

CRIM 495: Capstone in Criminology, Law & Society
Special Topic: Drug Courts

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Class Time: Monday 10:30 to 11:45 a.m. in Art & Design, #2003
Course Blackboard: mymason.gmu.edu

TA: Christopher Hild
TA Office: Aquia, #348 (**Office Hours:** Wednesdays 12PM – 1PM and by appointment)
TA Email: child@gmu.edu
Recitation: Wed. 9-10:15 a.m. (Sci & Tech I, #126) **OR** 10:30-11:45 a.m. (Art & Design, #2003)

COURSE DESCRIPTION AND OBJECTIVES

This course provides an in-depth examination of the historical and contemporary use of drug courts in the U.S. The course focuses on the philosophies, practices and procedures of drug—and other problem solving—courts and the people treated by and working within them. An important premise of the course is that social conditions both effect and are affected by societal choices regarding what is right and wrong, moral and immoral, good and bad and worthy of punishment or not. We will cover many topic areas related to drug courts paying particular attention to the organizational, legal, political, and social contexts surrounding these courts. We will delve into the research in this area using scholarly articles and book chapters, documentaries, guest speaker(s), and courtroom observation. Critical thinking and open discussion are necessary and required components of the course. **English 302 is a required prerequisite for this course.**

GRADUATE TEACHING ASSISTANT

Chris Hild, graduate teaching assistant, teaches the recitation sections of this course. He is also responsible for course grading. Please communicate with him regarding assignments and the course schedule at child@gmu.edu.

SYNTHESIS COURSE

The purpose of the synthesis course is to provide students with the opportunity to synthesize the knowledge, skills and values gained from the general education curriculum. Synthesis courses strive to expand students' ability to master new content, think critically, and develop life-long learning skills across the disciplines. CRIM 495 is a general education synthesis course. Upon completing this course, students will be able to:

- 1) Communicate effectively in both oral and written forms, applying appropriate rhetorical standards (e.g. audience adaptation, language, argument, organization, evidence, etc.)
- 2) Connect issues in a given field to wider intellectual, community or societal concerns using perspectives from two or more disciplines.
- 3) Apply critical thinking skills to:
 - a. Evaluate the quality, credibility and limitations of an argument or a solution using appropriate evidence or resources **AND**
 - b. Judge the quality or value of an idea, work, or principle based on appropriate analytics and standards.

WRITING INTENSIVE

This course fulfills the writing intensive (WI) requirement in the Criminology, Law & Society major. It does so through the 12-page paper on drug courts due by 9 a.m. on Wednesday May 2nd. The paper is combined with additional writing exercises/assignments throughout the semester. The paper will be completed through a draft/feedback/revision process.

COURSE READINGS

The readings complement and supplement the lecture material and to serve as the basis for discussions. Therefore, you should complete the readings **before** the assigned class session, in order to gain maximum benefit from the lectures. There are two sources of required readings: the Mackinem & Higgins book and a series of scholarly readings available in PDF format via blackboard.

Books

The following reading is available in the GMU (Fairfax Campus) Bookstore.

Mackinem, Mitchell B. & Paul Higgins. 2008. *Drug Court: Constructing the Moral Identity of Drug Offenders*. Springfield, IL: Charles C. Thomas Publishers.

Additional readings in PDF format

In addition to the text, there are required readings assembled on the course blackboard page. To access these readings, go to [our](#) blackboard page and scroll down until you see the course readings section. All readings are in PDF format requiring you to have Adobe Acrobat Reader on your computer. You can read the readings on the screen or you can print them out. We note these readings below by marking them PDF.

Week One: Introduction to the course and collecting data/writing fieldnotes (1/23)

- Wolfinger, Nicholas. (2002). "On writing fieldnotes: Collection strategies and background expectancies." *Qualitative Research*, 2:85-96.

Week Two: Historical Developments, Purpose & Court Types (1/30)

- Butts, Jeffery. (2001). "Introduction: Problem Solving Courts" *Law & Policy* 23(2): 121-124.
- Berman, Greg & John Feinblatt. (2001). "Problem-Solving: A Brief Primer" *Law & Policy* 23(2): 125-141.
- Dorf, Michael & Jeffery Fagan. (2003). "Community Courts and Community Justice" *American Criminal Law Review* 40:1501-1511.

Week Three: Legal Developments & Therapeutic Jurisprudence (2/6)

- Machinem & Higgins Chapter 1
- Rottman, David & Pamela Casey. (1999). "Therapeutic Jurisprudence & the emergence of problem solving courts" *National Institute of Justice Journal* July: 13-19.
- Winick, Bruce. (2002). "Therapeutic jurisprudence and problem solving courts." *Fordham Law Journal*, 30:1055-1104.

A list of possible court choices with locations and instructions is available on Blackboard

Week Four: Building an Academic Argument & Literature Reviews (2/13)

- Bring in an article or book chapter (not a technical report) that you found that goes with the research question you chose. Your article cannot be listed on the syllabus or found in the optional reading section of our blackboard page.

- Rossman, Shelli B., John K. Roman, Janine M. Zweig, Michael Rempel, Christine H. Lindquist. (2011). “The Multi-Site Adult Drug Court Evaluation: Executive Summary. Urban Institute (U.S. Department of Justice).

Week Five: Judges (2/20)

QUIZ #1

Readings:

- Boldt, Richard & Jana Singer. (2006). “Juristocracy in the trenches: Problem solving judges and therapeutic jurisprudence in drug treatment courts and unified family courts.” *Maryland Law Review*, 65:82-99.
- Eaton & Kaufman “In problem solving court, judges turn therapist.” *NYT* article
- King, Michael. (2008). “Problem solving court judging, therapeutic jurisprudence and transformational leadership.” *Journal of Judicial Administration*, 17:155-177.

Week Six: NO CLASS TODAY, Courtroom Observation Time (2/27)

- Coyer, Corey. (2007). “Innovation and discretion: The drug court as people processing institution. *Criminal Justice Policy Review*, 18(3): 313-329.
- Shomade, Salmon A. (2010). “Case disposition in the drug court: Who is the most central actor.” *The Justice System Journal*, 31(1): 74-96.

Week Seven: Guest Speaker: Michelle White, Loudoun County Adult Drug Court Coordinator (3/6)

Readings:

- Wilson, David, Ojmarrh Mitchell & Doris Mackenzie. 2006. “A systematic review of drug court effects on recidivism.” *Journal of Experimental Criminology*, 2:459-487

No Class on 3/12—SPRING BREAK!!!!

Week Eight: Guest Speaker: Brad Marshall, Commonwealth Attorney, Prince William County Juvenile Drug Court (3/19)

Readings:

- Faris, Jeralyn, Miller, JoAnn & The Honorable Donald Johnson. “Words, words, words: Distinctions and differences.” In Miller & Johnson’s *Problem Solving Courts: A Measure of Justice*, pp. 119-124.

Week Nine: Treatment Providers & Probation (3/26)

QUIZ #2

- National Association of Drug Court Professionals “Defining Drug Courts: The Key Components.”
- Taxman, Faye & Jeffery Bouffard. (2002). “Treatment Inside the Drug Treatment Court” *Substance* 37(12): 1665-1688.
- Burns, Stacy & Mark Peyrot. (2003). “Tough love: Nurturing and coercing responsibility and recovery in CA drug courts.” *Social Problems*, 50(3): 416-438.

Week Ten: Clients in Drug Courts (4/2)

- Machinem & Higgins Chapters 3, 4 and 5
- Peters, Roger & Mary Murrin. (2000). “Effectiveness of Treatment-Based Drug Courts in Reducing Criminal Recidivism” *Criminal Justice and Behavior* 27(1): 72-96.
- Machinem, Mitchell & Paul Higgins. (2007). “Tell Me About the Test” *Journal of Contemporary Ethnography* 36(3): 223-251.

Week Eleven: Public Defenders & Prosecutors (4/9)

Quiz #3

- National Association of Criminal Defense Attorneys “America’s Problem Solving Courts: The Criminal Costs of Treatment and the Case for Reform”
- Quinn, Mae. (2001). “Who’s team am I on anyway? Musings of a PD about drug treatment court practice.” *NYU Review of Law & Social Change*, 26:37-76.
- Reisig, Michael. (2002). “The difficult role of defense attorneys in a post-adjudication drug treatment court: Accommodating therapeutic jurisprudence and due process. Reprinted with permission of *Criminal Law Bulletin*.

Week Twelve: Problem-Solving Courts (4/16)

- Client Contracts for CARE and GRIP
- Maruna, Shadd & Thomas LeBel. (2003). “Welcome Home? Examining the ‘Reentry Court’ Concept from a Strengths Based Perspective” *Western Criminology Review* 4(2): 91-107.
- Moore, Marlee & Virginia Hiday. (2006). “Mental health court outcomes: A comparison of re-arrest and re-arrest severity between MH court and traditional court participants.” *Law & Human Behavior*, 30:659-674.
- Gilmore, Anna, Nancy Rodriguez & Vincent Webb. (2005). “Substance abuse and drug courts: The role of social bonds in juvenile drug courts.” *Youth Violence and Juvenile Justice*, 3:287-315.

Week Thirteen: Course Wrap Up (4/23)

Quiz #4

Optional Cumulative Quiz #5

Week Fourteen: By-appointment writing workshop (4/30)

We will not meet during final exams week.

Recitation Section/Writing Lab (assignment due dates)

WEEKS	TOPIC AREAS & ACTIVITIES	ASSIGNMENT DUE
Week One 1/25	Introduction to writing lab	
Week Two 2/1	Reading academic articles & note-taking	
Week Three 2/8	Grammar, social science citation, editing marks, and RQ	Choose research question in lab
Week Four 2/15	Note-taking for interviews and observations	
Week Five 2/22	Writing literature reviews (building an argument)	
Week Six 2/29	Writing literature reviews cont’d (building an argument)	
Week Seven 3/7	Using electronic databases for literature searches	Court observation fieldnotes due via blackboard at 9 a.m. on 3/7
Week Eight 3/21	Plagiarism	
Week Nine 3/28	Peer reviews of literature review section	Guest speaker interview notes due via blackboard at 9 a.m. on 3/28
Week Ten 4/4	Writing findings section	Literature review due via blackboard at 9 a.m. on 4/4
Week Eleven 4/11	Peer reviews of findings section	
Week Twelve	Writing introductions & writing conclusions	Findings section due via

4/18		blackboard at 9 a.m. 4/18
Week Thirteen 4/25	Peer reviews of final paper (optional)	
Week Fourteen 5/2	NO LAB!!!	Final paper due at 9 a.m. on Wednesday 5/2

LECTURES

You are strongly encouraged to attend all lectures. The material covered is different from assigned readings and is not distributed outside class.

GRADING

Your final grade will be calculated as follows (total 100%).

Quizzes (4 @ 6% each) (1% bonus for completing all 4)	25%
Participation in Writing Lab (recitation)	10%
Interview Notes	5%
Observation Notes	10%
Literature Review Draft	5%
Peer Reviews (2x @ 5% each)	10%
Findings Section Draft	5%
Final Paper	30%

Grading Scale

96-100 = A+	86.5-89.9 = B+	76.5-79.9 = C+	60-69.9	D
93-95.9 = A	83.5-86.4 = B	73.5-76.4 = C	<59.9--	F
90-92.9 A-	80-83.4 = B-	70-73.4 = C-		

ACADEMIC INTEGRITY

I believe in and am required to uphold and enforce the rules against cheating, dishonest conduct, plagiarism, and collusion. Information regarding GMU's policy on academic honesty is assessable via GMU's Honor Code. It is available online at <http://mason.gmu.edu/~montecin/plagiarism.htm>. Please note that plagiarism includes directly quoting or taking someone else's idea and using it as if it were your own...EVEN IF YOU DID NOT MEAN TO.

ASSIGNMENTS

Quizzes

There will be **4 fifteen-minute quizzes** during the course. The purpose of the quizzes is three-fold: 1) to assess your understanding of the class material; 2) to make sure that you stay on top of the readings and lecture, and 3) to encourage you to attend class. Quizzes are scheduled in advance and the only excuse for missing a quiz is documented illness, family emergency, or a university-sanctioned excuse. The quizzes will start promptly at the beginning of class and will be collected exactly 15 minutes later. If you come late, you will only have partial time to complete the quiz. If you miss a quiz and have the proper excuse documentation you will be given a different version of a quiz that you will take for 15 minutes after class on the day you return or during your instructor's or GTAs' office hours if you prearrange this. *Note also that quizzes cover all lecture and class material up to the day that the quiz is given. They do not cover the readings that were assigned on the same day the quiz is given.* Those readings are used to create quiz questions for the next quiz.

There is also an optional quiz offered during the last class week, directly after quiz #4. This quiz is the only one that will be cumulative (questions on this quiz may cover anything we've learned the entire semester via readings, guest speakers, lectures, recitation section and/or films). If you opt to take all five quizzes, I'll drop your lowest score. If you are absent (undocumented) for one quiz and you take quiz #5, your lowest score will be a zero, so I'll drop that one. **Quiz days are 2/20, 3/26, 4/9 and 4/23.**

Observation Notes [your data]

You are required to observe one problem solving court session during the first half of the semester; specific courts and instructions are posted on blackboard. There is no page minimum or maximum for this assignment, but the more you write; the more data you'll have to analyze for your final paper. Include as much detail as possible. The notes must be typed, with black text in Times New Roman font, double-spaced with 1-inch margins on all sides. These notes are **due via blackboard at 9 a.m. on March 7th.**

Interview Notes [more of your data]

During your writing lab, you will be discussing the methods of interviewing individuals/groups and observing social scenes for the purposes of data collection. Subsequently, you will engage in two in-class interviews with individuals with knowledge of drug court processes and procedures. From these interviews, you will develop a set of your own notes that you will use as data for your final paper. In order for you to get credit for participating in these two assignments, you must turn in typed notes for one of the two guest speaker interviews. The notes are **due via blackboard at 9 a.m. on March 28th.** There is no page minimum or maximum for this assignment, but the more you write; the more data you'll have to analyze for your final paper. Include as much detail as possible. The notes must be typed, with black text in Times New Roman font, double-spaced with 1-inch margins on all sides.

Final Paper (including all parts: intro, lit review, findings, conclusion, and references)

Goal: CRIM 495: Capstone in CLS is a synthesis course. As such, the final paper assignment is designed to facilitate your analysis and synthesis of the subject of drug courts. Your paper will incorporate independent research as well as interview and observation data from guest speakers and class court visits. The paper is similar to a traditional academic article, including an introduction, review of literature, presentation of original data as findings with discussion and implications for research and practice and a conclusion. The paper builds off smaller assignments throughout the semester, including a literature review and findings section that will be part of your writing lab (recitation course) assignments. All papers must be turned via **blackboard. This paper is due by 9 a.m. on Wednesday, May 2nd. The due date for these papers is firm - no late papers will be accepted.**

Review of Literature: Throughout the semester, you will complete readings for class on drug courts, but as part of the final paper, you must go beyond the class readings and seek out additional sources. We have provided a file of additional readings on our blackboard site. You will likely also need to find many more articles on your own. We encourage you to look at the works cited in the class readings and use the assigned readings to "snowball" additional sources for your paper. You should also consult the library for CLS research databases and sources. **Draft due via blackboard by 9 a.m. on April 4th.**

Findings: The findings section of your paper should incorporate your analysis of the guest speakers and courtroom observation done as part of the class. You will peer review and turn this section in prior to turning it in as a part of your final paper. Note that the most polished version should be incorporated as part of your final paper. **Draft due via blackboard by 9 a.m. on April 18th.**

Peer Reviews: Students will review each other's papers and provide feedback and guidance as part of the writing lab. There are two peer reviews built into class time, one for the literature review and one for the findings section, but we encourage you to seek out additional opportunities for review, proof reading and

editing. There are no make-up opportunities for either peer review activity. *You MUST be present in recitation on both days and have both a paper for a classmate to review AND be willing to review a classmate's paper to receive full credit.* **Bring hard copy of lit review to Lab on March 28th and hard copy of findings section to lab on April 11th.**

Formatting and Stylistic Requirements

- **12 typed, double-spaced pages with 1-inch margins on all sides**
- **Times New Roman, 12 point black font, numbered pages**
- **In-text citation format** (please consult the writing center and honor code if you have any questions about citation, we must report all incidents of plagiarism, even if they are unintentional)

Final Paper Grading Scale

- A** Well-organized, clear, and precise. Contains insights that go beyond the basic facts. Analyzes and provides a synthesis of information in new, original ways. Judgments are critical and reflect an awareness of alternatives, social relations and historical perspective.
- B** Well-organized, coherent, technically sound, but provides little insight beyond basic data.
- C** To the point, content is perhaps relevant, but loosely organized. Not much detail. Imprecise. May have factual errors. Meets some, but not all, requirements.
- D** Provides some relevant material, but is generally weak in organization and understanding of ideas. Does not meet all requirements.
- F** May have some relevant material, but is weak in organization and understanding of ideas. Many errors, omissions and coherence problems. Does not meet requirements.

Writing Resources

You can consult these helpful places for input and assistance with your paper.

- The Department of Criminology, Law & Society has a writing guide available at: <http://classweb.gmu.edu/WAC/adjguide/>
- The GMU Writing Center. Very helpful and friendly people staff the writing center, and they can assist you at any stage of this assignment. There is on-line as well as walk-in help available. www.writingcenter.gmu.edu
- There are also numerous style guides at the library and on-line.
- Your instructor, TA and writing fellow are more than willing to meet with you and discuss drafts of your work; however, we will not fully type-edit your papers in hard copy or via email.

CRIM 495: Final Paper Grading Rubric

1. PURPOSE

Addresses the assignment question/issue
Introduction: provides clear sense of content/topic
Introduction engages reader (has a hook)
Clear statement of position
Engages reader's interest
Appropriate to audience
Presentation (form/genre) is appropriate
Appropriate voice/tone

Highly Competent Competent Emerging Competence Not Competent

2. STRUCTURE OF ARGUMENT

Logical flow of introduction with purpose explicit somewhere in the introduction
Has a consistent and logical argument
Organization: well-organized flow, repetition of key words, topic sentences, transitions between paragraphs
Conceptual sophistication/style reflects complexity of thought
Accurate use of headings as appropriate

Highly Competent Competent Emerging Competence Not Competent

3. SUPPORT OF ARGUMENT

Demonstrates knowledge of material
Sources used appropriately to support points
Sources integrated into arguments
Includes empirical/reality-based evidence (quantitative or qualitative) as appropriate
Balanced treatment of ideas/issues

Highly Competent Competent Emerging Competence Not Competent

4. WRITING MECHANICS

Documentation and citation: sufficient and consistent, including one style of citation used adequately and correctly throughout the paper; adequate number of sources referenced; paraphrases and quotations used appropriately and fully cited. Correct incorporation of citation at the sentence level.
Understands how to construct sentences/paragraphs
Word choice, syntax, grammar, spelling, and punctuation
Uses consistent voice and tone
Appropriate use of first person
Uses active voice
Avoids contractions, slang, vague pronouns

Highly Competent Competent Emerging Competence Not Competent

5. INDEPENDENT THOUGHT

Develops own line of reasoning and/or applies knowledge
Synthesizes knowledge, not just regurgitation or summary
Provides interesting/valuable insights

Highly Competent Competent Emerging Competence Not Competent

OVERALL SCORE

Highly Competent Competent Emerging Competence Not Competent

Final Paper Grade _____