

13-203a

LSC: App-4/10/14
UWUCC: App-4/15/14
Senate: App-4/29/14

REVISION APPROVAL COVER SHEET FOR CONTINUATION OF W-DESIGNATION

TYPE II DEPARTMENT COMMITMENT

Professor John Lewis

Department Criminology

Email j.a.lewis@iup.edu

Course CRIM 400 WI Theoretical Criminology

Please provide answers to these questions on the next page:

Liberal Studies

- 1. Include the most recent syllabus for the Type II course.

APR 4 2014

Addendum: This does not have to be the syllabus of record, since the syllabus of record could potentially be rather dated. These syllabi are not meant to replace the syllabus of record; rather they represent how the department is currently teaching a particular Type II W course. These syllabi **do not** have to be revised using the Liberal Studies objective format.

Received

- 2. Include a new "Statement Concerning Departmental Responsibility". The statement of departmental responsibility" explains how the department will ensure that the writing component is present regardless of who is teaching the course. It needs to identify the specific department group or individual who is responsible for ensuring this.

Addendum: This section should show how the department is going to support the W nature of a Type II course, not repeat what is being taught in the course. For example, there is no need to repeat the writing criteria (5000 words, essays exams, research papers etc.) in this section as the type of writing and/or assignments might change over the years. The responsibility relies on the department and they should explain how it will be supporting the W course to ensure that it is being taught in the proposed manner. That may be creating a community of writers within the department or a yearly meeting(s) to discuss Type II offerings. It might also be associated with particular outcomes from the course (often in accredited programs).

Approvals:	Signature	Date
Professor (s)	<i>John Lewis</i>	3 Apr 14
Department Chair	<i>Phyllis</i>	4/3/14
College Dean	<i>M. E. L.</i>	4.14.14
Director of Liberal Studies	<i>D. H. Prof</i>	4/14/14
UWUCC Co-chair(s)	<i>Gail Sechrist</i>	4/15/14

TYPE II DEPARTMENT COMMITMENT

Professor John A. Lewis _____ Department Criminology _____

Course CRIM 400 WI Theoretical Criminology _____

1. Include the most recent syllabus for the Type II course.
2. Include a new "Statement Concerning Departmental Responsibility". The statement of departmental responsibility" explains how the department will ensure that the writing component is present regardless of who is teaching the course. It needs to identify the specific department group or individual who is responsible for ensuring this.

Criminology department's Statement of Responsibility for all writing intensive courses.

CRIM 400 (Criminological Theory) is designated as a Type II Writing Intensive course. As the course is part of the department's core requirements, approximately six sections are offered per semester, involving a minimum of three full-time tenure track faculty. To ensure the spirit of the writing intensive component is captured, as outlined in the requirements set forth by the Liberal Studies Committee, the Department's Curriculum Committee, chaired by the Department's Assistant Chair and comprised of current and past College and University undergraduate curriculum committee members, conduct an annual assessment of all Type II WI courses. The assessment is designed to ensure:

All instructors prior to being assigned a WI Type II course have completed the writing workshop.

Ensure equivalency in writing assignments between the syllabi.

Writing activities are defined clearly in the syllabus, to include assessment and revision policies.

The intent of the writing assignment (not an "exercise in writing for the sake of writing").

Number of writing activities are identified, along with the percentage of the overall course grade (minimum 50%) comprised from writing assignment.

Revision policy and/or draft policy is present for at least one major writing assignment.

As writing assignments do vary between assigned instructors, ensuring equivalency is subjective. The Department UG Curriculum Committee will make the equivalency determination. The Department Chair is notified when an equivalency issue cannot be resolved between the faculty and the committee, as the Department Chair has the overall responsibility for ensuring the quality of Type II WI courses as well as the assignment of faculty to courses.

At the last faculty meeting of the semester, WI courses will be an agenda item as all full-time tenure track faculty can be assigned to teach undergraduate core courses. The discussion includes: 1) Updating the current WI professor list: Type I, Type II – completed workshop only, and Type III to assist the Chair with future scheduling and class assignments, 2) Issues involving the delivery or assignments for CRIM 400WI and CRIM 493WI, 3) other WI related issues.

CRIM 400 W03 Spring 2013: Theoretical Criminology
Wilson 201 M/W/F (11:15 – 12:05)

Professor: Dr. John Lewis

Office Phone #: (724) 357-7740

Office Hours: Monday/Wednesday/Thursday 4 pm – 6 pm

Office: G1B, Wilson Hall

E-mail: j.a.lewis@iup.edu

At any time, you may stop by my office, and if I am not busy I will try to help you immediately.

Office hours are subject to change with notice. If you are unable to come during these office hours, please feel free to call or see me to schedule an appointment.

Catalog Course Description: A review and critical analysis of the major criminological theories beginning with the Classical School; psychological, sociological, economic, biological, and political theories of crime and its causes will be included.

Course Goals: There are some basic things that I hope you will accomplish in this course:

1. exercise and thereby improve your critical and analytical thinking skills
2. develop a solid background in the major theoretical perspectives in criminology
3. develop an appreciation for different ways of knowing and thinking
4. develop an appreciation for science as a creative process
5. practice and improve your writing skills

Further, CRIM 400 is part of the writing intensive curriculum for the department. As a consequence, the course fulfills the following Student Learning Outcomes:

- 1a. Students will demonstrate the ability to develop and focus on one topic in speaking or writing assignments and present ideas in an organized, logical, and coherent form.
- 1b. Students will demonstrate the ability to use Standard English grammar, punctuation, spelling, and usage.

Texts Recommended:

Beccaria, C. (1986). *On crimes and punishments*. (D. Young, Trans.) Indianapolis, IN: Hackett Publishing Company. (Original work published 1764).

Free Online Version: http://www.constitution.org/cb/crim_pun.htm

Akers, R. L. & Sellers, C. S. (2004). *Criminological theories: Introduction, evaluation, and application* (5th ed.). New York: Oxford University Press.

The Akers and Sellers book represents an introduction to theory and provides summaries and evaluations of the major theoretical perspectives. The book provides a general structure and foundation for the course. The Beccaria book presents the theoretical foundation for our current criminal justice system and the theoretical perspective for many of our current criminal justice policies. A link is provided for a free on-line version of the Beccaria text. Also, in Moodle is a list of weekly reading assignments based on articles available from IUP's library.

Class Overview: The class material is broken into three units (see the Syllabus below). We will cover a lot of material, but the reading load and pace should be quite manageable. I would estimate that you will need to devote about at least 4 to 5 hours per week for reading, class preparation, and assignments. Do not get behind, as trying to catch up and keep up is generally not easy or pleasant. There will be quite a bit of extra material covered in class that is not in the book. The class will be primarily lecture, but you are expected to come fully prepared to interact in class (i.e., come prepared to answer questions, ask questions, etc.).

Quizzes (0 - 100 points): 13 unannounced T/F quizzes will be given throughout the semester. The top ten scores will be used. Quizzes **cannot** be made up regardless of the reason for absence; showing up late for class is the same as being absent. Quizzes will be given at the start of class and five minutes will be permitted for completion. Those entering during the quiz will be provided no additional time to complete the quiz.

Written Assignments: As this course is writing intensive, there will be a variety of writing assignments, both in and out of class, some of which are formal and some informal. If you miss an in-class assignment, you will only be permitted to make it up if you can provide documentation for a legitimate, excusable absence (as defined in the *Student Handbook*). The responsibility for completing all writing assignments is yours. Some of the writing assignments are discussed/described below and some others will be described in class. **Please note that no assignments will be accepted late (i.e., after the beginning of class on the due date), except in cases of dire circumstances.** Also, all assignments must be turned in by you in person to me, or emailed to me prior to the start of class.

Bonus: Mini-paper about Plagiarism (0 - 20 points) Due: Friday, 08 February 2013

You will develop a 300 word paper providing a complete and clear definition of plagiarism. You must use at least three sources, none of which may be a dictionary and only one of which can be an online source. (You may never use an encyclopedia as a source in this class). The sources must be properly cited in the text of the paper and fully and properly referenced in a reference list at the end. All citations and references must fully comply with the format and guidelines outlined in the *Publication Manual of the American Psychological Association (6th ed.)*. There are copies of the *APA Manual* in the reference area of the library. Also, the library provides some good information through its web page. To access the information on APA guidelines go to www.iup.edu/library, click on Research Guidelines (lower right box), click on Steps to Successful Research in the pop up menu, scroll down to "Document Your Sources," click on APA link (URL - <http://www.lib.iup.edu/instruction/guides/researchpap.shtml>).

Out of Class Written Assignments: There will be one major writing assignment and 10 (1 page) article reviews. The major writing assignment (2000 words) is your individual responsibility for completing. All writing assignment will be evaluated on appropriate response, content/material flow, punctuation, grammar, proper APA citation, and spelling. All writing assignments will be typed using Times New Roman, double spaced, one inch margins, and APA format. Your major assignments should be within 5% of the assigned word count (95% - 105%); for example, a 2000 word assignment should fall between 1900 and 2100 words, not including the cover page or the reference/citation page. Running headers are not to be used. **All**

assignments will be submitted on or prior to the due date to the professor via IUP email (j.a.lewis@iup.edu) or in person. The topic of the email (subject line) should include the assignment title [i.e., Major Assignment, article 1, article 2, etc. Writing assignments are described below.

Article assignment: The articles assigned for reading represents an introduction to theory and provides summaries and evaluations of the major theoretical perspectives. The articles provide a general structure and foundation for the course. The Beccaria book presents the theoretical foundation for our current criminal justice system and the theoretical perspective for many of our current criminal justice policies. A link is provided in Moodle for a free on-line version of the Beccaria text. Also in Moodle is a list of weekly reading assignments based on articles available from IUP's library. Where possible, the article links will be imbedded in Moodle.

Article Reviews (10 x 20 = 200 points) Each week a different article will be assigned to read. For the article review, students will use the split journal form attached in Moodle (one form per article). A citation page is not necessary since everyone will be assigned the same articles. At a minimum, the article reactions are due each Friday by 11:15 AM. The 10 articles are posted on Moodle and accessible from day one, so the reactions can be submitted in advance, but not late. **When emailing the papers, place in the subject line your name and the article number [1 – 10] (i.e., John Doe, Article 1; John Doe, Article 2, etc.).**

Reaction Paper Draft: Due Friday, 15 March (not optional, minus 20 points) Use your own experiences or those of your friends if you never consumed alcohol under age. Start the paper by discussing the situational factors that led to your first underage drinking experience (not mom or dad offering a sip, but the first real drinking experience) [who, what, when, where, why, how, - no real names]). Next, discuss the situational factors that led to your first underage drinking experience at IUP, offering insight about why you believe 70% of high school students report consuming alcohol over the past 30 days and close to 80% of college undergraduates (under age 21) report consuming alcohol in the past 30 days when both groups are aware that it is illegal – is there a common theme or themes? Finally, Governor Corbett (PA) signed legislation that went into law at midnight on 24 December 2012 raising the fine for underage drinking and public intoxication from \$300 to \$500 for the first offense and raising the fine for 2nd and additional offenses from \$500 to \$1000. Based on deterrence theory, address what you believe will be the impact of this legislation (elaborate about why or why not this legislation will deter underage drinking and public intoxication). You should not need to cite any references for this paper, but if you do so, make sure they are properly cited using APA 6th edition as a guide. **When emailing the papers, place in the subject line your name and Major Writing Assignment (i.e., John Doe, Individual Writing Assignment).**

Reaction Paper Final (0 - 200 points): Due Friday, 10 May 2013

Attendance and Class Discussion: Obviously it is in your best interest to attend class regularly and to get involved in class discussions. Attendance will be taken and attention will be paid to class participation. Also, I will be on time for class and expect the same from you. **Do not come to class late.** You are expected to come to class fully prepared to discuss that day's material; this

means that you must do the reading and keep up. If everyone makes an effort to get involved in class discussions, the class will be more enjoyable and productive for all of us. **(Please note that attendance is not participation!). University policy mandates attendance on date of final.**
Grading: Grades will be computed on a straight ten point scale. There are 500 possible points.

Percentage	Raw Score	Grade				
90-100	448 and up	A	Reaction paper	200 points	(1)	200
80-89	398-447	B	Quizzes	10 points each	(13)	100
70-79	348-397	C	Article Summaries	20 points each	(10)	200
60-69	298-347	D	Bonus:			
Below 60	297 and below	F	Plagiarism paper	20 points	(1)	20

Total: 500 (minus unexcused absences)

Disabilities policy: If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, s/he should contact Disability Support Services (DSS) for information about appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact DSS if they are not certain whether a medical condition/disability qualifies.

Mailing Address:

Disability Support Services
 Pratt Hall, Room 216
 201 Pratt Drive
 Indiana, PA 15705

Contact Information:

<http://www.iup.edu/advisingtesting/DisabilitySupport/>
 724.357.4067

The Fine Print:

Students are expected to adhere to the highest standards of academic honesty as outlined in the IUP Source. The University's academic honesty policy is available in the University catalog and at <http://www.iup.edu/registrar/dualenrollment/Orientation/Academic%20Policy%20handoutDRAFT2.pdf>.

All students are expected to work independently unless otherwise directed by the instructor.

Please note that no assignment will be accepted after the beginning of class on the date that it is due. You may turn any assignment in early. This guidance also pertains to draft papers.

If you miss a class, it is your responsibility to make up the material covered. Lecture notes and any missed assignments must be obtained from fellow classmates.

If at any time during the semester you are experiencing difficulty, please contact me or stop by my office. Please, do not wait until the day before an assignment is due.

In order to enhance and maintain a productive atmosphere for education, personal communication devices such as pagers and telephones will be disabled when in class.

I want you to feel comfortable in class. Feel free to bring a non-alcoholic drink with you (must have cap), but please make sure you are not disturbing any of your classmates and clean up after yourself.

If you need to miss class because of illness, personal emergency, or active military duty please let me know immediately. Unexcused absences (my determination) are not permitted. For M/W/F classes, three unexcused absences will result in a 20 point reduction from your final total score, with an additional 15 points reduced from your final total score for each unexcused absence over three.

SYLLABUS

Unit 1 (Expected time to cover - 4 to 5 weeks)

Class Introduction, Syllabus review, APA format, citing information (text and reference pages).
Evaluating theory
Deterrence and Rational Choice theories of crime
Beccaria – On crimes and punishments
Biological theories of crime
Psychological theories of crime

Unit 2 (Expected time to cover – 3 to 4 weeks)

Differential Association
Social Learning theory
Developmental theories
Social Bonding and Control theories
Labeling theory
Social Disorganization, Anomie, and Strain theories

Unit 3 (Expected time to cover – 3 to 4 weeks)

Conflict theory
Marxist and Critical theories
Feminist theories
Integrating criminological theories

Key Dates:

28 January	Monday	First class
02 February	Saturday	Drop deadline
03 February	Sunday	Add deadline
08 February	Friday	Plagiarism paper due - Bonus
18 February	Monday	D/F Repeat Forms are due
Each Friday	Start of Class	Article review due (15 Feb – 19 April)
15 March	Friday	Reaction draft paper due
18 – 24 March	Spring Break	
01 April (8:00AM)	Monday	Mid-term grades posted
12 April	Friday	Course withdrawal deadline
19 April	Friday	Semester withdrawal deadline
10 May	Friday	Reaction Paper due by 11:15 AM
10 May	Friday	Last day of classes
29 November	Start of Class	Reaction paper due
15 May, Wednesday	Final examination	10:15 a.m. – 12:15p.m.

Tentative daily schedule

Unit 1 (Expected time to cover – 4 to 5 weeks)

28 Jan: Class Introduction

http://www.constitution.org/cb/crim_pun.htm

30 Jan: APA citation, WI expectations, article review, syllabus clarification

01 Feb: Moodle, article retrieval, Beccaria pages ix - xvi and 1 – 81

04 – 06 Feb: Deterrence theory

08 Feb.: Deterrence theory – Criminal Justice policies – Constitution, **Plagiarism paper**

11 – 13 Feb: Rational Choice theory, Routine Activities theory

15 Feb: SD v. Dole review

18 – 22 Feb: Biological Theories, Psychological Theories, Implications and policies

Unit 2 (Expected time to cover – 6 to 7 weeks)

25 Feb – 1 Mar: Differential Association theory, Social Learning theory, Moffitt's
Developmental theory, Implications and policies for Learning theories

4 – 8 Mar: Social Control theories, Social Bond, and General Theory of Crime

11 Mar: Implications and policies for control theories

13 – 15 Mar: Labeling theory/Reintegrative Shaming

25 – 27 Mar: – Social Disorganization theory

29 Mar – 05 Apr: Durkheim, Tannenbaum, Merton, Messner & Rosenfeld Institutional-Anomie
theory

08 – 10 Apr: Delinquent Subcultures - Cohen and Cloward & Ohlin

12 – 15 Apr: Agnew's General Strain Theory

17 Apr: Sykes and Matza - Techniques of Neutralization

19 Apr: Implications and policies for Social Disorganization, Anomie, and Strain theories

Unit 3 (Expected time to cover – 2 to 3 weeks) Presentations

22 – 26 Apr: Concepts of law making

29 Apr – 03 May: Conflict theories/Marxist theories

6 – 8 May: – Feminist theories and integrated theories

10 May: –**Theory overview**

15 May (Wednesday) – Final Examination 10:15 – 12:15

ADDITIONAL READINGS:

- Cohen, L. E. & Felson, M. (1979). Social change and crime rate trends: A routine activities approach. *American Sociological Review*, 44, 588 – 607.
- Lanza-Kaduce, L. (1988). Perceptual deterrence and drinking and driving among college students. *Criminology*, 26, 321 –341.
- Paternoster, R. (1987). The deterrent effect of the perceived certainty and severity of punishment: A review of the evidence and issues. *Justice Quarterly*, 4, 173 – 217.
- Pogarsky, G. (2002). Identifying “deterable” offenders: Implications for research on deterrence. *Justice Quarterly*, 19, 431 – 452.
- Reynolds, K. M., Seydlitz, R., & Jenkins, P. (2000). Do juvenile curfew laws work? A time-series analysis of the New Orleans law. *Justice Quarterly*, 17, 205 – 229.
- Sherman L. W. & Weisburd, D. (1995). General deterrence effects of police patrol in crime “Hot Spots”: A randomized, controlled trial. *Justice Quarterly*, 12, 625 – 648.
- Stafford, M. & Warr, M. (1993). A reconceptualization of general and specific deterrence. *Journal of Research in Crime and Delinquency*, 30, 123 – 135.
- Tittle, C. R. (1969). Crime rates and legal sanctions. *Social Problems*, 16, 409 – 423. (JSTOR)
- Tittle, C. R. & Rowe, A. R. (1974). Certainty of arrest and crime rates: A further test of the deterrence hypothesis. *Social Forces*, 52, 455 – 462. (JSTOR)
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- Hirschi, T. & Hindelang, M. J. (1977). Intelligence and delinquency: A revisionist review. *Sociological Review*, 42, 571 – 587.
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- Tittle, C. R., Burke, M. J., & Jackson, E. F. (1986). Modeling Sutherland’s theory of differential association: Toward an empirical clarification. *Social Forces*, 65, 405 – 432.

Warr, M. & Stafford, M. (1991). The influence of delinquent peers: What they think or what they do? *Criminology*, 29, 851 – 866.

Burgess, R. L. & Akers, R. (1966). A differential association-reinforcement theory of criminal behavior. *Social Problems*, 14, 128 – 147. (JSTOR)

Warr, M. (1993). Age, peers, and delinquency. *Criminology*, 31, 17 – 40.

Winfrey, T. L. Jr., Mays, L. G., & Backstrom, T. V. (1994). Youth gangs and incarcerated delinquents: Exploring the ties between gang membership, delinquency, and social learning. *Justice Quarterly*, 11, 229 – 256.

Krohn, M. & Massey, J. (1980). Social control and delinquent behavior: An examination of the elements of the social bond. *Sociological Quarterly*, 21, 529 – 544.

Laub, J. H. & Sampson, R. J. (1988). Unraveling families and delinquency: A reanalysis of the Gluecks' data. *Criminology*, 26, 355 – 380.

Laub, J. H. & Sampson, R. J. (1993). Turning points in the life-course: Why change matters to the study of crime. *Criminology*, 31, 301 – 325.

Nagin, D. S. & Paternoster, R. (1994). Personal capital and social control: The deterrence implications of a theory of individual differences in criminal offending. *Criminology*, 32, 581 – 606.

Agnew, R. (1992). Foundation for a general strain theory of crime and delinquency. *Criminology*, 30, 47 – 66.

Cloward, R. A. (1959). Illegitimate means, anomie, and deviant behavior. *American Sociological Review*, 24, 164 – 176.

Cohen, A. K. & Short, J. F. Jr. (1958). Research in delinquent subcultures. *Journal of Social Issues*, 14, (3), 20 – 37.

Bustamante, J. A. (1972). The “wetback” as deviant: An application of labeling theory. *American Journal of Sociology*, 77, (2), 706 – 718.

Lemert, E. M. (1974). Beyond Mead: The societal reaction to deviance. *Social Problems*, 21, 457 – 468.

Turk, A. T. (1966). Conflict and criminality. *American Sociological Review*, 31, 338 – 352.

Turk, A. T., (1976). Law as a weapon in social conflict. *Social Problems*, 23, 276 – 291.

Chesney-Lind, M. (1977). Judicial paternalism and the female status offender: Training women to know their place. *Crime and Delinquency*, 23, 121 – 130.

Daly, K. (1987). Discrimination in the criminal courts: Family, gender, and the problem of equal treatment. *Social Forces*, 66, 152 – 175.

Moffitt, T. E. (1993). Adolescence-limited and life-course-persistent anti-social behavior: A developmental taxonomy. *Psychological Review*, 100, 674 – 704.

http://www.soc.umn.edu/~uggen/Moffitt_PR_93.pdf

<p>Parental behavior influence of self-control</p>	<p>Gottfredson and Hirschi examined self-control and its association with child delinquency. Parental management is very influential to a child's development of self-control as individuals. If a parent allows their child to do whatever the child wants with no supervision, the child will most likely end up behaving in delinquent ways. If no interest is shown towards the child's behavior then he/she will most likely continue to develop low self-control.</p>
<p>Costs and benefits</p>	<p>Gottfredson and Hirschi believed in the hedonistic human, and that people only act in ways to benefit themselves. Delayed gratification is a big indicator of an individual's self-restraint and if one is able to consider the consequences of their actions then they have a better chance of avoiding delinquency. Delinquency occurs when youths behave in ways that will benefit them in the present rather than thinking about how their actions could cost them in the future.</p>
<p>Low self-control</p>	<p>Low self-control does not alone cause delinquency. Characteristics of low self-control described by Gottfredson and Hirschi include impulsive, physical and risk taking, all of which are indicators of criminal behavior but do not actually cause criminal behavior themselves. Low self-control takes action when there is an opportunity for delinquency, rather than the individual going out and looking to commit on their own choice.</p>
<p>Disciplining a child appropriately</p>	<p>A child is said to be most vulnerable to behavioral factors up to age eight. Some criminologists believe that once a child passes age eight, then their behavior is distinguished. Gottfredson and Hirschi propose that parents need to take action and discipline their children correctly, especially during the years leading to age eight, if they want a child who doesn't misbehave. Parental reactions to a child's behavior at such a young age could have long term effects of higher self-control and ability of delayed gratification.</p>

<p>Officers initially disapproved of being put back on foot for beats but, once out and about, they came to appreciate them more so than cruiser beats.</p>	<p>When you are separated from the masses it is much easier to objectify the masses enough that they become the other. I think it is a great idea that every officer has time on the streets like this, despite how grueling the work is. We see this in Elkin all the time. If we (CAs) zip through our duty rounds without stopping to briefly talk with people, our students become alienated from control and act out more. That simple face-time of rounds make all the difference for many folks who just need a kind word or a smile to show that someone cares and is, like them, inside on a weekend night studying rather than out partying. Taking time to talk with all the residents we see while on rounds is fun and more rewarding, but it definitely takes a toll on our beauty sleep.</p>
<p>Crime did not actually go down during this trial, but crime's mythical decrease mattered more to the citizens and so was more real to them.</p>	<p>Whether or not crime rates decrease seems like such an impossible thing to consistently measure enough to be able to properly discern if a new policy is effective. There are just so many things that play into establishing a crime rate with the smallest change having the potential to make the biggest difference. You switch one officer to a different time and it could change everything; each individual actor plays a role in these "rates." It seems to me that how people feel or think about crime in their neighbor might be just as important if not <i>more</i> important than the actual rates themselves.</p>
<p>Disorder breeds crime.</p>	<p>Dilapidated locations are not treated with as much respect as well-kept spots. We can see this everywhere we go on campus; sit down in any place where students are at and this can be witnessed. Take a walk through the library's upper floors and check out the student desks. I bet the majority of the people who draw on the desks don't draw on all the desks they sit at. They see that other folks have left their mark and it is apparently too enticing not to do the same with their own tidbit. There are full-on conversations carved into the wood of just about every desk on the third floor. No one has taken the time to sand away the deviant evidence so others have no qualm about doing the same. I often feel the pull to leave my own mark but have—thus far—resisted the calling.</p>

Article Title:
Broken Windows

Student Name:
Student Sample

Today's police officers must balance their efforts between crime-fighting and order-maintenance in order to fully please their citizenry.

Wilson and Kelling discussed previously in the article how increasingly people define the place they live simply as that, "the place they live" rather than as their "home." This change has in turn been reflected in crime and/or deviance because those people then do not take responsibility for what occurs within their proximity (as long as it does not directly affect them) which then influences the particular demands from policing units. This is the very same barrier that we try to break through as CAs working for Housing. (This rationale is why the term "dorm" is a curse word within the Housing community; dorm implies that our residence halls are merely the place where one sleeps rather than a place one is part of a community which fosters personal development.) Our main objective is safety and our main tool to go about achieving that objective is creating a tight-knit community which watches out for each other, will pick up dropped decorations because they care about how their hall looks or even how much time we put into making those decorations, trusts us as an authority, and will approach us when they need our assistance. If we only did rounds to watch for illegal activities rather than chit-chatting and spending time with our residents when there is *not* something improper going on, then they would not trust us enough to approach us when they *did* need to ask for help. Being a Community Assistant is a similar balancing act as being a police officer.

Article's Key Points

Explanation as to importance of Key Point