

Crime and Crime Policy

CRIM 305-001

Spring 2017

INSTRUCTOR

Amy Dezember, M.S.

Email: adezembe@gmu.edu

Office Hours: By appointment only

CLASS

Wednesdays, 10:30am – 1:00pm

Planetary Hall 212

Fairfax Campus

COURSE DESCRIPTION

Examines the development of crime policy, including the influence of crime trends, politics, public opinion, media, criminological theory, and empirical research, all while also considering the effectiveness of crime policies. Students will learn expand their knowledge of crime and criminology, learn to think critically about the knowledge gained, and have respectful and meaningful discussions with other students about current issues in criminal justice policy.

REQUIRED READING

Worrall, J. L. (2014). *Crime control in America: What works?* (3rd Ed.). Pearson Higher Ed. (ISBN-13: 978-0133495485)

Additional readings and/or materials will be posted on Blackboard. These will include several scholarly, peer-reviewed articles and other beneficial readings and materials.

CLASS FORMAT

Classes will involve lecture, discussion, small group work, videos, and presentations. The lectures are not designed to recap the required reading, but rather to expand upon it. Students are expected to complete the assigned readings prior to class on the day they are listed, and come to class ready to discuss them.

COURSE COMMUNICATION

Changes to the course schedule, reading assignments, and other important information will be announced during class and sent to your GMU email address. Be sure to check your email account regularly for updated information (if you choose to forward your GMU email to another email account, make sure that the forwarding is set up correctly). Students are encouraged to contact me to discuss any relevant issue or class assignment. I am happy to discuss any questions or concerns you have about the course or if you

would like to discuss future school or career plans. Please feel free to contact me by email or schedule an appointment.

COURSE ASSIGNMENTS

All writing assignments completed outside of class must be submitted through Blackboard on the date and time specified that they are due prior to the start of class.

1. **Attendance and Class Participation (15%):** Each week we will engage in a brief activity to complement the reading and/or lecture material discussed in class. This activity will require you read the weekly readings and think critically about the material. This activity may incorporate class discussions and promote scholarly debate. I expect everyone to participate and be respectful of others during these activities. You must be present in order to gain credit for these activities. I will not accept submissions outside of class.
2. **Two Reading Briefs (15%):** Briefs are an excellent way to keep a critical record of every reading you encounter as a student. All students will write a brief on one of the additional articles assigned or a scholarly article you that you find that relates to one of the class topic areas. The brief will consist of the following sections: article title, issue/theory/intervention being examined, methods used, findings, limitations, main take away points. The brief must be typed, single spaced, 12 point Times New Roman font, with 1 inch margins all around. Please keep your briefs concise being no more than 1-2 pages. You must submit your briefs on Blackboard by midnight on the date that they are due.
 - a. Brief #1 is due on March 8, 2017 on topics covered during weeks 1-7 (or anything covered up until spring break). You should submit through Blackboard, and you can always submit it earlier if you choose.
 - b. Brief #2 is due on May 3, 2017 on topics covered during weeks 9-15 (or anything covered after spring break). You should submit through Blackboard, and you can always submit it earlier if you choose.
3. **Two Exams (20% each):** There will be two exams worth 100 points each. The exams will be composed of multiple choice, true/false, and short- answer essay questions and will include all material (i.e., readings, lectures, discussions, films) covered for class. A brief review of material will be given in class. Exam #1 is scheduled for February 22nd and Exam #2 is scheduled for April 5th.

Students are responsible for bringing a Scantron form and #2 pencil and eraser on exam days. You should not miss an exam because a make-up exam is not guaranteed. In the event that you should miss an exam, notification should be given as soon as possible. Make up exams will only be given if you have official documentation to verify your absence.

4. **Final Exam OR Final Paper (30%):** Students will have the option to either take a final exam or write a final paper for their final assignment for the course. You must notify me which option you are choosing by April 26th.

Option #1 – A final exam will be given on May 10th from 10:30am – 1:15pm. This exam will be cumulative, unlike the previous exams, but will have the same question format. Students are responsible for bringing a Scantron form and #2 pencil and eraser on final exam day. You should not miss the final exam, because a make-up exam is not guaranteed. In the event that you should miss an exam, notification should be given as soon as possible. Make up exams will only be given if you have official documentation to verify your absence.

Option #2 - Students will produce an 8-10 page paper evaluating a specific crime policy and produce a literature review and analysis of the effectiveness of that crime policy. This paper will demonstrate your knowledge of the material learned in class and expand on the policy analysis and evaluation that we have discussed in class. Papers are due at 10:30am on May 10th through Blackboard. More information about the final paper will be provided in class.

GRADING

In Class Activities/ Attendance	15%
Two Briefs	15%
Exam 1	20%
Exam 2	20%
<u>Final Exam/Paper</u>	<u>30%</u>
Total	100%

98-100% = A+	87-89.9% = B+	77-79.9% = C+	60-69.9% = D
94-97.9% = A	84-86.9% = B	74-76.9% = C	<59.9% = F
90-93.9% = A-	80-83.9% = B-	70-73.9% = C-	

ADDITIONAL INFORMATION

Late Assignments: You must contact me ahead of time and as soon as you are able if you have a problem completing an assignment. Late assignments will only be considered on a case-by-case basis. In the event of a documented emergency (e.g. personal illness, major illness/ death in the family, other family emergency) you must contact me as soon as possible to avoid penalties. You should not miss an exam, because a make-up exam is not guaranteed. However, in the event that you should miss an exam, notification should be given as soon as possible. Official documentation, verifying your absence, will be required if you plan to make up the exam.

Blackboard: The course syllabus, lecture slides, assignments, additional readings, and important announcements will be posted on Blackboard. If you've never used Blackboard please visit <https://coursessupport.gmu.edu/Students/> for assistance.

Classroom Conduct: I expect you to come to class prepared and having read all the material. Do your best to attend all classes. Arriving late or leaving early is disruptive and chronic tardiness or absences will affect your grade. I understand that we all have busy lives and many of you have other responsibilities in addition to being a student, but please be respectful of the class and your professor. To avoid disrupting your peers and/or the instructor, please put all cell phones on quite mode or turn them off during class. Please do not text or use your laptops for anything that is not related to the class. Please be sure to schedule any other responsibilities you might have outside of class time. Needing to leave class for work or other non-emergency responsibilities will not be counted as an excused absence and will affect your grade. Class time is reserved for class, and if this is an issue then please drop the course or consider taking it at a later date when it better fits your schedule. I reserve the right to adjust your participation grade based on your classroom conduct.

Additionally, we will often debate controversial issues in class and your fellow students may have different opinions than you (or the instructor) on some of these topics, and these opinions may be strongly held. I expect everyone in the course to respect the views of others. Class will be a place where we can respectfully discuss opposing viewpoints and offer differing perspectives.

Religious Holidays: If an assignment, class or exam conflicts with any of your religious observances meet with me to make alternative arrangements. Please try to provide as much notice as possible.

Class Cancellations: Check Mason's homepage (www.gmu.edu) to see if classes are cancelled for bad weather or any other emergency circumstances. You can also register for Mason's emergency alert system at <https://alert.gmu.edu>. If I should have to cancel a class due to a personal emergency, I'll make every attempt to email you as soon as possible at your Mason email address. *Be sure to check your email regularly so you can receive urgent information when you need it.*

Disability Assistance: If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Resources at 703.993.2474. All academic accommodations must be arranged through that office.

Academic Integrity & Honor Code: All graded work is to be completed independently. Students are expected to abide by the GMU Honor Code, which prohibits lying, cheating, stealing, and plagiarizing (see the University Catalog for detailed information about each of these violations). Suspected cases of plagiarism may be evaluated using anti-plagiarism software. Instructors are required to report all violations of the Honor Code to the GMU Honor Committee. Violations will likely result in a failing grade for the assignment and may result in a failing grade for the course, plus any additional penalties determined by the committee, including dismissal from the university. Please be sure that the work you submit in this class is your own, and that you provide proper citations when referencing another person's words or ideas. See <http://oai.gmu.edu/the-mason-honor-code-2/> for more detailed information.

Additional Enrollment Information: Students are responsible for verifying their enrollment in this class. Schedule adjustments should be made by the deadlines published in the Schedule of Classes available from the Registrar's Website at registrar.gmu.edu. The last day to add this class is January 30, 2017. The last day to drop this class is February 24, 2017 (with a 67% tuition penalty). After the last day to drop a class, withdrawing from this class requires the approval of the dean and is only allowed for nonacademic reasons. Undergraduate students may choose to exercise a selective withdrawal. See the Schedule of Classes for selective withdrawal procedures.

COURSE SCHEDULE AND ASSIGNMENTS

(Note: Course schedule, topics, and assignments are subject to change at the instructor's discretion)

Date	Class Topic	Assigned Reading / Assignment Due
Week 1: January 25	Course Introduction Identifying & Evaluating Crime Policies and Perspectives	Ch. 1 - Worrall Chalmers (2003) Cullen et al. (2009)
Week 2: February 1	Evidence Based Crime Policy & Crime Control Perspectives	Ch. 2 - Worrall Sherman (1998) Weisburd et al. (2001)
Week 3: February 8	Traditional Policing	Ch. 3 - Worrall Sherman & Berk (1984) <i>Mapp v. Ohio</i> (1961)
Week 4: February 15	Proactive Policing, Directed Patrol, and Other Advancements in Policing	Ch. 4 & 5 - Worrall Sherman & Weisburd (1995) Koper et al. (2013)
Week 5: February 22	EXAM #1 Crime Control and Law Enforcement Perspectives	
Week 6: March 1	Crime Control in the Courts Prosecutors and Crime Control	Ch. 6 & 8 - Worrall Mitchell et al. (2012) Redlich & Summers (2012)
Week 7: March 8	Crime Control through Legislation	Ch. 7 - Worrall Tonry & Melewski (2008) Sherman, Shaw, & Rogan (1995) Brief #1 Due
Week 8: March 15	NO CLASS SPRING BREAK	

Week 9: March 22	Sentencing & Corrections	Ch. 9 & 10 – Worrall Kovandzic et al. (2004) Spohn & Holleran (2002)
Week 10: March 29	Rehabilitation, Treatment, and Job Training	Ch. 11 – Worrall Visher et al. (2011) Henggeler (1997)
Week 11: April 5	EXAM #2 Crime Control through the Courts, Corrections, and Treatment	
Week 12: April 12	Individual, Family, and Household Crime Control	Ch. 12 – Worrall Cernkovich & Giordano (1987) Jones & Offord (1989) Webster-Stratton (1998)
Week 13: April 19	Juveniles: Crime Control in the Community and in Schools	Ch. 13 – Worrall Theriot (2009) Wilson et al. (2001)
Week 14: April 26	Reducing Crime through Environmental Manipulation	Ch. 14 – Worrall Popkin & Cove (2007) Clarke (1980) Final Assignment Selection Due
Week 15: May 3	Bringing It All Together & Final Exam Review	Ch. 15 – Worrall Brief #2 Due
Week 16: May 10	<u>FINAL EXAM or FINAL PAPERS DUE</u> 10:30am – 1:15pm	

References

- Cernkovich, S. A., & Giordano, P. C. (1987). Family relationships and delinquency. *Criminology*, 25(2), 295-319.
- Chalmers, I. (2003). Trying to do more good than harm in policy and practice: The role of rigorous, transparent, up-to-date evaluations. *Annals of the American Academy of Political and Social Sciences*, 589, 22-40.
- Clarke, Ronald V. (1980). "Situational" Crime Prevention: Theory and Practice. *British Journal of Criminology* 20(2): 136-147.
- Cullen, F., Myer, A., & Latessa, E. (2009). Eight Lessons from Moneyball: The high cost of ignoring evidence-based corrections. *Victims and Offenders*, 4, 197-213.
- Henggeler, S. W. (1997). Treating Serious Anti-Social Behavior in Youth: The MST Approach.
- Jones, M. B., & Offord, D. R. (1989). Reduction of Antisocial Behavior in Poor Children by Nonschool Skill-Development. *Journal of child psychology and psychiatry*, 30(5), 737-750.
- Koper, C. S., Taylor, B. G., & Woods, D. J. (2013). A randomized test of initial and residual deterrence from directed patrols and use of license plate readers at crime hot spots. *Journal of Experimental Criminology*, 9(2), 213-244.
- Kovandzic, T. V., Sloan III, J. J., & Vieraitis, L. M. (2004). "Striking out" as crime reduction policy: The impact of "three strikes" laws on crime rates in US cities. *Justice Quarterly*, 21(2), 207-239.
- Mapp v. Ohio, 367 U.S. 643 (1961).
- Mitchell, O., Wilson, D. B., Eggers, A., & MacKenzie, D. L. (2012). Assessing the effectiveness of drug courts on recidivism: A meta-analytic review of traditional and non-traditional drug courts. *Journal of Criminal Justice*, 40(1), 60-71.
- Popkin, S. & Cove, E. (2007). Safety is the Most Important Thing: How HOPE VI helped families. Washington DC: Urban Institute.
- Redlich, A.D. & Summers, A. (2012). Voluntary, knowing, and intelligent pleas: Understanding plea inquiries. *Psychology, Public Policy, and the Law*, 18, 626-643. doi: 10.1037/a0026066

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- Sherman, L. & Berk, R. (1984). The Minneapolis Domestic Violence Experiment. Research Brief. Police Foundation.
- Sherman, L. W., & Weisburd, D. (1995). General deterrent effects of police patrol in crime "hot spots": A randomized, controlled trial. *Justice quarterly*, 12(4), 625-648.
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- Tonry, M., & Melewski, M. (2008). The malign effects of drug and crime control policies on black Americans. *Crime and Justice*, 37(1), 1-44.
- Visher, C. A., Debus-Sherrill, S. A., & Yahner, J. (2011). Employment after prison: A longitudinal study of former prisoners. *Justice Quarterly*, 28(5), 698-718.
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