Required Texts:

Course Purpose: This course satisfies the University of Texas at Arlington core curriculum requirement in social and behavioral sciences. This course serves as an introduction to the study of criminology and criminal justice. This introduction to the discipline will cover a variety of topics, including a general overview of the criminal justice system as well as a more specific view of each of the basic components of the criminal justice system: police, courts, and corrections. In addition, sources of criminal law, types of crimes and criminal behavior, and the measurement of crime will also be examined. The student should emerge with a solid understanding of what the criminal justice system is, what it is designed to do and why, and how well it is meeting the goal of addressing crime.

Course Objectives/Student Learning Outcomes:
Upon satisfactory completion of the course, students will demonstrate knowledge of the:
- criminal justice process;
- role and function of law enforcement;
- criminal court system and process;
- criminal sanctions used in the U.S., including both community and institutional corrections.

As a core curriculum course in the social and behavioral sciences, students will develop the following:
- Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
- Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication.
- Social Responsibility: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
- Empirical and Quantitative Skills: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Financial Aid Office for more information.

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation
will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

**Academic Integrity:** It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. According to the UT System Regents’ Rule 50101, §2.2, "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts."

All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

**Student Support Services Available:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

**Electronic Communication Policy:** The University of Texas at Arlington has adopted the University “MavMail” address as the sole official means of communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system. All students are assigned a MavMail account. **Students are responsible for checking their MavMail regularly.** Information about activating and using MavMail is available at http://www.uta.edu/oit/email/. There is no additional charge to students for using this account, and it remains active even after they graduate from UT Arlington.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities
such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

CRCJ Librarian Contact: John Dillard (dillard@uta.edu)

Attendance Policy: Both class attendance and participation are strongly encouraged as well as expected, although neither will be factored into the course grade. Generally, students who attend class regularly perform better on exams than do students who do not attend class.

Course requirements:

Reading should be done by the dates indicated.

Exams (4) - There will be four exams. Each exam will be multiple choice. Exam 1 will cover chapters 1-3 in the required text, in class discussion, and any supplemental information provided in class. Exam 2 will cover chapters 4-7 in the required text, in class discussion, and any supplemental information provided in class. Exam 3 will cover chapters 8-11 in the required text, in class discussion, and any supplemental information provided in class. Exam 4 will cover chapters 12-13 in the required text, in class discussion, and any supplemental information provided in class.

At the discretion of the instructor, any student who arrives more than 10 minutes late for an exam may not be allowed to take that exam. No one arriving to an exam after the first person has left the exam will be allowed to take that exam.

The dates noted on the syllabus for the first three exams are tentative and are subject to change – any changes will be announced in class. The final exam has been set by the university.

There will be no make-up exams given without permission from the instructor – such permission will require a written legitimate excuse presented prior to the exam. Make-up exams will consist of all essay questions.

Assignment – There will be one written assignment due during the semester. Details for the assignment are included at the end of the syllabus.

Evaluations:

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<tr>
<th>Exam</th>
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<th>Description</th>
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<tr>
<td>Exam 1</td>
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<td>Exam 2</td>
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<td>Exam 4</td>
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<td>Assignment</td>
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The grading scale for this course will be:
A ------------------------ 100-90
B ------------------------ 89-80
C ------------------------ 79-70
D ------------------------ 69-60
Below 60 = F

Course Outline:
Please note that the following is the desired course outline. The instructor reserves the right to change the schedule found below. Each student is responsible for any changes as announced during class discussions and lectures.

Exam Dates: Feb. 6, May 6

Academic Calendar

Jan 14 – Introduction, Syllabus
Jan 16 – Discussion topic: Criminal Justice - For next class read Fagin pgs 3-9
Jan 18 – Discussion topic: Criminal Justice - For next class read Fagin 9-16
Jan 21 – Martin Luther King, Jr. Holiday – no class
Jan 23 – Discussion topic: Criminal Justice – For next class read Fagin 17-22
Jan 25 – Discussion topic: Crime Causation Theories – For next class read Fagin pgs 22-28
Jan 28 – Discussion topic: Crime Causation Theories – For next class read Fagin pgs 28-40
Jan 30 – Discussion topic: Victimology and Counting Crime – For next class read Fagin pgs 41-45
Feb 1 – Discussion topic: Criminal Law Control Versus Liberty – For next class read Fagin pgs 45-54
Feb 4 – Discussion topic: Criminal Law Control Versus Liberty
Feb 6 – Discussion topic: “Should Marijuana Be Legalized?” – Review for Exam 1
Feb 6 – Exam 1 – For next class read Fagin pgs 55-61
Feb 8 – Discussion topic: History of Policing - For next class read Fagin pgs 61-65
Feb 11 – Discussion topic: Levels of Policing – For next class read Fagin pgs 65-74
Feb 13 – Discussion topic: Police selection and strategies – For next class read Fagin 75-83
Feb 15 – Discussion topic: Police Officers and the Law – For next class read Fagin pgs 84-92
Feb 18 – Discussion topic: Police Officers and the Law
Fed 20 - Discussion topic: “Is Racial Profiling an acceptable Law Enforcement Strategy?” - For next class read Fagin pgs 93-105

Feb 22 – Discussion topic: The Court System – For next class read Fagin pgs 107-115

Feb 25 — Discussion topic: The Court System

Feb 27 — Discussion topic: Courtroom Participants and The Trial – For next class read Fagin pgs 116-120

Mar 1 – Discussion topic: Courtroom Participants and The Trial – For next class read Fagin pgs 120-128

Mar 4 – Discussion Topic: Courtroom Participants and The Trial

Mar 6 – Discussion topic: Courtroom Participants and The Trial – Review for Exam 2

Mar 8 – Exam 2

Mar 11 – Spring Break

Mar 13 – Spring Break

Mar 15 – Spring Break – For next class read Fagin pgs 129-138

Mar 18 – Discussion topic: Sentencing – For next class read Fagin pgs 138-143

Mar 20 – Assignment due

Discussion topic: Sentencing Models - For next class read Fagin pgs 143-154

Mar 22 – No Class Meeting – Assignment #3 due via Blackboard “Do Three Strikes Sentencing Laws and Other ‘Get Tough’ Approaches Really Work?”

Mar 25 – Discussion topic: Sentencing and the Death Penalty

Mar 27 – Discussion topic: “Is Capital Punishment a Bad Public Policy?” – For next class read Fagin pgs 155-165

Mar 29 – Last day to drop classes – Discussion topic: Jails

Apr 1 - Writ Writer – For next class read Fagin pgs 165-173

Apr 3 – Discussion topic: Prisons – For next class read Fagin pgs 173-174

Apr 5 – Discussion topic: Private Prisons – For next class read Fagin pgs 174-184

Apr 8 – Discussion topic: Prison Life – For next class read Fagin pgs 185-192

Apr 10 – Discussion topic: Probation – For next class read Fagin pgs 192-204

Apr 12 – Discussion topic: Parole – For next class read Fagin pgs 205-226
April 15 – Discussion topic: Corrections in the Community – Review for Exam 3

April 17 – Exam 3 - For next class read Fagin pgs 227-230

Apr 19 – Discussion topic: History of the Juvenile Justice System

Apr 22 – Discussion topic: History of the Juvenile Justice System

Apr 24 – The Youthful Offender and the Criminal Justice System – For next class read Fagin pgs 234-237

Apr 26 – Waivers – For next class read Fagin pgs 237-258

Apr 29 – Juvenile Process – For next class read Fagin pgs 259-275

May 1 – Discussion topic: Homeland Security – For next class read Fagin pgs 275-284

May 3 – Discussion topic: Homeland Security – Prepare for Final Exam

May 6 – Final Exam 8:00 – 10:30

Assignment

In this assignment, you will be asked to compare and contrast the three sources of data regarding crime (official statistics, victimization surveys, and self-report surveys). Answer the following questions in complete sentence, paragraph form.
1. Identify how each source of data is collected. You answer should include who is responsible for collecting the data source, what information is collected by each data source, and how often each source of data is collected.
2. Identify and describe at least three the strengths of each source of data.
3. Identify and discuss at least three the weaknesses of each source of data.
4. Discuss how human actors might impact each source of data and what impact this potentially has for our knowledge of crime and the operation of the criminal justice system.
5. Do the different sources of data provide a similar picture of crime to each other in regards to race/ethnicity, gender, and social class?
6. Obtain official crime data for the last 3 years from UT Arlington and one other campus in the DFW area. This information is typically available to the public through the university police department. Write a brief summary of the number of index crimes that have occurred on the UT Arlington campus and on the other campus in the DFW area in the last 3 years. Be sure to identify what other campus you used.
7. What factors might lead these data for the two campuses to be either similar or different across the two campuses? Identify and discuss at least three factors and how they might impact the data.
8. Based on these data, do you think that UT Arlington is more or less safe than the other campus you examined? Justify your answer.