

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
Criminal Justice Division

Cr, J. 164-04
Justice and Public Safety Administration
Spring Semester 2009
Office Hours: TR 9:45-10:15A & 01:45-02:45P
Class Days and Hours: TR 12:00-01:15P
Room: DH 209

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SYLLABUS

DESCRIPTION OF COURSE:

Examines the nature and development of public safety and criminal justice organizations in American society with the attention to how the unique functions performed by these agencies has shaped and developed their nature. Particular emphasis is placed on understanding the unique problems generated by administration of bureaucratic, public agencies in a highly politicized environment. Examines the influence of social and political factors on justice and public safety organizations.

COURSE OBJECTIVES:

This course is intended to increase student understanding of the functioning of criminal justice agencies now and in the future. To establish a foundation for understanding general organization and behavior theory in preparation for clarifying theory versus practice issues explored in subsequent courses in criminal justice. This will be accomplished by:

- Studying the historical development of organization and management theories.
- Examining how such theories are integrated into criminal justice institutions
- Exploring fundamental differences between public and private sector organizations with an emphasis on the difficulty bridging private sector organizational and managerial values to the public organization structure.
- Assessing how major social and economic historical events have altered the management of criminal justice organizations.

LEARNING OBJECTIVES:

Students attending CrJ 164 will be able to:

1. Describe the historical development of organization and management theories and demonstrate how these theories and integrated into criminal justice and public safety institutions.

2. Compare and contrast how major theorists and practitioners contributed to organization theory and behavior and their assimilation into the administration of criminal justice and public safety organizations.
3. Demonstrate an understanding of federalism, US governmental structure at local, state, and national level and the influence of both justice and public safety agencies.
4. Describe the major historical events which forged the concept of a criminal justice system.
5. Using political, social and cultural trends, explain potential future changes in the structure, function, task and role of criminal justice agencies.
6. Explain and compare the fundamental differences between public and private sector organizations.
7. Analyze how major social and economic historical events have altered the management of criminal justice organizations.
8. Explain the moral and ethical issues inherent in administration of justice programs and services.

METHODS OF INSTRUCTION:

Lecture, discussion, and small group discussions/exercises; a lecture-discussion format will be employed *with shared responsibility between the instructor and the student*. In addition, the student will be presented with audio visual materials on appropriate subjects throughout the course.

COURSE REQUIREMENTS:

Students will be expected to demonstrate their understanding of the course material through examinations, papers, and oral presentations.

1. Participation in group discussions and exercises is required. Group exercises can occur on any given day. Depending on the exercise, it may or may not result in points.
2. This course will provide the student both midterm and final examinations in which all exams are required of the student. The exams may include some or all of the following type of questions: essay, short answer essay, true-false, multiple choice and/or matching. Prior to the exam, I will review the test with you including the material to be covered and the type of questions.

3. Class Reports: Each student will be responsible for submitting two typewritten reports. Each report must be typed, double spaced, 12 pitch type. I use Carole Slade's book FORM & STYLE for reference. It includes information on Chicago, MLA and APA. You may use any of the citation styles, Slade's book provides information on how to research and write reports. I urge you to use her book or any other appropriate reference to assist you. I believe you should be able to complete research projects/reports before you graduate. It can do wonders for your career!

We will discuss and develop the subject of your reports in the next 2-3 weeks, including length, style, grading, etc. You will have the opportunity to ask questions.

The report for this class should be your own original work. It is not acceptable to turn in a paper for this class that has been or is being used for another class.

PLAGIARISM *The report must reflect your own effort and work; **plagiarism will result in a failing grade.** For information see the University Policy on Plagiarism. Detailed information on plagiarism is on the Library's website.*

4. Additional written assignments may be required of each student. Depending on the subject material and class response and participation, additional writing assignments will be made during the semester. All assignments will require some degree of research and will pertain to the subject material discussed. Report must be typed, double spaced and 12 point font. Report will be due in 7 to 14 days. I will advise you of the assignment and the due date.
5. Students may be expected to make oral presentations depending upon several conditions, including the number of students enrolled in the class.
6. The topic, format and requirements for 3, 4 and 5 will be discussed in class.
7. Assignment and test date policy; to evaluate your course progress, each student will be responsible for the successful completion of all course requirements. The respective dates for each of the above are as follows:

TERM PAPER, REPORTS & OTHER ASSIGNMENTS

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|--------------------------------|------------------------|
| a. Report No.1 | Tuesday March 10, 2009 |
| b. Report No. 2 | Tuesday April 21, 2009 |
| c. Reports & Other Assignments | TBA in class |

EXAMS

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|---------------|-----------------------------------|
| a. Exam No.1 | Tuesday March 24, 2009 |
| b. Final exam | Tuesday May 19, 2009 12:45-02:45P |

As a matter of policy, reports not submitted on the due date will not be accepted. If you are having problems, see me early. If you wait to the last minute, it is too late. Moreover, any test that the student might miss is excusable only on hospitalization, military duty, jury duty or the prior approval of the instructor. I should be advised as soon as possible and prior to the exam. Any exceptions may include a penalty (point reduction). If you are permitted to make-up an examination, it will be administered at the Testing Center. You should contact the testing center as soon as possible and make an appointment, preferably the same week as the exam. I do not administer make-up exams.

CURRENT EVENTS:

I review current events relating to criminal justice and this course. When I find an article of interest, I will bring it to class for information and/or discussion. As can be expected, this may alter our daily/weekly schedule. Nevertheless, it is important to understand how current events can influence and impact our subject material.

STUDENTS WITH DISABILITIES:

If you have a disability and require accommodations, you need to provide disability documentation to SSWD, Lassen Hall 1008, (916) 278-6995. Please discuss your accommodations with me after class or during office hours early in the semester.

OFFICE HOURS:

I am here to assist you. If you have any problems or needs, please contact me. My office hours, phone number and email are listed above. I do return phone calls and email. I do not discuss student's individual problems or provide personal assistance during class. Class is reserved for teaching and discussing class related issues.

ATTENDANCE:

I expect you to be on time and attend class. I take roll to assist me in learning your names and to document your attendance. I understand that circumstances occasionally cause a student to miss class. I will not count the first three class hours against you (equivalent to one week of class). I consider tardiness as disruptive behavior in that it disrupts the class and instructional process. If you are late try to sit on the side of the class nearest the door; thus, not walking in front or behind me. Tardiness like absences can influence your grade. If you miss class, it is your responsibility to obtain the subject material discussed in class. You should make prior arrangements with other students to cover any material you might miss.

CELL PHONES, PAGERS AND LEAVING EARLY:

You should turn off your cell phone/ipod/ pager while in class. Laptop and cell phone regulation: No photographing, recoding or text messaging is allowed without permission of the instructor

Please advise me in advance if you have to leave class early: sit on the side of the class nearest the door. I do not appreciate students who come and go during class. It disrupts the class and the learning process. Try to take of your personal needs before class. Thank you!

DISCUSSIONS:

This is a lecture driven class. In that I mean the lectures will consists of material based on the course description and learning objectives. We will cover considerable material that may or may not be covered in your text book. The book is a supplement to the lectures and will provide insight into administration and organizations. In addition, I will expect you to read other sources to expand and enhance the subjects we will discuss in class. At times, you may be required to submit typed reports on selected material.

When you come to class, you should have read the subject material and be prepared to discuss it. Failure to do so can result in a point reduction.

COURSE GRADING:

Examinations (50, 50)		100 points
Reports (50-50)		100 points
Reports, other assignments and Class participation	up to	50 points
Total	up to	250 points

GRADES:

A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%

DEFINITION OF GRADES:

- A *Exemplary* achievement of the course objectives. In addition to being clearly and significantly above the requirements, work exhibited is of an independent, creative, contributory nature.

- B *Superior* achievement of the course objectives. The performance is clearly and significantly above the satisfactory fulfillment of course requirements.

- C *Satisfactory* achievement of the course objectives. The student is now prepared for advanced work or study.

- D *Unsatisfactory* achievement of course objectives, yet achievement of a sufficient level proportion of the objectives so that it is not necessary to repeat the course unless required to do so by the academic department.
- F *Unsatisfactory* achievement of course objectives to an extent that the student must repeat the course to receive credit.

REQUIRED TEXTS

Drucker, Peter F., Management Challenges for the 21st Century, Harper Business, 1999.
THE CONSTITUTION OF THE UNITED STATES

We will discuss the reading assignments and I will ask you to participate in the discussions and to respond to questions about the readings. I recommend that you bring your book to class. You can refer to the readings but cannot read from the text to answer questions.

READING ASSIGNMENTS:

BUREAUCRACY

<i>Week:</i>	<i>Reading</i>	
1. 1-27	Introduction	
2. 2-3	1. Management's New Paradigms	Constitution of the United States
3. 2-10		Amendments I through X
4. 2-17	2. Strategy-The New Certainties	Amendments XI through XVII
5. 2-24		
6. 3-3	3. The Change Leader	
7. 3-10		
8. 3-17	4. Information Challenges	
9. 3-24		
10. 3-31	Spring Break	
11. 4-7	5. Knowledge-Worker Productivity	

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SUPPLEMENTAL TEXTS:

You should checkout at least three books from the library covering: Police Administration/Management, Public Administration/Management and Business Administration/Management. The books should include information on the subjects to be covered in class and will also provide you with documentation for writing assignments. When the books are due you can renew them or check out other books. Thus you should have at least three supplemental texts to assist you.

The points will vary depending on the number of assignments and the quality of your response. *The number of points for the assignment will be reduced by one-half for any paper turned in one class late. No other late papers will be accepted*

COURSE OUTLINE

The following is a tentative outline and is subject to revision and adjustment as the semester progresses.

MAIN TOPICS

PART ONE: IN THE BEGINNING...

Lesson 1: Introduction & Course Overview

Lesson 2: Political & Social Factors

Agricultural Society – Commercial Revolution - Industrial Revolution
U.S. Constitution & U.S. Supreme Court
Rural Society moving towards an Urban Society
Changes in Federal, State & Local Government

Lesson 3: Early Police Organizations

County Sheriff & City Police
Robert Peel – Metropolitan Police Act of 1929
Structure & Management of Organizations
Political Era of Policing

Lesson 4: Introduction to Organizational Theory & the Beginning of Public Administration

Adam Smith – An Inquiry into the Nature and Causes of Wealth of Nations 1776 - Division of Labor & Mass Production
Daniel McCallum – Superintendent's Report, NY & Erie RR 1856 - General Principles & Organizational Structure
Woodrow Wilson – The Study of Public Administration 1887

Lesson 5: New Ideas about Management

Frederick Taylor – Scientific Management
Henri Fayol – Principles of Management
Frank & Lillian Gilbreth – Motion Study & Job Simplification
Henry Gantt – Management & Gantt Chart
William Willoughby - Budgetary Reform
Henry Ford & Alfred Sloan Jr. – The Automobile

PART TWO: THE MODERN SOCIETY & UNDERSTANDING ORGANIZATIONS AND HUMAN BEHAVIOR

Lesson 6: Police Reform & Professionalism Era

- Patronage & Corruption
- Early Police Writings
- Police Professionalism
- Structure & Management of Police Organizations
- Crime & Social Problems

Lesson 7: Political & Social Factors

- Growth of Big Cities – Increase in Population & Diversity
- Changes in work & employment
- Wickersham Commission
- Great Depression & World War II
- Civil Rights Movement
- Changes & Growth of Government – Federal, State & Local
- US Constitution & US Supreme Court

Lesson 8: Organizational Theory & Public Administration

- Max Weber – Bureaucracy
- Leonard White – Public Administration
- Elton Mayo – Western Electric's Hawthorne Plant
- Luther Gulick – Theory of Organizations
- Mary Parker Follet – Leaders, Orders & Teamwork
- W. Edwards Deming & Joseph Duran – Quality Management
- Abraham Maslow – Theory of Motivation
- Frederick Herzberg – Motivation to Work
- Douglas McGregor – Human Side of Enterprise
- John French Jr. & Bertram Raven – Basis of Social Power

PART THREE: ORGANIZATIONAL RESPONSE TO A NEW SERVICE, INFORMATION, TECHNOLOGICAL SOCIETY

Lesson 9: Community Policing Era

- Patronage & Corruption
- Education & Training
- Presidential Crime Commission – Crime in a Free Society
- LEAA & Professionalization

Lesson 10: Political & Social Factors

- Population Growth & New Society
- Information, Technology & Service Society
- Civil Unrest, Viet Nam War, Demonstrations & Riots

Changes & Growth of Government – Federal, State & Local
US Constitution & US Supreme Court

Lesson 11: Organizational Theory & Public Administration

Rensis Likert – Patterns of Management

David McClelland – Theory of Needs

Peter Drucker – Management

Warren Bennis – Organizations of the Future & Leadership

Alvin Toffler – Future Shock et al.

Thomas Peters – Excellence in Management

William Ouchi – Theory Z

John Naisbett – Megatrends et al.

PART FOUR: THE 21st CENTURY – WHAT DO WE DO NOW?

Lesson 12: 2000 & Beyond

A.. Events

September 11, 2001

The Law Enforcement Challenge

Homeland Security Act 2002

The 9/11 Commission Report

B. Review of Literature - Future Trends

Peter Drucker

Alvin & Heidi Toffler

John Naisbett

Tom Peters

C. Criminal Justice Organizations

CRITERIA FOR GRADING YOUR PAPERS

A – EXCELLENT (90-100) – A paper in this category:

- Addresses the assignment thoughtfully and analytically, setting a challenging task
- Displays awareness of and purpose in communicating to an audience.
- Establishes a clearly focused controlling idea.
- Demonstrates coherent and sophisticated organization; makes effective connections between ideas.
- Provides clear generalizations with specific detail; compelling support and cogent analysis.
- Cites relevant sources and evaluates their validity, effectively integrating them into text when appropriate.
- Displays superior, consistent control of syntax (i.e. arrangement of words in sentences and paragraphs, sentence variety, word choice of convention of Standard English.

B – STRONG (80-89 Percent) – A paper in this category:

- Addresses the assignment clearly and analytically, setting a meaningful task.
- Addresses audience needs and expectations
- Establishes a clearly focused controlling idea.
- Demonstrates clear and coherent organization.
- Provides clear generalizations and effective support and analysis.
- Cites relevant sources, effectively integrating them into text when appropriate.
- Displays consistent control of syntax, sentence variety, word choice, and convention of Standard English

C – ADEQUATE (70-79 Percent) – A paper in this category:

- Addresses the assignment with some analysis.
- Addresses most audience needs and expectations.
- Establishes a controlling idea
- Demonstrates adequate organization.
- Provides support for and some analysis of generalizations
- Cites appropriate sources, adequately integrating them into text.
- Displays adequate control of syntax, sentences variety, word choice, and convention of Standard English; errors do not slow the reader, impede understanding, or seriously undermine the authority of the writer.

D – SERIOUSLY FLAWED (60-69 Percent) – A paper in this category:

- Addresses the assignment inadequately.
- Shows insufficient audience awareness.
- Strays from controlling idea or the idea is unclear.
- Displays formulate random or confusing organization.
- Lacks generalizations, or provides generalizations with inadequate support of analysis.
- Fails to cite sources or cites and/or integrates them inappropriately.
- Shows deficient control of syntax, word choice, and convention of Standard English; errors impede understanding

F – FUNDAMENTALLY FLAWED (Under 60 Percent) A paper in this category:

- Fails to address assignment
- Demonstrates a lack of awareness
- Lacks a controlling idea
- Lacks organization of organizes illogically
- Displays inability to generalize, analyze or support ideas.
- Fails to use outside sources or misuses the texts of others.
- Shows inadequate control of syntax, work choice, and convention of Standard English.