Graduate Programs—NEW COURSE PROPOSAL

DIPARTMENT: CRIMINOLOGY AND CRIMINAL JUSTICE  COLLEGE: CDSI

RECOMMENDED COURSE IDENTIFICATION:
PREFIX  CCJ  COURSE NUMBER  6295  LAB CODE (L or C)  __________
(TO OBTAIN A COURSE NUMBER, CONTACT nmaldonado@fau.edu)
COMPLETE COURSE TITLE: COURTS, SENTENCING, AND THE JUDICIAL PROCESS

CREDITS: 3  TEXTBOOK INFORMATION: NO COURSE TEXTBOOK. LIST OF CURRENT READINGS PROVIDED ON SYLLABUS.

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR X SATISFACTORY/UNSATISFACTORY __________

COURSE DESCRIPTION, NO MORE THAN THREE LINES:
PROVIDES STUDENTS WITH SIGNIFICANT AND INFLUENTIAL RESEARCH ON TOPICS RELATED TO JUDICIAL PROCESS IN AMERICA. EXPOSES STUDENTS TO MODELS OF COURTROOM DECISION-MAKING THAT ADDRESS BUREAUCRATIC AND ORGANIZATIONAL FORCES, POLITICS, RACE AND SEX, AND THE NECESSARILY HUMAN NATURE OF SENTENCING. EXAMINES SOCIAL POLICIES AIMED AT THE COURTS AND SENTENCING.

PREREQUISITES *: NONE  COREQUISITES*: NONE  REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)*: MAJOR: CCJ MASTER OF SCIENCE STUDENTS ONLY

* PREREQUISITES, COREQUISITES AND REGISTRATION CONTROLS WILL BE ENFORCED FOR ALL COURSE SECTIONS.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE:
MEMBER OF THE GRADUATE FACULTY OF FAU AND HAS A TERMINAL DEGREE IN THE SUBJECT AREA (OR A CLOSELY RELATED FIELD)

Faculty contact, email and complete phone number:
Rachel Santos: rboba@fau.edu; 561-297-3240  Please consult and list departments that might be affected by the new course and attach comments.  NA

Approved by:

Date:
2/9/2015
2/9/2015
2/11/2015
2/11/2015

1. Syllabus must be attached; see guidelines for requirements:

2. Review Provost Memorandum:
   Definition of a Credit Hour
   www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf

3. Consent from affected departments
   (attach if necessary)

Email this form and syllabus to UGPC@fau.edu one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

FAUnwercrscGrad—Revised November 2014
CCJ6295 –Courts, Sentencing, and the Judicial Process
3 credit hour course
Fall Semester 2015
W 7:10-10:00
Class held in Social Science (SO) building, room 390, Boca Raton campus

Professor: Dr. William Hauser
Email: hauserw@fau.edu
Phone: (708) 888-0765
Office: SO 211 Boca Raton & ES 282 Davie
Office Hours: W 3:00-7:00 (Boca) & R 3:40-4:10 (Davie)
and by appointment

Course Description
Provides students with an overview of significant and influential research on a variety of topics related to judicial process in America. Exposes students to realistic models of courtroom decision-making that address bureaucratic and organizational forces, politics, race and sex, and the necessarily human nature of sentencing. Critically examines social policies aimed at the courts including structured sentencing schemes and actuarial sentencing.

Course Objectives
Your understanding of the American judicial system is predicated on your knowledge of the following topics:

- the structure and functioning of federal court system and state court systems
- historical development of the courts including key decisions
- the interplay between politics and the courts, particularly the Supreme Court
- the effect of public opinion on the courts and the effect of court decisions on public opinion
- models of courtroom decision-making
- plea bargaining – form, extent, origins, and consequences
- structured sentencing schemes and determinate sentencing – form and consequences

Required Reading
There is no text book required for this class. Instead, we will read scholarly articles and book excerpts. Each week you should read all articles listed for that week in the course schedule. These must be read no later than Monday so that you can submit the week’s discussion prompts by [no later than] Monday night.

Course Requirements
Class attendance: 9% of your grade or 90 points total (15 class periods at 6 points each)
Class attendance and discussion is mandatory. Absences will be excused with proper documentation. Because this class is discussion based it is not enough for you to simply “show
up.” To receive full credit for class attendance you must participate in class discussion. You should read the material carefully, take appropriate notes, and come to class prepared for a lively discussion.

**Weekly Discussion: 28% of your grade or 280 points total (14 submissions at 20 points each)**

This class is discussion based, consequently, attendance is required and participation in class discussion is expected. Because this is a graduate class, I believe that assigning grades based on the quality of your remarks in class is demeaning to all parties involved. However, to force you to attend and prepare for discussion, you are required to submit 2 discussion prompts to blackboard no later than the Monday prior to class.

Prompts should be phrased in the form of a question and should center on an issue or question relating to the reading that you believe merits discussion during class. Both substantive and methodological issues are fair game for discussion. You may include some brief remarks clarifying your question, outlining your position on the issue, or providing context (i.e. “Smith 2009 found X which suggests that the present authors should have considered Y”). Prompts should generally be no longer than 1 paragraph in length and can be much shorter. My grade for your prompts will primarily reflect the thoughtfulness of your remarks. However, poor grammar and style will affect your grade if it is persistent from week to week and egregious in nature.

I will review the submissions for the week and organize class discussion around the issues raised by the class. Choose your discussion prompts with care and forethought because we will likely discuss them at length. To this end, discussion prompts should be thought provoking and not trivial. **Late submissions will not be accepted and you forfeit the points associated with that week’s discussion.**

**Reaction papers: 63% of your grade or 630 points total (7 Total papers at 90 points each)**

In graduate school no skill is more important than your ability to think critically and express yourself through your writing. During the course of the semester you will submit 7 reaction papers, no more than 1 per week. Each paper should be no more than 6 pages long and no less than 4 (1.5 spacing, Times New Roman font size 12, 1” margins). In each paper you should ‘react’ to something you read that week. You may focus on a single article or you may attempt to synthesize several and you may even incorporate readings/topics from prior weeks. You may disagree with what you read or expand and build upon it. **Your goal is to demonstrate that you can think critically and engage the topic at a deep level. Bloviation1 and bombast are not welcome in this paper.** You should avoid stilted and un-natural language but also avoid overly conversational language marked by slang and contractions. Since these are not done on a weekly basis, you should devote considerable time and effort to these brief papers on the occasions that

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1 President Harding described bloviation as "the art of speaking for as long as the occasion warrants, and saying nothing."
you choose to do them. Critical analysis and empirically supported assertions will be much more beneficial to your paper than speculation and opinion. Your paper should reference outside articles (refereed publications that have not been assigned as part of this course) and you must include in text citations and an APA formatted references page.

**Class Professionalism and Academic Performance**

You are responsible for your own success in this class. All interaction should be done with professionalism in your attitude, behavior, appearance, correspondence (including emails!), and in the quality of your work. I am happy to work with you and assist you if you are struggling with the material. However, this is graduate school and it is not my job to hold your hand or seek you out because I think you might be struggling. Bottom line – you are an adult and should conduct yourself as such.

Consider availing yourself of the University resources for student success. These resources, including tutoring and writing assistance, are listed on the attached sheet entitled “Resources for Student Success”

**Grade Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100% - 93%</td>
</tr>
<tr>
<td>A-</td>
<td>92.9% - 90%</td>
</tr>
<tr>
<td>B+</td>
<td>89.9% - 87%</td>
</tr>
<tr>
<td>B</td>
<td>86.9% - 83%</td>
</tr>
<tr>
<td>B-</td>
<td>82.9% - 80%</td>
</tr>
<tr>
<td>C+</td>
<td>79.9% - 77%</td>
</tr>
<tr>
<td>C</td>
<td>76.9% - 73%</td>
</tr>
<tr>
<td>C-</td>
<td>72.9% - 70%</td>
</tr>
<tr>
<td>D+</td>
<td>69.9% - 67%</td>
</tr>
<tr>
<td>D</td>
<td>66.9% - 63%</td>
</tr>
<tr>
<td>D-</td>
<td>62.9% - 60%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 59.9%</td>
</tr>
</tbody>
</table>

*A word on your grades*

Points in this class will add to 1000. Thus, 930 points is required for an A, 830 points is required for a B, 730 points is required for a C and so on. Simply take your points and divide by 1000 and compare the resultant percentage with the table provided above. There should be no surprises when final grades are released.

**Academic Probation**

You must have a 3.0 to graduate, if your GPA drops below a 3.0 you will be placed on academic probation. You can earn a C in a course and still receive credit for it although doing so risks academic probation (i.e. the low grade could drag your GPA below 3.0). A C- or less means that you will not receive any credit for this course, however the low grade will still be included in your GPA calculation even if you retake the course. There is no forgiveness policy at the graduate level. *In general, getting anything less than a B is considered not doing graduate level work.* For some of you, your financial aid requires that you earn at least a 3.0 each semester regardless of your overall GPA. *It is your responsibility to know those requirements.* The obvious and easy solution is simply to get an A or a B in this class.
Incompletes
University policy strictly prohibits awarding an incomplete in order to do “extra credit” coursework, to take the course again at a later date, or to do anything else designed to improve a student’s grade. Therefore, an incomplete will only be issued for the purpose for which it was intended – i.e., a severe, unanticipated and documented emergency situation (e.g. hospitalization) during the last few days of the semester. Any incomplete work must be finished within the next semester, or it automatically converts to the grade to be received without credit for the incomplete work. A failing grade is not a valid reason for an incomplete.

Academic Integrity
Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001. [http://www.fau.edu/ctl/4.001_Code_of_Academic_Integrity.pdf]

Americans with Disabilities Act
Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Office for Students with Disabilities (OSD; 561-297-3880, Boca Raton; 954-236-1222, Davie) and (2) bring a letter to me indicating the need for accommodation and what type. This should be done during the first two weeks of class. Students wanting assistance with studying or test-taking skills should contact the Office of Student Retention (561-297-3540, Boca Raton; 954-263-1210, Davie)

Course Schedule

<table>
<thead>
<tr>
<th>Week 1</th>
<th></th>
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<tbody>
<tr>
<td><strong>Wednesday</strong> <em>(insert date)</em></td>
<td>No assigned reading, introduction to the course</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wednesday</strong> <em>(insert date)</em></td>
<td>Intro and Overview</td>
</tr>
</tbody>
</table>


**Week 3**

*Wednesday* (insert date)

**Sentencing Guidelines (1)**


**Week 4**

*Wednesday* (insert date)

**Sentencing Guidelines (2)**


**Week 5**

*Wednesday* (insert date)

**Sentencing Guidelines (3)**


**Week 6**

**Wednesday (insert date)**

*Extra-legal Attributes and Sentencing (1)*


**Week 7**

**Wednesday (insert date)**

*Extra-legal Attributes and Sentencing (2)*


*optional reading for context for the Harris et al. (2009) article-


**Week 8**

**Wednesday (insert date)**

*Extra-legal Attributes and Sentencing (3)*


**Week 9**

**Wednesday (insert date)**

**Plea Bargaining (1)**


**Week 10**

**Wednesday (insert date)**

**Plea Bargaining (2)**


**Week 11**

**Wednesday (insert date)**

**Models of Judicial Decision-making**


Week 12

**Wednesday (insert date)**

**Risk Assessments in Sentencing**


Week 13

**Wednesday (insert date)**

**Why the ‘Haves’ Come Out Ahead (litigation)**


Week 14

**Wednesday (insert date)**

**Supreme Court and Civil Liberties (1)**


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**Wednesday (insert date)**

*Supreme Court and Civil Liberties (2)*


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**University Resources for Student Success**

UNIVERSITY CENTER FOR EXCELLENCE IN WRITING

http://www.fau.edu/UCEW/WC/

TUTORING, STUDY HELP, & ACADEMIC SUPPORT

http://www.fau.edu/ctl/TutoringStudyHelpAndAcademicSupportStudentResources.php

CENTER FOR LEARNING AND STUDENT SUCCESS

http://www.fau.edu/CLASS/

LEARNING COMMUNITIES

http://www.fau.edu/class/LearningCommunity/

CAREER DEVELOPMENT CENTER

http://www.fau.edu/cdc/

STUDENT INVOLVEMENT AND LEADERSHIP

http://www.fau.edu/sil/
If you are having personal problems and need guidance or help, please contact one of the centers listed below:

OFFICE OF HEALTH AND WELLNESS
http://www.fau.edu/wellness/index.php
http://www.fau.edu/wellness/staff.php

COUNSELING CENTER
http://www.fau.edu/counseling/

STUDENT INTERVENTION TEAM
http://www.fau.edu/studentsindistress/index.php
http://www.fau.edu/studentsindistress/aboutus.php
http://www.fau.edu/studentsindistress/SITrole.php

STUDENT CRISIS AWARENESS COMMITTEE
http://www.fau.edu/studentsindistress/SCACROLE.php