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<https://new.tamuc.edu/coronavirus/>

CJ 583 (01.W): CJ POLICY

Spring 2023
2/27/2023 through 3/31/2023

Online

INSTRUCTOR INFORMATION

Instructor:	Mike Tapia, Ph.D.
Office Location:	BA 102
Office Hours:	Tu/Th 12:00pm – 2:30pm
Zoom link:	https://tamuc.zoom.us/j/94601106241
Office Phone:	Tuesdays 12 noon – 1pm
University Email Address:	Phone: TBA: Temporary Office Space this term
Preferred Form of Communication:	michael.tapia@tamuc.edu
Communication Response Time:	email
	Normally within 24-48 hours

COURSE INFORMATION

No Textbook: All Readings found online and posted on D2L

Course Description

We'll study the history, creation, and evaluation of various CJ policies in the U.S., with some focus on those in Texas. This course examines theories and issues involved in the administration and practice of criminal justice. We use classical and current readings, attempting to determine whether historical and current policies make sense and are/were effective.

The American CJ System is a vast network of subsystems and agencies, each with numerous guidelines governing its daily practices. This results in a very large number of ever-changing policies that might be focused upon – far more than a single course can cover, especially in five weeks. Thus, students will have more freedom and leeway on the topics they choose to discuss, develop and

write about than in most classes. The course culminates in the writing of a term paper based on published academic research on a particular CJ Policy of the students' choosing.

Student Learning Objectives & Outcomes

- 1) To examine the basis of CJ policies in the broader society;
- 2) To explore particular policies and their effectiveness;
- 3) To identify the various social forces related to CJ practice and its trends;
- 4) To understand whether and how criminological theories help to shape justice system policies.
- 5) To choose, profile, and evaluate the effectiveness of a particular policy for your term project.

COURSE REQUIREMENTS & GRADING

1. **Readings Summaries:** To facilitate class discussions and to develop your skills in critically reviewing published research for your term paper, you are required to summarize two (2) CJ policy-based academic journal articles this term. A summary guide with bulleted points to address in these summaries is on D2L.

Articles are searched & located by students using the TAMUC Library Homepage or Google/Google Scholar online. I suggest selecting your readings from the following Journals:

Criminology & Public Policy *CJ Policy Review* & *Justice Policy Journal*

Students should browse these journals and select two full-text articles to summarize. To access these journals, use the "One Search" feature of the TAMUC Library homepage at: <https://inside.tamuc.edu/library/index.php> and type in the journal title e.g. "*Criminology & Public Policy*". This will prompt you to sign in with student credentials and it will take you to the journal link. While titles for 2022-23 are visible, these most current articles are not always available in full text. But 2021 and all years prior are typically fully available.

During the first week of class, as part of your participation grade, choose your two readings from any of the three journals listed above, download them, and send .pdf copies to the professor with the full citations in an email for approval. He will schedule them for discussion on a weekly reading list, and post updates to D2L.

Summaries are due on Sunday evening before the week the reading is scheduled for discussion. Each summary is worth 10% of your course grade. See the 1-page *Summaries handout on D2L for details*. Hit each bullet point on the summaries guidelines to earn a good grade.

2. **Groupwork Presentation & Writeup:** To get you thinking critically about policy issues related to policing, courts, corrections, and any of their subcomponents, you'll work in small groups (pre-assigned alphabetically by the instructor) to brainstorm and develop an audio-narrated slideshow presentation via powerpoint. You will send it to me for uploading to D2L for the class to view and post comments on. During weeks 2 & 3, groups will present on one or more CJ policy-related topic(s) or theme(s) of their choice from course materials and/or outside sources. Browse the entirety of the syllabus, slides, journal articles & other readings, D2L links, online searches, and look to your prior CJ courses to get ideas for topics. The quality of your presentation & write-up accounts for 20% of your course grade. (See the *Presentations handout on D2L for details*).

3. **Class Participation via 'Discussions' on D2L.** This course is a seminar, where theories, concepts, issues, and ideas related to CJ Policies are presented then debated and developed. Therefore, weekly online discussions of the readings, student summaries, student presentations, and other materials is essential. Early in the week, I post a series of 'Discussions' in D2L. Your job is to comment with valuable insights and provide files or internet links to relevant, outside material to support and supplement your comments. Superficial comments like "good job", "I liked the reading", and purely opinionated comments are not credited. General notes about the quality of class participation in Discussions are posted periodically on D2L throughout the term. Discussion comments are graded on a scale of 0-2 each week for a total maximum of 10 points for the term. As such, the quality of your Class Participation constitutes 10% of your course grade.

4. **Term Paper Drafts & Progress Updates:** At two points in the semester (3/19/23 and 3/26/23) I will gauge your progress on the term paper, assign a grade ranging from 0 to 3.33, and provide feedback. For the first draft, include: 1) a general statement of the Policy topic, your approach to researching it, and how it is progressing to date; 2) key concepts in your topic 3) summaries of published research on your topic you've found so far 4) identify other key resources for examining the topic 5) problems that you have encountered, or expect to encounter, and 6) a works cited/references page. These write-ups are due on the dates listed above and the written feedback I provide throughout the term should be reflected in your final term papers. These term paper progress updates constitute 10% of your final grade.

5. **Term Paper:** Your primary assignment for the course is to develop a term paper (6-8 pp., double-spaced). This is a literature review on a CJ Policy topic and an evaluation of its effectiveness. For best results in the class as a whole, try to make your group project topic and reading summaries topics overlap as much as possible for use on your term paper (i.e. try to make all of your assignments have the same or a similar topic). While you will learn about many CJ Policies via Discussions and others' presentations of material, you will focus and specialize on a single Policy topic for your own term paper.

Towards the end of the paper, include a section on how to improve and evaluate the policy you've written about. This is where you design a hypothetical study *detailed how you would redesign and evaluate whether the policy is effective or not. This is normally done by gathering & analyzing data that results from a new practice.* A preliminary description of the paper idea (2 page minimum), plus a list of references collected to date is due on Sunday March 19th. A second update is due Sunday, March 26th. The quality of your term paper will count as 40% of your course grade.

Term Paper Due on or before Sunday, April 2nd

To summarize, course requirements are weighted as follows:

Journal Article Summaries	20%
Groupwork Presentation	20%
Participation in Weekly Discussions	10%
Term Paper Progress Updates & Drafts	10%
Term Paper	<u>40%</u>
TOTAL	100%

Final grades are determined as follows:

A = 90%-100%	D = 60%-69%
B = 80%-89%	F = 59% or Below
C = 70%-79%	

Minimal Technical Skills Needed:

1. Ability to use Microsoft Word
2. Ability to navigate the D2L Learning System
3. Ability to navigate TAMUC Library Resources to find journal articles/readings per the instructions above
4. Ability to navigate the internet to find journal articles/readings and items for discussion posts

Instructional Methods

This is a fully online graduate seminar delivered on the D2L/Brightspace Platform.

Student Responsibilities and Tips for Success in the Course

1. Read this syllabus with great care and pay attention to its details. Mark assignment due dates and other important notes in your personal calendar. Revisit the syllabus periodically and ask questions if you have them.
2. The key to doing well in an online class is to thoroughly and carefully review all content on the D2L course page.
3. **The class is designed for you to use your assignments to build towards your final project**, so please start reviewing readings, slides, etc., and brainstorming ideas for your projects a.s.a.p. I am always willing to discuss your ideas.
4. Use a handpicked set of readings for your Term Paper as well as for Group Projects & Summary requirements.
5. You should conduct internet searches to contribute high-quality (informative) entries to online Discussions. Search for published evaluations of the policy(ies) being discussed, for example. Do the same for your Presentation and the Final Paper.
 - When selecting readings and presentation topics, make them coincide with your final project topic wherever possible. This will greatly increase your efficiency in the class.
6. Avail yourself of resources at the TAMUC Writing Center for proofreading and advice: [TAMUC Writing Center](#). Do not plagiarize or purchase term papers off of the internet to present as your own work. This never ends well for the student or the instructor, as filing paperwork for academic misconduct with the university takes time out of everyone's busy schedule. Please see the info on Academic Dishonesty/Integrity on p. 6 below.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

If you have any questions or are having difficulties with the course material, please contact your Instructor. His preferred method of contact is TAMUC email: michael.tapia@tamuc.edu, or via D2L's messaging program.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)
<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:
<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

COURSE OUTLINE / CALENDAR

Detailed Schedule (Subject to Minor Adjustments)

Week 1: Course Orientation, Intros, CJ Policy Foundations, Browse & Select Two Readings to Summarize

Date Topics / Duties

- 2/27:
(Mon.)
- Carefully read the Syllabus & browse all Course Materials on D2L
 - Post a brief Self Intro/Bio per the instructions on the professor's emailed intro notes
- 2/28:
(Tues.)
- Browse the Journals listed on p. 2 & choose two (2) Articles to Summarize per the instructions on p. 2 of this syllabus.
 - Send the Instructor a copy of each article you wish to Summarize for approval & he will assign you a due date, update the reading list schedule, and post it to D2L.
- 3/2:
(Thurs.)
- Review Slides on General Overview of CJ Policy and Criminology
 - Review The ABA's Comprehensive List of CJ Policies from 1996-2022 Link
 - Contact Group members to coordinate / brainstorm for the Group Presentation project.
- 3/3:
(Fri)
- Browse the Bureau of Justice Assistance (BJA) List of Programs Link & The TX Vera Institute of Justice link.
 - Browse the TX Justice Initiative and TX Center for Justice and Equity Websites
- 3/4:
(Sat)
- Review the Slides on the current state of CJ Policy
 - Groups 1, 2 & 3: Spend the weekend putting together your Presentation. Email the instructor with ideas, questions, and issues.
- 3/5:
(Sun.)
- Review the "Assessing the Effectiveness of CJ Programs" Link
 - Groups 1, 2, & 3: Presentations due by 11:59 pm.
 - Those scheduled for Week 2 Readings, submit 2-page summary by 11:59pm.

Week 2: Discussions over 1st set of Group Presentations & Article Summaries

- | <u>Date</u> | <u>Topics / Duties</u> |
|----------------------------|---|
| 3/6:
(Mon.) | <ul style="list-style-type: none"> ▪ Week 2 Article Summaries Posted for Class Discussion ▪ Groups 1, 2, & 3 Presentations Posted for Class Discussion |
| 3/7:
(Tues.) | <ul style="list-style-type: none"> ▪ View Group Presentations & Article Summaries. ▪ Review the Slides on Specialty Courts, Corrections, and Police in Schools ▪ Link the content in Group Presentations & Article Summaries to slides, readings, and internet research to inform your Week 2 Discussion comments. |
| 3/8 – 3/10:
(Wed.-Fri.) | <ul style="list-style-type: none"> ▪ If you haven't done so yet, continue to Sign up for Article Summaries for Weeks 3, 4, & 5. ▪ Groups 4, 5, & 6: work on Presentation ▪ Week 3 Article Summary writers: read your selection(s) & draft your 2-page Summary(ies). |
| 3/12
(Sun.) | <ul style="list-style-type: none"> ▪ Week 2 Discussion Posts Due by 11:59pm. ▪ Week 3 Article Summaries, Due by 11:59pm. ▪ Groups 1, 2, & 3 Project Write-ups Due by 11:59pm. |

Week 3: Discuss 2nd set of Presentations, Summaries, & Prelim. Term Paper Statement Due

- 3/13:
(Mon.)
- Week 3 Article Summaries Posted for Class Discussion
 - Presentations for Groups 4, 5, & 6 Posted for Class Discussion
- 3/14:
(Tues.)
- Link the Presentations & Reading Summaries content to slides, readings, and internet research to inform your Week 3 Discussion comments.

- Continue to Sign up for Article Summaries for Weeks 4 & 5 (or change selections to better fit your term paper topic).

3/15: (Wed.) ▪ Work on 2-page preliminary term paper statement: See description on p. 3 above and on the handout in D2L

3/16 – 3/17
(Thurs. – Fri.)

3/19: (Sun.) ▪ Groups 4, 5, & 6: Project write-ups due by 11:59pm.
▪ Week 3 Discussion Posts due by 11:59pm (entire class)
▪ Week 4 Article Summaries Due by 11:59pm.
▪ 2-page prelim term paper statement/draft due by 11:59pm (entire class).

Week 4: Term Paper Feedback and 2nd Draft Due.

3/20: ▪ Review Slides on Homeland Security & post 9-11 measures
▪ Browse Week 4 Readings

3/21: (Tues.) ▪ Week 4 Article Summaries Posted for Class Discussion

3/22: (Wed.) ▪ Review Graded Prelim Term Paper Statement & Feedback

3/23 – 3/24: (Thurs. – Fri.) ▪ Begin revising Term Paper for 2nd Draft

3/26: (Sun.) ▪ Week 4 Discussion Posts due by 11:59pm (entire class)
▪ Week 5 Article Summaries Due by 11:59pm.
▪ Term Paper 2nd Draft due by 11:59pm (entire class).

Week 5: Special Topics in Corrections Policy, Final Draft of Term Paper Due.

3/27: (Mon.) ▪ Review Slides on Re-Entry, Females & Corrections, The Death Penalty & LWOP, & Juvenile Corrections
▪ Browse Week 5 Readings

3/28: (Tues.) ▪ Week 5 Article Summaries Posted for Class Discussion

3/29: (Wed.) ▪ Review Graded Term Paper 2nd Draft & Feedback

3/30: (Thurs.) ▪ Revise Term Paper for Final Draft

3/31: (Fri.) ▪ Work on Term Paper Final Draft

4/2 (Sun.) ▪ Week 5 Discussion Posts Due by 11:59pm.
▪ Term Paper Final Draft Due by 11:59pm.

Final “Exam”: Due on or before Monday, April 3rd, 11:59pm.

The final “exam” is a brief reflection regarding 1) your final project and 2) the class as a whole. Answer these additional Qs: 3) What did you learn from writing the paper, 4) any regrets, 5) different

approaches you would've taken, 6) what would be the next steps in continuing on with your research?, and finally, 7) Did you access the MSAC program orientation page, CJ 500 prior to, or during this course, and if so, did it help you with your research and writing skills?.

There is no page requirement for this reflection. It will constitute the last portion of your grade for the Term Paper Progress Updates. Each entry is worth 3.33 points total x 3 ~ 10 pts.