

TRINE
UNIVERSITY
Course Syllabus

Course Title: Introduction to Criminal Justice

Term and Year:

Course and Section Number: CRJ 103

Time and Place:

Number of Credit Hours: 3

Instructor:

Office Location/Hours:

Office Phone:

Email:

Course Description: This course introduces students to the United States criminal justice system and how the system responds to criminality. Throughout the course, students will examine the process, institutions, and administration of the justice system in the United States. Additionally, students will learn the purpose and history of key elements of the criminal justice system including policing, courts, and corrections.

Learning Outcomes: Upon completion of this course, the student should be able to:

1. Define the primary functions of policing, courts, and corrections in the United States.
2. Explain the interrelations between policing, courts, and corrections.
3. Identify the general principles and challenges of policing.
4. Outline the structure, processes, and philosophies of criminal court, trial, and sentencing.
5. Compare federal, state, and local division of responsibility within the criminal justice system.

Prerequisites: None.

Required Text: Open Education Resources (OER) embedded in the course.

Other Materials: Links will be provided for resources and materials on Moodle for use with specific assignments.

Attendance/Participation: All students are expected to log in to their courses regularly throughout the week to receive instruction, materials, and updates from the instructor. It is your responsibility to check in and submit your assignments, complete your discussion board postings, and finish quizzes and exams by the due dates.

If you do not participate in the course, you will be counted absent. Simply logging in is not enough; you must submit/complete an assignment, post to a discussion board, or other similar assignment tasks to avoid being counted absent. Instructors are required to submit attendance the Monday following each week of class.

This attendance is reported to the Financial Aid Department and may result in the loss of any financial aid refund you are expecting if you have not been participating in your courses. **In addition, you will be administratively dropped from the course if you are reported absent a total of three weeks.**

Grading/Evaluation:

The undergraduate course grading scale is as follows:

90-100% A	75-79% C+	60-64% D
85-89% B+	70-74% C	59% and below F
80-84% B	65-69% D+	

Total Number of Points Within Course:

Weekly Discussion Forums	160 points (20 points each)	Critical Thinking
Assignments	60 points (20 points each)	
Journal Assignments	60 points (20 points each)	Mid-
Term Panopto Assignment	50 points (50 points)	
Final Project Video	100 points (100 points)	

Total Number of Points *430 Points*

All discussion posts and written assignments will be required to be submitted to TurnItIn and follow APA 7th edition guidelines where noted.

Final grades follow the Trine grading system and will be as follows for this course:

Grade	
LETTER	Number of Points
A	387-430
B+	366-386
B	344-365
C+	323-343
C	301-322
D+	280-300
D	258-279
F	0-257

Late Policy:

There is a 20% penalty for each day an assignment is past due, up to 2 days. After 2 days, the assignment will not be accepted unless other arrangements have been made with the instructor before the due date.

Initial discussion forum posts are due on Wednesdays at 11:59pm EST. Two discussion forum replies are due on Saturdays at 11:59pm. All other assignments are due on Sundays at 11:59pm EST. **Assignments for the final week of class will be due on Saturday at 11:59pm EST.** With the exception of emergencies, points will be deducted for late assignment submissions and discussion posts.

Other Policies:

Academic Misconduct:

The University prohibits all forms of academic misconduct. Academic misconduct refers to dishonesty in examinations (cheating), presenting the ideas or the writing of someone else as one's own (plagiarism) or knowingly furnishing false information to the University by forgery, alteration, or misuse of University documents, records, or identification. Academic dishonesty includes, but is not limited to, the following examples: permitting another student to plagiarize or cheat from one's own work, submitting an academic exercise (written work, printing, design, computer program) that has been prepared totally or in part by another, acquiring improper knowledge of the contents of an exam, using unauthorized material during an exam, submitting the same paper in two different courses without knowledge and consent of professors, or submitting a forged grade change slip or computer tampering. The faculty member has the authority to grant a failing grade in cases of academic misconduct as well as referring the case to Student Life.

Plagiarism:

You are expected to submit your own work and to identify any portion of work that has been borrowed from others in any form. An ignorant act of plagiarism on final versions and minor projects, such as attributing or citing inadequately, will be considered a failure to master an essential course skill and will result in an F for that assignment. A deliberate act of plagiarism, such as having someone else do your work, or submitting someone else's work as your own (e.g., from the Internet, fraternity file, etc., including homework and in-class exercises), will at least result in an F for that assignment and could result in an F for the course.

Artificial Intelligence (AI) is Prohibited:

All work submitted by students in this course must be generated by the student. Students may not have another person or entity contribute to an assignment for them, which includes using AI. Students may not incorporate any part of an AI-generated response in an assignment, use AI to formulate arguments, use AI to generate ideas for an assignment, or submit work to an AI platform for improvement. Using an AI tool to generate content may qualify as academic misconduct in this course.

Electronic Devices:

Use of electronic devices including smart watches and cell phones is prohibited during exams or quizzes unless directly allowed by the instructor.

Additional Information:

Student Resources:

Please visit the Student Resources tab in our course to find resources including technical support, tutoring, library resources, accommodations, accessibility, technology requirements, counseling services and many other resources.

Course Calendar/Schedule:

Please see “Course Schedule” in the course information tab.

References:

- Abrams, E. (2018, March). *The human stories behind mass incarceration* [Video]. TED Conferences.
https://www.ted.com/talks/eve_abrams_the_human_stories_behind_mass_incarceration?ref=error=playlist-truths_about_the_us_prison_system&autoplay=true
- Annie E. Casey Foundation. (2020, December 12). What is Juvenile Justice? *AECF*.
<https://www.aecf.org/blog/what-is-juvenile-justice>
- Bill of Rights Institute. (2022, November 1). *The Fourth Amendment: BRI's Homework Help Series* [Video]. YouTube. https://www.youtube.com/watch?v=8ABG_vD0o_Q
- Bill of Rights Institute. (2022, December 1). *The Fifth Amendment: BRI's Homework Help Series* [Video]. YouTube. <https://www.youtube.com/watch?v=tA90wpUiV7g>
- Blakinger, K. & Chammah, M. (2022, February 1). They Went to Prison as Kids. Now They're on Death Row. Fight clubs, solitary confinement and neglect make juveniles angrier and more violent. *The Marshall Project*.
<https://www.themarshallproject.org/2022/02/01/they-went-to-prison-as-kids-now-they-re-on-death-row>
- Burns, J. (2018, April 5). 'When Times Get Tough, People Make Tough Choices' [Video]. The Atlantic. <https://www.theatlantic.com/video/index/557324/revolving-doors/>
- Daily Dose Documentary. (2021, October 8). *14th Amendment Simplified* [Video]. YouTube.
<https://www.youtube.com/watch?v=eHxubrMXisY>
- Discussion with DPIC. (2023, May 31). *American Enterprise Institute's Dr. Sally Satel Explains Why People with Severe Mental Illness Should Not be Eligible for the Death Penalty* [Audio Podcast]. Death Penalty Information Center.
<https://deathpenaltyinfo.org/resources/podcasts/discussions-with-dpic/american-enterpriseinstitutes-dr-sally-satel-explains-why-people-with-severe-mental-illness-should-not-beeligible-for-the-death-penalty>
- Ellsworth, A. (2021, January 16). *New officer with Pacific NW agency discusses why she became An LEO in these tough times* [Audio Podcast]. On Being a Police Officer.
<https://on-being-a-police-officer.captivate.fm/episode/ep-9-new-officer-with-pacific-nwagency-discusses-why-she-became-an-leo-in-these-tough-times>

Gassiott, K. (2022, October 14). *Alabama inmates are on strike, protesting sentencing policies And a parole process* [Audio Podcast]. NPR All Things Considered.

<https://www.npr.org/2022/10/14/1129223092/alabama-inmates-are-on-strike-protesting-sentencing-policies-and-a-parole-process>

Isonhood, L. L. (2019, February). *A juror's reflections on the death penalty* [Video]. TED Conferences.

https://www.ted.com/talks/lindy_lou_isonhood_a_juror_s_reflections_on_the_death_penalty/transcript?language=en

Jacoby, C. (2023, January). *How bad data traps people in the US justice system* [Video]. TED Conferences.

https://www.ted.com/talks/clementine_jacoby_how_bad_data_traps_people_in_the_us_justice_system

Knowledge at Wharton Staff. (Hosts). (2019, July 12). *Dysfunctional Justice: What's Wrong With the U.S. Legal System* [Audio Podcast]. Knowledge at Wharton Podcast.

<https://knowledge.wharton.upenn.edu/podcast/knowledge-at-wharton-podcast/dysfunctional-justice-whats-wrong-with-the-us-legal-system/>

Koenig, S. (2018, September 5). *A Bar Fight Walks into the Justice Center* [Audio Podcast]. Serial, Season 3.

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Let's Teach. (2022, March 21). *What is the Sixth Amendment? What protections does it afford us?* [Video]. YouTube. <https://www.youtube.com/watch?v=JrROqznP8VU>

Mann, B. (2021, June 17). *After 50 Years Of The War On Drugs, 'What Good Is It Doing For Us?'* [Audio Podcast]. NPR Morning Edition.

<https://www.npr.org/2021/06/17/1006495476/after-50-years-of-the-war-on-drugs-what-good-is-it-doing-for-us>

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<https://www.vera.org/news/what-you-need-to-know-about-the-alabama-prison-strike>

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<https://psu.pb.unizin.org/criminaljusticemclean/part/introduction-to-crime-criminal-justice-and-criminology/>

Milgram, A. (2014, January). *Why smart statistics are the key to fighting crime* [Video]. TED Conferences.

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Russell, M. (2016, January). *I love being a police officer, but we need reform* [Video]. TED Conferences. https://www.ted.com/talks/melvin_russell_i_love_being_a_police_officer_but_we_need_reform

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Sliva, S. (2019, July 18). *How restorative justice could end mass incarceration* [Video]. TEDxMileHigh Conferences. https://www.ted.com/talks/how_restorative_justice_could_end_mass_incarceration

The Criminology Academy. (2022, February 28). *Episode 39. Adolescent Development and Delinquency with Rebecca Bucci* [Audio Podcast]. The Criminology Academy. <https://thecriminologyacademy.com/episode-39-bucci/>

The Root (2018, March 13). *Where Does Our Juvenile Justice System Come From?* [Video]. WNYC Studios. <https://www.wnycstudios.org/podcasts/caught/articles/caught-podcast-video-juvenile-justicesystem-history>

VICE News. (2015, April 7). *Institutionalized: Mental Health Behind Bars* [Video]. YouTube. <https://www.youtube.com/watch?v=-fQ50a-m92Y>

WIRED. (2020, January 24). *Lawyer Breaks Down 17 Courtroom Scenes From Film & TV* [Video]. YouTube. <https://www.youtube.com/watch?v=n-KY0Olo628>



Course Mapping

CRJ 103 Introduction to Criminal Justice

Course Description: This course introduces students to the United States criminal justice system and how the system responds to criminality. Throughout the course, students will examine the process, institutions, and administration of the justice system in the United States. Additionally, students will learn the purpose and history of key elements of the criminal justice system including policing, courts, and corrections.

Learning Outcomes:

1. Define the primary functions of policing, courts, and corrections in the United States.
2. Explain the interrelations between policing, courts, and corrections.
3. Identify the general principles and challenges of policing.
4. Outline the structure, processes, and philosophies of criminal court, trial, and sentencing.
5. Compare federal, state, and local divisions of responsibility within the criminal justice system.

Week One: LO1	
Learning Activities and Materials	Assessments

<p>Read:</p> <ul style="list-style-type: none"> • Chapter 1 Crime, Criminal Justice, and Criminology (1.1 thru 1.10)(19 pages) (LO1) • Chapter 2 Defining and Measuring Crime and Criminal Justice (2.1 thru 2.5) (10 pages) (LO1) <p>Watch:</p> <ul style="list-style-type: none"> • How Bad Data Traps People in the US Justice System (6:11 minutes) (LO1) • Why Smart Statistics Are the Key to Fighting Crime (12:29 minutes) (LO1) 	<p>Intro Discussion</p> <p>Introduce yourself during the first week of class.</p> <ol style="list-style-type: none"> 1. Share 3 nouns and 2 verbs that best represent who you are. 2. Share a YouTube clip from a movie that you love and explain why you love it. <p>Week 1 Discussion Forum (LO1)</p> <p>After reading Chapter 2 of our text and watching the two videos over defining and measuring crime and criminal justice, find 3 quotes/comments/thoughts that interested you and explain why for your initial post.</p> <p>Week 1 Critical Thinking Assignment (LO1)</p> <p>After reviewing content from Chapter 1 of our text, respond to the following critical thinking questions:</p> <ol style="list-style-type: none"> 1. What was your first lesson in crime and criminality? 2. In the Pittsburgh Parking Chair example, who do you feel is acting in a deviant manner? 3. Out of the 3 main components of the criminal justice system, which one do you think is the most critical player in our criminal justice system? Why? <p>Pick a county in any state anywhere in the United States in the FBI's UCR link. Explore the crime statistics for the year 2021. What are your thoughts and insight on the information you obtained?</p>
Week Two: LO1,2	
Learning Activities and Materials	Assessments

<p>Read:</p> <ul style="list-style-type: none"> • Chapter 3 Criminal Law (3.1 thru 3.13)(25 pages)(LO1, LO2) <p>Watch:</p> <ul style="list-style-type: none"> • The Fourth Amendment (5:24 minutes)(LO1)(LO2) • The Fifth Amendment (6:34 minutes) (LO1)(LO2) • The Sixth Amendment (4:21 minutes)(LO1)(LO2) • The Fourteenth Amendment (3:12 minutes)(LO1)(LO2) <p>Listen:</p> <ul style="list-style-type: none"> • Dysfunctional Justice: What's Wrong with the U.S. Legal System (27:30 minutes)(LO1)(LO2) 	<p>Week 2 Discussion Forum (LO1)(LO2)</p> <p>The beginning of Chapter 3 and our podcast this week both explore the dysfunctions of law. This is when the law doesn't achieve its purpose of social control and social change, perhaps even harming society.</p> <p>For your initial discussion post this week, share an example from the news of a case that illustrates the dysfunctions of law. Include a link to your article, video, or audio so that others can review your case.</p> <ol style="list-style-type: none"> 1. What are your thoughts and insights regarding the “dysfunction” of your chosen case. 2. Which component of the criminal justice system (cops, courts, corrections) is responsible for the dysfunction in your opinion? Why? <p>An example case is listed in your textbook in section 3.1 at the bottom of the page for your review. Or, you can review it here:</p> <p>The Victim Who Became the Accused</p> <p>Week 2 Journal Assignment (LO1)(LO2)</p> <p>Chapter 3.9 outlines procedural law and discusses the phases of the criminal justice process: the investigative phase, pretrial phase, trial phase, sentencing phase, and post-conviction phase. The remaining sections of Chapter 3 (3.10-3.13) explore 4 different amendments that play a significant part in our criminal justice system and procedural law. The four amendments explored are the fourth, the fifth, the sixth, and the fourteenth.</p> <p>For this journal assignment, you will pick one of the amendments to research. In your journal, you will discuss the basics of the amendment, give a summary of a landmark case, and explore the amendments impact on the three main components of the criminal justice system (cops, courts, or corrections).</p> <p>Choose one of the following submission types:</p>
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	<p>a) Written assignment: 3 pages, APA Style</p> <p>b) Audio assignment: record a minimum of four minutes, include a written submission of your references</p> <p>Visual assignment: Create a graphic or video (minimum of four minutes), include a written submission of your references</p>
Week Three: LO1-4	
Learning Activities and Materials	Assessments
<p>Read:</p> <ul style="list-style-type: none"> • Chapter 4 Policing (4.1 thru 4.13)(19 pages)(LO1)(LO2)(LO3)(LO5) <p>Watch:</p> <ul style="list-style-type: none"> • TEDTalk by Melvin Russell (12:58 minutes)(LO1)(LO2)(LO3) • PBS Newshour (5:31 minutes)(LO1)(LO2)(LO3)(LO5) <p>Listen:</p> <p>On Being a Police Officer (26:50 minutes)(LO1)(LO3)</p>	<p>Week 3 Discussion Forum (LO1)(LO3)</p> <p>After reviewing the discussion on the levels of policing from your text 4.4, explore the Go Law Enforcement website, listen to this On Being a Police Officer podcast, and watch this TEDTalk by Melvin Russell. Discuss your interest in the criminal justice field:</p> <ol style="list-style-type: none"> 1. What are your concerns about and interests in the criminal justice field? 2. Which level of policing or job in the criminal justice field are you interested in pursuing? <p>For your reply posts this week, you will reply using the 3C + Q method. Respond to others using each of the following prompts in your reply posts:</p> <ul style="list-style-type: none"> • Compliment (“I like how....”, “I like that...”) • Comment (“I agree that...because...”, “I disagree that...because...”) • Connection (“I have also heard/seen/read/thought that....”) • Question (“I wonder why/how/why/what/when/where...”) <p>Week 3 Critical Thinking Assignment (LO1)(LO2)(LO3)(LO5)</p> <p>After reviewing content from Chapter 4 of our text, respond to the following critical thinking questions.</p>

	<ol style="list-style-type: none"> 1. Are the Peelian Principles listed in 4.2 of your text in line with what we expect of police today? Which principles do we take for granted, and which still seem like something we continue to strive for? 2. Explore the link Discover Policing from 4.4 of your text. Pick one of the main tabs to explore (Getting Started, Careers, or Community). Discuss what you discovered or learned about policing from your research. 3. In learning about police misconduct, accountability and corruption in 4.7 of your text, explain the difference between a meat eater and a grass eater. What are your thoughts on these forms of corruption? 4. Police accountability, which is explored in your text 4.8 thru 4.13 looks at discipline, prosecution, body cameras, federal intervention, and reducing discretion. A recent news story explored a study on traffic stops and how the first thirty seconds of the interaction determines how the encounter ended. For this critical thinking question, review the PBS Newshour video. Discuss your thoughts and insights regarding the video.
Week Four: Overview (LOs)	
Learning Activities and Materials	Assessments
<p>Read:</p> <ul style="list-style-type: none"> • Chapter 5: The Courts (5.1 thru 5.10) (21 pages) (LO1)(LO2)(LO4)(LO5) <p>Watch:</p> <ul style="list-style-type: none"> • Lawyer Breaks Down 17 Courtroom Scenes From Film and TV (17:26 minutes) (LO1)(LO2)(LO4)(LO5) <p>Listen:</p> <p>Serial: A Bar Fight Walks Into the Justice Center (50:22 minutes) (LO1)(LO2)(LO4)(LO5)</p>	<p>Week 4 Discussion Forum (LO1)(LO2)(LO4)(LO5)</p> <p>After reading Chapter 5 on the court system in the United States, consider the case that is covered in Season 3, episode 1 of the Serial podcast on the Cleveland Criminal Court process. Then, respond to the following questions:</p> <ol style="list-style-type: none"> 1. What are your thoughts on the way our court system works in theory? Does it differ from how it worked in reality in the case regarding Anna? 2. In the case regarding Anna, did the “punishment” fit the “crime”.

	<p>3. In the case regarding Anna, did the three components of the justice system (cops, courts, corrections) deal with this case in a “justified” manner?</p> <p>Week 4 Panopto Video Assignment (LO1)(LO2)(LO4)(LO5)</p> <p>After reading this week’s chapter and exploring our court process in the United States, using our video from this week’s learning activities as a guide, pick any “courtroom” movie or television show clip (not discussed in the video already).</p> <p>In a 4 minute minimum video or audio recording of your own, share your thoughts and insights on how much the clip gets right or wrong in regards to how our court system works, offering explanation on how the clips is accurate or not. You will need to share a link to your video clip as part of this assignment.</p>
Week Five: LO1,4,5	
Learning Activities and Materials	Assessments
<p>Read:</p> <ul style="list-style-type: none"> • Chapter 6: Sentencing (6.1 thru 6.8) (15 pages)(LO1)(LO4)(LO5) • The Marshall Project: They Went to Prison as Kids. Now They’re on Death Row. (3 pages) (LO1)(LO4)(LO5) <p>Watch:</p> <ul style="list-style-type: none"> • How Restorative Justice Could end Mass Incarceration (12:59 minutes)(LO1)(LO4) • A Jurors Reflections on the Death Penalty (15:52 minutes)(LO4)(LO5) <p>Listen:</p> <ul style="list-style-type: none"> • American Enterprise Institute’s Dr. Sally Satel Explains Why People with Severe Mental Illness Should Not Be Eligible for the Death Penalty (33:36 minutes)(LO1)(LO4)(LO5) 	<p>Week 5 Discussion Forum (LO1)(LO4)</p> <p>Our textbook outlines the 5 broad philosophies of sentencing: retribution, incapacitation, rehabilitation, deterrence, and restoration. There is also mention of restorative justice. After reviewing the video and story link in your text in 6.1, and watching the video from this week’s learning activities, discuss your thoughts and insights on the practice of restorative justice. Respond to the following specific questions for your initial post:</p> <ol style="list-style-type: none"> 1. Should restorative justice be an additional and more commonly practiced philosophy of sentencing within our criminal justice system? 2. What benefits do you see in using restorative justice? 3. What risks or concerns do you have about the practice of restorative justice? <p>For your reply posts this week, you will reply using the 3C + Q method. Respond</p>

	<p>to others using each of the following prompts in your reply posts:</p> <ul style="list-style-type: none"> • Compliment (“I like how....”, “I like that...”) • Comment (“I agree that...because...”, “I disagree that...because...”) • Connection (“I have also heard/seen/read/thought that....”) • Question (“I wonder why/how/why/what/when/where...”) <p>Week 5 Journal Assignment (LO1)(LO4)(LO5)</p> <p>The topic of capital punishment (the death penalty) is explored in 6.6 of your textbook. This is a topic that has always generated lots of discussion and many different opinions. After reviewing your textbook, reading this week’s The Marshall Project article, listening to this week’s podcast and watching this week’s video on death row sentencing, use the following questions from your textbook as a guide to complete this journal assignment.</p> <ol style="list-style-type: none"> 1. Is the death penalty a deterrent? 2. Is the death penalty justified by principles of retribution? 3. Is the death penalty morally or ethically justified? 4. Does it cost more to impose a death sentence or to impose a true-life sentence? 5. Are factually innocent individuals erroneously executed (and if so, how often)? 6. Is any particular manner of execution cruel and unusual? 7. Is the death penalty, in itself, cruel and unusual punishment? <p>Choose one of the following submission types:</p> <ol style="list-style-type: none"> a) Written assignment: 3 pages, APA Style b) Audio assignment: record a minimum of three minutes,
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	<p>include a written submission of your references</p> <p>c) Visual assignment: Create a graphic or video (minimum of three minutes), include a written submission of your references</p>
Week Six: LO1,2,5	
Learning Activities and Materials	Assessments
<p>Read:</p> <ul style="list-style-type: none"> • Chapter 7: Corrections (7.1 thru 7.12)(16 pages)(LO1)(LO2)(LO5) • Chapter 8: Community Corrections (8.1 thru 8.3)(4 pages)(LO1)(LO2)(LO5) • Vera: What you Need to Know About the Alabama Prison Strike (1 page)(LO2)(LO5) <p>Listen:</p> <ul style="list-style-type: none"> • NPR: Alabama inmates are on strike, protesting sentencing policies and a parole process (3:01 minutes)(LO1)(LO2)(LO5) 	<p>Week 6 Discussion Forum (LO1)(LO2)(LO5)</p> <p>Our textbook explores the main functions of corrections, breaking it into the following philosophies: retribution (7.2), deterrence (7.3), incapacitation (7.4), and rehabilitation (7.5). Respond to the following prompt for your initial post:</p> <ol style="list-style-type: none"> 1. Discuss the philosophy or ideology that you most agree with or believe to be most impactful/necessary? <p>For your reply posts this week, you will reply using the 3C + Q method. Respond to others using each of the following:</p> <ul style="list-style-type: none"> • Compliment (“You make a good point when...”, “I like that...”) • Comment (“I agree that...because...”, “I disagree that...because...”) • Connection (“I have also heard/seen/read/thought that....”) • Question (“I wonder why/how/who/what/when/where...”) <p>Week 6 Critical Thinking Assignment (LO1)(LO2)(LO5)</p> <p>Review content on prisoner rights in general (7.11 of your textbook) and of the Alabama prisoners’ strike specifically (Vera Institute article and NPR podcast). Then, respond to the following critical thinking questions:</p> <ol style="list-style-type: none"> 1. If conditions in Alabama’s prisons are labelled “unconstitutional” by a federal agency, why haven’t they changed? 2. Protester demands, as well as the Justice report, indicate violations of

	<p>prisoners' rights to adequate food, protections from violence, and necessary medical care. After reviewing the learning activities for the week, what other rights should exist for prisoners?</p> <ol style="list-style-type: none"> 3. After conducting your own web search, discuss your findings on what changes have been made following this 2019 prisoner strike? 4. Discuss your thoughts and ideas for using community corrections like those discussed in our textbook (8.1 thru 8.3) as a way to alleviate or even prevent some of the issues (like overcrowding and basic rights violations) that were at the basis of the Alabama prisoner strikes.
Week Seven: LO1,2,4,5	
Learning Activities and Materials	Assessments
<p>Read:</p> <ul style="list-style-type: none"> • Chapter 9: Juvenile Justice (9.1 thru 9.11) (18 pages) (LO1)(LO2)(LO4)(LO5) • What is Juvenile Justice (3 pages) (LO1)(LO2)(LO4)(LO5) <p>Watch:</p> <ul style="list-style-type: none"> • Where Does our Juvenile Justice System Come From? (4:48 minutes) (LO1)(LO2)(LO4)(LO5) <p>Listen:</p> <ul style="list-style-type: none"> • Adolescent Development and Delinquency with Rebecca Bucci (47:14 minutes) (LO1)(LO2)(LO4)(LO5) 	<p>Week 7 Discussion Forum (LO1)(LO2)(LO4)(LO5)</p> <p>After reviewing all of this week's learning activities, paying specific attention to the different practices used by the juvenile justice system, read about the different types of institutions that justice involved youth can be sent to (9.11). Think about the impact of the justice system on juveniles as a whole. Then, for your initial post respond to the below question from your textbook (9.11):</p> <ol style="list-style-type: none"> 1. Is youth incarceration justified? <p>For your reply posts this week, you will reply using the 3C + Q method. Respond to others using each of the following:</p> <ol style="list-style-type: none"> 2. Compliment ("You make a good point when...", "I like that...") 3. Comment ("I agree that...because...", "I disagree that...because...") 4. Connection ("I have also heard/seen/read/thought that....") 5. Question ("I wonder why/how/who/what/when/where...") <p>Week 7 Journal Assignment (LO1)(LO2)(LO4)(LO5)</p>

	<p>Review the four landmark cases in regards to juvenile justice that are explored in your textbook (9.6):</p> <ul style="list-style-type: none"> • Kent v. United States • In re Gault • In re Winship • Breed v Jones <p>Pick one of the cases to further research. Then, use the following prompts to complete this journal assignment:</p> <ol style="list-style-type: none"> 1. Discuss the history of the case. 2. Discuss its impact on the juvenile justice system. 3. Discuss your thoughts and insights of the importance of the case regarding the philosophy, authority, and procedures of the juvenile justice system. <p>Choose one of the following submission types:</p> <ol style="list-style-type: none"> a) Written assignment: 3 pages, APA Style b) Audio assignment: record a minimum of three minutes, include a written submission of your references c) Visual assignment: Create a graphic or video (minimum of three minutes), include a written submission of your references.
Week Eight: LO1,2,4,5	
<p>Learning Activities and Materials</p> <p>Read:</p> <ul style="list-style-type: none"> • Chapter 10: Current Issues in U.S. Criminal Justice (8 pages) (LO1)(LO2)(LO4)(LO5) <p>Watch:</p> <ul style="list-style-type: none"> • The Human Stories Behind Mass Incarceration (13:30 minutes) (LO1)(LO2)(LO4)(LO5) • Aging in Prison (5:55 minutes) (LO1)(LO2)(LO4)(LO5) • Institutionalized: Mental Health Behind Bars (23:00 minutes) (LO1)(LO2)(LO4)(LO5) 	<p>Assessments</p> <p>Week 8 Discussion Forum (LO1)(LO2)(LO4)(LO5)</p> <p>From the content we have covered this term, it's clear that attempts have been made to make changes to our criminal justice system. However, as our textbook indicates "it seems that there has been an overall failure at all levels to address the collateral damages of mass incarceration, as well as the social-structural problems that continue to fuel it." After reviewing Chapter 10 of our textbook, respond to the following question for your initial post:</p>

<ul style="list-style-type: none"> • ‘When Times Get Tough, People Make Tough Choices’ (18:16 minutes) (LO1)(LO2)(LO4)(LO5) <p>Listen:</p> <ul style="list-style-type: none"> • After 50 Years of the War on Drugs, ‘What Good is it Doing for Us?’ (7:00 minutes) (LO1)(LO2)(LO4)(LO5) 	<ol style="list-style-type: none"> 1. Data shows us that mass punishment has not worked, so why does the US remain oriented toward retribution within the criminal justice system? <p>For your reply posts this week, you will reply using the 3C + Q method. Respond to others using each of the following:</p> <ol style="list-style-type: none"> 1. Compliment (“You make a good point when....”, “I like that...”) 2. Comment (“I agree that...because...”, “I disagree that...because...”) 3. Connection (“I have also heard/seen/read/thought that....”) 4. Question (“I wonder why/how/who/what/when/where...”) <p>Week 8 Promoting Reform Final Project Video (LO1)(LO2)(LO4)(LO5)</p> <p>For your final project, you will take one or two of the “current issues” identified in our textbook in Chapter 10 (mass incarceration, the war on drugs and gangs, aging and overcrowded prisons, transcarceration, or the revolving door) and do further research on the “current issue”. After gathering information on your chosen issue/s, you will develop a PowerPoint or Infographic that will include the following points. You will then present your findings and insights in a video recording:</p> <ol style="list-style-type: none"> 1. Explore how your chosen issue/s developed. Why is it currently an issue? 2. What are your insights and thoughts about the current issue? 3. Are there any attempts at correcting or improving the current issue that have been even a little successful? 4. What ideas do you have for improving or fixing the current issue?
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