CRJ560: Communities and the Administration of Justice

Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 10-25 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Course Description and Outcomes

Understand the role communities play in the administration of justice and the responsibility of criminal justice organizations to involve communities in justice planning. This course explores community based justice alternatives including community corrections, re-entry, community based policing strategies, and restorative justice.

Course Learning Outcomes:

1. Understand the history and development of community-based justice.
2. Understand and appreciate how community justice intersects with restorative justice, community policing, the courts, and community-based correction.
3. Demonstrate an adequate understanding of the critical dimensions and attributes that define "community."
4. Appreciate the intersection between formal and informal social control.
5. Understand the role of community-based justice in preventing crime and the “revolving door.”
6. Demonstrate an understanding of critical community dimensions in relation to both crime and criminal justice.

Participation & Attendance

Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.
Course Materials

Textbook Information is located in the CSU-Global Booklist on the Student Portal.

Course Schedule

Due Dates
The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- Discussion Boards: The original post must be completed by Thursday at 12 midnight MT and Peer Responses posted by Sunday 12 midnight MT. Late posts may not be awarded points.
- Critical Thinking Activities: Assignments are due Sunday at 12 midnight MT.

<table>
<thead>
<tr>
<th>Week #</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>• Chapter 1 in <em>Community Justice</em></td>
<td>• Introduction Discussion (0 Points)</td>
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<td>• Discussion Board (25 Points)</td>
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<tr>
<td>2</td>
<td>• Introduction in *What is Community Justice?</td>
<td>• Discussion Board (25 Points)</td>
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<tr>
<td></td>
<td>• Colorado State University. (n.d.) Writing guide: Case studies. Retrieved from <a href="http://writing.colostate.edu/guides/research/casestudy/">http://writing.colostate.edu/guides/research/casestudy/</a></td>
<td>• Portfolio: Submit topic (0 Points)</td>
</tr>
<tr>
<td>3</td>
<td>• Chapter 7 in <em>Changing Lenses: A New Focus for Crime and Justice</em></td>
<td>• Discussion Board (25 Points)</td>
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<td>• Critical Thinking (90 Points)</td>
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<td>4</td>
<td>• Chapters 10 and 11 in <em>Changing Lenses: A New Focus for Crime and Justice</em></td>
<td>• Discussion Board (25 Points)</td>
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<td></td>
<td></td>
<td>• Critical Thinking (90 Points)</td>
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<td>5</td>
<td>• Chapter 2 in <em>Community Justice</em></td>
<td>• Discussion Board (25 Points)</td>
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<td></td>
<td>• Chapter 5 in *What is Community Justice?</td>
<td>• Critical Thinking (90 Points)</td>
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<tr>
<td>6</td>
<td>• Chapter 3 in <em>Community Justice</em></td>
<td>• Discussion Board (25 Points)</td>
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<tr>
<td></td>
<td>• Chapter 3 in *What is Community Justice?</td>
<td>• Critical Thinking (90 Points)</td>
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<tr>
<td>7</td>
<td>• Chapter 4 in <em>Community Justice</em></td>
<td>• Discussion Board (25 Points)</td>
</tr>
<tr>
<td></td>
<td>• Chapter 2 in *What is Community Justice?</td>
<td>• Critical Thinking (90 Points)</td>
</tr>
<tr>
<td>8</td>
<td>• Chapter 5 in <em>Community Justice</em></td>
<td>• Discussion Board (25 Points)</td>
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<tr>
<td></td>
<td>• Afterword in <em>What is Community Justice</em></td>
<td>• Portfolio Project (350 Points)</td>
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Assignment Details

This course includes the following assignments/projects:

Module 3
Critical Thinking: Stakeholders in Restorative Justice (90 Points)

Who are the participants in restorative justice? In a well-written paper, compare the stakeholders in traditional justice with those whose roles are crucial in restorative justice practices. Support your analysis with examples and at least two scholarly references.

Your paper should meet the following requirements:
- 2-3 pages in length
- Supported by at least two scholarly references
- Formatted according to CSU-Global APA guidelines

Module 4

Critical Thinking: The Lens of Restorative Justice (90 points)

Howard Zehr defines restorative justice as a paradigm shift within the justice system and suggests that one look through a different lens when examining justice in order to truly understand restorative principles. What does he mean by this and how does using that lens change our idea of what justice means? Support your analysis with examples and at least two scholarly references.

Your well-written paper should meet the following requirements:
- 2-3 pages in length
- Supported by at least two scholarly references
- Formatted according to CSU-Global APA guidelines

Module 5

Critical Thinking: Community Justice and Policing: Case Study Analysis (90 points)

Prepare a critical analysis of a case study from either of our texts or another referenced case study concerning policing and its intersection with community justice. Explore in your paper how police in this case study address the call for community-responsive justice. In this analysis, discuss how the police agency addresses the community justice ideals of place, added value and public safety as discussed in both Chapter 1 and reviewed in Chapter 5 of Community Justice.

Your well-written paper should meet the following requirements:
- 2-3 pages in length
- Supported by at least two scholarly references
- Formatted according to CSU-Global APA guidelines

Module 6

Critical Thinking: Courts and Community Justice: Case Study Analysis (90 Points)

Prepare a critical analysis of a case study from either of our texts or another case study concerning courts and their intersection with community justice. Explore in your paper how the court program in the case study is responsive to issues of impartiality and fairness while addressing the call for community-responsive justice. Specifically evaluate the program with respect to one of the following perspectives found on page 27-28 in Community Justice.
- The community revitalization perspective
- The problem-solving perspective
- The customer perspective
- The legitimacy perspective

Your well-written paper should meet the following requirements:
Module 7

Critical Thinking: Corrections and Community Justice: Case Study Analysis (90 Points)

Prepare a critical analysis of a case study from one of our texts or find another case study concerning corrections and the intersection with community justice. Explore in your paper how the corrections program in the case study is responsive to issues of accountability and victim sensitivity while addressing the call for community responsive justice. Consider which of the following prototypes most closely resembles the corrections program in study, and explain your choice in your paper. These four general prototypes are presented as strategies for achieving community justice goals in Chapter 5 of Community Justice.

- Involvement model
- Partnership model
- Mobilization model
- Intermediary model

Your well-written paper should meet the following requirements:

- 2-3 pages in length
- Supported by at least two scholarly references
- Formatted according to CSU-Global APA guidelines

Module 8

Portfolio Project (350 Points)

For your Portfolio project, you will research and evaluate an existing community justice program, as well as assess the potential future paths for this program and community justice in the area it represents.

Chose a specific area in which community justice may be applied: neighborhood, school, university, law enforcement agency, court system, community corrections, or other naturally defined community. Locate a program that operates in the area you’ve chosen, using either an actual program you have access to or a program that is well identified with detailed information on the Web. If your research will be Web based, try to identify a contact person with the program you are interested in. A good place to start is Restorative Justice Online (http://www.restorativejustice.org/). Make sure the program you choose fits the parameters of a community justice program and that enough information exists to allow a good study.

You will be required to submit your Portfolio research topic for approval by the end of Week 2. No points will be assigned for this deliverable, but points will be deducted from your final grade on the Portfolio Project if you fail to submit this in the week required (see the Portfolio Project Rubric).

The Portfolio elements below make up a kind of case study. Please refer to the following guidelines as you construct your Portfolio: http://writing.colostate.edu/guides/research/casestudy/

Your Portfolio should include the following elements:

- Describe your chosen program and your reasons for choosing that particular one
  - Interview or obtain Internet information regarding the program, and write up a description, including as much of the following information as possible:
    - The needs the program is addressing
    - The program’s history and early development
    - Funding sources
    - Clientele
    - Neighborhood partnerships
Outcomes and success rates

- Describe what you already know or have researched about community justice within your chosen area (neighborhood, school, university, law enforcement agency, court system, community corrections, etc.)
- Identify issues of place, ethics, added value, public safety, and any other overarching concern for the specific community you have chosen with respect to social, community or restorative justice
- Evaluate the program with an emphasis on the evaluative techniques outlined in Chapters 1 and 5 of *Community Justice*. You may use published sources, Internet sources or an actual program with which you are familiar.
- Outline your ideas for the future of community justice within your chosen area and potential future paths for the program you have evaluated. Present your conclusions in depth with supporting documentation. Use at least four sources other than assigned readings.

Your well-written paper should also meet the following requirements:

- 10-12 pages
- Double-spaced
- Formatted according to CSU-Global guidelines
- Include a minimum of four outside sources

Course Policies

Course Grading

- 20% Discussion Participation
- 45% Critical Thinking Activities
- 35% Final Portfolio Paper

Grading Scale and Policies

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>95.0 – 100</td>
</tr>
<tr>
<td>A-</td>
<td>90.0 – 94.9</td>
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<tr>
<td>B+</td>
<td>86.7 – 89.9</td>
</tr>
<tr>
<td>B</td>
<td>83.3 – 86.6</td>
</tr>
<tr>
<td>B-</td>
<td>80.0 – 83.2</td>
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<tr>
<td>C+</td>
<td>75.0 – 79.9</td>
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<tr>
<td>C</td>
<td>70.0 – 74.9</td>
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<tr>
<td>D</td>
<td>60.0 – 69.9</td>
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<tr>
<td>F</td>
<td>59.9 or below</td>
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In-Classroom Policies

For information on late work and Incomplete grade policies, please refer to our In-Classroom Student Policies and Guidelines or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.
Academic Integrity
Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing/re-purposing your own work (see CSU-Global Guide to Writing and APA Requirements for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style
All students are expected to follow the CSU-Global Guide to Writing and APA Requirements when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions on your course’s Assignments page.

Netiquette
Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom.

If you have concerns about something that has been said, please let your instructor know.