



CJ 202:222: Constitutional Issues in Criminal Justice

Conklin Hall, Room 342

Summer Session I: M-TH 1-2:55

Instructor Information

Ashley M. Appleby

ashley.appleby@rutgers.edu

Office Hours: By Appointment

Center for Law and Justice, Room 559

Course Information

This course examines the practices and procedures of the United States of America through the application and critical analysis of the nation's Constitution. Particular attention is paid to how the Bill of Rights is interpreted by courtroom actors, and how this interpretation results in the setting of precedence. Discussion of how constitutional precedence reverberates in the criminal justice policymaking world, as well as specific analyses of important judicial opinions, trials, and congressional investigations are covered in this course

Course Learning Goals

- Discuss the historical significance of constitutional interpretation relating to criminal offenses and criminal justice procedures, and the effect societal changes have on constitutional interpretation.
- Identify, analyze, and interpret the constitutional principles that apply to procedural law and criminal investigations.
- Identify and understand the Supreme Court cases commonly identified with criminal justice policy as well as demonstrate an understanding of the Court's rationale behind its decisions.
- Demonstrate an understanding about the issues and controversies involved with the U.S. Constitution and the Supreme Court's interpretation of them.

Criminal Justice Program Learning Goals

- Describe the development and functions of major criminal justice institutions (e.g., police, courts, corrections, and juvenile justice), the activities of actors within these institutions, and how they relate to one another as well as the broader social, political, and economic world.
- Describe the mechanisms, correlates, theoretical underpinnings, and situational contexts of crime, criminal behavior and opportunity, and techniques for prevention and treatment.
- Apply and analyze theories related to the policies and practices of the criminal justice system and its major institutions.
- Demonstrate the ability to gather, explain, and apply empirical research in the field of criminal justice.
- Obtain a comprehensive knowledge about the process of conducting criminal justice research and develop the skills to conduct criminal justice research with appropriate methodologies.

Course Requirements and Attendance

Attendance will be taken at every course meeting and will count for 20% of your final grade. All students are required to read assigned readings and participate in classroom discussions in a manner that reflects familiarity with the readings and previous class sessions. Additionally, you are required to access the course website regularly to stay informed about any changes in topics, readings and other course announcements/requirements.

We will use Blackboard for all course readings outside of *Just Mercy* and for submission of all written assignments. You must ensure you have access to our Blackboard page *within the first week of class*.

Late or Missing Assignments

All assignments are due by the beginning of class on their due date. If you will miss class the date of a quiz or assignment, you must have contacted the professor *at least one week* before and document the reason for your absence. If there is no documentation for your absence on the day of a quiz, you will receive a zero and cannot retake the quiz. If you turn in a late assignment, you will lose 10% per day for lateness.

Classroom Environment

Please keep your cell phones on silent. If you have an extenuating circumstance that requires you to have your cell phone on, please let me know. Feel free to use your laptop for notes, but do not use class time for internet browsing. Please be respectful to other students while engaging in productive discussion. Feel free to come talk with me if you feel our discussion environment is not adhering to the above standards.

Academic Integrity

Do not use other people's work for class material. I encourage you to discuss these issues outside of class with one another and to study together, but your finished work *must be your own*. As a member of the Rutgers University community you are not to engage in any academic dishonesty. You are responsible for adhering to basic academic standards of honesty and integrity as outlined in the Rutgers University Policy on Academic Integrity for Undergraduate and Graduate Students. Rutgers policies regarding academic integrity can be accessed here: <http://academicintegrity.rutgers.edu/>. Your academic work should be the result of your own individual effort, you should not allow other students to use your work, and you are required to recognize and reference any material that is not your own. Violation of the university's policy will result in appropriate action.

Academic Resources

Students with Disabilities

Rutgers University is committed to providing equal educational opportunity for persons with disabilities in accordance with the Nondiscrimination Policy of the University and in compliance with § 504 of the Rehabilitation Act of 1973 and with Title II of the Americans with Disabilities Act of 1990. For additional information please visit the website <https://ods.rutgers.edu/> or contact the representative for the Newark Campus: Kate Torres, Coordinator of ADA Services and Academic Support, Robeson Campus Center, Suite 352 Phone: 973.353.5300, E-mail: kate.torres@rutgers.edu

Psychological and Counseling Services

If you experience psychological or other difficulties as a result of this course, or because of other issues that may interfere with your performance in the course, please contact the university's psychological and counseling service center (<http://www.counseling.newark.rutgers.edu>, 973-353-5805), which is located in Blumenthal Hall, room 101. The center offers a variety of free, confidential services to part-time and full-time students who are enrolled at Rutgers.

Grading and Assignments

Assignment	Raw Points	Percent of Final Grade
Attendance	50	20%
Quizzes: 5 @ 20 points each	100	40%
<i>Just Mercy</i> Assignment	100	40%
TOTAL	250	100%

Grading

A (93-100)

B+ (89-92)

B (82-88)

C+ (79-81)

C (73-78)

D+ (69-72)

D (65-68)

F (<64)

Textbook Requirements

Just Mercy: A Story of Justice and Redemption, by Bryan Stevenson (ISBN-10: 0812994523)

Assignments

Weekly Quizzes: Every Thursday (5 @ 20 points each, 40% of final grade)

(May 30, June 7, June 14, June 21, June 28)

Each quiz will be 20 points towards your final grade. The quizzes will not be cumulative – they will solely address the topic discussed during that week.

Final Paper: *Just Mercy* due Wednesday July 3 (100 points, 40% of final grade)

In-class workshops: *Tuesdays*: June 12, June 26, July 2

The final paper can address any topic that will be discussed throughout the course. You must demonstrate proper essay format, including introductory and concluding paragraphs for the essay as a whole. Your work should be in 12 pt. Times New Roman font, double-spaced, and 4-5 pages long (2,000-2,500 words). There will be three in-class workshops dedicated to discussing paper topics, APA format, and any other questions in relation to the final paper.

Course Schedule

All readings will be posted on Blackboard, required readings are subject to modification at the instructor's discretion as the course progresses

Class	Topic	Required Reading and Listening
Week 1 May 28-30	Introduction: The Criminal Justice System, The Supreme Court, and Due Process	Article Garland (2013) <i>Chapter 1: Courts, Crime, and Controversy</i>
Week 2 June 4-7	Equal Protection and the Bill of Rights	Article Garrett (2019) <i>Chapter 2: Law and Crime</i> <i>Reasonable Expectations of Privacy Reading</i>
Week 3 June 11-14	Policing and the Constitution <i>*Frontline: Policing the Police</i>	Article Apel (2015) Cases <i>Terry v. Ohio (1968)</i> <i>Mapp v. Ohio</i> <i>Miranda v. Arizona (1966)</i> <i>Tennessee v. Garner (1985)</i> Podcast This American Life: Cops See it Differently, Parts 1 and 2
Week 4 June 17-20	Trial, Sentencing and the Constitution <i>*Gideon's Army Documentary</i>	Article The State of Sentencing, 2015 Cases <i>Batson v. Kentucky (1986)</i> <i>Gideon v. Wainwright(1963)</i> <i>Glossip v. Gross (2015)</i> Podcast More Perfect Podcast: Cruel and Unusual

<p>Week 5 June 25-28</p>	<p>Prison and the Constitution</p> <p><i>*Overcrowded: The Messy Politics of California's Prison Crisis</i></p>	<p>Article Beckett (2018) Kerrison (2018)</p> <p>Cases <i>Prison Litigation Reform Act (1996)</i> <i>Brown v. Plata (2011)</i></p> <p>Podcast Ear Hustle: Episode 4, SHU Ear Hustle: Episode 18, Down Low</p> <p><i>Collateral Consequences Reading</i></p>
<p>Week 6 July 2-3</p>	<p>Catch-Up and Final Discussions</p>	