

**THE UNIVERSITY OF TOLEDO**  
**COLLEGE OF HEALTH SCIENCE AND HUMAN SERVICE**  
**DEPARTMENT OF CRIMINAL JUSTICE**

**CRIMINAL JUSTICE & MASS MEDIA – with a Service Learning option**  
**CRIM 3210**

**SPRING 2008**

Dr David Baker

TR: 9:30 am – 10:45 am

HSHS 2638

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### **Course Description**

This course is designed to present to students the working relationships between the Mass Media and the Criminal Justice System from both a theoretical and practical perspective. In society the media is a very influential institution in the construction of “reality” thus it has a great impact as to how we shape our opinions about the criminal justice system. The course will be presented in a fashion to develop for the student a critical understanding as to the role of the Mass Media in criminal justice.

### **Course Objectives**

- Students will be introduced to and research the context and history of the relationships between the mass media and criminal justice.
- An analysis of current events in the mass media that deals with criminal justice.
- A critical examination and appreciation of the role of ideology and social control in the mass media and criminal justice.

### **Service Learning Option for Enriched Learning**

Service Learning is a chance for you to make a difference in the community and learn beyond the course objectives through service to the community. Service Activities are undertaken in collaboration with the United North and Woodward High School. The students who opt for service learning will engage in service activities along with Woodward High School students.

As part of this service project, in collaboration with high school students, you will observe what forms of media (for example, TV, radio, plays/shows, movies, print,

materials, and music) are being used in the community and analyze how they are related to criminal justice issues within the community. This will provide practical experience to students, towards an understanding of the reciprocity between the media in shaping opinions of people on current criminal justice issues in the community and criminal justice system. The students will critically examine the role of social control through mass media and challenge common myths/stereotypes on both sides. At the same time, you will be engaging youth in mentoring partnerships and providing them a chance to give voice to their community knowledge.

**Assignments:**

You will be graded on the content of your journaling, exams, and your critical essay. In your journals and critical essay you should make connections between knowledge gained from the readings and knowledge gained from your participation in the service projects. In addition, during your final exam you will be asked to make connections between your service and the theoretical concepts and learning objectives learned from the readings or lectures. You will also be graded for your attendance at all required service and reflection events.

**Service Activities:**

Students will carry out **20 hours** (that includes community visits for special community/social events) of fieldwork and participation in service activity in the community and writing weekly service journal and a comprehensive reflection in place of the routine papers. Students will incorporate connections between knowledge gained during service activities and course readings within the weekly reading report and will also complete **two hours of reflection** with community youth.

Service Learning students will not miss core course content or lectures. Non-service learning students will have alternate non-service assignments during class sessions missed for service activities.

20 Service hours include:

**Six** collaborative visits with high school students to study the community and engage in service activities designed as part of this class. Interactive sessions between the students of this class and high school students will take place either at Woodward High School or the University of Toledo during regular/scheduled class times.

- January 29
- February 5
- February 19
- March 11
- March 18
- April 1

**Students will choose three of the following** community service events to be jointly organized by the United North to be chosen from these dates – times are still to be determined:

(Please let me know by Jan. 15 which three dates you will choose).

January 23

February 26

March 13

April 7

Two hours of reflection with community youth:

February 12

April 15

**Required readings:**

Banks, M. (2005) “Spaces of (in)security: Media and fear of crime in a local context.” *Crime Media Culture* Vol. 1(2): 169-187. **This can be downloaded from Carlson library.**

Surette, R. (2007) 3edt. *Media, Crime, and Criminal Justice: Images, Realities, and Politics.* Thompson Wadsworth.

**NOTE**

The required readings **MUST** be used in all assignments, unless written permission is given by me, not to do so.

**Recommended:**

Fishman, M. and Cavender, G. (1998) Editors. *Entertaining Crime: Television Reality Programs* New York.

Muraskin, R. (2007) *Crime and the Media: Headlines vs. Reality.* Pearson Prentice Hall.

**Evaluation:**

- 1) A weekly report on the required readings. Details to be worked out in the first class. This will account for 10% of the final grade. **Report due at the start of every class.** Late reports will not be accepted.  
[Service Learning students will write a weekly one to two page journal entry equivalents to the weekly report – but will incorporate both the readings and the service activities.]

- 2) First exam: Feb: 28<sup>th</sup> 20%.  
[Service Learning students will complete same exam.]
- 3) A critical essay (10 pages) 30% of the final grade. This essay will reflect your overall knowledge of the materials researched and the course readings. **Due in class April 17<sup>th</sup> 2007.** Late papers will be penalized by percent (1 %) per day after the due date.  
[Service Learning students will write an equivalent critical essay that incorporates both course readings, researched materials, and knowledge gained from service experiences.]
- 4) Attendance: 15%  
[Service Learning students attendance will include required service activities – which includes 6 class visits and 3 individually chosen service activities]
- 5) Final Exam: 25%: **Thursday May 1<sup>st</sup> 2007**  
[Service Learning students final exam will include a section incorporating knowledge gained from service activities.]

**All of the above assignments must be completed to receive a final grade in this course. Late papers or assignments will be penalized one point per day after due date. You are responsible for all course materials.**

**Assignments:** All assignments must be typed and follow the **APA Style**. Assignments that are not typed will not be accepted. The assignment(s) are to be turned in at the beginning of the class on the scheduled due date. Because we may discuss the assignment in class, it is *imperative* that you maintain a copy of your assignment so that you are prepared to discuss your response(s)

**Attendance:** Attendance will be taken at the end of every class. Leaving class early without permission will be considered absent.

**Plagiarism:** Plagiarism means the direct copying of material or ideas from another author without appropriate citation will not be tolerated under any circumstance. Handing in the same assignment for two courses is also not permissible, unless both instructors in advanced and the work have approved it reflects the expectations of both courses. Penalties for these instructional offenses, which include cheating on examinations, can range from failing the course to expulsion from the University. Please familiarize yourself with The University of Toledo General Catalog **Policy Statement on Academic Dishonesty**.

| <b>WEEK</b> | <b>DATES / READING</b>  | <b>SERVICE LEARNING ACTIVITY</b>                          | <b>NON-SL ACTIVITIES</b>                      |
|-------------|---|---|---|
| Week 1      | 8 & 10 Ch. 1 In Ray Surette (RS)  | January 8 - OSCE present on SL option                     |   |
| Week 2      | 15 & 17 Ch. 2 RS.   |   |   |
| Week 3      | 22 & 24 Ch. 3 RS and Mark Banks (MB)  | January 23 – individual service                           |   |
| Week 4      | 29 & 31 Ch. 4 RS and MB   | January 29 – group service                                | January 29 - Library Research?                |
| Week 5      | 5 & 7 Ch. 5 RS and MB   | February 5 – group service                                | February 5 – Library Research?                |
| Week 6      | 12 & 14 Ch. 6 RS and MB   | February 12 - reflection                                  |   |
|             |   |   |   |
| Week 7      | 19 & 21 Ch. 7 RS  | February 19 – group service                               | February 19 – Class Presentation on Research? |
| Week 8      | 26 & 28 <b>Exam</b> Review on 26 <sup>th</sup> for exam on 28 <sup>th</sup> exam will cover all the materials from week 1 through week 5. | February 26 – individual service                          |   |
| Week 9      | No class  |   |   |
| Week 10     | 11 & 13 Ch. 8 RS and DVD  | March 11 – group service<br>March 13 – individual service |   |
| Week 11     | 20 & 22 readings from previous week   | March 18 – group service                                  |   |
| Week 12     | 18 & 20 Ch. 9 RS  |   |   |
| Week 13     | 25 & 27 Critique of readings  |   |   |
| Week 14     | 1 & 3 Moving beyond the text: What we have learned?   | April 1 – group service                                   |   |
| Week 15     | 8 & 10 <b>Essay due in class on the 9<sup>th</sup></b> . Critique continues   | April 7 – individual service                              |   |
| Week 16     | 15 & 17 Review for final exam. Final exam covers all the materials from week 7 through 12.  | April 15 - reflection                                     |   |

**Final exam Thursday May 1<sup>st</sup> .**

## Preparation of Papers in the APA Style

### INTRODUCTION

The following suggestions concerning the structure, organization and composition of term papers using the citation of style of the American Psychological Association are intended to make your task easier. They are not given with the intention of being pedantic. They are given to save you time, energy, and irritation.

### LIBRARY RESEARCH

Record all references when they are first read. Record the information in the following manner:

Gibbons, D.C. (1968) *Society, Crime, and Criminal Careers*. Englewood Cliffs, New Jersey: Prentice-Hall.

Jeffery, C.R. (1965) "Criminal Behavior and Learning Theory", *Journal of Criminal Law, Criminology, and Police Science*, July, Vol. 52(1), pp. 293-300.

### OUTLINE

I may require that an outline be submitted prior to the paper's due date. Even if an outline is not required, it may prove to be beneficial to construct an outline before writing the paper itself.

Generally speaking, an outline consists of major and minor topic headings, organized with regard to the specific topic being researched. Topic headings usually include an introduction, historical background and/or literature review, main body of the text, critique (including the presentation of pro and con positions), proposed solutions, conclusions, and summary, followed by a complete listing of all references referred to or cited in the text.

### TITLE PAGE

The title should be centered on a separate page and should be followed by your name, the course number, day and time of the class meeting, and the name of the instructor, in the following manner:

The Social Construction of Danger  
David Noel Baker  
Criminal Justice and the Mass Media  
TR: 9:30 am – 10:45 am  
Due: May 17<sup>th</sup> 2007  
Dr. Baker

## TOPIC HEADINGS

The first heading should be centered on the page and set off from the immediately preceding sentence by three typed lines in the following manner:

Mass Media Studies of Criminality

Note that the first heading is typed in capitals and lower case and is not underlined. Underlining is reserved for material that is intended to be italicized in the text. Sub-headings, which represent a topic under the main heading, are placed even with the margin and italicized in the following manner:

Study of family histories and criminal justice

Should it be necessary to use an even finer breakdown of topic material (i.e., fourth or fifth headings), it is recommended that a system of numbering or lettering be used.

References and Citation

## INTRODUCTION

The APA style permits the reference to a particular work in the paper by merely citing the year of the publication following the author's name, in the following manner:

As reported by Smith (1978) in a recent report on delinquency control...

Once the author's name and published, work is in the list of references; they may be referred to over and over again with no further identification than the name and the year of publication. If the author had two or more works in a given year, merely list them as a,b,c,d...n, following the citation of the year, in the following manner:

Smith (1978a)

Jones (1979b)

The list of references should begin on a page following the final page of the paper and should be alphabetized. Nothing should appear in the list of references that is neither cited nor quoted in the text.

Cite only primary sources. If an author of one source refers to some original article or quotes from it, this should be noted in the paper by indicating that the original article was cited or quoted. This can be done as follows:

Jones (1968), as noted by Smith (1978), claims that delinquency control...  
In the references list, citations should then be entered for both Jones and Smith.

## QUOTATION AND CITATION

If an author is quoted verbatim, copyright laws require that this be indicated by either quotation marks around the passage in the text, as noted in the following two examples:

As noted by one author, "Delinquency control is accomplished by means of a combination of approaches" (Smith, 1973:25).

According to Smith (1975:25) "Delinquency control is accomplished by means of a combination of approaches"

In the examples given above, the authors' names, year of publication, and the specific page references are all given. Page citation is required whenever a direct quotation is made. It sometimes becomes desirable to give a page reference when referring to an author's conclusions or ideas in a general way, but this is not required.

Quotations longer than three (3) lines are indicated as such by setting them off in the body of the text, indented, and according to APA style (sect. 332), indented block quotations are to be double-spaced. No quotation marks are used. For example:

As Smith has noted in a recent book on delinquency control:

New approaches to the control of delinquent behavior have emerged within the past two decades which hold some promise. One of these approaches represents an extension of principles derived from laboratory-based experiments in behavior modification and makes use of a technique called contingency contracting (Smith, 1973:25).

## REFERENCES

As stated above, the list of references listed in alphabetical order should include only those items quoted or cited in the text. They should be cited in full, and in the following manner:

References

Carhes, Sam P. (1978) Controlling Juvenile Delinquency. New York: McGraw-Hill.  
**(This is the proper citation format for a book citation by a single author.)**

Smith, James B., and Ann M. Jones (1978) Controlling Juvenile Delinquency. New York: McGraw-Hill.

**(This is the proper citation format for a book, which has two authors.)**

Smith, J.B., A.M. Jones and Y.Z. Brown (1988) Controlling Juvenile Delinquency. New York: McGraw-Hill.

**(This is the proper citation format for a book with multiple authors.)**

Taylor, C.R. (Ed.) (1988) Controlling Juvenile Delinquency: New Methods and Approaches. New York: McGraw-Hill.

**(This is the proper citation format for an edited collection of papers or anthology.)**

Title, Y.A. (1988) "Juveniles in Jeopardy", in J.B. Smith (Ed.) Controlling Juvenile Delinquency. New York: McGraw-Hill.

(This is the proper citation format for a chapter or article in an edited collection of papers or anthology.)

Tyler, William R. (1985) "Police and Delinquency", Journal of Criminal Justice, March, Vol. 13(3), pp. 1-14.

**(This is the proper citation format for a journal article with one author.)**

Tyler, William R. (1988) "an Experimental Study in Delinquency Control", Crime and Delinquency, February, Vol. 56(2), pp. 255-260.

**(This is the proper citation format for a journal article with one author.)**

Williams, Ron B., and T. Bradshaw (1988) "An Experimental Study in Delinquency Control", Crime and Delinquency, February, Vol. 56(2), pp. 255-260.

**(This is the proper citation format for a journal article, which has two authors.)**

The complete first name can be written or only the initials can be noted. Decide one way or the other and adhere to that format throughout the reference listing. Also, note that when listing the same person as a single author two or more times, list the author's earliest work first.

Variations on any of the above can be found in the official publications of the APA, including the American Psychologist, Psychological Bulletin, and Psychological Review. Internet citation must have the DATE the information was retrieved.

#### EVALUATION CRITERIA

**This is the criterion I will use when assessing your essay, grouped under the main categories of content, structure and mechanics of writing. In general, I give priority to content and structure but all the criteria help shape my response.**

#### CONTENT

##### **INTRODUCTION AND THESIS**

\* clear presentation of topic.

- \* explicit statement of thesis that gives an overview of your argument.

### ANALYSIS

- \* comprehension of reading, lectures and class discussions.
- \* use of concrete examples to show understanding of concepts.
- \* each of the supporting arguments is sufficiently backed up with relevant data.
- \* sources are adequate in quantity and number.

### STRUCTURE

#### **DEVELOPMENT OF ARGUMENT**

- \* clear, coherent line of argument
- \* logical progression in the presentation of the material that supports the thesis.
- \* each point should further the argument.

### PARAGRAPHING

- \* one point per paragraph
- \* paragraphs are neither too long nor too short (no one sentence or one page paragraph.)

### CONCLUSION

- \* summarize main arguments.
- \* review the points made in the paper in a general way.

### MECHANICS

#### **GRAMMER AND STYLE**

- \* clear expression of ideas
- \* correctness
- \* flow: creative use of sentence structure and language.

### THE BASICS

- \* spelling
- \* punctuation
- \* bibliography and layout
- \* proof-reading
- \* correct use of quotations

*Syllabus subject to change*