|  |  |
| --- | --- |
|  |  **Criminal Justice Management****CRMJ 4130/5130 (3 c re d i t h o u r s)** **Fall 2019 (Arts and Sciences - Rm. 210) (T/Th 2:45 - 4 pm)**  |

***Professor*:** Curtis R. Blakely, Ph.D.

***Email*:** curt.blakely@uwyo.edu

***Office:***A & S 204

***Office Hours*:** Monday 8 - 9 am & 12 - 1 pm

Tuesday 1:30 - 2:30 pm

 Wednesday 12 - 1 pm

 and by appointment

### PREREQUISITES

CRMJ 1001, CRMJ 2210, CRMJ/SOC 2400 and CRMJ 3490; graduate standing or consent of instructor.

***MY PURPOSE***

My purpose is to help cultivate your creative, innovative and critical thinking skills. I am also here to help prepare you for future professional and educational endeavors.

### COURSE DESCRIPTION

There is a clear need for managers and administrators to understand leadership and ethics. This course is designed to provide students with a foundation in the management and leadership discourse surrounding criminal justice agencies. This course will explore the need for leadership and ethical behavior at all levels within criminal justice organizations. The lectures, resource materials and activities are designed to provide both intellectual and experiential opportunities to examine the challenges faced by professionals working in the field. While the criminal justice system only loosely conforms to the concept of a true system, the need for leaders to think in terms of an integrated criminal justice system will be emphasized.

***COURSE OBJECTIVES / STUDENT LEARNING OUTCOMES***

After completing this course, you will be able to:

Explain why leadership is a quality that is needed at all levels of an organization and how organizations benefit from that leadership.

Describe theoretical frameworks and approaches to defining the essential qualities of a leader.

Identify key functions needed for, and challenges to, the effective management of criminal justice organizations.

Discuss the interrelatedness of the system and the importance of evaluating the impact of proposed policy decisions upon the police, courts and corrections.

Provide an historical synopsis of the development and continued evolution of our justice system.

Summarize the strengths/weaknesses of each component of our system.

The most effective way to increase our understanding of the criminal justice system is to approach our analyses from a critical perspective. It is important, therefore, that you demonstrate a mastery of this material as evidenced in your ability to think in a creative, innovative and critical fashion. It is also necessary that you communicate this mastery both verbally and in writing. A mastery of course material is essential for success in your professional and educational careers.

### REQUIRED READINGS

There is one required book for this course. All additional readings (if any) will be provided by the instructor. The book may be purchased at the University Book Store or on-line.

Book: *Criminal Justice Organizations: Administration and Management* (6th ed.) by Stojkovic, Kalinich & Klofas.

### COURSE REQUIREMENTS

Preparation for and participation in class is important for student progress. Students are expected to attend, be on time, and be prepared for class.

Attendance will be taken randomly via a student sign-in sheet. We will ascribe to the university policy pertaining to attendance. If a student’s attendance becomes problematic, he/she will be notified. If that does not remedy the situation, notifications will be sent to the Department Chair and the student’s academic advisor. Generally, an absence is not excused unless it is related to a legitimate health issue, is military/work related, is due to a school sponsored activity, is family related, or is death related (documentation may be requested). If a student “signs in” then leaves before the class ends, he/she may be considered absent (unless previous permission is obtained).

There will be three tests. Tests will be comprised of short answer, fill-in the blank and essay questions. A review session (to prepare students for the exam) will be held during the class meeting preceding each exam. Tests will be based largely on lecture/class discussion. The first exam is worth 150 points with each of the two remaining exams being worth 250 pts. The total number of points possible via tests is 650 points (65% of your grade). Once an exam is graded, it will be returned for student review during the next class meeting. Makeup exams will not be given unless previous permission is obtained, or an emergency exists. I reserve the right to make Test 3 (i.e. the final exam) optional.

There will be 2 graded assignments, each worth 50 pts, for a total of 100 points or 10% of your grade.

There will be a writing project that will account for the remaining 250 points or 25% of your grade. This will consist of a paper that will be 5-8 pages in length (10-12 pages if you are taking this course for graduate credit).

Written assignments (unless instructed otherwise) must meet the following requirements: 12 pt. Times New Roman font, 1-inch margins, and “Normal” style. Writing assignments must be of the specified length. If citations are used, they may be in APA or MLA format (or any format if consistency is maintained).

The total possible number of points a student can earn in this course is 1000 (650 points via tests, 100 points via assignments and 250 points via term paper). Of course, the total points potentially earned via exams may change if the Test 3 option mentioned above is exercised.

**The grading scale is as follows:**

# **A** = 100 - 90%

**B** = 89 - 80%

**C** = 79 - 70%

**D** = 69 - 60%

**F** = 59% and below.

Test #1 150 points

Test #2 250 points

Test #3 250 points

Writing Assignment #1 50 points

Writing Assignment #2 50 points

Paper 250 points

**Total 1000 points**

Throughout the semester, students may also be given non-graded writing assignments that must be completed. While these assignments will not count toward your final course grade, they are designed to prepare you for the examinations, may be used for attendance purposes and are intended to help you become a more proficient writer. They may also count as extra credit at my discretion.

I reserve the right to raise (at my discretion) a student’s final grade if the student has made substantial effort and has demonstrated continuous improvement in this course. I also reserve the right to modify course material, the way it is delivered, or other procedures provided students are given adequate notice.

If you miss class, it is your responsibility to get notes from a classmate.

### COURSE GRADE GUIDANCE

With written assignments, it may be helpful to think of your work as being graded along a continuum, ranging from superior to unacceptable. Below are broad comments that provide insight into the grading of written work in this course. Always remember that your job as a writer/communicator is to make your audience’s task of understanding as effortless as possible!

**A Range Superior Work**. Demonstrates exceptional ability to creatively and appropriately organize and express ideas. Provides a comprehensive and thoughtful response to all assigned questions/tasks. Lacks “distractions” that include problems with word use, sentence structure and punctuation.

**B Range Excellent Work**. Demonstrates a high level of organization and expression of ideas that exceed that which is found in “C” level work but is not as comprehensive, thoughtful, or expressed as fully or that reaches the same level of quality as do those responses that warrant an “A” grade.

**C Range Fair Work**. Demonstrates moderate skill in organization and expression of ideas. Provides an acceptable response to all assigned questions/tasks but is not of the same quality as “B” level work since it lacks a comprehensive presentation, lacks full or precise thought-development, or reflects issues with word use, sentence structure and/or punctuation.

**D**/**F Range Marginal & Unacceptable Work**. Demonstrates little to no ability to organize and express ideas in an understandable manner. Provides an incomplete response to some or all the assigned questions/tasks, may have substantial problems with thought-development, word use, sentence structure and/or punctuation. These responses fall below expectation.

### EXTRA CREDIT

Students may be given the opportunity to complete an extra credit assignment. If a student’s response to this prompt is completed at a “C” level or better, the student will receive 10 (ten) extra credit points. This assignment is optional and, if given, will be announced in class near the end of the semester.

### MISSED ASSIGNMENTS / EXAMS

It is highly recommended that students take the exam on the announced date. If an emergency arises, please contact me immediately. If prior arrangements cannot be made, notify me as soon as possible. All missed assignments/exams must be submitted/completed within 7 days unless other arrangements have been made with the instructor.

### CLASS RULES / ENVIRONMENT

Each student should remain silent during class unless conversing with me or participating in a class project/discussion. Talk occurring between students is distracting.

Only registered students should attend course meetings unless previous permission is obtained.

Please silence all telephones prior to class. Tape recording is not allowed unless permission is given.

I am not allowed to release grades by email/phone – so if you want to know your progress, come see me!

Any student that causes a willful disruption in class will be removed/disciplined per policy.

### ACCOMMODATIONS

If you have a physical, sensory, cognitive, or psychological disability and require accommodations, please let me know as soon as possible. I highly recommend that you register with, and provide documentation of your disability to, Disability Support Services (DSS), 128 Knight Hall. You can reach them at: 307.766.3073 (also TTY).

### DIVERSITY / NON-DISCRIMINATION

The University of Wyoming values an educational environment that is diverse, equitable and inclusive. The diversity that students and faculty bring to class, including age, country of origin, culture, disability, economic class, ethnicity, gender identity, immigration status, linguistic, political affiliation, race, religion, sexual orientation, veteran status, worldview, and other social and cultural diversity is valued, respected, and considered a resource for learning.

Civil discourse is an essential aspect of the search for and transmission of knowledge. Words and actions that promote and encourage self-worth, respect and dignity are consistent with the University’s mission. Conversely, words or actions that reflect prejudice, stereotypes and discrimination are antithetical to the mission of the University. Every effort within the context and protection of the First Amendment will be expended to eliminate such conduct from the campus community. Teaching students to live productively in a multicultural/multiethnic society is a process that must take place within a constructive and harmonious environment. It is the obligation of the faculty, staff, students and the administration of the University of Wyoming to provide this environment.

### INSTRUCTIONAL PERSONNEL DUTY TO REPORT UNDER TITLE IX

The University of Wyoming is committed to maintaining a respectful, safe, and non-threatening environment for its faculty, staff, students, contractors, and visitors and will address and resolve all complaints of sexual misconduct.

Title IX of the Education Amendments Act of 1972 protects individuals from discrimination based on sex in education programs or activities which receive federal financial assistance. Under Title IX, the University has a responsibility to take immediate and effective steps to respond to sexual violence and/or sexual harassment. Title IX mandatory reporters are required to report any allegation of sexual misconduct. Mandatory reporters at the University include every administrative officer, dean, director, department head, supervisor, and all instructional personnel.

Questions concerning Title IX should be referred to UW’s Title IX Coordinator, Jim Osborn (307.766.5200 or report-it@uwyo.edu) or the U.S. Department of Education, Office for Civil Rights [(http://www2.ed.gov/about/offices/list/ocr/index.html).](http://www2.ed.gov/about/offices/list/ocr/index.html%29)

### ACADEMIC HONESTY

Intellectual honesty is a cornerstone of all academic work and is a fundamental principle in each student’s intellectual development. Therefore, the faculty and administration view any form of academic dishonesty as a serious matter. Cheating, plagiarism, and collusion in dishonest activities are acts which erode the University’s educational and research roles and lessen the learning experience for both the perpetrator and for the entire campus community. The University of Wyoming expects students to understand and subscribe to the ideal of academic integrity and be willing to bear individual responsibility for their work. UW Regulation 6-802 defines academic dishonesty as: “An action attempted or performed that misrepresents one’s involvement in an academic endeavor in any way or assists another student in misrepresenting his or her involvement in an academic endeavor. Examples of academic misconduct include (but are not limited to) plagiarism, cheating, fraud, violation of standards, multiple submissions, interference or obstruction, and/or complicity.” All students should read the University’s *Code of Conduct* [(http://www.uwyo.edu/dos/conduct/).](http://www.uwyo.edu/dos/conduct/%29) Specific information regarding Academic Honesty is available at the Dean of Students website ([http://www.uwyo.edu/dos/)](http://www.uwyo.edu/dos/%29) and in “UW Regulation 6-802” ([http://www.uwyo.edu/generalcounsel/\_files/docs/uw-reg-6-802.pdf).](http://www.uwyo.edu/generalcounsel/_files/docs/uw-reg-6-802.pdf%29) Academic dishonesty may result in a failing grade for an assignment/exam or for the course.

### TIPS FOR SUCCESS

This course is challenging and will require dedicated effort. To provide insight into successful scholarly behavior, here are some tips.

**Reading:** Students should actively read all assigned material as instructed.

**Time Management:** Students should prepare/study between six (6) and nine (9) hours each week to successfully complete this course. Students will also benefit from re-reviewing course material on a consistent basis rather than waiting until exam time. Students who spend more time with the material increase their ability to retain information. I recommend that students develop a schedule where they review the material for this course daily. When studying, students should draw on the readings, their notes, and discussion.

**Additional Resources:** We here at the University want students to succeed - as such, there are resources dedicated toward this end [(http://www.uwyo.edu/studentaff/step/).](http://www.uwyo.edu/studentaff/step/%29) Students are encouraged to seek out those University resources (or others) that best fit their needs.

Counseling Center: uccstaff@uwyo.edu, 766-2187, 766-8989 (After hours), 341 Knight Hall, [www.uwyo.edu/ucc](http://www.uwyo.edu/ucc)

Academic Affairs: 766-4286, 312 Old Main, [www.uwyo.edu/acadaffairs](http://www.uwyo.edu/acadaffairs)

Dean of Students: dos@uwyo.edu, 766-3296, 128 Knight Hall, [www.uwyo.edu/dos](http://www.uwyo.edu/dos)

UW Police: uwpd@uwyo.edu, 766-5179, 1426 E Flint St, [www.uwyo.edu/uwpd](http://www.uwyo.edu/uwpd)

### COURSE SCHEDULE

**Sep. 4 - 6 Chapter 1**

 Basic Concepts for Understanding Criminal Justice Organizations

**Sep. 9 - 13 Chapter 2**

 Structure of Criminal Justice Organizations

## Sep. 16 - 20 Chapter 3

##  The Criminal Justice System in its Environment

##  Test #1 - Review

## Sep. 23 - 27 Chapter 4

##

##  Problems of Communication

##  Tentative – Test #1

## Sep. 30 - Oct. 4 Chapter 5

##  Motivation of Personnel

## Oct. 7 - 11 Chapter 6

##

##  Job Design

##  Assignment #1

## Oct. 14 - 18 Chapter 7

##  Leadership

**Oct. 21 - 25 Chapter 8**

 Personnel Evaluation and Supervision

**Oct. 28 - Nov. 1 Chapter 9**

 Occupational Socialization

 Test #2 - Review

## Nov. 4 - 8 Chapter 10

##  Power and Political Behavior

##

##  Tentative - Test #2

## Nov. 11 - 15 Chapter 11

##  Organizational Conflict

## Nov. 18 - 22 Chapter 12

##  Decision Making

##  Assignment #2

## Nov. 25 - 29 THANKSGIVING BREAK

**Dec. 2 - 6 Chapter 13**

 Organizational Effectiveness

**Dec. 9 - 13 Chapter 14 & 15**

 Change and Innovation

 Research in Criminal Justice Organizations

 Test #3/Final Exam - Review

## Dec. 16 - 20 FINAL EXAM DATE - TBA