

**CJ 4100**  
**CAPSTONE SEMINAR IN CRIMINAL JUSTICE**

**COURSE DESCRIPTION:**

This course provides an overview of the academic study of criminal justice. The course traces the intellectual history of the discipline and evaluates key issues and debates in its theoretical and philosophical development. Broader questions about the nature and scope of justice and criminal justice are also explored. The course orients students to the major areas of advanced criminal justice inquiry including criminal justice theory; law and the court process; policing; and punishment and corrections.

**COURSE OVERVIEW:**

This course critically examines perspectives on the academic 'discipline' of criminal justice. Criminal Justice is in its infancy as an academic pursuit. Therefore, rather than providing a set of definitive answers, we will instead debate and ponder a number of questions about the nature of Criminal Justice as an academic enterprise. We will examine current academic practice and imagine what might be. In the first part of the course we begin by surveying the history of the discipline in the United States and Canada, examining the theoretical, intellectual and ideological underpinnings of 'justice studies'. John Crank's book *Imagining Justice* provides our road map for this part of the course. In the second part of the course, we examine methodological issues in the study of criminal justice and we examine criminal justice from the perspective of faculty members in the Criminal Justice Department at the University of Winnipeg who will lead seminars on topics in their own areas of specialization.

**COURSE EVALUATION:**

**Seminar Participation (20%):**

A significant proportion of the course grade is based on weekly class participation. Class participation will be assessed based on:

- 1) Attendance
- 2) Active participation in seminar discussions
- 3) Several small in-class or take home assignments and
- 4) Weekly quotes and questions submitted to the instructor prior to class.

A minimum of 3 questions and 3 quotes drawn from the assigned readings must be e-mailed to the instructor via WebCT no later than 4 pm the day before each scheduled seminar.

**Seminar Facilitation (2 x 10% = 20%):**

Seminars in this course are driven primarily by the students. Students will sign up to lead one seminar in each term. The work will be shared between two students.

**Mini-Thesis Proposal (5%):**

Early in the Fall term, students must identify a topic for their major research paper and find another CJ faculty member who will agree to act as a second

reader. Consulting with both the second reader and the course instructor, they will propose a topic related directly to Criminal Justice and where possible to the research interests and disciplinary background of the second reader. The proposal is a brief 2-3 page (maximum) written outline of their topic of interest, general approach, and tentative thesis statement / research question. Students must formulate a thesis statement or research question that is analytical as opposed to descriptive. The proposal should include a brief description of the issue they wish to investigate, list potential sources of information that they will pursue, specify theories that might guide the research and explain how the chosen topic is appropriate to criminal justice studies.

**‘Mini-Thesis’ Annotated Bibliography (10%):**

In preparation for the mini-thesis, students will prepare an annotated bibliography of a minimum 15 relevant sources (books and/or journal articles) that they have used to write their research paper. Students will prepare a maximum 1 page summary for each book or article. The summary should discuss objectives, methodology, theoretical approaches, analysis and findings/conclusions.

**Take Home Essay (15%):**

A take home essay assignment will be made available on WebCT on or before the final class of the term. Students will complete an essay addressing the key themes of the course by drawing on assigned readings and seminar discussions. Grading criteria include, but are not limited to: depth and breadth of course materials integrated in the essay, coherence of argument, logical conclusion based on reasonable evidence, spelling, grammar, and general essay structure.

**Mini-Thesis Research Paper (25%):**

A completed research paper is due to both the second reader and course instructor. In consultation with the second reader, the course instructor will assign a provisional grade and return comments and directions for improvement to the student. All students should expect to do revisions to their paper and a final mini-thesis grade will be assigned after revised papers are handed in. Late papers will not be accepted without prior authorization of the instructor and acceptable documentation.

**Presentation (5%):**

On the last class, students will present a short 15 minute overview of their mini-thesis. Presentations will be open to interested CJ faculty and students.

**GRADE DISTRIBUTION;**

The following letter/percentage scale will be used for all assignments.

A+ = 90-100%	B+ = 75-79%	C = 60-64%
A = 84-89%	B = 70-74%	D = 50-59%
A- = 80-83%	C+ = 65-69%	F = 0-49%

**ACADEMIC DISHONESTY:**

Students should acquaint themselves with the University's policy regarding **academic ethics** (i.e. cheating). It is outlined in The University of Winnipeg Course Calendar under the heading; Regulations and Policies.

<http://www.uwinnipeg.ca/index/calendar-calendar>

**WITHDRAWAL DATE:**

The final date to withdraw from the course without academic penalty can be found online. <http://www.uwinnipeg.ca/index/services-withdrawal-schedules>

**SERVICES FOR STUDENTS WITH DISABILITIES:**

Students with documented disabilities requiring academic accommodations for tests/exams (e.g., private space) or during lectures/laboratories (e.g., access to volunteer note-takers) are encouraged to contact the Coordinator of Disability Services (DS) at 786-9771 to discuss appropriate options. Specific information about DS is available on-line at <http://www.uwinnipeg.ca/index/services-disability>. All information about the disability is confidential.

**REQUIRED READINGS:**

Crank, John (2003) *Imagining Justice* (Cincinnati, OH: Anderson)

Additional readings are available on WebCT. These readings are required and it is the responsibility of students to access this material via the Internet. If you encounter problems with WebCT, please contact the Help Desk at 786-9149.

**EXPECTATIONS OF STUDENTS:**

The course is centered on topics contained in the assigned readings. Students are expected to complete readings in a timely fashion, and come to class prepared to engage in discussions of the topics covered. Please note that not all topics listed in this course outline may be covered completely in class time due to time constraints. Students are responsible for all required course readings regardless of whether or not the readings were fully covered in lecture time. The course

is reading intensive, so students are urged to keep on top of readings and ask questions if any material is unclear.

**CAPSTONE SEMINAR IN CRIMINAL JUSTICE CJ 4100  
COURSE OUTLINE AND REQUIRED READINGS****PART I: THE NATURE OF ACADEMIC CRIMINAL JUSTICE****Introduction: What is (Criminal) Justice?**

Crank: Foreword, Chapter 1

JLE Name Change

CJS History

**Criminal Justice Studies: Discipline or Interdisciplinary?**

Crank: Chapter 2

Assignment: CJ Faculty Profiles

**Origins and Conflict: Criminal Justice in Academia (Alternative Title: Why Sociologists Don't Like Us)**

Crank: Chapter 3 "Justice Identity in Academia", 67-107

Farrell & Koch (1995) "Criminal Justice, Sociology, and Academia" *The American Sociologist*, vol. 26, no. 1, pp. 52-61.

Deflem, M. (2002) "Teaching Criminal Justice in Liberal Arts Education: A Sociologist's Confessions" *ACJS Today*, vol. XXII, no. 2, pp. 1,3-5. [and replies following] Frauley, Jon (2005) "Representing Theory and Theorising in Criminal Justice Studies: Practising Theory Considered" *Critical Criminology*, vol. 13, pp. 245-265.

**PART II: MODELS, THEORIES & FOUNDATIONS OF (CRIMINAL) JUSTICE**

**Theorizing Criminal Justice: Normative and Structural/Functional**

**Perspectives**

Chapter 4 "Toward Justice Perspective: The Development of Theory in Criminal Justice", pp.109-124

6 Feeley, Malcolm (1973) "Two models of the criminal justice system: an organizational perspective" *Law & Society Review* 7(3): 407-425.

Hagan, John (1989) "Why Is There So Little Criminal Justice Theory? Neglected Macro- and

Micro-Level Links Between Organization and Power" *Journal of Research In Crime and Delinquency*, vol. 26, no. 2, pp. 116-135 Boydell, C., & Connidis, I. (1995). "A Social Systems Approach to Criminal Justice Research." In N. Larsen (ed.) *The Canadian Criminal Justice System*. (Toronto: Canadian Scholars Press),1-26.

**Theorizing Criminal Justice: Institutional Perspectives**

Chapter 4 "Toward Justice Perspective: The Development of Theory in Criminal Justice", pp.124-136

Crank, John & Langworthy, Robert (1994) "An Institutional Perspective on Policing" *The Journal of Criminal Law and Criminology*, 83(2): 338-363.

Garland, David (1991) "Sociological Perspectives on Punishment" *Crime and Justice*, Vol. 14, pp. 115-165