

**CRIJ 6330 CRITICAL ANALYSIS OF JUSTICE ADMINISTRATION**  
**(8-Week On-line Version)**  
**2021 Fall 1<sup>st</sup> 8-weeks**

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**Office Hours:** Tuesday through Thursday: 1 p.m. - 4 p.m.  
Other times by appointment

**MAIN TEXTBOOK FOR PURCHASE:**

 Peak, Kenneth (2016). *Justice Administration: Police, Courts, and Corrections Management* (8<sup>th</sup> Ed.). Upper Saddle River, NJ: Pearson Education.

**COURSE DESCRIPTION**

This course is designed to provide students with the basic philosophy, principles, and organizational structures available for administrators of the police, the courts, and corrections. The intent is not to postulate a one, true management style, or organization. It is to develop set of principles and practices used to organize and operationalize the personnel, and define their functions and roles within the criminal justice system. The course will examine the police, the courts, and corrections aspects separately.

**COURSE OBJECTIVES**

As a result of completing this course, the student will be able to:

- Understand the nature of the criminal justice system and how each component interacts with another.
- Explain the workings of criminal justice as a comprehensive system operating in a complex environment of interests
- Discuss the generic theories of administration, leadership, and motivation and apply the differing theories to current issues in criminal justice.
- Discuss, evaluate, and devise solutions to current controversial issues in criminal justice administration.

**GRADING POLICY:**

<b>Lesson Tests (20%)</b> The instructor requires students to take a set of lesson-based fundamental tests at the conclusion of the lecture on each lesson.	<b>80</b> points (Possible points 10 per quiz)
<b>Lesson Assignments (40%)</b> The instructor requires students to focus on lesson-based fundamental questions at the conclusion of the lecture on each lesson.	<b>160</b> points (Possible points 20 per assignment)
<b>Discussion Forums (20%)</b> The instructor requires students to discuss, evaluate, and devise solutions to current critical issues in criminal justice administration at the conclusion of the lecture on each of eight lessons.	<b>80</b> points (Possible points 10 per forum)
<b>Final Paper (20%)</b> The instructor requires students to make a comprehensive and analytical paper by integrating and synthesizing a current criminal justice issue with the acquired knowledge and class discussion at the conclusion of this course lesson.	<b>80</b> points
<b>Total</b>	<b>400</b> points

***Final Grade***

<b><u>Grade</u></b>	<b><u>Cumulative Points</u></b>
A	360 to 400 (equal to 90 -100 %)
B	320 to 359 (equal to 80 -89 %)
C	280 to 319 (equal to 70 -79 %)
D	240 to 279 (equal to 60 -69 %)
F	239 and below (equal to 59 % and below)

**MAKE-UP EXAMS:**

No make-up exams will be given.

## **COURSE ORGANIZATION**

### **Lesson One: Ch 1. The Study and Scope of Justice Administration**

Lesson 1 introduces the foundation for the study of justice administration. It also establishes the legal existence of governments, laws, and the justice agencies that administer them. It demonstrates that the three components of the justice system are independent and fragmented and often work at odds with one another toward the accomplishment of the system's overall mission.

### **Lesson Two: Ch 2. Organization and Administration: Principles and Practices**

Lesson 2 introduces the definition of organizations and their elements and the evolution of organizational theory, including scientific, human relations, systems, and bureaucratic management; discusses organization and administration in general, looking at both how organizations are managed and how people are motivated; and addresses the primary leadership theories, and styles and skills leaders develop.

### **Lesson Three: Ch 3. Rights of Criminal Justice Employees**

The third lesson examines the rights of criminal justice employees as administrative problems and factors that influence the entire justice system. The rights of criminal justice employees include drug testing, privacy, hiring and firing, sexual harassment, disabilities, and peace officers' rights, which clearly demonstrates that these are challenging and, occasionally, litigious times for the justice system; one act of negligence can mean financial disaster for an individual or a supervisor.

### **Lesson Four: Ch 4. Police Organization and Operation & Ch 5. Police Personnel Roles and Functions**

This lesson discusses contemporary police administration, particularly dealing with the organization and operation of the police component and police personnel roles and functions. Included are the examinations of the current era and the organizational paradigm of policing, community-oriented and problem-solving policing, and tremendous responsibility of police executives, managers, and supervisors.

### **Lesson Five: Ch 6. Police Issues and Practices**

The fourth lesson discusses a number of issues and practices, including future considerations, which have challenged laws enforcement administrators for years: managing the use of force; biased policing; women and minorities in law enforcement; contract, consolidated, and civilianized services; police-media relations; succession planning; shift configuration and scheduling, and military leave.

### **Lesson Six: Ch 7. Court Organization and Operation & Ch 9. Court Issues and Practices**

This lesson reviews the distinctive nature of the courts and their organization and some of their administration, such as reforming court organization and unification, use of the adversary system, and alternative dispute resolution, along with an overview of the dual, hierarchical structure of the court system in the United States. Additional contemporary issues and practices are examined. Several challenges involving the courts, generated from both internal and external sources, for today and for the future include problem-solving courts, courthouse violence, delay in the courts, and methods of case scheduling employed by the courts.

**Lesson Seven:** Ch 10. Corrections Organization and Operation & Ch 11. Corrections Personnel Roles and Functions

This sixth lesson discusses contemporary corrections administration, particularly dealing with the correctional, prison, and jail organization and operation and correctional personnel roles and functions. Included are the examinations of how correctional facilities are organized and administered, the rise of controversies surrounding supermax prisons, selected inmate rights under the First, fourth, eighth and Fourteenth Amendments as set forth by the U.S. Supreme Court, inmate rights and litigation in general, probation, parole, employees who work in correctional institutions including probation and parole, and substantial pressures placed on the correctional administrators by the external and internal environments.

**Lesson Eight:** Ch 12. Corrections Issues and Practices

This final lesson examines several major contemporary and future issues confronting correctional administrators. Included in the discussion are several new forms of diversion termed intermediate sanctions and the combined effects of increased crime, tough mandatory sentencing laws leading to increased incarceration of offenders, a get tough public and justice system attitude toward crime that permeates the country, overcrowded prisons, and large probation and parole caseloads.

## **COURSE SCHEDULE**

- Lesson One**                      Ch 1. The Study and Scope of Justice Administration
- 1<sup>st</sup> Lesson Test and 1<sup>st</sup> Assignment due by 10 p.m. on Friday, August 27
  - 1<sup>st</sup> Discussion Forum Participation
    - *Main Posting*: due by 10 p.m. on Saturday, Aug. 28
    - *Reponses*: due by 10 p.m. on Sunday, Aug. 29
- Lesson Two**                      Ch 2. Organization and Administration: Principles and Practices
- 2<sup>nd</sup> Lesson Test and 2<sup>nd</sup> Assignment due by 10 p.m. on Friday, September 3
  - 2<sup>nd</sup> Discussion Forum Participation
    - *Main Posting*: due by 10 p.m. on Saturday, Sep. 4
    - *Reponses*: due by 10 p.m. on Sunday, Sep. 5
- Lesson Three**                      Ch 3. Rights of Criminal Justice Employees
- 3<sup>rd</sup> Lesson Test and 3<sup>rd</sup> Assignment due by 10 p.m. on Friday, September. 10
  - 3<sup>rd</sup> Discussion Forum Participation
    - *Main Posting*: due by 10 p.m. on Saturday, Sep. 11
    - *Reponses*: due by 10 p.m. on Sunday, Sep. 12
- Lesson Four**                      Ch 4. Police Organization and Operation &  
Ch 5. Police Personnel Roles and Functions
- 4<sup>th</sup> Lesson Test and 4<sup>th</sup> Assignment due by 10 p.m. on Friday, September 17
  - 4<sup>th</sup> Discussion Forum Participation
    - *Main Posting*: due by 10 p.m. on Saturday, Sep. 18
    - *Reponses*: due by 10 p.m. on Sunday, Sep. 19
- Lesson Five**                      Ch 6. Police Issues and Practices
- 5<sup>th</sup> Lesson Test and 5<sup>th</sup> Assignment due by 10 p.m. on Friday, September 24
  - 5<sup>th</sup> Discussion Forum Participation
    - *Main Posting*: due by 10 p.m. on Saturday, Sep. 25
    - *Reponses*: due by 10 p.m. on Sunday, Sep. 26
- Lesson Six**                      Ch 7. Court Organization and Operation &  
Ch 9. Court Issues and Practices

- 6<sup>th</sup> Lesson Test and 6<sup>th</sup> Assignment due by 10 p.m. on Friday, October 1
- 6<sup>th</sup> Discussion Forum Participation
  - *Main Posting*: due by 10 p.m. on Saturday, Oct. 2
  - *Reponses*: due by 10 p.m. on Sunday, Oct. 3

### **Lesson Seven**

Ch 10. Corrections Organization and Operation &

Ch 11. Corrections Personnel Roles and Functions

- 7<sup>th</sup> Lesson Test and 7<sup>th</sup> Assignment due by 10 p.m. on Friday, October 8
- 7<sup>th</sup> Discussion Forum Participation
  - *Main Posting*: due by 10 p.m. on Saturday, Oct. 9
  - *Reponses*: due by 10 p.m. on Sunday, Oct. 10

### **Lesson Eight**

Ch 12. Corrections Issues and Practices

- 8<sup>th</sup> Lesson Test and 8<sup>th</sup> Assignment due by 10 p.m. on Friday, October 15
- 8<sup>th</sup> Discussion Forum Participation
  - *Main Posting*: due by 10 p.m. on Saturday, Oct. 16
  - *Reponses*: due by 10 p.m. on Sunday, Oct. 17

### **Final Paper Submission**

*due by 10 p.m. on Sunday, Oct. 17*

## **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](mailto: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.

### **Title IX at Angelo State University\**

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

**Online:** [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form)

**Face to Face:** Mayer Administration Building, Room 210

**Phone:** 325-942-2022

**E-Mail:** [michelle.boone@angelo.edu](mailto:michelle.boone@angelo.edu)

*Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).*

For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: [www.angelo.edu/title-ix](http://www.angelo.edu/title-ix)