

27:202:525
JUSTICE, LAW, AND POLICY
Fall 2024

Course Modality: Asynchronous Online

Course Information

Rutgers Course Catalog Description

Multidisciplinary overview of key institutions, processes, and policy issues regarding crime and justice. Includes readings and discussion on traditional criminal justice institutions and processes; the role of private sector and community organizations in crime control; law and justice policy in a federal system; crime prevention and institutional responses to crime; and emerging cross-national issues in crime, law, and policy.

Course Overview

This course gives graduate students a multidisciplinary overview of key institutions, processes, and policy issues regarding crime and justice. Using a variety of materials and approaches, students will be introduced to key debates in the law, policing, courts, and corrections, as well as more specialty issues and areas relevant to justice, law, and policy. We will identify and discuss current dilemmas faced by stakeholders and criminal justice institutions.

Learning Objectives (LOs)

By the end of this course, students will be able to:

- LO 1. Understand the structure, logic, and long-standing issues associated with criminal justice actors and organizations, including the courts, police, and corrections.
- LO 2. 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.
- LO 3. Sharpen their analytical and writing skills through the completion of course readings, informed discussions, various assignments, and a research paper.

Required Readings

Required Textbook

Ismaili, K. (Ed.). (2017). *U.S. criminal justice policy: A contemporary reader* (2nd ed.). Burlington, MA: Jones & Bartlett Learning.

The textbook can be found in the bookstore or through the publishers. You can rent or purchase the book in hard copy or eBook formats. For on demand access to the book you can visit <https://www.jblearning.com/catalog/productdetails/9781284020250> and add this coupon code 52RU24

where it says Promotion Code.

Additional Readings

Additional readings for this course are located on Canvas and through Rutgers Library.

Course Requirements

Course Modality: Asynchronous Online Learning via Canvas

This course will require that you access online resources in the University's Canvas site. Please review the following link for Canvas Student Resources for assistance on getting started in Canvas:

<https://canvas.rutgers.edu/students/>

Review Rutgers' Tech Guides at: <https://it.rutgers.edu/technology-guide/> to get assistance with technology literacy if you are unfamiliar with online courses at Rutgers. Please also contact the helpdesk for all technology questions: <https://it.rutgers.edu/help-support/>

Canvas Accessibility Statement:

<https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-Canvas-accessibility-standards/ta-p/1564>

It is your responsibility to make sure you can access resources on Canvas well in advance. Please contact the helpdesk for all technology questions: <https://it.rutgers.edu/help-support/>

Online Course Rules/Policies

All members of this class are required to conduct themselves in an appropriate and professional manner. Students should be prepared to engage honestly and openly about this material and perhaps even examine their own beliefs about the issues. The course materials will spark interesting discussions. Insults or other types of demeaning, disrespectful, or threatening comments toward other class members about their experiences, backgrounds, or statements will NOT be tolerated.

In learning about crime and justice, students may encounter language, depictions, behaviors, and/or attitudes that they may find disturbing or offensive. Please feel free to discuss any concerns you may have about the course materials with the instructor. Please reach out to me as soon as possible, if you would like to opt out of participating in a particular class module because of any discomfort.

In this course, we will use person-centered language (<https://rscj.newark.rutgers.edu/wp-content/uploads/2023/11/SCJ-1st-person-humanizing-language-statement.pdf>), not labels based on statuses or behaviors (e.g. inmates, offenders, parolees, etc.) when talking about the people's involvement in crime and the criminal legal system. The Rutgers University School of Criminal Justice (SCJ) encourages students, faculty, and staff to use person-first and humanizing language in their verbal and written communications. Being mindful of the ways in which we describe people impacted by our criminal legal systems is an important step in restoring their dignity and humanity. This evolution of language is an important piece of broader systemic shifts that are needed to make our justice systems more equitable. We encourage replacing labels that refer to people as "offender," "inmate," "parolee," or related terms with more neutral descriptors such as "person convicted of a crime," "incarcerated person," and "person under parole supervision."

Grading Scale and Requirements

Grading scale

Letter	Definition	Points	Percent
A	Outstanding	180 - 200	90-100%
B+		174 - 179	87-89%
B	Good	160 - 173	80-86%
C+		154 - 159	77-79%
C	Satisfactory	140 - 153	70-76%
D	Poor	120 - 139	60-69%
F	Failure	0 - 119	<60%

Final Grades

Any issues regarding an assigned grade must be brought to my attention before the date of the final examination. Do not wait until the last minute! You will know exactly what your final term grade should be before it is assigned because you will know the grades of every assignment/examination/etc. This syllabus also states the value of each assignment toward your final term grade. Absolutely no consideration for grade changes will be made on or after the date of the final examination. Grades are assigned objectively. You will get the grade that you earn.

Course Assessment

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

Similar to most graduate level classes, this is a reading intensive class.

Reading Reviews/Summaries (60 points): Each week students will submit a review of the assigned readings. The review will include an analytical summary of the readings. Students must read all the assigned readings but are to choose any two (2) articles for their reading summary. Your reading summary should in bullet points format and have the APA reference format of each article. An example of the recommended format, style, and outline for a reading summary is on Canvas. Reading summaries can be between 3 – 7 pages depending on the length of the articles. Due dates for all reading reviews are on Canvas.

Weekly Discussion Board (60 points): Your discussion posts should be based on factual information from the readings and not personal opinions. All discussions should be objective and factual, not subjective. Due dates for all discussion forums are on Canvas.

- You are required to participate on the discussion board every week. Every weekly discussion post is graded. Therefore, no post means zero points. There will be 12 discussion board activities for the entire semester.
- In a discussion board forum, you are to write a 200 minimum word response to the questions/situation/paper given. You are then to read the post of other students then choose ONE post to provide feedback on.
- Your first post must be made before 11:59 pm on Thursdays and the final post (a respond to another classmate's post) can be made at any time before Sundays at 11:59 pm.
- Your feedback to the posting of another classmate should be a minimum of 50 words.
- Points will be lost for all late and incomplete discussion posts.

Research Paper (60 points): Students will write a research paper related to a topic covered in class. More information about the paper is on Canvas such as a grading rubric and development of paper ideas. You can get topics and ideas for your research paper from the weekly readings. The paper will be 12 to 15 written pages, including a title, abstract, and reference page in APA Format (please note

the title, abstract, and reference page in APA format do not count towards the 12 to 15 pages).

Annotated Bibliography (20 points): The annotated bibliography should be based on 10 articles that students will use to develop their research paper. An example of an annotated bibliography is posted in Canvas.

Assessments linked to course learning objectives

Assessment	Learning Objective (LO)
Discussion Board	LO1; LO2; LO3
Reading Summaries	LO2; LO3
Annotated Bibliography	LO1; LO3
Research Paper	LO2; LO3

Late or Missing Assignment Policy

It is your responsibility to notify me if an emergency arises and you are unable to complete the coursework on time. Please provide the reason for your absence as early as possible. Please reach out to me to discuss options for late or missing work.

The use of Artificial Intelligence

As noted in Rutgers Academic Integrity Policy 10.2.13, the principles of academic integrity require that students make sure that all submitted coursework be “the student’s own and created without the aid of impermissible technologies, materials, or collaborations.”

Please read Rutgers AI policy

<https://policies.rutgers.edu/B.aspx?BookId=11914&PageId=459231&Search=academic%20integrity>.

Online resources for AI use at Rutgers: <https://it.rutgers.edu/ai/>

Course Evaluation

Your feedback about this course is very valuable to me. Please complete the anonymous Student Instructional Rating survey when available in Canvas and through your email.

Course Schedule

September

Week 1: 9/3 – 9/6

First Week of Classes

Module 1 – Meet your Professor

Review the syllabus

Participate on the discussion

Become familiar with the class on Canvas – click on all the links

Week 2: 9/9 – 9/13

Module 2 – Justice, Law, and Policy: An Introduction

1. Submit Reading Summary

2. Participate on the Discussion Board – see due dates on Canvas
Readings

- Chapter 1 from the textbook – Thinking about criminal justice policy: Process, players, and politics
- Brownstein, H. H. (2007). From an Editorial Board Member: How criminologists as researchers can contribute to social policy and practice. *Criminal Justice Policy Review*, 18(2), 119–131. <https://doi.org/10.1177/0887403406297328>
- Frost, N. A. (2010). Beyond public opinion polls: Punitive public sentiment and criminal justice policy. *Sociology Compass*, 4(3), 156–168. <https://doi.org/10.1111/j.1751-9020.2009.00269.x>
- Zajac, G. (2002). Knowledge creation, utilization and public policy: How do we know what we know in Criminology? *Criminology & Public Policy*, 1(2), 251–254. <https://doi.org/10.1111/j.1745-9133.2002.tb00089.x>

**Week 3: 9/16 –
9/20**

Module 3 – Policy Making in the Criminal Justice System

1. Submit Reading Summary
2. Participate on the Discussion Board – see due dates on canvas

Readings

- Brancale, J., Blomberg, T. G., Siennick, S., Pesta, G. B., Swagar, N., Noorman, K., Caswell, J., & Chouhy, C. (2021). Building collaborative evidence-based frameworks for criminal justice policy. *Criminal Justice Policy Review*, 32(8), 795–815. <https://doi.org/10.1177/08874034211011234>
- Stolz, B. A. (2015). The growth of federal criminal justice policy making: The role of U.S. civil rights legislation. *Criminal Justice Policy Review*, 26(5), 463–487. <https://doi.org/10.1177/0887403414523648>
- Stolz, B. A. (2002). The roles of interest groups in US criminal justice policy making: Who, when, and how. *Criminal Justice*, 2(1), 51–69. <https://doi.org/10.1177/17488958020020010301>

**Week 4: 9/23 –
9/27**

Module 4 – Law Enforcement: Policies and Procedures Part 1

1. Submit Reading Summary
2. Participate on the Discussion Board– see due dates on canvas

Readings

- Chapter 2 – The significance of race in contemporary urban policing policy.

- Chapter 10 – Homeland security policy and criminal justice following 9/11
- Bishopp, S. A., Klinger, D. A., & Morris, R. G. (2015). An Examination of the effect of a policy change on police use of TASERs. *Criminal Justice Policy Review*, 26(7), 727–746. <https://doi.org/10.1177/0887403414543558>
- Jennings, J. T., & Rubado, M. E. (2017). Preventing the use of deadly force: The relationship between police agency policies and rates of officer-involved gun deaths. *Public Administration Review*, 77(2), 217–226. <https://doi.org/10.1111/puar.12738>

**Week 5: 9/30 –
10/4**

Module 5 – Law Enforcement: Policies and Procedures Part 2

1. Submit Reading Summary
2. Participate on the Discussion Board

Readings

- Nix, J., Pickett, J. T., Wolfe, S. E., & Campbell, B. A. (2017). Demeanor, race, and police perceptions of procedural justice: evidence from two randomized experiments. *Justice Quarterly*, 34(7), 1154–1183. <https://doi.org/10.1080/07418825.2017.1334808>
- Ritchie, A. J., & Jones-Brown, D. (2017). Policing race, gender, and sex: A Review of law enforcement policies. *Women & Criminal Justice*, 27(1), 21–50. <https://doi.org/10.1080/08974454.2016.1259599>
- Weisburd, D., Telep, C. W., Vovak, H., Zastrow, T., Braga, A. A., & Turchan, B. (2022). Reforming the police through procedural justice training: A multicity randomized trial at crime hot spots. *Proceedings of the National Academy of Sciences - PNAS*, 119(14), e2118780119–e2118780119. <https://doi.org/10.1073/pnas.2118780119>

**October
Week 6: 10/7 –
10/11**

Module 6 – Law and Policy: The U.S. Court System

1. Submit Reading Summary
2. Participate on the Discussion Board– see due dates on canvas

Readings

- Chapter 5 – Procedural fairness, criminal justice policy, and the courts
- Chapter 6 – Criminal justice policy and problem-solving courts

- Sah, S., Robertson, C. T., & Baughman, S. B. (2015). Blinding prosecutors to defendants' race: A policy proposal to reduce unconscious bias in the criminal justice system. *Behavioral Science & Policy*, 1(2), 69–76.
<https://doi.org/10.1177/237946151500100208>
- Gest, T. (2018). The courts in a fragmented criminal justice system. *Criminology & Public Policy*, 17(2), 309–320.
<https://doi.org/10.1111/1745-9133.12373>

**Week 7: 10/14 –
10/18**

Module 7 – Sentencing Laws and Policies

1. Submit Reading Summary
2. Participate on the Discussion Board– see due dates on canvas

Readings

- Bureau of Justice Statistics. (2023). Sentencing decisions for persons in federal prison for drug offenses, 2013–2018. Washington, DC: Bureau of Justice Statistics.
<https://bjs.ojp.gov/document/sdpfpdo1318.pdf>
- King, R.D. and Light, M. T. (2019). Have racial and ethnic disparities in sentencing declined? *Crime and Justice*, 48, 365-437.
- Spohn, C. (2014). Twentieth-century sentencing reform movement: Looking backward, moving forward. *Criminology and Public Policy*, 13, 535-545.
- Zhang, Y., Maxwell, C. D., and Vaughn, M.S. (2009). The impact of state sentencing policies on the U.S. prison population. *Journal of Criminal Justice*, 37, 190-199.

**Week 8: 10/21 –
10/25**

Module 8 – Race, Special Populations, and Criminal Justice Policies

1. Submit Reading Summary
2. Participate on the Discussion Board– see due dates on canvas

Readings

- Goshin, L. S., Arditti, J. A., Dallaire, D. H., Schlafer, R. J., & Hollihan, A. (2017). An international human rights perspective on maternal criminal justice involvement in the United States. *Psychology, Public Policy, and Law*, 23(1), 53–67.
<https://doi.org/10.1037/law0000101>
- Mauer, M. (2004). Race, class, and the development of criminal justice policy. *The Review of Policy Research*, 21(1), 79–92.
<https://doi.org/10.1111/j.1541-1338.2004.00059.x>
- Peay, P. C. (2024). The people's intervention: How #BlackLivesMatter circumvented a culture of congruent criminal

justice policies in American states. *Journal of Race, Ethnicity, and Politics*, 9(1), 123–156. <https://doi.org/10.1017/rep.2023.40>

- Updegrave, A. H., Boisvert, D. L., Cooper, M. N., & Gabbidon, S. L. (2021). Criminological explanations, race, and biological attributions of crime as predictors of Philadelphia area residents' support for criminal justice policies. *Crime and Delinquency*, 67(3), 319–343. <https://doi.org/10.1177/0011128720931437>

**Week 9: 10/28 –
11/1**

Module 9 – Juvenile Justice Policies

1. Submit Reading Summary
2. Participate on the Discussion Board– see due dates on canvas
3. **Annotated Bibliography due by Sunday, November 3 at 11:59 pm**

Readings

- Chapter 9 – The U.S. juvenile justice policy landscape
- Monahan, K., Steinberg, L., & Piquero, A. R. (2015). Juvenile justice policy and practice: A developmental perspective. *Crime and Justice* (Chicago, Ill.), 44(1), 577–619. <https://doi.org/10.1086/681553>
- Woolard, J. L., Fondacaro, M. R., & Slobogin, C. (2001). Informing juvenile justice policy: Directions for behavioral science research. *Law and Human Behavior*, 25(1), 13–24. <https://doi.org/10.1023/A:1005635808317>

**November
Week 10: 11/4 –
11/8**

Module 10 – Capital Punishment and Prisoner's Rights: Federal and State Level Policies

1. Submit Reading Summary
2. Participate on the Discussion Board– see due dates on canvas

Readings

- Connor, E. M. (2010). The undermining influence of the federal death penalty on capital policymaking and criminal justice administration in the states. *The Journal of Criminal Law & Criminology*, 100(1), 149–212.
- Pritchard, A., & Wiatrowski, M. (2008). Race and capital punishment: State level analysis of the effects of race on states' capital punishment policies. *Journal of Ethnicity in Criminal Justice*, 6(2), 103–121. <https://doi.org/10.1080/15377930802096488>
- *Prisoners' constitutional rights*. (2003). <https://doi.org/10.1080/0888431032000151000>

**Week 11: 11/11 –
11/15**

Module 11 – Corrections: Laws and Policies in the 21st century

1. Submit Reading Summary
2. Participate on the Discussion Board– see due dates on canvas

Readings

- Chapter 7 – U.S. corrections policy since the 1970s.
- Graves, S. M. (2015). Correctional mission statements as indicators of the criminal justice policy environment: A research note. *Criminal Justice Policy Review*, 26(5), 488–499. <https://doi.org/10.1177/0887403414524052>
- Rosenberg, A., Groves, A. K., & Blankenship, K. M. (2017). Comparing black and white drug offenders: Implications for racial disparities in criminal justice and reentry policy and programming. *Journal of Drug Issues*, 47(1), 132–142. <https://doi.org/10.1177/0022042616678614>
- Sundt, J., Salisbury, E. J., & Harmon, M. G. (2016). Is downsizing prisons dangerous? The effect of California’s realignment act on public safety. *Criminology & Public Policy*, 15(2), 315–341. <https://doi.org/10.1111/1745-9133.12199>

**Week 12: 11/18 –
11/22**

Module 12 – Immigration and Criminal Justice Policies

1. Submit Reading Summary
2. Participate on the Discussion Board– see due dates on canvas

Readings

- Chapter 11 – Through the looking glass: Exploring the relationship between contemporary immigration and crime control policies.
- Amuedo-Dorantes, C., & Lopez, M. J. (2022). Immigration policy, immigrant detention, and the U.S. jail system. *Criminology & Public Policy*, 21(2), 433–460. <https://doi.org/10.1111/1745-9133.12580>
- Miller, H. V., Ripepi, M., Ernstes, A. M., & Peguero, A. A. (2020). Immigration policy and justice in the era of COVID-19. *American Journal of Criminal Justice*, 45(4), 793–809. <https://doi.org/10.1007/s12103-020-09544-2>

**Week 13: 11/25 –
11/29**

Thanksgiving Break

December

**Week 14: 12/2 –
12/6**

Module 14 - Cross -National Issues in Crime, Law, and Policy

1. Submit Reading Summary – see instructions on Canvas
2. Participate on the Discussion Board– see due dates on canvas

Readings

- Chapter 14 – Criminal justice policy and transnational crime: The case of anti-human trafficking policy.
- Farrell, A., & Fahy, S. (2009). The problem of human trafficking in the U.S.: Public frames and policy responses. *Journal of Criminal Justice*, 37(6), 617–626.
<https://doi.org/10.1016/j.jcrimjus.2009.09.010>

**Week 15: 12/9 –
12/ 11**

Last day of class Wednesday, Dec. 11

1. Work on Final Paper
2. Final Paper Due by Sunday Dec 15, 2024 at 11:59 pm

General University information

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 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 \(ods.newark.rutgers.edu\)](https://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) 353-5063 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](#) Students requesting a letter of verification should submit information using the following link: <https://go.rutgers.edu/Verification>.

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: <https://go.rutgers.edu/RUNReportingForm>.

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: <https://go.rutgers.edu/RUNReportingForm> or emailing careteam@newark.rutgers.edu.

For Psychological Support (Stress, Mood, Family Issues, Substance Use concerns and other personal challenges): The Rutgers University-Newark Counseling Center provides individual therapy and support groups for students dealing with psychological issues. To schedule an appointment, email counseling@newark.rutgers.edu or call (973) 353-5805. Additional support is available through Uwill services:

- Uhelp: Crisis support at 833-646-1526 (available 24/7/365).
- Urise: Wellness-based video collection with a free account.
- Umatch: Teletherapy with flexible scheduling, starting with a free account.

Access Uwill@RUN at <https://my.rutgers.edu> using your netid. Services are confidential and free.

For emergencies, call 911 or Rutgers University Police Department at (973) 353-5111.

Rutgers: SCJ

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

