**MSR 604 – Contemporary Issues in Criminology Syllabus**

**Course Description**

MSCR 604 Contemporary Issues in Criminology: This course examines the scope of criminology based on global research and practical applications. The scope includes public safety, terrorism and organized crime, urban crime, victimology, restorative justice, crime prevention and other existing and emerging issues.

**Learning Topics**

- **Learning Topic #1:** Overview of the Study and Applications of Criminology
- **Learning Topic #2:** Public Safety
- **Learning Topic #3:** Crime Prevention
- **Learning Topic #4:** Terrorism and Organized Crime
- **Learning Topic #5:** Urban Crime
- **Learning Topic #6:** Victimology: A holistic approach
- **Learning Topic #7:** Restorative Justice
- **Learning Topic #8:** Emerging Issues in Global Criminology

**Course Prerequisite:** None

**Course Materials:** Required: Course packet at Dayton Library.

**Attendance/Participation**

The expectation is for students to attend all class sessions. Because of the accelerated nature of the course work in the School for Professional Studies, missing any class may have a negative impact on the student’s learning and course performance. Any student who misses the first class must contact the facilitator/instructor or the Faculty and Curriculum Department either prior to the first class session or as close to the first class session as possible. If a student fails to do so, he/she will automatically be dropped from the course. A student who has not attended the first class session may be admitted to the course only with facilitator/instructor permission.

Attendance is worth one point for each class. Participation requires more than attendance. It is expected that active participation in class discussions and in leading class discussions will facilitate our mutual learning. Each participant in this class brings their valuable and unique background and experience to share. Up to three participation points can be earned over the four hours of each class session. A total of 32 out of 100 points can be earned by attendance and full participation.
Assignments Due Prior to Class/Late Assignments

All weekly coursework will be expected to be submitted by email attachment to my Regis email address noted above prior to the start of each class and handed in at the beginning of each class in hard copy format. All submitted documents must be in Word 2003 (.doc) format. Please make sure you are not using some other format or the new Vista .docx format. Each student is encouraged to keep a copy of their submittal to verify the date and time of their submission. Also, each student is encouraged to bring a second hard copy of your assignments with you to class. Students who miss a class session, except for the last class, may request and complete the weekly quiz for the missed class during their next class session without penalty. No late assignments will be accepted without good cause, as determined in my sole discretion. When accepted, late assignments will receive a 20% daily penalty.

First Night Assignment – Due 9/6/08

Overview of the Study and Applications of Criminology

The study of crime and criminology is a dynamic, scientific discipline. It is based on empirical evidence and is multidisciplinary in nature. Criminology is a social behavioral science that connects the practical world with academic inquiry. It focuses on crimes, perpetrators and victims. Criminology does not focus on criminal law, criminal policy, penology, or policing. It tries to understand and explain behavior through research, analysis, design, and innovation. It is very interested in cultural contexts, social collaboration, social marginalization, social cohesion, inclusion, security, restorative justice, victimology, the birth and changes in crime, new variables and configurations of crime, crime prevention, and other topics which are the foundation of social inspiration in dealing with crime, perpetrators and victims.

Criminology as a field of study is outward-looking. It examines social issues which lend themselves to crime, and result from crime. Criminology provides social discourse and research on emerging issues. These efforts provide information on what is working, what does not work, what might be a promising direction for future thinking and research, and what is not known that needs to be investigated. In addition, criminological research helps to identify new directions and areas of professional competencies that will be needed to meet future needs for those who are engaged in administration, research, planning, and/or analysis; or who are critics of social, political and crime policy.

The XV World Congress of the Society of International Criminology (ISC) met in Barcelona in July of 2008. This non-governmental organization was founded in Paris, France in 1934 and has met every 3-5 years since then. Researchers, academicians, practitioners, and students meet to discuss the current focus and future of the study and practice of Criminology. Five full days of plenary session presentations by world-renown Criminology leaders are conducted with extensive workshop opportunities focusing on key topic areas. Topics from the latest Congress and others are presented in this course for discussion.

Please read the following articles from the coursepack:

Article 1 – Robert Agnew, “Building on the Foundation of General Strain Theory: Specifying the Type of Strain Most Likely to Lead to Crime and Delinquency”.


2
Article 3 & 4 – Philip Zambardo, “A Situational Perspective on the Psychology of Evil: Understanding How Good People are Transformed into Perpetrators” and “Transforming People into Perpetrators of Evil”.


- Review the entire course overview including all learning topics.

**Overview Assignment – 4 points:** After completing the readings, write a double-spaced (1 inch margins all around) essay-type APA paper with coversheet and reference page, at least two full pages (number pages in lower right-hand corner), demonstrating your understanding of what you have read (using terminology from the readings) and identify a contemporary issue/topic of interest to you. Find two scholarly research articles which are relevant to the issue. Find a current blog, an international news source, and a professional article/discussion pertaining to the issue/topic that.

- Identifies the issue
- Frames the issue in terms of its relevance to the present and future.
- Identifies the stakeholders/communities that the issue impacts and the ways in which they are impacted.
- Be prepared to present/discuss your issue in the first class.

**Week Two Assignment – Due 9/13/08**

**Public Safety**

Public security has become a priority worldwide. Each nation is charged with the safety of its citizens against possible internal and external threats. Millions of dollars have been invested in intelligence, emergency response planning, technological advancements for early warnings, and other protective systems to thwart future harmful acts.

Public safety is the building block of nations. It enables conflict resolution and promotes social cohesion. Nations must deal with the question of the safety of its citizens versus being an open society. What security strategies are necessary to sustain safety? At what levels are citizens responsible for participating in public safety? How does a nation engage its citizens in dialogue and communicative exchange about risks and known threats without creating mass fear and suspicion?

Enacting measures of safety at local, regional, national, and international levels requires collaboration and resource investment. It also requires understanding threats, weaknesses and risks using objective research and analysis. At what point can nations achieve an efficient, sustainable level safety while protecting human rights and civil liberties?

**Please read the following articles from the coursepack:**

Article 2 – Read the President’s Homeland Security National Strategy (not found in coursepack, use the link below).

Article 3 – McGarrell, Frelich & Chermack, “Intelligence-Led Policing as a Framework for Responding to Terrorism”.

**Topic Assignment – 4 points:** Select a current issue of criminology which may be globally significant. Research the issue and write a paper which reflects critical analysis of the issue and compares and contrasts various perspectives on the issue. Use primary and secondary research.

After you select your contemporary issues research topic, locate at least three articles or readings that apply to that contemporary issue. Why is it a “contemporary” issue, not just a historical or personal issue? Write a double-spaced (1 inch margins all around) essay-type paper with coversheet, at least two full pages (number pages in lower right-hand corner), summarizing these initial articles and demonstrating your understanding of what you have read.

Remember you should be able to identify the contemporary topic/issue, frame the issue in terms of its relevance to the present and future, identify the stakeholders/communities that the issue impacts and the ways in which they are impacted.

Be prepared to present/discuss your issue in class. Refer to the Week Eight Final Project guidelines.

**Week Three Assignment – Due 9/20/08**

**Crime Prevention**

The goal of Criminology is crime prevention. If not, study becomes irrelevant and is marginalized as a focus of study.

According to Dr. David Garland, (Professor of Law and Sociology at New York University) in his presentation at the XV World Congress on Criminology, Paul Ekblom’s model provides a practical approach to Crime prevention. Its thorough approach identifies crime problems, researches what works, identifies who to involve, creates innovative strategies to put into practice, coordinates when to act, manages distribution of resources, and conducts evaluation. These actions are couched in the symbolic, cultural, emotional and ethical meanings of crime and prevention. This model of practice is a responsible approach to crime prevention with identifiable steps which enable ongoing feedback and assessment for maximum success.

Please read the following articles from the coursepack:


Article 4 - John Eck’s literature review of research into the effectiveness of situational crime prevention strategies. [http://www.ncjrs.gov/works/wholedoc.htm](http://www.ncjrs.gov/works/wholedoc.htm)

Go to and read: International Association of Crime Prevention Practitioners at The National Crime Prevention Council at [www.ncpc.org](http://www.ncpc.org)

Outline Assignment – 4 points: After completing the readings, write an Outline of your selected topic, double-spaced (1 inch margins all around) essay-type paper with coversheet, approximately two full pages (number pages in lower right-hand corner), demonstrating your understanding of what your research paper will cover of both proponents and opponents of the subject. Include your updated articles or readings you are researching for use in the paper. By now you should have up to six articles for possible use in your research.

Remember you should be able to identify the contemporary topic/issue, frame the issue in terms of its relevance to the present and future, identify the stakeholders/communities that the issue impacts and the ways in which they are impacted, including proponents and opponents. Be prepared to present/discuss your Outline and progress in class. Refer to the Week Eight Final Project guidelines

Week Four Assignment – Due 9/27/08

Terrorism & Organized Crime

Illegal immigration, terrorism and organized crime are of major international concern. Countries have identified them has having a destabilization effect on society. Human trafficking has gained new prominence as a growth crime industry. These types of crime are transnational, involving social networks and criminal groups.

A criminal network (“organized crime”) is a social network of individuals who are in contact and are willing and able to engage in illegal activity. (Dr. Toine Spapens, Tilberg University, XV World Congress presentation, July 2008). Criminal groups are a subset of the networks that are created for specific activities. Interestingly, these networks have no boundaries; however only transportation, communication and money flow are transnational. The activities remain local.

A number of world events have influenced the new criminal network:

- An increase in illegal drugs since 1960s, with an annual volume of $320 billion worldwide (UNODC)
- Increase in human smuggling and trafficking since 1980s
- Economic liberalization and globalization
- Fall of Iron Curtain 1989

As global citizens become aware of world social and economic disparity, they become more willing to find alternative methods of fulfilling their wants and needs. World citizens now recognize inequality between nations, economies, gender, public health, ecology, etc. Organized Crime networks become a vehicle through which to achieve greater equality.
Terrorism was first documented around 1450 A.D. It is a naturally occurring phenomenon and emerges when there is perceived marginalization and lack of inclusion. Terrorist acts become the mechanism by which to be heard. The “New Terrorism” knows no borders, and evolves, changes and adapts to circumvent strategies implemented by countering groups, organizations, and governments.

One of the reasons to study terrorism and organization crime is to understand the complex process of radicalization. Why would a person do these things? If this process can be understood, then how might it change social behavior and response? In addition, terrorists have turned to organized crime networks to make money for funding terrorist operations. Organized crime already has networks in place & can operate in areas that terrorists may not be able to.

Please read the following articles from the coursepack:


Article 3 – USA PATRIOT ACT – attached as a .pdf file to the syllabus.


Research Paper Review Assignment – 4 points: After completing and reviewing the weekly readings, we will exchange your Outline and any initial drafting of your research paper with your fellow student for critical analysis of your colleague’s progress. Your Outline and initial draft of your selected topic paper, should be double-spaced (1 inch margins all around) essay-type paper with coversheet, with a minimum of five to six full pages (number pages in lower right-hand corner), demonstrating your understanding of what your research paper will cover of both proponents and opponents of the subject. Include your updated articles or readings you are researching for use in the paper. By now you should have up to no less than ten articles for possible use in your research.

Remember you should be able to identify the contemporary topic/issue, frame the issue in terms of its relevance to the present and future., identify the stakeholders/communities that the issue impacts and the ways in which they are impacted, including proponents and opponents. Be prepared to present/discuss your Outline and progress in class.: Refer to the Week Eight Final Project guidelines.

Week Five Assignment – Due 10/4/08
Urban Crime & Community Policing
Urban settings are complex environments with cultural, social, religious, spatial, ethnic, political, racial, economic, and linguistic layers concentrated in relatively limited geographic space. These urban environments historically have attracted large immigrant populations adding new dynamics to already existing heterogeneous populations. Cities are relatively crowded spaces which offer great opportunity for conflict, engendered by limited resources, clashing values, perceived discrimination, and marginalization. These cities become concentrated areas of criminal behavior, as well as easy targets for terrorism, gangs, organized crime.

Please read the following articles from the coursepack:


Article 2 – Mastrofski, Stephen (May 3007), “Police Organization and Management Issues for the Next Decade”.


First Draft Assignment – 4 points: After completing and reviewing the readings, we will exchange your outline and any initial drafting of your research paper with your fellow student for critical analysis of your and your colleague’s progress. Your outline and initial draft of your selected topic paper, should be double-spaced (1 inch margins all around) essay-type paper with coversheet, with a minimum of ten full pages (number pages in lower right-hand corner), demonstrating your understanding of what your research paper will cover of both proponents and opponents of the subject. Include your updated articles or readings you are researching for use in the paper. By now you should have no less than fifteen articles for possible use in your research.

Remember you should be able to identify the contemporary topic/issue, frame the issue in terms of its relevance to the present and future., identify the stakeholders/communities that the issue impacts and the ways in which they are impacted, including proponents and opponents. Be prepared to present/discuss your First Draft and your progress in class.: Refer to the Week Eight Final Project guidelines.

Week Six Assignment – Due 10/11/08

Victimology: A Holistic Approach

Victimology cannot be separated from the study of crime. It is half of the behavioral whole. Victims may become the next abusers. Offenders may be past victims. A holistic approach to the study of crime and criminal behavior must include both perspectives.

Victimology is the study of the relationships between victims and offenders, the interactions between victims and the criminal justice system, and the connections between victims and other societal groups and institutions, such as the media, businesses, and social movements.

According to Canadian criminologist Ezzat Fattaby, there us an undeniable link between offending and victimization. (Fattah, 1998) Criminal behavior involves interaction between offender and victim. That interaction includes activities both pre-and post- to the actual criminal act.

Victimology is vital to solving present crime and profiling future crime. It also helps to assess victim risk behavior and suspect risk behavior. While our readings are focused upon childhood bullying and school violence, there are many other victimization scenarios we need to consider.
Please read the following articles from the coursepack:


Article 4 – Benbenishty, Rami & Astor, Ron Avi, “Monitoring Indicators of Children’s Victimization in School: Linking National, Regional and Site Level Indicators (June 2007).

Review international victim surveys at www.unicri.it/wwd/analysis/icvs/publications.php

**First Presentation Review Assignment – 4 points:** After completing and reviewing the readings, we will review your initial presentation that complements your research paper. The presentation should be Powerpoint or a similar visually based presentation. If PowerPoint, be prepared to have between 10 to 15 slides at this point for critical analysis by your colleagues. By now you should have a minimum of twenty articles for possible use in your presentation and research.

Remember you should be able to identify the contemporary topic/issue, frame the issue in terms of its relevance to the present and future, identify the stakeholders/communities that the issue impacts and the ways in which they are impacted, including proponents and opponents. Be prepared to present/discuss your First Draft and your progress in class. Refer to the Week Eight Final Project guidelines.

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**Week Seven Assignment – Due 10/18/08**

**Restorative Justice**

Restorative Justice is a process that is available to victims, and offenders, usually made available through a judicial system. It is a process that helps individuals begin the healing process after they have been victimized by crime.

This approach challenges the constructive punishment approach to offenders and crime which dates back to Roman law. Punishment focuses on the offender, and the punishment system doesn’t always provide psychological and physical support or economic restitution to victims. In addition, victims report re-victimization that they are engaged in the constructive punishment of a criminal justice system.

Since its origins in the 1980s, when victims of serious violence and death in the United States began to seek meetings with offenders, Restorative Justice has grown and is now part of many judicial systems. Fifteen U.S. states have protocol for offenders in prison to meet victims. Texas has Restorative Justice in capital cases. There are now Restorative Justice programs in Canada and Europe.

Restorative Justice programs require well-trained, emotionally intelligent and non-judgmental facilitators who will conduct intense case preparation and possibly multiple separate meetings with offender and victim. These facilitators set clear expectations of participant roles and expectations because of the high level of emotional intensity of the meetings. Current research indicates that victims who have the option of Restorative Justice emerge with greater information about their case, have greater perceptions of participation, fairness and respect, find emotional restoration, and have less desire for revenge.
Please read from the coursepack:


Second Draft Assignment – 4 points: After completing and reviewing the readings, we will exchange the second draft of your research paper with your fellow students for critical analysis of your and your colleague’s progress. Your outline and initial draft of your selected topic paper, should be double-spaced (1 inch margins all around) essay-type paper with coversheet, with a minimum of fifteen full pages (number pages in lower right-hand corner), demonstrating your understanding of what your research paper will cover of both proponents and opponents of the subject. Include your updated articles or readings you are researching for use in the paper. By now you should have no less than fifteen articles for possible use in your research.

Remember you should be able to identify the contemporary topic/issue, frame the issue in terms of its relevance to the present and future, identify the stakeholders/communities that the issue impacts and the ways in which they are impacted, including proponents and opponents. Be prepared to present/discuss your Second Draft and your progress to your Final paper and Presentation in class.: Refer to the Week Eight Final Project guidelines.

Week Eight Assignment – Due 10/26/08

Emerging Issues in Global Criminology

The world of crime and criminal behavior is dynamic. New variations and configurations of crime emerge in response to perceived wants and needs of global citizens. What issues are beginning to surface in discussions at the local, regional, national and international level? Why are they issues? Who will they impact and at what level?

Examples of issues include human trafficking and roles of NGOs. Human trafficking is a hot topic that spans the globe according to discussions and presentations/workshops at the recent XV World Congress on Criminology. The potential for expanding the role of NGOs in collaboration with government agencies as a more holistic approach to addressing offender and victim issues was discussed extensively as well.

Please read the following articles from the coursepack:


Article 3 – Colvin, Caran, “Evaluation of Innovative Technology” (June 2004)

Article 4 – Johnson, Martin & Williams (@003), “Genetics and Forensics: Making the National DNA Database.”

• Go to www.4law.cornell.edu/42/ch112.html, www.policefuturists.org

Final Class Presentation Project - Total: 40 Points

The Final Project for this class will be an individual research paper and class presentation. Select a current issue of criminology which may be globally significant. Research the issue and write a paper which reflects critical analysis of the issue and compares and contrasts various perspectives on the issue. Use primary and secondary research.

You may choose the subject of your paper from any of our Week Two through Eight Topics as a reference. The paper should be in APA style with a cover sheet and bibliography and reference sheet, approximately twenty pages in length with at least twenty research references. Your presentation should be approximately twenty to thirty minutes. In your paper and presentation, select a crime/offense to apply to your selected topic and present statistics that characterizes the proclivity of its occurrence. Give demographics of the offender and of the victim. Select a criminology and/or victimology theory that you believe best explains this behavior and how to respond or reduce it. Attack and defend your proposition. Again make sure you submit your paper and presentation to me by email attachment prior to the last class. Please review my Class Presentation Review Sheet at the end of this Syllabus for what I am looking for. Please provide me your topic by the end of the second class. Please provide me your initial outline by the third class. Please provide me a copy of your first draft by the fifth class. With my permission you may change your subject/crime any time prior to the sixth class. You may use Powerpoint, overheads, videos, photos, etc., and I suggest that you do. I suggest that you talk with me during the preparation of your paper and presentation to ensure that you are ‘on the right track’. Crime, and the theoretical concepts that deal with it, are very broad topics which you will need to narrow down. Choose a topic that interests you - perhaps that you are passionate about or familiar with through your work or your personal experiences.

Course Assignments

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<thead>
<tr>
<th>MSCR 604 Assignment Grid</th>
<th>Topic</th>
<th>Written or other Assignments</th>
<th>Work to be covered in class</th>
<th>Additional Notes</th>
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<tr>
<td>Workshop One</td>
<td>Criminology Overview</td>
<td>Individual Paper 4 points</td>
<td>Learning Topic 1</td>
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<td>Workshop Two</td>
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**Grading Standards and Course Work Specifications**

Please review my Written and Class Presentation Review Sheets at the end of this syllabus for my evaluation criteria. Research and proper citation of sources as well as length, topic understanding, organizational structure, spelling, grammar, content, completeness, inclusion of outside sources and proper format are all included.

**Grading Scale**

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<td>93-100</td>
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<td>A-</td>
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<td>B+</td>
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<td>B</td>
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**Grade Valuation:**

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<tr>
<th>Component</th>
<th>Percentage</th>
<th>Maximum Percentage Every Week</th>
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<tr>
<td>Participation</td>
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<tr>
<td>Weekly Assignments (7)</td>
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<tr>
<td>Week 8 Paper &amp; Presentation</td>
<td>40%</td>
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**Assessment Methods:** A variety of assessment methods will be used including but not limited to written assignments, oral presentations, research papers, and class participation.

**APA Documentation Style**

The Social Sciences Department has adopted the APA documentation style for referencing source materials and as a style guide for written papers. Information on APA documentation is included in the New Century Handbook, a required text for all Social Sciences courses.

**Academic Dishonesty**

Regis University is committed to intellectual integrity in its academic pursuits. Sanctions may, therefore, be imposed by the School for Professional Studies Undergraduate faculty, departments or programs for cheating (defined as using inappropriate sources of information on a test) or plagiarism (defined as presenting as one’s own the ideas, words, or products of another). Such sanctions may include a failing grade on the assignment, failure of the course, or expulsion of the student from the course or the department.

**Incomplete Grade**

A grade of Incomplete, or ‘I’, denotes that the required work for the course is incomplete, due to unforeseen circumstances. Unforeseen circumstances mean, for example, that an accident, an illness, a death or a major life transition has occurred. This grade is awarded at the discretion of the instructor and is submitted with an alternate grade of “I/F.”

A student must submit a written request to the instructor asking that an incomplete grade be assigned prior to the end of the term in which the course is taken. The course instructor will determine the length of time for course completion, and the remaining requirements to complete the course; however, the maximum time for completion is the end of the following semester. Faculty will notify students in writing of the approval/denial of their request and provide instructions and guidelines required to resolve the incomplete grade. If the course work is not completed by the end of the next applicable semester and a grade change form submitted by the instructor, the incomplete grade reverts to the alternate grade assigned by the instructor and is calculated in the grade point average.
Diversity

“Diversity” often is a term tossed around with little thought to its meaning. But at Regis University, the term diversity is at the core of our faith-inspired commitment to build an inclusive community that values the dignity and contributions of all our members.

At Regis, our differences should thrive in a learning environment characterized by the Jesuit traditions of mutual respect and the pursuit of justice. Respecting our human differences, whether they are physical or philosophical, is what diversity is all about. It is not necessary that we all believe the same thing, but we all must respect others’ beliefs and opinions. Within Jesuit tradition, respect for self and others is critical. A learning community that embraces a diversity of thoughts and ideas benefits all of its members. The discovery and discussion of different viewpoints is what makes a university unique.

Incidents of intolerance and disrespect on campus are thoroughly investigated and individuals who behave disrespectfully will be held responsible for their actions according to University policies and procedures.

At Regis University, policies and practice are based on our Jesuit mission of maintaining a campus climate in which the civil rights of every individual are recognized and respected. Accordingly, acts of disrespect and discrimination, no matter how subtle, are not acceptable and will not be tolerated.

We are actively pursuing measures to increase diversity on our campus in all areas of human difference, not because it is the “in” thing to do, but because it is the right thing to do.

It is imperative that we continue to make Regis University a safe and welcoming community of which we may all be proud to be a part. To contact the Diversity office call (303) 458-5304 or e-mail: diverse@regis.edu

Tutoring Information

The CPS Program realizes that occasionally students need additional assistance with course content. Tutorial assistance is available to students through Smarthinking, writing assistance and personal tutoring. Smarthinking provides every CPS student ten hours of free online tutoring in writing, math, statistics, economics and accounting each year. Writing assistance is available in the form of Roving Writing Tutors and a variety of writing workshops. Individual personal tutors are available in a variety of discipline areas with fees and arrangements made between the individual student and tutor. For access to these services, go www.regis.edu , Current Student, CPS Program, Academic Enrichment, Tutoring Connection.

Disability Services:

Regis University, in compliance with federal guidelines, is committed to equal educational opportunity by assuring otherwise qualified students with disabilities equal access to Regis University programs and activities that are provided to students without disabilities. An otherwise qualified person with a disability is a student who meets the academic and technical
Eligibility

To ensure the provision of reasonable and appropriate services at Regis University, students with disabilities must identify themselves in a timely manner to the Office of Disability Services (ODS), Room 118B, Life Directions Center, 303-458-4941, disability@regis.edu, in order to be eligible for the requested accommodation(s). Current and comprehensive documentation must be on file with the ODS prior to approval of the accommodation.

It is strongly encouraged that students self-disclose their disabilities at the beginning of their academic experience because accommodations are not retroactive.

If you have questions or concerns please contact the ODS at 303-458-4941 or email Joie Williams at mbwilliam@regis.edu.

**WRITTEN ASSIGNMENT REVIEW**

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<tr>
<th>Student Name(s)</th>
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<tbody>
<tr>
<td>Course</td>
<td>Assignments</td>
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**Content/Development – 40%**

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<tr>
<th>Subject Matter: 20%</th>
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<tr>
<td>Key elements of assignments covered</td>
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<tr>
<td>Content is comprehensive/accurate/persuasive</td>
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<td>Displays an understanding of relevant theory</td>
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<td>Major points supported by specific details/examples</td>
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<td>Research is adequate/timely</td>
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**Writer has gone beyond textbook/readings for resources**

**Higher-Order Thinking: 20%**

| Compares/contrasts/integrates theory/subject matter with work environment/experience |
| Analyzes and synthesizes theory/practice to develop new ideas and ways of conceptualizing and performing |

**Organization – 30%**

<p>| The introduction provides a sufficient background on the topic and previews major points |
| Central theme/purpose is immediately clear |
| Structure is clear, logical, and easy to follow |
| Subsequent sections develop/support the central theme |
| Conclusion/recommendations follow logically from the body of |</p>
<table>
<thead>
<tr>
<th>Style/Mechanics – 30%</th>
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<tbody>
<tr>
<td><strong>Format</strong> -- 10%</td>
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<tr>
<td>Citations/reference page follow guidelines</td>
</tr>
<tr>
<td>Properly cites ideas/info from other sources</td>
</tr>
<tr>
<td>Paper is laid out effectively--uses, heading and other reader-friendly tools</td>
</tr>
<tr>
<td>Paper is neat/shows attention to detail</td>
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<table>
<thead>
<tr>
<th><strong>Grammar/Punctuation/Spelling</strong> -- 10%</th>
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<tbody>
<tr>
<td>Rules of grammar, usage, punctuation are followed</td>
</tr>
<tr>
<td>Spelling is correct</td>
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<table>
<thead>
<tr>
<th>Readability/Style -- 10%</th>
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</thead>
<tbody>
<tr>
<td>Sentences are complete, clear, and concise</td>
</tr>
<tr>
<td>Sentences are well-constructed with consistently strong, varied structure</td>
</tr>
<tr>
<td>Transitions between sentences/paragraphs/sections help maintain the flow of thought</td>
</tr>
<tr>
<td>Words used are precise and unambiguous</td>
</tr>
<tr>
<td>The tone is appropriate to the audience, content, and assignment</td>
</tr>
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## Comments / Grade

### CLASS PRESENTATION REVIEW

<table>
<thead>
<tr>
<th>Student Name(s)</th>
<th>Date</th>
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<tr>
<th>Course</th>
<th>Assignment</th>
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## Content – 30%

Presentation content clearly follows the written paper upon which it is based.

- Topic is relevant and addresses assignment specifications
- Content presented is comprehensive, accurate, and believable
- Key points are noted
- Topic is researched adequately
**Organization/Structure – 20%**

- Presentation is well-organized, clear, and effectively structured
  - *If this is a group presentation, it is integrated rather than being a disjointed series of individual presentations*
  - There is an introduction to gain the audience’s attention and explain the purpose of the presentation

**Style/Presentation/Appearance – 10%**

- Dress and grooming are appropriate to the setting
- Non-verbal cues/gestures are appropriate to presentation and flow of ideas
- Content knowledge/confidence are evident
- Time was used well/not rushed

**Use of Visual Aids – 20%**

- Visual aids are used where appropriate
- Visual aids are appropriately professional given the presentation’s context
  - They are easy to see/read
  - Media are used correctly—i.e., overheads, videos, computer generated slides, charts, etc.
  - Visual aids contribute to the overall effectiveness of the Presentation

**Audience Participation – 10%**

- The presenter(s) involved the audience and solicited feedback
- Questions from the audience are effectively addressed and answered correctly

**Adherence to Time Limit – 10%**

- The presenter(s) stayed within the allotted time limit
  - (Failure to do so may result in a *deduction* of points)

**Comments / Grade:**

**Course Readings/Bibliography**

**Week One**

Article 1 – Robert Agnew, “Building on the Foundation of General Strain Theory: Specifying the Type of Strain Most Likely to Lead to Crime and Delinquency”.

Article 3 & 4 – Philip Zambardo, “A Situational Perspective on the Psychology of Evil: Understanding How Good People are Transformed into Perpetrators” and “Transforming People into Perpetrators of Evil”.


Week Two


Article 2 – Read the President’s Homeland Security National Strategy (not found in coursepack, use the link below).

Article 3 – McGarrell, Frellich & Chermack, “Intelligence-Led Policing as a Framework for Responding to Terrorism”.

Week Three


Week Four


Article 2 – McGarrell, Frellich & Chermak, “Intelligence-Led Policing as a Framework for Responding to Terrorism.”


Week Five


Week Six


Article 4 – Benbenishty, Rami & Astor, Ron Avi, “Monitoring Indicators of Children’s Victimization in School: Linking National, Regional and Site Level Indicators (June 2007).

Week Seven


Week Eight


Article 3 – Colvin, Caran, “Evaluation of Innovative Technology” (June 2004

Article 2 – Johnson, Martin & Williams (2003), “Genetics and Forensics: Making the National DNA Database.”