopping, social media and the like. Laptops are for taking notes in the class only. Please shut down all cell phones while in the class. In the event of an emergency, please email me in advance indicating the emergency and when you will return to the class. Class engagement is essential; please complete all readings prior to the class and be prepared to engage in class discussions.

Evaluation Methods:

Seminar participant’s final grade will be based upon the following components:
1. **Seminar Paper (25% for final paper, 15% for mid-term abstract, outline and preliminary readings, 10% for class presentation of paper — total of 50%)**: Seminar participants are required to prepare a seminar paper on some aspect of the justice system, from the perspective of justice theory, justice mythology or the intersection of both. Seminar participants have the discretion to choose a topic of interest but all topics must be approved in advance. This assignment should be more than a literature review/description of the selected issue but rather a critical assessment, which includes your prior coursework and your co-op or other experiential learning experiences. The purpose is to demonstrate your mastery of the issues relating to this topic along with **rigorous analysis connected to your justice experiences**.

- Research Based: Papers must be researched based and should draw on the leading research in topic area. Seminar participants must use **primary source material**, including books and peer-reviewed journal articles, for this assignment. Generally speaking, web-based sources are not acceptable, but newspaper accounts can be used for illustrative purposes, in moderation.

- Topics: Seminar participants must provide an overview of tentative topics on October 6, 2016. Topics should include a clearly stated research question, a brief abstract, and a description of your topic, its importance and how you will explore the topic, including the key issues that will be addressed, and why you believe it is a compelling topic. A preliminary citation list should also be provided. (Should not exceed 4-5 double-spaced pages). These will be submitted on Blackboard and each participant in the seminar will briefly discuss their topic with the class at-large.

- Outline: Seminar participants must provide a detailed outline of their research paper for the class by November 7, 2016. The outline should provide sufficient detail on the structure of the research paper so an outside reader can understand how you are defining the topic, how you are pursuing the research and what analytic structure you are using. Outlines will be submitted through Blackboard.

- Format: Seminar papers should be approximately 15 pages in length, and follow traditional formatting rules (12 point font, double space, one inch margins, APA or Chicago guidelines, etc.) Final Paper due December 12, 2016 by 5 PM EST. After 5PM, late 1 grade less, and after, December 13, 2016 will not be accepted. Final papers will be submitted through Blackboard.

2. **Class Facilitation (10%)**: Individuals or pairs of seminar participants will serve as a class facilitator(s) for one class session during the semester. Class facilitators are responsible for leading the class discussion for that particular class. The facilitators for any given class period should coordinate presentations along critical themes identified in the material and linked to student responses to the discussion question on Blackboard. Facilitations should be generally structured as follows:
• Identify what you believe are critical points/themes that emerge from this material (this is not a review of what the author's for the day have said, rather it is a quick synopsis of the major points they are making);
• Review others’ responses via Blackboard for the topic of that day.
• Come prepared with a series of “discussion questions” that will generate a discussion.
• You should focus on issues such as “Why does this matter?” “What impact does this have on understanding justice and the justice system?” Have you experienced this issue while on co-op or in some other setting”?

*** Facilitators do not have to post on Blackboard on the day that they are assigned to facilitate the class. However, they will provide the instructor a brief outline addressing the points described above.

3. Class Participation (20%): As stated above, this course is a seminar format class. That is, it will be a guided discussion of the reading materials and brief lectures supplementing class materials. In a seminar format class, the each student is responsible to reflect on the material for each class period. Seminar participants are expected to come prepared to address the materials and the discussion questions posed in the syllabus. This includes being prepared to make insightful comments on the material and/or ask questions that help clarify confusing points.

4. Weekly Discussion Questions (20%): Seminar participants are required to respond to weekly discussion questions posted. If students are facilitating a discussion that week, they do not have to post on Blackboard for that week (see above). Responses should address the posted question from the perspective of the readings for that day as well as the experiences of the student. Again, this is not an exercise of repeating what the authors have said; rather quickly state what they say and then move on to your critique. These are to be typed documents that follow the basic formatting rules/requirements of college-level writing. When posted, do not post the file, but rather paste the materials on the space for the posting. Seminar participants must submit this document 24 hours before the beginning of class by pasting their response to the appropriate date of discussion on Blackboard.

Grading Scale: Grades will be assigned according to the following percentages:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100%-95%</td>
</tr>
<tr>
<td>A-</td>
<td>94%-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>
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<tr>
<td>C</td>
<td>76%-74%</td>
</tr>
<tr>
<td>C-</td>
<td>73%-70%</td>
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<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>&gt;59%</td>
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</tbody>
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Course Schedule/Week/Topic/Readings/Discussion Question:

I. Introduction & Course Overview: September 8, 2016
II. Experiential Learning: September 12, 2016
Class Discussion 1: Your experiential learning. Students will provide a 2-3 page description of their experiential learning encounters during their academic program, and make a brief presentation (3-5 minutes) to the class about that learning.


Post Discussion 1: (September 18): What role does the law play in the criminal justice system, and what other factors account for criminal justice agency policy or practices? Most recently there have been numerous convictions overturned by the courts. What does this say about the rationality of the legal system? First Post Due.


Post Discussion 2 (September 25): Does the criminal justice system actually deter crime or is it too lenient to do so? How does imprisonment and or capital punishment affect crime levels? How have conflicts between due process and crime control played out in American CJ policy? How is crime control policy shifting in the US today?

V. October 6, 2016: Brief class presentation on your research paper topic (1st writing deliverable due). Briefly address: 1) why have you chosen this topic? 2) What is the significance of this topic? How will you approach the topic of interest?

VI. Politics and the Justice System: October 17–20, 2016

Post Discussion Question 3 (October 19): How have myths of crime merged with politics to forge a powerful image of crime and what to do about crime? How different are the reality and perception of crime in the US? How have these images penetrated our political and election systems?

VII. Governing through Fear: October 24-27, 2016

Post Discussion 4 (October 26): How has fear of crime shaped crime control policies and when is fear misused as a tool to increase support for criminal justice policies or actions? What types of actions has fear of crime supported? What have been the implications of these fear-based actions?


Post Discussion 5 (November 2): What types of social constructions do we have about criminals, victims, and risk in our communities, and how do these social constructions influence how we act in the criminal justice system?

IX. Race, the War on Crime and Mass Imprisonment: November 7-10, 2016

Post Discussion Question 6: (November 9): How has the war on crime/drugs affected ideas about the causes of crime and violence? How is race imbedded in
criminal justice decision making, and what are the policy implications of “Black Lives Matter”?

X. Justice as Fairness and Equity: November 14-17, 2016

Post Discussion Question 7 (November 16): Is criminal justice – just? What biases exist in the justice system and how are they made visible? Is this reflection of crime or something else? How just and fair can the criminal justice system be?

XI. Crime at Home and in the School: November 21-28, 2016

Post Discussion Question 8 (November 27): How has the criminal justice system affected domestic issues and with what results? How have families, schools and workplaces come under criminal justice supervisions and with what effects? Last Post Due

XIII. Class Presentations December 1-5, 2016

XVI. Seminar Paper due December 12, 2016 (EST 1700). Papers will be submitted through Blackboard in Turnitin. Papers submitted after December 12 will have one grade deducted, and those after December 13, will not be accepted.

Reading Schedule

<table>
<thead>
<tr>
<th>Class Topic</th>
<th>Primary Readings</th>
<th>Facilitation Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction and Overview</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Experiential Learning</td>
<td>Experiential Roles Class Discussion</td>
<td>N/A</td>
</tr>
<tr>
<td>Criminal Justice as Legal-Rationalism <strong>First Post Due</strong></td>
<td>Kraska/Bent Chapter 2</td>
<td>Kappeler/Potter Ch 1/2</td>
</tr>
<tr>
<td>Crime Control or Due Process?</td>
<td>Kraska/Bent Chapter 4</td>
<td>Kappeler/Potter Ch 12</td>
</tr>
<tr>
<td>Research Topic Presentation</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Politics and the CJ system</td>
<td>Kraska/Bent Chapter 5</td>
<td>Kappeler/Potter Ch 15</td>
</tr>
<tr>
<td>Governing through Fear</td>
<td>Simon Chapter 3</td>
<td>Kappeler/Potter Ch 5</td>
</tr>
<tr>
<td>Criminal Justice as Social Construction</td>
<td>Kraska/Bent Chapter 6</td>
<td>Kappeler/Potter Ch 3/4</td>
</tr>
<tr>
<td>Race, the War on Crime and Mass Imprisonment</td>
<td>Simon Chapter 2 and 5</td>
<td>Kappeler/Potter Ch 8</td>
</tr>
<tr>
<td>Justice as Fairness and Equity</td>
<td>Kraska/Bent Chapter 8</td>
<td>Kappeler/Potter Ch 11 and 14</td>
</tr>
<tr>
<td>Crime at Home and in the School <strong>Last Post Due</strong></td>
<td>Simon Chapter 6 and 7</td>
<td>Kappeler/Potter Ch 9</td>
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</tbody>
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