

Fayetteville State University
College of Arts and Sciences
Department of Criminal Justice
CRJC 345.SL1: Criminal Justice Leadership
SPRING 2011

I. Locator Information

Instructor: Dr. Cary D. Adkinson
Course # and Name: CRJC 345.SL1: Criminal Justice Leadership
Credit hours: 3
Meeting times: M, W, F 10:00 to 10:50 am
Email: cadkinso@uncfsu.edu
Class location: NERC 112
Office Location: Loretta Taylor 339
Office Telephone: 910.672.2279
Office hours: M, W, and F 11:00 am to 1:00 pm
T, TR 11:00 am to 12:30 pm
Or by appointment

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

II. Course description

This course will examine criminal justice leadership, discretionary decision-making in criminal justice, critical incident performance, and the effects of stress on criminal justice professionals. Students will explore the history, major trends and theories, and implementation and practice of leadership principles in the criminal justice professions.

III. Disabled Student Services

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Required texts and articles

McKee, Annie, Boyatzi, Richard, and Johnston, Frances. (2008). *Becoming a resonant leader: Develop your emotional intelligence, renew your relationships, sustain your effectiveness*. Boston: Harvard Business.

Asken, Michael J., Grossman, Dave, and Christensen, Loren W. (2010). *Warrior mindset: Mental toughness skills for a nation's peacekeepers*. Warrior Science: United States.

DeValve, Michael J., and Adkinson, Cary D. (2009). Mindfulness as armor, compassion as weapon: Keeping the peace with mindfulness practices for police officers. In Elavie Ndura-Ouédraogo and Randal Amster (eds.) *Building cultures of peace: Transdisciplinary voices of hope and action*.

DeValve, Michael J., and Adkinson, Cary D. (2008). Mindfulness, compassion, and the police in America: An essay of hope. *Human architecture: Journal of the sociology of self-knowledge*, VI (3), pp. 99 – 104.

V. Student Learning Outcomes

[CRJC 345 – Criminal Justice Leadership]	
Upon successful completion of this course, students will be able to	
1. Trace the history and evolution of criminal justice leadership theory;	
2. Apply leadership principles to discretionary decision-making;	
3. Demonstrate knowledge of coping skills for dealing with routine and critical-incident stress;	
4. Identify and demonstrate communication skills essential to effective leadership	

VI. Course Requirements and Evaluation Criteria

A. Grading scale

Total of 1000 points possible

A= 92 – 100% (920 - 1000 pts.)

B=83 – 91% (830 - 919 pts.)

C=73 – 82% (730 - 829 pts.)

D=64 – 72% (640 - 729 pts.)

F=63% and below (191 pts. or below)

B. Attendance Requirements

Students are expected to attend class regularly. Roll call will be taken at the beginning of each class, starting at 10:00 am. Students not present when their names are called will not receive 5 points attendance credit for that day. In class essays, which make up 20% of the student's grade, will only be offered to students attending class on the day of the assignment. These essays will take the form of announced and unannounced quizzes based on the readings for the course. Roll will also be taken every class.

C. Graded Assignments

1. **Service Learning Requirements:** (250 points – 10 total hours). Ten total hours of community service work will be required. Each hour successfully completed will be worth 25 points toward the student's final grade. These requirements will consist of developing presentations and workshops for local high school criminal justice students. These presentations will provide high school students with the knowledge they need to be productive and successful college students. They will be designed to help students develop coping skills and strategies for college as well as life-long success. Finally, a collaborative community project will be designed and implemented by the CRJC 345 students. This project will support National Crime Victims' Rights Week (April 11th – 15th). Students will organize two panel presentations for this week, one highlighting victims' rights awareness and one highlighting personal and public safety.
2. **Discussion Board:** (150 points – 2 posts 75 points each). Students will also be expected to complete 3 discussion board assignments. These assignments are designed to encourage professional debate about the nature and function of criminal justice leadership. Students will be required to post an original response and then respond to at least two other students' posts with critical analysis and questions. These discussion boards will also be used to discuss the progress of the service learning aspects of this course by encouraging students to share their experiences dealing with local criminal justice high school classes and their community project. Electronic literacy and communication skills are essential for criminal justice professionals, so these discussion board assignments are designed to fulfill the dual role of encouraging both technological and social competence.
3. **Exams:** (200 points – 2 exams 100 points each). Two essay format exams will be given, one at mid-term and one during finals. These exams will consist of hypothetical, yet realistic, scenarios where students must apply their research and critical thinking skills learned in this class to address a criminal

justice leadership dilemma. Students may use their notes but must cite specific page numbers and authors of their readings in proper APA format when defending and illustrating their arguments.

4. **In Class Assignments:** (200 points – 4 assignments 50 points each).

Five unannounced and announced in class assignments will be given during the semester. Students are instructed to take notes from their required readings and to bring their notes to class every day. Reading check quizzes will be open notes but closed book. Students must cite at least two separate page numbers from their readings in proper APA style to receive full credit for their responses.

5. **Service Learning Final Report:** (100 points).

Upon conclusion of their service learning experiences in Fayetteville area high schools, students will submit a final Service Learning Report detailing and describing how their work will contribute to their growth as criminal justice professionals.

6. **Attendance:** (100 points – 5 points per roll call confirmation)

D. **Missed or late assignments/exams**

1. Make-up exams will be conducted within one week of the missed exam. The student will need to make arrangements with the instructor as to time and place of make-up exam. Make-up exams are allowed only for those students with valid excuses, which will be determined by the instructor. You must call the instructor to indicate that you will be unable to attend. **If you do not contact me on the day you missed the exam you will not be able to make it up at all.**
2. Late Work: The grading rubric for each assignment contains a certain percentage of points that will be awarded for turning work in on time. Late work will not receive these points unless an extension was granted by the instructor PRIOR TO the deadline.
3. All assignments must be handed in by the student to whom the assignment belongs. If a student cannot turn in the assignment on the required date, he/she must contact the instructor in person or by phone to determine how the assignment will be handed in after the fact.

VII. Academic Resources

Students are encouraged to utilize all of the diverse learning resources provided by Fayetteville State University. Since this is a writing intensive course, students are highly encouraged to take advantage of the FSU Writing Center:

<http://www.uncfsu.edu/writingcenter/>

VIII. Course Outline and Assignment Schedule

WEEK	READING ASSIGNMENT	SUBJECT	ASSIGNMENTS
Jan. 10 – 14	Introduction to Course	Introduction	Syllabus Check
Jan. 17 – 21	RL: Preface and Chapter 1; WM: Intro and Chapter 1	Leading for Real	In Class 1
Jan. 24 – 28	RL: Chapter 2	Resonant Leadership	None
Jan. 31 - Feb. 4	WM: Chapters 2 and 3	Fit for Duty and On Alert	DB 1
Feb. 7 – 11	RL: Chapter 3	Listening to Your Wake Up Calls	None
Feb. 14 – 18	WM: Chapters 4 and 5	Condition Black and Mental Attack Plan	In Class 2
Feb. 21 – 25	RL: Chapter 4	Seeing Your Dream	None
Feb. 28 - March 4	WM: Chapters 6 and 7	On the Wall and Strategic Vision	EXAM 1
March 7 – 11	SPRING BREAK	SPRING BREAK	SPRING BREAK
March 14 – 18	RL: Chapter 5	Appreciating Your Real Self	In Class 3
March 21 – 25	WM: Chapters 8 and 9	Personal Psy Ops and Cognitive Counter Response	None
March 28 – April 1	RL: Chapter 6	Becoming a Resonant Leader	In Class 4
April 4 – 8	RL: Chapter 7; WM Chapter 10	Igniting Resonance and Personal Briefings	None
April 11 – 15	NCVRW Project	National Crime Victims' Rights Week	DB 2
April 18 – 22	MW: Appendices 1 and 2; DeValve and Adkinson (2008)	Mindfulness Training	None
April 25 – 29	DeValve and Adkinson (2009)	Insight Criminology	SL Final Report
May 2 – 6	None	None	EXAM 2

IX. Teaching Strategies

This class will be based on lectures and discussion. Because there will be a lot of new information each day will start out with a traditional lecture format, but will include discussion on highlighted issues for the day and/or issues that students want to explore further. Students are expected to be full participants in directing the discussion for each day.

X. Bibliography

American Correctional Association. (1998). *Current concepts in correctional leadership*. American Correctional Association.

Artwohl, A. & Christensen, L. (1997). *Deadly force encounters: What cops need to know to mentally and physically prepare for and survive a gunfight*. Boulder, CO: Paladin.

- Baker, Thomas E. (2005). *Effective police leadership*. New York: Loose Leaf.
- Boyatzis, R., & McKee, A. (2005). *Resonant leadership*. Boston: Harvard Business School.
- Goleman, D. (2006). *Social intelligence: The new science of human relationships*. New York: Bantam.
- Goleman, D. (2006). *Working with emotional intelligence*. New York: Bantam.
- Grossman, D. (2009). *On killing: The psychological coast of learning to kill in war and society*. New York: Back Bay.
- Grossman, D., & Christensen, L. (2008). *On combat: The psychological and physiology of deadly combat in war and peace*. Warrior Science.
- Klinger, D. (2004). *Into the kill zone: A cop's eye view of deadly force*. San Francisco: Jossey-Bass.
- Lama, D. (2005). *The universe in a single atom: The convergence of science and spirituality*. New York: Morgan Road.
- Lama, D., & Ekman, P. (2008). *Emotional awareness: Overcoming the obstacles to psychological balance and compassion*. New York: Henry Holt.
- Lipton, B. H. (2008). *The biology of belief*. New York: Hay House.
- Newberg, A., & Waldman, M. R. (2006). *Why we believe what we believe: Uncovering our biological need for meaning, spirituality, and truth*. New York: Free Press.
- Siddle, B. (1995). *Sharpening the warrior's edge: The psychology and science of training*. PPC Research.
- Stojkovic, Stan, & Farkas, Mary Ann. (2002). *Correctional leadership: A cultural perspective*. New York: Wadsworth.
- Strozzi-Heckler, R. (2007). *In search of the warrior spirit: Teaching awareness discipline to the Green Berets*. Blue Snake.
- Wynn, Mike. (2008). *Rising through the ranks: Leadership tools and techniques for law enforcement*. New York: Kaplan.