

Course Syllabus

RACE, CLASS, GENDER & DELINQUENCY

CRIJ 4311

SECTION 060 | SPRING 2022 | 01/10/2022 – 04/30/2022

“Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly.”

MARTIN LUTHER KING, JR. (1929-1968)
LETTER FROM THE BIRMINGHAM JAIL.
IN THE ATLANTIC MONTHLY, AUGUST 16, 1963

INFORMATION

| | |
|--------------|---|
| INSTRUCTOR | Karimah Cogger, M.S. |
| OFFICE | N/A |
| EMAIL | kcogger@uttyler.edu |
| OFFICE HOURS | Individual assistance is always available by virtual appointment via Zoom |

The best way to contact me is via Patriots Email, or by using the messaging function on Canvas.

→ THIS COURSE IS TAUGHT FULLY ONLINE. Please access all course materials and resources through Canvas. We will be using Canvas as our primary means of class communication. Be sure to edit your Canvas profile to configure when and how to receive notifications. In order to be successful, you will need to complete all online components of the course. To help you stay organized, a course schedule is provided for you on Canvas. I hope you enjoy this class!

2 COURSE BASICS

A Bit About the Course

3 OUTCOMES

What You Will Learn Along the Way

3 ASSIGNMENTS

How You Will Know You Are Learning

5 ASSESSMENT

How I Will Determine Your Grade

7 COURSE POLICIES

9 REQUIRED TEXTS

What You Will Be Reading

10 A Word from Professor Cogger

11 COURSE CALENDAR

What You Will Be Doing

"A class is a process, an independent organism with its own goals and dynamics. It is always something more than even the most imaginative lesson plan can predict."

THOMAS P. KASULIS



Course Basics

→ A BIT ABOUT THE COURSE. The structure and expectations for this “participatory learning” course differ substantially from the norm. Where are we going in this class? Think for a moment about how the dynamics of race, class, gender, and delinquency impact people’s lives – in schools, jobs, health, and many other important domains of life. What dictates the roles we play? Understanding these social realities is vital both to criminal justice and to society as a whole. Together, we will have the opportunity to learn how race, class, gender, and delinquency operate both separately and in combination to influence individual experience in and of the criminal justice system and larger society. You will complete the course with the ability to make sense and nonsense about crime, communities, and justice in light of these social realities. Your efforts in this class will help you understand who you are in new ways and prepare you to think in a critical and discriminating manner.

Why is this course relevant? I am so glad you asked! This course is designed to evaluate how race, class, gender, and other diversity issues impact juvenile delinquency and adult criminal patterns, responses to delinquent and criminal activity, and decision making within the criminal justice system. Special attention will be given to questions of racial profiling, mass incarceration, and the question of discrimination in criminal justice. Additionally, the course focuses on these demographic features through a critical criminology lens that examines how the structural factors of the American economic, political, social, and criminal justice systems impact the likelihood of criminality for underprivileged populations.

So to sum it up, your “Big Question” raised in this course is: How can the criminal justice system satisfy the need for a rethink of crime relating to race, class, gender and delinquency? This question is one we will come back to over and over again, look at from every angle, and try to piece together some sort of understanding to make sense and nonsense about the criminal justice system.

IMPORTANT DATES

January 17 – No Classes

Martin Luther King, Jr. Holiday

January 24

Census Date

February 1

Fall 2022 registration begins

March 7-12 – No classes

Spring Break

March 28

Last drop date

April 26-30

Final Exams

“BIG QUESTION”



How can the criminal justice system satisfy the need for a rethink of crime relating to race, class, gender, and delinquency?

Outcomes

→ WHAT WILL YOU LEARN ALONG THE WAY. If you participate inside and outside class, read the assigned material, and work hard on your assignments, by the end of the course, I am both confident and hopeful that you will be able to:

- **1. UNDERSTAND** the different experiences that racial minorities, men and women, juveniles, and those from under-privileged backgrounds within the criminal justice system (assessed by learning activities and exams).
- **2. EXPLAIN** the intersectionality of the different demographic features above and how they play a role in privilege vs. disadvantage for individuals within the criminal justice system (assessed by learning activities and exams).
- **3. IDENTIFY** the historical events and legislation that have played a role in creating privilege and disadvantage within the criminal justice system (assessed by reading self-check quizzes and exams).
- **4. ACHIEVE** foundational knowledge of how these events will impact future generations of individuals in regards to privilege, disadvantage, and breaking free of the revolving door of the criminal justice system (assessed by exams and reflection PowerPoint presentation).

Though the course will be challenging, if you fully engage, work diligently throughout the semester, and continually practice your critical thinking skills, this course may well shape how you understand, think about, and act in the world. What are some of your personal learning goals for this course? I encourage you take some time to set personal goals and reflect on them often throughout the semester.

Assignments

→ HOW YOU WILL KNOW YOU ARE LEARNING. In all sorts of ways! Throughout the course, you will have multiple opportunities to explore a variety of issues, engage in critical thinking, form and develop arguments, and share what you learn through application and critical thinking exercises. Assessments will consist of learning activities designed to evaluate knowledge and abilities to accomplish the intended learning outcomes. We will, for example, have frequent reading self-check quizzes, active learning activities, reflection assignments, exams, and other similar exercises. Not all assessments will be used for grading purposes. Some assessments will be used formatively as a means for you to receive feedback and improve. Please, take advantage of all the assessments opportunities you will have in this course by using the assessments to reflect on the depth and value of your learning.

You will read from the assigned textbook for the purpose of processing, analyzing, and synthesizing course concepts and objectives. The reading material will encourage you to think critically about important real-world issues including the effects of inequality, race, class, and gender, and juvenile delinquency on crime and the criminal justice system. Assignments and assessments will support you in accomplishing the intended learning outcomes. In addition, the following activities will help guide you through the learning process and help you measure your progress as you move toward deeper understanding.

CLASS ENGAGEMENT. Learning is hard! Meaningful learning—the kind of learning that lasts well beyond the test—is really hard. You will have to struggle through complex ideas, reconcile misconceptions, take risks, and continually practice the skills you learn. At times this will be frustrating, but the more you engage, the more you will learn.

At a minimum, engagement in the course means that you read assigned work; prepare for and participate actively in every learning activity; and complete all course work to the best of your ability.

Deep engagement, the kind that leads to important learning (and the kind you should strive for) involves:

- Remaining consistently engaged through the semester.
- Connecting your assignments to relevant historical events
- Being constructive and collegial, especially when you disagree with someone.
- Taking a critical but open approach to different or new ideas
- Focusing on the big themes of the course.

Periodically throughout the semester, I will offer you constructive feedback on your assignments. This will include specific comments and suggestion for improvement. I may also email you to praise your work or to encourage you to engage more deeply. I welcome the opportunity to discuss with you ways for you to meet your own engagement goals.

SYLLABUS SCAVENGER HUNT. Where can you look for important information? Getting you to read this document and refer to it, however, can be challenging. To that end, I have created a scavenger hunt in which you will use the syllabus to find the answers to questions to ensure that you have actually read the syllabus. The purpose of this application is to familiarize you with the content of the syllabus, class format, policies, and so on. By requiring this activity you as a student are responsible for your own learning. You will know where to can find the answers to questions about the course and are aware of the guidelines relating to this class.

PLAGIARISM ACTIVITY. Plagiarism is a huge concern for college students. While some forms of plagiarism are intentional, often plagiarism results from lack of understanding about what constitutes plagiarism and awareness of how to avoid plagiarized material. Therefore, you will be required to complete a plagiarism course and review APA citations skills, and successfully complete a plagiarism certification test before any written assignments are completed in the course. Once this plagiarism tutorial is completed, if you plagiarize in my class, you will automatically fail the assignment and possibly the entire course as that is within my discretion as a professor.

If you have successfully completed the plagiarism quiz and certificate in another course, you do not need to redo the test. You may submit the same certificate earned from your initial attempt for credit. However, I encourage everyone to visit the site and skim over the course material as a refresher, as you will be held to the same standard in this course regardless of time passed since you took the plagiarism certification test.

SELF-CHECK QUIZZES. To check your reading comprehension and assess how well you are digesting the information, you will be given a short quiz based on the scheduled readings to help you more fully analyze the readings and prepare for class. This course is built on the expectation that students want to be active learners, and keeping up with the reading empowers you to take full advantage of coursework.

You may use your textbook or notes during the self-check quizzes. However, the quizzes are timed; you will have 15 minutes to complete 10 questions. Each quiz will consist of multiple choice and true/false questions derived from the text. So, you will need to read the reference material before starting the quiz. Students that try to take the quizzes without reading the course material usually run out of time looking for the answers in the text.

ACTIVE LEARNING ACTIVITIES. Each week you will be required to complete an active learning activity that corresponds with the materials presented in lecture for the week. These will be online activities that will be completed individually. You will be provided with instructions for each activity, and they will differ based on what is required for the week. Each active learning activity, no matter the assignment, will be worth 10 points toward your final grade. Please refer to the course schedule to see the format in which these activities will take place. Completion of learning activities shows active learning and engaged presence, similar to attendance and participation in a face-to-face course. I will provide a detailed assignment description for each activity on Canvas. Rubrics will be provided for each assignment when appropriate.

EXAMS. There will be three exams in this course. These exams are designed to assess the knowledge and skills you develop during this semester. In other words, they are your opportunity to demonstrate how much you have learned. Each exam will be worth 100 points toward your final grade. The exam format will include multiple choice and true/false questions, fill-in-the-blank, and short answer responses. You will take these exams online and they will be timed. All of the exams are non-cumulative.

You will not be able to make-up exams simply because you forgot, overslept or were unprepared. **Do not** wait until the last possible minute to take the exam. If you have Canvas issues, it is your responsibility to get those fixed before the exam occurs. Unless there is a widespread outage, individual technology issues may not be accepted as an excuse for an incomplete exam.

FINAL EXAM EXEMPTION POLICY. You may qualify for exemption from the third exam and final exam in this class. To qualify for this exemption, you must have an overall course grade of 85% or better by Week 14. This is to ensure that you grasp the content standards and have shown proficiency. I will not round up for this reward system. You must earn an exemption on your own merit. You may choose to take the final exam in order to increase your overall course grade even if the exemption criteria is met. However, if the final exam grade does not benefit you, it will be recorded and counted toward your final course grade.

You will be notified individually via email if you are eligible for the exemption. This means you do not have to take the third exam and there will be no penalty. You may still take the exam if you so desire, but if you have met the qualifications listed above you do not have to take the third exam in this course. Please do not assume that you are exempt until you specifically receive an email from me stating that you are exempt. The third and final exam will take place during Week 15 of the semester. Even if you are exempt from taking the exam, you still must complete the regularly scheduled work for the week in order to remain exempt.

Assessment

→ HOW I WILL DETERMINE YOUR GRADE. Assessments are meant to evaluate how much you have learned in the course, and to help me understand how you are learning based on my teaching. I can get a picture of not just how you are doing in the course but also why you are forming specific knowledge about the course. Your grade for the course will consist of points and will be based on how well you demonstrate your learning in the following ways:

| Components: | TOTAL |
|---|-------|
| Syllabus Scavenger Hunt | 20 |
| Plagiarism Certificate | 20 |
| Bio Sheet | 10 |
| Self-Check Quizzes (12 at 10 points each) | 120 |
| Active Learning Activities (12 at 10 points each) | 120 |
| Reflection Assignments (3 at 20 points each) | 60 |
| Exams (3 at 100 points each) | 300 |
| TOTAL POINTS POSSIBLE | 640 |

In a points-based system, each assignment is given a point value. Your final grade will be determined by adding up all the points earned and comparing it to a grading standard.

FINAL GRADES

The following scale will be used when calculating final grades:

| | |
|---|----------------------|
| A | 573 or more points |
| B | 509 – 572 points |
| C | 445 – 508 points |
| D | 381 – 444 points |
| F | Less than 381 points |

Although the basic requirements and evaluation criteria are explained above, I will share additional details as the semester progresses. If you have any questions before then, please let me know.

LATE WORK AND MAKE-UP EXAMS. The relationship between exams and assignments and extenuating circumstances will arise. Life happens and can be messy at times. I expect you to make every effort to complete course assignments and take required exams as scheduled. Given all this, it is almost a certainty that you will miss exams and other required activities. If you know in advance you will miss such a requirement, please let me know. If you are ill or other legitimate circumstances cause you to miss a required graded activity, please let me know as soon as possible. If I am notified within 24 hours of the event **and** provided documentation, I will gladly give you a make-up quiz or extend an assignment deadline. For reference, legitimate reasons for absence include, but are not limited to: illness of the student or a close relative, traumatic events, accident, court appearance, military duty, broken auto, hazardous weather, or university-related activities (e.g., athletics, forensics, etc.). Vacations, regularly scheduled doctor's appointments, and work schedules do not qualify as exceptional reasons and will not be accepted as an excused absence. Please note, it is very bad form to invent illnesses suffered by grandparents!

As a general rule, I do not accept late assignments. I highly encourage you to start working on your assignments early. Please pay particular attention to due dates for all assignments. As a reminder, technological issues are not considered acceptable reasons for submitting late work or exams, and do not automatically qualify you for an extension or a "do-over" for the assignment. You should always back up your work and have a plan for submitting assignments even in the case of computer problems or loss of internet access. To avoid confusion, **I do not accept assignments submitted via email.**

→ A FEW THINGS TO HELP YOU ALONG THE WAY. As your professor, I am the most important resource available to you! We can meet by virtual appointment to discuss any aspect of the course or any difficulties you may be experiencing. I understand that personal circumstances or unforeseen events can sometimes interfere with your academic responsibilities, and I will work with you to ensure your best possible performance in the course.

TEACHING PHILOSOPHY. I truly believe in your success as a student and adapting my instruction to ensure your success. Below you will find several different instructional methods to help me accomplish my goal:

1. I vary my teaching methods to ensure that our course is accessible to all students.
2. I believe in transparency, meaning I have nothing to hide from you and you have nothing to hide from me.
3. Everyone has the right and ability to be successful in this course.
4. In my courses I promote a safe climate where we examine content from multiple cultural perspectives.
5. Foremost, I believe in student-centered active learning.

If a disability might hinder your engagement with or performance in this class, please let me know as soon as possible. I will work with you, and help you work with the University's many resources, to maximize your learning in this course. However, because of privacy issues, it is your responsibility to begin these conversations.

Course Policies

"Good communication is as stimulating as black coffee, and just as hard to sleep after."

ANNE MORROW LINDBERGH

→ A FEW COURSE POLICIES. Due dates are firm, but extensions requested ahead of time are normally granted. In all cases, later work is preferable to plagiarism, which is considered a violation of the honor code. What is plagiarism?

Generally speaking, it is any attempt to take credit for work done by another person. All historians, including undergraduates, must rely on the work of others to shape their own knowledge and interpretations. In their writing, they must acknowledge the importance of other works through footnotes and/or direct textual references to influential books, articles, and ideas. Failure to acknowledge the work of others, or transposing sentences, words, and concepts into your own work without using quotation marks or citations can result in plagiarism. Working with a professor, tutor, or friend to clarify your ideas and organization for a paper or presentation is generally not plagiarism. Using an outline or thesis given to you by someone else without substantial modification is plagiarism. If you have any questions about what may constitute plagiarism, please consult with me. There is no penalty for honest inquiry or confusion!

COVID-19 NOTICE. I understand that the COVID-19 pandemic may affect your ability to complete the coursework and/or meet class deadlines. During the course, if you test positive for COVID-19, experience any illness or other concerns relating to COVID-19, please reach out to me by email as soon as possible to discuss your situation. My goal is to help you be successful in this course, so I am happy to discuss alternative options if it becomes necessary.

I encourage you not to come to campus if you are not feeling well and I recommend that you get tested. If positive, you should contact the University's COVID hotline (903.565.5999) or submit the COVID Report Form (UT Tyler COVID-19 Report Form: <https://covid.uttyler.edu/>).

PARTICIPATION AND ATTENDANCE. Consistent preparation and presence in the course is an important part both of your learning **and** your contribution to building a sense of community among all learners. Participation is measured with your prepared attendance in assignment due dates, active involvement in discussions, and Canvas logins. I expect that you will be ready to discuss and participate in our online classroom each week, and commit to stay on task with asynchronous learning activities.

EMAIL AND COMMUNICATION POLICY. We have all needed help in something at some point in our lives. If you find yourself not understanding the assigned readings, lectures and assignments, I welcome you to contact me. The best way to contact me is via Patriots Email, or by using the messaging function on Canvas. I check my email regularly and will respond promptly and courteously to student email within 48 hours, but generally I will respond shortly after I receive the email. However, I do not regularly check emails on weekends, holidays, and school breaks, so response time may be longer at these times. Please include CRIJ 4311 in the subject line so I know that it is class related. Please use professionalism in emailing faculty members and address them by their designated title. Also, you are responsible for checking your student email account daily as I frequently email students.

EXTRA CREDIT POLICY. There is an opportunity for extra credit built into the course. If you read the syllabus, you will know why. It is up to you to find it!

ACADEMIC INTEGRITY. All assignments created for this class should be original to this class (it is unethical to submit work you completed for another class), must be your own work, and must be your own writing. When and where you employ the work of others, do so responsibly and cite your sources.

STUDENT ACCESSIBILITY. I am committed to providing a learning environment in which all students can succeed. All accommodations requested through UT Tyler Student Accessibility and Resource (SAR) Office will be honored. And if you see ways the course can better accommodate a diversity of students, please let me know.

"Those are my principles, and if you don't like them...well, I have others."

JULIUS HENRY "GROUCHO" MARX

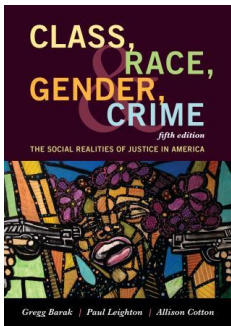
Required Texts

→ WHAT YOU WILL BE READING. This semester, there are a variety of readings that you will be assigned for this course. Teaching about gender, race, social class and juvenile delinquency in criminal justice and criminology classrooms can be challenging. Professors may face resistance when they ask students to examine how gender impacts victimization, how race affects interactions with the police, how socioeconomic status shapes experiences in court or how sexuality influences treatment in the criminal justice system. I have assembled a collection of resources for conversation on crime and social justice. You will be largely using one required text, but there will be other readings posted online for the semester. Please check in Canvas each week to identify those.

This is the required textbook:

- Barak, G., Leighton, P., & Cotton, A. (2018). *Class, race, gender, and crime: The social realities of justice in America* (5th ed.). Lanham, MD: Rowman & Littlefield.

As a core organizational principle committed to economic affordability, you are free to choose the textbook format that best suits their needs. Formats include:



ISBN: 978-1-4422-6887-6 • Hardback
 ISBN: 978-1-4422-6885-2 • Paperback
 ISBN: 978-1-4422-6889-0 • eBook

In addition to the required textbook above, I will be using YouTube videos and online articles from outside sources.

"I also noticed that throughout the world there is evil in the courtroom. Yes, even the courts of law are corrupt!"

ECCLESIASTES 3:16 - 17 NLT



You can always reach out to me if you have a concern that needs to be resolved one on one.

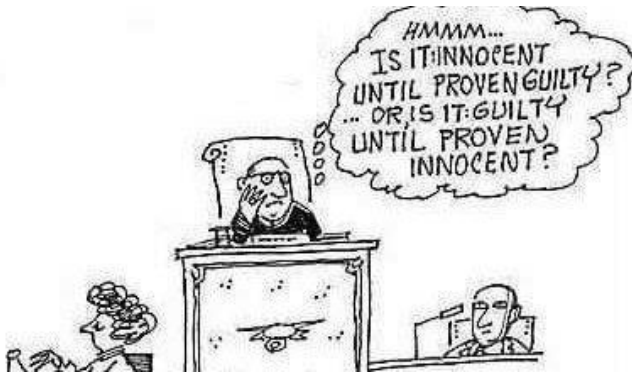
Each class is different. Sometimes we need a little help from one another to learn how to study for a test or complete an assignment. If you need help, please do not hesitate to contact me.



**SYLLABUS
GOLDEN TICKET**

What is that? It is a Golden Ticket! To show me that you have read the entire syllabus, email me a Criminal Justice-related meme appropriate for this course.

A Word from Professor Coger



→ FROM THE PROFESSOR'S DESK

Dear Students,

Our culture is largely characterized by ingratitude and injustices. As your professor, it is my responsibility to teach my perspective in class. I will not seek to change the minds or beliefs of any of you. I will seek to help you understand the experiences of others. No one is an expert in everything, so we can learn from the collective insights that we all bring to the online classroom. I fervently believe that teaching matters and that students can actively learn. I hope you will join me on this journey, and together we can develop a relationship of trust between us.

Remember, if you have any questions, comments, or concerns, please let me know right away. If you email you will receive a response within 48 hours during the business week and business hours. Email responses during late hours and the weekend are not a guarantee, so last minute questions for assignments may not receive answers if they are sent during those times. I welcome any feedback you are willing to offer.

Thank you,

Professor Coger

We're all
 [REDACTED] until
 proven [REDACTED].

STUDENT EXPECTATIONS

- PLEASE BE ACTIVE AND PARTICIPATE IN CLASS.
- Listen and respect others.
- Be comfortable taking risks.
- Complete all assignments.
- Be open to growing and learning in new ways.
- Discuss class concerns early.
- Be prepared for class by reading the reference material.

INSTRUCTOR EXPECTATIONS

- BE ACTIVE AND ENTHUSIASTIC TO FACILITATE STUDENT LEARNING.
- Listen, respect and value students' perspectives.
- Respond swiftly and effectively to student concerns.
- Grade objectively, consistently, and in a timely manner.
- Be prepared for class.
- Accommodate differences in students' learning.

Course Calendar

“When the task is done beforehand, then it is easy. If you do it hurriedly and carelessly, it must be hard.” (Cleary, 1989, p. 5)

→ **WHAT YOU WILL BE DOING.** The following times and topics are tentative and may shift slightly to foster a more effective learning environment. Nothing will be made due earlier than indicated but some things may be pushed back or eliminated altogether, depending on time. All changes will be announced and posted on Canvas. The course week extends from Monday to the following Sunday with the exception of the final week, which ends on Saturday. **Graded assignments are due on Sundays by 11:59 p.m.** All deadlines refer to Central Standard Time (CST).

Week 1 January 10 - 16 Introduction to the Course

| | |
|---|--|
| Welcome | Review Course Syllabus |
| Reference Material | Introduction: Crime, Inequality, and Justice |
| Assessment | Syllabus Scavenger Hunt |
| | Plagiarism Certificate |
| → Graded assignments are due by 11:59 p.m. on Sunday, January 16 | |

→ *January 17 — Martin Luther King, Jr. Holiday, all offices closed—No classes*

PART I Crime Control and Criminology

Week 2 January 17 – 23

| | |
|---|---|
| Reference Material | Chapter 1: The Crime Control Enterprise and Its Workers |
| Assessment | Chapter 1 Self-Check Quiz |
| | Bio Sheet |
| | Active Learning Activity |
| → Graded assignments are due by 11:59 p.m. on Sunday, January 23 | |

→ *January 24 — Census Date*

Week 3 January 24 – 30

| | |
|---|--|
| Reference Material | Chapter 2: Criminology and the Study of Class, Race, Gender, Crime |
| Assessment | Chapter 2 Self-Check Quiz |
| | Active Learning Activity |
| → Graded assignments are due by 11:59 p.m. on Sunday, January 30 | |

Week 4 **January 31 – February 6**

| | |
|--------------------|---|
| Reference Material | Chapter 3: Understanding Class and Economic Privilege |
| Assessment | Chapter 3 Self-Check Quiz |
| | Active Learning Activity |
| | → Graded assignments are due by 11:59 p.m. on Sunday, February 6 |

→ *February 1 — Registration for Summer 2022 begins*

Week 5 **February 7 – February 13**

| | |
|--------------------|--|
| Reference Material | Introduction, Chapters 1 – 3 |
| Assessment | Exam 1 |
| | Reflection Assignment |
| | → Exam and graded assignment are due by 11:59 p.m. on Sunday, February 13 |

PART II Inequality and Privilege**Week 6** **February 14 – February 20**

| | |
|--------------------|--|
| Reference Material | Chapter 4: Understanding Race and White Privilege |
| Assessment | Chapter 4 Self-Check Quiz |
| | Active Learning Activity |
| | → Graded assignments are due by 11:59 p.m. on Sunday, February 20 |

Week 7 **February 21 – February 27**

| | |
|--------------------|--|
| Reference Material | Chapter 5: Understanding Gender and Male Privilege |
| Assessment | Chapter 5 Self-Check Quiz |
| | Active Learning Activity |
| | → Graded assignments are due by 11:59 p.m. on Sunday, February 27 |

Week 8 **February 28 – March 6**

| | |
|--------------------|---|
| Reference Material | Chapter 6: Understanding Privilege and the Intersections of Class, Race, and Gender |
| Assessment | Chapter 6 Self-Check Quiz |
| | Active Learning Activity |
| | → Graded assignments are due by 11:59 p.m. on Sunday, March 6 |

→ *March 7-12 — Spring Break for faculty and students—No classes*

PART III Law and Criminal Justice

| Week 9 | March 14 – March 20 |
|--------------------|---|
| Reference Material | Chapter 7: Victimology and Patterns of Victimization |
| Assessment | Chapter 7 Self-Check Quiz |
| | Active Learning Activity |
| | → Graded assignments are due by 11:59 p.m. on Sunday, March 20 |

| Week 10 | March 21 – March 27 |
|--------------------|---|
| Reference Material | Chapters 4 – 7 |
| Assessment | Exam 2 |
| | Reflection Assignment |
| | → Exam and graded assignment are due by 11:59 p.m. on Sunday, March 27 |

→ *March 28 — Last day to withdraw from one or more classes*

→ *April 1 — Registration for Fall 2022 begins for graduate/senior/Presidential Fellow/Honors/SI Leader/NCAA students*

| Week 11 | March 28 – April 3 |
|--------------------|--|
| Reference Material | Chapter 8: Lawmaking and the Administration of Criminal Law |
| Assessment | Chapter 8 Self-Check Quiz |
| | Active Learning Activity |
| | → Graded assignments are due by 11:59 p.m. on Sunday, April 3 |

| Week 12 | April 4 – April 10 |
|--------------------|---|
| Reference Material | Chapter 9: Law Enforcement and Criminal Prosecution |
| Assessment | Chapter 9 Self-Check Quiz |
| | Active Learning Activity |
| | → Graded assignments are due by 11:59 p.m. on Sunday, April 10 |

Week 13 **April 11 – April 17**

| | |
|--------------------|---|
| Reference Material | Chapter 10: Punishment, Sentencing, and Imprisonment |
| Assessment | Chapter 10 Self-Check Quiz |
| | Active Learning Activity |
| | → Graded assignments are due by 11:59 p.m. on Sunday, April 17 |

Week 14 **April 18 – April 24**

| | |
|--------------------|---|
| Reference Material | Conclusion: Crime, Justice, and Policy |
| Assessment | Conclusion Self-Check Quiz |
| | Reflection Assignment |
| | → Graded assignments are due by 11:59 p.m. on Sunday, April 24 |

→ *April 25 – Study Day*

Week 15 **April 25 – April 30** **Final Exams Week**

| | |
|--------------------|--|
| Reference Material | Chapters 8 – 10, Conclusion |
| Assessment | Exam 3 |
| | → Exam 3 is due by 11:59 p.m. on Saturday, April 30 |