

Crime and Public Policy

Spring Semester 2011

Emirhan Darcan

Course Information

Class time: Mondays and Wednesdays

6:40 - 8 p.m.

Location OF CLASS: Livingston Classroom Bldg. (LCB), Room 103

Instructor: Emirhan Darcan

Instructor's Office LOCATION

Room A347

Lucy Stone Hall

Livingston Campus

Office Hours: By Appointment only; Monday: 17:00-18:30,

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1. Course Overview/ course description

You don't need much of a course or other information to learn that violence, drugs, and other crime are of particular interest in New York. Public concern with crime continues, despite growing evidence that rates of serious crime are declining.

What types of crime problems present the greatest threat to the general public? What are appropriate policy responses? Most day-to-day justice policy is implemented by local agencies enforcing state laws. What is the scope of federal involvement in crime and criminal justice policy? Is it possible to distinguish rational crime control policy from rhetoric and political posturing?

Together we'll try to answer these and other questions about crime and public policy. The single text for the course will be supplemented short readings I will distribute. I will also occasionally distribute or otherwise call your attention to articles in newspapers and other mass media.

2. Prerequisites:

Prerequisite for this course: Introduction to Criminal Justice 01:202:201

3. Expected learning outcomes

As you read, talk, and listen. Keep three key concepts in mind: victims, federalism, and management /implementation. We'll talk about each of these quite a bit. Here's a preview.

Everybody knows what victims are; probably most of you have been the victim of some type of crime. Victims play a crucial role in defining crime as a policy problem. In fact, it's helpful to think of victims as an interest group and to compare their role in the policy process to other interest groups. Also note that "victimless crime" is an oxymoron.

Criminal justice policy in this country reflects the federalist principles of the U.S. Constitution with a vengeance. The horizontal and vertical fragmentation of government agencies produces all kinds of quirks and foibles in criminal justice issues. Here's an example. Most of people have heard about efforts by police and other organizations to buy guns, no questions asked, in an effort to get them off the streets. Until 1992, the Marion County (Indianapolis) Sheriff's Department conducted auctions to sell guns that had been seized by police, in effect putting them back on the streets. If you understand federalism, you are far along in understanding many of the characteristic and problems faced by agencies that implement criminal justice policies.

Implementation means putting program into effect; it also involves the routine, day-to-day operation of public agencies that deliver services. Management plays an important role here, but the management of criminal justice agencies has been pretty much ignored by public administration and criminal justice types alike.

Problems often emerge from the fact that people who design policies are not much involved in implementation. Much criminal justice policy deals with street level problems. As distance from the street increases, understanding of street level problems declines and implementation problems increase. Much of what's said and written in Congress and in state legislatures is very far removed from the street. There's hope, though, since the most promising changes in law enforcement involve fundamental management reforms.

4. Student Responsibilities:

Complete assigned readings for each week; participate in class discussion; take midterm and final examinations. Class discussion is important for several reasons; here are two. First and foremost, our weekly meetings will be much more interesting and informative for everybody contributes. Second, listening to you helps me learn whether or not you understand the material. If class discussion fades, it will be less interesting and I won't know whether you understand the week's topic; then we might have quizzes. In addition to the readings listed below, you should be attentive to stories about crime in the New York Times; our discussions in class will sometimes draw on crime problems in the metropolitan New York area.

5. Course Requirements and Processes

Students are expected to attend class regularly, and complete the required readings and assignments by the scheduled date. A fourth absence from class will reduce a student's grade by one full letter. Each subsequent absence will reduce the grade another full letter. Coming to class on time is required. Consistent tardiness will be reflected in the class participation grade.

Participation in class discussions is highly encouraged as it enhances the learning experience for everyone. I expect you to share your opinions on every topic.

Students are expected to conduct themselves in a professional manner. All types of electronic devices (e.g. cell phones, pagers, personal digital assistants) are prohibited during class. Laptop computers are allowed ONLY for note taking. Speaking with peers or in small groups is distracting, if not disrespectful. Please, do not have personal conversations in the class. If any student repeatedly disregards these principles, he/she will be asked to leave the classroom.

Promptness is necessary for examinations. Students will not be allowed to take exams if they arrive after the first person finished has turned in their exam. This is to ensure academic honesty.

6. Grading

Your grade in the course will be determined by your performance on the quizzes, mid-term, final exams, and your attendance/participation in the class throughout the semester

The mid-term exam will contribute 25 percent of your grade, the final exam 35 percent, the quizzes 25 percent, and class attendance and the quality of your class participation 15 percent. Final grades will be assigned based on the average of your exams, quizzes, class participation, and class attendance using the following scale:

A = 92 and above
B+ = 87-91
B = 80-86
C+ = 75-79
C = 70-74
D = 60-69
F = 59 and below

Quizzes: You will be given 7 short quizzes on the beginning of a class based on the assigned reading material from your book. The best 5 quizzes will be counting for each student. The quiz dates and number of quizzes will not be announced. Students who arrive late or miss class will not be given the opportunity to make-up the missed quiz. This aims to make you ready for each class.

Mid-Term exam: You will be given a mid-term exam consisting of questions and possibly an essay or short answer(s).

Final exam: Since 35% of your grade depends on this exam, I encourage you to be well prepared. Style and scope of the exam will be announced. Principally, it will cover all the material we have discussed, however some chapters and readings might be kept exempt.

7. Readings

Required Textbook:

1. James Q. Wilson and Joan Petersilia (eds.), 2002. *Crime: Public Policies for Crime Control*. Oakland, Calif.: ICS Press.
2. Walker, Samuel, *Sense and Nonsense about Crime and Drugs*. 2001, 4th edition (or most recent edition). Wadsworth, Thompson Learning.

Supplemental Readings:

I will post additional readings on Blackboard about sex offenders and offender reentry. You are expected to read them.

8. Class Schedule

Class	Date	Subject	Chapters
1	19-Jan	Introduction to class material. Read syllabus in its entirety. Make note of assignment dates.	
2	24-Jan	General Facts about Crime and CJS	Petersilia,1
3	26-Jan	America's Crime Problem	Walker,1
4	31-Jan	America's Crime Problem	Walker,1
5	2-Feb	Models of Criminal Justice	Walker,2
6	7-Feb	Evaluating the Criminal Justice System	Walker,3
7	9-Feb	The Career Criminal	Walker,4
8	14-Feb	The Conservative Attack on Crime	Walker,5
9	16-Feb	Deter The Criminals	Walker,6
10	21-Feb	Crime Prevention: Focus on Youth	Petersilia, 5
11	23-Feb	Families and Crime	Petersilia, 6
12	28-Feb	Juvenile Crime and Juvenile Justice	Petersilia, 4
13	2-Mar	Fair and Effective Policing	Petersilia,13
14	7-Mar	Fair and Effective Policing	Petersilia,13
15	9-Mar	Midterm Exam	
		Spring Break	
16	21-Mar	Incapacitation- Mandatory Sentencing - Three Strikes	Walker,7
17	23-Mar	Gun Crimes -Guns and Victims	Walker,9
18	28-Mar	Control Gun Crimes	Walker,10
19	30-Mar	Liberal Prescription - Rehabilitation	Walker,11
20	4-Apr	Reform the Law and The System - Decriminalization	Walker,12

21	6-Apr	The Drug Problem	Walker,13
22	11-Apr	Sex Offenders	
23	13-Apr	Incarceration	Petersilia,16
24	18-Apr	Offender Reentry	
25	20-Apr	Crime and Public Policy	Petersilia,19
26	25-Apr	The Paradox of Crime and Crime Policy	Walker,14
27	27-Apr	Review Section	
28	2-May	Final Exam	

9. General information (School and University)

Academic Integrity

As a member of the Rutgers University community you are not to engage in any academic dishonesty. You are responsible for adhering to basic academic standards of honesty and integrity as outlined in the Rutgers University Policy on Academic Integrity for Undergraduate and Graduate Students (<http://cat.rutgers.edu/integrity/policy.html>). Your academic work should be the result of your own individual effort, you should not allow other students to use your work, and you are required to recognize and reference any material that is not your own. Violations of the university's policy will result in appropriate action.

Students with Disabilities

As stated in the Manual for Students and Coordinators of Services for Students with Disabilities

Office Location & Hours of Operation:

Kreeger Learning Center
 151 College Avenue, Suite 123
 New Brunswick, New Jersey 08901-8545

Hours: Monday through Thursday, 8:30 AM until 5:00 PM • Friday
 8:30 AM until 4:30 PM

E-mail Address: dsoffice@rci.rutgers.edu
Phone: (732) 932-2848 • Fax: (732) 932-2849

Gregory A. Moorehead, Ed.D., Director

1-800-852-7899 (TTY only)
1-800-852-7897 (voice only)

Psychological and Counseling Services

The New Brunswick's Counseling, Alcohol & Other Drug Assistance Program, and Psychiatric Services (CAPS) - are located both on the College Avenue Campus (732- 932- 7884) and Cook/Douglass Campus (732) 932-9150.

The website is: <http://rhscaps.rutgers.edu/>