

CJUS 4600.400
 Department of Criminal Justice
 What is Justice?
 Spring 2026

PROFESSOR: Alexander H. Updegrove

OFFICE: Chilton Hall 273B

EMAIL: alexander.updegrove@unt.edu (*Best way to contact me*)

CLASS MEETING TIME: no set time (asynchronous online instruction)

CLASS MEETING ROOM: all class instruction will be online through [Canvas](#)

OFFICE HOURS (student-centered hours): Meeting times available by appointment (email me to set up a time to meet virtually via Zoom or face-to-face at my campus office)

REQUIRED TEXTBOOKS (need for class assignments)

1. Lehr, D. (2010). *The fence: A police cover-up along Boston's racial divide*. Harper Perennial. **ISBN-13:** 978-0060780999
2. Sered, D. (2021). *Until we reckon: Violence, mass incarceration, and a road to repair*. The New Press. **ISBN-13:** 978-1620976579

RECOMMENDED TEXTBOOKS (don't need to get for this class)

1. Budd, J. (2022). *Against the wall: My journey from Border Patrol agent to immigrant rights activist*. Heliotrope Books LLC. **ISBN-13:** 978-1942762935
2. Correia, D., & Wall, T. (2018). *Police: A field guide*. Verso. **ISBN-13:** 978-1786630148
3. Hayes, K., & Kaba, M. (2023). *Let this radicalize you: Organizing and the revolution of reciprocal care*. Haymarket Books. **ISBN-13:** 978-1642598278
4. Herbert, S. (2006). *Citizens, cops, and power: Recognizing the limits of community*. University of Chicago Press. **ISBN-13:** 978-0226327310
5. Jost, J. T. (2020). *A theory of system justification*. Harvard University Press. **ISBN-13:** 978-0674244658
6. Kaba, M., & Ritchie, A. J. (2022). *No more police. A case for abolition*. The New Press. **ISBN-13:** 978-1620977323
7. Maher, G. (2021). *A world without police: How strong communities make cops obsolete*. Verso. **ISBN-13:** 978-1839760051
8. Purnell, D. (2021). *Becoming abolitionists: Police, protests, and the pursuit of freedom*. Astra House. **ISBN-13:** 978-1662600517
9. Samaran, N. (2019). *Turn this world inside out: The emergence of nurturance culture*. AK Press. **ISBN-13:** 978-1849353588
10. Sierra-Arévalo, M. (2024). *The danger imperative: Violence, death, and the soul of policing*. Columbia University Press. **ISBN-13:** 978-0231198479
11. Young, I. M. (2013). *Responsibility for justice*. Oxford University Press. **ISBN-13:** 978-0199970957

COURSE DESCRIPTION

According to the undergraduate course catalog, this course will, “Study the ethical meaning of justice in the United States. Problems confronting police, the courts and the juvenile and correctional systems are addressed.” Numerous scholars have observed that the United States (U.S.) currently relies on police and the broader criminal justice (CJ) system to address a wide range of social issues that community members face. This course understands ethical issues as playing out not only at the individual level but also at the agency, systems, and structural levels. During the first half of the semester, this course explores some of the ethical challenges that the institution of policing & the CJ system have faced both historically and during contemporary times. The second half of the semester focuses on exploring big picture questions such as “what is community?”, “why is community important?”, “what types of things cause harm to communities?”, and “how can communities ethically prevent or respond to harm caused by one or more of their members?”. Throughout the entire semester, this course asks you to reflect on what role you think the institution of policing & the CJ system should play in helping communities ethically prevent and address harm experienced by their members and promote the general wellbeing of those communities. This course will not provide you with concrete answers to any of the questions raised in class but instead will provide you with the resources and critical thinking skills necessary to begin answering those questions for yourself.

COURSE OBJECTIVES

Through active participation (taking notes on class readings, discussing the material with classmates, and formulating their own answers to the big questions posed under the *course description* section of this syllabus), students who successfully complete this course will be able to:

- (1) Demonstrate a comprehensive understanding of various ethical issues currently confronting the U.S. criminal justice (CJ) system.
- (2) Summarize and explain what community is, why community is important, what types of things cause harm to communities, and how communities can ethically prevent and respond to harm caused by one or more of their members.
- (3) Clearly communicate in writing ethical challenges that employees may encounter while working in the CJ system and identify concrete strategies for successfully overcoming those challenges.
- (4) Exercise critical thinking skills to reflect on what role the institution of policing & the broader CJ system should play in helping communities ethically prevent and address harm experienced by their members and advance the general well-being of those communities.

COURSE REQUIREMENTS

- (1) **Reaction Paper.** This assignment is due by **Sunday, February 8th** at **11:59 PM**, and should be submitted through the TurnItIn link posted on Canvas. This assignment should be double-spaced, size 12 Times New Roman font, have 1-inch margins, and follow APA formatting (see [sample college paper in APA formatting](#)). For this assignment, write 1 full page describing your personal reaction to the required textbook *The fence: A police cover-up along Boston's racial divide* by Dick Lehr. There is no “right” or “wrong” answer to this assignment. The goal is for you to reflect on the material presented in the textbook and how you find yourself responding to that material (e.g., How does the material make you feel? Why do you feel that way about the material? Did you learn anything about yourself while reading or reflecting on the material?). This assignment is worth 25% of your final grade.
- (2) **Midterm Paper.** This assignment is due by **Sunday, March 8th** at **11:59 PM**, and should be submitted through the TurnItIn link posted on Canvas. Any sources you choose to use must be properly cited both in-text and in the reference section at the end of the paper. This assignment should be double-spaced, size 12 Times New Roman font, have 1-inch margins, and follow APA formatting (see [sample college paper in APA formatting](#)). The Midterm Paper should be 2-3 full pages (excluding the reference section) and address: (1) Is the CJ system primarily good or bad?; and either (2a) “If the CJ system is primarily good, what should be done with unethical people who work in the system?” or (2b) “If the CJ system is primarily bad, is it possible to still be an ethical person who works in the system?”, depending on how you answered the first prompt. Make sure to explain your answers and incorporate academic sources/class material where possible. This assignment is worth 35% of your final grade.
- (3) **Final Paper.** This assignment is due by **Sunday, May 3rd** at **11:59 PM**, and should be submitted through the TurnItIn link posted on Canvas. Be sure to properly cite the required textbook and any other additional sources you choose to use both in-text and in the reference section at the end of the paper. This assignment should be double-spaced, size 12 Times New Roman font, have 1-inch margins, and follow APA formatting (see [sample college paper in APA formatting](#)). Answer the following writing prompt based on material from the required textbook *Until we reckon: Violence, mass incarceration, and a road to repair* by Danielle Sered and information covered in the class readings and lectures throughout the semester. The Final Paper should be 2-3 full pages (excluding the reference section) and address: (1) What is community?; (2) Why is community important?; and (3) What role, if any, is the CJ system suited to play in helping communities ethically prevent and address harms experienced by their members and advance the general well-being of those communities? This assignment is worth 40% of your final grade.

Extra Credit Opportunity. This assignment is entirely optional. Now more than ever, it is important for students to engage in self-care. You do your best work when you are well-rested, eat enough, spend time connecting with loved ones, and feel like yourself. Taking breaks from work and allowing yourself to enjoy life and recharge is an important part of maintaining a personal identity outside of work/school. In order to encourage a healthy relationship with your coursework, you may engage in an activity that you find relaxing, fun, or rejuvenating at any

point during the semester for extra credit. After you have engaged in that activity, go to the Extra Credit Assignment in Canvas and submit a short statement (e.g. “I have completed the extra credit assignment.”) to receive credit. ****No details about the activity that you engaged in are required.**** If you complete this assignment, your final grade will be increased by 3% (e.g. if you earned an 88% overall in the class & completed this assignment, your final grade will be 91%).

GRADING

Reaction Paper: 25% of final grade

Midterm Paper: 35% of final grade

Final Paper: 40% of final grade

Optional Extra Credit: +3% to final grade

GRADING SCALE

90-100% = A

80-89% = B

70-79% = C

60-69% = D

< 60% = F

NOTE ON ASSIGNMENTS

Best practice in this course is to submit each assignment by the due date listed in the syllabus (due dates are also listed in Canvas). However, I understand that life happens and sometimes students require a little extra time. Thus, **I will accept assignments submitted up to a week (7 days) after the deadline listed in the syllabus without taking any points off for submitting late.** Assignments submitted after the 7-day grace period will not be graded and will be treated as missing except in extenuating circumstances. **This policy (7-day grace period) does NOT apply to the Final Paper** because the university requires final grades to be submitted to the Registrar’s Office shortly after the deadline listed in the syllabus.

NOTE ON COURSE MATERIAL & GRADING

During your time in this course, you may be exposed to material that challenges preconceived notions or personal beliefs that you hold about the U.S. in general or the institution of policing & broader criminal justice (CJ) system that we have in this country specifically. The purpose of this course is **NOT** to convince you to see the world differently or change your mind about anything; only *you* can do that, if you choose. Instead, this course asks that you assume two basic things about the course readings: (1) the authors are writing in good faith; and (2) they genuinely perceive the problems they write about. **Your personal agreement or disagreement with the material presented in this course will not affect your grade in this course.** Instead, you will be graded based on: (1) how clearly you communicate your views (can I understand what you are trying to say?); (2) can you show that you considered other viewpoints?; and (3) how well you incorporate course material into the assignment (e.g., can I tell that you read and understood the course material, even if you didn't personally agree with it?). If you find yourself disagreeing with or having a strong negative response to the course material when writing an assignment, it may be helpful for you to dedicate some time to explaining what the authors believe and why (be sure to be accurate here; try to avoid creating a strawman argument), then explain why you have a different view. In other words, compare and contrast what you believe with what the authors of the course material believe. Remember, understanding someone else's perspective, even if you have a strong negative reaction to it, is a valuable skill to practice and develop.

An analogy may be helpful here. Your job on writing assignments in this course is like that of an interpreter. Interpreters are evaluated based on how accurately they convey information from one party to another, **NOT** whether they agree or disagree with the information they are relaying between parties. Similarly, I will be grading your writing assignments in this course based on how accurately you summarize the course material & how thoroughly you address the writing prompts, **NOT** whether I share any personal views you may disclose throughout the assignments. When in doubt, please refer to the Grading Rubric provided in Canvas and ask clarifying questions before the assignment is due.

APA STYLE

If you are still familiarizing yourself with APA formatting style (aren't we all!?!), you can find some helpful resources on [OWL Purdue's website](#), including a [sample college paper](#) formatted according to APA style.

AUDIO & VIDEO RECORDING POLICIES

Audio recordings, video recordings, photographs, or sharing of any portion of this course, including course materials (e.g., lecture PowerPoints) are expressly prohibited without the advance written permission of the instructor. The only exception to this rule is any UNT policy that requires audio or video recordings as an accommodation for a student with a disability that has been officially documented with the Office of Disability Access.

PLAGIARISM AND CHEATING

Plagiarism is the presentation of someone else's work as your own. It occurs when you:

- 1) Borrow someone else's facts, ideas, or opinions and put them entirely in your own words, you must acknowledge that these thoughts are not your own by immediately citing the source in your paper. Failure to do this is plagiarism.
- 2) Borrow someone else's words (short phrases, clauses, or sentences), you must enclose the copied words in quotation marks as well as citing the source. Failure to do this is plagiarism.
- 3) Present someone else's paper or exam (stolen, borrowed, or bought) as your own, you have committed a clearly intentional form of intellectual theft and have put your academic future in jeopardy. This is the worst form of plagiarism.

Here is another explanation from the 2010, sixth edition of the *Manual of The American Psychological Association* (APA):

Plagiarism: Researchers do not claim the words and ideas of another as their own; they give credit where credit is due. Quotations marks should be used to indicate the exact words of another. *Each* time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text.

The key element of this principle is that authors do not present the work of another as if it were their own words. This can extend to ideas as well as written words. If authors model a study after one done by someone else, the originating author should be given credit. If the rationale for a study was suggested in the Discussion section of someone else's article, the person should be given credit. Given the free exchange of ideas, which is very important for the health of intellectual discourse, authors may not know where an idea for a study originated. If authors do know, however, they should acknowledge the source; this includes personal communications. (pp. 15-16)

Consult the [UNT Writing Center](#) or a recommended guide to documentation and research such as the *Manual of the APA* for guidance on proper documentation. If you still have doubts concerning proper documentation, seek advice from your instructor prior to submitting a final draft.

- *Penalties for Plagiarism:* Should a faculty member discover that a student has committed plagiarism, the student should receive a grade of 'F' in that course and the matter will be referred to the Honor Council for possible disciplinary action. The faculty member, however, may elect to give freshmen and sophomore students a "zero" for the assignment and to allow them to revise the assignment up to a grade of "F" (50%) if they believe that the student plagiarized out of ignorance or carelessness and not out of an attempt to deceive in order to earn an unmerited grade. This option should not be available to juniors, seniors, or graduate students, who cannot reasonably claim ignorance of documentation rules as an excuse.

- *Caution:* Be very careful what you upload to Turnitin or send to your professor for evaluation. Whatever you upload for evaluation will be considered your final, approved draft. If it is plagiarized, you will be held responsible. The excuse that “it was only a draft” will not be accepted.
- *Caution:* Also, do not share your electronic files with others. If you do, you are responsible for the possible consequences. If another student takes your file of a paper and changes the name to his or her name and submits it and you also submit the paper, we will hold both of you responsible for plagiarism. It is impossible for us to know with certainty who wrote the paper and who stole it. And, of course, we cannot know if there was collusion between you and the other student in the matter.
- *Penalties for Cheating:* Should a faculty member discover a student cheating on an exam or quiz or other class project, the student should receive a “zero” for the assignment and not be allowed to make the assignment up. The incident should be reported to the chair of the department and to the Honor Council. If the cheating is extensive, however, or if the assignment constitutes a major grade for the course (e.g., a final exam), or if the student has cheated in the past, the student should receive an “F” in the course, and the matter should be referred to the Honor Council. Under no circumstances should a student who deserves an “F” in the course be allowed to withdraw from the course with a “W.”
- *Student Right of Appeal:* Faculty will notify students immediately via the student’s UNT e-mail account that they have submitted plagiarized work. Students have the right to appeal a faculty member’s charge of academic dishonesty by notifying the UNT Honor Council of their intent to appeal as long as the notification of appeal comes within 10 business days of the faculty member’s e-mail message to the student. The *Student Handbook* provides more details.

USE OF WORK IN TWO OR MORE CLASSES

You may not submit work completed in one course for a grade in a second course unless you receive explicit permission to do so by the instructor of the second course.

USE OF ARTIFICIAL INTELLIGENCE (AI) WRITING SOFTWARE

Use of ChatGPT or any of the other available artificial intelligence (AI) writing software on writing assignments submitted in this course will be considered plagiarism. Students are expected to write every assignment on their own without the assistance of AI writing software. As an activity, writing requires thinking about a topic, learning more about it, and strategizing about how to most effectively organize that knowledge for communication to someone else. These are important skills for students to develop and using AI on writing assignments does a disservice to students because it takes away opportunities for learning these skills. In educational settings like college, the focus is almost always on the skills learned & developed by going through the process the correct way rather than strictly focused on the output produced. Phrased differently, learning how to produce high-quality output on your own without any assistance from AI writing software is more valuable than the output itself.

STUDENTS WITH DISABILITIES

The University of North Texas seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal education opportunity. It is the student's responsibility to register with the [Office of Disability Access](#) and to contact the faculty member in a timely fashion to arrange for suitable accommodations.

NOTICE OF SYLLABUS CHANGES

All information contained within this syllabus, with the exception of current UNT policies, are subject to change at any point in the future. If changes are made, you will be notified of changes ASAP through email and at the beginning of the next class period if it's a class that meets face-to-face (in-person). The updated syllabus will be uploaded to Canvas as soon as changes are finalized.

MINIMUM TECHNOLOGY REQUIREMENTS

- Computer
- Reliable internet access
- Speakers
- Microsoft Office Suite
- [Canvas Technical Requirements](https://clear.unt.edu/supported-technologies/canvas/requirements) (<https://clear.unt.edu/supported-technologies/canvas/requirements>)

TECHNICAL ASSISTANCE

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

UIT Help Desk: [UIT Student Help Desk site](http://www.unt.edu/helpdesk/index.htm) (<http://www.unt.edu/helpdesk/index.htm>)

Email: helpdesk@unt.edu

Phone: 940-565-2324

In Person: Sage Hall, Room 130

Walk-In Availability: 8am-9pm

Telephone Availability:

- Sunday: noon-midnight
- Monday-Thursday: 8am-midnight
- Friday: 8am-8pm
- Saturday: 9am-5pm

Laptop Checkout: 8am-7pm

For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328) (<https://community.canvaslms.com/docs/DOC-10554-4212710328>)

RULES OF ENGAGEMENT

Rules of engagement refer to the way students are expected to interact with each other and with their instructors. Here are some general guidelines:

- While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law will not be tolerated.
- Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
- Ask for and use the correct name and pronouns for your instructor and classmates.
- Speak from personal experiences. Use “I” statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual’s experiences.
- Use your critical thinking skills to challenge other people’s ideas, instead of attacking individuals.
- Avoid using all caps while communicating digitally. This may be interpreted as “YELLING!”
- Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
- Avoid using “text-talk” unless explicitly permitted by your instructor.
- Proofread and fact-check your sources.
- Keep in mind that online posts can be permanent, so think first before you type.

See these [Engagement Guidelines](https://clear.unt.edu/online-communication-tips) (https://clear.unt.edu/online-communication-tips) for more information.

ATTENDANCE POLICY

All students are expected to log in weekly from **January 12th** through **May 8th** in order to complete their work.

COVID-19 IMPACT ON ATTENDANCE

While attendance is expected as outlined above, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to attend class because you are ill, or unable to attend class due to a related issue regarding COVID-19.

If you are experiencing any [symptoms of COVID-19](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Team at COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

CLASS MATERIALS FOR REMOTE INSTRUCTION

Remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. Students will need access to a computer with speakers to participate in fully remote portions of the class. Information on how to be successful in a remote learning environment can be found at <https://online.unt.edu/learn>.

STATEMENT ON FACE COVERING

UNT encourages everyone to wear a face covering when indoors, regardless of vaccination status, to protect yourself and others from COVID infection, as recommended by current CDC guidelines. Face covering guidelines could change based on community health conditions.

ACADEMIC INTEGRITY POLICY

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

ADA POLICY

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the [ODA website \(https://disability.unt.edu/\)](https://disability.unt.edu/).

PROHIBITION OF DISCRIMINATION, HARASSMENT, AND RETALIATION (POLICY 16.004)

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

EMERGENCY NOTIFICATIONS & PROCEDURES

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

RETENTION OF STUDENT RECORDS

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

ACCEPTABLE STUDENT BEHAVIOR

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's Code of Student Conduct (<https://deanofstudents.unt.edu/conduct>) to learn more.

ACCESS TO INFORMATION - EAGLE CONNECT

Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail Eagle Connect (<https://it.unt.edu/eagleconnect>).

STUDENT EVALUATION ADMINISTRATION DATES

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website (<http://spot.unt.edu/>) or email spot@unt.edu.

SEXUAL ASSAULT PREVENTION

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's

Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

IMPORTANT NOTICE FOR F-1 STUDENTS TAKING DISTANCE EDUCATION COURSES

Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the [Electronic Code of Federal Regulations website](http://www.ecfr.gov/) (<http://www.ecfr.gov/>). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

- (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
- (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

STUDENT VERIFICATION

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses (<https://policy.unt.edu/policy/07-002>).

USE OF STUDENT WORK

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.

Download the UNT System Permission, Waiver and Release Form

Transmission and Recording of Student Images in Electronically-Delivered Courses

1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.
2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.
3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.
Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

MENTAL HEALTH

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- Student Health and Wellness Center (<https://studentaffairs.unt.edu/student-health-and-wellness-center>)
- Counseling and Testing Services (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- UNT Care Team (<https://studentaffairs.unt.edu/care>)
- UNT Psychiatric Services (<https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry>)
- Individual Counseling (<https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling>)

CHOSEN NAMES

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- UNT Records
- UNT ID Card
- UNT Email Address
- Legal Name

**UNT euIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.*

PRONOUNS

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don't assume someone's name, we should also ask and not assume someone's pronouns.

You can add your pronouns to your Canvas account so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

- What are pronouns and why are they important?
- How do I use pronouns?
- How do I share my pronouns?
- How do I ask for another person's pronouns?
- How do I correct myself or others when the wrong pronoun is used?

STUDENT & ACADEMIC SUPPORT SERVICES

- Registrar (<https://registrar.unt.edu/registration>)
- Financial Aid (<https://financialaid.unt.edu/>)
- Student Legal Services (<https://studentaffairs.unt.edu/student-legal-services>)
- Career Center (<https://studentaffairs.unt.edu/career-center>)
- Multicultural Center (<https://edo.unt.edu/multicultural-center>)
- Counseling and Testing Services (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- Pride Alliance (<https://edo.unt.edu/pridealliance>)
- UNT Food Pantry (<https://deanofstudents.unt.edu/resources/food-pantry>)
- Academic Resource Center (<https://clear.unt.edu/canvas/student-resources>)
- Academic Success Center (<https://success.unt.edu/asc>)
- UNT Libraries (<https://library.unt.edu/>)
- Writing Lab (<http://writingcenter.unt.edu/>)

INSTRUCTOR EVALUATIONS

Students will be asked to complete an anonymous course/instructor evaluation toward the end of the semester (anonymous means that any feedback students leave in the evaluation can't be traced back to them. The instructor won't know who said what in the evaluation, or even who did or did not complete the evaluation). This feedback is very important and will allow me to identify areas where I can improve my teaching. As far as you are able, I encourage you to consider participating in the evaluation process (although the process is voluntary, meaning that there are no consequences for choosing not to complete the evaluation). Know your thoughts, opinions, suggestions, and recommendations are taken seriously and will be incorporated into all future teaching efforts. Constructive feedback is also welcomed at any other point in the semester. I am excited to teach this course and want to make sure that you are getting the most out of it. ****If something isn't working for you, PLEASE TELL ME ASAP!!!****

COURSE SCHEDULE

Dates	To Do This Week
<p>Week #1 (Mon. 1/12 – Sun. 1/18)</p>	<p>Lecture #1: Introduction to Course -review key course dates & required textbooks in the syllabus -review lecture slides</p> <p>Lecture #2: Individual-Level & Structural-Level Ethics (Part 1) -review lecture slides</p> <p>Lecture #3: Individual-Level & Structural-Level Ethics (Part 2) -review lecture slides</p> <p>Due: Discussion Board: Introductions on Sun. 1/18 by 11:59 p.m. in Canvas</p>
<p>Week #2 (Tues. 1/20 – Sun. 1/25)</p>	<p>Lecture #4: Responsibility for Justice (Part 1) -review lecture slides</p> <p>Lecture #5: Responsibility for Justice (Part 2) -review lecture slides</p> <p>Lecture #6: Responsibility for Justice (Part 3) -review lecture slides</p>
<p>Week #3 (Mon. 1/26 – Sun. 2/1)</p>	<p>Lecture #7: Who are the Police? (Part 1) -review lecture slides</p> <p>Lecture #8: Who are the Police? (Part 2) -review lecture slides</p> <p>Lecture #9: Purpose of Police: Protect and Serve? -review lecture slides [Content Warning: Sexual assault & domestic violence]</p>
<p>Week #4 (Mon. 2/2 – Sun. 2/8)</p>	<p>Lecture #10: Police Origin & Culture -review lecture slides</p> <p>Lecture #11: Blue Wall of Silence -review lecture slides</p> <p>Lecture #12: CJ System as a Revenue Generator -review lecture slides</p> <p>Due: Reaction Paper on Sun. 2/8 by 11:59 p.m. through the submission portal available in Canvas.</p>
	<p>...course schedule continued on next page.</p>

<p>Week #5 (Mon. 2/9 – Sun. 2/15)</p>	<p>Lecture #13: Police Enforce the Color Line -review lecture slides</p> <p>Lecture #14: Baltimore Police Department -review lecture slides [Content Warning: Invasive strip searches & racial slurs]</p> <p>Lecture #15: Examples of Problematic Policing -review lecture slides</p>
<p>Week #6 (Mon. 2/16 – Sun. 2/22)</p>	<p>Lecture #16: Policing at the U.S.-Mexico Border -review lecture slides</p> <p>Lecture #17: Police Violence at the U.S.-Mexico Border -review lecture slides [Content Warning: Physical violence & sexual assault]</p> <p>Lecture #18: Police Commit Sexual Violence at the U.S.-Mexico Border -review lecture slides [Content Warning: Sexual assault]</p>
<p>Week #7 (Mon. 2/23 – Sun. 3/1)</p>	<p>Lecture #19: Police Commit Sexual Violence -review lecture slides [Content Warning: Sexual assault]</p> <p>Lecture #20: The Ever-Widening Net of Criminalization -review lecture slides</p> <p>Lecture #21: The Problem with Policing -review lecture slides</p>
<p>Week #8 (Mon. 3/2 – Sun. 3/8)</p>	<p>Lecture #22: Crime + Punishment Documentary -watch the documentary “Crime + Punishment” on Youtube [Content Warning: Police brutality]</p> <p>Due: Midterm Paper on Sun. 3/8 by 11:59 p.m. through the submission portal available in Canvas.</p>
<p>Week #9 (Mon. 3/9 – Sun. 3/15)</p>	<p>-There is NO CLASS this week. Enjoy your Spring Break with loved ones.</p> <p>-This is a good time to complete the Extra Credit assignment (no work required!) in Canvas if you are interested.</p>
<p>Week #10 (Mon. 3/16 – Sun. 3/22)</p>	<p>Lecture #23: Working Toward Safety (Part 1) -review lecture slides</p> <p>Lecture #24: Working Toward Safety (Part 2) -review lecture slides</p> <p>Lecture #25: Working Toward Safety (Part 3) -review lecture slides</p>
	<p>...course schedule continued on next page.</p>

<p>Week #11 (Mon. 3/23 – Sun. 3/29)</p>	<p>Lecture #26: Working Toward Safety (Part 4) -review lecture slides</p> <p>Lecture #27: Nurturance Culture (Part 1) -review lecture slides</p> <p>Lecture #28: Nurturance Culture (Part 2) -review lecture slides</p>
<p>Week #12 (Mon. 3/30 – Sun. 4/5)</p>	<p>Lecture #29: What is Community? -review lecture slides</p> <p>Lecture #30: Should Police Have a Role in Communities? -review lecture slides</p> <p>Lecture #31: Building Communities Without Police (Part 1) -review lecture slides</p>
<p>Week #13 (Mon. 4/6 – Sun. 4/12)</p>	<p>Lecture #32: Building Communities Without Police (Part 2) -review lecture slides</p> <p>Lecture #33: Building Communities Without Police (Part 3) -review lecture slides</p> <p>Lecture #34: Building Communities Without Police (Part 4) -review lecture slides</p>
<p>Week #14 (Mon. 4/13 – Sun. 4/19)</p>	<p>Lecture #35: A Counterculture of Care (Part 1) -review lecture slides</p> <p>Lecture #36: A Counterculture of Care (Part 2) -review lecture slides</p> <p>Lecture #37: A Strong Social Safety Net as Care -review lecture slides</p>
<p>Week #15 (Mon. 4/20 – Sun. 4/26)</p>	<p>Lecture #38: Power Documentary -watch the documentary “Power” on Netflix [Content Warning: Police brutality]</p>
<p>Week #16 (Mon. 4/27 – Sun. 5/3)</p>	<p>Due: Final Paper on Sun. 5/3 by 11:59 p.m. through the submission portal available in Canvas. -Remember to complete the Extra Credit assignment (no work required!) in Canvas if you are interested.</p>