

## **LDST 210: JUSTICE AND CIVIL SOCIETY FALL 2025**

### **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 pm)

### **Course Description**

This course offers a comprehensive introduction to the justice system, tracing its historical evolution within the United States while critically engaging with both the foundational legal principles and the current mechanisms for case processing. The curriculum is designed to scrutinize the structural and functional aspects of police organizations, delving into the operational methodologies, the inherent challenges faced by law enforcement officers, and the constitutional parameters governing policing practices.

As the course progresses to the judicial system, we will conduct an in-depth analysis of the structure and function of courts, identifying key members of the courtroom workgroup and delineating their respective roles and responsibilities. This section culminates in an exploration of sentencing and the various punitive measures available to the judiciary. A critical examination of theoretical models of criminal behavior will also be undertaken, probing the underlying reasons for criminal conduct.

The course further extends to a rigorous examination of the corrections system, distinguishing between the operational dynamics of jails and prisons, exploring the sociopolitical realities of life behind bars, and evaluating the role of community corrections. Specialty topics, such as white-collar crime, terrorism, and cybercrimes, will be addressed to provide a nuanced understanding of the broader spectrum of criminal activity.

The overarching objectives of this course are threefold: (a) to furnish students with a robust analytical framework for understanding the concept of "justice" within the realm of criminal justice; (b) to leverage discussions on crime and punishment as a gateway to deeper engagement with social and political theory; and (c) to cultivate advanced analytical skills in assessing justice-related issues. This course is designed to not only impart knowledge but also to rigorously challenge students to engage critically with the complexities of the justice system.

### **Course Instructional Methods**

The course will be taught using multiple instructional methods. These methods will include lectures, group discussions, kahoots, 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 presentations and discussions.

## **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 release - 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 the 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 voluntary 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 is grounded in the rigorous exploration of justice and civil society, with a particular focus on cultivating critical thinking and instilling a deep commitment to social transformation. Central to this approach is the insistence that students engage in a nuanced critique of the multifaceted nature of justice and civil society. Through intensive discourse, meticulous case studies, meaningful community involvement, and comprehensive research projects, I challenge students to interrogate prevailing assumptions, deconstruct power dynamics, and critically engage with the intersectionality of justice issues. This rigorous analytical process is indispensable for developing a sophisticated and well-informed understanding of the complexities and prospects inherent in civil society.

The undergraduate classroom is envisioned as a dynamic arena where theoretical constructs are rigorously tested against practical realities. Justice, as a concept, is not static but rather evolves in tandem with societal transformations and cultural shifts. To this end, I am committed to integrating

global and comparative perspectives that expand students' understanding of justice beyond their immediate environments. By engaging with diverse narratives and experiences, students gain a more intricate appreciation of justice on a global scale, ultimately fostering a sense of global citizenship and a profound awareness of the interconnectedness of social justice issues.

**Course Requires Text and Materials**

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

**Summary of Assignments (Detailed information on each assignment will be provided later)**

<b>Assignment</b>	<b>Points</b>	<b>Due Date</b>
1. Reflection Paper (Ride along)	10 points	TBD
2. Reflection Paper (Simulation)	10 points	TBD
3. Reflection Paper (Juvenile Detention)	10 points	TBD
4. Class Participation and discussion	15 points	
5. Kahoot Plays	10 points	
6. Final Exam	25 points	Week 13
7. Class Presentation	20 points	Week 14
<b>Total</b>	<b>100 points</b>	

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

<b>A+</b>	97 -100	<b>C +</b>	77 - 79
<b>A</b>	94 - 96	<b>C</b>	73 - 76
<b>A -</b>	90-93	<b>C -</b>	70 - 72
<b>B +</b>	87 - 89	<b>D</b>	60 - 69
<b>B</b>	83 - 86	<b>F</b>	0 - 60
<b>B -</b>	80 - 82		

## COURSE OUTLINE

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

<b>Week 8</b>	<p>Social control theory Why people do not commit crimes</p> <p>Social learning theory How people learn to commit crimes</p>	<p><a href="https://criminaljustice.iresearchnet.com/criminologytheories/social-control-theory/">https://criminaljustice.iresearchnet.com/criminologytheories/social-control-theory/</a></p> <p><a href="https://criminaljustice.iresearchnet.com/criminologytheories/social-learning-theory/">https://criminaljustice.iresearchnet.com/criminologytheories/social-learning-theory/</a></p>
<b>Week 9</b>	<p>Enemy of state Terrorism definition Outsmarting terrorists Right-Wing Terrorist Organizations</p>	Handout and articles
<b>Week 10</b>	<p>Enemy of state Terrorism Left-Wing Terrorist organizations</p>	Handout and articles
<b>Week 11</b>	<p>Understanding and explaining White-Collar Crime Crime in The Educational System</p>	<p>Payne, B. K. White-Collar Crime, Chapters 1,2, 6 Handout and articles</p>
<b>Week 12</b>	<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>
<b>Week 13</b>	<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, Chapters 12, 13, 14  Handout and articles</p>
<b>Week 14</b>	Student Presentations	

**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](http://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](http://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 Mancastropa ([rmancast@richmond.edu](mailto:rmancast@richmond.edu)) and Hope Walton ([hwalton@richmond.edu](mailto:hwalton@richmond.edu)) for appointments in academic and life skills to request a Zoom conference. [asc.richmond.edu](http://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](mailto:library@richmond.edu)), text (804-277-9ASK), chat, or Zoom (by appointment). [library.richmond.edu/help/ask/](http://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](http://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](http://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](http://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/](http://disability.richmond.edu/)