

14-73  
App. 9/23/14  
Senate Info 10/7/14

## 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 420 Media Portrayal of Crime

Instructor(s) of Record: Erika D Frenzel

Phone: 7-5933

Email: e.frenzel@iup.edu

### Step Two: Departmental/Dean Approval

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

Negative

Kate Hanrahan  
Signature of Department Designee

9-22-14  
Date

Endorsed:

[Signature]  
Signature of College Dean

9/22/14  
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

Gail Sedquist  
Signature of Committee Co-Chair

9/23/14  
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]  
Signature of Provost

9/29/14  
Date

Forward form and supporting materials to Associate Provost.



Received

SEP 22 2014

Liberal Studies

A1. I have taught distance education at both the undergraduate and graduate level. I have taught distance education during the standard academic year, summer sessions, and winter sessions. I received my Ph.D. from University of Nebraska at Omaha in 2005. I am faculty member in the Department of Criminology and have taught Criminology courses here at IUP for 10 years. I am approved to teach at the graduate level and have taught undergraduate, graduate, and doctoral courses. Some of my research is on media and crime and relates to the course.

A2. Course objectives:

- a. Compare criminal justice realities to media portrayal
  - a. Will be met through forum discussions
  - b. Will be met through creation of media project
- b. Compare various forms of media and the similarities or differences in the portrayal of offenders, victims, and criminal justice actors
  - a. Will be met through forum discussions
- c. Critically analyze the influence of media on public perceptions of offenders, victims, criminal justice actors, and the criminal justice system
  - a. Will be met through forum discussions
  - b. Will be met through a paper assignment
  - c. Will be met through creation of media project
- d. Analyze media content for themes related to criminology and criminal justice
  - a. Will be met through forum discussions
  - b. Will be met through paper assignment

A3. Instructor-student and student-student interaction will occur through forum discussions. Instructor-student interactions also will occur through paper assignment and creation of media project feedback. Additionally, I will have virtual office hours.

A4. Student achievement in forum discussions will be evaluated on not only the number of times the student contributed to the discussion but also the quality of the contribution. The paper assignment and creation of media project will be evaluated on the creativity of the student in incorporating previous literature and their own research ideas in the assignments.

A5. Academic honesty will be addressed through a statement in the syllabus about academic honesty and a reference to the undergraduate catalog. Links to [www.plagiarism.org](http://www.plagiarism.org) and the Purdue owl websites will be provided. Additionally, copyright information also will be provided to the class through links to websites.

# Media Portrayal of Crime

## CRIM 420

### Winter Session

Professor: Dr. Erika Davis Frenzel

Office Location: Wilson 205

Office Hours: Virtual office hours Mondays 6:00-8:00 pm (EST) and Thursdays 12:30-1:30 pm (EST)

Cell Phone: 724-388-8937 (please keep in mind I have children and will not answer the phone after 8:00 pm (EST))

E-mail: e.frenzel@iup.edu

**IUP Catalog Description:** Provides an examination of the portrayal of crime in the media (television, film, newspapers, music, video games, electronic/internet). This includes but is not limited to: victims, offenders, criminal justice actors, and the criminal justice system. Of importance is how the media select what is newsworthy and how it describes and/or alters criminal justice issues. Attention will be paid to the media's influence on perceptions of crime, the ethics behind the media's perceptual influence, criminology and criminal justice issues of the general population and the resultant criminal justice policies. The course is seminar based. Prerequisite: CRIM 101 or JRNL 105 or COMM 101

#### Course Objectives:

In this course students will:

1. Compare criminal justice realities to media portrayal
2. Compare various forms of media and the similarities or differences in the portrayal of offenders, victims, and criminal justice actors
3. Critically analyze the influence of media on public perceptions of offenders, victims, criminal justice actors, and criminal justice system
4. Analyze media content for themes related to criminology and criminal justice

#### Required Texts:

Robinson, M. (2011). *Media Coverage of Crime and Criminal Justice*. Durham, NC: Carolina Academic Press

#### Additional Reading:

Bennett, J. (2006). The Good, the Bad and the Ugly: The media in prison films. *The Howard Journal* 45 (2): 97-115.

Dowler, K. & Zawilski, V. (2007). Public Perceptions of Police Misconduct and Discrimination: Examining the impact of media consumption. *Journal of Criminal Justice* 35: 193-203.

Fox, K. (2013). Incurable Sex Offenders, Lousy Judges & the Media: Moral panic sustenance in the age of new media. *American Journal Criminal Justice* 38: 160-181.

Markey, P.M., Markey, C.N. & French, J.E. (2014). Violent Video Games and Real-World Violence: Rhetoric versus data. *Psychology of Popular Media Culture*. Advance online publication. <http://dx.doi.org/10.1037/ppm0000030>

Martin, W. (2014). From the Police Precinct to Your Neighbor's Coffee Table: Limiting public dissemination of mug shots during an ongoing criminal proceeding under the Freedom of Information Act. *Iowa Law Review*. 99: 1431-1459.

Surette, R. & Maze, A. (2014). Video Game Play and Copycat Crime: An exploratory analysis of an inmate population. *Psychology of Popular Media Culture*. Advance online publication. <http://dx.doi.org/10.1037/ppmm0000050>

Taslitz, A. (2012). Information Overload, Multi-tasking, and the Socially Networked Jury: Why prosecutors should approach the media gingerly. *The Journal of the Legal Profession* 37: 89-138

May be assigned as needed

**Academic Honesty:** You are expected to do your own and original work on all exams and writing assignments. Any student found guilty of academic dishonesty will be subject to disciplinary actions as described in the undergraduate catalog. Academic dishonesty includes but is not limited to: cheating, plagiarism, complicity in academic dishonesty, and misrepresentation to avoid academic work.

**Civility-IUP Civility Statement:** As a university of different peoples and perspectives, IUP aspires to promote the growth of all people in their academic, professional, social, and personal lives. Students, faculty, and staff join together to create a community where people exchange ideas, listen to one another with consideration and respect, and are committed to fostering civility through university structures, policies, and procedures.

It is important to have a civil classroom environment where everyone feels free to participate in class forums and share his or her own opinions and thoughts.

#### **Course Requirements and Grading:**

**Forum (90 pts):** Participation in class forums is required. Each week there will be a two (2) discussion forums on Moodle. You are required to respond to the question or statement listed in the forum and respond to at least two other student's responses. In order to answer the question on the forum discussion, click add discussion topic. You will not be able to view other students' responses until you have entered into the discussion. I will be keeping track of not only the number of times you have participated in the class forum but also the significance and quality of comments and questions. Simply stating that you agree with John Smith or Jane Doe does not count as a significant contribution to the discussion. Original postings (response to the question or statement) are due half way through the week by 8:00pm (EST). Responses to other students' postings (at least 2) are due by the end of the week by noon (EST). Specific deadlines are in the course syllabus under tentative schedule. Late postings will not be graded.

**Paper Assignments (100 pts):** There will be two paper assignments. Each paper should be 3-5 pages in length and be APA format. Papers will be graded according to the content but also grammar, punctuation, spelling, and flow/organization.

The first assignment will focus on comparing the reality of the criminal justice system to media portrayal of the system. For this first assignment, you will watch, listen, or read media that is focused on the criminal justice system and compare how the criminal justice system is portrayed to reality. It can be a reality based media or infotainment (see: NPR, COPS, Locked Up, Snapped, etc.) or fictional (See: SVU, Law and Order, etc.).

The second paper will analyze the influence of media on public perceptions which may lead to a push for new policies or procedures. The focus will be on moral panics and the resultant policies. For this paper, each student will pick a moral panic to analyze how the media alarmed the public and any resultant policies. The moral panic can be historical or more recent some examples include but are not limited to: Rainbow parties, Marijuana, Meth, Crack Cocaine, Jenkem, Comic books, etc.

**Creation of Media (110 pts):** Students will create a form of media as the last project for this course. The purpose of the created form of media is to focus on invalidating the assumptions one learns about crime from the media. Students have free reign on what form of media to develop. Here is a list (but students are not limited by this list) create: a song list, a song, a youtube video, an app, a videogame, a comic book/graphic novel, a news/magazine article, social media, etc.

**Topic (5 pts):** Each student will submit his/her general idea for the form of media created and the assumption(s) about crime he/she will explore.

**Annotated Bibliography (20 pts):** Since each student will be considering the assumptions made about crime and invalidating them, research about media's (try to focus on the particular form of media that you will be developing) influence on the perception of crime and the assumption must be done and incorporated into the form of media developed.

**Submitted Project (85 pts)**

**Course Evaluation:**

Forum	90
Papers	100
Created media	<u>110</u>
	300

**Grades:**

A	270-300
B	240-269
C	210-239
D	180-209
F	↓179

## **Tentative Schedule**

The schedule is contingent on the pace of the class. I reserve the right to modify the schedule and any other part of the syllabus to fit the needs of the class.

**Week 1 December 18- 24 No class December 25<sup>th</sup>**

**Reading:** Robinson Chapters 1-3; **Additional reading:** Fox; Martin

**Forums 1 and 2:** Original entry due December 22<sup>nd</sup> by 8:00pm (EST), 2 responses due December 24<sup>th</sup> by noon (EST)

**Paper 1 Due December 24<sup>th</sup> by 8:00 pm (EST)**

**Topic for Created Media Project Due December 22<sup>nd</sup>**

**Week 2 December 26-January 2 No Class January 1<sup>st</sup>**

**Reading:** Robinson Chapters 4-6; **Additional Reading:** Surette & Maze; Markey, Markey & French; Dowler & Zawilski

**Forums 3 and 4:** Original entry due December 29<sup>th</sup> by 8:00pm (EST), 2 responses due January 2<sup>nd</sup> by noon (EST)

**Paper 2 Due**

**Annotated Bibliography Due December 26<sup>th</sup> by 8:00pm (EST)**

**Week 3 January 3-9**

**Reading:** Robinson Chapters 7-9; **Additional Reading:** Taslitz; Bennett

**Forums 5 and 6:** Original entry due January 6<sup>th</sup> by 8:00pm (EST), 2 responses due January 9<sup>th</sup> by noon (EST)

**Created Media Project Due January 9<sup>th</sup> by 8:00pm (EST)**

**Media Portrayal of Crime**  
**CRIM 420-001**  
**Monday, Wednesday, Friday 1:25-2:15**  
**Wilson 101**

Professor: Dr. Erika Davis Frenzel

Office Location: Wilson 205

Office Hours: Mondays 10:00-11:00, 2:30-3:30, Wednesdays 10:00-11:00, 12:15-1:15, Fridays 10:00-11:00 or by appointment

Office Phone: 724-357-5933

E-mail: e.frenzel@iup.edu

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4. Analyze media content for themes related to criminology and criminal justice

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**Additional Reading:**

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It is important to have a civil classroom environment where everyone feels free to participate in class discussion and share his or her own opinions and thoughts.

**Missed Class:** It is your responsibility to obtain notes, assignments, and any information stated in class.

**Cell Phone Policy:** As ringing cell phones disrupt the classroom environment, please turn off your ringer during class. If you are expecting an important call (for example an emergency and you have cleared it with me), please leave the classroom before answering the call. TEXTING is not allowed as it is disrespectful to your classmates and to me. If I catch you texting, playing on Facebook, Instagram, Vine, Youtube, etc., I will call you out in class. The second time I catch you, you will be asked to leave the class.

### **Course Requirements and Grading:**

**Attendance (100pts):** This is a seminar-based course, thus, attendance and participation are expected. Attendance will be taken each class meeting. Each student is allowed 3 unexcused absences (per the undergraduate catalog). Excused absences (examples: severe illness, a death in the family, etc.) will not



count against you, but do require prior notification (by e-mail, phone message, in person) to the missed class and may require written proof. Being tardy to class disrupts the classroom environment and is disrespectful to your classmates and to me. Thus, each time you are more than 5 minutes late (unless otherwise cleared by me), you will lose 1/2 of a point from your final attendance grade. Attendance is calculated by taking the proportion of classes attended times 100 minus points deducted for tardiness.

**Participation (175 pts):** There are various ways to participate in this course. It is your choice as to which category you fall into. The grading rubric is attached to the syllabus. Regardless of your choice, you will have summary/discussion questions for each of the readings assigned in this course (see tentative schedule for questions). Summary/discussion questions are due at class time on the day of the reading (the day the question is under). Each student is allowed to skip/miss 3 of them and summary/discussion question answers cannot be made up. Summary/discussion answers can be either typed or handwritten (if handwritten, I must be able to read the answer). **Summary/discussion question answers are worth approximately 5 pts each (amount depends on the pace of the class) for a total of 100 pts out of the 175 pts.** The additional 100 pts are for your participation in and facilitation of class discussion. If you choose to be a contributor or a scholar, you can share your articles or media references either through facebook<sup>1</sup> (Erika Davis Frenzel or dvmm@iup.edu) or bring the article/references to class. **Observer (45 out of 75 pts):** A student who is an OBSERVER consistently attends to the instructor and his/her fellow students when they are speaking. An OBSERVER conveys mutual respect by displaying a positive attitude through eye contact and other attentive non-verbal communication. An OBSERVER also completes summary/discussion questions that are associated with each reading. **Contributor (60 out of 75 pts):** A student who is a CONTRIBUTOR has all the attributes of an observer, but they also add insights or examples that support course content. They might ask questions to clarify course content. These contributions can be made in or outside of class (ie: providing an article or media references). **Scholar (75 out of 75 pts):** A student who is a SCHOLAR has all the attributes of a contributor, yet they go beyond contributing by asking thoughtful questions. Their comments and questions demonstrate critical thinking and application of the material. They consistently make contributions which improve the quality of learning that takes place in the classroom.

**Creation of Media/Presentation (125pts):** Students will create a form of media as the last project for this course. The purpose of the created form of media is to focus on invalidating the assumptions one learns about crime from the media. Students have free reign on what form of media to develop. Here is a list (but students are not limited by this list) create: a song list, a song, a youtube video, an app, a videogame, a comic book/graphic novel, a news/magazine article, social media,

**Topic (5 pts):** Each student will submit his/her general idea for the form of media created and the assumption(s) about crime he/she will explore.

**Annotated Bibliography (20 pts):** Since each student will be considering the assumptions made about crime and invalidating them, research about media's (try to focus on the particular form of media that you will be developing) influence on the perception of crime and the assumption must be done and incorporated into the form of media developed or incorporated into the class presentation.

**Class Presentation (100 pts):** Each student will present his/her form of media to the class and explain a bit about what lead him/her to choose that form of media and the particular

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<sup>1</sup> This is strictly for class purposes.

assumption(s). A grading rubric for the presentation will be passed out in class. Presentations should be creative in nature. Presentations should last approximately 10 minutes.

**Exams (200 pts):** There will be a midterm and final exam. The exams will be either a take home exam or in class exam and will be rigorously graded. Exams will be graded according to content, appropriateness of conclusions, citations, spelling, grammar, and flow. **Make-up Policy for Exams:** Make-ups will only be given if there are extenuating circumstances (examples: severe illness, a death in the family, etc.) and only if you notify me in advance of the exam (in person, by phone, or by e-mail). The make-up exam must be completed within one week of your return.

**Course Evaluation:**

Attendance	100
Participation	175
Exams	200
Media Project	<u>125</u>
	600

**Grades:**

**Without Exams**

A	540-600
B	480-539
C	420-479
D	360-419
F	↓359

**Tentative Schedule**

The schedule is contingent on the pace of the class. I reserve the right to modify the schedule and any other part of the syllabus to fit the needs of the class.

August 25 Introduction

August 27 Extent of your interaction with media

**Summary/Discussion Question:** Take a typical day and write about your involvement with consuming media (example: music, television, movies, books, videogames, websites, social media, etc.). How much time do you spend consuming media each day? What are the typical messages you see and hear through the media?

August 29 **Reading:** Chapter 1 pages 3-21

**Summary/Discussion Question:** Who owns the media? Why is it important to understand the ownership of media?

September 1 Labor Day **No class**

September 3 **Reading:** Chapter 1 pages 21-38

**Summary/Discussion Question:** Explain the 5 propaganda filters.

September 5 **Reading:** Chapter 2 Pages 39-54

**Summary/Discussion Question:** Contrast the objective model of media coverage with the subjective model of media coverage.

September 8 **Reading:** Chapter 2 pages 54-68

**Summary/Discussion Question:** Explain what a moral panic is. The book uses the coverage of marijuana in the 1930s as an example, provide a current example of a moral panic.

September 10 **Reading:** Marijuana Menace, Marihuana Curse to the Valley, This is Marihuana, Law Enforcement Groups Combine to Combat Weed Termed Menace  
**Reefer Madness**

September 12 **Reading:** Fox

**Summary/Discussion Question:** Given the findings in the article, do you feel that the new 24 hour media, blogs, and social media influence the general population's perceptions about crime? Why or why not?

September 15 **Reading:** Chapter 3 pages 69-81

**Summary/Discussion Question:** How might the criminal law be potentially biased in favor of some interests over others?

September 17 **Reading:** Chapter 3 pages 81-104

**Summary/Discussion Question:** What do you feel are the major misconceptions held by the general population about crime, criminals, and the criminal justice system? Has the media influenced those misconceptions? If so, how so?

September 19 **Reading:** Martin

**Summary/Discussion Question:** TBA

September 22 **Reading:** Chapter 4 pages 107-130

**Summary/Discussion Question:** How are offenders and victims featured in media accounts of crime? What are their characteristics? Why are they portrayed the way they are?

September 24 **Reading:** Chapter 4 pages 130-146

**Summary/Discussion Question:** Does exposure to violence in media in turn lead to more violence? Why or why not? Does exposure to crime in the media in turn lead to more fear of crime? Why or why not?

September 26 **Work on Media Project**

- September 29 **Reading:** Surette & Maze  
**Summary/Discussion Question:** TBA
- October 1 **Reading:** Markey, Markey & French  
**Summary/Discussion Question:** TBA
- October 3 **Interaction with media**
- October 6 **Midterm Exam**
- October 8 **Reading:** Chapter 5 pages 147-162  
**Summary/Discussion Question:** TBA
- October 10 **Reading:** Chapter 5 pages 162-184  
**Summary/Discussion Question:** TBA
- October 13 **Work on Panel Assignment during class time**
- October 15 **Reading:** Dowler & Zawilski  
**Summary/Discussion Question:** TBA
- October 17 **Reading:** Chapter 6 pages 185-197  
**Summary/Discussion Question:** TBA
- October 20 **Reading:** Chapter 6 pages 197-218  
**Summary/Discussion Question:** TBA
- October 22 **Documentary:** An Ordinary Crime
- October 24 **Documentary:** An Ordinary Crime
- October 27 **Reading:** Taslitz  
**Summary/Discussion Question:** TBA
- October 29 **Reading:** Chapter 7 pages 219-232  
**Summary/Discussion Question:** TBA
- October 31 **Reading:** Chapter 7 pages 233-257  
**Summary/Discussion Question:** TBA
- November 3 **Reading:** Bennett  
**Summary/Discussion Question:** TBA

November 5 **Documentary**

November 7 **Documentary**

November 10 **Reading:** Chapter 8 pages 259-279  
**Summary/Discussion Question: TBA**

November 12 **Reading:** Chapter 8 pages 279-310  
**Summary/Discussion Question: TBA**

November 14 **Reading:** Chapter 9 pages 315-326  
**Summary/Discussion Question: TBA**

November 17 Presentations

November 19 Out of class assignment

November 21 Out of class assignment

November 24-28 Thanksgiving Break **No Class**

December 1 Presentations

December 3 Presentations

December 5 Presentations

December 8 Presentations

**December 10 Final Exam 12:30-2:30**

**Important Fall 2014 Dates**

Drop Ends September 2

Add Ends September 2

View Midterm Grades October 22

Individual Course Withdrawal November 3

Total Semester Withdrawal November 10

Thanksgiving Break November 24-28

Last Day of Classes December 8

Finals December 9-12

Fall Commencement December 13



Participation Rubric

Student Name \_\_\_\_\_

Identify whether you were an Observer, Contributor, or Scholar (choose only one) and provide a brief justification for the number of points you have assigned yourself.

**OBSERVER: (45-59 pts)**

**Completed Summary/Discussion Questions (allowed 3 missed unexcused)**

**Attended class regularly (allowed 3 missed unexcused)**

**Conveyed respect and attentive behavior**

Student Assessment \_\_\_\_\_

Instructor Assessment \_\_\_\_\_

Justification for the number of points:

**CONTRIBUTOR: (60-67 pts)**

**Completed Summary/Discussion Questions (allowed 3 missed unexcused)**

**Attends class regularly (allowed 3 missed unexcused)**

**Conveyed respect and attentive behavior**

**Added insights or examples**

Provided scholarly articles or media references that add to the discussion (need to provide supporting evidence of your contributions)

**Asked questions to clarify**

Questions strictly focused on course content (readings) and sought to clarify

Student Assessment \_\_\_\_\_

Instructor Assessment \_\_\_\_\_

Justification for the number of points:

**SCHOLAR: (68-75pts)**

**Completed Summary/Discussion Questions (allowed 3 missed unexcused)**

**Attends class regularly (allowed 3 missed unexcused)**

**Conveyed respect and attentive behavior**

**Added insights or examples**

Provided scholarly articles or media references that add to the discussion (need to provide supporting evidence of your contributions)

**Asked questions to clarify**

Questions strictly focused on course content (readings) and sought to clarify

**Asked questions that displayed application**

Questions or comments showed that the student applied knowledge from the readings, from experiences to discussion

**Demonstrated critical thinking<sup>2</sup>**

Questions or comments showed that the student was thinking critically about the topic

**Student Assessment \_\_\_\_\_**

**Instructor Assessment \_\_\_\_\_**

**Justification for the number of points:**

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<sup>2</sup> A critical thinker: raises vital questions and problems, formulating them clearly and precisely; gathers and assesses relevant information, using abstract ideas to interpret it effectively; comes to well-reasoned conclusions and solutions, testing them against relevant criteria and standards; thinks openmindedly within alternative systems of thought. As provided by Paul & Elder (2009) *The Miniature Guide to Critical Thinking: Concepts and Tools*. The Foundation for Critical Thinking.



## MEDIA'S ROLE IN ALERTING AND ALARMING THE PUBLIC CHAPTER 2

### Perception Is Reality

- How does Media shape one's reality?
- "People use knowledge they obtain from the media to construct a picture of the world, an image of reality on which they base their actions" (Robinson, 2011, pg 41).
- This includes their perception of deviance and crime.

### Let's apply what the text is saying..

- Think about the general population's perception of sex offenders based on news about sex offenders
- Recent Examples of Sex Offenders in the News
  - <http://www.opwa-leader.com/story/news/crime/2014/09/14/deputies-sex-offender-gave-false-address/1066819/>
  - <http://www.bakersfield.com/story/news/local/robbing-news/26502077/ish-dick-sex-offender-located-arrested>
  - <http://www.ohiolegispress.com/news/local/breaking/sex-offender-caught-near-catholic-school-on-southwest-side-2014-09-11-2014.html>
  - [http://www.warrenton.com/news/local/crime-and-courts/sex-offender-rules-may-re-efort-from-police-offenders/article\\_ba833af1-3660-543f-b0e8-b7208e0b1f8c.html](http://www.warrenton.com/news/local/crime-and-courts/sex-offender-rules-may-re-efort-from-police-offenders/article_ba833af1-3660-543f-b0e8-b7208e0b1f8c.html)
  - <http://www.fox31.com/story/news/crime/2014/09/11/marion-county-sex-offender-sweep-leads-arrests/1059414/>

### What is the perception of sex offenders?

- Do your own internet search for news articles about sex offenders...
- Reflect a moment on what the general population reads and sees about sex offenders.
  - Pay attention to not only the information in the articles but any pictures/videos as well

### What policies might be influenced by the perception?

- Registration and Notification
  - Websites See <http://www.nsopw.gov/?AspxAutoDetectCookieSupport=1>
  - Apps See [http://www.nj.com/parenting/maria\\_andreu/index.ssf/2009/07/offender\\_locator\\_should\\_you\\_have.html](http://www.nj.com/parenting/maria_andreu/index.ssf/2009/07/offender_locator_should_you_have.html)
- Residency restrictions
  - See [http://www.npr.org/programs/morning/features/2006/oct/prop8/ncsl\\_residency.pdf](http://www.npr.org/programs/morning/features/2006/oct/prop8/ncsl_residency.pdf)
- GIS
  - See <https://www.ncjrs.gov/pdffiles1/nij/222759.pdf>

### Background Information on Sex Offender Registration/Notification Laws

- Background (See: <http://ojp.gov/smart/legislation.htm>)
  - 1994 Jacob Wetterling Crimes Against Children and Sexually Violent Offender Registration Act
  - 1996 Pam Lychner Sexual Offender Tracking and Identification Act
  - 1996 Megan's Law
  - 2006 Adam Walsh Child Protection and Safety Act

## PA Sex Offender Registration and Notification

▪ 2014	
▪ Sexually violent delinquent child	41
▪ Sexually violent predator	1,094
▪ Tier 1	2,391
▪ Tier 2	1,855
▪ Tier 3	11,144
▪ Tier pending	9
▪ Total	16,534

## ▪ Offenses that trigger registration in PA

▫ See <http://www.pameganslaw.state.pa.us/CrimeCode.aspx?dt=>

## ▪ Tier Classification in PA

▫ See <http://www.pameganslaw.state.pa.us/Registration.aspx?dt=>

## ▪ Notification in PA

▫ See <http://www.pameganslaw.state.pa.us/Notification.aspx?dt=>

## What is reality?

- Sex crimes were dropping while the number of news articles about sex offenders increased from 2004-2007 (Fox, 2013)
- Few studies detect a significant crime reducing effect of registration and notification (Vasquez, Maddan & Walker, 2008; Ackerman, Saks & Greeberg in press; Schram & Milloy, 1995; Zgoba, Veysey & Dalessandro, 2010)
- Majority of the public do not access registries (Anderson & Sample, 2008)
- Negative outcomes of the law (Edwards & Hensley, 2001; Levenson & Cotter, 2005; Levenson, D'Amora et al 2007; Tewksbury & Lees, 2006; Frenzel, et al, in press)



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**Moral Panic**  
Reading: Robinson Chapter 2 and Fox article



Media's Role in Alerting and Alarming the Public

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How do the media impact social problems? You may use the PowerPoint or the reading to help answer the question.



Media's Role in Alerting

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Misrepresentation of Crime

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