



CALIFORNIA STATE UNIVERSITY, SACRAMENTO
COLLEGE OF HEALTH AND HUMAN SERVICES
DIVISION OF CRIMINAL JUSTICE
SPRING 2009
CRJ 165-1 – PLANNING FOR JUSTICE AND PUBLIC SAFETY
TUESDAY/THURSDAY 3:00-4:15
ALPINE HALL ROOM 156

Professor: Ricky S. Gutierrez, Ph. D.

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Office Hours: Tuesday 10am-1pm

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Class Email: To be discussed in class

This course addresses planning in complex justice and public safety organizations. Focus is placed on the role of planning in preparing for change, maximizing utilization of resources, and addressing issues related to crime and public safety. Emphasis is placed on the use of planning to unify fragmented public agencies at multiple levels of government in preparing for disaster, controlling crime, and assuring public safety.

It has become essential for criminal justice professionals to engage in planning efforts to effectively immobilize the crime rate and to achieve goals that have more recently been subrogated to the criminal justice continuum. In order to improve the criminal justice system, it is important that an overview of planning (as a necessary component of the social control) is presented to all students who wish to study the criminal justice system.

By studying the blueprint of the planning process for crime control at the local, state, regional, and national levels is only a recent phenomenon. This course will help you understand this process and become familiar with how it works. The emphasis of this course will be on planning as a process to unify a fragmented criminal justice system. Additionally, coordinating the work of agencies with similar, overlapping jurisdictions and sacred cows to protect can be challenging if ventured into unaware of the potential pitfalls one might expect to encounter when engaging in any planned change effort. Given this scenario, it is important that the material in this class be devoted to helping students understand the history of planning efforts along the criminal justice continuum as well as issues related to identifying social problems, designing public policy, and implementing the end result of this complex and tedious process. The finale of this assessment process will allow groups of students to design interventions that are designed to cure some of the social ills that have been associated with crime. Attention to criminological theory will be important for each group during the design of their project.

As noted above, this course is designed to familiarize students with the theoretical literature relevant to planned change in organizations while paying attention to the structure and processes that occur. Emphasis will be on the issues surrounding planning and change within criminal justice agencies and other agencies charged with maintaining public safety. The relationships between aspects of organizational structure and the internal and external environments involved in the planning for change process will be thoroughly examined. In addition, the dynamics of the organizational universe and its relation to public safety agencies

(that are in constant flux) will provide the framework for this course. Again, as noted above, special attention will be given to policy planning, organizational change issues, the policy-making process, program design (as it applies to both internal process and outcome-based change efforts) and program evaluation.

Upon completion of this course, students will be able to:

- Explain the past and present role of planning in the criminal justice system
- Explain the purpose of planning for crime control at the local, state, and national levels
- Identify and analyze internal and external problems impacting the criminal justice system
- Explain how planning can be used to solve problems in the criminal justice system
- Describe the different components of the planning process (e.g., problem identification, goals and objectives, methodology, and budget)
- Develop and prepare a basic planning document in response to a Request for Proposal (RFP) and/or a problem confronted by a criminal justice agency
- Know the difference between top-down hierarchies, inverted hierarchies, learning organizations, total quality management, and management by objectives
- Understand the policy formation process and how various frames of reference and knowledge orientations are associated with policy design and implementation
- Synthesize the organizational literature and criminal justice policy/planning issues by writing formal proposal to evaluate a criminal justice issue (or public safety issue). The focal point will be for students to gain an appreciation for the complexity and methodological rigor that are associated with analyzing change efforts in criminal justice agencies
- Demonstrate skill in the assessment of change efforts in criminal justice agencies by working in group settings in order to scrutinize, critique, and make recommendations regarding selected criminal justice program evaluations and make informed recommendations about how to improve this process (all change efforts involve multiple players and this exercise will allow students to develop interpersonal expertise in the planning medium)

It should be noted that CSUS Standards of Conduct regarding academic dishonesty have some important components that will be used to determine your ability to provide accurate citation in your written work. Many people believe that academic dishonesty includes cheating using plagiarism. Plagiarism can be described as a fabrication in the process of completing academic work that has a great deal to do with someone else's ideas without giving credit for their work. The University expects that students will adopt these standards and that their members will conduct themselves in a manner that is worthy of the word academia. Simply put, if you use ideas that belong to someone else, use a citation that gives credit for their work. If you are going to quote this person, you must be more specific and cite year, as well as the page number where you found the information that is relevant to your thesis. With regard to the plagiarism issue, if the work you turn in provides evidence that you have plagiarized, you will **fail** the assignment and could also result in **failing** the course and receiving a **disciplinary referral**.

FOR STUDENTS WITH UNIQUE ABILITIES

Accommodations are available for students who need special circumstances that can allow their abilities to enhance class discussions and further their academic pursuits. If you are a student requiring special circumstances, please contact the Office of Services to Students with Disabilities (OSSD) at (916) 278-6955/TDD (916) 278-7239 or email them at sswd@csus.edu.

If you need any type of special accommodation, please feel free to contact me at anytime using email. My email address is rickyg@csus.edu.

REQUIRED PURCHASES

In order to be fully prepared for these types of discussions ***you are required to read and purchase*** for your library the textbooks listed below. You will also be encouraged to find alternative impressions of the issues we will be discussing in class using the library system and the World Wide Web. Having a sound knowledge of these sources will allow you to form a more comprehensive view of the subject.

Welsh, W. N. and Harris, P. W. 2008. Criminal Justice Policy and Planning (3rd Edition). Anderson Publishing.

Berk, R. A. and Rossi, P. H. 1999. Thinking About Program Evaluation (2nd Edition). Sage Publications.

GRADING

Each student will be graded based on their ability to explain the issues discussed in class and in the required text and recommended readings using the following point award system:

- *Come to class regularly and participate in class discussions.* Be prepared to discuss the assigned readings. Regular attendance gives you more points, as if you are not in class, you cannot participate in any discussions. You will receive **10** points for being in class routinely (no more than 3 unexcused absences) and another **15** points for participation in scheduled group exercises noted on the syllabus. Many of these group exercises will be scheduled in computer labs to allow you to use the resources and class time to complete your projects. More than three unexcused absences will begin to chip away at your attendance/participation points rapidly (**25 pts**).
- *Become familiar with scholarly journals that test theories and evaluate criminal justice programs.* As we discuss various criminal justice policies, think of some theories that have (or can be) been tested and then seek out information to help you develop an evaluation strategy that will assess the efficacy of a given public safety policy (like the one in your final group project!). More specifically, you should seek out scholarly, refereed journals that provide insight into the workings of program evaluation within the criminal justice/public safety continuum. In order to get the process rolling along, you will be required to *find an article relevant to the section of your final paper and provide the citation* (author, title of article, and source of publication) and a discussion (in essay format) of its contents. Please feel free to consult with me if you are unsure of how a particular topic may relate to the discussions in the course schedule or if it will be useful to your final project. I will give you clues during class lectures and your readings will also help to guide you. Proficiency here will net you (**25 pts**). This assignment will be due no later than **March 12th** so refrain from procrastination as there will be no late acceptances for this assignment.
- *Be prepared for 2 exams.* Each exam will contain a combination of 50 true/false multiple-choice questions covering the concepts discussed in the Welsh and Harris text and in the lecture materials. The first exam will be held soon after we have completed the discussions of the concepts explored in the Welsh and Harris text and the final exam will be held during finals week and cover material from all Welsh and Harris, Berk and Rossi and class lectures/exercises. Watch the dynamics of the class in relation to the readings and discussion for direction on these exams. These two assessments will be used to make sure you understand the readings in relation to the various phases of program

planning and can apply the knowledge to this end. A review/study session is on the schedule and will be held prior to each exam. **(100 pts total). Please note: Your preparedness is essential. These exams will be used in the grading process. If you are unable to attend on the day when the exam is scheduled, you must make an alternative arrangement well in advance. Failure to do so will have a negative impact on your final grade. Make-up exams will not be allowed without some discussion about “acceptable reasons”.**

- The *final project* is for each group of five students to collaborate on the composition of a paper that will discuss aspects of planned change and program evaluation within the criminal justice continuum. This exercise will entail problem identification, policy recommendation, defining the target population, detailing the program's desired outcomes, and proposing evaluation techniques to be used in order to assess your program's effectiveness. You will draw heavily from journals, books, and class discussions for this project. When planning for any given policy, it is essential to develop interpersonal expertise as well as academic knowledge. By **February 19th** you should have an idea what it is you plan to propose in your paper and provide an outline of its content listing the student responsible for each component of the assignment. You will be graded on organization of the paper, its content, spelling, grammar, compliance with American Psychological Association (APA) writing guidelines, and how well you arrange your argument and support your thesis with appropriate scholarly citations. This paper should be a minimum of 25 pages in length and is worth **100 Points**¹ [IMPORTANT NOTE: Papers are due no later than 3pm on **May 12th**. There will be **no late acceptances** unless you have made arrangements with me well before this deadline. There is email, there are telephones, and there are faxes. Coming to class, reading the materials, participating in discussions, studying for and doing well on the exams, and satisfactory performance on the group project (with particular attention paid to documenting your sources of information) will allow you to achieve success in this class. Hopefully you will come away with a more thorough understanding about planning for change and how to effectively analyze the effects of criminal justice policies.]

¹ All writing assignments should be typed and have a margin of one inch, a font such as Times New Roman or Arial set at 12 point, and be double-spaced. If you cannot meet these criteria, please consult with me.

TOTAL POSSIBLE POINTS=250

| GRADING SCALE | | | | |
|----------------------|----|--|-----------|----|
| 100%-94% | A | | 76%-73% | C |
| 93%-90% | A- | | 72%-70% | C- |
| 89%-87% | B+ | | 69%-67% | D+ |
| 86%-83% | B | | 66%-63% | D |
| 82%-80% | B- | | 62%-60% | D- |
| 79%-77% | C+ | | Below 60% | F |

**Course Schedule
Planning for Justice and Public Safety
CRJ 165-01
Spring 2009**

- Jan 27 Introductions. Who I am, who you are, the direction of the course, expectations, and grading process & plagiarism
- Jan 29 Meet in Computer Alpine 152 for an exercise in information competency (instructions on SacCT and searching the database for periodicals). If you are absent on this day, you will miss a very important exercise that will familiarize you with the concept of 'scholarly publication' as well as make sure you are enrolled in the SacCT portion of the class
- Feb 3 Chapter One in Welsh and Harris
- Feb 5 Chapter Two in Welsh and Harris
- Feb 10 Chapter Three in Welsh and Harris
- Feb 12 Mandatory class meeting. Group assignment and topic discussion
- Feb 17 Chapter Four in Welsh and Harris
- Feb 19 In class exercise. Points toward participation issued here
- Feb 24 Chapter Five in Welsh and Harris
- Feb 26 Chapter Six in Welsh and Harris
- Mar 3 Chapter Six (continued) in Welsh and Harris
- Mar 5 Chapter Seven in Welsh and Harris—Discuss ideas for final projects
- Mar 10 Chapter Eight in Welsh and Harris
- Mar 12 Review for exam #1 covering the Welsh and Harris text. **Scholarly journal assignment due.**

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| Mar 17 | Exam #1 |
| Mar 19 | Chapters One and Two in Berk and Rossi. Applying the Berk and Rossi strategy to your program proposal |
| Mar 24 | Second half of Berk and Rossi—How to approach the evaluation component of your project. |
| Mar 26 | Putting all the information together—Overview on the expectations for the group projects |
| Mar 30-Apr 5 | Spring break...no class. |
| Apr 7 | In class group meetings—attendance is required and if you are not in class to meet with your group, points will not be awarded (COMPUTER LAB ²). |
| Apr 9 | In class group meetings—meet in Alpine 156 |
| Apr 14 | In class group meetings—attendance is required and if you are not in class to meet with your group, points will not be awarded (COMPUTER LAB). |
| Apr 16 | In class group meetings—meet in Alpine 156 |
| Apr 21 | In class group meetings—attendance is required and if you are not in class to meet with your group, points will not be awarded (COMPUTER LAB). |
| Apr 23 | In class group meetings—meet in Alpine 156 |
| Apr 28 | In class group meetings—attendance is required and if you are not in class to meet with your group, points will not be awarded (COMPUTER LAB). |
| Apr 30 | In class group meetings—meet in Alpine 156 |
| May 5 | In class group meetings—attendance is required and if you are not in class to meet with your group, points will not be awarded (COMPUTER LAB). |
| May 7 | In class group meetings—meet in Alpine 156 |
| May 12 | Turn in Final Project no later than 3pm (meet in Alpine 156) |
| May 14 | Class review/study for final exam (meet in Alpine 156) |
| May 21 | Final Exam |

² To be determined early in the semester.

You can find scholarly journals with subject matter relevant to CRJ 165 in many of the online databases in the CSUS Library (<http://www.lib.csus.edu/databases/index.htm>). Some examples of these journals are listed below:

Evaluation Research, Crime and Delinquency, Journal of Sociology, Justice Quarterly, Criminology, American Sociological Review, Journal of Contemporary Criminal Justice, Psychological Review, Developmental Psychology, Journal of Child Psychology, Journal of Evaluation Research, Youth and Society, Public Administration Review, Child Abuse and Neglect, Journal of Child and Family Studies, Teaching Sociology, Contemporary Sociology, Critical Social Policy, Journal of Social, Political and Economic Studies, Law and Human Behavior, British Journal of Criminology, Journal of Research in Crime & Delinquency, Adolescence, Criminal Justice & Behavior, Journal of the American Academy of Child & Adolescent Psychiatry, Journal of Clinical Psychology, Journal of Marriage & the Family, Journal of Adolescent Research, Corrections Today, Journal of Adolescence, Police and Society, The Police Chief, Police Studies.

SOME LINKS OF INTEREST

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| National Criminal Justice Reference Service (NCJRS) http://www.ncjrs.org | Federal Bureau of Prisons http://www.bop.gov/ |
| US Department of Justice (DOJ) http://www.usdoj.gov | National Institute of Justice (NIJ) http://www.ojp.usdoj.gov/nij/ |
| Federal Bureau of Investigation http://www.fbi.gov | Violence Against Women Office http://www.ojp.usdoj.gov/vawo/ |
| Bureau of Justice Statistics (OJP) http://www.ojp.usdoj.gov/bjs/ | Office for Victims of Crime http://www.ojp.usdoj.gov/ovc/ |
| Office of Juvenile Justice and Delinquency Prevention (OJJDP) http://ojjdp.ncjrs.org/ | Office of Community Oriented Policing Services http://www.usdoj.gov/cops/ |
| Federal Emergency Management Agency (FEMA) http://www.fema.gov | Statistics from California Department of Justice http://www.ag.ca.gov/cjsc/index.htm |
| U.S. Census Bureau http://www.census.gov/ | Practical Assessment, Research & Evaluation http://pareonline.net/ |

Instructions for subscribing to SacCT

We will be meeting in the computer lab (or in the classroom) on the second day of the semester to make sure everyone gets signed in. Instruction will be provided during this meeting.