

**Department of Criminal Justice and
Criminology CRIJ 6361 Social Policy**

Fall - 2017

Online August 23 – December 7

Professor:	Dennis R. Longmire Ph.D.
Office Hours:	As needed – contact professor directly.
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Location:	Blackboard learning platform
Class Hours:	Online Synchronous Discussion Sessions will be required of students as noted in the syllabus.

TEXTBOOK(S)

The following reading material is REQUIRED for all students.

- Kelly, William R. (2016). *The Future of Crime and Punishment Smart Policies for Reducing Crime and Saving Money*. Lanham, MD: Rowman & Littlefield Publishing Group.

The following reading material is RECOMMENDED for all students.

- Reiman, Jeffrey and Paul Leighton (2017). *The Rich Get Richer and the Poor Get Prison: Ideology, Class, and Criminal Justice, Eleventh Edition*. New York, NY: Routledge Publishers.
- 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 material located through their independent research projects associated with the required Wiki Projects.

COURSE DESCRIPTION AND OBJECTIVES

Description:

Catalogue Description: Evaluation of the legal, social, economic, philosophic, and controversial issues of governmental programs, administered by federal, state, local units of government, and the client systems served.

Objectives:

The three primary objectives of this course are to:

- 1) Engage students in the study of policy issues facing the current systems of criminal justice in the United States;
- 2) Encourage students of criminal justice to recognize the systemic and social nature of criminal justice policies; and
- 3) Engage students in an active learning experience demonstrating their ability think conceptually about current social policies facing the criminal justice system and to weigh the benefits and costs of policy decisions at both the systemic and community levels.

The overarching goal of this class is to instill in each participant the seeds of curiosity that will enable them to think about criminal justice policies at a both the conceptual and pragmatic levels. We will engage in thoughtful discussion of issues and concerns currently occupying the “social policy space” focusing on crime and the administration of justice in contemporary American society.

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 (real-time) and asynchronous on-line discussions throughout the semester. Specific 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) Criminal Justice Policy Review Wiki Projects (3); and an
- 3) Assessment of Individual Proficiency (AIP) Project (1)

Specific evaluative criteria for these areas are:

Synchronous Discussion Sessions

Each student will be assigned to a “Synchronous Discussion Work-Group” that will be required to meet at the Blackboard Collaborate Ultra Discussion Board created for each discussion session. You will be required to “Test-Drive” this discussion site during the first week of classes and 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 raised by your professor in association with the assigned reading material for each section of the class. 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 Collaborate Ultra platform 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 the criminal justice system 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 two weeks of the semester, group members must correspond with one another and set the schedule for each of the discussion sessions within the time-frame specified in the Annotated Course Outline listed below. 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 or co-leader in one of the sessions. If there are more than three 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. Group leaders will also be responsible for insuring that the discussion sessions are being “Recorded” as per instructions provided by your professor during the first week of classes.

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 Annotated Course Outline. Your professor may participate in some but not all of your discussions but your participation in these sessions will be monitored and evaluated by your professor through the archives maintained 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 or more of the scheduled synchronous class sessions, s/he will be required complete an alternative assignment and **will be eligible to receive up to 100% of the points available for missed “Synchronous Discussion” sessions**. Alternative assignments will be designed by your professor to insure that you cover the material associated with the discussion session that was missed.

Criminal Justice Policy Review (CJPR) 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 an “intellectual” perspective while using the class material to discuss the source from a “scholarly” 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 CJPR Wiki Projects require that, for Sections 1 – 3 of the class, each student must identify one scholarly source and one non-scholarly “popular source” that relate to each section of the class. **Your scholarly sources must be drawn from an article published in the journal entitled “Criminal Justice Policy Review” (CJPR) and published anytime during the journal’s history.** Access to the *CJPR* can be gained through the University’s Newton Gresham Library. The “popular” web-based sources must 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 sources on a “Wiki” page located at the class Blackboard’s Wiki portal associated with each section of the class on or before the date posted in the Annotated Class Schedule. Each posting must include the popular site’s WWW address (url), the date that site was last visited and the full citation information for the scholarly source drawn from the *Criminal Justice Policy Review* (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 sources correspond with the material included in the assigned reading for the relevant section of the class. You will also collectively engage in a discussion of these Wikis in your synchronous 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. THEY CAN INCLUDE POETRY, SONGS, SUMMARIES OF MOVIES, NOVELS, NEWS-SOURCES OR OTHER CREATIVE/ARTISTIC ENDEAVORS.

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 of the cyber-sources selected (5 possible points).

Assessment of Individual Proficiency Project (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 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 questions during the time they are available. 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. 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. This means it is NOT SELF-PACED and the date each module becomes available 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.

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

MAKE-UP AIP 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 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 specified time of 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 that 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 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.

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](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 – 8/30 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.

Required Reading: Kelly – Introduction and the OVERVIEW MODULE located at the class Blackboard Platform)

WORK WITH SMALL-GROUP MEMBERS TO SET SCHEDULE FOR SYNCHRONOUS DISCUSSION SESSIONS AND REPORT DATES/TIMES TO YOUR PROFESSOR

8/31 – 9/28 Learning Module 1 – American Criminal Justice Policies and the Nature of Crime in the United States

This section of the class draws attention to what we know about the evolution of the policies associated with the administration of criminal justice agencies that operate within the United States. It also includes discussion of what we know about the causes of crime and criminality with an emphasis on how important it is for our crime control policies to correspond with our general political value system while also being directed by evidence based knowledge of the causes of crime and delinquency.

Required Reading: Kelly – Chapters 1, 2, and 3

Recommended: Reiman and Leighton, Introduction and Chapters 1 and 2
Messner and Rosenfeld – Preface and Chapters 1 – 4

Learning Module 1 at Blackboard Platform Released – 8/31
Cyber-Source Wiki - 1 (General and Historical Trends in Crime, Criminality, and the Administration of Justice) – Due 09/13 @ 8:00 AM CST
Synchronous Discussion 1 – 09/21 – 09/28

9/29 – 10/26 Learning Module 2 – Responding to Crime – Traditional and Non-traditional Approaches

This section of the class examines issues and concerns related to policies directing our society's response to crime and criminality. It includes discussion of both conventional and non-conventional approaches to crime control with a special focus the traditional role prosecutors play in the system. Attention is also given alternative policies focusing on crime that are emerging in contemporary society.

Required Reading: Kelly – Chapters 4, 5, and 6
Recommended: Reiman and Leighton, Chapter 3
Messner and Rosenfeld, Chapter 5

Learning Module 2 Released – 09/29
Cyber-Source Wiki - 2 (Responding to crime – Why we do what we do in response to the problem of crime.) – Due 10/19 @ 8:00 AM CST
Synchronous Discussion 2 – 10/20 – 10/26

10/27 – 11/22 Learning Module 3 – Special Problems and Opportunities

The final section of the class gives attention to particular issues facing our current system of justice including concerns raised by drugs and the ready availability of guns in contemporary American society. Attention is also given to our system's response to special populations including gangs and youthful offenders.

Required Reading: Kelly – Chapters 7, 8, and 9
Recommended: Reiman and Leighton, Chapter 4 and Conclusion.

Learning Module 3 Released – 10/27

Cyber-Source Wiki 3 (Special problems associated with the administration of justice in contemporary American society not including issues associated with drugs, guns, gangs, and juvenile offenders). – Due 11/13 @ 8:00 AM CST.)

Synchronous Discussion 3 – 11/16 – 11/22

11/23 – 11/26 Thanksgiving Break – No assignments due

11/27 – 12/04 AIP must be completed between 8:00 AM CST on 11/27 and 8:00 AM CST on 12/04.