



Sam Houston State  
University

# CRIJ5330.01

## CRITICAL ANALYSIS OF JUSTICE ADMINISTRATION



Steven Cuvelier, Ph.D.  
Fall, 2017

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## COURSE SYLLABUS

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### CRITICAL ANALYSIS OF JUSTICE ADMINISTRATION

Fall 2017

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<b>Contact Information</b>		<b>Office Hours</b>	
<b>Telephone:</b>	936- 294-1641		Online Daily
<b>E-mail:</b>	<a href="mailto:icc_sjc@shsu.edu">icc_sjc@shsu.edu</a>		or by appointment
<b>Classroom:</b>	Online		

**Texts:** "Criminal Justice Theory, An Introduction." Hopkins Burke, Routledge. 2012.  
"Crime and the American Dream." Messner and Rosenfeld. 5<sup>th</sup> ed. Wadsworth, 2013

### COURSE DESCRIPTION

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*"Theory without practice is sterile. Practice without theory is futile."*

This course blends theory and practice, which is implicitly stated in the course description as "the 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." But justice is a two-sided coin, "retributive" and "distributive." Criminal justice responds to retributive justice, and social justice pertains to the inalienable rights of humankind, (the "life-liberty-and-pursuit-of-happiness – as-long-as-it-doesn't infringe-upon-the-inalienable-rights-of-others," thing).

Part I of this course focuses upon the theoretical development of modern justice concepts. Part II involves a case study of Chicago. You will review news and information of the recent and current events, and will assess potential causes of current conditions and recommend corrective policies.

There will be on-going discussions throughout the semester that will require your attention and participation.

### MAKE-UP EXAMS

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You will advance through the course at your own pace and will take exams when you are ready. There is no need for make-up exams.

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## ATTENDANCE POLICY

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Students should attend class regularly, which for this class would be checking in to the web site 3 times per week, give or take. Please refer to this link to see the official university policy on attendance: [http://www.shsu.edu/dept/academic-affairs/documents/aps/students/800401\\_001.pdf](http://www.shsu.edu/dept/academic-affairs/documents/aps/students/800401_001.pdf)

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## THE COURSE ROUTINE

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Assignments are posted per week, and will involve reading, information gathering/posting, discussion topics, and an occasional opportunity to demonstrate your knowledge. During Part II your work will focus upon a critique of Chicago's crime problem and policy proposal.

Information gathering involves locating news and information that pertain directly or indirectly to Chicago's crime problem. When contributing information, you should provide a short description of the content. You are encouraged to read and comment on all contributions and engage in discussions on them (their value, what they say or don't say, what point of view is presented, etc.). Remember, points of view that differ radically from yours have value in revealing to you the perspective of the author.

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## COURSE OBJECTIVES

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By the end of this course, the successful student will know:

1. The foundations of modern perspectives on...
  - a. Crime and criminal behavior
  - b. Philosophy of law and legal ethics
  - c. Policing
  - d. Legal process
  - e. Punishment
  - f. Juvenile justice
  - g. Future challenges to doing justice
2. The probable link between the "American Dream" and crime
3. The application of theoretical perspectives to ...
  - a. Assess problems in practice
  - b. Formulate and defend practical solutions to real-world challenges

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## EXTERNAL RESOURCES

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Blending theory with practice will take shape through a collective class effort in collecting links to news articles, published studies, op-ed articles personal experience and other information resources that are relevant to explaining Chicago homicides or illustrating possible solutions. Do not limit your contributions to those that support your personal take on Chicago's problem. Opposing points of view are important to developing a holistic perspective.

## ASSIGNMENT SCHEDULE

The following schedule indicates the assignment dates. You can work ahead of the schedule whenever possible but try not to fall behind. As more articles are contributed there will be a growing need to evaluate them and communicate with the class.

Week #	Date	Assignments
0	Aug 23	Orientation and preparation.
1	30	CJ Theory – Read/Test Chapter 1 Post and Discuss Articles
2	Sept 6	CJ Theory – Read/Test Chapter 2 Post and Discuss Articles
3	13	CJ Theory – Read/Test Chapter 3 Post and Discuss Articles
4	20	CJ Theory – Read/Test Chapter 4 Post and Discuss Articles
5	27	CJ Theory – Read/Test Chapter 5 Post and Discuss Articles.
6	Oct 4	CJ Theory – Read/Test Chapter 6 Post and Discuss Articles.
7	11	CJ Theory – Read/Test Chapter 7 Post and Discuss Articles
8	18	CJ Theory – Read/Test Chapter 8 Post and Discuss Articles
9	25	CATAD – Read/Test Chapters 1 and 2 Post and Discuss Articles
10	Nov 1	CATAD – Read/Test Chapters 3 and 4 Post and Discuss Articles
11	8	CATAD – Read/Test Chapter 5 <a href="#">Writing Policy Briefs (PDF)</a>
12	15	Policy Brief: – Submit your policy brief proposal – Number Crunching Bayesian Style
13	22	Policy Brief – Communicating with Graphs and Charts
14	29	Policy Brief – Prepare final draft
15	Dec 06	<b>All materials are due.</b>

## GRADING

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Your grade will be based upon 500 points. All grades will be calculated on a percentage basis with 90/80/70/60 representing the threshold for A/B/C/D, respectively. Evaluation areas and their weights are listed below:

**Postings (7 each, 70 points max)** – For starting a discussion thread on an informative item related in some way to Chicago's homicide problem. Duplication of posted items do not count.

**Discussion (80 points max)** – Discussing postings (yours and others) will be scored on a rubric posted on the class Blackboard site. Points will be awarded for meaningful contributions ("I agree" is not meaningful, why you agree/disagree, or under what conditions you agree/disagree adds meaning). Questions and answers add equally to the content of a discussion. Diplomacy in offering differing points of view greatly aid to a lively discourse and will be appropriately rewarded.

**Testlets (13 x 7 points each + 2 points)** – Seven points per testlet plus 2 points each for each testlet completed before the policy brief is assigned. Your grade average will be based upon 100 points, which gives 117% possible point total. The testlets' purpose is to focus your attention to key issues in your reading assignments, but NOT to the neglect of the other material. Your responses should be brief but should cover the key points of what is asked. I grade these so cutting to the chase will be greatly appreciated and rewarded. Excessive verbiage will be interpreted as lacking clarity.

**Policy Brief (150 points)** – You will submit your policy brief through the class web site. Briefs will be assessed on the degree to which they conform to guidelines in ([Writing Policy Briefs](#)). Points will be added or lost for issues of accuracy, completeness, and communication practices (including layout, use of color, word/number/graphic usage). The 1,500-word guideline on maximum length will be treated as a "soft" limit (read this as "don't stop in mid-sentence or mid-paragraph." Beyond that, points will be lost for excessive length. Also note that there is no penalty for shorter briefs that properly fulfill the other guidelines for completeness, clarity, etc.

## COURSE REQUIREMENT

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The following is required for all syllabi.

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### COMPUTER & INTERNET

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Part of this class requires that you be able to regularly gain access to the World Wide Web. Students completing the class in a fully "on-line" format will be required to participate in synchronous ("real time") discussion sessions through the class portal. 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, and PowerPoint presentations. Please be sure to contact the SHSU 24x7 [helpdesk](#) if you have any problems connecting or access materials or tools in this course (or 1-877-870-9214).

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## DOCUMENT FORMATTING

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Any material submitted to your professor for grading must be sent in a format compatible with Microsoft Word 2007 or later. 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. Keep multiple copies of all your material in case of technical problems.

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## UNIVERSITY POLICIES AND NOTICES

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### STUDENT EXPECTATIONS

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Online courses require a special personal discipline to keep up with the work load and make the whole program an enjoyable and enlightening experience. You will not achieve this experience if the requisite reading is not undertaken. The reading list contains required texts. Additionally, articles will be posted on the web which you will want to read. These may, or may not, have tests attached to them which you are expected to complete. These results go towards the third student evaluation product - demonstration of attendance and participation.

This does not mean that you have to read only the required texts and posted articles. During the course you may be asked to find and post to the web certain articles that, for example, either support or reject a particular theory.

Students are expected to have read the assigned readings prior to each online class.

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### STUDENT ABSENCES ON RELIGIOUS HOLY DAYS

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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. Section 51.911 (a) (2) defines a religious holy day as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20...." 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). 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. For a complete listing of the university policy, see:

<http://www.shsu.edu/dept/academic-affairs/documents/aps/students/861001.pdf>

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## USE OF DEVICES TO COMMUNICATE DURING CLASS

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Communication using telephones or other technologies is not allowed during class. Abuse of this rule may be subject to disciplinary action. Please refer to the link below to view the university policy.

[http://www.shsu.edu/~org\\_sen/pdf/Cell-Phone%20Policy%20\(AP%20100728\).pdf](http://www.shsu.edu/~org_sen/pdf/Cell-Phone%20Policy%20(AP%20100728).pdf)

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## ACADEMIC HONESTY

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All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see:

[http://www.shsu.edu/~slo\\_www/](http://www.shsu.edu/~slo_www/)

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## SPAM MAIL & NETIQUETTE

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Please do not use the collaboration tools in this course as an outlet for general mail messages. The purpose of these tools is to facilitate collaborative learning among all students involved in the class. Use cautious discretion about what material you post or email to other students and make sure it pertains to the ongoing discussion or contributes to the general class discussion.

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## RESOURCES NEWTON GRESHAM LIBRARY

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The Newton Gresham Library <http://library.shsu.edu> has many resources you will want to use in this course. These include databases, reference materials, journals, digital collections, and Google Scholar. You will also find research information such as citation guides and research assistance and instruction in the use of library resources, especially the electronic resources, for SHSU students enrolled in SHSU Online courses. This instruction can be via [e-mail](#), or telephone, (936) 294-1599 or 1-866-NGL-INFO (toll-free), whatever is most convenient for the student.

Citation Guides may be found here: <http://library.shsu.edu/research/citationguides.php>

To take advantage of these services you will need to register as a Distance Education student with the Library by filling out the registration form found at

<http://library.shsu.edu/services/distance/application.php>

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## SHSU WRITING CENTER

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The <http://www.shsu.edu/~wctr/Distance.pdf> provides services including generating ideas for your term paper, identifying your target audience, organizing your paper, improving your writing style,

identifying and correcting grammatical errors, and more. If you chose to use these services you will need to provide them the information about your paper found at <http://www.shsu.edu/~wctr/Distance.pdf> through email. Be aware that they will need 48 hours to review a paper.

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### DISABLED STUDENT RESOURCES

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"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 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:

<http://www.shsu.edu/students/guide/studlife.html#disabilities>