

Advanced Concepts in Criminal Justice: Crime and Immigration & Police Legitimacy

Spring 2017

| Class | Time | Room |
|--|-------------------------|-------------|
| Criminal Justice 4390.005 CRN 23448 | Mon & Wed 1:30 – 2:50pm | LibArts 319 |

| Professor | Office | Phone | Email | Office Hours |
|------------------|---------------|--------------|------------------|---------------------------------|
| Dr. Ted Curry | LA 116 | 747-6527 | trcurry@utep.edu | Tues & Thurs 10:30am-12:00pm |

CLASS WEBSITE

<http://utminers.utep.edu/trcurry/>

REQUIRED READINGS

A packet of required readings can be purchased at Pay Dirt Copy in the Herzog Building next to the UTEP Library. All required readings are also posted on BlackBoard as pdf files. There is no textbook for this course.

PLEASE READ ME!

Please read the syllabus carefully and in its entirety! I realize that my syllabus is approaching book-length (or at least that of a novella), but all of the information contained herein is vital. It is thus absolutely essential that you, the student, understand what is expected of you, how you will be graded, and how this course will be conducted. All of this information is here.

WHAT IS A SYLLABUS?

A syllabus is a contract between students and professors that clearly identifies expectations and obligations for both. A syllabus is also a commitment on the part of both the professor and each student to adhere to the dictates of the syllabus. All features of this syllabus will be implemented equally and fairly for each student. In particular, do not expect accommodations for missed classes regardless of reason. If you do not like, for whatever reason, any feature of this class, or stipulation or requirement in this syllabus, then you should not take this class and, instead, drop it immediately. Likewise, if it becomes apparent during the course of the semester, perhaps for reasons you did not anticipate, that you cannot adhere to the dictates of the syllabus, then you should drop the class immediately. It your responsibility to fully read and understand this syllabus, and to let the professor know, as soon as possible, if you have any questions or concerns.

OBJECTIVES

This course will focus on advanced topics in criminal justice knowledge and research. Through a consideration of important ideas, developments and theories, as well as classical and recent research, students will emerge from this course with a strong grasp of the “big picture” in criminal justice scholarship. Instead of a textbook, which tends to provide an overview of a topic, we will read several important and interesting scholarly books and articles that will provide exceptional depth and substance regarding topical issues in crime and the criminal justice system in American society. This approach will require a great deal of preparation and professionalism on the part of students and will closely mirror expectations they will encounter in today’s workplace.

FORMAT: TEAM-BASED LEARNING

This class will employ a student-centered pedagogical format termed Team-Based Learning. Students will be placed into teams of 5 students at the start of the semester and likely remain in these teams for the duration of the semester. Students will engage in two graded assessments each day. First, each student will individually complete a short quiz (closed book) about the day’s reading assignment and receive an individual grade on a 0-20 point scale. Second, each

team will be presented with a short quiz (open book) based on the assigned readings and receive a team grade on a 0-10 point scale where all team members will receive the same grade. The individual quizzes will consist of multiple choice questions while the team quiz may contain written as well as multiple choice questions.

The pacing of the class will consist of the following. Class will begin with the individual quiz, which will consist of five multiple choice questions and last approximately five minutes. Tardy students will not be allowed to take the individual quiz. After the individual quiz is completed and collected, the professor will lead the class through a discussion of the correct answers so that a common understanding of the material can be generated. Students are encouraged to appeal the answer to any question during the discussion of the individual quiz as well as to ask questions and make comments. If the professor finds merit in the appeal, then the alternative answer(s) will be counted as correct not just for that student but for the class as a whole. Once this activity is completed, students will gather into their teams and complete the team-based quiz, which will last about 20 minutes and contain 3-5 questions. After this quiz is completed and collected, the professor will lead the class through a discussion of the correct answers to this quiz, with students again being encouraged to appeal the answer to any question during the discussion of that quiz as well as to ask questions and make comments. Again, if the professor finds merit in the appeal, then the alternative answer(s) will be counted as correct not just for that team but for all the teams in the class. In addition, each team will be required to present their answers to the class at least two times each semester and, at various times, teams will evaluate the relative contribution of each team member. More information on this format is provided later in this syllabus.

- In order to participate effectively, students must bring their reading materials to class each day, and must have completed the reading assignment.
- Each day, the professor will conduct “book checks” of every student in the class. **Students who do not have their reading materials will not be allowed** receive credit for the Team Quiz. No exceptions and no excuses.
- If you know (or believe) that, for whatever reason, you will (or are likely to) be absent several classes and/or that you will be tardy for several classes,

then **you should drop this class** and take a different section of this class or take it during a different semester.

TEAM-BASED LEARNING RATIONALE

The rationale behind Team-Based Learning is foremost to **generate a lively and informed class discussion regarding the reading materials between students and the professor**. It is through such interactions that learning and skill development are most enhanced for students. But, in order to achieve these goals, it is absolutely essential that students read the material before class. As a professor, I feel my ability to teach is severely limited to the extent that students do not read the assigned material. This is because basic ideas, terms and concepts presented in the reading will not be understood during class by students who have not completed the reading and who typically want to just sit there copying PowerPoint presentation notes and wanting to know “is this going to be on the test?” Such an unfortunate situation diminishes my ability to “go beyond” the reading in terms of expansion and clarification of ideas and facts, to present examples, and to solicit questions, answers and input from students. Team-Based Learning, with its twice-daily assessments with immediate feedback and discussion, and the opportunity to appeal, provides the necessary incentives and rewards for students to regularly complete the readings and to come to class ready to engage in deep, insightful discussions about them. Together with the Reflection Papers (discussed below), Team-Based Learning encompasses writing, as well as reading and discussion, to provide students with a variety of methods and activities to achieve high levels of comprehension and skill development which, it is hoped, will improve the retention of learning experienced in this class.

REQUIREMENTS

1. **Team-Based Learning Activities**: Each student will receive a grade for each day of team-based learning for: (1) individual work on a 0-20 point scale and (2) team work on a 0-10 point scale. Thus, your individual work counts twice as much as your team work for your final grade.
- Grades of zero (0) will be assigned in the case of absence or if students leave before the end of class or arrive late.

- For each student, the two lowest individual and team scores will be dropped. Thus students will be allowed to miss up to two days of Team-Based Learning activities without any loss of credit in regards to their final grade. When you view your “total points” and “current average” grades in Blackboard, they are automatically calculated to drop these scores, regardless of when they occur.
- If you miss more than two days of in-class activities, each additional absence will lower your final course average by about 3%. So you can conceivably miss 5 days of class (2 ½ weeks) and still make an A.
- **Grades:** grades for all team-based activities will be posted at least weekly. If you notice that a grade is not what you expected, please email the professor immediately and request that your grade be checked and verified, and I will get back to you ASAP. You have two weeks from the day grades are posted to make such a request.
- **Tardiness:** Students who, regardless of reason, arrive after the individual quiz is handed out will not be permitted to take this quiz, and thus receive a zero (0) for that day’s individual quiz. Tardy students are, however, permitted to take that day’s team quiz.
- **Leaving before the end of class:** Students who leave before class is dismissed (regardless of reason) must not sign in and will receive a grade of zero (0) for that day’s team quiz. Leaving early will not affect the individual quiz grade for that day. If you sign in to receive credit for the team quiz and then leave before class is dismissed without informing the professor this will be considered cheating and you will receive a zero (0) on the team quiz and be referred to the Office of Student Conduct as a disciplinary case.
- **No in-class work can be made up regardless of the reason(s) for absence(s).** The only exceptions here are for military deployment and university business, both of which are official UTEP policies.
- **Why In-Class Work Cannot be Made Up:** The intention behind the in-class work of Team-Based Learning is to generate class discussion which, by its nature, cannot be “made up,” nor can the team quiz activity. In addition, I will not let myself be put into a position where I decide on a case-by-case basis who is allowed (and who is denied) the opportunity to make up in-class work as this invites favoritism, inconsistency and unfairness.

2. **Reflection Papers:** Twice during the semester, students will engage in individual written reflection based on a prompt the professor will post on BlackBoard. Each reflection paper is graded on a 0-50 point scale and will be submitted electronically through BlackBoard. All papers will be scanned by third-party software for plagiarism (cheating).
- **If you cheat on a reflection paper you WILL receive a grade of zero (0) on the paper AND have your final grade in the course lowered by a full letter. Repeat offenders will receive an F for the semester.** Cheating includes (but is not limited to) copying words or information from websites or another student's paper (or any other source). See the class policy on plagiarism for more information.
 - The purpose of the reflection papers is, quite literally, to reflect on what you have learned from a specific book or set of readings. The opportunity to write, in addition to read and discuss (the other two learning activities in this class), provides a third key method through which students create and retain knowledge and skills. Keeping the papers limited in length and focused in scope also requires students to improve the clarity of their thinking about concepts and facts and enhance their writing skills.
 - **How to Write a Good (or even Excellent) Paper:** A good paper is, first of all, well-written. The presence of spelling errors shows you didn't even use a spell checker. So, if you are too lazy to do even that, how seriously should your reader take you? Papers riddled with basic writing errors, which you should have weeded out from your writing years ago, indicate to professors that you are a student who is not ready to perform college-level work. If you have trouble with grammar, for example, or face other difficulties in your writing, then get your paper checked by UTEP's Writing Center. Well-written papers, by contrast, show your readers that you should be taken seriously. Good papers are also clear and to the point. They don't wander around aimlessly from issue to issue hoping they eventually cover what the professor is looking for. Good papers use key terminology from class readings but do not employ quotes from them. Instead, the writing is put into the words of the author. This demonstrates the author can do more than parrot source documents, and that the author really understands ideas and concepts and knows how to employ them appropriately in writing. Do all of these things and you will have a *good* (B-level), college-level paper. An *excellent* paper will also provide new insights and understanding of ideas and issues for the reader. Excellent papers show

originality of thought, make new connections, and identify potential areas for advancing scholarship beyond its current state. Such papers demonstrate mastery of not just knowledge and materials, but of how to communicate it to others, which is essence of excellent writing. For more info on writing see “Student Links” on the class website.

- **Grading & Feedback:** Because these papers are very short and straightforward they will receive very little feedback other than a grade. You will, however, receive a grading checklist or rubric that identifies major criteria for style and substance, and the number of points deducted from these areas, if any.
 - If you wish to appeal your paper grade then, within a week from the date the papers are returned to the class, you must submit in writing (as a hard copy, along with your graded paper) your specific reasons for the appeal, including addressing any specific comments or feedback from the professor, and clearly explain why you believe your grade should be higher. The professor will respond to each written appeal either in writing or verbally within a week from the time it is submitted. The appeal must be for at least 10% of the total possible points.
 - Papers that are of extremely poor quality will receive a grade of 1/50 and no written comments.
 - No re-writes are allowed, regardless of reason.
 - Papers must be submitted by the start of class on the day they are due. After that time, papers are late. Late papers lose 10% per day, regardless of reason.
 - Papers must be submitted electronically through Blackboard. Hardcopies and emailed copies will not be accepted or graded.
3. **Syllabus Quiz:** Students will take a brief multiple-choice quiz over the content in the syllabus worth 20 points.

EXTRA CREDIT OPPORTUNITY

1. **Course Evaluation Response Rate of at Least 70%**
 - If at least 70% of the students in the class complete the Course Evaluation which becomes available near the end of the semester, then all students will receive 20 extra credit points.

- To let you know how this works, you will receive email reminders about evaluating the course at least twice from UTEP in your miners.utep.edu email account. If you don't receive these emails, then contact UTEP's HelpDesk.
- After the course evaluation period is over, I will receive an email from UTEP stating what percentage of students in the class completed the course evaluation. If this figure is at or above 70% then all students in the class will receive **20 extra credit points**.
- So...please make sure to complete the course evaluation when it becomes available and urge your classmates to do the same.

GRADES

Grades are based on the following:

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|---------------------------------------|--------------------------|
| Syllabus Quiz | 20 points |
| Team-Based Learning Activities | 810 points |
| <u>Reflection Papers</u> | <u>100 points</u> |
| Total | 930 points |

Letter grades are assigned according to the following scale:

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| A | = | 89% and above |
| B | = | 79% - 88% |
| C | = | 69% - 78% |
| D | = | 59% - 68% |
| F | = | Below 59% |

- **Notice that my grading scale is curved 1% in your favor.** For example, in most courses a 79% is a C whereas in my class it is a B. This is to avoid the situation where someone misses receiving a higher grade by a very small margin – because in my class you miss receiving a higher grade by a full percentage point plus the “very small margin.”
- I apply the grading scale uniformly to all students. I do not adjust grades in any way for any student. All students are treated exactly the same. Remember, **your grade is an accomplishment, not a gift.** In other words, **you earn your grade, I do not give you a grade.**
- **You can view your grades** in Blackboard which will show your scores on the assignments as well as your running total of points and current course average

(with your two lowest scores dropped for both the individual and team quizzes, and this is automatically updated each time grades are entered).

- **No (additional) extra credit assignments will be offered – please do not ask.**
- **Getting an A in my Class:** In this syllabus, I go to great lengths to clearly specify the expectations and requirements of this class, as well as how to achieve them. Think of this as a path or a set of stepping stones that you follow from the start of the semester to the end. If you expend the necessary and time and effort to fully understand this syllabus, then you know what you have to do and you should be able to earn an A in my class.

CLASS AND UNIVERSITY POLICIES

CLASSROOM BEHAVIOR

- **Tardiness:** Students who, regardless of reason, arrive after the individual quiz is handed out will not be permitted to take this quiz and receive a zero, though they can take the team quiz.
- **Students who leave class early:** (regardless of reason) must not sign in to receive credit on the team quiz and will receive a grade of zero (0) for the team quiz. If you sign in but leave before class is dismissed, this will be considered cheating and will be referred to the Office of Student Conduct.
- **Cell Phones:** All cell phones must be turned **OFF** or on **Airplane Mode**. Exceptions will be made for important matters – please notify the professor if this is the case.
 - **The first time a student is observed using their cell phone in class (for any reason) they will receive a warning.**
 - **Each additional time a student is observed using their cell phone in class (for any reason) they will receive zeros on that day's individual and team quizzes.**
 - Repeated violations will be referred to the Office of Student Conduct.
- **Pictures and Recordings:** Students are not allowed to take pictures or make any kind of recording (video, audio, etc.) in class, this includes but is not limited to, quizzes, PowerPoint slides, writing on the chalkboard, etc.

- **Laptops and Tablets:** Students are allowed to use laptops and tablets during class, but only for class purposes.
 - **The first time a student is observed using their laptop or tablet in class for matters not related to class, they will receive a warning.**
 - **Each additional time a student is observed using their laptop or tablet in class for matters not related to class, they will receive zeros on that day's individual and team quizzes.**
 - Repeated violations will be referred to the Office of Student Conduct.
- **Cursing:** Students must not use curse words in the classroom, whether class is in session or not. Clothes with curse words are also unacceptable.
- **Unprofessional Behavior:** Sleeping, talking during class discussion or lecture, reading material unrelated to class, repeated tardiness will not be tolerated. It is okay to quietly make brief comments to each other about the day's material, but anything more than that is distracting to the rest of class and the professor.
- **Disruptive and Disrespectful Behavior:** Any student who engages in behavior deemed by the professor to be disruptive or disrespectful to others (including, but not limited to, students, the professor, TAs, etc.) will be required to immediately leave class for that day and will not receive credit for that day's activities, even those already completed. All such incidents will immediately be reported to UTEP's Office of Student Conduct and, if appropriate, to the UTEP Police Department.
- **Violations:** The first time a student violates any UTEP or classroom policy they will be required to leave class for that day and receive no credit for that day's activities, even those already completed. All policy violations will be reported to UTEP's Office of Student Conduct and, if appropriate, to the UTEP Police Department.

ATTENDANCE & TARDINESS: Because of the format of this class, if you know (or believe) that, for whatever reason, you will (or are likely to) miss several classes, and/or that you will be tardy for several classes, then **you may wish to take a different section of this class or take it during a different semester.**

COMMUNICATION: All students must regularly check their utep “miners” email account as the professor will occasionally need to communicate with the class or with individual students using this medium. The professor will not communicate with students through Blackboard. To contact your professor, it is best to speak with him before or after class, use email, visit office hours, or call his office. When emailing the professor, please specify and class you are in as well as which section (or days the class meets).

READING MATERIALS: Students are required to bring the materials for their assigned readings to class each day. Students who do not have their materials will not be permitted to receive credit for the day’s team quiz. If it is already the first day of class, then it is too late to order the first book and have it shipped to you.

ACADEMIC DISHONESTY (E.G., CHEATING / PLAGIARISM): The most serious violation of academic standards, plagiarism refers to, among other things, failing to fairly represent the work of others in your written and oral presentations by giving appropriate credit for the exact words or phrase(s), unique image or idea, and/or individual opinion, copying the sentence patterns and logical development of the written piece of another, substituting your own words as you go while keeping so closely to the original that you have in effect taken it without giving credit, submitting the words or works of another as your own without permission or proper credit. If you are at all confused about what constitutes plagiarism, please see your professor. All cases of suspected cheating will be referred to UTEP’s Office of Student Conduct and Conflict Resolution (OSCCR). Further information can be found on their webpage(<http://sa.utep.edu/osccr/>).

STUDENTS WITH DISABILITIES: Reasonable accommodations are available for students who have a disability documented with the Center for Accommodation and Support Services (CASS). Please notify the professor as soon as possible of any accommodations needed for the course.

STUDENT RESOURCES

University Counseling Center

- Located at 202 Union West. Phone: 747-5302.
- Web: <http://sa.utep.edu/counsel/>

- Call or come by the University Counseling Center (UCC) so we can assist you as you decide on a career or work through personal concerns. We offer confidential counseling services in English or in Spanish. Distance learners are invited to contact the University Counseling center for a one time consultation regarding their specific needs. The UCC provides group and individual counseling for currently enrolled UTEP students and consultation services for faculty and staff. [Click here to learn more.](#)

Military Student Success Center

- Located in Library 205A. Phone 747-5342.
- Web: <http://academics.utep.edu/Default.aspx?alias=academics.utep.edu/mssc>
- The Military Student Success Center will be a central point of coordination for support services, with a goal of easing transition to campus life, increasing retention, enhancing achievement of educational and career goals, and improving quality of life by augmenting pre-existing services and support with newly-created programming specifically developed to meet the needs of military-affiliated students.

University Writing Center

- Located in Library 227.
- Web: <http://uwc.utep.edu/>
- We offer free, drop-in writing consultations. Can't make it to the Library? We offer live, online consultations that allow you to work from home or anywhere you have access to a computer and the Internet.

Office of Student Conduct and Conflict Resolution (OSCCR)

- Located at 303 Union East. Phone: 747-8694. Email: studentconduct@utep.edu
- Web: <http://sa.utep.edu/osccr/>
- The Office of Student Conduct and Conflict Resolution (OSCCR) will guide students in their ethical development, foster life skills to civilly manage interpersonal conflicts, and strengthen students' commitment to the campus community while promoting honesty and integrity.

Equal Opportunity Office (EO)

- Located at 302 Kelly Hall. Phone 747-5662. Email: eoaa@utep.edu

- Web: www.utep.edu/eoaa
- For complaints and questions about sexual harassment from faculty or staff or other types of complaints regarding fair and equal treatment from faculty or staff.

TENTATIVE SCHEDULE

The professor reserves the right to make changes to the course syllabus.
Any changes will be announced ahead of time in class.

| Day | DATE | READINGS and ASSIGNMENTS |
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| | Jan 16 | Martin Luther King, Jr. Holiday: No Classes |
| | Jan 18 | Introductions & Syllabus Reading: This syllabus Assignment: Go to class web page and read all links under "Student Links" |
| 1 | Jan 23 | <u>Concept 1: Neighborhood Immigration & Crime</u> Social Disorganization/Systemic Theory Of Neighborhood Crime Kubrin, C. E., & Wo, J. C. 2016. Social Disorganization Theory's Greatest Challenge: Linking Structural Characteristics to Crime in Socially Disorganized Communities. In A. R. Piquero (Ed.), <i>The Handbook of Criminological Theory</i> (pp. 121-136). New York: Wiley. |
| 2 | Jan 25 | Sampson, R. J., Raudenbush, S. W., & Earls, F. (1997). Neighborhoods and violent crime: A multilevel study of collective efficacy. <i>Science</i> , 277(5328), 918-924. |
| 3 | Jan 30 | Neighborhood Poverty And Race/Ethnicity And Crime Ousey, G. C., & Lee, M. R. (2013). Community, Inequality, and Crime. In F. T. Cullen & P. Wilcox (Eds.) <i>The Oxford Handbook of Criminological Theory</i> , (pp. 352-369). New York: Oxford. |

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| 4 | Feb 1 | Stansfield, R., Williams, K. R., & Parker, K. F. (2016). Economic Disadvantage and Homicide Estimating Temporal Trends in Adolescence and Adulthood. <i>Homicide Studies</i> , 21, 1, 59-81. |
| 5 | Feb 6 | Sampson, R. J., Morenoff, J. D., & Raudenbush, S. (2005). Social anatomy of racial and ethnic disparities in violence. <i>American Journal of Public Health</i> , 95 (2), 224-232. |
| 6 | Feb 8 | Neighborhood Subcultures Warner, B. D. (2003). The role of attenuated culture in social disorganization theory. <i>Criminology</i> , 41(1), 73-98. |
| 7 | Feb 13 | Matsueda, R. L., Drakulich, K., & Kubrin, C. E. (2006). Race and neighborhood codes of violence. In Peterson, R. D., Krivo, L. J., & Hagan, J. (Eds.). <i>The many colors of crime: Inequalities of race, ethnicity, and crime in America</i> , (pp. 334-356). New York: NYU Press. |
| 8 | Feb 15 | Immigrant Revitalization Theory Martinez Jr, R., Stowell, J. I., & Iwama, J. A. (2016). The Role of Immigration: Race/Ethnicity and San Diego Homicides Since 1970. <i>Journal of Quantitative Criminology</i> , 1-18. |
| 9 | Feb 20 | Curry, T. R., Morales, M. C. & Hosch, H.M. (2013). Why are Immigrant Neighborhoods Low Crime Neighborhoods? National Science Foundation Award Number 1251897. Reflection Paper DUE |
| 10 | Feb 22 | Immigrant Neighborhoods & Crime Kubrin, C. E., & Ishizawa, H. (2012). Why some immigrant neighborhoods are safer than others. <i>The</i> |

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| | | <i>Annals of the American Academy of Political and Social Science</i> , 641(1), 148-173. |
| 11 | Feb 27 | MacDonald, J. M., Hipp, J. R., & Gill, C. (2013). The effects of immigrant concentration on changes in neighborhood crime rates. <i>Journal of Quantitative Criminology</i> , 29(2), 191-215. |
| 12 | Mar 1 | Kubrin, C. E., Hipp, J. R., & Kim, Y. A. 2016. Different than the Sum of Its Parts: Examining the Unique Impacts of Immigrant Groups on Neighborhood Crime Rates. <i>Journal of Quantitative Criminology</i> , 1-36. |
| 13 | Mar 6 | Immigrant Culture/Assimilation & Crime Morenoff, J. D., & Astor, A. (2006) Immigrant assimilation and crime: Generational differences in youth violence in Chicago. In R. Martinez, Jr. & A. Valenzuela, Jr. (Eds.) <i>Immigration and crime: Race, ethnicity and violence</i> , (Pp. 36-63). New York: New York University Press. |
| 14 | Mar 8 | Lee, M. T., & Martinez Jr, R. (2002). Social disorganization revisited: Mapping the recent immigration and black homicide relationship in northern Miami. <i>Sociological Focus</i> , 35(4), 363-380. |
| | Mar 13 | Spring Break: No classes |
| | Mar 15 | Spring Break: No classes |
| 15 | Mar 20 | Immigrant Social Control & Crime Silver, E., & Miller, L. L. (2004). Sources of informal social control in Chicago neighborhoods. <i>Criminology</i> , 42(3), 551-584. |

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| 16 | Mar 22 | Browning, C. R., Dirlam, J., & Boettner, B. (2016). From Heterogeneity to Concentration: Latino Immigrant Neighborhoods and Collective Efficacy Perceptions in Los Angeles and Chicago. <i>Social Forces</i> , 95(2), 779-807. |
| 17 | Mar 27 | Concept Two: <u>Police Legitimacy</u> Legal Cynicism, Police Legitimacy & Procedural Justice Sampson, R. J., & Bartusch, D. J. (1998). Legal cynicism and (subcultural?) tolerance of deviance: The neighborhood context of racial differences. <i>Law and society review</i> , 777-804. |
| 18 | Mar 29 | Tyler, T. R. (2011). Trust and legitimacy: Policing in the USA and Europe. <i>European Journal of Criminology</i> , 8(4), 254-266. |
| 19 | Apr 3 | Kane, R. J. (2005). Compromised police legitimacy as a predictor of violent crime in structurally disadvantaged communities. <i>Criminology</i> , 43(2), 469-498. |
| 20 | Apr 5 | Racial Profiling Engel, R. S., & Swartz, K. (2013). Race, crime, and policing. In Bucerius, S. M., & Tonry, M. H. (Eds.) <i>The Oxford handbook of ethnicity, crime, and immigration</i> , (pp. 135-165). Oxford University Press, USA. |
| 21 | Apr 10 | Curry, T. R. (2014). The benefits and penalties of gender for criminal justice processing outcomes among adults and juveniles. In Gartner, R., & McCarthy, B. (Eds.). <i>The Oxford handbook of gender, sex, and crime</i> , (Pp. 351-571). York: Oxford University Press. |

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| 22 | Apr 12 | <p>The Ferguson Effect Rosenfeld, R., CSR Incorporated, & United States of America. (2016). Documenting and Explaining the 2015 Homicide Rise. Research Directions White Paper.</p> <p>Reflection Paper <u>DUE</u></p> |
| 23 | Apr 17 | <p>Policing Immigrant Neighborhoods Kirk, D. S., Papachristos, A. V., Fagan, J., & Tyler, T. R. (2012). The Paradox of Law Enforcement in Immigrant Communities Does Tough Immigration Enforcement Undermine Public Safety? <i>The Annals of the American Academy of Political and Social Science</i>, 641(1), 79-98.</p> |
| 24 | Apr 19 | <p>Focused Deterrence Policing Corsaro, N., & Engel, R. S. (2015). Most Challenging of Contexts. <i>Criminology & Public Policy</i>, 14(3), 471-505.</p> |
| 25 | Apr 24 | <p>Brunson, R. K. (2015). Focused Deterrence and Improved Police–Community Relations. <i>Criminology & Public Policy</i>, 14(3), 507-514.</p> |
| 26 | Apr 26 | <p>Hot Spots Policing Weisburd, D., & Telep, C. W. (2014). Hot Spots Policing What We Know and What We Need to Know. <i>Journal of Contemporary Criminal Justice</i>, 30(2), 200-220.</p> |
| 27 | May 1 | <p>Kochel, T. R., Burruss, G., & Weisburd, D. (2016). Assessing the Effects of Hot Spots Policing Strategies on Police Legitimacy, Crime, and Collective Efficacy. National Criminal Justice Reference Service. NCJ 249747.</p> |
| 28 | May 3 | <p>Police Legitimacy redux Gau, J. M., & Brunson, R. K. (2010). Procedural justice and order maintenance policing: A study of inner-city</p> |

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| | | young men's perceptions of police legitimacy. <i>Justice quarterly</i> , 27(2), 255-279. |
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Team-Based Learning Activities

The Basics

- All students will be assigned to a team, which will be denoted by a letter; students will also be given a team member number between 1-5. For example, if you are C3, you are assigned to team C and are team member number three.
- Each day, the team will be given a sign-in sheet with that day's activities.
- The sign-in sheet will also identify which team member will serve as the facilitator and which will be the scribe (discussed below). The remaining team members will fill the contributor role. If the team member identified to serve as the facilitator or scribe is absent, then the member with the next highest number will perform that role, and so on.
- Legibly write your name next to your team member number and identify your role for that day. If you do not sign in on the correct line or if your name is not legible, you will not receive credit for that day's work.
- The activity sheet will also identify a specific team to verbally give their answers to the class as a whole when called on by the professor.

Cheating

- **Leaving before the end of class:** Students who plan to leave before the end of class must inform the professor and not sign in on the Team Quiz and they will not receive credit for that day's team activity. Students who leave before class is dismissed (regardless of reason) will receive a grade of zero (0) for that day's team quiz. Leaving early will not affect the individual quiz grade for that day. **If you sign in to receive credit for the team quiz and then leave before class is dismissed without informing the professor this will be considered cheating. You will receive a zero (0) on the team quiz and be referred to the Office of Student Conduct as a disciplinary case.**
- **Signing In for an Absent Member:** If someone signs in for an absent member, all team members will receive a zero for the day and will be reported to the Office of Student Conflict for cheating.

- **Assigned Readings in Hand:** Students who do not have their readings in hand (either as a hard copy or an electronic copy on a device other than a cell phone), must not sign in for the team activity. If you do not have the reading in hand, and you still sign in to receive credit for the team quiz, **this will be considered cheating and you will receive a zero (0) on the team quiz and be referred to the OSCCR as a disciplinary case**
- ❖ **Please be aware** that your professor will, on a daily basis, examine the sign-in sheets, and check that team members do, in fact, have their readings in hand (cell phone versions will not count). Students who sign in without having their readings in hand or who leave class early without informing the professor this will be considered cheating and you will have your final grade in the course reduced by a letter grade (as well as receive a zero (0) on the team quiz). If you do this twice you will receive an F in the class as your final grade.

Team Roles

1. Facilitators: guide the team effort to answer the question. They decide the specific tasks that need to be accomplished and delegate these activities to the contributors and themselves. They also will make the final decisions regarding the content of the answers.
 2. Scribes: take notes based on feedback from the contributors and facilitator as progress is being made toward answering the question. They will be in charge of writing each team's final answers for submission.
 3. Contributors: carry out specified tasks identified by the facilitator, such as finding specific information in the reading or formulating the content of answers.
- Remember that the facilitator, scribe and contributor roles will rotate, giving all students the opportunity to fill the different roles several times during the semester.
 - It is essential that team members, regardless of their roles for the day, communicate freely and effectively with each other as they develop and implement a strategy for addressing the questions and developing written answers. The roles are not intended to put some members in a more or less powerful position than others, but merely to give needed structure to the activity.

Answering the Questions in Writing

- All team members must work together on each question. While you may divide parts of a question to different team members, you must not have some members work only on question one and others only on question two.
- Good answers will include relevant information from the reading as well as demonstrate thoughtfulness on the part of the team.
- Please incorporate any differences of opinion among team members into your answer. This is one useful way to demonstrate thoughtfulness.
- Conduct your team discussions in English.
- All written answers for essay questions must be:
 - On a separate piece of paper (-3)
 - In pen not pencil (-3)
 - On one side of the paper only (-3)
 - Be completely legible (-3 – -10)

Answering the Questions in Class

- On days where your team is scheduled to answer the questions in class, the professor will call upon the facilitator and scribe. Other team members will also have the opportunity to contribute. The quality of this answer will be used, in part, to assign that day's grade on the team quiz for this team.

Dealing with Team Members who do not Contribute

- Some people are naturally very talkative. If you are one of these people, be careful not to dominate the team efforts. By contrast, some people are naturally more reticent. To deal with this personality type, it is the responsibility of the team (and each of its members) to create an atmosphere where all team members feel comfortable and valued and, it is hoped, will therefore be able to effectively contribute to the best of their ability. Please make every effort to encourage all members of your team to participate in answering each Team Quiz. Some suggestions include asking someone "what do you think" or "what is your opinion on this" or "how should we try to answer this question." You can also ask someone to "help us out here."
- If, after your best efforts, you still have a team member who will not make consistently meaningful contributions to answering the Team Quiz, please contact your professor by email, office hours, or after class, and he will try

to rectify the situation. The earlier you contact me, the better able I will be to address the situation.