

EASTERN MICHIGAN UNIVERSITY
DIVISION OF ACADEMIC AFFAIRS

REQUEST FOR INCLUSION OF A COURSE IN THE
GENERAL EDUCATION PROGRAM:
EDUCATION FOR PARTICIPATION IN THE GLOBAL COMMUNITY

DEPARTMENT/SCHOOL: _SAC_ COLLEGE: CAS

DEPARTMENT CONTACT: DONNA KILLINGBECK CONTACT PHONE: 7-0012

CONTACT EMAIL: DKILLINGB@EMICH.EDU

1. Subject Code, Number, and Title: CRM 200 Introduction to Crime and Justice

2. Credit Hours 3

3. Course Description

An introduction to policy issues, theories and research strategies regarding the fields of criminology and criminal justice.

4. This course is (check one):

- an existing course with no revisions (need not go through the input system)
an existing course with revisions (attach this form to Request for Course Revision form)
 a new course (attach this form to Request for New Course form)

5. Check the General Education requirement this course is intended to meet. If the course is to be proposed for more than one requirement, submit a separate form for each one.

- Effective Communication**
- Quantitative Reasoning (*QR designation*)**
- Writing Intensive (*WI designation*)**
- Perspectives on a Diverse World**
- Global Awareness
- U.S. Diversity
- Knowledge of the Disciplines**
- Arts Humanities
- Science Social Science

Learning Beyond the Classroom (*LBC designation*)

- Self and Well Being
- Community Service, Citizenship, and Leadership
- Cultural and Academic Activities and Events
- Career and Professional Development
- International and Multicultural Experience
- Undergraduate Research

6. Rationale. Provide a concise, clear, jargon-free explanation of why this is a General Education course and how it fits into this specific area of the program. (The rationale should explain to students why they are taking the course. It should address both why it is part of the General Education program and why it fits into the particular category.) This rationale should appear on the general course syllabus provided here and should be included in specific course syllabi given to students. Note: *The Writing-Intensive courses are designed to provide students with the opportunity to continue to develop their writing through engagement with disciplinary strategies and conventions. Those proposing a WI course should explain in the rationale how and why the course is a writing-intensive course.*

CRM 200 introduces the social science fields of criminal justice and criminology. Every person is impacted, either directly or indirectly, on a daily basis, by the practices and policies of criminal justice systems. CRM 200 meets the Social Sciences requirement for Knowledge of the Disciplines because it emphasizes how criminologists acquire and share knowledge about the world. We examine the use of theoretical frameworks in the study of crime and justice-behavioral, psychological, biological, sociological, political and historical-to pose and address questions about contemporary issues and problems including race, class and gender disparities in arrest, prosecution and sentencing of offenders, sentiment and policy regarding punishment/rehabilitation and the potential for alternative solutions. Through examination of research on such topics students become familiar with the process of research and acquire the ability to critically evaluate the design and results of research including resultant policies.

7. Clearly and concisely explain how this course meets each of the General Education outcomes for the requirement checked in number five (all outcomes should be addressed). To do this, (a) list the General Education outcomes for the requirement and explain how the course meets each outcome; and (b) explain, in general terms, the method(s) of evaluation to be used in the course and how these methods assess the degree to which students have met the General Education outcomes for this requirement.

In Social Science courses students will...

Acquire an understanding of social science methods and of how they are used to engage in the systematic

study of society and culture.

- 1a. Through lecture and readings students are exposed to the various sources of criminological knowledge. Further, students are encouraged in class discussion to identify the strengths and weaknesses of each method of data collection and identify how each of these influence what we think we know about specific groups of people and specific crimes. For example, students are presented with tables from the Uniform Crime Reports (UCR). It is demonstrated that these statistics are dependent on official police reports. This is contrasted with data from the National Crime Victimization Survey (NCVS) that reveals crimes that go unreported. Students have the opportunity to grasp how different methodologies can reveal conflicting conclusions regarding, for example, which groups are at highest risk of victimization and the identification of issues needing attention and the communities where these issues exist. Additionally, students are exposed to, through lecture and readings, the various classic studies of criminal behavior. For example, the use of phrenology, the shape of the skull to predict behavior and the Jukes and the Kalikak studies (inherited criminal traits) are introduced as the precursors to more current genetic/biological theories of criminal behavior. Further, through in-class projects/homework we compare the 'past' cures for criminal behavior indicated by biological theories with more recent biological 'cures' and how certain groups of people are identified as criminogenic and the potential for policy development aimed at specific groups in society.

Assessment

- 1b. The extent to which students have acquired an understanding of social science methods and how they are used will be assessed through tests and homework projects.

Possible test questions include:

Three of the following are reasons that explain the inaccuracy of official crime statistics. Which one does NOT belong?

- A) A large proportion of crimes are undetected.
- B) They only include respondents who have been victimized within the last 12 months.
- C) Crimes that are reported to the police may not be officially recorded by them, for various reasons, or may be inaccurately recorded.
- D) Some crimes may not be reported to the police.

Answer: B

The practice of counting only the most serious offense in a multiple-crime event is a feature of the:

- A) National Incident-Based Reporting System (NIBRS).
- B) Self-report crime surveys.
- C) Uniform Crime Report (UCR).
- D) National Crime Victimization Survey.

Answer: C

Which of the following sets of characteristics best describes the typical arrestee in 2003?

- A) young, male, white
- B) young, male, black
- C) young, female, black
- D) young, female, white

Answer: A

Which of the following characteristics best describe the typical victim of violent crime in 2003?

- A) young, male, white
- B) young, male, black

C) elderly, female, black

D) elderly, female, white

Answer: B

Perhaps the greatest and most important difference between the NIBRS and the UCR is that the NIBRS:

A) contains more data on each crime, making it possible to examine crimes in much more detail.

B) focuses extensively on victims and the annual costs of victimization.

C) contains less data on each crime, thus streamlining the study of crime statistics.

D) asks criminals to report their crime records in extensive detail.

Answer: A

Homework projects may include:

1. A recent comment was aired on a local news report regarding how dangerous Ypsilanti is. "I don't want to graduate down there, it is dangerous on that campus!" Using the UCR, compare the levels of violent crime and property crimes for Ypsilanti and Ann Arbor. What do they reveal? Is it really more dangerous here than there, are you more likely to become a victim of a violent crime here or there?
2. Throughout history biological theories of crime have been used to oppress specific groups of people in various nations around the world. Identify at least 2 of these occasions. Discuss the specific arguments in support of the policies. Finally, discuss and identify the major flaws in the theories.

Understand and compare formal and informal social and political structures, organizations and institutions.

2a. Through lectures and readings students are introduced to the formal and informal components of the 3 branches of the criminal justice system (organization), policing, courts and corrections. We compare the roles and responsibilities of each component at the local, state and federal levels. While at the same time significant attention is paid to the informal aspects of each component such as police subculture, politics and sentencing/courts, and prison culture and the subsequent impacts on each institution. In addition, we compare policies aimed at empowering informal agents of social control such as peers, family and organized religion to policies aimed at empowering formal agents of social control (police, judges).

Assessment

2b. The extent to which students have gained the ability to understand and compare formal and informal social and political structures, organizations and institutions will be assessed through a combination of tests and homework.

Potential Test Questions Include:

Three of the following statements describe how politics affects the role of sheriff in most counties. Which one does NOT belong?

A) The authority to appoint special deputies and to award patronage jobs contribute to the sheriff's power and influence in a county.

B) The sheriff's office is limited to counties that vote to approve it.

C) Local politics governs the operation of the sheriff's department.

D) The sheriff must operate as a partisan politician to remain in office.

Answer: B

There are three major differences between federal law enforcement and local and state police agencies. They are listed below. Which one does NOT belong?

- A) Federal agencies such as the FBI operate across the entire nation and even have agents serving abroad.
- B) Some federal law enforcement agencies have extremely narrow jurisdictions.
- C) A significant function performed by a special category of federal law enforcement officers is university or campus policing.
- D) Federal police agencies do not, as a rule, have the peacekeeping or order maintenance duties typical in local policing.

According to Social Control Theory delinquency is likely to occur if there is

- A) inadequate attachment, particularly to parents and school.
- B) inadequate commitment, particularly to educational and occupational success.
- C) inadequate involvement in such conventional activities as scouting and sports.
- D) inadequate belief, particularly in the legitimacy and morality of the law.
- E) All of the above

_____ is a formal means of social control that involves the use of rules that are interpreted, and are enforceable, by the courts of a political community. The function of the rules is to set limits to the conduct of the citizens, to guide the officials (police and other administrators), and to define conditions of deviance or unacceptable behavior.

- A) substantive law
- B) procedural law
- C) civil law
- D) criminal law

Answer: D

Homework Projects may include

Imagine that you committed one of the following violations of the law: Shoplifting an item worth less than \$20, running a red light or smoking marijuana. Compare how each of the institutions of social control described in class might punish your violation. Be sure to address these questions: Which institution of social control would most effectively keep you from committing the same violation in the future? By which institution of social control would you prefer to be punished?

Many programs to reduce crime and delinquency have developed as a result of Hirschi's Social Control Theory. Find four such programs specific to your hometown and explain which of the four components of the theory each program is aimed at strengthening.

Explore and understand power relationships and the impact of social change on different groups and society in general.

3a. Via readings and discussion students are to consider the cultural, political and economic conditions of the times of each 'new' development in crime control and how those conditions promote certain policies/programs that ultimately impact various groups of people differently. Through lecture, film and discussion students examine the 'criminal justice industrial complex', a collection of industry leaders, politicians and criminal justice professionals whose fortunes, political and financial, rise and fall with the prison population and tough on crime policies. This understanding of power requires students to connect the dots in regards to who makes up our prison population and why certain groups are absent from that

population. Through readings and discussion we examine class and race disparities from the beginning (arrest) up to and including release from prison. (The Rich Get Richer, The Poor get Prison). Included is a discussion on technological developments and how that changes criminal justice practices i.e. DNA use in courts, electronic tasers etc. Finally, one unit is devoted to the impact of incarceration on families and communities and the barriers inmates, families and communities face when men and women are released (prisoner reentry).

Assessment

3b. The extent to which students have gained the ability to explore and understand power relationships and the impact of social change on different groups and society in general will be assessed through a combination of tests and homework.

POTENTIAL TEST QUESTIONS

Which of the following factors accounts for the American public's increased concern about the death penalty's administration?

- A) revelations about the quality of justice in capital murder trials
- B) the overturning of several convictions as a result of DNA tests
- C) the moratorium on executions in Illinois and elsewhere
- D) all of the above

Answer: D

The slave codes held slaves responsible for their crimes and other acts that were not crimes if committed by free persons. Three typical restrictions against slaves are listed below. Which one does NOT belong?

- A) Enslaved people could not hold meetings.
- B) Enslaved people could not learn to read and write.
- C) Enslaved people could not learn skilled trades.
- D) Enslaved people could not carry a firearm

Answer: C

Failure to fairly represent all genders and races within police departments has led to several negative consequences. Which of the following is NOT one of the negative consequences listed in your textbook?

- A) Expensive lawsuits
- B) Court-ordered quotas to achieve the desired diversity
- C) Consent decrees
- D) Sensational publicity

Answer: D

It is argued that policing styles are dictated by the local political and economic culture (Wilson). Which policing style is most likely to exist in low income, urban centers with little community support?

- A. Watchman Style
- B. Legalistic Style
- C. Service Style
- D. None of the above

Answer: B

Potential homework assignments include

The foundations of criminal justice are rooted in the work of Beccaria and Bentham. That is the belief

that punishment should be swift and certain, should fit the crime and be dictated by written law. Discuss the economic, social and cultural conditions that prompted this significant change in societies reaction to crime. Be sure to include the role of religion in charging, determining guilt or innocence and punishment.

Develop an appreciation of different interpretations of contemporary issues, institutions, or structures.

4a. Through lecture, readings and short video students are exposed to various contemporary issues in criminal justice. Lecture materials include appropriate use of police discretion and interviewing techniques, wrongful convictions and the innocence project. Video clips of controversial interviewing techniques are viewed in class followed by discussion on the appropriate/inappropriate use of such techniques. Students read the article ‘driving while black’ and followed by in class discussion on racial profiling as it applies to all minority groups.

Assessment

4b. The extent to which students have developed an appreciation of different interpretations of contemporary issues, institutions, or structures is assessed through test questions and short writing assignments.

Potential test questions include

Which of the following is NOT true about the War on Drugs, at least according to its critics?

- A) abuse or misuse of illegal drugs has contributed to more deaths annually than either alcohol or tobacco
- B) the drug war is racist
- C) the drug war is hugely expensive
- D) the government has exaggerated the dangers of illegal drug use

Answer: A

Potential Short Writing Assignments

1. Students are asked choose a side, pro or anti death penalty. They are then assigned to write a short paper that takes the opposite position.
2. After reading the article, “Driving While Black” and “Flying While Muslim” briefly discuss the supporting and opposing arguments for each.
3. Visit the website innocenceproject.org. Read the sections titled “know the causes of wrongful conviction”, “understand the causes” and “fix the system”. Prepare a one-page statement arguing for or against the use of DNA evidence in all court cases where there is a plea of not guilty. Be sure to include the financial implications.

Use Social Science methods and content to interpret and analyze data and reports in the media to make informed decisions regarding local, national and international issues.

5a. Two of the most popular media tools for reporting crime are the FBI crime clock and the Uniform Crime Reports. Through lecture and readings students will be exposed to how these data are collected and calculated. Further, the limitations of these methods and interpretations are critically analyzed. Specifically, a demonstration of why the FBI crime clock is misleading, (it utilizes time as the denominator in the formula

with no regard to population, thus CRIME will always appear frighteningly frequent). Lecture materials also include how reliance on official documents such as police reports and media interviews that rely on police officials and witnesses can be biased, non inclusive and misinterpreted often leading to an increase in levels of fear and knee jerk official responses that are not warranted. Local issues such as the dangerousness of Ypsilanti are explored. Nationally, we examine media representations of school violence, the techniques utilized and the ineffective policy responses that resulted. Internationally, methods utilized in reporting death penalty support and opposition is examined.

Assessment

5b. The extent to which students use social science methods and content to interpret and analyze data and reports in the media to make informed decisions regarding local, national and international issues is assessed through homework assignments and tests.

Potential Test Questions Include

Three of the following are reasons that explain the inaccuracy of official crime statistics. Which one does NOT belong?

- A) A large proportion of crimes are undetected.
- B) They only include respondents who have been victimized within the last 12 months.
- C) Crimes that are reported to the police may not be officially recorded by them, for various reasons, or may be inaccurately recorded.
- D) Some crimes may not be reported to the police.

Answer: B

Your textbook names several factors that reflect the American public's sustained support for the death penalty. Three are listed below. Which of the following does NOT belong?

- A) The incapacitative power of the penalty
- B) The desire for vindictive revenge
- C) The desire to end unnecessary appeals and lawsuits from such convicts
- D) The symbolic value it has for politicians and law

Answer: C

Approximately what percent of Americans favor the death penalty when an alternative such as life imprisonment with absolutely no possibility of parole is provided?

- A) 21
- B) 39
- C) 65
- D) 79

Answer: B

According to the text, all opinion polls regarding issues on crime and justice should be read with several questions in mind. In a sentence or two explain why each is important?

- A) Who was asked?
- B) Did the question lead the respondent to a desired answer?
- C) How many people were asked?

Potential Homework Assignments

1. A recent comment was aired on a local news report regarding how dangerous Ypsilanti is. "I don't want

to graduate down there, it is dangerous on that campus!” Using the UCR and NCVS, compare the levels of violent crime and property crimes for Ypsilanti and Ann Arbor. What do they reveal? Is it really more dangerous here than there, are you more likely to become a victim of a violent crime here or there?

2. After hearing media reports that identify schools as the “most dangerous place for kids” your local school board has proposed to allocate money from the budget to install cameras and metal detectors in your district schools. Read the article “School Violence: The Television News Medias Role in Moral Panics”. Prepare a statement to your local school board that addresses their fears regarding school violence, the effectiveness of the proposal to add cameras and metal detectors and finally suggest some alternative measures they can take to promote safety.

3. International news agencies criticize the United States for its continued use of the death penalty. Read the Executive Summary of “International Perspectives on the Death Penalty: A Costly Isolation to the United States.” Dieter, Richard. 1999. The Death Penalty Information Center. Next, read the article “International Influences on the Death Penalty” Foreign Service Journal October 2003. Prepare a statement that informs the general public of the impact that the continued use of the death penalty has had on the United States to effectively participate in International Conventions and its ability to protect US citizens abroad.

Use basic social scientific research techniques to examine and present information in a clear and concise manner.

6a. Students throughout the course (see above) are exposed to the strengths and weaknesses of various research techniques that are utilized to gather data and thus influence criminal justice policy. We do not expect students to gather original data; we do expect them to apply the models discussed in class to examine current findings and to analyze those as they relate to current and future criminal justice practices. For example, students are presented with current data from the Michigan Department of Corrections regarding characteristics of inmates: education level, age, family status, length of incarceration etc. Lecture materials include information of the barriers that inmates face once they are released. Class discussion then focuses students to identify target groups based on demographic data and identify more specific programmatic needs of the separate groups.

Assessment

6b. The extent to which students use basic social scientific research techniques to examine and present information in a clear and concise manner will be assessed through homework assignments.

Potential Homework Assignments

1) Based on the reading “The Most Dangerous Hour” identify the factors making this the most dangerous time for youth. Based on these factors articulate the prevention strategies that would be suggested by Hirschi’s social bond. Next, identify the strategies that would be suggested if you applied Routine Activities Theory. Your conclusion should identify what you think are the ‘best’ solutions.

2) After hearing media reports that identify schools as the “most dangerous place for kids” your local school board has proposed to allocate money from the budget to install cameras and metal detectors in your district schools. Read the article “School Violence: The Television News Medias Role in Moral Panics”. Prepare a statement to your local school board that addresses their fears regarding school violence, the effectiveness of the proposal to add cameras and metal detectors and finally suggest some alternative measures, based on both qualitative and quantitative research, that they can take to promote safety.

3) Visit the website innocenceproject.org. Read the sections titled “know the causes of wrongful conviction”, “understand the causes” and “fix the system”. Prepare a one-page statement arguing for or against the use of DNA evidence in all court cases where there is a plea of not guilty. Be sure to include the

financial implications.

Understand the relation between qualitative and quantitative research.

7a. Criminal justice students, throughout the course are exposed to both types of research. Each lecture from the theory unit includes the specific research supporting the theory and the type of analyses that each theory lends itself to. Course reading and lectures identify the weaknesses of theoretical perspectives including the methodologies used in research testing the theories. Class discussion is guided to illicit suggestions as to how specific projects could have been improved: supplementing quantitative research with the in depth analysis provided by qualitative methods. One of the many examples comes from the policing unit. Students are presented with quantitative data from the Kansas City Experiment concluding that contrary to popular opinion and political campaigns an increase in the number of police on the streets did NOT reduce crime nor did it reduce citizen's fear of crime. Supplemental qualitative research reveals that citizen's fear of crime can increase with increased patrols because people believed that if there were so many police present there must be high crime in the area.

Assessment

7b. The extent to which students understand the relation between qualitative and quantitative research is assessed through tests and homework.

Potential test questions include:

1. Which of the following demonstrates how qualitative data can be converted to quantitative data?
 - a. using responses from inmate interviews on violent behavior, a researcher counts how many times the inmates use the word 'respect'.
 - b. A researcher has identified through inmate records that the average age of first felony conviction is 18; she then interviews several inmates to discuss home life.
 - c. The UCR reports that levels of fear of crime are highest for senior citizens. A researcher then organizes several senior focus groups to explore the source of the fear.
 - d. None of the above are examples of qualitative data being converted to quantitative data.

2. Which best describes the methodology utilized by the researchers in the Kansas City Experiment.
 - a. Primarily quantitative
 - b. Primarily qualitative
 - c. Mixed methods, qualitative supplemented by quantitative
 - d. None of the above.

Possible Homework Assignment:

1) After hearing media reports that identify schools as the "most dangerous place for kids" your local school board has proposed to allocate money from the budget to install cameras and metal detectors in your district schools. Read the article "School Violence: The Television News Medias Role in Moral Panics". Prepare a statement to your local school board that addresses their fears regarding school violence, the effectiveness of the proposal to add cameras and metal detectors and finally suggest some alternative measures, based on both qualitative and quantitative research, that they can take to promote safety.

- 2) Identify the weaknesses in the data included in the Uniform Crime Reports. For each weakness identified, suggest alternative data sources/methods that would help to better understand crime in the United States.
- 3) Results of a recent survey indicate that the biggest barrier to successful prisoner reentry is the inability to obtain employment. 78% of the respondents ranked this as the most difficult aspect of returning to society. What would you suggest to policy planners trying to reduce the recidivism rate? What programs should be implemented and most importantly HOW would you go about determining those needs?

8. Attach a syllabus (1-inch margins and 10-12 pt. font). The syllabus must include the rationale from #6 above and clearly reflect the outcomes and methods of evaluation detailed in #7 above.

Eastern Michigan University

Department of Sociology, Anthropology & Criminology

Office Hours: T TH 12:30- 1:45

CRM 200 Introduction to Crime and Justice

Dr. Donna Selman (formerly Killingbeck)

712 M Pray-Harold

dkillingb@emich.edu

734-487-0012

CRM 200 introduces the social science fields of criminal justice and criminology. Criminal Justice is a vital part of all societies and every person is impacted, either directly or indirectly, on a daily basis, by the practices and policies of criminal justice systems. CRM 200 meets the Social Sciences requirement for Knowledge of the Disciplines because it emphasizes how criminologists acquire and share knowledge about the world. We examine the use of theoretical frameworks in the study of crime and justice-behavioral, psychological, biological, sociological, political and historical to pose and address questions about contemporary issues and problems including race, class and gender disparities in arrest, prosecution and sentencing of offenders, sentiment and policy regarding punishment/rehabilitation and the potential for alternative solutions. Through examination of research on such topics students become familiar with the process of research and acquire the ability to critically evaluate the design and results of research including resultant policies.

Some more about this course: This course is designed for those of you who are either planning a career in criminal justice or simply want to know more about this vital part of a free and democratic society. We will start with the foundations of crime and justice and how both impact society. We will then turn our focus to a critical understanding and analysis of the 3 components of the system: Law Enforcement, Courts and Corrections, incorporating current events, research and policies that impact all. Finally, we will turn our focus and discussion to future developments and potential for change within the criminal justice system. Potential Required Texts: (Subject to Instructor Preference)

Shelden, Randall and Robert Brown. 2003. Criminal Justice in America A Critical View. Allyn & Bacon. ISBN: 0205374646

Bohm, Robert and Keith Haley. 2007. Introduction to Criminal Justice. 4th Edition. McGraw Hill. ISBN: 978-0-07-352791-8

Reiman, Jeffrey. 2007. The Rich Get Richer the Poor Get Prison. 7th Edition. Allyn & Bacon.

Required Technology: You must be able to access the course homepage. You should check this as well as your emich email account frequently. Many additional readings, activities and important course information are communicated here. To access the homepage go to your my.emich account, my courses/schedule, click on this course and the homepage will open. Most often I post info and readings under 'files' or 'links'. It is crucial that you figure this out before our second meeting.

In Class Assignments: Through out the semester a series of group projects will take place in the classroom. You must be present and participate to obtain credit for these.

Homework: These will vary from movie viewing and commenting, case analysis and ‘mini’ research papers. These are to be typed and turned in on the due date in class. No late papers, papers turned in to my mailbox or emailed papers will be accepted.

Course Requirements:

2 exams @100 pts each	=200 pts
5 in class projects @20 pts each	=100
5 homework @20 pts each	=100
TOTAL Possible	= 300pts

Both exams are a combination of multiple choice and short answer questions. The second exam is not comprehensive. However, up to 10 % of the questions will be from the first exam.

In class projects: These are described in detail further in the syllabus. Please Note: these cannot be made up. I will however offer an alternative assignment if you miss providing acceptable documentation excusing the absence.

Homework Assignments: These are due at the beginning of the class. Must be typed and stapled. I will not accept late papers, emailed papers or papers turned into my mailbox.

Course Schedule: The single most important factor to being successful in this course is to read BEFORE you come to lecture. You are responsible for all of the reading materials. Lecture is intended to supplement the readings, to clarify and expand on them. I will not read to you materials that you should have read. Your presence, both physical and mental, in the classroom is an equally important factor as in class projects cannot be made up. Please be aware that this schedule is subject to change and you are responsible for any changes announced in class or via the homepage.

Course Schedule and Assignments

Week 1

Introduction and Greeting: Overview of course, assignments, schedules and responsibilities

Reading: Foundations of U.S Criminal Justice: the sociohistorical perspective, our European roots, Enlightenment , Beccaria and Bentham

Reading Chapter 1

Definitions of Crime and Criminal Justice; Civil Wrongs and Criminal Acts; How Much Crime is There and the Risk of Being a Victim of a Crime.

Reading Chapter 2

Conceptual and Empirical Definitions of Crime and Measures and Distributions of Incidence; Official Measures of Crime; Risk of

Victimization Trends in Crime

Homework 1 Due: A recent comment was aired on a local news report regarding how dangerous Ypsilanti is. "I don't want to graduate down there, it is dangerous on that campus!" Using the UCR, compare the levels of violent crime and property crimes for Ypsilanti and Ann Arbor. What do they reveal? Is it really more dangerous here than there, are you more likely to become a victim of a violent crime here or there?

Week 2

Reading Chapter 3

Elements in the Criminal Justice System, The Federal, State and Local Structures, How Decisions are made in the System, Careers in Criminal Justice.

Foundations of Criminal Law, Criminal Law versus Civil Law, Issues of Justice, Equity and Truth, The Impact of Social Class, Age, Ethnicity

Theories of Crime Causation, Social Structure, Opportunity and Crime; Differential Distribution of Crime and Justice

Homework 2: Throughout history biological theories of crime have been used to oppress specific groups of people in various nations around the world. Identify at least 2 of these occasions. Discuss the specific arguments in support of the policies. Finally, discuss and identify the major flaws in the theories.

Alternate Homework 2. Many programs to reduce crime and delinquency have developed as a result of Hirschi's Social Control Theory. Find four such programs specific to your hometown and explain which of the four components of the theory each program is aimed at strengthening.

Week 3

Reading Chapter 4

History and Role of the Police, Police Structure, Modern Concepts in Policing, Various Types of Police Characteristics of the Police, Police and the Rule of the Law, Changing Roles and Relationships with the Police

In Class project 1: Read the 2 articles posted on the homepage "Driving While Black" and "Flying While Brown" Print and bring these to class. In class you will be assigned to take a position either for or against profiling: Be Prepared!

Week 4

Reading Chapter 5

Police Operations: Selection and Training, Organization of the Police

Additional Readings: Select a Code of Ethics from any police agency and bring it to class.

In class project 2: Using the code of ethics you brought to class prepare a short reflection on how these codes might interfere with your personal life.

Week 5

Reading Chapter 6

The Courts: Civil and Criminal, Level of Jurisdiction: State and Federal

The Prosecution and The Defense, Pretrial Procedures, Indictment, Plea Bargaining, The Concept of Bail
The Courts and the Criminal Trial, The Jury, Sentencing

Homework 3

Visit the website innocenceproject.org. Read the sections titled “know the causes of wrongful conviction”, “understand the causes” and “fix the system”. Prepare a two-page statement summarizing the arguments both for and against the use of DNA evidence in all court cases where there is physical evidence. Be sure to include comments regarding the financial and social implications of such a policy.

Week 6

Review—Exam 1 Chapters 1-6, lectures and additional readings.

Week 7

Readings Chapter 7

History of Punishment, Forms of Punishment Slave Codes to Modern Day
Justifications for Punishment: Deterrence, Rehabilitation, Retribution, Isolation,

Week 8

Break

Week 9

Reading Chapter 8

The Modern Prison System, Pennsylvania/Auburn Systems, The Big House,
The Twenty-First Century Prison, Corrections Industrial Complex (Punishment for Sale located on the homepage)

Week 10

Reading Chapter 9

Doing Time in American Prisons, who goes and for what crimes, Look Inside, security levels, routines, inmate social system, inmate code.

In class project 3: We will view the video “The Stanford Prison Experiment” by Zimbardo. Be prepared to answer the following questions: What, if any are the ethical problems with this type of research? To the best of your ability explain how otherwise normal college students turned into what you saw on the screen.

Week 11

Reading Chapter 10

Prison Violence, Riots, Gangs, Prisoner Rights

Homework 4: Read the article “Guarding Sing Sing” on the course homepage. Write a 2 page paper that identifies several quotes from different topics or aspects of the article that you found important and briefly discuss it. [If you like the article, check out the recommended book *Newjack* by Conover, which is the longer version of his prison guard experience.]

Week 12

Reading: *But They All Come Back* chapter 2 (found on the homepage)

Prisoner Reentry, Parole, Family and Community Impact.

In class project 4: We will examine the “Real Cost of Prisons” comics. In your groups, based on what you have learned thus far—identify potential policies, programs that could reduce these ‘real costs’.

Week 13

Alternatives to Incarceration, Community Corrections

Probation, home detention, electronic tether, gps monitoring, restitution, community service.

Week 14

Readings: Found on the course homepage

The Ultimate Punishment Death Penalty, International Implications

Life without Parole

Homework 5 International news agencies criticize the United States for its continued use of the death penalty. Read the Executive Summary of “International Perspectives on the Death Penalty: A Costly Isolation to the United States.” Dieter, Richard. 1999. The Death Penalty Information Center. Next, read the article “International Influences on the Death Penalty” Foreign Service Journal October 2003. Prepare a statement that informs the general public of the impact that the continued use of the death penalty has had on the United States to effectively participate in International Conventions and its ability to protect US citizens abroad

Week 15

Readings Chapter 15

Making Changes: Reforming Criminal Justice and Seeking Social Justice

Broad Based National Strategies To Reduce Crime

Restorative Justice

Additional Reading: Found on the course homepage

In Class project 5

After hearing media reports that identify schools as the “most dangerous place for kids” your local school board has proposed to allocate money from the budget to install cameras and metal detectors in your district schools as well as hiring a police officer to patrol the halls. Read the article “School Violence: The Television News Medias Role in Moral Panics”. As a group, prepare a statement to your local school board that addresses their fears regarding school violence, the effectiveness of the proposal to add cameras and metal detectors and finally suggest some alternative measures that are restorative in nature, based on both qualitative and quantitative research, that they can take to promote safety.

Week 16

Final Exam

Additional Readings Available on the course homepage:

Conover, Ted. “Guarding Sing Sing”. The New Yorker. April 3, 2000.

Cycles of Exile, Three Strikes You’re Out. Available at realcostofprisons.org

Harris, David. 1999. The Stories, the Statistics and the Law: Why Driving While Black Matters. Minnesota Law Review 84. 265-326. Available at <http://academic.udayton.edu/race/03justice/dwb01.htm>

Kinsley, Michael. When is Racial Profiling Okay? Sept 30. 2001 The Washington Post Available at <http://www.washingtonpost.com/ac2/wp-dyn?pagename=article&node=&contentId=A43845-2001Sep29>

Kareem, Shora. Guilty of Flying While Brown. Air and Space Lawyer. American Bar Association. No 1 vol 17. 2002.

Killingbeck, Donna. 2001. The Television News Media's Role in School Violence as a Moral Panic. Journal of Criminal Justice and Popular Culture. V 8 No 3 186-202.

Selman, Donna and Paul Leighton. forthcoming. "Punishment for Sale: How Big Business Bouth the American Correctional System." Roman and Littlefield. Chapter 2.

Travis, Jeremy. 2005. They All Come Back. The Urban Institute. Chapter 2

Dieter, Richard. 1999. "International Perspectives on the Death Penalty: A Costly Isolation to the United States." The Death Penalty Information Center.

"International Influences on the Death Penalty" Foreign Service Journal October 2003.

Please submit all materials in electronic form.

Action of the Department/College

1. Department

Vote of department faculty: For _____ Against _____ Abstentions _____

Department Head _____ Date

2. College

College Dean _____ Date

Action of General Education Advisory Committee

Vote of General Education Committee: For _____ Against _____ Abstentions _____

Chairperson, General Education Advisory Committee _____ Date

Approval

Associate Vice-President for Undergraduate Studies and Curriculum

Date