

CRJ 204 -CRIMINAL JUSTICE AND THE URBAN ENVIRONMENT
BOROUGH OF MANHATTAN COMMUNITY COLLEGE – CUNY

DISTANCE LEARNING (ONLINE)

Semester: Spring 2021

Professor: Shirley Leyro

Course Section-Code: CRJ 204-050W

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Classroom: ONLINE **ALL LESSONS WILL BE RELEASED AT 12:00 AM ON**

VIRTUAL (online) Office Hours: Mondays 10 am – 1 pm (Because this class is distance-based, and due to the fact that students have different schedules, I will make myself available for one-on-one meetings via FaceTime or Zoom via appt. In addition, please download the **REMIND APP**, so that we can communicate via text.

Emails are answered Mon-Fri from 9 am until 6:00 pm. *Any emails sent outside of this time frame will be answered the next business day during said hours.*

***See information below regarding email communication.**

Course Description:

This course takes a critical approach to the study of crime and justice in urban settings. Course materials examine contemporary crime-related issues that affect urban communities within a historical and sociological context. The course highlights the intersections of deviant behavior and the criminal justice system within the structures of class, race, gender, and power inequalities. Topics explored may include racial profiling, juvenile delinquency, media representations of crime, policing, the war on drugs, and prisoner re-entry.

To benefit the most from this course, everyone should come to each class prepared by having read the assigned pages.

This is a writing intensive course that fulfills the WI requirement for graduation. Writing intensive courses pay special attention to developing critical reading, writing, and analytic skills to prepare students for college-level coursework in general. Both informal and formal writing will be designed to maximize your understanding of the subject matter. Formal writing assignments, at least 10-12 pages total, account for a significant portion of your grade and will include opportunities for revision.

Learning Objectives:

By the end of the semester you should be able to:

- To give students an understanding of the special characteristics of urban settings that affect crime and justice.
- To develop an overall understanding of the current state of problems and solutions regarding crime in urban settings.

- To learn how current urban methods of criminal justice are supported by empirical evidence.
- To teach students the implications of today’s urban crime and justice as it relates to social policy.

Learning Outcomes & Means of Assessment:

Student Learning Outcomes for Writing Intensive:

Measurements:

Student will be able to complete (a) formal writing assignment(s) of at least 10-12 pages in length that has/have gone through the revision process (e.g. research paper, content-related report, essay.)

Academic essay, newspaper article, history of my neighborhood paper

Student will be able to generate pieces of informal writing in response to a variety of prompts, concepts, situations or reading assignments.

Reflection essays, annotated bibliography

Course Student Learning Outcomes (Students will be able to...)	Measurements (means of assessment for student learning outcomes listed in first column)
<ol style="list-style-type: none"> 1. Describe the special characteristics of urban settings that affect crime and justice. 2. Discuss the implications of today’s urban crime and justice as it relates to social policy. 3. Describe how current urban methods of criminal justice are supported by empirical evidence. 4. Demonstrate an understanding of the current state of problems and solutions regarding crime in urban settings. 	<p><u>Writing assignments and oral presentations:</u> will assess a student’s ability to <i>recall</i> specific points of information regarding a. the special characteristics of urban settings that affect crime and justice, b. the implications of today’s urban crime and justice as it relates to social policy c. the current urban methods of criminal justice are supported by empirical evidence and d. an understanding of the current state of problems and solutions regarding crime in urban settings.</p> <p><u>Writing assignment:</u> The writing assignment (essay) will assess a student’s ability to 1. <i>Appraise</i> a hypothetical situation; 2. <i>Recall</i> specific points of information regarding criminal justice in urban settings; and 3. <i>Apply</i> the appropriate points of information to formulate an appropriate response using the appropriate vocabulary.</p> <p><u>Presentations:</u> The oral presentation will test a student’s ability to <i>interpret</i> and <i>summarize</i> the material presented in class lectures and reading assignments.</p>

Below are the college's general education goals that will be covered and assessed in this course.

General Education Goals	Measurements (means of assessment for student learning outcomes listed in first column)
Communication Skills- Students will write, read, listen and speak critically and effectively.	<u>Writing assignments and oral presentations:</u> will assess a student's ability to <i>recall</i> specific points of information regarding a. the special characteristics of urban settings that affect crime and justice, b. the implications of today's urban crime and justice as it relates to social policy c. the current urban methods of criminal justice are supported by empirical evidence and d. an understanding of the current state of problems and solutions regarding crime in urban settings.
Information & Technology Literacy- Students will collect, evaluate and interpret information and effectively use information technologies.	

Follow us on social media. Keep up-to-date with the happenings of the criminal justice program with our social media sites. *Also, be sure to check your BMCC email frequently!*
[@CriminalJusticeBMCC](#) [@BMCC_CRJ](#)

Required text:

No textbooks required. This course uses open educational resources that are freely available online or provided in class – links for readings and where to find reading are indicated in schedule below.

Recommended readings:

Angotti, T. & Morse, S. (2019). *Zoned out! Race, displacement, and city planning in New York City.* Urban Research Publishers. .

Rothstein, R. (2017). *Color of law: A forgotten history of how our government segregated America.* Liveright Publishers.

Rios, V. (2011). *Punished: Policing the lives of Black and Latino boys.* New York, NY: NYU Press.

Stein, S. (2019). *Capital City: Gentrification and the Real Estate State.* Verso Books Publishers.

Jacobs, J. (1961). *Death and Life of Great American Cities.* Vintage Books Publishers.

Notice of media content:

We will watch snippets of several movies during this course. Some of these movies are rated "R" by the Motion Picture Association of America. The "R" rating is given to movies which contain some adult material. An R-rated motion picture may include adult themes, adult activity, hard language, intense or persistent violence, sexually-oriented nudity, drug abuse or other elements." (Retrieved May 28, 2014 from the World Wide Web, http://filmratings.com/downloads/rating_rules.pdf). If you have reservations about seeing a movie with the above content, please see me privately and we will make other arrangements.

Expectations for Zoom meetings:

This session will be run significantly different than how it is typically handled on campus. As you all know, this session is entirely online. I will schedule classes that will be held via video conference, at the same times that are listed on CUNYFirst when the class was supposed to meet on campus. These meetings will be held via the online platform, Zoom, which is very much like Skype or Facetime (meaning they can be done via your phone). I feel very strongly that having some type of “face-to-face” interaction will be beneficial for all of us. *Please be sure to review the schedule below to ensure you are present for all of our meetings.*

In addition, I will provide you with narrated versions of the PowerPoint lessons to help guide you for the weekly readings. There is no time limit or deadline within which you are to review the lessons or readings. I understand several of you are taking multiple courses in addition to this one and there will be a lot of information to cover for all your classes. *However, falling behind on the readings and assignments will cause you stress, and we want to avoid that. So please, as best as you can, try to review the readings and assignments as they are listed on the schedule below.*

In addition, **except for the CITI Certification, there will be no due dates for any of the assignments.** *You will have until the end of the semester (May 11th) to submit your assignments – the Final will be due 25th.* I am doing this to relieve some of the pressure that the transition to online instruction might be putting on you. *However, having no official due date to submit assignments might give way to the temptation of waiting too long to start fulfilling the assignments, and that puts you at risk of having a backlog. **So, to help you avoid this bottleneck of assignments, I will provide a “recommended submission date” for the assignments.*** This is the date I am suggesting for you to submit your assignments, and I am providing these suggestions as a way to help you manage your time. *While you will not be penalized for not submitting the assignments on the suggested dates, I strongly suggest you try as best as possible to meet them. Doing this will provide a level of continuity and consistency during this online instruction. However, please remember that the CITI Certification is due no later than 11:59 pm on March 9th.*

Notes on ZOOM etiquette:

Our online learning environment will be very different than an onsite classroom – you can literally attend class in your PJs, on your bed, and play Heartstone on your system and I won’t be able to tell any of that is happening! But, as we are all aware, such a scenario is not conducive to learning. So, for the weeks that we are engaged as a class, please try to the best of your abilities to do the following while we hold our Zoom meetings, please:

- Keep your video **live** – consider this meeting our classroom and just as you would be present in the classroom, please be present during the zoom meetings. So, *no blacking out your picture* (however, if for some reason you cannot unmute your video, I will not penalize you);
- If you cannot or choose not to put your video on, then *please upload a picture of yourself as your profile pic for zoom.* **This is not optional** – if you do not put on your live video, please upload a picture for your zoom profile.

- Keep your audio muted, so that there is as little feedback and interference with the lesson as possible;
- Use the chat box to comment (but don't ask me if you can go to the bathroom!);
- Try to participate at least 2x during our meetings – this will ensure optimal engagement and attention.

Participation in the academic activity of each course is a significant component of the learning process and plays a major role in determining overall student academic achievement. Academic activities may include, but are not limited to, the journals, attending the zoom meetings, submitting assignments, engaging in online activities, taking exams, and/or participating in group work.

As a criminal justice student and future professional, I strongly encourage you to keep up with current events by reading The New York Times and other newspapers. The New York Times provides digital subscription to all CUNY students, faculty and staff. To begin your subscription, go to: <https://myaccount.nytimes.com/verification/edupass>

You should also discover and read scholarly and professional journals (Google Scholar and/or World Cat). In particular, you should examine journals related to police organizations, administration, criminal justice and public administration.

**** COMMUNICATING WITH THE INSTRUCTOR(S) OUTSIDE OF CLASS (INCLUDING EMAILS)****

- The instructor will answer email communication during virtual office hours (see these above).
- All emails must include the class course and section in the subject heading and include your first and last name in the signature. *Any email that does not follow these instructions will be considered spam and **will not be answered.***
- All email communication should be addressed professionally. The Instructor **will not answer emails** to “Hey” “You” “What’s up?” etc.
- All emails must contain in-line text. If your email does not have content (e.g., you are following up on a previous communication and re-forward the previous email without instruction) it will not be answered.
- It is the students’ responsibility to ensure their email, associated with BlackBoard, is working properly and that their mailbox is not full in order to receive all course related emails and announcements.

This is a space of respect -respect to life, and dignity of everyone in this class. This includes respecting how each student identifies themselves to be. Therefore, in this classroom:

*Black lives matter

*Muslims are not terrorists

*Latinx are not rapists or criminals

*we respect women, trans, lesbian, gay, and queer students as much as straight men. One is not

more valuable than the other just because of their sexual/gender identity, role and orientation.
*Undocumented students have every right to safety as their documented counterparts.

As an educator, I fully support the rights of undocumented students to an education and to live free from the fear of deportation. If you have any concerns in that regard, feel free to discuss them with me, and I will respect your wishes concerning confidentiality. Furthermore, I am committed to resisting any and all attacks on immigrants, including threats of deportation, and will urge CUNY to serve as a sanctuary. I am committed to making CUNY a sanctuary campus for undocumented immigrants, not just in word but in deed - through the campus community refusing to allow ICE to enter our campus and refusing to cooperate with and struggling to prevent any government attempts to ascertain the immigration status of members of our community or to detain or deport undocumented immigrants.

Basic Needs Security:

Any student who faces challenges affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course is encouraged to contact the Single Stop office (link [here](#)). If you feel comfortable in doing so, please also notify your professors – this will enable us to provide information for resources we may possess.

Counseling Center – Balancing Stress, Life and Academics:

Life happens! And sometimes it can make succeeding in your coursework difficult. If you find that you are having a hard time concentrating on your coursework because other issues in your life feel overwhelming, don't hesitate to reach out for assistance. You may talk to me about how your coursework is being affected, and I can refer you to some resources. You can also go directly to the Counseling Office at BMCC, which is staffed by psychologists and offers free consultations in Room S-343, or call them at (212) 220-8140. You may also email them: counselingcenter@bmcc.cuny.edu. Counselors assist students in addressing psychological and adjustment issues (i.e., depression, anxiety, and relationships) and can help with stress, time management and more. Counselors are available for walk-in visits. See the webpage for more information. You can call, text, or chat online with NYC Well, which offers free mental health support. Visit their webpage, or call 1-888-NYC-WELL (1-888-692-9355).

Office of Compliance and Diversity www.bmcc.cuny.edu/aac, room S701, 212-220-1236.

BMCC is committed to promoting a diverse and inclusive learning environment free of unlawful discrimination/harassment, including sexual harassment, where all students are treated fairly. For information about BMCC's policies and resources, or to request additional assistance in this area, please visit or call the office, or email olevy@bmcc.cuny.edu, or twade@bmcc.cuny.edu. If you need immediate assistance, please contact BMCC Public safety at 212-220-8080.

Accessibility Services/ADA Policy:

Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility from the OAS, which is located at N-360 (212-220-8180). It is the student's responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.

The Writing Center:

The Writing Center (<http://www.bmcc.cuny.edu/writingcenter/>) is a center where students can receive tutoring in reading and writing skills, critical reading, and the writing process. Students can apply for a weekly appointment with a tutor and/or use drop-in services during scheduled hours. Students may also attend workshops offered at the Center throughout the academic year. The writing center is a valuable resource, and I encourage you to use it.

College Policy On Plagiarism:

(retrieved 5/28/14 from the BMCC website:

<http://www.bmcc.cuny.edu/academics/page.jsp?pid=1052&n=Rules%20and%20Regulation>)

Plagiarism is the presentation of someone else's ideas, words, or artistic/scientific/technical work as one's own creation. A student who copies or paraphrases published or on-line material, or another person's research, without properly identifying the source(s) is committing plagiarism.

Plagiarism violates the ethical and academic standards of our college. Students will be held responsible for such violations, **even when unintentional**. To avoid unintended plagiarism, students should consult with their instructors about when and how to document their sources. The library also has both print and digital guides designed to help students cite sources correctly.

Plagiarism carries a range of penalties commensurate with severity of the infraction. The instructor may, for example, require the work to be redone, reduce the course grade, fail the student in the course, or refer the case to the Faculty-Student Disciplinary Committee (see Article 15.4 of the Bylaws of the Board of Trustees). Cases referred to that committee could result in suspension or expulsion from the college.

Academic Integrity:

Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise.

The following are some examples of cheating, but by no means is the list exhaustive:

- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take-home assignment or examination.
- Using notes during a closed book examination.
- Taking an examination for another student, or asking or allowing another student to take an examination for you.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without receiving advance permission from each instructor to do so.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write papers that have been assigned to you, or to do projects that have been assigned to you. This includes the use of commercial term paper services.
- Giving assistance to acts of academic misconduct / dishonesty.
- Fabricating data (all or in part).
- Submitting someone else's work as your own.

- Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, computers or other technologies to retrieve or send information.

Grading:

The best way to gauge your understanding of the concepts is to assess your knowledge. This will be done a variety of ways (listed below). **Your grades will be posted on Blackboard throughout the semester after each completed assignment. Please keep track of your progress during the semester, so there will be no surprises when final grades are entered.** Remember: I do not give grades, you earn them!

Assignment	Percent of Grade
Participation	15%
Crime and Justice in My Neighborhood Project (Assignment No. 1 – Reflection Essay = 15) (Assignment No. 2 – History of my Neighborhood = 15) (Assignment No. 3 – Newspaper Article = 15) (Assignment No. 4 – Academic Essay = 20)	65%
CITI certification	20%
Total	100%

Participation:

Each student is required to come to class (zoom) prepared by reading and reviewing material assigned for that class. Participation in the academic activity of each course is a significant component of the learning process and plays a major role in determining overall student academic achievement. Academic activities may include, but are not limited to, attending class, submitting assignments, engaging in in-class or online activities, taking exams, and/or participating in group work. Each instructor has the right to establish their own class participation policy, and it is each student’s responsibility to be familiar with and follow the participation policies for each course.

Crime and Justice in My Neighborhood Paper:

See instructions on paper below.

CITI Certification:

Instructions on how to take this certification will be explained in class.

Extra Credit:

The extra credit opportunity, *if offered*, will be announced at some point during the semester.

Incomplete grade policy statement:

An incomplete grade may be given only to those students who would pass the course if they were to satisfactorily complete course requirements. I *do not* generally give incompletes, and any exceptions will be considered on a case-by-case basis.

I do not accept late assignments. No exceptions. All Assignments will be handed in via Blackboard. I will not accept any assignments in person or via email. Odd things happen in cyberspace – servers disconnect temporarily, e-mails get lost, and logins fail. Do **NOT** wait for the last minute to do your work. Plan ahead, anticipate delays, and allow time to meet deadlines.

****NOTE ON WRITTEN ASSIGNMENTS****

1. All written assignments (including short essays during examinations) must reflect quality of content, clarity, writing skills, grammar and critical thinking skills commensurate with college-level study. Students are encouraged to contact the instructor or the *Writing Center* for assistance.
2. Written assignments must follow formatting instructions and submitted as word documents.
3. It is the student's responsibility to troubleshoot in advance and ensure their assignments were uploaded correctly to BlackBoard.

Course Goals:

As a class, to strengthen and consistently apply our critical, analytical, and creative thinking skills. We should be able to apply the tools we use in the classroom to better understand the complex world around us.

We will discuss a number of different topics related to urban communities, crime, social stratification, disenfranchisement and a host of other sociological and criminological-related issues and engage in a sequence of experiences designed to strengthen and hone our skills. When you begin to study new material, concentrate on learning and understanding the significant issues. *Ask questions. Expect to be challenged. Interrogate the system.* You will certainly gain a richer and deeper understanding of the course by reinforcing the readings, assigned podcasts, and class discussions with supplemental information (e.g. current events, news articles, conversations with family, friends, and peers about the issues).

Classroom Protocol:

How will we learn? Our class will follow a multi-sensory approach of learning to enhance your knowledge and understanding. With the objective of facilitating the learning process, class sessions will consist of lecture, complemented by discussion and debate, films or other multimedia presentation. Some classes will be facilitated using PowerPoint presentations. Usually, I like to begin class with an examination of current events so be prepared to discuss these topics.

If at any time you become uncomfortable during our class discussions, please reach out to me, either after class, during my office hours or via email. There may be portions of some class materials (e.g., images, videos, hyperlinks, etc.) that may be graphic in nature and/or contain offensive language and commentaries. While these resources are not intended to be personally offensive or intrusive, it is important that students are aware of this possibility.

Team-Based Learning. *Be willing to collaborate with your peers.*

Our class will follow a unique and interactive learning strategy. Team composition will be based on borough/ neighborhood/community. These teams will be tasked with working together on a

number of assignments and class exercises that relate to aspects of their communities. Students will be assessed individually, and, also as a team.

Reading Habits. *Develop effective reading habits.*

As a criminal justice scholar, it is essential that you set aside time to read and review the assigned materials prior to class. By reviewing the material, you will be prepared to actively engage in class discussions and ask constructive questions. The assigned readings may require you to use a dictionary and/or refer to concepts in your text. Be patient and allow yourself time to read and re-read. In order to make the most of this course, I want you to wrestle/analyze the readings, and mull over how they apply to your own experiences.

Questions to help guide you as you read and review the course material:

- ■ What did the reading say? Can I recall the major ideas and main points?
- ■ What was meaningful about the reading? Why did the professor assign such a reading (or film, podcast, etc.)?
- ■ What issues were missing from the reading?
- ■ What did I find confusing about the reading?
- ■ What were some new ideas that were sparked by the reading?
- ■ Did the reading change my perspective or viewpoint on an issue?
- ■ How does this reading compare or contrast to other assigned readings?
- ■ How does this reading connect with material covered in my other courses?

Schedule of Classes

Week 1 Introductions & Course Overview

February 2 Introductions & Course Overview

Week 2

February 9 C. Wright Mills: “The Promise of the Sociological Imagination” (ON OPENLAB)

Week 3

February 16 LIBRARY LESSON

Suggested Assignment Due Date:

Essay No. 1: Reflection Essay

Week 4 **Special guest speaker**

February 24 (Wednesday) *Special guest speaker* – this is a special event, scheduled for 3 pm. Attendance is again optional but *strongly encouraged*

Week 5

March 2 CITI CERTIFICATION

Week 6

March 9 Space (PowerPoint Presentation)
John Jay Report (READING PROVIDED ON
OPENLAB)oard

Mandatory Due Date:
CITI CERTIFICATION

Week 7

March 16 Public Policy (PowerPoint Presentation)

Week 8

March 23 The Built Environment

Suggested Assignment Due Date:
Essay No. 2: History of [neighborhood name]

SPRING BREAK

March 27
April 4 SPRING BREAK

Week 9

April 6 NYCHA Article (READING ON OPENLAB)

Week 10

April 13 Anderson Article “The White Space” (ON OPENLAB)

Suggested Assignment Due Date:
Essay No. 3: Newspaper Article

Week 11

April 20 Broken Windows (ON OPENLAB)
[George Kelling article](#) (READING ON OPENLAB)

Week 12

April 27 The Criminalization of Gentrifying Neighborhoods (ON OPENLAB)

Week 13

May 4 Gentrification (ON OPENLAB)

Week 15 FINAL WEEK

May 11 **Last day of class**

May 25 **FINAL PAPER DUE – MUST BE SUBMITTED VIA OPENLAB BY 11:59pm, NO EXCEPTIONS**

INSTRUCTIONS FOR COMPLETING THE “CRIME AND JUSTICE IN MY NEIGHBORHOOD” PROJECT

The purpose of this project is to weave together the different perspectives and themes discussed in this class into a coherent narrative. I want you to demonstrate to me that you understood the major themes in the course, and the way you do that is by incorporating your analysis, discussion, and/or arguments in your written assignments. This project will be fulfilled by several assignments, with the final assignment in the form of an academic essay, due at the end of the semester – all assignments leading up to this final paper are meant to prepare you for the academic essay.

The *primary questions* you are going to address in your *entire project* are: **(a)** how has crime changed in my neighborhood over the years? and **(b)** What is the perception of justice in my neighborhood? To answer these questions for your paper, you will have to conduct research. Involved in this research includes, but is not limited to: 1) collect background data about the neighborhood you choose to canvas; 2) analyze existing data (“secondary data”) about your neighborhood; and 3) collect original data about your neighborhood in the form of systematic observations and conducting interviews. (More information on how to conduct research is described below and will be reviewed over the course of the semester)

ASSIGNMENT NO. 1: REFLECTION ESSAY

This *2-3-page essay* will be based on your thoughts regarding the neighborhood you live in. This is a free-thinking exercise. You are to express your thoughts about your community. Who lives there? What is around you? Are there parks? Are there community centers, churches, schools, gardens, etc? Information on what a reflection essay is can be found under the “Course Materials” tab in OpenLab.

ASSIGNMENT NO. 2: HISTORY OF [NEIGHBORHOOD NAME]

For this first formal assignment, you will write a *3-4-page paper* where you describe your neighborhood history: is your neighborhood known by a particular name? If so, what is it? Where did that name come from? What are the neighborhood’s demographic makeup over time? What makes your neighborhood unique? Are there any cultural events or activities in your neighborhood? Pretend you belong to the Chamber of Commerce and you want to attract people to your neighborhood – what would you highlight so that people would want to come visit? For this paper, you will use the research you conducted where you analyzed secondary data.

ASSIGNMENT NO. 3: NEWSPAPER ARTICLE

For this second formal assignment, you will write a *3-4 paper* where you use the interview data you collected (*remember, you will not be able to interview anyone until you have completed your CITI certification*). For this paper I want you to interview 2-3 people and ask them about their perception of crime and disorder in your neighborhood. You will use quotations from those interviews in your article. So think about a newspaper article, maybe look a few up so you can see how they are written and formatted – this assignment is your newspaper article. You will discuss public policy and its relationship to Criminal Justice and the Urban Environment *where you live*. This is where you will also use the secondary data you looked up for the first

assignment, to give some context on what the folks are telling you. So, for example, if a person tells you “*crime is at an all time high!*” Then you will be able to say something about that comment, based on the data you collected on crime rates in your community.

ASSIGNMENT NO. 4: ACADEMIC ESSAY

For this *final paper*, you will weave together the information from the first three assignments and discuss your understanding of how public policy, crime, and justice interplay in your community. This final paper should be about 6-8 pages. You will take the information that you collected during your research for the previous assignments to inform your final paper. *You will not cut and paste the previous 3 essays and form this paper!* Rather, you will write this essay based on the information gathered previously. More information will be discussed during the semester.

RESEARCH NECESSARY FOR YOUR PROJECT

Collecting data about your neighborhood: You will begin by collecting background data about your neighborhood that will consist of information you find by searching online, at a library and/or elsewhere. It will include statistics and/or reports published by government agencies such as the police, health department, or the housing department (“secondary data”). The background data may also include reports and statistics generated by non-governmental agencies (like the ACLU, for example) and any articles that you can find about your neighborhood, including academic papers, magazine articles, newspaper stories and so on, that provide insight into it. You will use secondary source information and your own personal observations to write a description of your neighborhood.

Conducting Systematic Observations and interviews in your neighborhood: This project employs a relatively short window of time to conduct a very simple set of systematic observations in neighborhoods. You will conduct observations and interviews in your neighborhood. To conduct observations, students are asked to adhere to their normal daily routines – pay attention to whether any evidence of crime in their neighborhoods is observed. If yes, students will record where and how often they see it and, if possible, report which crimes are involved – do not seek criminal activity out! Pictures are a good idea, but do not take pictures of anyone unless you have their permission. You will also conduct interviews – you must interview at least 3 ppl. They can be neighbors, family, business owners, police officer, postal workers, anyone who is in your neighborhood on a consistent basis. You will ask them about their connection in the neighborhood (how long have they lived there?) and of their perceptions of crime in the neighborhood: has neighborhood crime gone up or down? Why do they think? Has the neighborhood changed in any other way since they have lived there? These interviews must be anonymous and confidential! You may not use people's real names or describe them in such a way that anyone who reads your paper will be able to identify them. As you write your paper keep in mind that, the reporting of the data you collect should be with the focus of answering the primary questions of the assignment (first paragraph). And as you answer these questions using the data you collected, you are also incorporating the different 2 perspectives discussed in class (the sociological imagination, navigating space, being present in the space that you’re in, who

does the city belong to?, interrogating concepts of disorder, crime, “good neighborhoods” v. “bad neighborhoods”).

Final paper is due via Blackboard. Consult the syllabus for the date.

GENERAL TIPS FOR WRITING PAPERS

Please refer to the guidelines below on what is expected in a college-level essay:

FORMAT

- All work is typed
- Font is standard (12 pt.)
- 1” margins on all sides
- Double-spaced
- APA citation (please consult with the LIBRARY or WRITING CENTER for help on how to cite using APA format (the Purdue OWL website is also a great resource)
- The introductory paragraph is at least SIX sentences long
- Spellcheck applied to FINAL draft
- The paper does not contain contractions (no “don’t,” “can’t,” “couldn’t”)
- Do not use first person pronouns (we, I, you, us, our, my, mine, me) PAPER
- Focused, clear, uses a point effectively, and supports the thesis you are making; meaning: Does the essay answer the question that is asked? Does the essay critically analyze the subject matter? Is the information clearly, coherently and concisely synthesized and presented?
- Uses appropriate sources to make a sensible argument
- Integrates quoted material effectively
- Does not come entirely from just one source nor does it rely heavily on only one or two sources?

At least 5 sources (NO WIKIPEDIA, NO BLOGS!)

BONUS POINTS FOR

- A student generated visual aid o Chart, graphic (not a picture you stole from the internet)

MORE GUIDELINES FOR THE PROJECT

Class, I want to provide guidance here are some things to consider as you write your final paper. As I explained to you several times over the course of the semester, each assignment previous to the final paper was designed to address what would be a different component of your final paper. For example:

1. The reflection paper is meant to make you *think* about your neighborhood.
2. The annotated bibliography is meant to make you *start* your academic investigation (research) for your paper.
3. The “history of my neighborhood” paper is meant to make you write the part of your paper where you *discuss the background* of your neighborhood, including crime data.
4. Your “newspaper article” is where you were to *discuss the current situation* of your neighborhood – and this is where you *conduct your interviews* (the reason you had to take your CITI certifications).

So, if you complete the above assignments (as they are meant to be completed), you will have basically written about 75% of your final paper – because most of the components of your final research has been completed: 1) the introduction – with the reflection paper; 2) the literature view – 3/5 sources were used for the annotated bibliography; 3) the “body” – the information you collected for the historical essay and newspaper story.

This does not mean, however, that for the final paper you *cut and paste* the previous assignments into your paper! However, in terms of the content for your final paper, much of it has been already conceived and laid out, with your previous assignments.