Instructor: Jessica Craig, Ph.D.  
Term: Fall 2021
Class meeting: W 2:00 – 4:50 PM  
Classroom: Chilton 274

INSTRUCTOR’S CONTACT INFORMATION
Office location: Chilton 273L  
E-mail (preferred): Jessica.Craig@unt.edu
Phone: 940-565-3464  
Office hours: Tuesday 12:30-2 (in-person) & by appointment (virtual)

Email expectations: When sending an email, please put the COURSE NUMBER (CJUS 5000) in the subject line of the mail. I can only discuss grades with email messages sent through your Eagle Connect email account (username@my.unt.edu). You can expect to receive a response within 48 hours during the week and 72 hours on the weekend. If you have not received a response within that time, please email me back as it may have gotten lost.

Required Materials


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

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 and 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 should be able to describe the state of crime in America, and how it has changed over time.
✓ You should be able to analyze the supposed influences on the crime rate, over various time periods.
✓ You should be able to identify and critique the role of politics and other external forces in the formulation and implementation of criminal justice policy.
✓ You should be able to assess the intended and unintended consequences of criminal justice policy.
✓ You should be able to identify the goals of criminal justice policy.
✓ You should be able to summarize literature on the issue of whether criminal justice policies “work.”

Course Notes and Recommendations
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. Before emailing Dr. Craig with a question, make sure to review this syllabus. Most questions are answered in this document.

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: Minimum technology requirements for this course: a browser that is compatible with Canvas (visit this link to ensure your browser is suitable) and Microsoft Office Word (or a similar word-processing software). Microsoft Office 365 is available for free to all currently-enrolled students. For instructions to download the software, please see this link. Students are
expected to know how to access their UNT email, open attachments, and use Microsoft Word (or a similar word-processing software). Students facing IT issues should visit UNT’s IT website or the IT Helpdesk. Students are also expected to have basic digital literacy skills such as using UNT’s library’s website, searching online databases, and properly citing information sources. Here is a UNT Library Guide for Criminal Justice students that walks you through how to find research and official sources online.

**COURSE REQUIREMENTS AND GRADING**

There are a total of 320 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:**

288-320 points = A  
256-287 points = B  
224-255 points = C  
192-223 points = D  
Below 192 points = F

**Mid-Term and Final Examination**

Each student is required to take a mid-term and a comprehensive final examination in this course (100 points for each exam, for a total of 200 points towards the final grade). The examinations 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 final exam will be comprehensive and based on all reading (including handouts), lectures, and video material given during the entire class. Please be prepared for this final exam by reading all material given in class during the course of the entire semester. Last minute efforts to catch up will likely result in an undesirable grade.

Exams 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: 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. Do NOT try to wait until the last minute to do the exam. Something may happen that prevents you from submitting it on time.

**Canvas Discussions**

There will be a total of 3 Canvas discussions throughout the course of the semester, each worth 30 points. Combined, these discussion are worth a total of 90 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. On the day of the Canvas discussion, we will not meet in class; these will be virtual class days.

To receive full points for each discussion, students must provide a minimum 500 word thoughtful response, 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 roughly 250 words, but this is a minimum. The grading rubric for each discussion board can be reviewed on Canvas.

**Peer Teaching Exercise**

Once this semester you will lead the class in an exploratory exercise based on that week’s readings. The goal: to help you try out different ways to connect students with challenging material. For that reason, I ask you not to prepare a lecture-style statement for this task; you should of course have your thoughts about the reading you would like to draw out, but the point of the exercise is not to tell us what they are. Here’s how the task will work:

- By noon on Tuesday of your week to teach, you will post to a discussion board on Canvas a *provocation* (maybe a question, maybe not) based on the readings for that week.
- Your classmates will offer preliminary reflections on your provocation on the discussion board over the following 24 hours. You should read and note these reflections.
- You will then prepare a learning exercise to help us explore your provocation.

There are lots of exercises to choose from; you might want to consult some research on “active learning” or the “flipped classroom” to help you out, or you could of course ask Dr. Craig to discuss some options. Your exercise need not be complicated, but it should be more than you simply asking, “So, what did you think?”

When you come to class on Wednesday, you will run the exercise and then debrief it. Here, you can incorporate your classmates’ preliminary responses as much or as little as you feel will be productive. You will have a total of 30-45 minutes for your session. (NOTE: this is actually not a lot of time, use it with care.)

Confused? Don’t worry—Dr. Craig will model the task in our third week of the semester. If you’re still stuck, though, ask yourself this question: did a teacher or professor ever do a really useful, cool thing in class that really stuck with you? What was that cool thing?

Your grade, worth a total of 30 points, will be based upon the quality of your exercise as well as the quality of your participation in class throughout the semester.

**CLASS POLICIES**

**Face Coverings**
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.

Attendance Policy
The course is specifically designed to make the most of the time we spend together as a class. As such, students are expected to attend every class. Since this is an active-learning course, it is much more difficult to keep up with the class when you do not attend. The professor will only make accommodations for missed assignments for students under exceptional circumstances. This includes illnesses lasting over one week, illness or death of family member, or major religious observances. These will be extremely rare events and will require proper documentation.

It is important that you communicate with the professor prior to being absent, so you and the professor can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community.

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.

Students that have fallen behind, are failing and/or choose to not complete the coursework for the semester are responsible for officially withdrawing themselves from the course; failure to do so will result in a performance grade of “F.” Last day to withdraw with a grade of “W” is November 12, 2021.

Make-Up Policy
There will be no opportunities to make up any missed coursework with the exception of authorized absences according to University policies prescribing authorized absences in certain situations. 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.

Course 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 webcam and microphone to participate in fully remote portions of the class. Additional required classroom materials for remote learning include: Microsoft Office suite, to include Microsoft Word and Powerpoint. Information on how to be successful in a remote learning environment can be found at [https://online.unt.edu/learn](https://online.unt.edu/learn)

Student Behavior and University Policy:
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 may be referred to the Center for Student Rights and Responsibilities 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. The Code of Student Conduct can be found at this link.

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.

**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.

**Succeed at UNT**
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.

**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.

A variety of resources services are available to students in the Academic Support tab in Canvas.

**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](http://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.
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC, READING ASSIGNMENTS, AND DUE DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/25/21</td>
<td>Course Introduction &amp; Syllabus</td>
</tr>
<tr>
<td>9/1/21</td>
<td>Unit 1: Overview of Criminal Justice Policy &amp; Crime Rates</td>
</tr>
<tr>
<td></td>
<td>Readings: Chapter 1 (Worrall) &amp; Boman &amp; Gallupe (2020) article (access on</td>
</tr>
<tr>
<td></td>
<td>Canvas)</td>
</tr>
<tr>
<td></td>
<td><strong>Canvas Discussion 1</strong>: Crime Rates &amp; COVID [no class]</td>
</tr>
<tr>
<td></td>
<td>Main Post due 9/1 at 11:59 PM</td>
</tr>
<tr>
<td></td>
<td>Response Post due 9/2 at 11:59 PM</td>
</tr>
<tr>
<td>9/8/21</td>
<td>Unit 1: Overview of Criminal Justice Policy &amp; Crime Rates</td>
</tr>
<tr>
<td></td>
<td>Readings: Chapter 2 (Worrall)</td>
</tr>
<tr>
<td>9/15/21</td>
<td>Unit 1: Overview of Criminal Justice Policy &amp; Crime Rates</td>
</tr>
<tr>
<td></td>
<td>Readings: <em>The Great American Crime Decline</em></td>
</tr>
<tr>
<td>9/22/21</td>
<td>Unit 2: Law Enforcement (Traditional, Proactive, and Directed Approaches)</td>
</tr>
<tr>
<td></td>
<td>Readings: Chapters 3-4 (Worrall)</td>
</tr>
<tr>
<td>9/29/21</td>
<td>Unit 2: Law Enforcement (The Roles of the Community and Politics)</td>
</tr>
<tr>
<td></td>
<td>Readings: Chapter 5 (Worrall); listen to podcast the Crime Machine, Parts 1 &amp;</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td>10/6/21</td>
<td>Unit 2: Law Enforcement (Prosecutors &amp; Crime Control)</td>
</tr>
<tr>
<td></td>
<td>Readings: Chapter 6 (Worrall)</td>
</tr>
<tr>
<td></td>
<td><strong>Canvas Discussion 2</strong>: Impact of Law Enforcement on Crime [no class]</td>
</tr>
<tr>
<td></td>
<td>Main Post due 10/6 at 11:59 PM</td>
</tr>
<tr>
<td></td>
<td>Response Post due 10/7 at 11:59 PM</td>
</tr>
<tr>
<td>10/13/21</td>
<td><strong>Midterm Exam Due 10/13 at 11:59 PM</strong></td>
</tr>
<tr>
<td>10/20/21</td>
<td>Unit 3: Legislation &amp; the Courts</td>
</tr>
<tr>
<td></td>
<td>Readings: Chapters 7-8 (Worrall)</td>
</tr>
<tr>
<td>10/27/21</td>
<td>Unit 3: Legislation &amp; the Courts</td>
</tr>
<tr>
<td></td>
<td>Readings: <em>The Toughest Beat</em></td>
</tr>
<tr>
<td>11/3/21</td>
<td>Unit 4: Corrections</td>
</tr>
<tr>
<td></td>
<td>Readings: <em>Addicted to Incarceration</em></td>
</tr>
<tr>
<td>11/10/21</td>
<td>Unit 4: Corrections</td>
</tr>
<tr>
<td></td>
<td>Readings: <em>Addicted to Incarceration</em></td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 11/17/21   | Unit 5: Juvenile Justice  
Readings: *Lost Causes* & Trulson, Craig, Caudill, & DeLisi 2020 article (access on Canvas)  
**Canvas Discussion 3**: Juvenile Justice in Texas [no class]  
Main Post due 11/17 at 11:59 PM  
Response Post due 11/18 at 11:59 PM |
| 11/24/21   | **No Class- Thanksgiving**                                          |
| 12/1/21    | Exam Review  
**Final Exam Due 12/7 at 11:59 PM** |