

GRAND VALLEY STATE UNIVERSITY
JUSTICE AND SOCIETY - CJ 101 (01), 3 credits
Winter 2016

Professor: Geoff Collard
Office: None
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Days Class Meets: Tuesday & Thursday
Time Class Meets: 11:30-12:45
Location of Class: Lake Ontario Rm. 164
Office Hours: By Appointment Only

I. COURSE DESCRIPTION: This introduction to the study of crime and justice includes theories and methodologies from a variety of social science disciplines. The course also provides an introduction to the study of social control and to the origins of crime at individual, structural, and cultural levels. Fulfills Social Sciences Foundation. Offered fall and winter semesters.

II. PREREQUISITES and/or CO-REQUISITES: none.

III. INTRODUCTORY PROSE: As a General Education course, this section may be assessed and evaluated according to the approved General Education Course Assessment Plan (see attachment for details).

IV. OBJECTIVES: Upon completion of this course, the student will:

1. *Recognize* the ideological, political and philosophical assumptions that support the criminal justice system (*knowledge*).
2. *Understand* the components of the criminal justice system and their interrelationship to the prevention, detection, and control of crime (*comprehension*).
3. *Identify* and *understand* criminal law, procedures, systems, theories and agents across various historical, social, and political contexts (*comprehension*).
4. *Evidence* written skills as outlined in course requirements (*application*).

V. BLOOM'S TAXONOMY LEVEL AND DOMINANT CURRICULUM "THREADS": While the current course will draw from across "Bloom's Taxonomy" of learning, it will nevertheless dominantly draw from the levels of "Knowledge" and "Comprehension." In addition, a dominant curriculum "thread" to be assessed throughout this course will be student writing.

Week and Date	Discussion Topic	Chapter Assignment
Week 1 January 12, 2016	Introduction and Overview	Read Chapter 1
Week 1 January 14, 2016	Review Chapter 1	Complete Chapter 1
Week 2 January 19, 2016	Complete Chapter 1	Read Chapter 2
Week 2 January 21, 2016	Review Chapter 2	Complete Chapter 2
Week 3 January 26, 2016	Complete Chapter 2	Read Chapter 3
Week 3 January 28, 2016	Review Chapter 3	Complete Chapter 3
Week 4 February 2, 2016	Complete Chapter 3	Review
Week 4 February 4, 2016	Review for Exam	Study for Exam 1
Week 5 February 9, 2016	Exam 1	Read Chapter 5
Week 5 February 11, 2016	Review Chapter 5	Complete Chapter 5
Week 6 February 16, 2016	Complete Chapter 5	Read Chapter 6
Week 6 February 18, 2016	Review Chapter 6	Complete Chapter 6
Week 7 February 23, 2016	Complete Chapter 6	Review Chapter 5 & 6
Week 7 February 25, 2016	Review & Exam 2	Work on Writing Assignment
Week 8 March 1, 2016	Frontline: Locked Up in America	Work on Writing Assignment
Week 8 March 3, 2016	Writing Assignment Due & Detroit Gang Video	
Week 9 March 8, 2016	Spring Break	
Week 9 March 10, 2016	Spring Break	Read Chapter 7
Week 10 March 15, 2016	Review Chapter 7	Complete Chapter 7
Week 10 March 17, 2016	Complete Chapter 7	Read Chapter 8
Week 11 March, 22, 2016	Review Chapter 8	Complete Chapter 8
Week 11 March 24, 2016	Complete Chapter 8/Hand Out Exam 3	Read Chapter 9
Week 12 March 29, 2016	Exam 3 Due/Review Chapter 9	Complete Chapter 9
Week 12 March 31, 2016	Complete Chapter 9	Read Chapter 10
Week 13 April 5, 2016	Review Chapter 10	Complete Chapter 10
Week 13 April 7, 2016	Complete Chapter 10	
Week 14 April 12, 2016	Frontline Solitary Confinement Video	Read Chapter 11
Week 14 April 14, 2016	Review Chapter 11	Complete Chapter 11
Week 15 April 19, 2016	Complete Chapter 11	Review course (all chapters/lectures)
Week 15 April 21, 2016	Review For Final Exam	Prepare for Final Exam
Wednesday April 27, 2016	Final Exam @ 10-11:50 pm	

VI. Topics:

- **The Last Day a Student may Withdraw from a class with a Grade of “W” is 3/11/2015**
- **Instructor reserves the right to alter or make changes to syllabus as appropriate to achieve learning objects.**

VIII. METHODS OF EVALUATION:

In-Class Writing Assignments:

- There will be ten (10) random in-class writing assignments throughout the course of the semester. In order to be successful, you must read the assigned readings for that day. These in-class writing assignments cannot be made up therefore attendance is mandatory to receive credit. These assignments will be worth 10 points each and will account for 100 points towards your final grade.

Exams:

- There will be four (4) exams. All exams will be developed from the readings, lectures, assignments, discussions, exercises, films, guest speakers and other class work. The exams will include vocabulary, short answer, multiple choice and essay questions. If you attend class, take good notes and complete the readings you should be able to complete the exams without much difficulty. Each exam is worth 75 points for a total of 300 points towards your final grade.

Writing Assignment:

- There will be one (1) writing assignment assigned during the course of the semester. The assignment will be reviewed in detail a few weeks into the course. Students will be given enough time to successfully complete the writing assignment. The writing assignment will be worth 100 points toward your final grade

*** all course requirements must be completed to earn a successful grade for the course.**

Points/Grading Scale:

- In-Class Assignments Total Points 100
- Exams Total Points 300
- Writing Assignment Total Points 100

Total Points 500

A	94-100%
A-	90-93%
B+	88-89%
B	84-87%
B-	80-83%
C+	78-79%
C	74-77%
C-	70-73%
D+	68-69%
D	60-67%
F	<60%

VIII. TEXT(S)

Required Text(s):

Bailey et al (2013). *Justice & Society: An Introduction, 2nd edition*. Grand Rapids, MI: Grand Valley State University.

- **The instructor may assign additional readings during the course of the semester. These readings may be available on-line, distributed in class, or put on e-reserve.**

X. ACADEMIC INTEGRITY: Assumed by GVSU and this professor, is that each student possesses an exceptional level of academic integrity. Section 223.00 & 223.01 of the *Student Code* are reproduced below for your reference.

SECTION 223.00 INTEGRITY OF SCHOLARSHIP AND GRADES: Truth and Honesty. The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The University expects that both faculty and students will honor these principles, and in so doing protect the validity of University grades. This means that all academic work will be done by the student to whom it is assigned without unauthorized aid of any kind. Instructors, for their part, will exercise care in the planning and supervision of academic work, so that honest effort will be positively encouraged. Compliance shall include compliance with the following specific rules:

- a) No student shall knowingly, without authorization, procure, provide or accept any materials which contain questions or answers to any examination or assignment.
- b) No student shall, without authorization, complete, in part or in total, any examination or assignment for another person.
- c) No student shall, without authorization, allow any examination or assignment to be completed, in part or in total, by another person.
- d) No student shall knowingly plagiarize or copy the work of another person and submit it as his/her own.
- e) No student shall submit work that has been previously graded, or is being submitted concurrently to more than one course, without authorization from the instructor(s) of the class(es) to which the student wishes to submit it .

SECTION 223.01 PLAGIARISM: Any ideas or material taken from another source for either written or oral presentation must be fully acknowledged. Offering the work of someone else as one's own is plagiarism. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches or the writings of others students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgment also is considered plagiarism. Any student who fails to give credit in written or oral work for the ideas or materials that have been taken from another is guilty of plagiarism.

DISABILITY-RELATED ACCOMMODATIONS: If you have a need for disability-related accommodations, please inform me and the Office of Disability Support Services at 200 STU (331-2490). Reasonable and effective accommodations and services will be provided to students if the requests are made in a timely manner, with appropriate documentation in accordance with federal, state, and university guidelines

This Course is part of GVSU's General Education Program

The goal of the program is to prepare you for intelligent participation in public dialogues that consider the issues of humane living and responsible action in local, national and global communities.

The program is designed to increase your knowledge and skills in the following areas:

Knowledge Goals:

- 1) The major area of human investigation and accomplishment – the arts, the humanities, the mathematical s sciences, the natural sciences, the social sciences and writing
- 2) An understanding of one's own culture and the cultures of others.

Skill Goals:

- 1) To engage in articulate expression through effective writing.

- 2) To engage in articulate expression through effective speaking.
- 3) To think critically and creatively.
- 4) To locate, evaluate and use information effectively.
- 5) To integrate different areas of knowledge and view ideas from multiple perspectives.

Ensuring that undergraduate students receive a broad general education has been a primary goal of colleges and universities since their inception. In this era of increasing specialization and growing demand for professional expertise, it is vital that we continue to emphasize the value of general learning.

GVSU maintains that a complete education involves more than preparation for a particular career. A career occurs in the context of a life, and a sound general education helps one “make a life” as well as “make a living.” The university is committed to assuring that all undergraduate students, regardless of academic major, receive a broad education rooted in the arts and sciences.

Teaching in the liberal tradition is at the heart of Grand Valley’s identity, and this focus is critical in our General Education Program. Liberal education transcends the acquisition of information; it goes beyond the factual to ask important evaluative and philosophical questions. Liberal learning holds the fundamental principles and suppositions of a body of knowledge up to inquiry, question, and discussion. It helps a person recognize the assumptions under which he or she operates and encourages the examination and questioning of those assumptions. Liberal learning begins in the General Education Program and continues through the more specialized studies comprising each student’s major and minor areas of study.

Grand Valley State University educates students to shape their lives, their professions, and their societies

Bloom's Taxonomy of the Cognitive Domain*
(In other words, a level-by-level approach to understanding how you think!)

Benjamin Bloom created this taxonomy (organization of categories) to understand the level of abstract thinking required in various educational settings. *During the course of the semester, course content, exercises, assignments and tests will move through these levels from knowledge to analysis.* In other words, this class is structured to develop and test your critical thinking skills about the material. (Note that the taxonomy works from the bottom up. That is, the higher you go on the chart, the more developed the level of critical thinking.)

What does this mean for you as a student in this course? (1) *It is very important that you gain the foundational knowledge for the course. Each unit will build on old knowledge and introduce new knowledge. If you don't understand a core concept, see me! Don't get lost or left behind because you were afraid to ask. There are no stupid questions in this class!* (2) *Participate in the class exercises and assignments.* I developed these to help you use your knowledge and develop your thinking skills through case scenarios, problems, and focused activities. *This isn't just busy work!* Believe it or not, there's a method to the madness! (3) *Review the test study guides to see what level of thinking I will expect on each topic.* If I ask you to identify something, I will be asking you to tell me what you know. If I ask you to define something, I will be asking you to show me what you comprehend (understand). If I ask you to compare and contrast two ideas, I am asking you to analyze the material in terms of similarities and/or differences. If I am asking you to integrate or assess, I am asking you to synthesis and evaluate. *As you will see, test questions often are similar to in-class activities or assignments, another good reason to make sure that you participate and ask if you have questions!*

Bloom's Taxonomy

6. EVALUATION	Students can use previously learned standards/criteria to determine the worth or merit of a complex product.	Compare and discriminate between ideas; Assess value of Theories; Presentations; Make choices based on reasoned argument; Verify value of evidence; Recognize subjectivity.	Assesses; Decide; Rank; Grade; Test; Measure; Recommend; Convince; Select; Judge; Explain; Discriminate; Support; Conclude; Compare; Summarize.
5. SYNTHESIS	Students can create an original and complex product out of a set of simpler components.	Use old ideas to create new ones; Generalize from given facts; Relate knowledge from several areas; Predict; Draw conclusions.	Combine; Integrate; Modify; Rearrange; Substitute; Plan; Create; Build; Solve; Perform; Establish; Predict; Produce; Modify; Plan; Formulate; Design; Invent; Compose; Formulate; Prepare; Generalize; Rewrite.
4. ANALYSIS	Students can take a complex set of material and break it down into its component parts and/or explain why a complex set of relationships is organized as it is or what caused it to be or predict from the present to the future.	Seeing patterns; Organization of parts; Recognition of hidden meanings; Identification of components.	Analyze; Breakdown; Separate; Order; Explain; Connect; Classify; Arrange; Divide; Compare and contrast; Select; Explain; Infer; Show how; Draw a diagram; Deduce.
3. APPLICATION	Students can apply previously learned material such as concepts; Rules or generalizations to newly taught material.	Use information; Use methods; Concepts; Theories in new situations; Solve problems using required skills or knowledge.	Apply; Classify; Find; Choose; Compute; Sort; Generalize; Organize; Demonstrate; Calculate; Complete; Illustrate; Show; Solve; Examine; Modify; Relate; Change; Classify; Experiment; Discover.
2. COMPREHENSION	Students can express previously learned material in their own way.	Understanding information; Grasp meaning; Translate knowledge into new context; Interpret facts; Compare; Contrast; Order; Group; Infer causes; Predict consequences.	Summarize, Define; Put in your own words; Describe; Interpret; Contrast; Predict; Associate; Distinguish; Estimate; Differentiate; Discuss; Extend; Summarize; Translate; Illustrate; Restate; Demonstrate.
1. KNOWLEDGE	Students can recall; Reproduce or recognize previously learned information as it was taught to them.	Observation and recall of information; Knowledge of dates; Events; Places; Knowledge of major ideas; Mastery of subject matter.	List; Define; Tell; Describe; Identify; Show; Label; Collect; Examine; Tabulate; Quote; Underline; Place in order; Reproduce; Recognize; Recall; Name; Who; When; Where; etc.
LEVEL	DESCRIPTION	GOAL	SUGGESTED ACTION VERBS/QUESTION CUES

Adapted from Bloom, Benjamin S. 1984. *Taxonomy of educational objectives*. Boston, MA: Allyn and Bacon, Pearson Education