



**CJUS 5000 (Online)
Criminal Justice Policy
College of Health and Public Service
University of North Texas
Fall 2023**

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Connect with me through email and/or by attending office hours. During busy times, my inbox becomes rather full, so if you contact me and do not receive a response within two business days, please send a follow-up email. A gentle nudge is always appreciated. Finally, please know I can only discuss grades over email if it was sent through your Eagle Connect email account (username@unt.edu).

Course Description

In a broad sense, this course focuses on the policies/programs/practices that have shaped the landscape of the criminal justice system for more than 100 years. While the most consequential and significant criminal justice policies related to our everyday lives occur at the state and local levels, this course also includes a focus on significant federal criminal justice policy/initiatives/practices. This focus is justified, for often the basis of state and local criminal justice policy and practice emanates from federal policy. And, state and local crime policy mandates are often encouraged and funded by the federal government in some way. As such, it is impossible to divorce federal crime policy from more specific state and local crime policies and practices.

A primary focus of this course is centered on criminal justice policy approaches that have been the subject of research and debate on the effective ways to address the crime problem in America. This focus will examine crime policy coming from the traditional divisions in our criminal justice system—police, courts, and corrections—but will also venture beyond by examining juvenile justice policy, and crime policy involving communities, families, and schools. The bottom line goal of this examination is to come to an understanding of the impact, if any, that these various policies, programs, and practices have had on the crime problem and the criminal justice system.

The numerous and varied crime control policies found at the federal, state, and local levels presents a prime opportunity for the evaluation and discussion of these policies in this course. In addition to examining the impact that these more localized criminal justice policies have on crime and criminal justice, this course will examine the consequences of such policies, both anticipated and unanticipated, and positive and negative.

Course Objectives

At the completion of this course, you will be able to:

- ✓ Describe the state of crime in America, and how it has changed over time.
- ✓ Analyze the supposed influences on the crime rate, over various time periods.
- ✓ Identify and critique the role of politics and other external forces in the formulation and implementation of criminal justice policy.
- ✓ Assess the intended and unintended consequences of criminal justice policy.
- ✓ Identify the goals of criminal justice policy.
- ✓ Synthesize literature on the issue of whether criminal justice policies “work.”

Required Materials

The assigned text listed below is required for all students enrolled in this course. Reading assignments are noted in the Course Calendar. All students are expected to read the assigned chapters prior to the date specified in the Course Calendar. The assigned readings will serve as a foundation for the discussion of the issues in class as well as test material.

Page, J. (2011). *The toughest beat: Politics, punishment, and the prison officers union in California*. New York: Oxford University Press.

Pratt, T. (2018, 2nd Edition). *Addicted to incarceration*. Thousand Oaks, CA: SAGE.

Trulson, C.R., Haerle, D.R., Caudill, J.W., & DeLisi, M. (2016). *Lost causes: Blended sentencing, second chances, and the Texas Youth Commission*. Austin: University of Texas Press.

Worrall, J. (2019, 4th Edition). *Crime control in America: What works?* Boston: Pearson.

Zimring, F. (2007). *The great American crime decline*. New York: Oxford University Press.

**Additional materials in the form of articles, book chapters, and podcasts will supplement this course.

COURSE NOTES AND RECOMMENDATIONS

Office hours offer you an opportunity to ask for clarification or find support with understanding class material. Come visit me! I encourage you to connect with me for support. Your success is my goal.

UNT endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grown. And, as a faculty member, I am committed to helping you be successful as a student. Here's how to succeed at UNT: Show up. Find Support. Get advised. Be prepared. Get involved. Stay focused. To learn more about campus resources and information on how you can achieve success, visit this [link from UNT Succeed](#). UNT offers [additional resources for online students](#) and I have created several videos on Canvas that highlight how to find academic sources and tips for doing well in graduate school (see the "Helpful Resources" module). Finally, a variety of resources and services are available to students in the Academic Support tab in Canvas.

Please make sure to have your official UNT email forwarded to your preferred email address (if different) to receive important updates, changes, announcements, class cancellations (if applicable), and generally, so I can reach you if necessary. The announcement board in Canvas, and email, will be used for primary communication to the class as a whole. I advise you check the announcements section frequently. **Important:** It is your responsibility to utilize a computer system that works and is compatible with the UNT online system/Canvas.

COURSE REQUIREMENTS AND GRADING

There are a total of 390 points that can be earned in this class. The grading policy is presented below. Students can expect to receive feedback on all graded work within 1 week of the assignment's due date. If there is going to be a delay, I will let you know via an announcement on Canvas.

Grading Scale:

351-390 points= A

312-350 points= B

273-311 points= C

234-272 points= D

Below 234 points= F

Canvas Discussions

There will be a total of 8 Canvas discussions throughout the course of the semester. Each student will be required to complete 6 of these; the lowest two grades will be dropped. With the exception of Discussion 8, all discussions are worth 20 points; Discussion 8 is worth 40 points and is required of all students. Combined, these discussions are worth a total of 140 points towards your final grade. These discussions are utilized in this class to provide students an extended opportunity to consider, comment, and discuss the material presented and/or otherwise utilized in this course.

To receive full points for each discussion, students must provide a 500- to 800-word post, and reply to at least 1 student with a thoughtful response. A thoughtful response is one that includes but is not limited to using examples from reading material to support your point and/or providing citation to other relevant outside sources. Length should be at least 250 words, but this is a minimum. The grading rubric for each discussion board can be reviewed on Canvas.

Mid-Term Exam

Each student is required to take a mid-term examination in this course, worth 100 points. This examination will consist of essay style questions for which students will be required to choose one or more questions to answer (I may also opt to choose the question for you to answer).

The mid-term will be comprised of all reading and lecture material up to the time of that exam. The exam should be organized based upon the question, with clear headings and subheadings to organize your answer. Citations should be in APA format. Exam grades are based on: 1) Addressed all parts of the question (30 points); 2) Proper organization of answer (10 points); 3) Accurate and sufficient explanation/application of appropriate perspectives to question issue(s) (50 points) and, 4) Spelling and grammar (10 points). Please check the course schedule for exam due dates. **IMPORTANT:** Completed exams should be submitted through Canvas. Late exams will not be accepted. I strongly recommend that you do not wait until the last minute to do the exam. Something may happen that prevents you from submitting it on time.

Final Project

Each student will complete an independent research project detailing the importance of evidence-based policymaking. Details on this project will be forthcoming later in the semester. This project is worth 150 points.

CLASS POLICIES

Make-Up Policy

Make-up exams/assignments are allowed in this class as long as you have an authorized absence according to university policies. I reserve the right to consider extreme circumstances and modify this rule. Students should notify me prior to missing an assignment, if possible. Those in athletics, those who are absent for religious holidays, and/or those involved in other school supported activities that require being absent from class will be allowed to make up assignments if proper procedures are followed in requesting an excused absence. I must have written documentation in advance that you will be away from class for the absence to be excused. While my goal is for every student to succeed, in certain circumstances it may be best for the student to withdraw and take the course at a point when they can give it more time and attention. Students should note that the *last day to withdraw with a grade of "W" is November 10, 2023.*

Authorized Absences: Absences are authorized only in cases of participation in school sponsored activities and/or religious holidays. For an excused absence due to a school sponsored activity, students must be approved in advance by the department chair and academic dean. Within three days after the absence, students must obtain authorized absence cards from the Dean of Students for presentation to instructor. Students who wish to request an excused absence for religious holidays can do so and will be excused from class as long as they make a request within the required time frame set by the University (see the most recent undergraduate catalog). Notification must be in writing so that I may have it for my records. You must arrange to make up any work missed during the excused religious absence or school sponsored activity.

Student Behavior and University Policy:

I value the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and inclusion. All discussions should be respectful and civil. Although disagreements and debates are encouraged, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please stop by my office and let me know. We are all learning together.

To be successful at learning and understanding the material in this class, it is essential that you read and complete the assigned material and engage in thoughtful discussions online. Your active participation, along with your willingness to engage in thoughtful discussions will be taken into account at all times during the semester. Certain topics in criminal justice policy are controversial, thus discussion may become heated where there will be disagreements. The online classroom is a place to express ideas, opinions, and engage in thoughtful discussions. Students will respect the views and opinions of others at all times in the online environment. While I do not foresee any problems, if problems do arise, I will address them with the individual student. Below are general guidelines for how to communicate well in an online classroom.

- Remember that college communication is still professional communication. Use correct spelling and grammar and always double-check your response before hitting send or reply. Do not use slang and limit the use of emoticons.
- Use standard, readable fonts, sizes, and colors and avoid writing in all caps.
- Use your instructor’s title of “Dr.” or “Professor,” or if you don’t know use “Mr.” or “Ms.” Do not use “Mrs.” to address female instructors unless told otherwise by said instructor.
- Be mindful of tone in online communication as it lacks the nonverbal cues of face-to-face communication that provide clarity and context to conversations.
- Respect the personal identities of others based on gender, sexuality, race, ethnicity, class, and/or culture.
- Respect the privacy of yourself, your instructor, and your peers. Keep in mind what you reveal and do not reveal, particularly if this information involves personal health and/or classroom performance, such as grades.
- Give people the benefit of the doubt. Though there may be a computer between you, there are people on the other side of the screen.
- Do not make assumptions about others’ technological skills. Technological skills vary across a variety of factors, including experience, age, culture, etc.
- Read these [Core Rules of Netiquette](#) for additional tips about online communication.

Communicating via Email

- Check the syllabus before asking a question about the course and let the instructor know you checked the syllabus before asking. Instructors put a lot of time into making syllabi as comprehensive as possible for students.
- Use a descriptive subject line to get the instructor's attention. Instructors receive a lot of emails and a descriptive subject line helps them identify student inquiries more efficiently.
- Be concise and to the point.
- For a sample email, read this article, ["How to Email Your Professor."](#)

Discussion Board Communication

- Treat your posts like the professional communication that they are. Use correct spelling and grammar and always double-check a response before hitting send or reply. Do not use slang and limit the use of emoticons.
- Read all the messages in a thread before replying so you do not repeat something one of your peers may have already said.
- Avoid replies such as "I agree" and instead explain why you agree or do not agree.
- Show your work by sharing resources and utilizing citations.
- When disagreeing, do not make personal attacks or use language that discriminates based on gender, sexuality, race, ethnicity, class, and/or culture.

Academic Dishonesty/Integrity

Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam. Additionally, the incident will be reported to the Dean of Students, who may impose further penalty. According to the UNT catalog, the term "cheating" includes, but is not limited to: a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage. The term "plagiarism" includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

As most of us have had a chance to explore new AI tools like ChatGPT, they can be an amazing assist much like a calculator is for math classes. The best way to use it for idea generation, synthesis, rephrasing, and gathering information about the typical understanding of a topic. However, it should be you that guides, verifies and crafts your ultimate answers, so please don't just cut and paste without understanding. Let's leverage the tools as an extension of ourselves with a base of knowledge to make them powerful. Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. Developing strong competencies in this area will prepare you for a competitive workplace. Therefore, AI-generated submissions are not permitted and will be treated as plagiarism.

Office of Disability Accommodation

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access

(ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable 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 reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the [Office of Disability Access website](#). You may also contact ODA by phone at (940) 565-4323.

Student Evaluation of Instruction

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. This short survey will be made available at the end of the semester to provide you with an opportunity to evaluate how this course is taught.

Syllabus Changes

I reserve the right and have the discretion to change this syllabus. While every effort will be made to follow this syllabus as closely as possible, it is sometimes the case that the syllabus must be modified. In the case that the syllabus needs to be adjusted, I will announce such adjustments to the class. I will make every effort to ensure that any changes to the syllabus benefit the class as a whole. It is the student's responsibility to check announcements/email so that any and all syllabus changes are documented. Failure to obtain syllabus changes because of failure to check and read announcements does not constitute a defense against missed assignments, test dates, and other applicable changes.

Miscellaneous:

The material posted online is my personal intellectual property or that of the University of North Texas. You may not utilize the material for other than class purposes. Class recordings are reserved for use only by students in this class for educational purposes. The recordings should not be shared outside the class in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

Emergency Notification & Procedures

UNT uses a system called [Eagle Alert](#) to quickly notify you 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). The system sends voice messages (and text messages upon permission) to the phones of all active faculty staff, and students. Please make certain to update your phone numbers at [my.unt.edu](#). Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held, 2) determine how you will contact family and friends if phones are temporarily unavailable, and 3) identify where you will go if you need to evacuate the Denton area suddenly. 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. You have a right to view your individual record; however, information about your records will not be divulged to

other individuals without the proper written consent. You are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university's policy in accordance with those mandates at this [link](#). Information regarding data privacy for Canvas can be found [at this link](#).

Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as 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. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648. Visit [Title IX Student Information](#) (Links to an external site) for more resources.

F1 Visa Holder Regulation

Federal regulations state that students may apply only 3 fully-online semester credit hours (SCH) to the hours required for full-time status for F1 Visa holders. Full-time status for F1 Visa students is 12 hours for undergraduates and 9 hours for graduate students. Instructors teaching online courses should insert information into the syllabus to make F1 Visa students aware of this limitation and provide them with information about options to complete an on-campus experiential component in a course that is otherwise fully-online.

If a F-1 Visa holder intends to take more than 3 SCH of online courses in a term, they will need to document the on-campus experiential component of all courses that exceed the 3-hour limit. This on-campus experiential component can be satisfied in a number of ways including a face-to-face test, lab work, a required on-site lecture, mandatory library orientation, etc. Instructors should develop an option to assist students who request an on-campus experiential component to meet the federal regulation. Instructors should have students requesting this assistance to complete the [On-campus Component Reporting Form for Online Courses](#) which requires both the student and the instructor's signature. The instructor should make a copy for the student's departmental file and send a copy to the UNT International Student and Scholar Services (routing address on the form).

Academic Calendar

Module Topic and Reading Assignment

- 1 Topic: Overview of Criminal Justice Policy and Crime Rates
Readings: Chapters 1-2 (Worrall); *The Great American Crime Decline*
Discussion 1: Great American Crime Decline
Original post due August 29 at 11:59 PM
Response due August 30 at 11:59 PM
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- 2 Topic: Policing: Traditional, Proactive, and Directed Approaches
Readings: Chapters 3-4 (Worrall)
Discussion 2: Policing and Crime Control
Original post due September 5 at 11:59 PM
Response due by September 6 at 11:59 PM
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- 3 Topic: Policing: The Roles of the Community and Politics
Readings: Chapters 5 (Worrall)
Podcasts: The Crime Machine, Parts I and II from Reply All (access on Canvas)
Discussion 3: The Crime Machine Reflection
Original post due September 19 at 11:59 PM
Response due September 20 at 11:59 PM
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- 4 Topic: Prosecutors and Crime Control
Readings: Chapters 6 (Worrall)
Discussion 4: The Impact of Law Enforcement on Crime
Original post due September 26 at 11:59 PM
Response due September 27 at 11:59 PM
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Midterm Exam

Opens September 25
Due October 4 at 11:59 PM

- 5 Topic: Crime Control through Legislation, in the Courts, and Beyond
Readings: Chapters 7-8 (Worrall); *The Toughest Beat*
Discussion 5: The Politics of Criminal Justice Policy
Original post due October 17 at 11:59 PM
Response due October 18 at 11:59 PM
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- 6 Topic: Corrections: Institution- and Community-Based
Readings: Chapters 9-10 (Worrall); *Addicted to Incarceration*
Discussion 6: Correctional Policy
Original post due October 31 at 11:59 PM
Response due November 1 at 11:59 PM
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- 7 Topic: Juvenile Crime Control
Readings: *Lost Causes*; Trulson, Craig, Caudill, & DeLisi 2020 article (access on Canvas)
Discussion 7: Juvenile Delinquency
Original post due November 14 at 11:59 PM
Response due November 15 at 11:59 PM
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Topic: Putting It All Together
Readings: Chapter 15 (Worrall)

- 8** *Discussion 8: Evidenced-Based Policymaking PSA (Required)*
Original post due November 28 at 11:59 PM
Response due November 29 at 11:59 PM
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Final Project

Opens November 12
Due December 7 at 11:59 PM
