

SW311 - INTRODUCTION TO THE CRIMINAL JUSTICE SYSTEM



Course Number:	SW 311	Instructor:	Michael Lauderdale, PhD Clara Pope Willoughby Centennial Professor of Criminal Justice in Social Work
Unique #:	61550	Office:	SWB 3.113J
Semester	Spring 2015	Office Phone:	471-9246
Room:	Utopia Theater Social Work Building	Electronic	mll@austin.utexas.edu
Time:	Tues. And Thurs. 9:30 to 11:00 a.m.	Access:	http://www.courses.utexas.edu/
		Office Hours:	Friday 9 to 11 a.m. Other times by Appointment

Course Description: America is unique among countries with its emphasis on the role and independence of the citizen. Many of the core philosophies of the country's founders stressed breaking free from the class and religious strictures of Europe and placing a great emphasis on the freedom of the individual. Among the exceptional characteristics of the founding were the belief in status achieved by effort-merit, religious freedom, freedom of the press and assembly, suffrage and careful consideration of the authority and role of government. The Constitution restricts the power of the central government relative to states and communities and this is reflected in the criminal justice system.

These philosophies of our history teach that our government derives its authority from the consent of the governed and this unique characteristic is evident in the study of the criminal justice system. The system only comes into being on rare occasions as opposed to being a visible and enduring presence in our lives. In proceedings against the individual the state bears the burden of "proving" the crime and at a very high standard, beyond a reasonable doubt.

During the last few years no part of American life has generated more concern than the perception of rising rates of crime, particularly violent crime and crimes by adolescents and children. This course examines these perceptions, responses to crime and the characteristics of the criminal justice system in the United States, its various components and current challenges to the system today. Attention is paid to the evolution of the system and comparison of problems and approaches, both historically and cross-culturally. Particular emphasis is placed upon aspects of the system under change including various approaches to policing, victim assistance, sentencing and incarceration alternatives, organized crime including cartels and the expanding role of community in protection, policing, and corrections.

The course will stress efforts at prevention, community involvement, and alternatives in corrections. The educational experience provides students with the opportunity to be aware of personal values; and analyze ethical dilemmas and the ways in which these affect victims, offenders and all citizens. The course includes theories and knowledge of biological, sociological, cultural, psychological, and legal domains across the life span; the range of social systems in which people live (individual, family, group, organizational, and

community); and the ways in which social systems promote or deter people in involvement with the criminal justice system. Guest speakers will be drawn from various components of the system including the police, the courts, and the correctional institutions. Class material will include an overview of the professions in the field and information about career opportunities.

Prerequisites: Admission to and in good standing at the university.

Course Objectives: By the end of the semester the student should be able to:

1. Examine the role of the citizen in issues of civil conduct and responsibilities.
2. Identify and describe the major components of the criminal justice system.
3. Explain the functions of each component and identify the professional roles of persons working in the system.
4. Discuss the various challenges to the general system, identify problems in each component, and be able to relate these challenges to broader social and economic issues.
5. Discuss issues in the distribution of justice and the role of the criminal justice system in American society.
6. Be able to identify the differential impact of the criminal justice system in terms of gender, ethnicity and socioeconomic class.
7. Identify areas of responsibility for individuals in criminal justice both in terms of employment and each person's role in lessening the rate and severity of crime.

Specific Student Responsibilities:

1. Attend class regularly. Attendance will be taken and counts toward final grade.
2. During class time, **no telephones or computers or pagers or IPod devices or reading material** are to be used other than text and notes. You will see some material that cannot be copied or photographed. Use of electronic devices in class will result in removal from the class and the course.
3. Hats and caps off during class.
4. No food or drink during class.
5. Check class Canvas site weekly at <http://courses.utexas.edu>
6. Come prepared to class to participate. Instructor will ask questions about material including Canvas postings and you will want to be prepared.
7. Guest speakers may include the Chiefs of Police of UT and APD, counselor from the Gardner-Betts Youth Detention Center, DEA Special Agent, Representative from the FBI, member of the AG's Gang Intelligence Unit, representatives from the District Attorney and State Courts. With these guest speakers I will expect you to be ready with appropriate questions.

Course Requirements: Attendance will be taken via a daily signup sheet. It is each student's responsibility to sign the sheet. Your signature on the sheet is your declaration that you were in the class and did not leave until the class ended. Students may be excused early when they notify the instructor prior to the start of the class. All students must secure access to the Blackboard internet site and complete each of the required exercises. Any assigned

	Date		Chapter
January	Tues. 20	Crime and Justice America Overview of course, assignments, schedules and responsibilities Definitions of Crime and Criminal Justice; Civil Wrongs and Criminal Acts; How Much Crime is There and the Risk of Being a Victim of a Crime.	1
	Thurs. 22	Victimization and Criminal Behavior Conceptual and Empirical Definitions of Crime and Measures and Distributions of Incidence; Official Measures of Crime; Risk of Victimization Trends in Crime	2
	Tues. 27	Elements in the Criminal Justice System, The Federal, State and Local Structures, How Decisions are made in the System, Careers in Criminal Justice	3
	Thurs. 29	Foundations of Criminal Law, Criminal Law versus Civil Law, Issues of Justice, cont.	3
	Tues. 3 Thurs. 5	Equity and Truth, The Impact of Social Class, Age, Ethnicity Theories of Crime Causation, Social Structure, Opportunity and Crime; Differential Distribution of Crime and Justice	
February	Tues. 10	The Basis of Criminal Law, Uses of Criminal Law, The Criminal Defense Review	4
	 Thurs. 12	First Examination Lectures and Chapters 1-4	5
	Tues. 17	Presentation by Chief David Carter of the University of Texas at Austin Police- Characteristics of the Police, Police and the Rule of the Law	5
	Thurs. 19	Changing Roles and Relationships with the Police	
	Tues. 24	Police Operations: Selection and Training	6
	Thurs. 26	Organization of the Police	6
	 Tues. 3	The Courts: Civil and Criminal, Level of Jurisdiction: State and Federal	7 & 8
	Thurs. 5	The Prosecution and The Defense	9
	March Tues. 10	Pretrial Procedures, Indictment,	10
	Thurs. 12	The Concept of Bail Plea Bargaining Court Decisions	
 Tues. 17	Spring Break	11	
Thurs. 19			
Tues. 24	The Courts and the Criminal Trial The Jury, Post-trial Processes	11	
 Thurs. 26	Mid-Term Examination Lectures and Chapters 6-10		
April	Tues. 2	Sentencing	12
	Thurs. 7	The Corrections Model: Alternative Assumptions about Corrections	13
	Tues. 14	Community Corrections: Probation and Intermediate Sanctions	14
	Thurs. 16	Prisons: Types and Structure	15
	Tues. 21	Prison Society	15
	Thurs. 23	Community Treatment and Community Jails	16
	Tues. 28	Prison Society	16

	Thurs. 30	Prison Society	
	Tues. 5	Parole	16
	Thurs. 7	Third Exam	
	Thurs.29	Gangs Violence Summary for Semester, Alcohol and Drugs in Communities and Schools	
May	Tues. 1	Review	17
	Final Exam	Official University Schedule	

Illustrative WEB sites and their relevance for Chapters from the Text:

<http://www.surgeongeneral.gov/library/youthviolence/sgsummary/summary.htm>

<http://www.oag.state.tx.us/>

<http://www.tyc.state.tx.us/prevention/index.html>

<http://www.ojp.usdoj.gov/bjs/welcome.html>

<http://www.tyc.state.tx.us/>

<http://www.fbi.gov/ucr/99cius.htm>

<http://www.tdcj.state.tx.us/>

<http://www.ncjrs.org/>

<http://www.tjpc.state.tx.us/>

<http://www.ojp.usdoj.gov/nij/>

<http://www.capitol.state.tx.us/>

<http://www.albany.edu/sourcebook/>

UT Specific Items

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

PROFESSIONAL CONDUCT IN CLASS. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers. Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language

that could jeopardize their professional image. Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including any information that might lead to the identification of a client or compromise client confidentiality in any way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as the University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON SCHOLASTIC DISHONESTY. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://deanofstudents.utexas.edu/sjs/>).

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

SAFETY. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS ADVICE LINE (BCAL). If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC),

the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.