

CJA 680 ST: Crime Statistics & Social Policy

Instructor: Joe Allen, Ph.D. **Spring 2009**
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Phone/Fax: 741-0340 (cell) / 739-4614 (coversheet required) **Fridays: 5:30p-9:40p**
Office: Behavioral Sciences #109
Office Hours: By appointment

Catalog Description:

Seminar on selected issues concerning public administration, the offender, the victim, and/or the criminal justice system.

Student Learning Outcomes:

Upon successful completion of this course, the student will have a demonstrable understanding of:

1. Critical analysis of criminal justice statistics research in the areas of (1) data collection and methods, (2) sampling techniques, (3) research methodologies, and (4) discussion/conclusion formation.
2. Critical assessment of secondary data sources, including various motivations (e.g., objectivity) and the social construction of crime, criminal justice, and social problems.
3. Issues related to research findings development and effective presentation of results.
4. Position paper development for use in social policy and/or procedural change or implementation, including legislative processes.
5. Methods and skills associated with responses to critical assessment of one's own research and/or social policy initiatives.

Reading materials:

Weekly readings will be assigned throughout the term.

Course Approach:

This course will be presented using a variety of methods, primarily through lecture, group discussions and exercises, and group/individual presentations. The course will employ instructional aids like PowerPoint and other audio/visual material.

Course Requirements:

Contemporary Social Policy Review: Each student will select a specific criminal justice social policy issue and will gather three (3) scholarly research articles and three (3) mass media/agency/newsworthy items related to it; the articles sought should be contemporary (e.g., within the past 5-6 years). The student will submit these articles and newsworthy items to the instructor for review and approval for use in the course. Upon approval, copies of the articles will be given to all students in the course. The student will then lead a discussion of the articles in class. Each student will submit an outline of their discussion at least one day prior to the class in which they are to lead discussion.

Questions & Reactions to Peer's Social Policy Review: For each class in which a contemporary social policy review is conducted by a student's peer, the other students must develop and submit at least two questions and a minimum paragraph reaction to each article to be read. Students will submit their questions/reactions to the instructor by noon on the day of the peer's presentation. Remember, your reaction is not a summary of the article. It is assumed that you have read the article, so I want you to go beyond simply reciting the article's findings; I want you to dig a little deeper and to think about the article critically.

Contribution to Class Discussion & Participation: In general, to achieve the course goals, class participants should think about the role of statistics in social policy and how these two are used in concert, nuanced, in-/effectively presented, manipulated, and sometimes distorted intentionally and

unintentionally. These issues will guide our seminar discussions and should help you discern important links in the field.

Final Paper: This paper will take the form of either (1) a position paper or (2) a legislative bill/policy proposal. The paper will consist of an introduction, literature review, presentation/discussion of criminal justice data, discussion and conclusion. The paper should be approximately 20 pages in length (double-spaced type) and should incorporate a minimum of 7 outside resources (scholarly works). You will need to use original sources, as in any research paper. We will discuss topics and angles once the class is underway, but generally speaking your paper will be related to contemporary social policy.

Final Paper Presentation: During the final class meeting, each student will make a presentation on their final paper. This presentation should be engaging and not a simple rote summary of the paper. Each presentation should be a minimum of 8-10 minutes in length.

Review of Colleague's Paper Outline, Sources and Drafted Sections of Final Paper: During the 7th week of class, you will be asked to turn in a copy of your final paper outline, list of resources, and any sections of the final paper that you have drafted. This will be critiqued and commented on by one of your peers and returned to you by the following week. You are to write a responsible review of your colleague's work. In general, the idea is to provide constructive feedback to one's colleagues to help them improve their work. Rejecting a positional perspective or methodological approach out-of-hand, without a strong rationale, or providing cursory positive or negative feedback is not responsible reviewing. Be sure to discuss the strengths of the paper as well as areas for improvement. Try to offer concrete suggestions for improvement.

TERMS OF COURSE REQUIREMENTS:

1. *Late assignments/projects will be discounted 10% per day after the due date. All late assignments must be turned in within 1 week, otherwise loss of **all** credit will occur.*
2. *Unless otherwise specified, assignments are due at the beginning of class.*
3. *Students are allowed **1** absence for graduate student courses. Lateness to class or leaving class early will be figured into this absence. Absence up-and-beyond one class meeting will require appropriate documentation.*
4. *Students will be expected to have read materials prior to each class session and completed appropriate assignments. It is especially important that students read and do work outside of the classroom due to the breadth of materials covered in such a relatively short period of time.*
5. *I have an open-door approach when it comes to helping students understand the material and do well in the course. If you would like to meet with me, visit me during my office hours or call/e-mail me to set up an appointment for an alternative time if those hours don't work for you. **DON'T HESITATE** to talk to, call, or e-mail me!*
6. *Any instances of academic dishonesty will result in an "FD" (failure for dishonesty) grade for the course and will be subject to the policies and procedures for the college. If you are at all unclear about what constitutes academic dishonesty, refer to catalogued materials.*
7. *Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact **Dr. Don Kopf, 735-4845** or **Dr. June Yasuhara, 739-4603**, at the Counseling Center (office next to Security) in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.*
8. *The instructor reserves the right to change the schedule of the syllabus when deemed necessary.*

Grading System:

The class will be graded on a curve, based on the highest score received on exams, participation, and attendance. For this curve, a standardized grading system will be used:

<u>Point Distribution & Scoring System:</u>	<u>% of Final Grade</u>
Contemporary Social Policy Review	20%
Questions & Reactions to Articles	15%
Contribution to Class Discussion & Participation	15%
Final Paper	35%
Review of Colleague's Work	10%
Final Paper Presentation	5%

About the Instructor:

Dr. Allen is a full-time faculty member, Assistant Professor, in the C&CJ Department. He is an advisor to CJ majors and oversees the CJ Club; additionally, he is the program's internship/ volunteership coordinator and programmatic assessment lead. His usual repertoire of courses includes criminology, juvenile delinquency, behavioral sciences statistics, seminar in criminal justice agencies, and sex crimes. He has been a full-time faculty member in the Department since 2004 and began teaching at Chaminade in a part-time capacity in 1994. He has also taught courses in Sociology at the University of Hawaii and Hawaii Pacific University. Before joining the Department in a full-time capacity, he worked with the Corrections Population Management Commission (thru the Department of Public Safety), Department of the Attorney General, and the Social Science Research Institute (University of Hawaii). Throughout the years, he has been involved in various research and evaluation projects, including the topics of: probation and parole recidivism, sentencing simulation modeling and policy analysis, juvenile delinquency and youth gangs, community crime prevention, restorative justice, domestic violence and anger management, substance abuse treatment, ecstasy, prostitution, runaway and missing children, uniform crime reporting, victimization surveys, and crime trends and law enforcement/correctional policy analysis. Dr. Allen received his Ph.D. from the Sociology Department at the University of Hawaii with an emphasis in Criminology. Before transferring to the University of Hawaii he attended the University of Minnesota. He is originally from Minnesota but has called Hawaii 'home' since 1990.

Course Schedule

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Week/ Date	General Topic
1 4/10	Course Introduction
2 4/17	Social Policy Issues & Research Methods Sources, Social Construction, Politicization
3 4/24	Social Policy Issues & Research Methods Sources, Social Construction, Politicization
4 5/1	Contemporary Social Policy Issues
5 5/8	Social Policy Reviews
6 5/15	Social Policy Reviews
7 5/22	Social Policy Reviews Final paper outline, sources, drafted sections due
8 5/29	Social Policy Reviews Review of peer's work due
9 6/5	Social Policy Reviews (if necessary) Other social policy issues Working Session
10 6/12	Paper Presentations & Course Wrap-Up

******FINAL PAPERS DUE THE MONDAY FOLLOWING THE LAST DAY OF CLASS******

MARIANIST EDUCATIONAL VALUES

The five characteristics of a Marianist Education are:

1. Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provides a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary’s University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.
