

Spring 2020

SO246 – Criminal and Social Justice Monday & Wednesday 11:00 – 12:20 Smith 101

The issue of crime, punishment, and justice are fundamental topics of our daily lives. Discussions of crime pervade our news, entertainment, public policy, and civil discourse. We live in an era of criminalization and mass incarceration, where the US prison population dwarfs that of any other country. Likewise, discussions of justice are linked to our perception of crime and its causes. As our views on crime shifts, so do our beliefs about what to do about it. This course will examine the topics of crime, punishment and justice from a critical perspective. We will question our assumptions about what causes crime, what constitute criminal behavior, and our contemporary approaches to dealing with it. This will include cross-country comparisons and discussions of radical approaches. As a result, students will have a greater understanding and awareness of the complexities of criminal and social justice, and their relationship to both. *No prerequisites.*

CONTACT INFORMATION

Instructor:	Gary David
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Office Hours:	Monday & Wednesday 9:30-10:30 Thursday 3:30-4:30 Or by appointment (if you are planning on coming by, let me know just in case I have a meeting)

COURSE MATERIALS (Preliminary List)

Reiman, Jeffrey. *The Rich Get Richer and the Poor Get Prison: Ideology, Class and Criminal Justice.*

Alexander, Michelle. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness.* The New Press.

Quinones, Sam. *Dreamland: The True Tale of America's Opiate Epidemic.* Bloomsbury Press.

Fuller, John Randolph *Criminal Justice: Mainstream and Crosscurrents 3rd Edition.* Oxford University Press.

Other supplemental materials will be distributed through the course of the semester. There also will be a variety of guest speakers throughout the semester to talk about the use of research in their own work.

SPRING 2020 SO246 – CRIMINAL AND SOCIAL JUSTICE
LIST OF SHARED EXPECTATIONS

The Student will....	The professor will...
<ul style="list-style-type: none"> • Be prepared to discuss topics to be covered 	<ul style="list-style-type: none"> • Give students time to review materials for discussion
<ul style="list-style-type: none"> • Engage in class discussions/conversations 	<ul style="list-style-type: none"> • Provide students with opportunities to engage in discussions/conversations
<ul style="list-style-type: none"> • Complete assignments on time 	<ul style="list-style-type: none"> • Provide clear expectations regarding how assignments should be completed
<ul style="list-style-type: none"> • Ask questions for clarification, and seek help through office hours 	<ul style="list-style-type: none"> • Be available through office hours and email to answer questions
<ul style="list-style-type: none"> • Take notes during class, and share them with others 	<ul style="list-style-type: none"> • Provide study guides, PowerPoints and supplemental notes when possible
<ul style="list-style-type: none"> • Help to create fun and engaging activities 	<ul style="list-style-type: none"> • Help to create fun and engaging activities
<ul style="list-style-type: none"> • Suggest audio/video materials to use in class 	<ul style="list-style-type: none"> • Provide audio/video materials to use in class
<ul style="list-style-type: none"> • Minimize outside distractions in class 	<ul style="list-style-type: none"> • Create an engaging environment for students
<ul style="list-style-type: none"> • Turn in assignments on time (with exceptions allowed with permission) 	<ul style="list-style-type: none"> • Post grades in a timely manner
<ul style="list-style-type: none"> • Suggest different approaches to topics and help with their presentation 	<ul style="list-style-type: none"> • Use different approaches to present topics
<ul style="list-style-type: none"> • Inform professor if s/he is going to miss 	<ul style="list-style-type: none"> • Provide two opportunities to miss without consequence
<ul style="list-style-type: none"> • Provide relevant real world examples 	<ul style="list-style-type: none"> • Incorporate current events
<ul style="list-style-type: none"> • Suggest guest speakers (and dogs) 	<ul style="list-style-type: none"> • Bring in guest speakers (and dogs)

STUDENT-GENERATED LEARNING OBJECTIVES

Goal	To have an engaging and collaborative course where we can learn about a range of interesting topics related to criminal and social justice, which will help us understand the criminal justice system, crime in society, policing, investigations, and rehabilitation through a range of learning activities.
Learning Goals	<ul style="list-style-type: none"> • Understand crime shows • Learn a new aspect of society • Learn about criminal justice system • Have meaningful takeaways • Learn relevant topics • Identify turning points in the criminal justice system • Acquire real world application • Learn the difference between criminal and social justice • Acquire background on how we are where we are today • Learn about the criminal justice system in other countries • Be able to participate in discussions about the subject

FACULTY GENERATED OBJECTIVES

Goal	The goal of the course is for the student to achieve a greater understanding of the processes, policies, and perceptions of criminal and social justice in society
Knowledge	<ul style="list-style-type: none"> • To understand theories regarding the causes of crime; • To explore how definitions of crime and justice have changed over time; • To understand how crime statistics are collected and reported, along with their impact; • To learn what various research approaches to better uncover the effects of these factors on everyday life.
Skills	<ul style="list-style-type: none"> • To develop basic skills necessary to conduct on-going explorations and analysis of criminal justice and public policy; • To develop the ability to communicate findings to a range of audiences through a variety of deliverables; • To critically think about taken-for-granted aspects of everyday life and how crime, punishment, and social justice are fundamental factors in their lives.
Attitudes	<ul style="list-style-type: none"> • To create an awareness within the student of being an agent of change through careful study and critical analysis of social contexts; • To have students reflect on their own assumptions and attitudes regarding crime, punishment, and justice; • To understand how material learned in the classroom can be applied in the 'real world' to affect positive change;

ATTENDANCE, ETIQUETTE, AND PARTICIPATION

Any college course implies a contract between the student and professor. Both are expected to be in class, prepared to cover the material of the day, and take the necessary steps to make the classroom an environment of cooperative learning.

All students are required to have completed the assignments on time. Failure to do so will result in a reduction of your grade on that assignment. .

Students are also expected to participate in class discussion by answering questions, offering opinions, providing their own past experiences, and generally making the class an environment of cooperative learning. Finally, students are expected to leave all personal business outside of the class. Part of this means turning off cell phones and any other things that can cause a disturbance in the class. Likewise, students are expected to arrive to class on time and not to leave before class is over. If you are to arrive late or leave early, you need to talk with the professor beforehand.

Per the *Student Handbook*, you are required to attend all class meetings. You are allowed two absences per semester. After that, any additional absences (for whatever reason) will count against your final grade. It is up to the professor to determine what constitutes an excused absence.

If for health or personal reasons you need are experiencing prolonged absences, you need to communicate immediately with the professor. Additional steps are laid out in the Student Handbook (p.52):

Students who will be absent from class for an extended period of time (one week or longer) because of an emergency situation should immediately contact the Office of the Dean of Student Affairs, the Center for Health and Wellness, the Counseling Center and/or the Office of Academic Services for assistance.

Any extensive or prolonged absences where this procedure is not followed will result in you automatically failing the course.

All students are encouraged to approach the professor if there is any discrepancy between the grade received and the grade expected. **Don't e-mail such requests.** If you wish to petition for a grade change on an assignment or your final grade, you are talk with the professor, and then to submit your disagreement in written form, presenting your case to the professor thoroughly.

Academic Integrity	This class will be conducted in full accordance with Bentley's policies about academic integrity and the Bentley Honor Code. These can be found at: http://www.bentley.edu/shandbook/Integrity/The_Bentley_Honor_Code.cfm
Bentley Beliefs	This class will be conducted in full accordance with The Bentley Beliefs. Please reread the Beliefs, which can be found at http://www.bentley.edu/about/bentley-beliefs
Disability Support	If you have a hidden or visible disability which may require classroom or exam accommodations, please see me as soon as possible. If you have

	<p>not already done so, please register with Disability Services, which is responsible for coordinating accommodations and services for students with disabilities. I will make every effort to accommodate students with documented learning disabilities, as long as you inform me of your needs ahead of time. For further information on documenting a learning disability, please go to http://www.bentley.edu/campus-life/student-development-services/disability-services</p>
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ASSESSMENT CRITERIA

A Level Work	4.0 (A) 3.7 (A-)	95-100 90-94	Superior work, exhibits originality, clarity, precision, and depth
B Level Work	3.3 (B+) 3.0 (B) 2.7 (B-)	87-89 83-86 80-82	Good work, contents of course firmly in control and handled with some mark of distinction.
C Level Work	2.3 (C+) 2.0 (C) 1.7 (C-)	77-79 73-76 70-72	Generally competent work, control of most of the course content evident.
D Level Work	1.3 (D+) 1.0 (D) 0.7 (D-)	67-69 63-66 60-62	Insufficient quality, lacking demonstration of mastery over course content.
Fail	0.0 (F)	59 and under	Student failed to meet the instructions and requirements as provided in the course.

ASSIGNMENTS

All assignments are expected to be turned in **on-time**. If you will not be able complete the assignment for the specified date, you must notify the instructor beforehand. The instructor reserves the right to mark any late assignment down in grade.

For all assignment, one goal is to demonstrate what you have learned thus far in the class as you apply it to the assignment. Also, you should beyond this class as well, meaning that you can draw upon whatever materials that are applicable from other classes as well. You can even pull from other assignments that you have done. The only requirement is that you cite your own work from the other classes as you would any academic or other material. The more linkages that you can make, the better the assignment can be.

Class Participation	25 Points
<p>The classroom is an interactive environment, where students are expected to not only come to class, but also be prepared to participate in classroom discussions, be they in small groups or large discussion format. For the class to be successful, it is important that everyone participate. Simply coming to class does not constitute class participation. Approximately one-third of class participation is composed of coming to class and two-thirds of participating in class.</p>	
WTF Reflection	5 Points

Rich Get Richer Reflections – Due Feb 11	15 Points
The book the <i>Rich Get Richer and the Poor Get Prison</i> explores the ways in which the criminal justice system provides uneven justice based on social class and wealth. As part of your exploration of this topic, go out and find the most egregious examples of a person having wealth and power helping him/her evade punishment. There are innumerable examples (unfortunately) that we can find. These do not have to be contemporary examples, although they could be. Write a summary of the details of the case,	
New Jim Crow Exploration – Due March 5	15 Points
The <i>New Jim Crow</i> was written some years ago now. Write a perspective paper on whether you think things have changed for the better or for the worse. Select on theme or topic from the book to explore in contemporary society. Explore Social Media Feeds and Organizations that are discussing issues of discrimination in the criminal justice system. You do not have to agree or disagree with what you read. Rather, we are trying to capture the perspectives of those who are expressing these points of view We will compare our perspectives during a class discussion. Report out on what people found in their analysis and exploration of the social media feeds. <i>What were the biggest findings that people came up with?</i>	
Dreamland and the Opioid Crisis – April 9	15 Points
<i>Dreamland</i> is a book that covers the rise of the opioid epidemic in the United States. Look to the places where you live or are from, and explore the presence of opioid addiction. If you can't locate information on where you are from, then find someplace close. If possible, explore the incidence of opioids from personal narratives to understand the stories. Write a journalistic account of the story/stories that you can uncover. Think about trying to capture the factual background on the rise the epidemic, using background from the book Dreamland as well as other stories. You should use material from the course textbook as well.	
Commit / Solve a Crime – Final Exam Day	25 Points
To understand the mind of a criminal, as well as investigators, it is important to think like a criminal and investigator. For this assignment, you are to work as teams to both create a criminal enterprise (as described) or try to investigate a criminal enterprise. You are free to use actual cases that are related to the crimes that are asked to commit and investigate. Think about what are the hazards associated with building the criminal enterprise? What are the limitations of investigating? What are the risks of being found out, and convicted? How can you minimize those risks? As an investigator, how would you try to get at the enterprise? What would you need to build a case?	

TENTATIVE CLASS SCHEDULE (SUBJECT TO CHANGE BASED ON EVENTS)

Week 1 – January 13 & 16
Introduction the Course and Co-Design -Why did you choose to take this course? -What are your goals for the course? -What topics are you most interested in exploring? -What materials best facilitate your learning?
Week 2 – January 20th & 23rd
No Class on Monday, January 20 th – Martin Luther King, JR Day
Setting up learning materials and assignments
Week 3 – January 27th & 30th – The Criminal Justice System and Crime

The Confession Killer and The Confessions – Identifying WTF Moments in the Documentaries

Seeing Systems and the Justice Journey

Chapter 1 – Crime and the Problem of Social Control

Chapter 2 – The Nature and Measurement of Crime / Critical Thinking

Start Reading *The Rich Get Richer and the Poor Get Prison*

Assignment for Next Week – Find the Most Egregious Examples of Wealth and Power Helping to Evade Punishment – Write Summary of the Case, the Impact, and the Outcome

Week 4 – February 3rd & 6th What makes something a crime and who's a criminal?

Review of Egregious Examples of Avoiding Punishment – Voting on the Worst Example

Chapter 3 – Theories of Crime

Chapter 4 – Criminal Law

Assignment for Next Week – Find Videos or Podcasts related to policing and law enforcement. This could include regular patrol, training and police academy, undercover work, or anything that gets into the actual doing of police work. Write a summary/reflection on what you found, how it relates to the chapters in the book, and what you previously believed about policing.

Week 5 – February 10th & 13th Policing and Law Enforcement

Discuss assignments. We will make a list of what were the most surprising or interesting things about your assignments.

Chapter 5 – The History and Organization of Law Enforcement

Chapter 6 – Policing and the Law / Chapter 7 – Issues in Policing

For next week, look at videos and materials that deal with police investigation and interrogation. These can be cable shows, documentaries (other than ones you've already watched, so find some new things), or other shows. Also, look up stories information on problems with police investigation and interrogation. Look for reform ideas as well.

Week 6 – February 17th & 20th Police Investigation and Interrogation

Police Interrogation and Investigation Methods. Forensics and science. T

Start reading the *New Jim Crow*

Explore Social Media Feeds and Organizations that are discussing issues of discrimination in the criminal justice system. You do not have to agree or disagree with what you read. Rather, we are trying to capture the perspectives of those who are expressing these points of view.

Week 7 – February 24th & 27th Is There Justice in the Criminal Justice System?

The *New Jim Crow* was written some years ago now. **Write a perspective paper on whether you think things have changed for the better or for the worse. Select on theme or topic from the book to explore in contemporary society.** We will compare our perspectives during a class discussion. Report out on what people found in their analysis and exploration of the social media feeds. *What were the biggest findings that people came up with?*

Chapter 8 – The History and Organization of the Courts

Chapter 10 – The Disposition: Plea Bargaining, Trial, and Sentencing

Week 8 – March 2nd & 5th Prison Life and Its Impact on Those on the Inside.

Find some videos on cable television or online that chronicle life behind bars. You also can look for any podcasts on the subject. Watch and listen to them, trying to get a sense of the various facets of incarceration. **Create a list of topics that stand out to you to share with the class.**

Chapter 11 – The History of Control and Punishment

Chapter 12 – Contemporary Prison Life

Start reading the book *Dreamland*. Think about, among other topics, the presence of potential incarceration for some, and the absence of it for others, and why people take the risks they do despite the potential for imprisonment.

Week 9 – March 9th & 12th

Spring Break – No Classes

Week 10 – March 16th & 19th Dreamland

Dreamland is a book that covers the rise of the opioid epidemic in the United States. Look to the places where you live or are from, and explore the presence of opioid addiction. If you can't locate information on where you are from, then find someplace close. If possible, explore the incidence of opioids from personal narratives to understand the stories.

Chapter 13 – Corrections and Community

Chapter 14 – Juvenile Justice

Week 11 – March 23rd & 26th Criminal Justice Reform

If we were going to design a better criminal and social justice system, what would it look like? What kinds of things are being done now to reform the system? How are we approaching the idea of what is 'criminal', and what we should do to redefine it?

Chapter 15 – Victims of Crime and Victimless Crimes

Chapter 16 – Present and Emerging Trends

Week 12 – March 30th & April 2nd Criminal Justice Reform and Redesign

As a group, focus on some element of criminal justice reform/change, and create an alternative model from what is being done today. You can use existing models of reform, or create your own models of reform. What would they look like? What would be involved? What kind of resources would be needed? What are the risks, and potential rewards?

We will share out our ideas and designs, ranking which ones we think are the most creative, the simplest but most effective, and the most comprehensive.

Week 13 – April 6th & 9th Perception of the Criminal Justice System

Beliefs and attitudes toward the criminal justice system can vary across society. We will explore what factors influence these kinds of perceptions, how these perceptions have shifted over time, and how we can study people's perceptions.

Week 14 – April 13th & 16th Pop Culture and Criminal Justice

If you think about all the shows and movies that we have available, police and crime shows likely factor very high on that list. We need to think about how these shows shape our perception and understanding of the criminal justice system and policing.

Week 15 – April 21st & 23rd Working on the Final Project

Week 16 – April 27th Working on the Final Project

Final Exam Day – Final Project Presentation Day!