

DEPARTMENT OF CRIMINAL JUSTICE AND CRIMINOLOGY
CRIJ-5330.02
(On-Line Section 8/23 – 12/07)
CRITICAL ANALYSIS OF JUSTICE
ADMINISTRATION
(Fall 2017)

Professor: Dennis R. Longmire Ph.D.
Office Hours: 6:00 – 7:45 a.m. MS Sundays as needed
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Location: CJC A-213
Class Hours: 8:00 a.m. – 5:00 p.m. on dates designated in Annotated Course Outline

TEXTBOOKS

The following reading materials are REQUIRED for all students.

- Hopkins Burke, Richard (2012). *Criminal Justice Theory An Introduction*. New York, NY: Routledge Taylor and Francis Group.
- Slate, Risdon N., Buffington-Vollum, Jacqueline K., and W. Wesley Johnson (2013). *Criminalization of Mental Illness Crisis & Opportunity for the Justice System, Second Edition*. Durham, NC: Carolina Academic Press.

The following reading materials are RECOMMENDED for all students.

- Austin, James and John Irwin (2012). *It's About Time: America's Imprisonment Binge*, Fourth Edition. Belmont, CA.: Wadsworth Publishing Company.
- Barlow, David and Melissa Hickman Barlow (2001). *Police in a Multicultural Society An American Story*. Waveland Press, Inc.
- Baum, Lawrence (2006). *Judges and Their Audiences: A Perspective on Judicial Behavior*. Princeton University Press: Princeton, NJ. Available ON-LINE through the Newton Gresham Library.
- Duffee, David E. and Edward R. Maguire, eds. (2007). *Criminal Justice Theory Explaining the Nature and Behavior of Criminal Justice*. New York, NY: Routledge Taylor and Francis Group.
- Messner, Steven F. and Richard Rosenfeld (2013). *Crime and the American Dream, Fifth Edition*. Belmont, CA: Thompson Higher Education.

It is expected that you will have completed each set of required readings by the date scheduled for their discussion on the attached "Schedule of Classes." Students will also be required to read and discuss articles they find through their independent research.

COURSE DESCRIPTION AND OBJECTIVES

Description:

Catalogue Description: "An analysis of the criminal justice system in the United States; role of justice agencies as part of societal response to crime; the knowledge base of criminal justice; issues, problems, trends."

Objectives:

The three primary objectives of this course are to:

- 1) Engage students in the study of "criminal justice theory";
- 2) Encourage "students of criminal justice" to recognize the systemic and social nature of crime control efforts; and
- 3) Engage students in an active learning experience demonstrating their ability think conceptually about current issues facing the criminal justice system.

The overarching goal of this class is to instill in each participant the seeds of curiosity that will enable them to think about crime, criminality and the administration of justice at a conceptual level. We will move beyond the conventional "So what?" question that seems to drive inquiry at the undergraduate level and in its place pose the "I wonder why ...?" or "What would it be like if ...?" questions.

ATTENDANCE POLICY

Class attendance requirements will be followed in accordance with Academic Policy Statement 800401.

If a student fails to attend one of the scheduled class sessions, s/he will be required complete an additional assignment prior to the close of the semester and **will only be eligible to receive 70% of the points available for that class session**. "Make-up" modules will be designed by your professor to insure that you cover the material associated with that session. **Students who miss more than one class session must confer with the professor to secure permission prior to the completion of subsequent "Make-up" modules.**

GRADING POLICY

Final Semester Grades are determined through the accumulation of points associated with four different assessment procedures (number required during the semester):

- 1) Small Group Discussion Sessions (3);
- 2) Cyber-Source Wiki Projects (3); and an
- 3) Assessment of Individual Proficiency (1).

Specific evaluative criteria for these assessments are:

Small Group Discussion Sessions (SGDs): On the day of each of the regularly scheduled full-day weekend session (Sections 1 – 3), students will be assigned to a “SGD Work-Group” that will work together throughout the day on discussion projects designed to engage the class in thoughtful deliberation about the required and recommended material assigned for the session. The size of each discussion group will be determined by the number of students enrolled in the class but it is hoped that there will be no more than 5 students per group.

These SGDs are designed to provide students with an opportunity to demonstrate their familiarity with the class material by discussing particular issues facing criminal justice professionals in an informed and articulate manner.

Individual participants in each of the sessions will be awarded up to 25 points for each weekend session for a total of 75 grade points possible for this assessment. These points will be awarded as follows:

Individual Participation – Each individual student will receive up to 25 points for each day’s SGDs awarded by your professor at the close of each day’s discussion sessions. These points will be awarded based on your professor’s assessment of your individual contribution to the large group discussion sessions based on the following criteria: **1) Integration of assigned reading material into large group discussion sessions (10 points); 2) Active involvement in discussions (10 points); and 3) Active listening to other class members’ comments (5 points).**

Cyber-Source –Wiki Projects (Wiki Projects): All students will participate in a project that will result in the construction of a Wiki of sources related to the material we are discussing throughout the semester. This project will enable students to demonstrate their ability to: 1) use the internet as an information resource; 2) critically analyze information about crime, criminality and the administration of justice that is provided on the WWW; and 3) demonstrate their ability to apply scholarly analytical methods in the analysis of non-scholarly sources related to crime, criminality, and criminal justice.

The formal elements of the Wiki Projects require that, for Sections 1 – 3 of the class, each student must identify two different sources that relate to each particular section of the class. One of these sources must be drawn from a current scholarly source (**published between 2015 and now**) and the other source must be drawn from a current non-scholarly (popular) site. You will then prepare a brief critical analysis of the non-scholarly source relying the reading material assigned for the particular section of the class along with the current scholarly source you have located. The “popular” web-based sources may be drawn from material posted through news servers or other popular (*non-scholarly/non-academic*) sources available in different locations on the WWW.

Each student is required to post their critical review of the popular source on a “Wiki” page located at the class Blackboard Wiki portal prior to each of the “long weekend sessions” throughout the semester. Each posting must include the popular site’s WWW address (url) and the date that site was last visited, the full citation information for the current scholarly source (using American Psychological Association citation format) and a *brief summary and critical analysis of the source*. Each student’s summary must include specific discussion of how the source corresponds to the material included in the assigned readings for the section as well as how the information in the popular site corresponds with the scholarly source that has been located and the assigned reading material. We will collectively engage in a discussion of these Wikis in large group discussion sessions held during each class session.

NOTE, THE NON-SCHOLARLY SOURCES ARE *NOT TO BE DRAWN FROM SCHOLARLY OR ACADEMIC JOURNALS* BUT SHOULD DRAW FROM OTHER SOURCES AVAILABLE ON THE WWW. CURRENT SCHOLARLY SOURCES CAN BE LOCATED USING THE SHSU LIBRARY’S SEARCH TOOLS.

Each source used in the Cyber-Source Projects will be awarded up to 25 points for a total of **75 final semester points possible** based upon: 1) the scholarly level of insight shown in the critical summary of your source (10 possible points); 2) how clearly and fully you are able to integrate the assigned readings into the analysis of the “issue” (10 possible points); and 3) the salience of cyber-site selected to the assigned reading material (5 possible points).

Assessment of Individual Proficiency (AIP): At the close of the semester, students will be given an assessment designed to evaluate their individual level of familiarity with the material that has been discussed throughout the semester. This assessment will be available for completion at a specific time during the final (half day) weekend session and students will have the option of completing the assessment using the Blackboard assessment platform or completing the assessment in class. The format for this assessment will include “multiple-choice,” “true/false,” and “short answer” questions and will be strictly “timed” with points deducted from the total score for those who take longer. Students will have access to their books and notes during the completion of the assessment but may not confer with one another. There will be 100 semester grade points available for the AIP.

Class Participation: This is a graduate class and as such it requires that you assume an active role in the learning process. Everyone is expected to have completed all reading assignments within the time frames set forth in the Class Schedule and to fully participate in all discussions of the material.

Your final semester grade will be determined according to the following scale:

225 – 250 = A (90 - 100% of total points possible)
200 – 224 = B (80 - 89% of total points possible)
175 – 199 = C (70 - 79% of total points possible)
Below 175 = F (less than 70% of total points possible)

MAKE-UP EXAMS AND LATE SUBMISSIONS:

The Assessment of Individual Proficiency (AIP) project is scheduled for the final class session. It will be offered in both “On-Line” and “In-Class” formats. Any student who misses the AIP will be awarded a grade of “X” for the semester and must complete the project before the close of the following semester. Failure to do so will cause the “X” to automatically convert to an “F” resulting in your dismissal from the program.

All assignments scheduled throughout the semester must be completed by the date specified in this syllabus. Assignments submitted after the posted deadlines will be reduced by two points for each day they are late. I realize that some of you may become ill and/or will face other “difficulties” at some time during the semester causing you to miss one or more of the regularly scheduled class. An alternative “on-line” module must be completed in such cases in order to receive any “class discussion points” for that session but in an effort to reinforce the importance of total class participation, there will be a five point reduction in the total points awarded in such cases.

ACADEMIC HONESTY:

The Faculty of the College of Criminal Justice expects students to conduct their academic work with integrity and honesty. Acts of academic dishonesty will not be tolerated and can result in the failure of a course and dismissal from the University.

Academic dishonesty includes, but is not limited to, cheating on a test, plagiarism, collusion – the unauthorized collaboration with another person in preparing work offered for credit, the abuse of resource materials, and misrepresentation of credentials or accomplishments as a member of the college.

The University’s policy on academic honesty and appeal procedures can be found in the manual entitled *Student Guidelines*, distributed by Division of Student Services. (Reference Section 5.3 of the SHSU Student Guidelines)

Students are encouraged to review the statements presented in the Sam Houston State University's Guidelines that refer to instances of "academic dishonesty" (available in the Office of Student Life or on-line at <http://www.shsu.edu/students/guide/studlife.html#conduct>). In accordance with the statement, any student engaged in academic dishonesty in this class will receive an "F" for the semester and will, consequently, be terminated from the graduate program.

The professor may require that written material submitted in fulfillment of any of the requirements for this class be submitted for an evaluation through Turnitin.com so all work submitted must include appropriate source citation and must represent the original work of the student with appropriate source attributions. Information about Turnitin.com can be found at their web-site <http://www.turnitin.com>.

SHSU WRITING CENTER:

The Sam Houston Writing Center, located in Wilson 114, is open Monday-Thursday from 8 a.m. until 7 p.m., Friday from 8 a.m. to 3 p.m., and Sunday from 2 p.m. to 7 p.m. Writing tutors will work with you one-on-one to help you generate, organize, or revise a draft of any assignment in

any subject. You can drop by to work with a tutor or call (936) 294-3680 to schedule an appointment. The Sam Center also provides consultation and assistance through on-line contact.

DISABLED STUDENT POLICY:

“Students with a disability which affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired.” The physically impaired may contact the Director of the Counseling Center as chair of the Committee for Continuing Assistance for Disabled Students by telephone (ext. 1720).

Any student in this class may request special learning assistance by submitting a written statement describing your particular need. If it is necessary, you will be directed to the University’s Counseling Center (see www.shsu.disability) for additional assistance, however, most needs should be able to be accommodated directly through your professor. Please feel free to discuss any particular need you may have with your professor. The University Policy governing special learning needs is available at the attached link www.shsu.edu/disability.

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

SPAM MAIL AND CLASSROOM BEHAVIOR

Please do not use the Blackboard mailing list or other student’s email addresses as an outlet for general mail messages you want to forward to people on your e-mail distribution list. Use cautious discretion about what material you send to the class and make sure it pertains to an ongoing discussion or contributes to the general class discussion.

Discussion sessions held in this class are designed to facilitate constructive collaboration among students and are to be completed with respectful attention to the views of other students and the assigned topic being discussed. Some of the substance of this course will be controversial in nature and when asked to articulate thoughts on various matters, people sometimes present a dogmatic or ideological position akin to a religious belief system. Discussions may sometimes even force us to examine ideas that are repugnant to our individual belief systems. In the best

scenario, we will do so with an open mind welcoming the opportunity to set one belief system beside another gaining insight from the comparative perspective. In the worst scenario, we will become defenders of our beliefs and/or enemies of alternative belief systems.

Students in this class will be challenged to welcome and embrace diversity of opinion. Personal attacks against another person's belief system will not be tolerated. They will be identified as such by the professor (or any other class participant who senses that discussions have moved to a personal level) and stopped. Students who continue to engage in personal level challenges will first be counseled by the professor; but may ultimately be dropped from the class.

USE OF ELECTRONIC DEVICES IN THE CLASSROOM

Students are welcome to record any material presented during class lectures and/or discussions. This recorded material may not be transcribed or copied for distribution without first securing my written permission.

Lap-top computers or other electronic devices may be used in class for note-taking purposes but students should be careful not to wander around the internet and/or engage in social networking activities during class sessions. The professor reserves the right to ask that any student using a laptop or other electronic device to share his/her screen with the rest of the class at any time during a class session. ***Failure to do so or discovery that the student is not engaging in note taking will result in the deduction of 5 from your final semester grade for each occurrence.***

Any electronic telecommunications devices (cell phones, personal pagers, etc.) should be set to "silent" mode or turned off prior to the beginning of each class session. If you require the use of one of these devices, please leave the classroom prior to initiating use. Engaging in voice communication using a cell phone or similar communication device during class is prohibited. Device sound alerts should be turned off during class. Engaging in text communication during class is discouraged, although non-disruptive occasional use is permitted. Persistent or extended texting is, however, not allowed. Unless otherwise specified by your professor, University policy communication using any electronic device during an in-class examination is prohibited (Academic Policy Statement 100728).

http://www.shsu.edu/~vaf_www/aps/documents/100728.pdf

CONNECTIVITY AND DOCUMENT FORMATING REQUIREMENTS

Part of this class requires that you be able to regularly gain access to the World Wide Web and to post material on a website dedicated to this class. Some users may need to download special "plug-ins" to be able to view *Microsoft Word documents*, *Excel spreadsheets*, *PowerPoint presentations* and *PDF documents*. **This means you are responsible for the ability to access the class with a computer that is compatible with the technical requirements to insure that you can fully participate in all assignments.**

Any material submitted to your professor for grading must be submitted through the appropriate Dropbox located at the Blackboard portal associated with this class. Unless otherwise stated, projects being submitted must be saved in a format compatible with *Microsoft Word 2007* version (ending with the suffix *.docx*). Students using any other word processor should select the

option that allows them to save their material as a “Rich Text Format” (RTF) document before submitting it to your professor. You are advised to keep a “hard copy” as well as a back-up electronic copy of your material in case of technical problems.

ANNOTATED OUTLINE OF TOPICS TO BE COVERED FOR EACH CLASS MEETING

8/23 – 8/30 Overview of class/syllabus

Discussion of class expectations and general overview of semester’s goals and purposes. Introduction of students to one another and to the professor.

8/31 – 9/28 Section 1 - Contextualizing the Study of Crime, Criminality and Criminal Justice

This section of the class focuses on the questions: What is “crime”?; Who are the “criminals” our system of justice processes?; and “What do we do in response to “crime” and “criminality”? It is designed to encourage students to recognize the value of thinking about the “problem of crime” and the “administration of justice” from a theoretical perspective and to think about this problem from both systemic and global perspectives.

Required Reading: Hopkins Burke (Chapters 1, 2 & 5)
Slate et al. (Chapters 1 – 5)

Recommended: Duffee and Maguire (Chapters 1 – 4 & 11)
Messner and Rosenfeld (all)

Wiki - 1 Due by no later than Sept. 15th @ 8 AM CST

9/29 – 10/26 Section 2 - Enforcement of the Law: Issues facing the police

This section of the class focuses specific attention on policing and the general enforcement of criminal laws. We will focus on questions about the design and purpose of policing practices, the history of policing, and current issues of controversy facing the law enforcement community both within the U.S. and globally.

Required Reading: Hopkins Burke (Chapter 4)
Slate et al. (Chapters 6 & 7)

Recommended: Duffee and Maguire (Chapters 5 - 6)
Barlow and Barlow (all)

Wiki - 2 Due by no later than Oct. 13th @ 8 AM CST

10/27 – 11/22 Section 3 - Adjudication and Sentencing: Issues facing the courts, post-adjudication agencies and future criminal justice practices

This section of the class focuses on the components of the justice system that adjudicate suspected criminal law violators and set sanctions for those who are convicted. It will include the examination of the lawyers involved in criminal actions (prosecutors and defense attorneys alike) as well as the judicial component including adjudication, sentencing, post-adjudicative appeal practices, and conditions of sentences. The sources relied upon in this section will include examination of both U.S. and international issues.

Required Reading: Hopkins Burke (Chapter 3, 6 & 8)
Slate et al. (Chapters 8 - 13)

Recommended: Duffee and Maguire (Chapters 7 – 10)
Baum (all)
Austin and Irwin (all)

Wiki- 3 Due by no later than Nov. 10th @ 8:00 AM CST

11/23 – 11/26 Thanksgiving Break – No Assignments Due

11/27 – 12/04 Assessment of Individual Proficiency **1:00 – 5:00 PM CST**