Comparative Criminology (JUST F452)

Credits: 3 Units (6 hours per week)
Prerequisites: COMM F131/F141; and, JUST 110, JUST 251, or approval of instructor
Location: TBA, Fairbanks CLA Gruening
Class Meetings: TR 3:40 p.m. to 5:10 p.m.

Professor: **Dr.** J. Robert Duke, DPA, Assistant Professor
Office: 501 D Gruening, Phone: 474-5715, Email: jrduke@alaska.edu
Office Hours: MWF 10:00 a.m.-Noon, or by appointment

Text

World Criminal Justice Systems, 8th Edition

A Comparative Survey

Author : R Terrill
Release Date: 06 Sep 2012
Imprint: Anderson
ISBN: 9781455725892

Course Description

JUST F452 O Comparative Criminology
3 Credits Offered Fall

The Justice program focuses on the American Justice system with an emphasis in Restorative Processes, Alternative Dispute Resolution, and Alaskan Justice. However, Justice Institutions and practice vary across time and place. This course examines the development of philosophy and law; and the historical and modern practice of justice throughout the world. (Prerequisite: COMM F131/F141; and, JUST F110, JUST F251, or permission of instructor.) (3+0).

Course Goals

1. To understand how different societies develop varied institutions.
2. To develop a basic understanding of the norm forming process that develops cultures.
3. To understand the difference between institutions and how people react to institutions by building organizations, groups, families and other cooperative innovations.
4. To understand how individuals react to rewards and punishments from Institutions and from groups in society.
5. To examine the history and modern practice of justice systems around the world.

Student Learning Outcomes:

1. Students will understand crime as a social and individual phenomenon, and its specificities in various countries
2. Students will be familiar with social reactions to crime in different countries
3. Students will develop interpersonal communication with colleagues from different cultural influences
4. Students will assess the range of programs and projects aimed at combating crime in different countries
5. The student will be able to:
    a. Distinguish between legalistic and statutory solutions in the selected field of crime study
    b. prepare presentations on a chosen topics of discussion
    c. Compare the phenomenology of crime in different countries
    d. Compare the preventive strategies to combat crime in different countries
    e. Propose new solutions in the fight against crime for his/her own country
    f. Identify new tendencies in criminological research in different countries
    g. Compare the results of contemporary research in different countries

Instructional Methods:

This course is presented in a face-to-face format. In addition, there is a Blackboard internet learning site for this course, and each student is enrolled in that site. Students should access the Blackboard course early and become familiar with its layout. [*Tutorials are available in the FAQ tab found to the left menu on the Home Page of the course. These will demonstrate how to use Screen-cast-o-matic and Prezi (two programs used to develop presentation skills in this course.]* The syllabus, assignments, and non-text readings are all available through this website as well.

This course also emphasizes Black Board discussion of the justice systems presented by the text and other assigned materials. Discussions are meant to emphasis and apply key concepts encountered in your readings and assignments. Consequently, it is **critical** that students attend class regularly and come prepared, having read and thought about the appropriate reading assignments. **Attendance will be recorded, as will discussion participation, and comprise a component of the final grades for the course.** In grading participation, the quality, as well as the quantity, of participation will be considered.

All email communication between the instructor and the students will be addressed to the students' UAF webmail accounts. Personal hotmail, gmail, yahoo, etc. accounts will not suffice. Students must set up their UAF webmail accounts by the second day of class.

Course Calendar: (dates supplied on student version)
*******Tentative Reading and Assignment Schedule********

Note: The Readings and Assignments are subject to change and/or be adjusted according to need as perceived by the instructor. We will discuss any changes to the schedule in class.

Segment 1:

I. **Reading/Review:**
   a. Professor Duke's Prezi and short lecture on Institutions
   b. World Criminal Justice Systems: A comparative survey, by: Richard J. Terrill (hereafter: Terrill): Preface and Introduction
   c. Terrill, Chapter 1: England
   d. Professor Duke's Prezi and short lecture on the development of Native Rights in Alaska

II. Work Due this segment
   a. Power Point/Prezi and Screen-Cast-O-Matic 10 minute electronic presentation
   b. Presentation assessment

Segment 1:

Week 1:

- Introduction:
- Overview of course
- Comparative Philosophy and Cultures/Overview of the course
- Workshop on use of technology, library, research and presentation skills

Week 2:

- Short Presentations in class
- One-on-one assessment of presentation skills

Segment 2:

Week 3:

- Presentations and assessments continue until complete.
- England, the Common Wealth, and the reasonable stepping off point from the American System of Justice

Week 4:

- English System of Law
- Post-modern interpretations, including Restorative Justice, the Alaska Native Experience

Work due this Segment:

1. Discussion Board
2. Concept Paper

Read:

c. Professor Duke's Prezi and short lecture on the Ghandi's revolution in India, how this changed the Indian experience of Criminal Justice, and

modern practice of this system.

Segment 3:

Week 5:

- The Indian system, philosophy, practice and divergence from the Common Wealth Idea of Justice
- Historical Background and The Revolution

Week 6:

- Critique of the Outcomes

Work due this Segment:

1. Discussion Board
2. Argument of Discovery Paper

Read:

d. Terrill, Chapter 2, France
e. Terrill: Chapter 5: Russia

Segment 4:

Week 7:

- *The Roman Law Systems: Russian, French Systems of Justice*

  - History of the system

Week 8:

- The U.S. as a hybrid of Roman Law and Common Law
- Mid-Term Exam

Work due this Segment:

1. Discussion Board

Read:

a. Terrill, Chapter 3, Japan
b. Terrill: Chapter 4: South Africa

Segment 5:

Week 9:

- The Combination Systems: South Africa/Japan

Week 10:

- 10-minute presentation on the Argument of Discovery paper

Work due this Segment:

i. Discussion Board

Reading/Review

a. Terrill: Supplemental Reading: Sweden

b. Professor Duke's Power Point and short lecture on Shari'a Law
c. Terrill: Chapter 6: Islamic Law

Segment 6:

Week 11:

- Sweden, Scandinavia, and a Critical Theory of Justice
- Argument of Advocacy paper due.

Week 12:

- Shari'a and the Islamic System of Justice
- Begin Final Presentations

Work due this Segment:

ii. Discussion Board

Read:

a. Terrill: Chapter 7: China

Segment 7:

Week 13:

- The Chinese System of Justice
- Final presentations

Work due this Segment:

iii. Discussion Board

Week 14:

- Presentations

Work due this Segment:

iv. Final Paper

Final Exam

Course Policies

a. Plagiarism

Plagiarism will not be tolerated and will adversely impact your grade. Plagiarism consists of representing the work of another as your own. You are encouraged to use the work of others, but give appropriate credit to the "true" author through proper citation or use of quotations.

b. Classroom Conduct

Students are required to read and abide by the Student Code of Conduct. Students are required to assist in fostering a suitable learning environment in the classroom. This means students are required to silence pagers and cell phones during class, not text during class, nor participate in any other activity that will distract those around you. Profanities, rude and other dismissive statements, gestures, or actions will not be tolerated and subject the offender to removal from class. Open and vigorous debate of the topics is encouraged, but so is civility.

Evaluation:

There are seven segments in this course (1 segment completed every two weeks). During the course students will have the following writing and presentation assignments due:

1. Using Power Point or Prezi and Screen-Cast-O-Matic, students will complete a ten-minute electronic presentation choosing one justice system outside the United States and discussing 3-5 things that differ from our system. Students will be prepared to answer questions after the presentation. These assignment replicates a standard public policy practice of preparing a technical presentation for a board or panel and then summing up recommendations and answering questions. **(Public Small Class B/C)**
2. Concept paper on the ethical system that is the foundation for the practice of justice in one of the study cultures/nation states of this course. Student will include background information, statistics, definitions, poignant examples that will convince a reader of the importance of the topic. The student will include a clear thesis or problem statement; and the student will lay out a road map for how the remainder of the paper will be completed (two to four pages in length utilizing at least two academic sources—see rubric in Black Board under Rubrics).
3. All students will have a scheduled **Personal Conference (Public Small Class C)** with the instructor in reference to presentation tips. Conference will take place in the last half of course meetings after the first presentation.
4. Mid-Term Exam.
5. The Argument of Discovery section of the research paper unpacks the ideas related to the student's culture/nation state and examines the data logically to establish how things are in relation to the problem or thesis stated in the concept paper. The student will also re-draft the concept paper as the introduction to this

first part of a literature review. This paper should be 6-8 pages long and use at least six refereed sources (no internet sources please).

6. Prepare and present to the class a 10 minute presentation of their topic and argument of discovery and answer questions. Written Evaluation by the Instructor. (**Public Small Class B/C**)
7. The Argument of Advocacy section of the research paper applies logic to the data collected in the Argument of Discovery in order to suggest a solution to the Thesis/Problem statement. This paper should be 8-10 pages in length and builds upon the previous work.
8. The final research paper. The paper should include a conclusion section that summarizes the arguments and findings. This paper should be 10-12 pages and build upon the previous work.
9. The final 10 minute presentation covers the entire research paper. This presentation is due in Screen-Cast-O-Matic format (or similar approved by the instructor) with final question and answer period. Written evaluation will be given by the instructor. (**Public Small Class B/C**)
10. Final Exam
11. Each Segment of the course includes 1 or 2 discussion board assignments. These assignments are weighted heavily considering both substance/content and correct grammar/punctuation (see rubric in Black Board).

Assignment	**Points**	**Weight**
Presentation Assessment	0	0%
Power Point/Prezi Assignment	50	5% Oral (Public Small Class A)
Concept Paper	50	5% Written
Argument of Discovery	50	5% Written
Mid-Term	100	10% Written
Short Presentation	100	10% Oral(Public Small Class A)
Argument of Advocacy	50	5% Written
Final Exam	100	10% Written
Final Presentation	100	10% Oral(Public Small Class A)
Discussion Boards	100	10% Written
Attendance/Participation	200	20%
Final Paper	100	10% Written
Total	1000	100%

Grading Scale

97% and 100% (A+) (e.g. 970 to 1000 points)
94% and less than 97% (A)
90% and less than 94% (A-)
87% and less than 90% (B+)
84% and less than (87%) (B)

80% and less than 84% (B-)
77% and less than 80% (C+)
74% and less than 77% (C)
70% and less than 74% (C-)
67% and less than 70% (D+)
64% and less than 67% (D)
60% and less than 64% (D-)
0% and less than 60% (F)

A C- grade is the minimum grade that baccalaureate students may receive for courses to count toward the major or minor degree requirements, or as a prerequisite for another course.

See below for rubrics.

Support Services:

Writing Center

Students are encouraged to seek writing assistance at the writing center:

801 Gruening Bldg., P.O. Box 755720
Fairbanks, Alaska 99775-5720
Phone: (907) 474-5314
Fax: 1-800-478-5246

Speaking Center

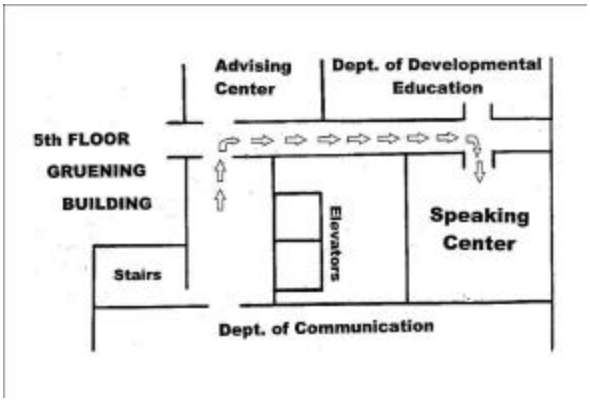
Students are encouraged to see speech assistance at the speaking center:

Hours of Operation

Please call 474-5470 or e-mail fyspeak@gmail.com to schedule an appointment at the Speaking Center. Walk-ins are accepted if space is available. Appointments can be requested during times outside of regular office hours.

Practice time without coaches is available daily prior to Speaking Center hours.

How to Find Us



507 Gruening
Located in the Department of Communication on the fifth floor of the Gruening building.

UAF Office of Disability Services
Whitaker Building, Room 208
Phone: (907) 474-5655
TTY: (907) 474-1827
Fax: (907) 474-5688
Disability Services E-mail: uaf-disabilityservices@alaska.edu

Writing Rubric (points vary by assignment, but percentages according to grade chart above):

Category	A/A-	B+/B	B-/C+	C/C-	D+/D	F
Thesis	Easily identifiable, plausible, novel, sophisticated, insightful, and crystal clear. Connects well with paper title.	Promising, but slightly unclear, or lacks originality. Paper title doesn't connect w/thesis.	Unclear or vague, unoriginal, provides little upon which to build paper, title disconnected w/thesis.	Difficult to identify, bland statement or obvious point.	Introducti on with weak or missing thesis.	
Structure	Evident, understandable, appropriate for thesis, excellent transitions from point to point. Paragraphs have solid topic sentences.	Clear and appropriate, may wander occasionally, few weak transitions, most paragraphs have good topic sentences.	Generally unclear, often wanders or jumps. Weak transitions, few topic sentences.	Unclear, transitions confusing, no topic sentences.	Rambling stream of conscious ness writing	
Use of Evidence	Primary source info used to buttress every	Evidence used to support point(s). Some evidence	Evidence used to support some points.	Very few or weak examples.	No support examples.	

	point w/at least one example. Demonstrates mastery of topic.	may not fully support point(s). Demonstrates good understanding of topic.	Points lack supporting evidence. Demonstrates general understanding of ideas.	Generally fails to support statements. Demonstrates little understanding of ideas.		
Analysis	Evidence clearly relates to mini-theses. Fresh and exciting analysis.	Examples sometimes not clearly related to mini-theses.	Quotes or examples appear w/out analysis.	Weak attempts to relate evidence to arguments.	No evidence.	
Logic and argumentation	Ideas flow logically. Reasoning sound, anticipates counter-arguments.	Arguments clear and usually flow logically. May miss some likely counter-arguments.	Logic often fails and may be unclear. Fails to account for most counter-arguments.	Ideas do not flow at all because there is no argument to support.	No logic or arguments.	
Mechanics	Grammar/sentence structure are excellent. Conforms to APA format.	Strong with occasional lapses. Conforms with APA format.	Grammar/structure problems evident. Mostly conforms w/APA format.	Grammar/ Structure is very problematic. Does not conform to APA.	Poor grammar/ structure. Does not conform to APA.	
Total:						

Discussion Board Rubric:

Each Discussion Board Assignment Rubric	Outstanding (10 points total)	Satisfactory (7 Points total)	Not So Hot (5 points or less)
Frequency and Depth	Responds to discussion question by Thursday with 100 – 200 words. At least three responses to classmates' posts of 100 – 200 words	Responds to discussion question by Friday with 100 – 200 words. At least three responses to classmates' posts with 100 – 200 words each.	Responds in any length to discussion post by Sunday deadline. Responses to classmates' posts may be fewer that two and/or may not reach expected

	each.		length.
Quality of Engagement	Postings consistently demonstrate that the student is reading the source and others' posts.	Inconsistent demonstration of thought regarding the source material and classmates' posts, but when it's there, it does demonstrate some reflection and cognition.	Lack of demonstration of thought regarding source material and/or classmates' posts. Posts appear to be rushed, without reflecting serious thought or effort.
Use of Source Materials	Postings consistently incorporate references to the text, source material and own research.	Posts sometimes draw on specific information from source material. Posts may not always use examples or independent research.	Posts rarely or never draw on specific information from source material. Posts generally do not use accurate or relevant examples.
Mechanics	Posts are well organized using proper grammar and formal writing mechanics.	Posts are inconsistently organized. There are some run-on paragraphs or stream of consciousness writing. Posts may have some grammar, spelling, and/or punctuation mistakes. The tone posts reflects formal writing but may have some informal elements.	Posts show little if any organization, and/or frequent spelling, grammar, or punctuation mistakes.

LONG PRESENTATION(S) RUBRIC

	Excellent	**Good**	**Satisfactory**	**Unacceptable**
Organization	18-20 (point value)	15-17	11-14	0-10
❑ Strong introduction and				

closing (5) ❑ Shows outstanding evidence of preparation. (10) ❑ Uses appropriate application of aids, etc. (5)				
Communication	18-20	15-17	11-14	0-10
❑ Speaks clearly (5) ❑ Uses excellent grammar and appropriate word choices. (5) ❑ Shows strong evidence of practice (note cards) (5) ❑ Uses proper body language and eye contact (5)				
Content	28-30	25-27	20-24	0-19
❑ Covers all required areas of information in presentation (20) ❑ Clear and concise handout (10)				
Quality of Display (PowerPoint or Poster)	28-30	25-27	20-24	0-19
❑ Impeccable Neatness/Proofread (10) ❑ Creative and Innovative Application of research (10) ❑ Represents a significant amount of time and effort (10)				

TOTAL: _____

POWER POINT/PREZI-PRESENTATION(S) RUBRIC

	Excellent	**Good**	**Satisfactory**	**Unacceptable**
Organization	9-10 (point value)	7-8.9	5-6.9	0-4.9

❑ Strong introduction and closing (5) ❑ Shows outstanding evidence of preparation. (10) ❑ Uses appropriate application of aids, etc. (5)				
Communication	9-10	7-8.9	5-6.9	0-4.9
❑ Speaks clearly (5) ❑ Uses excellent grammar and appropriate word choices. (5) ❑ Shows strong evidence of practice (note cards) (5) ❑ Uses proper body language and eye contact (5)				
Content	14-15	12-13.9	10-11.9	0-9.9
❑ Covers all required areas of information in presentation (20) ❑ Clear and concise handout (10)				
Quality of Display (PowerPoint or Poster)	14-15	12-13.9	10-11.9	0-9.9
❑ Impeccable Neatness/Proofread (10) ❑ Creative and Innovative Application of research (10) ❑ Represents a significant amount of time and effort (10)				

TOTAL: _____