

APR 12 1993

LSC # 133
Action 4-22-93

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

- Professor Robert Mutchnick Phone 2720
- Writing Workshop? (If not at IUP, where? when? _____)
- Proposal for one W-course (see instructions below)
- Agree to forward syllabi for subsequently offered W-courses?

TYPE II. DEPARTMENT COURSE

- Department Contact Person _____ Phone _____
- Course Number/Title _____
- Statement concerning departmental responsibility
- Proposal for this W-course (see instructions below)

TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

- Professor(s) Robert Mutchnick Phone 2720
- Course Number/Title GR 401
- Proposal for this W-course (see instructions below)

SIGNATURES:

Professor(s) Robert J. Mutchnick

Department Chairperson J. May

College Dean Bob R. 4/21/93

Director of Liberal Studies CD Chidley 4-29-93

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

- I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.
- II. Copy of the course syllabus.
- III. Two or three samples of assignment sheets, instructions, or criteria concerning writing that are given to students. Limit: 4 pages. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)

Please number all pages. Provide one copy to Liberal Studies Committee.

I. Writing Summary

This course is primarily designed for seniors majoring in criminology. It is anticipated that most of the students will have taken many of the lower level required courses by the time they enroll in CR 401 and that they will have formed opinions on many of the issues to be discussed in the class. Two types of writing will take place in this class: 1) Writing to stimulate thought and to summarize and idea; and 2) writing to integrate learning and think creatively about a topic.

Writing to stimulate thought and to summarize and idea will be accomplished through the free write exercise on plagiarism completed in class. Students will then be requested to take their free write and revise it based on the incorporation of outside sources. Students will be required to turn in both the free write exercise and the revised one page paper. Students will be given an opportunity to rewrite and resubmit their revised paper based on the comments provided to them during the first grading.

Writing to integrate learning and think creatively about a topic will be accomplished by having the students complete a minimum of six, three page papers on issues included in the course. literature related to each topic. Students are expected to take their initial position on an issue and critically present material demonstrating the pro and con positions. Position papers are to be documented using current literature related to the subject. Grades for these position papers are based on how well the student states and supports their position. The position papers are expected to be presented in fully edited Standard English.

The course will, at a minimum require each student to complete 20 pages of writing during the duration of the semester.

II. Course Syllabus

A. Catalog Description

CR 401 Contemporary Issues In Criminology 3c-01-3sh
Prerequisite: Seniors only or permission
of instructor

Examination of the nature and extent of crime in modern Western society. Emphasis will be placed on issues selected from, but not limited to, emerging patterns of violence, organized crime, white collar crime, victimless crime, corruption, and those crime control strategies deemed appropriate in a democracy. Not for credit after prior CR 490: Crime In Modern Society.

B. Course Objectives

This course is designed to explore various current issues in criminology/criminal justice. In addition to class lectures, films, and speakers, students will have the opportunity to engage in open

discussions about relevant topics. Major topics for consideration this semester will be gun control, capital punishment, drug legalization, domestic violence, plea bargaining, victims' rights, and private prisons. Students will be asked to take a pro/con position on a particular subject and come to class prepared to defend their position.

C. Course Outline

Week 1 - Introduction

Course Requirements

Position Papers

Grading

Incomplete Grades

Misconduct

Issue 1 - Is Crime Functional?

Pro - Emile Durkheim, from Rules Of Sociological Method, pages 4 - 9.

Con - Jeffrey H. Reiman, from The Rich Get Richer And The Poor Get Prison: Ideology, Class, And Criminal Justice, pages 9 - 14.

Free Write In Class Paper On Plagiarism

Week 2 - Issue 2 - Are General Theories Of Crime Possible?

Pro - Charles Tittle, from "The Assumption That General Theories Are Not Possible," in Robert F. Meier, ed, Theoretical Methods In Criminology, pages 16-22.

Con - W. Byron Groves and Graeme Newman, from "Against General Theory In Comparative Research," International Journal Of Comparative And Applied Criminal Justice, pages 22 - 30.

Revised Version Of Plagiarism Paper Due

Week 3 - Issue 3 - Is Criminal Behavior Biologically Determined?

Pro - C. R. Jeffrey, from "Criminology As An Interdisciplinary Behavioral Science," Criminology, pages 32-39.

Con - Tony Platt and Paul Takagi, from "Biosocial Criminology: A Critique," Crime And Social Justice, pages 39 - 46.

Film - The Constitution: That Delicate Balance - Crime And Insanity

Week 4 - Issue 4 - Is Street Crime More Serious Than White-Collar Crime?

Pro - James Q. Wilson and Richard J. Hernstein, from Crime And Human Nature, pages 48 - 59.

Con - Jeffrey H. Reiman, from The Rich Get Richer And The Poor Get Prison: Ideology, Class, And Criminal Justice, 2nd ed., pages 59 - 77.

- Week 5 - Issue 5 - Is Criminal Justice Free Of Systematic Racism?
- Pro - William Wilbanks, from The Myth Of A Racist Criminal Justice System, pages 96 - 98.
 - Con - Michael J. Lynch and E. Britt Patterson, from "Racial Discrimination In The Criminal Justice System: Evidence From Four Jurisdictions," in Brian E. MacLean and Dragan Milovanovic, eds., Racism, Empiricism, And Criminal Justice, pages 98 - 104.
 - Film - The Dallas Drug Wars - Front Line
- Week 6 - Issue 6 - Juvenile Justice: Are Kids "Getting Away With Murder" ?
- Pro - Alfred S. Regnery, from "Getting Away With Murder: Why The Juvenile Justice System Needs An Overhaul," Policy Review, pages 112- 114.
 - Con - Stephen J. Brodt and J. Steven Smith, from "Public Policy And The Serious Juvenile Offender," Criminal Justice Policy Review, pages 121 - 132.
 - Film - Old Enough To Do Time
- Week 7 - Issue 7 - Should Plea Bargaining Continue To Be An Accepted Practice?
- Pro - Samuel Walker, from Sense And Nonsense About Crime: A Policy Guide, 2nd edition, pages 132 - 134.
 - Con - Ralph Adam Fine, from Escape Of The Guilty: A Trial Judge Speaks Out Against Crime, pages 139 -144.
 - Film - Children Of The Night - Front Line
- Week 8 - Issue 8 - Should Capital Punishment Be Abolished?
- Pro - Jack Greenberg, from "Against The American System Of Capital Punishment," Harvard Law Review, pages 144 - 146.
 - Con - Ernest van den Haag, from "Ultimate Punishment: A Defense," Harvard Law Review, pages 146 - 150.
 - Film - Fourteen Days In May
- Week 9 - Issue 9 - Can Traditional Criminology Make Sense Out Of Domestic Violence?
- Pro - Lawrence Sherman, from "The Influence Of Criminology On Criminal Law: Evaluating Arrests For Misdemeanor Domestic Violence," The Journal Of Criminal Law And Criminology, pages 192 - 194.
 - Con - Cynthia Grant Bowman, from "The Arrest Experiments: A Feminist Critique," The Journal Of Criminal Law And Criminology,

pages 194 - 200.

Week 10 - Issue 10 - Should Elderly Offenders Get Lighter Sentences?

- Pro - Robert Sherwin, from "Employing Life Expectancy As A Guideline In Sentencing Criminal Offenders: Toward A Humanistic Proposal For Change," Prison Journal, pages 236 - 238.
- Con - James R. Acker, from "On Confusing Justice With Mercy: A Reply To Professor Sherwin," Prison Journal, pages 242 - 246.

Week 11 - Issue 11 - Will Gun Control Reduce Crime?

- Pro - Josh Sugarmann, from "The NRA Is Right: But We Still Need To Ban Handguns," Washington Monthly, pages 248 - 254.
- Con - James D. Wright, from "Second Thoughts About Gun Control," Public Interest, pages 254 - 264.
- Film - Guns, Guns, Guns

Week 12 - Issue 12 - Are Private Prisons A Good Idea?

- Pro - Charles H. Logan, from Private Prisons: Cons And Pros, pages 266 - 275.
- Con - John J. DiIulio, Jr., from "The Duty To Govern: A Critical Perspective On The Private Management Of Prisons And Jails," in Douglas C. McDonald, ed. Private Prisons And The Public Interest, pages 275 - 286.

Week 13 - Issue 13 - Is The Victims' Rights Movement Succeeding?

- Pro - Frank Carrington and George Nicholson, from "Follow-up Issue On Victims' Rights," Pepperdine Law Review, pages 288 - 294.
- Con - Robert Elias, from Politics Of Victimization: Victims, Victimology And Human Rights, pages 294 - 302.
- Film - Victims

Week 14 - Issue 14 - Will Drug Legalization Help The Criminal Justice System?

- Pro - Arnold S. Trebach, from "Law Enforcement News Interview With Trebach," Law Enforcement News, pages 304 - 311.
- Con - John Kaplan, from "Taking Drugs Seriously," Public Interest, pages 311 - 320.

D. Evaluation Methods

1. Free Write In Class and Revision Of Plagiarism (10 points)

Each student will write in class during the first week a one page paper defining plagiarism. The student will then be requested to revise their paper as an out of class assignment. Each student will turn in their in class free write as well as their revised one page paper. Students will have the option of revising and resubmitting their one page revised paper based on the comments they receive from the first grading. This assignment is valued at ten (10) points.

If a student plagiarizes all or part of the definition the student will receive a "0" for this assignment and be given one opportunity to revise their submission. This assignment is designed to acquaint the student with the concept of plagiarism so that the student will be able to avoid plagiarizing when they write their position papers. The revision of the in class free write is due to the instructor by the end of the second week of class.

2. Position Papers (90 points)

Each student will be required to submit a minimum of six (6) position papers during the course of the semester. Each student will be allowed to select the subjects of their six position papers from the fourteen (14) different issues identified in the syllabus. Each position paper shall be a minimum of THREE typed pages including bibliography. The position papers are designed to allow the student the opportunity to research and think in detail about a particular subject. Students are required to come to some subjective conclusion about the issue based on their research of the subject. Students are to use properly cited sources as well as their own informed opinion. Position papers encourage the student to be creative and allow for the opportunity to be expressive. Each of the six position papers are to be handed in at the beginning of the class on the day the reading assignment for that issue is to be discussed. Position papers for a particular issue will not be accepted after the start of class on the day that issue is being discussed. Students may hand in up to fourteen (14) position papers selecting the six best grades to count towards their final grade in the class.

Papers will be graded both for substantive content and demonstration of intellectual creativity. Simple regurgitation of source facts may receive an A or B grade. However, it is more likely to receive a B or C. Creative thought mixed with accurate facts radically increases the student likelihood of receiving an A grade.

3. Final course grade is determined as follows:

Total possible points = 100

A = 90 or more points
 B = 80.0 - 89.9 points
 C = 70.0 - 79.9 points
 D = 60.0 - 69.9 points
 F = 59.9 points or less

E. Required Reading

1. Taking Sides: Clashing Views On Controversial Issues In Crime And Criminology, Richard Monk, editor. Guilford, CT: The Dushkin Publishing Group, Inc., 3rd edition, 1993.