

47:202:312: Comparative Criminal Justice Systems

Fall 2022

COURSE INFORMATION

Instructor Information:

Instructor: Professor Valerio Baćak, PhD

Email: valerio.bacak@rutgers.edu

Office Hours: Wednesdays, 2-3pm on Zoom* and in person.

Meeting Times: The course will be taught online and asynchronously.

How to ask Questions?

When you have comments, concerns, or questions about the course, Canvas, assignments, or anything else related to the course, first write your question on the discussion forum. This way other students can see the answer from the instructor, or they can help you find the answer. It is also an opportunity to engage in discussion with your peers.

Our Commitment as Partners in Learning:

In this course, we will be inclusive in terms of race, ethnicity, disability, gender identity, sexual orientation, socioeconomic status, national origin, or political affiliation. We learn best when we are curious about and respect perspectives and experiences different from our own.

Course Overview:

This course provides a worldwide overview of cultural and legal traditions related to crime. This worldview is used to fuel discussions about different approaches to law enforcement, criminal procedure and criminal law, corrections, and juvenile justice across different locations and cultures.

Credits: 3

Prerequisites: None.

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:

* <https://rutgers.zoom.us/j/95186542942?pwd=enpXLzNPREVJVVNFNnU4Y080dDV6dz09> (password: da2022)

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. Compare and contrast organizational behavior concepts, management practices, and legal traditions of policing, court, corrections, and juvenile justice systems among different countries around the world.
2. Evaluate the role of organizations across the world in setting criminal justice policies in different nations.
3. Critique components, processes, and mechanisms involved in comparing cross-cultural criminal justice contexts.
4. Discuss current events in justice systems in various countries across the world.

Required Readings:

All required readings will be available to download on Canvas. The required readings are listed under the weekly course schedule. There will be additional required readings, such as newspaper articles and videos, that will also be posted on Canvas.

There is no textbook for the course and all the materials will be made available online for free.

Course Structure:

The course will be taught online and asynchronously. All course materials will be posted on Canvas on a weekly basis as modules. The modules will be made available by noon on Monday of each week.

Lectures will be pre-recorded and posted on Canvas. The course will also include guest lectures and guests talking about their research with the instructor. These conversations will also be pre-recorded and made available asynchronously.

Course Schedule and Academic Readings (subject to change; additional materials on Canvas)

Week	Class Topic	Readings
1	Introduction to the course	Howard, G.J., Newman, G., & Pridemore, W.A. (2000). Theory, Method, and Data in Comparative Criminology. Washington, DC: National Institute of Justice, pages 139-147. Zimring, F. E. (2006). The necessity and value of transnational

		comparative study: Some preaching from a recent convert. <i>Criminology & Public Policy</i> , 5(4), 615-622.
2	Comparative criminal justice theories	Howard, G.J., Newman, G., & Pridemore, W.A. (2000). <i>Theory, Method, and Data in Comparative Criminology</i> . Washington, DC: National Institute of Justice, pages 148-159. Leon, D. A., & Shkolnikov, V. M. (1998). Social stress and the Russian mortality crisis. <i>JAMA</i> , 279(10), 790-791.
3	Data and methods in comparative criminal justice	Howard, G.J., Newman, G., & Pridemore, W.A. (2000). <i>Theory, Method, and Data in Comparative Criminology</i> . Washington, DC: National Institute of Justice, pages 159-164 and 172-187.
4	Colonial and post-colonial policing	Tankebe, J. (2008). Colonialism, legitimation, and policing in Ghana. <i>International Journal of Law, Crime and Justice</i> , 36 (1), 67-84.
5	Police violence in Latin America	Chevigny, P. (1995). "São Paulo," <i>Edge of the Knife: Police Violence in the Americas</i> . New York: New Press, pages 145-180. Sierra-Arévalo, M. (2019). Police and legitimacy in Mexico City. <i>Contexts</i> , 18(4), 34-43.
6	Guest speaker	TBA
7	Crimmigration in Europe	Aliverti, A. (2012). Making people criminal: The role of the criminal law in immigration enforcement. <i>Theoretical Criminology</i> , 16(4), 417-434.
8	Global diffusion of crime control and punishment	Wacquant, L. (2001). The penalisation of poverty and the rise of neo-liberalism. <i>European Journal on Criminal Policy and Research</i> , 9 (4), 401-412.
9	Guest speaker	TBA
10	Organized transnational crime	Reuter, P., & Tonry, M. (2020). Organized crime: Less than meets the eye. <i>Crime and Justice</i> , 49, 1-16. Hessler, P. (2012). All due respect: An American reporter takes on the yakuza. <i>Newyorker</i> . https://www.newyorker.com/magazine/2012/01/09/all-due-respect
11	International drug control policy	Boyum, D. & Reuter, P. (2005). "Historical Development," in <i>An Analytic Assessment of U.S. Drug Policy</i> . Washington, D.C.: American Enterprise Institute, pp. 5-13. Global Commission on Drug Policy (2014). <i>Taking Control: Pathways to Drug Policies that Work</i> . Geneva, Switzerland.
12	Guest speaker	TBA
13	Global crime decline	Tonry, M. (2014). Why crime rates are falling throughout the Western world. <i>Crime and Justice</i> , 43(1), 1-63.
14	American penal exceptionalism	Garland, D. (2013). Penalty and the penal state. <i>Criminology</i> , 51(3), 475-517.

Course Assessment and Grading:

The final grade in the course will be assessed based upon your performance on weekly quizzes. You are

expected to do the readings and watch lectures and videos regularly—on a weekly basis. Some of the quizzes may include short writing assignments.

The quizzes will have to be completed by Sunday 5pm of the week during which the module was released. That means you have a week to complete the quiz.

The following grading scale will be used for this course:

A	4.0	90-100%	Outstanding
B+	3.5	87-89%	
B	3.0	80-86%	Good
C+	2.5	77-79%	
C	2.0	70-76%	Satisfactory
D	1.0	60-69%	Poor
F	0.0	<60%	Failure

Late or Missing Assignment Policy:

Late assignments will not be accepted unless you have given prior notification and approval has been granted by the instructor.

You can notify the instructor, that you will be late with the assignment or quiz by sending them an email or a Canvas message.

You can miss one quiz without asking for approval—this quiz will not be counted toward your grade.

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>

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.

COVID-19 Protocols:

Face coverings: Face coverings are required in all indoor teaching spaces, libraries, and clinical settings. Compliance is mandatory.

Vaccines and boosters: All students and employees are required to be fully vaccinated, obtain a booster when eligible, and upload records to the university vaccine portal.

Accommodation and Support Statement

Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students and the University as a whole. RU-N has identified the following resources to further the mission of access and support:

For Help with Technology. You can find resources and help to prepare yourself for technological aspects of taking an online course here: <https://runit.rutgers.edu/technology-launch-pad/>.

For Individuals Experiencing Disability: The Office of Disability Services (ODS) works with students with medical, physical, and/or mental conditions who encounter disabling barriers in order to determine reasonable and appropriate accommodations for access. Students who have completed the process with ODS and have approved accommodations are provided a Letter of Accommodation (LOA) specific to each course. To initiate accommodations for their course students must both provide the LOA to and have a conversation with the course instructor about the accommodations. This should occur as early in the semester as possible. More information can be found at the [RU-N ODS website \(ods.newark.rutgers.edu\)](http://ods.newark.rutgers.edu). Contact ODS at (973) 353-5375 or via email at ods@newark.rutgers.edu.

For Individuals who are Pregnant: The Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy. Students may contact the Office of Title IX and ADA Compliance at (973) 353-1906 or via email at TitleIX@newark.rutgers.edu.

For Short-term Absence Verification: The Office of the Dean of Students can provide assistance for absences related to religious observance, emergency or unavoidable conflict (illness, personal or family emergency, etc.). Students should refer to [University Policy 10.2.7](#) for information about expectations and responsibilities. The Office of the Dean of Students can be contacted by calling (973) 353-5063 or emailing deanofstudents@newark.rutgers.edu.

For Individuals with temporary conditions/injuries: The Office of the Dean of Students can assist students who are experiencing a temporary condition or injury (broken or sprained limbs, concussions, or recovery from surgery). Students experiencing a temporary condition or injury should submit a request using the following link: <https://temporaryconditions.rutgers.edu>.

For Gender or Sex-Based Discrimination or Harassment: The Office of Title IX and ADA Compliance can assist students who are experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking. Students can report an incident to the Office of Title IX and ADA Compliance by calling (973) 353-1906 or emailing TitleIX@newark.rutgers.edu. Incidents may also be reported by using the following link: tinyurl.com/RUNReportingForm. For more information, students should refer to the University's Title IX Policy and Grievance Procedures located at <https://uec.rutgers.edu/wp-content/uploads/60-1-33-current-1.pdf>

For support related to Interpersonal Violence: The Office for Violence Prevention and Victim Assistance (VPVA) can provide any student with confidential support. The office does not have a reporting obligation to Title IX. Students can contact the office by calling (973) 353-1918 or emailing run.vpva@rutgers.edu. There is also a confidential text-based helpline available to students; students can text (973) 339-0734 for support. Students do not need to be a victim/survivor of violence; any student can receive services, information and support.

For Crisis and Concerns: The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a plan of support plan and address personal situations that might impact their academic performance. Connect with the CARE Team by using the following link: tinyurl.com/RUNCARE or emailing careteam@rutgers.edu.

For Stress, Worry, or Concerns about Well-being: The Counseling Center has confidential therapists available to support students. Students should reach out to the Counseling Center to schedule an appointment: counseling@newark.rutgers.edu or (973) 353-5805. If students are not quite ready to make an appointment with a therapist but are interested in self-help, check out *Sanvello* for an easy, web-based approach to self-care and support. Visit <https://my.rutgers.edu/>, click on Sanvello: Wellness @ RUN, and log in with your netid to begin your journey toward wellness.

For emergencies, call 911 or contact Rutgers University Police Department (RUPD) by calling (973) 353-5111.

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/>

Follow us, to stay up to date! @SCJ_apps

