

**PADMIN 6965-003 and POLS 5/6965-003**  
Public Administration Issues in Criminal Justice  
Spring Term 2006  
University of Utah  
OSH 134  
Wednesdays 6:00 pm to 9:00 pm  
January 12-April 27, 2005

**Instructor:**

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\*\*Preferred method

**Office Hours:** By appointment. Usually just before and after class.

**Course Description and Objectives:**

This special topics course is designed to help the student develop an understanding of public administration issues as they apply to the criminal justice system.

The criminal justice system is large and complex. The system includes the courts, prosecutorial systems, enforcement agencies, and prisons, jails, and treatment agencies. It encompasses both juveniles and adults. Everyone is touched and affected by the criminal justice system, from the recent U.S. Supreme Court decisions, to community debates involving facility sites, to the roadside "chats" with troopers regarding the evils of speeding.

Because of this size and complexity, the administration of criminal justice by public administrators is similarly complex and often requires specialization. This course cannot hope to cover every issue involving the administration of criminal justice within the system. Instead, the topics to be covered are sufficiently broad enough to identify broad issues and how those issues connect throughout the system.

In addition to developing a broad view of PA issues in criminal justice, the course is also designed to allow the student to delve more deeply and develop expertise in a specific area of interest.

**Textbooks and Readings:**

Beckett, Katherine, and Theodore Sasson.2004. The Politics of Injustice: Crime and Punishment in America, 2<sup>nd</sup> ed. Thousand Oaks, CA: Sage Publications.

Roberts, Albert R. (editor). 2003. Critical Issues in Crime and Justice, 2<sup>nd</sup> ed. Thousand Oaks, CA: Sage Publications.

Other readings will be available from the instructor.

### **Structure and Method of Learning:**

This class is a graduate-level seminar in public administration issues in the criminal justice system. This means that students should come to class prepared, having read the material beforehand, in order to participate fully in the class discussions. The study schedule is not carved in stone: if there is interest in a particular area and one class period is not sufficient then we will carryover the discussion to the next class period.

### **Class Policies:**

We will adhere to all U of U policies, procedures and rules. These can be found in the student catalog and on the U of U website. At the back of this syllabus I have attached excerpts from the student handbook that are of particular importance. The following areas bear special mention:

- **Academic Honesty:** We live in very troubling times in which it is often difficult to know what is right, decent, and honest. Ethics are considered situational and as mere guidelines for behavior. It is painful to acknowledge that honesty and ethical behavior are a serious problem in higher education. Undoubtedly, you will be tempted to cheat in a class. But cheating is more than just copying someone's test answers. Please remember that it is not worth it and could get you expelled. If you are caught cheating in this class you will be invited to leave the class and the matter will be referred to the Department Chair for further action. Cheating may result in an automatic failure of the assignment and/or the class. Cheating comes in many forms. For example, all work you do in this class must be original work. Please don't dig up an old paper you used in another class and recycle it for this class. Test libraries at the frats and sororities are not going to be of much help. Don't copy another student's work and try to pass it off as your own. For a more in-depth discussion of academic honesty, please refer to the Student Handbook and catalog.
- **Plagiarism.** The above discussion on honesty also applies to plagiarism. If you don't know what this is, please look it up in a dictionary. If you are quoting another's work in your assignments be sure to properly cite the source. Do not use large (i.e. half page) quotations in an effort to pad your work. It really doesn't work. Additionally, subscribing to paper-writing businesses available on the Net and elsewhere are a waste of your time and money. You write better than these paper mills. Also, if caught, this is considered plagiarism and you risk failing the class and being expelled from U of U
- **Civility and Respect.** I expect civility and respect to be shown to all members of the class. While you may have differing opinions regarding the discussions, please express them in a civil, mature, and responsible manner. Denigration of your classmates will not be tolerated.
- **Disabilities:** If you believe that you have a condition or disability that may interfere with your succeeding in this class, please talk with me and contact the Center for Disability Services at the Union Building for advice and direction. To the best we are able, reasonable accommodations will be made on a case-by-case basis. Please read the last page of this syllabus regarding the Disabilities Center.
- **Absences:** In the real world, things happen that may make it impossible to attend every class session. We are all adults and responsible for our own lives. Work it out with your classmates to get their notes, copies of handouts, etc. The "buddy system" can help you in this area. Chronic absences will adversely affect your grade. While attendance is not graded, mastery of the information is graded, as is participation. I

have no idea how you can pass the class if you do not attend. HINT: I am generally more sympathetic to requests for additional time on assignments and missed examination if I know who you are. The only way I get to know you is if you come to class. By the way, just reading the textbook will only give you about half of the material that will be on the exams.

- **Missing or Late Assignments and/or Requests for Extra Time:** This is an imperfect world. Other instructors may be infallible, but I am not. It is possible that I may lose your assignment. Please keep copies of your assignments. If I have not received your assignments by the due date, I will ask about it the next meeting. If your assignments are late and there is a good reason (computer meltdown, death in the immediate family, hospitalization of you, your partner, parents, children, nuclear war, etc) come and talk to me, either immediately before or after the fact. If there is not a good and verifiable reason, you will lose five points every day it is late.
- **Unlawful Harassment:** Unlawful harassment of individuals based on age, gender, race, ethnicity, national origin, or disability will not be tolerated. Harassment is a violation of the Civil Rights Act of 1972 as amended and the EEOC Guidelines. It is also a violation of State law and the U's rules and regulations. If you feel you have been harassed or discriminated against you may talk with me or go directly to the Department Chair, the Dean of the College of Social and Behavioral Sciences, the Vice President for Students, or the office of the President of the University.
- **Evacuation of the Classroom:** Please familiarize yourself with all exits out of the classroom to the outside. If evacuation of the building is necessary, please use the stairs and exit the building. We will gather at a pre-arranged spot to take roll so as to ensure that everyone is out.
- **Other:** It is impossible to list every single possible violation or rule for the class. Basically, if it violates the laws of the United States, the State of Utah or any municipal ordinance, don't do it. If it violates the U's policies and rules, don't do it. If it is unethical or immoral, don't do it.

### **Assignments and Grading**

There will be no tests, quizzes, or examinations in this course. Your grade will be based on classroom participation, value added to the discussion, and the written assignments.

(10 points each) A summary of each week's readings will be due at the beginning of class. It should list the topic of the readings and the readings in citation format at the top of the page and an overall summary of the readings. In this summary you are to answer to main questions:

1. What is/are the issues for public administrators in this topic?
2. What do the readings contribute to your knowledge and understanding of these issues?

The research paper is divided into four parts: the proposal, the literature search, the in-class presentation, and the final paper. (Total of 250 points)

- The proposal is due on February 23<sup>rd</sup> at the beginning of class. This should be no more than three pages, typed and double-spaced. The proposal should state the question you want to answer and why you believe it is important (this is the classical "so what?" question). (50 points)

- The literature search is due on March 9<sup>th</sup> at the beginning of class. This is a list of references you have found that may have bearing on your paper. If, later on, you find that a reference you have listed no longer fits or you find another reference that does fit but was not on this list, do not worry. This part of the assignment is to keep you on track for your paper. This should not be more than 6 pages, typed and single spaced, and contain the citation in standard format with a brief synopsis of the article/book. It is acceptable for this part of the paper to do a cut and paste of the abstract. (50 points)
- The in-class presentation should be planned for no more than 30 minutes and include at least 10 minutes for discussion with the rest of the class. You will need to bring copies of your draft paper the week before your presentation for the rest of the class. You will get these back at the end of your presentation with your classmates' notes and critiques. (50 points)
- The final-and-nearly-carved-in-stone paper will be due in class one week after the presentation is given. Presenters on the last class night will need to submit their papers on April 27<sup>th</sup> by 4:00 p.m. in my box in the MPA/CPPA office.

Each week one or two class members will be responsible for moderating the in-class discussion. Each class member will need to sign up for two discussions, either singly or in pairs. (50 points each)

Unless prior arrangements are made, please do not email papers. They are cumbersome to grade/correct/comment on. If you do email, you will get a electronic version back and not a hard copy.

Participation in this class is critical to the learning goals. Each class member is expected to participate fully in the discussions. Participation will be 60 points of the overall grade.

**Exceptions:**

As has been said before, this is an imperfect world. It is conceivable that something unplanned or of an emergency nature may happen that will result in papers being late, tests missed, and so forth. Exceptions will be worked out individually between you and me. This is not a guarantee that there will be an exception, only the promise that one will be considered.

**In closing this part of the syllabus...**

I am looking forward having you in this class and working with you. This class will only be as good as you want it to be. I will do my best to make it interesting, applicable, and knowledgeable. I expect you to try only as hard as I do.

### Schedule of Course Topics, Assignments, Due Dates and Readings

Please note that this schedule is not carved in stone. Things change, schedules get bumped, etc. To the best of my ability we will follow this schedule.

<b>Week</b>	<b>Topic</b>	<b>Assignments</b>
#1 Jan 12	Introduction of course	None
#2 Jan 19	Overview of Crime	Roberts: Chap 1 Beckett and Sasson: Chaps 1 and 2 Disk: BJS Justice Statistics 2002
#3 Jan 26	Homicide	Roberts: Chaps 2, 4, 13, 15 Beckett and Sasson: Chap 3
#4 Feb 2	Women and Girls: Offenders and Victims	Roberts: Chaps 11, 12, 17, 26 Disk: Austin, Ellison, and Scahill
#5 Feb 9	Crime and Public Policy	Roberts: Chap 20 Beckett and Sasson: Chap 8 Disk: Humphries, Manza
#6 Feb 16	Special Offender Populations: Lifers, Sex Offenders, Mentally Ill, and Mentally Retarded	Roberts: Chap 6 Disk: Kebbell, Mayes, Alemagno, Corbett, Sample, Hepburn, Massie, Unger, Rhodes (For the long reports, read the Exec. Summaries only)
#7 Feb 23	Privatization	<b>Research paper proposal due</b> Disk: Forst, GAO <i>Privatization and Cost Savings</i> , GAO <i>Lessons Learned</i> , NIC <i>Privatizing Community Supervision</i> , BJA <i>Emerging Issues on Privatized Prisons</i>
#8 Mar 2	Community Corrections	Roberts: Chaps 21, 23, 27 Disk: Craddock, BJA Safe Neighborhoods, Greene
#9 March 9	Crime and Public Opinion	Literature Search due Beckett: and Sasson Chaps 4 and 6
#10 March 16	<b>Spring Break: No classes</b>	<b>Enjoy the break and/or catch up</b>
#11 March 23	Juvenile Justice	Roberts: Chaps 15, 16 Disk: Osher, Gaertz, Kurlychek
#12 March 30	Courts	Disk: Brown, Wool and Stemen, Tony (Presenters for Week 13 distribute draft copies of paper)
#13 April 6	Paper Presentations	Read and critique papers (Presenters for Week 14 distribute draft copies of paper)
#14 April 13	Paper Presentations	Read and critique papers (Presenters for Week 14 distribute draft copies of paper) (Presenters from Week 13 turn in papers)
#15 April 20	Paper Presentations	Read and critique papers (Presenters for Week 13 distribute draft copies of paper) (Presenters from Week 14 turn in papers)
#16 April 27	No Classes	<b>Final research papers (Presenters from Week 15) due in my box in the MPA/CPA office by 4:00 p.m.</b>

## **For Students with Disabilities**

The University of Utah is committed to providing reasonable accommodations to students whose disabilities may limit their ability to function in the academic setting. In order to meet the needs of students, and to make University activities, programs, and facilities accessible, the Center for Disability Services can provide the following services to students who provide documentation of a disability.

Students who are experiencing academic difficulties may want to investigate the possibility that these difficulties may be disability-based by speaking to a Disabilities Advisor.

### **Services:**

- Assistance with admissions, registration and graduation
- Orientation to the campus
- Arrange for classroom accessibility
- Scholarship information
- Referrals to campus and community services
- Guidelines for obtaining CDS services
- General and academic advising related to disability
- Investigation of academic strengths and weaknesses
- Develop effective learning strategies
- Coordinate with academic and departmental advisors regarding program goals
- Coordinate reasonable accommodations of disability-related limitations with faculty and staff
- Liaison between student and faculty or staff
- Provide readers, scribes, note takers
- Textbooks and printed material recorded onto cassettes or transcribed into Braille
- Arrange for exam accommodations
- Provide interpreters or real time caption stenographers for the Deaf or Hard of Hearing
- Provide training on the use adaptive computer technology
- Provide some adaptive equipment for temporary use

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