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| 1.22 Signatures |
BSU Curriculum Forms

Form 1

Curriculum Modification Summary

College: Health Science and Human Ecology
Department: Criminal Justice
Proposer: Dr. Elizabeth Hagensen
Proposer’s position: Assistant Professor; Department Chair

Describe the modification(s) you propose, and how it (they) will work to students' advantage.

Proposing to add CRJS 1120 to Liberal Education Goal Area 9.

Including this course will allow a greater variety of students the opportunity to learn about crime and justice, with specific emphasis upon justice related ethical and civic responsibility.

 Modifications proposed (specify number of each):
 __1__Course Modification(s) (form 2)
 _____New Course(s) (form 3)
 _____Course Drop(s) (form 4)
 _____Program Modification(s) (form 5)
 _____New Program(s) (form 6)
 _____Program Drop(s) (form 7)

The modifications affect (check):
 __x__Liberal Education
 __x__Undergraduate Curriculum
 _____Graduate Curriculum
 _____Teacher Licensure Program(s)
BSU Curriculum Forms

Form 2

Course Modification Form

Current Course Number(s):
   Undergraduate: CRJS 1120
   Graduate:
Proposed Course Number(s), if different:
   Undergraduate: n/a
   Graduate:

Current Course Title: Criminal Justice and Society
Proposed Course Title, if different:

Current Course Description: A general introduction to the philosophies, principles, and social aspects which underlie the formulation of law and administration of justice in the United States. Provides an overview of the institutions and relationships of those agencies composing the criminal justice system.

Proposed Course Description, if different: A general introduction to the philosophies, principles, and social aspects which underlie the formulation of law and administration of justice in the United States. Provides an overview of the institutions and relationships of those agencies composing the criminal justice system. Liberal Education Goal Area 9.

Current Credits: 3
Proposed Credits, if different:

Current Prerequisite(s):
Proposed Prerequisite(s), if different:

1) Reason(s) for change(s): add as Liberal Education Goal Area 9

2) May this modified course replace the current course for students remaining in the old curriculum? Yes ___X___ No _____ If not, please drop the current course and submit a new course form for the modification.

3) Do these modifications change any of the following? For all Yes answers, please provide updated information on the next page.
   Student Learning Outcomes Yes ____ No ___X___
   Major Content Areas Yes ____ No ___X___
   Projected Maximum Class Size (Cap) Yes ____ No ___X___

4) Current Course fee(s) per student: $ NONE

for:
Proposed Course fee(s) per student, if different: $

for:

5) Service Areas:

This course is a requirement or an elective in the programs/areas listed below.

Non-licensure programs: Accounting, Chemistry

Teacher Licensure programs: none

Liberal Education: none

The above “service area” programs/departments were notified of this modification on **26 MAY 2016** by email.

Please check one of the items below:

______ No comments were received from other programs or departments within one week of the notification.

__x___ Comments were received within one week of the notification, and are attached.

- Dr. Sandra Kranz, Accounting
- Dr. Kenneth Traxler, Chemistry
Criminal Justice and Society
Sample Syllabus

CRJS 1120
TERM YEAR

Instructor: xx
Office: xx
Phone: xx
Email: xx


(examples)

Note: There are many versions of this book by many different translators. Translation is important. This book contains culturally appropriate translation. In addition to cultural rather than literal translation, this version of the book includes an excellent discussion of the history of both the author and book—both of which are important to understand. This specific version of the book is required.

Course Description:
A general introduction to the philosophies, principles, and social aspects which underlie the formulation of law and administration of justice in the United States. Provides an overview of the institutions and relationships of those agencies composing the criminal justice system.

Liberal Education Learning Outcomes and Competencies
Goal Area 2; Students will be able to
1. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
2. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses and evaluations made by ourselves and others.

Goal Area 9; Students will be able to
1. Examine, articulate, and apply their own ethical views.
2. Apply core concepts (e.g., politics, rights and obligations, justice, liberty) to specific issues.
3. Discuss and analyze ethical dimensions of social and scientific issues.
4. Distinguish between the diversity of political motivations and interests of others.
5. Identify ways to exercise the rights and responsibilities of citizenship.
COURSE REQUIREMENTS

AT A GLANCE:
- 12 Activities
- 13 worksheet style quizzes
- 4 Exams
- NO major project...but...
- One of the activities is a creative writing activity (Criminal Fairytale)
- Modified self-paced structure = you may work ahead, but not fall behind

GRADING
Your final grade is based on a straight point calculation: points earned/points offered.
A = 90% and up
B = 80-89%
C = 70-79%
D = 60-69%
F = 59% and below (fail)

Assignments and activities: For most modules there will be an assignment and/or activities. The book On Crimes and Punishments will be used for several of the activities.

Note: the professor reserves the right to offer unannounced quizzes and assignments, and/or activities at any time.

Unless otherwise instructed assignments will be turned in using TurnItIn.com. With that said, it means that handwritten assignments, emailing assignments, and assignments dropped into D2L will not be accepted unless otherwise directed.

Assigned readings: For each module we will have assigned readings. Additional readings such as journal or magazine articles, current news articles, blogs or assigned viewings (e.g. freely available internet videos) may also be required. Required readings also include lecture slides. Most of the lecture slides are to help guide your reading. In some modules, the lecture notes add content that was missed in the text. The best example is for module 3—the authors presented a sociological view of criminological theory, which isn’t as complete as it should be. Lecture slides contain a more detailed discussion of criminological theory. Additional content contained in the lecture slide will appear in the quizzes and exams.

Quizzes: Each module includes a quiz. Quizzes are executed via D2L, found within the Assessment tab, Quiz section. Quizzes must be submitted by the “no later than” (NLT) time and date. To stress: late submissions are not allowed. Quizzes are more like online worksheets—designed to guide you through the reading while getting you to think about the content. I fully expect you’ll have an open book while taking the quizzes and exams. Be forewarned—it’s best that you read before you take the quiz. Quizzes are timed. I really don’t care how well you can copy & paste and recite words. DO NOT take words verbatim from the textbook for your quizzes—you must use your own words.

Exams: There will be four exams. These exams cover the required readings, lecture, and information learned from the activities.
**Extra Credit:** You can earn up to 20 points of extra credit for self-initiated activities such as campus events, field experiences and other types of non-classroom experiences. All extra credit activities must be approved ahead of time and must be completed by the last day of classes for the semester. If using campus events and or field experiences (e.g., ride-a-longs, interviews, job shadow) documentation of attendance or participation must be provided along with a critical reflection about your experiences and what you learned. Extra credit documents are to be turned in using D2L extra credit dropbox. Talk with Dr. Hagensen for further information if you would like to do extra credit.

**TurnItIn:** For this class we will be using TurnItIn.com for assignments. Papers will not be accepted in-hand, via D2L Dropbox or via email unless otherwise stated.

Go to this site: http://turnitin.com  
Class ID: xxxx  
Enrollment Password: xxxx

When you submit a paper through TurnItIn.com, the software will review the submitted document and provide you with a “similarity index”. This index tells you how much of your paper is similar to other papers and other reviewed content (which, by the way, includes internet content).

- Papers with more than 20% similarity index will generally not be accepted. This means pay attention to how much direct quoting you do. The vast majority of your work should be in your own words. If you submit a paper with an unacceptable similarity index send me an email and I will review it for the final determination about acceptability. You are responsible to monitor your submission. If you do not send me an email and I see an unacceptable similarity index the paper will not be reviewed. Yes, sometimes papers may receive a high similarity index because you repeat the question asked, which is similar to others who also include the question asked. That is generally not a problem and is easy to identify; however, you can avoid that situation by not repeating the questions asked.
- Papers with plagiarism will not be accepted, regardless of similarity index. No exceptions.

**Authorized absences:** Unless you have an authorized absence for missing class/a due date you must be in class to take a quiz and/or receive in-class activity points. If you miss a quiz or an in-class activity, your score will be recorded as zero. Authorized absences must be supported with verifiable documentation. An authorized absence may include, and is not limited to, the following types of situations: medical, military service, official BSU service/function, or a death in the family. If you are a student-athlete, authorized absences are those associated with your athletic participation and must be brought to the professor’s attention prior to the absence IAW with University policy.

**Written paper formatting: (general collegiate formatting)**

- Place your full name, course name and semester and date in the top right corner  
- Black ink on white paper  
- 12 pt., Times New Roman font  
- Double spaced  
- 1” margins all around
For this class, we follow APA 6th edition for citation and reference style. In this class we use the American Psychological Association (APA) 6th edition publication manual for citation and reference style. Other professors may require a different citation style. (Helpful hint: you should always know what citation style your professors require.)

About the grading of open-ended questions:

- An **acceptable** answer (“C” level grade) addresses the question/each part of the question, incorporates information from the required readings, and is generally well written and in keeping with formatting and citation requirements. Basically speaking, acceptable answers minimally address the question(s) posed.

- A **good** answer (“B” level grade) addresses the question/all parts of the question, incorporates lecture material and assigned reading materials, is well written, and is generally free of typo’s, grammar, and sentence construction issues. Good answers are formatted and cited appropriately.

- An **excellent** answer (“A” level grade) fully addresses the question/all parts the question, incorporates lecture materials, assigned reading materials, or materials from outside sources. Excellent answers show breadth and depth of understanding the topics. They are skillfully written using appropriate discipline-specific language and they are formatted and cited appropriately.

Unless specifically asked for your opinion, feelings, or beliefs, all such matter must be supported by relevant discussion and/or facts from the required readings, class discussion, or other course-related materials. Incorporating material from outside resources is also strongly encouraged.

In this course, you will be exploring your personal opinions and legal opinions on matters related to crime and justice. When responding to essay questions, unless otherwise stated, you must incorporate course-related material and supporting argument to your opinions. Unless otherwise stated, do not write your responses strictly on the basis of your opinions.
While you are expected to incorporate the course-related material, this does not mean that the bulk of your responses are taken verbatim from the materials. **You need to use your own words.** Lifting words verbatim from the materials is acceptable, but only as a way to strengthen your essay or in cases where specificity of language is necessary. If you use words verbatim, lifting three or more words or specific unique phrases, you must use direct quotes and cite the page numbers within your in-text citation as directed in 6th ed. APA style. See also section titled “Plagiarism”.

**Academic integrity and general conduct:** You are responsible to read and abide by the rules contained within the student handbook: [http://www.bemidjistate.edu/students/handbook/](http://www.bemidjistate.edu/students/handbook/). Any form of academic dishonesty (e.g., cheating, plagiarism, and misrepresentation), inappropriate behavioral conduct, or general disruptive conduct will not be tolerated and will be dealt with in accordance with University Policy.

**Plagiarism:** Plagiarism is a serious academic crime and will be dealt with accordingly. Plagiarism includes:

- Presentation of another author’s work (including text, statistics, quotes or ideas) as your own, whether intentional or not; this includes lifting concepts, ideas, and more than three words in a row from someone else’s work
- Including material without proper citation
- Purchasing or downloading papers on-line and presenting them as your own work
- Submitting work written by someone other than you as original

To correctly source and cite your materials, keep the following in mind:

- **Any words, thoughts, or ideas** that are not your own must be cited.
- **Use direct quotes** when using three or more words in a row from a source or when borrowing a catch phrase. You then must use an in-text citation.
- **When directly quoting**, you must include the page number in the in-text citation.
- **When you paraphrase** you must cite the original author, although you do not have to use direct quotes. Paraphrase means to summarize a body of work, whether you are discussing something as large as an entire book or as small as a sentence.
- **When you lift ideas or concepts**— which means to reword, use your own wording for a concept, or discuss ideas or concepts from another’s work, you must cite
the source. If you read something from a source, decide to incorporate it but change a few words around—technically speaking those may be your words, but they are not your thoughts or ideas. You must cite your source.

**Plagiarism is like speeding in terms of intent**—Intent doesn't matter. Sometimes you don't mean to speed; you're speed just crept up there or you were in a hurry and needed to get somewhere. If you get pulled over, you are still responsible for the fact that you were speeding whether or not you intended to do it (by the way, this is called strict liability.) Just like speeding, you will be held responsible for plagiarizing—even if you didn't mean to. That means study up on proper citation methods. See the 6th Edition APA manual. “Dr. Hagensen, I didn’t know it was plagiarism” is the equivalent of “I’m sorry officer; I didn’t know that I was speeding”. Zero excuses. See 6th Ed. APA manual.

**Plagiarism is like shoplifting or theft in terms of harm.** As innocent as not citing a source seems, in some instances, it’s a crime—intellectual property theft, copyright violations for example. Presentation of words, thoughts, ideas, research and other scholarly and intellectual efforts is how authors/writers, academics and researchers make a living. Our words, thoughts, ideas, research, and other scholarly efforts are much like the physical inventions of engineers and inventors, and ‘things’ you find in stores protected by various copyright, patent, trade, and trademark laws. The fruits of our labor are intellectual property. Plagiarizing is stealing our work. Give credit where credit is due. (http://www.plagiarism.org/ask-the-experts/faq/)

**Communications and D2L:** In this class we will use D2L to communicate (News, Discussion, and email), for grading (Grades), and to store course documents (Content and News). Communication via email is done using your BSU email account. It is your responsibility to ensure that you have access to your email and that you check your email regularly. Any correspondence regarding grades or other protected information will be done using only your BSU email account.
Course Schedule

This course schedule is tentative and subject to change. ALL items due are due no later than 11:59pm on the date listed. Specific learning objectives outlined below.

Remember: required reading includes the lecture slides (found in D2L Materials/Content)

Module 1: [closes xx] Introduction and Welcome; POST basics and eligibility
   Required reading: Syllabus and POST documents (D2L)
   Quiz: Syllabus
   Quiz: POST
   Activity: About Me Survey (located D2L/Assessments/Surveys)
   - Articulate course expectations
   - Explain the structure, flow of the course
   - Identify the eligibility requirements to become a peace officer in MN

Module 2: Criminal Justice Today, “The System”
   Required reading: Chapter 1 and BJS chart (D2L)
   Quiz: The CJ sequence of events
   Activity: Short essay questions models of justice
   - Explain how society determines which acts are criminal
   - Define “crime” and “victim”
   - Contrast crime control and due process models
   - Explain the concept of case attrition within the criminal justice system
   - Name pillars of the criminal justice system and their functions
   - Explain the relationship between police, courts, corrections, and victim services

Module 3: Causes of Crime, Juvenile Justice
   Required reading: Chapter 2 and 15
   Quiz: Causes of Crime, Juvenile Justice
   Activity: Criminal fairytale (activity assigned, nothing due this module)
   - Identify and explain the major historical and modern theories of offending
   - Compare and contrast “choice” and “causation” assumptions about human behavior and its relationship to criminological theory
   - Identify the common correlates of crime
   - Explain the difference between adult and juvenile courts
   - Discuss the rationale behind the formation of juvenile courts

Module 4: The Crime Picture: Offenders and Victims
   Required reading: Chapter 3
   Quiz: The Crime Picture: Offenders and Victims
   Activity: Criminal fairytale submission
   - Explain how behaviors becomes defined as criminal
   - Explain the difference between mala in se and mala prohibita
   - Explain the structure and reporting of crime to the UCR
   - Identify and explain victimization surveys and self-report surveys as measures of crime
   - Identify and discuss factors that affect crime rates
   - Explain the differences between and uses of descriptive and inferential research
Module 5: Inside Criminal Law
Required reading: Chapter 4
Quiz: Inside Criminal Law
Activity: Peer review criminal fairytale (1 self-review, 2 peer reviews) see TurnItIn.com.
- Describe the sources and functions of American criminal law
- List and describe the excuses and justifications for criminal defense
- Explain the concepts of stare decisis and precedence
- List and describe the elements of a crime

Module 6: Exam 1 (Basics of the system)—content from module 1 through 5

Module 7: Law Enforcement Today and Policing
Required reading: Chapter 5 and 6
Quiz: Law Enforcement Today and Policing
Activity: Essay questions: Educational requirements for law enforcement
- Explain the Wickersham Commission and its impact on policing
- List and describe the responsibilities of police
- Identify and describe the historical eras of American policing
- Discuss major concerns with police use of discretion; ethical dilemmas
- List and describe the different law enforcement response strategies

Module 8: Policing and the Rules of Law
Required reading: Chapter 7
Quiz: Policing and the Rules of Law
Activity: Reflection paper: Sheepdog, sheep, wolves
- List the four main sources of probable cause
- Identify the fundamental constitutional safeguards that underlie police process
- List and discuss the major elements of the Miranda warning
- List the four elements that must be present for an arrest to take place
- Identify and discuss the basic rules of lawful searches and seizures

Module 9: Exam 2 (Law enforcement basics)—content modules 7 through 9

Module 10: The Courts
Required reading: Chapter 8
Quiz: The Courts
Activity: Essay, On Crimes and Punishments
- Describe the four main functions of the courts
- Discuss the concept of jurisdiction as it applies to both geography and subject-matter
- Explain how a case is brought before the supreme court
- List and describe the members of the courtroom working group

Module 11: Pretrial and Trial
Required reading: Chapter 9 and 10
Quiz: Pretrial and Trial
Activity: Essay, In order for punishment not to be
- Compare and contrast the role of defense and prosecuting attorneys
• Discuss what factors influence a judge’s use of discretion
• Identify and explain the basic protections defendants possess
• Describe the process of jury selection, list and describe the major affirmative defenses
• Explain the role of a victim in the criminal justice system

Module 12: Punishment and Sentencing
Required reading: Chapter 11
Quiz: Punishment and Sentencing
Activity: Essay, Torture
• List and describe the basic philosophical reasons for sentencing
• List and describe the basic forms of punishment
• Describe the steps in the sentencing process, and explain a “stay” or “suspended” sentence
• Discuss the role of the victim in the CJ system; discuss the critical issues with victim participation
• Explain both sides of the death penalty debate

Module 13: Exam 3 (Judiciary basics)—content modules 11 through 14

Module 14: Probation, Parole, Community Corrections
Required reading: Chapter 12
Quiz: Probation, Parole, Community Corrections
Activity: Essay, Punishments and Promptness of Punishments
• List and describe at least five sentencing options other than incarceration
• Explain general terms and conditions of probation
• Discuss the rationale behind community-based correctional programs
• Describe the different levels of community supervision
• Explain the function of a probation and parole officers

Module 15: Prisons and Jails
Required reading: Chapters 13 and 14
Quiz: Prisons and Jails
Activity: Essay, Imprisonment, Injury to Honor
• Compare and contrast prisons and jails
• Discuss early penal theories and philosophy surrounding reformatories and penitentiaries
• Explain the factors associated with the dramatic grown in prison population
• Identify and describe the different types of prisons (security classifications, architectural design)
• Discuss reasons for violent behavior in prisons

Module 16: Final exam, Exam 4 (Corrections basics, accumulative) content from modules 1 through 16

Accommodations: Upon request students with a documented disability may receive appropriate and reasonable accommodations in this course including information in an
alternate format. Please contact the Disability Services Office at 755-3883 or email disabilityservices@bemidjistate.edu.
CRJS 1120

Activity 1

Read the article and watch the video. Write a two-page reflection paper. At the end of the reflection paper, write a paragraph about what you think could be done to enhance support to police and corrections officers alike and improve community perception of the CJ system.


*********************************************************

This is also an excellent opportunity to introduce you to reflection papers. Most of the extra credit opportunities require a reflection paper submission in order to receive the credits. This applies to all types of activities; readings, experiences, movies and so on. Here's a decent link that in very simplistic terms explains reflection paper basics: http://www.wikihow.com/Write-a-Reflection-Paper.

Selected highlights about what goes into the paper:

1. **Identify the main themes.** In your notes, summarize the experience, reading, or lesson in one to three sentences. These sentences should be both descriptive yet straight to the point.

2. **Jot down material that stands out in your mind.**
   - (For readings or videos or experiences alike) Jot down specific quotations or summarize passages.
   - For experiences, make a note of specific portions of your experience. You could even write a small summary or story of an event that happened during the experience that stands out. Images, sounds, or other sensory portions of your experience work, as well.

3. **Chart things out.** You may find it helpful to create a chart or table to keep track of your ideas.
   - In the first column, list the main points or key experiences. These points can include anything that the author or speaker treated with importance as well as any specific details you found to be important. Divide each point into its own separate row.
   - In the second column, list your personal response to the points you brought up in the first column. Mention how your subjective values, experiences, and beliefs influence your response.
   - In the third and final column, describe how much of your personal response to share in your reflection paper.

4. **Ask yourself questions to guide your response.** If you are struggling to gauge your own feelings or pinpoint your own response, try asking yourself questions about the experience or reading and how it relates to you. Sample questions might include:
   - Does the reading, lecture, or experience challenge you socially, culturally, emotionally, or theologically? If so, where and how? Why does it bother you or catch your attention?
   - Has the reading, lecture, or experience changed your way of thinking? Did it conflict with beliefs you held previously, and what evidence did it provide you with in order to change your thought process on the topic?
   - Does the reading, lecture, or experience leave you with any questions? Were these questions ones you had previously or ones you developed only after finishing?
   - Did the author, speaker, or those involved in the experience fail to address any important issues? Could a certain fact or idea have dramatically changed the impact or conclusion of the reading, lecture, or experience?
   - How do the issues or ideas brought up in this reading, lecture, or experience mesh with past experiences or readings? Do the ideas contradict or support each other?
CRJS 1120
Activity: Criminal Fairytale
This activity is a creative writing assignment. This activity will carry over for a full three activities. The first activity, you’ll begin writing the paper (nothing due first module), then submit your paper. The following module activity you will do peer review. That said; submit Criminal Fairytale activity **ON TIME**.
To be clear: Instructions are provided module3—expectation is that you begin writing. You will turn this in with Module 4. Peer review is due for Module 5.
Think about those fairytales that we were told as kids. Yes. Little Red Ridinghood, Cinderella, Beauty and the Beast to name just a few. Really think about them. What makes these stories so memorable? The intrigue? The drama? The suspense? The love story? Okay, just ignore the underlying loves stories and focus on the drama. The drama is often criminal in nature.
Fairytales are violent and full of crime yet we tell these stories to our children at bedtime no less. We’re talking, murder, assault, kidnapping, sexual assault, human trafficking, domestic violence, child abuse and neglect, drug crimes and so many more…oh my!
For this activity we are going to rewrite a criminal fairytale—focusing on the crimes involved. When a criminal case goes before the court, the prosecution must prove, beyond a responsible doubt, all the elements of the crime. This is vitally important in police work. The work in law enforcement (i.e., the police report) must contain sufficient information to show evidence that the defendant committed the specific crime. The crime is defined by statute, not your personal opinion.
In many ways, a police report is telling a story. That story, however, must contain certain information, facts, and evidence because that story will be used to prove someone committed a specific crime.
This supporting meeting the following course learning objectives:
- Explain how society determines which acts are criminal
- Explain the relationship between police, courts, corrections, and victim services
- List and describe elements of a crime (forthcoming in module 5; this is a heads up and a head start!)

This activity also works the following skills:
- Information literacy (using authoritative resources; citing your sources)
- Basic writing skills
- Critical thinking

**Activity Instructions**
1. Select a fairytale. Your choice, but you should be very familiar with the general storyline.
2. Think through the story. Identify at least three crimes involved. If needed you can spin the story. We call that taking creative liberties.

3. For those three crimes, and any others you chose to include, identify the Minnesota state statutes for the offenses; you’ll need the alpha numeric identifier for the crime type (for example, disorderly conduct is MN 609.72) Using disorderly conduct as an example:
   a. Revisor is MN’s authoritative resources for statutes:  
      https://www.revisor.leg.state.mn.us/pubs/
   b. Take note that there are subdivisions, sections, paragraphs, e.g., MN 609.72 (1). When said out loud we say Minnesota state statute 609.72 subdivision 1. From there it goes section, paragraph, subparagraph.
   c. The behaviors described in the statutes are the ones that must be present in the story to show evidence that the crime occurred. Each subdivision is a different “type” of the crime; for example subdivision 1 in MN 609.72—engages in brawling or fighting is one way to be “disorderly” while disturbing an assembly (subdivision 2) is another.
   d. If more than three crimes exist, be sure to identify those too!

4. Rewrite the story using modern language and your own twist so that the story fits the elements of the crime. Be original.

To recap: you’re selecting a fairytale. You’re identifying at least three crimes, and finding the MN state statue for the crimes. You’re thinking through that storyline based upon those crimes. You’re then rewriting the story to include the elements of the crime as identified in MN state statues.

Examples of past student submissions:

- Jack and the Weedstock (cultivating marijuana)
- Little Red Ridinghood getting a minor consumption and open container while on the way to grandma’s house
- Three Little Pigs as drug dealers, Big Bad Wolf as a DEA agent
- Alice and Wonderland and forcible intoxication of a minor

As you can see, the stories queue into a longstanding fairytale theme but add a twist. We do not make light of victimization or offending through this activity. Committing crime and being victimized are quite serious. That said, you can reshape the story to reflect a different offender/victim relationship or even a hero/villain reversal. After all, the line between hero and villain is a matter of perspective. You need not include a major crime of violence (e.g., aggravated assault, robbery), a serious drug crime (e.g., manufacturing, trafficking) or serious property crime (e.g., burglary, robbery). Crimes can be public order or nuisance offenses (e.g., disorderly conduct, public urination, loitering) if you wish. The option is yours. You have creative control.

By the way,

- “i.e.,” is Latin for id est, which means “that is”. We use it as a way to say “this specifically”.
- “e.g.,” is Latin for exempli gratia, which means “for example.”

WARNINGS: First, do not write for shock value. Gratuitous and unnecessary violence or sexual depravity (that which does not further the storyline) will result in a zero on the assignment. Second, do not use any of your professor’s or university administrator’s
names for story value; find other names. Violating both the first and the second warning within the same story will result in a referral to University Conduct. No, I’m not kidding.

Also, be sure to site the MN state statutes and clearly identify the crime types. See the syllabus and 6th ed. APA manual for details on proper paper formatting. Regarding submission of the final activity:

- You will be using TurnItIn.com for this activity.
- Then, this activity will be peer reviewed (the following week’s activity). As a result you MUST TURN THIS ACTIVITY IN ON TIME. If you do not, you will not be able to participate in the peer review. This means that if you do not submit your story on time, you will lose a significant number of activity points.
- Then, you will review the stories of your peer reviews, and write a reflection paper about your experiences with writing the story and conducting a peer review (instructions and discussion about reflection papers already provide in previous activity).

**TurnItIn.com and PeerMark, Revision assignment**

By this point in the class, you should already have your TurnItIn.com account set up and initial Using TurnItIn.com activity completed.

**PeerMark**

- Offer sincere comments and be respectful. Accept sincere feedback.
- This is a freshman level course and the assumption is that you have a lot of learning yet to do. This process is an opportunity to learn from your peers and improve your writing. Learning from your peers is an invaluable learning experience.
- Be open and honest with yourself when reviewing your own work.
- When you log in to your TurnItIn.com account, you’ll notice an activity under your Criminal Fairytale submission. This activity is called PeerMark.
- Along the right side of the screen alongside the PeerMark activity, you will see two things: write reviews and read reviews. I won’t insult your intelligence by describing which item does what.
- When you write your reviews, you will see questions that ask you to rate how well the student met the grade criteria. For example, “On a scale of 1 to 5 how well did the student identify the criminal activity in the story” (1 meaning not very well and five meaning very well). Answer each of the questions. Yes, the ratings are subjective. Don’t over think it. At the end you’ll be required to describe what the student did well and what the student could improve upon (open text). Be honest yet RESPECTFUL.
- As you do these peer reviews, keep in mind that those grading criteria are exactly the criteria that will be used to determine your grade for the activity.
- When you are done with the review, select the submit button.
- Don’t forget to review your own. You should conduct the reviews of your own work after you have completed the peer reviews.
- You’ll have two reviews and one of your own, for a total of 3 reviews.

Linked article summary:

Chicago (CNN)
On the south side of this wounded city, young black men and women fill a youth center on a recent weekend to learn how to exercise their civil rights. "Who watched the Laquan McDonald shooting?" asks civil rights instructor Charles Jones, referring to the infamous October 2014 episode in which a black teenager was shot 16 times by a white police officer who is now facing murder charges. The shooting, captured on dashcam video, sparked protests across the city and raised questions about institutional racism within the Chicago Police.

Every person in the room raises their hand or nods their head. Jones has their attention now. Jones tells them about how he was arrested in Chicago on drug charges at 17 -- "The police knocked on my door and told my mother I would be back home in 15 minutes" -- and held by the police for three days without access to a phone or a lawyer. Before he knew it he was in prison, convicted of first-degree murder and sentenced to 40 years.

"If it's your word against the police," he asks the youths, "who are they going to believe?" Their answer is almost unanimous. "The police."

A city on edge

Jones' story illustrates a sobering fact about the nation's third-largest city: In the past three years, less than half of 1% of people arrested in Chicago saw an attorney while in police custody -- a possible violation of their constitutional legal rights -- according to statistics provided by the Chicago Police Department after CNN filed a request under the Freedom of Information Act.

Last month a task force assigned by Chicago Mayor Rahm Emanuel issued a scathing report about the practices of the police force on this issue. The Police Accountability Task Force (PATF) found that "CPD generally provides phone access (to arrestees) only at the end of processing, after interrogation and charging" and "when individuals in custody attempt to invoke their legal rights to counsel, they report facing hostility from police."

Meanwhile, the city is on edge over escalating gun violence. While overall crime in Chicago has dropped in the past three years; murders in the city have skyrocketed. Police department data show that 216 people were killed in the city through May 15 this year, up from 133 during the same period in 2015. Shootings incidents were also up 60%.

The mayoral task force didn't mince words in their report, which accused the Chicago Police Department of institutional racism and found that officers have alienated blacks and Hispanics with their use of force. The PATF said they repeatedly heard complaints from the community that "some CPD officers are racist, have no respect for the lives and experiences of people of color" and when punishment "does not match the gravity of the misconduct, it sends a message that the police can "act with impunity" inside a
department where a "code of silence" is institutionalized by a "badly broken" police accountability system.

The task force also made dozens of recommendations to Mayor Emanuel, including mandates that "arrestees be allowed to make phone calls to an attorney ... within one hour after arrest" and "a legal aid or other provider be contacted within 30 minutes of the arrest of any juvenile."

Video: Police union hires officer charged in teen's killing 01:12

The mayor responded by implementing many of the reforms recommended by the PATF report. But Emanuel's directive didn't include the one reform that Charles Jones and many others were hoping to see -- a promise that every person arrested in Chicago is given access to an attorney while in custody.

"This is ridiculous. They are keeping 99 percent of the detainees incommunicado," said Eliza Solowiej, executive director of First Defense Legal Aid, which provides free legal representation to people in Chicago Police custody.

Solowiej has been advocating for the civil rights of arrestees for years and says First Defense Legal Aid is ready to help. But time and time again, clients tell her they were not given access to a phone while in detention, she said.

"When will (the city) ... make sure that 99 percent of the people (arrested) are not alone with police or prosecutors?" Solowiej told CNN.

Civil rights abuses?

But the Chicago Police Department, in a statement, told CNN that the "vast majority of arrestees ... are released in a matter of hours, and not questioned in custody." Many arrestees may not request an attorney because it would prolong their detention, the CPD said.

The CPD added that "every arrestee is read his or her Miranda rights" and that the police department "verbally advises individuals placed in police custody of their rights to counsel before interview or interrogation."

The police department "holds itself to the highest standards to ensure that the rights of individuals are protected," the statement said.

When asked by CNN for comment, the mayor's office said the city is working to build an action plan around the remaining PATF recommendations and that Emanuel "supports the police department's welcoming of reforms that would build on efforts to protect the rights of arrestees and ensure they have access to legal counsel."

Some civil rights advocates wish they would hurry up.
"Given the storm of protests after Laquan McDonald we thought the reforms would be implemented quickly," said Paul Strauss of the Chicago Lawyers' Committee, a consortium of Chicago law firms that provide pro bono legal services in civil rights cases. Strauss said his group is meeting to figure out "how to pressure the city to adopt these reforms."

Since late last year the U.S. Justice Department has been investigating whether Chicago police have made a habit of violating the law or the Constitution in their policing. The results of their probe could be months away.

Meanwhile, the Chicago Police's spotty record on civil and constitutional rights is costing the cash-strapped city hundreds of millions of dollars.

Data from the Chicago Law Department, which serves as counsel for the city, reveals that the city paid more than $322 million from 2010 to February 2016 in judgments, settlement payments and legal fees for a number of reasons, including false arrests, illegal searches and seizures, extended detentions, malicious prosecutions, excessive use of force, reverse convictions, constitutional rights violations and failure to provide medical care.

And, since 1989, Chicago's Cook County has topped every other county -- and state, even -- in the U.S. in its number of exonerations due to false confessions according to the National Registry of Exonerations.

'Know your rights'

"Chicago is the false confession capital of the world," Jones, the civil rights instructor, tells his young students.

It's an issue that's personal for him.

After he was arrested in 1991, he said the police coached him into confessing to being a "lookout" in a murder case he didn't know anything about. He was convicted of first-degree murder and sentenced to 40 years because he didn't have an attorney while in custody and it came down to his word against the word of the police, he said.

"I served 20 years in prison," Jones tells his students. "For a crime I didn't commit." CNN could not verify Jones' claims, and the Chicago Police declined to comment on his case.

But Jones, 43, who has filed a clemency petition and is hoping to be pardoned by Illinois Gov. Bruce Rauner, is determined to help today's Chicago youth avoid his fate.

"You are not required to give them (police) any information other than your name, address, phone number and date of birth," Jones tells the assembled group. He passes out
business cards with the toll-free number to First Defense Legal Aid and, as a reminder, two phrases printed on the back: "I will not talk. I want my lawyer."
"Know your rights," Jones says. "Stay calm and collected, survive the encounter and file a complaint (if necessary). That's how change happens."

Video: DOJ investigating Chicago Police Department 02:09

By the time the class is over, student David Johnson has already memorized the two phrases on Jones' business card. "I will not talk. I want my lawyer," he says.

Johnson tells CNN he was with two friends in Chicago two years ago when he was arrested on drug-possession charges. Officers lied and told him they had found pills on him, he says. He was 16.

"I sat in the interrogation room. They called my mom. I had no lawyer at the time to come and talk to me and help me," he says. "They never told me my rights. I didn't get a phone call right away."
Chicago Police did not respond to CNN's inquiries about the allegations.

Johnson says his case was eventually thrown out. He was lucky. Still, he says the experience made him want to leave Chicago.

The 18-year-old wants to enroll in a community college downstate in Champaign, Illinois. He hopes to eventually get a degree in criminal justice.

"I can work with individuals because I know where people are coming from," he says. "I want to be that one motivational speaker that can say, 'If I have hope, you've got hope, too.'"
Form 8
Updated: 09.18.15

Signatures

_Elizabeth Hagensen / Chair of Criminal Justice Department / 05.31.16_
Proposer / Title / Date

_Elizabeth Hagensen / Chair of Criminal Justice Department / 05.31.16_
Chair or Director / Department or Program / Date

Note: "All departmental recommendations [on curriculum] must be reviewed and approved by the department's faculty."--IFO/MnSCU Master Agreement 2009-2011, 20.A.3 (p. 80).

At this point, packet goes to Records Office/Curriculum Coordinator to be logged in to the Curriculum Proposal Progress Grid.

_Troy Gilbertson / Dean of College of Health Sciences and Human Ecology / 05.31.16_
Dean / College / Date

Note: If proposal is sent back to the Proposer, please notify the Curriculum Coordinator. If approved, packet goes to Academic Affairs Office.

From: Sandra Kranz
Sent: Thursday, May 26, 2016 2:49 PM
To: Elizabeth Hagensen <EHagensen@bemidjistate.edu>
Subject: RE: CRJS 1120

Good to know – thanks, Elizabeth!

From: Elizabeth Hagensen
Sent: Thursday, May 26, 2016 2:47 PM
To: Sandra Kranz <SKranz@bemidjistate.edu>
Subject:

CRJS 1120

Hi Sandra;

This email is to notify you of a proposed change to CRJS 1120, which is currently required in your Accounting, Fraud Examination program. The proposed change is: addition to Liberal Educational Goal Area 9.

This change does not change existing learning objectives or other course requirements.

Dr. Elizabeth Hagensen
Chair, Criminal Justice Department
Bemidji State University
Bemidji, MN
218-755-2841
Ehagensen@bemidjistate.edu

From: Kenneth Traxler
Sent: Tuesday, September 13, 2016 1:48 PM
To: Elizabeth Hagensen <EHagensen@bemidjistate.edu>
Subject: RE: CRJS 1120 proposed changes

Elizabeth,

Thank you for the notification. Ken
Hi Dr. Traxler;

In accordance with the curricular change process, this email is to notify you of a proposed change to CRJS 1120. CRJS 1120 is currently required in your program.

This course is required in your Chemistry B.S. major Criminalistics Emphasis and Chemistry minor Criminalistics Specialization

The proposed change is: addition to Liberal Educational Goal Area 9. This change does not change existing learning objectives or other course requirements.

Dr. Elizabeth Hagensen
Chair, Criminal Justice Department Bemidji State University
Bemidji, MN 218-755-2841
Ehagensen@bemidjistate.edu