

New Graduate Course Proposal

Course Title

Course Title: * Community Justice Approach to Criminal Justice

Proposed Banner Abbreviation: * Community Justice

Banner limit of 30 characters, including punctuation, spaces, and special characters.

Department/Committee Information

The main contact person for the Graduate Curriculum Committee should fill out this form.

Requestor Name: * Eileen Kirk

Members of the Graduate Curriculum Committee: David Weiss, Eileen Kirk, Katherine Hazen, Randall Grometstein, Richard Wiebe, Marcel Beausoleil

Department / Unit Developing: * Behavioral Sciences

Department Chair: * Dr. Richard Wiebe * rwiebe@fitchburgstate.edu

Academic Dean: Dr. Sara Levine slevine@fitchburgstate.edu

Program Chair The Program Chair for this request is among the people listed above.
* Yes
 No

Course Information

Course Description

*Community justice is a community-oriented approach to prevent crime, control crime, and achieve justice. This course explores the role of community in justice activities and examines the consequences of decentralizing authority and accountability of criminal justice from government entities (e.g., courts and police) and explicitly involve the community and residents. The course also explores how a community justice approach impacts neighborhood crime, community social processes, and community quality of life.

Course Objectives

This course is designed to help students achieve the following objectives:

- To examine challenges facing the current criminal justice system, such as police-community relations and mass incarceration
- To appreciate the inherent role of community in crime prevention and control
- To understand the principles of a community justice approach to criminal justice
- To explore how a community justice approach may prevent crime and mitigate harms associated with criminal justice system
- To discover how criminal justice players (e.g., law enforcement, judicial system) can partner with communities to impact neighborhood crime and justice-related activities
- To critically examine current community justice practices in the United States

Rationale and expected outcomes of offering the Course

*The crime control approach to criminal justice which began in the 1970s and continues today emphasizes the role of government entities in criminal justice policies and practice. This course offers a unique approach to criminal justice, proposing that criminal justice activities may be decentralized to involve community in policing, courts, and corrections. The course offers graduate students ways to engage community to prevent crime and reduce the harmful consequences of criminal justice-related activities.

What are the Learning Outcomes for the Course?

The learning outcomes for the course are:

- Describe the concepts and principles of community justice across different aspects of criminal justice, including policing,

courts, and corrections

- Critically examine the aims, operation, and outcomes of community justice approaches
- Identify community partners and stakeholders important to community justice
- Examine examples of community justice approaches both locally and nationally
- Develop a community justice approach to an existing criminal justice practice
- Effectively communicate knowledge and ideas about community justice using a range of written and data presentation techniques

Number of Credits: * 3

Discipline Prefix or Prefixes:

* CJ

Brief rationale if more than one prefix:

Level of Course:

- * 7000
 8000
 9000

Brief rationale for level choice::

Course is the foundations course for the proposed Community Justice concentration in Professional Studies

The course will be:

- Requirement
 Elective

Elective or Requirement Note/Special:

Course is a requirement for the proposed Community Justice concentration in Professional Studies

Is there a similar undergraduate course?

- * Yes
 No

Does this course affect offerings in any other department or program?

- * Yes
 No

Course Enrollment

Expected Average Enrollment:

* 20

This course is a replacement for:

Course # / Name

Has the course been offered previously as a "Topics" course?

- * Yes
 No

Is this an Extended Campus Course?

- * Yes
 No

Which semester will this course be offered for the first time?:

* Fall 2023

How often thereafter to be offered?:

* Annually

Course Requirements

Prerequisite course(s) if any:

Additional Requirements

Laboratory Hours:

Fieldwork Hours:

Pre-Practicum Hours:

Practicum Hours:

Other Requirements (specify):

Syllabus Upload

New Course Syllabus Upload:

Community Justice Syllabus.pdf

Signatures

Click on the **Submit Form** button at the bottom of the page after you have signed the form. You should receive an email confirmation that your signature has been completed.

...3035333332

Eileen Kirk

Requester Signature

03/03/2023

Date

...3234363339

Sara Levine

Academic Dean Signature

03/08/2023

Date

...3931383931

Richard Wiebe

Department Chair Approval

03/07/2023

Date

...3731303833

Becky Copper Heng

SGOCE Dean Signature

03/31/2023

Date

Graduate Council

The Graduate Council Chair Signature indicates that the Council has discussed this proposal and has decided it should move forward.

Graduate Council Chair Signature Date

Notifications

Approval of the President

Date

SGOCE Dean Initials

Date

Reviewed by the Registrar:

Date

Fitchburg State University
Behavioral Sciences Department, Criminal Justice Program
CJ 7XXX: Community Justice Approach to Criminal Justice
Online Asynchronous

Instructor: Professor Eileen Kirk
Office: McKay 226
Email: ekirk@fitchburgstate.edu
Office Hours: TBD

Course Description:

Community justice is a community-oriented approach to prevent crime, control crime, and achieve justice. This course explores the role of community in justice activities and examines the consequences of decentralizing authority and accountability of criminal justice from government entities (e.g., courts and police) and explicitly involving the community and its residents. The course also explores how a community justice approach impacts neighborhood crime, community social processes, and community quality of life.

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Required Text:

Two books are required for this course:

- Clear, T. R. (2009). *Imprisoning communities: How mass incarceration makes disadvantaged neighborhoods worse*. Oxford University Press.
- Clear, T., Hamilton Jr, J. R., & Cadora, E. (2010). *Community justice*. New York: Routledge.

Additional readings/podcasts/documentaries are posted on Blackboard and/or listed in the syllabus.

Course Requirements (Total 1000 points): Five elements contribute to the final course grade, described below.

1. **Discussion participation (200 points):** Students are expected to participate in Blackboard discussions on course readings/lectures and respond to discussion points. Specifically, each student is expected to initiate a discussion post twice during the semester (100 points total; 50 points each) and respond to five discussion posts initiated by other students (100 points total; 20 points each).
2. **Response papers (300 points):** Students are expected to submit two response papers during the course of the semester, demonstrating an understanding concepts discussed in class. Each paper worth 150 points and should be 3-5 pages, double-spaced. The first response paper will address challenges in the current criminal justice system, discussed in weeks 2-4, and it is due in week 5 of the course. The second response paper will address the foundations of community justice, discussed in weeks 5-7, and it is due in week 8 of the course.
3. **Community justice presentation (150 points):** Students are expected identify a challenge in the field of criminal justice and propose a community justice based response in a 8-10 minute presentation. The presentation should be recorded and posted to Blackboard for the class to view. Presentations are due during the final two classes of the course.
4. **Community justice presentation response (50 points):** Students are expected to provide feedback to fellow students on their community justice presentations. Feedback may be used to inform and develop the submission of the community justice paper.
5. **Community justice paper (300 points):** Students are expected to submit a 10-12 page double-spaced paper (excluding references) on a challenge in the field of criminal justice and propose a community justice based response. Students are expected to defend the proposed community justice response with relevant class readings and additional supporting literature.

Class Policies:

Academic Integrity Policy. Following is an excerpt from the FSU Academic Integrity Policy. The full policy can be found in the Student Handbook which can be downloaded from the Student Affairs webpage: <https://www.fitchburgstate.edu/student-support/student-affairs>.

Every member of the university community is expected to maintain the highest standards of academic integrity. A student shall not submit work that is falsified or is not the result of the student's own effort. A student who is in doubt regarding standards of academic integrity in a course or assignment should consult the faculty member responsible for that course or assignment before submitting the work. A student's lack of understanding of the academic integrity policy is not a valid defense to a charge of academic dishonesty.

Late submissions. Unexcused late submissions and missed exams will automatically be deducted by 10% of the total points available for the first day late. If one week late, unexcused late submissions will automatically be deducted by 25% of total points available. Based on tardiness of submission, assignments may be deducted up to 50% of the total points available.

Health and Safety:

Students are expected to comply with the health and safety protocols outlined by Fitchburg State University as related to Covid-19. This includes complying with vaccination and masking requirements, and testing protocols, if appropriate. For more details, please see details on Covid-19 protocols at: <https://www.fitchburgstate.edu/student-support/health-and-wellness/student-access-health-care/coronavirus-information-2022-23>.

Disability Services:

<https://www.fitchburgstate.edu/student-support/disability-services>

Fitchburg State University is committed to providing equitable access to learning opportunities to students with documented disabilities (e.g., mental health, attentional, learning, chronic health, sensory, or physical). Individuals who have any situation/condition, either permanent or temporary, which might affect their ability to perform in class or access class materials, are encouraged to register with Disability Services. Please contact the Director of Disability Services to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom. Accommodations are not provided retroactively. Students are encouraged to register with Disability Services as soon as they begin their program. Fitchburg State University encourages students to access all resources available through Disability Services for consistent support and access to their programs. More information can be found online at www.fitchburgstate.edu/disability, or by visiting Disability Services at Hammond Hall 303 or contacting them via phone at 978-665-4020, or via email at disabilityserviceslist@fitchburgstate.edu. If you have a letter of disability from Disability Services, please share with the instructor to support accommodations.

Academic Support:

<https://www.fitchburgstate.edu/student-support/academic-support>

FSU offers academic and support services to the Academic Coaching and Tutoring Center and the TRIO Student Support Services Program.

Title IX:

<https://www.fitchburgstate.edu/about/campus-planning-and-policies/equal-opportunity-diversity-and-affirmative-actiontitle-ix>

Fitchburg State University is committed to a policy of non-discrimination, equal opportunity, diversity, and affirmative action. We strive for a campus free from all forms of sexually harassing and violent behavior. The University is dedicated to providing an educational, working, and living environment for students, employees, and other members of the campus community.

**** Syllabus adjustments:** The instructor reserves the right to amend this syllabus, as needed. Students will be notified via email and announcement in class if revisions are made. **

Date	Topic	Readings
Week 1	Course introductions	N/A
Week 2	Concentrated incarceration	Clear, Chapter 1-3
Week 3	Coercive mobility and public safety	Clear, Chapter 4-6
Week 4	Case for community justice	Clear, Chapters 7-8; Clear et al, Chapter 1
Week 5	Policing and community justice	Clear et al, Chapters 2
Week 6	Courts and community justice	Clear et al, Chapter 3
Week 7	Corrections and community justice	Clear et al, Chapter 4
Week 8	Youth, gangs and community intervention	Brady, B., Chaskin, R. J., & McGregor, C. (2020). Promoting civic and political engagement among marginalized urban youth in three cities: Strategies and challenges. <i>Children and youth services review, 116</i> , 105184.
Week 9	Legal cynicism and community policing	Hagan, J., McCarthy, B., Herda, D., & Cann Chandrasekher, A. (2018). Dual-process theory of racial isolation, legal cynicism, and reported crime. <i>Proceedings of the National Academy of Sciences, 115</i> (28), 7190-7199. Peyton, K., Sierra-Arévalo, M., & Rand, D. G. (2019). A field experiment on community policing and police legitimacy. <i>Proceedings of the national Academy of sciences, 116</i> (40), 19894-19898.
Week 10	Substance abuse	Park, S. W. (2022). Every Reasonable Chance Plus Two: How the Red Hook Community Justice Center Bridges the Gap Between the Community and the Justice System. <i>Cardozo J. Conflict Resol., 23</i> , 575.
Week 11	Mental health	Black, C. (2020). Mental-Health Courts: Expanding the Model in an Era of Criminal Justice Reform. <i>Wash. UJL & Pol'y, 63</i> , 299.

Date	Topic	Readings
Week 12	Co-responders	Morabito, M. S., Savage, J., Sneider, L., & Wallace, K. (2018). Police response to people with mental illnesses in a major US city: The Boston experience with the co-responder model. <i>Victims & Offenders</i> , 13(8), 1093-1105.
Week 13	Justice reinvestment and the future of criminal justice	Sabol, William J., and Miranda L. Baumann. "Justice reinvestment: Vision and practice." <i>Annual Review of Criminology</i> 3 (2020): 317-339. Clear et al, Chapter 5
Week 14	Class presentations/discussion	N/A
Week 15	Class presentations/discussion	N/A