

FEB 28 2008

REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC # _____

Action _____

TYPE I. PROFESSOR COMMITMENT

() Professor & Phone

Sarah Jackson, 724-357-4827

() Writing Workshop? (If not at IUP, where? when?)

IUP, Spring 2007


() Proposal for one W-course (see instructions below)

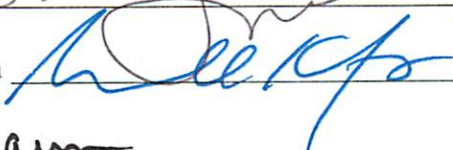
Attached

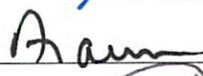
() Agree to forward syllabi for subsequently offered W-courses?

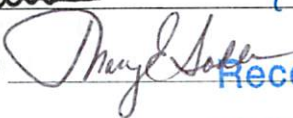
Yes

SIGNATURES:

Professor(s)  Date 2/25/08

Department Chairperson  Date 2/28/08

College Dean  Date 2/28/08

Director of Liberal Studies  Date 4/18/08

Received

MAR 03 2008

Liberal Studies

Received

FEB 29 2008

Liberal Studies

Received

FEB 29 2008

Liberal Studies

Writing Summary
ECON 223 – Economics of Crime
(submitted by Sarah E. Jackson, Department of Economics)

The following proposal describes a writing-intensive course in Economics of Crime.

Writing will be assigned in three forms: short papers, in-class writing, and essay questions on exams. In total, these assignments constitute approximately 70% of the course grade.

1. Critical Thinking Write-Ups

Reading news articles or articles published in professional journals provide content outside the instructor's lecture and discussion. Students will seek out and read at least 2 outside sources for each of the approximately 8 topics we will cover. Using material from these readings along with material and ideas covered in class, students will write a 1-2 page paper analyzing some aspect of the topic (for a total of 8 to 16 pages.) For example, one topic we will cover during the semester is the increasing prison population; a student could choose to discuss the relevance of minimum sentencing, racial or socioeconomic differences in imprisonment rates, recidivism rates, or another related sub-topic based on the student's personal interests. CTWs will constitute 40% of the course grade.

The CTWs provide opportunities for students to synthesize information from a variety of sources, construct a critical analysis, and express complex ideas in a clear and objective manner. Evaluation will be based on both the sophistication of the analysis and the clarity of the writing. Proper editing will be expected and penalties will be imposed for mistakes and typos which the student should be able to catch during a careful proofread of their paper.

Students will be able to revise and resubmit the first CTW to ensure they are clear on the expectations for the assignment. Students who appear to have problems with the writing or editing component will be directed to the Writing Center for additional help.

2. In-Class Writing Exercises

In-class writing exercises will be assigned frequently to assess participation and the student's ability to apply the economic concepts to real-world issues. Such questions could include:

- Explain why smoking bans may be justified from an economic point of view.
- Use the concept of economic efficiency to analyze minimum sentencing laws.
- What are three economically significant outcomes that would likely occur if we were to legalize prostitution? For each outcome, explain why/how it would occur and why it is significant.

In-class writing exercises will constitute 15% of the course grade.

These are intended to be much more focused analyzes than those reflected in the CTWs and require students to carefully consider the question, apply economic concepts to real-world issues, and express themselves clearly in writing. Evaluation will be based on both the correct application of the economic concept and the clarity of the writing.

CHECK LIST FOR WRITING-INTENSIVE PROPOSALS

The Liberal Studies Committee's Most Frequently Asked Questions,
Based on the Senate Criteria for Writing-Intensive Courses

For All Writing-Intensive Courses:

- Are the writing assignments integral parts of the course, rather than exercises that seem tacked on artificially? Are they assignments that promise to enhance student learning?
- Have you considered various forms of writing such as case studies, laboratory reports, journals, letters, memos, formal essays, research articles, project or grant proposals, and so forth?
- Does one of your course objectives explicitly mention the improvement of writing?
- Will you distribute written instructions, including criteria for evaluation, for major assignments?
- Will students receive guidance in conceiving, organizing, and presenting written material in ways appropriate to the subject being studied?
- Will students produce at least 5000 words (15-20 typed pages) of writing that you evaluate? Have you clarified this by giving us the minimum number of pages that you expect for each writing assignment?
- Are there at least two, and preferably more, different writing assignments?
- Will students revise at least one assignment after receiving your review comments?
- Does at least one assignment require students to produce finished, edited prose (as differentiated from whatever informal or draft writing you have included)?
- Are written assignments (in-class; out-of-class) worth at least 50% of the course grade?

For Type I (Professor Commitment) Writing-Intensive Courses:

- Have you attended a writing workshop either at IUP or elsewhere? [If not, have you indicated at least equivalent preparation based on such things as graduate education, teaching experience in writing courses, publications, conference attendance, or other professional activities?]

Summary Chart for Writing Assignments*

A. Writing Assignments					
Assignment Title	# of Assignments	# of total pages	Graded (Yes/No)	Opportunity for Revision (Yes/No)	Written Assignment represents what % of final course grade
Critical Thinking Write-ups	8	16	Yes	On the first CTW	40%
In-class Writing Exercises	Min. of 14	7	Yes	No	15%
Totals	Min. of 22	23	NA	NA	55%

B. Examinations (Complete only if you intend to use essay exams/short answers as part of the required number of pages of writing.)			
Exams	Approx.% of exam that is essay or short answer	Anticipated # of pages for essay or short answer, or approx. word count	Exam constitutes what % of final course grade
1.	50%	2 pages	10%
2.	50%	2 pages	10%
3.	50%	2 pages	10%
Totals	50%	6 pages	30%

*Total writing assignments should contain at least 5000 words (approximately 15-20 typed pages) in two or more separate assignments; written assignments should be a major part of the final grade— at least 50% or more.

Writing Summary
ECON 223 – Economics of Crime

The following proposal describes a writing-intensive course in Economics of Crime.

Writing will be assigned in three forms: short papers, in-class writing, and essay questions on exams. In total, these assignments constitute approximately 70% of the course grade.

1. Critical Thinking Write-Ups

Reading news articles or articles published in professional journals provide content outside the instructor's lecture and discussion. Students will seek out and read at least 2 outside sources for each of the approximately 8 topics we will cover. Using material from these readings along with material and ideas covered in class, students will write a 2 page paper analyzing some aspect of the topic (for a total of approximately 16 pages.) CTWs will constitute 40% of the course grade.

The CTWs provide opportunities for students to synthesize information from a variety of sources, construct a critical analysis, and express complex ideas in a clear and objective manner. Evaluation will be based on both the sophistication of the analysis and the clarity of the writing. Proper editing will be expected and penalties will be imposed for mistakes and typos which the student should be able to catch during a careful proofread of their paper.

Students will be able to revise and resubmit the first CTW to ensure they are clear on the expectations for the assignment. They will also have the opportunity to revise and resubmit 2 other CTWs during the course of the semester. Students who appear to have problems with the writing or editing component will be directed to the Writing Center for additional help.

Formatted: Highlight

2. In-Class Writing Exercises

In-class writing exercises will be assigned frequently (at least once per week) to assess participation and the student's ability to apply the economic concepts to real-world issues. In-class writing exercises will constitute 15% of the course grade.

These are intended to be much more focused analyzes than those reflected in the CTWs and will require students to carefully consider the question, apply economic concepts to real-world issues, and express themselves clearly in writing. Evaluation will be based on both the correct application of the economic concept and the clarity of the writing.

The in-classing writings will usually be followed by small group and class discussions during which students will get feedback from both the instructor and other students on both their use of economic concepts and their writing.

3. Essay Questions on Exams

Essay questions on exams will be a hybrid of the types of analyses expected on CTWs and in-class writing exercises. Students will be given a short article presenting a real situation and they

will be asked to make a prediction or draw a conclusion. Students will need to assess the situation using information from the article and their understanding of economic concepts, clearly articulate the chain of events and cause-and-effects involved, recognize any assumptions that are being made, and explain their predictions or conclusions. Exams make up 30% of the course grade, and essay questions will make up about half of the credit on exams.

Evaluation will be based on the sophistication of the analysis, the correct application of the economic concept and the clarity of the writing.

Comments:

By using short but frequent writing assignments, the students will receive a lot of feedback regarding their analytical and writing skills and will have many opportunities to improve their skills in subsequent assignments. The shorter assignments will also require students to develop the concise and precise writing style expected in economics.

INDIANA UNIVERSITY OF PENNSYLVANIA
Department of Economics
Fall Semester 2008

COURSE: Economics 223, Economics of Crime
Section 001 – M W F, 1:25pm - 2:15pm, McElhaney Hall, Room 205

INSTRUCTOR: Dr. Sarah Jackson
McElhaney Hall, Room 202C
(724) 357-4827
Sarah.Jackson@iup.edu

OFFICE HOURS: Monday 2:20pm - 3:30pm & 4:55pm - 6:05pm
Wednesday 2:20pm - 3:30pm
Friday 9:40am - 11:10am
and by appointment

TEXT: There is no required text. Various textbooks on the principles of microeconomics can be used as references and are available in the Department of Economics' library.

COURSE OBJECTIVES:

In this course we will perform economic analysis of criminal activity and its impact on the allocation of scarce resources. The course will use fundamental economic concepts to explain crimes against people, property crime, "victimless crimes", and organized crime. The objectives of this course are to help students understand how economic relationships can be applied to criminal activity and its preventions, recognize the similarity and differences between economic choices made in legal and illegal markets, and use cost-benefit analysis to appraise economic efficiency, equity, and the practicality of crime prevention strategies. Since this is a writing intensive course, students will also develop their ability to express complex ideas in writing.

Formatted: Highlight

COURSE REQUIREMENTS:

Exams

There will be three comprehensive exams during the course of the semester. Each exam will count as 10% of your grade so, in total, exam scores will make up 30% of your course grade. Exams will consist of multiple choice and essay questions which will require you to know and apply the economic concepts we cover in class. Required exams are on Fri., Sept. 19th, Fri., Oct. 24th & Fri., Dec. 5th.

An optional comprehensive final exam will offered as an opportunity to improve one of your required exam grades. You may only use the grade on the final exam to replace one required exam grade. If you score lower on the final exam, your previous exam grade will stand (so taking the final exam cannot hurt your grade.) You must let me know by the end of our last class (Monday, December 8th) if you plan to take the final exam. The final exam will be held per the university-wide final exam schedule.

If you miss any of the three required exams for any reason, you must take the comprehensive final exam to replace the zero score on your missed exam. *Absolutely no other form of make-ups will be allowed.*

Online Homework

Online homework will be assigned via WebCT each week during the course of the semester and will make up 15% of your course grade. Each assignment is worth 20 points for a total of 280 possible points during the semester. Your online homework percentage will be out of 220 points. This mean you can miss 60 of the homework questions (either by getting incorrect answers or by not answering the

questions) and still receive 100% on the homework grade. Any points you earn above 220 will count as extra credit. Since you can miss the equivalent of 3 assignments and still receive 100% on the homework, *absolutely no make-ups are allowed*. Online homework assignments must be submitted via WebCT. Since computer or internet connection problems are always possible, I strongly recommend not waiting until the last minute to complete assignments.

Assignments will be released after class each Friday and will be due at 1:20pm just prior to class on the following Wednesday. This means you have one class period (on Monday) after the release and before the due date to ask questions about a homework assignment. The point of the homework is to keep you on task and check your understanding of the material prior to exams. Feel free to work together on the homework, but remember that you are expected to fully understand and apply the concepts during exams and class discussions.

Participation

Participation will make up 15% of your course grade. The most valuable aspect of this class is that it provides you the opportunity to explore interesting issues using the tools of economics. This type of exploration cannot happen in a vacuum; you need to be accessing outside resources, taking advantage of the knowledge others uncover, and hearing alternative viewpoints. Of course, the flip side of this is that other students are going to benefit from you being in class, being prepared, and being willing to share your thoughts. To encourage attendance and quality contributions to class discussions, your participation will be evaluated on a regular basis.

Participation will be evaluated based on in-class writing assignments. Grades for these in-class writing assignments will be based on the critical thinking and application of economic concepts displayed, as well as the clarity and organization of the writing. At the end of the semester your lowest 3 participation scores will be dropped to allow for days you could not be in class or were not able to properly prepare for class. Since the lowest 3 scores will be dropped, *absolutely no make-ups will be allowed*.

Critical Thinking Write-Ups

Critical thinking write-ups (CTWs) will make up 40% of your course grade. There will be approximately 8, 2 page CTWs assigned during the semester. The CTW is designed as a way for you to express, in writing, your critical thinking about the assigned topic and should reflect the research you have done on the topic. I have purposely set the length requirement so that you must focus on a narrow slice of an issue and express yourself clearly but succinctly. These are incredibly open-ended assignments because I want you to delve into the aspect of an issue which most interests you. The requirements for a CTW are 1) you stick to the topic assigned, 2) you display critical thinking skills, 3) you provide research as necessary to support your statements, with a minimum of two sources per CTW. Dues dates for each CTW will be announced at least 1 week in advance. You must turn in 1) a typed, well-edited cover page which includes your name, the assigned topic, and a properly formatted list of citations of all the sources you used during your research of the topic and 2) a typed, well-written, and well-edited copy of your CTW. Deadlines are firm and *absolutely no make-ups will be allowed*. If you cannot be in class, you may email me your CTW by the end of the class period and hand-in any sources during the following class period. If either of these deadlines is missed, no credit will be given.

Any sources from which you use specific pieces of information need to be properly cited in the CTW and a copy of the page of the source which contained the specific information needs to be attached. For each CTW, at least two sources need to come from legitimate and recognized news sources. During the semester, at least 4 of your articles must come from academic journals. Failure to meet this requirement will result in a 2% point penalty for each failure applied to your average CTW score (8% points if you do not use any academic journal articles.) Academic journal citations must be highlighted on your citation page to ensure proper credit.

The topic and due date for the first CTW will be announced on Wed., September 3rd. On this day I will also review expectations for the CTWs, go over library resources you can use to find appropriate

articles, and give examples of proper citations. It is your responsibility to come to office hours for this information if you miss class on Wed., September 3rd. Students will be allowed to revise and resubmit the first CTW to ensure they understand what is expected of them on subsequent CTWs. In addition, during the semester students may choose to revise and resubmit two other CTWs. The additional revisions must be submitted within one week of when the graded CTW is handed back.

The rubric used to grade CTWs is attached to this syllabus. Students may submit a rough draft of any CTW before it is due. Rough drafts must be submitted in person and at a time allows you at least 15 minutes to receive feedback regarding the quality of the work and suggestions for improvement. Immediately following class will usually be an excellent time.

Extra Credit

To encourage research on our discussion topics, extra credit will be given to students who bring in articles related to a topic *before the CTW for that topic is due*. In order to qualify for extra credit, the student must bring in a full text copy of the article and attach a typed cover page with their name, a full citation of the article, and a one paragraph summary of the article. You may use the same articles for extra credit which you use for your CTW. A maximum of 5 extra credit articles per topic will be accepted. Each extra credit article will increase your CTW grade for that topic by 1%. Extra credit articles will not be returned and do not replace the requirement that you attach cited pages to your CTW.

Grading

The standard (A=100%-90%, B=89.99%-80%, C=79.99%-70%, D=69.99%-60%, F=59.99% or less) grading scale should be used as a guideline. Any rescale will be to the benefit of the students. The following formula is used to calculate your course grade:

$$(\% \text{ on exam } 1 \cdot .10) + (\% \text{ on exam } 2 \cdot .10) + (\% \text{ on exam } 3 \cdot .10) + (\% \text{ on online HW} \cdot .15) + (\% \text{ on participation} \cdot .15) + (\% \text{ average for CTWs} \cdot .40)$$

COURSE OUTLINE:

These time estimates are approximate. The material to be covered on an exam will be clarified at least one week prior to the exam.

Week 1	The Economic Way of Thinking	
Week 2	The Prison Population	CTW #1
Week 3	Rational Decision-Making	
Week 4	Criminal Behavior	CTW #2
	Exam #1	
Weeks 5 & 6	Economic Efficiency and Supply and Demand	CTW #3
Week 7	Crime Prevention	CTW #4
Week 8	The Role of Government	
Week 9	Laws and Regulations	CTW #5
	Exam #2	
Week 10	Elasticity	
Week 11	Legalization of Marijuana	CTW #6
Week 12	Juvenile Offenders	CTW #7
Week 13	Crime Prevention	CTW #8
Week 14	The Death Penalty	CTW #9
	Exam #3	

Economics of Crime
Fall 2008
Rubric for Critical Thinking Write-Ups

Student: _____ CTW #: _____

Minimum of 2 Appropriate Sources? YES NO

Number of Academic Journal Articles Cited?¹ []

Cover Page

Student's Name & CTW Topic (5 points) []

Proper Citations (15 points) []

Write-up

Sources Apply to Sub-Topic (10 points) []

Properly Cited Sources in Write-up² (10 points) []

Attempted Critical Thinking/Economic Reasoning³ (10 points) []

Quality of Critical Thinking/Economic Reasoning⁴ (20 points) []

Clarity of Writing⁵ (20 points) []

SUBTOTAL (100 points) []

Penalty for Not Editing (up to a 20 point deduction) []

TOTAL (100 points) []

Notes and Comments:

¹ These must be highlighted on your citation page to ensure I see and record them.
² Includes attaching a copy of the specific page you cited to your write-up.
³ This paper may not be an opinion piece or a summary of the topic or sources.
⁴ Fully explain why things happen and why they are important (this can, but is not required to, include applying economic concepts.) and rely on reasoning and evidence rather than on opinions and emotions.
⁵ Your CTW should be organized and written in a clear, concise manner. Avoid redundancy, skipping from topic to topic without clear transitions, improper word usage, and imprecise or confusing phrasing.

Sample Assignments
ECON 223 – Economics of Crime

1. Critical Thinking Write-Ups

Since the CTWs are such a critical component in the course, the assignment description and grading rubric are included in the course syllabus above. One topic we will cover during the semester is the increasing prison population. On this topic, a student could choose to discuss the relevance of minimum sentencing, racial or socioeconomic differences in imprisonment rates, recidivism rates, or another related sub-topic based on the student's personal interests. To help ensure the students know what is expected of them in their CTW, they will be able to revise and resubmit their first CTW after receiving detailed feedback from me about their first attempt.

2. In-Class Writing Exercises

The in-class writing exercises are intended to be very focused analyses applying the economic concepts we are currently covering to a particular real-world criminal issue. Such questions could include:

- Explain why smoking bans may be justified from an economic point of view.
- Use the concept of economic efficiency to analyze minimum sentencing laws.
- Explain why the government's role in improving information regarding products and services may be *less* relevant in today's "information age".
- Explain why the government's role in improving information regarding products and services may be *more* relevant in today's global economy.

Exercises will be followed by small group and class discussion which will provide feedback to students regarding the accuracy and completeness of their analysis and their ability to express themselves in writing. I will also be collecting and providing written feedback on their writing exercises.

3. Essay Questions on Exams

The attached example comes from a mid-term exam given in Econ 223 in the fall of 2007. One full page was provided to answer each of the 3 questions (for a total of 3 pages.)

Title:

Amsterdam's buyout offer bothers brothels, USA Today, OCT 08, 2007

Mayor says city wants to lower crime, not stop prostitution

Section: News, Pg. 09a

AMSTERDAM – City officials are clamping down on one of *Amsterdam's* most famous attractions: the central red-light district, where prostitution has thrived for a century and was legalized in 2000.

The city plans to buy out 18 *brothels* that feature 51 streetside windows where prostitutes sit on display and wait for customers.

"We're tightening policies in the red-light district to reduce crime and reduce the excessive number of *brothels*," Mayor Job Cohen says. "It's not our intention to eliminate prostitution."

The move has caused an uproar in the Wallen, the canal-laced area where tourists gawk, take guided tours or pay for sex. One of a dozen areas in the city with licensed prostitution, the Wallen is the biggest and most famous. The city's move would sweep out about a third of the district's *brothels* to make room for housing or businesses.

Prostitutes and *brothel* owners accuse the city of trying to eliminate prostitution in the Wallen.

"They want to close us," says Jan Broers, owner of three Wallen *brothels*. The district "has been here 100 years. It's legal. It's licensed. We pay taxes. But they really want to get rid of us because they don't like it."

The Dutch tradition of tolerance, or *gedoogbeleid*, allowed prostitution to flourish long before it was legalized. Same-sex marriage, abortion, euthanasia and use of marijuana also are legal here.

Brothel closures run counter to that tradition, those in the district say. "It will never work," says Ton Van den Brink, 53, who owns a lunch counter near *brothels*, sex shops and "coffee shops" where marijuana is sold and smoked. The Wallen "is like a supermarket. Everybody needs to go there for things they need."

Prostitution has been legal in the Netherlands since October 2000, when the government sought to control it through regulation. The aim was to better protect women, drive out pimps and raise taxes.

There is no estimate of how much revenue is brought in by the sex trade, the *Amsterdam* Tourism and Convention Board says.

Brothels are licensed and inspected by the city. Prostitutes rent windows and rooms from owners by the day.

Broers, secretary of an association of 65 *brothel* owners, charges \$85-\$155 for one of his windows for an eight-hour shift.

Prostitutes are liable for 19% sales tax on fees for their services and 30%-35% in income taxes.

Prostitutes in the Wallen typically charge customers \$50-\$70 for sex, says Mariska Majoor, a former prostitute who works as an advocate at the Wallen's Prostitution Information Center.

Lucy Lee, a 25-year-old prostitute, says the closures will mean less competition and more business for her in the short run. Long-term, though, "if (word gets out) the windows are closing, nobody will come."

1. List three economically significant outcomes which are likely to result if Amsterdam city officials follow through with their plans to buy out 18 brothels. For each, fully explain the chain of events that will lead to the outcome. Focus on and be specific about cause-and-effects.
 - a. (5 points)
 - b. (5 points)
 - c. (5 points)

2. List three economically significant outcomes which are likely to result if Amsterdam city officials decided to make prostitution completely illegal. For each, fully explain the chain of events that will lead to the outcome. Focus on and be specific about cause-and-effects.
 - a. (5 points)
 - b. (5 points)
 - c. (5 points)

3. Do you believe prostitution should be illegal? Be sure to support your opinion with economic reasoning. (You may refer to effects you explained in Questions 1 and 2, but you should also address any additional issues that you feel should be considered.) (10 points)

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-3l-3sh)
-----------------------------	--

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 Ballantine 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.