Department of Criminal Justice and Criminology
CRIJ 5330.03 CRITICAL ANALYSIS OF JUSTICE ADMINISTRATION
Fall – 2017 (A)
Online August 23 – October 13

Professor:	Dennis R. Longmire Ph.D.
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Location:	Blackboard learning platform
Class Hours:	Online Synchronous Discussion Sessions will be required of students as noted below.

TEXTBOOK(S)

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 locate through their independent research associated with assigned topics.

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 policy guidelines located here http://www.shsu.edu/dept/academic-affairs/documents/aps/students/800401_001.pdf . **It is important to note that students enrolled in On-Line sections of this class will be required to actively engage in both synchronous and asynchronous on-line discussions throughout the semester. Dates and times for each synchronous discussion session will be determined by each group during the first week of the semester.**

GRADING POLICY

You will be evaluated throughout the semester by way of each of the following methods:

1) Synchronous Discussion Sessions (3);
2) Cyber-Source Wiki Projects (3); and an
3) Assessment of Individual Proficiency (AIP) Project (1)

Specific evaluative criteria for these areas are:

<u>Synchronous Discussion Sessions</u>

Each student will be assigned to a "Synchronous Discussion Work-Group" that will be required to meet at the Blackboard text based "Chat" platform. STUDENTS MUST DOWNLOAD A "PLUG-IN" AVAILABLE AT THE PLATFORM IN ORDER TO BE ABLE TO RUN THIS PROGRAM. You should contact Blackboard's support services if you experience any problems during this process.

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 8 students per session in each group. Group members will be required to coordinate time periods at intervals specified in the Annotated Course Outline, when everyone in the group is available to participate in "real-time" discussions of the material. EACH OF THESE DISCUSSION SESSIONS IS EXPECTED TO LAST BETWEEN APPROXIMATELY AN HOUR AND A HALF and will require discussion that is responsive to particular questions or issues associated with assigned reading material raised by your professor. If it helps put them into a more familiar context, think of these sessions as "open book, open notes, group exams."

There will be three synchronous group discussion sessions required throughout the semester. These sessions will be conducted using the Blackboard program that allows students to conduct their discussions in a "real time" text based chat environment. The sessions are designed to provide students with an opportunity to demonstrate familiarity with the class material by applying it to particular issues facing criminal justice professionals in an informed and articulate manner. Each student will be also be assigned to serve as a "Discussion Leader" (or Co-Discussion Leader depending on class size) for one session. Discussion Leaders are responsible for making sure the group focuses on the assigned material and to insure that each member of the group has an opportunity to participate in the discussions. As described below, Discussion Leaders will be awarded additional points for managing their respective session.

During the first week of the semester, group members must correspond with one another and set the schedule for each of the four discussion sessions. Once your schedule is set, have one group member notify your professor of the dates and times for each session. If you want to identify Discussion Leaders for each session as well, you may do so making sure that each member of the group is included as a leader in one of the sessions. If there are more than four group members, some sessions will have two leaders. If you do not identify group leaders for each session, your professor will do so once the dates/times are available. Students should make sure to "test-drive" the Chat Platform prior to your first session to make sure your computer has all of the necessary plug-ins to accommodate the "chat."

A couple of days prior to each session your professor will release the specific discussion questions each group will be required to discuss. These sessions must be completed within the particular windows of time specified in the Course Outline. Your professor will

participate in some but not all of your discussions, however, your participation in these sessions will be monitored and evaluated by your professor through the Blackboard Chat archives for each session.

Following each session, feedback assessing the quality of each of these discussions will be given to the group as well as to individual students. Individual participants in each of the sessions will be awarded up to 50 points for each session for a total of 150 semester grade points possible. These points will be awarded by your professor based on the following criteria: **1) Responsiveness (20 points) -** *Do your comments accurately and fully focus on each of the issues raised in the assignment?* **; 2) Support (10 points) -** *Do you accurately and appropriately rely on the assigned readings along with supportive lecture material to help inform your discussions?* **and; 3) Involvement (20 points) -** *Do you (individually) contribute to the discussion in a clear and meaningful way?*

Discussion Leaders (DLs) will earn an additional 20 class points for the successful completion of the particular session they are assigned to lead. These points will be awarded based on the following criteria: 1) **Responsiveness** (10 points) - *Does the group fully discuss the issues raised in the particular assignment?* ; 2) **Participation** (5 points) - *Does everyone in the group have an opportunity to contribute to the discussion?; and 3) Timeliness/quality of summary submission (5 points)*. Each student will be awarded up to 20 class points toward their final semester grade for their participation as DL. If more than one student is assigned to lead a particular session, they will each be awarded up to 20 points for their role as DL.

If a student fails to attend in one of the scheduled synchronous class sessions, s/he will be required complete an additional assignment prior to the close of the semester and **will be eligible to receive up to 100% of the points available for that "Synchronous Discussion" session by completing an "alternative assignment**." Alternative assignments will be designed by your professor to insure that you cover the material associated with the discussion session that was missed. **Students who miss more than one "Synchronous Discussion" session must confer with the professor to secure permission prior to the completion of subsequent "make-up" assignments.**

Cyber-Source Wiki Projects

All students will participate in a project that will result in the construction of a series of Wiki sites that will include 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) place the material being studied into a "local" perspective while using the class material to discuss the source from a "theoretical" perspective. It also allows the "students" to become "teachers" by demonstrating what they've learned from the class to one another so we can collectively learn together.

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 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's Wiki portal <u>on or before the date posted in the Annotated Class Schedule</u>. 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 reading for the section as well as how the information it deals with corresponds with the scholarly source that has been located. You will collectively engage in a discussion of these Wikis in your small group discussion sessions held during each module.

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 submission to the Wiki Project 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 and timeliness of cyber-sites selected (5 possible points).

<u>**Assessment of Individual Proficiency Project (AIP)**</u>

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 the time specified in the Annotated Course Outline. Students will complete the AIP using the Blackboard's assessment platform. 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 than allowed. Students will have access to their books and notes during the completion of the assessment but may not confer with one another about the exam during the time it is available. There will be 100 semester grade points available for the AIP.

The AIP may be protected using "Lockdown Browser" and students are responsible for making sure the computer they will use to complete the AIP can download and install the "plug in" necessary to drive the program. A "Practice Exam" is offered during the Overview Module to insure that everyone works through the process early in the semester.

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. The timing of the delivery of the material is designed to allow you to read and think about the assigned (and recommended) material before receiving your professor's thoughts about the material (delivered through presentations associated with each module). Other than during the synchronous discussion sessions, all material is being delivered and processed in a relatively asynchronous manner. The class is presented in a series of Learning Modules each of which is timed to become available serially throughout the semester. That means it is NOT SELF-PACED and when each module becomes available is controlled as specified in the Annotated Course Outline. Students will all be progressing through the material together so it is important that you keep up with the pace set forth in the Annotated Course Outline.

Final Semester Grades

Letter grades for each student will be determined through the following rubric.

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Final Semester Grading Rubric

Synchronous Discussion Sessions	50*3=	150
Discussion Leader	20*1 =	20
Cyber-Source Wiki	25*3 =	75
AIP	100*1=	100
Total Points Possible		345

311 - 345 =	A
276 - 310 =	B
242 - 275 =	C
< 242 =	F

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MAKE-UP EXAMS AND LATE SUBMISSIONS:

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.

I realize that some of us will become ill and/or will face other "difficulties" at some time during the semester. However, in an effort to reinforce the importance of total class participation, there may be a reduction of points for all late assignments completed for this class. If a student fails to complete one of the regularly scheduled assignments during the semester the submission **may be reduced by one point for each day beyond the due date**.

ACADEMIC HONESTY/DISABLED STUDENT POLICY, STUDENT ABSENCES ON RELIGIOUS HOLY DAY POLICY:

Policy statements concerning these issues can be found at http://www.shsu.edu/syllabus/

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 hat refer to instances of "academic dishonesty" (available at 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 Turninin.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.

USE OF TECHNOLOGY, SPAM MAIL AND CLASS BEHAVIOR

University guidelines posted here will apply as appropriate
http://www.shsu.edu/~org_sen/pdf/Cell-Phone%20Policy%20(AP%20100728).pdf

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.

CONNECTIVITY AND DOCUMENT FORMATING REQUIREMENTS

This class requires that you be able to regularly gain access to the World Wide Web. Students will be required to participate in synchronous ("real time) discussion sessions through the Blackboard portal for this class. Some users may need to download special "plug-ins" to be able to use the discussion board and all students will be required to download and view *Microsoft Word documents, Excel* spreadsheets, *PowerPoint* presentations and *PDF* documents. **This means you are responsible for maintaining access to 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 sent in a format compatible with *Microsoft Word*. 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 SECTION OF CLASS:

8/23 – 8/25   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.

Required Reading: OVERVIEW MODULE
COMPLETE PRACTICE EXAM – "TEST-DRIVE" EXAM GUARD
WORK WITH SMALL-GROUP MEMBERS TO SET SCHEDULE FOR
SYNCHRONOUS DISCUSSION SESSIONS

8/25 – 9/4   Module 1 - Contextualizing 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 different approaches to the "problem of crime" and to put this problem into 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)

Learning Module 1 Released – 08/25
Cyber-Source Wiki - 1 (General Trends in Crime, Criminality, and the
Administration of Justice) – Due 08/31 @ 8:00 AM CST
Synchronous Discussion 1 – 09/01 – 09/04

9/5 – 9/18   Module 2 - Enforcement of the Law: Issues facing the police

Here we will focus 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)

Learning Module 2 Released – 09/09
Cyber-Source Wiki - 2 (Issues facing the police) – Due 09/14 @ 8:00 AM CST
Synchronous Discussion 2 – 09/15 – 09/18

9/19 – 10/06   Section 3 - Adjudication and Sentencing: Issues facing the courts and post-adjudication agencies

This section of the class focuses on the components of the justice system that process suspected criminal law violators as well as those who set

sanctions for those who are convicted. It is presented in two sub-sections.

Section 3-A will include the examination of the lawyers involved in criminal justice agencies (prosecutors and defense attorneys alike) as well as the judicial component including adjudication.

Section 3-B focuses on agencies involved in the implementation of adjudicated sanctions including focus on agencies charged with the responsibility of implementing the conditions of judicially imposed sentences. The sources relied upon in this section will include examination of both U.S. and international issues.

Required Reading 3-A: Hopkins Burke (Chapter 3)
                                     Slate et al. (Chapters 8 - 10)

Recommended: Duffee and Maguire (Chapters 7, 8, & 11)
                                     Baum (all)

Learning Module 3-A Released – 09/23

"What we do with those who have been convicted of crimes" is the focus of the second part of this section of the class. Attention is given to questions about how sentencing patterns in the U.S. compare with those in other countries, who we send to prison, how we treat those we've confined in our prisons and jails, and what hope there is for future sentencing systems.

Required Reading 3-B: Hopkins Burke (Chapters 6 & 8)
                                     Slate et al. (Chapters 11 - 13)

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

Learning Module 3-B Released – 10/02

Cyber-Source Wiki 3 (Issues facing the courts and post adjudication agencies) – 10/05 @ 8:00 AM CST

Synchronous Discussion 3 10/03 – 10/06

10/07 – 10/09   **Threaded Discussion – Overview of Class/AIP Project Preparation**

10/10 – 10/13   **AIP must be completed between 8:00 AM CST on 10/10 and 8:00 AM CST on 10/13.**