

LaGuardia Community College
Department of Criminal Justice
SSN 204 2021 Syllabus for DARE

Professor Feldman

Class Times

Thursdays: 6:30-9:30pm

on ZOOM: <https://us02web.zoom.us/j/83180471099>

Office Hours: 5pm-6pm **Thursdays** or by appointment

Zoom Office

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Course Description

Crime and Justice in Urban Society is the capstone course for students majoring in Criminal Justice. Accordingly, it is the last course that students take in the sequence of criminal justice courses. As a capstone class, its goals are to integrate and reinforce material covered in previous Criminal Justice courses and to facilitate students' transition to the next phase of their academic or professional career.

Crime and Justice in Urban Society is also an Urban Study course that fulfills LaGuardia's Urban Study graduation requirement. As such, it is both writing intensive and experiential, requiring *collaborative work outside of class*. This course explores peoples' attitudes towards urban crime and the theories behind why some people commit crime and how to best stop them.

New York City offers a remarkably rich environment for studying criminal justice. For example, the City continues to grapple with a spike in violent crime, as massive reform has swept the criminal justice system. NYC is home to the world's largest municipal police force (NYPD, with roughly 34,000 cops), which pioneered the famous "Broken Windows" strategy of policing. But there is still controversy about how to best police New Yorkers. The City houses the country's second largest jail complex, Rikers Island, which today is experiencing massive decarceration while controversy surrounds where to build alternative jails. New York is a Sanctuary City for immigrants, but there is still disagreement about what to do with undocumented workers, unaccompanied minors and people who have been trafficked against their will. The focus of this course is to research and write about crime and justice in New York City and connect your theme to another part of the world. You have had other courses prepare you for this, but I will be there to offer instruction and support at every step. It is up to you to ask for any additional help you may need.

Throughout this course students will develop the ability to create, organize, and interpret quantitative information. Quantitative information—such as statistics, percentages, averages,

and totals—are part of our daily lives. Numbers shape the way we understand the world around us in conscious and unconscious ways. However, many of us are not confident that we fully understand what the quantitative information we encounter daily is actually telling us, or what it cannot tell us. Over the course of this semester, through the completion of this project, you will gain experience collecting, organizing, and analyzing quantitative data. This will help you better understand how to apply those skills to other kinds of numerical information you encounter throughout your life. A better understanding of quantitative information will make you a stronger critical thinker, better criminologist and more informed member of society. It is also the foundation of your research project.

Learning Objectives

At the conclusion of the course, students should be able to:

1. Describe the major policies, trends and challenges pertaining to the police, the courts and corrections in New York City.
2. Understand how criminal justice agencies can reproduce criminality and perpetuate racial injustice rather than control crime in urban communities.
3. Identify innovative, evidence-based solutions to promote justice and heal crime-plagued communities.
4. Understand how to collect data using computerized applications like Google Forms, PowerPoint, Google Sheets, Excel as well as personal observation, data collection and analysis, and accessing scholarly literature.
5. To strengthen students' quantitative skills, including the ability to:
 - learn how to develop good survey questions;
 - be able to use Google Forms to create a survey questionnaire and collect data;
 - have basic skills to work with spreadsheet software to analyze data;
 - prepare bivariate tables using Excel or Google Sheets;
 - interpret frequency by converting them into percentages;
 - visualize data by preparing graphs in Excel (for example, bar charts);
 - interpret the results of the data analysis intuitively and incorporate it into a written essay
6. Master social science writing style and complete a 10 to 13-page research paper using APA citation and original research, as well as articles from peer-reviewed journals.

Required Texts

There is no required textbook, but readings will be assigned through Blackboard.

Course Requirements

Attendance and Lateness Policy: Students are required to attend on Zoom regularly and follow LaGuardia's strict attendance policy. Arrive to class on time. If you know you will be absent on a day that an assignment is due, plan ahead and turn it in during the class before or put a copy in my mailbox before the class begins. Most classes include group work, and you are responsible to let your group know if you will be absent.

Required Reading: You will be provided with a course pack of readings for this class that is available on BB. Save this to your desktop or someplace easy to locate. We will review readings in class. Quizzes will be based on the readings and discussions in class and offer direction for the research project.

Class Preparation Policy: Come to class prepared to answer questions about the reading assignments when I call on you. Reading assignments MUST be completed before class. As you read the articles, underline key points, take notes, and write down questions to discuss in class.

Quizzes: Instead of a midterm and final exam, there will be a total of 10 quizzes that will test your knowledge and understanding of the reading. Quizzes are multiple choice, true/false & short answer. They are administered through Blackboard throughout the semester. The dates of the quizzes are noted on the syllabus.

Experiential Assignments: You will also be asked to attend two virtual events related to your research topic. There is a folder of Events on Blackboard to choose from. The purpose of these experiential assignments is to gather data for your research paper and prepare for your next stage of the Justice Academy. Try to involve yourself in a meeting where experts are presenting arguments related to your research topic. The more informed you are the easier the paper is to write.

Data Analysis Assessments: The instructor in this class is participating in a CUNY-wide initiative, supported by the National Science Foundation, to infuse data analysis across the curriculum. As part of this initiative, faculty in courses across CUNY are administering assessments in their classes. These assessments are designed to measure students' attitudes and skills relating to data analysis and quantitative reasoning. There will be an assessment administered very early in the semester and one at the end of the semester. These assessments count for 4% of your class grade (each assessment is 2%), but you are NOT graded on your performance. That said, we do ask that you try your best since student performance on these assessments speaks to the skills and talents of CUNY students. Before you take the assessment, you have the option of indicating whether or not you want your assessment data to be used for research purposes. If you opt to allow the data to be used for research purposes, you will be compensated \$5 for each assessment you complete. Additional information about the assessments will be provided in Blackboard.

GRADING

Data Analysis Assessments	4%
Group Presentation: Using Powerpoint or Prezi, present your research findings to the class and then Deposit a recording of it on ePortfolio.	30%
Outline of Research Paper	5%
First Draft of Research Paper	5%
Peer Review of Research Paper	5%
Final Draft of Research Paper	25%
10 Quizzes @ 2% each Ten short quizzes will be administered via BB during the studio hour. These quizzes will test your ability to follow directions and absorb information discussed in class.	20
Participation and Attendance ● Attendance is not a suggestion it is an expectation. ● Attending is only half the battle; you must actively participate- but not over-participate. ● Group work is not optional in life or class, don't pout, be a team player.	6%
TOTAL	100%

The Syllabus

Date	Title of Class and Group Work	HOMEWORK
Thurs Sept 9	First Day of Class: - Introduce yourself to the class. - Review your syllabus and assignments. Meet your group members Create a Gmail account (if you do not already have one) Connect to your Google Doc on Discussion Board	Check your passwords. Can you log into Blackboard?
Thurs Sept 16	NO CLASS	
Thurs Sept 23	- Research Project presentation and paper reviewed. - How to Outline Your Research Paper on Google Docs - Social Science Writing Style; APA Citation Group Work - Complete the Assessment during class - Explore your topic - Divide the work: Who will be the slide editor? Paper editor? Team Captain? Graphics? Statistician?	Read before class: <i>I Got Myself Arrested So I Could Look Inside the Justice System</i>
Thurs Sept 30	Drug Legalization From war on drugs to legal weed- What the? What are mean, median, and mode? How are they used to create stereotypes?	Quiz #1 posted

	Group Work Step 1: Use quiz #1 to help develop your survey questions. Each member of the group should have an original question in the format outlined on the quiz. The question should be based on your assigned topic.	
Thurs Oct 7	Police Reform What are ratios? How can you prove a crime didn't happen? Salsa Dancing into the Social Sciences In class read: <i>Salsa Dancing into the Social Sciences</i> <i>An Ode to Canonical Social Science</i>	Review before class: JJ's <i>Evaluation of NYC's Criminal Justice Reform Act</i> Discussion Board: <i>Don't Shoot by David Kennedy</i>
Thurs Oct 14	Gun Violence Watch in class: <i>Ted Talk on Cure Violence</i> Violence Interrupters Different types of graphs Bar charts, line graphs, and pie charts. ...oh my! Group Work Step 2. - Choose TWO variables explore. - What do you think the response will be? (Hypothesize) - Divide work for the Presentation - Who will create charts? - Who will edit slides? - Who will lead the presentation?	Quiz #2 posted Discussion Board Gangs of New York <i>Read: Woo Choo Bang Bang</i>
Thurs Oct 21	Bail Reform Watch: Hoodwinked Group Work Step 3. Check In: Is anyone being voted off the island?	Quiz #3 posted

	○ Has every participant completed the quizzes? ○ Shown up to class? ○ Participated in discussion? If not, let 'em go.	
Thurs Oct 28	Sex Work Decriminalization ● Sex tourism & trafficking Review in Class: Tiffany Caban's recommendations for a safer New York City Theories of Crime What is a Framework? What is a lens? What is a theory? Group Work ● What is the current controversy? ● Where do you stand? ● What theory are you using? In your group work on the draft simultaneously for one hour without stopping. Assign one member to proof read. No READING, JUST WRITING.	Quiz #4 posted Homework Administer the survey! In your group, each member sends the survey link to at least FOUR people. Think of places to post the survey to get even more responses. Discussion Board: Will legalizing sex work make New York a Sex Tourism Site?
Thurs Nov 4	Closing Rikers Analyzing Data & Understanding percentages Pie charts vs. Excel What is a denominator? (varies by. . .) Group Work Step 5. Prepare your data for analysis. ● Review responses to the survey ● Select the Independent and Dependent Variables you will use for the presentation. ● Follow the Steps on Quiz #5 to make your chart.	Quiz #5 posted Homework: Finish your charts and graphs

Thurs Nov 11	Crimmigration ICE Raids Forever Prisoners Watch in class: Clip from Michael Moore's "Where to Invade Next?" Group Work Step 6: - Finish slides for presentations - What country will you be comparing? - What are 2 lessons can the U.S. learn? - Rehearse and complete your presentations	Quiz #6 Read: <i>Incarcerated Nations</i> <i>Baz Dreisinger</i> FIRST DRAFT DUE ON DISCUSSION BOARD Using the Google DOC on the Discussion Board, Post your FIRST DRAFT Write your first draft of interpreting your results. What do your numbers say? What challenges are you having with the chart?
Thurs Nov 18	Hate Crime PRESENTATIONS DUE NO EXCEPTIONS NO EXTENSIONS Group Work Step 7: - Make an appointment to visit the writing center as a group. - Send the First Draft there for an initial edit	Discussion Board Read: Quiz #7
Thurs Nov 25	NO SCHOOL THANKSGIVING	
Thurs Dec 2	Last Day of Class Group Work Step 8: The Final Paper Look at the comments from the other groups. What do you think you can address?	Peer Review Comments due on Discussion Board. Quiz #8
Thurs Dec 9	Reading Day No Class Group Work Step 9: The Writing Center Take that second draft to the Writing Center as a group or individually	
Thurs Dec 16	FINAL PAPER DUE- No extensions, no exceptions	

Thurs Dec 20	Grades due on CUNYFIRST	
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The Research Project (Don't Panic) 25%

In groups of four, you will complete an original research project. First, you will choose a theme and write your four questions. Next, you will administer the survey to at least 10 people. Then you will analyze your data, creating charts or tables through Google Forms. Finally, you will present your findings to the class.

This project will be broken down into several steps and there will be in-class time devoted to teaching the specific skills necessary for successfully completing the project. I will also be available by appointment to meet with individual students or groups of students throughout the semester for additional assistance. You will have access to a Student Technology Mentor, so no excuses!

STEP 1. Meet Your Group

1) Students will be assigned to groups of four and assigned a topic to research. You can change your group and your group can change your topic, but everyone must work in a group between 4 and 5 people. Each group will narrow their topic down in order to develop survey questions that assess contemporary attitudes about their chosen topic.

STEP 2. The Survey Questions

1) Once groups have been established, each student will formulate **5 research question** that relate to the topic that they are interested in and contains two variables. For instance, if you are curious to see if young people are less likely to trust the police than older people, you might ask: "What is the relation between people's age and their trust of the police?" I have

underlined the two variables in this question, which are age and trust of the police. We are curious about the relation between them.

2) In consultation with one another and feedback from the professor, those survey questions will be revised and the survey will be created through Google Forms. These questions, along with the questions from the other groups, will be used to create ONE class survey. (This means that the entire class will each contribute at least one question- no one gets to hide from this).

The professor will provide basic demographic questions (age, race, gender, income) that will be asked on each survey, in addition to student-generated questions. Training on how to use Google Forms will be provided during studio hour and again by appointment if needed.

A quick introductory video on using Google forms is here:

<https://www.youtube.com/watch?v=ta5cedsNMxA&feature=youtu.be>

3) Students will conduct survey research and be responsible for obtaining at least FOUR completed surveys. Students should also think about posting the survey link to social media.

Step 3. The Analysis

1) Once the survey research is completed, students will enter the data into a spreadsheet through Google Sheets. Training on how to use Google Sheets will be provided during class and then again by appointment at your convenience with an STM.

2) Students will then begin to analyze a particular aspect of the data that has been collected. We will first learn how to access the survey data from participants that Google Forms collects. We can view this data using Google Sheets, and we will practice with these tools.

To analyze our survey responses, we will start by summarizing our demographic, attitude, and knowledge data using **descriptive statistics** (counts, percentages, and average responses for each question). You will then explore the relationships between the two variables that interest you (e.g., political views and attitudes toward crime and justice). We can also make **comparisons** between different social groups (e.g., men and women) on questions about crime (e.g., “Do you feel like older people have a greater fear of crime?”).

This will be represented in tables that include raw and percentage data. Together we will learn to create **pivot tables** and **charts** in Google Sheets that can help us display the data related to our research questions of interest. Each student will then compile these tables and charts (saved as PNG image files) into Word documents.

Training on how to analyze quantitative data will be provided in the Math Lab and by appointment with an STM.

Step 4. The Write Up (Initial Interpretations)

1) Students will draft in paragraph form their initial interpretations of the data they have analyzed, including possible reasons why the results have turned out as they did.

Your draft must include a: a) thesis statement indicating what you're studying and what you expected to find (hypothesis), b) two tables and at least one graph where you analyze the data that is related to your thesis, and c) a write-up documenting what the two tables and graph reveal.

- Tables and graph must be labeled with raw numbers converted to percentages.
- You must also prepare a descriptive paragraph for each table/graph
- Your graph should be a stacked bar chart from GoogleForms or Excel (will be explained in class).

For more clarity, watch this video:

<https://www.youtube.com/watch?v=EaiLv1RtgQU><https://www.youtube.com/watch?v=EaiLv1RtgQU>

Initial interpretations will be 1-2 double-spaced, typed pages in a Microsoft Word document. Please use 12-point, Times New Roman font, do not change the document margins, and include page numbers also in 12-point Times New Roman font. This part of the assignment is due at the beginning of class on November 11.

Step 5. The Presentation (And Deposit on EPortfolio)

1) In groups, students will revise their initial interpretations and create charts, graphs, and tables that represent their survey results. **The final group project will be a PowerPoint Presentation that includes between 6 and 10 slides. Each member will present their charts and findings and what the group recommends.**

The slides will explain

- 1) how and why the student chose their survey questions
- 2) how they analyze their survey results
- 3) discuss what they recommend as a solution to the problem

Step 6. The Outline

Using the Google Doc on Discussion Boards, complete the outline for your presentation and paper.

Step 7. The First Draft

Students will write a longer draft than their initial outline, following the directions in the Second Draft folder. This includes a peer review, where a classmate will read your work and offer feedback and you will do the same for another student.

Step 8. Peer Review

Using the drafts on Google Doc, critique the papers posted by the other groups. Use the grading rubric to make constructive comments.

Step 9. Writing Center Edit

Schedule an individual or group appointment for your second draft at the Writing Center. Make appointments in My LaGuardia, but be sure to check in by email at WCLab@lagcc.cuny.edu 15 minutes before your appointment so that they know that you are here.

Step 10. Final Draft (And Deposit on ePortfolio)

1) A final draft of your project will be submitted ePortfolio This paper will sum up the data and describe the process of completing the project. This can be submitted as an individual or group paper.

Group Presentation Research Project Grading Breakdown: 35% of your grade

Activity	Description	% Final Grade	Due Date
Assessments	Take pre and post assessments	4%	Sept 23/Dec 9
Design	Each member will write TWO relevant survey questions in statement format (Quiz #1)	2%	Sept. 30
Collect	Each Member will administer the class survey to AT LEAST FOUR people but try to cast a	2%	Oct 28

	wider net		
Analyze data	In your group, each member will create and make sense of a chart (Quiz #5) based on the variables from the Excel Spreadsheet of findings	2%	Nov 4
Presentation	Group presentations of your research questions and findings as a group. Pride aside.	20%	Nov 18
Effort/Attitude	Did you fully participate, give it your best and work with your team?	5%	
Total Grade for Project:		35%	

Group Paper Grading Breakdown: 40% of your grade

Activity	Description	% Final Grade	Due Date
Outline	Complete the Research Outline on Discussion Board Docs	5%	Oct 14
First Draft	Complete First Draft on the Google Doc Discussion Board (Quiz #2)	10%	Nov 11
Peer Review	Comment on the other groups' drafts	5%	Dec 9
Final Paper	In your group, each member will create and make sense of a chart (Quiz #5) based on the variables from the Excel Spreadsheet of findings	20%	Dec 16
Writing Center Appointment	Using MyLaguardia, make and ATTEND an appointment at the writing center with your second draft.	5 Points on your Final Paper	Dec 9-15
Total Grade for Paper:		40%	

Paper Grading Rubric

	A	B	C	D	F
Thesis	clearly stated and appropriately focused	clearly stated but focus could have been sharper	thesis phrasing too simple, lacks complexity; or, not clearly worded	thesis lacks a clear objective and/or does not 'fit' content of essay	thesis is not evident
Tables/Graphs	tables and graphs are properly formatted and labeled, and are free of quantitative errors	tables and graphs are mostly correct, but there are a few errors	tables and graphs have several errors	tables and graphs have numerous errors	tables and graphs are missing or very problematic
Data Analysis	clear and insightful descriptions and interpretations of the data that are statistically and logically correct and connected to the literature.	the data are correctly interpreted, but thoughtful insights are absent and/or disconnected from the literature.	the data have been correctly interpreted, but little effort to make sense of the findings	there are errors in the interpretations, either statistically or logically.	the data have not been interpreted/explained.
Organization	obviously controlled and/or subtle organization; section headings and strong topic sentences	logical and appropriate organization; clear topic sentences	organization attempted, but unclear or inappropriate topic sentences	inconsistent organization	absence of planned organization
Style	writer's voice is strong; precision in tone, sentence structure, and word choice	precision and variety in sentence structure and word choice	limited, but mostly correct, sentence structure variety and word choice	several awkward and/or unclear sentences; problems with word choice	no apparent control over sentence structure and word choice
Mechanics and Usage	free of mechanical or usage errors	few mechanical and usage errors	some mechanical and usage errors, but not severe enough to interfere significantly with writer's purpose	mechanical and usage errors which interfere with writer's purpose	mechanical and usage errors that significantly interfere with the writer's purpose

With the exception of the rows specific to quantitative data analysis, this rubric has been adopted from Jordan LaChance (<https://www.slideshare.net/jordanlchance/ewrt-2-research-paper-rubric>).

Group Assignments

Group #1 Drug Legalization Eleanor Dixon Olga Melniciuc Susana Ochoa Austin Quadros	Group #5 Decriminalizing Sex Work Pamela Batista Hernandez Dayana Fajardo Pema Chodon Lama
Group#2 Police Reform Cynthia Gonzalez Akash Hossain Pial Purkaystha	Group #6 Closing Rikers Michelle Andino Irving Garcia Solochani Lakeram
Group#3 Gun Violence Maha Amer Raheem Mohamed Jose Quito	Group #7 Crimmigration Shanette Clarke Mir Islam Tiara James
Group#4 Bail Reform Angel Flores Catherine Harris Rebecca Vega	Group #8 Hate Crime Abdullah Nuhas Farjana Samapti Pema Sherpa