

Inquiry Core: Society & Human Behavior

Submitting a course for inclusion in CSU’s Inquiry Core Curriculum is an opportunity to think creatively about how you can spark students’ curiosity and help them see the value of the knowledge and methods of your discipline.

Inquiry Core Curriculum Requirements

All courses in the CSU Inquiry Core Curriculum must be:

- Offered at the 100- or 200-level;
- Accessible and inviting to first-year non-major students;
- Adopt an Inquiry Orientation to design and delivery; and
- Include one or more Signature Assignments

Society & Human Behavior Requirements

All courses fulfilling the “Society & Human Behavior” requirement must:

- Meet OT-36 *Social and Behavioral Science* Learning Outcomes
- Develop and assess the Core Competencies of *Critical Thinking, Collaboration, and Information Literacy*

Instructions for Completion

- Complete this document in Adobe Acrobat Reader. If you find that you cannot enter any additional text in a textbox, it is because you are using an incompatible PDF reader.
- Include the Core Curriculum Syllabus Statement in your syllabus
- Attach this completed document, your syllabus, and an overview of your signature assignment(s) in Curriculog.

[The CSU Core Curriculum Handbook](#)

Contact the Core Curriculum Director: corecurriculum@csuohio.edu

Course Code & Title

OT36 Outcome Mapping

For each OT36 learning outcome provided in the left column, indicate the following:

- (a) How the course embeds the outcome.
- (b) How student achievement of the outcome will be assessed.
- (c) Where in the syllabus, signature assignment overview, or other provided documentation the embedding and assessing of the outcome is evidenced.

OT36 Outcome	(a) Course Embed	(b) Assessment of Outcome	(c) Evidence of (a) and (b)
<p>Core Knowledge. Students will be able to explain the primary terminology, concepts, and findings of the specific social and behavioral science discipline.</p>			
<p>Theory. Students will be able to explain the primary theoretical approaches used in the specific social and behavioral science discipline.</p>			
<p>Methodology. Students will be able to explain the primary quantitative and qualitative research methods used in the specific social and behavioral science disciplines.</p>			

OT36 Outcome	(a) Course Embed	(b) Assessment of Outcome	(c) Evidence of (a) and (b)
<p>Values. Students will be able to explain the primary ethical issues raised by the practice and findings of the specific social and behavioral science discipline.</p>			
<p>Evidence. Students will be able to explain the range of relevant information sources in the specific social and behavioral science discipline.</p>			

Inquiry Orientation

Core Curricular courses are expected to take an inquiry orientation toward course design, organization, and instructional method. While complete “Inquiry Based Education” is not required, courses should include the following two components:

- Organize learning around the exploration and investigation of problems or questions that would be of interest to and engaging for first year students;
- Require students to engage, individually or collaboratively, in some of the stages of inquiry.

[Learn more about designing for inquiry](#)

Major Problems/Questions: What are the major problems and/or questions that frame your course?

Stages of Inquiry: How will students be engaged in the inquiry process in the course? What activities and/or assignments will be used to develop students’ ability to engage in inquiry?

Core Competency Mapping

The core competencies required are provided below. For each competency, do the following:

- (a) Indicate which two learning outcomes the course will especially focus on developing and assessing through one or more signature assignments. The available learning outcomes can be found on the [CSU Core Competencies](#) page of the [Core Curriculum Handbook](#).
- (b) Indicate how each identified learning outcome is embedded or understood in the course.

[CSU Core Competencies](#)

Core Competency 1: Critical Thinking	
Core Competency Learning Outcome	Associated Course Learning Outcome <i>and/or</i> description of how the outcome is embedded in the course
Core Competency 2: Collaboration	
Core Competency Learning Outcome	Associated Course Learning Outcome <i>and/or</i> description of how the outcome is embedded in the course
Core Competency 3: Information Literacy	
Core Competency Learning Outcome	Associated Course Learning Outcome <i>and/or</i> description of how the outcome is embedded in the course

Signature Assignments

Each core curricular course is required to have at least one signature assignment and to assess all chosen core curriculum learning outcomes through signature assignments. All signature assignments include two parts: some form of authentic assessment (i.e., not an exam or quiz) and a personal reflection related to the assignment and/or course.

To complete this section, do the following:

- (a) Indicate the signature assignment(s) of the course, briefly describing it.
- (b) Indicate which core competency learning outcome(s) the signature assignment will assess and how it will do so.
- (c) Provide at least one of the reflection prompts you will provide students. You are welcome to provide students with options but need only provide one possibility here.

If you are using more than three signature assignments, include an additional attachment in Curriculog answering the same prompts as below for each additional signature assignment.

[Learn more about Signature Assignments](#)

Signature Assignment Name/Description	Core Competencies Assessed and how	Reflection Prompt

Inquiry Pathway

Core Curricular courses may be included in one or more established [Inquiry Pathways](#). Core courses are not required to be included in any pathway.

If you would like this course to be included in a pathway, answer the questions below.

Pathway:
How will the course meaningfully and substantively contribute to the pathway theme?
Pathway:
How will the course meaningfully and substantively contribute to the pathway theme?

CLEVELAND STATE UNIVERSITY- CAS DEPARTMENT

CRM 201: THE CRIMINAL (IN?)JUSTICE SYSTEM

Professor: Nicole Hanna
E-mail: n.mcelroy@csuohio.edu
Office Hours:

Credit Hours: 3
Office: UR 026A
Term: Fall 2025

CATALOG DESCRIPTION:

This course explores how the American criminal justice system operates. Students will explore whether the current criminal justice system in the United States provides “justice” for victims, the accused, the convicted, and the general public. Students will use data, empirical research and theory to make recommendations to create a more “just” system.

COURSE QUESTIONS:

This course has 6 overarching questions that will be explored throughout the entire course:

- (1) What does it mean to say that a system is “just”?
- (2) Is our current criminal justice system a “just” system?
- (3) Is the goal to achieve “justice” for victims, the accused, the convicted, the general public, or for everyone?
- (4) In what ways could our criminal justice system become more “just” for victims, the accused, the convicted, and the general public?
- (5) How do the 3 components of our criminal justice system (policing, laws, and courts, and corrections) operate?
- (6) Why should I care if our criminal justice system is a “just” system?

LEARNING OBJECTIVES:

This course is designed for students with limited or no background in the discipline of criminology. The main goals of this course are to:

1. Identify key concepts and processes in the 3 parts of the criminal justice system: policing, law and courts, and corrections.
2. Describe what criminal “justice” means.
3. Use data, empirical articles, and criminological theory to determine whether you consider the current criminal justice system to be a “just” or “unjust” system for victims, the accused, the convicted, and the general public.
4. Compare and contrast the differential treatment and different involvement explanations of crime statistics and relate this to the concept of a “just” system.
5. Make policy and procedural recommendations to create a more “just” criminal justice system for all based on the current data, research, and theory in the field.
6. Improve your ability to access and interpret information, including crime statistics, empirical research, and other credible sources from government agencies and national organizations.
7. Describe and implement effective ways of working together in a team.
8. Cite empirical material accurately when writing about and analyzing research and data.

CORE CURRICULUM STATEMENT:

This course is part of Cleveland State University’s Inquiry Core Curriculum program. The Inquiry Core Curriculum program aims to provide students with a well-rounded education, emphasizing a diverse range of methods of inquiry and essential skills for success after graduation. This course contributes to the program by fulfilling the *Society and Human Behavior* requirement. In fulfilling that requirement, this course will provide you opportunity to develop the following core competencies: collaboration, information literacy, and critical thinking.

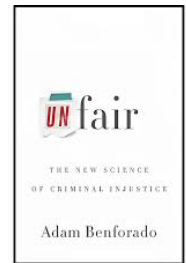
To ensure the quality of the Core Curriculum program, student work in this course may be used to assess the program outcomes.

REQUIRED MATERIALS/TEXTBOOK:

There is one required book for this course. This book is not very expensive and is necessary for the course. Information is posted below:

Benforado, A. (2015). *Unfair: The New Science of Criminal Injustice*. Broadway Books: NY.

In addition to the required book, students will need regular access to a computer, the internet, Microsoft Word, and Microsoft PowerPoint.



ATTENDANCE POLICY AND MAKE UP POLICY

As a course that emphasizes collaboration, attendance is integral to succeeding in this course. Approximately half of class time is devoted to collaborative exercise with peers that cannot be made up at home. Additionally, class lectures are not recorded or posted online, so regular attendance is vital to succeeding in this course.

There is one make-up built into this course for students who need to miss a collaboration activity due to an excused absence (e.g. university athletics, doctor’s appointment, death in the family, car accident) or unexcused absence. At the end of the semester, I will give points back for one missing assignment for any reason. No documentation is needed.

If you have extenuating circumstances that require an additional collaboration activity/activities to be missed (with an excused absence), you should contact me **PRIOR** to missing and class and submit your documentation. I will send you the group activity to complete individually and you should bring it to the following class session.

No additional make-ups will be offered to students. Attendance is critical to having an effective team and completing assignments individually at home does not accomplish our goals of collaboration and team building.

If you miss an exam and have an excused absence, you should contact me **PRIOR** to missing class and schedule a time to make-up your exam within 5 days.

OFFICE OF DISABILITY SERVICES:

Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216) 687-2015/RW 210. Accommodations need to be requested in advance and will not be granted retroactively.

GRADING SCALE: This course utilizes the standard CSU grading scale.

GRADE	PERCENT	GRADE	POINTS
A	93.0-100.0%	A	930-1000 points
A-	90.0-92.9%	A-	900-929 points
B+	88.0-89.9%	B+	880-899 points
B	83.0-87.9%	B	830-879 points
B-	80.0-82.9%	B-	800-829 points
C+	78.0-79.9%	C+	780-799 points
C	70.0-77.9%	C	700-779 points
D	60.0-69.9%	D	600-699 points
F	< 60.0%	F	< 600 points

WHAT IS INCLUDED IN YOUR COURSE GRADE?

Exams	3	x	200 points each =	600 points
Collaboration Activities	14	x	20 points each =	280 points
Teamwork Evaluations	3	x	10 points each =	30 points
Final PowerPoint			40 points =	40 points
Final Presentation			50 points =	50 points
			TOTAL =	1000 points

****EXAMS****

There are 3 objective exams in this course. You should study your PowerPoints and all the notes you take during lectures. You will also receive a list of questions from assigned readings in our textbook that you should be able to answer for the exam. Exams will include approximately 5 questions from our list of book questions. Exams have 50 multiple choice and true/false questions worth 4 points each for a total of 200 points per exam.

*Note: It important to actively take notes during lectures. Approximately 50% of exam questions come directly from the slide, but 50% also comes from being able to identify examples, apply concepts, and recognize additional information provided in the lecture that is not on the slides.

****COLLABORATION ACTIVITIES****

Collaboration is an important skill in this course and collaboration activities account for approximately half of our instructional time together. During the second week of the semester, you will sign up for a topic for your final project. Your topic selection will determine the group you will work with throughout the semester. Groups will have 4-5 students. Specific instruction will be provided to help foster effective collaboration and groups will be expected to assign specific roles to students during each collaboration activity. Collaboration activities will provide time to complete a wide variety of tasks and acquire new skills such as learning how to cite information, find academic journal articles, read academic journal articles, use data to support an argument, discuss large concepts such as “justice” and “equality”, apply criminological theory, and many more skills. There are 14 collaboration activities in this course, in addition to the shared final PowerPoint used for our presentation session during finals week. Each collaboration activity is worth 20 points.

Every collaboration activity has an assigned individual task that must be completed prior to the activity. For the first 11 collaboration activities these individual assignments are called “Pre-Reading Guides” and can be found on Blackboard. These “pre-reading guides” will help you digest the information in our assigned book. You should complete the guide, print your answers, and bring the typed pre-reading guide to class. If you do not bring a printed copy of your completed pre-reading guide to class, you will lose 5 points on your score for the day’s collaboration activity. If your pre-reading guide is not of sufficient quality, you will lose up 5 points on your score for the day’s collaboration activity.

For the last 3 collaboration activities, your individual assignments are called “Pre-PowerPoint Guides” and can also be found on Blackboard. These will help you create your group presentation PowerPoint in the class time provided. If you do not bring a printed copy of your completed pre-PowerPoint guide to class, you will lose 5 points on your score for the day’s collaboration activity.

Please bear in mind the general guidelines below:

*Arrive to class on time. If you join your group late, you will only be able to earn points for the portion of the activity you are present for.

*Be an active participant. You will have an assigned role during each during each collaboration activity. You should make sure to fulfill your role to the best of your ability, asking for help when needed and providing help to other members as needed. If you aren’t contributing, you can’t earn points.

*Stay off your phone. Your team members are counting on you and deserve your undivided attention. If you are not on task, you will lose points.

*Completing pre-reading guides shows your teammates you are ready to work. If you don’t have this completed and brought to class, the maximum score you can earn is 15/20 on your collaboration activity.

****TEAMWORK EVALUATIONS****

Learning effective teamwork skills is a process. You will complete an evaluation for yourself and each team member 3 times during the semester. Each evaluation is worth 10 points. You are expected to show growth throughout the semester in any area that is identified as a weakness during the first team evaluation. Failure to improve will result in an individual earning a lower score than their teammates on a collaboration activity or project.

****FINAL POWERPOINT****

The last two weeks of the course, you will work in your teams to create a PowerPoint on your selected topic. A template will be provided on Blackboard and your group is responsible for filling in the template and providing extra notes in the notes section of each slide. You will have 3 class sessions to work on this and your individual pre-PowerPoint guides will help you complete this in the time allotted. Your final PowerPoint is worth 40 points.

****FINAL PRESENTATION****

During our scheduled final exam period, you should bring a device with you to class to present your final presentation. If you need a device, you can rent one in the student center free of charge. Students will be divided into small groups of 3-4 students who all have different topics. You will present your group's PowerPoint to your small group and then listen to their presentations. You will fill out a form evaluating each presenter, as well as an individual reflection. Your presentation, evaluation forms, and individual reflection are worth 50 combined points.

ACADEMIC CALENDAR: A list of important dates for the fall semester (and beyond) can be accessed at:
<https://www.csuohio.edu/enrollmentservices/registrar/calendar/>

CSU's Official Policy on Plagiarism and Cheating: Plagiarism/cheating are serious problems. Read this section carefully and review the supplemental links to make sure you are fully educated on the topic and consequences. The CSU Student Handbook (p. 17) describes plagiarism as "stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment." In the case of plagiarism "another person" can mean a published author of a book, magazine, journal etc.; an electronic resource found on the World Wide Web; another student's work; or a paper writing service which sells papers for a fee.

Plagiarism is a serious offense and will be treated as such. Cases of plagiarism will be reported to the Criminology and Sociology department chair, and students who plagiarize will minimally earn a zero for the assignment and may earn a failing course grade. Substantial cases of plagiarism will also be subject to CSU disciplinary action. For more information about CSU's academic dishonesty policies, see
<http://www.csuohio.edu/studentlife/StudentCodeOfConduct.pdf>.

- If you are caught cheating during an exam, you will earn a score of "0" on the exam.
- If you do not cite sources when required in your collaboration activities and final PowerPoint, you will earn a score of "0" on the assignment. Specific instruction will be provided in class to make sure you have the tools needed to do this correctly.

CLASSROOM GUIDELINES

- **LATE WORK-** the only assignments completed outside of class are your pre-reading guides (collaboration activities 1-11) and pre-PowerPoint guides (collaboration activities 12-14). These must be printed and brought to class and will **NOT** be accepted late for any reason. There is no purpose in accepting them late, as they are intended to demonstrate that you prepared for the day's group work.
- **OFFICE HOURS-** if you would like to attend office hours, please email me at least 24 hours in advance to set up an appointment so you are my first priority. We can conduct office hours in person or via Zoom. I teach several large classes and want to make sure you have my undivided attention when you come in.
- **GRADED FEEDBACK-** all collaboration activities will include an explanation of any lost points. If you would like to see the questions you missed on an exam, you can schedule an appointment to come in during office hours.
- **COMMUNICATION POLICIES-** The best way to contact me outside of class is via e-mail at n.mcelroy@csuohio.edu. It is important for both the instructor and student to check and respond to emails within 48 hours. Only send emails from your CSU email account (i.e. no Hotmail, Gmail, Yahoo) so that it does not get sent into my "spam" folder. Please do not send "messages" via Blackboard as we receive no notification that a message was sent. Just send an email 😊

COURSE SCHEDULE

DAY	DATE	TOPIC/POWERPOINT
TUESDAY		Syllabus
THURSDAY		Introduction and Research Methods
TUESDAY		Introduction and Research Methods
THURSDAY		Collaboration Activity #1 *Pre-Reading Guide (PRG) due for "Introduction"
TUESDAY		Policing
THURSDAY		Collaboration Activity #2 *PRG due for "The Labels We Live By ~ The Victims"
TUESDAY		Policing
THURSDAY		Collaboration Activity #3 *PRG s due for "Dangerous Confessions ~ The Detective"
TUESDAY		Policing
THURSDAY		Collaboration Activity #4 *PRG due for "The Criminal Mind ~ The Suspect"
TUESDAY		**EXAM 1**

THURSDAY		Law and Courts
TUESDAY		Collaboration Activity #5 *PRG due for "Breaking the Rules ~ The Lawyer" AND "In the Eye of the Beholder~ The Jury"
THURSDAY		Law and Courts
TUESDAY		Collaboration Activity #6 *PRG due for "The Corruption of Memory~ The Eyewitness"
THURSDAY		Law and Courts

TUESDAY

Collaboration Activity #7

*PRG due for “How to Tell a Lie ~ The Expert” AND “Umpires or Activists ~ The Judge”

THURSDAY

****EXAM 2****

TUESDAY

Corrections

THURSDAY

Collaboration Activity #8

*PRG due for “An Eye for an Eye ~ The Public”

TUESDAY

Corrections

THURSDAY

Collaboration Activity #9

*PRG due for “Throwing Away the Key ~ The Prisoner”

TUESDAY

Corrections

THURSDAY

Collaboration Activity #10

*PRG due for “What We Must Overcome ~ The Challenge”

TUESDAY

Corrections

THURSDAY

Collaboration Activity #11

*PRG due for “What We Can Do ~ The Future”

TUESDAY

****EXAM 3****

THURSDAY

Collaboration Activity #12

*Pre-PowerPoint Guide 1 due for Final Project

TUESDAY

Collaboration Activity #13

*Pre-PowerPoint Guide 2 due for Final Project

THURSDAY

Collaboration Activity #14

*Pre-PowerPoint Guide 3 due for Final Project

FINALS WEEK

PRESENTATION

COLLABORATION ACTIVITY #2: 20 POINTS

“Are ‘Stop and Frisk’ Policies Just or Unjust?: An Examination of the Data in NYC”

Following our rotation calendar, roles for today’s collaboration activity are:

Facilitator	Member 3
Scribes	Members 1 and 4
Evidence Analyst	Members 2 and 5

Directions: Use the data provided in this activity, our “Policing” PowerPoint lectures, and today’s assigned reading “The Labels We Live by ~ The Victims” to help you answer the questions below. Additionally, there is a page at the end of this collaboration activity that provides links to the data sources and additional information about the data provided in this activity. As always, you may handwrite your answers or type them into the document posted on Blackboard.

When using data from the table, you should cite the data which includes stating which Figure you are using and providing the source in parentheses.

Figures 1-5 can be cited as: Figure [insert number] shows [insert what you want to say] (NYC Police Department).

Figures 6-8 can be cited as: Figure [insert number] shows [insert what you want to say] (NYC Planning Department).

(1) What was the “Stop and Frisk” policy used in New York City in the early 2000s? (1 point)

(2) Explain the difference between a manifest and latent function. (1 point)

(3) The manifest function of the “Stop and Frisk” policy in New York City was to lower crime rates to make the city safer. Do you think the policy accomplished this goal? Use specific evidence from the data provided to support your argument. (3 points)

(4) “Stop and Frisk” policies were ruled unconstitutional in 2013 after social scientists introduced evidence of racial profiling? Does this data show evidence of racial profiling? Explain and provide specific examples using data from the tables. (2 points)

(5) Racial profiling was the latent consequence of “Stop and Frisk” policies that received a lot of attention in the media and courtroom. Does the data show evidence of sex and age based profiling? Explain and provide specific examples using data from the tables. (4 points)

(6) Could “Stop and Frisk” policies be implemented in a more “just” way? Explain your answer. (1 point)

(7) You have already discussed whether the data shows a “just” implementation of the policy in the preceding questions. However, this does not address whether the idea behind the policy itself is “just”. In what ways and under what conditions are these types of policies “just”? Who are they “just” for? In what ways and under what conditions are these types of policies “unjust”? Who are they “unjust” for? (5 points)

(8) Write a paragraph that relates New York City’s “Stop and Frisk” policy to today’s assigned reading. (3 points)

A note on the data used:

The stop and frisk data provided in this activity comes from the New York City Police Department. The NYC police department provides publicly available crime data, traffic data, and policing data for the city. Some of this data is easily readable/accessible, while other data is provided in large files and databases that could take additional training and time to understand. The data on the NYC “Stop and Frisk” policy comes from a large database file that is available in excel format from the following webpage:

<https://www.nyc.gov/site/nypd/stats/reports-analysis/stopfrisk.page>

I went through the data for you and created the tables below for you to use in your collaboration activity. Additionally, Quinn Hood (a research analyst at Misdemeanor Justice Project in NYC) created a great interactive chart where you can look at the rate of stop and frisks based on the interaction of age, race, and sex. While we won't use this in our collaboration activity today, I'm including a link in case you are interested in exploring this further at home.

<https://qhood01.github.io/nycSQF/>

The New York City misdemeanor crime data includes 24 offense categories, such as possession of stolen property, minor drug offenses, weapon violations, criminal trespassing, simple assault, harassment, and less serious cases of theft (petit larceny). If you are interested in seeing trends over time for specific offenses, you can find an easy to read chart at the website below:

<https://www.nyc.gov/site/nypd/stats/crime-statistics/historical.page>

The New York City felony crime data includes 17 offense categories, such as murder, rape, robbery, serious cases of theft (grand larceny), major drug violations, and aggravated assault. If you are interested in seeing trends over time for specific felony offenses, you can find two easy to read charts at the website below:

<https://www.nyc.gov/site/nypd/stats/crime-statistics/historical.page>

Age, sex, and race/ethnicity data for New York City comes from the 2010 US Census and can be found on the NYC Department of City Planning website in an easy to read chart below:

https://www.nyc.gov/assets/planning/download/pdf/planning-level/nyc-population/census2010/t_sf1_dp_nyc.pdf

Figure 1: Stop and Frisk Searches by Race

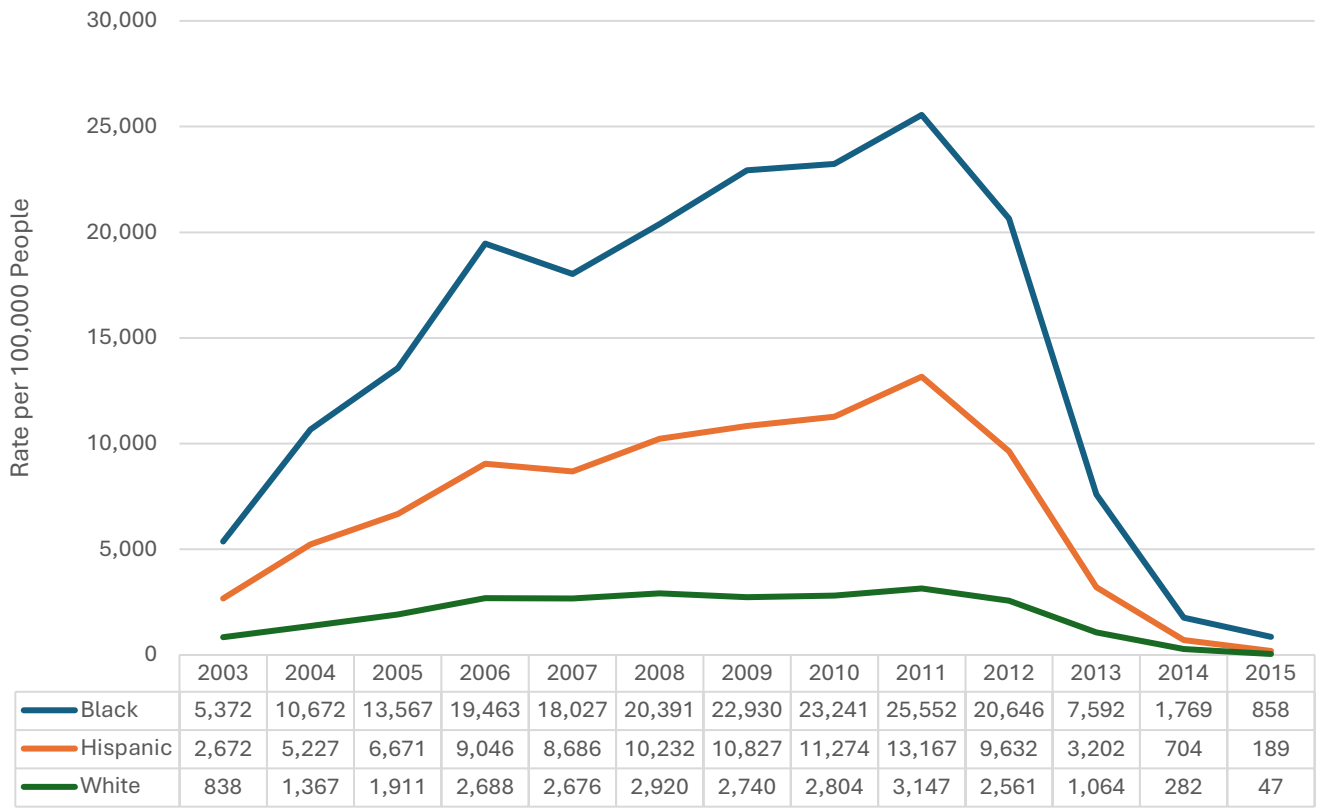


Figure 2: Stop and Frisk Searches by Sex

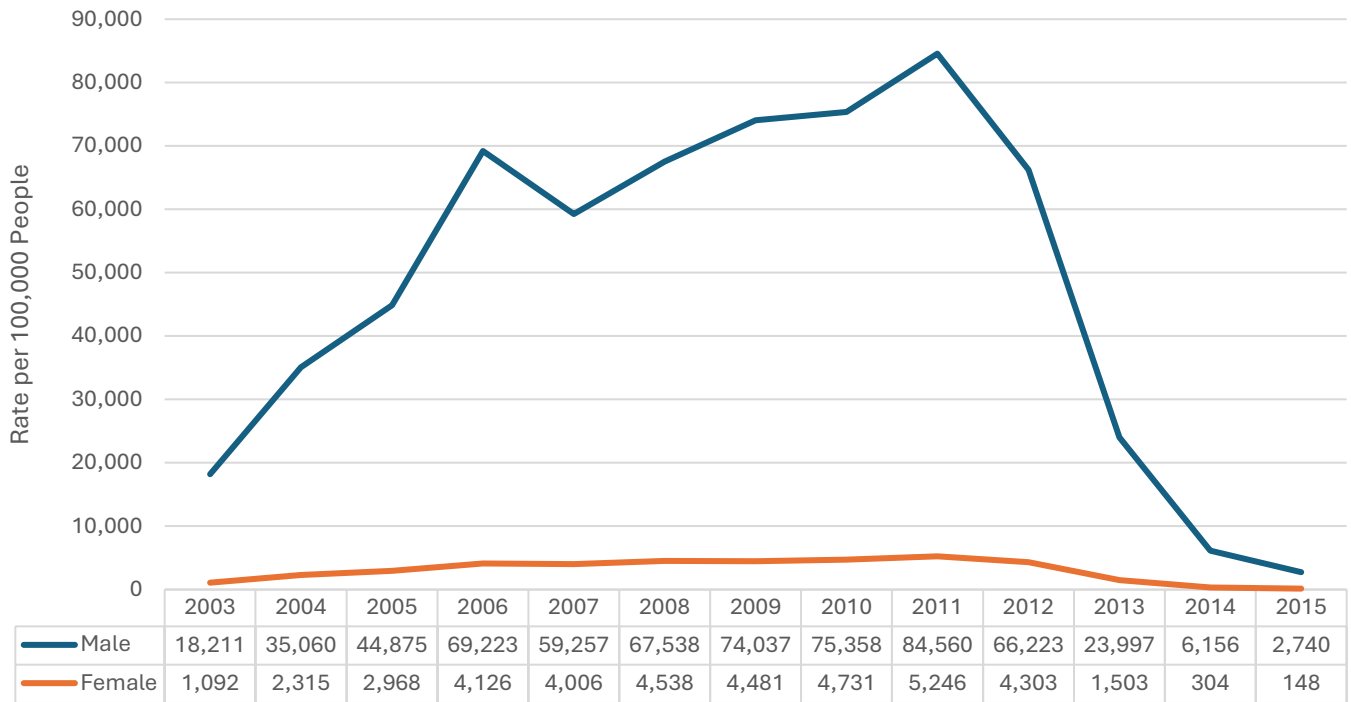
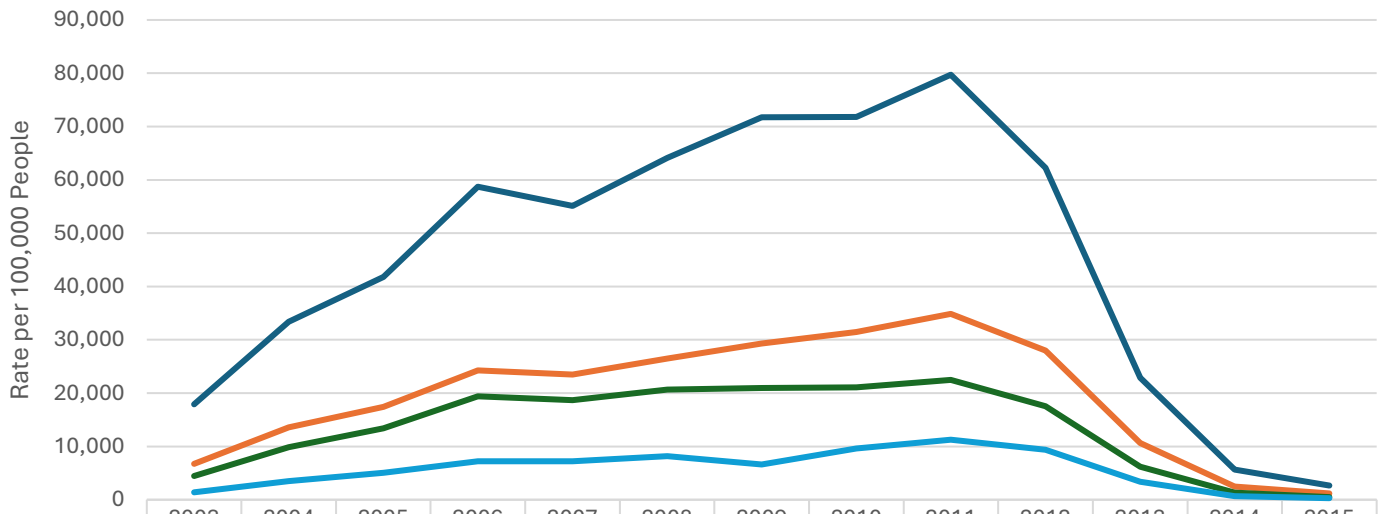


Figure 3: Stop and Frisk Searches by Age



	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
18-29	17,895	33,412	41,795	58,711	55,139	64,092	71,743	71,811	79,728	62,272	22,860	5,637	2,660
30-39	6,704	13,605	17,443	24,254	23,481	26,492	29,290	31,494	34,861	27,972	10,662	2,464	1,180
40-49	4,471	9,869	13,371	19,404	18,668	20,638	20,955	21,085	22,478	17,535	6,211	1,332	489
50+	1,366	3,514	5,053	7,196	7,203	8,178	6,583	9,630	11,259	9,385	3,359	656	290

Figure 4: Number of Misdemeanor Arrests in NYC

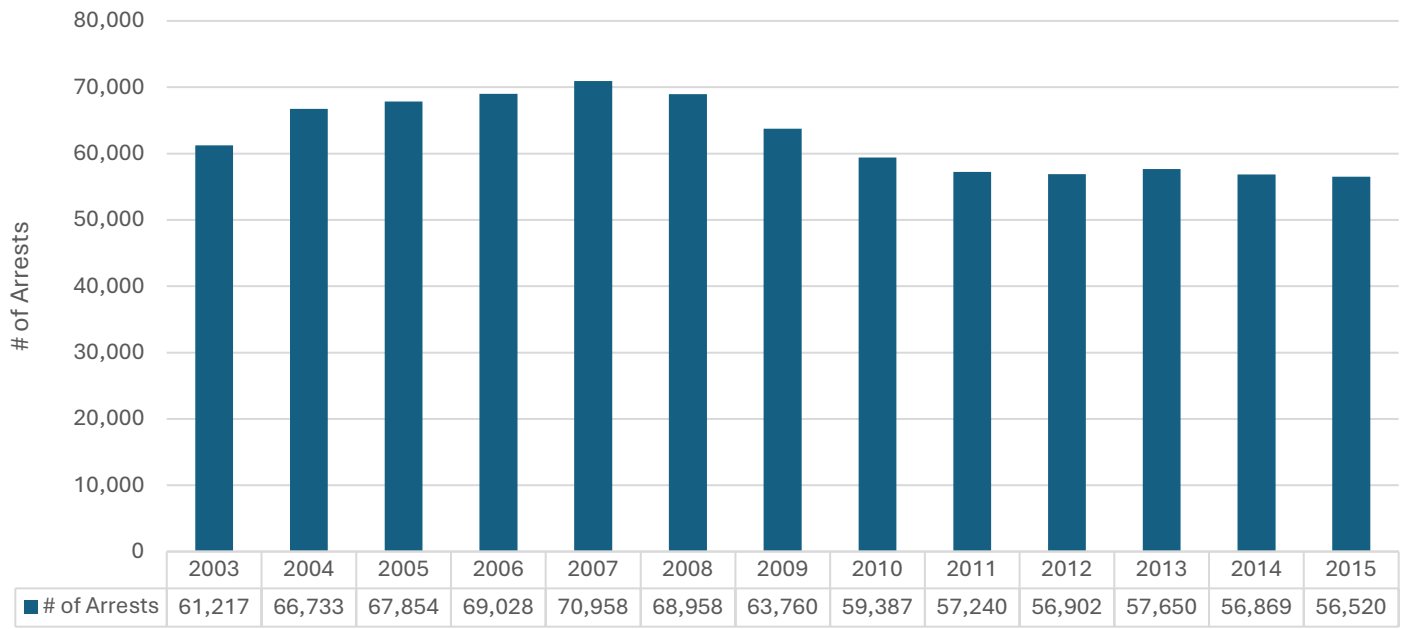


Figure 5: Number of Felony Arrests in NYC

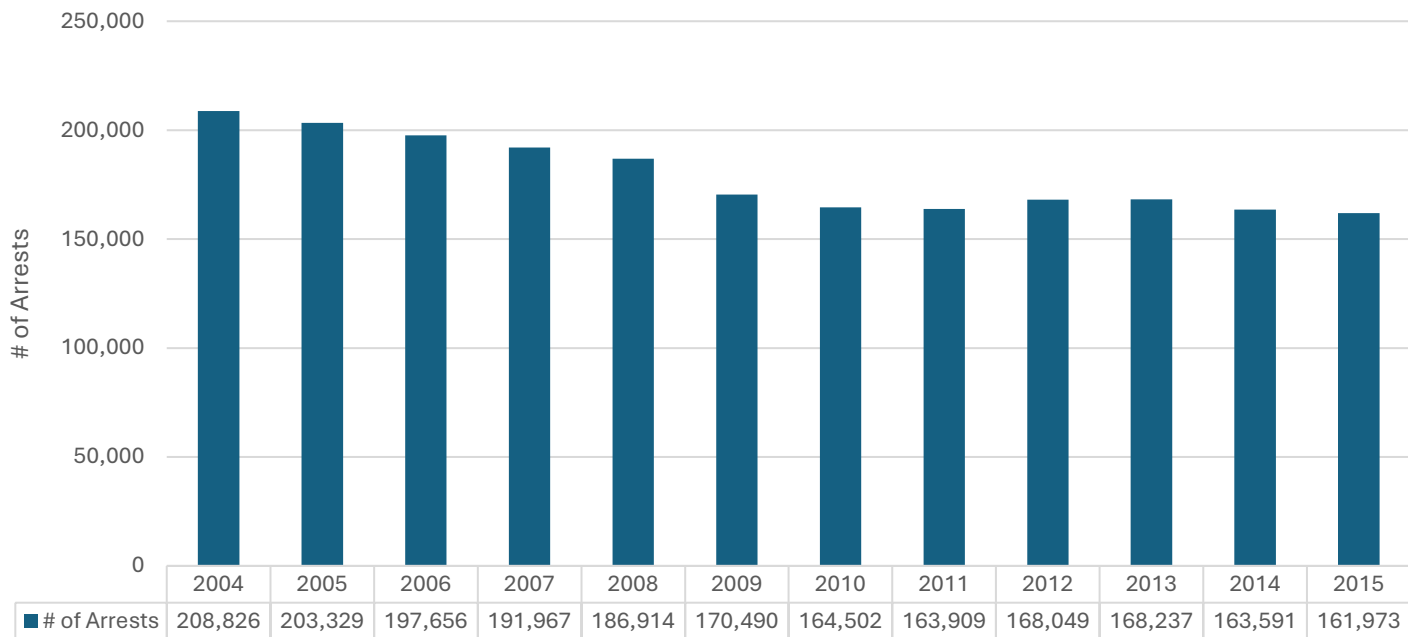
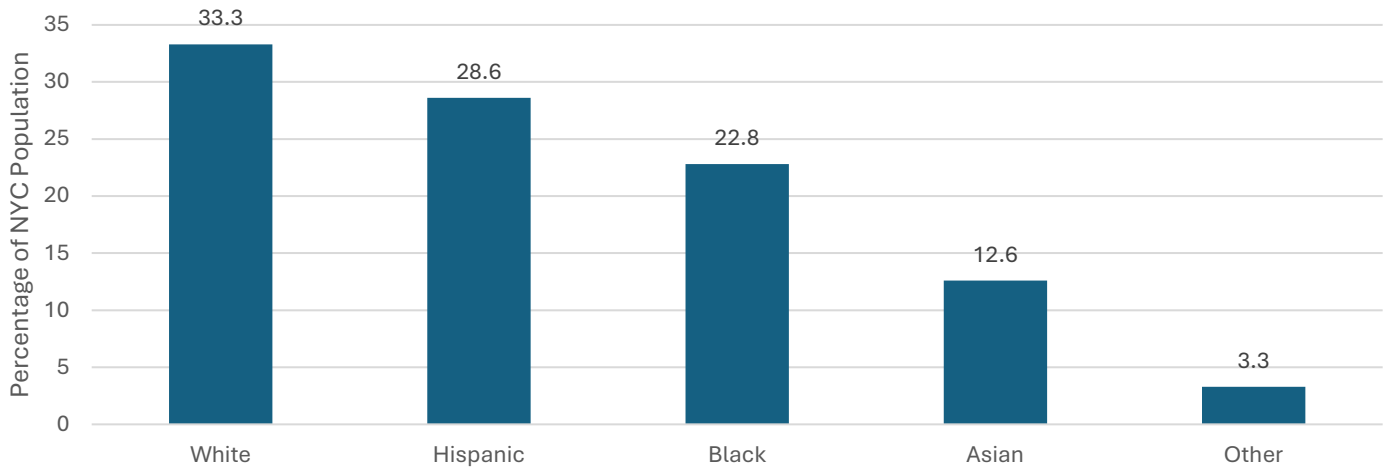


Figure 6: Racial/Ethnic Composition of New York City in 2010



*Note: Asian and other are included in the census information provided, but are not included in the data on stop and frisk searches because they comprise such small numbers.

Figure 7: Sex Composition of New York City in 2010

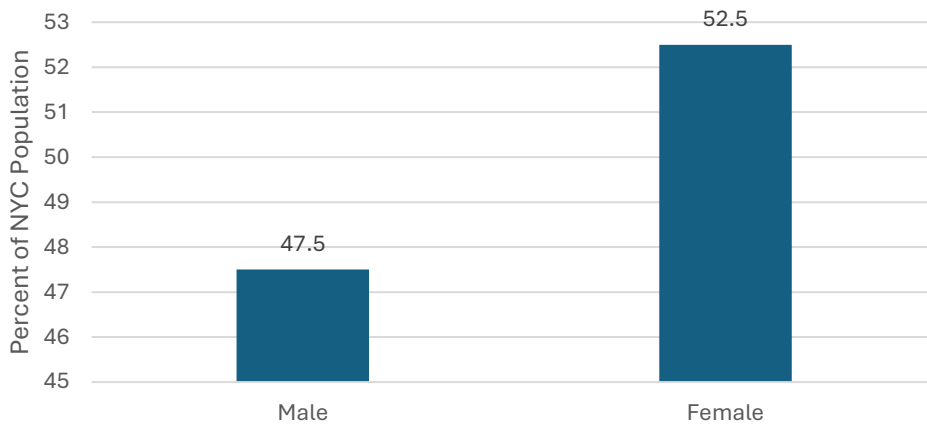
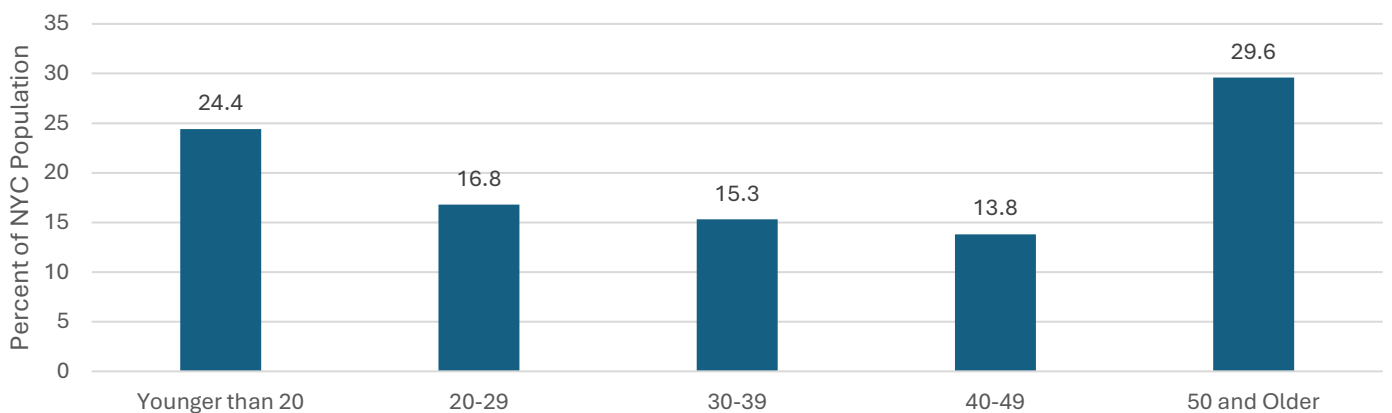


Figure 8: Age Composition of New York City in 2010



Pre-Reading Guide #2: “Unfair: The Labels We Live By” (pp. 3-25)

Directions: Make sure to answer the following questions after reading our assigned chapter “The Labels We Live By”. You must print your answers and bring them to class.

The prosecutor in this case stated:

“We only know one category as prosecutors, and that a “V”. It’s not a “B”, it’s not a “W”, it’s not a “H”. It’s “V” for victim. That’s who we work tirelessly for. And that’s all we know, is justice for our victims” (pg. 8).

In your opinion, how accurate is the above statement? Explain based on what you read in this chapter. In your answer, make sure to include the results of 3 different research studies discussed in the chapter.

How do other types of labels such as “ETOH” and “neurological injury” from the Rosenbaum case influence care/treatment and the administration of (in?)justice?

What did you learn from reading this chapter that you can apply to your own life and behavior? Be specific.