

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Undergraduate Programs	UUPC Approval <u>10-11-21</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department Criminology and Criminal Justice College Social Work and Criminal Justice	
Current Course Prefix and Number CCJ 2002	Current Course Title Law, Crime, and the Criminal Justice System	
<i>Syllabus must be attached for ANY changes to current course details. See Checklist. Please consult and list departments that may be affected by the changes; attach documentation.</i>		
Change title to: Change prefix From: _____ To: _____ Change course number From: _____ To: _____ Change credits* From: _____ To: _____ Change grading From: _____ To: _____ Change WAC/Gordon Rule status** Add <input type="checkbox"/> Remove <input type="checkbox"/> Change General Education Requirements*** Add <input checked="" type="checkbox"/> For Society and Human Behavior Foundation	Change description to: Change prerequisites/minimum grades to: Change corequisites to: Change registration controls to: Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).	
Effective Term/Year for Changes: Spring 2022	Terminate course? Effective Term/Year for Termination:	
Faculty Contact/Email/Phone Lincoln Sloas/lsloas@fau.edu/606.782.3360		
Approved by Department Chair <u>Wendy P Guastaferrro</u> <small>Digitally signed by Wendy P Guastaferrro Date: 2021.03.16 12:30:55 -04'00'</small> College Curriculum Chair <u>Precious Skinner-Osei, PhD, MSW</u> College Dean <u>Naelys Luna</u> UUPC Chair <u>Daniel Meeroff</u> Undergraduate Studies Dean <u>Edward Pratt</u> UFS President _____ Provost _____	Date _____ <u>3/25/2021</u> <u>3/25/21</u> <u>10-11-21</u> <u>10-11-21</u> _____ _____	

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

LAW, CRIME & THE CRIMINAL JUSTICE SYSTEM

CCJ2002

3 credits

Spring 2022

Prof. Lincoln Sloas, Ph.D.

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Office hours: By Appointment

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Course Description

An introductory course that provides students with an understanding of law, crime, and the criminal justice system in America. In addition, this course is a part of FAU's **Intellectual Foundations Program (IFP)** thematic cluster on race and racial inequality. This cluster is designed to provide students with a multidisciplinary approach to issues of race and racial inequality. Coursework will integrate concepts from multiple disciplines to offer students a comprehensive perspective on the contemporary and historical experiences of racial and ethnic groups, including how these experiences relate to the criminal justice system in the United States. Students completing this cluster will gain the conceptual and historical framework necessary to understand issues of immense concern to Americans today.

Instructional Method

This course will be delivered in a fully online environment using Zoom, Canvas, and Sage Vantage platforms. For example, all course material will be available in Canvas (e.g., discussions, exams, PPTs, and pre-recorded lectures) and Sage Vantage. Additionally, once a week I will hold a meeting in Zoom to have a general discussion of the weeks material. This is optional and more information will provided at a later date.

Course Objectives/Student Learning Outcomes

The main objectives of this course are: (1) Develop content knowledge of law, crime and the criminal justice system; (2) Increase their ability to think critically; and (3) Improve information literacy

For the following IFP cluster on race and racial inequality student learning outcomes include:

Learning outcome #1: students will demonstrate an understanding of what race and racial inequality is and its impact as it relates to the criminal justice system.

Students will be assessed on this outcome through data activities, video activities, and knowledge checks embedded in the course curriculum for the semester.

Learning outcome #2: students will demonstrate an understanding of commonly identified causes of race and racial disparity in the criminal justice system.

Students will be assessed on this outcome through data activities, video activities, and knowledge checks embedded in the course curriculum for the semester. For example, activities will focus on higher crime rates, inequitable access to resources, legislative decisions, and overt racial bias. Items will be used to create a score for each student specific for this learning outcome.

Learning outcome #3: students will demonstrate an understanding of manifestations of race and racial disparity at key decision points in the criminal justice system.

Students will be assessed on this outcome through data activities, video activities, and knowledge checks embedded in the course curriculum for the semester. For example, activities will focus on key decision points in the criminal justice system, including law enforcement, arraignment, release and pre-judicatory decisions, adjudication and sentencing, probation and community-based alternatives to incarceration, jail and prison custody, and parole and reentry.

Intellectual Foundation (General Education) Program.

This course partially fulfills the course requirements for the Society and Human Behavior Foundation area in the FAU general education program. Courses in this area examine the forces that shape human behavior and societies. The disciplines represented in this foundation area study individuals, groups, societies, cultures, markets, and nations. Their scope is broad: the formation of attitudes; how institutions develop, function, and change; the forces that transform society and social institutions; how societies change the environment and respond to environmental change; the relationships between individuals and society; and the scope and complexity of systems of race, ethnicity, gender, sexuality, and social class. Students who satisfy the Society and Human Behavior requirement will demonstrate the ability to:

- describe patterns of human behavior.
- describe how political, social, cultural, or economic institutions influence human behavior and how humans influence these institutions.
- apply appropriate disciplinary methods and/or theories to the analysis of social, cultural, psychological, ethical, political, technological, or economic issues or problems.

Course Evaluation Method

You will be evaluated in several areas over the course of the semester. Each week you will complete several activities in Sage Vantage. For example, these will include, video activities, knowledge checks, and data activities. There are several of these to complete over the semester, therefore I am giving you all semester to work on them. I will also give you unlimited attempts on them. The Sage Vantage activities are worth **50%** of your total grade. The last day to complete your Sage Vantage activities is Monday, **April 19**. Examinations will be based on readings, lectures, quizzes, and class discussions. **During Exam week, exams will be posted @ 12:00 am on Monday and end @ 11:59 pm the following Sunday.** There will be three (3) exams given during this spring course. Each exam will be worth **16.67%** of your grade for a total of **50%**. The exams will consist of 50 multiple choice questions. The exams are not cumulative. Exams will be taken online in Canvas. Test will be timed, e.g., you will be given 75 minutes to complete the exam. **NOTE: You cannot take breaks once you have started the exam. It must be completed within the 75 minute allotted time period. (Go back to Course Delivery Mode and familiarize yourselves with Respondus LockDown Browser! You will NOT be able to take the exams without it!).**

Course Grading Scale

A	94–100	C	74–76
A–	90–93	C–	70–73
B+	87–89	D+	67–69
B	84–86	D	64–66
B–	80–83	D–	60–63
C+	77–79	F	Below 60

Policy on Makeup Tests, Late Work, and Incompletes (if applicable)

Although makeup work is not a guarantee; I will work with each of you if something arises during the semester. Please be proactive and let me know if you need to make arrangements. I am willing to meet you half way if you meet me the other half.

Attendance Policy

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

Required Text



Required: SAGE vantage

This course requires the use of SAGE vantage from [SAGE Publishing](#). SAGE vantage is an online learning environment that includes access to an interactive integrated ebook with assignments including video activities, knowledge checks, and end of chapter test. Access to **SAGE vantage can be purchased through the campus bookstore or directly from the publisher. To purchase online**

- <https://us.sagepub.com/en-us/nam/introduction-to-criminal-justice-vantage-shipped-access-card/book271230>

Registering for Our Course

You will need the following:

- A connection to the internet
- Your school email address
- You will need the course ID provided by your instructor to access the platform.
- visit <https://vantage.sagepub.com>
- [Tell us who you are](#)
- [Add your information](#)
- click on “Register”
- Join your SAGE vantage course with a Redemption Code (or complete online transaction if buying direct)
- Enter your course ID (**SLOASU-4196**)

When you are ready to create your account, go to <https://vantage.sagepub.com>. Get started by imputing your school email address, click register then enter your personal information and click register. Click “Join Course”. Provide the course ID and Access code or follow the steps to purchase. If you need help, detailed instructions can be downloaded on the registration site.

Technical Support

If you are having any difficulties accessing the course, go to <https://study.sagepub.com/techsupport>. If you need to report an issue or speak to a Technical Support Representative, go to <https://study.sagepub.com/techsupport/contact>. Or you call **1 (800) 818-7243 ext. 7080** or **1 (805) 410-7080**. Live support is available

- Monday - Friday, 8:00 A.M. - 11:00 P.M. US EST
- Saturday & Sunday: 11:30 a.m. – 8:00 P.M. US EST

Be sure to have your account information ready so they may assist you.

Course Topical Outline

*Course schedule			
Date	Topic	Readings	What’s Due?
January 11-17	Introduction to course An Introduction to Crime and the Criminal Justice System	Chapter 1 Syllabus PPTs	Student intro’s on Canvas Work on Sage Vantage Activities for Chapter 1
January 18-24	The Nature and Extent of Crime	Chapter 2 PPTs	Work on Sage Vantage Activities for Chapter 2**
January 25-31	Criminal Justice and the Law	Chapter 3 PPTs	Work on Sage Vantage Activities for Chapter 3
February 1-7	The History of Policing	Chapter 4 PPTs	Work on Sage Vantage Activities for Chapter 1
February 8-14	Exam 1: Covers Chapters 1—4		
February 15-21	On the Streets: Organization, Responsibilities, and Challenges	Chapter 5 PPTs	Work on Sage Vantage Activities for Chapter 5
February 22-28	Police and the Rule of Law	Chapters 6 PPTs	Work on Sage Vantage Activities for Chapter 6**

March 1-7	The Courts and the Judiciary	Chapter 7 PPTs	Work on Sage Vantage Activities for Chapter 7
March 8-14	The Prosecution, Defense, and Pretrial Activities	Chapter 8 PPTs	Work on Sage Vantage Activities for Chapter 8**
March 15-21	Exam 2: Covers Chapters 5—8		
March 22-28	The Criminal Trial and Sentencing	Chapter 9 PPTs	Work on Sage Vantage Activities for Chapter 9**
March 29-April 4	Correctinal Response in the Community	Chapter 10 PPTs	Work on Sage Vantage Activities for Chapter 10
April 5-11	Instituional Corrections	Chapter 11 PPTs	Work on Sage Vantage Activities for Chapter 11**
April 12-18	Prison Life and Life after Prison	Chapter 12 PPTs	Work on Sage Vantage Activities for Chapter 12
April 22-28	Final Exam: Covers Chapters 9—12		

*Course syllabus is subject to change

**Detailed information on this IFP assignment is noted below.

Sage Activities:

Chapter 1 Sage Vantage Activity	An introduction to the criminal justice system. In this sage vantage assignment you will examine the crime control model and the due process model of justice. Are there racial differences in how these models have been used?
Chapter 2 Sage Vantage Activity	Measuring crime and crime patterns. In this sage vantage assignment you will examine a map labeled robberies and assess the racial breakdown of robberies in a metro area for years 1993-2015. Are there racial differences in robberies for these years?
Chapter 3 Sage Vantage Activity	Criminal justice and the law. In this sage vantage assignment you will examine laws designed to combat crimes. Are there racial differences in how these law have been applied, historically?
Chapter 4 Sage Vantage Activity	The history of policing. In this sage vantage assignment you will examine the historical trend of police hiring practices. Are there racial differences in how individuals have been hired within police agencies?
Chapter 5 Sage Vantage Activity	On the Streets: Organization, Responsibilities, and Challenges. In this sage vantage assignment you will examine challenges police departments have faced in recent years. Are there racial differences in challenges experienced by police officers?
Chapter 6 Sage Vantage Activity	Due process as applied to search and seizure. In this sage vantage assignment you will examine whether search and seizure has been applied unequally based on racial composition. What are some landmark supreme court cases that tap into this?
Chapter 7 Sage Vantage Activity	The courts and the judiciary. In this sage vantage assignment you will examine the practices of electing or nominating judges to the bench. Are there racial differences in electing or nominating judges?
Chapter 8 Sage Vantage Activity	Prosecutorial discretion. In this sage vantage assignment you will examine the amount of discretion prosecutors wield when bringing charges forward against individuals. Are there racial differences brought forward by prosecutors based on the same type(s) of crime(s)?
Chapter 9 Sage Vantage Activity	The criminal trial and sentencing. In this sage vantage assignment you will examine sentencing disparity practices among different racial groups. What are the racial differences that stand out to you? Do individuals who commit the same type of crime receive the same type of punishment based on race?

Chapter 11 Sage Vantage Activity	Institutional corrections. In this sage vantage activity assignment you will examine the disproportionate rates of incarceration based on race. What are the racial differences that stand out to you? Is there an overrepresentation of certain racial groups in prison? Based on what type of offense(s)?
Chapter 12 Sage Vantage Activity	Prison life and life after prison. In this sage vantage assignment you will examine difference in release of inmates. Are there racial differences in the releasing of inmates from prison?