

CRMJ 4280: Comparative Criminal Justice
Spring 2017
Tuesday & Thursday 2:45-4:00 pm

Instructor: Kimberly Schweitzer, Ph.D.

Email: kschweit@uwyo.edu

Office: Arts & Sciences Room 330

Office Hours: Tuesday 1-2:30 pm and Thursday 9:30-11 am

Note: I am also available by appointment. Just email me and we will set up a time that works for the both of us.

Teaching Assistant: Kyle Bares

Email: kbares@uwyo.edu

Office: Arts & Sciences Room 222C

Office Hours: Tuesday 10-11:30 am and Thursday 9-10:30 am

Required Text: Reichel, P. L. (2013). *Comparative criminal justice systems: A topical approach* (6th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Recommended Text: American Psychological Association (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: APA.

Prerequisites: CRMJ 1001 and at least junior class standing

Course Description & Goals:

This course is designed to give you a broad overview and introduction to the different criminal justice systems around the world. Throughout this course we will examine the different legal traditions, policing, courts, corrections, and juvenile justice systems utilized in a variety of different countries. Specifically, we will explore how the different criminal justice systems that exist today came about and the advantages and disadvantages of different aspects of different criminal justice systems. Unfortunately, we will not be able to cover every topic and country in depth. However, we will talk about a variety of countries and explore the differences and similarities to the U.S. criminal justice system. By the end of the course, you should have a basic understanding of the different legal traditions and types of criminal justice systems that exist, along with the reasoning and processes involved in those systems. This will be achieved by attending class, listening to the lectures, participating in the discussions, and completing the assigned readings, papers, and other assignments.

Grading:

Grades will consist of the following:

Papers: Because this is a writing intensive course, your grade will mainly come from papers. You will be asked to write six papers throughout this course. Details and topics for each paper are on the course webpage. For each paper, **follow the prompt given**, and **be sure to look at the rubric** to make sure you have covered what Kyle and I will be

looking for. In general, if you discuss each of the aspects of the rubric using the knowledge you have obtained from class, the assigned readings, and your own information search, you should do just fine. **Each paper MUST be formatted using APA 6th Edition guidelines.** You do not need to do an abstract. If you are unfamiliar with APA style (and even if you think you are familiar with it), I suggest either getting the manual (see the “recommended text” above) or using Purdue Owl to find the details. Points will be deducted if APA style is not followed. To submit your paper, upload your Word document directly into WyoCourses. Email and paper submissions will not be graded.

Presentation: At the end of the semester, you will be asked to give a presentation with a few other students from the class. The presentation will be a collaboration between yourself and three of your classmates where you will be asked to integrate your ideas from your last paper. Details about the presentation will be posted online and discussed in detail in class.

Discussions: This class will be largely discussion based. As such, a portion of your grade will be based on your level and quality of participation in discussions. I do not expect you take an integral part in every single discussion we have, but I do expect you to offer your thoughts more times than not. There are no wrong answers here. I simply want you to think deeper about the topics.

Other Methods of Assessment: Throughout the course, there will also be other ways in which you will be assessed. This may be through quizzes, brief essay questions, or other ways that I deem appropriate. This will not be to torture you, but instead will be done to try to improve your experience in the course. Instructions for any of these assignments will be discussed in class.

Extra Credit: Opportunities for extra credit will be announced in class if they arise.

Grade Breakdown:

A	90 – 100%	C	70 – 79%	F	0 – 59%
B	80 – 89%	D	60 – 69%		

Attendance: As with many college classes, attendance in this class is not a part of your grade. That being said, I strongly suggest you attend every class, as we will frequently be having in-class discussions (which are a part of your grade) and doing other in-class activities that will not be able to be made up.

Classroom Etiquette: Because attendance is not a part of your grade, I expect that when you do choose to come to class, you plan to be fully present while there. Being fully present means you are listening to me and your classmates and are taking part in any discussions and answering (or attempting to answer) questions posed during class. It does NOT mean texting, checking your Facebook, sending snap chats, scrolling through Pinterest, tweeting, or doing any other work not directly relevant to class. If you have a hard time avoiding your friends and social media for 75 minutes two times a week and for some reason still want to attend class, please sit in the back of

the room so you are less distracting to your classmates and myself.

Throughout the course, we will have discussions on various, sometimes controversial, topics. I do not expect you all to have the same viewpoints on everything we discuss. In fact, I hope you are all comfortable openly disagreeing (or at least creating thoughtful opposing arguments even if you do not feel that way), as this will lead to more in-depth discussions. However, I do expect you to respect your classmates and respond in an appropriate manner. I strongly urge you to view the material we cover in an objective and scientific manner. **Please refrain from sharing personal stories/anecdotes and your religious or political beliefs, as the discussions we will have in this course are meant to be scientific in nature.** This will help ensure that all students are comfortable in the classroom without being concerned of being attacked for their beliefs or encountering other students' personal information.

Email Policy: Email is the best and easiest way to contact me with your questions. However, please refer to this syllabus and the course webpage before emailing me. I am more than willing to answer your questions, but past experience has shown that the majority of students' questions can be answered through a quick search of already possessed materials. Typically, I reply to emails the same day. However, from time to time I do attempt to have a life (surprising, I know). Monday through Friday, expect a response within 24 hours, unless I let you know I am sick or out of town; Saturday and Sunday, expect a response by the end of Monday (holidays are an exception). **If this does not happen, PLEASE email me again.** I receive a lot of emails and sometimes they get lost in the shuffle. If you have a question regarding an assignment, emailing me at 3am the morning it is due is not the best idea. Come by my office or grab me after class a couple of days before instead. If your question is specific or elaborate and requires a more detailed response than I can provide in a brief email response, email me and we can set up a time to meet and chat about it.

Email Etiquette: When you contact me via email, I expect your email to follow proper emailing etiquette. This means you should start the email with a greeting of some sort; the body of the email should contain complete sentences and proper grammar, spelling, and punctuation; and you should end the email with your name. I understand many of you email from your phones or tablets. I do, too. But, that is not an excuse. Please take 30 seconds and read through your email before hitting send. Thanks in advance!

Special Needs: If you have a physical, learning, sensory, or psychological disability and require accommodations, please let me know as soon as possible. You will need to register with and provide documentation of your disability to University Disability Support Services (UDSS) in SEO Knight Hall Room 330 before accommodations can be provided.

Academic Honesty: (From the University Handbook) The University of Wyoming is built upon a strong foundation of integrity, respect, and trust. All members of the university community have a responsibility to be honest and the right to expect honesty from others. Any form of academic dishonesty is unacceptable to our community and will not be tolerated.

Students and Teachers Working Together: Recently, the College of Arts and Sciences formed a committee of UW students and faculty to discuss how we can successfully work together. The

following is the link to the document they created: <http://www.uwyo.edu/pols/courses/students-teachers.pdf>

Disclaimer: Everything in this syllabus is subject to change at my discretion. However, any changes will be announced in class and on the course website. The syllabus is meant to be an outline of what to expect during the course and may not be followed exactly.

Course Webpage: The course webpage can be found at wyocourses.uwyo.edu.