A. GENERAL COURSE INFORMATION

Instructor
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Room 339, Hardy Hall
228-214-3310
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Course Materials

Methods of Instruction
Lectures, Videos, and Assigned Readings.
Written Projects, Oral Presentations, and Class Discussions.

Official Communication. Information concerning this course is conveyed by Canvas, USM email, phone, and classroom announcements. This includes changes in assignments, class dates/times, exam schedules, etc., which are effective when posted, emailed, or otherwise conveyed. Students are individually responsible for timely acquiring course information by attending class, regularly accessing Canvas and USM emails, and providing current personal phone numbers.

Office Hours: I am available to meet personally with students during the office hours below. Phone and email consultations are also available and welcomed. Office appointments outside of posted office hours will be considered on a case-by-case basis.

Mondays: 11:45 am – 2:00 pm
04:45 pm – 6:45 pm
Wednesday: 10:00 am – 2:00 pm
04:45 pm – 6:30 pm

Student Accountability. Each student is expected to read and understand the provisions of this Syllabus, and to timely ask the instructor for clarification as necessary. Ignorance will not excuse noncompliance. This is your responsibility.

Absences, Deadlines, and Due Dates. Normally, students will be excused for missing class or exceeding deadlines and due dates only for documented and compelling unforeseeable circumstances beyond the student’s control. That said, life happens, and the instructor reserves the right to excuse any student for any reason, as circumstances warrant.

Deportment. Southern Miss recognizes the value of all individuals and strives to provide every student a full opportunity to achieve success by creating a climate in which faculty, staff, and students treat each other with dignity and respect, in the classroom, outside the classroom, and online. This includes accommodating the instructor’s reasonable requests to participate in classroom activities and demonstrations, as well as fully participating in class discussions. Each student, as well as the instructor, is entitled to a classroom and online environment that is free from distraction, promotes learning, and is conducive to the teaching-learning experience.

Conversely, no student is entitled to behave in a way that adversely affects the educational processes of the university or the rights of others. To those ends, individual students are required to comport themselves in accordance with these values and standards during all interactions with other students and the instructor, subject to appropriate disciplinary measures for willful refusal to comply, including failure or disenrollment from the class and/or suspension from the university.

All student activities in the University, including this course, are governed by the University’s Policy on Classroom Responsibilities of Faculty and Students, as outlined in the Student Survival Guide. Students who engage in behavior that disrupts the learning environment may be required to leave the class.

Drop Date & Financial Deadlines. The last day to drop a course without receiving a grade on the transcript and without permission from an instructor is now the same last day to drop the course and avoid being charged tuition.
Last day to add/drop full-semester classes without instructor permission is Wednesday, August 23, 2017.

Last day to drop full-semester classes and receive 100% refund is Wednesday, August 23, 2017 (No Tuition Credit After This Date).

**Withdrawal.** The official university policy for course withdrawal must be followed to avoid receiving an “F” for this course. You cannot simply stop attending. If circumstances arise that require withdrawal, please confirm with the instructor that you have been officially dropped. The last day to add/drop without Academic/Financial Penalty is August 23. After this date, no tuition refund whatsoever will be issued, and all approved drops will result in a grade of W. After October 27, no course withdrawals are permitted, meaning the student will receive an actual course grade.

**Academic Integrity Policy.** All students at The University of Southern Mississippi are expected to demonstrate the highest levels of academic integrity in all that they do. Forms of academic dishonesty include (but are not limited to):

1. Cheating (including copying from others’ work);
2. Plagiarism (representing another person’s words or ideas as your own; failure to properly cite the source of your information, argument, or concepts);
3. Falsification of documents;
4. Disclosure of test or other assignment content to another student;
5. Submission of the same paper or other assignment to more than one class without the explicit approval of all faculty members’ involved;
6. Unauthorized academic collaboration with others; and
7. Conspiracy to engage in academic misconduct

Engaging in any of these behaviors, or supporting others who do so, will result in academic penalties and/or other sanctions. If a faculty member determines that a student has violated our Academic Integrity Policy, sanctions ranging from resubmission of work to course failure may occur, including the possibility of receiving a grade of “XF” for the course, which will be on the student’s transcript with the notation “Failure due to academic misconduct.” For more details, please see the University’s Academic Integrity Policy. Note that repeated acts of academic misconduct will lead to expulsion from the University.

**Additional Examples.** Academic dishonesty includes (1) acquiring or using a published test bank; (2) copying from another student’s test, paper, or computer file; (3) using unauthorized materials during a test; (4) collaborating during a test with any person by giving or receiving information without authority; (5) stealing, buying, or otherwise obtaining non-administered or unauthorized tests; (6) selling or giving to another non-administered or unauthorized tests; (7) bribing anyone to obtain test information; (8) taking a test in substitution for another student, or permitting another person to take a test in substitution for oneself; (9) submitting for academic credit, as one’s own work, any work prepared by another, in total or in part; (10) supplying to another student any theme, report, or other work for use by that person in fulfilling academic requirements; (11) plagiarism, defined as incorporating another’s work into one’s own work, without proper acknowledgement, when the latter is offered for academic credit; (12) duplicity, defined as offering for academic credit in two or more classes identical or substantially unchanged work without instructor approval; and (13) submitting false documents, to include add/drop forms, substitutions, and special requests.

**ADA.** If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies. Individuals with hearing impairments can contact ODA using the Mississippi Relay Service at 1.800.582.2233 (TTY) or e-mail Suzy Hebert at Suzanne.Hebert@usm.edu.

**ODA Address:**
The University of Southern Mississippi
Office for Disability Accommodations
118 College Drive # 8586
Hattiesburg, MS 39406-0001
Voice Telephone: 601.266.5024 or 228. 214.3232
Fax: 601.266.6035
B. COURSE DESCRIPTION

General Education Curriculum Statement. CJ 435 is part of the General Education Curriculum (GEC) of the University and fulfills the following prescribed GEC Student Learning Outcomes:
1a. Students will demonstrate the ability to develop and focus on one topic in speaking and writing assignments and present ideas in an organized, logical, and coherent form.
1b. Students will demonstrate the ability to use Standard English grammar, punctuation, spelling, and usage.
9a. Students will demonstrate the ability to write an analytical essay.

General Course Information Statement. This course culminates your academic career as a criminal justice undergraduate major. It is designed to equip you with the tools essential for a successful career in the field of criminal justice, and particularly to gain and retain employment within criminal justice organizations.

Course Objectives
1. Outline the organization and management of criminal justice operations.
2. Explain the roles and functions of personnel in criminal justice organizations.
3. State the basic principles of management and leadership in criminal justice settings.
5. Discuss the civil liabilities and associated challenges facing criminal justice managers.
6. Identify the social-psychological influences on criminal justice employees.

Course Contents. All chapters should be read, but not all will be covered in class and tested. See Course Schedule below.

PART 1: Justice Administration: An Introduction
Chapter 01. The Study and Scope of Justice Administration.
Chapter 03. Rights of Criminal Justice Employees.

PART 2: The Police
Chapter 04. Police Organization and Operation.
Chapter 05. Police Personnel Roles and Functions.
Chapter 06. Police Issues and Practices.

PART 3: The Courts
Chapter 07. Court Organization and Operation.
Chapter 08. Court Personnel Roles and Functions.
Chapter 09. Court Issues and Practices.

PART 4: Corrections

PART 5: Issues Spanning the Justice System: Administrative Challenges and Practices
Chapter 13. Ethical Considerations.
Chapter 14. Special Challenges: Labor Relations, Liability, and Discipline.
Chapter 15. Financial Administration.
Chapter 16. Technologies and Tools: In an Era of Big Data and “the Cloud.”

C. SPECIFIC COURSE REQUIREMENTS
Course Assignments and Tasks.
1. Undertake Readings as Assigned.
2. Complete Four Examinations.
3. Prepare Three Written Projects.
4. Prepare a Portfolio.
5. Engage in Two Oral Presentations
Exams. There will be three exams and a final exam covering material from class lectures, classroom discussions, videos, and other sources, as designated by the instructor prior to each exam. Exams 1-3 are not cumulative and are each worth 100 points. The final exam is cumulative and worth 200 points. Exams 1-3 each consist of 25 questions; the final exam consists of 50 questions. All exams are administered during normal class periods in FEC 106. Be advised that makeup exams may not contain the same questions as the missed examination. Exam dates shown below are projected only and subject to change on due notice.

<table>
<thead>
<tr>
<th>Exam</th>
<th>Exam Date</th>
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<tbody>
<tr>
<td>Exam 1: Module I</td>
<td>Wednesday, September 27</td>
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<td>Exam 2: Module II</td>
<td>Wednesday, October 25</td>
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<td>Exam 3: Module III</td>
<td>Wednesday, November 15</td>
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<tr>
<td>Final Exam: Modules I-III</td>
<td>Wednesday, November 29</td>
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Written Projects. Students must complete three written projects, shown below, and prepare a Portfolio of their work. Other than the Portfolio, projects must be uploaded to the appropriate Turnitin Canvas link by 11:59 pm on the date due. Submissions uploaded after the due date will receive a zero score unless excused by the instructor. Portfolios are submitted in hard copy.

Project 1: Due September 13
This project is completed in teams of two. Create a structured interview comprised of at least four questions on organizational and administrative issues. The questions should be sufficiently narrow to facilitate a contrast and comparison with material studied in the course. After obtaining the instructor’s permission, request an interview with a justice administrator of your choosing seeking his or her views on these issues. Following the interview, each student must prepare a 1000-word paper summarizing the interview findings and comparing/contrasting them with the course material. The team will present its findings and conclusions to the class (10-15 minutes) during a class period designated by the instructor.

Project 2: Due October 18
You are a finalist for the position of Chief of Police for Mississippiville. You are aware of the many problems facing the city and the makeup of its police personnel (see Managerial Decision-Making Paper below). Utilizing information covered in this course, write a comprehensive account of the management techniques and decisions you would incorporate to improve the department’s administrative problems pertaining to EACH and EVERY issue identified. The paper must be no less than 2000 words.

Project 3: Due November 29
Relying on knowledge acquired from all criminal justice courses taken, each student will construct an essay that demonstrates a well-rounded understanding of the historical development, evolution, and structure of contemporary criminal and juvenile justice systems, and their significance. The paper must contain five sections addressing Criminological Theory, Legal Theory, Ethics, Juvenile Justice, and Constitutional History, respectively. Each section must address two topics of no less than 200 words per topic, for a minimum of 400 words per section. Accordingly, the overall essay must be no less than 2000 words.

The body of each paper is to be double-spaced, with 1” margins, in Times New Roman, 12-point font. Your name and the project topic should appear at the very top of the page, and the body of the paper is to follow immediately thereafter. Paragraphs are indented but not separated. For maximum score, papers should be organized, thoughtfully written, grammatically correct, and meet all formatting and word count requirements. Papers with a Turnitin similarity score higher than 25% will be automatically deleted without grading, and will receive zero points if not timely revised and resubmitted, i.e., within the time limits specified below. Similarity scores are shown when you upload each paper, and students are responsible for verifying that their papers qualify for grading. There will be no other notification.

I don’t accept papers submitted by email (please don’t send) or in hard copy (please don’t offer). I don’t preview or proof papers prior to grading. Please don’t wait until the last minute to tell me you had trouble uploading an assignment, or that you timely prepared an assignment but forgot to upload it, or that you didn’t timely submit an assignment but need the grade to pass or to graduate. Except as noted above (Absences, Deadlines, and Due Dates), you will not be excused.

I take a holistic approach when evaluating written work, and individual scores will reflect the overall quality of each paper, as guided by the rubric below.
Guiding Rubric

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<th>Guiding Rubric</th>
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<tbody>
<tr>
<td>a.</td>
<td>The paper thoughtfully presents the selected topic in an organized, logical, and coherent manner (50%).</td>
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<tr>
<td>b.</td>
<td>The paper demonstrates Standard English usage in grammar, punctuation, and spelling (30%).</td>
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<tr>
<td>c.</td>
<td>The paper conforms to all formatting requirements (10%).</td>
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<tr>
<td>d.</td>
<td>The paper is neat and uniform in appearance, reflecting college-level work (10%).</td>
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**Oral Presentations.** Students will make two class presentations in conjunction with Projects 1 and 2. **Under no circumstances will a student be granted course credit without successfully completing both oral presentations.**

**Presentation 1.** Student teams will present their interview results and contrast those results with relevant materials studied in this course concerning organizational, management, and leadership principles. Each member of the team must present for an approximately equal time period not exceeding 10 minutes.

**Presentation 2.** Each student will participate in a panel of four prospective police chiefs appearing before the entire class acting as an executive search committee. Each panel member will have 5 minutes to introduce themselves to the committee and explain their qualifications and proposed policies for the Mississippiville Police Dept., following which panel members will field questions from the class and/or the instructor.

I also take a holistic approach when evaluating oral presentations, and individual scores will reflect the *overall* quality of each presentation, as guided by the rubric below.

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<tr>
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<th>Guiding Rubric</th>
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<tbody>
<tr>
<td>a.</td>
<td>The presentation demonstrates a comprehensive knowledge of the subject matter (50%).</td>
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<tr>
<td>b.</td>
<td>The presenter fields questions from the class in a calm, knowledgeable, and fully responsive manner (10%).</td>
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<tr>
<td>c.</td>
<td>The presenter speaks clearly and distinctly (10%).</td>
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<td>d.</td>
<td>The presenter reflects a professional demeanor and appearance, to include appropriate attire (10%).</td>
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<td>e.</td>
<td>The presenter maintains emotional composure (10%).</td>
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<td>f.</td>
<td>The presenter complies with minimum time requirements (10%).</td>
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**Portfolio.** Students are required to submit a portfolio consisting of all work completed in the course (reflective essay, administration interview report, and conflict management paper). The portfolio must be turned in no later than the date of final exam meeting (November 29). **Under no circumstances will a student be granted course credit without submitting a portfolio that comprises a total of at least 5000 words.**

### D. EVALUATION AND GRADING

**Evaluation Criteria.** General University grading policies are located in the Academic Catalog under *General Academic Information,* and the grading policies of this course comply with those requirements. The course has been divided into numerous graded elements to afford multiple opportunities for earning a good course grade. In other words, your final course grade is not totally dependent on any given element. The weight in points for each graded element is shown below, and the final course grade is computed by adding the points earned in each scheduled graded element identified below, plus any points earned for added elements and bonus points. The total points earned are then compared to the grading scale in determining your final course grade (subject to the penalty for excessive unexcused absences).

<table>
<thead>
<tr>
<th>Graded Elements</th>
<th>Points</th>
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<tbody>
<tr>
<td>Exams 1-3</td>
<td>300 (100 each)</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200</td>
</tr>
<tr>
<td>Project 1</td>
<td>125</td>
</tr>
<tr>
<td>Project 2</td>
<td>125</td>
</tr>
<tr>
<td>Project 3</td>
<td>150</td>
</tr>
<tr>
<td>Oral Presentation 1</td>
<td>050</td>
</tr>
<tr>
<td>Oral Presentation 2</td>
<td>050</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
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5
CJ 435  
Fall 2017  
Capstone  
Organization and Management of Criminal Justice  
Wednesdays @ 6:30 pm – 9:15 pm  
FEC 106

Grading Scale:  

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Percentage</th>
<th>Minimum Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90%</td>
<td>0900-1000</td>
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<tr>
<td>B</td>
<td>80%</td>
<td>0800-0899</td>
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<tr>
<td>C</td>
<td>70%</td>
<td>0700-0799</td>
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<tr>
<td>D</td>
<td>60%</td>
<td>0600-0699</td>
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<tr>
<td>F</td>
<td>Below 60%</td>
<td>0000-0599</td>
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E. MODIFICATIONS AND DEVIATIONS

Syllabus. The instructor may modify this syllabus in any or all respects on timely notice to students.

Instruction. The instructor may deviate from the course calendar and/or prescribed course of instruction during any class period or periods, at his discretion.

COURSE CALENDAR

MODULE I: AUG 16-SEP 27  
Chapter 04. Police Organization and Operation.  
Chapter 05. Police Personnel Roles and Functions.  
Chapter 06. Police Issues and Practices.  

MODULE II: SEP 28-OCT 25  
Chapter 07. Court Organization and Operation.  
Chapter 08. Court Personnel Roles and Functions.  
Chapter 09. Court Issues and Practices.  

MODULE III: OCT 26-NOV 21  

THANKSGIVING HOLIDAY NOV 22  
FINAL EXAM NOV 29 (6:30 pm)

SEE MANAGERIAL SCENARIO BELOW
Congratulations! You are a finalist to be Mississippiville’s new chief of police. This is what you have worked so hard for and now you are close to accomplishing one of your primary career goals. The previous chief resigned under pressure, and the department is in poor shape as a result of ineffective leadership. One reason you are a prized candidate is that you possess a college degree in criminal justice. It is expected that you can turn the department around with your higher education and management training. What are you going to do? In writing address **specific actions** you would take or **policies** you would create in order to be an effective leader for the department and the citizens of the community. Also, be sure to establish what your respective **leadership style** and **decision-making process** would be in these types of situations. Remember, the job and the potential safety of the community depends on your decisions. **Good luck!**

The City of Mississippiville has been “under attack” by the media for its apparent lack of ethics in personnel decisions concerning hiring, advancement and discipline. Traditionally, the mayor has had the majority of power related to these areas, and has wielded that power in a preferential manner (leading to a highly incompetent administrative structure). As a result of the many problems produced in that system, however, the city council is now responsible for those matters – meaning, they have the power to fire. Keeping in mind that the mayor still approves budget deviations and must cooperate on many decisions for your policies to be effective (and that other administrative officers in the department were a product of the mayor’s practices), address how you would handle the very delicate balance between the mayor (who did not want you hired), the city council (who do not particularly like the mayor and are hoping he loses the next election), and the media (who has lost all confidence in the competence of the police department).

The following lists some of the many continuous problems plaguing the department:

1. It is nearly impossible to recruit and retain female officers because of the sexual harassment that permeates the department.
2. College-educated officers rarely consider working for the department because of the career stigma associated with employment in such an undisciplined environment.
3. Sick and annual leave is at unbelievably high levels, and most agree it’s the byproduct of extracurricular activities (e.g., bar-hopping, parties, moonlighting).
4. Officers routinely exercise speech that harms the department’s reputation.
5. The department routinely fails to recognize and follow the mandates of many federal policies (such as FMLA, ADA, Age Discrimination, and Pregnancy Discrimination).
6. Only about 30% of the department’s officer resides within the municipal limits.

The media has been an outspoken critic on many issues, but particularly with regard to race relations. The city is 70% Black, yet represents only 10% of the police department. Furthermore, as a consequence of the low numbers of Black officers, White officers feel free to routinely share prejudicial comments about Blacks in the community. Consistent with his ineffective leadership style, the previous chief did nothing to discourage such conduct. As a result, misconduct is now not only out-of-hand but has also led to low morale for Black officers. As you can imagine, Black residents also have lost confidence and trust in the police department. Keeping in mind that officers have constitutional rights to freedom of speech, explain your proposed actions toward this problem.