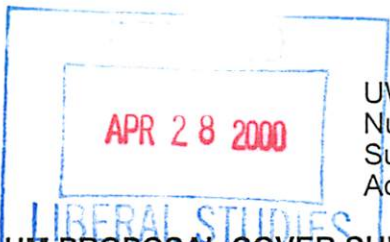


LSC Use Only
Number: _____
Submission Date: _____
Action-Date: _____



UWUCC USE Only
Number: 00-24
Submission Date: _____
Action-Date: UWUCC App 12/19/00
Senate App 2/27/01

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person John Cross Phone x7-4781

Department Economics

II. PROPOSAL TYPE (Check All Appropriate Lines)

_____ COURSE Economics of Crime
Suggested 20 character title

New Course* EC 223: The Economics of Crime
Course Number and Full Title

_____ Course Revision _____
Course Number and Full Title

_____ Liberal Studies Approval+ _____
for new or existing course Course Number and Full Title

_____ Course Deletion _____
Course Number and Full Title

_____ Number and/or Title Change _____
Old Number and/or Full Old Title

_____ New Number and/or Full New Title

_____ Course or Catalog Description Change _____
Course Number and Full Title

_____ PROGRAM: _____ Major _____ Minor _____ Track

_____ New Program* _____
Program Name

_____ Program Revision* _____
Program Name

_____ Program Deletion* _____
Program Name

_____ Title Change _____
Old Program Name

_____ New Program Name

III. Approvals (signatures and date)

Willard W. Radell
Department Curriculum Committee

Michael Kaut
Department Chair

[Signature] 4/26/2000
College Curriculum Committee

[Signature] 4/26/2000
College Dean

Director of Liberal Studies (where applicable)

*Provost (where applicable)



Part II Description of Curricular Change

Section D: Miscellaneous

Include any additional information valuable to those reviewing this new course proposal.

There are no other inclusions.

1. Syllabus of Record

2. **Catalog Description**

ECON 223 Economics of Crime	3 lecture hours 0 lab hours 3 credits (3c-31-3sh)
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Prerequisites: None

Economic analysis of criminal activity and its impact on the allocation of scarce resources. The course will use fundamental economic models to explain crimes against people, property crime, “victimless crime,” and organized crime.

II. **Course Objectives**

Objectives of the course are to help students understand:

- a. How economic relationships can be applied to understand criminal activity and its prevention.
- b. The similarity and differences between economic choices made in the legal and illegal markets.
- c. The use of cost-benefit analysis to appraise the economic efficiency, equity, and practicality of crime prevention strategies.

III. **Course Outline**

- A. Introduction or overview of the economics of crime **8 lecture hours and ½ hr. quizzes – ½ hr. presentations**
 1. An overview of the organization of this course:
The interactive relationship between society in general, the criminal and criminal activity, and the justice crime prevention effort.

2. An overview of economics as a social science and how these models can be used to understand crime: An explanation of fundamental concepts of economics and their potential relevance.
 - i) Resource constraints and aspiration levels
 - ii) Opportunity costs
 - iii) Diminishing marginal utility of a good of income
 - iv) Rational choice and marginal valuation
 - v) Graphic representation
 - vi) Changes in demand and supply
 - vii) Elasticity of supply and demand
 - viii) Distinctions between substitute and complementary goods
 - ix) Market imperfections

- B. The economic impact of criminal activity on the society **7 lecture hours and ½ hr. quizzes – ½ hr. presentations**
 1. The cost of crimes against property to society
 2. The cost of crimes against persons to society
 3. The cost of victimless crime to society
 4. Quantification problems and their implications as a guide to crime prevention policy

- C. An economic model of criminal behavior **7 lecture hours and ½ hr. quizzes – ½ hr. presentations**
 1. An overview of the different explanations of why crime is committed
 2. The income effects and the substitution effects of the benefits and cost of crime to the potential criminal.
 3. The opportunity cost, material cost, psychological costs, and the cost of punishment.
 4. The present discounted value of cost and benefits and the likelihood of rationality.
 5. Maximizing satisfaction (avoiding incarceration while not doing good) while being subject to the crime prevention constraints imposed by society.
 6. Self-interest, group interest, positive sum games, prisoner dilemmas and social norms.
 7. Empirical measurement of the effect on choices of policies of deterrence.
 8. The effects of employment on criminal choice.

- D. Optimum allocation of criminal justice resources **7 lecture hours and ½ hr. quizzes – ½ hr. presentations**
 1. Efficiency and equity
 - i) Stereotyping and racial bias
 - ii) Horizontal and vertical equity for criminal and victims

- iii) The historical origin and economic significance of the Prison-Industrial Complex
- iv) The optimum use of prevention resources
- v) The rational and optimum amount of incarceration
- vi) Cost benefit analysis of prevention programs

- E. The economics of crimes against property **1 hour and ¼ hr. quizzes – ¾ hr. presentations**
- 1. The impact on market prices and quantity
 - 2. The demand and supply of stolen goods and services
 - 3. White-collar crime
 - 4. Empirical studies of crime against property
- F. The economics of crimes against persons **1 hour and ¼ hr. quizzes – ¾ hr. presentations**
- 1. The demand and supply of rational murder and irrational murder
 - 2. The demand and supply of aggravated assault
 - 3. The demand and supply of forcible rape
- G. The economics of victimless crime **1 hour and ¼ hr. quizzes – ¾ hr. presentations**
- 1. The market for prostitution.
 - 2. The market for gambling.
 - 3. The market for heroin and cocaine.
- H. The market for organized crime **2 hours and ¼ hr. quizzes – ¾ hr. presentations**

IV. Evaluation Methods

Grades will be awarded based on the following criteria:

- 60% Quizzes
- 10% Oral Presentation
- 10% Student Participation
- 20% Final Exam

Grading Scale

- 91-100 = A**
- 81-90 = B**
- 71-80 = C**
- 61-70 = D**
- 60 or less = F**

V. **Required Textbooks, Supplementary Books, and Readings**

Alper, N. O. and Hellman D. A. 1997. Theory and Practice - Economics of Crime, 4th ed., Simon & Schuster Publishing, Needham Heights.

Alper, N. O. and Hellman, D. A. 1997. Economics of Crime B Reader, Simon & Schuster Publishing, Needham Heights

VI. **Special Course Requirements.**

None.

Supplementary Readings will include:

Current journal articles and extensive lecture notes are placed on reserve in the library and may be accessed on the course web site.

VII. **Bibliography**

Becker, Gary. 1976. The Economic Approach to Human Behavior, University of Chicago Press, Chicago.

Cohen, Mark A. 1997. Debating Corporate Crime, Anderson Publishing, Cincinnati, Ohio.

Cornish, Derek B. and Clarke, Ronald V., eds. 1986. The Reasoning Criminal: Rational Choice Perspectives on Offending, Tokyo, Springer-Verlag, New York, Berlin, Heidelberg.

Gottfredson, Michael, R. and Hirschi, Travis. 1998. A General Theory of Crime, Standord University Press, Stanford, California.

Gray, Charles, M. 1979. The Costs of Crime, Sage Publications, Beverly Hills, California.

Handy, Charles. 1999. The Hungry Spirit, Broadway Books, New York.

Kellerman, Jonathan. 1999. Savage Spawn, The Ballatine Publishing Group, New York.

Landsburgh, Steven E. 1993. The Armchair Economist, Economic and Everyday Life, The Free Press, New York.

Rasmussen, David W. and Benson, Bruce L., eds. 1994. The Economic Anatomy of a Drug War: Criminal Justice in the Commons, Rowman and Littlefield, Lanham.

Tunnell, K. D. 1992. Choosing Crime: The Criminal Calculus of Property Offenders, Nelson-Hall, Chicago.

Wilson, James Q. and Herrnstein, Richard J. 1985. Crime and Human Nature, Simon and Schuster, New York.

Zimring, Franklin E. and Hawkins, Gordon. 1997. Crime Is Not the Problem – Lethal Violence in America, Oxford University Press, New York.

Course Analysis Questionnaire

Section A: Details of the Course

- A1 What academic need does this course fulfill? How does this course fit into the programs of the department? For what clientele is the course designed? Majors? Students in other majors? Liberal Studies? State specifically whether or not the course is proposed for inclusion in the Liberal Studies course list.**

The Economics of Crime is designed to provide an application of economics to an important and popular subject. It is intended that this course will expose students to introductory economic concepts and how these concepts can be used to understand the economic issues of this course.

The course would be an upper level elective for both economics majors and for non-majors.

Since there is no economics prerequisite proposed for this course, it could be taken by sophomores, juniors, and seniors who have had no economics. All students taking the course can benefit from exposure to an application of the economic way of thinking to decisions that affect the resources used by criminal activity and the effort to reduce this activity.

I have not proposed this course for inclusion into the LS course list.

- A2 Does this course require changes in content of existing courses? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.**

No. This course necessitates no change in existing courses.

No catalog descriptions, other courses, or department programs must be changed as a result of adoption of this course.

- A3 Does this course follow the traditional type of offering by the department or is it a novel approach? Explain.**

This course will use traditional approaches to covering the material.

The theoretical course of material is presented through the traditional lecture approach.

Students are asked to regularly interact with one another in small and large group settings. Interaction is structured around problem sets.

Each student is required to make a fifteen to twenty minute oral presentation to the class on an issue that has been approved and discussed with the instructor.

- A4 Has this course ever been offered at IUP on a trial basis (e.g. as a special topic)? If so, explain the details of the offering.**

Yes. This course has been offered on a trial basis as a special topics course. Each time this course was offered, maximum enrollment was reached early in the registration period.

- A5 Is this course to be a dual-level course? If so, what is the approval status at the graduate level?**

This course is not intended to be a dual level course.

- A6 If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?**

No. This course is not to be taken for a variable credit.

- A7 Do other higher education institutions currently offer this course? (SSHE? Regional colleges and universities? National colleges and universities?) If so, please list examples and provide copies of course descriptions where available.**

This course currently is offered in a number of universities in the U.S. and in other countries. For example, the course is offered by: University of Chicago, University of Michigan, University of Massachusetts, University of Maryland, University of West Virginia, University of Texas, University of Florida, University of North Carolina, Northeastern University, George Washington University, Bucknell University, and many others within the U.S. and throughout the world. Each year the number of universities offering this course increases.

- A8 Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation. Explain why this content or these skills cannot be incorporated into an existing course.**

No. This course does not fulfill any certification requirements.

Section B: Interdisciplinary Implications

- B1 Will this course be taught by one instructor or will there be team-teaching? If the latter, explain the teaching plan and its rationale.**

One instructor will teach this course.

B2 Are additional or corollary courses needed with this course now or later? If so, explain.

No. Additional or corollary courses will not be needed with this course now or later.

B3 What is the relationship between the content of this course and the content of courses offered by other departments? (Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. In Section V, please attach relevant memoranda from these departments, which clarify their attitudes toward the proposed change(s).

This course is a freestanding course with no prerequisites. This course will complement courses offered in the Department of Criminology.

B4 Will seats in this course be made available to students in the School of Continuing Education?

No.

Section C: Implementation

C1 What resources will be needed to teach this course and how adequate are the current resources?

No additional resources will be needed. The necessary resources for this course are currently available within the Department of Economics.

C2 Are any of the resources funded by a grant?

No. This course will not be funded by a grant.

C3 How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?

It is the expectation that this course will be taught every semester.

C4 How many sections of this course do you anticipate offering in any single semester?

One section of the course will be offered per semester.

C5 How many students do you plan to accommodate in a section of this course? Is this planned number limited by the availability of resources? Explain.

This course will have an enrollment of 20-25 students.

C6 Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.

No. There are no limitations imposed by a professional society.

C7 Will this course be a curriculum requirement? If so, how will it affect the number of free electives available to majors? Does the addition of this course requirement necessitate an increase in the 124-credit program of students in the department? Explain.

No. This course will be a freestanding elective open to economics majors and students from other disciplines.