

Criminal Justice 449
Sections 1 & 2
Senior Seminar
Spring 2008

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Professor

Meeting Time: Section 1: 11:45-13:00, Tuesday & Thursday
Section 2: 14:35-15:50, Tuesday & Thursday

Class Location: 172 Breland Hall

Office Location: 142 Breland Hall

Office Hours: 10:30-11:30 & 16:00-16:30, Tuesday & Thursday, or *by appointment*

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Catalog Description: Problems and conflicts encountered in major attempts to control crime. Prerequisites: all required CJ courses must be completed. Restricted to majors.

Course Objectives: This class is the “capstone course” for your criminal justice degree. That is, the class provides you with the opportunity to “bring it all together” from your other undergraduate classes. This class is not intended to impart additional information, but rather to allow you to put into practice (and sharpen) skills developed in other classes. We will operate as a seminar; consequently, you are evaluated on the extent to which you are prepared for classroom discussions and other projects. Advance preparation will be essential. On numerous occasions during the semester, we will have guest speakers, individuals who have used their degrees in predictable and perhaps not so predictable ways. At the end of the day (and the semester), this class is in your hands; the expectation is you will participate in your own learning, and you will be assessed in terms of how well you do achieve this goal.

Required Texts: Mays, G. Larry and Rick Ruddell (2008) *Making Sense of Criminal Justice*. New York, NY: Oxford University Press.

Course Requirements: This course has five (5) separate and distinct requirements.

1) *Critical Review Questions:* During the course of the semester, you must submit an answer to one end of the chapter question on at least ten (10) occasions. Please pay close attention and follow all of the instructions carefully. *If more than one chapter is required for a class, you may only submit a question for one of the two chapters in question.* That is, you may not submit more than one answer per class for evaluation.

Choose *one* of the Critical Review Questions at the end of the chapter (or one from both chapters) in Mays & Ruddell and, on the day we are scheduled to discuss it in class, answer it in its entirety.

a) Writing assignments will be assessed points based on the following schedule:

100%	An excellent job; all written work exceeds the minimum requirements for analysis <i>and</i> writing.
90%	An outstanding job; all written work meets all minimum requirements for analysis <i>and</i> writing.
80%	An above average job; all written work meets nearly all minimum requirements for analysis <i>or</i> writing.
70%	An average or acceptable job; the student gave it a good effort, but failed in some major but not fatal ways in either analysis <i>or</i> writing <i>or</i> both.
60%	Handed something in, but failed to complete the assignment as written.
0%	Failed to hand in something or handed in something late.

Each chapter's Critical Review Question is worth between 5 (50% x 10) and 10 (100% x 10) points. Collectively, the ten answers contribute up to 100 points to your final summated grade.

b) At the end of your paper include this statement: "I have neither given nor received help in the preparation of this paper." Then sign and date the statement.

- Your answers must be typed and between 1 and 2 pages in length. You should use 1" margins (all around) and a 12-point type font. *NOTE: I will not read beyond the second page.*
- Do not place the answers in a folder, and do not put a cover page on them. Place your name, class, number of assignment, and term in the upper right-hand corner (observe margins); then staple the paper in the upper left hand corner.
- Any given chapter question is due on the date when that chapter is listed in the syllabus to be discussed. *Again, on any given discussion day, you may only submit a single Critical Review Question.* Be careful: The semester moves quickly and although you have 12 opportunities to hand in work, do not wait until after the 3rd one or you will not be eligible for the maximum number of points for this assignment. Work will not be accepted after the class during which the chapter is discussed. *No late work will be accepted.* You may submit your work electronically as an attachment, using the class's WebCT email (*note: do not sent these assignments to me at twinfree@nmsu.edu*).
- Beyond the grading scheme noted above, I will deduct up to 5 points per assignment points for failure to follow these instructions and for errors in spelling and grammar.

2) *Reflective Journals*: You must keep a daily journal for this class. The journal must not be

confused with your notebook. The purpose of the journal is for you to *reflect* on the discussion, information, ideas, debates and general content of each class—every day. You must write something in your journal after every class. You need not write a great deal, but you must write something about each class. Write on only one side of the page, beginning with the second page. (I will demonstrate in class what I want.) Also, I strongly urge you to purchase one of the following types of notebooks for your journal:

1. Personal Book by Notebound – Item # 10454 – 7” x 5” (With rubber band)
2. One Subject Notebook College Ruled by Mead – Item # 06654 – 9.5” by 6”

When it comes to purchasing a notebook, think small.

Grading is simple: I will collect the journals at random intervals a total of ten (10) times during the course of the semester. If you have written some reasonably cogent thoughts, reflections, ideas or otherwise demonstrate that you were awake in class, you will receive ten (10) point; if you have written nothing or have written nonsensical words that have nothing to do with this class, you will receive zero (0) points. This component is worth a total of 100 points.

Should you miss a class, and the cause of the absence is a legitimate activity as defined by the University, you may prepare an additional chapter analysis (see requirement # 1) to cover that absence. In this case, please note on the chapter analysis that this is make-up work (and indicate that the date missed). The burden of proof is upon the student to show cause that Make-up work is legitimate. Hence, you must also provide the reason for the absence with the Make-up assignment). All make-up work is graded according to the format described in requirement # 1). As most such legitimate absences are known well in advance, be sure to let me know if such an absence is imminent.

- 3) *Reading Readiness Quizzes*: At ten (10) random times during the semester, you will have to take a short (and easy) reading readiness quiz at the beginning of class. This quiz will consist of five (5) short True/False or Multiple Choice questions about the reading. You must answer these questions on short ScanTron© forms, so you should purchase a supply (10 or so) at the beginning of class and bring them with you to each class (or at least one per class). The quiz also measures the extent to which you are certain of your answers. Hence, you will be able to answer each question twice. For example, on your ScanTron© sheet, responses 1-5 are for your “first” answers to each questions. Responses 6-10 are for you “second” answers to these same five questions. If you are certain that the first answers are the correct ones, repeat the same five answers. If you are uncertain, and which to provide different answers to some or all of the questions, you may do so in responses 6-10. Scoring is based on ten points, so if you know all ten and get them correct, you will earn 10 points. However, if you are uncertain and give a different answer for each question and only one of those two is correct, you will earn a total of five points. This component adds a total of 100 points to your grade.

If you miss a Reading Readiness Quiz and you have a legitimate excuse for a university-sponsored event, you may prepare an additional end of chapter Critical Review Question (see requirement # 1) to cover that absence. In this case, please note on the answer you submit to a

Critical Review Question is make-up work (and indicate that the date missed). The burden of proof is upon the student to show cause that make-up work is legitimate. Hence, you must also provide the reason for the absence with the make-up assignment). All make-up work is graded according to the format described in requirement # 1). As most such legitimate absences are known well in advance, be sure to let me know if such an absence is imminent.

In the past, I have provided ScanTron© forms for students who “forgot” them. Henceforth, I will not provide these forms.

- 4) *Attendance*: Consistent with university policy (see the 2007-2008 Undergraduate Catalog) students are expected to attend classes regularly. Attendance will be taken during each class, by means of a sign-in sheet. By affixing your name on this sheet, you are signifying that you have attended the class. As this is part of your grade, any substitution of your signature will be considered academic fraud. If you are in the room, you sign your own name. *This component is worth up to 100 points*, according to the following schedule of absences:

<i>Absences</i>	<i>Points</i>
1-3	100
4-6	80
7-9	60
10-12	40
More than 12	0

As noted for the Critical Review Questions component, legitimate excuses are recognized (e.g., representation of the university at an official function, etc.). Again, as these events are normally scheduled well in advance, please notify me *before you are absent*. Any excuse provided after the fact may not be recognized as constituting a legitimate absence.

- 5) *Debates*: This is a non-credit requirement. That is, you will be assigned to a debate group, one of five in your class. Each group will engage in eight debates on topics and positions randomly assigned to the groups. In each debate, the three groups that are not debating will assess the debating groups (or teams) on a series of points, determining the “winner.” At the end of the semester, I will take the group in each section that has “won” the most debates to lunch at my expense. The dates and topics of the debates are listed below. The list of topics, positions, and groups will be distributed in about a week.

There is one way that the debates can adversely impact your grade: *If you are absent on the day your group is scheduled to debate (and you have no legitimate university-related excuse), I will employ a multiplier of 3 for that absence. In other words, each such absence will count as 3 normal absences. If you are absent on the day your group is scheduled to serve as assessors for the other groups, I will employ a multiplier of 2 for that absence. In other words, each such absence will count as two normal absences. Don't let down your group or yourself!*

- 6) *Summary*: Total points possible and grading scale: Points are summed and final grades determined in the following manner:

Critical Review Questions	100 points
Reflective Journals	100 points
Reading Readiness Quizzes	100 points
Attendance	100 points
TOTAL	400 points

Final grades are assigned on the following basis:

A	360-400 points
B	320-359 points
C	280-319 points
D	240-279 points
F	Less than 240 points

REMEMBER: C.J. majors must earn a grade of “C” or better in this class.

Class Schedule: To the best of our abilities, we will keep to the following schedule:

Date	Topic/Activity	Assigned Readings
16 Jan	Deadline for filing degree application	n.a.
17 Jan	Introduction & Expectations	n.a.
22 Jan	Late registration	n.a.
22 Jan	Career Paths and Miscellaneous Topics	n.a.
24 Jan	Debates, Their Structure and Assessment	n.a.
28 Jan	Deadline for registration/course addition	n.a.
29 Jan	Crime and Justice: Divergent Views, Part 1	M&R: 1
31 Jan	Crime and Justice: Divergent Views, Part 2	M&R: 2
5 Feb	Career Services, An Introduction	TBA
7 Feb	Career Services, The Core	TBA
12 Feb	Policing, Part 1: Policy Issues	M&R: 3
14 Feb	Debates 1 & 2: Crime Policy and Paradigms	n.a.
	Topic 1: Resolved: The U.S. legal system’s reliance on “case law” is counterproductive to justice.	Pro: Group 1 Con: Group 2
	Topic 2: Resolved: The administration of justice must rely less on the tenets of the due process model and more on crime control.	Pro: Group 3 Con: Group 4
19 Feb	Policing, Part 2: Use of Force	M&R: 4
21 Feb	Debates 3 & 4: Policing Paradigms	n.a.
	Topic 3: Resolved: Police should turn to restorative justice as a guiding philosophy for 21 st century law enforcement work.	Pro: Group 3 Con: Group 1
	Topic 4: Resolved: Community policing cannot overcome the distrust for police commonly found in many minority communities in the U.S.	Pro: Group 4 Con: Group 5
26 Feb	Policing, Part 3: Gun Control	M&R: 5

28 Feb	Debates 5 & 6: Deadly Force		n.a.	
Topic 5: U.S. law enforcement agencies should create and enforce a policy that forbids the practice of the high-speed pursuit.	Pro: Group 3	Topic 6: The 2 nd Amendment to the U.S. Constitution guarantees the individual citizen's right to own and bare arms.	Pro: Group 1	
	Con: Group 2		Con: Group 5	
4 Mar	Criminal Sanctions: Sentencing Issues		M&R: 6	
6 Mar	Debates 7 & 8: Current Sentencing Practices		n.a.	
Topic 7: Resolved- All U.S. jurisdictions that have adopted three-strikes legislation should rescind it.	Pro: Group 2	Topic 8: Resolved - The practice of determinate sentences should be abandoned in favor of indeterminate sentences.	Pro: Group 4	
	Con: Group 5		Con: Group 3	
11 Mar	Career Exploration: Is it too late to explore?		n.a.	
13 Mar	Career Exploration: WebCT debate		TBA	
18 Mar	Race, Ethnicity, & Justice		M&R: 7	
20 Mar	Debates 9 & 10: Race and Ethnicity in 21 st Century America		n.a.	
Topic 9: Resolved - The "Driving-While-Black" phenomenon is evidence of endemic racism in the U.S. law enforcement community.	Pro: Group 5	Topic 10: Resolved - The U.S. government's policies and practices intended to secure the nation's border with Mexico are racist.	Pro: Group 2	
	Con: Group 1		Con: Group 4	
21 Mar	Spring Holiday		n.a.	
24-28 Mar	Spring Break		n.a.	
1 Apr	Gender & Justice		M&R: 8	
3 Apr	Debates 11 & 12: Gender and 21 st Century Justice		n.a.	
Topic 11: Resolved - The female offender in the 21 st century is more violent than at any time in recorded history.	Pro: Group 2	Topic 12: Resolved – Laws restricting the access of convicted felons to federal entitlement programs must be rescinded.	Pro: Group 5	
	Con: Group 1		Con: Group 3	
8 Apr	Wrongful Convictions & Death Penalty		M&R: 9, 12	
10 Apr	Debates 13 & 14: Punishments and Justice		n.a.	
Topic 13: Resolved - State and federal procedural law should mandate that no defendant can be convicted on the basis of eye-witness testimony alone	Pro: Group 1	Topic 14: Resolved - The U.S. must abandon the use of the death penalty.	Pro: Group 5	
	Con: Group 3		Con: Group 4	
15 Apr	Intermediate Sanctions		M&R: 10	
17 Apr	Debates 15 & 16: Making Extra-Institutional Sanctions Work		n.a.	
Topic 15: Resolved - Intensive supervision works.	Pro: Group 2	Topic 16: Resolved - Intermediate sanctions are an example of "net-widening" at work.	Pro: Group 5	
	Con: Group 4		Con: Group 1	
18 Apr	Last day to withdraw from the university		n.a.	
22 Apr	Juvenile Justice & America's Imprisonment Binge		M&R: 11 & 13	
24 Apr	Debates 17 & 18: Justice and Equity: Which way to turn?		n.a.	
Topic 17: Resolved - Privatization can solve the nation's prison crowding problem.	Pro: Group 3	Topic 18: Resolved - The juvenile court should be abolished in favor of an adult court that mitigates penalties for youthful	Pro: Group 4	
	Con: Group 2		Con: Group 5	

		offenders.	
29 Apr	The War Metaphor: Drugs and Terrorism		M&R: 14
1 May	Debates 19 & 20: Who is the enemy? Where do they live?		n.a.
Topic 19: Resolved - The USA PATRIOT Act is a threat to civil liberties.		Pro: Group 1 Con: Group 3	Topic 20: Resolved - The U.S. Government should end its failed war on drugs. Pro: Group 4 Con: Group 2

Miscellaneous Information: The following items are deemed essential reading for students.

Classroom Etiquette - Please do not hold private conversations with classmates whenever the professor and another student are discussing a point raised in class. Also refrain from writing and passing notes or participating in other distracting behavior (such as reading the newspaper). Your undivided attention in class is a must. An atmosphere of mutual respect is required. The professor reserves the right to request that you leave if you engage in disrespectful conduct. Unless you are on-call for reasons of local, state or national security, you should turn off all cell phones and beepers *before class begins*.

Administrative Withdrawals - At the discretion of the instructor, students who miss three of the first four classes will be administratively withdrawn from class. Likewise, at the discretion of the instructor, students who miss seven or more times by the last day to drop will be administratively withdrawn from class.

Academic Misconduct - Academic misconduct is considered a serious breach of the student-teacher relationship. All work that is graded is assumed to be the student's own work. Cases of academic dishonesty are dealt with according to University policies and procedures. Academic dishonesty will not be tolerated. If you have any questions about what constitutes academic dishonesty, but especially plagiarism, either talk with the instructor or consult a recognized reference work on the subject, including the web resources listed below. Plagiarism is grounds for an "F" grade (e.g., plagiarism is generally understood as the act of representing the work of another as one's own). In addition, all work submitted for a grade must be the product of the student receiving the grade.

Both intentional and unintentional plagiarism is prohibited. Check the following site for guidance on this issue:

<http://lib.nmsu.edu/plagiarism/>

For more on the student code of conduct, visit the following website:

<http://www.nmsu.edu/%7Evpsa/SCOC/misconduct.html>

Incomplete grades - Incomplete grades will be assigned only if a student has passed the first half of the course with a grade of "C" or better, and is precluded from successful completion

of the course by a *documented* illness or family crisis. Incomplete grades may not be given for failing work. Administrative incomplete grades (“I” grade) will be assigned in the event the instructor has probable cause to believe that an act of academic dishonesty has occurred but there is not sufficient time to present the evidence to a fact-finder (i.e., neutral and independent hearing officer).

Make-up Work - All instances of allowable make-up work are addressed at other places in the syllabus.

S/U Standards – This option is not available for this class.

NMSU’s Non-Discrimination Policy and Americans with Disabilities Act - Jerry Nevarez, Director of Institutional Equity, at 505-646-3635 will answer any questions you may have about NMSU's Non-Discrimination Policy and complaints of discrimination, including sexual harassment. Michael Armendariz, Coordinator of Services for Students with Disabilities, at 505-646-6840 will answer any questions you may have on student issues related to the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act of 1973. All medical information will be treated confidentially.

Drinking, Eating, Dipping, or Smoking in Class - Students may drink water, soft drinks, or other non-alcoholic beverages in class, provided they bring their drinks in an appropriate container and remove them at the end of class. Students will not be allowed to eat, dip or smoke in class.

NOTE: You are asked to check your MyNMSU account on a regular basis, as this is the chief way that your instructor and the University will communicate with you.