

**CRIJ 5385: Graduate Study Abroad in Criminal Justice: London (#33574)**  
*England's Influence of U.S. Criminal Justice*

**Summer 2024**

**5-weeks: May 28 –July 3, 2024 – EDUC 111**  
**(Required Travel Dates to London: June 10-25, 2024)**

**Professor:** Dr. Leanne Alarid, Department of Criminal Justice and Security Studies  
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Study Abroad courses are an international academic experience, and one of the hallmarks of the UTEP EDGE. Graduate students may enroll in CRIJ 5385 as a graduate elective by permission of their graduate director. While in London, students will have the following UTEP EDGE experiences:

- Global Awareness and an appreciation of another culture,
- Interdisciplinary Teamwork among the social sciences
- Boosts student Confidence, Independence, and Leadership skills

### **COURSE OVERVIEW**

This course will help students develop a deeper comparative understanding of the historical antecedents of the American criminal justice system by studying police, courts, and corrections in England. This course consists of eight F2F meetings at UTEP, readings, and online assignments to prepare students with a foundation during the first 2 weeks, with travel to London for Weeks 3 and 4, and back to El Paso for one final session on Week 5.

- At UTEP, there are a total of 9 F2F class sessions. Each session meets for 2 hours for a total of 19 classroom hours.
- In London, there are 32 hours of planned group field trips and academic, class-related learning activities.
- There are 8 hours of group cultural activities to include a Thames River Cruise, 2 group dinners of local cuisine, and a 2-hour orientation by bus. Students will have 3 full days of free time to explore London and plan their own activities with other students or on their own.

### **LEARNING OBJECTIVES:**

1. Understand the evolution of the English justice system as a forerunner to the U.S. criminal justice system.
2. Compare/Contrast English policing with American police in terms of organization, structure, and responsibilities.
3. Explain the structure and jurisdiction of English criminal courts, and how criminal procedures at pretrial and trial vary.
4. Become knowledgeable about the historical importance of British prisons, institutional development over time, and the contemporary issues faced by prisons in the U.S. and England.
5. Appreciate culture and daily life in London.

## REQUIRED READINGS:

**E-book** can be checked out and downloaded FREE from the UTEP library  
Wilson, David (2014). *Pain and Retribution: A Short History of British Prisons, 1066 to Present*. London, UK: Reaktion. Free access is provided only while in the United States.

**Each of the 5 readings below** will be provided as a PDF file in Blackboard.

Article #1: Roth, Mitchel (2019). Crime and criminal justice: English antecedents (Pp. 31-62—Chapter 2) in *A History of Crime and the American Criminal Justice System*. NY: Routledge.

Article #2: McKenzie, Ian K. (1998). Policing in England and Wales. (Pp. 55-71—Chapter 4) in *Law, Power, and Justice in England and Wales*. Westport, CT: Praeger.

Article #3: Roycroft, Mark (2016). The police function: What do the police do? (Pp. 21-38) in *Police Chiefs in the UK: Politicians, HR Manager or Cops?* Palgrave Macmillan.

Article #4: Hirschel, J. David and William Wakefield (1995). The criminal courts, judges, and lawyers. (Pp. 109-156, Chap 7) in *Criminal Justice in England and the United States*. Praeger.

Article #5: Kaufman, Emma (2013). Hubs and spokes: The transformation of the British prison (Pp. 166-182--Chapter 9) in *The Borders of Punishment: Migration, Citizenship and Social Exclusion*. (Aas, K.F. and Mary Bosworth, eds.). Oxford University Press. 9780199669394

## GRADING SCALE: 150 points possible

The letter grade for the class is determined by the number of points you accumulate during the semester, so every point counts. Your points will be recorded in the “My grades” section of Blackboard. All grades **will be earned by POINTS**—not percentages. If you want to know what the point value means on an individual assignment, divide your score into the total number possible for that assignment. All the points will be added together at the very end.

<u>Grade</u>	<u>Total Point Range</u>
A	135-150
B	120-134
C	105-119
D	90-104
F	0 –89

**NOTE: Grades are assigned according to the total points earned; there is no rounding or curving or moving a person to the next letter grade if they are one point away**

## **Course Requirements (150 points Total)**

### **I. Four Discussion Question Sets from Readings (10 pts/set x 4 sets = 40 points)**

Each discussion question set is composed of 2 posts (one original post and one reaction to another student post). Each set of DQ's (A and B together) are worth 10 points:

#### **A) One Original 300-word minimum post in response to the instructor's initial question(s)- 8 points**

Your own post must answer the instructor's question(s) posted on the Discussion Question page with a 300-word minimum (no maximum), being sure to back up your response at least twice with something you learned from the required reading(s) that correspond with that DQ. **You must cite a page number from the book or chapter at least twice per original response, either by stating a fact found in the textbook or a viewpoint in the book that is similar to or different from your own opinion. Use APA format** (Author's last names, year, and page number).. More information on APA format can be found online by visiting:

<https://owl.english.purdue.edu/owl/resource/560/08/>

You will be able to view other student's posts once you first complete your own original post.

#### **B) At least one Reaction post to another student's post- 2 points**

The reaction post must be a minimum of 100 words, but has no maximum word count where students are expected to explain why you may agree or disagree with another person's ideas/response—no points will be given for pasting the same words from your original response. Citations are not required for reaction posts, unless you are making a factual point that differs or is in opposition to the other student's original post.

#### **Standards for all Discussion Posts (Original and Reaction):**

1. Respect your fellow students even if your views differ from theirs
2. Stick to the idea and do not verbally attack the individual. Disrespectful and/or inappropriate responses will receive no points.
3. All posts may be made earlier than the deadline.
4. You are free to respond to more than one post if you'd like, but additional points will not be given for extra posts.
5. Discussion Posts made after the deadline will earn -0- points.

Discussion Question posts will be graded based on response quality, and that an in-text citation is provided for each original response. Please use complete sentences in English, and proper spelling and grammar. Avoid text message language and casual speech. All posts (both original and reaction) in the discussion board should contribute in at least one of the following ways:

- Integrate various main ideas from the book
- Thoughtfully describe what the concept and/or issues mean to you
- Synthesize ideas from multiple posts
- Agree and Elaborate in more detail on a viewpoint
- Disagree, and create a new perspective or ask a new question
- Evaluate/Analyze the reasonableness or quality of ideas
- Identify hidden assumptions, fallacies, or things taken for granted

**\*\* Bring a hard copy of your original Discussion post to class after posting to BB \*\***

## II. Attendance at 13 Criminal Justice Events in London (26 points)

- Houses of Parliament (Commons Chamber, Lord's Chamber)
- Scotland Yard
- Homicide and Investigation Command Center
- Bow Street Police Museum
- Coroner's Court
- Crown Prosecution Service
- Westminster Magistrates Court and Southwark Crown Court
- Central Criminal Court/Old Bailey, Inns of Court, Royal Courts of Justice
- Clink Prison Museum
- Tower of London
- Broadmoor Special Hospital Tour
- London Probation Service
- Rehabilitation Charity

**III. Daily Journal Entries During London Trip (14 points):** Keep a daily handwritten travel journal of what you saw, heard, experienced, and learned during the London Trip. You should have at least 14 dated entries from June 11-24 with **each daily entry a minimum of 400 words - no maximum**. *Write legibly* any facts, opinions, and impressions of the CJ events we experience as a group, as well as other cultural events you experience on your own (even on your days off). You may draw diagrams and pictures in your journal. This journal will be submitted to Dr. Alarid upon your return from London. If your writing is not legible, you should re-type after your return and before submitting.

## IV. GRADUATE PAPER (50 points)

Choose any topic of your choice related to Intelligence and/or National Security that is a contemporary problem or a current issue facing London and/or the United Kingdom. The scope of the paper must identify and discuss the nature of the problem or issue, and then how this problem is being handled, how agencies work together and/or how the identified problem mitigated. The central focus must be on London England or the UK.

Discuss your topic with Dr. Alarid ahead of time. Dr. Alarid must approve your Topic prior to our Departure to London. Possible topics could include:

- Top Overseas Concerns facing Britain's Secret Intelligence Service (M16)
- How M16 Works with the Central Intelligence Agency in the USA to Increase UK National Security
- Current threats facing London or England inside its borders
- Terrorist groups threatening the UK
- Facial Recognition and CCTV
- Migration and Border Concerns in the UK
- Prevalence and UK Response to Human Trafficking (or other cross-national crimes)
- A Review of A Sample of Research Projects/Publications conducted by Faculty and/or Grad Students at the Centre for Science and Security Studies at King's College (possible visit to that campus?)

You are encouraged to research and/or draft the paper while we are in London, so that if you wish to visit an agency and/or access information on your own (e.g., King’s College Library in London), you may supplement information using “local” sources.

The paper parameters include the following:

- The paper must be written in APA style/format, with a title page, and a reference page.
- The body of the paper (not including the title and reference page) must be a minimum of 6 double-spaced pages of 12 point font and 1 inch margins (no maximum page count).
- At least 6 outside sources must be used—3 of those sources must be academic journal articles, books, or book chapters. The other 3 sources can be agency reports, white papers, newspaper articles, or other public domain information.
- Artificial intelligence (such as Chat GPT and others) may NOT be used for this assignment.

## V. SELF-DISCOVERY Paper and Class Presentation

The final project is meant to summarize and bring together your experiences, and what you learned. The project is composed of two parts: a written paper and a presentation

**WRITTEN PAPER (15 points)** In 4-5 typed double-spaced pages, the paper should address the following questions:

- Favorite Criminal Justice Places/Events: Choose 3 of your favorite Criminal Justice-related activities in London and discuss why each was at the top of your list.
- Favorite Personal Sightseeing Places: What were your 3 favorite places that you personally chose to go on your own time, and why were they your favorite?
- Learned Skills: What 2 *skills* did you learn on this trip that may help you in the future (e.g., future employment), and WHY were they valuable for you?
- Learning about Self: What one valuable thing did you learn *about yourself*? Share details as you feel comfortable.

**CLASS PRESENTATION (5 points)** Present in front of the class for 6-8 minutes.

Choose one of two presentation styles:

Option 1: ORAL PRESENTATION Include 6-8 photos (Insert your photo on a Power Point presentation slide) as you discuss/share with the class the four elements from your written paper above.

Option 2: VIDEO PRESENTATION Show the class a 6-8 minute video narrated by you with representative photos, video, and background music of the trip. If you make the video yourself, you do not have to “present” orally—you just play the video, and the video speaks for itself.

## Course-Related Policies

### **TECHNOLOGICAL PROBLEMS/QUESTIONS**

For all technological, hardware, software problems, lost files, and/or questions with Blackboard, as well as difficulties you are having during an exam, contact **Technology Support Help Desk 24 hours a day, 7 days a week**. Tech support is set up to specifically address technical questions and problems about Blackboard.

Phone: 915.747.4357 or toll free: 1-877-382-0491

E-mail: [helpdesk@utep.edu](mailto:helpdesk@utep.edu)

In Person: UTEP Library, Room 300

### Center for Accommodations and Support Services (CASS)

UTEP students with learning challenges in the classroom must request an accommodation through Accessible Information Management system (AIM) by logging into: [cassportal.utep.edu](http://cassportal.utep.edu) using their UTEP credentials. CASS staff develop a plan to determine which accommodations will help each individual to be successful at UTEP. 915-747-5148 or email [cass@utep.edu](mailto:cass@utep.edu)

### Writing Center

I expect your homework, papers, and group projects to be free of all grammar and spelling errors. Points will be deducted for inadequate writing skills. The University Writing Center is located in the Library. It is a great place to receive help with editing your written papers, and with APA style assistance. They are open M-Th 9:00-5:00 pm, Fr 9:00-2:00 pm, and Sundays 12:00-5:00pm. Appointments are recommended, but they will take walk-ins.

### **ACADEMIC DISHONESTY:**

Academic dishonesty includes turning in someone else's assignment from a previous class, and/or plagiarism. Plagiarism is defined as one or more of the following: "(1) use by paraphrase or direct quotation of the published or unpublished work of another person without fully and properly crediting the author with citations or biographical reference; (2) unacknowledged use of work/materials prepared by another person or agency engaged in the selling of term papers or other academic materials; (3) unacknowledged use of original work/material that has been produced through collaboration with others without release in writing from collaborators." I take cases of alleged academic dishonesty seriously. For students who have allegedly engaged in any form of academic dishonesty, the case will be referred to the Office of Student Conduct and Conflict Resolution (OSCCR). While the case is being investigated by OSCCR, an "I" (Incomplete) will be assigned until the case is resolved. If OSCCR finds misconduct, sanctions may include a failing grade on the assignment/exam in question, a failing grade in the course, suspension, or dismissal.

### Class Schedule:

I reserve the right to make adjustments to the following schedule as needed. I will notify students of changes during class, especially when we are in London.

## Schedule of Assignments and Deadlines

Class sessions during Weeks 1 and 2 meet from 10:00 am-12:00 pm in EDUC 111

<b>WEEK 1</b>	<b><u>Topic Coverage</u></b>	<b><u>Reading and Writing Assignments</u></b>
<i>(UTEP: 4 class meetings from 10:00 am to 12:00 pm)</i>		
Tues, 5/28	English Antecedents	Article #1: Roth (2019) chapter
Wed, 5/29	Policing Origins	Articles #2 & 3: MacKenzie (1998); Roycroft (2016) <b>Writing: DQ #1 DUE</b>
Thurs, 5/30	Policing London	Articles #2 & 3: MacKenzie (1998); Roycroft (2016)
Fri, 5/31	London Courts	Article #4: Hirschel & Wakefield (1995) <b>Writing: DQ #2 DUE</b>

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<b>WEEK 2</b>	<b><u>Topic Coverage</u></b>	<b><u>Reading and Writing Assignments</u></b>
<i>(UTEP: 4 class meetings from 10:00 am to 12:00 pm)</i>		
Mon, 6/3	London Courts	Article #4: Hirschel & Wakefield (1995)
Tues, 6/4	Punishment History	Wilson (2014) Book- Chap 1, 2, 3, 4 <b>Writing: DQ#3 DUE</b>
Wed, 6/5	London Prisons	Wilson (2014) Book- Chap 5, 6, 7, 8
Thurs, 6/6	Contemporary Prison Issues	Article #5: Kaufman (2014) chapter <b>Writing: DQ#4 DUE</b>

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<b>WEEKS 3-4</b>	<b><u>Topic Coverage</u></b>	<b><u>Writing Assignments</u></b>
<i>June 10-25</i>	<i>Travel to London</i>	Writing: Keep a Daily Journal Assignment at the Clink Prison Museum

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<b>WEEK 5</b>	<b><u>Topic Coverage</u></b>	<b><u>Writing Assignment</u></b>
UTEP: 3 hour Final class meeting 12:00 pm – 3:00 pm in EDUC 111		
July 3	Discussion of Trip Applying what You've Learned	<b>Writing: Final Paper DUE and In-Class Presentations Travel Journal DUE</b>