

Technology in Criminal Justice

CJ-405

3 Semester Credit Hours

Contact the advising team at DSU with any questions:
602.648.5750 or info@dunlap-stone.edu

Course description

This undergraduate course offers a comprehensive examination of the role of technology in the criminal justice system, focusing on its applications, implications, and challenges. Students will explore the various ways in which technology is used in law enforcement, courts, corrections, and crime prevention efforts. Emphasis will be placed on understanding the benefits and limitations of technology in enhancing efficiency, accuracy, and accountability within the criminal justice system.

Course outcomes

By the end of this course, students should be able to:

- Describe the role of technology in various components of the criminal justice system.
- Analyze the benefits and limitations of technology applications in law enforcement, courts, and corrections.
- Evaluate the ethical, legal, and social implications of technology in criminal justice.
- Identify challenges and controversies related to technology adoption and implementation.
- Propose informed solutions for addressing ethical, legal, and social concerns associated with technology use in criminal justice.
- Discuss future trends and innovations in criminal justice technology and their potential impact on the field.

Materials Needed

INSERT TEXT HERE

Learning Resources

Students should utilize library resources provided at the main level of the classroom to support their learning and to master the course learning objectives.

Grading Scale

92-100 A	72-74 C
89-91 A-	69-71 C-
85-88 B+	65-68 D+
82-84 B	62-64 D
79-81 B-	<62 F
75-78 C+	

Instructor Expectations

Faculty members may post additional materials, requirements or make changes to this syllabus. Please contact your instructor with questions about specific criteria.

The Learning Environment

This course is delivered fully online using distance education best practices. Students are expected to actively engage with their peers and instructor at least five (5) days each week. All courses are offered in English to students who meet the minimum entrance requirements and meet any published prerequisite requirements or program admission.

The classroom is accessed through the Moodle platform.

Technical support is available during business hours by calling 602.648.5750.

Discussion Boards

The DSU learning model is built on a foundation of discussion. Students should actively participate in the discussion questions each week. At the end of the week, students will affirm that they have met the posting requirements. Students are expected to post four direct answers to discussion questions, one per day, for at least four days during the week. Students must also post substantive responses to their peers, at least one per day, for at least five days of the week. This should be a total of nine posts over five days. Points are assigned for discussion questions based on their completeness. Students should cite learning materials, outside articles or other materials whenever possible to demonstrate their mastery of course outcomes within the discussion questions.

Grading Criteria

Grades are determined by grading rubrics and grading guides throughout the course materials. Generally, students who meet or exceed the stated expectations for an assignment will receive the total number of points possible

for that assignment. Deductions from the total number of points possible occur because of a lack of content or clarity, errors, failure to integrate course materials into the assignment or failure to complete the assignment.

Academic Integrity, Privacy and Identity

By signing into the electronic classroom with your unique username and password, you affirm that you are the individual who registered for the course and that the work you submit is your original work. Students are expected to maintain standards of academic integrity. Plagiarism is a serious offense. Presenting another's work as your own could jeopardize your enrollment at the university. Please refer to the catalog for more information.

Intellectual Property

Unless otherwise noted, materials within the classroom belong to the noted copyright holder. There is no expectation of privacy or ownership of the posting of the students or faculty members. Please use good judgment when posting within the classroom. In some courses, you may wish to carefully consider what information you choose to disclose about your organization or your organization's activities. Contact your organization's legal representation for more information about your company's intellectual property and disclosure rules. Refer to the catalog for more information about the expectations of student behavior.

Study Suggestions and Estimated Time to Complete Work

Depending on the level of this course and the number of credit hours assigned for this course, the estimated time to complete work varies. Each credit hour assigned in this course has been designed to represent 15 hours of direct engagement with course materials and 30 hours of preparation. *This course is three credit hours in length and therefore represents 45 hours of engagement and 90 hours of preparation. In a six week course, you should spend about 7.5 hours working in the classroom and about 15 hours in preparation.* You may need more or less time to complete this course.

Preparation can be classified in a number of ways. Reading assignments are based on the number of pages you are expected to read each week and the level of complexity of those reading materials (whether they contain a large number of technical terms or difficult concepts). Written assignments are generally based upon the number of pages you are expected to produce as noted in the assignment description. Studying for exams is estimated by the number of hours you would be expected to spend reviewing materials. Direct engagement includes reviewing websites, posting and participating in discussion forums, reading materials, listening to audio content, and taking exams.

The following page's recommendations may help you

Student Success Strategies

Week 1	Review the syllabus thoroughly and make sure you understand the course expectations and how to navigate the classroom. Accessing Moodle, familiarizing yourself with the layout of the classroom, accessing materials and printing them if you choose, and posting a brief introduction and biographical information in the classroom are tasks you should complete prior to or on the first day of class. Review your peers' posts and any from your instructor. If you feel uncomfortable navigating, please contact DSU and schedule a time to have a staff member walk you through the classroom. These tasks should take about an hour.
Weekly	Review your Lecture and Assignments document and plan your activities for the week. Carefully note assignments and their due dates and expectations for the week. Note any questions you may have for your instructor. Confirm that you have all of the assigned readings and can access any supplemental materials noted. You may wish to review your personal and professional obligations each week and designate what times you can schedule to complete the week's coursework. This step should take about one hour each week.
Weekly	Reading the lecture, textbook, and supplemental materials. Depending on the length of the lectures within the weekly assignment document, reading, reviewing and understanding the lecture for the week may take half an hour to an hour. Generally, the lecture highlights areas within your other assigned readings that are most critical. Many classes may also require you to read textbooks, watch video presentations, review websites, legal documents, or other supplemental materials. The average student spends about an hour reading 30 pages of a textbook designated at their degree level. More complex materials or legal documents may reduce this to 20 to 25 pages per hour. You may wish to allocate more time to make notes or review important points.
Weekly	Participation in discussion forums. Online classroom discussions should take about five hours per week. To meet the discussion question and participation requirements for this course, you should answer the designated number of questions completely, referencing your reading whenever possible. Be sure to read each of your classmates' posts, commenting meaningfully whenever possible and review your instructor's posts within the discussion questions as well. This is an opportunity to bring in your experiences and demonstrate your understanding of the course materials.
Weekly	Submitting assignments. Assignment submissions should take about a half an hour each week, depending on the number of assignments. Assignments are submitted through the Moodle assignment description. Before submitting your assignment, carefully review the assignment and any rubrics that are included for grading. Read through your submission carefully, checking for errors in grammar or spelling and to ensure that the content fully addresses the assignment. Give yourself extra time for a thorough review.
Other Actions	<p>Research in preparation for a written assignment. Typically, students take about three hours to research the materials for one page of a research paper.</p> <p>Preparing for an article review. Typically, students spend about an hour and a half to research and summarize materials for an article review.</p> <p>Preparing a case study. Typically, students spend about an hour to two hours preparing to complete a case study.</p> <p>Completing other assignments. The time required to complete other assignments may vary depending on the assignment type. You may wish to ask your instructor how much time to plan to spend on an assignment.</p> <p>Studying for quizzes or exams. Depending on the course, the amount of time you spend preparing for an exam will vary. If you spend time each week reviewing the material as suggested above, the time spent preparing for a midterm or final exam may be lower, between two and four hours.</p> <p>Taking quizzes or exams. Depending on the course, the typical open-book exam should take about an hour for each 20-30 questions.*</p> <p>Group work or peer interaction. Depending on the assignment, collaborative or group assignments may vary greatly. Students should expect to spend about an hour collaborating with their peers for every page of a group assignment.</p> <p>Faculty interaction. Receiving and incorporating faculty feedback from your assignments, asking questions, and clarifying concepts are critical elements of interaction with your instructor.</p>

*When a final project is used in lieu of an exam, the steps that you take to complete a final project may include research, identifying appropriate sources, brainstorming, outlining, creating a first draft, editing, incorporating feedback, and formatting a final draft for submission.

Course Assignment and Topic Matrix

Week 1	<ul style="list-style-type: none"> Objectives <ol style="list-style-type: none"> Introduction Textbook Reading Supplemental Reading <ol style="list-style-type: none"> Mitchell, R., & Stockdale, M. (2024). Criminal Justice and Technology. The Journal of Criminal Law, 88(2), 81-82. https://doi.org/10.1177/002201832412473 Bacalu, F. (2021). Digital policing tools as social control technologies: data-driven predictive algorithms, automated facial recognition surveillance, and law enforcement biometrics. Analysis and Metaphysics, (20), 74-88. PowerPoints Lecture Module 6 Lecture Videos <ol style="list-style-type: none"> Discussion Board Assignments <ol style="list-style-type: none"> Assessment 	Post your bio Read lecture and assigned readings Participation (5 points) Discussion Questions (4 points) Assignment (10 points)	19 points possible
Week 2	<ul style="list-style-type: none"> Objectives <ol style="list-style-type: none"> Biometrics Facial recognition Voice recognition Textbook Reading Supplemental Reading <ol style="list-style-type: none"> Lynch, J. (2020). Face off: Law enforcement use of face recognition technology. Available at SSRN 3909038. Westlake, B., Brewer, R., Swearingen, T., Ross, A., Patterson, S., Michalski, D., ... & Afana, E. (2022). Developing automated methods to detect and match face and voice biometrics in child sexual abuse videos. Trends and issues in crime and criminal justice, (648), 1-15. PowerPoints Lecture Module 6 Lecture Videos <ol style="list-style-type: none"> Discussion Board Assignments <ol style="list-style-type: none"> Assessment 	Read lecture and assigned readings Participation (5 points) Discussion Questions (4 points) Assignment 1 (5 points) Assignment 2 (5 points)	19 points possible
Week 3	<ul style="list-style-type: none"> Objectives <ol style="list-style-type: none"> Surveillance 	Read lecture and assigned readings	24 points possible

	<ul style="list-style-type: none"> 2. Body-worn cameras 3. Drones • Textbook Reading • Supplemental Reading <ul style="list-style-type: none"> 1. Jung, Y., & Wheeler, A. P. (2023). The effect of public surveillance cameras on crime clearance rates. Journal of experimental criminology, 19(1), 143-164. https://doi.org/10.1007/s11292-021-09477-8 2. Sydes, M., Dodd, S., & Antrobus, E. (2022). Body cameras behind bars: Exploring correctional officers' feelings of safety with body-worn cameras. Criminology & criminal justice, 22(2), 323-342. https://doi.org/10.1177/1748895820959125 3. Sytsma, V. A., Chillar, V. F., & Piza, E. L. (2021). Scripting police escalation of use of force through conjunctive analysis of body-worn camera footage: A systematic social observational pilot study. Journal of criminal justice, 74, 101776. https://doi.org/10.1016/j.jcrimjus.2020.101776 4. Enemark, C. (2021). Armed drones and ethical policing: risk, perception, and the tele-present officer. Criminal justice ethics, 40(2), 124-144. https://doi.org/10.1080/0731129X.2021.1943844 • PowerPoints • Lecture Module 6 Lecture • Videos <ul style="list-style-type: none"> 1. • Discussion Board Assignments <ul style="list-style-type: none"> 1. • Assessment • 	Participation (5 points) Discussion Questions (4 points) Assignment 1 (10 points) Midterm Exam (15 points)	
Week 4	<ul style="list-style-type: none"> • Objectives <ul style="list-style-type: none"> 1. Artificial Intelligence 2. Virtual reality 3. Augmented reality • Textbook Reading • Supplemental Reading <ul style="list-style-type: none"> 1. Vo, A., & Plachkinova, M. (2023). Investigating the role of artificial intelligence in the US criminal justice system. Journal of Information, Communication and Ethics in Society, 21(4), 550-567. https://doi.org/10.1108/JICES-11-2022-0101 • PowerPoints • Lecture Module 6 Lecture • Videos 	Read lecture and assigned readings Participation (5 points) Discussion Questions (4 points) Assignment (10 points)	19 points possible

	<ul style="list-style-type: none"> 1. Discussion Board Assignments 1. Assessment 		
Week 5	<ul style="list-style-type: none"> Objectives <ol style="list-style-type: none"> Digital Forensics Cell phone analysis GPS tracking ALPR Textbook Reading Supplemental Reading <ol style="list-style-type: none"> Shjarback, J. A. Examining Police Officers' Perceptions of Automated License Plate Readers Before Technology Expansion* Forthcoming in Criminal Justice Policy Review (accepted 11/29/23). PowerPoints Lecture Module 6 Lecture Videos <ol style="list-style-type: none"> Discussion Board Assignments <ol style="list-style-type: none"> Assessment 	Read lecture and assigned readings Participation (5 points) Discussion Questions (4 points) Assignment (10 points)	19 points possible
Week 6	<ul style="list-style-type: none"> Objectives <ol style="list-style-type: none"> Predictive Policing Gunshot Detection Systems Ethics Textbook Reading Supplemental Reading <ol style="list-style-type: none"> Simmler, M., Canova, G., & Schedler, K. (2023). Smart criminal justice: Phenomena and normative requirements. International Review of Administrative Sciences, 89(2), 415-432. https://doi.org/10.1177/00208523211039740 Christoph, M. (2023). Criminal Justice Technology and the Regulatory Sandbox: Toward Balancing Justice, Accountability, and Innovation. University of Pittsburgh Law Review, 84(4). PowerPoints Lecture Module 6 Lecture Videos <ol style="list-style-type: none"> Discussion Board Assignments <ol style="list-style-type: none"> Assessment 	Read lecture and assigned readings Participation (5 points) Discussion Questions (4 points) Final Exam (20 points)	29 points possible