



***Criminology 495: Capstone in Criminology, Law and Society  
Crime and Intelligence Analysis  
Spring 2022***

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**Dr. Noah J. Fritz**

***Office Hours: Virtual by appointment***

***Email: [nfritz@gmu.edu](mailto:nfritz@gmu.edu)***

***Class Time: Tuesday (4:30-5:45 p.m.)***

***Thursday (4:30- 5:45pm and 5:55-7:10pm) - Recitations***

***Graduate Teaching Assistant: Emily Smedley, [esmedley@gmu.edu](mailto:esmedley@gmu.edu)***

FOCUS: Crime Analysis – as a profession, a process and as a means to an end...TAKE a look at:

- Readings in Crime Analysis – Crime Analysis with Crime Mapping by Rachel Boba-Santos and other articles provided digitally on Blackboard each week.
- Styles of Policing or Policing Paradigms – how they fit into the larger System of Justice
  - Sir Robert Peel’s Nine Principles of Police – Traditional Policing (Reactionary)
    - a. Beyond 911
    - b. Policing a Free Society - an anomalous profession
- Criminological theory behind it
- Contemporary perspectives of Crime and the Police – from film media.
- Historical and substantial Styles of Policing in America
  - 1. Community Policing and Problem Oriented Policing
    - a. Problem Oriented Policing (Goldstein, 1990)
  - 2. CompStat
    - a. Crime Fighter (Maples, 2018)
    - b. Broken Windows Policing (Kelling, 1990)
  - 3. ILP & Evidence Based Policing – Data Driven
    - a. Intelligence Led Policing – Nat’l Intelligence Model (Ratcliffe, 2018)
    - b. Reducing Crime (Ratcliffe, 2020)
    - c. Hotspot Policing & Predictive Policing
  - 4. Harm-Based Policing
    - a. Rich Get Richer and the Poor Get Prison (Reiman)
    - b. New Jim Crow (Alexander, 2018)

Primary Text:

Crime Analysis with Crime Mapping - 5th Edition by Rachel Boba Santos

Apply a critical approach to understanding crime in the context of the criminal justice system, historical, socioeconomic context and conceptional (social construct) definitions.

## Critical Discussion Questions to be covered each week - 30 minutes lecture

### Week

1. Who is Sir Robert Peel and what is the significance of his *Nine Principles of Policing*?
  - What makes police work an anomaly in a free society? More than crime fighters or law enforcement officers – why?
2. What is the traditional model of policing? *Beyond 911* – what is the essence of this book?
3. What is Tactical Crime & Intelligence Analysis?
4. What is Strategic & Admin Crime Analysis?
  - What are the similarities and differences between the four different types of crime analysis?
5. What type of crime analysis is fundamentally related to Problem Solving or Analysis?
  - What does SARA stand for?
6. What criminological theories apply to policing?
7. What are the four key elements of CompStat? And how do they relate to POP?
8. What are the key components of ILP?
9. What is Crime? Who gets to define criminals?
  - And how do these definitions play out in society? How are they measured?
10. What is evidence-based and data-driven approaches to Policing?
  - And how do they relate to our Styles of Policing and crime analysis?
11. What role does Crime Analysis play in your given style?
12. What are the primary concerns of the Black Lives Matter movement?
  - What impact has the BLM movement had on policing?
13. How does social class & culture define crime?
14. Where do we go from here - Re: Role of Police?

Expectations – Guide our weekly discussions and journal entries – come prepared! Need to prepare a 5-minute Ted Talk that you may be called upon to present in any given week.

1. Read weekly assignments and come to class for lectures, and actively participate.
2. Keep a Journal – online & respond to fellow students.
  - Notes from your readings, other research and findings + full citations.
  - Explore criminological theories that help explain crime and criminal behavior.
3. Read the assigned book that describes one of the primary Styles of Policing cover to cover...be prepared to discuss it with your classmates and write a short book review.
  - Problem Oriented Policing (Goldstein)
  - Crime Fighter-CompStat (Maple)
  - Intelligence Led Policing (Ratcliffe)
  - Rich Get Richer and Poor Get Prison (Reiman)
  - Complete your reading of your assigned book by week 5
4. Pick a movie from the list or The Jinx, Crash, Slum Dog Millionaire, Minority Report
  - <https://www.vox.com/culture/2020/6/1/21276965/policing-prisons-movies-shows-streaming-netflix>
  - [https://play.hbomax.com/page/urn:hbo:page:GVU2\\_3QlhmYNJjhsJAWUZ:type:series](https://play.hbomax.com/page/urn:hbo:page:GVU2_3QlhmYNJjhsJAWUZ:type:series)
  - Watch it and write a reaction paper as to how crime and disorder is depicted.

5. Select a crime category(s) and contrast the legal definition to other harmful behavior not classified as crime. How clear are we as a society about the morality of it and how it relates to other harms? How do we measure it? Lying, malpractice, gun possession, prescription drug use, crack versus powder cocaine, prohibition vs legalization of marijuana, use of force, war, self-defense (stand your ground legislation), three strikes laws, war on crime, war on drugs, missing children issue, human trafficking, hate crimes, white supremacy, protests vs riots, slavery, Jim Crow, seat belts, child car seats, abortion)
  - Complete the crime stat exercise & write a reaction paper critically assessing crime definition(s)
    - <http://massanalysis.com/>
    - [www.fbi.com](http://www.fbi.com)
6. Write and rewrite your paper – various sections throughout the semester & submit the final paper at the end of the semester.

### **Graded Assignments for the class**

Deliverable	Context	Points
Class Participation	Each class–attendance and active participation	150 pts
Quizzes – weekly (10 of 12 during the semester) – come prepared to class, do the readings.	10 points for each quiz – no make ups	100 pts
Journal <ul style="list-style-type: none"> <li>A. Google search different theories as they apply to police and crime analysis</li> <li>B. Notes from your readings and research</li> </ul>	Weekly journal entries – see rubric <ul style="list-style-type: none"> <li>○ Contemporary Issues in the news</li> </ul>	150 pts
Book Review – write a synopsis of it (main points as it relates to crime – crime fighting function, and keep notes in your Journal (be prepared to discuss in class)	Write a reaction paper – 1-2 pages, single spaced (at least 1,000 words, no more than 2,000 words)	100 pts
Short reaction paper on the movie or series you selected to watch	Write a reaction paper – 1 page, single spaced (approximately 500-600 words)	50 pts
Report on your crime(s) of choice as it relates to harm + write a short report – one page	Collect crimes stats, define crime category, and provide a report on the historical reporting of this crime or disorder category – 500 words	50 pts
Final Report – culmination of your research and understanding – Your Point of View <ul style="list-style-type: none"> <li>A. Introduction and Literature Review</li> <li>B. Research and body of your report               <ul style="list-style-type: none"> <li>○ Outline and drafts to be reviewed</li> </ul> </li> <li>C. Conclusion</li> <li>D. References or Bibliography</li> <li>E. Final Report – Due end of Semester</li> </ul>	10-12 pages clearly and concisely written <ul style="list-style-type: none"> <li>○ Double Spaced - with references-citations</li> <li>○ No grammatical errors</li> <li>○ Logical arguments and sound conclusions</li> <li>○ Responds to critical questions posed during class periods</li> <li>○ Pulls from and relates to your book of choice - Style of Policing</li> <li>○ Citations and footnotes accurate &amp; well documented - zero plagiarism</li> </ul>	Total: 400 A. 50 pts B. 100 pts C. 25 pts D. 25 pts E. 200 pts
<b>Total Number of Points Possible</b>		<b>1000 pts</b>

## **Course Design**

This course is an in-class face-to-face class. Lectures and discussions will be led by Professor Fritz, and recitations administered by Emily Smedley. Students are expected to have read the required materials by the scheduled class time. In-class activities and quizzes will be based on these readings. Additional activities, and assignments will be assessed via Blackboard outside of class time. Quizzes will be given using Blackboard. There will NOT be a midterm or final exam.

Lectures will cover the topics pertaining to the course (See Critical Questions above) whereas recitation will focus on honing your scholarly reading, writing, and research skills via recitation. This means we will cover the content from the textbook on Tuesdays and you will then shift gears to cover academic research and writing on Thursdays.

This basically means we discuss some topic pertaining to analytics related to evidence-based and intelligence-led policing, and then take what we have learned and apply it to your research and record it in your individual journals. In the same vein, we will also discuss methods of academic and scholarly inquiry by doing various data, literature review, synthesis, and analysis exercises. This approach ensures students learn about data analytics and strategic initiatives being applied to progressive police approaches while also spending significant time developing your research and writing skills.

## **Course Description**

This class is designed for you to examine and understand the historical and contemporary nuance behind the concept of data-driven evidence-based policing models and the techniques used to fight crime and disorder. This course will delve into the concepts and practices of ‘crime and intelligence analysis’ in order to fully appreciate its application and utility, as well as unpack the contemporary notion of how crime is defined and applied within society. We will also critically analyze how culture, politics, religion, and ideology shape policing in these turbulent times. Furthermore, we will examine the issue of defining these concepts and how they impact ‘our’ ability to address safety, fairness, and justice. Lastly, we will examine how applied research and crime science theories help guide crime analysis and police work today; and what they have to offer regarding procedural justice and continuous improvement in policing.

Overall, this course is designed to get you to think critically about effective ways to understand crime as responsible citizens, potential analysts in the criminal justice system, and lifelong learners. It will touch on these key concepts and introduce them to you, then you can decide to incorporate them into your final papers based on your interests and application. A primary goal of this class is to improve your research and writing skills - and the ability to synthesize information.

Grading scale:

A: 93%–100%	B: 83%–86%	C: 73%–76%	D: 60%–66%
A-: 90%–92%	B-: 80%–82%	C-: 70%–72%	F: 59% & Below
B+: 87%–89%	C+: 77%–79%	D+: 67%–69%	

### Student Learning Objectives:

- Critically examine and orally communicate the evolution of crime and intelligence analysis as a profession, as a process and a model policy for contemporary policing.
- Critically examine and discuss how crime and intelligence analysis is used in the United States and abroad.
- Critically examine and discuss the role culture, politics, religion, and ideology have on addressing crime as a social problem, and its unintended social consequences.
- Understand and articulate the different typologies of crime analysis and how different police models utilize them.
- Critically examine and discuss the theoretical explanations of crime, victimization, place, rational choice, and routine activity.
- Understand how crime as a concept is constructed and defined; and how this has varied over time; and as an abstraction used without much evidence for effective strategies.
- Understand and critique the different methods used to conduct crime and intelligence analysis.
- Critically examine and discuss the ethical issues that occur in responding to crime and disorder.
- Create meaningful policy ideas for combating crime and policing in the modern era using the knowledge that is generated by robust research.
- Create a research question; engage in an inquiry process; and situate the concepts, practices, or results within a broader legal, social, and political context - write a paper as such.
- Communicate effectively in both oral and written forms, applying appropriate rhetorical standards (e.g., audience adaptation, language, argument, organization, evidence, etc.).
- Using perspectives from two or more disciplines, connect issues in a given field to wider intellectual, community or societal concerns.
- Apply critical thinking skills to evaluate the quality, credibility and limitations of an argument or a solution using appropriate evidence or resources.

### **Additional Requirements Met by This Course**



This is the department's capstone course that is required for all CLS majors and meets the university requirements for Writing-Intensive and Scholarly Inquiry courses. This is also a Mason Impact Course.

#### *Capstone Course*

A capstone course is the “crowning achievement” or culminating course that pulls a department's curriculum together from the foundation through the structure. As such, this course examines a key foundational issue in the field of criminology and justice, which underlies the study of different aspects of this field: how can we combat crime and improve policing?

### *Writing-Intensive*

The university also requires students to complete a writing-intensive course in their major. Writing-intensive courses must “devote significant time to instruction on writing and how to complete assignments successfully. . . Students are required to revise at least one substantive assignment in the course based on instructor feedback.” (wac.gmu.edu/wi-course-criteria).

### *Scholarly Inquiry*

This course has been designated a Scholarly Inquiry course by Mason’s Office of Student Scholarship, Creative Activities, and Research (OSCAR), as part of the Students as Scholars initiative. Students as Scholars is Mason's initiative to give students the opportunity to conduct undergraduate research. Check out OSCAR.gmu.edu or stop by the Office of Student Scholarship, Creative Activities, and Research in the Johnson Center to learn about the many other programs they offer students.

The general student learning outcomes for Scholarly Inquiry courses are that "Students will articulate a scholarly question; engage in the key elements of the scholarly process; and situate the concepts, practices, or results of scholarship within a broader context." In this course, students will engage in the scholarly process by:

1. Articulating and refining a scholarly question.
2. Following ethical principles.
3. Gathering evidence appropriate to the question.
4. Applying appropriate scholarly conventions when reporting.
5. Assessing the reliability of key assumptions and evidence.
6. Situating the scholarly inquiry within a broader context.

### **Required Materials**

1. Boba-Santos, Rachel, (2017) *Crime Analysis with Crime Mapping* - 5<sup>th</sup> Edition.
  - a. Various readings will be assigned throughout the semester - also used as reference.
2. Student will be assigned to read one of the following books regarding a specific Style of Policing:
  1. Goldstein, Herman (1990) Problem Oriented Policing.
  2. Radcliffe, Jerry (2018) Intelligence Led Policing.
  3. Maple, Jack (1999) The Crime Fighter (CompStat).
  4. Reiman, Jeffery and Paul Leighton, (2020) The Rich Get Prison and the Poor Get Prison-12<sup>th</sup> Edition.

\*This class will involve a substantial amount of individual research. As such, the bulk of your weekly reading will be on your own topic/areas of inquiry.

## Course Requirements

### **Attendance and Participation (15% of final grade) - Ted Talk Prepared**

- Attendance: It is very important to come to class (both Tuesdays and Thursdays). Attendance for each class will be taken and will be incorporated into your final grade (5%). Late arrivals and early departures will also affect this portion of your grade.
- Participation: It is also important to participate in class and be engaged in the discussions. This class will be taught like a seminar, discussion class and less like a lecture. Reading critically and analytically will help you with class participation and discussion, which is expected and makes up 15% of your final grade. This 15% will be graded by participating in class discussions, asking questions, and generally demonstrating that you have read—absorbed—and critically thought about the readings.

### **Journal - Weekly Readings and Summaries (15% of final grade)**

- Students *must* read the assigned material prior to each Tuesday class and demonstrate their having done so by participating in class discussions. Students must have access to the weekly readings for every class.
- Students should post a summary for EACH assigned reading on the Monday prior to each Tuesday class.
  - Each summary should be around 150 words or 3 to 5 bullets reflecting your notes and thoughts. (Further instructions given at Thursday recitation.)
- Summaries will begin Week 2 and continue through the end of the semester. They are **due on Mondays by midnight**. First one is due Monday, August 30 (on the Week 2 readings).
- Summaries must be uploaded as **Word** documents to Blackboard (pasting into text boxes does not allow for comments).
- Summaries will be graded as 0 = not done; 2 = check minus (done incorrectly or incompletely; done with little to no effort; typos and grammatical errors); 5 = check (satisfactory); 10 = check plus (excellent). EACH summary will get a score of 0 to 10.
- Members from your assigned team will review your journal entries and award points accordingly. The TA will be randomly spot checking each week to determine if the assessment is valid and being done correctly. If a teammate consistently mis-evaluates the journal entries, points may be deducted from their effort for that given week.
- Summaries will be a key resource for your research paper, parts of which are due throughout the semester.
- Summaries and your review of them help share the burden of holding each other accountable and helps provide you with another perspective for your readings.

This assignment requires each student to create an ‘Journal’ blog on blackboard. These journal entries and reviews guide your thoughts for the structured discussion each week. Students are expected to come up with their own discussion (i.e. documented in the Journal) of what you found interesting from that segment. The sky is the limit here in terms of creativity.

For example, in Week 4, we are covering: “What is Strategic & Admin Crime Analysis?” and asking ourselves “what are the similarities and differences between the four different types of crime analysis?” This is an extremely broad topic; thus, giving each student ample latitude to cover what they want as it pertains to their assigned style of policing or other police related material. Students can focus on current issues in the realm of crime and intelligence analysis by focusing on the causes of crime for a specific group or movement, or they can cover a specific case or story as if you were a journalist (e.g. a notable criminal trial in the news), or they can also provide an analysis of what research shows on a topic (e.g. the influence of poverty or gender), or any combination thereof. The Journal entries should respond to the guiding questions but offer each of you the flexibility and freedom to reflect on the readings and record research on your paper topic and your take aways from your Styles of Policing book as you read it.

A key component of the journals is the “so what?” question. This means that covering some issue or phenomenon is not enough; you have to provide measurable and articulable policy-oriented responses to the issue(s) you examine. It is relatively easy to cover some related concern in the news (e.g. officer involved shooting, gun legislation, etc.). Your research should be reflected within your journal as you contemplate each topic covered in class.

The point of this weekly exercise is to stimulate interest and debate on topics and/or themes related to what we are covering that week. Strong journal posts will utilize course readings, your notes, and discussions from class. All initial journal posts are due by midnight on Monday, prior to class for you to get credit that week. Don’t forget, your student partner is counting on you to review your journal (and vice versa) and award the points accordingly. Keep in mind that Journals will be on display for everyone at all times, so please make sure you are putting your best foot forward here. These assignments are collectively worth 150 points.

### **Weekly Quizzes (10% of final grade) - must be taken before class each week**

- To further encourage critical thinking and engagement with the material (not just passive absorption of it), there will be weekly quizzes based on the readings. When reading, you should analyze, not just skim; make sure you understand the authors’ point, think about questions for discussion, relate the reading to real-world events, critically analyze the method or results of a study, point out contradictions, etc.
- There will be a total of 12 quizzes (beginning Week 2, August 30). Your 10 best quiz grades will factor into your final grade. This means you can miss two quizzes without adversely affecting your grade (though I do not recommend this strategy). Quizzes will occur online for the week leading up to the class covering a given topic. If you fail to take the quiz prior to class, you may not be able to take or make-up the quiz and you will receive a 0 for that day’s quiz grade.
- The quizzes will be short, and if you have done the readings, should be relatively straightforward. There will be 5 multiple-choice, True-False, fill-in-the-black questions, each worth 2 points. It is an open book quiz.

**Quizzes (10%)**- Each weekly segment will have a quiz. This quiz will consist of five multiple-choice, true-false questions or fill-in-the-blank questions. Each quiz is worth 10 points - 2 points for each question. There will be 12 quizzes through the semester, but you only get a maximum of 100 points. Technically, you can miss or choose not to take two of the quizzes without being penalized but if you take all or more than 10 quizzes, the top ten scores will be used to award points for this



effort. Quizzes are being utilized to give you an incentive to do the readings and prepare appropriately for class discussions. Quizzes will open on Blackboard at 11:59 p.m. on the Tuesday prior to the week the topic will be discussed in class. You have all week to complete the quiz, and the quiz will close on Monday at 11:59 a.m. EST. Students can open the quiz whenever they would like during this period. Nonetheless, students will have 60 minutes to complete the quiz from the time the quiz is opened (timed response). If you accidentally close the quiz or exit the window, the clock continues to run, and you may re-enter the quiz without a penalty.

Students can use any and all course materials on the quiz. Notes, lectures, readings materials, etc., are all fair game for the quizzes. There is a catch though. If you spend too much time digging through these items to find the answer, you will run out of time and will almost certainly be unable to complete the quiz in its entirety. Thus, preparing for these quizzes requires you to: 1) actually complete the required readings before class; 2) rely on course materials and concepts in your weekly activities. The course is designed so that you DON'T have to cram before a quiz. Instead, put in the work each week and you will be golden; and you might actually learn quite a bit. There will be 12 quizzes during the semester for which 10 count towards your final grade (total of up to 100 points).

### **Book Review - 10% of final grade)**

The book review is a two-page synopsis for the assigned Style of Policing book you were required to read. The synopsis is a reaction paper – 1-2 pages, single spaced (at least 1,000 words, no more than 2,000 words) that should address the main points of the book as it relates to crime – the crime fighting function and reflect the notes in your Journal. Guiding questions include:

1. What is the key premise of the book and particular style of policing?
2. What are the key components of this approach?
3. What are the key elements and concepts used to articulate this approach?
4. How is crime defined or socially constructed, as part of this model or style?
5. Did the book or author provide a basis for how this new style is different from previous ones or how it will improve policing?
6. How does this style of policing add value to the profession of police work?
7. Does any or all of the different types of crime and intelligence analysis play a role in this style of policing? How might they be applied?
8. What is your reaction to this approach? Will it be an improvement, why or why not?
9. What are the benefits and/or shortcomings of this approach from your vantage point (your opinion here is valid)?
10. Do you think this Style of Policing continues to have a place in modern times for addressing public safety? Why or why not?

You do NOT have to answer all these questions (they are only guiding questions) and you can articulate a different set of questions if you desire. This is YOUR reaction paper to the book you were assigned to read. You can take your views and opinions to task here, there is no correct answer. You need to write this paper clearly and concisely, with good grammar. You will be provided feedback and be given the opportunity to re-write the paper to raise your grade. This paper is worth 100 points towards your final grade. Your book review is DUE: September 20 by the start of class.

### **Movie Reaction Paper (5% of final grade)**

The Reaction Paper for the movie you selected to watch is a writing exercise to hone your critical thinking skills and to practice writing sound arguments. The assignment is to simply watch the movie and share with your readers what you thought about the movie or series. Following the same theme, speak about how crime was depicted or socially constructed? What was the author's or producer's purpose or intent in making the movie? Do you think it was realistic? What reaction did you have to it? Did it motivate you in anyway? Did the movie help you re-evaluate or contemplate crime or the criminal justice system in a new or different light? Did it help define how we as a society view crime, the police or the criminal justice system? Do you think it will affect change? How so?

The reaction paper is worth 50 points and requires a one-page, single spaced (approximately 500-600 words) document to be submitted on Blackboard for others to read. Professor Fritz and TA Emily Smedley will provide feedback and award points accordingly. Don't forget to include your thoughts and notes in your Journal as part of the class. This paper is DUE: October 18 at the start of class. You will be given the opportunity to re-write this reaction paper if you so choose.

### **Crime Stat Exercise - (5% of final grade)**

This is a particularly straight-forward assignment. It is assigned as an exercise so that you can gain experience in identifying crime statistics, collect the data, and place them into historical context. A more detailed assignment and directions will be provided in class and during the recitation session during the week prior to it being due. The exercise requires that you create a tabular compilation of the numbers and graph the data to visually depict its meaning (i.e., a picture speaks a thousand words). You will also write a brief description of the data and the chart-graph. It should provide you with the means for looking for and collecting data that you might want to include in your final paper.

You will report on your crime(s) of choice as it relates to harm and write a short report – one page (approximately 500 words, plus create a table and graph depiction). This exercise is DUE: November 8<sup>th</sup> and is worth up to 50 points towards your final grade.

### **Research Paper (40% of final grade; breakdown below)**

Students will write a research paper critically assessing a specific Style of Policing. The paper consists of three parts: (1) an introduction that includes a literature review of articles and websites that provide the foundation of the paper; (2) a thorough description of the key elements of the style and discuss which types of crime and intelligence analysis lends itself to achieving this style. The body of the paper should provide all the key components of the reported style, articulating how this style came into play, why the authors of the approach feel it improves police work, and what steps or requirements are necessary to implement it. It should address the historical, political, and social-economic context in which it was conceptualize; (3) a conclusion that provides your assessment as to the utility and effectiveness of said style. The Final Report represents the culmination of your research and understanding – Your Point of View. It should cover the following key sections:

References or Bibliography must be included at the end of the paper, following the APA writing style. Drafts of each of these sections will need to be submitted for review and feedback. See the calendar. The final report is due at the end of semester by 5pm on November 29, 2022.

A draft of each of the following sections must be submitted by the due date in order to get feedback and suggestions, and to earn the specified points for them.

SECTION	POINTS	DUE DATE
Introduction and Literature Review	50	September 13
Outline and drafts to be reviewed	50	September 27
Research and body of your report	50	November 11
Conclusion	25	November 15
References or Bibliography	25	November 22
Final Report - with modifications & improvements	200	December 6

The Final Report with all modifications is due end of Semester

- Feedback will be given on all sections, and more detailed rubrics will be posted on Blackboard.
- All sections (and the final, revised paper) due by 5pm on the date indicated. All sections turned in via Blackboard.

Final Paper [revised based on feedback] (20% of grade). DUE: December 6, 2022  
 Every day the paper is late will result in the dropping of one letter grade for the paper. Students should post final papers to Blackboard by 5pm on 12/6/21.

The paper must be based on research comprised primarily of scholarly references, including appropriate legal materials, social scientific and/or natural scientific sources, and policy materials. Newspaper and other reference sources (like Wikipedia) also may be used, as appropriate, but should be used sparingly. Papers should be approximately 10-12 double-spaced pages (not including references). DO NOT exceed 12 pages of text. References should be in APA format. All authorities must be appropriately cited and included in references or bibliography section.

## **Course Policies**

### **Changes to Syllabus Clause**

Although this syllabus covers the essence of the course, sometimes it is necessary to make revisions to make the course content clearer or more straightforward. Those changes will be announced ASAP at the time of those changes and posted on Blackboard.

### **Diversity Statement**

At George Mason, students and faculty should create a learning environment that fosters respect for people across identities. We welcome and value individuals and their differences, including gender expression and identity, race, economic status, sex, sexuality, ethnicity, national origin, first language, religion, age and ability, as well as heterodox ideas or opinions. We encourage all members of this course to engage with the material personally, but to also be open to exploring and learning from experiences different than their own.

## **Expectations for virtual office hours**

Office hours will be held in Zoom:

- It is recommended that you schedule a time and place to come to office hours where you can have your camera on for better clarity in questions and answers.
- Have your course materials (books, notes, etc.) available when you attend office hours.
- Here is a quick tutorial for screen sharing to aid in showing documents during the call:
  - <https://www.youtube.com/watch?v=YA6SGQIVmcA>

Procedure for attending office hours:

- Schedule a Zoom meeting by emailing the instructor.
- Once the meeting is scheduled, ensure that you do the following:
  - Arrive on time for your appointment.
  - Please wait in the “waiting room” until the professor “admits” you into the office.

## **Course Accessibility**

Disability Services at George Mason University is committed to providing equitable access to learning opportunities for all students by upholding the laws that ensure equal treatment of people with disabilities. If you are seeking accommodations for this class, please first visit <http://ds.gmu.edu/> for detailed information about the Disability Services registration process. Then please discuss your approved accommodations with me. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: [ods@gmu.edu](mailto:ods@gmu.edu) | Phone: (703) 993-2474

Students who experience barriers in this course are encouraged to contact the instructor as early in the semester as possible. The Disability Services department is available to facilitate the removal of barriers and to ensure reasonable accommodations. For more information about the services they provide, please visit: [Classroom and Academic Accommodations – Disability Services \(gmu.edu\)](#) Student accommodations as determined by DS (e.g., additional time, time flexibility) should be discussed as early as possible with the instructor, and must be followed regardless of course delivery mode.

*Covid-19 Note:* Students who have a Covid-related disability should contact the Disability Services office; DS will contact faculty using standard protocols about any students who require accommodations.

## **Academic Integrity Policy**

Students are expected to complete all course work with integrity by abiding by academic integrity policies. Acts of plagiarism and academic dishonest will not be tolerated under any circumstances. Academic integrity violations include, but are not limited to: plagiarism, cheating, resubmitting the same assignment for grade submitting work that is not the student’s own, or facilitation (helping someone commit a dishonest act).

It is expected that students adhere to the George Mason University Honor Code as it relates to integrity regarding coursework and grades. The Honor Code reads as follows: “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we,

the student members of the University Community have set forth this: Student members of the George Mason University community pledge not to cheat, plagiarize, steal and/or lie in matters related to academic work.” More information about the Honor Code, including definitions of cheating, lying, and plagiarism, can be found at the Office of Academic Integrity website at <http://oai.gmu.edu>

In terms of personal submissions, you may discuss your ideas with others and conference with peers on drafts of the work; however, it is not appropriate to give your paper to someone else to revise. You are responsible for making certain that there is no question that the work you hand in is your own. If only your name appears on an assignment, your professor has the right to expect that you have done the work yourself, fully and independently.

Any incident of serious academic dishonesty may result in the student failing the course. The Professor will also report the incident to the School’s Academic Integrity Officer. Possible sanctions from the Board include suspension or expulsion.

### **Technology and Web-Conferencing**

Activities and assignments in this course will regularly use the Blackboard learning system, available at <https://mymason.gmu.edu>. Students are required to have regular, reliable access to a computer with an updated operating system (recommended: Windows 10 or Mac OSX 10.13 or higher) and a stable broadband Internet connection (cable modem, DSL, satellite broadband, etc., with a consistent 1.5 Mbps [megabits per second] download speed or higher. You can check your speed settings using the speed test on this website.)

Activities and assignments in this course will regularly use web-conferencing software (Blackboard Collaborate / Zoom). In addition to the requirements above, students are required to have a device with a functional camera and microphone. In an emergency, students can connect through a telephone call, but video connection is the expected norm.

### **Technology Issues**

If you have technology issues or needs during the semester, please contact ITS Helpdesk at [support@gmu.edu](mailto:support@gmu.edu).

### **Course Materials and Student Privacy**

All course materials posted to Blackboard or other course site are private to this class; by federal law, any materials that identify specific students (via their name, voice, or image) must not be shared with anyone not enrolled in this class.

Video recordings -- whether made by instructors or students -- of class meetings that include audio, visual, or textual information from other students are private and must not be shared outside the class.

Live video conference meetings (e.g., Collaborate or Zoom) that include audio, textual, or visual information from other students must be viewed privately and not shared with others in your household or recorded and shared outside the class.

### **Notice of mandatory reporting of sexual or interpersonal misconduct**

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, stalking, sexual exploitation, complicity, and retaliation to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-993-3686 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason’s Title IX Coordinator by calling 703-993-8730 or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

### **Extra-Credit Policy**

The instructor reserves the rights to give students extra credit opportunities through the semester. Any and all opportunities will be made available to all students and will be discussed during class. Thus, students who miss class may miss opportunities to achieve extra credit.

### **Make-up/Late submission Policy**

No late work will be accepted unless you have a pre-planned absence or pre-arranged accommodation. These excusals can be for any *legitimate* reason but need to be cleared in advance. If you are planning on missing classwork, please let me know within a reasonable amount of time. Please speak with me if you are a student-athlete so that we can discuss proper arrangements.

Assignments that are submitted late will not be given credit. I understand ‘life happens’ and things come up. Nonetheless, it is your responsibility to communicate- proactively- with me, as I am extremely flexible and amenable to the chaos that can be college (i.e., help me help you!).

Once the semester ends, I am precluded from accepting any new submissions. Please do not ask me to turn in an assignment after everything has been graded; I cannot and will not be able to do anything at that point.

### **Additional Student Resources**

- Student Support and Advocacy Center (SSAC)
- Counseling and Psychological Services
- The Learning Services Office or field-specific tutoring
- The Center for Culture, Equity, and Empowerment
- LGBTQ+ Resources
- University Career Services
- University Writing Center

Information and links regarding these and other student support offices are available on our [Student Support Resources on Campus](#) page.

**Schedule - all work is due at the beginning of class on Tuesdays.**

Week	Start Date	Assignment - Class Active Participation 15 classes - 150 pts	Journal 15 - 150 pts	Lecture Topic	Recitation Topic	Readings - Quizzes (Best 10 of 12) 10 pts each - 100 pts
1	8/23	Review Syllabus	No Journal entries due	Syllabus - Overview Sir Robert Peel's Principles	No Recitation this week	Syllabus Quiz Obtain your Books ASAP
2	8/30	Pick your <u>Style of Policing</u> Book	10 pts Entry Feedback	Styles of Policing Overview Traditional Model - Beyond 911	Journal Entries	Boba-Santos - Chapter 1 Opening Chapter-Your Styles Book
3	9/6	What Say You?	10 pts Entry Feedback	What is crime and intelligence analysis and why it Matters?	Bolstering your paper with data	Part II Intro Ch. 4
4	9/13	<b>Paper Proposal Introduction - 50 pts</b> What Say You?	10 pts Entry Feedback	Strategic & Admin Crime Analysis Trouble with it.	Tips for Book Review	Ch. 5
5	9/20	What Say You?	10 pts Entry Feedback	Problem Oriented Policing SARA	Library Resources Chris Mcgee	Ch. 3 - Pp. 74-80 Complete Styles of Policing Book
6	9/27	<b>Outline &amp; Sources to date - 50 pts</b> What Say You?	10 pts Entry Feedback	Applied Criminology Common Sense Theories	Feedback on Proposal	Ch. 2
7	10/4	<b>MIDTERM: Book Review-Synopsis-100 pts</b> What Say You?	10 pts Entry Feedback	CompStat Crime Mapping? GIS	Do's & Don'ts Literature Review	Ch. 6
8	10/11	No class on Tuesday or Thu		-----Fall Break-----		
9	10/18	<b>Reaction Paper - Movies - 50 pts</b> What Say You?	10 pts Entry Feedback	ILP - Key Components Hotspots - Spatial and Temporal	Feedback on Outline and Sources	Part III Intro Ch. 8-9
10	10/25	What Say You?	10 pts Entry Feedback	ILP - Prolific Offenders - Chronic 6% What is crime? How is it defined?	Feedback on Book Review	Ch. 10
11	11/1	<b>First Draft - Body of Paper - 50 pts</b> Crime Stats Exercise What Say You?	10 pts Entry Feedback	What is evidence-based and data-driven approaches to policing?	Why Measurement is Important * Crime Stats *	Ch. 3 - Pp. 61-74
12	11/8	<b>Hand in Crime Stats Report - 50 pts</b> What Say You?	10 pts Entry Feedback	What role does Crime Analysis play in your given style?	Data Analysis Feedback on Movie	Part IV Intro Ch. 12
13	11/15	<b>Conclusion - 25 pts</b> What Say You?	10 pts Entry Feedback	George Floyd - Black Lives Matter Police Transparency	Feedback on 1 <sup>st</sup> Draft	Ch. 13
14	11/22	<b>References or Bibliography - 25 pts</b> What Say You?	10 pts Entry Feedback	Police and Social Class - Assumptions Rich Get Richer & Poor get Prison Mass Incarceration	Feedback on Conclusion - No Recitation 11/24	Ch. 14-15
15	11/29	<b>Final Paper Due - 200 pts</b> What Say You?	10 pts Entry Feedback	Future lies - where do we go from here? Pizza Party?	<b>DUE: DEC 6</b>	<b>FINAL GRADE</b>

## Problem-Oriented Policing (From: Policing a Free Society, 1977)

*The police, by the very nature of their function, are an anomaly in a free society. They are invested with a great deal of authority under a system of government in which authority is reluctantly granted and, when granted, sharply curtailed. The specific form of their authority-to arrest, to search, to detain, and to use force-is awesome in the degree to which it can be disruptive of freedom, invasive of privacy, and sudden and direct in its impact upon the individual. And this awesome authority, of necessity, is delegated to individuals at the lowest level of the bureaucracy to be exercised, in most instances, without prior review and control.*

*Yet a democracy is heavily dependent upon its police, despite their anomalous position, to maintain the degree of order that makes a free society possible. It looks to its police to prevent people from preying on one another; to provide a sense of security; to facilitate movement; to resolve conflicts; and to protect the very processes and rights-such as free elections, freedom of speech, and freedom of assembly-on which continuation of a free society depends. The strength of a democracy and the quality of life enjoyed by its citizens are determined in large measure by the ability of the police to discharge their duties. (Goldstein, 1977)*

## RICH GET RICHER AND THE POOR GET PRISON - IDEOLOGY, CLASS, AND CRIMINAL JUSTICE

Author: J H REIMAN  
Date Published: 1979

### Annotation

IN AN ATTEMPT TO UNDERSTAND THE FAILURE OF THE AMERICAN CRIMINAL JUSTICE SYSTEM IN ITS WAR AGAINST CRIME, THIS STUDY FOCUSES ON THE DIMENSIONS, CAUSES, AND MORAL IMPLICATIONS OF AN IDEOLOGICAL FAILURE.

### Abstract

THE CURRENT CRIMINAL JUSTICE SYSTEM IS SHAPED BY ECONOMIC BIAS--CRIMES UNIQUE TO THE WEALTHY ARE EITHER IGNORED OR TREATED LIGHTLY, WHILE THE SO-CALLED COMMON CRIMES OF THE POOR LEAD TO ARREST, CHARGES, CONVICTION, AND IMPRISONMENT. THE THREE PROPOSITIONS THAT SUPPORT THIS STATEMENT ARE THAT (1) SOCIETY FAILS TO PROTECT PEOPLE FROM CRIMES THEY FEAR (HOMICIDE, BURGLARY, ASSAULT) BY REFUSING TO ALLEVIATE THE POVERTY THAT BREEDS THEM; (2) THE CRIMINAL JUSTICE SYSTEM FAILS TO PROTECT PEOPLE FROM THE MOST SERIOUS DANGERS BY FAILING TO DEFINE AS CRIMES THE DANGEROUS ACTS OF THOSE WHO ARE WELL OFF (WHITE COLLAR CRIME, POLLUTION, OCCUPATIONAL HAZARDS) AND TO PROSECUTE ACCORDINGLY; AND (3) BY VIRTUE OF THESE AND OTHER FAILURES, THE CRIMINAL JUSTICE SYSTEM SUCCEEDS IN CREATING THE IMAGE THAT CRIME IS ALMOST EXCLUSIVELY THE WORK OF THE POOR, AN IMAGE THAT SERVES THE INTERESTS OF THE POWERFUL. BY FOCUSING ON INDIVIDUAL CRIMINALS WHO ARE POOR, THE SYSTEM DIVERTS ATTENTION FROM THE INJUSTICES OF SOCIAL AND ECONOMIC INSTITUTIONS. THE FAILURE TO REDUCE CRIME REINFORCES THIS SITUATION BY CONCENTRATING FEAR AND HOSTILITY ON THE POOR. AT THE BASE OF UNEQUAL JUSTICE IS THE UNEQUAL DISTRIBUTION OF WEALTH AND INCOME. A CRIMINAL JUSTICE SYSTEM CANNOT HOLD INDIVIDUALS GUILTY OF THE INJUSTICE OF BREAKING THE LAW IF THE LAW ITSELF SUPPORTS AND DEFENDS AN UNJUST SOCIAL ORDER. TO COUNTERACT THIS FAILURE, STEPS MUST BE TAKEN TOWARD DOMESTIC DISARMAMENT; CRIMINALIZATION OF WHITE-COLLAR CRIMES; CREATION OF A CORRECTIONAL SYSTEM THAT PROMOTES HUMAN DIGNITY AND GIVES EX-OFFENDERS A REAL OPPORTUNITY TO GO STRAIGHT; A MORE REASONABLE EXERCISE OF POWER BY POLICE OFFICERS, PROSECUTORS, AND JUDGES; AND EQUAL ACCESS TO HIGH-QUALITY LEGAL EXPERTISE FOR ALL INDIVIDUALS ACCUSED OF CRIME. EXTENSIVE FOOTNOTES ACCOMPANY EACH CHAPTER AND AN INDEX IS PROVIDED.



## 9 movies and shows that explain how America's justice system got this way

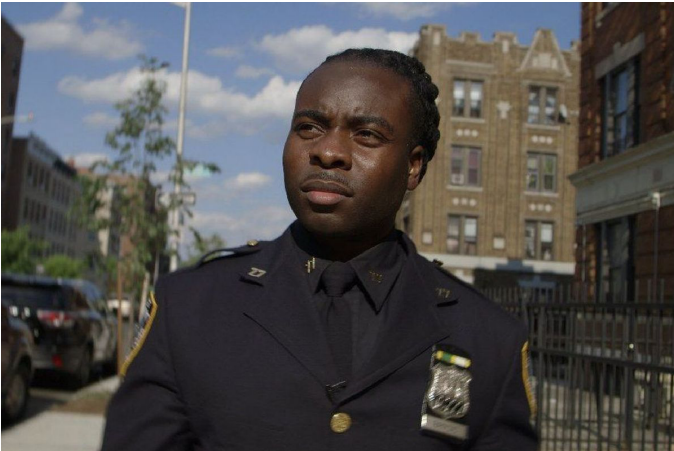
<https://www.vox.com/culture/2020/6/1/21276965/policing-prisons-movies-shows-streaming-netflix>

Pick one to do a reaction paper on.

The US's system of policing, criminal justice, and incarceration didn't just come from nowhere. And to change it, we have to understand it.

By [Alissa Wilkinson@alissamariealissa@vox.com](mailto:Alissa_Wilkinson@alissamariealissa@vox.com) Jun 1, 2020, 3:40pm EDT

### Share this story



Officer Edwin Raymond, one of the "NYPD 12," in *Crime + Punishment*. *Hulu*

The American criminal justice system — policing, prosecution, the courts, and incarceration — didn't just spring out of nowhere. The institutions tasked with keeping order are the products of a long series of choices and policies. And behind those choices and policies are specific ways of thinking about who deserves justice, who is guilty, and what the purpose of laws even are, all of which derive from America's past.

If you are looking to better understand the history that led to what you see on the news today — police brutality, punitive and unequal meting out of justice, demonstrable racial prejudice, and a broken prison system — then these seven films and two TV series are a great place to start. Through fiction and nonfiction, they help show how complex the interlocking problems are and point toward where true change might begin.

### **13th (2016)**

Necessary, searing, and engaging, *13th* — from *Selma* director Ava DuVernay — is a primer on the historical context and moral urgency behind a lot of today's most pressing public issues, from [mass incarceration](#) and [the war on drugs](#) to [police brutality](#) and [private prisons](#). It also thoroughly explores the dovetailing motivations behind the [Black Lives Matter](#) movement. The documentary is a compelling whirlwind tour through America's long history of racism and, perhaps more importantly, America's long history of *denying* its racism, and the ways that its denial has affected the country's justice system.

**How to watch it:** *13th* is streaming [on Netflix](#) and [on YouTube](#).

## ***Clemency* (2019)**

Bernadine Williams (Alfre Woodard) has spent years working as a warden at a maximum-security prison, and it's clearly been wearing on her health, her marriage, and her soul. She sees the most important part of her work as caring for the inmates and quietly supporting them as they approach their execution dates. But then a lethal injection goes awry and as the date for the next one approaches, she finds herself reaching a breaking point. With *Clemency*, director Chinonye Chukwu crafts a heavy, deliberate film, with rich, widely framed shots and dark colors that make the emotional toll on not just Williams but also her coworkers, their families, the inmates, and the inmates' loved ones extra clear. Anchored by an absolutely stunning performance from Woodard, it's an unusual way to expose the injustices of the capital punishment system without forgetting the individuals who are stuck in its gears.

**How to watch it:** *Clemency* is available to digitally rent or purchase on [iTunes](#), [Amazon](#), [YouTube](#), [Google Play](#), and [Vudu](#).

## ***Crime + Punishment* (2018)**

The practice of policing based on quotas — requiring officers to arrest a minimum number of people within a particular time frame — was outlawed in New York City in 2010. Such requirements, opponents argued, turned police officers away from serving the community and finding ways to dispel violence before it happens. Instead, officers would end up making arrests just to hit their numbers. And those arrests often happened disproportionately in low-income minority communities. But outlawing quotas didn't make them go away. Using interviews, secretly recorded conversations, and other footage shot from 2014 to 2017, Stephen Maing's documentary *Crime + Punishment* explores the NYPD's ongoing but concealed use of quotas and their effects on the citizens of New York — and officers in the police department, too. The resulting work is important for everyone who cares about America's systems of policing — especially because the NYPD's system is a template for police forces across the country.

**How to watch it:** *Crime + Punishment* is [streaming on Hulu](#).

## ***The Force* (2017)**

In *The Force*, documentarian Peter Nicks spends two years following the embattled Oakland Police Department, which was put under federal supervision in 2003 after a wave of misconduct and other public offenses. The film starts out seeming hopeful, but it soon becomes clear that the Oakland PD's situation is extraordinarily complicated and that any possible solutions will be wildly complex. It makes a clear (and devastating) case that broken institutions can't be reformed from within; instead, fixing them requires a difficult counterbalancing culture shift from the outside. *The Force* powerfully lays out some possibilities for policing reform that put the power back in the hands of communities.

**How to watch it:** *The Force* is streaming [on Netflix](#). It's also available to digitally rent or purchase on [iTunes](#), [Amazon](#), [YouTube](#), [Google Play](#), and [Vudu](#).

## ***The Innocence Files* (2020)**

[The Innocence Project](#), founded in 1992 by law professors Barry Scheck and Peter Neufeld, is devoted to overturning wrongful convictions by using DNA evidence to free innocent prisoners while also advocating for reform in the criminal justice system. Netflix's *The Innocence Files* tells the stories of some of the people they've helped free. Across nine documentary episodes — some of which are as long as a feature film — *The Innocence Files* draws on the same intriguing cases that often become the subjects of true-crime series while illustrating the breakdown of supposedly just systems and the unreliability of allegedly unimpeachable evidence. It's among the strongest documentary series about criminal justice I've ever seen.

**How to watch it:** *The Innocence Files* is streaming [on Netflix](#).

## ***Just Mercy* (2019)**

The American practice of capital punishment is inextricably linked to much of what's wrong with our justice system: its focus on punitive rather than [restorative](#) measures; its [indisputable bias](#) against the poor, mentally ill, and marginalized; its captivity to [racial bias](#). That's precisely what *Just Mercy*, a true story that will set viewers' sense of injustice ablaze, aims to change. Based on [Bryan Stevenson's bestselling 2014 memoir](#) of the same name, *Just Mercy* tells the story of Stevenson's early career as an attorney working to reverse wrongful convictions in Alabama and details the founding of his organization, the [Equal Justice Initiative](#). *Just Mercy* isn't just about the death penalty; it's also about how old attitudes toward the poor and toward black Americans, in particular, have played out in the American justice system. Shifting how we think about capital punishment will shift the way we think about what the justice system is supposed to do.

**How to watch it:** *Just Mercy* is available to digitally rent or purchase on [iTunes](#), [Amazon](#), [YouTube](#), [Google Play](#), and [Vudu](#). For the month of June 2020, you can rent the film at no cost.

## ***The Prison in 12 Landscapes* (2016)**

Brett Story's documentary about the way prison systems reshape the landscapes around them is remarkable for many reasons, but one of them is the simple fact that we don't see a prison until the end of the film. Instead, *The Prison in 12 Landscapes* captures a series of vignettes in communities that are shaped in some way by a nearby prison, from conversations with people at historical societies to narration from prisoners who fight fires for a few bucks a day. The film plays out like both poetry and a negative-space portrait — what's left unsaid is just as important as what's said out loud. And it interrogates whether the prison system does what it says it wants to do or whether it has a different aim altogether.

**How to watch it:** *The Prison in 12 Landscapes* is available to stream in its entirety [on Vimeo](#). It's also available to digitally rent or purchase from [Amazon](#).

## ***When They See Us* (2019)**

Ava DuVernay ([Selma](#), [13th](#)) co-wrote and directed all four episodes of this miniseries about the infamous case of the [Central Park Five](#), in which five boys ages 14 to 16 — none of whom were white — were coerced into confessing to raping a jogger named Trisha Meili in 1989, then convicted of the crime in 1990. Niecy Nash, Michael K. Williams, John Leguizamo, Vera Farmiga, Felicity Huffman, and many others round out the

extensive cast. It's a true crime series with interlocking crimes. Part of the series is concerned with discerning what really happened to Meili, but the rest considers the crime committed against the five young men. In *When They See Us*, the criminal justice system is more committed to politics than the truth — and what drives it is plain, old-fashioned American racism.

**How to watch it:** *When They See Us* is streaming [on Netflix](#).

### ***Whose Streets* (2017)**

The co-directors of *Whose Streets?* are [Damon Davis](#) and [Sabaah Folayan](#), who were on the inside of the protests following [the 2014 killing of 18-year-old Mike Brown](#) and the birth of the Black Lives Matter movement. It's a raw, potent film pieced together from footage and interviews, and it's unabashed about its perspective and connection to the activists. The film opened in theaters in 2017 just as a [white supremacist march](#) began to unfold in Charlottesville, Virginia, and it's no less relevant today. It's an essential piece of historical documentation that cries out to be seen — and heeded.

**How to watch it:** *Whose Streets?* is streaming [on Hulu](#). It's also available to digitally rent or purchase on [iTunes](#), [Amazon](#), [YouTube](#), [Google Play](#), and [Vudu](#).