

Criminal Justice Capstone Seminar (CRIM4405)

Fall 2009.....Office: 201—692—2577
Instructor: Richard M. Gray, Ph.D.....Office Hours: T, TH 2:05—3:00 PM
M, F 11:30 -12:45 PM
Other hours by appointment
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tinyurl.com/rickgray
Tues Thurs 11:25 to 12:40 PM.....Room RA205

Course Objective

This seminar is intended for criminal justice majors in their senior year who are nearing completion of their major course studies. Its purpose is to serve as a comprehensive and cogent recapitulation of the criminal justice curriculum with a focus on topical and contemporary issues. The seminar will additionally serve to bridge and prepare the graduate for entry-level positions in the criminal justice system, or continue onto graduate or law school studies.

Required Textbooks

Goleman, Daniel. (1997). *Emotional Intelligence*. New York: Bantam Books.
Johnson, S. (1998). *Who Moved My Cheese?* (1998). City: G.P. Putnam.
Robinson, Matthew B. (2002). *Justice Blind? Ideals and Realities of American Criminal Justice*. Upper Saddle River, NJ: Prentice-Hall.
Schmallegger, Frank. (2002). *Your Criminal Justice Career: A Guidebook* 2nd Ed. Upper Saddle River, NJ: Prentice-Hall
Smith, C.E., (2004). *Constitutional Rights: Myths and Realities*. Belmont, CA: Thomson-Wadsworth

Recommended Reading

Beckett, K. and Sasson, T. (2000). **The Politics of Injustice**. Thousand Oaks, CA: Pine Forge Press.
Braswell, M., McCarthy, B., and McCarthy, B. (1996) **Justice, Crime and Ethics**, 2nd Ed. Cincinnati: Anderson Publishing Company.
Covey, Stephen R. (1990). **The Seven Habits of Highly Effective People**. New York: Simon and Schuster.
Greenhaus, J., Callanan, G., and Godshalk, V. (2000) **Career Management**, 3rd Ed. Fort Worth, TX: Harcourt College Publishers.

Instructional Resources

With the objective of achieving the intended learning outcomes and enhancing the learning process, the following instructional processes and resources will be integrated into the course: PowerPoint, Internet Web Sites, CD-ROM software, use of library references, periodicals, and databases, newspapers, handouts, videos, class and panel discussions and debates, student presentations, and guest speakers.

Instructional Philosophy and Assessment

Learning is a multi-sensory process that involves cognitive, psychomotor, and affective domains.

Utilizing the above noted resources, learning, which involves the successful achievement of the course purpose, objective, and the intended learning outcomes, represents a reciprocal commitment and responsibility between the student and the instructor. This can be achieved by regular and punctual class attendance, active class participation, keeping current of assigned readings and current events, conducting supplemental research, maintaining effective communication, and assessing regular progress in context to the course syllabus.

Research Reports

All research reports shall be consistent with the 5th edition of the American Psychological Association (APA) *Publication Manual*. Further information regarding the APA style standards is accessible via: <http://www.apastyle.org/aboutstyle.html>. All reports are to include a cover page. Research reports designated with an asterisk (*) will be evaluated for research quality (2/3 of grade) and, 2.) presentation and facilitating class dialogue and debate (1/3 of grade) .

Attendance, Punctuality and Class Participation

Attendance, punctuality, and class participation play an integral part of the learning experience. Interaction among students enhances the exchange of thoughts and ideas, and provides for challenging dialogue among students, instructor, and guest lecturers. Attendance shall comply with University policies and shall influence a student's final grade. In order to receive credit for attendance, it shall be the student's responsibility to sign the attendance roster at the beginning of each class. Excused absences must be submitted in writing with satisfactory explanations immediately preceding or following the class of the absence. Habitual lateness and absences may adversely affect a final grade.

Learning Needs and Assistance

It is recognized that all students learn differently. Any student in need of academic assistance due to a language, physical or learning disability, or any other learning challenge, is advised to confer with me within the first two weeks of the semester so that viable assistance and accommodations may be explored. Every effort will be made to accommodate any student in need of assistance.

Academic Integrity Policy and Grading Determination

Students are advised to thoroughly familiarize themselves and comply with the University's Academic Integrity Policy located on page 32 of 2002-2004 *Undergraduate Studies Bulletin*. A significant part of this course will entail independent research reports, designed to stimulate critical thinking and class discussions and debates. As noted, research reports designated with an asterisk (*) will be evaluated for research quality and content which will comprise of 2/3 of the grade, and class presentation and facilitating dialogue and debate, which will comprise 1/3 of the grade. Reports and presentations are due on the designated dates; late reports will not be accepted.

Grades are designed to measure and reflect a student's effort, acquired knowledge and understanding of the course material. In this pursuit, the following grading rubric has been established to assess a student's overall performance. Grading scales shall be consistent with the criteria established by the University and are available from the instructor.

| <u>Reports and Assignments</u> | <u>Credit</u> | <u>Due date</u> |
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| Criminological Theories Research Report* | 15% | September 8th |
| The Constitution and Criminal Justice Report* | 15% | September 22nd |
| Criminal Justice Careers and Resource Presentation | 15% | October 6th |
| Student Resume and Strategic Planning Report | 10% | October 27th |
| Critique of the Criminal Justice System* | 15% | October 27th |
| Book Report: <i>Emotional Intelligence</i> | 10% | November 10 |
| Book Report: <i>Who Moved My Cheese</i> | 10% | November 24 |
| Final Reflection Paper | 10% | December 1 |

Please note that although a student may be responsible for a presentation on one chapter of an assigned text, all students are expected to read and comprehend all chapters in the assigned texts. *Quizzes* may be used to determine preparedness. Further, insofar as this is a Senior Review Seminar, an inadequate presentation in any segment may impact the student's grade more than the credit assigned above.

This course addresses the following core competencies

| Core Competencies | |
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| Written expression | 33% of grades on written reports. |
| Oral expression | 33% of class presentations and participation grades |
| Critical thinking | Up to 25% of the paper grades |
| Content analysis | Up to 15% of the paper grades |
| Technical competence | Up to 25% of grade where word processing, database use or on-line research is required. |
| Ethical Emphasis | Unethical use of materials (plagiarism) or the unethical use of techniques or tools will be dealt with according to University policy, Failure for the project or course may follow significant breaches |
| Personal and Professional responsibility | |
| Following Instructions | May result in failure or significant grade loss for assignment. |
| Self presentation skills | Up to 10% of class presentation grades. |
| Attendance and punctuality | Up to 10% of overall grade. |

Topics of Discussion, Readings, and Assignments

Important Note: Please note that this syllabus and the course sequence is subject to change contingent on class size, progress, activities, guest speaker's availability, and other unanticipated factors.

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| Week of September 3 | <p>Course Introduction and Overview. Review of Syllabus. Intended Learning Objectives. Academic Challenges and Expectations. Synthesis of Criminal Justice curriculum. Overview of the Criminal Justice System. Student self-assessments, critiques, and career plans. Assignment of research projects. Significance of group dynamics in the workplace (and student group research projects).</p> <p>Strategic Planning (SWOT). Career Planning. Life Cycles. Self-Actualization. Abraham Maslow's Hierarchy Theory.</p> |
| Week of September 8 | <p>Explaining Crime: A Critique and Debate of Major Criminological Theories. Part I. Crime constitutes violations of society's criminal laws, which engage the criminal justice system. Understanding criminality, i.e., why people commit crime, serves as a starting point to appreciating the dynamics, challenges, and controversies surrounding the administration of justice in the United States. Students shall submit a 3-5 page synopsis of the criminological theory assigned to them, followed by an argument in support of, or against, the theory as an explanation of criminality. Reports shall be presented in class and are to conclude with questions posed to the class designed to invoke critical thinking, discussion, and debate.</p> <p>N.B.: As all of the theories have been covered in Introduction to Criminal Justice, Juvenile Delinquency, Criminology and Research Methods, students will be expected to use their texts from those classes as well as other resources to complete the assignment.</p> <p><i>Choice Theories; Biological and Psychological Theories; Sociological Theories ; Social Process Theories; Social Conflict Theories</i></p> |
| Week of September 15 | <p>Explaining Crime: A Critique and Debate of Major Criminological Theories. Part II. Crime constitutes violations of society's criminal laws, which engage the criminal justice system. Understanding criminality, i.e., why people commit crime, serves as a starting point to appreciating the dynamics, challenges, and controversies surrounding the administration of justice in the United States. Students shall submit a 3-5 page synopsis of the criminological theory assigned to them, followed by an argument in support of, or against, the theory as an explanation of criminality. Reports shall be presented in class and are to conclude with questions posed to the class designed to invoke critical thinking, discussion, and debate.</p> <p><i>Choice Theories; Biological and Psychological Theories; Sociological</i></p> |

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| | <i>Theories ; Social Process Theories; Social Conflict Theories</i> |
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| Week of September 22 | <p>The Constitution and the Criminal Justice System: A critique and debate surrounding the U.S. Constitution and the administration of justice. Part I. The U.S. Constitution serves as the foundation to criminal justice system, however, its intent, design, and application continues to be one of controversy and interpretation. Students shall submit a 3-5 page synopsis of the chapter assigned to them (Smith, 2004), highlighting specific points germane to the criminal system. Reports shall be presented in class and are to conclude with questions posed to the class designed to invoke critical thinking, discussion, and debate. Due September 22.</p> <p><i>The Image of Rights; Definition of Constitutional Rights; Implementation of Constitutional Rights; The First Amendment; The Fourth Amendment; The Fifth Amendment; The Sixth Amendment; The Eight Amendment; The Fourteenth Amendment; Constitutional Rights and Terrorism; Constitutional Rights and the CJ System</i></p> |
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| Week of September 29 | <p>The Constitution and the Criminal Justice System: A critique and debate surrounding the U.S. Constitution and the administration of justice. Part II. The U.S. Constitution serves as the foundation to criminal justice system, however, its intent, design, and application continues to be one of controversy and interpretation. Students shall submit a 3-5 page synopsis of the chapter assigned to them (Smith, 2004), highlighting specific points germane to the criminal system. Reports shall be presented in class and are to conclude with questions posed to the class designed to invoke critical thinking, discussion, and debate.</p> <p><i>The Image of Rights; Definition of Constitutional Rights; Implementation of Constitutional Rights; The First Amendment; The Fourth Amendment; The Fifth Amendment; The Sixth Amendment; The Eight Amendment; The Fourteenth Amendment; Constitutional Rights and Terrorism; Constitutional Rights and the CJ System</i></p> |
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| Week of October 6 | <p>Preparing for Graduate and Law School. <i>The Art and Science of Conducting Research.</i> Careers, Opportunities, and Challenges in Forensics and Law Enforcement. <u>Career Reports Due (October 6).</u> Students shall present a 1-2 page overview of the career assigned to them, to include available career opportunities, requirements, and procedures to getting hired (e.g., application and testing procedures), along with a separate handout (available for all students) that includes a minimum of 5 Internet web sites which can serve as a resource to the class relative to the respective CJ agency.</p> <p>Reports must include job requirements, training, salary expectations, retirement eligibility, special benefits and challenges. Describe the duties and responsibilities of the job and opportunities for advancement. If you focus on one office or department, make sure it is</p> |

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| | <p>near where you live or near the school. Make the report relevant to your own expectations and those of your fellow students The report will also include a listing of the search terms used and how they developed..</p> <p><i>Criminal Forensics; Graduate and Law School; Paralegal; Police and Law Enforcement: Local, State, and Federal</i></p> |
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| <p>Week of October 13</p> | <p>Careers, Opportunities, and Challenges in the Corrections, Probation, Parole, Courts, Victim Advocacy, and the Juvenile Justice system.</p> <p>Students shall present a 1-2 page overview of the career assigned to them, to include available career opportunities, requirements, and procedures to getting hired (e.g., application and testing procedures). As part of this project, students shall distribute to the entire class a separate handout that includes a minimum of 5 Internet web sites which can serve as a resource to the topic that they have researched.</p> <p><i>Corrections; Probation and Parole; Courts and Adjudication; Victim Advocacy; Juvenile Justice System; Animal protection; Private Investigation</i></p> |
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| <p>Week of October 20</p> | <p>Career Planning and Development. Resume Preparation Presentation by Career Services. Chapter 9, pp. 173 - 198 (Harr and Hess). The Resume: Selling Yourself on Paper. Guest Speaker: Ms.Christine Vitale - Career Services. Career exploration and resources. Resume development, interviewing preparation, techniques, and strategies. Resumes and Strategic Planning Report. Due: October 27.</p> <p>October 22</p> <p>Strategic Planning. Career Planning. Life Cycles. Self-Actualization. . <u>Resumes and Strategic Planning Report due.</u></p> |
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| <p>Week of October 27</p> | <p>Critique of the Criminal Justice System: Does It Work?</p> <p><u>Robinson Book Report due (October 27).</u> The criminal justice system is designed to: control crime, prevent crime, and provide and maintain justice. Whether it works, and/or how well, is subject to debate. Students shall submit a 3-5 page synopsis of the chapter assigned to them (Robinson, 2002), highlighting specific points germane to the criminal system. Reports are to include questions to the class designed invoke critical thinking and discussion.</p> <p>Criminal Justice System: Ideals and Realities (C. 1); Politics and Ideology in Criminal Justice (C. 2); The Law ... Equal Justice or Creating Bias_(C. 3); Street Crime v. White Collar Crime (C. 4); Media and Criminal Justice (C. 5); Law Enforcement : To serve and Protect? (C. 6); The Right to Trial (C. 7); Punishment: Is it fair and Does it Work? (C. 8); Incarceration: Lock em up and throw away... (C. 9); Death as Justice? (C.10); War on Drugs:</p> |

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| | Focusing on the wrong Drugs? (C. 11); The war on Crime as a threat to Equality. (C.12); Summary and Recommendations (c.13) |
| Week of November 3 | <p>Critique of the Criminal Justice System: Does It Work? The criminal justice system is designed to: control crime, prevent crime, and provide and maintain justice. Whether it works, and/or how well, is subject to debate. Students shall submit a 3-5 page synopsis of the chapter assigned to them (Robinson, 2002), highlighting specific points germane to the criminal system. Reports are to include questions to the class designed invoke critical thinking and discussion.</p> <p>Criminal Justice System: Ideals and Realities (C. 1); Politics and Ideology in Criminal Justice (C. 2); The Law ... Equal Justice or Creating Bias_(C. 3); Street Crime v. White Collar Crime (C. 4); Media and Criminal Justice (C. 5); Law Enforcement : To serve and Protect? (C. 6); The Right to Trial (C. 7); Punishment: Is it fair and Does it Work? (C. 8); Incarceration: Lock em up and throw away... (C. 9); Death as Justice? (C.10); War on Drugs: Focusing on the wrong Drugs? (C. 11); The war on Crime as a threat to Equality. (C.12); Summary and Recommendations (c.13)</p> |
| Week of November 10 | <p>Planning for a Pragmatic and Successful Career. <i>Emotional Intelligence.</i> <u>Book report due (November 10):</u> What are Emotions For? Anatomy of an Emotional Hijacking. When Smart is Dumb. Know thyself. Passions Slaves. The Master Aptitude. The Roots of Empathy. The Social Arts. Intimate Enemies. Managing with Heart. Mind and Medicine. The cost of Emotional Literacy. Schooling the Emotions.</p> <ul style="list-style-type: none"> • If the class size warrants, students may be allowed to double up on all but the first chapter. |
| Week of November 17 | <p>Planning for a Pragmatic and Successful Career. <i>Emotional Intelligence.</i> <u>Book report due (November 10):</u> What are Emotions For? Anatomy of an Emotional Hijacking. When Smart is Dumb. Know thyself. Passions Slaves. The Master Aptitude. The Roots of Empathy. The Social Arts. Intimate Enemies. Managing with Heart. Mind and Medicine. The cost of Emotional Literacy. Schooling the Emotions.</p> <ul style="list-style-type: none"> • If the class size warrants, students may be allowed to double up on all but the first chapter. |
| Week of November 24 | <p>A Model of Career Development and Management. <i>Who Moved My Cheese.</i> <u>Book report due.</u> Career Dynamics: A Changing World and Individual Perspectives. Career Exploration, Awareness, Career Goal, Career Strategy, Career Appraisal, Career Management as an</p> |

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| | Ongoing Process, and Indicators of Effective Career Management (Greenhaus). Review and Discussion of Student Career Goals and Strategic Plan. | |
| <i>Nov 25 Thanksgiving Recess</i> | | |
| Week of December 1 | Conclusion. <u>Final Reflection Paper due</u> (December 1): An introspective synopsis and critique of the criminal justice curriculum and program, college years, and plans, readiness and preparedness for <i>the real world</i> . | |
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| Week of December 8 | Conclusion. <u>Final Reflection Paper due</u> (December 1): An introspective synopsis and critique of the criminal justice curriculum and program, college years, and plans, readiness and preparedness for <i>the real world</i> . | |
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| Week of December 15 | Reading / Snow day | Dec 16-22 finals |
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| Week of December 22 | Dec 22 last day of finals | |
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