

**Crime in America
CRIM 1307 & CJ 1307
ON-LINE FALL 2026**

Instructor: Liza Price

Telephone: 837-8166 Administrative assistant Melissa Fierro

E-Mail Address: Liza.Price@sulross.edu

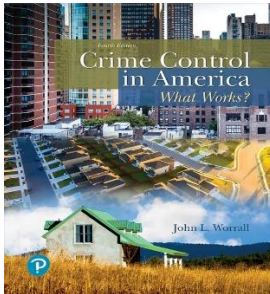
Text: *Crime Control in America: What Works*

ISBN-13: 9780137515622

Author: John L. Worrall

Publisher: PEARSON

Edition: Fourth Edition



This course is designed to provide students with a broad analysis of both historic and contemporary crime control strategies implemented by the police, courts, legislators, and the correctional system. Studies indicating strengths and weaknesses of each strategy are examined. Special approaches outside the criminal justice system are reviewed, as well as juvenile crime issues.

Grading: There will be 2 exams throughout the semester, with questions drawn from the readings and the supplemental materials posted by the professor. These 2 exams will be worth 20% each. **There will be no makeup exams or quizzes.** 25% of the total grade will be based on quizzes for each chapter. 25% of the total grade will be based on assignments and 10% of the total grade on Discussion Board.

Chapter Quizzes 25%

Assignments 25%

Midterm exam 20%

Final exam 20%

Discussion Board 10%

Assignments: Attached is a schedule of assignments, which **must be submitted by the due date set.**

Grammar and spelling will be graded. Respond to each part of the question, include examples and details in your responses. **These are short answer/essay questions**, make sure you treat them as such. **One or two sentences are not an essay**

Cheating and Plagiarism: Students are expected to do their own work on all tests and papers. Cheating on tests and plagiarism on assignments will result in a grade of “F” on that part of the course, a possible grade of “F” for the entire course, and possible recommendation for suspension from the university.

Plagiarism consists of presenting the work of another as one’s own (i.e., without proper acknowledgment of the source) and submitting examinations or other work as a whole or in part as one’s own when such work has been prepared by another person or copied from another person (see the Student Handbook).

Student Responsibilities

All full-time and part-time students are responsible for familiarizing themselves with the [Student Handbook](#) and the [Undergraduate & Graduate Catalog](#) and for abiding by the [University rules and regulations](#). Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize him/herself with the requirements of such laws.

Important!

See your instructor promptly if you are having problems with your course work or need special assistance.

Qualified students with disabilities needing academic or other accommodation to ensure full participation in the programs, services and activities at Sul Ross State University should contact the Disability Services Coordinator, in Counseling and Prevention Services, Ferguson Hall 112, Box C-117, (837-8203).

ADA Statement

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student’s responsibility to initiate a request each semester for each class. To help protect confidentiality, students seeking accessibility/accommodation(s) services must submit the [Accommodation Request Form](#) located on our [website](#). Students are welcome to call the Office of Accessibility Services at 432-837-8203 or stop by Ferguson Hall Room 112 if they have any additional questions regarding the process. Our mailing address is PO Box C-122; Alpine, TX; 79832.

Course Calendar

This is a tentative schedule of readings and exam dates. The instructor reserves the right to change dates to accommodate additional topics, guest speakers, field trips, weather or unforeseen scheduling conflicts.

WEEK

Week One

Week Two

Week Three

ASSIGNMENT

Chapter 1: Identifying and Evaluating Crime Control

Chapter 2: Crime Control Perspectives

Chapter 3: Traditional Policing

Week Four	Chapter 4: Proactive Policing, Directed Patrol, and Other Advancements
Week Five	Chapter 5: Community Involvement in Policing
Week Six	Chapter 6: Prosecutors and Crime Control
Week Seven	Chapter 7: Crime Control Through Legislation
Week Eight	Chapter 8: Crime Control in the Courts in the Courts and Beyond
Week Nine	Chapter 9: Sentencing
Week Ten	Chapter 10: Probation, Parole, and Intermediate Sanctions
Week Eleven	Chapter 11: Rehabilitation, Treatment, and Job Training
Week Twelve	Chapter 12: Individual, Family, and Household Crime Control
Week Thirteen	Chapter 13: Crime Control in the Community and in Schools
Week Fourteen	Chapter 14: Reducing Criminal Opportunities Through Environmental Manipulation
Week Fifteen	Chapter 15: Putting it all Together and Explaining Crime Trends
Week Sixteen	Chapter 16: Final Exam

SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing student complaints are in the student handbook.

Counseling

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/365 support by visiting Timelycare/SRSU. The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

Libraries The Bryan Wildenthal Memorial Library in Alpine offers **FREE** resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-8378123).

In some cases, you can borrow textbooks from the library. WorldCat allows you to be linked to libraries across America. If you can find the book in the system fill out a request form at the library.

No matter where you are based, public libraries and many academic and special libraries welcome the public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu.

Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using open AI sources *unless permission is expressly given* for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and an open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another based on race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Academic Dishonesty/Plagiarism:

In the learning environment, professional attitude begins in the classroom. For that reason, students and faculty will not tolerate or commit any form of academic dishonesty. Any form of deception in the completion of assigned work is considered a form of academic dishonesty. This includes, but is not limited to:

- Copying work from any source.
- Assisting, or allowing another to assist you, to commit academic dishonesty.
- Any attempt to share answers whether during a test or in the submittal of an assignment.
- Any attempt to claim work, data, or creative efforts of another as your own.
- Resubmitting graded assignments for use in multiple classes (recycling your work).

- Knowingly providing false information about your academic performance to the college.
- To avoid plagiarism, do not “copy and paste” into assignments without using proper quotation marks and citing, in APA format, the source of material.

Students should consult the Sul Ross State University Student Handbook for further details.

Plagiarism:

Avoid plagiarism-ignorance is not an excuse for unethical academic conduct. Here are the rules and resources to help you avoid any problems with plagiarism.

- Direct Quotes: Whenever you directly quote someone else, you must provide a citation to the source of material from which you are quoting. Moreover, you must put the material in quotation marks or otherwise set it off in an indented quote, so the reader knows what words yours are and what words are quoted. It is unacceptable to use the words of others and only partially quote the original source. This is true even if you provide citation to the source both in text and in your reference section.
- Paraphrasing/Indirect Quotations: Whenever you indirectly quote someone else, you must provide a citation to the source of the material from which you are paraphrasing. Simply changing the structure of a sentence, or a few words in a sentence so that the sentence you write is not an exact quote from the original source does not mean a citation is not needed. This is because the idea you are expressing is not your own, but rather someone else's.
- Using Other's Ideas: Even if you compose an entire paragraph of writing in your own words, if the idea you are expressing in that paragraph is not your own, original idea, you must provide a citation to the source from which you obtained this idea.
- Collaborative Work: If you collaborate on any work with someone else and fail to acknowledge that collaboration, you are guilty of plagiarism. If you have received permission from your professor to collaborate on some assignment, be sure that all of the contributor's names appear on the submission.
- Altering or Revising Another's Work: If you alter or revise the work done by someone and submit that work as your own, you have plagiarized. Similarly, if you allow someone else to alter or revise work that you have done and then allow that person to submit it as his or her own work, you both are guilty of plagiarism. Work that is not entirely your own must be credited by citation, both in text and in your references page.

Consequences of Academic Dishonesty/Plagiarism

All violations of academic policy are documented and made a part of the student's academic record. When academic dishonesty is confirmed, the student will immediately be notified of the incident, which may result in one or more of the actions listed below:

- Reduction in grade on the assignment on which the violation occurred.
- No credit on the assignment on which the violation occurred.
- A failing grade for the course.
- Suspension or dismissal from the college.

Netiquette

Netiquette guidelines are used to govern online behavior. It is the expectation that all participants in the course will contribute to the learning environment in a respectful manner when posting information in this course. In addition, there is the expectation that there will be some level of academic discourse. The link below provides some helpful reminders that can be referred to as a guide to assist students when posting information online in this course.

<http://www.albion.com/netiquette/corerules.html>

Statement Regarding Generative Artificial Intelligence (AI)

The University does not recommend or endorse any specific AI tools or resources. Students should be aware that many generative AI tools (e.g., ChatGPT, Google Gemini, Microsoft Copilot) store user input and may use this data to train future models. For this reason, students should never upload or share personal, confidential, or identifiable information—such as names, ID numbers, health data, or assignment submissions containing such details—into any generative AI platform. When using AI tools, students should verify whether the tool complies with student privacy standards as indicated by the University. Faculty may recommend specific tools that better align with institutional data privacy policies, but ultimate responsibility for data protection rests with users. Students are encouraged to use faculty-recommended platforms when engaging in coursework involving generative AI. The University is not liable for any adverse experience or impact when students interact with these tools.

Here are some recommended statements faculty might adapt for their syllabi:

<https://ctl.utexas.edu/chatgpt-and-generative-ai-tools-sample-syllabus-policy-statements>. Review the entire [AI Policy](#) [here](#).

Writing Forum Posts and Responses

When You Are Starting a New Thread or Making the First Post Read the Directions Carefully

Your instructors usually outline their expectations for forum and discussion board posts in the syllabus. Make sure to read their rules for posting. Some instructors may have specific word count expectations or require certain things. Every instructor and every course is different, so make sure you understand what you're supposed to be writing in your discussion post.

Do not Be Afraid to Ask Questions

You can always email your instructor to ask for more details about discussion board assignments. It may feel intimidating but reaching out is the best thing to do if you are unsure of how to respond to a topic question or instructor-led discussion. Your instructor is there to help you grow. **Say Something**

To get the most out of your online discussion board posts, you need to have a conversation. When you are posting, think about what you are saying: why do you think this way? Using sources like your textbooks or even a journal article can boost your credibility and increase the points you earn for your posts.

Do not Procrastinate!

Be sure to post your discussion thread well before the deadline. If you post at the last minute, you are not likely to get thoughtful and enlightening responses, and you are not making the most of your online experience.

Review and Proofread Your Post

Before hitting “submit” or “create thread,” read over your post at least once. Make sure you are not going off subject and look for any spelling or grammar mistakes. One important difference between in-person class discussions and online discussion boards is the lack of context. In person, you can use body language to determine how someone feels about what they are saying. When writing online, it can be difficult to understand the tone your writing gives off to your readers.

Try using empathy - read your post as if you were a classmate or friend and consider how they might respond if this was a post they read. Avoid all-caps (IT LOOKS LIKE YELLING), “text speak” and slang terms (LOL, omg, on fleek), and use typical punctuation (not multiple exclamation points or emoticons). As always, never use racial or ethnic slurs, aggressive language, profanity, or language that could be offensive to other cultures or religions.

When You Are Posting Replies to Classmates’ Posts

Read the Direction Carefully Your instructor may have one set of expectations for original posts, and an entirely different set of rules for replying to your classmates’ posts. If there are not guidelines in the syllabus about replying to posts, do not hesitate to ask your instructor what he or she expects replies to include.

Make Meaningful Conversation

Discussion boards are meant to be conversations, where each post builds on the previous comment. Responding to a post gives you the ability to expand the conversation. Reference material from your textbook, class lectures, or relate to your own life experiences when appropriate. Do not just agree or disagree continue the conversation. *This is called responding constructively* - just like construction, you are building upon a post.

There are three main ways to respond constructively to a post:

“No, because...”

“Yes, and...”

“Yes, but...”

Respectfully Disagreeing –

“No, because...”

If you disagree with someone’s post, show that you appreciate that your classmate has an opinion, even if it is different from your own. Do not personally attack the writer and avoid using emotional appeals. Instead, focus on the logic of view your classmate has: Does it make sense?

Do the causes and effects as explained really relate to one another? Does one claim necessary follow another?

Are there flaws in your classmate’s argument?

Ask questions to better understand the writer's logic.

Agreeing with and Expanding Upon a Post - "Yes, and..."

Let us say you agree with the writer's main idea, and you want to add more to it. Take the original opinion or view that your classmate expresses and consider other angles. Are there factors about this topic that your classmate has not mentioned?

Do you have insight that provides a clearer picture or helps build the discussion? **Agreeing with and Expanding Upon a Post - "Yes, but..."**

This is very similar to "Yes, and..." with the exception that you are playing "devil's advocate" - you are pointing out things that do not quite mesh with the view or opinion your classmate posts.

You agree with what your classmate is saying, but you are pointing out problems with the view or statement that make it harder to defend.

If you are getting points taken off for discussion board assignments and you are not sure why, ask your instructor for feedback.

You can contact/visit the Writing Center for help (For those of you in SSS you can ask them to help too!) - They can review your discussion board posts and replies, and give you feedback.

Writing Forum Posts and Responses (Examples from this website:

<https://writingcommons.org/open-text/new-media/online-forums/651-online-forumsresponding-thoughtfully>)

Let us say a classmate posts the following message about abortion on your class discussion board:

All women should have abortions if they are unmarried. Having children when a woman is unmarried can cause severe problems for that child later in life. The child can grow up and become a drug addict. So, it is the woman's duty to have an abortion if there is no father in the picture.

"No, because..." Here are two examples of responses you could give that respectfully disagree:

1. I respectfully disagree with your views regarding abortion. I do understand your concerns, but I wonder whether drug addiction necessarily follows a fatherless life. I was raised without a father and have never touched a drug in my life. Do you think that all children who are raised without fathers cannot lead fulfilling and successful lives?

2. Perhaps we might consider the logic employed in this post: while I understand your concern for the child's quality of life, I do not understand that connections you are drawing.

Perhaps you—or someone else who agrees with this post—could elaborate upon why you feel this way? Both responses are respectful of your classmate's position, even if you strongly disagree.

They point to issues with the writer's logic and end with questions which continue the discussion. "Yes, and..." Here is an example of agreeing with the post about abortion and adding onto it:

I see your point about the child's quality of life. In fact, I know someone who dealt with previous experience. I would also like to add this question: What about women who have been raped? Would that trauma necessarily carry over to the child?

You are adding another point to the original question. This helps continue the conversation with other students who may also comment on this post and gives the conversation more depth. "Yes, but..."

Here is an example of agreeing with the post about abortion but disagreeing with some parts:

The quality of life of a child raised without both parents is certainly something to consider. I am not sure that being unmarried is the biggest issue though. There are relationships where unmarried women still have the support of their partners, giving the children two parents or parental figures.

Tutoring Center

[The Lobo Den Tutoring Center](#) offers FREE tutoring support to help you excel in your courses. Whether you need assistance in Writing, Math, Science, or other subjects, we're here to help!

Important Information:

- **Drop-in and Scheduled Appointments:** Flexible options to meet your needs.
- **Hours of Operation:** Monday–Friday, 8:00 AM – 5:00 PM.
- **Workshops:** Attend our regularly hosted academic workshops on STEM topics and professional development, often in collaboration with specialized faculty.
- **Location:** BWML Room 128.
- **Contact Us:** For more information or to book an appointment, email tutoring@sulross.edu or call (432) 837-8726.

Looking for additional support?

- Tutor.com offers FREE 24/7 online tutoring in over 200 subjects, including specialized support for ESL and ELL learners with native Spanish-speaking tutors.
- Access Tutor.com via Blackboard: Log in to your Blackboard account to get started anytime, anywhere.

Take advantage of these valuable resources to boost your confidence and performance in your classes. We look forward to helping you succeed!

Criminal Justice Undergraduate Student Learning Objectives

UG-CJ-SLO1: Student will be able to demonstrate knowledge of specific areas of the U.S. Constitution as it relates to specific legal liabilities.

UG-CJ-SLO2: Student will be able to demonstrate knowledge of criminological theories and apply those theories to an analysis of practical criminal justice events.

UG-CJ-SLO3: Student will be able to demonstrate a working knowledge of the specific language of the Criminal Justice System, ability to identify the individual parts and costs associated with the Criminal Justice System and demonstrated knowledge in recognizing the political influences on the CJ system.

Students will demonstrate an understanding of diversity through courses that focus on topics such as race, ethnicity, gender, sexuality, religion, physical ability, language, and/or social class with an emphasis on the analysis of equity. Students will apply and evaluate approaches or modes of inquiry used to analyze diversity and equity and the social barriers to these goals.

Analysis & Use of Information. Students will be critical consumers of information, able to engage in systematic research processes, frame questions, read critically, and apply observational and experimental approaches to obtain information. Students will apply the constant self-reflection that is required to be an effective criminal justice

philosopher/practitioner amidst American diversity in race, ethnicity, gender, and class and display such thought and critical analysis in discussion and a variety of course assignments. * Students will analyze and apply current research on gender in criminal justice, focusing on the issues particularly important to women when considering the impacts and effects of gender and race in criminal justice.

* Students will demonstrate integration and synthesis of knowledge, ideas, and approaches, reaching beyond traditional or orthodox approaches and perspectives, to issues regarding the roles and experiences of women as practitioners, offenders, and victims in the criminal justice system.

MARKETABLE SKILLS FOR CRIMINAL JUSTICE BS PROGRAM

Marketable Skill	Verbal and Written Communication Skills
Dissemination Plan	1- Encouraging students to prepare and present oral presentations to the general and professional audiences, including their classmates, experts, scientists, laypersons, and government officials, on several topics related to their majors. 2- Encouraging students to prepare and compose written reports, essays, and scientific publications on various topics related to their majors. 3- Demonstrating mastery in Microsoft Office Suite to create visual aids, graphs, tables, and charts and file sharing platforms such as Dropbox, and Google Drive. 4- Emphasizing the importance of active listening, giving full attention to the details, note taking, asking appropriate questions, and interviewing in Criminal Justice related professions.
Marketable Skill	Accessing Resources with Crime Data. Work with Numbers and Demonstrate Quantitative Skills

Dissemination Plan	1- Encouraging students to explore and identify most current crime data from various local, regional, national, and international data resources. 2- Demonstration mastery in crime data analysis and interpretation. 3- Demonstration mastery in crime data presentation software and applications such as Microsoft Excel and Crime Mapping
Marketable Skill	Critical Thinking and Observation
Dissemination Plan	1- By using case studies and scenarios, encouraging students to utilize all available information to dismantle complex problems which they may face during their future professional career. 2- Encouraging students not only to identify and analyze the problems but also identify and implement the possible alternative solutions by using critical thinking.
Marketable Skill	Teamwork and Working Collaboratively
Dissemination Plan	1- Emphasizing the importance of teamwork and coordination in Criminal Justice related professions. 2- Establishing trust within group/team members and ensuring contribution from all members by utilizing group/team projects. 3- Encouraging students to reconcile and benefit from the differences within the group members.
Marketable Skill	Multicultural Understanding.
Dissemination Plan	1- Emphasizing the importance of working with people in different groups characterized by race, ethnicity, gender, socioeconomic class, religion, and other differences. 2- Encouraging the students to be aware of cultural diversity and existence of various groups in the society which they are living. 3- Highlighting the importance of awareness of other's beliefs and behaviors and building skills to communicate and function effectively in multicultural settings.
Marketable Skill	Analyzing the Factors Contributing to Crime

Dissemination Plan	1- Introducing personal, biological, social, and other theoretical explanations of the root causes of crime in society. 2- Emphasizing the importance of gathering information, critical thinking, scientific observation, analytical thinking for analyzing social problems.
Marketable Skill	Legal Codes & Procedures and Safety
Dissemination Plan	1- Introducing the current laws and policies related to the students' majors. 2- Encouraging students to explore and identify the resources to obtain the most current updates of legal codes and procedures. 3- Introducing hands-on applications and emphasizing the importance of adherence to safety standards in Criminal Justice related professions.