

San José State University
Department of Justice Studies
JS 101, Critical Issues and Ideas in Justice, Section 01

Course and Contact Information

Instructor(s): Stephen J. Morewitz, Ph.D.
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Office Hours: M, 4-4:30; W, 3-3:30 PM

Class Days/Time: MW, 1:30-2:45 PM

Classroom: Sweeney Hall 346

Faculty Web Page

<https://www.sjsu.edu/justicestudies/our-department/faculty-and-staff/morewitz-s/index.html>

Course Description

3 unit(s)

Interdisciplinary, historical and comparative examination of justice concepts and controversies, including the state's role in promoting justice and perpetuating injustice; legitimate versus illegitimate violence; human rights, stateless persons, and the international community; the relationship between social justice and criminal justice.

Course is repeatable for up to 3 units.

Prerequisite(s): Upper Division Standing; JS 10, JS 12, JS 25 or FS 11 or equivalent.

Corequisite(s): JS 100W; Justice Studies Minors, Legal Studies Minors: Any 100W.

Grading: Letter Graded

Note(s): Must achieve a grade of “C” or better to fulfill Justice Studies major requirements.

Course Format

In Person

Course Materials on Canvas

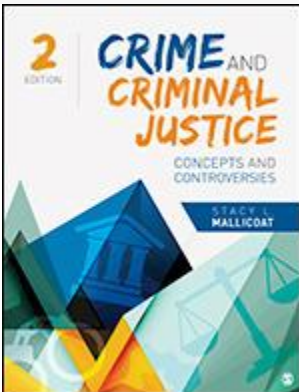
Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Learning Management System course login website at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through MySJSU on Spartan App Portal <http://one.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates. For help with using Canvas, please go to https://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources/index.html

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

Required Reading

Book > Textbooks > Criminal Justice



Share

Crime and Criminal Justice

Concepts and Controversies

SECOND EDITION

- Stacy L. Mallicoat - California State University, Fullerton, USA

Available with:

Updated with new content and current controversies that facilitate critical thinking, debate, and application of the concepts, Mallicoat's **Crime and Criminal Justice, Second Edition**, provides accessible and concise coverage of all relevant aspects of the criminal justice system, as well as unique chapters on victims and criminal justice policy. Using an innovative format designed to increase student engagement and critical thinking, each chapter is followed by two Current Controversy debates that dive into a critical issue in criminal justice. These features challenge misconceptions by providing a balanced debate of both the pros and the cons of each issue and are followed by probing questions to help students think critically about timely topics. With contemporary examples that students can easily apply and a broad range of effective learning tools, this practical text helps students go beyond the surface toward a deeper understanding of the criminal justice system.

Teaching Methods

The course will be devoted to lecturing, exercises, debates, role plays, student-generated multiple-choice test items, student lectures, video presentations, and student small group discussion in Zoom Breakout Rooms. Other teaching methods include enrichment materials and Q and A sessions.

Course Requirements and Assignments

1. ***Midterm (Multiple-choice and/or True/False Test Items) (25% of total grade) (Midterm on 10.3.22)***
2. ***Day-in-the-Life Critical Issues Diary (Word.doc File Only) (25% of total grade) (Due: 12.5.22)***

Students in two-member teams will plan, design, and implement a Day-in the-Life Critical Issues Diary Project. Students will carry out the Day-in-the-Life Critical Issues Diary Project by selecting and applying a justice studies theory from the required and recommended texts and peer-review justice studies journal articles and books. As part of their Day in-the-Life Critical Issues Diary Project students will:

- a. Read the required and recommended texts, peer-review justice studies journal articles, and books (no newspapers, magazines, or websites) related to justice studies critical issues theories, concepts, and research methods and findings.
- b. Include a written list of your texts and other peer-review justice studies references using the APA format.
- c. Critically evaluate in writing the salient points of your readings.
- d. Prepare a Day-in-the-Life Critical Issues Diary about a justice studies theory using your observation of part of your regular day, e.g., working at home, waiting for a bus, studying in the library.
- e. Use your critical analysis of your peer-review justice studies articles and books to explain in writing the ways in which your Day-in-the-Life Critical Issues Diary illustrates a justice studies theory or concept.
- f. Give a 10-15 Minute Team Day-in-the-Life Critical Issues Diary Video Presentation using your Day-in-the-Life Critical Issues Diary observations and written summary of your analysis of the readings.
- g. Submit a 8-typed page Word.doc-file only that is divided into two sections, 3-page diary entry with a heading and a 5-page analysis with a heading and at least **six** peer-review justice studies references, double-space, title page, in-text citations, and the list of at least **six** peer-review justice studies references (including volume #s, issues #s, and page #s) using only the APA format). You should have a Turnitin Similarity Score of nine percent or lower. Otherwise, you receive a failing score.
- h. To receive a passing grade, each student must work a minimum number of hours on the Day-in-the-Life Diary and complete a separate Individual Student Project Work Hours Log (see Files in Canvas) to document her or his hours in preparing the Day-in-the-Life Critical Issues Diary.

3. Exercises (25% of total grade)

Students will work solo and in teams to complete other assignments, e.g., participating in debates, taking polls, preparing for tests, and developing key terms and definitions.

4. Final Exam (Multiple-choice and/or True/False Test Items) (25% of total grade) (12.9.22)

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practicum. Other course structures will have equivalent workload expectations as described in the syllabus.”

Grading Information

Grading Policy

According to the Departmental policy, all recorded grades are final. The faculty member will not change any grade after it is recorded unless the faculty member has made an error in calculation. Students will not be permitted to re-submit assignments for a better grade.

Grading Rubric for In-Class Assignments

In terms of grading in-class assignments, students must complete 100% of all solo and group in-class assignments by the end of the semester (last day of classes) to receive full credit. Otherwise, students will lose 10 points from their final grade. Students who complete 100% of the assignments will get the maximum allowable grade depending on the final grade distribution of the class.

Grading Rubric for Day-in-the-Life Critical Issues Diary Reports

Students will be graded based on the following rubric:

Relevance to justice studies critical issues (5 points)

Adequacy of the analysis of peer-review justice studies journal articles and books (20 points)

Adequacy of critically analyzing major Critical Issues-related theories and/or findings (20 points)

Creativity (5 points)

Critical Thinking Skills/Clarity/Logic/Adherence to Report Guidelines/APA Report Format, e.g., In-Text Citation Format and Reference List Format/Attention to Detail/Grammar/Six Peer-Review References (50 points)

1. Passing This Course:

Passing this course requires consistent good effort to turn in all materials, use correct grammar, and know the conventions of writing in justice studies. Sloppy papers, or consistently turning materials in late, usually result in lower overall points.

2. Late Assignment Penalty: All late major online assignments will lose 10 points for each class meeting that the assignment is late.

Below is the SJSU Grade Distribution

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>960 to 1000</i>	<i>96 to 100%</i>
<i>A</i>	<i>930 to 959</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>900 to 929</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>860 to 899</i>	<i>86 to 89 %</i>
<i>B</i>	<i>830 to 859</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>800 to 829</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>760 to 799</i>	<i>76 to 79%</i>
<i>C</i>	<i>730 to 759</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>700 to 729</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>660 to 699</i>	<i>66 to 69%</i>
<i>D</i>	<i>630 to 659</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>600 to 629</i>	<i>60 to 62%</i>

For additional information, see:

- University Grading System Policy F18-5 (<http://www.sjsu.edu/senate/docs/F18-5.pdf>)

Contacting Your Professor: Please use only the SJSU email system. I receive A LOT of email, so be sure to put in your SUBJECT line your course number and section number. That way I know why you are contacting me. Please sign your full name at the end of your email so that I know who you are! If you are absent from class, please do not ask me what you have missed. Please do not expect me to email you a copy of anything if I can post it on Canvas. I try to respond to email within 48 hours between Mondays and Fridays. Enjoy your weekends.

Hand-outs, Readings, and Other Learning Materials: These items are useful for your entire career at SJSU. I recommend bringing the materials and the lecture outlines to class, as I frequently explain and lecture from the materials. I post my hand-outs on Canvas.

Professor's Revisions to the Syllabus: I reserve the right to adjust assignments, material, and time schedule to fit the needs of the class. Students will be told about all changes in the syllabus.

University Policies

Per University Policy S16-9 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity,

accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on Syllabus Information web page (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources. For additional information, see:

- University Syllabus Policy S16-9 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>)
- University Attendance and Participation Policy F15-12 (<http://www.sjsu.edu/senate/docs/F15-12.pdf>)

Course Schedule

Week/Lesson/Module	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
1		<p>1. Introduction : Is It Possible to Prepare for a Criminal Justice Future?</p> <p>PART I. ORIENTATION</p> <p>2. The Importance of Ethics in Criminal Justice</p> <p><i>Police Ethics</i></p> <p><i>Discrimination</i></p> <p><i>Legal Ethics</i></p> <p><i>Punishment</i></p> <p><i>Correctional Ethics</i></p> <p><i>Ethical Criminal Justice Policy Making</i></p> <p><i>Analyzing Ethical Dilemmas</i></p> <p><i>Conclusion</i></p>	CLO

Week/Lesson/Module	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
		<p><i>Discussion Questions</i></p> <p><i>References</i></p>	
2		<p>3. Unleashing the Power of Criminal Justice Theory <i>The Power of Criminal Justice Theory for Our Discipline</i></p> <p><i>Criminal Justice: A Worthy Object of Theorizing</i></p> <p><i>Developing a Useful Theoretical Infrastructure</i></p> <p><i>The Power of Theory to Transform Consciousness</i></p> <p><i>The Power of Theory to Affect Public Explanations</i></p> <p><i>Conclusion: Embracing Criminal Justice Theory</i></p> <p><i>Discussion Questions</i></p> <p><i>References</i></p> <p>PART II. OFFENSES AND OFFENDERS</p> <p>4. Victimology <i>The Typical Victimization and Victim</i></p> <p><i>The Costs of Victimization</i></p> <p><i>System Costs</i></p> <p><i>Mental Health Consequences and Costs</i></p>	CLO

Week/Lesson/Module	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
		<p><i>Fear of Crime</i></p> <p><i>Recurring Victimization</i></p> <p><i>Theories of Victimization</i></p> <p><i>Routine Activities and Lifestyles Theories</i></p> <p><i>Structural Causes of Victimization</i></p> <p><i>Caring for the Victim</i></p> <p><i>Victim Remedies and Services</i></p> <p><i>Summary</i></p> <p><i>Discussion Questions</i></p> <p><i>References</i></p>	
3		<p>5. Juvenile Delinquency</p> <p><i>What Is Delinquency?</i></p> <p><i>How Much Delinquency?</i></p> <p><i>Arrest Data</i></p> <p><i>Self-Report Surveys</i></p> <p><i>Adolescent Development, Risk Factors, and Pathways to Delinquency</i></p> <p><i>Normal Adolescent Behavior?</i></p>	CLO

Week/Lesson/Module	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
		<p><i>Risk and Protective Factors</i></p> <p><i>Pathways to Delinquency</i></p> <p><i>Different for Girls?</i></p> <p><i>Discussion</i></p> <p><i>Discussion Questions</i></p> <p><i>Notes</i></p> <p><i>References</i></p> <p>6. Gender Matters: Trends in Girls' Criminality <i>Crime Wave?</i></p> <p><i>Delinquency: Gender Matters</i></p> <p><i>Girls' Crime, Girls' Offenses</i></p> <p><i>Girls' Violence: When She Was Bad</i></p> <p><i>Running Away: Girls Coping with Trauma and Abuse</i></p> <p><i>Wild in the Streets: Girls, Drugs, and Alcohol</i></p> <p><i>Shoplifting: You Shoplift as You Shop</i></p> <p><i>Conclusion</i></p> <p><i>Discussion Questions</i></p> <p><i>References</i></p>	

Week/Lesson/Module	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
4		<p>7. Race and Crime <i>Definitional Complexities</i></p> <p><i>Theoretical Perspectives on Race and Crime</i></p> <p><i>Contemporary Issues in the Study of Race and Crime</i></p> <p><i>Future Issues in the Study of Race and Crime</i></p> <p><i>Discussion Questions</i></p> <p><i>Web Resources</i></p> <p><i>References</i></p> <p>8. Popular Culture, Media, and Crime <i>Popular Theoretical Approaches to the Study of Popular Culture, Media, and Crime</i></p> <p><i>Popular Methodological Approaches Used in the Study of Popular Culture, Media, and Crime</i></p> <p><i>Important Research Themes in Studies of Popular Culture, Media, and Crime</i></p> <p><i>Framing Gone Extreme: Moral Panics About Crime, Delinquency, and Popular Culture</i></p> <p><i>Effects of Popular Culture and Media Consumption on Crime</i></p>	CLO

Week/Lesson/Module	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
		<p><i>Being Framed: The Skewed Representation of Social Groups in Crime Media and Entertainment</i></p> <p><i>Mediating Oneself: Using Media and Popular Cultural Forms to Communicate Messages About Crime and Justice</i></p> <p><i>Discussion Questions</i></p> <p><i>References</i></p>	
5		<p>9. Crime and Economics: Consumer Culture, Criminology, and the Politics of Exclusion <i>A Specter Is Haunting Criminology . . .</i></p> <p><i>Reading the Profane: Theorizing Crime and Capitalism</i></p> <p><i>Banality and Viciousness in Late Modernity</i></p> <p><i>Consuming Crime and Culture</i></p> <p><i>Late Modernity, Crime, and Pseudopacification</i></p> <p><i>Selling Crime, Marketing Transgression, and Commodifying Violence</i></p> <p><i>Conclusion: Nothing to Lose But Our Chains</i></p> <p><i>Discussion Questions</i></p> <p><i>Notes</i></p> <p><i>References</i></p>	CLO

Week/Lesson/Module	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
6		<p>10. Serious Gang Problems in the United States: What to Do?</p> <p><i>Gang Definitions</i></p> <p><i>Key Indicators of Serious Gang Activity</i></p> <p><i>Contexts of Serious Gang Violence</i></p> <p><i>Other Factors Associated With Gang Violence</i></p> <p><i>Juvenile and Criminal Justice System Involvement of Gang Members</i></p> <p><i>What Works in Combating Gang Violence</i></p> <p><i>Discussion Questions</i></p> <p><i>Notes</i></p> <p><i>References</i></p>	CLO
7		<p>11. Sex Offender Policies: Good Intentions and Unintended Consequences</p> <p><i>Sex Offender Registration and Community Notification Laws</i></p> <p><i>Does the Registry Prevent Sex Offenses?</i></p> <p><i>Unintended Consequences of Registration, Notification, and Residence Restrictions Laws</i></p> <p><i>The Civil Commitment of Sexually Violent Predators</i></p> <p><i>Conclusion</i></p>	CLO

Week/Lesson/Module	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
		<p><i>Discussion Questions</i></p> <p><i>Web Resources</i></p> <p><i>References</i></p> <p>12. Issues in the Fight Against Human Exploitation: A Look at Labor and Sex Trafficking</p> <p><i>Human Trafficking Defined</i></p> <p><i>Magnitude of the Problem</i></p> <p><i>Prosecution of Trafficking Crimes</i></p> <p><i>Obstacles to the Prosecution of Trafficking Crimes</i></p> <p><i>Conclusion</i></p> <p><i>Discussion Questions</i></p> <p><i>Additional Resources</i></p> <p><i>References</i></p>	
8		<p>13. Terrorism</p> <p><i>The Challenge of Defining Terrorism</i></p> <p><i>What Is “New” About the New Terrorism?</i></p> <p><i>Terrorism in the United States: The International Sources</i></p>	CLO

Week/Lesson/Module	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
		<p><i>Terrorism in the United States: The Domestic Sources</i></p> <p><i>Responding to Terrorism: Homeland Security and Antiterrorism Laws</i></p> <p><i>Discussion Questions</i></p> <p><i>Notes</i></p> <p><i>References</i></p> <p>14. Critical Issues in Cybercrime</p> <p><i>Critical Issue: Hacking and Computer Network Security</i></p> <p><i>Critical Issue: Darknets and the Deep Web</i></p> <p><i>Critical Issue: The Internet Culture and Ethos</i></p> <p><i>Research: Understanding Hackers' Motivations</i></p> <p><i>Critical Issue: Policing Cyberspace</i></p> <p><i>Critical Issue: Digital Piracy</i></p> <p><i>Critical Issue: Cyberbullying</i></p> <p><i>Conclusion</i></p> <p><i>Discussion Questions</i></p> <p><i>References</i></p>	

Week/Lesson/Module	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
9		<p>15. Police Theory: Major Perspectives</p> <p><i>Normative-Rational Theory</i></p> <p><i>Institutional Theory</i></p> <p><i>Conflict Theory</i></p> <p><i>Postmodernism</i></p> <p><i>Conclusion</i></p> <p><i>Discussion Questions</i></p> <p><i>References</i></p> <p>16. A Vision of Contemporary Policing: Present Practices and Future Developments</p> <p><i>Paradigms in Policing</i></p> <p><i>The British Paradigm: Balancing Democratic Principles and the Military Model</i></p> <p><i>Early American Police Paradigms</i></p> <p><i>The Political Era Paradigm</i></p> <p><i>The Reform Era Paradigm</i></p> <p><i>Minorities and the Police</i></p> <p><i>The Community and Problem-Oriented Policing Paradigms</i></p> <p><i>The CompStat Paradigm</i></p>	CLO

Week/Lesson/Module	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
		<p><i>The Intelligence-Led Policing Paradigm</i></p> <p><i>The Smart Policing Initiative</i></p> <p><i>Conclusion</i></p> <p><i>Discussion Questions</i></p> <p><i>References</i></p>	
10		<p>17. Police Organization and Administration</p> <p><i>Origins of the Structural Model of Police Organizations</i></p> <p><i>The Police and Militarization</i></p> <p><i>Police Organization: Subculture, Ethos, and Milieu</i></p> <p><i>Organization and Subculture: Initiation and Masculinism</i></p> <p><i>Organizational Subculture and Moral Superiority</i></p> <p><i>Police Organization: Autonomy and Authoritarianism</i></p> <p><i>Federal Oversight of the Police</i></p> <p><i>Police Administration and the Civil Service</i></p> <p><i>Police Administration and Unions</i></p> <p><i>The Police</i></p> <p><i>Discussion Questions</i></p>	

Week/Lesson/Module	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
		<p><i>Suggested Readings</i></p> <p><i>Notes</i></p> <p><i>References</i></p> <p>PART IV. COURTS/LAW/JURISPRUDENCE</p> <p>18. Public Policy <i>Public Policy: The Formal Version</i></p> <p><i>Sources of Criminal Justice Policy</i></p> <p><i>Public Policy as It Is in Practice</i></p> <p><i>The Use and Misuse of Public Policy</i></p> <p><i>The Policy Implications of Public Policy</i></p> <p><i>The Politicization of Public Policy</i></p> <p><i>The Contributions of Academic Criminal Justice</i></p> <p><i>Conclusion</i></p> <p><i>Discussion Questions</i></p> <p><i>Note From the Author</i></p> <p><i>References</i></p>	

Week/Lesson/Module	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
11		<p>19. American Courts <i>Supreme Court Decisions and American Courts</i></p> <p><i>The Sentencing Reform Movement</i></p> <p><i>Specialized or Problem-Solving Courts: A Focus on Drug Courts</i></p> <p><i>Conclusion: Policy Implications</i></p> <p><i>Discussion Questions</i></p> <p><i>Notes</i></p> <p><i>References</i></p> <p>20. The Juvenile Justice System <i>Detention Centers</i></p> <p><i>Special Issues Facing the Juvenile Justice System</i></p> <p><i>Race, the War on Drugs, and Referrals to Juvenile Court</i></p> <p><i>The Racial Composition of Juvenile Institutions</i></p> <p><i>The Future of the Juvenile Court</i></p> <p><i>Discussion Questions</i></p> <p><i>Notes</i></p> <p><i>References</i></p>	CLO

Week/Lesson/Module	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
12		<p>21. Why Are There So Many Mentally Ill in the Criminal Justice System? <i>Prevalence of Mentally Ill Offenders</i></p> <p><i>Are Jails and Prisons the New Mental Hospitals, or Are We Criminalizing Mental Illness?</i></p> <p><i>The SMI Stay Longer in Jails and Prisons</i></p> <p><i>The SMI in the Community: More Difficulty on Probation or on Parole?</i></p> <p><i>Conclusion</i></p> <p><i>Discussion Questions</i></p> <p><i>Note</i></p> <p><i>References</i></p> <p>22. Wrongful Convictions in the United States <i>Scope of Wrongful Convictions</i></p> <p><i>History of Wrongful Convictions in the United States</i></p> <p><i>Wrongful Conviction/Exoneration Case Examples</i></p> <p><i>Wrongful Conviction Organizations/Movements</i></p> <p><i>Conclusion</i></p> <p><i>Discussion Questions</i></p>	CLO

Week/Lesson/Module	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
		<i>References</i>	
13		<p>23. The Philosophical and Ideological Underpinnings of Corrections <i>What Is Corrections?</i></p> <p><i>The Theoretical Underpinnings of Corrections</i></p> <p><i>A Short History of Correctional Punishment</i></p> <p><i>The Emergence of the Classical School</i></p> <p><i>The Emergence of Positivism</i></p> <p><i>The Function of Punishment</i></p> <p><i>The Objectives of Corrections</i></p> <p><i>The Past, Present, and Future of Corrections</i></p> <p><i>Summary</i></p> <p><i>Discussion Questions</i></p> <p><i>References</i></p> <p>24. Community Corrections: Rehabilitation, Reintegration, and Reentry <i>The Common Forms of Community Corrections</i></p> <p><i>Probation: Progressive Reform and the Promise of Rehabilitation</i></p>	CLO

Week/Lesson/Module	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
		<p><i>Parole as Reward or Relief</i></p> <p><i>Concerns Regarding Stakes: Risk Assessment and Prediction</i></p> <p><i>Worse Than Prison?</i></p> <p><i>Reintegration and Reentry</i></p> <p><i>Factors Associated With Community Supervision Success and Failure</i></p> <p><i>Ongoing Debates and Policy Implications</i></p> <p><i>Conclusion</i></p> <p><i>Discussion Questions</i></p> <p><i>References</i></p>	
14		<p>25. Restorative Justice in Theory</p> <p><i>What Is Restorative Justice?</i></p> <p><i>How Is Restorative Justice Supposed to Work?</i></p> <p><i>Conclusions</i></p> <p><i>Discussion Questions</i></p> <p><i>Notes</i></p> <p><i>References</i></p>	CLO

Week/Lesson/Module	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
15		<p>26. Garbage In, Garbage Out? Convict Criminology, the Convict Code, and Participatory Prison Reform <i>Mass Incarceration in America</i></p> <p><i>Convict Criminology</i></p> <p><i>The Convict Code</i></p> <p><i>Factors Undermining the Convict Code/Formal Structure</i></p> <p><i>A New Code</i></p> <p><i>Discussion Questions</i></p> <p><i>Note From the Author</i></p> <p><i>References</i></p>	<i>CLO</i>
16		Critical Issues: Special Topics; Wrap up	<i>CLO</i>