

## Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

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**Semester:** Spring

**Year:** 2025

**Course Prefix:** CJ

**Course and Section #:** 4060 X01

**Course Title:** Special Problems in Criminal Justice

**Credits:** 3

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### ***Course Description***

Examines selected current issues and problems in criminal justice. Researches external factors related to the profession upon police, courts, and correctional processes are studied. Demonstrates foundational principles and workings of the criminal justice system through realistic situations and events.

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### ***Course Attributes***

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

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### ***Instructor Information***

**Instructor Name:** Antonette Gray

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### ***Student Learning Outcomes***

- Identify critical issues facing the criminal justice system.
  - Evaluate the underlying rationale behind current criminal justice issues.
  - Assess the components of complex criminal justice problems and issues within this profession.
  - Compose valid solutions to criminal justice problems based on contemporary programs and processes.
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### ***Course Materials and Texts***

No specific text is required for this course. A variety of readings will be provided throughout the course, as well as readings that will come through your research.

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## ***Course Requirements***

### **Course Assignments**

Syllabus Quiz (10 points)  
Update Profile/Notifications (5 points)  
Rachel Boba Reflection (20 points)  
Discussion Posts (6 @ 10 points each)  
Infographics (4 @ 30 points each)  
Learning Journals (12 @ 5 points each)  
WIKI Page (20 points)  
Interim Assignments (7 @ 20 points each)  
Final Report (100 points)  
Final Report Presentation (20 points)  
Student Review of Instructor (SRI) (5 points)

### **Assessments**

Syllabus Quiz  
Final Report

### **Grading Policy**

A (94-100%); A- (90-93%); B+ (87-89%); B (83-86%); B- (80-82%); C+ (77-79%); C (73-76%); C- (70-72%); D+ (67-69%); D (63-66%); D- (60-62); and E (0-59%)

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### **Required or Recommended Reading Assignments**

Lesson 1: Police Brutality Motiongraphic and Crime Views from Different Sides (Videos).  
Lesson 2: Problem Solving Using the SARA Model and Problem Analysis in Policing (Readings).  
Lesson 3: Guide to Critical Issues in Policing (Reading).  
Lesson 4: An Overview of Mandatory Minimum Penalties in the Federal Criminal Justice System (Reading) and Just Wrong and Ghost of the Innocent (Videos).  
Lesson 5: Building an Innovation Agenda for Corrections, Trends in U.S. Corrections, The Prison Problem, and Private Prisons in the United States (Videos).  
Lesson 6: Juvenile Life Without Parole, Declines in Youth Commitments and Facilities in the 21st Century, Black Disparities in Youth Incarceration, and Lives of Juvenile Lifers (Readings).  
Lesson 7: Crime Trends – 2017, Crime in 2017 - A Preliminary Analysis, and Bringing Crime Trends Back Into Criminology (Readings).  
Lesson 8: Are the Police Racist (Video) and Is There a "Ferguson Effect?", Urban Crime Rates and the Changing Face of Immigration, and Race and Prosecution in Manhattan (Readings).  
Lesson 9: Bureau of Justice Statistics - Drugs and Crime Facts Drug Use and Crime, Drug Court Policies and Practices, and Treating Drug Abuse and Addiction in the Criminal Justice System (Readings).  
Lesson 10: Why Youth Join Gangs (Video) and Highlights of the 2012 National Youth Gang Survey (Reading)  
Lesson 11: Cybercrime Tops Americans Crime Worries, Cyber Crimes Center, and Reporting Computer, Internet-Related , or Intellectual Property Crime (Readings)  
Lesson 12: Countering Violent Extremism: A Promising Response to Terrorism and Department of Homeland Security Strategy for Countering Violent Extremism (Readings)

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## General Description of the Subject Matter of Each Lecture or Discussion

Lesson 1: Perception v. Reality – Students review examples of disparity between reality and perception and consider how perception and reality relates to criminal justice issues.

Lesson 2: Problem Analysis – Students explore how to conduct problem analysis but reviewing the SARA Model

Lesson 3: Policing Issues: Students examine contemporary issues related to policing in America.

Lesson 4: Court Issues: Students examine contemporary issues related to the American court system.

Lesson 5: Corrections Issues: Students examine contemporary issues related to corrections in America.

Lesson 6: Juvenile Justice System Issues: Students explore some contemporary issues related to juvenile justice in America.

Lesson 7: Crime Trends: Students examine recent crime trends as well as consider potential future trends.

Lesson 8: Race Issues and the Criminal Justice System – Students review racial issues, both real and perceived, in the American criminal justice system.

Lesson 9: Drug Problems – Students review current trends in the drug problem, as well as the system’s response to that problem.

Lesson 10: Gang Problems – Exploration of how this threat relates to the criminal justice system.

Lesson 11: Cybercrime - Student examine cybercrime threats and trends.

Lesson 12: Countering Violent Extremism (Terrorism) – Students examine the role of the criminal justice system in countering violent extremism (CVE), as well as the realities and perceptions of this threat.

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## *Required Course Syllabus Statements*

### Generative AI

- AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must develop over time to develop your voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.

The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine-tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs, or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited to stay within university policies on academic honesty.

Any student's work submitted using AI tools should clearly indicate what work is the student’s work and what part is generated by the AI. In such cases, no more than 25% of the student work should be

generated by AI. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.

- *\*adapted from [Temple University Links to an external site.](#) statement on AI in classes.*
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### **Using Remote Testing Software**

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

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## ***Required University Syllabus Statements***

### **Accommodations/Students with Disabilities**

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at [DHHservices@uvu.edu](mailto:DHHservices@uvu.edu)

DHH is located on the Orem Campus in BA 112.

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### **Academic Integrity**

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

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### **Equity and Title IX**

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – [TitleIX@uvu.edu](mailto:TitleIX@uvu.edu) – 800 W University Pkwy, Orem, 84058, Suite BA 203.

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### **Religious Accommodation**

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu). If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.