

Name of Department Semester	Applied Technology –
Instructor Name:	Joe Kolb, MA
Office Location:	Remote
Office Hours:	NA
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Class Meeting Days/Times:	Remote
Location:	NA

Syllabus

Title of Course:	Introduction to Criminal Justice
Course Number	Gallup- CJUS 1110-440 CRN 65177 Valencia-CJUS 2160-501 Soci- 2120-501
Course Description	Examination of the processes involved with crime in the United States to include, but not be limited, to crime prevention, classification of crimes, the arrest process, constitutional rights, trial process, and forms of punishment
Credit Hours and Contact Hours	3
Pre-requisites/co-requisites	None
Learning Objectives and Outcomes	Upon completion of this course, students will: <ol style="list-style-type: none"> 1. Be able to identify relevant crime prevention strategies. 2. Be able to explain impact of constitutional rights on arrest and punishment. 3. Be able to explain the arrest and trial process and what professions are involved. 4. Be able to explain options for punishment of crimes.

Disabilities Policy:

FACULTY SYLLABUS STATEMENT SPRING 2021

In keeping with University of New Mexico policy (UNIVERSITY BUSINESS POLICIES AND PROCEDURES MANUAL: **2310: ACADEMIC ADJUSTMENTS FOR STUDENTS WITH DISABILITIES**) and defined sections: **Section 504**

Rehabilitation Act of 1973, **Section 508:** The Rehabilitation Act Amendments of 1998, **ADA:** The Disabilities Act of 1990, and the **ADAA:** The American with Disabilities Act Amendments of

equal access to individuals with disabilities, instructors are strongly encouraged to include syllabus informing students that academic accommodations can be provided on the basis of disability if the student follows the protocol described. The following statement contains all of the elements that should be present. Instructors may want to make changes based on style preference or particular course content. It is strongly recommended that you also read this statement to the students at the start of each semester when reviewing course policies.

In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation.

It is imperative that you take the initiative to bring such needs to the instructor's attention, as I am not legally permitted

to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow.

UNM is committed to providing courses that are inclusive and accessible for all participants. As your instructor, it is my objective to facilitate an accessible classroom setting, in which students have full access and opportunity. If you are experiencing physical or academic barriers, or concerns related to mental health, physical health and/or COVID-19, please consult with me after class, via email/phone or during office hours. You are also encouraged to contact the UNM-Gallup Accessibility Resource Center for additional information.

UNM-Gallup ACCESSIBILITY RESOURCE CENTER (ARC)

Email: galluparc@unm.edu

***ARC staff will maintain remote work arrangements through Fall 2020**

ARC will conduct an intake and, if appropriate, will provide an approved academic accommodation notification. At that point, you may contact ARC to review the accommodations in relation to your course.

Notice of Non-Discrimination: The University of New Mexico-Gallup, as an equal opportunity/affirmative action employer and educator, complies with all applicable federal and state laws regarding nondiscrimination and affirmative action. The University Mexico-Gallup is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race/ethnicity, color, national origin, age, spousal affiliation, sex, sexual orientation, gender identity, medical condition, disability, religion, pregnancy, genetic information, or veteran status in employment, educational programs and activities, admissions, and provides equal access to the Boy Scouts and other designated youth groups. Inquiries or complaints may be addressed to the Office of Equal Opportunity whose Director serves as the 504/ADA Coordinator and Title IX Coordinator on UNM main campus: 505-277-5251. For referrals to main campus see: UNM Gallup Title IX Coordinator; Director of Student Affairs, SSTC Room 276. Telephone: 505-863-7508. For Referrals to main campus regarding Section 504 compliance: Accommodations Specialist, Gurley Hall Room 1127. Telephone: 505-863-7527.

Course Outline

Teaching Methods

1. This on-line class will include assigned readings, topic-specific videos, and instructor video discussions.
2. Student engagement is emphasized with the weekly discussion responses to a classmate's post.

Evaluation/Grading Methods

Weekly Discussions

Worth 20 points

- There will be 15 weekly essay discussions that should be around 200 words. I am looking for insightful observations based on the readings and videos.
- Each student is also required to make one 100-word comment on a fellow student's assignment whether you agree or disagree with what they say and explain why.

Grading system

5 points for grammar/spelling- This is a university course. Spelling counts and content should not look like a text message.

10 points for reading assignment analysis

10 points on analysis of classmate posts I don't want repetitive comments such as "nice job". or disagree with someone I want you to explain why.

Quizzes

There will be four -10 question quizzes worth

10 points

Final Examination

25 question test worth **100 points**

FAILURE TO TURN IN ASSIGNMENTS AT THE DESIGNATED TIME RESULTS IN A ZERO UNLESS PRIOR ARRANGEMENT HAD BEEN MADE WITH THE INSTRUCTOR

FINAL GRADING

775-800 points= A

750-774 = B

725-749-= C

700-724=D

>700=F

Attendance:

Attendance in an online class is evaluated by your attendance to the material. You will get out of the course what you put into the course. You will need to be a self-starter and control your own calendar in order to meet the deadlines for the course.

Required Text(s) & Supporting Materials

Please download this e-book. IT IS FREE! <https://openoregon.pressbooks.pub/ccj230/>

Teen Violence in America: How do we save our children? By Joseph J. Kolb, ISBN: 978-1-57826-811-5. Hatherleigh Press

SECTION 2: Family Educational Rights and Privacy Act

Under the *Family Educational Rights and Privacy Act* (FERPA of the Buckley Amendment), University of New Mexico (UNM) may not release student records without the student's written permission. All employees are required by federal law to safeguard the privacy of student records.

This includes, but not limited to the following:

- The physical release of any student documents.
- Release of any student information over the phone or in person (i.e. the student's presence in or absence from classes).
- The release of student proceedings, medical records, computer files, admissions information, and academic assessments.
- Students may NOT be called to the phone for any reason. Calls will go through the instructor.

Release will NOT be made, but not limited to the following without a written statement from that student prior to the request:

- The Police
- Federal Bureau of Investigation (FBI)
- Federal Government
- Student's family members and friends

There are very few exceptions to this act. The primary ones are, but not limited to the following:

- The student gives permission in writing.
- There is a health or safety emergency.
- The information is shared only with another UNM employee for a legitimate/educational purpose.
- The information is general directory information which the student has not asked to keep private (i.e. information published in the UNM Campus Directory may safely be released)
- Students may be asked to grade their own papers. If the student is caught cheating, the grade will be lost, without an option to make it up. These grades ***will not*** be changed.

The *Family Educational Rights and Privacy Act* was adopted by Congress to insure privacy interests. Violation of these rules is an infringement of UNM policy and may subject UNM employees to appropriate discipline.

ATTENTION:

Privacy of all student information, as stated above is confidential. No information, of any kind, can be released to visitors or phone calls while stationed at the reception desk. Please refer any inquiries to the UNM-Gallup Services Office.

Appearance

Students must be wearing a cloth or disposable mask while on campus at all times.

Students must be in uniform with makeup (woman) and hair styled. No head coverings may be worn (rags, hats, etc.)

Students cannot comb their hair or apply makeup in the clinic or classroom before class time while being clocked in if needed you will ask for Instructors permission. Your appearance is graded upon following these instructions and showing your professionalism and competence.

Students who do not follow the uniform code will be asked to leave class.

Title IX Reporting Obligations

Our classroom and our university should always be spaces of mutual respect, kindness, and support, without fear of discrimination, harassment, or violence. Should you ever need assistance or have concerns about incidents that violate this principle, please access the resources available to you on campus, especially the LoboRESPECT Advocacy Center and the support services listed on its website (<http://loborespect.unm.edu/>). Please note that, because UNM faculty, TAs, and GAs are considered "responsible employees" by the Department of Education, any disclosure of gender discrimination (including sexual harassment, sexual misconduct, and sexual violence) made to a faculty member, TA, or GA must be reported by that faculty member, TA, or GA to the university's Title IX coordinator. For more information regarding sexual misconduct, please see: <https://policy.unm.edu/university-policies/2000/2740.html>.

Academic Dishonesty

Academic dishonesty" includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or who otherwise fails to meet the expected standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course.

Fall 2021

Course Schedule:

Class 1- Aug. 23

Topic: Introduction to the Criminal Justice System

Readings: Introduction into the American criminal justice system 1.1-1.3, pg. 11-19 (Do NOT do the assignments in the readings)

Video: Observe the various folkways, mores, taboos, and laws in this video:

<https://www.youtube.com/watch?v=6lX8SvFrc6Q>

Discussion Topic: What are your impressions of the criminal justice system?

Class 2-Aug. 30

Topic: Criminal Justice Policies

Readings: Introduction into the American criminal justice system 4.1-4.4 pg. 139-152

Video: <https://www.youtube.com/watch?v=Ch6mePfmAik>

<https://www.youtube.com/watch?v=IS18bNaaRt4>

Discussion Topic: Explain the importance of evidence based policies? Provide examples.

Class 3- Sept. 6

Topic: Factors that create laws

Readings: Introduction into the American criminal justice system 1.4-1.6, pg. 20-28

Video: <https://www.youtube.com/watch?v=DYGdwrHEOWQ>

<https://www.youtube.com/watch?v=fccnLVxFC34>

Discussion Topic: What do you think are driving factors that lead to de-criminalizing existing criminal laws? Provide an example and explain.

Class 4-Sept. 13

Topic: Street crime, corporate crime, white collar crime and different types of crimes

Readings: Introduction into the American criminal justice system 1.12-1.13, pg.51-56

Video: <https://www.youtube.com/watch?v=zBodqwAlW3A>

Discussion Topic: Why are not all crimes reported to police?

Class 5-Sept. 20

Topic: Cops, Courts, Corrections- Emphasis will be on impact of contemporary institutional erosion

Readings: Introduction into the American criminal justice system 1.7, pg. 29-35

Video: <https://www.youtube.com/watch?v=y0VjvZpa4g>
<https://www.youtube.com/watch?v=EOoBO4BxpRM>
<https://www.youtube.com/watch?v=MVuNIVossHw>
<https://www.youtube.com/watch?v=Wl95phGIuE>

Discussion Topic: Based on the readings/videos, what do you think has a greater impact on crime and why?

QUIZ

Class 6- Sept. 27

Topic: Recruitment and Retention

Reading: Introduction into the American criminal justice system 6.4-6.5, pg. 207-234

<https://www.police1.com/police-products/financial-services/articles/policing-through-tough-times-remember-your-why-nLYOGPXwed8eFSA4/>
<https://www.police1.com/police-recruiting/articles/how-front-line-supervisors-impact-police-officer-retention-atu9IfHZV9774a6G/>

Video:

https://www.youtube.com/watch?v=IusjQ_O8ZHc
<https://www.youtube.com/watch?v=l7K86GwIn10>

Discussion Topic: You are a police chief, what strategies would you employ to maintain morale and officer retention? DO NOT use the increased pay angle. It's more than just about money.

Class 7- Oct. 4

Topic: Police misconduct

Reading: Introduction into the American criminal justice system 6.7-6.9, pg. 244-251

<https://www.hstoday.us/federal-pages/dhs/cbp/border-patrol-union-skeptical-body-camera-trial-based-past-attempts/>
<https://www.npr.org/2021/04/26/982391187/study-body-worn-camera-research-shows-drop-in-police-use-of-force>

Video:

https://www.youtube.com/watch?v=I_sjSC5upd4

Discussion Topic: What has been the impact of body cameras in policing and why?

QUIZ

Week of Oct. 11– NO CLASS

Class 8-Oct. 18

Topic: Race issues in policing

Reading: Introduction into the American criminal justice system 6.10, pg. 252

<https://www.manhattan-institute.org/html/police-shootings-and-race-9080.html>

<https://www.manhattan-institute.org/html/ferguson-effect-real-and-hurts-minorities-9124.html>

Video:

<https://www.youtube.com/watch?v=ljjULW6a-B4>

https://www.youtube.com/watch?v=84_CSZOjnxw

Discussion Topic: If in fact the “Ferguson Effect” exists, how would you police a minority community?

Class 9 Oct. 25

Topic: Arrest process and Constitutional considerations

Reading: Introduction into the American criminal justice system 1.9, pg. 39-42

<https://www.aclu.org/know-your-rights/stopped-by-police/>

<https://www.expertlaw.com/library/criminal/constitution.html>

Video:

<https://www.youtube.com/watch?v=ZLN1tK6jdn0>

Discussion Topic: Which Constitutional right of a suspect do you feel is most important and why?

QUIZ

Class 10- Nov. 1

Topic:

Reading: Introduction into the American criminal justice system 7.2-7.4, pg. 266-278

[https://www.justice.gov/sites/default/files/usao-](https://www.justice.gov/sites/default/files/usao-wdok/legacy/2014/03/25/Indian%20Country%20Criminal%20Jurisdiction%20ChartColor2010.pdf)

[wdok/legacy/2014/03/25/Indian%20Country%20Criminal%20Jurisdiction%20ChartColor2010.pdf](https://www.justice.gov/sites/default/files/usao-wdok/legacy/2014/03/25/Indian%20Country%20Criminal%20Jurisdiction%20ChartColor2010.pdf)

Video:

<https://www.youtube.com/watch?v=ptjWEaFCd0A>

Discussion Topic: What are the benefits or disadvantages to Indian Country of the Major Crimes Act?

Class 11- Nov. 8

Topic: The judicial process

Reading: <https://www.lawyers.com/legal-info/criminal/criminal-law-basics/what-happens-when-youre-arrested.html>

<https://www.alllaw.com/articles/nolo/criminal/process.html>

<https://www.criminaldefenselawyer.com/resources/criminal-defense-case/after-arrest-booking-bail.htm>

Video:

<https://www.youtube.com/watch?v=iyxI6WohumU>

Discussion Topic: Explain the importance of the preliminary hearing in the judicial process.

QUIZ

Class 12- Nov. 15

Topic: Consequences

Reading: Introduction into the American criminal justice system 8.9-8.11, pg. 332-338

Video:

<https://www.youtube.com/watch?v=4X0xKSBvqvE>

https://www.youtube.com/watch?v=XqsdQGwt_cw

<https://www.youtube.com/watch?v=CTp4jXXo7k0>

Discussion Topic: Should individuals charged with a crime be incarcerated waiting trial? Note: We will be discussing bail reform later on in the course. I want your gut reaction now and provide your reasoning.

WEEK OF NOV. 22 NO CLASS

Class 13- Nov. 29

Topic: Incarceration processing

Reading: <https://info.nicic.gov/nicrp/system/files/019033.pdf>

<https://www.prisonerresource.com/bureau-of-prisons/processing-new-arrivals-federal-prisons/?nowprocket=1>

Video:

<https://www.youtube.com/watch?v=CAWrb-QOq5U>

<https://www.prisonerresource.com/bureau-of-prisons/processing-new-arrivals-federal-prisons/?nowprocket=1>

Discussion: Explain the importance of the intake interviews in jails/prisons.

Class 14- Dec. 6

Topic: Juvenile restorative justice

Reading: Introduction into the American criminal justice system 10.9, 10.10, pg. 407-412

<https://www2.erie.gov/da/index.php?q=press/restorative-justice-pilot-program-adolescent-offenders-pending-prosecution-youth-part>

<https://ojjdp.ojp.gov/sites/g/files/xyckuh176/files/pubs/implementing/accountability.html>

Video: <https://www.youtube.com/watch?v=0C7LOtNGrUk>

Discussion Topic: What are two strengths and two weaknesses of restorative justice programs?

Dec. 13: FINAL