CJUS 5500.001 (Denton Campus)/.090 (Dallas Campus)

Seminar in Criminal Justice Administration

Spring 2010

**Room:** Chilton 245/DAL1 222 **Instructor**: Dr. Chad Trulson

**Meeting Times:** Monday 6-9 pm **Office**: 273H Chilton Hall

**Office Hours**: M 10-12 or by appointment

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**REQUIRED TEXTS**

**NOTE:** This course is *reading and participation intensive*. You must read all assigned material and be prepared to discuss the material in class. All reading material will be fair game for tests and class participation will be taken into account at all times during the semester and for borderline grades. The contents of this syllabus are *minimum requirements* forgraduate students. Students should take it upon themselves to go above and beyond minimum requirements in their courses.

Stojkovic, S., Kalinich, D., and J. Klofas (2008, 4th Edition). *Criminal Justice Organizations: Administration and Management.* Belmont, CA: Wadsworth.

Thurman, Q., and J. Zhao (2004). *Contemporary Policing: Controversies, Challenges, and Solutions.* Los Angeles: Roxbury.

Trulson, C. and J. Marquart (2009). *First Available Cell: Desegregation of the Texas Prison System.* Austin: University of Texas Press.

**Students will also be responsible for any outside material, including journal articles and book chapters assigned by the instructor. There will be various publications given to you or able to be accessed on the internet.**

**Select Suggested Readings**

Carroll, L. (1998). *Lawful Order: A Case Study of Correctional Crisis and Reform.* New York: Garland.

Hughes, R., Ginnett, R. and G. Curphy (1999 or later edition). *Leadership.* New York: Irwin McGraw-Hill.

Ott, S. (1996 or later). *Classic Readings in Organizational Behavior.* Harcourt Brace College Publishers.

Swanson, C., Territo, L., and R. Taylor (2005). *Police Administration: Structures, Processes, and Behavior.* Upper Saddle River, NJ: Prentice Hall.

Wilson, J. (1989). *Bureaucracy: What Government Agencies Do and Why They Do It.* New York: Basic Books.

Wren, D. (1994 or later). *The Evolution of Management Thought.* New York: John Wiley & Sons.

**This is a small sampling of more general readings that may supplement your learning in the MS program. These sources will be useful for comprehensive exams and for those completing a thesis. I have numerous other suggestions for general or specific books dealing with law enforcement, court, and corrections management, or management and organizations in general. Please see me if interested.**

**COURSE DESCRIPTION AND OBJECTIVES**

This course examines how agencies of the criminal justice system are organized and operated. Particular attention is paid to the structure of criminal justice organizations and the historical and current administrative issues each face in the pursuit of their goals. Although three general entities of criminal justice exist (e.g., police, courts, and corrections), each state, county, and local criminal justice system is situated in a unique social, legal, and political environment that precludes the notion of one singular justice system. Regardless of the variation in criminal justice agencies, both within and between states and their respective jurisdictions, this course provides a broad overview of the structure, operation, goals, and issues each faces from a management and operational perspective.

Criminal justice administration is just one part of a broader field of study examining how all agencies are organized and operated to achieve some goal. In the private sector, for example, agencies are structured primarily for profit—their goal is to make money, compensate stakeholders, and remain operational. In criminal justice and other public sector justice-related agencies, goals are substantially different and more ambiguous than making money or returning dividends. Whether public or private sector agencies are being discussed, however, there are several common themes that impact both as related to administration and management. As such, this course covers topics contained within the larger field of administration including but not limited to: structure and organization of agencies; the criminal justice organization as distinct from other organizations; employee motivation, recruitment and retention of employees, leadership styles in organizations, decision-making, organizational conflict, diversity issues, the role of case law in organizational procedure, affirmative action, sexual harassment, the rights of government and private sector employees, and organizational change. Clearly, there are numerous issues surrounding the administration of any agency. In many ways, however, criminal justice systems are unique due to their size, diversity, and clientele. Attention is paid to these areas as they relate to the administration of criminal justice agencies.

**COURSE GOALS AND OBJECTIVES**

At the completion of this course:

* You should understand the core issues involved with criminal justice administration: structure/bureaucracies; the criminal justice environment from a social, legal, and political perspective; employee motivation; leadership; organizational conflict; and organizational change among others.
* You should be able to discuss the multifaceted nature of the justice system, how criminal justice agencies are interrelated, yet independent of each other, and how this impacts the administration of justice.
* You should be able to discuss the significant variations that exist among different criminal justice jurisdictions.
* You should be able to identify divergent theories of management, leadership, and employee motivation and be able to apply them to current issues in criminal justice administration.
* You should be able to discuss pertinent aspects of leadership in an organization including but not limited to handling problem employees, disciplining employees, listening, diversity, and employee motivation.
* You should be able to discuss the development of organizational principles from our earliest organizations.
* You should be able to discuss the evolution of justice agencies from simple organizations to extensive bureaucracies.
* You should be able to examine the structure of organizations—and compare and contrast the structure of criminal justice organizations to private agencies in general. For example, some suggest that a rigid, top-down, bureaucratic model is the best and “only” way to operate a police or correctional agency. You should be able to evaluate and understand the consequences of different organizational structures for these agencies.
* You should be able to discuss the elements of a bureaucracy and the degree to which the various components of the justice system adhere and have evolved around these bureaucratic principles.
* You should have gained an understanding of the rights of criminal justice employees and the sources of those rights and how they impact criminal justice organizations.

* You should be able to identify and evaluate several issues relevant to criminal justice administration, including but not limited to recruitment and selection, retention, diversity, job stress, and job satisfaction.
* You should be able to evaluate, discuss, and offer solutions to current controversial issues in the administration of justice—particularly those that involve law enforcement and correctional agencies.
* You should have gained an understanding of the history of justice administration, current trends, and what the future might look like in terms of the administration of justice as criminal justice organizations evolve.

**COURSE REQUIREMENTS**

There are a total of 200 points that can be *earned* in this class. The grading policy along with other class requirements is presented below.

**Grading Scale:**

180-200 points= A

160-179 points= B

140-159 points= C

120-139 points= D

Below 120 points= F

**Tests (120 points total)**

Students will have 1 mid-term test (worth 60 points) and 1 final test (worth 60 points). Tests will be essay style, comparable to comprehensive examinations. On each test, students will be given several comprehensive exam type questions (most likely 3-4 questions), from which students will have to select 1 question or which the professor will choose 1 question for students. Students will have two hours for each exam. The exams will cover all material assigned to that point, even if the material was not covered in class. Although the final exam is not completely comprehensive, students will have to draw on material learned up to the first test (thus, it is semi-comprehensive).

Exams will be graded on the following criteria: 1) Effectively addressed all parts of the question; 2) Proper organization of answer; 3) Accurate and sufficient application of appropriate theories/perspectives to question issue(s); and 4) Spelling and grammar to a limited degree.

**Administration of Justice Paper (80 points total)**

Each student will be required to write 1 paper (worth 80 points) on a topic regarding the administration of justice. I have listed numerous potential topics below. **The focus of the paper must be on a CJ issue or problem and how the issue or problem impacts CJ administration in some way.** Each paper must be a **minimum of 6 pages and a maximum of 10 pages** (not including references, tables, figures, title page, etc.), in APA format, 12 point Times New Roman font, and 2-inch spacing. Your paper must have a minimum of 10 scholarly sources (journal articles, books, edited books, etc.). General websites (such as Wikepedia or non-governmental websites) are not appropriate citations—do not use them as the basis for your 10 scholarly sources.

Each paper should have the following basic organization (your headings and subheadings will be of your own making and creativity). Note that it is likely that you will have to tailor the organization of your paper to the specific topic you select—below is only a general outline:

1. **Introduction to the issue/problem and goal of the paper**
   1. Introduce the broader issue over 1-3 pages and why it is a problem specifically to the administration of criminal justice agencies.
   2. Then state the more specific goal of your paper. In short, you have introduced the larger issue/problem, now within that larger issue what will you specifically investigate? Capture the reader’s attention.
2. **Focused literature review in relation to the issue/problem and goal of the paper**
   1. Your literature review should be organized around the particular goal of the paper—this is why it is critical to have a clear idea of what you are trying to do.
   2. It should relay “what do we know” about the particular issue and should focus on how this issue **impacts** criminal justice administration.
   3. Some general areas to consider (some may not be appropriate for every topic)
      1. What is the history of the problem or issue?
      2. What is the extent of the problem or issue?
      3. What **impact** has the issue had specifically for criminal justice administration?
      4. What research has been (or is being) done and what does it tell us?
      5. Has there been any legal activity with regard to the issue?
      6. What does research suggest should be done to deal with this issue? Are those suggestions realistic, why or why not? What are the comparative advantages and disadvantages of suggested alternatives?
   4. **Note: There are many potential areas to consider in the literature review. Feel free to expand to additional areas if appropriate. You may not use all of the above areas—they are just suggestions. Tailor your paper to the issue you have selected and make it your own. Again, the goal is to focus on the issue and how it impacts CJ administration.**
3. **Discussion** 
   1. The discussion section is an opportunity to review briefly what has been learned in the course of the focused literature review.
   2. It is also an opportunity to critically evaluate the issue.
   3. It is also the place to discuss related areas to the topic. For example, what is the likely future of this issue or what impact will this issue continue to have in criminal justice organizations. What are some unresolved issues related to this topic? What do you believe are the most promising ways to deal with this issue as identified in the literature, and why? **These are suggestions; tailor your paper to the specific issue/problem.**
4. **Conclusions**
   1. The conclusion section is an opportunity to end the paper with a thoughtful analysis of the issue. Be creative and craft a good ending to your paper.

**Note: An administrative-based paper is different than a traditional research paper. Perhaps the central difference is that the paper will focus on the administrative and management impact that the issue/problem has for a particular criminal justice agency. Make sure to focus on this aspect throughout.**

**Paper Topic List**

Generally, these topics concern both police and correctional administration unless otherwise noted. I have attempted to select topics that will provide enough information for your paper and are sufficiently related to the administration of criminal justice agencies. Some topics will have less information than others and it is suggested you research a topic beforehand to ensure enough information is available for your specific purposes and the issue you have chosen. **If you have a topic in mind that is not on this list, please let me know first so that I can make sure it is appropriate and doable**.

1. Job satisfaction/employee motivation in policing or corrections
2. Recruitment and hiring standards/issues in policing or corrections
3. Intelligence-led policing/COMPSTAT
4. Patrol allocation and deployment related issues
5. Retention issues and problems in policing or corrections
6. Privatization and corrections
7. Misconduct in policing or corrections
8. Police or corrections accreditation
9. Management and administrative dilemmas of “special needs” inmates
10. Immigration and police or correctional administration
11. Educational requirements in policing or corrections
12. DNA testing of prison inmates
13. HIV/AIDS testing of prison inmates and segregation of such inmates within prisons
14. Police corruption and methods to deal with it (e.g., early warning systems)
15. Less than lethal devices and policing (e.g., tasers)

**STUDENT EVALUATION OF TEACHING EFFECTIVENESS (SETE)**

*The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught.  I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.*

**MAKE-UP POLICY**

There are no make-ups given in this class for tests or papers. I do not accept late papers. If you have a number of schedule conflicts that are known, please reconsider taking this class. I reserve the right to consider extreme circumstances and modify this rule. Please let me know if you must miss class for a legitimate reason, I am quite reasonable.

**Authorized Absences for School Related Activities:** Absences are authorized only in cases of participation in school sponsored activities and/or religious holidays. For an excused absence due to a school sponsored activity, students must be approved in advance by the department chair and academic dean. Within three days after the absence, students must obtain authorized absence cards from the Dean of Students for presentation to instructor. Students who wish to request an excused absence for religious holidays can do so and will be excused from class as long as they make a request within the required time frame set by the University (See the most recent graduate/undergraduate catalog for UNT policies and procedures regarding this issue). Notification must be in writing so that I may have it for my records. You must arrange to make up any work missed during the excused religious absence or school sponsored activity in a timely manner as set by the professor (usually within the week).

**ACADEMIC DISHONESTY**

Section V of the “Code of Student Conduct and Discipline” of the policies of the University of North Texas regarding cheating and plagiarism will be strictly enforced (see the most recent graduate/undergraduate catalog for policies and procedures for dealing with academic dishonesty).

**ADA STATEMENT AND DISABLED STUDENT POLICY**

Students with a certified disability may contact me at any time regarding accommodations. The Department of Criminal Justice complies with the Americans with Disabilities Act (ADA) in making reasonable accommodation for qualified students. Students who have established a file containing documentation of a disability should present a written accommodation request from the Office of Disability Accommodation to the instructor.

**A NOTE ABOUT SEMINAR FORMATS**

A seminar is distinguished from a lecture. A lecture is one-sided where the professor essentially provides information to be memorized for tests or other purposes. A seminar format is where students have the opportunity of discussing at length, in an intelligent way, information assigned by the professor. While there will be times of lecture in this course, such lecture will mainly be used to foster discussion and provide an important basis for learning where students will be able evaluate and discuss important topics and views concerning justice administration on their own.

For an effective seminar format, substantial participation is facilitated **only by reading and knowing** what one is talking about. Such participation will be taken into account at all times during the semester. Students will be expected to be prepared for each and every class. To demonstrate knowledge of the readings, each student will have ample opportunity to participate in class. Such participation will be taken into account at all times during the semester, and for borderline grades.

**PARTICIPATION, PREPARATION AND BEHAVIOR**

So that everyone may enjoy a classroom environment that is geared towards learning, out of respect for everyone involved, please do not be late, and do not carry conversations in class. This is highly disruptive to your fellow students and myself and will not be tolerated.

Certain topics in justice administration are controversial, thus discussion may become heated where there will be disagreements. The classroom is a place to express ideas, opinions, and engage in thoughtful discussions. Students will respect the views and opinions of others at all times or will be asked to leave the classroom. **Please review the most recent graduate/undergraduate catalog concerning conduct which adversely affects the university community.**

**Miscellaneous:**

No recording devices in the classroom unless approved by this instructor.

No food or drinks in the classroom.

No tobacco products in the classroom.

Please turn off anything that beeps or buzzes or makes any other noise.

**SYLLABUS CHANGES**

I reserve the right and have the discretion to change this syllabus. While every effort will be made to follow this syllabus as closely as possible, it is sometimes the case that the syllabus must be modified as we may spend more time on some subjects than others. In the case that the syllabus needs to be adjusted I will announce such adjustments in class. I will make every effort to ensure that any changes to the syllabus benefit the class as a whole. It is the student’s responsibility to be in class so that any and all syllabus changes are documented. Failure to obtain syllabus changes because of missing class does not constitute a defense against missed assignments and other applicable changes.

**BLACKBOARD AND CLASS ANNOUNCEMENTS**

**\*\*Please check blackboard for updates, articles, announcements, and otherwise. Additionally, make sure to have your official UNT email forwarded to your preferred email account to ensure you receive any messages I may send via the UNT email system.**

**CLASS SCHEDULE AND READING ASSIGNMENTS**

|  |  |  |
| --- | --- | --- |
| **DATE** | **TOPIC** | **READING (to be done)** |
| **January** |  |  |
| 25 | Syllabus and Introduction | Syllabus and Introduction |
| **February** |  |  |
| 1 | Basic Concepts and Structure of CJ Organizations  The Criminal Justice Bureaucracy | Chapter 1 and 2 (Stojkovic)  Chapter 9 (Thurman and Zhao) |
| 8 | Criminal Justice in its Environment  Policing Strategies | Chapter 3 (Stojkovic)  Chapters 1, 3, 4 (Thurman and Zhao) |
| 15 | Motivation and Job Design  Internal Issues Facing Police  Stress, Burnout, and Job Satisfaction among Police and Correctional Employees  Recruitment and Retention | Chapter 5 and 6 (Stojkovic)  Chapters 11-12 (Thurman and Zhao)  Article Handouts |
| 22 | Leadership  Recruitment and Retention | Chapter 7 (Stojkovic) |
| **March** |  |  |
| 1 | Motivation and Leadership: An Example  Mid-Term Discussion | Video and Discussion |
| 8 | **Mid-Term Exam** | **Mid-Term Exam** |
| 15 | **Spring Break No Class** | **Spring Break No Class** |
| 22 | Personnel Supervision and Evaluation  External Issues Facing Police  Legal Liabilities in Criminal Justice | Chapter 8 (Stojkovic)  Chapters 15-16, 18 (Thurman and Zhao)  Handout/Lecture |
| 29 | Occupational Socialization and Power and Political Behavior  Police/Correctional Deviance/Legal Liabilities Review | Chapter 9 and 10 (Stojkovic)  Chapters 24-27 (Thurman and Zhao) |
| **April** |  |  |
| 5 | Organizational Conflict  The Rights of Criminal Justice Employees/Sexual Harassment | Chapter 11 (Stojkovic)  Handout/Lecture  **Papers Due**  **Potential for Informal Student Presentations** |
| 12 | Decision-Making and Organizational Effectiveness | Chapter 12 and 13 (Stojkovic) |
| 19 | Change and Innovation  Police Change | Chapter 14 (Stojkovic)  Chapters 19, 28-30 (Thurman and Zhao) |
| 26 | Correctional Management and Change  Courts and Prison Litigation | First Available Cell (Trulson and Marquart) |
| **May** |  |  |
| 3 | Final Exam Discussion | Final Exam Discussion |
| 10 | **Final Examination** | **Final Examination** |