



PERU STATE COLLEGE

CJUS 298/498 Searching for Justice

SPRING 2012 SYLLABUS

- Instructor:** Dr. Kelly Asmussen
- Office:** TJM 308 kasmussen@oakmail.peru.edu
(O) 402-872-2426 (H) 402-423-7857
- Office Hours:** as scheduled
- Course Credit:** 3 credit hours (variable for Inside Students 0 - 3 hours)
- Course Meets:** Wednesday nights at Tecumseh State Correctional Institution
- Required Text:** Class, Race, Gender, & Crime: The Social Realities of Justice in America
3rd Edition Barak, Leighton, and Flavin
ISBN: 978-0-7425-9970-3
- Prerequisite:** Signed waiver of liability form from Peru State College
Signed Nebraska Department of Correctional Services Visitor form

Course Description and Objectives:

This course focuses on core issues of crime and justice through a dynamic partnership between Peru State College, an institution of higher learning, and a correctional institution within the Nebraska Department of Corrections. College students, together with incarcerated men, will study as peers in an educational setting behind prison walls. In order to deepen conversations about and transform approaches to the wide variety of issues related to crime and justice, both the Inside students and Outside students will explore such topics as; the impact of the mass media on justice, contemporary public policy and justice, why people commit crime, a critical analysis of the criminal justice system, punishment versus rehabilitation, the myths and realities of contemporary prison life, race, class, and other diversity issues, victim issues and victimization, and discuss a humane restorative justice program.

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

1. Discuss and critically examine the triangulation of the mass media, applicable public policy, legislation, laws, and the lived realities of those who come into contact with the justice system.
2. Discuss and understand crime issues from different perspectives; race, class, gender and diversity.

3. Be able to critically analyze the systems of criminal justice (juvenile, law enforcement, courts and corrections).
4. Discuss and analyze the impact of crimes and their punishment.
5. Discuss and analyze contemporary prison life experiences.
6. Discuss and analyze rehabilitation efforts in relation to punishment objectives.
7. Discuss the impact of victim rights legislation, laws, and reform issues.
8. Develop an awareness and appreciation of restorative justice efforts.
9. Be fully engaged in a transformative process of inquiry where personal growth will be challenged through innovative processes of learning new knowledge's.

These objectives fit nicely with the School of Professional Studies objectives, as this class is designed to help you: communicate clearly, be a critical thinker, and develop the capacity for intellectual change. You will learn how society has dealt with persons involved with the criminal justice system historically, as well as our more contemporary responses. This course challenges you to acknowledge openly that you all will bring vastly different life experiences to this classroom, that there is something valuable to learn from all perspectives, that by immersing yourself into collaborative engaging discussions, you will create dynamic opportunities for dialogue that may provide you with a transformative experience.

Expectations and Instructional Approach:

Attendance and participation are vital to the learning experience. Consequently, I expect that you will attend each class having read the materials assigned and be ready to participate in class discussions and exercises. In order to foster a climate conducive to learning for all students, please join me in treating your classmates with respect. I encourage students to ask questions, seek help when you need it, and help your classmates understand the materials.

There will be a variety of cooperative learning experiences through in-class discussions, guest speaker(s), individual and group research activities, situational education activities, collaborative group exercises, videos, and other educational materials deemed appropriate for this educational setting will be utilized to aid instruction of this course.

Since this course will be taught in a maximum security prison, adherence to all rules will be of the utmost priority. Any deviation may be cause for removal from the class. All students will be required to sign a waiver to participate in this course. Students can ride over to TSCI in a state van, which will leave at 5:00 p.m. or you can take your own transportation to the correctional institution.

Assessment and Grading:

Reaction Papers:

3 @ 50 points each = 150 points

Students will select any three of the eight questions below and complete a reaction paper using the following guidelines;

Review the statements below regarding crime and punishment. Select the statement you want to write a reaction paper on; this is not purely an opinion paper. You are expected to discuss and react to that statement, and support your beliefs from a variety of quality sources.

You should use your cumulative life experiences; use peer reviewed academic journals, books, and educational websites. You can use EBSCO, ERIC or other online databases for your journal sources, such as NCJRS, more than one educational internet website, professional journals (at least 1), your course text (only once), and professional periodicals or magazines (current within the last 18 months). You will need a total of five references. Wikipedia is NOT an academic site. DO NOT QUOTE!!

Good grammar, spelling and punctuation, 12 point font, and double spacing are required. Each paper should be at least 5 pages long, including a one page separate reference section that includes an APA reference section. The paper will be APA style paper.

The due dates are; Feb. 1, Feb. 29 & Apr. 4.

Reaction paper questions to select from:

1. Public policy regarding sentencing guidelines have become unrealistic and counterproductive in terms of length. Support or refute this statement.
2. The mass media is to blame for the misconceptions of the myths regarding crime in the United States. Support or refute this statement.
3. Elected leaders in state government (and legislators) have become disillusioned to the realities of crime and punishment and worry more about getting reelected than proposing meaningful changes in the law. Support or refute this statement.
4. A lack of cultural awareness and understanding among many citizens is the primary rationale for what has led to the hate and bias crimes in the United States. Support or refute this statement.
5. There is a lack of working together toward a common goal within criminal justice agencies due to separation between the judiciary and executive branches of government. Support or refute this statement.
6. Prisons are not meeting the objective needs of American society. Support or refute this statement.
7. Each state should be required to help defray the costs associated with crime victims. Support or refute this statement.
8. Restorative justice programs cannot be more effective until more persons who are incarcerated step forward to accept responsibility for their crimes. Support or refute this statement.

Grading Rubric – 10 points for each sub-section below:

0 – 10 Failing 11 – 20 Unacceptable 21 – 30 Acceptable 31– 40 Good 41 – 50 Exceptional

Problem Discussed & Analyzed		Score
Position Developed Based on Body of Research/Personal Experiences		Score
Alternative Points of View Discussed (who would disagree and why)		Score
Appropriate Concluding Statements		Score
Effective Communication Grammar, spelling, citations, etc.		Score
		Total Score

Weekly In-Class Activities:

100 points

Group Exercises: Students will participate in small and large group discussion activities using the assigned textbook chapter as the source of discussion to meet course objectives.

Reflection Journals:

200 points

Students will journal after each week's activities describing their "growth" after participating in the weekly in-class activities and discussions. The discipline of keeping a journal allows for continuous assessment, continuous improvement, feedback, and forms a basis for action planning. Journals will be assessed twice during the semester; mid-course and at course completion with the following areas of focus to evaluate; 20 points for quality of reflection, 20 points for integration and synthesis, 20 points for evaluation, 20 points for relevance, 10 points

for personal or future growth, 10 points for writing mechanics. Format of the Reflection Journals:

1. What am I writing about? What happened? What event is causing me to make this entry? Of all the things that compete for my attention why have I chosen to make this my entry?
IMPORTANT NOTE: A Learning Journal entry is NOT a diary entry. It is written in the first person since it is reflective writing.

2. Why am I choosing this to write in my Reflection Journal? By answering this question, the writer helps to put the entry into a contextual perspective. In essence, this question forces the writer to examine priorities, to think about what is happening, what I am learning, and its importance right now.

3. What did I learn? as a result of what happened? (This should be related to what was written about in response to question number one) A journal entry is incomplete if it does not state what was learned. Capturing the essence of what was learned, over time, should demonstrate personal growth, significant insights about life, and provides a permanent record of the actual process of learning or significant learning events. In a way, a journal is a portfolio of personal growth.

4. How can I use what I have learned in the future? This question forces the writer to not only examine what has happened, asking why and how important events are, but by examining the implications of the learning helps the writer to focus on making sense out of the past to help understand what lies ahead for your future.

Reflection Journal Grading Rubric

Standard	Below	Approaching	Meeting	Exceeding
Quality of Reflection	Demonstrates little, if any reflective thought; may appear to be done at the last minute; lacks reflection.	Demonstrates an attempt to reflect on what was learned.	Demonstrates what was learned but does not elaborate.	Demonstrates beyond a reasonable doubt that reflective thinking took place.
Integration and synthesis	Uses few, if any, new terms from the relevant chapter(s); and/or, does not attempt to compile information together in a new or different way.	Uses a few terms from the relevant chapter(s) but not in context; and/or, attempts to compile information together in a new or different way.	Uses several terms from the chapter and demonstrates their use in proper context; and/or, compiles information together in a new and different way, but lacking clarity and support.	Uses many new terms from the relevant chapter(s) and effectively uses them in describing what was learned; and/or, compiles information together in a different way by combining elements in a new pattern or proposing alternative solutions.
Evaluation	Journal is simply summative lacking evaluation of the material.	Attempts to evaluate the information, but lacks a defense or set of criteria with which to do so.	Presents opinions by making judgments about the information, but the defense or set of criteria are weak.	Presents and defends opinions successfully by making appropriate judgments about the information based on a set of criteria.
Relevance	Does not demonstrate the relevance of key information, questions,	Demonstrates relevance of some key information, questions,	Demonstrates relevance of key information, questions,	Demonstrates relevance of key information, questions, and problems

	and problems, or does so superficially.	and problems competently.	and problems competently.	clearly and precisely.
	Is unable to or infrequently uses inference to reason from clearly stated premises or recognize implications and consequences.	Uses inference to reason inconsistently from clearly stated premises to implications and consequences.	Uses inference to reason competently from clearly stated premises to important implications and consequences.	Uses inference to reason carefully from clearly stated premises to important implications and consequences
Identifies area for personal or future growth	Does not identify areas in the implications for future learning.	Identifies an implication but does not connect it with how it might be used in the future for further learning.	Identifies an implication of something that was learned and connects with opportunities for further growth.	Identifies one or more implications of something that was learned and clearly states how this might be useful in the future or connects it with other courses or programs of study.
Mechanics (organization, grammar, punctuation, spelling, writing style)	Entry has significant errors in grammar, punctuation, spelling, organization, writing style or is too short to communicate what was learned effectively.	Entry has some errors in grammar, punctuation, spelling, organization, writing style but is of sufficient length to communicate what was learned effectively.	Entry has no errors in grammar, punctuation, spelling, organization, writing style and is of sufficient length to communicate what was learned effectively.	Entry has no errors in grammar, punctuation, spelling, organization, writing style and is of such high quality and length to effectively communicate what was learned efficiently.

The information you record needs to reflect the universal intellectual standards: **clarity, accuracy, precision, relevance, depth, breadth, and logicalness**. Each entry must be comprehensive, reflect high quality thinking. The journal goes beyond recall and avoids general/vague application of information.

Final Project

110 points

Inside and Outside students will develop a final project that will focus on some topic within crime and punishment. The project allows collaborative, productive, constructive, and proactive movement to create a product that demonstrates new knowledges and skills have been developed over the course of the semester. The project allows students to move from being mostly theoretical in nature to real world application.

A student will be assigned the task of word processing the final report, which will be given to all participants at the final class. In this class, which is called the closing ceremony, this student will present the final project in no more than 5 minutes to all Outside and Inside students and invited guests.

Brainstorming where the final report should be sent to will be discussed in class. Ideas will be generated during the course of the semester.

Final Project Guidelines:

1. Introductory paragraph(s) of the problem area are identified. 5 points
2. What might be underlying causes of this problem area? 5 points

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| 3. Who does this problem impact? | 5 points |
| 4. Describe the problem impact? | 10 points |
| 5. Describe the program you have developed to address the problem area. | 40 points |
| 6. Describe the anticipated results of your program and to whom? | 15 points |
| 7. Are there alternatives to your program that might be considered? | 5 points |
| 8. What might the anticipated costs be associated with your program? | 10 points |
| 9. Documentation of facts (APA citations) | 10 points |
| 10. Grammar, spelling, etc. | 5 points |

Course Grading:

Your final grade will be based upon weekly in-class activities, reaction papers responses, journaling, and final project.

College's Incomplete Coursework Policy

To designate a student's work in a course as incomplete at the end of a term, the instructor records the incomplete grade (I). Students may receive this grade only when serious illness, hardship, death in the immediate family, or military service during the semester in which they are registered prevents them from completing course requirements. In addition, to receive an incomplete, a student must have completed substantially all of the course's major requirements and ask for an incomplete course grade.

Unless extenuating circumstances dictate otherwise, students must initiate requests for an incomplete by filling out an Incomplete Grade Completion Contract, which requires the signature of the student, instructor, and Dean. The Incomplete Grade Completion contract cites the reason(s) for the incomplete and details the specific obligations the student must meet to change the incomplete to a letter grade. The date by which the student agrees to complete required work must appear in the contract. The Dean, the instructor, and the student receive signed copies of the Incomplete Grade Completion Contract.

Even if the student does not attend Peru State College, all incomplete course work must be finished by the end of the subsequent semester. Unless the appropriate Dean approves an extension and if the student does not fulfill contract obligations in the allotted time, the incomplete grade automatically becomes an F.

Academic Integrity Policy

In this class, you are encouraged to collaborate on some assignments. However, when directed, students are expected to do their own work on assignments and exams. The College expects all students to conduct themselves in a manner that supports an honest assessment of student learning outcomes and the assignment of grades that appropriately reflect student performance. It is ultimately the student's responsibility to understand and comply with instructions regarding

the completion of assignments, exams, and other academic activities. At a minimum, students should assume that at each assessment opportunity they are expected to do their own original academic work and/or clearly acknowledge in an appropriate fashion the intellectual work of others, when such contributions are allowed. Students helping others to circumvent honest assessments of learning outcomes, or who fail to report instances of academic dishonesty, are also subject to the sanctions defined in this policy.

Instances of academic dishonesty may be discovered in a variety of ways. Faculty members who assign written work ordinarily check citations for accuracy, run data base and online checks, and/or may simply recognize familiar passages that are not cited. They may observe students in the act of cheating or may become aware of instances of cheating from the statements of others. All persons who observe or otherwise know about instances of cheating are expected to report such instances to the proper instructor or Dean.

In order to promote academic integrity, the College subscribes to an electronic service to review papers for the appropriate citations and originality. Key elements of submitted papers are stored electronically in a limited access database and thus become a permanent part of the material to which future submissions are compared. Submission of an application and continued enrollment signifies your permission for this use of your written work.

Should an occurrence of academic misconduct occur, you will be assigned a failing grade for the course. A faculty member need present only basic evidence of academic dishonesty. There is no requirement for proof of intent. Students are responsible for understanding these tenets of academic honesty and integrity. Students may appeal penalties for academic dishonesty using the process established for grades appeals.

Title IX Compliance Notice

Peru State College is an equal opportunity institution. PSC does not discriminate against any student, employee or applicant on the basis of race, color, national origin, sex, disability, religion, or age in employment and education opportunities, including but not limited to admission decisions. The College has designated an individual to coordinate the College's nondiscrimination efforts to comply with regulations implementing Title VI, VII, IX, and Section 504. Inquiries regarding non-discrimination policies and practices may be directed to Eulanda Cade, Director of Human Resources, Title VI, VII, IX Compliance Coordinator, Peru State College, PO Box 10, Peru, NE 68421-0010, (402) 872-2230.

Students requesting reasonable accommodation and tutoring services should contact the Center for Achievement and Transition Services (CATS).

Chapter 9 Law Enforcement & Criminal Prosecution

Week 10 Chapter 10 Punishment, Sentencing, & Imprisonment

Week 11 Group Project discussion - approval by instructor
Groups formed for presentation- assignments

Week 12 Group Project work continues Project assignments given

Reaction Paper # 3

Week 13 Group Project work continues

Week 14 Group Project work completed

Week 15 Group Project presentation - TSCI - invited guests April 25

Week 16 Debriefing at TSCI May 2

Conclusion: Crime, Justice, & Policy

Good-byes