Time and Place:
Meeting Info: Thursday 2:45pm -5:35pm
BB 223 (Massry School of Business, Bldg. #32)

Professor:
Shawn D. Bushway Ph.D.
324 Milne Hall
Wk (518) 591-8738
sbushway@albany.edu
The best way to contact me is via email. To ensure that I see your email, write “PAD 399” in the subject line, and include your full name.

Office Hours:
Thursday 1:30pm-2:30 pm in the Contact Office and by appointment.

Prerequisites:
None

Reading Material
Articles, chapters, movies and podcasts, posted to Blackboard. The first time I taught this class the students really liked when I assigned movies instead of always assigning reading. It turns out that there are a ton of movies and documentaries that cover the relevant topics, so I have revised my syllabus to include something other than a book in pretty much every class. The rule for the university is that you should spend no more than 6 hours outside of class working on the material for this class. I have worked to make sure that the assigned material will require less than 6 – my goal is to average around 4, including the movies. I have chosen non-academic sources where possible, including newspaper articles. The main “text” is a report from 1967, called the Challenge of Crime in a Free Society. We read it throughout the semester. It is written by academics for a broader audience, and although a bit moldy at this point (50 years old), it does a good job of describing issues. I also include an academic article from a recent Criminology and Public Policy issue in which the writers attempt to summarize how things have changed from 1967 when the Challenge report was written. I find the juxtaposition to be easy to read, and a good way to frame our conversations, especially when supplemented with movies/podcasts/documentaries.

Classroom Approach
This class uses a technique known as Team-Based Learning. Team-based Learning (www.teambasedlearning.org) is a type of active learning approach to classroom teaching that is part of the “flipped classroom” movement. The standard lecture class has the teacher present material in the class, and students do applications or learning exercises outside of class. In a flipped classroom, students do much of the concept acquisition outside of class through reading or other mixed media presentation, and then participate in applied learning activities in the classroom.
Team-based learning is distinguished from other flipped classroom techniques by two features. First, team-based learning emphasized decision making during class time, in which students must use key course concepts to make decisions about real-life problems. Second, students spend all of their class time as members of permanent teams which facilitate decision making and ultimately, learning. Team work is done exclusively in the classroom, and part of the course grade comes from the team effort. This only works when students READ and come to class prepared.

I first learned about Team-based Learning after arriving at UAlbany 13 years ago. I have always done a lot of application but I struggled to motivate UAlbany students to apply concepts in the classroom. The technique has led to improved student outcomes (ie. student learning) in my classrooms and I am a strong supporter of this approach both at UAlbany and at national conferences. For more information about my journey towards TBL adoption, see http://www.itlal.org/index.php?q=node/287

To see an academic article on Team Based Learning on which I am a co-author, please see the following website: https://jstamatel.wordpress.com/courses/

Academic Honesty
The University’s standards for integrity are at the website below:
http://www.albany.edu/graduatebulletin/requirements_degree.htm#standards_integrity

Avoid plagiarism by properly acknowledging material and ideas taken from other sources. The University of Albany Library offers a useful tutorial on plagiarism and how to avoid it:
http://library.albany.edu/usered/plagiarism/index.html

Grading Requirements and Procedures
There will be five multiple choice Readiness Assessment Tests (RATs) given during the course. (The same RATs will be given to individuals and teams.) There will be an in class midterm and final exam. On team exams all team members will receive the same score. There will be regular in-class exercises that will be graded. You will not get credit for team scores on days that you are missing unless your absence is excused. Most of class time will be spent on in class exercises. This is a discussion based-class that relies on stable teams who come prepared to work together in class. Therefore, class attendance is mandatory. Valid excuses include preapproved absences for athletic participation, and illness documented with a note from your doctor (not the health center). Your final grade in this class will be multiplied by a “class attendance” factor. If you have no unexcused absences, your final grade will be multiplied by (XX+1)/XX, where XX is the number of classes we have this semester (should be 13, but I will adjust for snow days). If you have 1 unexcused absence, your grade will be multiplied by (XX-1)/XX. If you have 2 unexcused absences, your grade will be multiplied by (XX-2*2)/XX . If you have 3 classes, your grade will be multiplied by (XX-2*3)/XX, etc.

RATS
Readiness Assessment Tests follow a four step process. First, students are expected to read a substantial amount of material prior to class. (You can ask any questions about that material at the start of class. Second, you then take a 15 minute, ten question multiple choice, closed book test on your own. Third, after handing in that test for grading, you take the same test again in your teams,
using a scratch off sheet that provides immediate feedback. 10 points is given for each correct answer on the first try, and 3 points is given for answers that are correct on the second try. 0 points is given for answers that are correct after more than 2 tries. Finally, teams are encouraged to generate short appeals for answers for which they did not receive full credit. You may use any materials for this appeal. The appeal can be made on the grounds that the question was vague (appeals must include a rewritten question) or that an alternative answer would also be acceptable. Only appeals for team responses will be taken. If the appeal is granted, it will applied to the team RAT score as well as to the individual RAT score for the members of that team.

**Grading Criteria:**
The grades will be determined by scores in three major performance areas:

**Individual Performance, Team Performance** and **Team Contribution**.

**Grade Weights and Percentages**

<table>
<thead>
<tr>
<th>Grade Weights</th>
<th>Within Area</th>
<th>Of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>70%</td>
<td></td>
</tr>
</tbody>
</table>

1. **Individual performance**
   - Individual Readiness Assessment Tests
   - Music Theory Project
   - Traffic Exercise
   - Midterm
   - Final Exam

2. **Team Performance**
   - Team Readiness Assessment Tests
   - In Class Exercises
   - Midterm
   - Final Exam

3. **Team Contribution** (Evaluated by Peers)

**Evaluating Team Contribution:**
Each individual will rate the helpfulness all of the other members of their teams at the conclusion of the final exam. The midterm evaluation will be for practice and to help teammates adjust their behavior. The one after the final will be part of the final grade. Given that your teammates will be stuck with your during each and every class, they are in the best position to evaluate your contribution to the team.

Individual Team Contribution scores will be the average of the points they receive from the members of their team. Assuming arbitrarily that there five members in a team, an example of this procedure would be as follows. Each individual must assign a total of 40 points to the other four members in their team. Raters must differentiate between their teammates in their ratings and they can only give integer scores (This means that each rater would have to give at least one score of 11 or higher and at least one score of 9 or lower). As a result, Team Contribution scores will produce
differences in grades only within teams. Consequently, team members can’t help everyone in their team get an A by giving them a high peer evaluation score. The only way for everyone in a team to earn an A is by doing an outstanding job on the individual and team exams and projects. These scores will be translated into a final participation score as follows:

Less than 20 D (60)  (You have to be the world’s worst teammate to get less than 20 points in this system. I have only seen it happen once.)
20-29 = C (75)
30- 32 = B- (80)
33-38 = B (85)
39-42 = B + (88)
43-47 = A- (92)
48 or higher  A (95)

Teams with more than 5 teammates will use a slightly different, but analogous scale. For those of you who are good at math, you will realize that you can collaborate to give each member of the team the same grade (40 points). This is fine, but you all have to agree ahead of time to get the same grade or it won’t work (there is no talking during the evaluations). If everyone collaborates, and everyone writes a statement indicating that they honestly believe that all the contributions were equal, a 40 will translate to a 90, rather than an 88. In addition to the point totals, you will be asked to provide feedback on your teammates strengths as well as provide constructive feedback on areas where the person could improve.

**Determination of Final Grades:**
The final grades will be determined as follows:
1) A raw total score will be computed for each student in each major performance area (In the individual performance area, this will be a weighted combination of the sum of the individual Readiness Assessment Test scores and the final exam score, in the team performance area, this will be the sum of the scores on each of the graded team assignments and the Team Contribution score will be the average of the peer evaluations received from the other members of his or her team.)
2) Students’ total scores will be computed by multiplying the raw scores in each area by the grade “weight” (see above).
3) The total score will then be weighted by the “attendance factor” as described above.
4) Course grades will be based on each individual’s standing in the overall distribution of total individual scores within the class. (Note: When this procedure is followed: a) the **actual impact of any score on an individual students final grade depends on both his or her actual score and also how high or low he or she scores relative to other members of the class and, b) the conventional practice of 90% is an A, 80% is a B, etc. simply does not apply.)

**Students with Disabilities**
If you have a documented disability and wish to discuss academic accommodations with me, please contact me. All reasonable efforts will be made to accommodate your needs.

**Schedule – Please note this schedule is preliminary, and reading assignments may change. The reading assignments are posted every week on Blackboard.**
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignment</th>
</tr>
</thead>
</table>
2) Serial Podcast: Season 3 Episode 1 https://serialpodcast.org/season-three/1/a-bar-fight-walks-into-the-justice-center |
| 1/30/19 | 50 Points Extra Credit For Attending Seminar Marc Mauer’s seminar on Life Sentences 5:45 Downtown Campus 200 Milne (say hi during seminar so I can give you credit). | https://www.albany.edu/rockefeller/marcmauer.shtml  
For a preview, see Marc Mauer on the Daily Show on 1/9/19 talking about his book. https://www.youtube.com/watch?v=Hb8T5WCZMO4 |
| 1/31/19 | Major Theories of Crime 1                                             | RAT 1  
1) Rafter and Brown (2011) Criminology Goes to the Movies: Ch. 2-5. (pp. 14-82) (you might want to skim Ch 1, which is just an introduction to the book.  
2) You must watch a synopsis for each movie and watch one of the movies from Chapter 2-5: each team will get one movie. (Double Indemnity, Frankenstein, Psycho, Taxi Driver) |
| 2/7/19  | Major Theories of Crime 2                                              | 1) Rafter and Brown (2011) Criminology Goes to the Movies: Ch. 7-11. (pp. 101-186)  
2) You must watch one of the movies from Chapter 7-11 (each team will get one movie) (Mystic River, Capturing the Friedmans, Do The Right Thing, Thelma & Louise, City of God) |
| 2/14/19 | Juvenile Delinquency Music Theory Assignment Due                       | 1) Challenge: Ch. 3 Juvenile Delinquency (pp. 55-90)  
3) Raise the Age NY https://www.ny.gov/programs/raise-age-0  
4) Listen: Serial Podcast, Season 3: Episode 8 https://serialpodcast.org/season-three/8/a-madmans-vacation  
| 2/21/19 | Policing                                                              | RAT 2  
1) Challenge: Ch. 4 Police (pp.91-124)  
2) Skogan (2018): The Commission and the Police (pp.379-392) |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 6/28/19 | Courts | 1) Challenge: Ch. 5 The Courts (pp. 125-158)  
3) Tonry (2018). The President’s Commission and Sentencing, Then and Now. (pp. 341-354)  
4) Listen: Serial Postcast: Season 3: Episode 2 [https://serialpodcast.org/season-three/2/transcript](https://serialpodcast.org/season-three/2/transcript)  
Here is a blurb about the movie on NPR [https://www.npr.org/2016/12/17/505996792/documentary-13th-argues-mass-incarceration-is-an-extension-of-slavery](https://www.npr.org/2016/12/17/505996792/documentary-13th-argues-mass-incarceration-is-an-extension-of-slavery)  
2) National Academy of Sciences, The Growth of Incarceration in the United States Chapters 2 (pp 33-69 ) Ch. 4,(pp.104-129) 13 (pp. 344-357)  
3) [Trump Justice](https://www.brennancenter.org/blog/how-first-step-act-became-law-and-what-happens-next), Year One  
2) Watch: Prison in 12 Landscapes (use Kanopy.com, you will need your UAlbany id). |
| 3/21/19 | Spring Break | |
| 3/28/19 | Economic Models of the World  
Supply and Demand | 1) Market forces/Supply and Demand  
Mankiw Chapters 4 and 5 (pp 65-114). |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 4/4/19| Drugs, and Drug Policy     | 1) Challenge Ch. 8 Narcotics and Drug Abuse (pp.211-232)  
2) Pardo and Reuter (2018) Narcotics and Drug Abuse (pp. 419-436)  
| 4/11/19| Marijuana Legalization     | 1) Watch: Documentary: The Culture High. [https://www.youtube.com/watch?v=BzJZ9j2v03c](https://www.youtube.com/watch?v=BzJZ9j2v03c)  
3) Kilmer and Caulkins (2016) Considering VT (pp.282-288)  
4) MJ Legalization in NY (TBA) |
| 4/18/19| Watch the Movie Traffic    | In class Graded Exercise Individuals and Teams |
| 4/25/19| No Class                   |                                                                                                                                          |
| 5/2/19| Economic Models: Monopolies| 1) Watch lecture on Cartels. [http://www.youtube.com/watch?v=RihcRrezcjI](http://www.youtube.com/watch?v=RihcRrezcjI)  
4) Challenge Ch. 7: Organized Crime (pp.187-210) |

<table>
<thead>
<tr>
<th>14</th>
<th>5/16/19</th>
<th>Final Exam (8-10am)</th>
</tr>
</thead>
</table>

[https://www.netflix.com/title/80091741](https://www.netflix.com/title/80091741) (available on Kanopy.com – you can use your Albany ID to get access)
Criminology For Dummies Cheat Sheet

From Criminology For Dummies

By Steven Briggs

Immersing yourself in the behavioral science of criminology involves analyzing the tools and approaches for helping you, and society as a whole, understand and even control criminal behavior. From interpreting the legal terminology of the various types of violent crime, to examining the important theories as to why people commit crimes, criminological research gives you the knowledge you need to follow crime trends.

Important Theories in Criminology: Why People Commit Crime

In criminology, examining why people commit crime is very important in the ongoing debate of how crime should be handled and prevented. Many theories have emerged over the years, and they continue to be explored, individually and in combination, as criminologists seek the best solutions in ultimately reducing types and levels of crime. Here is a broad overview of some key theories:

- **Rational choice theory**: People generally act in their self-interest and make decisions to commit crime after weighing the potential risks (including getting caught and punished) against the rewards.

- **Social disorganization theory**: A person’s physical and social environments are primarily responsible for the behavioral choices that person makes. In particular, a neighborhood that has fraying social structures is more likely to have high crime rates. Such a neighborhood may have poor schools, vacant and vandalized buildings, high unemployment, and a mix of commercial and residential property.

- **Strain theory**: Most people have similar aspirations, but they don’t all have the same opportunities or abilities. When people fail to achieve society’s expectations through approved means such as hard work and delayed gratification, they may attempt to achieve success through crime.

- **Social learning theory**: People develop motivation to commit crime and the skills to commit crime through the people they associate with.

- **Social control theory**: Most people would commit crime if not for the controls that society places on individuals through institutions such as schools, workplaces, churches, and families.

- **Labeling theory**: People in power decide what acts are crimes, and the act of labeling someone a criminal is what makes him a criminal. Once a person is labeled a criminal, society takes away his opportunities, which may ultimately lead to more criminal behavior.

- **Biology, genetics, and evolution**: Poor diet, mental illness, bad brain chemistry, and even evolutionary rewards for aggressive criminal conduct have been proposed as explanations for crime.
The Criminal Justice System

(from Victimsofcrime.org)

What Is It?

The criminal justice system is the set of agencies and processes established by governments to control crime and impose penalties on those who violate laws. There is no single criminal justice system in the United States but rather many similar, individual systems. How the criminal justice system works in each area depends on the jurisdiction that is in charge: city, county, state, federal or tribal government or military installation. Different jurisdictions have different laws, agencies, and ways of managing criminal justice processes. The main systems are:

- **State:** State criminal justice systems handle crimes committed within their state boundaries.
- **Federal:** The federal criminal justice system handles crimes committed on federal property or in more than one state.

System Components

Most criminal justice systems have five components—law enforcement, prosecution, defense attorneys, courts, and corrections, each playing a key role in the criminal justice process.

- **Law Enforcement:** Law enforcement officers take reports for crimes that happen in their areas. Officers investigate crimes and gather and protect evidence. Law enforcement officers may arrest offenders, give testimony during the court process, and conduct follow-up investigations if needed.
- **Prosecution:** Prosecutors are lawyers who represent the state or federal government (not the victim) throughout the court process—from the first appearance of the accused in court until the accused is acquitted or sentenced. Prosecutors review the evidence brought to them by law enforcement to decide whether to file charges or drop the case. Prosecutors present evidence in court, question witnesses, and decide (at any point after charges have been filed) whether to negotiate plea bargains with defendants. They have great discretion, or freedom, to make choices about how to prosecute the case. Victims may contact the prosecutor's office to find out which prosecutor is in charge of their case, to inform the prosecutor if the defense attorney has contacted the victim, and to seek other information about the case.
- **Defense Attorneys:** Defense attorneys defend the accused against the government's case. They are either hired by the defendant or (for defendants who cannot afford an attorney) they are assigned by the court. While the prosecutor represents the state, the defense attorney represents the defendant.
• **Courts:** Courts are run by judges, whose role is to make sure the law is followed and oversee what happens in court. They decide whether to release offenders before the trial. Judges accept or reject plea agreements, oversee trials, and sentence convicted offenders.

• **Corrections:** Correction officers supervise convicted offenders when they are in jail, in prison, or in the community on probation or parole. In some communities, corrections officers prepare pre-sentencing reports with extensive background information about the offender to help judges decide sentences. The job of corrections officers is to make sure the facilities that hold offenders are secure and safe. They oversee the day-to-day custody of inmates. They also oversee the release processes for inmates and sometimes notify victims of changes in the offender's status.

### How the Criminal Justice Process Works

Below is a basic outline of the sequence of events in the criminal justice process, beginning when the crime is reported or observed. The process may vary according to the jurisdiction, the seriousness of the crime (felony or misdemeanor), whether the accused is a juvenile or an adult, and other factors. Not every case will include all these steps, and not all cases directly follow this sequence. Many crimes are never prosecuted because they are not reported, because no suspects can be identified, or because the available evidence is not adequate for the prosecutor to build a case.

#### Entry into the System

• **Report:** Law enforcement officers receive the crime report from victims, witnesses, or other parties (or witness the crime themselves and make a report).

• **Investigation:** Law enforcement investigates the crime. Officers try to identify a suspect and find enough evidence to arrest the suspect they think may be responsible.

• **Arrest or Citation:** If they find a suspect and enough evidence, officers may arrest the suspect or issue a citation for the suspect to appear in court at a specific time. This decision depends on the nature of the crime and other factors. If officers do not find a suspect and enough evidence, the case remains open.

#### Prosecution and Pretrial

• **Charges:** The prosecutor considers the evidence assembled by the police and decides whether to file written charges (or a complaint) or release the accused without prosecution.

• **First Court Appearance:** If the prosecutor decides to file formal charges, the accused will appear in court to be informed of the charges and of his or her rights. The judge decides whether there is enough evidence to hold the accused or release him or her. If the defendant does not have an attorney, the court may appoint one or begin the process of assigning a public defender to represent the defendant.

• **Bail or Bond:** At the first court appearance (or at any other point in the process—depending on the jurisdiction) the judge may decide to hold the accused in jail or release him or her on bail, bond, or on his or her "own Recognizance" (OR). "(OR means the defendant promises to return to court for any required proceedings and the judge does not impose bail because the defendant appears not to be a flight risk). To be released on bail, defendants have to
hand over cash or other valuables (such as property deeds) to the court as security to guarantee that the defendant will appear at the trial. Defendants may pay bail with cash or bond (an amount put up by a bail bondsman who collects a non-refundable fee from the defendant to pay the bail). The judge will also consider such factors as drug use, residence, employment, and family ties in deciding whether to hold or release the defendant.

- **Grand Jury or Preliminary Hearing:** In about one-half of the states, defendants have the right to have their cases heard by a grand jury, which means that a jury of citizens must hear the evidence presented by the prosecutor and decide whether there is enough evidence to indict the accused of the crime. If the grand jury decides there is enough evidence, the grand jury submits to the court an indictment, or written statement of the facts of the offense charged against the accused. In other cases, the accused may have to appear at a preliminary hearing in court, where the judge may hear evidence and the defendant is formally indicted or released.

- **Arraignment:** The defendant is brought before the judge to be informed of the charges and his or her rights. The defendant pleads guilty, not guilty, or no contest (accepts the penalty without admitting guilt). If the defendant pleads guilty or no contest, no trial is held, and offender is sentenced then or later. If the defendant pleas not guilty, a date is set for the trial. If a plea agreement is negotiated, no trial is held.

**Adjudication (Trial Process)**

- **Plea Agreements:** The majority of cases are resolved by plea agreements rather than trials. A plea agreement means that the defendant has agreed to plead guilty to one or more of the charges in exchange for one of the following: dismissal of one or more changes, a lesser degree of the charged offense, a recommendation for a lenient sentence, not recommending the maximum sentence, or making no recommendation. The law does not require prosecutors to inform victims about plea agreements or seek their approval.

- **Trial:** Trials are held before a judge (bench trial) or judge and jury (jury trial), depending on the seriousness of the crime and other factors. The prosecutor and defense attorney present evidence and question witnesses. The judge or jury finds the defendant guilty or not guilty on the original charges or lesser charges. Defendants found not guilty are usually released. If the verdict is guilty, the judge will set a date for sentencing.

**Post-Trial**

- **Sentencing:** Victims are allowed to prepare for the judge (and perhaps to read at the sentencing hearing) a victim impact statement that explains how the crime affected them. In deciding on a sentence, the judge has a range of choices, depending on the crime. These choices include restitution (paying the victim for costs related to the crime), fines (paid to the court), probation, jail or prison, or the death penalty. In some cases, the defendant appeals the case, seeking either a new trial or to overturn or change the sentence.

- **Probation or Parole:** A judge may suspend a jail or prison sentence and instead place the offender on probation, usually under supervision in the community. Offenders who have served part of their sentences in jail or prison may, under certain conditions, be released on parole, under the supervision of the corrections system or the court. Offenders who violate the conditions of their probation or parole can be sent to jail or prison.
What is the sequence of events in the criminal justice system?

Note: This chart gives a simplified view of flow through the criminal justice system. Procedures vary among jurisdictions. The weights of the lines are not intended to show actual number of contacts.

Source: Adapted from The Challenge of Crime in the United States, President's Commission on Law Enforcement and Administration of Justice, 1967. This version a result of 'The Symposium on the 30th Anniversary of the President's Commission, as proposed by the Bureau of Justice Statistics in 1987.'