Course Description
The purpose of this course is to familiarize you with the structure and the functioning of the American criminal justice system. We will explore three main issues. The first is the conflict between our desires for safety, on the one hand, and freedom, on the other. The second issue is the systematic nature of American criminal justice, that is, the degree to which the various agencies are interrelated and operate together to achieve common goals. As will be seen, the conflict between safety and liberty has significant implication for the degree to which criminal justice agencies form a system. Finally, a third issue is the extent to which the system operates to provide equal protection for all or to privilege some while disadvantaging others.

Course Outcomes
• By the end of this course, you should be able to:
  o Discuss the historical development of the criminal justice system, including the police, the courts, and the correctional system.
  o Explain the state of the current criminal justice system in the United States.
  o Describe the problems and practices of the police.
  o Analyze the workings of the courts and the agents of the court, as well as the workings and influence of the correctional system in our society.
  o Identify the differences in how the criminal justice system treats males and females, as well as minorities.

Instructor
I am an Associate Professor at the University of Rhode Island where I have taught since 2008. I have a Ph.D. in Sociology from Bowling Green State University and am originally from Ohio. My research has focused primarily on gender, racial, ethnic, and age differences in the sentencing process within the adult criminal justice system. In addition to this course, I teach courses in the sociology department focusing on the juvenile justice system, gender and crime, and policy issues in criminal justice. I also teach in the Honors Program and this fall I am one of the coordinators of the Honors Colloquium titled Inequality and the American Dream.

If you need to get in touch with me, please email me at idoerner@uri.edu or send me a private message using the Discussion and Private Message tool on Sakai. I will be checking messages several times a day and will get back to you promptly. Please do not call my campus phone number, as I will not be in my office on a regular basis during the time of our course.
Required Text

*Criminal Justice*


The book is available at the URI Bookstore, or you may purchase a copy online.

Course Requirements

This course is divided into five modules, one for each week of the course. These are listed below in the Course Outline and can be found in the Modules tool on the Sakai website for the course. Each module contains PowerPoint slides outlining material I would cover in lecture, some additional reading to supplement the text, one or more comments, compiled and written by my colleague Dr. Leo Carroll, which I consider important supplements to the text, and a video link (which will be the basis for group discussion). Each module concludes with a test to be done on the last day of each week (Friday). Modules will open the Saturday prior to the week they are to be completed. For example, Module 1 will open on Saturday, June 25th and needs to be completed June 27th – July 1st.

Online Learning Orientation

On Sakai, under the Assignment tool, you will find the Online Learning Orientation. Please complete this prior to beginning your online coursework (by June 28th at the latest). This Orientation will provide you with an introduction to the important aspects of taking an online course. If you have questions during or after completing it, please contact Online Education at online@etal.uri.edu.

Below are the instructions to obtain access to the Online Learning Orientation Sakai site.

To join the site, please follow these instructions:

- Login to Sakai
- Click Membership on the left navigation bar of My Workspace
- Click Joinable Sites
- Write "Online Learn Orientation" in the search bar on the right and click Search
- Click Join beneath Online Learn Orientation

When you have completed the Online Learning Orientation and taken the Quiz, please upload your screenshot of your completed quiz (as instructed by the orientation) and upload it as an attachment. This way I will know that you have completed the Online Learning Orientation.

Pre-Course Survey/Practice Test

So that I may get a better sense of the class, I ask that you complete a short pre-course survey before 5 p.m. on June 28th. It is anonymous and will take only a few minutes of your time. It will also give you practice in taking tests on Sakai as they will be in the same format. You can find it in the Tests and Quizzes tool.
**Reading**
The pages in the text to be read in conjunction with each section are specified in the Course Outline below. The comments are also identified in the Course Outline and included in the module. Additional readings listed in the outline can be found in the Resources section on Sakai.

**In most weeks you will be reading 80 to 100 pages. It is imperative that you keep up with the reading by scheduling time to read about 25 pages every day.**

**PowerPoint Slides**
These slides present modified outlines of the lectures I give when teaching the course in a classroom. For the most part, they run parallel to the text, emphasizing what I consider most important points. Some of the information in the slides, however, is not in the text. Make sure to pay particular attention to updated statistics that are included in the slides, as well as click on hyperlinks to articles, data resources, and the like. **To do well on the tests, you should study these slides both before and after you read the text. It might also be helpful to print these slides out and add in your own notes as you read.**

**Videos and Discussions**
Each module includes a video on that aspect of the criminal justice system. These are about one hour in length. You are required to watch each one and to participate in an on-line discussion about it. The discussion will open at 6 a.m. each Saturday (starting June 25th) and will remain open until 11:59 p.m. on Thursday.

Your initial posting should present your own view of the video – what you learned from it, what you found interesting, aspects of it that you disagree with, questions that is raises for you, etc. Thereafter you should read what others have posted and comment on their opinions, thoughts and questions. **Expect to post at least 3-5 times per week. To do this you need to watch the video early in the week – perhaps even the weekend before. Do not let it go until the end of the week.**

The discussions will be graded as follows:

**5 points:** frequent contributions that often move the discussion along by posing new questions, challenging others, answering their questions, and/or presenting new information;

**3 points:** frequent contributions that occasionally move the discussion along as above but that usually are just expressions of opinion and/or agreement/disagreement with the opinions of others;

**1 point:** an occasional contribution that just expresses a personal opinion and/or agreement/disagreement with others and does not move the discussion along;

**0 points:** no contributions.
Tests: There will be 5 tests. The dates and times of posting on Sakai are given in the Course Outline below.

Each test will consist of 10 to 20 multiple choice questions and one or two essays. The questions will be drawn from the reading, lecture outlines and required videos. The test will become available to you at 6 a.m. on the day it is to be administered (Friday of each week) and will remain open until 11:59 p.m. of that day. You will have 45 minutes from the time you open the test to complete it.

While taking the test you may use the text and any other material that I or your classmates have put online. However, do not think that you can do well on the tests without having mastered the material beforehand. You will not have time to look up all the answers and even if you did, you would not find them as the tests are designed to measure comprehension and application of the material, not simply memorization.

Grades
Each of the five tests will be worth a maximum of 30 points. Grades for the discussions will be weighted by 4 and added to the test scores. The final grade for the course will thus be based on 250 points.

Tests (30 points each) x 5 tests = 150 points max
Discussions (5 points each) x 5 discussions = 25 points x 4 = 100 points max

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Extra Credit
Up to 10 points of extra credit can be earned by writing a short paper describing some aspect of the criminal justice system of another country, pointing out ways in which it differs from that in the U.S. For example, “Differences Between the French Police and the American Police” or “Italian versus American Courts” or “Conditions of Confinement in Sweden and in the U.S.” All extra credit papers must be submitted by July 29th and be properly researched and cited. This will be the only extra credit offered.

Academic Honesty and Cheating
Academic Honesty
The Community Standards of Behavior section in your student handbook outlines the University Policies and Regulations regarding honesty in all interactions and academic work. I take academic honesty VERY seriously. Students who violate this policy will be severely penalized. Please see the student handbook for a detailed description of the standards of behavior.

Cheating
In taking your tests, you are allowed to use your text and other course material posted online. Consulting with other students about the test before you have taken it or while you are taking it is not allowed. After you have taken it, you are not permitted to discuss it with another student who has not yet taken it. All work submitted for a grade, including work for extra credit, must be yours and yours alone.

Course Outline

Week 1 – June 27th through July 1st – Crime and the Criminal Justice System

Reading: Criminal Justice in the United States
Samaha, Chapter 1 (pg. 4-27)

Crime, Criminals, and Victims
Samaha, Chapter 2 (pg. 36-61)

The Media, Moral Panics and the Politics of Crime
Chiricos (Resources/Additional Readings)

PowerPoints: Criminal Justice in the U.S. (Chapter 1)
Crime, Criminals, and Victims (Chapter 2)

Comments: Legal and Factual Guilt
Why We Have Legal Technicalities

Video and Discussion: “The New Jim Crow” (Sakai Resources – Video Links)

Discussion opens on Saturday, June 25th @ 6 a.m. and closes on Thursday, June 30th @ 11:59 p.m.

Test 1: Available July 1st @ 6 a.m. and locks July 1st @ 11:59 p.m.

Week 2 – July 5th through July 8th – Criminal Justice and the Law

Reading: Criminal Justice and the Law
Samaha, Chapter 4 (pg. 108-129)

What Is a Legal System?
Friedman (Resources/Additional Readings)

Law: Formal and Informal
Friedman (Resources/Additional Readings)

PowerPoints: Criminal Justice and the Law (Chapter 4)
Comments: Felony Murder Doctrine
Choice of Evils Defense
Guilty But Mentally Ill

Video and Discussion: “Resnick Lecture on Andrea Yates and the Insanity Plea”
(Sakai Resources – Video Links)
https://www.youtube.com/watch?v=dCnUIQt7YN0

Discussion opens on Saturday, July 2\textsuperscript{nd} @ 6 a.m. and closes on Thursday, July 7\textsuperscript{th} @ 11:59 p.m.

Test 2: Available July 8\textsuperscript{th} @ 6 a.m. and locks July 8\textsuperscript{th} @ 11:59 p.m.

\textbf{Week 3 – July 11\textsuperscript{th} through July 15\textsuperscript{th} – The Police}

Reading: Missions and Roles of the Police
\textit{Samaha, Chapter 5 (pg. 138-179)}

Policing Strategies
\textit{Samaha, Chapter 6 (pg. 186-215)}

Police and the Law
\textit{Samaha, Chapter 7 (pg. 222-261)}

PowerPoints: Missions and Roles of the Police (Chapter 5)
Policing Strategies (Chapter 6)
Police and the Law (Chapter 7)

Comments: What Do the Cops Do?
Styles of Policing
Deception in Interrogation
Racial Disparity in Discretionary Searches
Problem-Oriented Policing

Video and Discussion: “The Real CSI” or “The Confessions” (Sakai Resources – Video Links)
http://www.pbs.org/wgbh/frontline/film/real-csi/
http://www.pbs.org/wgbh/pages/frontline/the-confessions/

Discussion opens on Saturday, July 9\textsuperscript{th} @ 6 a.m. and closes on Thursday, July 14\textsuperscript{th} @ 11:59 p.m.

Test 3: Available July 15\textsuperscript{th} @ 6 a.m. and locks July 15\textsuperscript{th} @ 11:59 p.m.

\textbf{Week 4 – July 18\textsuperscript{th} through July 22\textsuperscript{nd} – The Criminal Court System}

Reading: Courts and Courtroom Work Groups
\textit{Samaha, Chapter 8 (pg. 270-289)}
Proceedings before Trial
*Samaha, Chapter 9 (pg. 296-319)*

Conviction by Trial and Guilty Plea
*Samaha, Chapter 10 (pg. 328-355)*

PowerPoints: Courts and Courtroom Work Groups (Chapter 8)
Proceedings before Trial (Chapter 9)
Conviction by Trial and Guilty Plea (Chapter 10)

Comments: Prosecutorial Discretion & Selective Prosecution
*Nolo Contendere*
Peremptory Challenges & Racial Discrimination in Jury Selection

Video and Discussion:
“The Plea” (Sakai Resources – Video Links)

Discussion opens on Saturday, July 16th @ 6 a.m. and closes on Thursday, July 21st @ 11:59 p.m.

Test 4: Available July 22nd @ 6 a.m. and locks July 22nd @ 11:59 p.m.

**Week 5 – July 25th through July 29th – Sentencing and Corrections**

Reading: Sentencing
*Samaha, Chapter 11 (pg. 364-399)*

Prisons, Jails, and Prisoners
*Samaha, Chapter 13 (pg. 438-471)*

Prison Life
*Samaha, Chapter 14 (pg. 480-523)*

PowerPoints: Sentencing and the Death Penalty (Chapter 11)
Prisons, Jails, and Prisoners (Chapter 13)
Prison Life (Chapter 14)

Comments: Project H.O.P.E.
Racial Differences in Incarceration Rates: Individual or Institutional Discrimination?

Video and Discussion:
“Prison State” (Sakai Resources – Video Links)

Discussion opens on Saturday, July 23rd @ 6 a.m. and closes on Thursday, July 28th @ 11:59 p.m.

Test 5: Available July 29th @ 6 a.m. and locks July 29th @ 11:59 p.m.