

## CRM 110 ISSUES IN CRIMINAL JUSTICE Spring 2020

Professor: Dr. Adams

Office: 127 Bear Hall

Phone: 962-3425

Office Hours: 10 a.m. to 11:30 a.m. on Monday and Wednesday. 3:30 p.m. to 5:00 p.m. on Tuesday and Thursday.

### **Required Books:**

Kevin Cook. *Kitty Genovese: The Murder, The Bystanders, The Crime That Changed America.*

K.C. Johnson and Stuart Taylor. *The Campus Rape Frenzy: The Attack On Due Process At America's Universities.*

Mike Lee. *Our Lost Constitution: The Willful Subversion of America's Founding Document.*

Heather MacDonald. *The War On Cops: How The Attack On Law And Order Makes Everyone Less Safe.*

### **Optional Books:**

Stephen Baskerville. *Taken Into Custody: The War Against Fathers, Marriage, And The Family.*

Dave Cullen: *Columbine.*

Marcus Felson. *Crime And Everyday Life: Insight And Implications For Society.*

Mollie Hemingway. *Justice On Trial: The Kavanaugh Confirmation And The Future Of The Supreme Court.*

Stephen Jimenez. *The Book Of Matt: Hidden Truths About The Murder of Matthew Shepard.*

Mark Levin. *Men In Black: How The Supreme Court Is Destroying America.*

Thomas Sowell. *The Vision of the Anointed: Self-Congratulation As A Basis For Social Policy.*

John R. Lott, Jr.: *More Guns, Less Crime: Understanding Crime And Gun Control Laws.*

Stuart Taylor and K.C. Johnson. *Until Proven Innocent: Political Correctness And The Shameful Injustices Of The Duke Lacrosse Rape Case.*

William Wilbanks. *The Myth Of A Racist Criminal Justice System.*

**Required Movie:** *Boyz In The Hood.*

**Optional Movie:** *Unplanned.*

**Course Objectives:** This course is a reasoned response to systematic academic malpractice. For far too long, professors at this university have been using the classroom as a forum for the dissemination of political views that are often only loosely related to the subject matter of the course they are teaching. Actually, it is unfair to use the term "forum," which implies that multiple points of view are being exchanged. Particularly within the so-called social sciences and the humanities, one-party classrooms tend to prevail. That will not be your experience in CRM 110.

In this class, we will follow the course description by discussing “issues in criminal justice.” In the process, different sides of key issues will be presented and critiqued. Please note that whereas political leftists author virtually all of the readings in your other courses, conservatives and libertarians author many of the readings in this course. This is done so that you will be exposed to beliefs that contradict those of the vast majority of your professors. Often, these dissenting views are presented only as caricatures. In this class, you will hear from the proponents of such views directly. If this causes you to encounter viewpoints that bother you or make you feel uncomfortable that is good. There will be no safe space into which you can retreat. Instead, you will be required to take off your intellectual training wheels - something that should have happened for the first time in grade school, rather than in college. This means that you will be expected to express your constitutional right to object to their point of view. In a nutshell, I expect you to act like adults while you are in this classroom. This means that you will refrain from trying to manipulate others by asserting that your emotions are more important than their ideas.

**Grading:** Five tests will be given. The first four will be book tests designed to determine whether you have read your assigned books carefully. The last one will be comprehensive. I will count four of them. Each will be twenty-five percent of your grade. This means that if you are satisfied with your grade after the four book tests then you will not need to take the fifth test, which is a comprehensive final. If you do, it will substitute for your lowest book test grade.

DO NOT COME TO SEE ME BEFORE OR AFTER YOUR ABSENCE WITH AN EXPLANATION. I WILL NOT TAKE ROLL IN THIS CLASS. I WILL ALLOW THOSE WHO SHOULD NOT BE IN COLLEGE TO WEED THEMSELVES OUT OF THE STUDENT POPULATION BY SKIPPING AND FAILING.

**Course Outline:** This course will be broken down into fifteen sections. The reading assignments and major questions or topics to be addressed in each section are as follows:

#### SECTION 1

**How do we approach criminal justice policy in America?** The distinction between liberal and conservative approaches to crime causation and control will be discussed. We need to understand why liberals agree with other liberals, why conservatives agree with other conservatives, and why the two sides never seem to agree with one another.

Reading: Thomas Sowell (optional).

#### SECTION 2

**What happened to the criminal law when *Roe v. Wade* was decided – and, perhaps more importantly, what will happen if it is overturned?** We first need to talk about what *Roe* said and what it did not say. Next, we will talk about the very real prospect that it could be overturned – and who could be subject to criminal liability if that happens.

Movie: Unplanned (optional).

### SECTION 3

**How do we measure crime in order to assess the efficacy of popular gun control measures?** We often hear that gun control measures have been tried and tested and have succeeded in other nations. But how did we arrive at that conclusion? And, furthermore, does any existing evidence contradict that conclusion?

Reading: Lott (optional).

### SECTION 4

**Is there any theoretical basis for believing that arming citizens can actually reduce crime?** If the answer to this question is “yes” then what other crime control measures are called for among citizens who disagree or do not wish to exercise their right to bear arms.

Reading: Felson (optional).

### SECTION 5

**What are the differences between the truly insane and the totally depraved that would justify absolving the former of criminal liability?** As we look at the killing of Kitty Genovese, also recall our discussion of routine activities theory. What could have prevented her rape and murder? What could she have done, if anything? What could others have done, if anything? What could politicians have done, if anything?

Reading: Cook (required). Test one.

### SECTION 6

**Should we further limit the death penalty or just eliminate it altogether?** We will think long and hard about the consequences of allowing Kitty Genovese’s killer to live. But we will also consider some related questions. What if she had survived the attack? Would there have been a compelling case for executing her rapist? And what if her killer had been mentally handicapped rather than psychopathic? What difference does that make and what difference should that make in our moral calculus?

### SECTION 7

**Who has won the battle over the Supreme Court?** The political left is concerned that the republic will be lost if the current balance on the Supreme Court continues to shift. But haven’t they already won the battle in many respects? What do they have left to accomplish? What is left for conservatives to conserve?

Readings: Lee (required) and Levin (optional). Test two.

### SECTION 8

**What are the major progressive theories of crime?** Perhaps the more important questions are a) why these theories have been such a failure and b) why academics won’t admit it. I’ll answer them both.

Movie: *Boyz in the Hood* (required).

## SECTION 9

### **What does the evidence say about the claims of the Black Lives Matter movement?**

More importantly, is it possible that misrepresenting the nature of white cop on black suspect violence ultimately increases intra-racial crime? That would seem to be a strange claim. But is there something to the idea of the so-called Ferguson effect. If so, do criminologists bear any responsibility for misrepresenting social problems for ideological reasons - and thus possibly exacerbating them?

Reading: McDonald (required). Test three.

## SECTION 10

**Is the criminal justice system really systematically racist?** Here, we will critique the existing research in the field of criminology. Are these studies really scientific? Or are the studies themselves systematically rigged in order to produce a result that creates problems for tenured intellectuals to solve.

Reading: Wilbanks (optional).

## SECTION 11

**Is there really a rape epidemic on our college campuses?** How could rape be going down in the society at large while simultaneously increasing on college campuses – moreover by about 50% in the last five years of the Obama presidency? And why have we seen a sudden series of successful suits against universities that have apparently railroaded innocent students through campus rape tribunals? Finally, why do universities conduct their own rape trials in the first place?

Reading: Johnson and Taylor (required). Test four.

## SECTION 12

**What was that you were saying about white privilege?** There was a time when it was simply understood that it is always indecent to denigrate people (especially in public) because of their race. Today, people are routinely told in public settings (e.g., college classrooms) that their point of view is to be discounted because it is a function of a racial privilege, which must be “checked.” This is often a crude way of saying that their point of view needs to be excluded from the marketplace of ideas.

Originally, a domestic terrorist group called the Weather Underground launched the war on white privilege in the 1960s. Now, the ideology of these terrorists is mainstream in academia. And that has had dangerous consequences on many campuses.

Enter the Duke Lacrosse case. As we examine the Duke debacle, note that the disturbing trends we saw during the Obama administration (see section 11) were already in place well before he was elected. In other words, we cannot simply blame our 44<sup>th</sup> president.

Reading: Taylor and Johnson (optional).

## SECTION 13

**What was that you were saying about patriarchal oppression?** Feminist professors often talk about oppression. But you don't see many of them boarding leaky boats and paddling their way toward Cuba in order to escape patriarchy and achieve gender equality. Women have it good in America. This is especially true of married women.

Here, we step back from theory and examine the reality of sexism and the law by taking a brief look at what routinely goes on in family court in America. Specifically, we will examine what happens to men accused of crimes in the midst of divorce and custody proceedings. Students will be asked how common family law practices can possibly be squared with the constitution – particularly the 14<sup>th</sup> Amendment (Hint: They cannot).

Reading: Baskerville (optional).

## SECTION 14

**How does the media distort your view of crime and justice?** There are thousands of examples we could use but we will stick with two: Matthew Shepard and Columbine. To call the coverage of these two cases “fake news” is to understate the matter. These cases are examples of media malpractice. As you think about these cases and others, what are the common themes in media representations of crime and justice?

Reading: Cullen (optional), Jimenez (optional).

## SECTION 15

**What is the future of the Supreme Court?** We began this course by talking about differences between conservatives (who sometimes want to minimize due process to control crime) and liberals (who sometimes want to allow more crime to maximize due process and thus protect the innocent from wrongful conviction). But what has happened in recent years to liberal support for due process?

Also, how will a toxic political environment in Washington D.C. affect an increasingly politicized Supreme Court. Our emphasis in the final section will be on the Kavanaugh confirmation hearings and what they say about the stability of our republic.

Reading: Hemmingway (optional).

### **Student Learning Objectives:**

1. Students will learn that “student learning objectives” are meaningless requirements imposed on professors by bureaucrats. Thus, students should generally ignore them.
2. Students will begin to recognize for the first time that their education is not complete when they graduate from college. In fact, it is never complete. Much like criminal justice, education is a process, rather than a result.

## Who is Davidson Myers?

If you have not yet heard (or read) about me, I am an outspoken professor who has, at times, been critical of certain aspects of evolution. I mention this because it affects the way I see you and the way I will treat you this semester. Rather than seeing you as the mere product of random mutation, I see you as a unique individual endowed by his Creator – not just with a right to life, liberty, and the pursuit of happiness – but also with a purpose. Each one of you has unique and special talents and along with that a distinct purpose in life that makes you not just unique but irreplaceable. Unfortunately, I sometimes have students who resist fulfilling their God-given potential. Often, they do things in college that hurt their chances of success in life. One good example is a fellow named Davidson Myers whom I first taught in the fall of 1999.

Davidson, who aspired to be a lawyer, came into my class late on several occasions. He was also prone to turning around in his seat and yapping in class with another student by the name of Paula Tyndall. This went on for weeks until Davidson the aspiring lawyer got back his first test grade. It was a “C” in a class called “Criminal Law and Procedure” that was central to his career aspirations. He was devastated so he came by the office to see me. When Davidson came by he told me he could not afford to be getting “Cs” because he was going to be a lawyer. My response to Davidson was simple: “No, you’re never going to be a lawyer. Not until you get your (offensive term deleted) together.”

A truly bizarre thing happened to Davidson after I told him to get to class on time and pay attention or he would never amount to anything. He actually did what I told him to do. In addition to getting an “A” on my next exam he took another of my courses the next semester. He got an “A.” Today, he is a lawyer married to another lawyer. He and his wife have successful practices here in North Carolina. When I called him to ask permission to share his story he laughed uncontrollably. I consider him a friend and someone I would hire were I to get into trouble with the law. By the way, here is the reason I am sharing Davidson’s story with you today:

1. Every time you enter my class late—even one second late (as you should be in your chair before the class begins) – I will send you an email with the question “Who is Davidson Myers?” in the subject line. If you can tell me who he is, I will only deduct one point from your final average. If you cannot, I will send another email, which will cost another point.
2. Every time I see or hear your cell phone in my class I will send you an email with the question “Who is Davidson Myers?” in the subject line. If you can tell me who he is, I will only deduct one point from your final average. If you cannot, I will send another email, which will cost another point.

All points deducted will go into a special fund available to credit (at semester’s end) those students who follow the rules. In other words, they will go to those who never received a “Who is Davidson Myers?” email.