

June 12, 2023

Shadi Shahedipour-Sandvik, Ph.D.
Senior Vice Chancellor for Research, Innovation and Economic Development
And Interim Provost
State University of New York
System Administration
State University Plaza
Albany, NY 12246

Dear Dr. Shahedipour-Sandvik,

On behalf of the faculty at the University at Albany and College of Criminal Justice, I am pleased to submit our proposal for an update to our Criminal Justice BA registration and Distance Education for this program.

This proposal has been considered and approved through our campus governance system. Should there be a need for additional information or clarification to facilitate processing, please contact Kaitlyn Beachner at kbeachner@albany.edu.

Thank you for your consideration and assistance.

Sincerely,



Carol Kim, Ph.D.
Provost and Senior Vice President for Academic Affairs

Attachment

- c. Interim Dean Julie Novkov, Rockefeller College & College of Criminal Justice
Vice Provost & Dean JoAnne Malatesta, Undergraduate Education



Program Revision Proposal: Changes to an Existing Program

Form 3A

Version 2016-10-13

SUNY approval and SED registration are required for many changes to registered programs. To request a change to a registered program leading to an undergraduate degree, a graduate degree, or a certificate that does not involve the creation of a new program,¹ a Chief Executive or Chief Academic Officer must submit a **signed cover letter and this completed form** to the SUNY Provost at program.review@suny.edu.

Section 1. General Information																	
a) Institutional Information	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%; padding: 2px;">Institution's 6-digit SED Code:</td> <td style="padding: 2px;">210500</td> </tr> <tr> <td style="padding: 2px;">Institution's Name:</td> <td style="padding: 2px;">University at Albany</td> </tr> <tr> <td style="padding: 2px;">Address:</td> <td style="padding: 2px;"><i>1400 Washington Avenue, Albany, NY 12222</i></td> </tr> </table>	Institution's 6-digit SED Code :	210500	Institution's Name:	University at Albany	Address:	<i>1400 Washington Avenue, Albany, NY 12222</i>										
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Institution's Name:	University at Albany																
Address:	<i>1400 Washington Avenue, Albany, NY 12222</i>																
b) Program Locations	<p>List each campus where the entire program will be offered (with each institutional or branch campus 6-digit SED Code): 210500</p> <p>List the name and address of off-campus locations (i.e., extension sites or extension centers) where courses will offered, or check here [X] if not applicable:</p>																
c) Registered Program to be Changed	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%; padding: 2px;">Program Title:</td> <td style="padding: 2px;">Criminal Justice</td> </tr> <tr> <td style="padding: 2px;">SED Program Code</td> <td style="padding: 2px;">82006, 89215, 28826, 85059</td> </tr> <tr> <td style="padding: 2px;">Award(s) (e.g., A.A., B.S.):</td> <td style="padding: 2px;">B.A.</td> </tr> <tr> <td style="padding: 2px;">Number of Required Credits:</td> <td style="padding: 2px;">Minimum [120] If tracks or options, largest minimum []</td> </tr> <tr> <td style="padding: 2px;">HEGIS Code:</td> <td style="padding: 2px;">2105</td> </tr> <tr> <td style="padding: 2px;">CIP 2010 Code:</td> <td style="padding: 2px;">43.0104</td> </tr> <tr> <td style="padding: 2px;">Effective Date of Change:</td> <td style="padding: 2px;">Fall 2024</td> </tr> <tr> <td style="padding: 2px;">Effective Date of Completion²</td> <td style="padding: 2px;">Spring 2027</td> </tr> </table>	Program Title:	Criminal Justice	SED Program Code	82006, 89215, 28826, 85059	Award(s) (e.g., A.A., B.S.):	B.A.	Number of Required Credits:	Minimum [120] If tracks or options, largest minimum []	HEGIS Code :	2105	CIP 2010 Code :	43.0104	Effective Date of Change:	Fall 2024	Effective Date of Completion ²	Spring 2027
Program Title:	Criminal Justice																
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HEGIS Code :	2105																
CIP 2010 Code :	43.0104																
Effective Date of Change:	Fall 2024																
Effective Date of Completion ²	Spring 2027																
d) Campus Contact	<p>Name and title: Kaitlyn Beachner, Staff Associate for Undergraduate Academic Programs Telephone and email: 518 – 442 – 3941; kbeachner@albany.edu</p>																
e) Chief Executive or Chief Academic Officer Approval	<p>Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the proposed program. <i>E-signatures are acceptable.</i></p> <p>Name and title: Carol Kim, Ph.D., Senior Vice President for Academic Affairs & Provost</p> <p style="margin-left: 20px;">Signature and date: June 12, 2023</p> <div style="background-color: #e1eef6; padding: 2px; margin-top: 5px;"> <p>If the program will be registered jointly³ with one or more other institutions, provide the following information for <u>each</u> institution:</p> </div> <p>Partner institution's name and 6-digit SED Code:</p> <p>Name, title, and signature of partner institution's CEO (or append a signed letter indicating approval of this proposal):</p>																

¹ To propose changes that would create a new program, Form 3B, [Creating a New Program from Existing Program\(s\)](#), is required.
² If the current program(s) must remain registered until enrolled students have graduated, the anticipated effective date by which continuing students will have completed the current version of the program(s).
³ If the partner institution is non-degree-granting, see SED's [CEO Memo 94-04](#).

Section 2. Program Information

Section 2.1. Changes in Program Content

No changes in program content. *Proceed to Section 2.2.*

a) Check all that apply. Describe each proposed change and why it is proposed.

- Cumulative change from SED's last approval of the registered program of one-third or more of the minimum credits required for the award (e.g., 20 credits for associate degree programs, 40 credits for bachelor's degree programs)
- Changes in a program's focus or design
- Adding or eliminating one or more options, concentrations or tracks
- Eliminating a requirement for program completion (such as an internship, clinical placement, cooperative education, or other work or field-based experience). Adding such requirements must remain in compliance with SUNY credit cap limits.
- Altering the liberal arts and science content in a way that changes the degree classification of an undergraduate program, as defined in [Section 3.47\(c\)\(1-4\) of Regents Rules](#)

Description: Updates to the degree requirements were due to advances in the discipline and to increase rigor in the major with additional upper division course requirements.

b) Provide a side-by-side comparison of all the courses in the existing and proposed revised program that clearly indicates all new or significantly revised courses, and other changes.

1990 Criminal Justice B.A. Requirements:		2023 Proposed Changes to Criminal Justice B.A. Requirements:	
<i>Minimum of 36 cr. as follows:</i>		<i>Minimum of 40 cr. as follows:</i>	
<i>12 credits from any 200 and 300 level criminal justice courses and/or SOC 383M (options listed below):</i>		Required core classes:	
CRJ 200 – Introduction to the Nature of Crime and Its Control (3)		<i>Removed option</i>	
CRJ 201M – Introduction to the Criminal Justice Process (3)		RCRJ 201 – Introduction to Criminal Justice (3)	
		RCRJ 202 – Introduction to Constitutional Law and Criminal Justice (4)	
		RCRJ/ASOC 203 – Criminology (3)	
CRJ 210P – Policies of Crime in Heterogeneous Societies (3)		<i>Course number changed (210 to 310); listed in options in this column below.</i>	
CRJ 302 – Punishment and Corrections (3)		<i>Option listed in this column below</i>	
CRJ 308 – Juvenile Justice Administration (3)		<i>Option listed in this column below</i>	
CRJ 323 – Introduction to the Law of Criminal Procedure (4)		<i>Course number changed (323 to 425); listed in options in this column below.</i>	
CRJ 324 – Introduction to Substantive Criminal Law (4)		<i>Course number changed (324 to 424); listed in options in this column below.</i>	
CRJ 351 – Policing in a Free Society (3)		<i>Option listed in this column below</i>	
CRJ 353 – American Criminal Courts (3)		<i>Option listed in this column below</i>	
CRJ 399 – Seminar in Criminal Justice (3)		<i>Option listed in this column below</i>	
SOC 383M – Juvenile Delinquency (3)		<i>Removed option</i>	
3 credits of statistics:		3 credits of statistics:	
<i>Select one:</i>	CRJ 281Y – Introduction to Statistics in Criminal Justice (3)	<i>Select one:</i>	RCRJ 281 – Introduction to Statistics in Criminal Justice (3)
	SOC 221Y – Statistics for Sociologists (3)		ASOC 221 – Statistics for Sociologists (3)
			APSY 210 – Statistical Methods in Psychology (3)
	AMAT 108 – Elementary Statistics (3)		
3 credits of research methods:		3 credits of research methods:	
<i>Select one:</i>	CRJ 282 – Introduction to Research Design in Criminal Justice (3)	<i>Select one:</i>	RCRJ 282 – Introduction to Research Design in Criminal Justice (3)
	SOC 223 – Introduction to Social Research (3)		ASOC 220 – Introduction to Social Research (3)
			APSY 211 – Experimental Psychology (3)
		One 400 level writing intensive senior Capstone Seminar (i.e., R CRJ 4XXZ) – current options listed below:	
<i>Option listed in this column below</i>		RCRJ 412Z – Incarceration (4)	
<i>Option listed in this column below</i>		RCRJ 414Z – Order and Disorder in Society (4)	
<i>Option listed in this column below</i>		RCRJ 416Z – Current Issues in Delinquency (4)	
		RCRJ 420Z – Communities and Crime (4)	
		RCRJ 442Z – Contemporary Issues in Policing (4)	
		RCRJ 496Z – Special Topics in Criminal Justice (4)	
9 cr. from any 400-level criminal justice courses and/or SOC 480 (options listed below):		Minimum 20 cr. from the following:	
<i>Option listed above</i>		RCRJ 302 – Punishment and Corrections (3)	
<i>Option listed above</i>		RCRJ 308 – Juvenile Justice Administration (3)	
		RCRJ 320 – Problem Oriented Policing (3)	
		RCRJ 325 – Crime Analysis for Problem Solvers I (3)	

<i>Option listed above</i>	RCRJ 351 – Policing in a Free Society (3)
<i>Option listed above</i>	RCRJ/RPOS 353 – American Criminal Courts (3)
	RCRJ 393 – Mapping for Criminal Justice (3)
<i>Option listed above</i>	RCRJ 399 – Seminar in Criminal Justice (3)
CRJ 400 – Pro-Seminar on the Nature of Crime (4)	<i>Removed option</i>
CRJ 401 – Crime Deviation and Conformity (3)	R/TCRJ 401 – Crime Deviation and Conformity (3)
	RCRJ 404 – Crime and the Mass Media (3)
	RCRJ 405 – Drugs, Crime, and Criminal Justice (3)
	RCRJ 406 – Policing Terrorism (3)
CRJ 408 – Ideology and Crime (3)	RCRJ 408 – Ideology and Crime (3)
CRJ 410 – Women and Crime (3)	<i>Removed option</i>
CRJ 411 – The Community and Corrections (3)	RCRJ 411 – The Community and Corrections (3)
CRJ 412Z – Incarceration (4)	RCRJ 412Z – Incarceration (4)
CRJ 413 – Victims of Crime (3)	RCRJ 413 – Victims of Crime (3)
CRJ 414Z/POS 469Z – Order and Disorder in Society (4)	RCRJ 414Z – Order and Disorder in Society (4)
CRJ 415 – Research in Criminal Justice (3)	<i>Removed option</i>
CRJ 416Z – Current Issues in Delinquency (3)	RCRJ 416Z – Current Issues in Delinquency (4)
	RCRJ 417 – Cross-National Crime (3)
	RCRJ 420Z – Communities and Crime (4)
CRJ 423 – Student Legal Services Internship Seminar (3)	RCRJ 423 – Student Legal Services Internship Seminar (3)
	RCRJ 424 – Introduction to Substantive Criminal Law (3)
	RCRJ 425 – Introduction to the Law of Criminal Procedure (4)
	RCRJ 442Z – Contemporary Issues in Policing (4)
CRJ 454 – Private Sector in Criminal Justice (3)	<i>Removed option</i>
	RCRJ 493 - Seminar in Applied Criminal Justice (3)
	RCRJ 495 - Special Topics in Criminal Justice (2-3)
	RCRJ 496Z – Special Topics in Criminal Justice (4)
	RCRJ 498 – Independent Study in CRJ (1-6)
SOC 480 – Sociology of Deviant Behavior (3)	<i>Removed option</i>
<i>9 cr. including at least 6 at or above the 300 level, in an approved concentration area (e.g., law, English literature, women’s studies, American government, anthropology, economics, Latin American studies, history, sociology, philosophy, psychology, and Afro-American studies)</i>	<i>Removed requirement</i>

- c) For each new or significantly revised course, **provide** a syllabus at the end of this form, and, on the **SUNY Faculty Table** provide the name, qualifications, and relevant experience of the faculty teaching each new or significantly revised course. NOTE: *Syllabi for all courses should be available upon request. Each syllabus should show that all work for credit is college level and of the appropriate rigor. Syllabi generally include a course description, prerequisites and corequisites, the number of lecture and/or other contact hours per week, credits allocated (consistent with [SUNY policy on credit/contact hours](#)), general course requirements, and expected student learning outcomes.*

AMAT 108 – Elementary Statistics (3)
APSY 210 – Statistical Methods in Psychology (3)
APSY 211 – Experimental Psychology (3)
RCRJ 202 – Introduction to Constitutional Law and Criminal Justice (4)
RCRJ/ASOC 203 – Criminology (3)
RCRJ 320 – Problem Oriented Policing (3)
RCRJ 325 – Crime Analysis for Problem Solvers I (3)
RCRJ 393 – Mapping for Criminal Justice (3)
RCRJ 404 – Crime and the Mass Media (3)
RCRJ 405 – Drugs, Crime, and Criminal Justice (3)

RCRJ 406 – Policing Terrorism (3)
RCRJ 417 – Cross-National Crime (3)
RCRJ 420Z – Communities and Crime (4)
RCRJ 424 – Introduction to Substantive Criminal Law (3)
RCRJ 425 – Introduction to the Law of Criminal Procedure (4)
RCRJ 442Z – Contemporary Issues in Policing (4)
RCRJ 493 – Seminar in Applied Criminal Justice (3)
RCRJ 495 - Special Topics in Criminal Justice (2-3)
RCRJ 496Z – Special Topics in Criminal Justice (4)
RCRJ 498 – Independent Study in CRJ (1-6)

- d) What are the additional costs of the change, if any? If there are no anticipated costs, explain why.

There are no anticipated costs. Existing resources cover the required courses and a reasonable selection of elective offerings each term.

Check all that apply. Describe each proposed change and why it is proposed.

Program title

Program award

[Mode of delivery](#)

NOTES: (1) If the change in delivery enables students to complete 50% or more of the program via distance education, submit a [Distance Education Format Proposal](#) as part of this proposal. (2) If the change involves adding an accelerated version of the program that impacts financial aid eligibility or licensure qualification, SED may register the version as a separate program.

[Format change\(s\)](#) (e.g., from full-time to part-time), based on SED definitions, for the **entire** program

1) State proposed format(s) and consider the consequences for financial aid

2) Describe availability of courses and any change in faculty, resources, or support services.

A change in the total number of credits in a certificate or advanced certificate program

Any change to a registered licensure-qualifying program, or the addition of licensure qualification to an existing program. **Exception:** Small changes in the required number of credits in a licensure-qualifying program that do not involve a course or courses that satisfy one of the required content areas in the profession.

- a) For **undergraduate programs**, complete the **SUNY Undergraduate Program Schedule** to show the sequencing and scheduling of courses in the program. If the program has separate tracks or concentrations, complete a **Program Schedule** for each one.

NOTES: The **Undergraduate Schedule** must show **all curricular requirements** and demonstrate that the program conforms to SUNY's and SED's policies.

- It must show how a student can complete all program requirements within [SUNY credit limits](#), unless a longer period is selected as a format in Item 2.1(c): two years of full-time study (or the equivalent) and 64 credits for an associate degree, or four years of full-time study (or the equivalent) and 126 credits for a bachelor's degree. Bachelor's degree programs should have at least 45 credits of [upper division study](#), with 24 in the major.
- It must show how students in A.A., A.S. and bachelor's programs can complete, within the first two years of full-time study (or 60 credits), no fewer than 30 credits in [approved SUNY GER courses](#) in the categories of Basic Communication and Mathematics, and in at least 5 of the following 8 categories: Natural Science, Social Science, American History, Western Civilization, Other World Civilizations, Humanities, the Arts and Foreign Languages
- It must show how students can complete [Liberal Arts and Sciences \(LAS\) credits](#) appropriate for the degree.
- When a SUNY Transfer Path applies to the program, it must show how students can complete the number of SUNY Transfer Path courses shown in the [Transfer Path Requirement Summary](#) within the first two years of full-time study (or 60 credits), consistent with SUNY's [Student Seamless Transfer policy](#) and [MTP 2013-03](#).
- Requests for a program-level waiver of SUNY credit limits, SUNY GER and/or a SUNY Transfer Path require the campus to submit a [Waiver Request](#)—with compelling justification(s).

EXAMPLE FOR ONE TERM: Undergraduate Program Schedule

Term 2: Fall 20xx	Credits per classification						
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Prerequisite(s)
ACC 101 Principles of Accounting	4			4	4		
MAT 111 College Mathematics	3	M	3	3			MAT 110
CMP 101 Introduction to Computers	3						
HUM 110 Speech	3	BC	3			X	
ENG 113 English 102	3	BC	3				
Term credit total:	16	6	9	7	4		

- b) For **graduate programs**, complete the **SUNY Graduate Program Schedule**. If the program has separate tracks or concentrations, complete a **Program Schedule** for each one.

NOTE: The **Graduate Schedule** must include all curriculum requirements and demonstrate that expectations from [Part 52.2\(c\)\(8\) through \(10\) of the Regulations of the Commissioner of Education](#) are met.

SUNY Undergraduate Program Schedule (OPTION: You can paste an Excel version of this schedule AFTER this line, and delete the rest of this page.)

Program/Track Title and Award: Criminal Justice B.A.

- a) Indicate academic calendar type: Semester Quarter Trimester Other (describe):
 b) Label each term in sequence, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)
 c) Name of SUNY [Transfer Path](#), if one exists: Criminal Justice See [Transfer Path Requirement Summary](#) for details
 d) Use the table to show how a typical student may progress through the program; copy/expand the table as needed. Complete all columns that apply to a course.

Term 1: See KEY.								Term 2: See KEY.							
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
UUNI 110 – Writing and Critical Inquiry	3	BC	3					RCRJ 202 – Introduction to Law and Criminal Justice	4		4	4			
RCRJ 201 – Introduction to Criminal Justice	3	SS	3	3	3			RCRJ 281 – Introduction to Statistics in Criminal Justice OR ASOC 221 – Statistics for Sociologists OR APSY 210– Statistical Methods in Psychology OR AMAT 108 – Elementary Statistics	3	M	3	3	3		
General Education: Arts	3	AR						General Education: US History	3	AH	3				
General Education: Humanities	3	HU	3					General Education: International Perspectives	3	OW	3				
General Education: Natural Science	3	NS	3					General Education: Foreign Language	3	FL	3				
Term credit totals:	15	15	12	3	3			Term credit totals:	16	12	16	7	3		
Term 3: See KEY.								Term 4: See KEY.							
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
RCRJ/ASOC 203 – Criminology	3	SS	3	3	3			Upper Division CJ Elective (1 of 7)	3		3	3			
RCRJ 282 – Introduction to Research Design in Criminal Justice OR ASOC 220 – Introduction to Social Research OR APSY 211 – Research Methods in Psychology	3		3	3	3			Upper Division CJ Elective (2 of 7)	3		3	3			
Local General Education: Challenges in the 21 st Century	3		3					LAS Elective	3		3				
LAS Elective	3		3					LAS Elective	3		3				
LAS Elective	3		3					Free Elective	3						
Term credit totals:	15	3	15	6	6			Term credit totals:	15		12	6			
Term 5: See KEY.								Term 6: See KEY.							
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
Upper Division CJ Elective (3 of 7)	3		3	3				Upper Division CJ Elective (5 of 7)	3		3	3			
Upper Division CJ Elective (4 of 7)	3		3	3				LAS Upper Division Elective	3		3				
LAS Upper Division Elective	3		3					LAS Elective	3		3				
LAS Elective	3		3					Upper Division Free Elective	3						
LAS Elective	3		3					Free Elective	3						

Term credit totals:		15		15	6			Term credit totals:		15		9	3				
Term 7:		See KEY.						Term 8:		See KEY.							
Course Number & Title		Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title		Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
Upper Division Writing Intensive Capstone Seminar in Criminal Justice		4		4	4				Upper Division CJ Elective (7 of 7)		3		3	3			
Upper Division CJ Elective (6 of 7)		3		3	3				LAS Upper Division Elective		3		3				
Upper Division Free Elective		3							Upper Division Free Elective		3						
Free Elective		3							Upper Division Free Elective		3						
Free Elective		3							Free Elective		3						
Term credit totals:		16		7	7				Term credit totals:		15		6	3			
Program Totals (in credits):		Total Credits: 122		SUNY GER: 30		LAS: 92		Major: 41		Elective & Other: 57		Upper Division: 46		Upper Division Major: 25		Number of SUNY GER Categories: 9	

KEY Cr: credits GER: [SUNY General Education Requirement](#) (Enter Category Abbreviation) LAS: [Liberal Arts & Sciences](#) (Enter credits) Maj: Major requirement (Enter credits) TPath: [SUNY Transfer Path Courses](#) (Enter credits) New: new course (Enter X) Co/Prerequisite(s): list co/prerequisite(s) for the noted courses Upper Division: Courses intended primarily for juniors and seniors SUNY GER Category Abbreviations: American History (AH), Basic Communication (BC), Foreign Language (FL), Humanities (H), Math (M), Natural Sciences (NS), Other World Civilizations (OW), Social Science (SS), The Arts (AR), Western Civilization (WC)

Section 4. SUNY Faculty Table

- a) If applicable, provide information on faculty members who will be teaching new or significantly revised courses in the program. Expand the table as needed.
- b) **Append** at the end of this document position descriptions or announcements for each to-be-hired faculty member

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title and/or Rank at the Institution (Include and identify Program Director.)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications and licenses and professional experience in field.
PART 1. Full-Time Faculty					
James Acker, Distinguished Professor	100	RCRJ 425 - Moot Court	PhD, University at Albany	Criminal Justice	
Frankie Bailey, Professor	100	RCRJ 404 – Crime and the Mass Media	PhD, University at Albany	Criminal Justice	
Ronald Friedman, Associate Professor	25	APSY 211 – Experimental Psychology	PhD, Columbia	Psychology	
David Hureau, Assistant Professor	100	RCRJ 420Z – Communities and Crime	PhD, Harvard University	Sociology & Social Policy	
Graeme Newman, Distinguished Professor	100	RCRJ 325 – Introduction to Crime Analysis for Problem Solving CRJ 406 – Policing Terrorism	PhD, University of Pennsylvania	Criminology	
Justin Pickett, Associate Professor	100	RCRJ 203 – Criminology RCRJ 498 – Independent Study in Criminal Justice	PhD, Florida State University	Criminology	
William Pridemore, Distinguished Professor	100	RCRJ 495 – Crime, Justice, and Policy	PhD, University at Albany	Criminal Justice	
Matt Vogel, Associate Professor	100	RCRJ 405 – Drugs, Crime, and Criminal Justice	PhD, University at Albany	Sociology	
Robert Worden, Associate Professor	100	RCRJ 320 – Problem Oriented Policing RCRJ 442Z – Contemporary Issues in Policing	PhD, University of North Carolina, Chapel Hill	Political Science	

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title and/or Rank at the Institution (Include and identify Program Director.)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications and licenses and professional experience in field.
Andrea Kordzek, Lecturer	100	RCRJ 495 - Special Topics in Criminal Justice	PhD, University at Albany	Criminal Justice	
Diana Mancini, Vice Dean for Academic Innovation and Student Success	100	RCRJ 493 - Seminar in Applied Criminal Justice	M.A., Rensselaer Polytechnic Institute	Management	Former Assistant Dean of Criminal Justice for 15 years.
Part 2. Part-Time Faculty					
Charles Lanier, Part-time Lecturer	50%	RCRJ 406 – Policing Terrorism 496Z – Special Topics in Criminal Justice	PhD, University at Albany	Criminal Justice	
William Andrews, Part-time Lecturer	100%	RCRJ 424 – Introduction to Substantive Criminal Law RCRJ 425 – Introduction to the Law of Criminal Procedure	JD, Ohio Northern University	Law	
Richard Bader, Part-time Lecturer	25%	RCRJ 202 – Introduction to Constitutional Law and Criminal Justice RCRJ 426 – Moot Court	JD, Albany Law School of Union University	Law	Attorney (29 years)
Matthew Pate, Part-time Lecturer	25%	RCRJ 325 – Crime Analysis for Problem Solvers I RCRJ 393 – Mapping for Criminal Justice RCRJ 417 – Cross-National Crime	PhD, University at Albany	Criminal Justice	
James Lamatina, Lecturer	25%	AMAT 108 – Elementary Statistics	MA, University at Albany	Mathematics	
Eliza Barach, Lecturer	25%	APSY 210 – Statistical Methods in Psychology	Ph.D., University at Albany	Cognitive Psychology	Earned PhD in 2021.

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title and/or Rank at the Institution (Include and identify Program Director.)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications and licenses and professional experience in field.
Jeanee Miller, Lecturer	100%	RCRJ 393 – Mapping for Criminal Justice	Ph.D, University at Albany	Criminal Justice	Earned PhD in May 2020. MA in Criminal Justice in 2015.
Byunggu Kang, Lecturer	100%	RCRJ 417 – Cross National Crime	MA, Dongguk University, South Korea	Criminology	ABD for PhD in Criminal Justice from University at Albany. PhD expected in May 2023.
Stephen Hogan, Lecturer		RCRJ 425 Introduction to the Criminal Procedure			
Part 3. To-Be-Hired Faculty (List as TBH1, TBH2, etc., and provide expected hiring date instead of name.)					

Criminal Justice BA Syllabi:

AMAT 108 – Elementary Statistics
APSY 210 – Statistical Methods in Psychology (3)
APSY 211 – Experimental Psychology (3)
RCRJ 202 – Introduction to Constitutional Law and Criminal Justice (4)
RCRJ/ASOC 203 – Criminology (3)
RCRJ 320 – Problem Oriented Policing (3)
RCRJ 325 – Crime Analysis for Problem Solvers I (3)
RCRJ 393 – Mapping for Criminal Justice (3)
RCRJ 404 – Crime and the Mass Media (3)
RCRJ 405 – Drugs, Crime, and Criminal Justice (3)
RCRJ 406 – Policing Terrorism (3)
RCRJ 417 – Cross-National Crime (3)
RCRJ 420Z – Communities and Crime (4)
RCRJ 424 – Introduction to Substantive Criminal Law (3)
RCRJ 425 – Introduction to the Law of Criminal Procedure (4)
RCRJ 442Z – Contemporary Issues in Policing (4)
RCRJ 493 – Seminar in Applied Criminal Justice (3)
RCRJ 495 - Special Topics in Criminal Justice (2-3)
RCRJ 496Z – Special Topics in Criminal Justice (4)
RCRJ 498 – Independent Study in CRJ (1-6)

**Syllabus for AMAT 108 Section# 1822
Spring 2020 Semester
T & Th 4:15 PM - 5:35 PM in ES 139**

**Lecturer: James Lamatina
Office Room #: ES 132G**

**Office Hours:
M & W 12:35 PM - 1:30 PM & 4:15 PM - 6:00 PM
T & Th 3:00 PM - 4:00 PM**

Friday 12:00 PM - 4:00 PM by APPOINTMENT ONLY! Would need to be notified before Thursday 10:00 PM (of the same week) on a meeting time.

Email Address: jlamatina@albany.edu

Course Description:

AMAT 108 Elementary Statistics (3 Credits)

Frequency distributions, measures of central tendency and dispersion, probability and sampling, estimation, testing of hypotheses, linear regression and correlation. Only one of AMAT 108 and BITM 220 may be taken for credit. Not open for credit by students who have taken AMAT 308.

Prerequisite(s): 3 years of high school mathematics.

General Education

AMAT 108 does count for 3 credits of the General Education Requirement.

This Mathematics course will enable students to demonstrate:

- 1) the ability to decipher, interpret, and draw conclusions from formal or mathematical models such as formulas, graphs, and/or truth tables, and an understanding of the concepts used in such models
- 2) the ability to formulate and/or represent problems in manners appropriate to mathematical, statistical, or logical analysis
- 3) the ability to employ appropriate mathematical computations, statistical techniques, or logical methods to solve problems and/or draw conclusions from data
- 4) the ability to evaluate results and recognize the limits of methods and/or models within the context of the discipline, as appropriate

Textbook:

"Introduction to Statistics & Data Analysis" 5th Edition by Peck, Olsen and Devore

Calculator:

Any calculator that has a square root function is required for the course. **Cell phones, mobile devices, etc. are not allowed to be used as a calculator in class.**

Blackboard:

This class **DOES NOT USE** Blackboard. **ALL** course materials, assignments, etc. will be posted on **WebAssign**.

Attendance:

I will be taking attendance every class.

WebAssign:

Students are required to sign up to WebAssign at www.webassign.net.

On the first day of class, students can register and work with the website using the **trial period (this will end around Tuesday, February 4th at 11:59 PM)**. Once the trial period has ended, students will need to have an Access Code (explained shortly) to continue working with the website. **Note:** A student can input the Access Code for the website before the trial period ends.

First time users to the website will need the following 3 things:

1) A valid email address that you check frequently, **2)** The Class Key which is **albany 9606 1134** and **3)** A WebAssign Access code.

Getting a WebAssign Access Code can be obtained under the following specific conditions. **Note:** Whichever option you decide, there is an E-book version of this textbook.

A. Purchasing a **NEW** version of the textbook (around \$116.20) **ONLY** at the University Bookstore or Mary Jane Books. **DO NOT ORDER online at Amazon, Barnes & Noble, etc.** Even though the price is cheaper, it will not have the Access Code along with the book.

B. Purchasing just an Access Code upon registering to the website (around \$90.00).

C. (This ONLY PERTAINS to students that need to sign up to WebAssign for 2 OR MORE classes this semester) Subscribing to a **4-month membership (one semester)** to the website www.cengageunlimited.com for \$119.99. This 4-month membership will give you the access code for the Elementary Statistics (as well as the other courses that uses WebAssign) along with extra resources and/or storing up to 6 eBooks for one year after your subscription ends. You can also rent a printed copy of the textbook for \$7.99 (make sure to return the printed copy after the subscription ends).

IF YOU HAVE ISSUES GETTING AN ACCESS CODE TO WebAssign, then notify me as early as possible. If any assignments were missed while trying to obtain an Access Code with no prior notification, then those missed assignments **WILL NOT BE MADE UP**.

To register, go to www.webassign.net. On the top-right of this webpage, click on the Enter Class Key Button. Then, type the Class Key that was given earlier (make sure it is the right course). **Since most of you are new to using this website**, click on the Create Account tab near the bottom of the screen and input the required information. **If you have used the website before**, then you can use your same username and password (if you remember them).

If you need any help on what was previously mentioned, then you can go to the following website: www.webassign.net/manual/WA_Student_Quick_Start.pdf

If you don't have a computer or if you have issues with your computer, you can go to the **INFORMATION COMMONS** area in any of the University's 3 Libraries. Their computers will have the programs installed to run the website.

WebAssign Support:

The website works for all computers (as long as your Flash player and Java are up to date). If you have an issue

working with the website, you can contact Tech Support at 1-800-354-9706. You can also go to the Student Support page at https://www.webassign.net/manual/student_guide/introduction.htm.

Method of Instruction:

Every class day (except on review & examination days) will cover new material for the course. The classes will be taught at a certain pace presented by Power Point lecture slides on the material (found under the Resources section of WebAssign).

Example(s) that pertains to the discussed course material will be presented in other Power Point files (along with possibly Excel and/or Word files) that can also be found in the Resources section of WebAssign. These are for you to read (will not be discussed during class lectures) as you are working on assignments and/or studying for examinations.

Class Behavior:

During each class lecture, I expect every student to be at his/her utmost behavior. Please follow the rules for the class:

1. Have all cell phones, mobile devices, and/or music players turned off or silent mode.
2. If talking amongst others, then keep it at a minimal volume.
3. Make NO inappropriate or rude comments and/or gestures.
4. NO engaging in any non-participatory activity. Some of these activities are reading non-class related material, playing or watching videos on laptops, texting on cell phones, studying for tests doing homework or papers for other courses, writing notes to other students, etc.
5. NO sleeping in class.

Failure to follow any of these rules will result in leaving the class and/or a conversation with me.

Extra Help:

My Office Hours is ONLY for students that have questions on their assignments (with some work shown) and/or questions on understanding the material that was recently taught. Unless a student has appropriate documentation or notified me of observing a religious holiday, my Office Hours is not for re-teaching the class(es) that a student has missed (would need to look over lecture notes and/or visit the tutoring room).

If you can't make it to my scheduled Office Hours, then you can e-mail me your questions in which I will try to reply in a timely manner. If you want to schedule an appointment with me outside of my Office Hours, then I would need to know your availability and be given at least 24 hours in advance.

Besides my office hours, there are other options to get help:

1. Math Department Tutoring Room (ES 138) where students can get help for free. It will start around the second week of the semester (you will be notified in class) with the following schedule:

Monday: 9:20 AM - 4:00 PM

Tuesday: 10:15 AM - 4:00 PM

Wednesday: 9:20 AM - 4:00 PM

Thursday: 10:15 AM - 4:00 PM

Friday: 9:20 AM - 2:30 PM

Expect peak hours from 11:00 AM - 2:00 PM where students may be treated as first-come, first-serve.

2. The Math Department does have a list of private tutors. You can ask for this list in ES 110. A private tutor will charge for their sessions.

Disability:

Any student who has a disability or got injured and has a hard time writing should go to the Disability Resource Center at **CC 130** to report this (if you haven't done so). Once I received the documentation letter from the student (preferably by email), then your accommodations will be satisfied and you can take the examination at the Disability Resource Center as long as you schedule the examination with them in advance.

Failure to send me the letter and/or scheduling the exam with them will result in taking the exam along with the rest of the class with no extra time.

Homework:

All homework assignments will be assigned and graded through WebAssign. There will be a total of around 20 - 22 homework assignments for the semester. **EXPECT** a homework assignment to be assigned after each class lecture (except on Examination & Class Review days). Each assignment will be due **the minute before next week's class lecture (unless otherwise stated)**. Example: If a homework was assigned on 1/28, then it is due on 2/4 at 4:14 PM. **THE DUE DATES & TIMES** for each assignment will also be shown on WebAssign.

Some helpful notes about the use of WebAssign for homework assignments can be found under the Resources section of the website (along with the class lecture notes).

Quizzes:

Quizzes will also be assigned and graded through WebAssign. There will be a total of about 10 quizzes for the course. **EXPECT** a quiz to be assigned after each Chapter was completed (or close to being complete). **NOTE: The first quiz will contain the first 2 Chapters of the course material.** I will announce in class if one has been assigned. Each quiz will be due a week after it has been assigned at 11:59 PM. **Note: Most likely a homework assignment and a quiz assignment will be due on the same day (but the due times are different).**

THE DUE DATES and TIMES for each quiz will also be shown on WebAssign.

There are also some helpful notes about the use of WebAssign for quiz assignments which can be found under the Resources section of the website (along with the class lecture notes).

Exams:

There will be a total of 3 exams (2 in-class during the semester and 1 Final) for the course. Each exam will mainly consist of Short Answer questions along with a few possible Multiple Choice and/or True/False questions.

There will be no sample examination provided before a scheduled examination. A way to help study for the exam is look at past (as well as present) homework and quiz assignments on WebAssign by clicking on the My Assignments link. Also, understand the material from the lecture slides, problems done in class and/or other aids to help you study for the exam.

When answering Multiple Choice and True/False questions, work doesn't need to be shown to answer the questions. **However, for all Short Answer questions, you WILL NEED TO SHOW WORK.** You may use your calculator to **verify** your answer. Failure to show your work on how your answer was obtained will result in getting little or no points for the question.

The Final Exam **IS CUMULATIVE** and there are **NO EXEMPTIONS**.

You will be required to know the formulas/equations for the 2 in-class examinations. For the Final

examination, **I WILL PROVIDE** a sheet containing all the formulas/equations (along with the names to these formulas/equations) that were used in the course. The formula sheet **WILL NOT** be shown/given to anybody before the exam.

You will be given at least a week's notice on the 2 exams during the semester. The following table is a list of **TENTATIVE DATES** for each exam (except for the Final):

Exam #1	Tuesday, March 3rd
Exam #2	Thursday, April 16th
Final Exam	Thursday, May 7th 10:30 AM - 12:30 PM in ES 139

I will not reschedule the Final exam date and time for ANY student. If you have 3 Final Exams on the same day, then you can only move a Departmental Exam (if you have one) or a Final that was rescheduled to a different day. Failure to take the Final at the date and time (mentioned earlier) will receive a 0.

Course Outline:

Chapter 1: The Role of Statistics and the Data Analysis Process (Briefly Covering)

Chapter 2: Collecting Data Sensibly (Briefly Covering)

Chapter 3: Graphical Methods for Describing Data

Chapter 4: Numerical Methods for Describing Data

Chapter 5: Summarizing Bivariate Data

Chapter 6: Probability

Chapter 7: Random Variables and Probability Distributions

Chapter 8: Sampling Variability and Sampling Distributions

Chapter 9: Estimation Using a Single Sample

Chapter 10: Hypothesis Testing Using a Single Sample

Chapter 11: Comparing Two Populations or Treatments

Chapter 12 (Time Permitting): The Analysis of Categorical Data and Goodness-of-Fit Tests

Exam Review:

On the class lecture before the examination date (except for the Final exam), there will be an in-class review session covering the Chapters/Sections that will be on the examination.

For the Final exam, I will be providing a document with the topics that will likely be on the Exam along with extended Office Hours. **THERE WILL NOT BE AN IN-CLASS REVIEW FOR THE FINAL ON THE LAST DAY OF CLASS.**

Exam Notes:

1. Keep your area cleared except for a writing utensil, a calculator, and the exam. I will not provide any spare calculators or writing utensils. I will provide scrap paper for your examination.
2. Cell phones, mobile devices, music players, and translators should be turned off and put away (should not be seen). If you have a problem understanding a question, then raise your hand.
3. If you need to step out, please notify me and turn your exam over before leaving.
4. When the exam is completed, turn in the exam and leave the room quietly. Remember, you are responsible of turning in all pages of the examination. Nothing will be done for any pages missing during the process of turning in the examination.
5. No drawing pictures on the examination. I consider this as a waste of time and effort and may take points off.

Cheating:

Student(s) are considered cheating on an exam if any of the following happens:

1. Use of notes, books, or other aids
2. Arranging for another person to take the exam for you
3. Looking upon someone else's exam or allowing another student to look at your exam
4. Copying information from someone else's exam that isn't even on your exam
5. Talking during the exam
6. Passing information about the exam

If student(s) are caught with any of these suspicious activities, then they will be warned and/or moved to a different seat in the classroom. If the suspicious activity continues after the first warning, then student(s) that were involved will receive a 0 for the exam. Also, the issue will be reported to the Office of the Vice Provost for Undergraduate Education.

Medical Excuse Policy:

[Medical Excuse Policy](#)

Regarding Flu:

[Flu, Cold and Respiratory Symptom Guidance](#)

Attendances, Absences, and Opportunities to Make Up Work:

[Undergraduate Bulletin Policies on Attendance and Timely Compliance with Course Requirements](#)

Below are MY GUIDELINE STEPS for making up missed work for the class.

A student with an excuse/incident should:

1. Contact me about the situation as soon as it occurs (notify me at the earliest convenience). If you have trouble contacting me (sick with a flu, on your way to the campus, etc.), then ask a **roommate, friend, parent, etc. to contact me.**

a) **Homework and Quiz Assignments:** As long as I am contacted **within a week** after the situation occurred, then

you will have the opportunity to make up any assignment(s). If I am contacted after a week, then there will be no make up of the missed assignments.

b) **Exams: I MUST BE CONTACTED BEFORE THE EXAMINATION** is given. Failure to contact me before the examination is given must have a valid reason along with proper documentation. Otherwise, the grade on the exam will be a 0.

2. Show appropriate documentation.

a) For absences in which 1 - 2 class days was/will be missed, show the documentation to me (**DO NOT GO to the Office of the Vice Provost for Undergraduate Education**).

b) If there is a long-term illness/tragedy/personal emergency, foreseeable time conflicts, or religious observance along with appropriate documentation (if needed), then visit the Office of the Vice Provost for Undergraduate Education in LC 30. **Note:** You may contact me about religious observance(s) as long as I am notified before the observance date(s).

AGAIN don't wait longer than a week after the situation occurred. Otherwise, making up missed assignments will not be granted.

3. Contact me on the assignment(s) that were missed as early as possible. **DO NOT WAIT** until the end of the semester to contact me on making up the work (unless it is within 1 week to the end of the semester). Otherwise, you will not be granted permission to make up the work.

Once the 3 guideline steps have been followed, then students will have a few days (depending on the situation) to make up the missed homework and/or quiz assignments. For examinations, students will have to schedule a make up date within a few days once the excuse/incident has been cleared up. I prefer the exam be taken during my scheduled Office Hours.

NOTE: Absence(s) due to religious observance is also acceptable in which no documentation is required. The New York State Education Law (Section 224-a) states the following:

Campuses are required to excuse, without penalty, individual students absent because of religious beliefs, and to provide equivalent opportunities for make-up examinations, study, or work requirements missed because of such absences. Faculty should work directly with students to accommodate religious observances. Students should notify the instructor of record in a timely manner.

Grade Criteria:

The percentage of each grading criteria are as follows:

Homework: 20% (Average of the homework assignments with the lowest 2 grades dropped)

Quizzes: 15% (Average of the Quizzes with the lowest 1 dropped)

Exam #1: 20%

Exam #2: 20%

Final: 25%

Note: The examinations as well as the Final Grade for the course **WILL NOT BE CURVED**.

Final Grade:

92.5 - 100	A	79.5 - less than 82.5	B-	65.5 - less than 69.5	D+
89.5 - less than 92.5	A-	75.5 - less than 79.5	C+	62.5 - less than 65.5	D

85.5 - less than 89.5	B+	72.5 - less than 75.5	C	59.5 - less than 62.5	D-
82.5 - less than 85.5	B	69.5 - less than 72.5	C-	0 - less than 59.5	E

If you want to obtain a certain grade for the course, **then it is your responsibility to achieve that grade.** There **WILL NOT** be an extra credit assignment given out to just a student at the end of the semester just to get the grade that they want.

Grading Options - A-E or S/U:

[Grading Options](#)

Changes in Syllabus:

In the case of inclement weather and/or other situations that could affect the course, then the syllabus will be adjusted to accommodate for these situations. This will most likely affect the quiz/exam dates and/or what material we cover in the course.

APSY 210 (2023): Statistical Methods in Psychology
Spring 2020
Tuesday/Thursday, 2:45-4:05 PM SS 134

Instructor: Eliza Barach, M.A.

E-mail: eliza.barach@gmail.com

Office: SS 254

Office Hours: Wednesdays 11:30am-12:30pm and Thursdays 1:30pm-2:30pm

TA Pool: <http://www.albany.edu/psychology/statistics/>

****Use this site to check office hours for the TA pool.**

COURSE MATERIALS

Required Text: Aron, A., Coups, E. J., & Aron, E. N. (2013). *Statistics for Psychology* (6th ed.). Boston: Pearson.

- Please be sure to purchase the 3 hole punch printed version of the textbook with the MyStatLab bundle

Required Online Laboratory: *MyStatLab* (with a new access code)

******Be aware that if you purchase a used copy of the textbook, you will still have to purchase a new MyStatLab code******

Required Course Website: You must have access to Blackboard Learning System for this Course. Log in to Blackboard at <https://blackboard.albany.edu/>. **It is YOUR responsibility to check Blackboard regularly for class assignments and course materials.**

Calculator: A calculator permitting basic algebraic functions is necessary for successful completion of this course. The computers in our classroom also have calculators that you can use. There is the calculator app on the computer and then Excel can also be used as a calculator. **YOU MAY NOT USE YOUR CELLPHONE AS A CALCULATOR.**

UAlbany's Statistics Support Webpage: <http://www.albany.edu/psychology/statistics>

Course Description, Overview & Objectives

Course Description (from the *Undergraduate Bulletin*): Methods of analyzing quantitative data in psychology and the behavioral sciences. The relation of each of the various methods to the design of experiments. 3 credits

Prerequisite: APSY 101.

Instructor Course Description: This course will introduce you to the basics of using statistics to answer research questions in psychology. The research questions that we will work with will be drawn from many different areas of psychology so that the work is applied and interesting (and maybe even relatable!). Instead of having just exams as assessments of your learning, I will give you a number of assignments (e.g., homework, Excel projects etc.) that will give you many opportunities to apply and practice what you are learning in class. Instead of having 2 or 3 large exams that cover large portions of the class material, we will have several quizzes that will cover a smaller portion of the class material. In class I will introduce the new material first and then work on in-class problems together so that you can get opportunities for direct feedback before attempting to apply the concepts to your homework and quizzes.

Class Expectations and Behavior

What is expected of you a student?

I expect all students to behave professionally and decently at all times. Its imperative that we create an environment conducive for learning as well as a learning environment in which every single person feels comfortable. I expect that you will:

- Arrive to EVERY class on-time
- Complete ALL assigned readings
 - If you have a question about the material and have yet to consult the book, consult the book before reaching out. You never know if you can answer your question yourself unless you try
- Take ALL Quizzes
 - There will be NO MAKE UP quizzes unless appropriate documentation is provided (see ualbany absence policy: <https://www.albany.edu/undergraduateeducation/attendance.php>)
- Submit all homework and assignments ON TIME
 - No late work will be accepted (see late policy)
- Be respectful of the instructor and ALL classmates

Please also be aware of the University policy on academic integrity outlined in the Undergraduate Bulletin and behave accordingly. Further information is included in the following link: http://www.albany.edu/undergraduate_bulletin/regulations.html.

Policy and consequences of academic dishonesty: Every student should carefully read the academic dishonesty policy in the SUNY Albany Undergraduate Bulletin. Among other things, this policy governs standards of academic integrity, plagiarism, cheating on examinations, multiple submissions, forgery, sabotage, unauthorized collaboration, falsification, and bribery. There are serious consequences at this university for violation of this policy.

Any act that violates academic integrity will result in an automatic zero for the assignment/quiz and will also result in a Violation of Academic Integrity Report.

Assignments & Grading

Grades: Grades will be assigned on the A-E continuum. Your individual grade will be calculated according to the following:

1. Quizzes (30%): There will be 5 quizzes in total. Each is worth 6% of your grade..
2. MyStatLab Homeworks (20%): There are 8 MyStatLab homeworks to be completed
3. Excel Projects (20%): There will be 2 Excel projects and each are worth 10% of your grade
4. Final Exam (30%): Take home final exam

Letter grades will be assigned as follows:

A	100 - 94	B-	82 - 80	D+	69 - 67
A-	93 - 90	C+	79 - 77	D	66 - 63
B+	89 - 87	C	76 - 73	D-	62 - 60
B	86 - 83	C-	72 - 70	E	59 -

Grades will be made available on Blackboard as soon as they have been calculated. If you wish to discuss individual grades on quizzes or exams, please send me an email or visit me during office hours.

Note: Do not request a grade change unless there was an error in grading your assignments. “Borderline” final averages that are close to the next higher grade will always be assigned letter grades according to the table above and requests to “round up” an individual’s scores under such circumstances or otherwise alter grades will not be honored.

Quizzes: There will be 5 quizzes given throughout the semester (see course schedule). The nature of this course dictates that new material will build upon previous material. Keep in mind that quiz questions will often require you to integrate new and old material. The format of quiz questions will vary: calculations, graphing, short answer, fill-in, etc. You will have the entire class period to complete the quiz. Please arrive on time so that you do not disrupt the class, and, keep in mind that, if you arrive late on the day of a quiz, you will **NOT** have additional time to complete the quiz.

No make up exams will be offered unless you can provide proper documentation for your absence. Any request for a make-up quiz MUST be approved by me PRIOR to missing any quiz. Any approved make up exams MUST be completed within 7 days of the missed quizzed. If you miss a quiz due to an emergency (and therefore cannot notify me prior to the quiz), you must notify me with 24 hours from the time of the missed quiz or you will receive a zero on the missed quiz. As previously mentioned any request for a make-up quiz will require proper documentation (e.g., medical note etc.) Please refer to ualbany’s absence policy for excusable absences:

<https://www.albany.edu/undergraduateeducation/attendance.php>

MyStatLab Homeworks: There will be 8 MyStatLab homework assignments. These exercises are designed to help you understand the material we discuss in class, using a ‘hands-on’ approach. By using *MyStatLab*, you will have access to additional tutorials, bonus chapters, statistical software, formulas, and an e-text. Please see instructions for enrolling MyStatLab on blackboard. All assignments are due by the beginning of the class (i.e., 2:45 PM). **IT IS YOUR RESPONSIBILITY to register for MyStatLab BEFORE the first homework assignment is due.** (See course schedule for due dates). Instructions for registering MyStatLab are provided on the last page of the syllabus.

Excel Projects: There will be 2 Excel projects given throughout the semester (see class schedule). One of the most useful skills/tools you will gain from this class is Excel. This will be

a tool that you can use throughout your college career and will be helpful in future careers. Excel is a powerful tool for both learning and executing statistical tests. Also, unlike many professional statistics software, it is a program which you have free access to as a student (if you do not already have it installed on your computer, a link is present on blackboard).

Final Exam: The final exam is a take-home exam and is designed to give you an extended period of time to demonstrate what you have learned throughout the course. I will distribute the final exam on the last day of class (Tuesday, May 5th) and you will need to hand it in by the date/time assigned for our course's Final Exam: Tuesday, May 12th, between 8:00 AM-10:00 AM. You will turn the exam in to me in my office in Social Sciences 254. I will only accept exams on this day. You may use any and all materials from the course, including your notes, text, *MyStatLab*, etc., but you must **work on your own**. If you have questions related to the exam, please see me or the Teaching Assistants for this course.

Late Policies: You will need a valid, documented excuse if you fail to turn in a homework assignment or an excel project. No assignment will be accepted beyond its due date without a valid excuse. It's imperative to complete tasks on time not only in this class, but in your future endeavors as well. We will move quickly through the material and adequate and timely practice with the different types of tests we will learn is crucial for your success in the course. Contact me as soon as possible with any questions or concerns regarding the late policy. Documentation may either be shown to me physically or by email, or may be handled through the Office of Undergraduate Education (<https://www.albany.edu/undergraduateeducation/>).

Assigned Readings: Students should make every effort to complete the assigned reading before class. This preparation will ensure that class time is devoted to both learning and discussion. Active participation in class discussions is generally a strong indicator that you have prepared for class.

Date	Topic	Readings	Assignment Due
Thursday, January 23rd	Mathematical Preliminaries & Notation; Statistics and Measurement	Ch. 1	
Tuesday, January 28th	Frequency Distributions, Graphs	Ch.1	
Thursday, January 30th	Measures of Central Tendency & Variability	Ch. 2	MyStatLab 1: Familiarize yourself with MyStatLab
Tuesday, February 4th	Excel Practice (Central Tendency & Frequency tables)	---	
Thursday, February 6th	Review for Quiz 1		MystatLab 2
Tuesday, February 11th	Quiz 1 (Chapters 1-2)		
Thursday, February 13th	z scores and the Normal Distribution	Ch. 3	Excel Project 1
Tuesday, February 18th	Principles of Hypothesis Testing	Ch. 4	MyStatLab 3 (Ch.3)
Thursday, February 20th	One Sample Hypothesis Testing (z)	Ch. 5	
Tuesday, February 25th	Excel Z/ Review for Quiz 2 (Chapter 3-5)	---	MyStatLab 4 (Ch. 4-5)
Thursday, February 27 th	Quiz 2 (Chapters 3,4, 5)		
Tuesday, March 3rd	One Sample Hypothesis testing (t)	Ch. 6 & 7	
Thursday, March 5th	Excel One Sample Hypothesis Testing		
Tuesday, March 10th	One Sample Hypothesis Testing (t) - Dependent Means	Ch. 7	
Thursday, March 15th	Excel dependent Sample Hypothesis testing		
Tuesday, March 17th	NO CLASS- SPRING BREAK		
Thursday, March 19th	NO CLASS- SPRING BREAK		
Tuesday, March 24th	Review for Quiz 3 (Chapters 6-7)		MyStatLab 5 (Ch.6-7)
Thursday, March 26th	Quiz 3 (Chapters 6-7)		
Tuesday, March 31st	Two-Sample Hypothesis Testing (t)	Ch 8	
Thursday, April 2nd	Excel Practice 2 sample testing/Multiple Sample Hypothesis Testing (F)	Chapter 9	
Tuesday, April 7th	Multiple Sample Hypothesis Testing (F)/ Effect Size, power, Assumptions		
Thursday, April 9th	Excel Practice F-Test /Review for Quiz 4	--	
Tuesday, April 14th	Quiz 4 (Chapters 6-8)	---	MyStatLab 6 (Ch. 8-9)
Thursday, April 16th	Main Effects & interactions	Chapter 10	
Tuesday, April 21st	Correlation	Chapter 11	
Thursday, April 23rd	Nominal Variable Testing (χ^2)	Chapter 13	
Tuesday, April 28th	Nominal Variable Testing (χ^2)	Chapter 13	Excel Project 2/MyStatLab 7 (Ch. 10, 11)
Thursday, April 30th	Review for Quiz 5 (Ch 10,11,13)	---	MyStatlab 8 (Ch. 13)
Tuesday, May 5th	Quiz 5 (Chapters 10, 11, 13)		
Tuesday, May 12th	Final Exam Due between 8:00 AM-10:00 AM		
¹ My goal is to cover Chapters 1-13; however, I will never rush through the material to reach this goal. The Reading(s) list is merely a ‘best-case scenario.’			

GENERAL EDUCATION SUPPLEMENTARY PAGE

Course: APSY 210 Statistical Methods in Psychology

UAlbany Gen Ed Category: Mathematics and Statistics

COURSE DESCRIPTION AND OBJECTIVES

This course is designed to cover the methods of analyzing quantitative data in psychology and the behavioral sciences. The relation of each of the various methods to the design of experiments.

CHARACTERISTICS OF ALL GEN ED COURSES

1. Gen Ed offers introductions to the central topics of disciplines and interdisciplinary fields.
2. Gen Ed offers explicit rather than tacit understandings of the procedures, practices, methodology and fundamental assumptions of disciplines and interdisciplinary fields.
3. Gen Ed recognizes multiple perspectives on the subject matter, reflecting our pluralistic culture within and beyond the university.
4. Gen Ed emphasizes active learning in an engaged environment that enables students to be producers as well as consumers of knowledge.
5. Gen Ed promotes critical inquiry into the assumptions, goals, and methods of various fields of academic study; it aims to develop the interpretive, analytic, and evaluative competencies characteristic of critical thinking.

LEARNING OBJECTIVES FOR GEN ED MATHEMATICS AND STATISTICS COURSES

Courses in Mathematics and Statistics enable students to demonstrate:

- knowledge of concepts, terms, and symbols used to analyze data
- an ability to formulate problems in abstract form amenable to mathematical, statistical, or logical analysis
- an ability to perform appropriate operations to draw conclusions from data
- an ability to interpret and communicate quantitative information

HOW DOES THIS COURSE AIM TO FULFILL THESE LEARNING OBJECTIVES?

APSY 210 enables students to:

1. acquire the concepts, terms, and symbols used in data analysis
2. formulate research ideas amenable to mathematical, statistical, or logical analysis
3. perform appropriate operations to draw conclusions from data
4. interpret and communicate quantitative information

Student Registration Instructions

To register for **ASPY 210 2023**:

1. Go to www.pearson.com/mylab.
2. Under Register, select **Student**.
3. Confirm you have the information needed, then select **OK! Register now**.
4. Enter your instructor's course ID: **barach16873**, and **Continue**.
5. Enter your existing Pearson account **username** and **password** to **Sign In**.
You have an account if you have ever used a MyLab or Mastering product.
 - » If you don't have an account, select **Create** and complete the required fields.
6. Select an access option.
 - » Enter the access code that came with your textbook or that you purchased separately from the bookstore.
 - » If available for your course,
 - Buy access using a credit card or PayPal.
 - Get temporary access.

If you're taking another semester of a course, you skip this step.
7. From the You're Done! page, select **Go To My Courses**.
8. On the My Courses page, select the course name **ASPY 210 2023** to start your work.

To sign in later:

1. Go to www.pearson.com/mylab.
2. Select **Sign In**.
3. Enter your Pearson account **username** and **password**, and **Sign In**.
4. Select the course name **ASPY 210 2023** to start your work.

To upgrade temporary access to full access:

1. Go to www.pearson.com/mylab.
2. Select **Sign In**.
3. Enter your Pearson account **username** and **password**, and **Sign In**.
4. Select **Upgrade access** for **ASPY 210 2023**.
5. Enter an access code or buy access with a credit card or PayPal.

1

**APSY-211 (3944): Experimental Psychology
Spring 2020
Lecture: TuTh 2:45-4:05 (3cr.); Rm. LC 25
3 Credits**

Prerequisite(s): A PSY 101 and 210

Instructor: Dr. Ronald S. Friedman, Ph.D. (Office: Rm. 389 Social Sciences; E-mail: rfriedman@albany.edu; Office Hours: TuTh 12:30 – 1:30 p.m., or by appointment)

Teaching Assistant: Cody Gilbert (Office: Rm. 254A Social Sciences; E-mail: cgilbert2@albany.edu; Office Hours: M 2:00 – 3:00 p.m., W 10:00 – 11:00 a.m., or by appointment)

Required Course Materials: 1) Stangor, C. (2015). *Research Methods for the Behavioral Sciences*. Stamford, CT: Cengage Learning; and, 2) Wheelan, C. (2013). *Naked Statistics*. New York: W.W. Norton 3) iClicker remote (see below)

Course Website: Log in to Blackboard (BLS): <https://blackboard.albany.edu/>. See this site for announcements, assignments, lecture slides, and course grades. It is your responsibility to check this site regularly.

Tentative Lecture Schedule

DATE	TOPIC	READINGS DUE
1/23	Introduction to Research	
1/28	Developing Research Hypotheses	<i>RMBS</i> Ch.1 & Ch. 2
1/30	Ethics	<i>RMBS</i> Ch. 3
2/4 & 2/6	Measures & Measurement	<i>RMBS</i> Ch. 4
2/11 & 2/13	Reliability & Validity	<i>RMBS</i> Ch. 5; Appendix D (Coefficient α)
2/18	QUIZ I	
2/20 & 2/25	Survey Research	<i>RMBS</i> Ch. 6, Appendix B; <i>NS</i> Ch. 3 (pp. 36-44); Ch. 7 (pp. 118-120); Ch. 8; Ch. 10 (pp. 169-178)
2/27	Observational Research	<i>RMBS</i> Ch. 7
3/3 & 3/5	Hypothesis Testing	<i>RMBS</i> Ch. 8; <i>NS</i> Ch. 9
3/10, 3/12, & 3/24	Correlational Research	<i>RMBS</i> Ch. 9; Appendix C (p. 362-372); <i>NS</i> Ch. 4; Ch. 11
3/26	QUIZ II	
3/31, 4/2, & 4/7	One-Way Experimental Designs	<i>RMBS</i> Ch. 10
4/9, 4/14, & 4/16	Factorial Experiments	<i>RMBS</i> Ch. 11

4/21 & 4/23	Internal Validity	<i>RMBS</i> Ch. 12
4/28	QUIZ III (Chapters 10-12 only)	
4/30	External Validity	<i>RMBS</i> Ch. 13
5/5	Quasi-Experimental Designs	<i>RMBS</i> Ch. 14; <i>NS</i> Ch. 13
Tuesday, May 12th	Cumulative FINAL EXAM (Rm. LC 25; 8:00 a.m. – 10:00 a.m.)	

NOTE: *RMBS* = *Research Methods for the Behavioral Sciences*; *NS* = *Naked Statistics*.

Course Content: This course provides a general introduction to how psychologists conduct their research. A non-exhaustive list of the topics covered includes: (1) why and how psychologists develop theories and hypotheses, (2) the observational and experimental methodologies psychologists use to test hypotheses properly, including measurement, reliability, validity, correlational techniques, experimental designs (one-way and factorial), and counterbalancing, (3) the kinds of inferences that can be logically drawn from data collected using these methodologies, (4) the ethical issues involved in conducting psychological research. More specific information regarding course content can be found on the lecture schedule above.

Course Objectives: The major goal of this course is to help students understand how researchers answer psychological questions using scientific methodology. The course focuses on the methods one must use to isolate effects of variables of interest and the kinds of inferences that can be properly drawn from various observational and experimental results. Moreover, the course is intended to foster a critical attitude toward all psychological claims and generalizations and to help the student develop an ability to evaluate the validity of empirical evidence. For students who do not plan to attend graduate school, the course will be useful in training them to thoughtfully assess the results of behavioral research reported in the news media and in advertisements. For those who plan to attend graduate school in the social or biological sciences, the course is intended to be excellent preparation for conducting their own research and properly interpreting the data it yields.

Readings and Lectures: It is important for you to **read the assigned chapters before class**. The readings are essential for understanding the lecture material, although occasionally material covered in class may not appear in the readings. Likewise, you will be responsible for material covered in the readings, even if it is not covered in class. **Lecture slides will be posted on BLS.**

Assignments and Grades: Your final grade will be based on exam performance (85%), and class participation (15%). Over the course of the semester, there will be countless opportunities to earn extra exam and participation credit both in and out of class.

Exams: There will be 3 **non-cumulative** multiple choice quizzes and a **cumulative** final exam. Each quiz will be worth 20% of your grade. The final will be worth 25% of your grade. Make sure that you are on time to take your exams. If you arrive to class after the first test-taker has left the classroom, you may not be allowed to take the exam without a documented excuse for your tardiness.

Make-up opportunities for missed exams and in-class participation will be given only as required by university regulations (e.g., for family or medical emergencies, religious observances, or excused participation in athletic events), with prior notice, and with appropriate documentation.

Class Participation: There will be numerous quizzes, polls, and other opportunities for class participation (together worth 15% of your grade). This class uses the iClicker system for in-class quizzing and poll taking. You may purchase an iClicker at the bookstore. You are responsible for bringing it to class each day. It is your responsibility to check BLS periodically to make sure that your clicker is registered properly and that your scores are being posted on-line. For each class date, a participation grade will be posted out of 100%. If you receive a score higher than 100, this means that you have received extra credit. Your final participation score will be the average of these daily scores.

Warning: You must register your iClicker on BLS FOLLOWING THE INSTRUCTIONS BELOW. No other means of registration will be accepted! If you forget to bring your clicker to class or the clicker is not working properly, you will not receive participation credit even if you were physically present in class.

Grading Scheme: Your grade will be calculated based on the following formula:

$$(.20 \times \text{Quiz 1}) + (.20 \times \text{Quiz 2}) + (.20 \times \text{Quiz 3}) + (.25 \times \text{Final}) + (.15 \times \text{Participation}) = \text{Final Average}$$

Based on your final average, your final letter grade will be assigned based on the table below:

94-100 = A	87-89 = B+	77-79 = C+	67-69 = D+	Below 60 = E
90-93 = A-	84-86 = B	74-76 = C	64-66 = D	
	80-83 = B-	70-73 = C-	60-63 = D-	

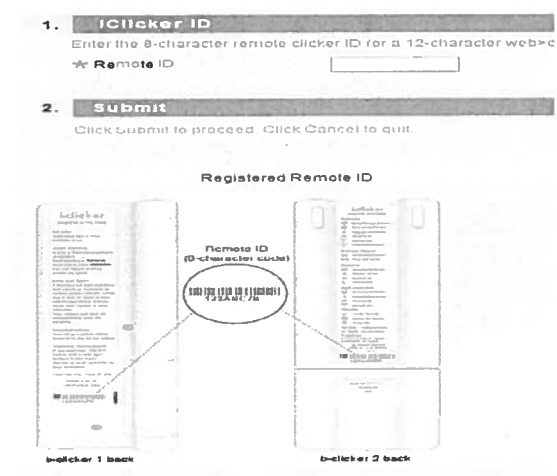
NOTE:

(1) Do not request a grade change unless there was an error in grading your assignments. “Borderline” final averages that are close to the next higher grade will always be assigned letter grades according to the table (for example, a 79.54% = C+) and requests to “round up” an individual’s scores under such circumstances will not be honored.

(2) Requests to do extra work to raise your grade will not receive a response.

HOW TO REGISTER YOUR iClicker:

1. Log into Blackboard and select the site for APSY 211.
2. Click on **Course Content** on the left of the screen.
3. Click on **iClicker Registration**.
4. The *iClicker Student Remote Registration* page appears. Enter your iClicker Remote ID and click Submit.



5. Your remote is now registered. You can remove your remote registrations at any time by clicking **Remove** in the registered remote list beneath the **Submit** button.

Note: For those of you using the iClicker 2, you must set the frequency to AA. To do so, wait until the professor opens the iClicker system for the class. Next, hold down the power button. When the frequency flashes, enter the two letters AA on screen.

YOU MUST REGISTER YOUR iClicker properly TO RECEIVE PARTICIPATION CREDITS.

iClicker Scoring: For each class meeting, you will receive 100% participation credit if you respond, correctly or incorrectly, on all but one of the clicker questions. In this way, you can still miss an occasional question without penalty. There will also be several opportunities for extra credit in which students who provide the correct answer to a clicker question will receive an additional 25% participation credit for that session. Scores will typically be posted on BLS shortly after each class.

Policy on Missed iClicker Responses: Students who must take an excused absence may request to complete a make-up assignment for the material that they missed on the date in question. Requests for such a make-up opportunity must be submitted in writing within one week of the missed session. Formal documentation of the emergency must also be provided. Extra credit earned during class sessions may also be used to make-up for unexcused absences. Four correct responses to extra credit questions = 100% credit for a missed class.

Policy Regarding Class Disruption: Please make sure that your cell phone is turned off before entering the classroom. Frequent disruptions (e.g., engaging in activities or behaviors that impede my efforts to teach and/or students' efforts to learn) will be subject to administrative withdrawal from the class and possibly to being turned in for further disciplinary action. Please refrain from personal conversations during lecture as these distract the professor, make it hard for students to hear the professor, and/or make it hard for the professor to hear and respond to student comments or questions.

Policy on Laptop and Handheld Device Use: Students are **prohibited** from using laptop computers and handheld devices in class unless they have a documented disability requiring that notes are taken using a keyboard. Research has shown that students show poorer learning outcomes in college lecture courses when taking notes using electronic devices instead of taking written notes. For a recent summary of this research, see:

<http://www.newyorker.com/tech/elements/the-case-for-banning-laptops-in-the-classroom>

Policy on Academic Dishonesty: Students found to be engaging in cheating, plagiarism, or unauthorized collaboration (e.g., submitting word-for-word copies of another student's responses on a non-group assignment) will be subject to disciplinary action. Please see the University at Albany Undergraduate Bulletin for more information:

http://www.albany.edu/undergraduate_bulletin/regulations.html.

Course Description:

Topics of psychological research, with emphasis on the manipulation and control of variables, reducing error variance, internal and external validity, the elimination of confounding factors, and social-psychological aspects of experiments. Discussion includes selected topics in the philosophy of science, logical inference, hypothesis testing, theory construction and ethics. For psychology majors completing their major requirements as outlined in this bulletin or subsequent editions, A PSY 211 is restricted to A-E grading after matriculation at Albany.

RCRJ 202 Syllabus
Introduction to Law and Criminal Justice
Fall 2021
3 Credits

Professor: Richard Bader, J.D.

Class: Mondays and Wednesdays 3:00pm-4:20pm LC7

Office Hours: Thursdays *online* 3:00pm-4:00pm, or by appointment

<https://albany.zoom.us/j/3688741796?pwd=MHFFNTlqbmlNMExvQzAxTHNhSXdpZz09>

rbader@ albany.edu

IMPORTANT DATES:

Monday August 30: Last day to drop course without receiving a "W"

September 24: Exam #1

October 29: Exam #2

December 10: Exam #3

Discussion Section Fri. (various times)

Discussion Section Leaders:

Discussion Leader	Email Address	Section	Time
Madison, Morgan	mmadison@albany.edu	4266	11:40AM-12:35PM
Ryu, Jen Won	jryu@albany.edu	4267	03:00PM-03:55PM
Hubbell, James	jhubbell@albany.edu	4268	03:00PM-03:55PM
Hubbell, James	jhubbell@albany.edu	4510	01:50PM-02:45PM
Roberts, Preston (Cody)	proberts@albany.edu	4509	01:50PM-02:45PM
Roberts, Preston (Cody)	proberts@albany.edu	9839	11:40AM-12:35PM

Course Goal: The primary objective of this 4-credit course is to explore the legal tension between individual liberty and social order. You will study judicial decisions involving constitutional and other legal issues relevant to criminal justice, including the government's power to define conduct as criminal, procedural rights, defenses, and punishment. In addition to reading a significant number of court decisions, you will engage in discussions of legal issues.

Course Objectives:

- This course is designed to introduce students to the skill of judicial reasoning and argumentation.
- This course will challenge students to evaluate legal precedent and apply it to contemporary cases/issues.
- Students will identify key issues and concepts that link cases together with a common theme or evolution of a principle.
- Students will learn to apply these concepts to various problem-solving situations.

Prerequisite(s): None

Required Readings:

James R. Acker & JoAnne M. Malatesta, *Introduction to Law and Criminal Justice* (Jones & Bartlett Learning 2015) (Note: only the original Jones & Bartlett publication is acceptable — ISBN 9781284185478. This version of the book has a picture of a column and clouds on the cover.

THIS BOOK IS REQUIRED FOR THE COURSE.

Note: An unauthorized version of the book, with a different ISBN and a different cover, has been published and is in circulation. This unauthorized version of the book is incomplete and *is not acceptable*.)

The text is available at the University bookstore or through online stores such as Amazon and Half.com.

Course Requirements and Grading:

Students are expected to attend ALL classes and ALL examinations and to complete all course requirements on time, per [UAlbany's Attendance Policy](#).

Discussion Sections (25% of final grade)

- o Discussion sections are designed to provide students with the opportunity to engage in active application of the principles learned during the week. Additionally, the discussion sections may introduce new concepts and ideas not previously covered in the readings that will expand upon and explore various legal issues and concepts.
- o Students are expected to meaningfully and substantively participate in the discussion sections after a careful reading of the assigned cases and supplemental readings. Discussions are intended to be thoughtful, critical, and legal discussions based on what you have learned in the readings.
- o Short quizzes will be given periodically in discussion sections covering the cases and materials discussed during lectures and any other assigned readings. The quizzes will be designed to help ensure that assigned readings have been completed, to help with exam preparation, and to enhance analytical and legal reasoning skills. Quizzes will be graded on a 10-point scale (A=9-10; B=8-8.5; C=7-7.5; D=6-6.5; F=5-5.5). If a quiz is missed because of an unexcused absence, a grade of F (5) will be assigned.
- o Other homework like case briefs (outlines of court decisions) and hypothetical analyses will also be assigned from time-to-time. Homework assignments will be graded on a 10-point scale (A=9-10; B=8-8.5; C=7-7.5; D=6-6.5; F=5-5.5) unless specified otherwise.

- o *Participation in the discussion section will comprise 25% of the total grade in the course. (Assigned work, 8%; Quizzes 8%; Class Participation [including attendance] 9%)*

Examinations (75% of final grade)

- o Three examinations will be administered. Each exam will be comprised of approximately 45 multiple-choice questions, and each will count for 25% of the course grade. Exams are not cumulative; that is, the examination following Part II of the class covers only material assigned during Part II; and the last exam, which is scheduled during final exams week, covers only material assigned during Part III. (Note: Exam III will be scheduled during the final exam period, tentatively scheduled for Friday December 10.)
*****IMPORTANT: All exams must be taken as scheduled. The only exceptions made to this policy involve documented reasons of medical necessity, a personal emergency such as a death in the immediate family, or religious observance, pursuant to [University policy](#) (see [University at Albany Undergraduate Bulletin](#)).**

Make-up work: will be given only when it is the result from a serious injury/illness or significant family crisis, as described in [UAlbany's Attendance Policy](#). Students must notify their discussion session leader (TA) in advance if one anticipates missing class work or receive a zero for the assignment. **It is the student's responsibility to make arrangements with the discussion leader/TA to complete any assignments within *one week* of the initial due date.**

*****Academic Integrity: Academic dishonesty, including but not limited to plagiarism, will not be tolerated in this class and will result in appropriate formal action, including but not limited to the filing of a Violation of Academic Integrity Report (VAIR) report and the lowering of the offender's course grade. Please refer to the Undergraduate Bulletin regarding the Universities policies (and student consequences) about plagiarism, cheating and other forms of academic dishonesty.**

UALBANY Reasonable Accommodation Policy: Reasonable accommodations will be provided for students with documented physical, sensory, systemic, medical, cognitive, learning and mental health (psychiatric) disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Disability Resource Center (drc@albany.edu, 518 -442-5501). Upon verification and after the registration process is complete, the DRC will provide you with a letter that informs the course instructor that you are a student with a disability registered with the DRC and list the recommended reasonable accommodations.

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
100-94	93-89	88-85	84-82	81-79	78-76	75-73	72-70	69-67	66-63	63-60	60-0

Course Outline

NOTE: The following schedule is subject to change. All changes will be made during class in advance of the affected assignments. Each weekly "module" of material is dated the Monday prior to the respective Friday discussion section.

Module 1- Week of August 23: The Legality Principle

READINGS:

- August 23: Acker/Malatesta: Chapter 1, pages 3 - 10
All materials posted in "Semester Resources" on Blackboard
(including watching both videos)
- August 25: Acker/Malatesta: Chapter 1, pages 10 (The Legality Principle) - 21

Module 2- Week of August 30: Voluntary Conduct; Failure to Act; Mens Rea

READINGS:

- August 30: Acker/Malatesta: Chapter 2, pages 23 – 36
September 1: Acker/Malatesta: Chapter 2, pages 36 (Culpable Omissions) – 50

Module 3-Week of September 6: Mens Rea; Causation, Harm

READINGS:

- September 8: Acker/Malatesta: Chapter 2, pages 50 (*Henderson v. Kibbe*) – 65

Module 4- Week of September 13: Excuse and Justification Defenses

READINGS:

- September 16: Acker/Malatesta: Chapter 3 pages 67 - 82
September 18: Acker/Malatesta: Chapter 3, pages 82 (*Duress*) – 104

Module 5- Week of September 20: Defenses Based on Social Policy/ Exam I

READINGS:

- September 20: Acker/Malatesta: Chapter 3, pages 104 (*Entrapment*) - 116

*****Exam #1 will be given in your 9/24 discussion section*****

PART II: THE INDIVIDUAL AND THE STATE—BALANCING PERSONAL LIBERTY AND SOCIAL ORDER

Module 6- Week of September 27: Equal Protection, Due Process, Gay Rights and Intimate Association

READINGS:

- September 27: Acker/Malatesta: Chapter 4, pages 168 - 183
Additional Readings on Blackboard in Module

Module 7- Week of October 4: 1st Amendment: Speech, Symbolic Speech, and Advancing Technology

READINGS:

- October 4: Acker/Malatesta: Chapter 5, pages 185 - 204
October 6: Acker/Malatesta: Chapter 5, pages 185 - 204
Brown v. Entertainment Merchants Association, 131 S.Ct. 2729 (2011)**
**Case will be available on Blackboard

Module 8- Week of October 11: Euthanasia

READINGS:

- October 13: Acker/Malatesta: Chapter 4, pages 153 - 167
Additional Readings on Blackboard in Module

Module 9- Week of October 18: The Death Penalty, LWOP, and Proportionality

READINGS:

- October 18: Acker/Malatesta: Chapter 6, pages 215 - 237
October 20: Acker/Malatesta: Chapter 6, pages 238 - 259
Graham v. Florida, 130 S.Ct. 2011 (2010) **
**Case will be available on Blackboard

Module 10- Week of October 25: Abortion and Prenatal Life

READINGS:

- October 25: Acker/Malatesta: Chapter 4, pages 121 - 142
October 27: Acker/Malatesta: Chapter 4, pages 142 (Prenatal Life) - 152
Additional Readings on Blackboard in Module

*****Exam #2 will be given in your 10/29 discussion section*****

PART III: CRIMINAL PROCEDURE

Module 11- Week of November 1: Applying the Bill of Rights to the States

READINGS:

- November 1: Acker/Malatesta: Chapter 7, pages 263 - 273
November 3: Acker/Malatesta: Chapter 7, pages 273 (*Blakely v. Washington*) - 279

Module 12- Week of November 8: Role of Counsel and Prosecution

READINGS:

- November 8: Acker/Malatesta: Chapter 7, pages 279 - 288
November 10: Acker/Malatesta: Chapter 7, pages 289 - 298

Module 13- Week of November 15: 4th Amendment, "Searches" and Advancing Technology

READINGS:

- November 15: Acker/Malatesta: Chapter 8, pages 301 - 320
November 17: Acker/Malatesta: Chapter 8, pages 320 (*United States v. Leon*) - 350

Module 13 continued- Week of November 22: 4th Amendment, "Searches" and Advancing Technology

READINGS:

- November 15: Acker/Malatesta: Chapter 8, pages 350 (Search Warrant Exceptions) - 374
Kyllo v. United States, 533 U.S. 27 (2001)**
People v. Weaver, 12 N.Y.3d 433, 909 N.E.2d 1195 (2009)**
**Case will be available on Blackboard

Module 14- Week of November 29: Police Interrogation and Confessions

READINGS:

November 29: Acker/Malatesta: Chapter 9, pages 377 - 391

November 29: Acker/Malatesta: Chapter 9, pages 391(*Oregon v. Mathiason*) - 406

Module 14 continued- Week of December 6: Police Interrogation and Confessions

READINGS:

December 6: Acker/Malatesta: Chapter 9, pages 406 (Waiver of Miranda Rights) - 424

EXAM #3- Friday December 10, 2021

Course Description:

Students will study judicial decisions involving constitutional and other legal issues relevant to criminal justice, including the government's power to define conduct as criminal, procedural rights, defenses, the rights of juveniles, and punishment. In addition to class meetings, students will enroll in a discussion section where they will engage in legal writing and moot court exercises.

Professor: Dr. Justin T. Pickett
Office: 225B Draper Hall
Office Hours: Monday through Friday 12pm to 3pm
Office Phone: 518-442-5224
E-mail: jpickett@albany.edu
Prerequisite(s): A SOC 115

Course Description:

This course will familiarize students with the descriptive, empirical, and theoretical issues in the study of crime and delinquency. Through lectures and readings, students will be exposed to and encouraged to think critically about the major theoretical perspectives and practical concerns in the field. Topics to be covered include the definition and measurement of crime, types of crime, theories of crime causation and social policy issues involving crime prevention.

Course Objectives:

- Define terms central to the measurement of crime, criminological theory, and victimology.
- Summarize crime trends and describe how various factors are theorized to influence crime rates including the economy, the number of at-risk youth in the population, criminal justice policies, social indicators, and other factors.
- Explain how characteristics including ecology, firearms, gender, social class and race are associated with crime and victimization rates and patterns.
- Differentiate between the core causes of crime presented in each of the major theoretical perspectives (choice, trait, social structure, and social process).
- Categorize individual theories into their respective branches and branches into their appropriate perspectives.
- Evaluate the validity of explanations for crime based on personal examples and available data.

Required Text

- Hagan, Frank E. 2016. *Introduction to Criminology: Theories, Methods, and Criminal Behavior* (9th edition). Thousand Oaks, CA: Sage.

Note on Textbook: Get the book. I do not really care what edition, as long as you can follow along with the lectures by topic. If you get a different edition you will need to make sure you

match the reading material to the topics we are covering (e.g., the chapter numbers may have changed).

Syllabus Change Policy:

The syllabus is designed to be a resource that students should use throughout the semester. While this syllabus lists assignments and test dates, students should use the course website and Blackboard as their primary source for detailed information regarding the course. This is important because the instructor may update or modify assignments and readings throughout the course. In the situation of change or modification, the instructor will post changes under the “Announcements” tab on Blackboard.

Academic Honor Policy

The University at Albany’s Undergraduate Academic Regulations outline the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Undergraduate Academic Regulations and for living up to the standards of academic integrity listed therein. Please refer to the Undergraduate Bulletin regarding the University’s policies (and student consequences) about plagiarism, cheating and other forms of academic dishonesty. http://www.albany.edu/undergraduate_bulletin/regulations.html

Plagiarism or any other academic dishonesty of any kind will not be tolerated in this class.

Reasonable Accommodation Policy:

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of Disabled Student Services (Campus Center 137, 442-5490). That office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations. Also, please inform me of religious observances and illness that may arise.

COURSE REQUIREMENTS AND GRADING

Exams (300 points)

There will be three exams given in this course. You will take the first two exams during your Friday discussion sections. You will take the final exam in the classroom (lecture center 24). Each exam will be worth a maximum of 100 points. Exams may be a combination of multiple choice, matching, and short answer questions, or a single essay question. The exams are not designed to be cumulative, only to cover the new content covered. However, you should be aware that the subjects we cover are generally cumulative in nature. As a result, areas covered early in the course are relevant throughout the entire course.

Policy for Missed Exams

Make-up exams will only be allowed in cases of illnesses or emergencies. In such cases, the student must provide official documentation (e.g., admittance papers from the hospital, notice of funeral). Please note that a make-up exam will usually consist of essay questions.

Grading Scale

Please note that I will not curve any grades in this course. The final grade will be based on the following scale. NOTE: I am not averaging your tests grades. I am simply summing them. Don't get confused.

<i>Grading Scale:</i>		
A	300-279	A- 278-270
B+	269-261	B 260-249 B- 248-240
C+	239-231	C 230-219 C- 218-210
D+	209-201	D 200-189 D- 188-180
F	179 and below	

Exam 1:	100 points
Exam 2:	100 points
Exam 3:	100 points
Total Points:	<u>300 points</u>

TENTATIVE COURSE CALENDAR

All readings are **mandatory**. All readings, other than the Hagan (2016) text are provided on Blackboard in the course library.

Fall - 2021

Lecture/Readings

Monday	August 23	Introduction to Criminology	<ul style="list-style-type: none">• Beccaria, Cesare. 2004. <i>Of Crimes and Punishments</i>. In <i>Classics of Criminology</i> (3rd edition), ed. Joseph E. Jacoby. Long Grove, IL: Waveland Press.
Wednesday	August 25	Introduction to Criminology–Cont.	<ul style="list-style-type: none">• Chapter 1 from: Becker, Howard S. 1963. <i>Outsiders: Studies in the Sociology of Deviance</i>. New York, NY: The Free Press.
Monday	August 30	Introduction to Criminology–Cont.	<ul style="list-style-type: none">• Chapter 1 from: Hagan, Frank E. 2016. <i>Introduction to Criminology: Theories, Methods, and Criminal Behavior</i> (9th edition). Thousand Oaks, CA: Sage.

Wednesday	September 1	Methods for Measuring Crime and Delinquency
		<ul style="list-style-type: none"> • Chapter 2 from: Hagan, Frank E. 2016. <i>Introduction to Criminology: Theories, Methods, and Criminal Behavior</i> (9th edition). Thousand Oaks, CA: Sage.
Monday	September 6	No Class—Labor Day
Wednesday	September 8	Methods for Measuring Crime and Delinquency—Cont.
		<ul style="list-style-type: none"> • Thornberry, Terence P., and Marvin D. Krohn. 2000. The self-report method for measuring delinquency and crime. In <i>Criminal justice (Vol. 4): Measurement and Analysis of Crime and Justice</i>, eds. David Duffee, R. Crutchfield, Stephen D. Mastrofski, Lorrain G. Mazerolle and David McDowall. Washington, DC: National Institute of Justice.
Monday	September 13	Crime Trends and Correlates of Criminal Offending
		<ul style="list-style-type: none"> • Chapter 3 from: Hagan, Frank E. 2017. <i>Introduction to Criminology: Theories, Methods, and Criminal Behavior</i> (9th edition). Thousand Oaks, CA: Sage.
Wednesday	September 15	Crime Trends and Correlates of Criminal Offending—Cont.
		<ul style="list-style-type: none"> • Chalfin, Aaron, and John MacDonald. 2021 (July, 9). We don't know why violent crime is up. But we know there's more than one cause. <i>The Washington Post</i>. • Rosenfeld, Richard. 2002. Crime decline in context. <i>Contexts</i> 1:25–34. • Rosenfeld, Richard, Thomas Abt and Ernesto Lopez. 2021. <i>Pandemic, Social Unrest, and Crime in U.S. Cities: 2020 Year-End Update</i>. Washington, D.C.: Council on Criminal Justice.
Monday	September 20	Crime Trends and Correlates of Criminal Offending—Cont.
		<ul style="list-style-type: none"> • Baumer, Eric P. 2008. An empirical assessment of the contemporary crime trends puzzle: A modest step toward a more comprehensive research agenda. In <i>Understanding Crime Trends: Workshop Report, Committee on Law and Justice, National Research Council of the National Academies</i>. Washington, DC: The National Academies Press.
Wednesday	September 22	Crime Trends and Correlates of Criminal Offending—Cont.
		<ul style="list-style-type: none"> • Choy, Olivia, Adrian Raine, Peter H. Venables, and David P. Farrington. 2017. Explaining the gender gap in crime: The role of heart rate. <i>Criminology</i> 55:465-87.
Monday	September 27	Crime Trends and Correlates of Criminal Offending—Cont.
Wednesday	September 29	Crime Trends and Correlates of Criminal Offending—Cont.
		<ul style="list-style-type: none"> • Sampson, Robert J., Jeffery Morenoff, and Stephen Raudenbush. 2005. Social anatomy of racial and ethnic disparities in violence. <i>American Journal of Public Health</i> 95:224–32.

Friday	October 1	Exam 1 (Take in your Discussion Section)
Monday	October 4	Classical Criminology and Rational Choice Theory <ul style="list-style-type: none"> • Chapter 1 from: Paternoster, Raymond and Ronet Bachman. 2001. <i>Explaining Criminals and Crime: Essays in Contemporary Criminological Theory</i>. Los Angeles, CA: Roxbury Publishing Company. • Chapter 5 from: Hagan, Frank E. 2016. <i>Introduction to Criminology: Theories, Methods, and Criminal Behavior</i> (9th edition). Thousand Oaks, CA: Sage.
Wednesday	October 6	Classical Criminology and Rational Choice Theory—Cont.. <ul style="list-style-type: none"> • Pogarksy, Greg, Sean Patrick Roche, and Justin T. Pickett. 2018. Offender decision-making in criminology: Contributions from behavioral economics. <i>Annual Review of Criminology</i> 1:379-400.
Monday	October 11	No Class—Fall Break
Wednesday	October 13	Biological, Biosocial, and Psychological Theories <ul style="list-style-type: none"> • Chapter 6 from: Hagan, Frank E. 2016. <i>Introduction to Criminology: Theories, Methods, and Criminal Behavior</i> (9th edition). Thousand Oaks, CA: Sage.
Monday	October 18	Biological, Biosocial, and Psychological Theories—Cont. <ul style="list-style-type: none"> • Simmons, Ronald L., Man Kit Lei, Steven R. H. Beach, Gene H. Brody, Robert A. Philibert, and Frederick X. Gibbons. 2011. Social environment, genes, and aggression: Evidence supporting the differential susceptibility perspective. <i>American Sociological Review</i> 76:883-912.
Wednesday	October 20	Biological, Biosocial, and Psychological Theories—Cont. <ul style="list-style-type: none"> • Wertz, J., A. Caspi, D.W. Belsky, A. L. Beckley, L. Arseneault, J. C. Barnes, D. L. Corcoran, S. Hogan, R. M. Houts, N. Morgan, C. L. Odgers, J. A. Prinz, K. Sugden, B. S. Williams, R. Poulton, and T. E. Moffitt. 2018. Genetics and crime: Integrating new genomic discoveries into psychological research about antisocial behavior. <i>Psychological Science</i> 29:791-803.
Monday	October 25	Sociological Theories <ul style="list-style-type: none"> • Chapter 7 from: Hagan, Frank E. 2016. <i>Introduction to Criminology: Theories, Methods, and Criminal Behavior</i> (9th edition). Thousand Oaks, CA: Sage.
Wednesday	October 27	Sociological Theories—Cont. <ul style="list-style-type: none"> • Sampson, Robert J., Stephen W. Raudenbush, and Felton Earls. 1997. Neighborhoods and violent crime: A multilevel study of collective efficacy. <i>Science</i> 277:918–924.

Monday	November 1	Sociological Theories—Cont.
		<ul style="list-style-type: none"> • Anderson, Elijah. 1994. “The Code of the Streets.” <i>The Atlantic Monthly</i>, 273:80-94.
Wednesday	November 3	Sociological Theories—Cont.
Monday	November 8	Sociological Theories—Cont.
		<ul style="list-style-type: none"> • Hay, Carter. 2001. Parenting, self-control, and delinquency: A test of self-control theory. <i>Criminology</i> 39: 707-736. • Pratt, Travis C., and Cullen, Francis T. 2000. The empirical status of Gottfredson and Hirschi’s general theory of crime: A meta-analysis. <i>Criminology</i> 38: 931-964.
Monday	November 10	Critical Theories
		<ul style="list-style-type: none"> • Chapter 8 from: Hagan, Frank E. 2016. <i>Introduction to Criminology: Theories, Methods, and Criminal Behavior</i> (9th edition). Thousand Oaks, CA: Sage.
Friday	November 12	Exam 2 (Take in your Discussion Section)
Monday	November 15	Critical Theories—Cont.
		<ul style="list-style-type: none"> • Chiricos, Ted, Kelle Barrick, William Bales, and Stephanie Bontrager. 2007. The labeling of convicted felons and its consequences for recidivism. <i>Criminology</i> 45:547-581. • Motz, Ryan T., J. C. Barnes, Avshalom Caspi, Louise Arseneault, Francis T. Cullen, Renate Houts, Jasmin Wertz, and Terrie E. Moffitt. 2020. Does contact with the justice system deter or promote future delinquency? Results from a longitudinal study of British adolescent twins. <i>Criminology</i> 58:307-335.
Wednesday	November 17	Critical Theories—Cont.
		<ul style="list-style-type: none"> • Stults, Brian J., and Eric P. Baumer. 2007. Racial context and police force size: Evaluating the empirical validity of the minority threat perspective. <i>American Journal of Sociology</i> 113: 507-546.
Monday	November 22	Critical Theories—Cont.
		<ul style="list-style-type: none"> • Pickett, Justin T. 2016. On the social foundations for Crimmigration: Latino threat and support for expanded police powers. <i>Journal of Quantitative Criminology</i> 32:103-32.
Wednesday	November 24	No Class—Thanksgiving Break

Monday November 29 Violent Crime

- **Griffiths, Elizabeth, Carolyn Yule, and Rosemary Gartner. 2011. Fighting over trivial things: Explaining the issue of contention in violent altercations. *Criminology* 49:61-94.**
- **Copes, Heith, Andy Hochstetler, and Craig J. Forsyth. 2013. Peaceful warriors: Codes for violence among adult male bar fighters. *Criminology* 51:761-794.**

Wednesday December 1 Violent Crime—Cont.

- **Jacobs, David, and Katherine Wood. 1999. Interracial conflict and interracial homicide: Do political and economic rivalries explain white killings of blacks or black killings of whites?" *American Journal of Sociology* 105:157-190.**

Monday December 6 Violent Crime—Cont.

- **King, Ryan D., and Gretchen M. Sutton. 2013. High times for hate crimes: Explaining the temporal clustering of hate-motivated offending. *Criminology* 51:871-894.**

Wednesday December 8 Exam 3 (from 3:30pm am to 5: 30pm in the classroom)

Professor Robert Worden

Prerequisite(s): junior or senior standing.

Office Hours are by appointment. Please email me.

Problem Oriented Policing -- RCRJ 320 (8847, 3 cr.), Fall 2021

Course Description

This course reviews the history of problem-oriented policing (POP) and its role as a modern policing strategy in America and internationally. The precursors to POP such as Community Oriented Policing and different policing styles and strategies are reviewed, and their special relationships with POP analyzed. The role of problem solving in everyday policing and how it may or may not differ from POP is examined.

Learning Outcomes

You will learn how to specify problems so that the appropriate police responses may be identified. Using the scientific approach of SARA, ways of assessing the effectiveness of police responses and interventions to specific problems are demonstrated. You will be introduced to a new way of looking at crime as opportunity and the application of situational crime prevention methods to reduce criminal opportunity.

The course will draw on the Center for Problem Oriented Policing series of Problem Guides for Police and other online interactive modules and exercises. Throughout the course we use examples from the United States, the United Kingdom and other countries. We will make extensive information on problem-oriented policing and situational crime prevention contained in www.popcenter.org, the website of the Center for Problem Oriented Policing. All reading materials are contained within this course or are available as direct links to the Center for Problem Oriented Policing website.

Method of Instruction

- This is a web-based class. This means that all class materials, organization and all class discussion will occur online and not in the classroom. The course will be accessible from anywhere so long as you have web access.
- If you do not anticipate having access to the web at least every other day, you should not take this class.
- The program used for online instruction is Blackboard Learning System (BLS), accessible via: <https://blackboard.albany.edu/> or <http://www.albany.edu/myualbany/index.php>
- Although BLS works on most devices, you are strongly advised not to take quizzes or upload assignments using tablets of phones.
- The class is composed of a series of readings each of which is discussed by means of topics placed on the electronic forum of BLS. Participation in the online discussion is obligatory.

Grading

You will be graded according to the following learning activities:

Discussion forums – 14	30
Multiple choice quizzes - 4 quizzes x 10 points	40
SARA Assignment	15
Movie Assignment	15
TOTAL	100

Letter grades computed as follows:

Score	Grade	Score	Grade	Score	Grade	Score	Grade
93-100	A	73-76	C	83-86	B	63-66	D
90-92	A-	70-72	C-	80-82	B-	60-62	D-
87-89	B+	67-69	D+	77-79	C+	< 60	E

Dates and Deadlines

Opens	Modules	Required Learning Activities	Closes
08/09		Site opens	
08/22	1 Origins of POP	Reading and Discussion: Kelling and Moore (1988) The Evolving Strategy of Policing . Viewing and Discussion. Crime Fighters	09/04
08/22	2 COP	Reading and Discussion: Scott, First 20 Years, Selected Comparisons Between Problem-Oriented Policing and Community Oriented Policing Principles . Wilson and Kelling: Broken Windows: The police and neighborhood safety	09/04
09/05	3 Discovering POP	Reading and Discussion: Goldstein, Herman (1990). <i>Problem Oriented Policing</i> . Introduction . Read and Tilley: Not Rocket Science? Viewing and Discussion: Mad Hatters	09/11
09/12	4 Problem Analysis	Reading and Discussion: Felson and Clarke (1998): Opportunity Makes the Thief: Practical theory for crime prevention <i>Rachel Boba (2003).</i> , Problem Analysis In Policing	09/25
09/12	5 Meet SARA	Reading and Discussion: Clarke and Eck, Crime Analysis for Problem Solvers, Step. 7.	09/25
09/26	6 Theory to Practice	Reading and Discussion:	10/09

		Altizio and York: Robbery of Convenience Stores.	
09/26	7 Doing POP	Reading and Discussion: Felson, ..Criminal Choices, Routine Activities, Informal Control, and Criminal Outcomes. Chapter 8, <i>The Reasoning Criminal.</i> Introduction to the PAM module: Routine Activity Theory.	10/09
10/06	Quiz 1 (10 Points)		10/09
09/26	SARA Assignment (15 pts)		10/16

Opens	Modules	Required Learning Activities	Closes
10/10	8 POP and SCP	Reading and Discussion: Clarke, Ronald.V. <i>Stituational Crime Prevention: Successful Case Studies. 2ed.</i> Introduction.	10/23
10/10	9 Crime as Opportunity	Reading and Discussion: Felson and Clarke (1998): Opportunity Makes the Thief: Practical theory for crime prevention Guerette, Rob. T. Analyzing Displacement and Diffusion.	10/23
10/20	Quiz 2 (10 Points)		10/23
10/24	10 Map your Way	Reading and Discussion: Clarke and Eck, Understanding Risky Facilities.	11/06
10/24	11 Time	Reading and Discussion: <i>Deborah Lamm Weisel.</i> Analyzing Repeat Victimization.	11/06

Discussion opens 11/07	12 Partners	Reading and Discussion: Scott, M.S. and Goldstein H. (2005). Shifting and Sharing Responsibility for Public Safety Problems.	11/20
11/07	13 Implementing POP	Reading and Discussion: Knutsson and Clarke (2006). Introduction. Implementing Situational Crime Prevention and Problem-oriented Policing Michael Scott (2006). Implementing Crime Prevention: Lessons Learned from Problem-Oriented Policing Projects.	11/20
11/17	Quiz 3 (10 Points)		11/20
11/14	Movie Assignment 15 pts		12/04
11/28	14 Looking Back	Reading and Discussion: Weisburd and Eck, What can Police do?	12/04
12/06	Quiz 4 (10 Points)		12/10

Learning Outcomes:

This course provides a basic knowledge of problem-oriented policing and the related fields of environmental criminology and situational crime prevention. It will show you how to take the initiative at every stage of the project in defining the scope of the problem-solving effort, in trying to analyze the causes of the problem, in helping to find an effective response, and in setting up the project so that it can be evaluated and the police can learn from the results.

Throughout the course we use examples from the United States, the United Kingdom and other countries. Finally, we will make extensive use of the wonderful trove of information on problem oriented policing and situational crime prevention contained in www.popcenter.org, the website of the Center for Problem Oriented Policing. All reading materials are contained within this course or are available as direct links to the Center for Problem Oriented Policing website.

Structure of the course

- This is a web-based class. This means that all class materials, organisation and a substantial part of class discussion will occur online and not in the classroom. The course will be accessible from anywhere so long as you have web access.
- If you do not anticipate having access to the web at least every other day, you should not take this class.
- The program used for online instruction is Blackboard Learning System (BLS), accessible via: <https://blackboard.albany.edu/> or <http://www.albany.edu/myualbany/index.php>
- The class is composed of a series of readings each of which is discussed by means of topics placed on the electronic forum of BLS. Participation in the online discussion is obligatory.

Learning activities

1. Completion of each learning module
2. Participation in discussion forums at an acceptable level
3. Successful completion of one assignment
4. Successful completion of module quizzes

Grading and Course requirements

- Discussion (25%)
- Module Quizzes (45%)
- Assignment (30%)

Course overview

The course in is structured as follows:

1. The Crime Analyst as Problem Solver
2. Problem Oriented Policing
3. Environmental Criminology
4. Scanning for Crime Problems
5. Analyzing Problems
6. Time and Motion
7. Offenders, Victims and Targets
8. Loose Ends

Reading list (All available FREE online at www.popcenter.org)

Clarke, R. V. (1999). Hot Products: Understanding, anticipating and reducing demand for stolen goods. *Police Research Series, 112*.

Clarke, R. V., & Goldstein, H. (2003). Thefts from Cars in Center City Parking Facilities. *Crime Prevention Studies, 15*, 257–298.

Clarke, R. V., & Weisburd, D. (1994). Diffusion of Crime Control Benefits: Observations on the Reverse of Displacement. *Crime Prevention Studies, 2*, 165–183.

Cornish, D. B. (1994). The Procedural Analysis of Offending and its Relevance for Situational Prevention. *Crime Prevention Studies, 3*, 151–196.

Eck, J. E., Chainey, S., Cameron, J. G., Leitner, M., & Wilson, R. E. (2005). *Mapping Crime: Understanding Hot Spots*. Washington, D.C.

Eck, J. E., & Clarke, R. V. (2003). Classifying Common Police Problems: A Routine Activity Approach. *Crime Prevention Studies, 16*, 7–39.

Eck, J. E., Clarke, R. V., & Guerette, R. T. (2007). Risky Facilities: Crime Concentration in Homogeneous Sets of Establishments and Facilities. *Crime Prevention Studies, 21*, 225–264.

Ekblom, P. (2008). Gearing up Against Crime.

Felson, M., & Clarke, R. V. (1998). Opportunity Makes the Thief: Practical theory for crime prevention. *Police Research Series, 98*.

Goldstein, H. (2003). On Further Developing Problem-Oriented Policing. *Crime Prevention Studies, 15*, 13–47.

Guerette, R. T. (2009). *Analyzing Crime Displacement and Diffusion*.

Guerette, R. T., & Clarke, R. V. (2003). Product Life Cycles and Crime: Automated Teller Machines and Robbery. *Security Journal, 16*, 7–18.

Schmerler, K., & Velasco, M. (2002). *Primary Data Collection: A Problem-Solving Necessity* (pp. 83–93).

Tilley, N. (2013). *Analyzing and Responding to Repeat Offending*.

Weisburd, D., & Eck, J. E. (2004). What Can Police Do to Reduce Crime, Disorder, and Fear? *The Annals of the American Academy of Political and Social Science*, 593(1), 42–65.
doi:10.1177/0002716203262548

Weisel, D. L. (2004). *Analyzing Repeat Victimization*.

Wiles, P., & Costello, A. (2000). *The “Road to Nowhere”: The Evidence for Travelling Criminals* (pp. 1–2). London.

Communication Policy

Students are expected to check their UAlbany email several times per week. Email is particularly important for individual student feedback. Important information such as changes in the course material will be relayed via Blackboard announcements, but also via email.

Syllabus Change Policy

The syllabus is designed to be a resource that students should use throughout the semester. While this syllabus lists assignments and test dates, students should use Blackboard as their primary source for detailed information regarding the course. This is important because the instructor may update or modify assignments and readings depending on class progress or other issues that may arise. In the situation of change or modification, the instructor will post changes under “Announcements” on Blackboard.

Academic Honor Policy

The University at Albany’s Undergraduate Academic Regulations outline the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Undergraduate Academic Regulations and for living up to the standards of academic integrity listed therein. Please refer to the Undergraduate Bulletin regarding the University’s policies (and student consequences) about plagiarism, cheating and other forms of academic dishonesty. http://www.albany.edu/undergraduate_bulletin/regulations.html

Plagiarism or any other academic dishonesty of any kind will not be tolerated in this class. Perpetrators will be prosecuted to the fullest extent of the University’s regulations.

Reasonable Accommodation Policy

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of Disabled Student Services (Campus Center 137, 518-442-5490) **prior to the start of classes**. That office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations.

Grading is as follows:

Discussion: 1 point per comment, 3 required for all forums except Forum 7, which requires 1 comment graded out of 4 points.	25
Quizzes (3 X 15)	45
Assignment	30
Total points	100

Letter grades:

Percent	Grade	Percent	Grade
93-100	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
77-79	C+	< 60	E

Course Description:

This course, the first in the sequence of two courses on Crime Analysis for Problem Solvers, provides a basic knowledge of problem-oriented policing and the related fields of environmental criminology and situational crime prevention. Rather than examining the techniques of mapping and other statistical procedures commonly used to study crime, this course focuses on specific crime problems and their solutions in a way that informs how better to use those important tools of analysis. The early sections of the course explain how to take a more proactive approach to crime analysis. Most crime analysts employed in police departments have a reactive role. This course will show how to take the initiative at every stage of the project in defining the scope of the problem-solving effort, in trying to analyze the causes of the problem, in helping to find an effective response, and in setting up the project so that it can be evaluated and the police can learn from the results. In this course, Scanning and Analysis of the SARA model of approaching crime problems are reviewed.

Syllabus: Crime Analysis for Problem Solvers - CRJ325-10627 – 8W1-Spring 2017

Date	Module	Required Learning Activities	Deadlines
1/23	1 Problem Solver	Reading and Discussion: Weisburd, David and John Eck (2004) "What Can Police Do to Reduce Crime, Disorder and Fear?" <i>The Annals of the American Academy of Political and Social Science</i> 593: 42-65.	Discussion ends 1/27
1/28	2 POP	Reading and Discussion: Goldstein, Herman (2003). "On Further Developing Problem-Oriented Policing. In "Problem-Oriented Policing. From Innovation to Mainstream." <i>Crime Prevention Studies</i> , Volume 15, edited by Johannes Knutsson. Monsey, NY: Criminal Justice Press.	Discussion ends: 2/1
2/1	3 Environmental Criminology	Reading and Discussion: <ul style="list-style-type: none"> • Felson, Marcus and Ronald Clarke (1998). Opportunity Makes the Thief. <i>Police Research Series</i>, Paper 98. London: Home Office • Ekblom, Paul (2008). "Gearing Against Crime." <i>Design Against Crime Research Centre</i>: 1-6. • Guerette, Rob T. Analyzing Crime Displacement and Diffusion. <i>Tool Guide No. 10</i> (2009). Center for Problem Oriented Policing. • Clarke, Ronald and David Weisburd (1994). "Diffusion of Crime Control Benefits: Observations on the Reverse of Displacement". <i>Crime Prevention Studies</i>, volume 2. Monsey, NY: Criminal Justice Press. 	Discussion ends: 2/7
2/7		Quiz 1	Closes 2/11
2/11	4 Scanning for Problems	Reading and Discussion: <ul style="list-style-type: none"> • Eck, John E. & Clarke, Ronald V. (2003). Classifying Common Police Problems: A Routine Activity Approach. <i>Crime Prevention Studies</i>; Vol. 16: 7-39. • Wiles, Paul and Andrew Costello (2000). <i>The Road to Nowhere: The Evidence for Travelling Criminals</i>. Home Office Research Study 207. London: Home Office. 	Discussion ends 2/15
2/15	5 Analyzing the Problem	Reading and Discussion: <ul style="list-style-type: none"> • Schmerler, Karin and Mary Velasco (2002). Primary Data Collection: A Problem Solving Necessity. <i>Advanced Crime Mapping Topics</i>. Denver, CO: National Law Enforcement & Corrections Technology Center, University of Denver. pp. 83-88. • Eck, John, Spencer Chainey, and John Cameron (2005). Mapping Crime: <i>Understanding Hot Spots</i>. Washington, DC: U.S. Department of Justice, National Institute of Justice. 	Discussion ends: 2/19
2/20	6 Time and Motion	Reading and Discussion: <ul style="list-style-type: none"> • Clarke, Ronald and Herman Goldstein (2003). Thefts from Cars in Center City Parking Facilities. From Innovation to Mainstream. <i>Crime Prevention Studies</i>, vol. 15, Monsey, New York: Criminal Justice Press/Lynne Rienner Press. • Cornish, Derek (1994). "The Procedural Analysis of Offending and its Relevance for Situational Prevention." <i>Crime Prevention Studies</i>, volume 3. Monsey, NY: Criminal Justice Press 	Discussion ends: 2/24

2/24	Assignment		Closes 3/9
2/24	Quiz 2		2/28
2/24	7 Offenders, Victims Targets	Reading and Discussion: <ul style="list-style-type: none"> • Tilley, Nick (2013). <i>Analyzing and Responding to Repeat Offending</i>. Center for Problem Oriented Policing. • Weisel, Deborah (2004) Analyzing Repeat Victimization, <i>Problem Solving Tool Series</i>, No. 2.Center for Problem Oriented Policing • Eck, John, Ronald Clarke and Rob Guerette,"Risky Facilities: Crime Concentration in Homogeneous Sets of Facilities." <i>Crime Prevention Studies</i>. Lynne Rienner Publishers. • Clarke, Ronald (1999). Hot Products. <i>Police Research Series. Paper 112</i>. London: Home Office. 	Discussion ends:3/1
3/2	8 Loose Ends	Reading and Discussion: <p>Guerette, Rob and Ronald Clarke (2003). "Product Life Cycles and Crime Automated Teller Machines and Robbery." <i>Security Journal</i> 16: 7-18</p>	Discussion ends:3/5
3/4	Quiz 3		Closes 3/9

RCRJ 393 (#9103): Mapping for Criminal Justice (3 cr.; No prereqs.)
School of Criminal Justice
Course Syllabus – Fall 2018

Instructor: Jeaneé Miller

Location & Time: Draper Hall 014, MWF 9:20 AM – 10:15 AM

Downtown Campus Office Hours: Draper Hall 216 (Mondays 10:30 am – 2:30 pm; and by appointment. I am also available immediately after class most days for minor issues.)

Uptown Campus Office Hours: Arts & Sciences 317 (Tuesdays: 11:00 am – 3:00 pm; and by appointment.)

Phone (for emergencies only): (302)388-4354

Email: jcmiller@albany.edu

CONTACT NOTES:

The most reliable way to get in touch with me is through email. Most often, I will respond to email messages very promptly. When sending emails pertaining to this course, please include the course name in the subject line (i.e., Mapping or RCRJ 393) and remember to sign your name at the end of the message. I will also send emails to the class with pertinent announcements. These messages will be sent to your ‘Albany.edu’ email address, so be sure to check it regularly.

COURSE OVERVIEW & OBJECTIVES:

This course is designed to introduce you to theoretical, practical, and technical uses of mapping within the criminal justice system. It will consider the utility of crime mapping for solving criminal justice problems and introduce you to a geographic information system (GIS) application. Within this course, we will discuss issues related to advances in technology, current uses, and some of the practical concerns revolving around the use of GIS within criminal justice agencies. It will be divided into three portions: lecture (most Mondays), lab (most Wednesdays), and independent work (most Fridays). By the conclusion of this course, you should be able to:

- ❖ Critically evaluate info. related to the use of GIS within criminal justice agencies.
- ❖ Identify key difficulties faced from the use of GIS.
- ❖ Objectively examine the benefits and detriments of using GIS within the criminal justice system, noting the key points of most major perspectives.
- ❖ Organize and analyze basic GIS data using ArcMap.

REQUIRED MATERIALS:

Hart, Timothy C. & Lersch, Kim M. (2015). *Space, Time, and Crime* (4th Edition). Durham, NC: Carolina Academic Press. [ISBN: 978-1611636611]

Supplemental readings will be made available on Blackboard in the *Readings* section.

Electronic Storage Device: USB flash drive or external hard drive with at least 4 GB of space.

Software: You will need access to the following software programs:

- ❖ ArcMap (by ESRI)
 - This software is available on the computers in our classroom and at all of the UAlbany libraries (University Library, Science Library, and Dewey Library).
 - This software will also be provided by the instructor for use on personal computers, if you choose to use them to complete your outside-of-class work.
 - See the *Course Information* section of Blackboard for the installation instructions and the *My Grades* section for the activation code.
- ❖ Word processing software that can save documents in .doc or .docx format (e.g., Microsoft Word, OpenOffice Writer, etc.).
 - This software is available on the computers in our classroom and at all of the UAlbany libraries (University Library, Science Library, and Dewey Library).
- ❖ Spreadsheet software that can save documents in .xls or .xlsx format (e.g., Microsoft Excel, OpenOffice Calc, etc.).
 - This software is available on the computers in our classroom and at all of the UAlbany libraries (University Library, Science Library, and Dewey Library).

COURSE COMPONENTS:

Your grade for this course will be made up of the following components:

Component	Proportion of Final Grade
Participation	75 points (15%)
Labs	165 points (33%)
Project Parts	130 points (26%)
Final project	130 points (26%)
TOTAL	500 points (100%)

Participation (15%): Attendance and participation will count toward your grade. Your participation score for lecture days (typically Mondays) will be determined by your presence in class, overall alertness, and participation in class discussions. For lab days, it will be determined by your presence and participation in lab activities. You will earn a daily participation score, which will be calculated out of 3 points per day. Arriving late and/or leaving early to/from class (without adequate warning) will result in a loss of participation points. **In most cases, there is no need to account for excused absences, as your lowest two (2) participation scores will be dropped to allow for any personal emergencies.** If you miss more than 2 classes, your participation grade might begin to suffer. Additional absences will be evaluated according to the [university's policies](http://www.albany.edu/undergraduateeducation/attendance.php) (<http://www.albany.edu/undergraduateeducation/attendance.php>).

Labs (33%): For each unit, you will follow the steps of a tutorial, using the pertinent software. There are step-by-step instructions for each tutorial, to help you move through the tasks. You will complete each tutorial using provided data. You must submit each lab product (worth 15 points each) at the end of class. See the *Rubrics* section of Blackboard for the grading guidelines for the labs.

Project Parts and Final Project (26% + 26%): At the beginning of the semester, you will choose a crime problem in Albany to study for the entire semester. **You will work on this project with a partner.** Each week, you two will have a task to complete, related to this project. These tasks will be directly related to your lab activities from that same week. You and your partner will have time each Friday (the class does not officially meet on Fridays) to complete these tasks. At the end of the semester, these tasks will be put together to make up your final project. You will submit these weekly project parts at various times throughout the semester, so that I can offer feedback (see pages 4 – 8 for dates).

To put it another way, the final project for this course will be comprised of all of these project parts. You will receive a more detailed set of instructions closer to the due dates. See the *Rubrics* section of Blackboard for the rubric and guidelines for this project and its parts.

COURSE POLICIES:

Late Assignments: Labs, project parts, and the final project should be submitted through Blackboard, by their scheduled due dates and times. Late assignments are subject to a penalty: any assignment that is submitted within 1 hour after the scheduled time will lose 1 point. After that, the assignment will lose an additional 2 points for each day that it is late up to the 2nd day. So, for example, if an assignment is due on Wednesday @ 10:30 am: an assignment that is submitted on Wednesday between 10:31 am and 11:30 am will lose 1 point; an assignment that is submitted on Thursday by 10:30 am will lose 3 points; an assignment that is submitted on Friday by 10:30 am will lose 5 points. I will not accept assignments submitted after the 2nd day. This is the policy for all assignments, regardless of the total point value.

Classroom Etiquette: The classroom environment should be one which encourages learning and an open exchange of ideas. For this reason, students are expected to behave respectfully toward the instructor and their classmates. This means turning off all cell phones before the start of class meetings. Please refrain from talking on phones, texting, and using electronic devices for ***non-class-related purposes***. This behavior disrupts your classmates and the instructor; so if I see you engaging in this behavior, I reserve the right to ask that you leave the class.

Additional Information: Any student who requires accommodations for disabilities in order to meet the course expectations should see the instructor and provide proper documentation early in the semester. You may contact the Disability Resource Center (Uptown campus: Campus Center 130; (518)442-5490) to coordinate these accommodations and receive proper documentation.

Academic Integrity: All students are required to adhere to the University's policy on academic integrity. Any student found to be engaging in cheating or any other form of academic dishonesty is subject to disciplinary action. All work for this course is to be completed independently (or between partners). You may help classmates with labs however, you must submit your own product. See Blackboard for help with citing sources in APA format. Academic dishonesty may result in the student receiving a failing grade on the assignment and/or in the course. See the [university's policy on academic honesty](https://www.albany.edu/undergraduate_bulletin/regulations.html) for more info. (https://www.albany.edu/undergraduate_bulletin/regulations.html).

SCHEDULE OF UNITS, READINGS, AND ACTIVITIES (ALL LABS ARE DUE AT 10:30 AM AND PROJECT PARTS ARE DUE AT 11:59 PM):

WEEK	DATE	TOPIC	READINGS & NOTES
1	Monday, August 27, 2018	Introduction to the Course	Course Syllabus (Paper copies will be distributed in class.)
	Wednesday, August 29, 2018	Introduction to Crime Mapping & History	Textbook – Chapter 1 (on Blackboard)
	Friday, August 31, 2018	LAB 1: Exploring the ArcMap Interface	
2	Monday, September 3, 2018	Labor Day	No Class (University-wide)
	Wednesday, September 5, 2018	The uses of Crime Maps	<p>Chamard, S. (2006). The history of crime mapping and its use by American police departments. <i>Alaska Justice Forum</i>, 23(3), 4-8.</p> <p>Mellow, J., Schlager, M. D., & Caplan, J. M. (2008). Using GIS to evaluate post-release prisoner services in Newark, New Jersey. <i>Journal of Criminal Justice</i>, 36(5), 416-425.</p> <p>Wen, M., Zhang, X., Harris, C. D., Holt, J. B., & Croft, J. B. (2013). Spatial Disparities in the Distribution of Parks and Green Spaces in the USA. <i>Annals of Behavioral Medicine</i>, 45(Suppl 1), 18–27.</p>
	Friday, September 7, 2018	LAB 2: Examining pin and choropleth maps	Project Partner Choices DUE!!!
3	Monday, September 10, 2018	Rosh Hashanah	No Class (University-wide)

	Wednesday, September 12, 2018	Pin & public-use maps	Textbook – Chapter 7 Wartell, J. & McEwen, J. T. (2001). <i>Privacy in the information age: A guide for sharing crime maps and spatial data</i> . Institute for Law and Justice: Washington, DC. [Only chapters 1-3 (pages 1-22)] Bear, D. & Lee, M. (2011, February 2). Crime maps, policing and fear. <i>The Guardian</i> .
	Friday, September 14, 2018	LAB 3: Creating pin maps	
	Monday, September 17, 2018	LAB 4: Creating public-use maps	
4	Wednesday, September 19, 2018	<i>Yom Kippur</i>	No Class (University-wide)
	Friday, September 21, 2018	Project Part 1: Basic pin maps	
	Monday, September 24, 2018	Social Disorganization Theory	Textbook – Chapter 2
5	Wednesday, September 26, 2018	LAB 5: Creating choropleth maps	
	Friday, September 28, 2018	Project Part 2: Demographics & Crime	Project Parts 1 & 2 & Evaluation DUE by 11:59 pm!
6	Monday, October 1, 2018	Neighborhood boundaries	Hart, T. C. & Waller, J. (2013). Neighborhood boundaries and structural determinants of social disorganization: Examining the validity of commonly used measures. <i>Western Criminology Review</i> , 14(3), 16-33. Coulton, C. J., Korbin, J., Chan, T., & Su, M. (2001). Mapping residents' perceptions of neighborhood boundaries: A methodological note. <i>American Journal of Community Psychology</i> , 29(2), 371-383.

	Wednesday, October 3, 2018	LAB 6: Animations	
	Friday, October 5, 2018	Project Part 3: Comparing units	
7	Monday, October 8, 2018	Routine Activity Theory	Textbook – pgs. 77 - 98
	Wednesday, October 10, 2018	LAB 7: Geocoding data	
	Friday, October 12, 2018	Project Part 4: Routine Activity variables	
8	Monday, October 15, 2018	The use of GIS in police departments	<p>Roberts, D. J. (2011, February). Technology's impact on law enforcement – community interaction. <i>Police Chief Magazine</i>, pp. ***.</p> <p>Braga, A. A. & Weisburd, D. L. (2010). Policing problem places: Crime hot spots and effective prevention. (Chapter 7; pp. 221-246). Oxford University Press, Inc.: New York, NY.</p> <p>Eck, J. E., Chainey, S., Cameron, J. G., Leitner, M., & Wilson, R. E. (2005). <i>Mapping crime: Understanding hot spots</i>. National Institute of Justice: Washington, DC. [Only chapters 1 & 2 (pgs. 1-34)]</p>
	Wednesday, October 17, 2018	LAB 8: Crime Clusters #1	
	Friday, October 19, 2018	Project Part 5: Analyzing rough clusters	
9	Monday, October 22, 2018	Crime Pattern Theory	<p>Textbook – pgs. 99 – 105</p> <p>Textbook – Chapter 6</p> <p>Groff, E. & McCord, E. S. (2011). The role of neighborhood parks as crime generators. <i>Security Journal</i>, 25(1), 1-24.</p>
	Wednesday, October 24, 2018	LAB 9: Crime Clusters #2	

	Friday, October 26, 2018	Project Part 6: Analyzing refined clusters	Project Parts 3-6 & Evaluation DUE by 11:59 pm!
10	Monday, October 29, 2018	Broken Windows Theory	Wilson, G. L. & Kelling, J. Q. (1982). Broken windows: The police and neighborhood safety. <i>The Atlantic</i> . Textbook – Chapter 4
	Wednesday, October 31, 2018	LAB 10: Crime Clusters #3	
	Friday, November 2, 2018	Project Part 7: Changing hot spots (type)	
11	Monday, November 5, 2018	The spatial movement of crime	Guerette, R. T. (2009). <i>Analyzing crime displacement and diffusion</i> . Tool Guide No. 10. Retrieved from http://www.popcenter.org/tools/displacement/print/ Russell, B. (2008, October 18). Crime maps ‘will guide criminals.’ <i>The Independent</i> .
	Wednesday, November 7, 2018	LAB 11: Changing hot spots (time)	
	Friday, November 9, 2018	Project Part 8: Hot spots over time	
12	Monday, November 12, 2018	The role of the physical environment	Textbook – Chapter 5 Sampson, R. J. & Raudenbush, S. W. (1999). Systematic social observation of public spaces: A new look at disorder in urban neighborhoods. <i>American Journal of Sociology</i> , 105(3), 603-651.
	Wednesday, November 14, 2018	LAB 12: Systematic social observation	
	Friday, November 16, 2018	Project Part 9: Analyzing observations	Project Parts 7-9 & Evaluation DUE by 11:59 pm!
13	Monday, November 19, 2018	<i>Class Canceled</i>	No Class

	Wednesday, November 21, 2018	<i>Thanksgiving Break</i>	No Class (University-wide)
	Friday, November 23, 2018	<i>Thanksgiving Break</i>	No Class (University-wide)
14	Monday, November 26, 2018	Crime Seasonality	Ranson, M. (2012). <i>Crime, weather, and climate change</i> . M-RCBG Associate Working Paper Series (No. 8). Harvard Kennedy School. Andersen, M. A. & Malleson, N. (2013). Crime seasonality and its variation across space. <i>Applied Geography</i> , 43, 25-35.
	Wednesday, November 28, 2018	LAB 13: Conducting Queries	
	Friday, November 30, 2018	Project Part 10: Hot spots across seasons	
15	Monday, December 3, 2018	Future of Crime Mapping	Bowers, K. J., Johnson, S. D., & Pease, K. (2004). Prospective hot-spotting: The future of crime mapping? <i>British Journal of Criminology</i> , 44(5), 641 – 658.
	Wednesday, December 5, 2018	LAB: Final Project Working Time	
	Friday, December 7, 2018	LAB: Final Project Working Time	
16	Monday, December 10, 2018	Course Wrap-Up	Textbook – Chapter 8
	Tuesday, December 11, 2018	<i>Reading Day</i>	No Class (University-wide)
	Monday, December 17, 2018	3:30 - 5:30 pm	Final Project working time Final Project & Evaluation DUE by 11:59 pm!

RCRJ 404 – Crime and Mass Media (3 cr.)
Spring 2020

Instructor: Professor Frankie Y. Bailey
Office: Draper 204
Office hours: Tuesday, 4:15-6:15 p.m. and by appointment
Phone: 442-5237
E-mail: fybailey@albany.edu

Messages sent to my e-mail address may go into spam if there is no or an odd subject line. Be sure to include the class title and/or number in the subject line to avoid having your e-mail deleted as spam. If you have not received an acknowledgment of your e-mail after 48 hours.

Class Meetings: Tuesday, 1:15 – 4:05 p.m. in Husted 106A

Course Description:

This course examines the interrelationships between crime, criminal justice, and mass media. It will explore the history of these linkages, the social science research, and the current issues relative to crime and mass media. The course examines the depictions of victims, offenders, and the criminal justice system in the media. The evolution of these depictions in print media, popular literature, films, television, popular music, and the internet will be discussed. The possible impact of media images of crime and violence on individuals, groups, and public policy will be considered. Issues regarding the future of crime, criminal justice, and mass media also will be discussed, particularly with regard to social media.

Prerequisites: RCRJ 201; junior or senior class standing or permission of instructor

Course Objectives:

After completing this course, you should:

1. Be aware of the issues regarding mass media, crime, and justice and be able to discuss them.
2. Be aware of the social science research in this area and be able to critique it.
3. Be able to critically evaluate mass media offerings in terms of how crime and the criminal justice system are depicted.

Required Reading:

The **textbooks** for this course are available at the University bookstore. Used copies may be available. The required textbooks are:

Capote, Truman (1994). *In Cold Blood*. New York: Penquin Random House.

[This is the edition ordered by the bookstore, but used copies from prior semesters should also be available]

Surette, Ray (2014) *Media, Crime, and Criminal Justice*, 5th edition. Cengage.

[You do need this edition of this book. The bookstore has used copies that you may buy or rent.]

E-reserve articles

Required reading material (other than required textbooks) will be available through the University Library. You may access this material on Blackboard.

The articles on reserve are followed by (E) in the course calendar.

Grading:

Final grades will be based on the following scale.

250-235 - A

234-220 - A-

219-205 - B+

204-190 - B

189-175 - B-

174-160 - C+

159-145 - C

144-130 - C-

129-115 - D+

114-100 - D

99-85 - D-

84 and below - E

You must complete the following:

Mid-term examination - 100 points

True crime research project - 100 points

In-class exercise - 15 points

Out-of-class assignment - 35 points

Information about the research project and the two assignments will be distributed in class and on Blackboard.

Academic Honesty:

Cheating, plagiarism, and other forms of academic dishonesty are not acceptable and will not be tolerated. Such misconduct will result in a failing grade for a given assignment or for the course

itself. Please consult your *Undergraduate Bulletin* for specific statements regarding the actions that may be taken by the instructor.

Classroom Behavior:

1. You are expected to attend class. If you must be absent, it is a good idea to notify me, especially if you will be absent for more than one class meeting.
2. You are expected to arrive on time and remain for the entire class. If you have an on-going scheduling conflict, please do not take this class.
3. You are expected to pay attention to what is going on in class. If you must have your cell phone on for emergencies, please put it on vibrate and step outside to take your call. Please do not text, surf the internet, or read materials unrelated to this course during class.
- 4. If you bring a snack back from break, please don't bring in hot food with strong smells such as chili. HU 106A is also used for public events. Classes were initially not allowed to have food in this room and could be barred again if we leave a mess. Take out what you bring in. Dispose of food and wrappers in the trash bins in the café.**

Course Calendar

28 Jan– Introduction to the Class

4 Feb – Crime, Justice and Media

Reading:

Surette, Chapter 1

Popular Culture, Crime, and Justice (E)

Prologue: The Mary Rogers Tragedy (E)

Precursor to Modern Media Hype: The 1830s Penny Press (E)

11 Feb – New Media and Social Constructionism

Reading:

Surette, Chapter 2

Jewkes, Chapter 1 –Theorizing Media and Crime (E)

The Role of Labeling and Bias in the Portrayal of Acts of “Terrorism” (E)

18 Feb – Images of Crime and Criminality

Reading:

Surette, Chapter 3

Hughes, American Monster (E)

Madness in the Making (E)

How Are Women Who Kill Portrayed in Newspaper Media? (E)

25 Feb – Criminogenic Media

Reading:

Surette, Chapter 4

The Delinquents: Censorship and Youth Culture in American History (E)

Exposure to Violent Media (E)

Gangsta Rap and Crime (E)

Beyond Free Speech (Hate Crime on the Internet) (E)

3 Mar – Crime Fighters

Reading:

Surette, Chapter 5

A Study in Scarlet (Sherlock Holmes) (E)

The Four Suspects (E)

The Maltese Falcon (E)

With Great Power Comes Great Responsibility (Marvel Comics) (E)

10 Mar – Midterm Examination

17 Mar – Spring Break (Classes Suspended)

24 March – From Crime Fiction to Crime Movies

Reading:

The Heroes of Crime Films, Pt. 1 and Pt. 2 (E)

Women with a Gun (E)

31 Mar – True Crime

Reading:

Writing for the Ages (E)

“An America Tragedy”: Retelling the Leopold and Loeb Story (E)

Making and Remaking an Event (Leopold and Loeb) (E)

Dudes, “Unnatural Crimes, and a “Curious Couple” (E)

“Dead Spots” in the Case of Kitty Genovese (E)

7 Apr – True Crime

Reading:

Capote, *In Cold Blood*

Viewing film adaptation of Capote’s book today. This is the in-class assignment. Please be on time.

14 Apr – The Courts

Reading:

Surette, Chapter 6

The Impact of the Sam Sheppard Trials on Courtroom News Coverage (E)
How Jennifer Courted Death (E)
Covering Domestic Violence (E)

21 Apr – Corrections

Reading:

Surette, Chapter 7

Crack-ing the Media Myth (Cocaine Offenders)

28 Apr – Crime Control

Reading:

Surette, Chapter 8

High-Tech Policing (E)

Crime and Crypto on the Information Superhighway (E)

5 May – The Media and Criminal Justice Policy

Reading:

Surette, Chapter 9

12 May – New Media, Crime and Justice

Reading:

Surette, Chapters 10 and 11

Research paper due no later than 5 p.m., Monday, May 11, 2020.

Drugs, Crime and Social Control - 3 credits
RCRJ 405
Professor: Matt Vogel
T TH 1:30 – 2:50 (Online) [Course Link](#)

Professor Contact Information

Office: Draper Hall 222B
Hours: T/TH 12:00pm – 1:20pm and by appt.
Phone: 518.442.5630
Email: mvogel@albany.edu

All drugs of any interest to any moderately intelligent person in America are now illegal. ~Thomas Szasz,
Psychiatrist

I've never had a problem with drugs. I've had problems with the police.
~Keith Richards, Musician

Drugs are bad, mmkay?
~Mr. Garrison

COURSE OVERVIEW

Why do people take drugs? Why and how does society attempt to control drug use and distribution? Does drug use increase crime? This course will examine explanations of drug use and the history and consequences of drug policies in the United States. We will begin by asking the question “What are drugs?” From there, we will discuss theories of drug abuse and the methods used to study patterns of drug use. We will also take an in-depth look at the histories, pharmacology, and patterns associated with the most popular drugs in modern society. In the second half of the semester, we will focus on the social control of drugs and the connections between drugs and crime. At the heart of this discussion will be the causes and consequences of U.S. drug policies. We will conclude with a look at alternative drug policies and what the future may hold for drug use in America. You will be asked to think critically about material and evaluate its strengths and weaknesses. To foster critical thinking skills, you will have ample opportunities to discuss topics in class, analyze arguments through in-class exercises, and apply ideas to real world situations through the course project.

COURSE OBJECTIVES

- Demonstrate knowledge of the nature and extent of drug use in the United States
- Apply various theoretical approaches to the causes and prevention of drug use
- Develop an understanding of the creation and interpretation of drug use statistics
- Trace the social and political processes that have impacted philosophies and policies on drug control in the contemporary United States.
- Critically evaluate contemporary drug policies and emerging alternatives to prohibitive laws.

COURSE MATERIALS

Required Texts:

- Mitch Earleywine (2002). *Understanding Marijuana*
- David Courtwright (2002). *Forces of Habit: Drugs and the making of the modern world*
- *Additional required course readings will be available through blackboard.*

Recommended Text:

- Strunk and White (2000). *The Elements of Style* (4th ed).

Other Course Materials:

- Access to a word-processing software (e.g., MS Office)
- Ability to connect to the internet to access course readings and announcements through Blackboard
- Adobe Acrobat to open PDF files throughout the course – available as a free download here: <http://get.adobe.com/reader/?promoid=HRZAC>

GENERAL COURSE GUIDELINES

Student Collaboration: I encourage students to form small study groups, to offer feedback on each other's work, and to reach out to their classmates (in addition to their instructor) if they are struggling with any of the material. I think this is the best way to master the course material. That being said, I expect everyone to complete their own work. See below for policy on academic honesty.

Attendance: Students are expected to attend class regularly (via Zoom, of course). Attendance is not graded, but your chances of passing this class without attending are virtually nil. Frequently, important announcements will be made in class; students are responsible for all such announcements, regardless of whether or not they are present when the announcements are made. If you need to miss class, please let me know in advance of our allotted meeting time.

Inclusivity: I strive to create an inclusive and accessible learning environment. If you require special accommodations for this class, please let me know. I also kindly ask that you contact the Disability Access Center to obtain an official academic accommodation letter. More on the DAC and the University's accommodation policies is located here: <https://www.albany.edu/disability/>

Late Work: Given the unique circumstances we find ourselves in, I will not enforce strict deadlines this semester.

Academic Dishonesty: Students are expected to complete their own work in this class. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, and dismissal from the University. Students are responsible for being attentive to and observant of campus policies about academic honesty as stated in the University's Code of Conduct. Please review these policies here: https://www.albany.edu/undergraduateeducation/academic_integrity.php

Drop-in Hours: In lieu of regular office hours, this semester I will hold virtual drop-in hours immediately before our regular class session. All you need to do is click the following link at any time during the hour window. As soon as you log in, you'll be placed in a waiting room. If I'm with another student, I'll let you know and let you in as soon as I'm free. It'll work just like regular office hours, but from the comfort of your room!

Offensive or Sensitive Material (Trigger Alert): In learning about topics such as these, you may encounter language, depictions, or attitudes that you may find disturbing or offensive. Our discussions will often involve sensitive issues. Please feel free to reach out to me any concerns you may have with course material.

Mandatory Reporting: If at any time during this course (for instance in class, in a paper assignment, or during office hours), I learn that a student may have been the victim of any form of sexual misconduct, including sexual harassment, sexual violence, sexual exploitation, domestic/dating violence, or stalking, I am **obligated** by federal law (Title IX) to inform the university's Title IX Coordinator. The Title IX Coordinator will decide if the incident requires further investigation. I am obligated to inform the Title IX Coordinator regardless of requests for confidentiality. In case you feel the need or desire to speak confidentially with someone about experiences of this nature, please know that there are confidential counseling resources available here at UAlbany. More information can be found here: https://www.albany.edu/counseling_center

EVALUATION

Course Project

(40% of Final Grade)

The largest portion of your grade will be based on a final project. The project will consist of an 8-page paper and an oral presentation during the last week of class. This project will be a semester-long endeavor, cumulative endeavor. Students will be asked to write a systematic literature review on one aspect of substance use and how it relates to criminology and criminal justice. More advanced students, with my permission, may engage in original research projects. Students are encouraged to start thinking about project ideas early in the semester and to meet with me *before* they begin working. Example topics include things like the effect of drug laws on mass incarceration, substance abuse as a risk factor for violent crime, alternative criminal justice policies to substance use, or cross-national comparisons of substance use / policies. In early October, students will be required to submit a one-paragraph description of their project for approval (5% of course grade), students are required to provide a five-minute presentation of their project during the last week of class (10% of course grade). Final papers are due at the time of the oral presentations (25% of final course grade).

Reaction Paper

(25% of Final Grade)

In addition to the course project, students will be required to write a 2-page reaction papers to an assigned course reading. Reaction papers should summarize the key points of the assigned reading, including relevant findings. After summarizing the key points of the article, students should critically assess the findings. More detailed instructions on the reactions papers can be found on Blackboard.

Exams

(25% of Final Grade)

There are two exams in this class, a mandatory mid-term examination to be administered on October 7, and an optional final exam. The midterm exam will consist of a series of short answer and essay questions. It will count as 25% of your final grade. Students who perform poorly on the midterm may choose to take an *optional* final to be administered during the final exam period. The grade on the optional final will *replace* the midterm exam grade. As such, students who perform relatively well on the midterm are discouraged from taking the optional final.

Class Activities

(10% of Final Grade)

Throughout the semester, there will be a series of small activities that we will complete during our regularly scheduled class time. These activities will usually consist of group work, but I reserve the right to administer pop quizzes if I feel that students are not completing the required course readings. With the exception of the pop-quizzes, in-class activities will be graded on a pass/fail basis, thus it is to your advantage to attend each class session. Students with irregular attendance can expect lower than average grades in this category.

GRADES

All student work will be graded on a timely basis and entered into the Blackboard gradebook. Students will be able to track their progress throughout the semester. The grade break-down for the course is as follows:

A (94-100) A- (90-93.9) B+ (87-89.9) B (83-86.9) B- (80-82.9) C+ (77-79.9)
C (73-76.9) C- (70-72.9) D (63-69.9) D- (60-62.9) E (0-59.9)

COURSE SCHEDULE

Tentative Course Outline		
Date	Topic	Readings
Aug 24	Introductions	N/A
Aug 26	Drug Use through History	Courtwright, Chapters 1-3
Aug 31	Drug Use in American Society (1600 - 1939)	
Sep 2	Early Attempts at Legislation (1850 - 1939)	Goode, <i>Controlling Drugs</i>
Sep 7	Measuring Substance Use / Contemporary Trends	Goode, <i>How do we know it's true?</i> Johnston et al., 2020
Sep 9	Understanding Marijuana	Earleywine, Chapters 1 & 2
Sep 14	Gateway Drugs & Steppingstones	Earleywine, Chapter 3
Sep 16	Drug Use, Mental Illness, and Crime	Goode, <i>Psychotherapeutic Drugs</i> Vogel et al., 2014
Sep 21	Drug Use, Mental Illness, and Crime, continued	Marcotte and Markowitz, 2011
Sep 23	Using Library Resources – Guest Speaker	N/A
Sep 28	No Class	N/A

Sep 30	Drug Use and Violence	Goldstein, 1989 Dickinson, 2015
Oct 5	Drug Markets	Goode, <i>The Illicit Drug Industry</i> Midgette et al, 2020
Oct 7	Midterm	N/A
Oct 12	No Class – Indigenous People’s Day	N/A
Oct 14	Contemporary Control of Drug Use: U.S. Policy 1970 - 1979	Courtwright, Chapter 8-10
Oct 19	Contemporary Control of Drug Use: U.S. Policy 1980 - 2008	Reinarman, <i>1994</i>
Oct 21	Controlling Drug Use: Policing	Mian et al., 2021 Ladegaard, 2017
Oct 26	Controlling Drug Use: Mass Incarceration	Drucker, 2002 Excerpt from Alexander, 2010
Oct 28	Alternatives to the Criminal Justice System: Medicalization, Decriminalization, and Legalization	Earleywine, Chapter 8 Portugal fact sheet Felix et al, 2017
Nov 2	Medicalization and Legalization, Effects on Crime Rates	Morris et al., 2014 Mankin et al., 2019 Gu et al., 2021
Nov 4	Alternatives to the Criminal Justice System: Market Regulation	Jacques et al., 2016 Dickenson and Wright, 2015
Nov 9	Contemporary Issues in Drug Use: Prescription Narcotics and Heroin	Rigg, Monnat and Chavez, 2018 Peters et al., 2021
Nov 11	Contemporary Issues in Drug Use: Deaths of Despair	Case and Deaton, 2015
Nov 16	Alternative Criminal Justice: Harm Reduction	Goode, Chapter 15
Nov 18	Floater Class / Baby Due	
Nov 23	No Class – Thanksgiving Break	N/A
Nov 25	No Class – Thanksgiving Break	N/A
Nov 30	Student Presentations	N/A
Dec 2	Student Presentations	N/A
Dec 11	Optional Final Exam due by 11:59pm	N/A

*Note: The syllabus is subject to change at discretion of the course instructor. Any changes will be announced in class and posted on Black board. Readings appearing in italics are available on Blackboard.

POLICING TERRORISM (3 CREDITS)

CRJ-406-10043 8W1, Fall, 2017

Professor Graeme Newman

Office Hours: By Appointment

Prerequisite: Junior or Senior Class Standing

COURSE DESCRIPTION

This course derives much of its perspective and analyses from the fields of Problem Oriented Policing and Situational Crime Prevention though prior knowledge of these approaches is not necessary. However, it is important to realize that these perspectives are based on the idea of scientific policing to solve any crime and disorder problem, including terrorism: analyzing the problem (which is usually composed of many smaller problems), collecting data, analyzing it, then figuring out the best way to intervene in a way that the crime, disorder or terrorism problem will be solved in the long term. It is not reactive, but is forward looking aiming to stop a terrorist attack before it occurs.

What may surprise many is that much of this can and must be done by local police and local communities. Terrorism is not a problem that can be left solely to the FBI or Homeland Security. The portrayal of terrorism in the media, both news and fiction, conveys an unreal image of terrorism as though it exists well beyond the realm of local police departments. There is therefore the temptation to “leave it all to the FBI” or even the CIA, organizations whose mission, after all is to protect the nation in contrast to the local police agency whose mission is to protect it’s the local community. While there is truth in much of this, the fact is that since 9/11 it has become apparent that terrorism touches all communities and that local police can and should play a significant role in protecting their local communities from terrorist attack, and may indeed play an important role in preventing them. The NYPD has demonstrated the importance of local police in this regard, for example, in the apprehension of the [attempted car bombing in Times Square on May 1, 2010](#).

LEARNING OBJECTIVES:

This course appraises what we know about terrorist attacks from the local policing level, whose responsibility it is or should be, how local police can take steps to protect their communities, and shows how we can be ready for that rare attack should it happen, but at the same time maintain an environment of normality by incorporating counter terrorism activities into the regular day to day practice of policing. For in the long run, we will see that terrorism is but another form of crime and can, for the most part, be treated as a problem to be solved just like any other crime, such as bank robberies, burglaries or murders.

The course is composed of eight modules that cover the following topics:

1. How 9/11 Changed Everything
2. Understanding The Threat
3. Developing A Plan And A Support Network
4. Collecting Intelligence
5. Using Intelligence
6. Hardening Targets
7. Being Ready If Attacked
8. Review

READING AND VIDEO MATERIALS

All materials are available, free, online.

GRADING AND COURSE REQUIREMENTS

- Discussion (20%)
- Module Quizzes (60%)
- Assignment (15%)
- Journal (5%)

<u>Grade</u>	<u>Percent</u>
A	>93
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
E	<60

COMMUNICATION POLICY

Students are expected to check their UAlbany email several times per week. Email is particularly important for individual student feedback. Important information such as changes in the course material will be relayed via Blackboard announcements, but also via email.

SYLLABUS CHANGE POLICY

The syllabus is designed to be a resource that students should use throughout the semester. While this syllabus lists assignments and test dates, students should use Blackboard as their primary source for detailed information regarding the course. This is important because the instructor may update or modify assignments and readings depending on class progress or other issues that may arise. In the situation of change or modification, the instructor will post changes under “Announcements” on Blackboard.

ACADEMIC HONOR POLICY

The University at Albany’s Undergraduate Academic Regulations outline the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Undergraduate Academic Regulations and for living up to the standards of academic integrity listed therein. Please refer to the Undergraduate Bulletin regarding the University’s policies (and student consequences) about plagiarism, cheating and other forms of academic dishonesty. http://www.albany.edu/undergraduate_bulletin/regulations.html

Plagiarism or any other academic dishonesty of any kind will not be tolerated in this class. Perpetrators will be prosecuted to the fullest extent of the University’s regulations.

REASONABLE ACCOMMODATION POLICY

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of Disabled Student Services (Campus Center 137, 518-442-5490) **prior the start of classes**. That office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations.

TENTATIVE SYLLABUS: POLICING TERRORISM CRJ406- 10043 FALL 2017

Date	Module	Required Learning Activities	Deadlines
8/28	1 The New Policing Role	Reading and Discussion: Kelling, G. and W. Bratton (2006). Policing Terrorism <i>Civic Bulletin</i> No.43. NY: Manhattan Institute.	Discussion ends: 9/3
9/4	2 Understanding Terrorism	Reading and Discussion: Clarke, Ronald V. and Graeme R. Newman (2006). <i>Outsmarting the Terrorists</i> . Westport, CT: Praeger Security International. Pages 1-15.	<i>Discussion ends: 9/10</i>
9/11		Quiz 1	9/14
9/11	3 Planning for Terrorism	Reading and Discussion: PERF (2003). <i>Improving Local-Federal Partnerships</i> : Pages 5-40.	<i>Discussion ends:9/17</i>
9/18	4 Collecting Intelligence	Reading and Discussion: Clarke, Ronald V. and John Eck (2013). <i>Intelligence Analysis for Problem Solvers</i> . Steps 1-5.	<i>Discussion ends:9/24</i>
9/24		Quiz 2	<i>Closes 9/26</i>
9/25	5 Protecting Targets	Reading and Discussion: Clarke, Ronald V. and Graeme R. Newman (2006). <i>Outsmarting the Terrorists</i> . Westport, CT: Praeger Security International. Chapter 7 and Chapter 8	<i>Discussion ends:10/1</i>
10/2		Quiz 3	<i>Closes 10/4</i>
10/2		Target Assessment Assignment	<i>Closes 10/17</i>
10/2	6 Preparing for an Attack	Reading and Discussion: Donahue and Tuohy (2006). <i>Lessons We Don't Learn A Study of the Lessons of Disasters, Why We Repeat Them, and How We Can Learn Them</i> .	<i>Discussion ends 10/8</i>
10/9	7 Responding to an Attack	Reading and Discussion: Sawyer, Tapia, Pesheck, and Davenport (2004). <i>Mobility and the First Responder</i> .	<i>Discussion ends 10/15</i>
10/15	8	Journal Assignment	<i>Closes 10/17</i>
10/15		Quiz 4	<i>Closes 10/17</i>

RCRJ 417- Cross-National Crime (Spring 2021)

3 Credits - No Prerequisites

Instructor

- ◆ Byunggu(Gu) Kang
- ◆ Email: bkang2@albany.edu
- ◆ Office Hours: Monday 10:00am-11:00am, Wednesday 10:00am-11:00pm, and by appointment

Time and Zoom Meeting Info

- ◆ Time: Monday & Wednesday, 11:40am-1:00pm (3 credits)
- ◆ Meeting ID: 995 0230 9337
- ◆ Join URL:
<https://albany.zoom.us/j/99502309337?pwd=QnFGQ2ozcUJqK1o1bDhOMUFRSE1FQT09>
- ◆ Passcode: rcrj417

Course Description & Objectives

- ◆ Cross-national studies in criminology aim to understand crime and criminal justice issues across different countries through comparing the influence of social structures, cultures, economies, population demographics, and governmental policies, among many other possibilities.
- ◆ The class will be structured as a series of major themes in cross-national crime literature ranging from cross-national data-collection to universal applicability of general theories of crime.
- ◆ In addition to cross-national crime literature, the course will introduce transnational crime issues such as human trafficking and cybercrime and international crime issues such as genocide and war crime.
- ◆ By the end of the semester, students are expected to demonstrate a better understanding of
 - i. how to compare crime and criminal justice systems across nations and what we can learn from comparisons
 - ii. the US crime/criminal justice issues from a global perspective
 - iii. key trends in global homicide, violent crime, and property crime
 - iv. the relationship between structural/compositional/cultural factors and crime rates
 - v. how to reassess the correlates of crime (gender, age, race)
 - vi. the universal applicability of general theories of crime
 - vii. the various forms of transnational crime
 - viii. the history of and the context of genocide and war crimes

Grading and Course Requirements

Items	Possible Scores	% of Overall Grade
Class Participation	100 (5 × 20)	10%
Quizzes	700 (100 × 7)	70%
Final Project (Research Paper)	100 (15+15+70)	10%
Final Project (Presentation)	100 (60+40)	10%

1. Class Participation and Readings

- This is a fully online class with synchronous online lectures and meetings.
- Students are required to attend all online classes and it is expected that they will come prepared to discuss the assigned reading and ask informed questions. (I don't require you to understand every last detail in the readings, but I do expect that you can ask informed questions and contribute to class discussion)
- Readings for the course will be distributed via a pdf file on blackboard. Expected readings are listed in the class schedule, but I may amend the reading list (either require new/different readings or take off some readings) given class progression and other unforeseen circumstances.

	Attendance	Participation
5	Attended entire class	Actively participated and volunteered in class
4	Attended entire class	Answered when called upon
4	Attended most of the class(≥60mins), but either came late or left early	Actively participated and volunteered in class
3	Attended most of the class(≥60mins), but either came late or left early	Answered when called upon
2	Attended entire class	Logged on and remained silent
1	Attended most of the class(≥60mins), but either came late or left early	Logged on and remained silent
0	Absented or attended the class less than 60mins	-

2. Quizzes:

- Each topic closes with a summary quiz. Quizzes will consist of 20-25 multiple choice, true and false, or very short answer questions derived from the reading materials as well as materials presented in the lecture.
- On a quiz day, a quiz will be administered on Blackboard during regular class hours (11:40 am – 1:00 pm). In other words, you should complete your quiz by 1:00pm on a quiz day. Quizzes will be timed, and most will last approximately 40 minutes.
- All quizzes are open book and open notes quizzes. However, collaboration with others will NOT be permitted. Students are prohibited from interacting with other students or any other people in order to determine the answers.
- If technology/internet/wifi issues arise before or during the quiz, you should immediately let me know. I will be on Zoom during the quiz. Use your phone and then either join zoom meeting or email me **WHILE** the quiz is occurring.
- Make-up quizzes will only be allowed in cases of serious illnesses or dire emergencies. In such cases, the student must contact me **BEFORE** the quiz hours, and provide **official documentation** (e.g., admittance papers from the hospital, notice of funeral). The University policy regarding absences and make-up work can be found here: <http://www.albany.edu/undergraduateeducation/attendance.php>.

3. Final Project (Final Paper and Presentation)

*****The final project and its requirements will be further described in a separate handout.**

- Final Paper (100): Topic Proposal (15) + Annotated Bibliography (15) + Research Paper (70)
You will choose a topic of interest from the course (or something closely related), develop specific research question from a topic, and write a 5-7 pages paper that considers the available body of previous studies in that area and comes to conclusions about the research question that you started with. I will be helping you make progress on this project in several assignments throughout the semester so that it's not all delayed until the last minute.
- Presentation (100): Online Presentation (60) + Presentation Feedback (40)
In addition to the final paper, you will be required to upload 1-3 pages PowerPoint slide which summarize your final paper. The PowerPoint slide will be shared with your classmates and you

will be required to read and comment on your classmates' presentations. Failure to provide timely feedback will result in a zero on Presentation Feedback (40)

4. The grading scale I will employ for final semester grades is as follows:

A	93-100	A-	90-92.99		
B+	87-89.99	B	83-86.99	B-	80-82.99
C+	77-79.99	C	73-76.99	C-	70-72.99
D+	67-69.99	D	63-66.99	D-	60-62.99
E	-59.99				

Courses are A-E graded (there are S/U - Pass/Fail options)

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For details see: https://www.albany.edu/elt/accommodating_disabilities.php

Schedule of Topics and Readings

Class	Date	Topic(s) and Reading(s)
1	February 1 (Mon)	Course Overview
		Introduction to the Cross-National Criminology: Why Compare?
2	February 3 (Wed)	<ol style="list-style-type: none"> 1. Stamatel, J. P. (2009). "Chapter 1: Contributions of cross-national research to criminology at the beginning of the 21st century" 2. Nelken, D. (2010). "Chapter 1: Why compare?"
		How to Compare? Data, Methods and Conceptual Challenges (Research Approaches, Data, Methods in Cross-National Criminology)
3	February 8 (Mon)	<ol style="list-style-type: none"> 1. Banks, C., & Baker, J. (2016). "Chapter 2: Comparative criminal justice: Comparing crime across countries"
		How to Compare? Data, Methods and Conceptual Challenges (Comparing Apples to Apple)
4	February 10 (Wed)	<ol style="list-style-type: none"> 1. Harrendorf, S. (2018). "Prospects, problems, and pitfalls in comparative analyses of criminal justice data"
		How to Compare? Data, Methods and Conceptual Challenges (The Problem of Culture in Cross-National Criminology)
5	February 15 (Mon)	<ol style="list-style-type: none"> 1. Karstedt, S. (2012) "Comparing justice and crime across cultures" 2. Bui, L., & Farrington, D. P. (2019). "Chapter 2: Culture"
6	February 17 (Wed)	Quiz 1: How to Compare? Data, Methods and Conceptual Challenges
		Understanding the US Crime and Punishment from Cross-National Studies of Crime (The Crime Drop in the US)
7	February 22 (Mon)	<ol style="list-style-type: none"> 1. Baumer, E. P., & Wolff, K. T. (2014). "Evaluating contemporary crime drop (s) in America, New York City, and many other places" 2. Rosenfeld, R., & Messner, S. F. (2012). "The crime drop in comparative perspective: the impact of the economy and imprisonment on American and European burglary rates"
		Understanding the US Crime and Punishment from Cross-National Studies of Crime (Mass Shootings in the US)
8	February 24 (Wed)	<ol style="list-style-type: none"> 1. Lankford, A. (2016). "Public mass shooters and firearms: A cross-national study of 171 countries" <ol style="list-style-type: none"> a. Lott Jr, J. R., & Moody, C. E. (2019). "Is the United States an outlier in public mass shootings? A comment on Adam Lankford" b. Lankford, A. (2019). "Confirmation that the United States has six times Its global share of public mass shooters" c. Moody, C. E. (2020). "Brought into the open: How the US compares to other countries in the rate of public mass shooters" d. Lankford, A. (2020). "The importance of analyzing public mass shooters separately from other attackers when estimating the prevalence of their behavior worldwide."

		Understanding the US Crime and Punishment from Cross-National Studies of Crime (American Penalty)
9	March 1 (Mon)	<ol style="list-style-type: none"> 1. Lynch, J. P., & Pridemore, W. A. (2011). "Crime in international perspective. Crime and public policy" 2. Garland, D. (2013). "Penalty and the penal state"
	March 3 (Wed)	(No Class)
10	March 8 (Mon)	Quiz 2: Understanding the US Crime and Punishment from Cross-National Study
		Cross-National Comparison of Crime Rates (Competing Perspectives on Cross-National Crime)
11	March 10 (Wed)	<ol style="list-style-type: none"> 1. Nivette, A. E. (2011). "Cross-national predictors of crime: A meta-analysis" 2. Pridemore, W. A. (2011). "Poverty matters: A reassessment of the inequality–homicide relationship in cross-national studies."
		Cross-National Comparison of Crime Rates (The Role of Government)
12	March 15 (Mon)	<ol style="list-style-type: none"> 1. Nivette, A. (2014). "Legitimacy and crime: Theorizing the role of the state in cross-national criminological theory" 2. Rogers, M. L., & Pridemore, W. A. (2017). "How does social protection influence cross-national homicide rates in OECD nations?"
13	March 17 (Wed)	Quiz 3: Cross-National Variation in Crime Rates
		Understanding the Correlates of Crime from Cross-National Studies of Crime (Gender Gap in Crime)
14	March 22 (Mon)	<ol style="list-style-type: none"> 1. Savolainen, J., Applin, S., Messner, S. F., Hughes, L. A., Lytle, R., & Kivivuori, J. (2017). "Does the gender gap in delinquency vary by level of patriarchy? A cross-national comparative analysis"
		Understanding the Correlates of Crime from Cross-National Studies of Crime (Age and Crime)
15	March 24 (Wed)	<ol style="list-style-type: none"> 1. Steffensmeier, D., Lu, Y., and Na, C., (2020). "Age and crime in South Korea: Cross-national challenge to invariance thesis"
		Understanding the Correlates of Crime from Cross-National Studies of Crime (Race, Ethnicity, and Crime)
16	March 29 (Mon)	<ol style="list-style-type: none"> 1. Sampson, R. J., Wilson, W. J., & Katz, H. (2018). Reassessing "Toward A Theory of Race, Crime, and Urban Inequality" 2. Tonry, M. (2014). "Race, ethnicity, crime and immigration"
17	March 31 (Wed)	Quiz 4: Understanding the Correlates of Crime from Cross-National Study
		Final Project: Research Abstract DUE

Universal Applicability of General Theories of Crime (Crime, Community, and Place)		
18	April 5 (Mon)	<ol style="list-style-type: none"> 1. Mazerolle, L., Wickes, R., & McBroom, J. (2010). "Community variations in violence: The role of social ties and collective efficacy in comparative context" 2. Jaitman, L., & Ajzenman, N. (2016). "Crime concentration and hot spot dynamics in Latin America"
Universal Applicability of General Theories of Crime (Life-Course Theory)		
19	April 7 (Wed)	<ol style="list-style-type: none"> 1. Campedelli, G. M., Calderoni, F., Comunale, T., & Meneghini, C. (2019). "Life-course criminal trajectories of mafia members"
Expanding the Scope of General Theories of Crime (Terrorism)		
20	April 12 (Mon)	<ol style="list-style-type: none"> 1. Perry, S., Apel, R., Newman, G. R., & Clarke, R. V. (2017). "The situational prevention of terrorism: an evaluation of the Israeli West Bank barrier" 2. Dugan, L., & Chenoweth, E. (2012). "Moving beyond deterrence: The effectiveness of raising the expected utility of abstaining from terrorism in Israel"
21	April 14 (Wed)	Quiz 5: Universal Applicability of General Theories of Crime & Expanding the Scope of General Theories of Crime
Transnational Crime (Migrants, Refugees, and human trafficking)		
22	April 19 (Mon)	<ol style="list-style-type: none"> 1. Aronowitz, A, A. (2011) "Chapter 15: Understanding Trafficking in Human Beings: A Human rights, Public Health, and Criminal Justice Issue" 2. Keygnaert, I., Dialmy, A., Manço, A., Keygnaert, J., Vettenburg, N., Roelens, K., & Temmerman, M. (2014). "Sexual violence and sub-Saharan migrants in Morocco: a community-based participatory assessment using respondent driven sampling" 3. Kim, E., Yun, M., Park, M., & Williams, H. (2009). "Cross border North Korean women trafficking and victimization between North Korea and China: An ethnographic case study"
Transnational Crime (Drug Cartels and Drug Trafficking)		
23	April 21 (Wed)	<ol style="list-style-type: none"> 1. Natarajan, M. (2011) "Chapter 14: Drug Trafficking" 2. Eric L. Olson, E. L., Shirk, D. A., and Selee, A. "Shared Responsibility: U.S.-Mexico Policy Options for Confronting Organized Crime" 3. Paoli, L., & Reuter, P. (2008). "Drug trafficking and ethnic minorities in Western Europe"

Transnational Crime
(Dark-web and Cybercrime)

- 24 April 26 (Mon)
1. Kaur, S., & Randhawa, S. (2020). "Dark Web: A Web of Crimes. Wireless Personal Communications"
 2. Broséus, J., Rhumorbarbe, D., Morelato, M., Staehli, L., & Rossy, Q. (2017). "A geographical analysis of trafficking on a popular darknet market"
-

Quiz 6: Transnational Crime

25 April 28 (Wed)

Final Project: Annotated Bibliography DUE

International Crime
(Genocide)

26 May 3 (Mon)

1. Anderson, K. (2017). Perpetrating genocide: A criminological account.
-

International Crime
(War Crimes)

27 May 5 (Wed)

1. Krammer, A. (2010). War Crimes, Genocide, and the Law: A Guide to the Issues: A Guide to the Issues.
-

28 May 10 (Mon)

Quiz 7: International Crime

Final Project (Research Paper + Online Presentation) Due: 11:59 pm on May 11

Final Project Presentation Feedbacks Due: 11:59 pm on May 11 ~ 11:59pm on May 14

CRJ 420Z (4 credits, writing intensive, Prerequisite: requires junior or senior class standing)

Communities, Crime, & Public Policy

Mondays & Wednesdays, 1:15PM to 2:35PM

Husted Hall 208

Fall 2018 Syllabus

David M. Hureau, Ph.D.

dhureau@albany.edu

208 Draper Hall (Downtown Campus)

518-591-8737

Office Hours: Thursdays 12pm to 2pm (by appointment)



"Under the seeming disorder of the old city, wherever the old city is working successfully, is a marvelous order for maintaining the safety of the streets and the freedom of the city."

-Jane Jacobs, The Death and Life of Great American Cities

I. Course Introduction & Description

Why do some neighborhoods have higher rates of crime than others? In addressing this

question, this course will examine a range of criminological and sociological theories of crime, paying particular attention to the ecological, socio-structural, and cultural aspects of urban neighborhoods. We will interrogate how community structure influences crime, how crime affects communities, and how communities and crime both shape, and are impacted by, public policy. Major topics will include: mass incarceration, policing and police community relationships, immigration and crime, and street violence.

II. Course Objectives and Learning Goals

Students will improve their analytic, writing, and oral communication skills in the course of developing:

- An understanding of the nature of the variation in crime rates across geographic areas and alternate perspectives on the factors that influence this variation
- Perspective on the rise of incarceration in the U.S. and how increased incarceration rates have affected crime rates and urban neighborhoods
- Insight into the main tradeoffs of various types of policy responses to crime (economic, social, political) and their impacts on different populations and geographic areas
- Knowledge of contemporary issues at the intersection of criminal justice and communities: i.e. policing and police-community relationships, immigration and crime

Course readings and assignments will be structured to help us explore **modes of thinking and research methods used by social scientists and policy analysts**.

It should be noted that this course is a **writing intensive course**. Writing itself is a form of thinking and inquiry, and will directly serve the goals of the course. We will write early and often in this course, inside and outside of class. Several course readings will be dedicated to the craft of writing and students will develop skills as critical readers that will help to improve their writing ability.

III. Course Format & Expectations

This course is organized as a seminar for advanced undergraduates concentrating in Criminal Justice (or related subfield). This means that the bulk of your learning will occur through the iterative process of:

- reading (and re-reading)
- thinking
- writing
- discussing (especially actively listening to peers)
- rethinking (including re-reading)
- writing again and rewriting

The skills and knowledge developed in this course will be discoveries and developments of your experience **reading, thinking, and writing**. Instead of students

passively receiving knowledge from the instructor, we (students and instructor) will **co-produce knowledge and understanding collectively**. In this vein, students will regularly lead course discussion, both formally (by means of presentations) and informally (by identifying important themes and raising important questions). In order for this format to work, students must:

- have carefully read material prior to coming to class (i.e. re-reading for understanding, taking notes, identifying key questions and themes, identifying the main argument)
- contribute thoughtfully to class discussions (including actively listening, building upon themes identified by peers and the instructor, constructively moving discussion forward)
- meaningfully engage in in-class activities and assignments

The expectations for this course are high. While not typically long, the readings are often difficult, complex, and can present seemingly incompatible or contradictory points of view. You will be rewarded for persistence and the willingness to puzzle over important questions. Similarly, you will be asked to write a lot. Writing is difficult work. For most assignments your writing does not need to be perfect, but it does need to show that you are thinking and grappling with the core ideas of the course.

IV. How Grades Are Earned

1. In-Class Contributions (15%, including RATs, in-class, and writing exercises)
2. Reading Response Memos (15%)
3. Wednesday Seminar Facilitations (15%)
4. Albany Neighborhood Assessments (30%)
5. Photo / Video Essay & Oral Presentation (10%)
6. Final Term Paper (15%)
7. Extra Credit: University Lecture Summary & Reaction (up to 3%)

(1) In-Class Contributions: (15%) Attendance, preparation, and in-class contributions are vital to the success of the class. Effective and insightful discussions that promote learning are not possible if students do not come to class, and do not come fully prepared to discuss the topic of the day. Please note that this is not a “participation” grade – instead of counting “talking,” we are interested in student *contributions* to collective understanding of the material through in-class discussions, exercises, and work in small groups. Readiness Assessment Tests (otherwise known as RATs or short “pop quizzes”) may be used on occasion to gauge student preparedness. Unfamiliarity with the readings will be reflected in your grade. Additionally, students will be asked to engage in short writing exercises over the course of the semester – these exercises will occur both inside and outside of class and will be reflected in this grade.

- (2) Reading Response Memos: (15%) These 250-400 word memos are due **Tuesday night at 8pm** to the repository posted on Blackboard. The grand purpose of these memos is to improve our collective comprehension of the readings. As such, your responses should do some combination of the following: a) identify the central ideas in the week's readings; b) ask questions to clarify important concepts in the readings; c) identify themes of convergence and divergence across readings; d) find important puzzles in the course material; e) consider the policy implications of ideas outlined in the readings. Reading Response Memos should be **completed after reading all readings for the week**.

Students must complete 10 Reading Response Memos over the course of the semester. Because of the flexibility built in to the schedule of these assignments, late memos will not be given credit and no make-up opportunities will be provided. Also note that these memos **will be visible to your classmates and may be referenced by discussion leaders in charge of Wednesday Facilitations**. Each week discussion leaders will have the opportunity to note outstanding memos for the receipt of extra credit.

- (3) Wednesday Facilitations: (15%) Most Wednesdays will begin with a team-led (2 students) 15-20 minute presentation of the week's readings, followed by the team leading a facilitated discussion of the week's material. *In their presentations*, teams should: 1) provide brief context for the work being read; 2) briefly summarize their understanding of the key contributions of the work; 3) identify questions and concerns they have with the work; 4) offer supportive suggestions for how the work might have been improved and/or set the work in conversation with other course readings and material. *In their facilitations*, teams should find creative ways to stimulate discussion and engage their peers by connecting ideas in their presentation to previous course themes and/or current events. More Information on Wednesday Facilitations will be presented in class and posted to Blackboard.
- (4) Albany Neighborhood Assessments: (30%) Students will conduct two Albany neighborhood assessments, plus a practice effort conducting social observation on campus. The practice observation will be a short assignment due on **Friday September 21** (via email to the instructor). More details will be provided in class. Neighborhood Assessments will take the form of 1200-1500 word papers descriptively analyzing one of several Albany neighborhoods (Arbor Hill, Center Square, Delaware Avenue, Eagle Hill, Mansion District, South End, or West Hill). At a minimum, these papers will require that you: 1) make at least one neighborhood visit to one of the identified neighborhoods, making structured field notes to record observations and impressions; and, 2) use publicly available city data to provide quantitative research context for your observations. Papers should use conceptual frameworks and analytic terms provided by readings and coursework. To further

improve your paper, you could consult historical resources, interview neighborhood residents, and/or incorporate your own photos and images. After receiving your grade and instructor feedback, you will have the option to revise the first memo for a higher grade. If you want to receive full credit, **Neighborhood Assessments will be due in class on: 1) Wednesday October 10; 2) Wednesday October 31.**

Assignments may also be turned in up to five days later (in class) for a maximum of 80% credit. More information about these papers will be provided in class and posted to Blackboard.

- (5) Photo / Video Essay & Oral Presentation: (10%) How might you engage the general public in the themes addressed in this course? For this assignment, you will take a photograph (or very short video) of a course theme (i.e. social disorder, police-community interactions, informal social control, mass incarceration, urban violence, etc.) “in action.” Then, in a 300-word journalistic essay, explain how the photo you took relates to one or more sociological or criminological concepts covered in class. This essay is due on **Wednesday November 28**. Each student will give a brief in-class oral presentation describing their photo, the context in which it was taken, and the meaning. The photo may be taken on a cell phone or camera, but you must be able to provide a digital copy of your photo with your essay. **The photo must be original** – downloading a photo taken by someone else off the internet is not acceptable and would be considered a violation of academic integrity. In-class presentations will be held on **Monday December 3**.
- (6) Final Paper: (15%) An 1500-1800 word final term paper. You will be able to choose from several different paper options and formats. Details on this paper will be given in class and posted to Blackboard.
- (7) Extra Credit, University Lecture Summary & Reaction: (Up to 3%) Being a social scientist involves exploring the research of others and/or understanding the perspectives that prominent individuals in your field bring to the topics you study. The university setting offers an amazing array of opportunities to become exposed to research in a variety of fields – criminology and criminal justice, law, sociology, psychology, public policy, etc. – that intersect with the topics in this course. For extra credit, you can attend a thematically relevant university talk or lecture (must get pre-approval of the instructor by email) and write up a 300-600 word reaction essay. Your essay should briefly summarize the core message (argument) of the speaker, an assessment of the argument (was it persuasive, valid, etc.), and identify fresh questions or ideas raised by the talk that intersect with course readings, themes, and/or discussions. This assignment is due on **December 5** (in class) or anytime before.

Grades will be determined by an absolute scale (not curved), as follows:

A+	97 - 100	C+	77 - 79
A	94 - 96	C	74 - 76
A-	90 - 93	C-	70 - 73
B+	87 - 89	D+	67 - 69
B	84 - 86	D	64 - 66
B-	80 - 83	D-	60 - 63
		F	<60

V. Course Policies

Electronic Devices & Phones: Please keep your **laptop use** dedicated to accessing readings, participating in in-class activities, and note taking. **Cell phones** should be turned off and stored prior to entering class.¹

Attendance & Tardiness: If you need to arrive late or miss class early, you will risk damaging your grade, as you will be unable to receive credit for in-class exercises and discussion. If you know that it will be difficult for you to arrive to class on time and stay for the entire period, you should consider dropping the course and taking it when you have more time.

Managing Your Life & This Course

The schedule of assignments for this course has been constructed with respect for the idea that you are adults with real life responsibilities outside of the classroom. You have some degree of flexibility in when to complete assignments, and opportunities have been provided to earn extra credit should you find yourself in need of it. These extra credit opportunities are there for you in the rare case where missing a class meeting or assignment deadline is simply unavoidable. No additional extra credit opportunities will be provided at the end of the semester.

Accessibility: If you require special accommodation for classes or assignments, please submit a letter from the UAlbany Disability Resource Center by the second week of class so we can make appropriate arrangements. You are responsible for informing me about a documented disability or other circumstance or illness and for submitting the appropriate paperwork, but I will do whatever I can to help. If you have any questions about how to register a disability with the **Disability Resource Center, located in BA 120 (518-442-5490), please contact them:**

<http://www.albany.edu/disability/index.shtml>. If any extenuating circumstances arise during the semester that interfere with your ability to attend class or complete assignments on time, I urge you to come speak to me as soon as possible so we can

¹ Accommodations can be made for parents and others with extreme circumstances pending prior approval from the instructor

work together to alleviate the situation and help you succeed in the course.

Counseling Services: And if you are dealing with stress and think it would helpful to speak with someone, please do not hesitate to contact the **UAlbany Counseling Center by phone at 518-442-5800 or email at consultation@albany.edu** ; see also http://www.albany.edu/counseling_center/services.shtml . Costs are already covered by tuition and student fees, so there are no “out of pocket” expenses.

Academic Misconduct: The instructor is required to report any violations of academic integrity to the Office of Undergraduate Education. Examples of academic misconduct include – but are not limited to – cheating, plagiarism, submitting previously submitted work from another course, and unauthorized collaboration.

I strongly encourage you to familiarize yourself with the university’s policy regarding academic integrity. It is your responsibility to understand what constitutes academic dishonesty and the consequences of such actions. See http://www.albany.edu/undergraduate_bulletin/regulations.html

Writing Help: You will be asked to write regularly – in class and out of class – in this course. Writing is not easy, and most people in academia struggle with it at some point in their career. If you are having trouble with writing assignments, or simply want to improve your writing process and proficiency, I urge you to take advantage of the University Writing Center. See <http://www.albany.edu/writing/appointment.php>

Recommendations: I am honored when students ask me to write them recommendations, however I cannot in good conscience provide a reference on your behalf if I feel that I do not know you. If you think that you might consider me as a potential recommender in the future, you should (at a minimum) schedule time to meet with me during office hours to discuss your work in this course and your future plans.

VI. Course Schedule*

*Note: **Please expect that the syllabus and reading schedule will change throughout the semester.** You will be notified of significant changes to the syllabus via class and Blackboard announcements. To be safe, always consult the “official” version of the syllabus that will be posted (and updated) on Blackboard before beginning any reading or assignment.

All readings are available through Blackboard, except readings that are directly available from a website (links are provided).

WEEK 1. INTRODUCTION & THE NEIGHBORHOOD CONCEPT

Monday August 27

Readings:

- No readings, introductory session

Wednesday August 29

Readings:

- Wirth, Louis. 1938. "Urbanism as a Way of Life." *American Journal of Sociology* (44:1).
- Chapter 1 (pps. 3-30) in Sampson, Robert J. 2012. Great American City: Chicago and the Enduring Neighborhood Effect.

WEEK 2. METHODS IN THE STUDY OF NEIGHBORHOODS (Pt. 1)

Monday September 3

- ***NO CLASS – LABOR DAY***

Wednesday September 5

Readings:

- Chapters 1-3 in Gehl, Jan and Birgitte Svarre. How to Study Public Life.
- Reading On Writing: Chapter 1 in Pinker, Steven. The Sense of Style.

WEEK 3. THE ECOLOGICAL PARADIGM & SOCIAL DISORGANIZATION (Pt. 1)

Monday September 10

- ***NO CLASS – ROSH HASHANA***

Wednesday September 12

Readings:

- Chapter 2 Selection (pps. 43-72) in Shaw, Clifford and Henry D. McKay. 1942. Juvenile Delinquency in Urban Areas.
- Chapter 2 (pps. 31-52) in Sampson, Robert J. Great American City.

WEEK 4. THE ECOLOGICAL PARADIGM & SOCIAL DISORGANIZATION (Pt. 2)

Monday September 18

Readings:

- Chapter 1 (pps. 1-23) in Bursik, Robert J. and Harold G. Grasmick. 2002. Neighborhoods and Crime: The Dimensions of Effective Community Control.

- “The Chicago School: The City, Social Disorganization, and Crime” (pps. 89-97) in Cullen, Francis T. and Robert Agnew Criminological Theory: Past to Present. Available online at: http://www.d.umn.edu/~jmaahs/Crime%20and%20Media/pdf%20files/cullen_agnew_socialD.pdf

Wednesday September 19

- ***NO CLASS – YOM KIPPUR***

SOCIAL OBSERVATION PRACTICE DUE FRIDAY 9/21 by 6pm

WEEK 5. VIOLENT CRIME & RACIAL INEQUALITY (Part 1)

Monday September 24

Readings:

- Sampson, Robert J. and William Julius Wilson. 1995. “Toward a Theory of Race, Crime, and Urban Inequality.”
- Chapter 2 (pps. 12-49) in Peterson, Ruth D. and Lauren J. Krivo. 2012. Divergent Social Worlds: Neighborhood Crime and the Racial Spatial Divide.

Wednesday September 26

Readings:

- Chapter 2 (pps. 27-67) in Harding, David J. 2010. Living the Drama: Community, Conflict, and Culture Among Inner-City Boys.
- Sampson, Robert J., Stephen Raudenbush, and Felton Earls. 1997. “Neighborhoods and Violent Crime: A Multi-Level Study of Collective Efficacy.” Pages 112-117 in Cullen, Francis T. and Robert Agnew Criminological Theory: Past to Present.

WEEK 6. VIOLENT CRIME & RACIAL INEQUALITY (Part 2)

Monday October 1

Readings:

- Chapters 1-7 from Leovy, Jill. 2015. Ghettoside: A True Story of Murder in America.
- Reading On Writing: Selection 2

Wednesday October 4

Readings:

- Chapters 8-11 from Leovy, Jill. 2015. Ghettoside: A True Story of Murder in

America.

- Reading On Writing: Selection 3

WEEK 7. DISORDER, CRIME, & COMMUNITY STRUCTURE

Monday October 8

Readings:

- Wilson, James Q. and George Kelling. 1982. "Broken Windows: The Police and Neighborhood Safety." *Atlantic Monthly* (March): 29-38. Available online at <http://www.theatlantic.com/magazine/archive/1982/03/broken-windows/304465/>
- Chapter 2 (pps. 29-54, "The Uses of Sidewalks: Safety") in Jacobs, Jane. 1961. The Death and Life of Great American Cities.

Wednesday October 10

Readings:

- Chapter 6 (pps. 121-148) in Sampson, Great American City.
- Kelling, George. 2015. "Don't Blame My Broken Windows Theory for Poor Policing." *Politico Magazine*. Available online at: <http://www.politico.com/magazine/story/2015/08/broken-windows-theory-poor-policing-ferguson-kelling-121268>
- Klinenburg, Eric. 2018. "The Other Side of Broken Windows." *The New Yorker*. Available online at: <https://www.newyorker.com/books/page-turner/the-other-side-of-broken-windows>

ALBANY NEIGHBORHOOD ASSESSMENT 1 DUE

WEEK 8. THE RISE OF MASS INCARCERATION & ITS PATTERNS

Monday October 15

Readings:

- Chapters 1 and 2 in Western, Bruce. 2007. Punishment and Inequality in America.

Wednesday October 17

Readings:

- Chapter 3 in Western, Punishment and Inequality in America.
- Sampson, Robert J. and Charles Loeffler. 2010. "Punishment's Place: The Local Concentration of Mass Incarceration." *Daedalus* (193:3).

WEEK 9. THE CONSEQUENCES OF MASS INCARCERATION

Monday October 22

Readings:

- Coates, Ta-Nehisi. 2015. "The Black Family in the Age of Mass Incarceration." *The Atlantic* (October). Available online at: <http://www.theatlantic.com/magazine/archive/2015/10/the-black-family-in-the-age-of-mass-incarceration/403246/>
- Chapter 2 Pager, Devah. 2007. Marked: Race, Crime, and Finding Work in an Era of Mass Incarceration.
- Pager, Devah. "Marked" (excerpt) in Grusky, David B. Social Stratification (3rd Edition).

Wednesday October 24

Readings:

- Morenoff, Jeffrey D. and David J. Harding. 2014. "Incarceration, Prisoner Reentry, and Communities." *Annual Review of Sociology* (40).
- Comfort, Megan. 2007. "Punishment Beyond the Legal Offender." *Annual Review of Law and Social Science* (3).

WEEK 10. POLICING THE CONTEMPORARY CITY (Pt. 1)

Monday October 29

Readings:

- Chapters 1-3 in Moskos, Peter. 2009. Cop in the Hood: My Year Policing Baltimore's Eastern District.

Wednesday October 31

Readings:

- Chapters 5-6 in Moskos, Cop in the Hood.

ALBANY NEIGHBORHOOD ASSESSMENT 2 DUE

WEEK 11. POLICING THE CONTEMPORARY CITY (Pt. 2)

Monday November 5 – Discussion of Albany Neighborhood Visits

Readings:

- Epilogue (184-196) in Moskos, Cop in the Hood.
- Lantigua-Williams, Juleyka. 2016. "How Much Can Better Training Do to Improve Policing?" *The Atlantic* (July). Available online at:

<http://www.theatlantic.com/politics/archive/2016/07/police-training/490556/>

- Chapters 12-14 from Leovy, Jill. 2015. Ghettoside: A True Story of Murder in America.

Wednesday November 7

Readings:

- Goffman, Alice. 2009. "On the Run: Wanted Men in a Philadelphia Ghetto." *American Sociological Review* (74).
- "Ferguson Police Tainted by Bias, Justice Department Says." *New York Times* March 4, 2015. Available online at: <http://www.nytimes.com/2015/03/05/us/us-calls-on-ferguson-to-overhaul-criminal-justice-system.html>
- Please also read related article, "Justice Department's Report on the Ferguson Police Department." Available online at: <http://www.nytimes.com/interactive/2015/03/04/us/ferguson-police-racial-discrimination.html>

WEEK 12. IMMIGRATION AND CRIME

Monday November 12

Readings:

- Sampson, Robert J. "Open Doors Don't Invite Criminals." *New York Times*, March 11 2006. Available online at: <http://www.nytimes.com/2006/03/11/opinion/open-doors-dont-invite-criminals.html>
- Chapter 10, "Catch and Keep" in Gottschalk, Marie. 2016. Caught: The Prison state and the Lockdown of American Politics.
- Dreby, Joanna. 2015. Chapter 2 in Everyday Illegal: When Policies Undermine Immigrant Families. University of California Press.

Wednesday November 14

- *****NO CLASS – AMERICAN SOCIETY OF CRIMINOLOGY MEETING*****

Use this time wisely to prepare for your Photo / Video Essay (due 11/28), your final paper, and extra credit assignments.

WEEK 13. CRIME & NEIGHBORHOOD CHANGE (& PERSISTENCE)

Monday November 19

Readings:

- Kirk, David S. 2010. "A Natural Experiment on Residential Change and

Recidivism: Lessons From Hurricane Katrina." *American Sociological Review* (74).

- Chapters 4 and 5 in Sharkey, Patrick. 2013. Stuck in Place: Urban Neighborhoods and the End of Progress Toward Racial Equality.

Wednesday November 21

- *****NO CLASS – THANKSGIVING BREAK*****

WEEK 14. INNOVATIONS IN CRIMINAL JUSTICE POLICY

Monday November 26

Readings:

- Selection from Kleiman, Mark A.R., 2009. When Brute Force Fails: How to Have Less Crime and Less Punishment.
- Selection from Kennedy, David M. 2011. Don't Shoot: One Man, a Street Fellowship, and the End of Urban Violence in America.

Wednesday November 28

Readings:

- Selection from Sharkey, Patrick. 2018. An Uneasy Peace: The Great Crime Decline, the Renewal of City Life, and the Next War on Violence.
- Reading On Writing: Selection 4

*****PHOTO / VIDEO ESSAY DUE IN CLASS*****

WEEK 15. PHOTO & VIDEO ESSAY PRESENTATIONS

Monday December 3

Readings:

- Chapters 15-19 from Leovy, Jill. 2015. Ghettoside: A True Story of Murder in America.
- Reading On Writing: Selection 5

Wednesday December 5

Readings:

- Chapters 20-Epilogue from Leovy, Jill. 2015. Ghettoside: A True Story of Murder in America.

- Reading On Writing: Selection 6

WEEK 16. COURSE SYNTHESIS & WRAP-UP

Monday December 10

Course review, precise schedule TBA.

SUBSTANTIVE CRIMINAL LAW

RCRJ 424 / Section 9749 / Fall 2021 / 3 credits

Tu-Th 6:00 PM – 7:20 PM Earth Science Building Room 140

Prof. William P. Andrews Esq.

E-mail: billandrews1717@gmail.com

(Zoom)

Office Hours: by appointment

“It is the duty of every citizen /resident of any country, nationals as well as expatriates to know the basics of the governing laws of the country one resides. Ignorance of the law or unawareness cannot be pleaded to escape liability.”

— *Henrietta Newton Martin*

INTRODUCTORY STATEMENT

Welcome! This is a 400 level course and you are nearing the end of your undergraduate studies. At this point you should be vested in the material to learn. I selected the text book and designed the syllabus, course materials, quizzes and tests to meet the interests of individuals who are truly focused on learning about Criminal Justice. As a 400 level course I understand you expect much from your professor, and in turn, I will expect much from you. I am excited to teach you and open your eyes to the world that is encased in this course. I will nurture you to that objective, and I will push you to that objective. I will set a high standard of accountability for your preparation and knowledge of the materials. Many Police Department Exams and every accredited law school teaches Substantive Penal Law. This topic is traditionally a memorization heavy course. You need to know the rules and the exceptions and how they are applied. While I will not hold you to those graduate level expectations, if you wish to pursue post-graduate paths in criminal justice you will inevitably need a sound knowledge and foundation of the material in this course. Knowing the material now will make your lives easier in your next career move. In addition to the textbook there are numerous study guide materials to help you understand this topic and all its layers. While I do not expect you to do this, if you wish, there is everything from hornbooks, Law Outlines (like Emanuel’s Criminal Law 8th Edition), and even flash cards as study support materials. The course is broken down into subparts that both stand alone and overlap with other subparts. What I do expect is you to be prepared for class, even if you are not sure of the answer. Try to answer to the best of your abilities, to learn and know this material. My objective is to make this course a fun challenge; to push your mind but to do so in an environment that helps you learn and remember, not one that scares and stymies your education. If you have ever taken one of my other courses or you know someone who has had me as a professor before, you know that I care deeply about my students and want to make you all perform at your best abilities and to give you the best opportunities for success. So again, I say Welcome!

LEARNING OUTCOME:

Students will learn and understand principles such as mens rea, causation, harm, and actus reus are of recurring importance. Students will understand these principles considered both in the context of the definition of substantive criminal offenses, such as murder, assault and conspiracy, and with respect to such defenses as insanity, duress, self-defense, mistake of fact or law, and others.

COURSE DESCRIPTION:

The course will provide an overview of substantive criminal law. We will be learning about the general principles of criminal liability, defenses and justifications, and the elements of several different crimes. Class topics will be explored through discussions based on the assigned readings. This is a fast-paced course that requires students to participate in class discussions and activities.

All reading assignments should be completed prior to class and students should come prepared to discuss them. **Prerequisite(s):** junior or senior class standing.

COURSE TEXT:

Contemporary Criminal Law, 5th Edition

© Sage Publishing

Author: Matthew Lippman

ISBN-13: 978-1-5443-4269-6

Also recommended but not required is:

Strunk, W. & White, E.B. 1999. *The Elements of Style* (4th ed.) An earlier version is online:

<http://www.bartleby.com/141/>

Suggested Writing links:

Use of paragraph's:

https://owl.purdue.edu/owl/general_writing/academic_writing/paragraphs_and_paragraphing/index.html

Direct quotes: <https://writing.wisc.edu/handbook/assignments/quotingresources/>

APA Cites: <https://owl.english.purdue.edu/owl/resource/560/02/>

Reference List: <https://owl.english.purdue.edu/owl/resource/560/05/>

If you have to submit something in writing. Any writing exercise **should include:**

- Extensive APA style citations throughout your paper as well as a reference list (see above for a review of needed).
- Logical use of paragraphs and clear writing flow
- No errors in spelling or grammar, and a formal writing style
- No use or very limited use of direct quotes from the reading material.

Occasionally, court cases may be assigned during the course of the semester as they relate to specific units and sub-topics. Please be sure to check your university email and Blackboard announcements regularly to ensure you stay up to date on assigned case law to read prior to each class session.

COURSE REQUIREMENTS:

This will be a discussion-based class, and the environment will be Socratic, where you will be called upon at random. Engaging in class discussion facilitates understanding and fosters an active learning environment. I encourage you to challenge yourself and your peers by contributing to discussions. If you feel that being called on at random will be difficult for you, this class may not be for you. Your final grade is based upon quizzes, short in-class writing assignments, homework, a final exam and class participation.

GRADING CRITERIA:

A breakdown of how the final course grade is calculated is provided below:

Quizzes: 15% (5 @ 3% each)

Assignments & Homework: 15% (5 @ 3% each or 7 @ 2.14% each)

Midterm Exam: 25%

Final Exam: 35%

Participation: 10% (each student can anticipate being called on approx. 10-15 times substantively throughout the semester. Anyone who gets called on can demonstrate they read the materials and are prepared, or they do not get credit for being called on) (If you did not score points when called upon directly – depending on the level of contribution, you may be able to redeem lost points by vigorously participating in the discussions when other students are called upon)

GRADING SCALE:

A	95-100	B+	87-89	C+	77-79	D+	67-69
A-	90-94	B	83-86	C	73-76	D	61-66
		B-	80-82	C-	70-72	E	below 60

Class Participation:

This is a 400 level course. Consistent attendance at lectures is required and is encouraged for your benefit. It is essential that you attend every class and that you come prepared to participate fully. Excessive absence will result in your failure in this course. Participation will be determined by participation in class discussion and Blackboard discussion threads. You will be responsible for all material discussed in lecture, as well as any announcements. *Ten percent (10%)* of your final grade will be based on your participation. Attendance and *meaningful* attendance at all classes is **essential** to doing well in this class. Simply being present class by itself *does not* earn full participation points. Students are expected to come to class on time, and to have read (and be prepared to discuss) the chapter(s) / reading(s) assigned. More than two unexcused absences will result in a dim view of your interest and a may be reflected in your final grade. Two late arrivals count as one missed class, unless you have worked out something with me *before* class starts. I will not give you lecture notes for missed classes; therefore, it is up to you to obtain notes/materials from your fellow students if you are absent (excused or not). A vibrant, inquisitive and interactive class makes the learning experience more enjoyable for everyone. If you are not prepared to discuss and respond to questions – you will not be given credit for that class participation. So be prepared, and speak up!

Note regarding the use of technology in the classroom: Class participation also means that you are fully present in class, not texting or looking at your cell phone. Since our class is an online lecture, I expect all students to use their video capabilities when attending live lectures in order to simulate an in-person classroom experience. If you do not use your video during lecture, you will not receive participation credit for that day. I expect cell phones and other electronic devices to be put away and not sitting out in view. Please be respectful and refrain from excessive background noise or other distractions while our lecture is in session.

Assignments/Homework:

Throughout the semester, homework will be assigned. These will be short, blackboard based take-home homework assignments, due on Blackboard by an assigned deadline. Occasionally, you will have in-class assignments or presentations. These in-class writing assignments/presentations contribute to your assignments and homework grade. There are no make-ups for missed in-class assignments and no exceptions to this rule (unless your absence is excused, see below for absence & attendance policy). Your assignment grade will be worth *fifteen percent (15%)* of your final grade.

Quizzes:

Quizzes will be administered through Blackboard on the date they are listed on the syllabus. Quizzes will be available for 48 hours from the date they are posted, and must be completed by the due date indicated. These will be timed, single-attempt quizzes. You will have 20-30 minutes to complete the quiz, and once you begin, you must complete the quiz. You will not have multiple attempts to complete the quiz. Instructions specific to each quiz will be available to you prior to starting each quiz. There are no makeups for missed quizzes, and failure to take a quiz will result in a grade of '0' for that quiz. Quizzes must be taken on or before the day they are due, absent adequate documentation to substantiate your absence. Your average quiz grade is worth *fifteen percent (15%)* of your final grade.

Midterm Exam:

The midterm exam is worth *twenty-five percent (25%)* of your final grade. *The midterm exam is **cumulative from the start of the semester until the date of the midterm exam.*** Anything from the required readings and in-class discussion up until the date of the midterm may be covered on this exam. The midterm exam will be administered through Blackboard. It will be a timed, single-attempt assessment. It is a timed online exam. You will have 1 hour and 35 minutes to complete the midterm exam, and once you begin, you must complete it. You will not have multiple attempts to complete the midterm. It will be posted on the date indicated on the syllabus, and will be available for 48 hours. You must start the assessment within 2 hours of the deadline in order to complete the assessment within the allotted timeframe. Your midterm exam is scheduled to post on Thursday, **October 7, 2021 and is due on or before 11:59 PM on Saturday, October 9, 2021.** It will consist of multiple choice, true/false questions and some short answer questions.

Final Exam:

The final exam is worth *thirty-five percent (35%)* of your final grade. *The final exam is **cumulative.*** Anything from the required readings and in-class discussion may be covered on this exam. The final exam will be administered through Blackboard. It will be a timed, single-attempt assessment. You will have 2 hours to complete the final exam, and once you begin, you must complete it. You will not have multiple attempts to complete the final exam. You must start the assessment within 3 hours of the deadline in order to complete the assessment within the allotted timeframe. The final will be posted on **Tuesday, December 14, 2021, and will be online from 5:45-7:45 PM per school rules.** It will consist of multiple choice, true/false questions and some short answer questions. The school has reinstated its exam schedule mandates and all are expected to honor them.

Makeups & special arrangements for exams:

In *exceptional circumstances*, students may be permitted to reschedule an exam, provided they have **adequate written documentation**. If you do not have written documentation providing a *valid* excuse for missing an exam, you will forfeit your right to any makeup. Makeup exams must be completed within one week (7 days) of the missed exam. Exceptional circumstances will be addressed on a case-by-case basis. If you have an extended absence due to a valid medical reason, you may be permitted to take the makeup exam outside of the seven day period.

Absence due to medical reasons:

If you miss class due to a medical reason, you may be afforded the opportunity to make up class work, provided you meet the requirements of the University's Medical Excuse Policy. These requirements may be found here: https://www.albany.edu/health_center/medicalexexcuse.shtml

COVID -19 It's still COVID times and the Delta numbers are still rising. Students are to exercise social distancing, practice and respect National, State, Local and University COVID safety rules during class. Due to COVID-19 and the possibility of a second wave, I have revised the syllabus. I am also reworking some of the materials in consideration of the pandemic and the social issues in criminal justice during these times. In anticipation of a second wave there will be more readings and written reaction opportunities to supplant in classroom exercises. Every attempt will be made to engage students in the classroom exercises that many previous students enjoyed and which are the foundation for students to recommend this course to others. Adjustments will be taken as necessary. **IF YOU MISS CLASS DUE TO COVID – YOU MUST PROVIDE MEDICAL PROOF IN ORDER FOR THE ABSENCE TO BE EXCUSED.**

Absence due to religious observance:

New York State Education Law Section 224-A requires campuses to excuse individual students who are absent from class because of religious beliefs without penalty, and to provide equivalent opportunities for makeup examinations, study, or work requirements missed due to such absences. If you anticipate being absent due to a religious observance, please notify me within 48 hours either prior to, or immediately after, your absence. Absences due to religious absence are excused, however, makeup exams must be taken within one week (7 days) of the missed examination. Exceptional circumstances will be evaluated on a case-by-case basis. Students are expected to provide timely notice of any absences and I will work with you directly to best accommodate your religious observance.

More information can be found here:

https://www.albany.edu/registrar/registrar_assets/Religious_Accommodations_for_Students_and_Employees.pdf

DISABILITY SUPPORT SERVICES:

If you have a physical, psychological, medical or learning disability that may impact your course work, please notify me immediately so we can make appropriate arrangements to accommodate you. If you have or believe you have a disability, you may wish to self-identify to me and/or provide documentation to the Disabled Student Services Office (137 Campus Center, 442-5490 or TDD 442-3366). Appropriate accommodations may then be provided for you. If you have

other concerns relating to a disability, please discuss this either with myself in confidence, with DSSO personnel, or with a Learning Disability Specialist (Campus Center 110, 442-5566).

The University's Disability Services Policy may be found here:
<http://www.albany.edu/disability/docs/RAP.pdf>

If you are a student with a disability and require exam accommodations, it is **your** responsibility to make any necessary arrangements with university student services. That said – if the Disability Center is to be utilized – make sure to have the Disability Center contact me at my personal email: billandrews1717@gmail.com

Guidelines for Students Seeking Alternative Testing Services may be found at:
<https://www.albany.edu/disability/student-resp.shtml>

Disturbing Materials: Due to the nature and content of the course, students may find some of the materials to be graphic, upsetting, and/or offensive. It is neither the purpose nor intent to glorify those materials. Rather it is necessary to present those items for their academic value. Students are warned materials may be disturbing and need to be prepared for addressing such materials.

Letters of Recommendation: Students must take two of my courses, achieve an A- or higher final grade, or perform *exceptionally* well in class by regularly participating and handing in excellent quality work for me to write a letter of recommendation. That said, I am available to assist in reviewing college and post graduate opportunities with you any time you wish.

ACADEMIC INTEGRITY:

It is your responsibility to familiarize yourself with the policies and procedures regarding academic integrity. Any student found plagiarizing or cheating will receive an F for the course and be reported to the Academic Judiciary.

Information about the policies and penalties regarding academic integrity may be found here:
https://www.albany.edu/undergraduate_bulletin/regulations.html

COURSE COMMUNICATION:

Expect announcements to be posted to Blackboard. However I may occasionally email an assignment or notice because of the need to include attachments or links. I recognize that many of you may prefer communication via email or even text message..

Office Hours:

Office Hours will be ONLINE only, via Zoom conference call. If you would like to meet for office hours, please email me to schedule an appointment. Since all appointments will be online, I can be flexible about the time to meet. Please provide two to three dates/times that work for you in your email request and I will respond to your request within 72 hours.

Email: billandrews1717@gmail.com I rarely use or check my UAlbany email because I cannot access it on my phone.

Note on email:

Subject line of the email must indicate the course (CRJ 424), student's name (e.g. Jane Doe), and the subject matter (e.g. Appointment). Be sure to include a reasonable salutation (Hello Professor, Dear Prof A, etc.) and signature (your name). Emails written without proper grammar and spelling will not receive a response. You are writing to your professor, not texting your friends.

Suggested Readings At the bottom of the syllabus is a list of suggested cases to read in addition to the Chapters in the book. While not required, briefing these cases will greatly benefit your understanding of the material. Unless I specifically assign a case to for submission, a written brief will not be handed in and will not be graded. However, if I do this, everyone is fully expected to be able to fully discuss the facts, circumstances, case law and issues of each "class assigned" case.

Additional Exercises To supplement discussion, a point of explanation or for just helping expand your education, I may periodically post short explanatory videos to the blackboard to aid students in their understanding of the materials. I may also periodically post articles and/or bits of information to the blackboard that students should familiarize themselves with prior to class so that they may participate meaningfully in class exercises. I will be clear if any of these assignments are to be considered for graded homework, If assigned as homework - Not completing the assignment, participating and/or being unprepared for class is the same as not being in attendance in class for purposes of your class participation grade.

Other Policies:

1. Use of cell phones/PDAs/laptops/etc. is not permitted during class without prior approval from the instructor. I will most likely approve usage, so long as you are not using it for fortnight or Minecraft during class.
2. Work submitted for credit in any other class may not be handed in for credit in this class.
3. Incomplete grades will only be given "when the student has nearly completed the course, but due to circumstances beyond the student's control, the work is not completed on schedule." (Undergraduate Bulletin, http://www.albany.edu/undergraduate_bulletin/regulations.html)
4. No extra credit will be offered for this class unless the instructor deems otherwise.

OUTLINE OF COURSE READING ASSIGNMENTS:

The reading assignment listed next to a particular date is due for class *on that day*. These reading items may be found on *electronic reserves* unless otherwise specified. Please remember to come to class prepared to discuss the assigned reading(s).

UNIT 1: INTRODUCTION TO CRIMINAL LAW

*"Useless laws weaken the necessary laws."
— Montesquieu*

Week 1 – INTRODUCTION TO CRIMINAL LAW

Tuesday (Aug. 24) – **FIRST DAY OF CLASS**

- Syllabus
- Criminal Justice Map

Thursday (Aug. 26) – *Introduction to Criminal Law*

- Chapter 1 – The Nature, Purpose, and Function of Criminal Law

Week 2 – CONSTITUTIONAL LIMITATIONS, PUNISHMENT, SENTENCING

Tuesday (Aug 31) – *Constitutional Limitations*

- Chapter 2 – Constitutional Limitations

Thursday (Sept. 2) – *Punishment and Sentencing*

- Chapter 3 – Punishment and Sentencing

Week 3 – ELEMENTS OF CRIME

Tuesday (Sept. 7) – *Actus Reus and Mens Rea*

- Chapter 4 – Actus Reus & Mens Rea

Thursday (Sept. 9) – *Causation & Concurrence*

- Chapter 5 – Causation & Concurrence

QUIZ #1 DUE ON FRIDAY, SEPT. 10 BY 11:59 PM

UNIT 2: PARTIES, INCHOATE OFFENSES & JUSTIFICATION

Week 4 – PARTIES TO CRIME

Tuesday (Sept. 14) – *Parties to Crime and Vicarious Liability*

- Chapter 6 – Parties to Crime and Vicarious Liability

Thursday (Sept. 16) – *Parties to Crime and Vicarious Liability*

- Chapter 6 – Parties to Crime and Vicarious Liability

Week 5 – ATTEMPT, CONSPIRACY & SOLICITATION

Tuesday (Sept. 21) – *Attempt, Conspiracy, and Solicitation*

- Chapter 7 – Attempt, Conspiracy, and Solicitation

Thursday (Sept. 23) – *Attempt, Conspiracy, and Solicitation*

- Chapter 7 – Attempt, Conspiracy, and Solicitation

QUIZ #2 DUE ON FRIDAY, SEPT. 24 BY 11:59 PM

Week 6 – JUSTIFICATIONS & EXCUSES

Tuesday (Sept. 28) – *Justifications*

- Chapter 8 – Justifications

Thursday (Sept. 30) – *Excuses*

- Chapter 9 – Excuses

Week 7 – CATCH-UP & MIDTERM

Tuesday (Oct. 5) – *Justifications & Excuses cont'd.*

Thursday (Oct. 7) – Review for midterm/catch-up **MIDTERM EXAM POSTED**

MIDTERM EXAM DUE ON SATURDAY, OCT. 9 BY 11:59 PM

UNIT 3: PROPERTY CRIMES

Week 8 – BURGLARY & OTHER PROPERTY CRIMES

Tuesday (Oct. 12) CLASSES SUSPENDED

Thursday (Oct. 14) – *Burglary, Trespass, Arson & Mischief*

- Chapter 12 – Burglary, Trespass, Arson & Mischief

Week 9 – PROPERTY CRIMES & WHITE COLLAR OFFENSES

Tuesday (Oct. 19) – *Burglary, Trespass, Arson & Mischief*

- Chapter 12 – Burglary, Trespass, Arson & Mischief

Thursday (Oct. 21) – *Property Crimes*

- Chapter 13 – Crimes Against Property

QUIZ #3 DUE ON FRIDAY, OCT. 22 BY 11:59 PM

UNIT 4: VIOLENT CRIME

Week 10 – HOMICIDE

Tuesday (Oct. 26) – *Homicide*

- Chapter 10 – Homicide

Thursday (Oct. 28) – *Homicide*

- Chapter 10 – Homicide

Week 11 – HOMICIDE CONT'D; ASSAULT, BATTERY

Tuesday (Nov. 2) – *Homicide*

- Chapter 10 – Homicide

Thursday (Nov. 4) – *Assault & Battery*

- Chapter 11 – Criminal Sexual Conduct, Assault and Battery, Kidnapping, and False Imprisonment

QUIZ #4 DUE ON FRIDAY, NOV. 5 BY 11:59 PM

Week 12 – ROBBERY, KIDNAPPING, FALSE IMPRISONMENT, SEXUAL OFFENSES

Tuesday (Nov. 9) – *Robbery, Kidnapping, False Imprisonment*

- Chapter 11 – Criminal Sexual Conduct, Assault and Battery, Kidnapping, and False Imprisonment

Thursday (Nov. 11) – *Sex Offenses*

- Chapter 11 – Criminal Sexual Conduct, Assault and Battery, Kidnapping, and False Imprisonment

Week 13 – CRIMES AGAINST PUBLIC MORALITY

Tuesday (Nov. 16) – *Crimes Against Public Order & Morality*

- Chapter 15 – Crimes Against Public Order & Morality

Thursday (Nov. 18) – *Crimes Against Public Order & Morality*

- Chapter 15 – Crimes Against Public Order & Morality

QUIZ #5 DUE ON FRIDAY, NOV. 19 BY 11:59 PM

UNIT 5: OTHER CRIMES

Week 14 – CATCH-UP, THANKSGIVING BREAK

Tuesday (Nov. 23) – **LAST DAY OF CLASS & WRAP-UP**

Wednesday (Nov. 24) **CLASSES SUSPENDED**

Thursday (Nov. 25) – **THANKSGIVING**

Week 15 – FINAL EXAM WEEK

Tuesday (December 7) **READING DAY**

Wednesday (Dec. 8) – **FINAL EXAM POSTED**

FINAL EXAM:
TUESDAY, DECEMBER 14, 2021
5:45-7:45 PM

Suggested anAdditional Readings

Crimes and elements; felonies/ misdemeanors/petit offenses

Miranda v. Arizona, 384 U. S. 436 (1966).

Ewing v. California, 538 U.S. 11 (2003)

De Jonge v. Oregon, 299 U.S. 353 (1937)

New York Times Co. v. United States, 403 U.S. 713 (1971)

Abuelhawa v. US, 08-192

US v. Hayes, 07-608

US v. Ressam, 07-455

4th Amendment stops/arrest

Mapp v Ohio, 367 U.S. 643 (1961)
Fahy v CT, 375 US 85 (1963)
Nix v Williams, 467 US 431 (1984)
Illinois v. Lidster, 02-1060
Alabama v White, 469 US 325 (1990)
Carroll v. United States, 267 U.S. 132 (1925)
Terry V. Ohio, 392 US1 (1968)
People v Debour, 40 N.Y. 2d 210

Arraignment; bail; evidence; fruit of the poisonous tree doctrine

United States v Carll, 105 US 611 (1881)
Gideon v. Wainwright, 372 US 335 (1963)
Wright v. Van Patten, 07-212
Rothgery v. Gillespie County, 07-440
Boumediene v. Bush, 06-1195, 06-1196
US v Salerno, 481 U.S. 739
Michigan v. Fisher, 09-91
Kansas v. Ventris, 07-1356
Arizona v. Gant, 07-542
Doubert v Merrell Dow Pharmaceuticals, 509 US 579 (1993)
Coy v Iowa, 487 US 1012 (1988)
People v. Weaver 16 NY3d at 125 as well as Kliegman, Michelle (2010) "Court of Appeals of New York - People v. People v. Weaver," *Touro Law Review*: Vol. 26: No. 3, Article 13. Available at: <http://digitalcommons.tourolaw.edu/lawreview/vol26/iss3/13>
ENTIRE CLASS
Katz v. United States, 389 U.S. 347 (1967)
People v. Huntley, 15 N.Y. 2d 72, (1965).
United States v. Wade, 388 U.S. 218 (U.S. 1967)
Dunaway v. New York, 442 U.S. 200, 208 (U.S. 1979)

Prosecutors; defense attorneys; judges

Van de Kamp v. Goldstein, 07-854
Kyle v Whitley, 514 US 419 (1995)
Bobby v. Van Hook, 09-144
People v. Belge, 372 N.Y.S. 2d 798 (1975)
State v Olwell, 394 P2d 681 (1964)
Michigan v. Jackson, 84-1531
Vermont v. Brillon, 08-88
Duke Lacrosse Team Prosecution articles
Soares v. Carter 2014 NY Slip Op 00409 [113 AD3d 993]
U.S. v. Spargo
Smith v Cain, 10-8145 (January 10, 2012)
Inquiry Concerning Hon. Sharon Keller, <http://www.scribd.com/doc/34438836/State-Commission-on-Judicial-Conduct-Findings-Conclusions-and-Order-of-Public-Warning-in-Case-of-Judge-Sharon-Keller>

Trials and juries; negotiated justice (plea bargains); *Alford* pleas; sentencing options and decisions

Batson v. Kentucky, 84-6263
US v Raghbir K. Gupta, 09-4738-cr
Wingo v Barker, 407 U.S. 514 (1972)
Santobello v. New York, 404 U.S. 260 (1971)
North Carolina v. Alford, 400 U.S. 25
US v. Marcus, 08-1341
Moore v. U.S., 07-10689
Missouri v Frye, 10-444 (March 21, 2012)
Waller v Georgia, 83-321 (1984)
Rivera v. Illinois, 07-9995
Washington v Crawford 541 U.S. 36 (2004)
Bruton v. United States, 391 U.S. 123 (1968)

Defendants; bounty hunters; bail bondsman; probation officers; parole officers; media; politicians; public; victims; what influences a jury; Defense attorney speaker

Davis v Alaska, 415 US 308 (1974)
Giglio v US, 405 US 150 (1972) ENTI
Hardy v Cross, 11-74 (Dec 2011)
Payne v. Tennessee, 90-5721 , 501 U.S. 808 (1991)
Arthur Anderson LLP v United States, 04-368 (2005)
Estes v Texas, 381 US 532 (1965)
Taylor v Taintor, 83 US 366 (1872)
People v. Wrotten [NY Court of Appeals 12/15/2009]

Sentencing options and decisions; post-conviction relief,

Garcia v Texas, 11-5001 (11A1), 11-5002 (11A2), 11-5081 (11A21) (2011)
Cavazos v Smith, 10-1115 (2011)
Damien Wayne Echols v Supreme Court of Arkansas, CR 08-1493
Porter v. McCollum, 08-10537
Beard v. Kindler, 08-992
Dolan v. US, 09-367
Baze v. Rees, 07-5439
Sears v. Upton, 09-8854
Kansas v. Hendricks 521 U.S. 346 (1997)

Juvenile Courts Probation

In Re Gault, 387 U.S. 1 (1967)
Miller v Alabama, 10-9646 (June 2012)

Introduction to the Law of Criminal Procedure
RCRJ 425 - 0001 / Class Number 10060

University at Albany / School of Criminal Justice
Spring 2022
Mondays and Wednesdays

Instructor: Stephen P. Hogan, M.A., J. D.

E-mail: shogan@albany.edu

Office Hours: By appointment

Phone: (518) 265-7450

Class Hours: MW 11:40 A.M. – 1:00 P.M.

Classroom: Husted 008 (In class Lecture/Discussion)

4 credits

Prerequisites: Junior or Senior Standing

COURSE DESCRIPTION, PURPOSE, AND GOALS

Official Course Description

The study of judicial opinions provides the opportunity for students to become familiar with fundamental principles and rules of constitutional criminal procedure, and their application within specific factual settings. Where relevant, textual materials and social science research bearing on the legal issues are considered. Anticipated topics include: the functioning of the adversarial system of proof, including the respective obligations and duties of prosecuting attorneys and criminal defense lawyers; the fifth amendment and compulsory self-incrimination issues; the fourth amendment and the law of search and seizure; issues in capital punishment; and other, related matters.

We anticipate the appearance of guest lecturers in class to discuss their experience and perspectives on topics we will cover

Upon successful completion of this course, you will:

- **Identify the major actors in the U.S. criminal court system and differentiate their roles and responsibilities.**
 - **Describe the structure of the U.S. criminal court system and its foundation in criminal law.**
 - **Discuss the key issues relating to the Fourth, Fifth, Sixth, Eighth, and Fourteenth Amendment as they apply to criminal procedure.**
 - **Identify the impact of criminal law and procedure on U.S. criminal court practices.**
 - **Evaluate racial disparity issues in the U.S. criminal court system.**
-

COURSE ENVIRONMENT

Facilities and teaching methods

Our class meets twice a week, **in person**. The class meets on Mondays and Wednesdays from 11:40 a.m. and 1:00 p.m. in room 008 of Husted Hall on the downtown campus (135 Western Avenue, Albany). The teaching method will be a combination of lectures, classroom discussions, demonstrative videos, presentations, and outside speakers who are working in the criminal justice system.

Required texts and/or other educational materials

Required textbook:

Criminal Procedure 4th edition, by Matthew Lippman (“the Lippman textbook”)

Published by SAGE Publications, Inc

The text is available through the campus bookstore, and can be accessed online at

<https://us.sagepub.com/en-us/nam/criminal-procedure/book259219>

The eBook can be opened/accessed with Red Shelf, VitalSource, Amazon Kindle, Google Play, and more. The eBook can be rented for \$63.00 for a 120-day lease.

Print ISBN: 9781544334752, 1544334753

eText ISBN: 9781544334769, 1544334761

Instructor provided materials and/or access:

Required readings, videos, and assignments (with the associated submission deadlines) are located in the Course Folder for each week in the “Course Materials” module folder in Blackboard. The Course materials will also contain additional materials that may help you increase your understanding of court cases and legal principles described in the Lippman textbook. The Lippman eBook has links to additional materials that could be of interest to you. You will also be taught to use the Westlaw Campus legal research service available through the university library system.

Attendance and Participation Requirements

Class participation is an indispensable part of the learning experience. Accordingly, weekly class attendance is mandatory. The procedure for obtaining a medically excused absence is described on the University’s web site. Please make every reasonable effort to contact me before class if you will not be able to attend.

Note: Class participation reflects student engagement and is an important part of the final grade; elements of class participation can include: 1) attendance; 2) participation in class discussions; 3) note taking; 4) completion of reading assignments prior to class; 5) questioning and comments directed to the guest speakers that come to class; 6) communication with the me about class

topics or any difficulties you have understanding and/or mastering the material. *I understand that not all of you are inclined to participate in class discussions.* You can earn “class participation points” by discussing and criminal justice and criminal procedure topics you are interested in, and/or by communicating with me well ahead of the deadlines for the court observation paper and the Wrongful Conviction paper (described below). All students should contact me sooner rather than later if you are having difficulty grasping or mastering key concepts from the textbook and the lectures/classroom discussions. This is also a component of your Class Participation grade for the semester.

COURSE DELIVERY, STRUCTURE, & SCHEDULE

Topics and dates

NOTE: The scheduled syllabus topics are subject to change. Any changes made will be announced in advance of the affected class periods and assignments.

Student Requirements: Students must complete all written and reading (Text) assignments by the assigned due dates and come to class prepared to participate and discuss the material presented in class. Students will be expected to read the chapter prior to class and complete assignments associated with each chapter. Assignments may consist of answering questions associated with the chapter, reading professional articles and/or visiting various websites related to a topic of concern.

- **January 24th**
 - Introductions
 - Course expectations/syllabus
 - Murder show
 - Criminal law vs criminal procedure
 - Sources of criminal procedure
 - Structure of state and federal court systems
 - Sample case

- **January 26th**
 - *Preparation: Read pages 1-15 from text and material in Blackboard*
 - Briefing a case
 - Using Westlaw campus for research
 - Sources of criminal procedure continued

- Key constitutional amendments
- Bill of Rights

- **January 31st**
 - *Preparation: Read pages 16-26, 30-37, 42-57, 61-67 from text*
 - **Case Brief Due**
 - Fourth Amendment
 - Universal search and seizure analysis
 - Expectation of privacy
 - *Katz v. United States (1967)*
 - Abandoned property/garbage
 - *California v. Greenwood (1988)*

- **February 2nd**
 - *Preparation: Read pages 67-82 from text and in Blackboard*
 - Thermal imaging of the home
 - *Kyllo v. United States (2001)*
 - Technology and 4th Amendment
 - GPS monitoring of automobiles
 - *United States v. Jones (2012)*
 - Cell site location
 - *Carpenter v. United States (2018)*

- **February 7th**
 - *Preparation: Read pages 190-200 from text and in Blackboard*
 - **Guest speaker**
 - Exceptions to the search warrant requirement
 - Search incident to lawful arrest
 - Automobile exception
 - Emergency/Exigent circumstances

- **February 9th**
 - *Preparation: Read pages 224-232 from text, MacWade v. Kelly in Blackboard*
 - **Quiz 1**
 - Exceptions to the warrant requirement continued
 - Consent and special needs
 - *MacWade v. Kelly* (2005)

- **February 14th**
 - *Preparation: Read pages 83-90 from text, other cases in Blackboard*
 - Seizure of persons
 - Arrest upon probable cause
 - Detention upon reasonable suspicion
 - “Seizure” of vehicle
 - “Stop in frisk”
 - *Terry v. Ohio* (1968)
 - *Whren v. United States* (1996)
 - *Floyd v. New York City* (2013)

- **February 16th**
 - **Exam 1**

- **February 21st**
 - *Preparation: Read pages 286-292, 297-311 from text, case in Blackboard*
 - **Proposed observation of a criminal proceeding to be submitted for review**
 - Road to Miranda
 - *Miranda v. Arizona* (1966)
 - Interrogations and confessions
 - Custody

- **February 23rd**

- *Preparation: Read pages 335-346 from text, case in Blackboard*
- Interrogation
- *Seibert v. Missouri* (2004)
- Express questioning
- Functional equivalent of express questioning
- Two step interrogation

- **February 28th**
 - *Preparation: Read pages 347-364, materials in Blackboard*
 - Defense experts on eyewitness testimony

- **March 2nd**
 - *Preparation: Read pages 375-381 from text, materials in Blackboard*
 - DNA evidence and data bank
 - DNA partial match

- **March 7th**
 - *Preparation: materials in Blackboard*
 - **Guest speaker**
 - DNA familial searching
 - Forensic genetic genealogy

- **March 9th**
 - *Preparation: Read pages 392-398 from text, materials in Blackboard*
 - **Proposed topic for Wrongful Convictions Paper**
 - *Weeks to Wolf to Map v Ohio*

- **SPRING BREAK (3/12 to 3/20)**

- **March 21st**

- *Preparation: Read pages 402-408 from text and in Blackboard*
- Exception to the exclusionary rule
- Good faith exception

- **March 23rd**
 - *Preparation: Read pages 466-482 from text, materials in Blackboard*
 - Initiation of the legal process, bail, right to counsel
 - Arraignment, bail determination, pre-trial detention, NYS bail reform
 - *United States v. Salerno* (1987)

- **March 28th**
 - *Preparation: Read pages 487-498 from text, materials in Blackboard*
 - **Guest speaker (criminal court judge) to discuss arraignment, bail, and assignment of council**
 - *Gideon v. Wainwright* (1963)
 - *Powell v. Alabama* (1932)
 - *Scott v. Illinois* (1979)

- **March 30th**
 - *Preparation: Read pages 498-510 from text, materials in Blackboard*
 - Sixth Amendment
 - Right to counsel
 - Right to effective representation
 - Inadequate assistance of council
 - Right of self-representation in a criminal proceeding

- **April 4th**
 - **Exam 2**

- **April 6th**

- *Preparation: Read pages 513-516, material in Blackboard*
- Grand jury
- Historical background

- **April 11th**
 - *Preparation: Read pages 531-547 from text, material in Blackboard*
 - Constitutional right to a jury trial
 - Jury selection

- **April 13th**
 - *Preparation: Read pages 588-594 from text, material in Blackboard*
 - Eighth Amendment – Cruel and Unusual punishment
 - Capital punishment part 1
 - Constitutional challenges to lethal injection

- **April 18th**
 - *Preparation: Read pages 594-604 from text, material in Blackboard*
 - **Observation reflection due**
 - Capital punishment part 2
 - Execution of mentally ill persons and juveniles

- **April 20th**
 - *Preparation: Read pages 617-628 from text, material in Blackboard*
 - Counterterrorism
 - USA Patriot Act
 - National security letters
 - Enhanced interrogation
 - **Special guest?**

- **April 25th**

- *Preparation: Read pages 628-642, material in Blackboard*
 - **Wrongful conviction paper due**
 - Counterterrorism part 2
 - Drones
 - Combat status review tribunals
 - Guantanamo Bay
 - Military commissions
- **April 27th**
 - Counterterrorism continued
 - Review/catch up
- **May 2nd**
 - Review for exam 3

Exams, Quizzes, and Assignments

There will be one quiz, and three examinations throughout the semester. The third exam will be the final examination, although it is **noncumulative**. Other assignments include a case brief, a wrongful convictions paper, and an observation reflection.

Learning Assessment Deadlines

- **Case Brief: January 31st**
- **Quiz #1: February 9th**
- **Exam #1: February 16th**
- **Proposed observation of a criminal proceeding to be submitted for review: February 21st**
- **Proposed topic for Wrongful Convictions Paper: March 9th**
- **Exam #2: April 4th**
- **Observation reflection: Due April 18th**

- **Wrongful Conviction Paper: Due April 25th**
- **Exam #3: The final examination for this course (Exam 3) will be administered on Wednesday May 11th from 8 to 10 AM.**
 - **Note:** the final examination (exam 3) will be **noncumulative**. It will only cover topics we cover in class after Exam 2.

Exams

Exams and quizzes will be open book. The questions will be extremely specific, however, so students will have to prepare well to answer all the questions in the allotted time.

Students who need special testing accommodations should meet with the Disability Resource Center (DRC) in order to receive accommodations.

Explanation of Assignments

➤ *Case Brief*

This is a **one-two** page (double spaced) summary of one of the U.S. Supreme Court cases in the assigned textbook readings. This summary should include:

- Case facts
- Procedural history
- How the case got to the U.S. Supreme Court
- Issue (legal issues court must resolve)
- Holding (1 sentence description of the Supreme Court's resolution to the issue)
- Rationale (reasons for the majority opinion)
- Descent (brief explanation of the arguments of the descending justice(s))

➤ **Court Observation Reflection**

The purpose of this assignment is to expose you to criminal procedure in action. You are required to attend a state or federal criminal proceeding at some point during the semester and write an **800-word** summary of what you observed/anything that jumped out at you, whether it was what you expected (why or why not?), and in what way did the experience apply to what we have learned in class.

Note: I can give you some suggestions for when you will be able to observe an arraignment, portions of a criminal trial, or an oral argument before an Appellate court or before the NYS Court of Appeals. Your reflection should provide details about the case, the court, the issues, the context, and your overall impressions of what you have observed.

➤ **Wrongful Conviction Paper**

For this **five-page** (double spaced) paper, you will choose a movie, podcast, tv show, or select one of the wrongful conviction stories from the Innocence Project website (<https://innocenceproject.org>) or a wrongful convictions website associated with a university, such as the Northwestern Wrongful Convictions site (<https://www.law.northwestern.edu/legalclinic/wrongfulconvictions/>).

- In part one of the paper, you will describe in detail the facts of the wrongful conviction case that you have chosen. In part two of the paper, you will describe the relevant provisions of the U.S. Constitution (i.e., 4th, 5th, 6th, 8th, or 14th amendment) that is associated with the case you have chosen.

GRADES

Grading Percentages:

- **10% - class participation**
- **10% - 1 quiz**
- **15% - 1 paper**
- **5% - observation assignment**
- **5% - case brief**
- **55% - 3 exams**
 - **Exam 1: 15%**
 - **Exam 2: 20%**
 - **Exam 3: 20%**

Final course grades:

The grading system will be grades A-E, and will be assigned according to the following rubric:

92-100 = A	78-80 = B-	67-69 = D+
89-91 = A-	75-77 = C+	64-66 = D
85-88 = B+	73-74 = C	60-63 = D-
81-84 = B	70-72 = C-	Below 60 = E
		(Academic Failure)

Other grades:

N: Noncredit. An indicator assigned when a student formally audits a course.

I: Incomplete. A grade of *I* is a temporary grade assigned at the discretion of the instructor when student has been unable to complete a class for reasons which are considered to be extenuating and beyond the student's control. These reasons must be documented at the time of request. Incomplete grades do not count toward graduation.

- **For more information about incomplete grades, see**
<https://www.albany.edu/undergraduateeducation/grading.php>

W: Withdrawn. Assigned by the appropriate administrative officer for withdrawal from a course or from the University (without penalty)

Z: Failing (penalty grade). Assigned by the appropriate administrative officer for excessive absence, unofficial withdrawal, and like situations.

Makeup Work:

Make up work will be permitted/assigned only when it is the result of a serious injury/illness or significant family crisis, as described in the Undergraduate Bulletin. Students are required to notify the instructor in advance if they anticipate missing class work or receiving a zero for the assignment. It is the student's responsibility to make arrangements with their instructor to complete assignments within one week of the official due date. The University's Medical Excuse Policy is available at: https://www.albany.edu/health_center/medicalexcuse.shtml

Late Work:

Late work will not be accepted unless you have contacted me previously about turning it in late.

University Policies

Academic Accommodations: Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning, and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of the Disability Resource Center (Campus Center 130, 518-442-5490, DRC@albany.edu). That office will provide the course instructor with verification of your disability and will recommend appropriate accommodations.

Absence due to Religious Observance: Students are excused, without penalty, to be absent because of religious beliefs, and will be provided equivalent opportunities for make-up examinations, study, or work requirements missed because of such absences. Students should notify the instructor of record in a timely manner, and the instructor will work directly with students to accommodate religious observances. Online courses will not schedule any assignment deadlines on religious holidays.

Title IX: Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits discrimination on the basis of sex in federally funded education programs and activities. The SUNY-wide Sexual Violence Prevention and Response Policies prohibit offenses defined as sexual harassment, sexual assault, intimate partner violence (dating or domestic violence), sexual exploitation, and stalking. The SUNY-wide Sexual Violence Prevention and Response Policies apply to the entire University at Albany community, including students, faculty, and staff of all gender identities. The University at Albany provides a variety of resources for support and advocacy to assist individuals who have experienced sexual offenses. Confidential support and guidance can be found through the Counseling Center (518-442-5800, https://www.albany.edu/counseling_center/), the University Health Center (518-442-5454, https://www.albany.edu/health_center/), and the Interfaith Center (518-489-8573, <https://www.albany.edu/spirituality/onCampus.shtml>). Individuals at these locations will not report crimes to law enforcement or university officials without permission, except for in extreme circumstances, such as a health and/or safety emergency. Additionally, the Advocates at the University at Albany's Advocacy Center for Sexual Violence are available to assist students without sharing information that could identify them (518-442-CARE, <https://www.albany.edu/advocacycenter/>).

Sexual offenses can be reported non-confidentially to the Title IX Coordinator within The Office for Equity and Compliance (518-442-3800, <https://www.albany.edu/equity-compliance/>, Building 25, Room 117) and/or the University Police Department (518-442-3131, <http://police.albany.edu/>).

Please note, faculty members are considered “responsible employees” at the University at Albany, meaning that they are required to report all known relevant details about a complaint of sexual violence to the University's Title IX Coordinator, including names of anyone involved or present, date, time, and location. In case of an emergency, please call 911.

Academic Integrity and Conduct: No cheating or plagiarism will be tolerated in this course or at the university. If you are struggling with the course, please email me or see me so I can help you.

University Academic Integrity Policy:

As a community of scholars, the University at Albany has a special responsibility to integrity and truth. By testing, analyzing, and scrutinizing ideas and assumptions, scholarly inquiry produces the timely and valuable bodies of knowledge that guide and inform important and significant decisions, policies, and choices. Our duty to be honest, methodical, and careful in the attribution of data and ideas to their sources establishes the foundations of our work. Misrepresenting or falsifying scholarship undermines the essential trust on which our community depends. Every member of the community, including both faculty and students, shares an interest in maintaining academic integrity.

When the entire University community upholds the principles of academic integrity, it creates an environment where students value their education and embrace experiences of discovery and intellectual growth. In this environment, grades and degrees are awarded and applauded as the recognition of years of learning, achievement, discipline, and hard work. Maintaining the highest standards of academic integrity ensures the value and reputation of our degree programs; these standards represent an ethical obligation for faculty intrinsic to their role as educators, as well as a pledge of honor on the part of students. If a violation of academic integrity occurs, faculty, deans, and students all share in the responsibility to report it.

Violations of trust harm everyone. The academic community needs to trust that its members do not misrepresent their data, take credit for another's ideas or labor, misrepresent, or interfere with the work of other scholars, or present previous work as if it were new. Acts of academic dishonesty undermine the value and credibility of the institution as a whole and may distract others from important scholarship or divert resources away from critical research. In particular, students who plagiarize or falsify their work not only fail to adhere to the principles of scholarly inquiry and fail their peers by taking undeserved credit or reward, but they also fail to demonstrate their learning.

These guidelines define a shared context of values to help both students and faculty to make individual and institutional decisions about academic integrity. Every student has the responsibility to become familiar with the standards of academic integrity at the University. Faculty members must specify in their syllabi information about academic integrity and may refer students to this policy for more information. Nonetheless, student claims of ignorance, unintentional error, or personal or academic pressures cannot be excuses for violation of academic integrity. Students are responsible for familiarizing themselves with the standards and behaving accordingly, and UAlbany faculty are responsible for teaching, modeling, and

upholding them. Anything less undermines the worth and value of our intellectual work, and the reputation and credibility of the University at Albany degree.

Resources for Students

The University Libraries offer important resources for students seeking additional orientation to academic integrity.

Practicing Academic Integrity Site: library.albany.edu/infolit/integrity. This site provides access to concise and engaging educational resources that will help students navigate through the complexities surrounding information use and creation in today's digital environment. Acknowledging the work of others through citation (and its flip side, plagiarism), copyright, the ethics of sharing information in different formats, and the importance of contributing one's own voice to academic conversations are all highlighted.

Citation Tools: the University Libraries offers a wide variety of citation tools which may be found at libguides.library.albany.edu/citationgenerators. These resources include citation generators and more extensive citation management tools, such as Zotero, Citation generators are websites or mobile apps that automatically format citations and bibliographies. Users select a type of source to be cited, such as a book, enter the book title, and the citation generator retrieves the required data and creates the citation data. Citation generators are useful for undergraduates who need to create bibliographies when writing papers, but it is important to check the resulting citations for errors. Citation management software programs allow students to create and organize a personal library of references and articles, format citations for a bibliography in various citation styles, and sometimes share and collaborate with others. Also available is CitationFox, an extensive resource developed by UAlbany librarians that provides citation guidance and examples for both the MLA and APA style.

Students should consult syllabi, their instructors, and in relevant circumstances their advisors for information about specific policies on academic integrity in courses or other academic exercises such as comprehensive/qualifying examinations, theses, and dissertations.

Examples of Academic Integrity Violations: Violations include plagiarism, cheating on examinations, multiple submission, forgery, sabotage, unauthorized collaboration, falsification, bribery, and theft, damage, or misuse of Library or IT Resources. For further details about

violations, and penalties and procedures for violations of Academic Integrity, visit
https://www.albany.edu/studentconduct/standards_of_academic_integrity.php

Syllabus of Instructor Stephen P. Hogan for RCRJ 425-0001: Introduction to the Law of Criminal Procedure (Class No.:10060)

Criminal Justice 442Z (4 cr.)
Contemporary Issues in Policing

Spring 2020
Tuesday 4:15-7:05
310 Husted Hall

Prof. Robert E. Worden
221C Draper Hall
Office Hours: by appointment

Course Description: American policing is frequently a subject of controversy, which typically revolves around the use and (actual or alleged) abuse of police authority: physical force, including but not limited to deadly force; arrest; stops; searches. These are enduring issues in policing. Even as crime levels have declined, and with them the public's anxiety about crime and personal safety, the propriety and justice with which police perform their role remain the subjects of concern. This course examines these issues and related matters. We will consider academic research on these forms of police behavior, and on policing more generally, to better understand these issues and how they can be addressed. **Prerequisite:** RCRJ 201 and Junior/Senior Class Standing.

Course Learning Objectives: Students completing this course will understand the primary concerns at issue in debates about the use and abuse of police authority, distinguish between prevailing understandings of effective policing among different public constituencies and among the police themselves, understand and describe various academic understandings and analyses of the effects of exercise of police authority and demonstrate detailed familiarity with various approaches to policing reform, and efforts to connect policing more closely to the communities in which police operate.

Course Requirements: Contributions to class discussions. Students are expected to contribute regularly to seminar discussions. Prior to each class session, discussion questions on the topic for that class will be distributed via the Blackboard Learning System (BLS). The discussion questions raise issues that are, in my estimation, important for understanding the content, significance, and implications of the research that we consider, and I provide them in the hope that they might serve to direct your attention to important issues. I do not suppose, however, that there is one and only one – or in some instances, any – “correct” answer, or that the discussion questions I have formulated are the only questions that the class should address. Students will address the discussion questions first in small group discussions and then as a class. Group membership will be fluid, with students assigned to different groups from class to class.

The better contributions to discussion are grounded in the assigned readings, and I expect that students will carefully read and reflect on the readings; students are also encouraged to question whether the arguments, evidence, and interpretations presented in the readings are logically and empirically valid. Note that the groups are not “teams” as in team-based-learning, and it is not the purpose of small-group discussions to arrive at a single answer for each discussion question but rather to explore different ways of answering the questions – i.e., to *discuss* the questions in order to deepen your understanding of the issues. Class attendance is at your discretion, but attendance is a (minimal) form of participation, and absence will detract from your participation. Furthermore, participation in discussions is necessary but not sufficient for contributing to them; not every sentence spoken or written contributes to a deeper understanding of the material. Contributions to small-group and class discussions will comprise 20 percent of each student's grade in the course.

Written answers to discussion questions. When each week's discussion questions are distributed via BLS, several students will each be assigned one of the discussion questions on which to write an answer, based on the readings; responses will be due no later than the scheduled class time and submitted on BLS. Over the course of the semester, each student will have been assigned five

questions on which to write. Together the answers will comprise 20 percent of the course grade.

Class presentation/paper. Each student will investigate a specific issue in policing, such as the use of excessive force or citizen oversight of the police, and the fruits of that inquiry will be shared in two forms: a verbal presentation to the class and a written paper. In addition, each student will maintain a journal of his/her reflections on the implications of the assigned readings each week for the selected topic, recorded in a personal blog on BLS. Details about this requirement are contained in a separate hand-out. The journal will comprise 10 percent of each student's course grade, the presentation 10 percent, and the final paper 20 percent.

Final exam. A cumulative, take-home final exam will comprise 20 percent of each student's course grade.

Students should become familiar with the University's regulations concerning academic dishonesty, if they are not already familiar with them; information and links to additional resources can be found here: http://www.albany.edu/undergraduate_bulletin/regulations.html. Violations of these regulations, including plagiarism, cheating on exams, and other forms of academic dishonesty, are not excusable, will not be tolerated, and will be sanctioned appropriately; *in addition*, violations will be reported to the dean of undergraduate education for any additional penalties that the dean's office may impose.

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, medical, cognitive, learning and mental health (psychiatric) disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Disability Resource Center (518- 442-5490; drc@albany.edu). Upon verification and after the registration process is complete, the DRC will provide you with a letter that informs the course instructor that you are a student with a disability registered with the DRC and list the recommended reasonable accommodations.

SCHEDULE OF TOPICS AND READINGS*

* Subject to change at instructor's discretion. Assigned readings are available at the BLS course site.

January 28: Introduction

February 4: The Police Role

James Q. Wilson, *Varieties of Police Behavior* (Cambridge: Harvard University Press, 1968), pp. 16-34.

Egon Bittner, "Florence Nightingale in Pursuit of Willie Sutton: A Theory of the Police," in Herbert Jacob (ed.), *The Potential for Reform of Criminal Justice* (Beverly Hills: Sage, 1974).
Gordon P. Whitaker, "What Is Patrol Work?" *Police Studies* 4 (1982): 13-22.

February 11: Police Authority & "Good" Policing

Geoffrey P. Alpert and William C. Smith, "How Reasonable is the Reasonable Man? Police and Excessive Force," *Journal of Criminal Law and Criminology* 85 (1994): 481-501.

Michael C. Gizzi, "Pretextual Stops, Vehicle Searches, and Crime Control: An Examination of Strategies Used on the Frontline of the War on Drugs," *Criminal Justice Studies* 24 (2011): 139-152.

James J. Fyfe, "Terry: A[n Ex-]Cop's View," *St. John's Law Review* 72 (1998): 1231-1248.

Carl B. Klockars, "The Dirty Harry Problem," *The Annals* 452 (1980): 33-47.

William Ker Muir, Jr., *The Police: Streetcorner Politicians* (Chicago: University of Chicago Press, 1977), chaps. 2-4.

February 18: Police Culture

John Van Maanen, "Working the Street: A Developmental View of Police Behavior," in Herbert Jacob (ed.), *The Potential for Reform of Criminal Justice* (Beverly Hills: Sage, 1974).

Eugene A. Paoline, III, "Taking Stock: Toward a Richer Understanding of Police Culture," *Journal of Criminal Justice* 31 (2003): 199-214.

Michael K. Brown, "Police Discretion and Operational Style," chap. 8 in *Working the Street: Police Discretion and the Dilemmas of Reform* (New York: Russell Sage Foundation, 1981).

David Weisburd and Rosann Greenspan, *Police Attitudes Toward Abuse of Authority: Findings From a National Study*, Research in Brief (Washington, DC: National Institute of Justice, 2000).

February 25: Police Bureaucracy

- James Q. Wilson, "The Police Administrator," chap. 3 in *Varieties of Police Behavior*.
Michael K. Brown, "The Dilemmas of Administrative Control," chap. 5 in *Working the Street*.
Egon Bittner, "Legality and Workmanship: Introduction to Control in the Police Organization," in Maurice Punch (ed.), *Control in the Police Organization* (Cambridge, MA.: MIT Press, 1983).
Mark H. Moore and Anthony A. Braga, "Measuring and Improving Police Performance: The Lessons of Compstat and its Progeny," *Policing* 26 (2003): 439-453.

March 3: Public Attitudes

- Tom R. Tyler, "Enhancing Police Legitimacy," *Annals of the American Academy of Political and Social Science* 593 (2004): 84-99.
Michael D. Reisig and Roger B. Parks, "Experience, Quality of Life, and Neighborhood Context: A Hierarchical Analysis of Satisfaction with Police," *Justice Quarterly* 17 (2000): 607-630.
Steven G. Brandl, James Frank, Robert E. Worden, and Timothy S. Bynum, "Global and Specific Attitudes Toward the Police: Disentangling the Relationship," *Justice Quarterly* 11 (1994): 119-134.
Jon Hurwitz and Mark Peffley, "Explaining the Great Racial Divide: Perceptions of Fairness in the U.S. Criminal Justice System," *Journal of Politics* 67 (2005): 762-783.

March 10: Police-Citizen Encounters

- Richard E. Sykes and Edward E. Brent, "The Regulation of Interaction by Police: A Systems View of Taking Charge," *Criminology* 18 (1980): 182-197.
David H. Bayley and James Garofalo, "The Management of Violence by Police Patrol Officers," *Criminology* 27 (1989): 1-25.
Joel H. Garner, Christopher D. Maxwell, and Cedrick Heraux, "Characteristics Associated with the Prevalence and Severity of Force Used by the Police," *Justice Quarterly* 19 (2002): 705-746.
Stephen D. Mastrofski, Tal Jonathan-Zamir, Shomron Moyal, and James J. Willis. "Predicting Procedural Justice in Police-Citizen Encounters," *Criminal Justice and Behavior* 43 (2016): 119-39.

March 24: Enforcement Dilemmas

On-line

- Wesley G. Skogan, "Broken Windows; Why – and How – We Should Take Them Seriously," *Criminology and Public Policy* 7 (2008): 195-201.
David Thacher, "Order Maintenance Reconsidered: Moving Beyond Strong Causal Reasoning," *Journal of Criminal Law & Criminology* 94 (2004): 381-414.
Jacinta M. Gau and Rod K. Brunson, "Procedural Justice and Order Maintenance Policing: A Study of Inner-City Young Men's Perceptions of Police Legitimacy," *Justice Quarterly* 27 (2010): 255-279.

continued below

Enforcement Dilemmas (cont.)

Lawrence W. Sherman and Dennis Rogan, "Effect of Gun Seizures on Gun Violence: 'Hot Spots' Patrol in Kansas City," *Justice Quarterly* 12 (1995): 625-648.

James Shaw, "Community Policing Against Guns: Public Opinion of the Kansas City Gun Experiment," *Justice Quarterly* 12 (1995): 695-710.

March 31: Community Policing

Bureau of Justice Assistance, *Understanding Community Policing: A Framework for Action* (Washington: Author, 1994), ch. 3.

Wesley G. Skogan, "The Promise of Community Policing," in David Weisburd and Anthony A. Braga (eds.), *Police Innovation: Contrasting Perspectives* (Cambridge: Cambridge University Press, 2006).

Roger B. Parks, Stephen D. Mastrofski, Christina DeJong, and M. Kevin Gray, "How Officers Spend Their Time with the Community," *Justice Quarterly* 16 (1999): 483-518.

Gary Cordner and Elizabeth Perkins Biebel, "Problem-Oriented Policing in Practice," *Criminology & Public Policy* 4 (2005): 155-180.

April 7: Organizational Change

Wesley G. Skogan, "Why Reforms Fail," *Policing & Society: An International Journal of Research and Policy* 18 (2008): 23-34.

John P. Crank, "Watchman and Community: Myth and Institutionalization in Policing," *Law & Society Review* 28 (1994): 325-351.

James J. Willis, Stephen D. Mastrofski, and David Weisburd, "Making Sense of Compstat: A Theory-based Analysis of Organizational Change in Three Police Departments," *Law & Society Review* 41(2007): 147-188.

Kathleen J. Ferraro, "Policing Woman Battering," *Social Problems* 36 (1989): 61-74.

April 21, 28 &

May 5: Student Presentations

May 13: Final Exam due

SEMINAR IN APPLIED CRIMINAL JUSTICE

RCRJ 493 (3 credits)

University at Albany

School of Criminal Justice

Husted 012 Thursdays, 5:45 - 8:35 PM

Instructor: Diana Mancini
Office Hours (Draper Hall 220):

dmancini@albany.edu
By appointment

Course Overview and Description:

Students who wish to enroll in “Seminar in Applied Criminal Justice” (CRJ 493) must have an internship with an appropriate agency and register for “Internship in Criminal Justice” (CRJ 494) during the same semester. Other prerequisites: Open only to criminal justice majors with senior standing and an overall grade point average of 2.5 or higher; one relevant upper division course and permission of department required.

In this course, we will talk about interviews, internships, and career goals. Our Career and Professional Development office is a great resource, <https://www.albany.edu/career/index.shtml>, for these areas as well. I have provided some links below that you should review for future class discussions.

Please take the time to review the links below from the Career and Professional Development website:

- ◆ On-Campus Recruiting
 - View the online presentation

- ◆ Majors and Careers
 - Learn about a specific career
 - Take FOCUS 2

- ◆ Resumes and Cover Letters
 - Resume samples
 - Cover letter samples
 - Watch the Resume/Cover letter presentation

- ◆ Interviewing
 - Prepare for the interview
 - Prepare for the day
 - Follow up

- ◆ Graduate School
 - Finding a graduate program
 - Funding your education
 - The application process
 - Required Testing

Format

Class modules have a specific structure and sequence, but the course as a whole is flexible and highly interactive in nature. Students are encouraged to raise questions about any issue that is relevant to their internship or their careers.

Attendance

Attendance will be required for the days that we have in class assignments or presentations.

Mock Interview Assignments

All students need to participate in a Mock Interview through the Career and Professional Development office. You can schedule the appointment right on their website. Here is some further information about making the appointment:

You can [schedule a practice interview](#) to refine your interviewing skills. You will need to provide a copy of your resume and information about the job for which you will be "interviewing" when you make an appointment. To get the most out of a practice interview you should treat it like a real interview. Show up early and dress as you would for a real interview.

You will also be participating in Group Mock Interviews near the end of the semester. We will discuss these interviews in class.

Written Assignments

The Reflective Papers do not need to be any longer than two pages but please write more than a paragraph. I would like you to summarize the tasks that you did, how the tasks were beneficial, what could be done differently, and your experience at the internship. The last Reflective Paper due should include your overall experience at the internship and if you would recommend the internship for other CRJ students. These written assignments should be emailed to me at szyskowski@albany.edu.

Insights from the Workplace

An important goal of the course is to help students recognize and understand workplace dynamics. I would like everyone to participate in group discussions as well as updates on their internships. Each student will have shared several *substantive* observations during the course of the semester and the quality of the observations will be rated much more highly than the quantity.

Grades

Students will receive a grade from A to E for the course. The grade will be based on: (1) the average grade of seven written assignments; (2) mock interview(s); and (3) class participation. The breakdown for the three areas are:

- Written Assignments 40% of grade
- Mock Interview(s) 50% of grade

-Class Participation 10% of grade

Academic Honesty

Academic honesty is taken very seriously. In all cases of cheating, students will receive a failing grade. In addition, a Violation of Academic Integrity Report will be submitted to the Dean (http://www.albany.edu/eltl/academic_integrity.php).

Schedule

The schedule below identifies the sequence in which major topics will be addressed. The specific dates may have to be adjusted, however, depending upon the amount of time that students wish to spend on a certain issue.

We do not have class on Thursday, March 19th.

	Class/Assignments	Due Date	Explanation	How to submit
1	Go over course syllabus.	1/23/20	Make sure to setup an individual mock interview with the Career and Professional Development office.	Nothing due
2	Reflective Paper 1	1/30/20	Summary of internship since 1/23/20	Email – 1/30
3	Class discussion on interviews and internships	2/06/20	We will discuss experiences in interviews and have updates on the internships.	Nothing due
4	Reflective Paper 2	2/13/20	Summary of internship since 1/30/20.	Email – 2/13
5		2/20/20	Make sure you have emailed me the date of your individual mock interview with the Career and Professional Development office.	Nothing due
6	Reflective Paper 3	2/27/20	Summary of internship since 2/13/20	Email – 2/27
7	Presentation by Tibusay Hernandez on resumes.	3/05/20	Tibusay Hernandez from Career and Professional Development will discuss resumes and review individual resumes.	Nothing due
8	Reflective Paper 4	3/12/20	Summary of internship since 2/27/20	Email – 3/12
9	Presentation by Tibusay Hernandez on cover letters.	3/26/20	Tibusay Hernandez from Career and Professional Development will discuss cover letters.	Nothing Due
10	Reflective Paper 5	4/02/20	Summary of internship since 3/12/20	Email – 4/2
11	Mock Group Interviews in Draper Hall 217	4/09/20	Please meet at your scheduled time in Draper Hall 217 for your Group Mock Interview.	Nothing Due
12	Reflective Paper 6	4/16/20	Summary of internship since 4/2/20	Email – 4/16
13	Mock Group Interviews in Draper Hall 217	4/23/20	Please meet at your scheduled time in Draper Hall 217 for your Group Mock Interview.	Nothing Due
14	Final Reflective Paper due.	4/30/20	Make sure your supervisor has completed the evaluation form. They should be turned in by you and your supervisor for a final grade.	Email – 4/30



SCHOOL OF CRIMINAL JUSTICE

UNIVERSITY AT ALBANY State University of New York

Fall 2021

RCRJ 495: Crime, Justice, and Policy

Class Time: Tuesday 12:00-2:50 (3 cr.)

Class Location: Husted Hall 214

Office Hours: Wednesday 10:00-12:00 and by appointment

[Dr. William Alex Pridemore](#)

Draper 223A

Email: pridemore@albany.edu

Phone: 518-442-5210

Prerequisite(s): R CRJ 201 or 203, and junior or senior standing; or permission of instructor.

Course Description & Objectives

The purpose of this course is to *introduce advanced undergraduate students to contemporary crime and criminal justice policy*. An additional objective is to help you *develop the skills necessary to evaluate the impact of policies and to write effective policy evaluations*. We begin with an introduction to *evidence-based policy* and its *application to crime and criminal justice*, including a discussion of causation and of what constitutes evidence. We then address *the social context in which crime and criminal justice policy* is made, including public opinion, the role of politics, and the influence of other vested interests. Our introduction ends with a discussion of what must be assessed when *evaluating policy*. We then consider *crime policy* in four specific areas: delinquency prevention and violence prevention, situational crime prevention, alcohol and drug policy, and firearm policy. Finally, we examine *criminal justice policy* in three specific areas: policing, courts, and the collateral consequences of incarceration. When discussing crime and criminal justice policies, we will consider the social and political context in which they arose, their theoretical justification, their precise aims, if they had their intended effects, if they had any unintended consequences, and if there are alternatives (policy or otherwise) that should be considered.

Course Design, Attendance, and Participation

The first 3-4 weeks will consist mainly of lectures, though with some discussion. The rest of the course will be seminar style and student-led, with 3-4 people leading our discussions each week. The success of this course depends on your preparation, attendance, and participation, so all of us will have completed the reading on each topic and be actively involved in the discussion. The schedule below lists the topics we will cover each week.

Reading Materials

There is no textbook for this course. The reading materials consist of a series of articles, book chapters, and monographs that are listed at the end of this syllabus and available in PDF format on our course's Blackboard site.

Grading

Your course grade is based on three policy summaries (the first two are each worth 15% of your total grade, the third is worth 20%), a series of seven quizzes (25%), leading class discussion with your group on a selected topic (15%), and attendance and class participation (10%). We will discuss each assignment in detail in class. The grading scale for your semester grade is as follows:

>92.5	A	79.5-82.5	B-	67.5-69.5	D+
89.5-92.5	A-	77.5-79.5	C+	62.5-67.5	D
87.5-89.5	B+	72.5-77.5	C	59.5-62.5	D-
82.5-87.5	B	69.5-72.5	C-	<59.5	E

Class Schedule and Topics

	Date	Topic
Week 1	August 24	Introduction to course. What is evidence-based policy?
Week 2	August 31	What is evidence-based policy? (continued)
Week 3	September 7	The social context of crime and criminal justice policy
Week 4	September 14	Evaluating the effects of policies and interventions on crime and justice
Week 5	September 21	Crime Policy: Delinquency prevention and violence prevention
Week 6	September 28	Crime Policy: Situational crime prevention
Week 7	October 5	Crime policy: Alcohol and drug policy
Week 8	October 12	Crime Policy Summary Due. No class: Fall Break.
Week 9	October 19	Crime Policy: Firearm policy
Week 10	October 26	CJ Policy: Policing
Week 11	November 2	No Class: Dr. Pridemore in Germany for Homicide Symposium.
Week 12	November 9	CJ Policy: Courts
Week 13	November 16	Criminal Justice Policy Summary Due. No Class: Dr. Pridemore at American Society of Criminology Conference.
Week 14	November 23	CJ Policy: Punishment – The collateral consequences of incarceration
Week 15	November 30	Last class: Catch up. Summary.
Finals Week	December 11	Final Policy Summary Due at 12:30pm.

University and Course Policies

Academic Integrity: Science is a communal task and you are free to consult with me, other professors, and fellow students to aid your learning. However, your written work must be completed independently. Our course complies with University at Albany's policies regarding academic integrity, which you can find here: https://www.albany.edu/undergraduate_bulletin/regulations.html. Scientific integrity is inviolable, and you are responsible for knowing and following all guidelines for ethical academic conduct. Academic dishonesty includes presenting another's work as your own, presenting previous work as work done in this semester, copying the work of another, etc. I will determine when a student has violated academic integrity and I will impose the appropriate sanction, which can include a score of zero on the assignment and a failing grade for the course. Quoted material must be identified. Failure to do so is plagiarism and will be treated as a violation of academic integrity. Learning to cite correctly and appropriately is an important professional skill to develop. Please cite your sources in the style outlined in the most recent edition of the [Publication Manual of the American Psychological Association](#).

Reasonable Accommodation will be provided for students with documented disabilities. Any student who has a disability that may prevent you from fully demonstrating your other abilities should contact the [Disability Resource Center](#) immediately. They will provide me with an Academic Accommodation Letter, and then you and I can discuss accommodations necessary to ensure your full participation and facilitate your educational opportunities.

Religious Holidays: University policy excuses student absences due to religious observances and provides without penalty for the rescheduling of exams and other required classwork that may fall on religious holidays. It is your responsibility to provide me with *substantial advance* notice so that we may work out a reasonable solution.

Absence Policy: Attendance and class participation are 10% of your overall grade. I will reduce this grade by one percentage point for each unexcused absence. You can read the University's *Medical Excuse Policy* here: https://www.albany.edu/health_center/medicalexexcuse.shtml.

Course Assignments Must Be Turned in On Time: You are responsible for completing and providing to me all assignment by the due date. The only exceptions are instances covered by university policy with proper documentation, such as those outlined in the "Attendance and Timely Compliance with Course Requirements" section of the *Undergraduate Bulletin* (https://www.albany.edu/undergraduate_bulletin/regulations.html) or in the *Medical Excuse Policy* (https://www.albany.edu/health_center/medicalexexcuse.shtml).

Notice of Copyright: I am the exclusive owner of copyright of the materials I create for this course. These course materials — including lectures, presentations, assignments, exams, and similar materials — are protected by United States copyright law [Title 17, U.S. Code]. Materials are presented in an educational context for personal use and study and should not be shared, distributed, or sold outside the course without my written permission.

Reading List

Helpful Websites

Center for Evidence-Based Crime Policy at George Mason University: <http://cebcp.org/>

Coalition for Evidence-Based Policy: evidencebasedprograms.org

National Institute of Justice website on effective programs and practices in criminal justice, juvenile justice, and victim services: <https://www.crimesolutions.gov/>

Cochrane Collaboration: <http://www.cochrane.org>

Campbell Collaboration: <http://www.campbellcollaboration.org/>

Bureau of Justice Statistics: <http://www.bjs.gov/>

Inter-university Consortium for Political and Social Research (ICPSR), National Archive of Criminal Justice Data (NACJD): <http://www.icpsr.umich.edu/icpsrweb/NACJD/>

National Criminal Justice Reference Service: <https://www.ncjrs.gov/>

Organizing Research Presentations and Articles

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Friedman, G. D. (2005). Please read the following paper and write this way! *American Journal of Epidemiology*, 405, 161.

Gopen, G. D., & Swan, J. A. (1990). The science of scientific writing. *American Scientist*, 78, 550-558.

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Rothman, K.J., & Greenland, S. (2007). Causation and causal inference in epidemiology. *American Journal of Public Health*, 95(S1), S144-S150.

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Sampson, R.J., Winship, C., & Knight, C. (2013). Translating causal claims: Principles and strategies for policy-relevant criminology. *Criminology & Public Policy*, 12, 587-616.

Blomberg, T. G., Mestre, J., & Mann, K. (2013). Seeking causality in a world of contingency: Criminology, research, and public policy. *Criminology & Public Policy*, 12, 571-584.

Blumstein, A. (2013). Linking evidence and criminal justice policy. *Criminology & Public Policy*, 12, 721-730.

Recommended

Chalmers, I. (2003). Trying to do more good than harm in policy and practice: The role of rigorous, transparent, up-to-date evaluations. *The Annals of the American Academy of Political and Social Science*, 589, 22-40.

The Social Context of Crime and Criminal Justice Policy

Biden, J. R., Jr. (2021). *Memorandum on Restoring Trust in Government Through Scientific Integrity and Evidence-Based Policymaking*. Available [online here](#).

Freiberg, A., & Carson, W. G. (2010). The limits to evidence-based policy: Evidence, emotion, and criminal justice. *The Australian Journal of Public Administration*, 69, 152-164.

Snowden, A. J., & Pridemore, W. A. (2008). The 2003 Slovenian alcohol policy: Background, supporters, and opponents. *Contemporary Drug Problems*, 35, 5-35.

Ramirez, M. D. (2013). Punitive sentiment. *Criminology*, 51, 329-364.

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Weitzer, R., & Tuch, S. A. (2004). Race and perceptions of police misconduct. *Social Problems*, 51, 305-325.

McCambridge, J., Hawkins, B., & Holden, C. (2014). The challenge corporate lobbying poses to reducing society's alcohol problems: Insights from UK evidence on minimum unit pricing. *Addiction*, 109, 199-205.

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Watch this 13-minute Ted Talk: [Ben Goldacre – What Doctors Don't Know About the Drugs They Prescribe](#).

Rossi, P. H., Lipsey, M. W., & Freeman, H. E. (2004). Chapter 7: Measuring and monitoring program outcomes. Pp. 203-323 in *Evaluation: A systematic approach*, 7th Edition. Thousand Oaks, CA: Sage Publications.

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Crime policy: Delinquency prevention. Violence prevention.

Delinquency Prevention

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Gottfredson, D. G., Crosse, S., Tang, Z., Bauer, E. L., Harmon, M. A., Hagen, C. A., & Greene, A. D. (2020). Effects of school resource officers on school crime and responses to school crime. *Criminology & Public Policy*, 19, 905-940.

Violence Prevention

Braga, A. A., & Weisburd, D. L. (2012). The effects of “pulling levers” focused deterrence strategies on crime. *Campbell Systematic Reviews*, 2012(6). DOI: 10.4073/csr.2012.6.

Marques, J. K., Wiederanders, M., Day, D. M., Nelson, C., & van Ommeren, A. (2005). Effects of a relapse prevention program on sexual recidivism: Final results from California's sex offender treatment and evaluation project (SOTEP). *Sex Abuse: A Journal of Research and Treatment, 17*, 79-107.

Rogers, M. L., & Pridemore, W. A. (2013). Poverty, social protection, and cross-national homicide rates: Direct and moderating effects. *Social Science Research, 42*, 584-595.

Recommended

Feder, L., Wilson, D. B., & Austin, S. (2008). Court-mandated interventions for individuals convicted of domestic violence. *Campbell Systematic Reviews, 2008*(12). DOI: 10.4073/csr.2008.12.

Pridemore, W. A., Roche, S. P., & Rogers, M. L. (2018). Cashlessness and street crime: A cross-national study of direct deposit payment and robbery rates. *Justice Quarterly, 35*, 919-929.

Crime Policy: Situational Crime Prevention

Hayes, R., Downs, D. M., & Blackwood, R. (2012). Anti-theft procedures and fixtures: A randomized controlled trial of two situational crime prevention measures. *Journal of Experimental Criminology, 8*, 1-15.

Bowers, K. J., Johnson, S. D., & Hirschfield, A. (2004). Closing off opportunities for crime: An evaluation of alley-gating. *European Journal on Criminal Policy and Research, 10*, 285-308.

Blaise, E., & Bacher, J.-L. (2007). Situational deterrence and claim padding: Results from a randomized field experiment. *Journal of Experimental Criminology, 3*, 337-352.

Guerette, R. T., & Bowers, K. J. (2009). Assessing the extent of crime displacement and diffusion of benefits: A review of situational crime prevention evaluations. *Criminology, 47*, 1331-1368.

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Bennett, T., Holloway, K., & Farrington, D. (2008). The effectiveness of neighborhood watch. *Campbell Systematic Reviews, 2008*(18). DOI: 10.4073/csr.2008.18.

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Crime Policy: Alcohol and Drug Policy

Mitchell, O., Wilson, D. B., & MacKenzie, D. L. (2012). The effectiveness of incarceration-based drug treatment on criminal behavior: A systematic review. *Campbell Systematic Reviews, 2012*(18). DOI: 10.4073/csr/2012.18.

Mazerolle, L., Soole, D. W., & Rombouts, S. (2007). Street-level drug law enforcement: A meta-analytic review. *Campbell Systematic Reviews, 2007*(2). DOI: 10.4073/csr/2007.2.

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Pridemore, W. A., & Grubestic, T. H. (2013). Alcohol outlets and community levels of interpersonal violence: Spatial density, type of outlet, and seriousness of assault. *Journal of Research in Crime and Delinquency, 50*, 132-159.

Pridemore, W. A., Chamlin, M. B., & Andreev, E. M. (2013). Reduction in male suicide mortality following the 2006 Russian alcohol policy: An interrupted time series analysis. *American Journal of Public Health, 103*, 2021-2026.

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Brendryen, H., Lund, I. O., Johansen, A. B., Riksheim, M., Nesvåg, S., & Duckert, F. (2014). Balance – A pragmatic randomized controlled trial of an online intensive self-help alcohol intervention. *Addiction, 109*, 218-226.

D'Amico, E. J., & Edelen, M. O. (2007). Pilot test of Project CHOICE: A voluntary afterschool intervention for middle school youth. *Psychology of Addictive Behaviors, 21*, 592-598.

Crime Policy: Firearm Policy

Loftin, C., McDowall, D., Wiersema, B., & Cottey, T. J. (1991). Effects of restrictive licensing of handguns on homicide and suicide in the District of Columbia. *New England Journal of Medicine, 325*, 1615-1620.

Crifasi, C. K., Merrill-Francis, M., McCourt, A., Vernick, J. S., Wintemute, G. J., & Webster, D. W. (2018). Association between firearm laws and homicide in urban counties. *Journal of Urban Health, 95*, 383-390.

Hemenway, D., & Solnick, S. J. (2015). The epidemiology of self-defense gun use: Evidence from the National Crime Victimization Surveys 2007-2011. *Preventive Medicine, 79*, 22-27.

Webster, D. W., McCourt, A. D., Crifasi, C. K., Booty, M. D., & Stuart, E. A. (2020). Evidence concerning the regulation of firearms design, sale, and carrying on fatal mass shootings in the United States. *Criminology & Public Policy, 19*, 171-212.

Frizzell, W., & Chien, J. (2019). Extreme Risk Protection Orders to reduce firearm violence. *Psychiatric Services, 70*, 75-77.

Zeoli, A. M., Paruk, J., Branas, C. C., Carter, P. M., Cunningham, R., Heinze, J., & Webster, D. W. (2021). Use of Extreme Risk Protection Orders to reduce gun violence in Oregon. Forthcoming in *Criminology & Public Policy*.

Recommended

Braga, A. A., & Hureau, D. M. (2015). Strong gun laws are not enough: The need for improved enforcement of secondhand gun transfer laws in Massachusetts. *Preventive Medicine, 79*, 37-42.

Carlson, J. (2020). Gun studies and the politics of evidence. *Annual Review of Law and Social Science, 16*, 183-202.

Criminal Justice Policy: Policing

Saulnier, A., Lahay, R., McCarty, W. P., & Sanders, S. (2020). The RIDE study: Effects of body-worn cameras on public perceptions of police interactions. *Criminology & Public Policy, 19*, 833-854.

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*, 213-244.

Rosenfeld, R., & Fornango, R. (2014). The impact of police stops on precinct robbery and burglary rates in New York City, 2003-2010. *Justice Quarterly, 31*, 96-122.

Braga, A., Papachristos, A., & Hureau, D. (2012). Hot spots policing effects on crime. *Campbell Systematic Reviews, 2012*(8). DOI: 10.4073/csr.2012.8.

Short, M. A., Brantingham, P. J., Bertozzi, A. L., & Tita, G. E. (2010). Dissipation and displacement of hotspots in reaction-diffusion models of crime. *Proceedings of the National Academy of Sciences, 107*, 3961-3965.

Recommended

Nagin, D. S., & Weisburd, D. (2013). Evidence and public policy: The example of evaluation research in policing. *Criminology & Public Policy, 12*, 651-679.

Lum, C., Telep, C. W., Koper, C. S., & Grieco, J. (2012). Receptivity to research in policing. *Justice Research and Policy, 14*, 61-95.

Criminal Justice Policy: Courts

Fishbane, A., Ouss, A., & Shah, A. K. (2020). Behavioral nudges reduce failure to appear in court. *Science*, 370, 682- .

Ulmer, J. T., & Bradley, M. S. (2006). Variation in trial penalties among serious violent offenses. *Criminology*, 44, 631-670.

Gover, A. R., MacDonald, J. M., & Alpert, G. P. (2003). Combating domestic violence: Findings from an evaluation of a local domestic violence court. *Criminology & Public Policy*, 3, 109-132.

Cosden, M., Ellens, J. K., Schnell, J. L., Yamini-Diouf, Y., & Wolfe, M. M. (2003). Evaluation of a mental health treatment court with assertive community treatment. *Behavioral Sciences and the Law*, 21, 415-427.

Recommended

Kritzer, H. M. (2016). Impact of judicial elections on judicial decisions. *Annual Review of Law and Social Science*, 12, 353-371.

Criminal Justice Policy: The Collateral Consequences of Incarceration

Uggen, C., & Manza, J. (2002). Democratic contraction? Political consequences of felon disenfranchisement in the United States. *American Sociological Review*, 67, 777-803.

Pager, D. (2003). The mark of a criminal record. *American Journal of Sociology*, 108, 937-975.

Western, B. (2002). The impact of incarceration on wage mobility and inequality. *American Sociological Review*, 67, 526-546.

Massoglia, M., & Pridemore, W. A. (2015). Incarceration and health. *Annual Review of Sociology*, 41, 291-310.

Recommended

Johnson, R. C., & Raphael, S. (2009). The effects of male incarceration dynamics on acquired immune deficiency syndrome infection rates among African American women and men. *Journal of Law and Economics*, 52, 251-293.

Special Topics in Criminal Justice: Terrorism and the Criminal Justice System

RCRJ 496Z; Fall 2021

Fully Online (Asynchronous) – 4 credits
State University of New York, UAlbany

Instructor: Dr. Charles S. Lanier
Department: Criminal Justice
Office: Draper 210A
Phone: 518-442-5210
E-mail: clanier@albany.edu

Prerequisite(s): R CRJ 201 or 203; or permission of instructor, or junior or senior standing.

Office Hours: E-mail or by appointment [Note that I will respond to your e-mail inquiry within 24 hours. If a thorough response will take more time, I will at a minimum let you know that I received your communication].

Course Description

The primary approach of this class will be a focus on readings and contemporary events that cover a wide variety of issues implicated by the intersection of Terrorism and the Criminal Justice System. It takes its point-of-departure from the attacks of 9/11 and the ensuing Global War on Terror (GWOT). The course begins with an examination of the Bill of Rights, and a review of the various components of the American Criminal Justice System.

Among the other issues covered during the semester will be definitions of terrorism (i.e., both domestic and international); theoretical approaches to its study; the financing, motivations, and training of terrorists; the role of the media; intelligence gathering and the law; tensions between civil liberties and fighting the GWOT; prosecution and punishment of terrorists; terrorist organizations. Special attention throughout the semester will be given to the challenges facing the Criminal Justice System as it confronts this unique and expanding threat to the safety and security of the American people.

This course will integrate required readings, Power Point Lectures, weekly participation on a Discussion Board, and several writing assignments. Students will be expected to carefully analyze and discuss required readings, as well as remain aware of contemporary events involving terrorism. This is a writing intensive, 4-credit hour course; a substantive research paper is required for this class. Participation on the Discussion Board, as well as the research assignment also should help hone skills involving critical thinking, writing, and scholarly inquiry.

Course Outcomes

By the end of the course, you will be able to:

- Identify and understand the causes of terrorism and the motivations of its adherents;
- Identify and understand the historical causes of terrorism and common responses to this phenomenon;
- Acquire and maintain an accurate awareness of topical events about terrorism;

- Objectively appraise and critique public policy dealing with Terrorism and the U.S. Criminal Justice System;
- Demonstrate critical thinking, research, and writing abilities on materials related to the issues of Terrorism and the U.S. Criminal Justice System.

Required Texts

Cynthia C. Combs (2018). *Terrorism in the Twenty-First Century* (8th Edition). Routledge.

- ISBN-10: 1138671398
- ISBN-13: 978-1138671393

Alston Chase (2004). *A Mind for Murder: The Education of the Unabomber and the Origins of Modern Terrorism*.

- ISBN-10: 0393325563
- ISBN-13: 978-0393325560

Jose A. Rodriguez Jr. (2012). *Hard Measures: How Aggressive CIA Actions After 9/11 Saved American Lives*. Threshold Editions.

- ISBN-10: 1451663471
- ISBN-13: 978-1451663471

Other streaming videos and readings (accessible online) can be located in the *External Materials* Folder of each Module.

Recommended Readings

Herman Hesse (1906). *Beneath the Wheel*.

Michael T. Flynn and Michael Ledeen (2016). *The Field of Fight: How We Can Win the Global War Against Radical Islam and Its Allies*. St. Martin's Press.

Sebastian Gorka (2016). *Defeating Jihad: The Winnable War*. Regnery Publishing.

Karen J. Greenberg (2016). *Rogue Justice: The Making of the Security State*. Broadway Books.

Raheem Kassam (2017). *No Go Zones: How Sharia Law Is Coming to a Neighborhood Near You*. Regnery Publishing.

Ted Koppel (2015). *Lights Out: A Cyberattack, A Nation Unprepared, Surviving the Aftermath*. Crown.

James E. Mitchell and Bill Harlow (2016). *Enhanced Interrogation: Inside the Minds and Motives of the Islamic Terrorists Trying to Destroy America*. Crown Forum.

Azadeh Moaveni (2019). *Guest House for Young Widows: Among the Women of ISIS*.

Benjamin Wittes and Gabriella Blum (2015). *The Future of Violence: Robots and Germs, Hackers and Drones--Confronting A New Age of Threat*. Basic Books.

Evaluation & Grading

Your grade will be based on the following four (4) criteria:

- | | |
|--------------------------------------|-----|
| 1) Discussion Board -- | 30% |
| 2) Response Essays -- | 20% |
| 3) <i>A Mind for Murder</i> Essay -- | 20% |
| 4) Research Paper – | 30% |

[Please note that no final exam is required for this class]

(1) Discussion Board Participation: The teaching approach for this class on campus incorporates lectures, and class presentations, but it is primarily designed to be seminar in nature. Adhering to the seminar format of this class entails that we discuss topical events, readings, and other relevant issues, both within small groups as well as among the class as a whole. Absent the class room experience, where we can all gather and talk through issues in a seminar format, the next best option is to use a Discussion Board. Guidelines for participation on the *Discussion Board* are presented below.

(2) Summary and Response Essays: Students are required to write two (2) separate Essays based on assigned articles; the URLs for these readings are included in the course Syllabus below. Each 4-page Essay must be submitted online via SafeAssign on Blackboard no later than 11:59 PM by the date posted in the Tentative Class Schedule below (i.e., 9/23 & 10/14). While these essays are based generally on an assigned reading, students are encouraged to populate their writing with information gleaned from any other relevant resource. Among the other suitable materials that can be used are lectures, media sources, and class discussions. A separate set of guidelines for the *Summary and Response Essays* is posted on Blackboard.

(3) A Mind for Murder Essay: Students will be required to write a 6 to 8-page (i.e., 1,500-2,000 words) essay based on the assigned book by Alston Chase--*A Mind for Murder: The Education of the Unabomber and the Origins of Modern Terrorism*. You should pace yourself while reading this book, and give yourself time to reflect on the author's presentation. You must submit this paper online via SafeAssign on Blackboard on or before 11:59 PM on Thursday, November 4. While the essay should be based primarily on Chase's book, students are encouraged to populate their writing with information gleaned from any other relevant resource, including lectures and class discussions. A separate set of guidelines for the *A Mind for Murder* Essay will be posted on Blackboard.

(4) Research Paper: A scholarly research paper is required for this course. The topic of your paper must be related to the subject matter of this course--"Terrorism and the Criminal Justice System." The required 10 to 14-page (i.e., 2,500-3,500 words) paper must be based on the issues raised during class discussions, external sources (e.g., media reports), and/or assigned readings. This paper must take its "point of departure" from the sources above, but incorporate additional research as well. You must submit this paper online via SafeAssign on Blackboard no later than 11:59 PM on the last day of class December 6. A separate set of guidelines for the *Research Paper* is posted in Module 1 and Module 15 on Blackboard.

Grading

Grading for the course will be A-E:

93-100 = A	73-76 = C
90-92 = A-	70-72 = C-
87-89 = B+	67-69 = D+
83-86 = B	63-66 = D
80-82 = B-	60-62 = D-
77-79 = C+	≤ 59 = E

Also, please be sure to read the section below on *How I Grade Participation on the Discussion Board*.

General Guidelines

Students are expected to complete assessments when scheduled. If you are unable to complete an assignment at the scheduled time and date, you must notify me within one (1) day in advance, or a make-up will not be available to you. Notification is defined as e-mail contact. **Please use “RCRJ 496Z” in the subject line of all e-mail communications regarding this course.**

If a student fails to submit a particular assignment, whether it’s a Summary and Response Essay, or a Discussion Board posting, they will be given a zero for that assessment. **Making-up missed assignments will be permitted only under exceptional circumstances** and at the instructor’s discretion. For a make-up assignment to be rescheduled, the student must provide confirmation (i.e., a note, contact person) of the situation that makes such a delay necessary.

If an emergency arises during the semester which interferes with your ability to adequately complete this course, it is **your responsibility to notify me in a timely manner** and discuss options. Please do not wait until you have fallen behind. Incompletes are not available for poor time management. If I believe that your class performance is below average, I will send a warning to you with suggestions for improvement. At the same time, if you think you are having problems early on, contact me ASAP--Do not wait!

To save frustration in case of a “tech glitch,” you may want to make it a habit to compose and proof your Posts in a word document. You then can “cut & paste” your work into the submission box of the Discussion Board. There have been times when all of a student’s work has been “lost” by hitting the wrong key, or because of some other technical difficulty. Notwithstanding this recommendation, remember that **you must not submit your Discussion Posts or responses in an attachment.**

An online “study skills” service which each student may wish to explore is located at the following URL -- <http://www.dartmouth.edu/~acskills/index.html>. Among the valuable information provided on the Academic Skills Center website at Dartmouth College are suggestions for improving grades, organizing time, and taking exams.

Additionally, one of the best sources for APA Format can be found online at the Online Writing Lab (OWL) at Purdue University (https://owl.purdue.edu/writinglab/the_writing_lab_at_purdue.html). It is easy to access the OWL at Purdue for APA guidance. Go to *Research and Citation*, then *APA Style*. Once there, locate the *APA Formatting and Style Guide*, which will be particularly useful in writing your papers.

Tentative Class Schedule & Deliverables

Listed below is a schedule of the readings and assignments required for the course. The academic week begins on Monday at 12:01 AM EST, and ends on Sunday, 11:59 PM EST. **Unless otherwise noted**, all assignments must be completed by the end of each particular Module (i.e., by Sunday at 11:59 PM EST).

Week	Module & Focus	Reading and Assignments	Online Activity
Week 1: M1 (8/23 to 8/29)	Module 1 (M1): <i>Classes Begin</i> Getting Started: Introduction & Course Overview	Review Module 1 Content & PowerPoint Lectures: <ul style="list-style-type: none"> • <i>Initial Lecture</i> • <i>Constitution Lecture</i> Read Combs Chapter 1: “An Idea Whose Time Has Come?”	Participate in the Welcome & Introductions on the Discussion Board
Week 2: M2 (8/30 to 9/5)	Module 2 (M2): Historical Background & Definitional Clarity	Review Module 2 Content & PowerPoint Lecture: <ul style="list-style-type: none"> • <i>Definitional Challenges</i> Read Combs Chapter 2: “Not a Modern Phenomenon” Read Chase: pp. 11-63	Participate in the Discussion Board Review External Materials folder
Week 3: M3 (9/6 to 9/12)	Module 3 (M3): Rationalization of Violence	Review Module 3 Content & PowerPoint Lecture Read Combs Chapter 3: “Ideology and Terrorism: Rights from Wrongs?” Read Chase: pp. 64-128	Participate in the Discussion Board Review External Materials folder
Week 4: M4 (9/13 to 9/19)	Module 4 (M4):	Review Module 4 Content & PowerPoint Lecture <i>Research Paper Topics due [9/16]</i>	Participate in the Discussion

	Terrorists as Criminals	<p>Essay I reading→ “10 Reasons The U.S. Is No Longer The Land Of The Free” (See Article URLs below)</p> <p>Read Combs Chapter 4: “Criminals or Crusaders?”</p>	<p>Board</p> <p>Review External Materials folder</p>
Week 5: M5 (9/20 to 9/26)	<p>Module 5 (M5):</p> <p>State Terrorism & Terror as Big Business</p>	<p>Review Module 5 Content & PowerPoint Lecture</p> <p>Summary & Response Essay I due [9/23]</p> <p>Read Combs Chapter 5: “Terrorism by the State”</p> <p>Read Combs Chapter 6: “Terrorism, Inc.”</p> <p>Read Chase: pp. 129-189</p>	<p>Participate in the Discussion Board</p> <p>Review External Materials folder</p>
Week 6: M6 (9/27 to 10/3)	<p>Module 6 (M6):</p> <p>Learning to be a Terrorist</p>	<p>Review Module 6 Content & PowerPoint Lecture</p> <p>Read Combs Chapter 7: “Terrorist Training”</p> <p>Read Chase: pp. 190-250</p>	<p>Participate in the Discussion Board</p> <p>Review External Materials folder</p>
Week 7: M7 (10/4 to 10/10)	<p>Module 7 (M7):</p> <p>Midterm Point (3/19)</p> <p>The Role of the Media</p>	<p>Review Module 7 Content & PowerPoint Lecture</p> <p>Essay II reading→ “Fifteen Years On, Where Are We in the ‘War on Terror?’” (See Article URLs below)</p> <p>Read Combs Chapter 8: “The Media: A Weapon for Both Sides?”</p> <p>Read Chase: pp. 251-294</p>	<p>Participate in the Discussion Board</p> <p>Review External Materials folder</p>
Week 8: M8 (10/11 to 10/17)	<p>Module 8 (M8):</p> <p>Hard Measures: Part 1</p>	<p>Review Module 8 Content & PowerPoint Lecture</p> <p>Summary & Response Essay II due [10/14]</p> <p>Read Rodriguez: pp. XIII-151</p>	<p>Participate in the Discussion Board</p> <p>Review External</p>

			Materials folder
Week 9: M9 (10/18 to 10/24)	Module 9 (M9): <i>Hard Measures:</i> Part 2	Review Module 9 Content & PowerPoint Lecture Read Rodriguez: pp. 155-261	Participate in the Discussion Board Review External Materials folder
Week 10: M10 (10/25 to 10/31)	Module 10 (M10): Domestic Terrorism	Review Module 10 Content & PowerPoint Lecture Lecture: A Mind for Murder Chapter 9: “Domestic Terrorism in the United States” Read Chase: pp. 295-372	Participate in the Discussion Board Review External Materials folder
Week 11: M11 (11/1 to 11/7)	Module 11 (M11): Legal & Extra- Legal Responses to Terror	Review Module 11 Content & PowerPoint Lecture <i>A Mind for Murder</i> Essay due [11/4] Read Combs Chapter 10: “International Legal Perspectives on Terrorism” Read Combs Chapter 11: “The Use of Force to Combat Terrorism”	Participate in the Discussion Board Review External Materials folder
Week 12: M12 (11/8 to 11/14)	Module 12 (M12): Focus on Intel & Hardening Targets	Review Module 12 Content & PowerPoint Lecture Read Combs Chapter 12: The Use of National Law and Intelligence Resources to Combat Terrorism” Read Combs Chapter 13: “Security Measures: A Frail Defense”	Participate in the Discussion Board Review External Materials folder
Week 13: M13 (11/15 to 11/21)	Module 13 (M13): WMDs & the Future of Terrorism	Review Module 13 Content & PowerPoint Lecture Read Combs Chapter 14: “The New Terrorist Threat: Weapons of Mass Destruction”	Participate in the Discussion Board Review External Materials folder
Week 14: M14	Module 14 (M14):	Review Module 14 Content & PowerPoint Lecture	Participate in the Discussion

(11/22 to 11/28)		Read Combs Chapter 15: “Future Trends”	Board Review External Materials folder
Week 15: M14 (11/29 to 12/6)	Module 15 (M15): <i>Last day of classes (5/11)</i> Final Thoughts	Review Module 15 Content & PowerPoint Lecture <i>Complete & Submit Research Paper through Turnitin no later than 12/6</i> TBA	Participate in the Open Forum on Discussion Board

Article URLs

Essay I reading → “10 Reasons The U.S. Is No Longer The Land Of The Free”
<https://jonathanturley.org/2012/01/15/10-reasons-the-u-s-is-no-longer-the-land-of-the-free/>

Essay II reading → “Fifteen Years On, Where Are We in the ‘War on Terror?’” (September 7, 2016)
<https://www.ctc.usma.edu/posts/fifteen-years-on-where-are-we-in-the-war-on-terror>

Professional Learning Environment

One important caveat at the outset involves how we all “speak” to one another. We must always *respect for the opinions of others*. Disagreements regarding issues in seminar-type classes are common and welcome. Debates among class participants thus may become emotional from time to time. Notwithstanding this fact, discussion among class participants must always remain civil and respectful.

See also: <http://www.albion.com/netiquette/corerules.html>

A Note on the Importance of Media Reports

Many students come to this class with little knowledge about terrorism, or that it even exists in our world today. Many believe that the attacks on 9/11 were unique--the “high point” in terms of potential harm from terrorists. In part, this is due to the unparalleled nature of the attacks on the World Trade Center and the Pentagon. It also is because many people do not follow media reporting, and thus are bereft of contemporary information on the presence of terrorism in our world.

The requirement to read and use media reports in your work is designed to keep each student up-to-date on current events and information about terrorism. For example, you can find information about specific terrorist attacks; individual terrorists; terrorist groups around the globe; policy responses of the United States as well as other nations that have been victimized;

statistics and other resources by scanning any reliable source of news in the world. At the same time, you should be able to distinguish between opinion/editorial pieces and actual news reports.

At the end of the day, integrating information from Media Reports into your discussions will give you a better sense of the state of terrorism in the world today. At the same time, steeping yourselves in the news will provide ideas for research papers, inform you about current research, and enlighten you about policy responses to the problem of terrorism. As such, you should feel free to use any type of Open Source Intelligence (OSINT) in your work this semester. Remember:

Information does not have to be secret to be valuable. Whether in the blogs we browse, the broadcasts we watch, or the specialized journals we read, there is an endless supply of information that contributes to our understanding of the world. The Intelligence Community generally refers to this information as Open Source Intelligence (OSINT). OSINT plays an essential role in giving the national security community as a whole insight and context at a relatively low cost.

OSINT is drawn from publicly available material, including:

- *The Internet*
- *Traditional mass media (e.g. television, radio, newspapers, magazines)*
- *Specialized journals, conference proceedings, and think tank studies*
- *Photos*
- *Geospatial information (e.g. maps and commercial imagery products)*

From: <https://www.cia.gov/news-information/featured-story-archive/2010-featured-story-archive/open-source-intelligence.html>.

Discussion Board Guidelines

The teaching approach for this class on campus incorporates lectures, and class presentations, but it is primarily designed to be seminar in nature. It requires active participation in small groups as well as open class discussions. Students are expected to carefully analyze and discuss required readings, remain aware of contemporary events, and actively participate in class discussion. Absent the class room experience, where we can all gather and talk through issues in a seminar format, the next best option is to use a Discussion Board.

One of the major requirements for this class is participation on the Discussion Board. Posting and responding to questions on the Discussion Board accounts for 30% of your grade in this course. As such, it is prudent to understand what “participation on the Discussion Board” means, so you can (1) maximize your grade, and (2) personally benefit from a wide-ranging academic discussion among your peers. Accordingly, here are some guidelines for participating on the Discussion Board:

- Typically, I will post a single multi-part Discussion Question (DQ) in each Module--except those where written assignments are due. Each DQ must be answered in essay format. These Discussion Questions require students to post a minimum of one (1) Main Post, and two (2) Responses to the original posts of their colleagues. Note that this is the minimum requirement.

- **You must make your Main Post first before you will be able to see what other students have posted on the Discussion Board.**
- Now, “minimum” suggests that writing more would be prudent. Note that you can Post as many times as you’d like on any of these discussion forums. These forums are meant to be interactive so do not think of them as “drive-by” targets where you come, Post, and leave.
- In fact, each student should visit and read all Posts on the Discussion Board, and respond to as many as you wish. You also should revisit your own Posts and follow-up with anyone who has left a response for you.
- Original or Main Posts should be no less than 250 words, while responses should be no less than 100 words.
- Your original post must be substantive, informative, and designed to foster discussion among the class. Your answers to the Discussion Question must be based primarily on assigned material, external reading, and other scholarly sources, and not entirely driven by opinion.
- You must proofread your posts to ensure that they are free of typos, and other errors (e.g., grammatical; spelling; mistakes in APA format; punctuation).
- The course requires that you answer directly each question asked in the Discussion Board, not just reply to someone else’s post. When you do reply, though, do more than simply write “I agree with what you said.” Posts are intended to inspire debate, and to help your colleagues confront the issues implicated in the discussions.
- While your two (2) responses may require less of an exchange, superficial feedback to someone’s original post is unacceptable (e.g., “I agree with what you wrote”).
- Posting means “Posting”—do not attach your comments in a PDF or Word file for these Discussion Board exchanges. You can write and proof your Posts in a word processor, but then please “cut & paste” them into the submissions box of the Discussion Board. So, do not submit your Discussion Posts or responses in an attachment.
- You are required to include references that conform to APA format in your Main Posts. As you include these references in your posts, you’ll learn to use APA style. This will help you later on because it will become “second nature” when you prepare your written assignments.
- It also will prove beneficial to include media reports as you construct your Posts. This shows the relevance of our study in the real world, and at the same time, keeps you current on events around the globe.
- Importantly—do not engage in plagiarism on the Discussion Board. In the past, some students have simply “cut & pasted” from an online resource, and never bothered to provide attribution in their Post.
- Even if you provide the correct attribution for the sources in your Post, you cannot simply copy from an online source. The idea here is for you to provide your thoughts—not someone else’s.
- Try to Post and/or respond to others as early in the week as possible to keep the debate alive. In that regard, you must make your Main Post no later than 11:59 PM on Thursday of each module. If everyone waits until the end of the Module to participate on the Discussion Board, our exchanges will be less beneficial.
- **All Posts to the Discussion Board are graded**--including the Introductions (in Module 1) and the Open Forum (in the Final Module).

How I Grade Participation on the Discussion Board

The following criteria will be used to grade your participation on the Discussion Board:

- The Main Posts and responses must be substantive;
- The Main Post must be timely (i.e., on or before Thursday at 11:59 PM);
- Main Posts must be responsive to the question asked;
- An attempt must be made to respond to questions asked by colleagues;
- All work must be error-free;
- Sources must be included in a Reference section;
- Sources must adhere to APA format;
- Postings must be scholarly, and free of gratuitous remarks.

Remaining aware of these criteria, **as well as Posting more than the minimum required** (which is 1 Main Post and 2 responses), will help you to maximize your grade on the Discussion Board each week.

Course Number: RCRJ 498
Course Name: Independent Study in Criminal Justice

Instructor Name: Justin Pickett, Associate Professor
Contact Info: jpickett@aplany.edu
Credit Hours: Variable (up to 6.0 credits)
Office Hours: By appointment
Prerequisites: Permission of instructor and undergraduate program director
and junior or senior class standing

Course Objectives/Learning Outcomes

An independent project on a select topic in criminal justice, designed in consultation with and supervised by a criminal justice faculty member.

Learning outcomes for independent study may vary dependent upon the type of project being pursued, but may include:

- Develop a comprehensive understanding of existing research on the selected topic.
- Objectively appraise and critique the research findings.
- Explain the implications of the existing research as related to policy, further research opportunities, etc.
- Demonstrate critical thinking, research, and writing abilities.

Assignments

This course will culminate in a substantial formal paper submitted prior to the end of the semester. The project topic, readings, and assignments will be formulated before the start of the semester in which the research will be done.

The final paper will be a research report on a topic related to criminal justice. The length of the paper and other aspects of the course will vary dependent upon the number of credits sought. Each of several components, listed below, will be submitted earlier in the semester for feedback from the instructor. The schedule for and details of these submissions will be developed in consultation with the student.

Grading

This course is S/U graded.

Grading in this class is based on:

- Timely and complete submission of assignments (15%)
- Annotated Bibliography (10%)
- Paper Outline (10%)
- Final Paper (25%)
- Revised Final Paper (40%)

Course Resources

Resources used for this course (e.g., journal articles, books) will differ dependent on each student's project focus.

Academic Honesty

You are responsible for familiarizing yourself with and following university rules on academic integrity. Those rules and relevant links providing additional information can be found here:

https://www.albany.edu/undergraduateeducation/academic_integrity.php.

Course Description

Independent study or research on selected topics in criminal justice under the direction of a faculty member. The student is responsible for locating a faculty member who is willing to direct the independent study. May be repeated for credit but no more than 6 credits may be accumulated. Prerequisite(s): permission of instructor and undergraduate program director, and junior or senior standing. S/U graded.

Topic Outline:

- Discussion of possible research topics
- Discussion of resources for research
- Discussion of data and literature review
- Discussion of research paper expectations
- Discussion of bibliography
- Discussion of draft 1 and final draft




Distance Education Format Proposal For A Proposed or Registered Program

Form 4
Version 2014-11-17

When a new or existing program is designed for a [distance education format](#), a campus Chief Executive Officer or Chief Academic Officer should submit a signed cover letter and this completed form to the SUNY Provost at program.review@suny.edu. According to MSCHE, the 50% standard includes only courses offered in their entirety via distance education, not courses utilizing mixed delivery methods. Also, MSCHE requires that the first two programs for which 50% or more is offered through distance education be submitted for Commission review and prior approval of a substantive change.

- All campuses must complete the following sections: Sections 1 - 3, and Part B: Program Specific Issues.
- Part A must be completed if the proposing campus has not previously submitted this form with a completed Part A: Institution-wide Issues, or has made significant changes to its institution-wide distance education operations since last completing Part A. This applies even if the institution has programs registered to be delivered at a distance.

Section 1. General Information	
a) Institutional Information	Institution's 6-digit SED Code : 210500
	Institution's Name: University at Albany
	Address: 1400 Washington Avenue, Albany, NY 12222
b) Registered or Proposed Program	Program Title: Criminal Justice
	SED Program Code : 82006
	Award(s) (e.g., A.A., B.S.): B.A.
	Number of Required Credits: Minimum [120] If tracks or options, largest minimum [120]
	HEGIS Code : 2105
	CIP 2010 Code : 43.0103
c) Distance Education Contact	Name and title: Billie Bennett Franchini, Ph.D., Director of the Institute for Teaching, Learning, and Academic Leadership and Interim Director for Online Teaching and Learning Telephone: (518) 442-4850 E-mail: Bfranchini@albany.edu
d) Chief Executive or Chief Academic Officer Approval	Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the proposed program. E-signatures are acceptable. Name and title: Carol Kim, Ph.D., Senior Vice Provost for Academic Affairs & Provost
	Signature and date:  June 12, 2023
	If the program will be registered jointly¹ with one or more other institutions, provide the following information for each institution:
	Partner institution's name and 6-digit SED Code : Name, title, and signature of partner institution's CEO (or append a signed letter indicating approval of this proposal):

¹ If the partner institution is non-degree-granting, see SED's [CEO Memo 94-04](#).

Section 2: Enrollment

Year	Anticipated Headcount Enrollment			Estimated FTE
	Full-time	Part-time	Total	
1	N/A	10	10	5
2	N/A	15	15	8
3	N/A	15	15	8
4	N/A	20	20	10
5	N/A	20	20	10

Section 3: Program Information

- a) **Term length** (in weeks) for the distance program: 15
- b) Is this the same as term length for classroom program? [] No [X] Yes
- c) How much "**instructional time**" is required per week per credit for a distance course in this program? (Do not include time spent on activities that would be done outside "class time," such as research, writing assignments, or chat rooms.) **NOTE:** See [SUNY policy on credit/contact hours](#) and [SED guidance](#).

The online classes are designed to be equivalent in terms of instructional time and total material covered to the face-to-face classes. For three-credit courses, this amounts to 15 weeks at 150 minutes per week.

- d) What proportion or percentage of the program will be offered in Distance Education format? Will students be able to complete 100 percent of the program online? If not, what proportion will be able to be completed online?

100 percent of the program could be completed online, depending on the electives that are chosen and the timeframe in which the student wishes to complete the program.

- e) What is the maximum number of students who would be enrolled in an online course section?

Courses will have a maximum enrollment of 30-40 students, dependent upon the pedagogical needs of the course.

Part A: Institution-wide Issues: Submit Part A only for the **first** Distance Education program proposed by your institution using this form. SUNY and the State Education Department will keep this in a master file so that your institution will not need to resubmit it for each new proposed online program, **unless there are significant changes, such as a new platform.**

Part A.1. Organizational Commitment

- a) Describe your institution's planning process for Distance Education, including how the need for distance access was identified, the nature and size of the intended audiences, and the provisions for serving those audiences, including how each student's identity will be verified.
- b) Describe your institution's resources for distance learning programs and its student and technical support services to ensure their effectiveness. What course management system does your institution use?

- c) Describe how the institution trains faculty and supports them in developing and teaching online courses, including the pedagogical and communication strategies to function effectively. Describe the qualifications of those who train and/or assist faculty, or are otherwise responsible for online education.
- d) If your institution uses courses or academic support services from *another provider*, describe the process used (with faculty participation) to evaluate their quality, academic rigor, and suitability for the award of college credit and a degree or certificate.
- e) Does your institution have a clear *policy on ownership of course materials* developed for its distance education courses? How is this policy shared with faculty and staff? **NOTE:** You may refer to [SUNY's statement on copyright and faculty ownership of instructional content](#), and/or faculty contract provisions.

Part A.2. Learner Support

- a) Describe how your institution provides distance students with *clear information* on:
 - Program completion requirements
 - The nature of the learning experience
 - Any specific student background, knowledge, or technical skills needed
 - Expectations of student participation and learning
 - The nature of interactions among faculty and students in the courses.
 - Any technical equipment or software required or recommended.
- b) Describe how your institution provides distance learners with adequate *academic and administrative support*, including academic advisement, technical support, library and information services, and other student support services normally available on campus. Do program materials clearly define how students can access these support services?
- c) Describe how *administrative processes* such as admissions and registration are made available to distance students, and how program materials inform students how to access these services.
- d) What *orientation* opportunities and resources are available for students of distance learning?

Part B: Program-Specific Issues: Submit Part B for each new request to add Distance Education Format to a proposed or registered program.

Part B.1. Learning Design

- a) How does your institution ensure that the *same academic standards and requirements* are applied to the program on campus and through distance learning? If the curriculum in the Distance Education program differs from that of the on-ground program, please identify the differences.

The curriculum for the Distance Education program is the same as the campus-based version. The courses have the same template/syllabi, instructors, and requirements, except where particular assignments need to be adjusted for the format. Students may participate either on campus or via an online format. Most of the instructors for this program also routinely teach the same course in person during the same term or have taught the same course in person during previous terms.

- b) Are the courses that make up the distance learning program offered in a sequence or configuration that allows **timely completion of requirements**?

Courses will be offered on a regular basis to allow timely completion of the requirements. Each student is assigned an advisor who works with them to make sure that they are on track to complete the program in a timely manner. The course schedule is planned by a committee that includes the executive director and the undergraduate student services coordinator. They meet each semester to finalize the schedule for the upcoming semester and review the tentative schedules for the following three semesters, such that regular adjustments can be made to the planned schedule to accommodate fluctuations in student needs. This ensures that courses are configured in a way that allows for timely completion.

- c) How do faculty and others ensure that **the technological tools** used in the program are appropriate for the content and intended learning outcomes?

The faculty use the standard platform, currently Brightspace, which is provided by the University. This platform is updated regularly and enables video, student discussion and collaboration, weblinks, and many other resources. Faculty may also regularly use Zoom to interact with students.

Faculty draw on training support from the University's Center for the Advancement of Teaching, Learning, and Online Education (CATLOE). CATLOE's mission is to provide leadership and support for evidence-based, scholarly teaching; effective use of technology in teaching; and the growth of online education across the University.

- d) How does the program provide for appropriate and flexible interaction between faculty and students, and among students?

Students are able to interact with their instructor and classmates through email, Brightspace and Zoom. Courses typically include substantial faculty-student and student-student interaction through discussion boards and team projects. Faculty may also use online platforms such as Zoom during office hours to connect with students who are unable to meet in person.

- e) How do faculty teaching online courses verify that the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit?

The University at Albany utilizes two layers of authorization and authentication for students who participate in online learning. Students are required to log into the University password protected domain using the NETID protocol and must also log into the BLS Learning Management System using their university credentials. Brightspace also uses Safe Assign as a tool to monitor the completion of certain tasks within the LMS environment. Faculty also have access to Respondus, a tool to administer/proctor exams in an online environment.

Part B.2. Outcomes and Assessment

- a) Distance learning programs are expected to produce the **same learning outcomes** as comparable classroom-based programs. How are these learning outcomes identified – in terms of knowledge, skills, or credentials – in course and program materials?

As with face to face courses, all online courses will have learning objectives/outcomes stated in course syllabi, in addition to course goals, content focus, readings, and assignments. Program faculty routinely discuss and revise the course syllabi and student learning outcomes, for both in-person and online formats, based on program assessments and evidence of student learning.

- b) Describe how the **means chosen for assessing student learning** in this program are appropriate to the content, learning design, technologies, and characteristics of the learners.

All the courses have assessments aligned to our student learning outcomes. The assessments are specific to the course goals and may involve papers, proctored exams (including online proctoring services, if needed), online quizzes, discussion posts, problem sets, and other items suitable for the particular course. The assessments require integration, application, and analysis of course content.

Part B.3. Program Evaluation

- a) What process is in place to monitor and **evaluate the effectiveness** of this particular distance education program on a regular basis?

Distance education courses will be evaluated based on an assessment of student competencies as aligned with our program's learning objectives.

- b) How will the evaluation results will be used for **continuous program improvement**?

The assessments of student competencies identify areas for improvement. Faculty will meet to review the results of assessments and determine necessary modifications to courses.

If individual teaching evaluations suggest challenges, the chair and/or undergraduate program director will meet with the relevant faculty member. The feedback will be assessed and, if necessary, modifications will be recommended.

- c) How will the evaluation process assure that the **program results in learning outcomes appropriate to the rigor and breadth** of the college degree or certificate awarded?

The evaluation process described in part (a) is tied to learning objectives/outcomes developed by our faculty in conjunction with Institutional Research.

The courses meet university requirements for rigor and breadth required of undergraduate coursework, including credits, format, and assignments needed for an undergraduate degree.

Part B.4. Students Residing Outside New York State

SUNY programs must comply with all ["authorization to operate" regulations](#) that are in place in other U.S. states where the institution has enrolled students or is otherwise active, based on each state's definitions.

- a) What processes are in place to monitor the U.S. state of residency of students enrolled in any distance education course in this program while residing in their home state?

The University at Albany monitors and verifies residency for all students, regardless of the format of the courses in which they are enrolled (online or face-to-face). Distance learning students will be flagged in our integrated administrative system (IAS). This will allow regular querying so that we can identify any out of state students who participate from their home state. The University is a member of the National Council for State Authorization Reciprocity Agreement (NC-SARA). This is a voluntary agreement among member states and U.S. territories that establishes comparable national standards for interstate offering of postsecondary distance-education courses and programs. As a member institution, the University is approved to offer distance education courses to students outside of New York.

- b) Federal regulations require institutions delivering courses by distance education to provide students or prospective students with contact information for filing complaints with the state approval or licensing entity in the student's state of residency and any other relevant state official or agency that would appropriately handle a student's

complaint. What is the URL on your institution's website where contact information for filing complaints for students in this program is posted?

<https://www.albany.edu/online/non-nys-residents.php>



ALBANY LAW SCHOOL

80 NEW SCOTLAND AVENUE, ALBANY, NEW YORK 12208-3494

TEL: 518-445-2311 FAX: 518-445-2315 WWW.ALBANYLAW.EDU

July 2, 2021

Shadi Shahedipour-Sandvik, Ph.D.
Provost-in-Charge
State University of New York
System Administration
State University Plaza
Albany, NY 12246

Dear Dr. Shahedipour-Sandvik,

Albany Law School and the University at Albany have a long and established partnership, working together for decades to ensure that the students of the Capital District have access to quality education and can attain their career objectives. Years ago, we worked together to create combination degrees that linked many of the University at Albany's undergraduate degrees to our JD program. This partnership has been successful and continues to this day.

As the University at Albany has updated several of their bachelor programs, we would like to continue this valued partnership and update the degrees that are connected to our JD program. At this time, please accept this letter as agreement from Albany Law School that the updates made to the following programs are acceptable to us and that the combination programs listed on the attached list may be updated appropriately.

Sincerely,

Connie Mayer
Associate Dean for Academic Affairs
Raymond and Ella Smith Distinguished Professor of Law



ALBANY LAW SCHOOL

80 New Scotland Ave | Albany, NY 12208

P: 518.445.2393 | F: 518.445.3281

E-mail: cmaye@albanylaw.edu

Program Code:	Degree Title:	HEGIS:	Degree:
89216	Anthropology	2202	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89227	Atmospheric Science	1913	BS
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89187	Biology	0401	BS
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89211	Chemistry	1905	BS
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89215	Criminal Justice	2105	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89218	Economics	2204	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89217	Economics	2204	BS
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89220	History	2205	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89184	Latin American, Caribbean & US Latino Studies	0308	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89194	Music	1005	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89210	Physics	1902	BS
	M/I with 402000 Albany Law		
	M/A Law	1401	JD

89222	Political Science	2207	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89213	Psychology	2001	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89223	Sociology	2208	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD

*Additional Degrees Added with approval from Albany Law.

Program Code:	Degree Title:	HEGIS:	Degree:
89235	Accounting	0502	BS
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89224	Africana Studies	2211	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89193	Art	1002	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89188	Biology	0401	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89189	Business Administration	0506	BS
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89201	Chinese Studies	1107	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89206	Communication	0601	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD

89192	Computer Science	0701	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89204	English	1501	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89221	Geography	2206	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89205	Linguistics	1505	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89208	Mathematics	1701	BS
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89209	Mathematics	1701	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89194	Music	1005	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89207	Philosophy	1509	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89214	Public Policy and Management	2102	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89235	Social Welfare	2104	BS
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89199	Spanish	1105	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD

89195	Theatre	1007	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD