

**CJ 530 CRITICAL ANALYSIS OF JUSTICE
ADMINISTRATION: M.S. Intensive Weekend Section
(Fall 2007)**

Professor: Dennis R. Longmire Ph.D.
Office Hours: M/W 8 – 10 a.m.; M.S. Sundays 6 a.m. – 8 a.m. (always by appointment).
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Class Web-site: http://www.shsu.edu/~icc_drl/CJ530.html
Personal Web-site: http://www.shsu.edu/~icc_drl
Location: CJC As Indicated
Class Hours: M.S. Sundays 8 a.m. – 5 p.m.

TEXTBOOK(S)

The following reading materials are required of all students. It is expected that you will have completed each book by the date scheduled for its discussion on the attached "Schedule of Classes." They will be read in the following order with each one focusing on a different section of the class:

Section I: Contextualizing Crime, Criminals and Criminal Justice

Messner, Steven F. and Richard Rosenfeld (2007). *Crime and the American Dream, Fourth Edition*. Belmont, CA: Thompson Higher Education.

Gabbidon, Shaun L. and Helen Taylor Greene (2005). *Race and Crime*. Thousand Oaks, CA: Sage Publications, Preface - Chapter 3.

Section II: Enforcement of the Law - Issues facing the police

Barlow, David and Melissa Hickman Barlow (2001) *Police in a Multicultural Society An American Story*. Waveland Press, Inc.

Gabbidon, Shaun L. and Helen Taylor Greene (2005). *Race and Crime*. Thousand Oaks, CA: Sage Publications, Chapter 4.

Section III: Adjudication and Sentencing - Issues facing the courts

Students are required to locate a contemporary scholarly source focusing on any critical issue currently facing the judicial system. This source must be a **book length manuscript** published some time between 2003 and now. It may consist of either a traditional book length manuscript or an edited manuscript consisting of a compilation of articles/chapters contributed by different authors. **The purpose of the assignment is for students to locate a source that focuses on the judicial system from a scholarly perspective.**

Students will provide a written summary of their source to the professor and will be required to discuss the major issue(s) it focuses on during the Class Discussion Session scheduled for this section of the class.

Gabbidon, Shaun L. and Helen Taylor Greene (2005). *Race and Crime*. Thousand Oaks, CA: Sage Publications, Preface - Chapters 5 & 6.

Section IV: Justice and the Post-adjudication process - Issues facing the "corrections" community

Irwin, John and James Austin (2001) *It's About Time: America's Imprisonment Binge*, Third Edition. Belmont, Ca.: Wadsworth Publishing Company.

Gabbidon, Shaun L. and Helen Taylor Greene (2005). *Race and Crime*. Thousand Oaks, CA: Sage Publications, Chapter 7.

Section V: Administration of Justice in the Post-Modern Era (Primary Source Abstract Project)

Students are required to locate at least five scholarly sources focusing on any issue currently facing the criminal/juvenile justice systems. Sources may include edited or traditional book length manuscripts (each manuscript counts as a single source), scholarly journal articles, and/or governmental reports. **The purpose of this assignment is to encourage students to identify a single issue they think will be of primary salience to administrators working in justice related fields over the next several years.** Abstracts of these sources will be submitted for grading as part of the Primary Source Abstract assignment described below.

Note: The issue of "globalization" or "international" crime control may NOT be selected since this is the subject of the Cyber-Source Projects discussed below. You may, however, select an issue that has global significance (e.g. "terrorism," "cyber-crime" or "organized crime") and you are expected to think about the relevance of whatever "issue" you select in a global context. You must, however, identify sources that focus on some more specific issue than "globalization" in general.

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) Introduce students to the scholarly study of crime and the criminal justice system;
- 2) Encourage "students of criminal justice" to recognize the systemic nature of crime control efforts; and
- 3) Introduce graduate level students to research and scholarly literature focusing upon the most 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 frame their continued studies of crime, criminality and criminal 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 in one of the scheduled class sessions, s/he will be required complete an additional "on-line" module prior to the close of the semester and **will receive only 10 points for that "In-class Discussion" session.** "Make-up" modules will be designed by your professor to insure that you cover the material assigned for that session. **Students who miss more than one class session must confer with the professor to secure permission prior to the completion of subsequent "on-line" modules.**

GRADING POLICY

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

- 1) Examinations;
- 2) Cyber-Source Project;
- 3) Judicial System Project;
- 4) Primary Source Abstracts; and
- 5) Class Participation.

Specific evaluative criteria for these areas are:

Examinations- There will be a total of **3 essay and short answer exams** given throughout the semester. Each of these exams will be composed of one mandatory essay question that all students will be required to answer and a set of "short answer" questions" that each student must answer. The administration of the exams will be "timed" so that they must be completed within a pre-determined period of time and will be administered in the mornings prior to any class discussion of the assigned material. Books and notes can be referred to during the exams but students are expected to have completed all of the reading assignment prior to taking them. Your essay answers will be evaluated by your Professor on the following criteria: 1) Responsiveness (20 possible points); 2) Clarity/Organization (10

possible points); and 3) Support from assigned readings (20 possible points) for a total of 50 points possible for each essay exam and 50 points possible for each “short answer” section. There will be **a total of 300 final semester points** possible for all examinations combined.

These exams will be administered at the opening of each class session BEFORE THE ASSIGNED READING MATERIAL IS DISCUSSED. They are designed to test your familiarity with the material included in the assigned readings for each section of the class with a required text. Students will be able to access the assigned books and other notes while you take the exam, however, you are expected to complete the exams without consulting with anyone else. Students wishing to use a word-processor may do so and if you do not have your own, you will be able to gain access to one in the computer lab. You must, however, provide your professor with a “hard copy” of the exam upon completion.

Cyber-Source Projects: All students will be required to complete a series of assignments designed to familiarize you with: 1) the use of the World Wide Web as an information resource; and 2) international issues related to specific components of the criminal justice system.

The formal elements of this Project require that, for Sections 1 – 4 of the class, each student must **identify one item drawn from the WWW that has global significance and is relevant to the topic being covered in the Section of the class.** These sources may draw from the current material posted through news servers or other sources archived in different locations available on the WWW. Each student will be required to provide the professor with a WWW address (url) and a brief summary of the source making sure to include some specific discussion of how the source corresponds to the material included in the assigned reading for the section. These sources will be accessed and discussed during the general class during the regular class discussion sessions.

NOTE, THESE SOURCES ARE NOT TO BE DRAWN FROM JOURNAL ARTICLES BUT SHOULD DRAW FROM OTHER SOURCES AVAILABLE ON THE WWW. I HAVE POSTED A LINK TO THE “WORLD JUSTICE INFORMATION NETWORK” (WJIN) AT THE CLASS WEBSITE FOR THOSE OF YOU WHO WANT TO DRAW YOUR SOURCES FROM THIS SITE. YOU ARE NOT REQUIRED TO RELY ON THIS SITE FOR YOUR CYBER-SOURCES BUT IT IS OFFERED AS AN EXAMPLE OF THE DIFFERENT KINDS OF MATERIAL I WANT YOU TO LOCATE FOR THIS ASSIGNMENT.

Each source used in the Cyber-Source Project will be awarded up to 25 points for a total of **100 final semester points possible** based upon: 1) the scholarly level of insight shown in your discussion 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 quality and salience of cyber-site selected (5 possible points).

Judicial System Project: Students are required to locate a contemporary scholarly source focusing on any critical issue currently facing the judicial system. This source must be a **book length manuscript** published some time between 2003 and now. It may consist of either a

traditional book length manuscript or an edited manuscript consisting of a compilation of articles/chapters contributed by different authors. The purpose of the assignment is for students to locate a source that focuses on the judicial system from a scholarly perspective. Students will provide a written summary of their source to the professor and will be required to discuss the major issue(s) it focuses on during the class discussion session scheduled for this section of the class. These summaries will be awarded **up to 100 final semester points** based upon the scholarly level of discussion about the source (35 points), the salience of the source to the assigned topic (35 points), the integrated discussion of the source with all of the assigned reading material included in the class thus far (20 points), and the clarity and organization of the discussion during the discussion session held for this section of the class (10 points).

Primary Source Abstract Project: Each student is required to identify one specific issue that faces the criminal/juvenile justice system at large and find **five different scholarly articles** that focus attention on the issue. Collectively these articles must demonstrate the systemic salience of the issue showing how it affects each of the different components of the justice system (police, courts, and “corrections”). These sources may NOT draw from edited books but must draw directly from scholarly journals. Publication dates of the articles is not at issue, however, during class discussion it is incumbent upon the student to demonstrate the **contemporary salience** of the issue to the administration of justice. Students are required to prepare a brief “abstract” of each source (1-2 pages in length) and provide one copy of the entire article (including all references) or the url associated with the article if it is available through an electronic source, and your abstracts to your professor on the date scheduled for this session.

These abstracts will be evaluated by your professor based upon: 1) the level of scholarship represented by the sources relied upon (20 possible points); 2) the collective systemic salience of your sources (10 possible points), and 3) the integration of class material into your discussion of each source (10 possible points); 4) the clarity of your in-class discussion of your source during the final class session (5 possible points); and 5) the appropriateness of the citation format relied upon in your summary for **a total of 50 possible final semester points**. Students are required to use the American Psychological Association's citation style format for all material submitted for this class. All articles submitted as part of this project become the property of the professor and will not be returned to the student.

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 both “large group” and “small-group” discussions of the material.

Asynchronous On-Line Discussion List: Everyone in the class will be subscribed to a discussion list set up to allow students enrolled in the “on-line” format of this class to interact with students enrolled in the “intensive semester” format. Your professor will subscribe you to the list using the e-mail address assigned to you through the University’s Computer Services Center. All students are expected to regularly (at least three times per week) monitor the CJOversight-L discussion list in case “emergency messages” about the

class are posted. Participation in this list is NOT GRADED but it is offered as a place where general class information can be shared and any particularly “hot topics” that arise during the semester can be discussed.

Small-Group Discussion Sessions: During the class sessions associated with Sections 1,2,and 4 of the class, I will assign students to a “small-group discussion group” that will meet throughout the day to discuss specific “directed questions” designed to focus on the assigned topic for the weekend. Participation in these small - group discussion sessions will be “evaluated” by your professor based on the quality of information shared with the general class during “large group discussion sessions” that will also be held during the weekend meetings.

Individual participants in each of the three sessions will be awarded **up to 20 points for each session** for a total of **60 In-class Discussion points possible**. These points will be awarded by your professor based on the following criteria: 1) Responsiveness (10 points) – Does the group’s discussion accurately and fully focus on each of the issues raised in the assignment?; 2) Support (5 points) – Do you rely on the assigned readings along with additional outside information to help inform your discussions? and; 3) Involvement (5 points) – Do you (individually) contribute to the discussion in a clear and meaningful way?

Class participation points associated with the weekends dealing with the judicial system (Section 3) and your Primary Source Abstract Projects (Section 5) are already built into those assignments.

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

- 610 – 579 = A (95 - 100% of total points possible)
- 578 – 488 = B (80 - 94% of total points possible)
- 487 – 427 = C (70 - 79% of total points possible)
- Below 427 = F (less than 70% of total points possible)

MAKE-UP EXAMS AND LATE SUBMISSIONS:

The nature of this class requires full and timely participation in all scheduled sessions. 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 will be a reduction of points for all late assignments completed for this class. If a student fails to complete one of the regularly scheduled exams during the semester, a make-up exam will be built into the on-line learning module that is to be completed due to the absence. The exam will be graded based on the same criteria as all other exams and **will be reduced by one point for each day beyond the date it is administered to the class**. Late submissions of any other projects (e.g. Cyber-Source Projects, Judicial System Projects, Primary Source Abstract Projects) will be evaluated by your professor using the same criteria as used for all projects but your final scores will be reduced by 5 points. You may, however, submit these projects through other

students and/or electronically prior to the assigned class session, however, any points associated with the “class discussion” of those projects will be deducted from the points awarded.

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 (including exams) 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.

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 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>.

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 CJOversview-L discussion list as an outlet for general mail messages you want to forward to people on your e-mail distribution list. The purpose of this list is to facilitate collaborative learning among all students involved in the class. Use cautious discretion about what material you "forward" to the list and make sure it pertains to the ongoing discussion or contributes to the general class discussion.

Discussion sessions (both on-line and in-class formats) held in this class are designed to facilitate constructive collaboration among students and are expected 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 will 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

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 Blackboard 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*, *Excell* spreadsheets, and *PowerPoint* presentations. **This means you are responsible for maintaining access with a computer 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 1997 - 2003* version (ending with the suffix *.doc*). For students using the most current version of *Microsoft Word 2007*, please select the "Save As" option when saving your document and designate that it be saved as a "97-2003 *Microsoft Word*" format. 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:

8-26 (p.m.) 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.

9-09 Section 1 - Contextualizing Crime, Criminals 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: Messner and Rosenfeld (all)
Gabbidon and Taylor Green (Preface - Chapt. 3)

Exam 1
Cyber-Source 1 (General Trends in Crime, Criminality, and/or the Administration of Justice)

9-30 Section 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: Barlow and Barlow (all)
Gabbidon and Taylor Green (Chapter 4)

Exam 2
Cyber-Source 2 (Issues facing the police)

10-21 Section 3 - Adjudication and Sentencing: Issues facing the courts

This section of the class focuses on the components of the justice system that processes suspected criminal law violators and sets 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 both adjudication and sentencing practices. The sources relied upon in this section will include examination of both U.S. and international issues.

Required Reading: Student Selected Source
Gabbidon and Taylor Green (Chapters 5 &6)

Judicial System Project Summary Due
Cyber-Source 3 (Issues facing the courts)

11-11 Section 4 - Justice and the Post-adjudication process: Issues facing the "corrections" community

“What we do with those who have been convicted of crimes?” is the focus 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: Austin and Irwin (all)
Gabbidon and Taylor Green (Chapter 7)

Exam 3
Cyber-Source 4 (Issues facing “corrections”)

12-02 Section 5 - Administration of Justice in the Post-Modern Era

This section of the class will consist of presentations given by students focusing on the “current issue” they have selected. Students will present a description of

their selected “issue” and summarize the five articles they have selected to demonstrate the systemic nature of the issue.

Primary Source Abstract Summaries Due

12-15 (p.m.) Continuation of Section 5

This time period will be used to continue the presentations initiated during the previous class session. If there are no remaining class presentations, time will be spent processing the semester sharing insights gained and questions left unanswered.