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Email: monica.koengisberg@angelo.edu
Office Hours: As this is an online course, please email me or contact on Skype as justiceisalady

Course Description

This course is an advanced seminar in which students will extend their prior knowledge and synthesize new knowledge in areas of Criminal Justice not normally otherwise covered in traditional classes. We will write critical papers and evaluate new knowledge.

Required Materials
3 Required Books:

First book to read:

Second book to read:

Third book to read:

Please obtain these books during the first week of class and begin reading them in the order denoted above. Because we are a small class and using distance education the ASU Bookstore will not have these books readily available. Order them online and as cheaply as possible, with 2 or 3 day delivery. Please be certain to check that the seller will ship immediately! One or two may be available in ebook and/or rental format.

Unless otherwise specified in a specific module, all reading assignments refer to the chapters and pages of these books. Other readings are assigned and provided by the instructor through the course of completing this class.

Prerequisites

The only prerequisite for this course is admission to the College of Graduate Studies at A.S.U. We request that you take this class during your last or second to last semester before graduation.

Technical Skills Required for this Course

As with any online courses students must be able to operate a computer and have the necessary technical skills to navigate around a web page. Students must be familiar with Microsoft Word or similar word processing program.

Time Spent on This Course

The time needed for adequate study and understanding of the course material, as well as discussion posts and critical thinking for all exercises and papers amounts to between six and eight hours per week.

Course Objectives / Learning Outcomes

This capstone course allows students to consolidate the knowledge garnered from their previous courses in the Master of Science in Criminal Justice program. It concurrently exposes them to a variety of perspectives on Crime and Justice through reading assignments and discussions on topics not previously addressed in other classes.
Therefore, the goals and learning outcomes of this course are:

1. Students expand their conceptual grasp of criminal and deviant behavior.
2. Students develop an awareness of alternative strategies for crime control through analysis of security systems ubiquitous in natural world.
3. Students develop an understanding of the concepts of environmental and situational awareness and the stress inherent in social systems and critical infrastructure as these concepts pertain to Criminal Justice.
4. Students will demonstrate a comprehensive knowledge of ethics, theory and crime-related policy associated with Criminal Justice through development of two critical papers on directed topics.

**This course is reading intensive.** Students should expect to read upwards of 200 pages per week in books and articles in addition to their own research.

**Method of Assessing Outcomes**

Student learning outcomes will be assessed through a combination of written assignments and active participation in the cohort discussions established through discussion board questions each week.

**Grading Policies**

This course utilizes two critical writing assignments and multiple discussions to guide and assess student knowledge acquisition and comprehension. You will also be graded on your ability to critically read and critically write about the work of others. There is an extensive amount of reading assigned that will drive student responses to discussion questions and writing assignments and the student should be prepared to spend upwards of six to eight hours each week on this course. Additionally, where possible, videos and other materials are utilized to enhance student learning.

Full participation in these discussion topics is required. Student participation will be evaluated based upon the grading rubrics available in the Blackboard course. Posts to the discussion board are expected to demonstrate considerable understanding of the required readings, are to be at least 150 words in length, and should employ proper syntax, grammar, English, and punctuation. You will also be graded on your responses to other student postings as well. Discussion board participation accounts for 50% of your overall grade.

This course employs two writing assignments. Each critical analysis paper is to be (about) 8 – 10 pages in length exclusive of cover page, abstract, and reference pages, double-spaced, using Times New Roman 12 point font and standard 1-inch margins. Each paper accounts for 25% of your overall grade and is due as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due</th>
<th>% of Grade</th>
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<tbody>
<tr>
<td>Critical Paper 1</td>
<td>Week 4 on Sunday (11-12-17)</td>
<td>25%</td>
</tr>
<tr>
<td>Critical Paper 2</td>
<td>Week 7 on Sunday (12-03-17)</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>Weekly (WEIGHTED) Initial Posting by Sunday midnight after Lesson release</td>
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<td>2 Reply postings (2 classmates) by the following Thursday midnight (after next lesson release)</td>
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</tr>
<tr>
<td>Discussion Board</td>
<td>Weekly (WEIGHTED) Initial Posting by Sunday midnight after Lesson release</td>
<td>50%</td>
</tr>
</tbody>
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The purpose of the two critical papers is for you to demonstrate the ability to take the knowledge you have gained through all your other classes and apply it in resolving some criminological associated problem. These short papers should take a critical analysis approach and should be formatted for potential publication in one of the many small academic journals or professional journals that are widely read by policy makers and criminal justice professionals.
Feel free to ask your professor for assistance, clarification, or guidance at any time.

Angelo State University employs a letter grade system for graduate courses. Grades in this graduate level course are determined on a percentage scale:

- A = 90 - 100%
- B = 80 - 89%
- C = 70 - 79%
- F = 69% and below

**Writing Guidelines**

Formal academic writing uses standardized styles and citation formats. The preferred format for Criminal Justice programs is the APA style. To access the APA writing guidelines go to [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/). However, should you wish to use CHICAGO style, or a different style, it will also be acceptable as long as you are consistent with the style throughout the paper. Papers should have 1-inch margins all around. You are expected to use a standardized font, preferably Times New Roman, 12 point. Cite your references in EVERY instance and include a properly formatted reference list with every assignment. Remember, plagiarism is grounds for failing the class. Improper or missing citations are the same as plagiarism.

Every writing assignment should be submitted as a Word or PDF document. If you do not have Microsoft Office or Adobe Acrobat, then the document should be submitted as a TEXT file. Any formal papers submitted should include a cover page and reference sections (not counted as part of the paper’s length). An abstract is not required.

**Rubrics**

Discussion forums and writing assignments will be graded using a standardized rubric. It is recommended that you be familiar with these grading criteria and keep them in mind as you complete the writing assignments. There are two rubrics. Click the link online in the Blackboard class to download the .pdf files of these documents.

**Date and Time of Final Exam**

This course uses writing assignments and discussion assignments to evaluate student performance and there is no final exam.

**Late Work**

You must contact your professor before the assignment is due if you believe it will be late.

**Policy on Incompletes**

The University policy on grades of "Incomplete" is that the deficiency in performance must be addressed satisfactorily by the end of the next long (16 week) semester or the grade automatically becomes an "F". Grades of "Incomplete" will only be awarded to students who have demonstrated sufficient progress to earn the opportunity to complete the course outside of the normal course duration. The award of an "Incomplete" will only be made in rare circumstances, with the concurrence of the student and the professor on what specific tasks remain and when they are due for the grade to be changed to a higher grade. The determination of the need to award an "Incomplete" is entirely up to the professor's personal judgment.

**Start/Add/Drop Dates**

This class begin on Monday, 10-23-17 and ends on Friday, 12-15-17.
Students may add this course up to 11-03/17.
Students may drop this class or withdraw from the university until 11=27-17.
**Course Organization:**

This class is an 8-week course and there will only be limited time to finish the assigned readings and associated projects. Please keep this in mind as you schedule your work. The readings, assignments and associated projects have been constructed to enhance your learning process. Unless otherwise directed, you should complete one entire online lesson module each week, including discussions. Reading assignments are posted in each lesson.

<table>
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<th>Lesson/Week</th>
<th>Description</th>
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| 1 | We open with a description of the purpose of the course, the process of tying together various pieces of the criminal justice system and we will approach the concept of what constitutes a crime. We address the question of what is criminal behavior. Criminological Theory is discussed at length. Internet readings are assigned. We continue our examination of White Collar Crime with evaluations of institutional crimes and corporate crimes against the environment. The lesson continues with a look at securities fraud including corporate and fiduciary.
| 2 | We move into the topic of crimes carried out by the government. This lesson includes an examination of White Collar Crime with a look at crimes against consumers and unsafe products and how the criminal justice system addresses (or does not address) these issues. **Critical Paper #1 (of 2) is assigned in this lesson. Due Sunday, Week 4 (11-12-17)**
| 3 | This lesson looks into some of the most destructive forms of criminal activity, and some of the most pervasive: bribery, corruption of public officials, medical crime, and computer crime. We finish up with Rosoff, S., Pontell, H., & Tillman, R. (2010). *Profit Without Honor: White-collar Crime and the Looting of America* and move on into Sagarin, R. & Taylor, T. Eds. (2008). *Natural Security: A Darwinian Approach to a Dangerous World.*
| 4 | **Critical Paper #1 Due Sunday, Week 4 (11-12-17)**
Nature offers significant guidance on the process by which societies defend themselves, respond to crisis and catastrophe, and recover following disastrous events. In this lesson we begin a study of the lessons nature has to offer in developing our own societal defense system. While change is inherent in the fundamental nature of things, the static nature of governments and the international relations ideologies presented by political scientists belie reality. This is particularly noticeable in the government approach to religious terrorism. This lesson brings together a synthesis of the concepts found in nature that inform Criminal Justice policy development. **Critical Paper #2 (of 2) is assigned in this lesson. Due Sunday, Week 7 (12=03-17)**
| 5 | Lewis, T. (2011). *Bak’s Sand Pile: Strategies for a Catastrophic World.* We open a new world of materials that comes from the Homeland Security and Defense world. This week we shift modes and move into the theoretical approaches to disaster analysis. We begin with an introduction to power laws, how they relate to traditional statistical analyses, and how they can be used to determine probability of catastrophe as well as predict future catastrophic incidents. This lesson takes NAT and expands its application to natural and man-made disasters that have recently occurred.
| 6 | Emphasis is placed on the development and vulnerabilities of networks to failure. Lévy Flights that brought about the development of disasters are evaluated. This is a section that expands the student’s understanding of SOC through a review of actual disasters that developed directly from man-made networks. **Critical Paper #2 is Due Sunday, Week 7 (12-03-17)**
| 7 | In this lesson we address the future in light of Bak’s Paradox. The impact of invention and innovation on the development of solutions to power law based catastrophes is covered. More Discussion and Reading as Assigned on the topics.
| 8 | This week should be the final week of your degree program. We ask you for feedback on the overall program as well as this capstone course.
Participation and Communication

The essence of this course revolves around effective communication by both the instructor and students. The nature of our subject means we engage in meaningful discussion and critical thinking concerning many facets. Everyone in this class brings something to the table. Your ideas and thoughts count, not only to the instructor but to the entire class. Our online modules and discussions are designed to facilitate open discussion and stimulate thinking processes. This is of the utmost importance to the success of our class.

Some of you may be taking this class as your first online class. It might seem somewhat intimidating for a person new to this model of learning. As a class we need to assist each other with this learning process and share our collective knowledge on how best to communicate, resolving technical issues and assisting each other to find answers to our questions.

We will learn and work as a team.

Courtesy and Respect

Courtesy and respect are integral to this course. We will respect each other’s opinions and respect points of view at all times in our class sessions. The use of profanity and harassment of any form is strictly prohibited (Zero Tolerance), as are any remarks concerning ethnicity, lifestyle, race, religion, culture, etc. Violations of these rules will result in immediate dismissal from the course.

Contacting the Instructor

Please post questions related to the class in the “Student Lounge” discussion forum. This way all students can see both your question and my answer. Students should feel free to answer posts from other students in this discussion, “Student Lounge.” Questions of a more personal nature, such as your grade or problems completing assignments should be asked using the “Messages” link in the Blackboard course menu.

See the Instructor Information section and the information in Blackboard for contact information.

University Policies

Academic Integrity
Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding and complying with the university Academic Honor Code and the ASU Student Handbook.

Accommodations for Disability

The Student Life Office is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting the Student Life Office at (325) 942-2191 or (325) 942-2126 (TDD/FAX) or by e-mail at Student.Life@angelo.edu to begin the process. The Student Life Office will establish the particular documentation requirements necessary for the various types of disabilities.

Student absence for religious holidays

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.