

11-35

UWUCC AP - 9/27/11

Senak Info - 10/11/11

### Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

#### Existing and Special Topics Course

Course: CRIM 394 CRIME AND DELINQUENCY PREVENTION

Instructor(s) of Record: Dr. GABRIELA WASILESI

Phone: 724-357-3918 Email: gwasil@iup.edu

#### Step Two: Departmental/Dean Approval

Recommendation:  Positive (The objectives of this course can be met via distance education)

Negative

[Signature] 9/22/11  
Signature of Department Designee Date

Endorsed: [Signature] 9/22/11  
Signature of College Dean Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

#### Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation:  Positive (The objectives of this course can be met via distance education)

Negative

[Signature] 9/29/11  
Signature of Committee Co-Chair Date

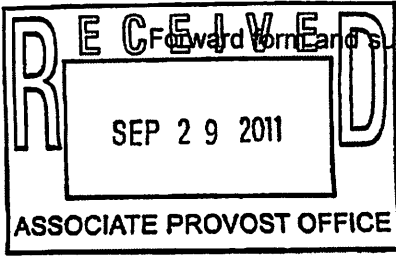
Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

#### Step Four: Provost Approval

Approved as distance education course

Rejected as distance education course

[Signature] 9/29/11  
Signature of Provost Date



Forward form and supporting materials to Associate Provost

Received  
SEP 29 2011  
Liberal Studies

Received  
SEP 26 2011  
Liberal Studies

A1. The instructor (Dr. Wasileski) has previously used WebCT and Sakai in her on-campus courses at the University of Delaware. Currently she is using Moodle in her on-campus courses as a way to expand the learning experience and exchange of information for her students. She is also currently enrolled in the Online Course Development Workshop that will begin in October 2011.

**A2. Course Objectives: Students will:**

**1. Consider the significance of crime and delinquency prevention policies and programs, with an emphasis on issues and methods employed over the past 30 years**

To accomplish this objective, students will read material from the assigned book and from e-reserve readings. There will be discussion questions for each book chapter and for the reserve reading as well. These discussion questions are made available through online delivery system. The students will be required to prepare written answers to the questions and submit those answers *prior* to the discussion of this material.

The students enrolled in the course will be placed in discussion groups (approx. 3-4 people). The instructor will have access to, and will participate in the group discussions on reading and topics that occur within each group. The discussion focus questions will provide the basis for the group discussion, but it is expected that these questions will lead to other related discussion. The group dialogue format will encourage students to analyze readings and become better critical thinkers.

The required book focuses on three major agencies of the Criminal Justice System (Police, Courts, and Corrections) that have implemented various historic and contemporary crime control and crime prevention programs. Chapters provide information on strengths and weaknesses of each prevention programs and policies that were implemented within each components of the criminal justice system (police, courts, and corrections). Throughout the semester, we will discuss which methods to control and/or prevent crime have been successful and which ones have failed.

**2. Examine the goals of various types of prevention programs operating in community, school, and family settings, as well as situational prevention efforts**

As mentioned above, majority of the chapters in the assigned book focus on crimes control and crime prevention programs (such as the Kansas City Preventive Patrol Experiment, RAND study, Community policing, Plea bargaining, Project Exile etc.) that were implemented by various agencies of the Criminal Justice System. In addition, the book presents comprehensive assessment of the scientific evidence on the effectiveness of programs intended to prevent crime in institutional settings outside of the Criminal Justice System such as families, schools, communities, etc. We will discuss these programs and policies throughout the semester.

### **3. Examine, compare, and contrast the characteristics of primary, secondary, and tertiary prevention approaches**

The effectiveness of specialized prevention programs that target particular crime such as violent offending and gang affiliation often depend on type of prevention efforts (primary, secondary and tertiary). Throughout the semester we will discuss several prevention programs such as *Gang Resistance Education and Training* that targets a very broad population such as all adolescents enrolled in schools (primary prevention efforts), a program called *The Boys & Girls Clubs of America* that focuses on youth at-risk of gang involvement (secondary prevention) and programs such as the Chicago Police Department a special unit experiment *Flying Squad* targeting current gang members (tertiary intervention). Students will be provided information about the development of such programs and findings for what works, what does not work, and what is promising.

### **4. Apply criminological theory to the topic of crime and delinquency prevention, in order to develop a deeper understanding of the links between theory and public policy**

The discussion of primary, secondary, and tertiary prevention approaches will set up the discussion of application of criminological theory to specific crime prevention programs. Again, as mentioned above this will take place during the class discussions, students will demonstrate their ability to apply criminological theory to discuss crime prevention programs. They will do this in the responses to the written discussion questions. Further, the exam will require that students are able to articulate their understanding of both prevention programs and their links to criminological theory.

### **5. Examine evaluation research that has been carried out on prevention programs and also assess the effectiveness of these prevention efforts**

Throughout the semester students will discuss different evaluations that can be applied to crime prevention programs, for example, goals-based and outcomes-based. Students will be provided information and throughout the group discussion they will be presented with several program evaluations of crime prevention in various jurisdictions. For example, certain types of victims are featured, including the elderly. Sexual predators also are examined. The text book and collection of readings will provide descriptive information about discussed crime prevention efforts and their evaluations.

### **6. Consider different types of research designs employed in evaluating prevention programs, in order to develop an understanding of the importance of scientific rigor in evaluating program effectiveness.**

This objective will be met in the class discussions. At the beginning of the semester, students will be provided with information about different measurement of crime that is difficult under any circumstances, let alone in relation to experiments or natural variation in police, courts and correctional practices. As the students discuss the various crime prevention programs and their effectiveness throughout the semester, it is expected that students will learn that there are many considerations involved in selecting and implementing new crime prevention or putting an

end to ineffective ones (government priorities such as spending on War of Drugs). Throughout the course, students will develop knowledge that in order to evaluate a crime prevention program, the most effective evaluations are those with a rigorous research design that assess the impact or outcomes of prevention programs. To investigate this, the students will conduct a review and comparison of existing prevention program (Neighborhood Watch, Community Policing, Three Strike Laws) that were implemented in two or three different sites to assess whether the program does in fact reduce crime (see syllabus). The goal of the program review is to lead students to think about the specific prevention program, its description, its focus on crime (whether the program measured risk factors for crime, or related antisocial behavior), methods used to measure a focus on crime and finally the effectiveness of the program.

**A 3. How will instructor-student and student-student, if applicable, interaction take place?**

As discussed above, there will be a great deal of both student-student and instructor-student interaction throughout the course. Specifically:

Student-Instructor interaction will occur through (a) the discussion board; (b) through virtual office hours; (c) through the weekly videos that will be posted by the instructor at the beginning of each week that provide an overview of the events of the upcoming week and feedback on the prior week (when applicable), and; (d) through feedback provided to the students on written responses to discussion questions that is submitted.

Student-Student interaction will occur primarily through the discussion board but may also occur during virtual office hours as well. More than one student can talk with the instructor during office hours. If needed, the instructor can also provide group discussion where the students can 'meet' face-to-face if they desire.

**A 4. How will student achievement be evaluated?**

Student achievement will be evaluated in exactly the same manner as the on-campus course. Student will be graded on the written assignment that they submit (i.e. the exam, their responses to the discussion questions and the video/audio guides). They will also be evaluated on their participation in the group discussions. The expectations for this component are detailed in the accompanying syllabus.

**A 5. How will academic honesty for tests and assignments be addressed?**

Academic honesty is an issue facing all educational institutions today. The new technologies of the internet only make it more important to try and address these issues not only in online education but also in traditional classrooms. While there is never a guarantee that this will occur, the instructor provides information on the academic integrity policy in the syllabus. Further instructor will develop profiles of the work of students are capable on regular basis. This will help instructor to spot differences in student's work. The instructor will examine all writings submitted by each student to look for consistency. The exam will be timed, the writing of the short answer and essay questions will be examined again for writing style consistency In

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addition, students grade also depend on their contribution to online discussions. Any instances of academic dishonesty will be dealt with according to University Policy. Finally, it is possible to look at the properties and details of WORD documents to determine the author, the date of creation, etc.

## **I. Catalog Description**

CRIM 394 Crime and Delinquency Prevention	3 class hours
	0 lab hours
Prerequisites: CRIM 101 and 102	3 credits
	(3c-0l-3cr)

Examines various crime and delinquency prevention policies and programs. Topics covered will include the historical development of crime and delinquency prevention methods, theoretical applications to prevention efforts, and research findings on program effectiveness. The importance of research design in evaluating prevention programs also will be considered.

## **II. Course Objectives**

Students will:

1. Consider the significance of crime and delinquency prevention policies and programs, with an emphasis on issues and methods employed over the past 30 years.
2. Examine the goals of various types of prevention programs operating in community, school, and family settings, as well as situational prevention efforts.
3. Examine, compare, and contrast the characteristics of primary, secondary, and tertiary prevention approaches.
4. Apply criminological theory to the topic of crime and delinquency prevention, in order to develop a deeper understanding of the links between theory and public policy.
5. Examine evaluation research that has been carried out on prevention programs and also assess the effectiveness of these prevention efforts.
6. Consider different types of research designs employed in evaluating prevention programs, in order to develop an understanding of the importance of scientific rigor in evaluating program effectiveness.

## **III. Course Outline**

Week 1 (3 lecture hours):

1. Course overview and the general importance of crime and delinquency prevention.
2. Basic prevention model: Primary, Secondary, and Tertiary Prevention.

Weeks 2-6 (14 lecture hours):

Primary Prevention:

1. The physical environment and crime (prevention through environmental design).
2. Neighborhood crime and delinquency prevention (community-based prevention).
3. Displacement and diffusion (definition, nature, and extent).
4. The mass media and crime and delinquency prevention (examples and effectiveness).
5. Prevention through general deterrence (perceptions of legal sanctions).

Exam #1

Weeks 7-11 (14 lecture hours):

Secondary Prevention:

1. Predicting future offending (individual risk factors, places, and events).
2. Situational crime and delinquency prevention (examples and effectiveness).
3. Community policing (evolution, examples, and effectiveness).
4. The impact of drugs and alcohol (scope of use, interventions, and effectiveness).
5. School-based crime and delinquency prevention (examples and effectiveness).

Exam #2

Weeks 12-14 (9 lecture hours):

Tertiary Prevention:

1. Specific deterrence and incapacitation (formal and informal sanctions, incarceration).
2. Intermediate sanctions (intensive supervision, electronic monitoring, community service).
3. Rehabilitation (correctional and community-based programs).

Final Exam

#### IV. Evaluation Methods

Final grades for the course will be based on a point system, determined as follows:

- 60% **Exams:** There will be three exams for the course, and the final exam will be cumulative in nature. Each exam will be worth 100 points (each will constitute 20% of the final course grade), and exams will be in the format of multiple choice and short written essay.
- 30% **Paper:** Each student will prepare an 8-10 page paper on a specific method or technique of crime and delinquency prevention. Emphasis will be placed on linking theory, research, and the specific method or technique selected. An initial draft of the paper will be due at mid-semester and will be worth 50 points (10% of the final course grade). The final draft of the paper will be due during finals week and will be worth 100 points (20% of the final course grade).

10% **Attendance and Participation:** Attendance and participation in class will be worth up to 50 points (10% of the final course grade), as assessed and determined by the instructor. Students are expected to prepare for and participate in class discussions and small group exercises. Bringing “real world” examples to class of crime and delinquency prevention efforts that are in the news is encouraged.

Based on the above information, final grades can be calculated as follows:

Exam 1:	100 points	450-500 points (90-100%):	A
Exam 2:	100 points	400-449 points (80-89%):	B
Exam 3:	100 points	350-399 points (70-79%):	C
Initial Paper:	50 points	300-349 points (60-69%):	D
Final Paper:	100 points	Below 300 points (< 60%):	F
Att./Part.:	<u>50 points</u>		
Total:	500 points		

#### V. Attendance Policy

Individual faculty will denote an attendance policy on the course syllabus that is consistent with university policy.

#### VI. Textbook and Readings

Textbook:

Lab, Steven P. (2000). *Crime Prevention: Approaches, Practices, and Evaluations* (4<sup>th</sup> ed.). Cincinnati, OH: Anderson Publishing Company.

Readings:

Lab, Steven P. (1997). *Crime Prevention at a Crossroads*. Cincinnati, OH: Anderson Publishing Company.

#### VI. Special Resource Requirements

No special resources are required for the course. However, students will be expected to utilize library resources and the World Wide Web to conduct research, prepare for class, and complete assignments.

#### VIII. Bibliography

Bilchik, S. (1999). *Promising Strategies To Reduce Gun Violence*. Washington DC: Office of Juvenile Justice and Delinquency Prevention.

Earls, F. J., & Reiss, A. J. (1994). *Breaking the Cycle: Predicting and Preventing Crime*. Washington, DC: National Institute of Justice.



- Farrington, D. P., & Welsh, B. C. (2001). *What Works in Preventing Crime? Systematic Reviews of Experimental and Quasi-Experimental Research* (Vol. 578 of The Annals of Political and Social Science). Thousand Oaks, CA: Sage Publications.
- Lundman, R. J. (2001). *Prevention and Control of Juvenile Delinquency* (3<sup>rd</sup> ed.). New York: Oxford University Press.
- Rosenbaum, D. P., Lurigio, A. J., & Davis, R. C. (1998). *The Prevention of Crime: Social and Situational Strategies*. Belmont, CA: West/Wadsworth.
- Sherman, L. W., Farrington, D. P., Welsh, B. C., & MacKenzie, D. L. (2002). *Evidence Based Crime Prevention*. New York: Routledge.
- Sherman, L. W., Gottfredson, D., MacKenzie, D., Eck, J., Reuter, P., & Bushway, S. (1997). *Preventing Crime: What Works, What Doesn't, What's Promising*. Washington, DC: National Institute of Justice.
- Tonry, M., & Farrington, D. P. (1995). *Building a Safer Society: Strategic Approaches to Crime Prevention*. Chicago: University of Chicago Press.
- Travis, J., & Rickman, S. (1998). *What Can the Federal Government Do To Decrease Crime and Revitalize Communities?* Washington, DC: National Institute of Justice.

**Websites:**

Join Together: [www.jointogether.org](http://www.jointogether.org)

National Criminal Justice Reference Service: [www.ncjrs.org](http://www.ncjrs.org)

National Crime Prevention Council: [www.ncpc.org](http://www.ncpc.org)

Office of Juvenile Justice and Delinquency Prevention: [www.ojjdp.ncjrs.org](http://www.ojjdp.ncjrs.org)

Pennsylvania Commission on Crime and Delinquency: [www.pccd.state.pa.us](http://www.pccd.state.pa.us)

Search Institute: [www.search-institute.org](http://www.search-institute.org)

**Please Note: The syllabus is set up as if this were a 5-week course.**

**COURSE OUTLINE – CRIM 394  
Online – Section  
Crime and Delinquency Prevention**

**Professor:** Gabriela Wasileski

**Office:** G-122 Wilson Hall

**Phone:** 357-3918 (personal office) or 357-2720 (dept. office)

**E-mail:** gwasi@iup.edu

**Virtual Office Hours:** Monday 2:00pm-4:00pm  
Tuesday 10:00am-12:00pm  
Thursday 9:00am-10:00am

Or by an appointment

**Catalog Description**

Examines various crime and delinquency prevention policies and programs. Topics covered will include the historical development of crime and delinquency prevention methods, theoretical applications to prevention efforts, and research findings on program effectiveness. The importance of research design in evaluating prevention programs also will be considered.

**Course Objectives and Students will**

- ✓ Consider the significance of crime and delinquency prevention policies and programs, with an emphasis on issues and methods employed over the past 30 years;
- ✓ Examine the goals of various types of prevention programs operating in community, school, and family settings, as well as situational prevention efforts;
- ✓ Examine, compare, and contrast the characteristics of primary, secondary, and tertiary prevention approaches;
- ✓ Apply criminological theory to the topic of crime and delinquency prevention, in order to develop a deeper understanding of the links between theory and public policy;
- ✓ Examine evaluation research that has been carried out on prevention programs and also assess the effectiveness of these prevention efforts;
- ✓ Consider different types of research designs employed in evaluating prevention programs, in order to develop an understanding of the importance of scientific rigor in evaluating program effectiveness.

## **Required Text**

John L. Worrall (2008). *Crime Control in America: What Works?* Second Edition. Pearson Education.

For some of the topics, there will be additional readings, which will be posted through online delivery system.

## **Class Preparation**

This class will be run as a seminar. This means that everyone is expected to be actively involved in the discussions. It is critical that you read all of the reading and assignment materials as well as all of the public discussion materials BEFORE discussion will take place. Discussion questions will be given for the reading assignments to help you to discuss the course material in greater detail. However, discussion questions do not limit you to address other topics, issues, questions and concerns, or to respond to your peers' postings.

## **Pace of Course**

As a summer class is only five weeks long, the course will be fast paced and the workload will be heavy. Regular and active participation is an essential, unmistakably important aspect of this online course. The expectation of the instructor is that students will log on a minimum of 4-5 times every seven days. You are required to be in the course site at the beginning of the week, in the middle of the week, and at the end of the week. Your full participation in discussion, getting into the class site ON A WEEKLY BASIS is not only a requirement; it is an essential aspect of the online course process. If you fail to do so, you will get behind with the class material and very possibly you will be not able to catch up or to do well in the class.

## **Process of Discussion in Online Delivery System**

In online delivery system, there is a 'discussion area'. You will work in small group that you will have an access to and you will work within this group throughout the semester. I will have access to each small discussion group and I will participate with each of the small group. In this 'discussion area' the questions for discussion will be posted. The discussion questions will be related to your reading from the textbook and other assigned readings. However, you will need to answers and submit your answers to those questions prior As mentioned above, it is in your best interest and you are required to be involved the discussion on a regular basis.

## **Assignments**

All assignments such as your answers to discussion questions, review of crime control program, must be submitted through online delivery system and must be WORD documents. Please keep in mind that all assignments must be submitted on time (specified time) and late submission will be subject to a point deduction as clarify below.

Late assignment deductions - After the specified day/time but later the same day (10% deduction)

Next day (20%) – Each subsequent day (additional 10% each day)

**Class Requirements (395 total points)**

**Essay - “Review of Crime Prevention Program in Three Different Sites “ (75 points)**

**Short Response Questions (125 points)**

**Exam #1 (75 points)**

**Class Discussion (120 points)**

**Short Response Questions (125 points)** – During the course of the semester, you will provide answers to questions related to the readings for the course. These questions are posted and you must retrieve them from online delivery system. You should read the textbook section first, the additional reading if assigned, and then respond to the questions. You are required to *upload and post your written answers in the Assignment area in Online Delivery System.*

Each of your written answers to discussion questions is worth up to 25 points. Responses will be evaluated based on clarity to address the issue being discussed and on the writing (i.e. grammar, appropriate punctuation, etc.).

**Exam #1 (75 points)** – This exam will focus on the two primary on crime control policies that have been implemented by different agencies of the Criminal Justice System. We will cover and discuss the topics in class. The exam will consist of multiple choice questions, short answer, and essay questions. The study guide and the exam will be available in the Online Delivery System, and similar to an on-campus course, it will be timed. The exact date for the exam will be announced in advance.

**Class Discussion (120 points)** – Due to the strong emphasis on discussion, preparing for the discussion ahead of time by completing assignments and readings is essential for effective participation. Your active and effective participation in class discussion will be evaluated and awarded by points. You can earn up to **24 points per week** for participation. However, be sure as succinct and clear as possible and organize your contribution.

**Essay “Review of Crime Prevention Program in Three Different Sites“ (75 points)** - The written assignments will give you an opportunity to apply concepts and ideas we will learn throughout the semester. Your paper should be based on the class readings, class discussions, and supplementary readings suggested in the assignment. A detailed description of essay assignment will be given in advance and it will be discussed in the group.

The essay should be 6-8 typed (double-spaced) pages and it must be submitted through the Online Delivery System.

## **Grading**

There are **395** possible points for the semester. All points will be totaled at the end of the semester, and grades will be computed as follows:

100% to 90% = A	356 points and more
89% to 80% = B	316 – 355 points
79% to 70% = C	277 – 315 points
69% to 60% = D	237 – 276 points
59% & < = F	236 or fewer points

## **Class Policies**

### **COURSE ETTIQUETTE**

Our class will inevitably involve discussion, at some point, of sensitive topics. Please respect each other and the responses provided by fellow students and me during class discussion even though you may not necessarily agree with what is being said by your group partners or me. In this case please express your disagreement in a polite way substantiating your position. This course will cover a number of controversial issues, and a healthy debate will only enrich our understanding of the subject.

### **DISABILITIES**

Students are encouraged to inform the instructor at the beginning of the course if adaptations/accommodations are believed to be necessary due to a documented disability.

### **ACADEMIC INTEGRITY**

Any form of academic dishonesty will not be tolerated. The University's rules on academic honesty are described in the university's policy, see:

[www.iup.edu/teachingexcellence/info/acadintegrity.shtm](http://www.iup.edu/teachingexcellence/info/acadintegrity.shtm)

## ***Course Outline and Tentative Calendar***

**What follows is the tentative schedule for the class. The topic dates and discussion questions due dates are subject to minor changes, depending on class progress and discussion of the topics. Students who miss class are responsible for finding out whether schedule changes have been announced. Be sure to contact the individual you listed above.**

### ***Week 1: Introduction/Basic Issues***

**Information & Discussions on Evaluation of Crime Control and Role of Prosecutors in Crime Control**

#### ***Readings:***

**Worrall - Chapters 1-2 and 6**

**Worrall – *Identifying and Evaluating Crime Control***

**Worrall – *Crime Control Perspectives***

**Worrall – *Prosecutors and Crime Control***

#### ***Additional Readings: Information for Accessing in the Online Delivery System***

**Lab –*Crime Prevention and Evaluation***

**Lab – *Displacement and Diffusion***

#### **Power Points**

**Dr. Wasileski's Introductory PowerPoint**

#### **Assignments**

**Group Discussion – Monday through Saturday**

**Responses to questions for Worrall Chapters 1-2 & 6 - Due 9pm (EST) on Class Day #2**

**Responses to questions for Additional Readings of Lab - Due 9 pm (EST) on Class Day #4**

#### ***PLEASE NOTE:***

**Responses to questions for Worrall Chapters 3-5 – Due at 9 pm (EST) on the Sunday evening prior to Week #2**

## ***Week #2: Law Enforcement Approaches***

### ***Readings:***

Worrall - Chapters 3-5

Worrall – *Traditional Policing*

Worrall – *Proactive Policing, Directed Patrol and Other Advancements*

Worrall – *Community Involvement in Policing*

### ***Additional Readings: Information for Accessing in the Online Delivery System***

Joh – *The Forgotten Threat: Private Policing and State*

Murphy & Worrall – *Residency Requirements and Public Perceptions of the Police in Large Municipalities*

U.S. Department of Justice: *Taking Stock: Community Policing in Chicago*

### **Power Points**

"Law Enforcement and Crime Control"

### **Assignments**

Group Discussion – Monday through Saturday

***PLEASE NOTE:*** Responses to questions for Worrall Chapters 9-11 – Due at 9 pm (EST) on the Sunday evening prior to Week #3

## ***Week #3: Courts and Corrections***

### ***Readings:***

Worrall - Chapters 9-11

Worrall – *Crime Control in the Courts*

Worrall – *Sentencing*

Worrall – *Probation, Parole, and Intermediate Sanctions*

Worrall – *Rehabilitation, Treatment, and Job Training*

### **Power Points**

The Courts and Crime Control

Criminal Sentencing

### **Assignments**

Group Discussion – Monday through Saturday

Essay – due final day of class

**PLEASE NOTE:** Responses to questions for Worrall Chapters 12-14 Due at 9 pm (EST) on the Sunday evening prior to Week #4

***Week #4: Approaches beyond the Criminal Justice System***

***Readings:***

Worrall – Chapter 12-14

Worrall – *Individual, Family and Household Crime Control*

Worrall – *Crime Control in the Community and in Schools*

Worrall – *Reducing Criminal Opportunities throughout Environmental Manipulation*

**Power Points**

Crime Control beyond the Criminal Justice System

**Assignments**

Group Discussion – Monday through Sunday

**PLEASE NOTE:** Responses to questions for Worrall Chapter 15 - Due at 9 pm (EST) on the Sunday evening prior to Week #5

***Week #5: Juvenile Crime Control***

***Topic #1: Juvenile Crime Prevention***

***Readings:***

Worrall – Chapter 15

**Audio Documentary #1: “Beyond Scared Straight: Chowchilla”**

This 50 minute audio documentary presents youthful offender programs that put boys and girls of all ethnicity, ranging in age from 12-18, into intensive one-day-prison sessions.

You must have Real Audio to listen to this documentary which can be accessed at:

[http://soundportraits.org/on-air/witness to an execution/](http://soundportraits.org/on-air/witness_to_an_execution/)



## **Power Points**

Reforms in Juvenile Justice

### ***Topic #2: Restorative Justice***

*Readings:*

Miller: *Restorative Justice*

### **Audio Documentary #2: “*Restorative Justice Mediating Program*”**

This short audio documentary presents mediating process between juvenile delinquents and their victims.

You must have Real Audio to listen to this documentary which can be accessed at:  
[http://soundportraits.org/on-air/parents\\_at\\_an\\_execution/](http://soundportraits.org/on-air/parents_at_an_execution/)

## **Power Points**

Restorative Justice

### **Assignments:**

Group Discussion – Monday through *final day of class*

***Sample Unit – This unit aligns with Objective #1 on the syllabus***

**UNIT 1 LECTURE (To Accompany Power Points)**

***Please Note – this will be provided to students OR uploaded into the course using a Online Delivery System. Every lecture will be accompanied with Power Points.***

**CRIM 394**

***The significance of crime and delinquency prevention policies and programs***

Why it is important to study crime control in America?

Although there is clearly a crime problem in the United States, people's definitions of the problem vary across time and space. There are many different types of crime, approaches to crime control, and social science research methods.

- I. For these and other reasons, it is critically important to consider:
  - A. What is the traditional crime categorization?
  - B. What are those different approaches to Crime Control?
  - C. How different research methods and statistics and their possible limitations influence the crime control programs and policies ?

One of the central questions that we as students, practitioners, and academicians face as we talk about crime control programs is this

- A. **What are those issues that play role in the identification and evaluation of crime control in America?**
- B. Traditional crime categorizations distinguish between felonies and misdemeanors. However, there are many types of felonies. Some felonies are more serious than others. Rape, murder, robbery, aggravated assaults are qualitative more serious compared with property crimes such as theft, burglary, or larceny. Seriousness of crime is often equated:
  - a) with harm caused to one or more victims (bodily injuries as opposed to substantial financial loss of victims,
  - b) terrorism have both national and international consequences
  - c) the pervasiveness of gangs in the U.S. that is spread not only through the communities but also in prisons

C. Approaches that deal with the crime control

a) Law is one of the most important responses to the crime problem in America and they varies by federal and state criminal codes.

b) Official Policies, Written and Unwritten

Written policy, for example police officers have written policies about how to deal with arrest during domestic violence

c) Unofficial Approaches Unofficial approach to crime is those that are undertaken outside of a public agency (buying a gun for self protection)

D. To evaluate success of crime control program or policy, it is necessary to settle on important definitions, including the crime problem an approach is intended to address, what the solution is, and how it will be evaluate. There are two major methods of measuring crime in America: the National Crime Victimization Survey and the F.B.I. Uniform Crime Reports. These measurements often yield different results.

a) The Bureau of Justice Statistics has some information on the **National Crime Survey (NCS)** is considered more accurate by criminologists. The NCS is a telephone poll conducted in the same manner as professional market surveys. A representative sample of households are telephoned and asked questions such as: Were you the victim of a crime last year? What was the crime? Did you report it to the police?

b) **The Uniform Crime Reports (UCR)** are tabulated by the FBI on the basis of arrest reports from local police departments nationwide. Criminologists view these statistics with suspicion because they are related to local police practices, so computerization of record keeping, pro-arrest policies, or emphasizing informal resolutions can affect the 'crime rate' but affecting the number of reports about crime.

E. Some studies suggest that certain methods of crime control lead only to short term reductions in the problem and can push the problem into neighboring areas.

a) **Crime displacement** is the relocation of crime from one place, time, target, offense, or tactic to another as a result of some crime prevention initiative.

1. Temporal displacement - offenders change the time at which they commit crime;

2. Spatial displacement – offenders switch from targets in one location to targets in another location;

3. Target displacement – offenders change from one type of target to another;

4. Tactical displacement – offenders alter the methods used to carry out crime and

5. Offense displacement – offenders switch from one form of crime to another.

b) When and Where Displacement May Occur

Whether displacement occurs is largely explained by Routine Activity Theory and, therefore, it is determined by three factors: *offender motivation, offender familiarity, and crime opportunity.*

Crime control perspectives consist of the views people have about how the justice system should operate, how it does operate, the causes of crime, and what should be done about crime, and what the proper goals for the criminal justice system should be.

A. There are two conflicting viewpoints about how justice should operate

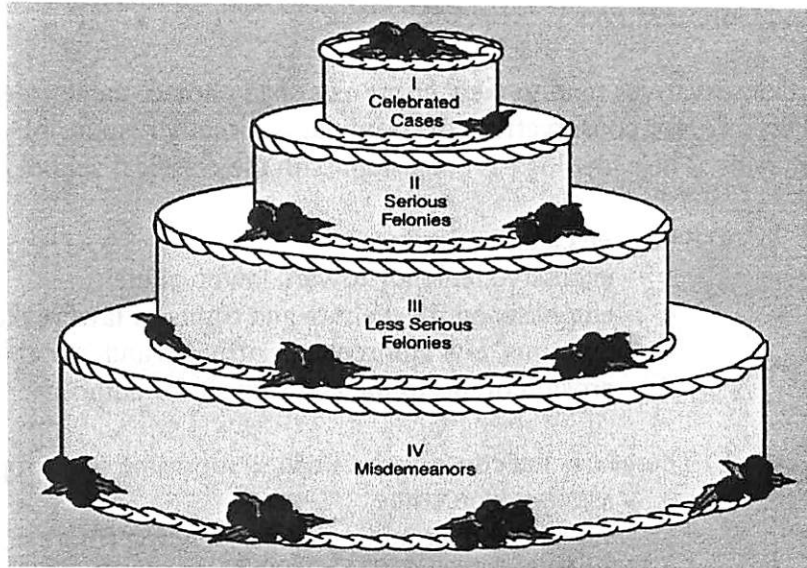
1. Due process values:

- a) concerned with peoples' rights and liberties
- b) all suspects of crime are innocent until proven guilty
- c) emphases are put on legal guilt rather than factual guilt
- d) favors quality that means that it emphasizes a fair and accurate decision at every stage of CJ
- e) intense faith in the courts as oppose to law enforcement

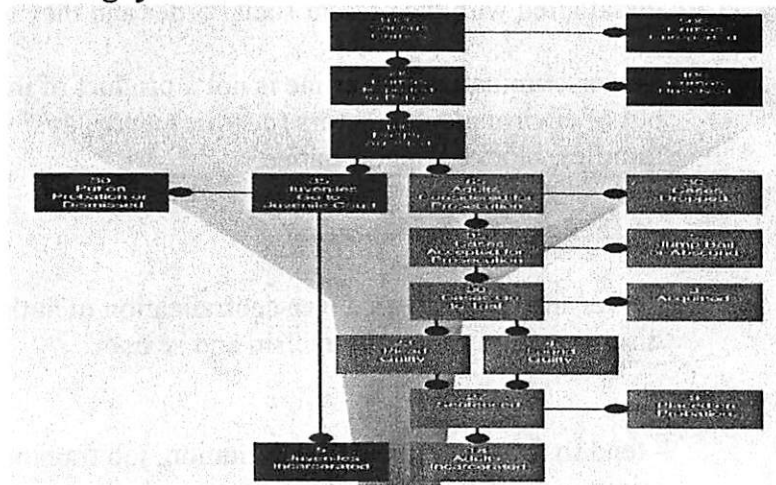
2. Crime Control:

- a) importance of controlling crime over civil liberties
- b) removing offenders from society as fastest as possible, so courts might be avoided. Plea bargaining might be favored.
- c) so law enforcement is the major agency for establishing guilt, not the court. Consequently police is giving a lot of discretional power.

B. *The Criminal Justice Wedding Cake* illustrates how offense seriousness relates to how the criminal process pays out.



C. The *funnel model* represents the belief that the criminal justice system is a cohesive, smooth working *system*.



D. In order to identify crime problem we need to be concern with the relationship between political values and issues of criminal justice. We want to be able to answer questions such as:

1. What do the perspectives tell us about the causes of crime?
2. What do they tell us about the consequences of crime?
3. What do they suggest we should do about the crime problem in the United States?

## E. Liberals and Conservatives

1. Conservatives tend to view crime as a 'bad choice' made freely by offender. Therefore, for conservatives the criminal is directly responsible for his/her behavior. Their ideology is consistent with the classical school of crime.

a) They see causes of crime:

- excessive leniency toward lawbreakers
- emphasis on the welfare and rights of lawbreakers at the expense of victims, law enforcement officials and law abiding citizens
- erosion of discipline and respect for authority

b) Therefore, the conservatives called for crime control police that:

- are tough on crime
- call for more criminal justice spending (more police should be hired)
- increase sanctions
- decreased prevention or early intervention

2. Liberals are dissatisfied with the present social order and they tend to criticize:

- Over-criminalization, crime is not a product of individual choices but of environmental factors (peer influence, dysfunctional families, blocked opportunities,

- Labeling and stigmatization

- Over-institutionalism. Over-centralization of authority and discrimination especially racism and sexism

b) Liberals:

- tend to favor treatment, rehabilitation, job training to address crime

## F. Goals of Crime Control:

I. Deterrence (people will be discouraged from committing the crime, the tougher sanctions will discourage people from committing crime)

a) specific deterrence

b) general deterrence

II. Retribution is perhaps the most intuitive - and the most questionable - aim of **punishment in the criminal law**. Quite contrary to the idea of **rehabilitation** and distinct from the utilitarian purposes of **restraint** and **deterrence**, the purpose of retribution is

actively to injure criminal offenders, ideally in proportion with their injuries to society, and so expiate them of guilt. When society executes retribution on criminals by means of fines, incarceration or death, these punishments are a social expression of the personal vengeance the criminal's victims feel, rationally confined (it is hoped) to what is best for society as a whole.

“Let the punishment fit the crime” captures the essence of retribution. Proponents advocate *just deserts*, which defines justice in terms of fairness and proportionality.

III. Rehabilitation “Let the punishment fit the criminal” expresses the rehabilitative ethic. *Rehabilitation* calls for changing the individual lawbreaker through correctional interventions, such as drug-treatment programs.

In studying the effectiveness of law enforcement in reducing crime, the role of prosecutors is important. Because prosecutors are often overlooked in our discipline, we need to know who prosecutors are, types of prosecution, and significance of plea bargaining.

- A. Prosecutors are law enforcement officers and without them, criminals would be released right back into society

Four types of prosecutors

- U.S. attorneys and their assistants
- State attorneys general (sometimes)
- District attorneys (DAs) and their deputies
- City attorneys

U.S. attorneys are appointed

DAs are elected to head county/borough offices

City attorneys are usually elected and

- Serve as chief legal advisors to cities
- Represent cities in litigation

- B. Traditional prosecutor’s role consists of filing charges against suspected criminals representing the government during trial

New strategic focus means that prosecutors are concerned with reducing/preventing crime

- Prosecutors are also becoming more and more concerned with
- Communication with other agencies and people
- Creative methods of crime control
- Cooperation with other agencies and people

- C. No-drop prosecution policies

- Charges are filed in DV cases regardless of the victim’s wishes

Sometimes called “evidence-based prosecutions”

In response to high rate of dismissals in domestic violence cases

Possible costs

Limits prosecutor’s discretion

May be harmful to victims

Possible benefits

Accounts for victim’s realities

Counteracts longstanding justifications for inaction

Provides credible threat of prosecution

Does no-drop prosecution work?

More cases go to trial

Expensive approach

#### D. Deterred Sentencing

Requires defendants to plead guilty to a crime and then, provided they complete a diversion and/or treatment program, the plea will be removed from their record

Brooklyn’s Drug Treatment Alternative to Prison (DTAP) program

Reserved for second-time predicate felons Candidates chosen after careful review

Why second-time felons?

Most to lose from a conviction and most to gain from treatment

Research?

Big reductions in arrests/reconvictions

Costs almost half as much to send someone to residential treatment in lieu of prison

#### E. Plea Bargaining

Nearly 9 out of 10 criminal convictions result from a plea agreement

Plea bargaining is essential to the administration of justice

Question

Does plea bargaining affect crime?

Concerns over plea bargaining have led to

Outright bans (Alaska)

Cutoff dates/times (e.g., 74 hours after indictment)

Bans for certain offenses

Jury waivers

Gives defendants the opportunity to engage in plea negotiations in exchange for giving up their right to a jury trial (slow plea of guilty)

Legislative (CA)

CA initiative limits plea bargaining



**Ad hoc plea bargaining refers to strange concessions defendants agree to make**

**Examples include**

**Probation conditions**

**Quid pro quo punishments**

**Unauthorized punishments**

**Unauthorized benefits in return for a plea of guilty**

**Defendant may plead guilty to an unauthorized offense**

**No plea and no sentence**

***DISCUSSION QUESTIONS FOR READINGS IN UNIT I***

**CRIM 394  
Discussion Questions – Unit #1  
Introduction & Basic Issues**

**Online Course**

**Discussion Questions**  
**Unit I**

**Chapter 1 – Worrall - *Identifying and Evaluating Crime Control***

1. What does Worrall describe as *victimization paradox* and its consequences?"
2. What do you think, why people's fear of being the victim of a violent crime is far greater than the actual likelihood of being victimized? What factors play role in our fear? Is it possible for the media to cause the public to have an increased fear of crime?
3. Why is there such great diversity identify crime control?

**Chapter 2 – Worrall – *Crime Control Perspectives***

1. What are the features of features of the *due process* and the *crime control* perspective?
2. Is it possible to effectively control crime in our society while at the same time protects the individual rights of the people from infringement by the government? Why or Why not?
3. What is the goal of *retribution* in punishing an offender? What is the goal and purpose of punishment?

**Chapter 6 – Worrall – *Prosecutors and Crime Control***

1. What Worrall means by the term "*the harder side of prosecution*"? Provide some examples of it use
2. Be prepared to share your reactions to the discussion of the "Plea Bargaining " approach.
  - a. Can it prevent the crime or influence crime rate?
  - b. What are the arguments for and against Plea Bargaining Approach?

**Lab – *Crime Prevention and Evaluation***

- 1 Cyber bullying is a problem that affects many American teens each year. Do you agree that formulating absolute rules for behavior helps those in the criminal justice system perform their duties? Why or Why not?

**Lab – *Displacement and Diffusion***

1. **What are the differences between displacement and diffusion?**
2. **Situational crime prevention does not change criminal disposition of offenders. It only removes or reduces crime opportunities. If criminal disposition remains untouched, then will offenders seek new opportunities to commit crime?**
3. **Does crime displacement or diffusion of benefits result during the crime control program? When and where the displacements occur?**

## Crime and Delinquency Prevention Exam #1

### Multiple Choice

Worth 1 point each

- \_\_\_\_\_ 1. Incidence of crime varies by:
- Gender
  - Age
  - Race
  - All of the Above
- \_\_\_\_\_ 2. Secondary Prevention programs
- Identifies Conditions that Provides Opportunities for Crime
  - Identifies Potential Offenders
  - Deals with Actual Offenders
  - None of the above
- \_\_\_\_\_ 3. Which of the following is a type of *displacement*
- Spatial
  - Tactical
  - Target
  - All of the above
- \_\_\_\_\_ 4. Consequences of crime control policies that reduce crime in areas or ways that were not targeted by the policies itself are known as
- confusion
  - displacement
  - diffusion
  - redirection
- \_\_\_\_\_ 5. What type of deterrence would sanction a first time offender to steer him/her away from committing another offenses?
- general
  - absolute
  - specific
  - marginal
- \_\_\_\_\_ 6. *Less serious felonies* at the criminal justice wedding case are
- Felonies committed by first time offenders
  - Felonies where the victim does not know the offender
  - Felonies usually committed by individuals with a history of violent crime
  - None of the Above
- \_\_\_\_\_ 7. Which model stands in contrast to the *crime control* model?
- liberal model
  - due process model
  - process control model
  - advocacy model

Name: \_\_\_\_\_

ID: A

- \_\_\_\_\_ 8. Which form of punishment is focused upon "Let the punishment fit the criminal"?
- a. deterrence
  - b. retribution
  - c. incapacitation
  - d. rehabilitation
- \_\_\_\_\_ 9. Random patrols are based on theory that
- a. the shorter the police travel time from dispatch to arrival, the less crime there will be
  - b. police presence in areas prone to a significant crime problem will decrease crime rate in these areas
  - c. unpredictability in patrol patterns would deter from crime
  - d. None of the Above
- \_\_\_\_\_ 10. Duplication of efforts in crime control by various government agencies has labeled the criminal justice system as a(n)
- a. adversarial model
  - b. systematic model
  - c. limited model
  - d. nonsystem model
- \_\_\_\_\_ 11. Which form of punishment is focused upon "just desert"?
- a. retribution
  - b. deterrence
  - c. incapacitation
  - d. rehabilitation
- \_\_\_\_\_ 12. Zero-tolerance policing is related to other similar policies such as:
- a. broken windows
  - b. hot spots
  - c. order-maintenance policing
  - d. All of the Above
- \_\_\_\_\_ 13. \_\_\_\_\_ thinkers believe that people agree on what issues are of most concern to social welfare
- a. Consensus
  - b. Covert
  - c. Conflict
  - d. Confusion
- \_\_\_\_\_ 14. \_\_\_\_\_ are concentrated areas of significant criminal activities
- a. Focused spots
  - b. Random spots
  - c. Hot spots
  - d. Aggressive spots
- \_\_\_\_\_ 15. A police initiated arrest is called a \_\_\_\_\_ arrest
- a. reactive
  - b. proactive
  - c. progressive
  - d. discriminatory

Name: \_\_\_\_\_

ID: A

- \_\_\_\_\_ 16. Which of the following is a specific component of community policing?
- Problem-oriented policing
  - Hot spots policing
  - Selective policing
  - target hardening
- \_\_\_\_\_ 17. Which of the following is a form of formal social control
- Families
  - Criminal Justice System
  - Social Organizations
  - Neighbors
- \_\_\_\_\_ 18. Traditional policing embraces which theory?
- Routine Activity
  - Deterrence
  - Rehabilitation
  - Incapacitation
- \_\_\_\_\_ 19. Research has shown that rapid police response to 911 calls has
- been highly successful in reducing the crime rate
  - not accomplished much in reducing the crime rate
  - dramatically increased police related automobile accidents
  - has not improved medical assistance at automobile accident scenes
- \_\_\_\_\_ 20. Traditional policing tends to favor random and \_\_\_\_\_ patrol
- preventive
  - aggressive
  - directed
  - targeted

**Short Answer: Choose and answer FIVE of the following questions, worth 4 points each**

21. Explain what is meant by the term *proactive arrests*
22. Describe how the *Broken Windows Theory* explains the onset of criminal activity
23. Define the goal of *retribution* in punishing an offender and describe its limitations
24. Describe the central features of the *due process* and the *crime control* perspective.
25. Define the term *displacement* and provide some examples of the various types.
26. Define the central features of primary, secondary and tertiary crime preventions programs. Provide examples for each type of program.
27. Define and explain central features of criminological theory that explains *displacement* of crime control program.

Name: \_\_\_\_\_

ID: A

**Essay: Choose and answer ONE of the following questions worth 20 points**

28. The concept of policing as a state activity has changed. Generally policing is defined as an activity of order-maintenance, peacekeeping, rule of law enforcement, crime investigation and prevention. However, the concept of policing does not include today only the activities of state officers. If traditional policing was a state monopoly over crime control and punishment, today policing and its responsibility is spread over other providers of police services who are invited to cooperate and increasingly, to compete with one another. In your essay discuss what it is privatization of policing services and what are the argument for and against of police privatization.
29. Describe central features of Zero-Tolerance Policing (what theory explain this idea of crime control, what are the policy implication)? What are the arguments for and against this policy?