



CrJ 164  
Section 5

## Justice and Public Safety Administration

Tuesday - Thursday 5:30 pm – 6:45 pm  
Room 156 – Alpine Building



**E. Jeremy Wright M.P.A., J.D.**

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Office Alpine 219 - Hours : Monday & Tuesday 4:30 pm – 5:20 pm or by  
appointment

**COURSE DESCRIPTION:** Examines the nature and development of public safety and criminal justice organizations in American society with 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. Prerequisite: CrJ 001. Restricted to declared majors and minors or instructor permission. 3 units.

**LEARNING OBJECTIVES:** students attending CrJ 164 will be able to:

1. Describe the major historical events that forged the concept of a “criminal justice system.”
2. Demonstrate academic honesty and the concept of intellectual property through writing assignments.
3. Compare how criminal justice agencies function now and in the foreseeable future.
4. Demonstrate an understanding of the basic organization, structure and functions of the police, courts, and corrections segments of the criminal justice system and how these individual segments are integrated in the overall operation of the criminal justice system.
5. Describe the historical development of organization and management theories and demonstrated how these theories are integrated into criminal justice institutions.
6. Compare the fundamental differences between public and private sector organizational and managerial values to public organizational structures.
7. Analyze how major social and economic historical events have altered the management of criminal justice organizations (e.g. the Civil Rights Movement, fiscal austerity, and the like.)
8. Compare and contrast how major theorists and practitioners contributed to organization theory and behavior and their assimilation into the administration of criminal justice organizations.
9. Explain the moral and ethical issues inherent in administration of justice programs and services.

**TEXTS:** Stillman, Richard J., *Public Administration; Concepts and Cases* 8<sup>th</sup> ed., Cengage Publishing, 2005, KY, ISBN 9780618310456

**RECOMMENDED TEXT:** Arpaio, Joe and Len Sherman, *Joe's Law*, New York, AMACOM American Management Association, 2008, ISBN 13: 978-0-8144-0199, 10: 0-8144 01996

**GRADING:**

|    |        |
|----|--------|
| A  | 93-100 |
| A- | 90-92  |
| B+ | 87-89  |
| B  | 83-86  |
| B- | 80-82  |
| C+ | 77-79  |
| C  | 73-76  |
| C- | 70-72  |
| D+ | 67-69  |
| D  | 63-66  |
| D- | 60-62  |
| F  | <59%   |



|                                 |                  |
|---------------------------------|------------------|
| Plagiarism Assignment           | 10 points        |
| Quizzes (10 points each)        | 70 points        |
| Pop Quizzes (5 points each)     | to be determined |
| Mid-term Exam                   | 50 points        |
| Final Exam                      | 100 points       |
| Case Briefs (2) 100 points each | 200 points       |
| Professions in Government Paper | 100 points       |
| <i>Joe's Law</i> Extra Credit   | 100 points       |
| McGeorge Law School Jury Duty   | 50 points        |

**METHOD OF INSTRUCTION:** The course will be presented in a combination of lecture and discussion format, supplemented by audio-visual materials and reading assignments.



**ACADEMIC RIGOR:** At the university level students are expected to devote two to three hours of research and study outside of class for every hour that they are in class. Do not expect to receive a satisfactory grade unless you are willing to make the necessary commitment. You will be graded on your productivity, competency, and proficiency, not your effort, nor your delightful personality.

**CLASS PARTICIPATION** is extremely important. You are expected to come to class prepared to discuss the reading assignment. You will be asked to defend your position on various issues. You will not be graded down because your opinion is different from mine, or from anyone else's. However, you will be challenged to use logic and reason. Differing opinions are welcome. When you wish to make a comment, or to answer a

question, you are asked to raise your hand. Do not volunteer an answer without first being recognized. Courtesy for others will be demanded.

You are expected to be to class on time. You will also be expected to listen to, and join in on discussions. You are expected to give your full attention to your fellow class members, the subject matter, and me during the class time. Students will be graded down for disruptive behavior. This may include rude remarks, talking to others, speaking out of turn, making noise, routinely being late, leaving early without first obtaining permission, having a cell phone or pager sound during class, studying for another class, or any other unruly conduct. Cell phones are to be turned off. If you need to have a cell phone on during class for an emergency, obtain my permission before class, and have your phone on silent mode.



**DISABILITIES:** I will try to accommodate learning and other disabilities you may have. If you need special consideration, or assistance, I urge you to inform me and register with the Student Assistance Office. We also have a Writing Tutor who works in the CJ Student Assistance Center.

**PLAGIARISM:** Any work that is not original will result in a failing grade. Go to (<http://www.indiana.edu/>). Then search: “plagiarism” Go to “Tutorial Home Page: How to Recognize Plagiarism” Then take the test. You are required to complete the test prior to the end of the second week of class, Wednesday, February 4, 2009.

### **CASE BRIEFS**

Case briefs will be based on the case studies presented in Stillman. The expectations for this case brief are outlined in the section titled “CrJ 164 Analyzing Case Studies” below.

Papers are to be typed or word-processed in 12 point type, double-spaced, and will have 1-inch margins left, right, top and bottom. Do not double space twice between paragraphs. Simply indent new paragraphs. Number the pages in the body of the text. Do not use folders or plastic covers for your work. A simple title sheet that gives the title of the assignment, the date, the course number and section, your name will be more than adequate. Staple all work in the upper left hand corner. Your case brief should include professional (peer reviewed) sources to support your analysis.

### **CrJ 164 ANALYZING CASE STUDIES**

Shown below is a set of tasks and questions to ask that might be useful in analyzing case studies (and real life situations as well). Use this as a format to learn, analyze and write about the case studies.

*Become familiar with case substance*

What are the facts?

What is happening?

Is all relevant information available?



*Determine Central issues*

- What decisions need to be made?
- Who is responsible for those decisions?
- What factors, issues and consequences need to be taken into account?

*Identify goals and objectives to be achieved*

- What outcomes are possible?
- What are desirable?
- Which outcomes are most important to whom?

*Ascertain resources and constraints*

- Which forces support and oppose which actions?
- What resources can be marshaled in support of actions?
- Are the persons involved effective in support of their respective positions?

*Determine major alternatives*

- Are there ideas and strategies that have not been presented?
- Is compromise possible?
- Are the alternatives complementary or mutually exclusive?

*Assess consequences of likely decisions and actions*

- What actions are likely to result from the decision made?
- What unintended consequences might emerge?
- What are the short and long term consequences for the individuals and institutions?

*Consider appropriate strategies and priorities*

- What are the most effective ways of achieving and implementing the objectives and decisions?
- Are there intermediate steps or stages?

*Authored by S.A. McDade 1998 Harvard College*

## **CASE BRIEF GRADING RUBRIC**

### **TEACHNICAL (Organization, Style Mechanics):**

Organize your paper with a short introduction, a body and conclusions, followed by a reference sheet. Use the case analyzing questions to help you think about what you might cover in this paper. Writing in Standard English is one of the marks of a successful academic product. Avoid slang unless it is a direct quote. Pay attention to spelling and grammar. Cite the source of information you use. Use APA Format and Style Guide to write your case briefs. This is the recommended style guide for most Criminal Justice classes.

**CONTENT (Subject Matter, Higher-Order Thinking):**

Develop your argument, (What are you trying to say?) introduce it, explain it in the body and finish up with your conclusions and reference pages. Organization is one of the stumbling blocks for new academic writers. You are making a case here, so think about what you are saying.

Aside from proper citing, make sure your materials are on point. Do they support your paper? Are they current? Get information and data from several sources when possible. Use the Internet; however, make certain that the Internet source is a reliable source. Although it is permissible to use newspapers and magazines, most of your sources should be peer reviewed, such as professional journals. Often students try to shortcut the reading by looking for assistance on the web. Assignments full of web sites with few academic citations from the reading are suspect. It is expected that you will have at least five sources.

**Refer to the Written Assignment Rubric (separate handout)**

**“PROFESSIONS IN GOVERNMENT” RESEARCH PAPER**

1. Select a professional group that you would like to study during the course. You may make your selection from important public professions, such as law, accounting, engineering, military service, city management, foreign service, education, local police (city and county), state law enforcement (i.e., CHP, Texas Rangers, A.B.C., Insurance Fraud, B.N.E. federal law enforcement (i.e., F.B.I., Secret Service, D.E.A. Homeland Security), public health management, and teaching.



- Part 1: *An overview of the professional group.* What are its purposes? Goals? Role in government? Size? Structure? Activities? Organization? Ideas?
- Part 2: *Historical Development.* How did the profession begin? Grow? Evolve? How has it changed over time in terms of size? Function? Purposes? Ideals? Activities?
- Part 3: *Involvement in public policy.* How does the professional group influence the development and direction of public policy? What are its sources of power and influence? Its limitations in playing policy role? What groups within the profession exercise the most control and power?
- Part 4: *Career opportunities.* What are the current job opportunities in the profession for college graduates? What are the entry levels and career ladders? What are the top positions? How are they reached?
- Part 5: *Ideal educational preparation.* What is the best training for the profession? What types of schools should be attended? What courses and degrees are needed? Are advanced training “in-service,” special examinations, or membership in professional associations required?



- Part 6: *Present and future prospects.* What are the present and future prospects for the professional group? What factors will influence its short- and long-term size? Its salaries? Its power? Its growth? Will it offer a good career in the future for college graduates?
2. In reaching these issues, you will be expected to draw on up-to-date books, articles, and government publications. You also should interview members of the professional group.
  3. A report between 5 and 10 pages will be due the last week of class. The report must be typewritten, using the proper format for footnotes and bibliography.
  4. The assignment has several purposes, but four of the most important follow:
    - It should give you a good overview of professional career opportunities in public serviced today.
    - It should help you polish your research, writing skills.
    - It should give you a chance to study firsthand the power of professionals in modern government.

**TENTATIVE READING ASSIGNMENTS and other important dates (All dates are subject to change. It is YOUR RESPONSIBILITY to know what changes take place. The best way to know what is happening is to attend all scheduled classes.)**

**WEEK 1**

Tuesday, January 27  
Thursday, January 29

Course introduction and expectations  
Read Chapter 1 of Stillman before class.



**WEEK 2**

Tuesday February 3

Read Chapter 2 of Stillman before class.

**TURN IN YOUR TOPIC CHOICE FOR PROFESSIONS IN GOVERNMENT**

Thursday, February 5

**TURN IN PLAGIARISM ASSIGNMENT  
QUIZ CHAPTER 1**

**WEEK 3**

Tuesday, February 10  
Thursday, February 12

Read Chapters 3 and 4 of Stillman before class  
**QUIZ CHAPTERS 2 - 4**

**WEEK 4**

Tuesday, February 17  
Thursday, February 19

Read Chapter 5 of Stillman before class.  
Class Discussion

**WEEK 5**

Tuesday, February 24  
Thursday, February 26

Read Chapter 6 of Stillman before class  
Class Discussion

**WEEK 6**

Tuesday, March 3

Read Chapter 7 of Stillman before class.

**FIRST CASE BRIEF DUE**

Thursday, March 5

**HAND OUT TAKE-HOME MIDTERM EXAM**

**QUIZ CHAPTERS 5 - 7**

**WEEK 7**

Tuesday, March 10  
Thursday, March 12

Read Chapter 8 of Stillman before class.  
**MIDTERM EXAM DUE**

**WEEK 8**

Tuesday, March 17  
Thursday, March 19

Read Chapter 9 of Stillman before class.  
**QUIZ CHAPTERS 8 - 10**

**WEEK 9**

Tuesday, March 24  
Thursday, March 26

Read Chapter 10 of Stillman before class



**WEEK 10**

March 30 – April 5

**SPRING BREAK**

**WEEK 11**

Tuesday,, April 7  
Thursday, April 9

Read Chapter 11 of Stillman before class.  
**SECOND CASE BRIEF DUE**

**WEEK 12**

Tuesday,, April 14  
Thursday, April 16

Read Chapter 12 of Stillman before class  
**QUIZ CHAPTERS 11 - 12**

**WEEK 13**

Tuesday,, April 21  
Thursday, April 23

Read Chapter 13 of Stillman before class.  
Class Discussion

**WEEK 14**

Tuesday, April 28  
  
Thursday, April 30

Read Chapter 14 of Stillman before class.  
**Quiz Chapter 13**  
Class Discussion

**WEEK 15**

Tuesday, May 5  
Thursday, May 7

Read Chapter 15 of Stillman before class.  
Class Discussion  
**HAND OUT TAKE-HOME FINAL EXAM  
WRITTEN PAPER DUE**



**WEEK 16**

Tuesday, May 12  
  
Thursday, May 14

Read Chapter 16 of Stillman before class.  
Class Discussion  
**PROFESSIONS IN GOVERNMENT  
QUIZ CHAPTERS 14-16**

**WEEK 17**

**FINAL EXAM**

## Grades

|                        |            |       |
|------------------------|------------|-------|
| Quiz Unit 1            | 10 points  | _____ |
| Plagiarism Assignment  | 10 points  | _____ |
| Quiz Units 2-4         | 10 points  | _____ |
| Case Brief #1          | 100 points | _____ |
| Quiz Units 5-7         | 10 points  | _____ |
| Mid-term Exam          | 50 points  | _____ |
| Quiz Units 8-10        | 10 points  | _____ |
| Case Brief #2          | 100 points | _____ |
| Quiz Units 11-12       | 10 points  | _____ |
| Quiz Unit 13           | 10 points  | _____ |
| Quiz Units 14-16       | 10 points  | _____ |
| Team Project           | 100 points | _____ |
| Final Exam             | 100 points | _____ |
| Pop Quiz _____         | 5 points   | _____ |
| Pop Quiz _____         | _____      | _____ |
| Pop Quiz _____         | _____      | _____ |
| Pop Quiz _____         | _____      | _____ |
| Pop Quiz _____         | _____      | _____ |
| Pop Quiz _____         | _____      | _____ |
| Joe's Law Extra Credit | 100 points | _____ |
| McGeorge Jury Duty     | 50 points  | _____ |

