Department: Social Sciences
College: Queensborough CC
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Office Hours: Mondays 2:30PM - 4:00PM; Wednesdays 2:30PM - 5:15PM, or by appointment.
Class Meets: Mondays; 11:10 AM to 2:00 PM; Science - 424 (4th floor)

This course is in collaboration with the 2014-2015 NEH Challenge Grant "Testimony across the Disciplines: Cultural and Artistic Responses to Genocide." The students' assignment will be included in the capstone exhibit.
(See: http://qcc.beta.libguides.com/nehchallenge)

COURSE DESCRIPTION
Structured to examine classical & contemporary criminological theories, this course allows students to explore the origins of criminal behavior and to apply criminological knowledge to the diversity of crime as it exists today. This course is further designed to dismiss crime myths and to provide and instill students with a well-informed and critical understanding of crime as a social phenomenon with historical underpinnings within the evolving context of society and knowledge. Beyond criminology’s evolutionary considerations and in keeping with socially relevant and policy-oriented perspectives, analysis and discussion regarding crime causation, strategies and purposes of crime measurement, new and future trends in crime and crime control, and the operation of the criminal justice system will be examined. Restorative Justice as an emerging concept in the field of criminology, harm and accountability will also be discussed.

COURSE OBJECTIVES
- Students will use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions
- Students will analyze theories, concepts and debates in criminology
- Students will evaluate quantitative and qualitative evidence concerning crime
- Students will demonstrate an understanding of the social scientific concepts
- Students will develop an informed understanding regarding the causes of crime and deviance in society and society’s responses to criminal and deviant behavior
- Students will critically evaluate social policy responses to crime
- Students will demonstrate an understanding of how the data used by criminologists and law enforcement officials are collected and analyzed and methods used to research crime and criminal behavior
REQUIRED TEXT


HOW TO SUCCEED IN THIS COURSE:
1) **COME TO CLASS! 😊**
2) Complete ALL assigned readings prior to class session.
3) Take careful notes in class to cover lecture material, and prepare notes over assigned readings.
4) **Visit the blackboard site frequently!** You can access the course syllabus, assignments, supplemental readings, as well as additional materials that will help in the preparation of assignments for this class and further facilitate your understanding of course materials.

COURSE REQUIREMENTS
Grades will be determined accordingly:
- Biweekly exams (9) 50%
- Current Events 20%
- Attendance & Participation 10%
- Hour Children Assignment 20%

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<tr>
<th>Letter Grades</th>
<th>Percentage Scores</th>
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<td>A</td>
<td>95+</td>
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<td>A-</td>
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Open and Receptive Attitude: **Priceless 😊**

Class attendance and participation is strongly recommended, and both will be considered when deciding your final grade.

Participation/Attendance:
- Students are expected to attend all classes on time and for the entire class period.
- Students who are late for class or do not attend will find they receive a very low participation score at the end of the semester. Further, students who do not adhere to a policy of regular attendance guidelines cannot expect to achieve a grade of “A” in this class. Students are encouraged to ask questions and raise issues of interest to them ~ this class will be much more interesting if students ask thought-provoking questions!
Are You Reading?

Short exams (open and/or closed book; take-home and/or in-class) covering two chapters at a time (or journal articles) will be given about every two weeks during fall 2014 semester. Their purpose is to measure your comprehension of the course readings. The exams will comprise multiple choice, short answer and true/false questions. Also, questions about DVDs’ shown in class including guest speakers will also be on the exams (to help you make a connection between theory and practice in the field of Criminology).

Please Note: No make-up tests unless previously arranged with professor. Make-ups must be taken within one week of the originally scheduled date. Students must contact the instructor in advance if unable to take an exam. If not, the student will receive a zero for the exam.

Thinking/Writing Assignments: This list is subject to change.

1. Speakers: Donna Hylton and Keila Pulinaro – Both are formerly incarcerated persons - What part of the Justice system are these women connected to and how? How did they harm? Were they harmed? What theories may explain their offending? (9/17/14; S-112; 12:10-2PM; S-112)

2. DVD – Girlhood (Documentary of two young girls in a juvenile prison). Instructions will be given in class and on Blackboard.


4. Discussion of current criminal justice issues. Students must bring in to class (every week) one newspaper article (electronic or paper format) related to criminal justice issues/crime. We will then discuss them in class answering these questions: 1) What is the crime? 2) What happened? 3) What can you infer? 4) Is restorative justice applicable? You are to turn in your news clippings with your name and date written on them. This activity counts 20% of your course grade.

5. Visit to Hour Children Agency in Astoria Queens, NY – (TBA) Restorative Justice Assignment (see page 5 of this syllabus; Blackboard)

CLASSROOM ETIQUETTE

Please turn off all cell phones and other electronic devices before class. Text messaging is not permitted. If for some reason you must be on call, phones should be placed on vibrate mode before coming to class and the instructor advised of the situation. Please respect others by being polite and considerate. If you leave the classroom to answer a phone call, you may not be readmitted to class.
PLAGIARISM:

All ideas included in your reflections/paper must be documented appropriately using the APA (American Psychological Association) citation style. Please familiarize yourself with the CUNY/Queensborough Community College honor code and plagiarism guidelines of the University.

No cell phone calls or texting during class, unless you have an impending emergency (in which case please set your ringer to vibrate). Violation of this rule may result in a reduced course grade and/or being asked to leave class for the day, or both.

The following calendar of class meetings/reading assignments is subject to change based on progress covering course topics. Any modifications to the schedule will be announced in class and on Blackboard. Any additional handouts will be distributed in class and/or posted on Blackboard.

COURSE ORGANIZATION

<table>
<thead>
<tr>
<th>Week</th>
<th>Discussion Topic</th>
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<tr>
<td><strong>PART I - CRIMINOLOGY EXPLAINED- Ch. 1</strong></td>
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| Week 1 | Course Orientation  
What is Criminology? Understanding crime and criminals  
What is Restorative Justice?  
Review Ch. 1 [www.unicef.org/tdad/littlebookrjpakaf.pdf]. |
| **PART II - CRIME CAUSATION – Ch. 2** | |
| Week 2 | Classical and Neoclassical Criminology: Choice and Consequences  
The Principles of Retributive Justice  
(Classical School, Accountability and Restorative Justice) |
| Week 3 | Biological Roots of Criminal Behavior (Ch. 3)  
(Restorative Justice and Individual Positivism)  
**DVD:** Andrea Yates Case |
| **Read:** | Restorative Justice and Three Individual Theories of Crime.  
(See: www.internetjournalofcriminology.com/Mantle,%20Fox%20&%20Dha) |
| Week 4 | Psychological and Psychiatric Foundations of Criminal Behavior (Ch. 4) |
| Week 5 | Social Structure: It’s How We Live (Ch. 5) |
Week 6  
Social Process: It’s What We Learn (Ch. 6)

**Assignment:** Examine your own neighborhood (hot/cool spots; signs of harm, organization/disorganization, etc.). Be ready to discuss your findings in class.

Week 7  
Social Conflict: It’s How We Relate (Ch. 7)

**Visit to Hour Children, Astoria, Queen** - What does justice require from/for offenders?

**Read:** Restorative Justice: the Concept. Movement Sweeping Criminal Justice Field Focuses on Harm and Responsibility.
(See: adhss.alaska.gov/djj/Documents/.../restorative-concept.pdf)


Week 8  
Crimes against Persons: What We Fear (Ch. 8)  
**YouTube:** Victim-Offender Mediation

**Read:** “The amazing road of forgiveness taken by a man, age 24, who was beaten and robbed but now is his assailant's MENTOR and close friend.”
(See: http://www.dailymail.co.uk/news/article-2727515/The-amazing-road)

Week 9  
Crimes against Property: It’s What We Lose (Ch. 9)  
**Assignment:** Restorative Justice City: Case Study. A Story about Restorative Justice City Response to Crime, Victims and Offenders.

Week 10  
White Collar & Organized Crime: Crime as a Job. (Ch. 10)

Week 11  
Public Order & Drug Crimes Ch. 11)

**CRIMINOLOGY AND RESTORATIVE JUSTICE CITY/WORLD**

**PART IV – CRIME IN THE MODERN WORLD** - What does justices require for/from communities?

Week 12  
Needs of Communities  
**Technology and Crime (Ch. 12)**

Week 13  
Globalization and Terrorism: Our Small World (Ch. 13)

Week 14-15  
Course review, evaluations and feedback
CRIM 102 E1 Restorative Justice Written Assignment  Due: TBA
(To be videotaped; pending CUNY/QCC student and Hour Children approval)

PART I - Choose a formerly incarcerated woman at Hour Children Agency and then explain the basic philosophy of restorative justice to her.

a. Who did you choose to explain it to?
b. Why?
c. What comments/questions did the other person have about restorative justice?
d. How was the experience?
e. What did you learn about restorative justice through the process?
f. What did you feel your partner learned about restorative justice through this process?
g. What suggestions would you make to restorative justice advocates as a result of your efforts?

Part I - Thinking/Writing Intensive Piece: Students will write a 2-3 page paper about this experience (double-spaced, 1 inch margins, 12 point font, Times New Roman).

PART II - Choose one formerly incarcerated woman at Hour Children Agency and ask her about an experience of injustice or harm experienced or directed at her and how restorative justice could and/or could not deal with this particular situation.

a. Briefly describe the experience.
b. How was she affected by this?
c. What did she try (or not) try to do to “recover”?
d. How might a restorative justice approach have helped (or not…or both) with this particular situation?
e. What might a restorative justice approach be missing?
f. What does this make you think about restorative justice?

PART II - Thinking/Writing Intensive Piece: Students will write a 2-3 page paper about this experience. (Double-spaced, 1 inch margins, 12 point font, Times New Roman).  (Source: adapted from Conrad Grebel University College - Judah Oudshoorn)

IMPORTANT - PLEASE READ BELOW
CUNY POLICY ON ACADEMIC INTEGRITY

Academic dishonesty is prohibited at CUNY and is punishable by penalties, which may include failing grades, suspension or expulsion.

I. Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise.

The following are some examples of cheating, but by no means is the list exhaustive:

• Copying from another student during an examination or allowing another to copy your work.
• Unauthorized collaboration on a take-home assignment or examination.
• Using notes during a closed book examination.
• Taking an examination for another student, or asking or allowing another student to take an examination for you.
• Changing a graded exam and returning it for more credit.
• Submitting substantial portions of the same paper to more than one course without receiving advance permission from each instructor to do so.
• Preparing answers or writing notes in a blue book (exam booklet) before an examination.
• Allowing others to research and write papers that have been assigned to you, or to do projects that have been assigned to you. This includes the use of commercial term paper services.
• Giving assistance to acts of academic misconduct / dishonesty.
• Fabricating data (all or in part).
• Submitting someone else’s work as your own.
• Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, computers or other technologies to retrieve or send information.

II. Plagiarism is the act of presenting another person’s ideas, research or writings as your own. Much research requires paraphrasing and summarizing the ideas or work of others, but when you do so, you should identify the original author and source in a way that the reader can verify that this person actually presented the ideas in question.

The following are some examples of plagiarism, but by no means is the list exhaustive:

• Copying another person’s actual words without the use of quotation marks and without attributing the words to their source.
• Presenting another person’s ideas or theories in your own words without acknowledging the source.
• Using information that is not common knowledge without acknowledging the source.
• Failing to acknowledge collaborators on homework and laboratory assignments.

Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and “cutting & pasting” from various sources without proper attribution.
SELECTED WEBSITES RELATED TO CRIMINOLOGY AND RESTORATIVE JUSTICE:

• American Society of Criminology  
  http://www.asc41.com

• National Center for Victims of Crime (NCVC)  
  www.ncvc.org

• National CJ Reference Service  
  http://www.ncjrs.org

• Bureau of Justice Statistics  
  http://www.ojp.usdoj.gov.bjs/

• Federal Bureau of Investigation  
  http://www.fbi.gov

• National Crime Prevention Council  
  http://www.ncpc.org

• Office of Juvenile Justice & Delinquency Prevention  
  http://www.ojjdp.org

• Office for Victims of Crime (OVC)  
  www.ojp.usdoj.gov/ovc

• National Coalition Against Sexual Assault  
  www.ncasa.org

• National Center for Missing & Exploited Children  
  www.missingkids.org

• National Clearinghouse on Child Abuse & Neglect  
  www.necanch.acf.hhs.gov

• Federal Trade Commission  
  http://www.ftc.com

• Victim Offender Mediation Association  
  www.voma.org

• Restorative Justice Online  
  www.restorativejustice.org/