Regis University  
College of Professional Studies  
School of Humanities and Social Sciences  
Course Syllabus  

MSCR 650 – CONTEMPORARY CRIME POLICY: CURRENT AND FUTURE NEEDS  
Course Format is 8-week In-class  

Instructor: Lynn DeSpain Ed.D.  
Telephone: 702-596-9134  
Email: ldespain@regis.edu  
Class dates: October 22 – December 10, 2009 (Thursdays) Fall Term 8 Week 2  

Course Description  
MSCR 650 Contemporary Crime Policy: Current and Future Needs  
This course analyzes existing policies and explores policy change and development incorporating emerging crime trends, cultural diversity, resources and other influential factors.  

Course Outcomes  
When this course is completed, students will be able to:  
- Describe the traditional criminal justice theories about:  
  - The causes of criminal behavior  
  - Criminal sentencing  
- Describe the processes in our society have contributed to the way that crime is managed today.  
- Identify elements of crime policy that changed during the evolution from traditional crime policy to contemporary crime policy.  
- Identify the role of technology in crime policy.  
- Identify new criminological approaches to crime.  
- Identify attitudes, believes and assumptions pertaining to crime control.  
- Understand the economic impact of crime policy.  
- Describe the effects of penal-welfare
10-15-09

Course Prerequisites – N/A

Course Materials
- The Culture of Control: Crime and Social Order in Contemporary Society. David Garland 2001
  Chicago Press
  0-226-28383-6

RegisNET Email Account

A RegisNET Account allows students to use and access Regis University web-based resources. Students’ use of RegisNet email protects student identities and ensures a more confidential exchange of information between Regis students and instructors. RegisNET provides access to SHAREPOINT, ™SMARTHINKING, free email, course modules and syllabi, Dayton Memorial Library Databases, computer labs, presentation equipment, etc. To register for a RegisNET account, go to INsite http://insite.regis.edu/, select “RegisNET Account”. You will be required to post either your social security number or student ID. Specific instructions on how to create a RegisNet account are at the following link: https://in2.regis.edu/sites/nurse/03062042152/Orientation%20Documents/How%20to%20create%20a%20RegisNET%20account.doc

Course Learning Topics

Learning Topic #1: The History of Contemporary Crime Policy
Learning Topic #2: The Modern Criminal Justice System: Social Conditions that Influence Contemporary Crime Control
Learning Topic #3: Contemporary Crime Policy
Learning Topic #4: The Road to Change
Learning Topic #5: Problems with Policy
Learning Topic #6: The Formation of a New Cultural Attitude
Learning Topic #7: The Emergence of a New Culture
Learning Topic #8: The Nature of High Crime Rate Societies

NOTE: You will receive a detailed course syllabus for the course on the first night of class. The facilitator may make changes.
FIRST NIGHT ASSIGNMENT

**Written Assignment:** In a brief 1-2 page paper, describe your vision of an ideal crime policy.

This assignment will be graded on content and integration, as well as organization, grammar and mechanics.

**Regis University Core Philosophy**

Course materials and format are designed to celebrate the framework that makes Regis superior to other universities, the Regis Core Philosophy. When you engage in the readings, learning topics, activities and assessments which are part of this course, be aware that they embody the principles of Jesuit teachers, many of whom gave their lives for publicly advocating such beliefs. Principles, such as spreading knowledge, thinking critically, embracing personal standards, being socially responsible and becoming leaders in a quest to improve society, are bequeathed to us by those intrepid global educators. Classroom discussions, debates, documentaries, group projects and essay assignments are all designed with these principles in mind. They enable you to combine knowledge with principles, and apply to both your personal life and your world through analysis, synthesis, and final evaluation. Embrace these elements and use them to become a better learner today for tomorrow’s challenges.

**Grading Scale**

The course instructor will use the following grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
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<tr>
<td>B</td>
<td>80-89</td>
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<tr>
<td>C</td>
<td>70-79</td>
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<td>D</td>
<td>60-69</td>
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<tr>
<td>F</td>
<td>59 or lower</td>
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*The value and weight of each assignment will be explained by your facilitator as applicable to the final course grade.*

**APA Documentation Style**

The School for Humanities and Social Sciences 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 undergraduate Humanities and Social Sciences courses.
Assignment and Assessment Methods

A variety of assessment methods (i.e. classroom activities and assignments) will be used to enable students to demonstrate the competencies identified by the course description and course outcomes. These assessment methods may include, but are not limited to, written assignments, oral presentations, research papers, quizzes, service learning projects, and class participation.

This course includes research and analysis. The text and lesson serve as a foundation for exploration of crime policy and its evolution. Each lesson will have discussion questions that will provide a forum for discussion and development. Discussion questions will be evaluated on preparedness and depth. Written submission is not required for discussion question as grading will be based upon in-class analysis. Responses to discussion questions must be prepared prior to class to encourage presentation of research to support personal insight.

There will be two papers for this class. One due on November 12th and one due on December 8th.

For the first paper you may choose any topic in the first four Learning Topics and submit a paper on that topic in addition to presenting the topic during class on November 10th. You may use a Power Point to support your presentation.

For the second paper you may choose any topic in the last four Learning Topics and submit a paper on that topic in addition to presenting the topic during class on December 10th. You may use a Power Point to support your presentation.

Papers should adhere to the following guidelines:

1) Each part must be 3-5 typed, double-spaced pages with 1-inch margins & 12 pt font
3) Ask questions if you are not sure.
4) The use of the Internet is acceptable to survey topics for ideas, but all information supporting this paper must have sound academic journal sources following APA referencing rules. Wikipedia is not an academic source. Personal opinions are not facts.

NOTE: Either use MS Word to save and submit assignments, or save your files as .rtf format. PDF files are also acceptable, so long as they are not scans of handwritten documents. Do not submit WordPerfect documents.

Grading Criteria Guidelines
Grading will be based 75% on Content and Organization and 25% on Grammar, Punctuation, and Spelling.
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<table>
<thead>
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<tbody>
<tr>
<td>• well organized;</td>
<td></td>
</tr>
<tr>
<td>• clear thesis;</td>
<td></td>
</tr>
<tr>
<td>• contains well-developed content that is specific, accurate, interesting, and appropriate;</td>
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<tr>
<td>• demonstrates the author’s ability to produce and synthesize complex ideas;</td>
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<tr>
<td>• contains logical connectors and transitions which contribute to a fluent style.</td>
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<table>
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<tr>
<th>B</th>
<th>Shares most of the characteristics of the &quot;A&quot; paper. The reasoning is logical, and the content is effectively organized into coherent units. Areas of weakness may be:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• less careful reasoning than found in the &quot;A&quot; paper;</td>
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<tr>
<td>• minor problems in paragraphing and / or organization.</td>
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<table>
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<tr>
<th>C</th>
<th>The writer has come to terms with the basic task of the assignment, and the paper is generally competent. The organization is sufficiently clear that the reader can move with relative ease through the discourse. The paper, however, has problems in one or more of the following areas:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• it may have a weak thesis;</td>
<td></td>
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<tr>
<td>• the development of minor points may be weak, but the writer provides evidence of the ability to support key ideas;</td>
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<tr>
<td>• connectors and transitions may be lacking or illogical.</td>
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<table>
<thead>
<tr>
<th>D</th>
<th>The writer shows difficulty managing the task of the assignment in some significant way. For example:</th>
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<tbody>
<tr>
<td>• the thesis may be vague, too broad, or too obvious to be effectively developed;</td>
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<tr>
<td>• the thesis may lack adequate support;</td>
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<tr>
<td>• paragraphing and organization may be weak, but the reader is never completely lost in terms of following the train of thought.</td>
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The writer fails to come to terms with the assignment. The primary task is ignored, misconstrued, badly mishandled, or redefined to accommodate what the writer wants to say or is able to say. This category may also be used for the paper, which is obviously off topic, regardless of the quality of the writing.
Grammar, Punctuation, and Spelling

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description of Performance – Format and Mechanics</th>
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<tbody>
<tr>
<td>A</td>
<td>The paper is virtually free of errors in sentence structure, usage, and mechanics and shows evidence of excellent control of language.</td>
</tr>
<tr>
<td>B</td>
<td>The paper has few errors in sentence structure, usage, and mechanics. Those few errors do not interfere with comprehension and are not distracting to the reader.</td>
</tr>
<tr>
<td>C</td>
<td>The paper may contain some awkward or ineffective sentences and may show some problems with mechanics or usage. These errors, however, are not serious or frequent enough to consistently distract the reader from the content or to interfere significantly with comprehension.</td>
</tr>
<tr>
<td>D</td>
<td>The paper contains errors in grammar, sentence construction, mechanics, and/or usage which often interfere with comprehension or prove distracting to the reader. The paper has a number of ungrammatical or poorly constructed sentences and serious, frequent errors in mechanics and usage which impede understanding. The difference between a &quot;D&quot; paper and an &quot;F&quot; paper lies primarily in the pervasiveness of errors.</td>
</tr>
</tbody>
</table>

Tentative Course Schedule/Assignments

Students should read the material and complete any necessary assignments PRIOR to each class session.

<table>
<thead>
<tr>
<th>Class</th>
<th>Topics Covered</th>
<th>Assigned Reading(s)</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Course Overview Learning Topic #1: The History of Contemporary Crime Policy Learning Topic #2: The Modern Criminal Justice System: Social Conditions that</td>
<td>Chapters 1 &amp; 2</td>
<td>First Night Written Assignment Be prepared for Discussion Questions:</td>
</tr>
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Learning Topic #1

Discussion Question 1:
List pros and cons of rehabilitation theory. Do you support rehabilitation theory? Who should be responsible for the costs associated with this method of dealing with offenders? Defend your answer.

Discussion Question 2:
Research the success of several rehabilitation programs present in penal institutions. Are they successful? Why do you think that they are/are not?

Discussion Question 3:
From the perspective of victims of crime, what do you think is the impact of rehabilitative theory versus punitive theory for the offender(s)?

Learning Topic #2

Discussion Question 1:
Define the requirements of Megan’s Law, Jenna’s Law, and the Brady Bill. What processes in our society have contributed to these crime management laws? Do you think they are effective?

Discussion Question 2:
Discuss the historical influences that are present in the creation of the following:
- Three strikes and your out
- Truth in sentencing
- No frills prison
- Adult time for adult crime
- Mandatory sentencing
- Restrictions on early release
- Zero tolerance

Do you think these mechanisms are effective? Why or why not?
**Learning Topic #3**

**Discussion Question 1:**
Research the topic of rehabilitative correctional facilities and analyze the effectiveness of the program that you choose with regard to cultural sensitivity, racial sensitivity, respect for individuality, and cost. Share your findings.

**Discussion Question 2:**
Why do you think that rehabilitative methods identified as “ineffective” were continued for so long before change was proposed? Identify methods that may prevent a similar situation from occurring in the future.

**Discussion Question 3:**
Provide real-life examples that occur in contemporary society that support each of Hirschman’s theories. Describe what changes could have been implemented to create more positive outcomes for your examples.

**Discussion Question 4:**
Provide and analysis of fixed sentencing. Is it effective or inefficient? What is the impact on victims?

**Learning Topic #4**

**Discussion Question 1:**
Research the correlation between family structure and crime. Share your findings.

**Discussion Question 2:**
Discuss the issues and ramifications for victims of identity theft. Research the prosecution rates for identity theft. How do you think this problem should be addressed? Share your findings.

**Discussion Question 3:**
Describe the changes in the social structure that prompted the evolution of contemporary crime policy. What do you think has been most influential and how?

### Week 2

<table>
<thead>
<tr>
<th>Oct 29</th>
<th>Learning Topic #3: Contemporary Crime Policy</th>
<th>Chapters 3 &amp; 4</th>
<th>Be prepared for Discussion Questions:</th>
</tr>
</thead>
</table>

**Learning Topic #3**

**Discussion Question 1:**
Research the topic of rehabilitative correctional facilities and analyze the effectiveness of the program that you choose with regard to cultural sensitivity, racial sensitivity, respect for individuality, and cost. Share your findings.

**Discussion Question 2:**
Why do you think that rehabilitative methods identified as “ineffective” were continued for so long before change was proposed? Identify methods that may prevent a similar situation from occurring in the future.

**Discussion Question 3:**
Provide real-life examples that occur in contemporary society that support each of Hirschman’s theories. Describe what changes could have been implemented to create more positive outcomes for your examples.

**Discussion Question 4:**
Provide and analysis of fixed sentencing. Is it effective or inefficient? What is the impact on victims?

### Week 3

<table>
<thead>
<tr>
<th>Nov 5</th>
<th>Tentative Guest Speaker</th>
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### Week 4

<table>
<thead>
<tr>
<th>Nov 12</th>
<th>Learning Topic #5: Problems with Policy</th>
<th>Chapters 5</th>
<th>Paper #1 and Presentation</th>
</tr>
</thead>
</table>

**Learning Topic #5**

**Discussion Question 1:**
How have high crime rates impacted the criminal justice system? What has been the response? Support your conclusions.

**Discussion Question 2:**

What factors currently affect public confidence if the criminal justice system? What is expected from the criminal justice system? Support your conclusions.

<table>
<thead>
<tr>
<th>Week 5</th>
<th>Nov 19</th>
<th>Learning Topic #6: The Formation of a New Cultural Attitude</th>
<th>Chapter 6 &amp; 7</th>
<th>Be prepared for Discussion Questions:</th>
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<td></td>
<td></td>
<td>Learning Topic #7: The Emergence of a New Culture</td>
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**Learning Topic #6**

**Discussion Question 1:**
How has the media influenced crime policy? Does the severity of crime influence public opinion? Support your conclusions.

**Discussion Question 2:**
Describe the correctionalist approach towards crime. What has impacted this approach? How has this approach changed? Support your conclusions.

| Week 6 | Nov 26 | Happy Thanksgiving – NO CLASS! |              |                                      |
|--------|--------|--------------------------------|--------------|                                      |

**Learning Topic #7**

**Discussion Question 1:**
How has the field of criminal justice been impacted by crime policy since the 1970s? Describe how the populist approach fits in. Support your conclusions.

**Discussion Question 2:**
Describe the criminologies associated with punishment. What has been the impact on the criminal justice system? Support your conclusions.

<table>
<thead>
<tr>
<th>Week 7</th>
<th>Dec 3</th>
<th>Learning Topic #8: The Nature of High Crime Rate Societies</th>
<th>Chapter 8</th>
<th>Be prepared for Discussion Questions:</th>
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**Learning Topic #8**

**Discussion Question 1:**
What have been the impacts associated with the penal-welfare? Share your thoughts about imprisonment. Support your conclusions.

**Discussion Question 2:**
Describe some of the social costs associated with mass incarceration. Do you believe the social costs to be excessive, why or why not. Support your conclusions.

<table>
<thead>
<tr>
<th>Week 8</th>
<th>Paper #2 due Presentation on Paper Wrap Up</th>
<th>Paper #2 and Presentation</th>
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<tbody>
<tr>
<td>Dec 8</td>
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**METHOD OF EVALUATION**

The student will be evaluated based upon:

- Class Participation/Attendance 15 points
- First Night Assignment 5 points
- Assignment 1 25 points
- Assignment 2 25 points
- Presentation of Assignment 1 15 points
- Presentation of Assignment 2 15 points

**Total Points 100 points**
Course Policies

Academic Dishonesty

Regis University is committed to intellectual integrity in its academic pursuits. Sanctions may, therefore, be imposed by the College 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.

Attendance/Participation

The expectation is for students to attend all class sessions. Because of the accelerated nature of the course work in the College 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 School of Humanities and Social Sciences 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. Because classes are condensed, students need to attend every class. Regis guidelines are such that students cannot miss more than 4 hours of class time and still pass a course.

Make up work may be required if the student misses a class. This work is arranged, in advance if possible, between the facilitator/instructor and the student. The student is responsible for contacting the facilitator for the additional assignment(s).

Classes scheduled on a holiday will be made up at a time and location identified by University Services.

Plagiarism

Plagiarism is defined as presenting as one’s own, the ideas, words or product of another. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, this includes copying and pasting from online media or from any web-site. By placing one’s name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements.

Sanctions for plagiarism include: a failing grade on the assignment, failure of the course, or, expulsion from the course or department (program).
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An instructor may, at their discretion, utilize the services of Turnitin.com to evaluate the student work product for plagiarism. Alternatively, an instructor may require students to submit the work product directly to Turnitin.com for evaluation prior to submission to the instructor. For more information on Turnitin.com, please go to www.turnitin.com.

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.

Dayton Memorial Library

The Dayton Memorial Library can be accessed at Website http://www.regis.edu/library.htm. The Jesuit University system provides 24 hour research support. The reference desk can be accessed by clicking on the “Ask Us” icon Website and looking under “Chat with us”, or at 303-458-4031, 1-800-388-2366 Ext. 4031.

Disability Guidelines and Eligibility

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 standards required for admission or participation in Regis University’s educational programs and activities.

If you have a documented disability requiring academic adjustments for this class, please contact the Office of Disability Services (ODS) Room 118B, Life Directions Center (303.458.4941 or 1.800.967.3237 ext. 4941; or mbwillia@regis.edu). The staff will review your documentation and help you determine appropriate and reasonable accommodations. Following the meeting with Disability Services, please make an appointment with me to discuss your accommodation
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request in light of the course requirements. You may self-disclose and request at anytime during the terms. However, I strongly recommend that you meet with Disability Services as soon as possible because accommodations are not provided retroactively and adequate lead time is required.

Diversity

“Diversity” often is a term tossed around with little thought to its meaning. However, 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

Writing Assistance/Tutoring Information

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 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 , click on “Current Student” then “Humanities and Social
Roving Writing Tutors are available to give personal, specific assistance to all CPS Undergraduate and Graduate Students, including distance learning students. The tutors meet with students by appointment on campus or at a mutually convenient place. **These services are at no charge to CPS students.** Pat Brunelle, pbrunell@regis.edu 970-535-4315, serves the Ft. Collins, Longmont, and Broomfield Campuses. Michael Garcia, mgarcia@regis.edu 303-882-6228, serves the Colorado Springs and Denver Tech Center Campuses. Sam Eccher, seccher@regis.edu 303-650-5452, serves the Lowell and Aurora Campuses.