

COURSE SYLLABUS

COURSE: CCJ 4934 – 002 Seminar in Criminal Justice
INSTRUCTOR: Felecia Dix Richardson, Ph.D.
SEMESTER: Spring 2018
CLASS TIME: Tuesday and Thursday 11:00 – 12:15
CLASSROOM: 101 Benjamin L. Perry Classroom Building
OFFICE: 303C Benjamin L. Perry Classroom Building
OFFICE HOURS: Tuesday: 8:00 – 9:20; 12:30 – 1:30
Wednesday: 10:00 – 11:00
Thursday: 8:00 – 9:20; 5:00 – 5:40
PHONE: 599-8857
MAIN OFFICE: 599-3316
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Instructor's Qualification: Dr. Felecia Dix-Richardson has earned a Ph.D. in Criminology from Florida State University, a Master's degree in Criminology from Florida State University and B.S. Degrees in Criminal Justice and Psychology from Troy University. Prior to attending Florida State University, Dr. Dix-Richardson attended Walter F. George School of Law (Mercer University). Dr. Dix-Richardson has conducted research in the following areas: 1) The Evolution of Islam in American Prisons; 2) Islamic inmates' religious rights – *This research involved extensive one-on-one and group interviews with Islamic Inmates. This research also included interviews with correctional staff and administrators;* 3) The Female Islamic Inmate; 4) Incarcerated women/mothers; 5) Juvenile Justice (overrepresentation of minority youth in the Florida Juvenile Justice System); 6) Suicide; 7) Computer forensics curriculum; 8) collaborated on an anti-hazing grant at Florida A&M University; 9) Recently completed article, "Florida Historically Black Colleges & Universities Partner and the Florida Sheriffs Association Lead the Way: *Law Enforcement Recruitment and Community Engagement*"; 10) Currently conducting research on "Florida Historically Black Colleges and Universities Address Racial Disparities within the Criminal Justice System Using Results Based Accountability" (*upcoming article for The Journal of Race and Gender*), "Differential Reporting of Sexual Harassment due to Social Structural" and "An Evaluation of Adverse Childhood Adversities (ACEs): Understanding the Adverse Conditions in the Lives of Florida Female Delinquents", "Juvenile Justice Reform: Preparing the Next Generation of Juvenile Justice Leaders" and "The Execution of Nancy: An Analysis of Slavery, Politics and the Alabama Court System"; 11) Recently served as an Islamic research consultant for Part 2 Pictures for a recently aired episode of CNN's "This is Life with Lisa Ling: Muslims in America"; and 12) Recently conducted a workshop "Turning the Curve: Finding the Paradigm Shift on Sexual Harassment" for the Annie E. Casey – Extending the Bench Program. Dr. Dix-Richardson has over 24 years of experience teaching criminal justice courses at the undergraduate level and over 18 years of teaching criminal justice courses at the graduate level. She has taught at the following Universities: Florida State University, University of Florida (*Independent Study Program*) and Keiser University. Dr. Dix-Richardson is also a research consultant for 21st Century Research and Evaluations. She has assisted with research projects for the Department of Juvenile Justice, Bethel Baptist Project Embrace and she is currently evaluating a Healthy Lifestyle SAMSHA grant awarded to Florida Memorial University (*This grant research project addressed the following issues: HIV/AIDS, Sexually Transmitted Disease, Substance Abuse and Depression/Anxiety/Suicide*). Dr. Dix-Richardson has provided training workshops for the Annie E. Casey Foundation and the Florida Department of Children and Families. Dr. Dix-Richardson is a member of the board of directors for AMI Kids-Tallahassee. Dr. Dix-Richardson is also a member of the advisory council for the College Reach-Out Program "CROP" (*Florida Department of Education*). Dr. Dix-Richardson is a member of the American Correctional Association, Lambda Alpha Epsilon, the National Association of Blacks in Criminal Justice and the Southern Sociological Society. Dr. Dix-Richardson is the faculty advisor for Lambda Alpha Epsilon – Alpha Mu Upsilon Chapter and the National Association of Blacks in Criminal Justice - FAMU Student Chapter.

Required Text:

The New Jim Crow: Mass Incarceration in the Age of Colorblindness

Author: Michelle Alexander

Publisher: The New Press

Course Purpose:

The purpose of this course is to provide a contemporary analysis of theoretical and applied issues in criminal justice. Within in this course an overview of career opportunities, resume preparation, and job interviewing skills will be presented

Academic Learning Compacts:

Academic Learning Compacts (ALCs) - This course falls under the courses offered in the Criminal Justice Program and is thus covered by the associated Academic Learning Compacts. ALCs answer three basic questions: What will students learn by the end of their academic programs? Have they learned what they have been taught by their professors? How do we measure these quantities? For details regarding the Criminal Justice Program ALCs, go to www.famu.edu/assessment and click on Academic Learning Compacts.

Learning Outcomes:**Communication Skills:**

Effective communication skills (*both written and oral*) are necessary for a successful career in the field of criminal justice; for that reason, several activities (*e.g., the incorporation of the Results Based Accountability (RBA) Model into the collaborative project, and the project presentation*) have been included within this course to enhance your communication skills.

Critical Thinking:

Critical thinking skills involve the ability to reason, to assemble evidence in order to develop a position, and to communicate complex ideas. Critical thinking requires the ability to think through situations, issues and facts in an open-minded and objective manner. Critical thinking skills are of practical value to the criminal justice professional; therefore, throughout this course, several activities (*e.g., collaborative project, introduction to the Results Based Accountability Model (RBA), class discussion, guest speakers, and assignments/activities*) have been included to enhance your critical thinking skills.

Content Knowledge:

This course examines the theoretical, policy implications, as well as, various current and critical aspects of the criminal justice system. To ensure that students understand these concepts/issues two exams will be administered during this course. In addition to the exams, a pre-test and post will be administered also.

Technological Literacy:

Students are required to participate and complete the collaborative project. This assignment will require students to produce a report using computer resources and electronic technology to collect and analyze information.

Ethical Values:

For all assignments completed within this course, all students will demonstrate that they have followed the Academy of Criminal Justice Sciences (ACJS) code of ethics.

Cultural Diversity:

The criminal justice system has often been the center of controversy in its encounter, custody and control of ethnic minorities and women. Diverse populations (*e.g., racial minorities, women, certain religious groups [e.g., Muslims], transgendered, poor, immigrants, etc.*) historically have had unique and unpleasant experiences within the American criminal justice system. Within this course, students will become exposed to the dimensions and circumstances that diverse populations experience within the criminal justice system. Students will be given the opportunity to discuss these issues during class. Students will be tested on these critical issues as well.

Learning Objectives:

Within this course, each student should/will be able to:

- 1) Learn how to synthesize knowledge of the criminal justice system
- 2) Critically assess the criminal justice system as it relates to political policy and influence, economics, gender, race and socio-economic status
- 3) Understand important issues and concerns in the criminal justice system
- 4) Improve their ability to communicate and write effectively
- 5) Participate in job preparation activities that will prepare them for a position or a career in criminal justice or related field

Competencies Evaluated:

This course will provide a variety of activities and assignments to assist students in achieving the objectives of this course. The following activities and assessments will be used in this course:

- 1) Collaborative Project – *Learning Objectives 1 – 5*
- 2) Results Based Accountability Model (RBA) – *Learning Objectives 1 - 5*
- 3) Environment Justice (InTeGrate Module) – *Learning Objectives 1-5*
- 4) Exams – *Learning Objectives 1- 5*
- 5) Presentation – *Learning Objective 5*
- 6) Register with the University Career Center – *Learning Objective 5*
- 7) Attend University Career Center workshops on mock interviewing and resume writing skills – *Learning Objective 5*

Teaching Methods:

The behavioral objectives listed above will be achieved through various teaching methods, such as, class lectures, group discussions, assigned readings from text and additional sources, guest speakers, videos, transparencies, etc.

Course Requirements/Expectations:

Regular class attendance is required. A total of only three unexcused absences will be allowed. Class will begin at 11:00! You are expected to arrive on time. Late entrance into the classroom is disruptive to your fellow classmates and me. Attendance will be taken at the beginning of class. If you are not present when roll is taken, you will be counted as absent. **If you carry a cellular telephone, please turn it off before entering the classroom. If it rings during class or if you use it during class (Note: This includes texting, social media, web browsing, etc.), or if you engage in any type of disruptive behavior during class (This includes having independent discussions with your fellow classmates during class lecture; late arrival to class ~ 10 minutes after class begins, or leaving class early.), you will not be allowed to submit any extra credit for this course. If the disruptive behavior mentioned above continues, I will certainly seek to have you removed from the classroom because this type of behavior creates an environment that is not conducive to learning.**

Grade Determination:

Collaborative Project:

You are required to participate in the collaborative group project that has been assigned for this course. This is a collaborative project that will entail writing an action plan that addresses solutions for community relations between law enforcement and the Tallahassee/Leon County Community. Data that will be used for this project was compiled from the Law Enforcement Community Round Table Discussion that was held in the Perry-Paige Auditorium on January 18, 2017. Additional details regarding this project will be provided later.

Presentation:

Each group will be required to provide a 10 - 15 minute presentation on the action plan. **The presentations will be on the following dates: April 17th and April 19th. Your professor will schedule the date for each group's presentation.**

Exam:

There will be one exam in this course. The exams will be based information covered in class and reading assignments/materials provided. The exam is scheduled to be administered on March 8th.

Career Center Activities:

You are required to register with the University Career Center and complete the following: Career Assessment, Mock Interview, and Resume Writing assignments.

New Jim Crow:

The New Jim Crow: Mass Incarceration in the Age of Colorblindness authored by Michelle Alexander is the required text for this course. You are to summarize and critique any chapter of the book. Your critique must be supported by at least two credible sources. Note, please do not plagiarize this assignment by using critiques that have already been published. If you do so, you will receive an F in this course.

Course Evaluation Strategies (Methodologies)	
Student performance is evaluated as follows:	
20 %	• Collaborative Action Plan Project
10 %	• Presentation
30 %	• Exam #1 = 15% • Turning the Curve Assignment = 15%
15 %	• Career Center Activities = 100 points Total ✓ Registration = 10 points ✓ Career Assessment = 20 points ✓ Mock Interview = 30 points ✓ Resume Writing = 40 points
10 %	• New Jim Crow Critique
15%	• Environmental Justice Activities – (InTeGrate Module) ✓ Pair-Share Definition (10 points) ✓ 1-minute paper (20 points) ✓ Timeline from Lois Gibb's videos (20 points) ✓ A Civil Action/Erin Brockovich Critique (40 points) ✓ Jig Saw Learning (10 points)
100 %	• Total possible score

Grade Scale:

100 – 90 = A

79 – 70 = C

59 – Below = F

89 – 80 = B

69 – 60 = D

MAKE UP EXAMS WILL ONLY BE GIVEN IF AN EXCUSE IS PROVIDED FROM THE CHAIR'S OFFICE IF YOU ARE A STUDENT WITHIN THE COLLEGE OF COLLEGE OF SOCIAL SCIENCES ARTS AND HUMANITIES. ALL OTHER STUDENTS SHOULD OBTAIN EXCUSES FROM THEIR DEAN'S OFFICE.

An incomplete for this course will only be given for the following reasons: medical, involuntary call to active military duty, death in the immediate family, or extenuating circumstances. **Documentation must be submitted to me and approved by the Chair's office (before the end of the semester) for the incomplete to be granted.**

Please note that grades will be assigned based upon the grading scale provided above. I do not negotiate grades! Please do not ask for a grade that you have not earned. I am not responsible for academic dismissals, loss of scholarships or athletic ineligibility.

Academic Honesty:

Academic honesty is expected of each student in this course. Cheating will not be tolerated. Your exams, assignments, and all other work for this class must be done individually. Copying from another test, allowing someone to copy from your test, bringing in cheat notes to the test, copying other's writing (either another student's or author's work), or other forms of cheating/plagiarism will result in the recommendation of an "F" for this course. Please see the University's academic honesty policy, guidelines and procedures that have been provided below.

Florida A&M University Academic Honesty - Definition, Policy and Guidelines

Florida A&M University is committed to academic honesty and its core values, which include scholarship, excellence, accountability, integrity, fairness, respect, and ethics. These core values are integrated into this academic honesty policy. Being unaware of the Academic Honesty policy is not a defense for violations of academic honesty.

Academic Honesty Violations include, but are not limited to, committing the following:

- A. Giving or taking information or material wrongfully to aid yourself or another student in academic work;
- B. Plagiarism to include copying work created or published by others, paraphrasing, or using ideas from a source without proper attribution;
- C. Looking at or copying another student's work, or allowing another student to look at or copy your work;
- D. Talking or otherwise communicating with another student during quizzes, tests or writing assignments, unless instructed to do so;
- E. Removing test materials or attempting to remove them from an examination room or office or elsewhere [to include copiers and printers], stealing, buying, selling, or referring to a copy of an examination before it is administered;
- F. Having others edit or rewrite your assignments, except with instructor approval;
- G. Using work from other classes without prior approval from the proper instructor;

- H. Using copyrighted stories, pictures, graphics, logos and other content without proper permission, including from the Internet, even if these works have been modified by the student;
- I. Using electronic devices for plagiarism, cheating, deception or collusion (a secret agreement between two or more persons for a deceitful purpose);
- J. Falsifying records or giving misleading information, oral or written;
- K. Assisting in any academic honesty violation;
- L. Receiving any materials or information from a fellow student or another unauthorized source during examinations;
- M. Obtaining, distributing, or referring to a copy of an examination, which the instructor or Department has not authorized to be made available;
- N. Any act which impedes the ability of other students to have fair access to materials assigned or suggested by the instructor, i.e. removing or destroying library or other source materials;
- O. Tampering with another student's work;
- P. Altering grades or any other records related to the academic performance of students;
- Q. Submitting false records or information in order to gain admission to the University;
- R. Falsifying or inventing information, data, or citations; and/or
- S. Any other form of academic cheating, plagiarism, or dishonesty.

Violations of the Academic Honesty Policy can be resolved informally or formally.

Informal Resolution Process:

An informal resolution should be made within five (5) business days from written notice to the student; however, students shall be allowed to complete the course and associated assignments, pending the outcome of the informal resolution process.

Procedure:

1. The instructor will notify the student(s) of the violation(s) of academic honesty no later than 5 business days after becoming aware of the suspected violation.
2. The instructor and the student will meet at a convenient time for both parties but no later than 5 business days after notification or drop/add deadline for the next regular semester. The instructor will provide to the student information regarding the alleged violation. The student will be given an opportunity to respond to the allegations within a reasonable time, not to exceed 10 business days from receipt of the allegation. The faculty member must propose a resolution if he/she does not accept the student's response. The student may either accept the proposed resolution or appeal to the next step. If the student rejects the resolution, the instructor will complete the "Academic Honesty Referral Form" and forward it and all associated documentation, to the dean/director of the college/school/institute.
3. If a mutual agreement has been met, that agreement is final and binding and may not be appealed.

Please see the University website and student handbook, for an explanation of the Formal Resolution Process and additional details of the Academic Honesty policy.

Special Needs:

If you have any physical or learning disabilities that you believe may affect your performance in class, please contact me during the first week of the semester, so we can make appropriate arrangements.

Information on the Office of Disability Services can be found at:

Center for Disability Access and Resources (CeDAR)

667 Ardelia Court

Tallahassee, FL 32307

(850) 599-3180

Rules for the Exam: Upon entering the classroom, please place all backpacks, purses, books, notebooks, etc. at the front of the room. No cell phones, mp3 players, or any other listening device will be allowed on the desk, in your hands, lap, or anywhere on your person. Please place these items either in your backpack or purse. You will not be allowed to take the exam if you bring them to your desk.

**Department of Sociology and Criminal Justice
Standardized Class Policies**

Attendance Policy

Class attendance is mandatory. Except for emergency situations, students should email or call the course professor prior to an expected absence. In the case of an emergency, the email should arrive as soon as possible thereafter. Excused absences require stamped verification from the Chair's Office. The student must submit to the professor an original copy of the Chair's letter in order to have an absence excused. All students must adhere to FAMU's attendance and exam policies which can be found in the FAMU catalog posted online.

Make up / Missed Work Policy

Missed assignments and make-up work must be completed and submitted within three days of the original due date. An original copy of the Chair's letter excusing the absence is to be submitted with the work. If the student has to wait on the Chair's excuse, the assignment must still be submitted within the three-day time frame with a note attached that the Chair's letter will follow. Submit the Chair's letter as soon as you receive it.

Lateness Policy

Everyone must be in class on time. Each professor has the right to set time limits on lateness, which can range from 5 to 15 minutes. Lateness could result in not being admitted into the class.

Exam Policy

Come prepared with a No. 2 pencil and blank paper, as required. No cell phones, computers, I-Pods, or electronic devices of any sort, are to be used or seen on display during an exam. Students seen using any such device will receive a zero on the exam. Preferably, all electronics should be kept in a safe place at home, purse or backpack, on exam day. If you are 15 to 20 minutes late for an exam you must provide a valid excuse for the lateness and schedule a make-up exam.

Video/Audio Taping

Video and/or audio taping of any classroom activities are prohibited without the express written permission of the instructor.

Cell Phone Policy

Your cell phone should be turned off or placed on vibrate or mute during every class period. Cell phones are not to be used during class, even for texting. In case of an emergency and where you must take a call or respond to a text, you are to quietly leave the classroom for a limited time and provide a verbal excuse to the professor at the end of the class period.

Food Policy

No food is allowed in the classrooms. Drinks, if the lids are sealable, will be allowed if and only if, what comes into the classroom, leaves the classroom or is disposed of into a trashcan. Any spill must be cleaned up promptly by the person who brought the drink into the classroom. Please respect your colleagues and FAMU and help us keep a clean and healthy environment. A 24-hour maid or maintenance worker is not in service.

COURSE OUTLINE

Jan. 9 – Feb. 1	Course Overview—Course Pretest <u>Topics:</u> Criminological Theory Review Who am I? – Criminal Justice and Political Leaders Patterns of Criminal Offending <i>Additional Topics: TBA</i>
January 25	Collaborative Action Plan Project topics will be discussed and groups assigned during class
Feb. 6 – March 9	<u>Topics:</u> Results Based Accountability (RBA) Victimology Sexual Victimization Human Exploitation and Human Trafficking White Collar Crime Terrorism – Pathways to Radicalization Death Penalty <i>Additional Topics: TBA</i>
March 1 March 8 <i>March 12 – 16</i>	RBA – Turning the Curve Assignment is Due Exam <i>Spring Break</i>
March 20 – April 27	<u>Topics:</u> Environmental Justice – InTeGrate Modules The New Jim Crow: Mass Incarceration in the Age of Colorblindness <i>Additional Topics: TBA</i>
<i>March 20 – 30</i>	<i>Environmental Justice – In class InTeGrate Activities</i>
<i>April 3 – 12</i>	<i>The New Jim Crow – In class discussion</i>

April 5

New Jim Crow Critique Due

April 12

Collaborative Action Plan Projects Due

April 17 – 19

Collaborative Action Plan Project Presentations

April 27

Course Post Test/RBA Post Test

May 2

Career Activities Due Wednesday @ 3:00pm