I. Course Information

Instructor Information:

Instructor: Kwan-Lamar Blount-Hill, J.D.
Email: kwanlamar.blounthill@rutgers.edu; kblount-hill@jjay.cuny.edu
Phone: (843) 343-1156 (available between 10:00 a.m. and 8:00 p.m.)
Office Hours: By appointment only.

Course Overview:

47:202:466 Legitimacy in Criminal Justice (3 credits)
In this course, you will explore the concept of legitimacy, how we define it, why it is important, the role of public perception on legitimacy judgments, sources of legitimacy (including procedural and distributive justice), and how the concept is applied across societal institutions (e.g., police legitimacy, legitimacy of the law, legitimacy of government, or of community institutions).

B.S., Criminal Justice Program Learning Goals

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.

**Student Learning Objectives:**

**Learning Goals for Legitimacy in Criminal Justice**

1. Define and understand the concept of legitimacy and legitimation processes
2. Understand and explain general theory development and how legitimacy theory developed
3. Test theory hypotheses and to be able to construct studies to test hypotheses
4. Critique current theory and develop scholarly responses to research gaps
5. Apply legitimacy theory to a relevant area of scholarly interest

**Course Structure:**

This is a three-credit course, broken into sessions of three (3) hours. This course will be a combination of lecture and discussion, with writing and presentation components.

*It is the student's responsibility to stay abreast of all course changes announced through Blackboard or sent through electronic mail messaging. Check your email DAILY.*

The professor retains some flexibility in adjusting the topics covered in the course, the dates on which they are covered, the order in which they are covered, and all other aspects of the course program. The professor also has discretion in adjusting individual student grade points and the manner in which an assignment is graded, with justification and notification.

**II. Course Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Readings &amp; Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-17</td>
<td>Legitimacy: Defined and Explored</td>
<td><em>Utah v. Streiff</em> (2016), dissent by Justice Sotomayor</td>
</tr>
<tr>
<td>01-24</td>
<td>Developing Legitimacy Theory</td>
<td>Tyler (2004); Bottoms &amp; Tankebe (2012); Huq et al. (2017)</td>
</tr>
<tr>
<td>01-31</td>
<td>Legal Cynicism and Lack of Legitimacy</td>
<td>Kirk &amp; Papachristos (2011); Kirk &amp; Matsuda (2011)</td>
</tr>
<tr>
<td>02-07</td>
<td>Legitimacy from a Critical View</td>
<td>Bell (2017)</td>
</tr>
<tr>
<td>02-14</td>
<td>One-on-One Sessions</td>
<td></td>
</tr>
<tr>
<td>02-21</td>
<td>Roundtable: Legitimacy in Application</td>
<td></td>
</tr>
<tr>
<td>02-28</td>
<td>Discussion: Legitimacy in Parenting</td>
<td>Trinkner et al. (2012); LaFleur et al. (2012)</td>
</tr>
<tr>
<td>03-07</td>
<td>Discussion: Legitimacy and Money</td>
<td>Blount-Hill (2017); Blount-Hill (manuscript)</td>
</tr>
<tr>
<td>03-21</td>
<td>Roundtable: Legitimacy and Race</td>
<td></td>
</tr>
<tr>
<td>03-28</td>
<td>Discussion: Legitimacy and Identity</td>
<td>Nix &amp; Wolfe (2017); Blount-Hill (manuscript)</td>
</tr>
<tr>
<td>04-04</td>
<td>Roundtable: Legitimacy and Religion</td>
<td></td>
</tr>
<tr>
<td>04-11</td>
<td>Discussion: Legitimacy in Place</td>
<td>Blount-Hill et al. (2017); Blount-Hill &amp; St. John</td>
</tr>
</tbody>
</table>
III. Course Assessment and Grading

Assignments

<table>
<thead>
<tr>
<th>Assignment Description</th>
<th>Linked to SLO</th>
<th>% of Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment #1: Roundtable Discussion</td>
<td>1, 5</td>
<td>20</td>
</tr>
<tr>
<td>Assignment #2: Experiential Study Report</td>
<td>1, 2, 3</td>
<td>20</td>
</tr>
<tr>
<td>Assignment #3: Final Paper</td>
<td>1, 2, 3, 4, 5</td>
<td>40</td>
</tr>
<tr>
<td>Participation</td>
<td>1, 4, 5</td>
<td>15</td>
</tr>
<tr>
<td>One-on-One Session</td>
<td>1, 3, 5</td>
<td>5</td>
</tr>
</tbody>
</table>

**ASSIGNMENT 1 (20%)**: All students must participate as a group member to lead one of the course's four “roundtable discussions.” During these sessions, the group members will give a brief presentation on the topic for that session and the group will facilitate class discussion based on these presentations and the larger discussion topic.

**ASSIGNMENT 2 (20%)**: Each student shall design and conduct an experiential study in which they document an experience of theirs that sheds some light on legitimacy in operation. This experience must be a new one (i.e. undertaken during the course of the class). Students will then write a three-page report on the experience and the sociological lessons learned from it.

**ASSIGNMENT 3 (40%)**: Each student will spend the entirety of the course working on a manuscript applying legitimacy theory to an area of her or his choosing. The student will work with the professor to determine an appropriate outlet, a period for its submission, and a work plan for its composition. This assignment will culminate in a manuscript submission for publication in the selected outlet.

**PARTICIPATION (15%)**: All students will be graded on their participation during class sessions.

**ONE-ON-ONE SESSION (5%)**: Each student must schedule a meeting with the professor in mid-February to discuss a plan for Assignment 3.

**Grade Scale**

The following grading scale will be used for this course:

- A  90–100%
- B+ 85–89%
- B  80–84%
- C+ 75–79%
- C  70–74%
- D  60–69%
- F  <60%

All point calculations will be rounded up, to the nearest whole number, in favor of the student.
IV. Course Policies

Classroom Rules

This course is designed to operate in accordance with the regular order and decorum expected in a classroom setting. It is expected that you will remain respectful to the professor and to your classmates. You will be asked to leave the room if you create unnecessary and unacceptable disturbances. Such requests will have an impact on your overall grade.

Attendance and Participation

Attendance will be taken at some point during the class session. From time to time, students may be called on to contribute to class discussions. Your attendance to these in-person sessions is mandatory and worth fifteen percent (15%) of your overall grade. You must make substantive contributions that demonstrate thoughtful consideration of the material, attentiveness during the class lecture and discussion and preparation for the course. Furthermore, if you choose not to attend, know that the professor will not cover any material outside of class that was covered in the session you missed unless you were excused.

Late Assignments

All papers must be turned in, via Blackboard by 11:59 p.m. Assignments turned in within twenty-four (24) hours after the deadline will have their grade reduced by two percent (2%) of the allotted grade points. Assignments turned in within a week after the deadline will have their grade reduced by ten percent (10%) of the allotted grade points. Assignments turned in within two weeks after the deadline will have their grade reduced by twenty percent of the allotted grade points. Assignments turned in at any time after this point will receive no more than fifty percent (50%) of the allotted grade points. If, for some reason, you cannot submit it through Blackboard, you may submit assignments by electronic mail to the professor at kblount-hill@jjay.cuny.edu or kwanlamar.blounthill@rutgers.edu. In order to be excused from the application of these penalties, you must be given explicit approval by the professor. You should save all email correspondences with the professor. In cases where an email message is not received, the professor will assume it was not sent unless proven by your records.

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

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/ or contact the representative for the Newark Campus.

Kate Torres
Coordinator of ADA Services and Academic Support
Robeson Campus Center, Suite 352
350 Martin Luther King Jr. Boulevard
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), 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/