

LDST 210: JUSTICE AND CIVIL SOCIETY SPRING 2024

Instructor Information

Instructor : Ekrem Mus, Ph.D.
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Office Location : Jepson Hall Leadership & Ethics Suite, 119B, Jepson Hall
Office Hours : Tuesday, 10.00-11.30 by appointment
Course Location & Time: Jepson 107, Tuesdays & Thursdays (1.30 - 2.45)

Course Description

This course provides a general introduction to the justice system, including the historical development in the United States, featuring the fundamentals of the system and legal foundations, as well as the contemporary system of processing cases. We will devote attention to examining the structure and function of police organizations, some of the methods and challenges of police officers, and constitutional considerations for policing. As we move into the function of the courts, we will discuss the structure and function of the courts, identify members of the courtroom workgroup and their responsibilities, and end the section with sentences and punishments available to the court. We will examine different theoretical models for describing criminal behavior and why people commit crime. Following that, we will cover corrections, including distinctions between jails and prisons, the world behind bars, and community corrections. Finally, we will take on specialty topics, such as white-collar crime, terrorism, and cybercrimes.

The overall objectives are (a) to provide students with a framework for thinking about the “justice” part of criminal justice; (b) to use crime and punishment as a stepping off point for learning about social and political theory; (c) to gain experience producing analytical thinking.

Course Instructional Methods

The course will be taught using multiple instructional methods. These methods will include lecture, group discussion, and oral presentations with an associated critical discussion. Typically, course topics will be introduced in a lecture format, incorporating interpretive discussions. Literature discussions will utilize small group discussions, followed by classroom presentation and discussion.

Community Engagement

An important component of the course involves becoming acquainted with institutions and community groups directly involved in criminal justice.

- **Police Ride-Along** - Each student will have a chance to participate scheduled police ride-along with City of Richmond Police. Regarding ride-along, each student should fill out a form to set up when they want to ride as well as what precinct and what shift as well as background check forms in the second class (01/18/2024, processing can sometimes take up to 3-4 weeks to be processed and cleared).
- **Simulation Shooting** - UR Police have shooting simulation range based on different scenarios. Each student will participate it. We will speak details during the class. We need to work out the timing of when these would happen (as it may be necessary to break the group in two and/or we may need to offer two options to accommodate student schedules).
- **Henrico Juvenile Detention Home** - This facility houses youth for short terms (7-10 days typically) as they are awaiting trial, though they also work continue to work after releasement - with tracking bracelets - to live at home until their trial. Students could assist with mentoring (e.g. talking with their youth about college, using social media appropriately, etc.), potentially some tutoring related to their schoolwork, could play games and do other recreational activities (they do have an outdoor yard that could be used when weather gets warmer), etc. They have academic programming during the week which our students could assist with, but they were also open to possibly having our students come on the weekend (likely for more recreational time) if that worked with students' schedules. Students could possibly travel with their staff when they are doing home check-ins with those wearing tracking bracelets.
- Each student is expected to join 15 hours of voluntarily participation of the process in which they feel comfortable. Their staff would do an orientation for students when they arrive to serve at the facility, and they would have staff on-site while students were there working with their youth.

Teaching Philosophy

My teaching philosophy revolves around fostering a deep understanding of justice and civil society, encouraging critical thinking, and inspiring a commitment to positive social change. Students are encouraged to critically examine the complexities of justice and civil society. Through in-depth discussions, case studies, and community engagement, and research projects, I aim to challenge students to question assumptions, analyze power structures, and consider the intersectionality of justice issues. This critical examination is essential for cultivating a sophisticated and informed perspective on the challenges and opportunities within civil society.

The undergraduate-level classroom serves as a space for translating theoretical knowledge into practical applications. Justice is not a static concept; it evolves in response to societal

changes and cultural dynamics. I will incorporate global and comparative perspectives to broaden students' understanding of justice beyond their local context. Exposure to diverse narratives and experiences enables students to appreciate the complexities of justice on a global scale and fosters a sense of global citizenship.

Course Requires Text and Materials

All the reading materials will be provided by instructor and will be posted to the course website.

Summary of Assignments

Assignment	Relative Value	Due Date
1. Reflection Paper (Ride along, 2 pages)	10 points	TBD
2. Reflection Paper (Simulation, 2 pages)	10 points	TBD
3. Reflection Paper (Juvenile Detention, 3 pages)	20 points	TBD
4. Final Exam	30 points	Week 13
5. Presentation	35 points	Week 14
	105 points	

Grading Scale and Procedures: This class will be graded using the +/- system with the following cutoff for final grades in the course:

A	94 - 100	C +	77 - 79
A -	90 - 93	C	73 - 76
B +	87 - 89	C -	70 - 72
B	83 - 86	D	60 - 69
B -	80 - 82	F	0 - 60

COURSE OUTLINE

Class	Lecture Topic	Required Readings
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Week 1	Introduction to Justice and Civil Society What is Criminal Justice? The Crime Picture	Schmalleger, Intro to Criminal Justice, Chapter 1-2
Week 2	Criminal Law Policing: Purpose and Organization	Schmalleger, Intro to Criminal Justice, Chapter 3-4
Week 3	Policing: Legal Aspects Policing: Issues and Challenges	Schmalleger, Intro to Criminal Justice, Chapter 5-6
Week 4	The Courts The Criminal Trial Sentencing	Schmalleger, Intro to Criminal Justice, Chapter 7-9
Week 5	Corrections Probation, Parole Prisons & jails Prison Life	Schmalleger, Intro to Criminal Justice, Chapter 10-12
Week 6	Criminology theories Why people commit crimes Biological theories Classical theories Criminal Careers	https://criminal-justice.iresearchnet.com/criminology-theories/biological-theories-of-crime/ https://criminal-justice.iresearchnet.com/criminology-theories/classical-criminology/ https://criminal-justice.iresearchnet.com/criminology-theories/criminal-careers/
Week 7	Deterrence and Rational Choice theory Life course criminology	https://criminal-justice.iresearchnet.com/criminology-theories/rational-choice-theory/ https://criminal-justice.iresearchnet.com/criminology-theories/life-course-criminology/

Week 8	<p>Social control theory Why people do not commit crimes</p> <p>Social learning theory How people learn to commit crimes</p>	<p>https://criminal-justice.iresearchnet.com/criminology-theories/social-control-theory/</p> <p>https://criminal-justice.iresearchnet.com/criminology-theories/social-learning-theory/</p>
Week 9	<p>Enemy of state Terrorism definition Outsmarting terrorists Right-Wing Terrorist Organizations</p>	<p>Handout and articles</p>
Week 10	<p>Enemy of state Terrorism Left-Wing Terrorist organizations</p>	<p>Handout and articles</p>
Week 11	<p>Understanding and explaining White-Collar Crime Crime in The Educational System</p>	<p>Payne, B. K. White-Collar Crime, Chapter 1,2, 6 Handout and articles</p>
Week 12	<p>Crime in The Economic System Crime in the Cyber System</p>	<p>Payne, B. K. White-Collar Crime, Chapter 7,8 Handout and articles</p>
Week 13	<p>Explaining White-Collar Crime Policing White-Collar Crime</p> <p>Judicial Proceedings and White-Collar Crime</p> <p>Final Exam</p>	<p>Payne, B. K. White-Collar Crime, Chapter 12, 13, 14 Handout and articles</p>
Week 14	<p>Student Presentations</p>	

Expectations regarding in-person attendance during the pandemic. We are facing a challenging situation in which all of us are called on to make a good faith effort to be flexible and to make decisions in the best interest of the community, including staying home when sick. Students who are sick should not attend class, will not be required to provide formal documentation from a health care provider, and will not be penalized for absences.

However, students must:

- Notify instructors in advance of the absence if possible. Contact the Student Health Center if sick.
- Keep up with classwork and attend online class sessions if able to do so.
- Submit assignments digitally on time whenever possible.
- Work with instructors to try to reschedule any missed assignments.
- Stay in close communication with instructors.

This attendance policy puts everyone on their honor. It requires that faculty trust the word of their students when they say they are ill, and it requires that students report the reason for their absence truthfully. Falsely reporting a reason for an absence is an honor code violation.

Integrity with class recordings. Students shall not:

- Disclose, share, trade, or sell class recordings with/to any other person, organization, business, or institution;
- Post/store these recordings in a location accessible by anyone other than the student, including but not limited to social media accounts.

Students must also comply with any instructions or directions from their faculty regarding the use of such recordings. Students are required to destroy any recordings that were made when they are no longer needed for the student's academic work. Failure to abide by this policy will be a violation of the Standards of Student Conduct; such issues will be sent to the appropriate University Conduct Officer.

Awarding of credit. To be successful in this course, a student should expect to devote 10-14 hours each week, including class time and time spent on course-related activities.
registrar.richmond.edu/services/policies/academic-credit.html

Honor system. The Jepson School supports the provisions of the Honor System. The shortened version of the honor pledge is: "I pledge that I have neither received nor given unauthorized assistance during the completion of this work."
<https://studentdevelopment.richmond.edu/student-handbook/honor/pdfs/statutes.pdf>

Religious observance. Students should notify their instructors within the first two weeks of classes if they will need accommodations for religious observance.
registrar.richmond.edu/planning/religiousobs.html

If you experience difficulties in this course, do not hesitate to consult with me. There are also other resources that can support you in your efforts to meet course requirements.

Academic skills center. Assists students in assessing their academic strengths and weaknesses; honing their academic skills through teaching effective test preparation, critical reading and thinking, information conceptualization, concentration, and related techniques; working on specific subject areas (e.g., calculus, chemistry, accounting, etc.); and encouraging campus and community involvement. Tutors will be available virtually.

The on-call peer-tutors available for these appointments are listed in the Box file: On-Call Online Tutors. Email Roger Mancastroppa (rmancast@richmond.edu) and Hope Walton (hwalton@richmond.edu) for appointments in academic and life skills to request a Zoom conference. asc.richmond.edu.

Boatwright library research librarians. Research librarians help students with all steps of their research, from identifying or narrowing a topic, to locating, accessing, evaluating, and

citing information resources. Librarians support students in their classes across the curriculum and provide library instruction, tutorials, research guides, and individual help.

All research support will be provided online or by appointment and students can contact a librarian for help via email (library@richmond.edu), text (804-277-9ASK), chat, or Zoom (by appointment). library.richmond.edu/help/ask/ or 289-8876.

Career services. Can assist you in exploring your interests and abilities, choosing a major or course of study, connecting with internships and jobs, and investigating graduate and professional school options. We encourage you to schedule an appointment with a career advisor early in your time at UR. careerservices.richmond.edu or 289-8547.

Counseling and psychological services. Assists currently enrolled, full-time, degree-seeking students in improving their mental health and well-being, and in handling challenges that may impede their growth and development. Services include brief consultations, short-term counseling and psychotherapy, skills-building classes, crisis intervention, psychiatric consultation, and related services. caps.richmond.edu or 289-819.

Disability services. The Office of Disability Services works to ensure that qualified students with a disability (whether incoming or current) are provided with reasonable accommodations that enable students to participate fully in activities, programs, services and benefits provided to all students. Please let your professors know as soon as possible if you have an accommodation that requires academic coordination and planning. disability.richmond.edu.

Disability accommodations. Students with a Disability Accommodation Notice should contact their instructors as early in the semester as possible to discuss arrangements for completing course assignments and exams. disability.richmond.edu/