47: 202: 525 Justice, Law, Policy
3 Credits
Fall, 2017

Wednesdays
6:00 – 8:40 p.m.

I. Course Information

Instructor Information:

Instructor: Genna Jones
Email: genna.jones@rutgers.edu
Phone: 973-353-2808,
Office Hours: Office hours are by appointment.

Course Overview:

This course gives graduate students an overview of the structure and logic of the criminal justice system in the United States, as well as insight into some current dilemmas faced by actors and organizations in that system. More specifically, it introduces students to key debates in law (what and how legislatures criminalize), policing (stop and frisk, use of force), courts administration and corrections (plea bargaining, use of punishment), as well as more general issues in management and regulation of the criminal justice sector (how to think about the “performance” of institutions, and how do criminal justice agencies interact with one another and with the public). Each substantive topic will be covered from two parallel perspectives, social science research and law.

The course is divided into three sections: Part I provides an overview of key concepts, theories and methods linking crime, law and justice. Part II introduces debates in current issues in the field of criminal justice (municipalities, police, courts, corrections). Part III explores policy challenges associated with the management of criminal justice organizations (what counts as “success”, how initiatives of reform are planned and executed). Part III critically examines crime and deviance as social constructs and evaluate the effects that societal response to crime has on criminal behavior. Part IV recognizes diverse methods of data collection and the challenges of researching crime and deviance.
Prerequisite:

There are no pre-requisites for this class.

M.A., Criminal Justice Policy Learning Goals

The following program learning goals must be included on all program syllabi:

Upon completion of the B.S. in Criminal Justice at Rutgers University-Newark, students should be able to:

1) Describe the development and functions of major criminal justice institutions (e.g., police, courts, corrections, and juvenile justice), the activities of actors within these institutions, and how they relate to one another as well as the broader social, political, and economic world.

2) Describe the mechanisms, correlates, theoretical underpinnings, and situational contexts of crime, criminal behavior and opportunity, and techniques for prevention and treatment.

3) Apply and analyze theories related to the policies and practices of the criminal justice system and its major institutions.

4) Demonstrate the ability to gather, explain, and apply empirical research in the field of criminal justice.

5) Obtain a comprehensive knowledge about the process of conducting criminal justice research, and develop the skills to conduct criminal justice research with appropriate methodologies.

Course Learning Objectives:

1. Students will be able to understand the structure, logic and long-standing issues associated with criminal justice actors and organizations including the courts, police agencies, the community and corrections.

2. Students will be able to summarize current policy debates from various perspectives (theory, research, and policy) and traditions (social science and law) and evaluate those policy debates to analyze and evaluate their effectiveness.

3. Students will be able to sharpen their analytical and writing skills through the completion of course readings, critical thinking exercises, in-class presentations, and a research paper.

Required Readings:


Journal articles and book chapters will be posted on Blackboard unless otherwise noted.

Course Requirements:

Students are required to read assigned readings and participate in classroom discussions in a
manner that reflects familiarity with the readings and previous class sessions. Students are required to access the course website regularly to stay informed about any changes in lecture topics, assigned readings and other course announcements.

To do well in this class, think about the following:

- Come to class
- Read the assigned materials and take notes
- Review selected supplementary materials
- After reading each paper, make sure you can answer the following questions:
  - What is the paper trying to explain?
  - What is the paper’s main idea/contribution?
  - What makes this paper unique/special?
  - Critique of the paper. What did the author leave out?

**Course Structure:**
The course will incorporate diverse learning activities including lectures, PowerPoint presentations, and group discussions.

Classroom learning is a group activity that depends upon everyone’s full participation in order to succeed. I expect students to:
- be prepared to begin class on time, silence or turn off and put away cell phones and other electronic devices, read and be prepared to discuss homework, submit assignments on time, and assist your classmates.
- You can expect that I will:
  - be on time and prepared for every class,
  - be available via email and appointments to answer questions, make every class engaging and valuable,
  - respect your contributions to class.

**II. Course Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Readings &amp; Assignments Due</th>
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</table>
| Week 2 | Committing Crime             | Wesley G. Skogan, Susan M. Hartnett, Natalie Bump and Jill Dubois.  
2016 Newark Murders, PowerPoint, Created by Dr. Leigh Grossman, Newark Police Dept. Compstat.  
|---|---|---|
Sarah Picard-Fritsche and Lenore Cerniglia. Testing a Public Health Approach to Gun Violence: An Evaluation of Crown Heights Save or Streets, a Replication of the Cure Violence |
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<thead>
<tr>
<th>Week 6</th>
<th>Stop and Frisk</th>
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<tr>
<td></td>
<td>Terry v. Ohio, 392 U.S. 1 (1968)</td>
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<tr>
<th>Week 7</th>
<th>Use of Force</th>
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<tbody>
<tr>
<td></td>
<td>Guest Speaker: Lt. Zudic</td>
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<td></td>
<td>Rosenfeld, Richard. 2015. <em>Was there a Ferguson</em></td>
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| Week 8 | Community Policing  
Guest Speaker: Officer Victor Williams |
|---|---|

| Week 9 | Bail Decisions and Plea Bargaining  
Guest Speaker: Public Defender |
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<tbody>
<tr>
<td>Stack v. Boyle, 342 U.S. 1 (1951)</td>
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</tbody>
</table>
| Bail Reform Act (1984), 18 U.S.C. §§ 3142  
[https://www.law.cornell.edu/uscode/text/18/3142](https://www.law.cornell.edu/uscode/text/18/3142) |
| Mazzola, J., and Moriarty, Tom “How bail reform is playing out in NJ’s largest city” *Nj.com* (May 28, 2017)  
| Week 10 | Reentry  
Guest Speaker – Sean LaCon & Fred Murphy |
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<tr>
<td></td>
<td>Newark Reentry Grant Proposal submitted in June 2016 (Recommended Reading)</td>
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</table>


Attorney General’s Revised Bail Reform Directive ( Recommend Reading)  


http://www.nytimes.com/2015/08/16/magazine/the-bail-trap.html?_r=0

. *Law and Human Behavior*. 228-236
<table>
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<tr>
<th>Week 11</th>
<th>Eyewitness Identification and Police Interrogation</th>
<th>TBD</th>
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</table>
Week 15  Review Session  TBA

III. Course Assessment and Grading

The final grade will be assessed based upon your performance on the following:

<table>
<thead>
<tr>
<th>Assignment Description</th>
<th>Linked to SLO</th>
<th>% of Course Grade</th>
</tr>
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<tbody>
<tr>
<td>Assignment #1 Critical Thinking Exercises</td>
<td>SLO #1 and #3</td>
<td>30%</td>
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<tr>
<td>Assignment #2 In-Class Presentation</td>
<td>SLO #1 and #3</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment #3 Final - Take home exam</td>
<td>SLO #1, #2 and #3</td>
<td>30%</td>
</tr>
<tr>
<td>In-Class Participation</td>
<td>SLO #1 and #2</td>
<td>20%</td>
</tr>
</tbody>
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CRITICAL THINKING EXERCISES (20%): Critical Thinking Exercises will be given throughout the course. A Critical Thinking Exercise is possible during any class session. Critical Thinking Exercises will cover basic concepts from the book and will be in a short answer format. They are intended to test you on the readings and your basic comprehension of the materials to be presented during the class session. Minimally demonstrating understanding of class readings receives a 70-84%. Satisfactory responses to class readings receive an 85%. Excellent responses to class readings receive a 100%. If you walk in late, leave early, or are absent—and miss the Critical Thinking Exercise—you will be assigned a zero (0). There are NO MAKEUPS without
formal documentation of exigent circumstances.

**In-Class Presentation (20 %):** Three students will jointly prepare a 20-minute oral presentation that will summarize the readings for a particular week that they have been assigned with a particular focus on contextualizing and explaining their proposed discussion questions and themes. Students can use handouts, Powerpoint slides or any other type of support materials including aimed at triggering discussion and/or highlighting key fragments from the readings. Students may also use newspaper articles or web-posts to better contextualize their oral presentation or to link it to current issues/debates. Because this is a team assignment, presenters are expected to coordinate with one another the format and substance of the in-class presentation drawing on their individual papers. Students will also lead a 10-minute class discussion. This assignment is a team grade.

**Take home exam (30%):** This assignment is worth 30 points. You will have 3 days to answer two out of four proposed essay questions using class materials and other resources. The required length is 4 double-spaced pages per question (12-point Times New Roman font with one-inch margins, Criminology format). Exam questions will be distributed via email on Dec. 15th and will be due December 21st.

**ATTENDANCE and PARTICIPATION (20 %):** You are expected to actively engage in class discussion by asking and answering questions. Therefore it is important that you do the readings, review reaction papers, prepare substantive questions ahead of time, and think critically about the materials covered. Class participation will be assessed according to the quality and thoughtfulness of student contributions. Students are allowed up to one unexcused absence. Any other absences will be excused at the discretion of the professor. Participation will be tracked weekly via Blackboard and students should access Blackboard as often as they deem necessary.

**Attendance Policy:**
Students are allowed up to one unexcused absence. Any other absences will be excused at the discretion of the professor.

The following grading scale will be used for this course:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90–100%</td>
</tr>
<tr>
<td>B+</td>
<td>85-89%</td>
</tr>
<tr>
<td>B</td>
<td>80-84%</td>
</tr>
<tr>
<td>C+</td>
<td>75-79%</td>
</tr>
<tr>
<td>C</td>
<td>70-74%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60%</td>
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**Late or Missing Assignment Policy:**
Late can be turned in up to a week after their due date. Please let the Professor know that your assignment will be late. There is a 10% penalty for every 24 hours the assignment is late. Missing assignments may be accepted at the discretion of the professor.
IV. Course Policies

Academic Integrity

As a member of the Rutgers University community you are not to engage in any academic dishonesty. You are responsible for adhering to basic academic standards of honesty and integrity as outlined in the Rutgers University Policy on Academic Integrity for Undergraduate and Graduate Students [http://studentconduct.rutgers.edu/academic-integrity](http://studentconduct.rutgers.edu/academic-integrity)

Your academic work should be the result of your own individual effort, you should not allow other students to use your work, and you are required to recognize and reference any material that is not your own. Violations of the university's policy will result in appropriate action.

Academic Resources

Students with Disabilities

Rutgers University is committed to providing equal educational opportunity for persons with disabilities in accordance with the Nondiscrimination Policy of the University and in compliance with § 504 of the Rehabilitation Act of 1973 and with Title II of the Americans with Disabilities Act of 1990. For additional information please visit the website [https://ods.rutgers.edu/](https://ods.rutgers.edu/) or contact the representative for the Newark Campus.

Allen Sheffield
Director of ADA Services and Academic Support
Robeson Campus Center, Suite 352
350 Martin Luther King Jr. Boulevard
Newark, NJ 07102
Phone: 973.353.5300
Fax: 973.353.5666
E-mail: kate.torres@rutgers.edu
Website: [https://ods.rutgers.edu/](https://ods.rutgers.edu/)

Psychological and Counseling Services

If you experience psychological or other difficulties as a result of this course, or because of other issues that may interfere with your performance in the course, please contact the university's psychological and counseling service center ([http://www.counseling.newark.rutgers.edu; 973-353-5805](http://www.counseling.newark.rutgers.edu; 973-353-5805)), which is located in Blumenthal Hall, room 101. The center offers a variety of free, confidential services to part-time and full-time students who are enrolled at Rutgers.

If you are interested in finding out more about

- Accelerated Master's Program (B.S. /M.A.)
• Criminal Justice National Honor Society (Alpha Phi Sigma)
Please refer to the School of Criminal Justice website http://rscj.newark.rutgers.edu/

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