



POLA 3012: CRIMINAL JUSTICE

COURSE SYLLABUS – SPRING 2017

When: Monday / Wednesday / Friday (2:00PM – 2:50PM)
Where: 106 Norman Mayer Building

CONTACT INFORMATION

Instructor: Scott N. Nolan
Office Location: 121(C) Norman Mayer Building
Department of Political Science
Tulane University
Office Hours: Monday / Wednesday / Friday (1:00PM – 2:00PM)
Email Address: snolan4@tulane.edu

COURSE DESCRIPTION

This course is designed to provide students with a comprehensive understanding of the criminal justice system, including its basic component parts: crime, policing, courts, and corrections. We will cover the phases of the criminal justice process beginning with the detection of crimes by the police, the handling of individual criminal trials, the disposition and sentencing of offenders and appeals. This course also introduces students to the prison system and the potential alternatives to its use. We will pay specific attention to politics at the state and local level where the majority of individual interaction with the criminal justice system occurs.

GOALS

To impart students with knowledge of:

- the different parts of the criminal justice system, their function, and evolution over time;
- the complexities of different types of crime and the government's administration, policies, and procedures;
- the difficulties in developing and testing theories and research hypotheses about crime, individual criminal justice system actors, and government responses to crime;
- how individuals, preferences, and procedures interact to produce judicial/legal outcomes, including non-policy; and
- criminal cases that appear in various media outlets, including learning to reflect critically on one's own closely held legal and political views.

To enhance students' abilities in:

- textual and situational analysis;
- critical reasoning; and
- oral and written communication.

OBJECTIVES To achieve the goals listed above by attending lectures, participating in classroom discussions, and the evaluation of student assignments including quizzes, exams, and completing a research paper.

OUTCOMES Students satisfactorily completing this course will have demonstrated substantive knowledge of the subject matter indicated above and they will have demonstrated an appropriate level of mastery of the skills of analysis, reasoning and communication. Outcomes will be measured quantitatively and qualitatively via the “grading scale” described below.

GENERAL NOTES This syllabus is the first place you should look if you have questions about your responsibilities or the structure of this course. If you do not find the information that you are looking for in this syllabus, please email me with any and all questions (snolan4@tulane.edu).

Information contained in the syllabus, especially regarding scheduling, is subject to change at my discretion during the semester. I will announce, in advance, any changes that are made via e-mail and/or announcements on the course website.

The best way to ensure that you are aware of any changes is to check your Tulane e-mail and course website regularly. Students are required to check their Tulane e-mail on a regular basis, as I may distribute important course information by e-mail and/or through the course website.

- **Your first [non-graded] assignment will be agreeing that you have read this syllabus in its entirety and understand its terms. If you do not complete the Syllabus Assignment as soon as you begin the course, then I cannot grade your subsequent coursework.**

ACCESS TO INSTRUCTOR I try to be available for students Monday – Friday, 9:00am-5:00pm, and I generally respond to e-mails from students within one (1) business day. If you do not receive a reply within three (3) business days, please send me an e-mail reminder. I sometimes respond to e-mails from students during evenings and weekends, but I do not always do so. Keep this in mind, and do not wait until the last minute if you have a question or need help.

PARENTS AND PEERS Due to privacy concerns, I do not take questions from, or take meetings with, any student’s parent(s). Please do not have parents, classmates, friends, etc. contact me on your behalf; the sole exception is if you have been injured, hospitalized, or are otherwise physically unable to contact me – I will ask them for documentation, such as a doctor’s note.

**STUDENTS
WITH
DISABILITIES**

If you have any kind of special circumstances, such as a disability, illness or handicap, or if you are involved with a university activity that requires you to miss class, let me know as soon as possible. This information is confidential. All students attending Tulane University with documented disabilities are eligible and encouraged to apply for services with the Office of Disability Services (ODS). Students needing accommodations must provide me with a Course Accommodation Form and if applicable, an Exam Request Form (“blue sheet”) in order to schedule an exam to be taken at ODS. Accommodations involving exams must be requested to me at least four days before a test or seven days before a final exam. Any student receiving an exam-related accommodation should plan to take the exam at ODS. Please alert me to your request as soon as possible because accommodations are not made retroactively. Please see me for information, or go to: <http://tulane.edu/studentaffairs/disability/>

**ACADEMIC
INTEGRITY**

Academic honesty is expected of all students at Tulane. Your responsibilities as a Tulane student include being familiar with the honor code and the plagiarism policy of the university. See further: <http://tulane.edu/college/code.cfm>

PLAGIARISM

Cases of cheating or plagiarism will be reported to the Honor Board, and may result in a failing grade for the class, academic probation, or expulsion. Ignorance is not a valid excuse. Academic dishonesty includes, but is not limited to, the following actions:

- presenting another’s work as if it were one’s own;
- failing to acknowledge or document a source even if the action is unintended (i.e. plagiarism) (this includes copying & pasting material from the internet);
- giving or receiving, or attempting to give or receive, unauthorized assistance or information in an assignment or examination;
- submitting the same assignment in two or more courses without prior permission of the respective instructors;
- having another person write a paper or sit for an examination (including using online paper-mills); and/or
- using tests or papers from students in prior semesters.

**CLASSROOM
ETIQUETTE**

Many discussions in this course will focus on how courts work and how they should work. I will at times ask students for their opinions on various controversial social, political, and legal topics. As in political systems, classrooms work best when people participate. You are encouraged to express your thoughts, but you are expected to do so in a thoughtful and respectful manner. The political opinions of your classmates are based on their unique experiences, personalities, and backgrounds. Be mindful of your words. Any student who is exceedingly disruptive or disrespectful towards the instructor, guests, and/or other students may be asked to leave the classroom or withdraw from the course altogether.

USE OF ELECTRONICS

I strongly suggest that you take notes by hand (using a pen, paper and/or notebook). Note-taking on portable electronics and/or laptops is not forbidden, but they tend to distract you and your classmates. People abusing electronics may lose those privileges at my discretion.

As a courtesy to me and your classmates, please silence all electronics and do not text, take, or make calls during class. If you absolutely must take a call, then quietly excuse yourself into the hall. Use good judgment.

The use of electronics of any kind during graded in-class assignments (quizzes, exams, etc.) is absolutely forbidden – is assumed to be cheating – and you will receive a grade of zero (0) for the assignment.

COURSE FORMAT

The goals of this course are: (1) that you complete and understand the course objectives listed above as they relate to the specific content of this course; and (2) that you proceed through your academic career learning and using skills that apply to the professional settings you will encounter after you graduate.

You will be treated as the young professional adults you are – this means that you are responsible for completing the assignments, following all instructions and rules laid out in class and this syllabus, and respecting deadlines for completing assignments. Unless otherwise noted, you are not to work with anyone else on any assignment, quiz, or exam; your work should be yours and yours alone.

Some assignments will be submitted via email or through the course website. It is your responsibility to ensure you have internet access, access to your Tulane/student email account, and access to the course website for the duration of the course. I recommend that you access the course webpage in an environment where internet service interruptions are at a minimum. “My internet was down” is never a valid reason for missing an assignment or deadline. The sole exception to this rule will be if natural events (like hurricanes) suspend access for all of us.

ASSIGNMENTS

For all written work you must turn in a printed copy and email me an electronic copy of your work. You must use one of the following file formats to ensure that I can review your work: Microsoft Word (.doc, .docx), Adobe Acrobat (.pdf), rich text (.rtf), Word Perfect (version 6.0 or newer, .wpd), Microsoft Works (Version 6.0 or newer, .wps), or plain text (.txt). **Microsoft Word and Adobe Acrobat are the preferred formats.** Similarly, please include the course number and name of the assignment you are turning in when e-mailing me - it will help keep things organized and ensure you get your credit/grade.

**ASSIGNMENTS
(CONTINUED)**

If you have technical issues with the course website, email, attachments, etc., then please let me know as soon as possible. Please note that the university Computer / Technology Help Desk is the first place you should go with technical questions since they are the experts.

- **For all written work, use one inch (1”) margins; Calibri, Arial, or Times New Roman 12-point font; double-spaced lines; numbered pages; and fully justified margins.**
- **Visit the Writing / Tutoring Center on campus for additional help.**

**GRADING
SCALE**

Your final grade is assigned as follows:

100-94=A; 93-90=A-; 89-87=B+; 86-84=B; 83-80=B-; 79-77=C+; 76-74=C; 73-70=C-; 69-67=D+; 66-64=D-; 63-60=D-; and 59-0=F

**GRADING
SYSTEM**

Your final grade in this course is computed as follows:

Attendance (5% of Final Grade) & Participation (15% of Final Grade)

You will sign a class roster that I pass around every class. You are given two (2) unexcused absences per semester. After that, your absences will count against you unless they are excused. Excused absences include but are not limited to personal emergencies and/or health-related illnesses with appropriate documentation. I do not excuse absences for extracurricular events without documentation from a faculty sponsor, coach, etc. Email me or come to office hours if you have a problem attending class.

Your participation grade depends on the frequency and quality of your participation in class discussion when you are on the “Hot Seat”. You will be assigned a set of days on the reading schedule below. Avoid missing your “Hot Seat” days because you get credit by showing up *and* participating. Read each assignment before class and be ready to discuss it in detail. Students on the “Hot Seat” will be called on to lead discussion.

Exams (45% of Final Grade; 3 Exams x 15% per Exam)

You will take three (3) exams over the course of the semester. Exams will focus on the material covered in the readings and in class – and any and all material covered in class or in the readings is fair game for exams. The exams will be taken online and contain a combination of true/false, multiple choice, and/or short answer/essay questions. There may be one or more bonus question(s) in each exam derived from material covered in class. Make-up exams will be given only for documented health or personal emergencies and they will be given at my discretion. The best thing to do is email me prior to the exam if and when you have a problem. Emails sent after the exam must include attached documentation that explains why you were not able to attend the exam/class (i.e. a doctor’s note). Exams missed without supporting documentation will receive a grade of zero (0).

**GRADING
SYSTEM
(CONTINUED)**

Creative Writing: Crime & Defense Story (15% of Final Grade)

You will write a creative short story six (6) pages in length that includes 10 crimes and 5 defenses. A detailed description of the paper is attached. This paper is due Friday, February 24, by 2:00pm on Canvas.

Research Paper on Mass Incarceration Policy (20% of Final Grade)

You will write a research paper ten (10) pages in length using the textbook, *The New Jim Crow*, about mass incarceration policies in the United States. A detailed description of the paper is attached. This paper is due Friday, May 5, by 2:00pm on Canvas.

FINAL EXAM

There is no comprehensive final exam in this course. There is no exam scheduled for the final examination period. Exams 1, 2, and 3 will be taken per the schedule below. Your research paper is due on Canvas during the final examination period per the schedule below.

TEXTBOOKS

There are two required textbooks available at the campus bookstore:

1. Cole, George, Christopher Smith, and Christina DeJong. 2014. **Criminal Justice in America. 7th Edition.** Wadsworth Publishing. ISBN-13: 9781285067667
2. Alexander, Michelle. 2012. **The New Jim Crow: Mass Incarceration in the Age of Colorblindness.** The New Press. ISBN-13: 9781595586438

Please be sure to get the correct edition. Any additional required reading materials will be distributed in class, via e-mail and/or the course website.

**SEXUAL
HARASSMENT**

Tulane University recognizes the inherent dignity of all individuals and promotes respect for all people. As “One Wave,” Tulane is committed to providing an environment free of all forms of discrimination based on race, ethnicity, creed, religion, gender, gender identity and sexual orientation, as well as all forms of sexual harassment, including sexual assault, domestic and dating violence, and stalking. If you (or someone you know) has experienced or experiences discrimination, domestic violence, sexual assault or sexual harassment, please visit onewave.tulane.edu or call:

- **Strictly Confidential**
Student Health Center | (504) 865-5255
Counseling & Psychological Services | (504) 314-2277
Sexual Aggression Peer Hotline and Education | (504) 654-9543
- **Mostly Confidential**
Coordinator of Violence Prevention | (504) 314-2161
Tulane University Police (TUPD) | (504) 865-5911
Office of Institutional Equity | (504) 862-8083

WEEK / DATES	LECTURE TOPIC	READ BEFORE CLASS
Wk. 1: 01-16-17	Martin Luther King, Jr. Holiday	
Wk. 1: 01-18-17	The Syllabus and Course Introduction	Lecture + In Class Discussion
Wk. 1: 01-20-17	Criminal Courts as Institutions	Lecture + In Class Discussion
Wk. 2: 01-23-17	The Criminal Justice System – Basics	CSD: Chapter 1: 01-15
Wk. 2: 01-25-17	The Criminal Justice System – Basics	CSD: Chapter 1: 15-33
Wk. 2: 01-27-17	Mock Trial (with Student Volunteers)	Lecture + In Class Discussion
Wk. 3: 01-30-17	Broad Types of Criminal Activity	CSD: Chapter 2: 39-45
Wk. 3: 02-01-17	Defining 25 Common Crimes	Lecture + In Class Discussion
Wk. 3: 02-03-17	Quantifying Data on Crime & Victims	CSD: Chapter 2: 45-59
Wk. 4: 02-06-17	Sources of Substantive Criminal Law	CSD: Chapter 3: 73-88
Wk. 4: 02-08-17	Due Process and the 14 th Amendment	CSD: Chapter 3: 88-95
Wk. 4: 02-10-17	The 4 th , 5 th , 6 th , and 8 th Amendments	CSD: Chapter 3: 95-105
Wk. 3: 02-10-17	Exam 1 (Chapter 1, 2, and 3)	(On Canvas 2-10-17 to 2-12-17)
Wk. 5: 02-13-17	The Evolution of Police: 1776-Today	CSD: Chapter 4: 107-116
Wk. 5: 02-15-17	Law Enforcement Agency Hierarchies	CSD: Chapter 4: 116-126
Wk. 5: 02-17-17	Police Officer + Dept. Subculture	CSD: Chapter 4: 126-135
Wk. 6: 02-20-17	Abuses of Power and Accountability	CSD: Chapter 5: 141-150
Wk. 6: 02-22-17	Police Brutality and Social Responses	CSD: Chapter 5: 150-158
Wk. 6: 02-24-17	Patrols, Investigations, + Specialization	CSD: Chapter 5: 158-170
Wk. 6: 02-24-17	Crime & Defense Story Due	(On Canvas by 2:00pm)
Wk. 7: 02-27-17	Mardi Gras Holiday	No Reading
Wk. 7: 03-01-17	Mardi Gras Holiday	No Reading
Wk. 7: 03-03-17	Black Lives Matter and the Media	Lecture + In Class Discussion
Wk. 8: 03-06-17	Searches and Seizures by Police	CSD: Chapter 6: 179-186
Wk. 8: 03-08-17	Warrantless Searches by Police	CSD: Chapter 6: 186-193
Wk. 8: 03-10-17	<i>Miranda</i> Rights and Exclusionary Rule	CSD: Chapter 6: 193-201
Wk. 6: 03-10-17	Exam 2 (Chapter 4, 5, and 6)	(On Canvas 3-10-17 to 3-12-17)
Wk. 9: 03-13-17	Criminal Court Structure and Judges	CSD: Chapter 7: 209-221
Wk. 9: 03-15-17	The Role of the Prosecutor	CSD: Chapter 7: 221-229
Wk. 9: 03-17-17	The Role of the Defense Attorney	CSD: Chapter 7: 229-239
Wk. 10: 03-20-17	Arrests, Bail, and Pretrial Procedures	CSD: Chapter 8: 243-255
Wk. 10: 03-22-17	Plea Bargaining to Avoid Trial	CSD: Chapter 8: 255-259
Wk. 10: 03-24-17	Criminal Trials and Appeals	CSD: Chapter 8: 259-270

Wk. 11: 03-27-17	Spring Break	No Reading
Wk. 11: 03-29-17	Spring Break	No Reading
Wk. 11: 03-31-17	Spring Break	No Reading
Wk. 12: 04-03-17	The Goals of Punishment + Examples	CSD: Chapter 9: 275-282
Wk. 12: 04-05-17	Forms of Criminal Punishment	CSD: Chapter 9: 282-296
Wk. 12: 04-07-17	The Death Penalty as Punishment	CSD: Chapter 9: 287-296
Wk. 13: 04-10-17	Incarceration and Prison Society	CSD: Chapter 11: 343-358
Wk. 13: 04-12-17	Subcultures in the Convict World	CSD: Chapter 11: 358-375
Wk. 13: 04-12-17	Exam 3 (Chapter 7, 8, 9, and 11)	(On Canvas 4-12-17 to 4-16-17)
Wk. 13: 04-14-17	Holiday Break	No Reading
Wk. 14: 04-17-17	Holiday Break	No Reading
Wk. 14: 04-19-17	Slavery, Jim Crow, & Caste Systems	TNJC: Chapter 1: 20-59
Wk. 14: 04-21-17	Mass Incarceration Policy Case Studies	TNJC: Chapter 2: 59-97
Wk. 15: 04-24-17	Prosecutorial Discretion and Trials	TNJC: Chapter 3: 97-140
Wk. 15: 04-26-17	Prison Inmate Policy Case Studies	TNJC: Chapter 4: 140-178
Wk. 15: 04-28-17	The New Jim Crow in America	TNJC: Chapter 5: 178-221
Wk. 16: 05-01-17	Civil Rights, Activism, and the Future	TNJC: Chapter 6: 221-262
Wk. 16: 05-03-17	Writing Period (No Class)	No Reading... Write!
Wk. 16: 05-05-17	Research Paper Due	(On Canvas by 2:00pm)

**HOT SEAT
ASSIGNMENTS**

Hot Seat Team “Freedom”

- Days: 1/30, 2/3, 2/6, 2/13, 2/20, 3/6, 3/13, 3/20, 4/3, 4/19, 4/26

Hot Seat Team “Equality”

- Days: 1/30, 2/3, 2/8, 2/15, 2/22, 3/8, 3/15, 3/22, 4/5, 4/21, 4/28

Hot Seat Team “Justice”

- Days: 1/30, 2/3, 2/10, 2/17, 2/24, 3/10, 3/17, 3/24, 4/7, 4/24, 5/1



POLA 3210: CRIMINAL JUSTICE

SPRING 2017 – CREATIVE WRITING / CRIME AND DEFENSE STORY

Due: February 24, 2017, at 2:00pm, online via Canvas

CREATIVE WRITING ASSIGNMENT

You will write a paper six (6) pages in length. Please review the syllabus section titled “ASSIGNMENTS” for formatting and style.

This is a creative writing assignment. You will tell a story presenting a series of events that include elements of crimes and defenses we have discussed in class. You will need at least three characters but may have as many as you want for your series of events. A sample is posted on Canvas.

Your paper should include, at least, the following ten crimes:

- Assault (Simple or Aggravated)
- Battery (Simple or Aggravated)
- Kidnapping (or “Abduction” or “False Imprisonment”)
- First-Degree Murder
- Voluntary Manslaughter
- Involuntary Manslaughter
- Larceny
- Robbery
- Someone Driving Under the Influence
- Someone Aiding and Abetting...

Your paper should include, at least, the following five defenses:

- Self Defense
- Defense of Others
- Duress
- Infancy
- Intoxication

Bonus points may be awarded for creativity, cleverness, and/or humor.

The paper is due Friday, February 24, 2017, at 2:00pm, and is worth 15% of your final grade. No late papers will be accepted. Please email me (snolan4@tulane.edu) or see me before class with any questions.



POLA 3210: CRIMINAL JUSTICE

SPRING 2017 – RESEARCH PAPER ON MASS INCARCERATION POLICY

Due: May 1, 2017, at 2:00pm, online via Canvas

RESEARCH PAPER

You will write a paper ten (10) pages in length. Please review the syllabus section titled “ASSIGNMENTS” for formatting and style.

You will choose some subset of the U.S. population and address their modern experience with mass incarceration in the United States.

For example, you might look at how undocumented immigrants, military veterans, pregnant women, the elderly, or LGBT individuals are treated in prison. You might also consider racial, gender, religious, or ethnic groups. This is your paper; write about what you care about and know well.

You will email me your topic for approval no later than April 1, 2017.

Your paper should include, at least, the following:

- Philosophical, legal, and political arguments found in your course textbook, *The New Jim Crow*.
- Incarceration rates and statistics on your incarcerated population from reputable academic and/or government sources.
- What non-profits, non-governmental organizations, and/or advocates are working to address issues regarding your incarcerated population?
- What are major political parties, state legislatures, governors and/or the President saying and/or doing to address issues regarding your incarcerated population?
- Summaries of at least two news articles from reputable sources that address your incarcerated population.

The paper is due Friday, May 8, 2017, at 2:00pm, and is worth 20% of your final grade. No late papers will be accepted. If you are confused about a source, whether you should use it, and/or how to cite it, then please email me (snolan4@tulane.edu) or see me before class.