



**SETON HALL UNIVERSITY
SPRING 2023 SYLLABUS**

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Arts and Sciences Hall, Room 214

Office Hours:

Monday and Wednesday
11:00 a.m. – 12:15 p.m.

COURSE:

CRIM 5986 – Special Issues in Criminal Justice
Comparative Justice Systems – Colombia

Please note that the following course is designed to be a 3-credit Spring semester embedded course wherein the international travel component to Colombia is incorporated into the course directly after the spring semester concludes in May. Pursuant to the University's Office of International Programs, undergraduate students studying abroad with a Spring semester embedded program (May travel) pay their typical semester tuition with no additional SHU tuition cost as long as their Spring semester course load is 18 credits or less.

LECTURE HOURS:

Monday and Wednesday
9:30 a.m. – 10:45 a.m.
Building and Classroom TBD

CREDITS: 3 credits.

CIRCUMSTANCES MAY CHANGE. I WILL GUIDE YOU THROUGH ANY OF THESE CHANGES AS THEY PERTAIN TO THIS COURSE, SO PLEASE REMAIN UPDATED FOR COMMUNICATIONS AND BE SURE TO REACH OUT AND ASK QUESTIONS AS THEY ARISE.

COURSE DESCRIPTION:

Comparative Justice Systems is a course that is designed to compare and contrast areas of law enforcement, court systems, and correctional systems between the United States and other countries. This course in particular will examine similarities and differences of the criminal justice system in Colombia to the United States. The study abroad program component is intended to provide students with an opportunity to explore these dynamics within each of the respective contexts. Among other aspects of the embedded program, students will engage with agencies and officials to discuss similarities and differences in policies and practices and conduct cross-cultural analyses in the design, function, and legal basis of respective systems. This course is also designed to teach students about the historical development of the criminal justice system in the United States as a foundational element to understanding the organization of the police, the structure of the courts, and the goals of punishment as it compares to the contemporary trends and operation in other countries.

COURSE LEARNING OUTCOMES:

1. Compare and contrast U.S. systems of criminal justice with those operating in the country under study.
2. Demonstrate an understanding of criminal justice processes in national and international contexts as pertains to respective social, political, cultural, and ethical realities.
3. Identify and discuss the similarities and differences of policing authority and associated processes.

4. Identify and discuss the similarities and differences of court structure, organization, and operations.
5. Identify and discuss the similarities and differences of the correctional system's administration, incapacitation, rehabilitation, and reintegration of offenders.
6. Analyze principles of criminal justice and criminology and apply them to the country under study.
7. Evaluate alternative justice models operationalized in the country under study.

REQUIRED TEXT:

TBD.

Additional required readings may be assigned.

ONLINE SOURCES OF USEFUL SUPPLEMENTARY MATERIAL:

Academy of Criminal Justice Sciences (ACJS) http://www.acjs.org/	Justice Research and Statistics Association (JRSA) http://www.jrsa.org/
American Civil Liberties Union (ACLU) http://www.aclu.org/	Justice Technology Information Network https://www.justnet.org/
American Correctional Association (ACA) http://www.aca.org/	National Association for Court Management (NACM) https://nacmnet.org/
American Probation and Parole Association (APPA) http://www.appa-net.org/eweb/StartPage.aspx	National Center for State Courts (NCSC) https://www.ncsc.org/
American Society for International Security (ASIS) https://www.asisonline.org/Pages/default.aspx	National Council of Juvenile and Family Court Judges http://www.ncjfcj.org/
American Society of Criminology (ASC) http://www.asc41.com/	National Council on Crime & Delinquency http://www.nccdglobal.org/
Bureau of Alcohol, Tobacco, Firearms and Explosives (ATF) http://www.atf.gov/	National Crime Prevention Council (NCPC) http://www.ncpc.org/
Bureau of Justice Statistics (BJS) http://bjs.gov/	National Criminal Justice Association (NCJA) http://www.ncja.org/
Center on Juvenile & Criminal Justice http://www.cjcj.org/	National Criminal Justice Reference Service (NCJRS) https://www.ncjrs.gov/
Community Oriented Policing Services (COPS) http://www.cops.usdoj.gov/	National Institute of Corrections (NIC) http://nicic.gov/
Computer Crime & Intellectual Property Section (CCIPS) http://www.justice.gov/criminal/cybercrime/	National Institute of Justice (NIJ) http://www.nij.gov/
Corporate Crime Reporter http://www.corporatecrimereporter.com/	Office for Victims of Crime http://www.ojp.usdoj.gov/ovc/
CrimeReports.com https://www.crimereports.com/	Office of the Attorney General http://www.justice.gov/ag/index.html
Department of Homeland Security (DHS)	Office of Juvenile Justice and Delinquency Prevention http://www.ojjdp.gov/

http://www.dhs.gov/ Department of Justice (DOJ) https://www.justice.gov/ Drug Enforcement Agency (DEA) https://www.dea.gov/ Federal Bureau of Investigation (FBI) https://www.fbi.gov/ Federal Bureau of Investigation – Reports and Publications http://www.fbi.gov/stats-services/publications/reports_and_publications Federal Bureau of Prisons (BOP) http://www.bop.gov/ International Criminal Court (ICC) http://www.icc-cpi.int/EN_Menu/icc/Pages/default.aspx International Criminal Police Organization (Interpol) http://www.interpol.int/	Office of Violence Against Women http://www.ovw.usdoj.gov/ Rand Center on Quality Policing http://www.rand.org/jie/centers/quality-policing.html Secret Service https://www.secretservice.gov/ United States Congressional Web Pages http://thomas.loc.gov/ United States House of Representatives http://www.house.gov/ United States Marshals Service https://www.usmarshals.gov/ United States Senate http://www.senate.gov/ United States Supreme Court Decisions http://www.supct.law.cornell.edu/
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COURSE REQUIREMENTS AND EVALUATION METHODS:

The evaluation of your performance for this course is outlined as follows:

Method	Final Grade Percentage
Attendance and Participation	25%
Reflective Term Paper	30%
Critical Reading Assignments	25%
Tests (non-cumulative)	20%

The final grade will be calculated according to the following chart:

Grade	Score Range	GPA Weight
A	95 – 100	4.00
A -	90 – 94	3.67
B +	86 – 89	3.33
B	83 – 85	3.00
B -	80 – 82	2.67
C +	76 – 79	2.33
C	73 – 75	2.00
C -	70 – 72	1.67
D +	66 – 69	1.33
D	60 – 65	1.00
F	Below 60	0.00

ATTENDANCE AND PARTICIPATION:

1. Regular attendance, punctuality, participation, and completion of reading assignments will be used in measuring student performance. Your participation in the class should be meaningful to the discussion, demonstrating that you have read and given thoughtful consideration to the assigned material.
2. Attendance is mandatory. It is each student's responsibility to come to each scheduled class on time and prepared. Excessive absences and tardiness will severely impact your grade. Beginning with the student's **TBD absence or lateness**, points will be deducted from the noted percentage. If you are unable to comply with the attendance plan on the syllabus, please communicate your circumstances with me immediately.
3. If you have used up your allowed absences and need to be out more than that, Excused Absences will be considered for extenuating circumstances; however, these situations must be communicated beforehand. I cannot help you if you are not in touch with me. "Excused" means that the instructor must receive a documented note before the absence occurs. Please contact the Dean's office if you expect to be out more than three (3) consecutive classes. If you are a student athlete and need to miss a class due to a sporting event, please ensure that these circumstances are documented and communicated to me by the Athletic Department.

CRITICAL READING ASSIGNMENTS:

There are FIVE (5) critical thinking assignments that students will be expected to submit over the course of the semester. Submissions will be graded in accordance with the rubric provided. Each assignment requires students to respond to a question/country relevant to the material provided in the course. Late submissions will not be accepted and will be factored into your final grade as a zero. Each submission must adhere to the following:

1. One page of approximately 200 words
2. Times New Roman
3. 12-point font
4. Double-spaced
5. 1-inch margins
6. The term assignment must be submitted in Blackboard by or before the said date.

TESTS:

There will be FIVE (5) non-cumulative tests over the course of the semester. The lowest grade of the five tests will be dropped from the final grade. There will be no make-up tests. If you miss one test, that will be the one dropped from the final grade. If you miss two tests, one will be factored into the final grade as a zero. Tests are designed to assess the student's evidence of thoughtful synthesis of the materials presented, terminology used throughout the course, and ability to demonstrate their appropriate understanding of the meaning and significance of the subject matter. The instructor will provide the credit earned for each test in accordance with the noted grading policy.

REFLECTIVE TERM PAPER:

Students are strongly encouraged to keep a daily journal and make at least one entry per day throughout the course of travel. In doing so, students should contemplate what they learned about the criminal justice system, policy, and practice in Colombia that includes experiences involving tours, lectures, and excursions. At the conclusion of the study abroad part of the program, students will submit a reflective paper in accordance with the noted requirements that draws on all of these experiences to compare and contrast the criminal justice system in the United States and Colombia. The paper is **due no later than TBD**. Late submissions will not be accepted and will be excluded from being factored into your final grade. The grading rubric is attached for your review and information. Students are required to complete the term assignment along the following parameters:

1. Five (5) pages (not including the cover page and reference page)
2. Times New Roman
3. 12-point font
4. Double-spaced
5. 1-inch margins

6. Include at least four (4) scholarly citations that are listed in the Works Cited page using The Chicago Manual of Style. Details of the citation format can be found at: <http://www.easybib.com/guides/citation-guides/chicago-turabian/quick-guide/>
7. The term assignment must be submitted in Blackboard by or before the said date.

Chicago Style Quick Guide

Book

Structure:

Last, First M. *Book*. City: Publisher, Year Published.

Example:

Carley, Michael J. 1939: *The Alliance That Never Was and the Coming of World War II*. Chicago: Dee, 1999.

Chapter/Anthology

Structure:

Last, First M. "Section Title." In *Book/Anthology*, edited by First M. Last, Page(s). Edition ed. City: Publisher, Year Published.

Example:

Melville, Herman. "Hawthorne and His Mosses." In *The Norton Anthology of American Literature*, edited by Nina Baym, 5-25. 3rd ed. New York: Norton, 1989.

Magazine

Structure:

Last, First M. "Article Title." *Magazine Title*, Month Date, Year Published.

Example:

Pressman, Aaron. "Bottom Fishing in Rough Waters." *BusinessWeek*, September 29, 2008.

Newspaper

Structure:

Last, First M. "Article Title." *Newspaper Title* (City), Month Date, Year Published.

Example:

Campoy, Ana. "Gasoline Surges in Southeast After Ike." *The Wall Street Journal*, September 23, 2008.

**Note: Only include (City) if it is not in the title. Do not include if the newspaper is well known or nationally published.*

Journal

Structure:

Last, First M., and First M. Last. "Article Title." *Journal Title*, Series, Volume, no. Issue (Month Date, Year Published): Page(s).

Example:

Bharadwaj, Parag, and Katherine T. Ward. "Ethical Considerations of Patients with Pacemakers." *American Family Physician* 78 (2008): 398-99.

Website

Structure:

Last, First M. "Article Title." Website Title. Month Date, Year Published. [or] Last modified date [or] Accessed Month Date, Year. URL.

Examples:

Satalkar, Bhakti. "Water Aerobics." Buzzle.com. July 15, 2010. www.buzzle.com.

Smith, John. "Illinois Governor Wants to 'Fumigate' State's Government." CNN.com. Last modified January 30, 2009. <http://edition.cnn.com/2009/POLITICS/01/30/illinois.governor.quinn/>.

Online Database

Structure:

Last, First M. "Article Title." *Journal Title*, Series, Volume, no. Issue (Month Date, Year Published): Page(s). Accessed Month Date, Year. URL.

Example:

Ahn, Hyunchul, and Kyoung-jae Kim. "Using Genetic Algorithms to Optimize Nearest Neighbors for Data Mining." *Annals of Operations Research* 263, no. 1 (2008): 5-18. Academic Search Premier.

**Note: Only include URL if it is stable. If no stable URL, use database name instead.*

COMMUNICATION:

This course requires that you routinely check your SHU email account and notifications on Microsoft Teams and/or Blackboard at least once a day so as to keep regular pace with the class. If you need to get in touch with me, email will be the primary and expected communication medium. When emailing me, please use your SHU email address (emails from non-SHU address will not be returned). I will make every effort to respond to you as quickly as possible, however you can generally expect to hear back from me within two (2) business days.

TENTATIVE SEMESTER SCHEDULE:

Students are expected to do their reading assignments on time and to participate in informed classroom discussions on the material presented in lectures and readings in accordance with the following schedule:

Class Meeting	Assignment
Week 1	Syllabus and Course Overview
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Week 11	
Week 12	
Week 13	
Week 14	

TEACHING METHODOLOGIES:

The lecture method is used to supplement and expand textbook material. Students are encouraged and will be given substantial opportunity to raise questions. Students are expected to participate in class discussion which may take the form of group discussion. Students are encouraged to raise current issues in the media as it relates to the course's lecture and material. Supplemental reading may be discussed in class and students are encouraged to participate in those discussions. Guest speakers, such as professionals currently or formerly working in the criminal justice field, may be invited at the option of the instructor.

ACADEMIC INTEGRITY:

Academic integrity is a fundamental responsibility of all students. All students are expected to adhere to the University's standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. Academic misconduct includes cheating, plagiarism or other misrepresentation and classroom disruption.

An integral part of academic integrity is honesty and the freedom to express oneself without using the work of someone else and calling it one's own. Academic dishonesty is defined as cheating or plagiarizing by any means during an exam or in any work intended to be done independently and submitted as work to be graded or otherwise evaluated by a faculty member. Students who knowingly allow their work to be used by other students also constitutes a violation of academic integrity. Academic misconduct is a serious violation of University rules and is dealt with severely.

Cheating is defined as the inappropriate and unacknowledged use of materials, information, study aids, or any written or verbal material. This includes students using another person's work and claiming it as their own, whether on exams or on any other course assignment. Also inclusive to this is the use of mobile phones or other electronic devices to convey information via text messaging, picture taking, or conversing electronically while taking exams.

Plagiarism is defined as the inappropriate and unacknowledged use of an individual's, group's, or agency's paper, research, or assignments who may or may not be engaged in the selling of academic materials and includes, but is not limited to, the copying of text, research, or assignments, in which the student represents as their own, when in fact it is the work of another person or entity. Plagiarism must be prevented by properly identifying every direct quotation and cited in the Works Cited section of the term assignment. Paraphrasing must be referenced to the original author in the text and likewise be referenced in the Works Cited. These requirements apply to all sources of information including those found online.

Grading Rubric for Writing Assignments					
Grade	Excellent = A	Very Good = B	Acceptable = C	Needs Work = D	Unacceptable = F
Organization (20% of grade)	(18-20 points) Paper is extremely well organized and logical. Follows the format requested by the professor. Progresses in a logical manner that was easy to follow. Organization enhanced the effectiveness of the paper.	(16-17 points) Paper is well organized and mostly logical. Follows most of the format requested by the professor. Progresses in a logical manner that was easy to follow most of the time. Organization, for the most part, enhanced the effectiveness of the paper.	(14-15 points) Signs of organization and generally presented logically but at times ideas were unclear. Followed most of the format requested by the professor but were some major and consistent lapses. In some cases, organization detracted from the effectiveness of the paper.	(11-13 points) Somewhat disorganized and ideas were not presented logically. Much of the time, ideas were unclear. Followed little of the format requested by the professor. Major and consistent lapses were present throughout most of the paper. Organization detracted from the effectiveness of the paper.	(0-10 points) Very disorganized. Ideas were not presented logically. Ideas were unclear throughout the paper. Followed almost none of the format requested by the professor. Consistent lapses dominated the paper. Organization seriously detracted from the effectiveness of the paper.
Mechanics (20% of grade)	(18-20 points) Paper has almost no spelling, grammatical or sentence structure errors.	(16-17 points) Paper has some problems with spelling, grammatical, and sentence structure errors but not enough to detract from the overall content.	(14-15 points) Paper has quite a few problems with spelling, grammatical, and sentence structure errors which detract from the overall content.	(11-13 points) Paper has many problems with spelling, grammatical, and sentence structure errors which seriously detract from the overall content.	(0-10 points) Paper is full of spelling, grammatical, and sentence structure errors, making it impossible to comprehend much of the overall content.

Citations/Sources (10% of grade)	(9-10 points) All sources are properly cited both in the text and in the reference section (according to the style provided by your instructor.)	(8 points) Most sources are properly cited both in the text and in the reference section (according to the style provided by your instructor.)	(7 points) Paper has some issues with citations. Quite a few of the sources are improperly cited both in the text and in the reference section (according to the style provided by your instructor), but there are quite a few mistakes.	(6 points) Paper has serious issues with citations. Many of the sources are improperly cited both in the text and in the reference section (according to the style provided by your instructor), but there are many mistakes.	(0-5 points) Paper has major issues with citations. Most of the sources are improperly cited both in the text and in the reference section (according to the style provided by your instructor). Mistakes are rampant throughout the paper.
Content (50% of grade)	(45-50 points) Paper addresses all aspects of the assignment, presents accurate content, has fully developed ideas, and demonstrates critical thinking as appropriate for the level of the course and the nature of the assignment. No major improvements are needed in this area.	(40-44 points) Paper addresses most aspects of the assignment, presents mostly accurate content, has well developed ideas, and generally demonstrates critical thinking as appropriate for the level of the course and the nature of the assignment. Some minor improvement is needed in this area.	(35-39 points) Paper addresses some aspects of the assignment. Material presents some accurate content. Some ideas are developed, and some critical thinking is demonstrated as appropriate for the level of the course and the nature of the assignment. Improvement is needed in this area to demonstrate above average competency.	(30-34 points) Paper addresses few aspects of the assignment. Material presents little accurate content. Few ideas are developed, and little critical thinking is demonstrated as appropriate for the level of the course and the nature of the assignment. Improvement is needed in this area to demonstrate competency.	(0-29 points) Paper fails to address key aspects of the assignment. Material fails to present accurate content. Few ideas are developed, and critical thinking is not demonstrated as appropriate for the level of the course and the nature of the assignment. Improvement is needed in this area to demonstrate competency.