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Email: Mark.Saber@unt.edu

REQUIRED TEXTS


COURSE NOTES AND RECOMMENDATIONS

Please make sure to have your official UNT email forwarded to your preferred email address (if different) to receive important updates, class cancellations (if applicable), and generally, so I can reach you if necessary.

I will use your official UNT email to contact you. Failure to forward those messages to your preferred email, if different than the official UNT email address, will result in loss of important information.

It is your responsibility to utilize a computer system that works and is compatible with the UNT online system/Blackboard Learn. This is especially critical during examination times. I would recommend that you take your exams on the UNT campus if possible. If that is not possible, I would recommend you avoid waiting until the last minute to take/submit your exam in case problems arise.

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 be able to identify 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 recognize 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 recognize the significant variations that exist among different criminal justice jurisdictions.
- You should be able to compare and contrast 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 describe 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 recognize the development of organizational principles from our earliest organizations.
- You should be able to recognize 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 recognize the elements of a bureaucracy and evaluate the degree to which the various components of the justice system adhere and have evolved around these bureaucratic principles.

✓ You should be able to identify 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.

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 (140 points total)

Students will have one mid-term test (worth 70 points) and one final test (worth 70 points). Tests will be essay style, comparable to comprehensive examinations. Completed tests, in a readable and proper format, must be emailed to Mark.Saber@unt.edu by the deadline listed (or earlier) to get credit. No late exams are accepted. Please take note of the dates your exam will post and close (latest due date) on Blackboard.

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/information to question issue(s), including the use of outside material and unique perspectives; and 4) Spelling and grammar to a limited degree. While each section is important, extra emphasis in grading will be placed on criteria #3.

Discussion Assignments (60 points total)

Each student will have the opportunity to participate in 6 discussion assignments throughout the semester. Each discussion assignment is worth 10 points towards students’ final grade. Generally, discussion questions or perspectives will be posted by the professor. Once posted, students are responsible for discussing/arguing/presenting in depth their unique insight on what was posted, informed by their readings, lecture notes, and other information (such as outside information and statistics the student
would like to present to get their point across). Students are expected to provide depth and clarity in their responses.

**Additionally, students are required to respond/reply to at least one student post.** Simplistic discussions/arguments/posts, which lack in-depth response and evidence, including simplistic responses to other students, will result in loss of points.

Discussions must be a minimum of 500 words. You must also reply to at least one student with a thoughtful response. I would advise you to type your discussion response in a word document, and then copy and paste your response into Blackboard. Unlike exams, please enter your response directly into Blackboard, do not attach a separate file. I will not accept email submissions. I cannot accept late submissions. See the opening and close dates for discussions at the end of this syllabus.

**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 cannot accept late tests, or other assignments in this course. Unless extreme exigent circumstances arise, note that I have to be fair to all students in the course and thus deadlines must be in place. You should note that tests and other graded material are open during a range of times, giving all students ample opportunity to avoid missing important deadlines. With that said, if exigent circumstances come up, please let me know and I will do what I can to work with you.

**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 (https://disability.unt.edu/).

PARTICIPATION, PREPARATION AND BEHAVIOR

Certain topics in justice administration are controversial, thus discussion may become heated where there will be disagreements. The online 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 in the online environment. While I do not foresee any problems, if problems do arise, I will address them with the individual student. Please review the most recent graduate/undergraduate catalog concerning conduct which adversely affects the university community.

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. In the case that the syllabus needs to be adjusted I will announce such adjustments to the class. It is the student’s responsibility to monitor class emails and announcements so that any and all syllabus changes are noted. Failure to obtain syllabus changes or other changes to the class due to lack of diligence on the part of the student does not constitute a defense against missing deadlines and other applicable changes.

COURSE READING AND LEARNING MODULES

As you examine the course schedule and reading assignments below, a suggested method is to read the full chapter identified in the Stojkovic et al. text, and then go through the learning module which presents this information in more expanded form. Reading the text first will give you a basis for then digging deeper with the learning modules.
<table>
<thead>
<tr>
<th>MODULE/ACTIVITY</th>
<th>TOPIC</th>
<th>READING/ASSIGNMENT</th>
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<tr>
<td>Module 1 Basic Concepts for Understanding CJ Organizations</td>
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<td>Chapter 1 (Stojkovic)</td>
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<tr>
<td>Module opens: 8-29-16</td>
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<tr>
<td>Book Street Level Bureaucracy</td>
<td></td>
<td>All chapters (Lipsky)</td>
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<tr>
<td>Labor Day Holiday 9-5-16</td>
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<td>University of North Texas Closed</td>
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<tr>
<td>Module 2 Structure of CJ Organizations</td>
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<td>Chapter 2 (Stojkovic)</td>
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<td>The Criminal Justice Bureaucracy</td>
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<td>Chapter 9 (Thurman and Zhao)</td>
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<tr>
<td>Module opens: 9-7-16</td>
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<tr>
<td>Discussion Assignment Complete Discussion Assignment 1 on “Criminal Justice Bureaucracy.”</td>
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<td>Assignment opens: 9-12-16 Last day to submit: 9-16-16</td>
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<tr>
<td>Module 3 Criminal Justice in its Environment Policing Strategies</td>
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<td>Chapter 3 (Stojkovic)</td>
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<td>Module opens: 9-14-16</td>
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<td>Chapters 1-4 (Thurman and Zhao)</td>
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<tr>
<td>Discussion Assignment Complete Discussion Assignment 2 on “Impact of the Legal Environment.”</td>
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<tr>
<td>Assignment opens: 9-19-16 Last day to submit: 9-23-16</td>
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<tr>
<td>Module 4 Motivation and Job Design Internal Issues Facing Police</td>
<td></td>
<td>Chapter 5 and 6 (Stojkovic)</td>
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<td>Module opens: 9-26-16</td>
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<td>Chapters 10-13 (Thurman and Zhao)</td>
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<tr>
<td>Video Search Search youtube for “Frederick Winslow Taylor and Scientific Management” for interesting videos related to Taylorism and Scientific Management. Watch some of the videos for insight about early forms of management thought related to motivation.</td>
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<td>Information Search Search the Internet for Elton Mayo and the “Hawthorne Experiments” and how they relate to motivation.</td>
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<td>Video Suggestion</td>
<td>Rent the movie “Gung Ho” (1986) for a perspective on clashing views of management styles as it relates to motivation in a factory.</td>
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| Discussion Assignment | Complete Discussion Assignment 3 on “Motivation in Criminal Justice Agencies.”  
Assignment opens: 9-27-16  
Last day to submit: 10-7-16 |
| Module 5 | Leadership  
Module opens: 10-3-16 |
| Video Suggestion | Rent the movie “Office Space” for a Hollywood video that mocks leadership and motivation strategies in an office work environment. |
| Discussion Assignment | Complete Discussion Assignment 4 on “Leadership.”  
Assignment opens: 10-4-16  
Last day to submit: 10-11-16 |
| Mid-Term Examination | Mid-Term Examination  
Examination opens: 10-3-16  
Last day to submit: 10-11-16 |
| Module 6 | Personnel Supervision and Evaluation  
Module opens: 10-7-16  
External Issues Facing Police  
Chapters 15-18 (Thurman and Zhao) |
| Module 7 | Occupational Socialization  
Police/Correctional Deviance  
Module opens: 10-18-16  
Chapter 9 (Stojkovic)  
Chapters 24-27 (Thurman and Zhao) |
| Module 8 | Organizational Conflict  
Module opens: 10-21-16 |
| Module 9 | Decision-Making and Organizational Effectiveness  
Module opens: 11-1-16  
Chapter 12 and 13 (Stojkovic) |
| Book | Blink: The Power of Thinking without Thinking  
All chapters (Gladwell) |
<p>| Discussion Assignment | Complete Discussion Assignment 5 on |</p>
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<tr>
<td>“Blink and Information Overload.”</td>
<td>Assignment opens: 11-9-16</td>
<td>Last day to submit: 11-18-16</td>
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<td>Module 10</td>
<td>Change and Innovation</td>
<td>Chapter 14 (Stojkovic)</td>
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<td>Police Change</td>
<td>Chapters 19, 28-30 (Thurman and Zhao)</td>
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<td>Module opens: 11-21-16</td>
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<tr>
<td>Book</td>
<td>Governing Prisons</td>
<td>All chapters (Dilulio)</td>
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<tr>
<td>Discussion Assignment</td>
<td><strong>Complete Discussion Assignment 6 on</strong></td>
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<td>“The Role of Management.”</td>
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<td>Assignment opens: 11-21-16</td>
<td>Last day to submit: 12-2-16</td>
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<td>Thanksgiving Holiday</td>
<td>11-24-16</td>
<td>University of North Texas</td>
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<td>11-27-16</td>
<td>Closed</td>
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<tr>
<td>Final Examination</td>
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<td>Final Examination</td>
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<td>Final examination opens: 12-5-16</td>
<td>Last day to submit: 12-15-16</td>
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