



Update 9/11/2023

CRJ 204 -1401 Criminal Justice and the Urban Community

3 Lecture Hours | 3 Credits |ZTC

In Person

Fall 2023

Professor Satenik Margaryan, Ph.D.

Classroom/Class Time: Fiterman 404, TuTh 2:00PM - 3:15PM

Office hours (#N656, 199 Chambers Street and [ZOOM](#)):

Tuesdays: 12:15 pm to 1:15 pm

Fridays, 2 pm to 4 pm

by appointment requested at smargaryan@bmcc.cuny.edu

Phone: 212 776 6391

Email: smargaryan@bmcc.cuny.edu

I. 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.

Prerequisites/Co-requisites: CRJ 101, CRJ 102.

COURSE OBJECTIVES

- * To provide students with 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.

What makes this course a Zero Textbook Cost course?

This course does not require students to purchase textbooks, using materials that are freely available or are available through the Library. In this course, you will access all materials through Blackboard.

II. STUDENT LEARNING OUTCOMES: What you should be able to do by the end of the semester...

	<i>You will be able to...</i>	<i>Types of Assessments</i>
Course Student Learning Outcomes	<ul style="list-style-type: none">● Describe the special characteristics of urban settings that affect crime and justice.● Discuss the implications of urban crime and justice as it relates to social policy.● Describe how current urban methods of criminal justice are supported by empirical evidence.● Demonstrate an understanding of the current state of problems and solutions regarding crime in urban settings.	<ul style="list-style-type: none">● Discussions● The Research papers● Individual presentations

General Education Goals	<p>Social & Behavioral Sciences – Students will understand and apply the concepts and methods of the social sciences.</p> <p>Student behaviors include being able to:</p> <ul style="list-style-type: none"> ● demonstrate an understanding of the unique theories and methods of a social or behavioral science ● analyze and interpret a social, economic, political, cultural, philosophical, or historical issue 	<ul style="list-style-type: none"> ● Quizzes ● Discussion Participation ● Research papers ● Individual presentations
	<p>Information & Technology Literacy- Students will collect, evaluate and interpret information and effectively use information technologies.</p>	

Required Texts

All of the required readings for this course are listed in the course timeline below and will be posted to OpenLab. You **must** access these materials for the course on OpenLab, so make sure you have access today. Visit this [site](#) for assistance accessing OpenLab.

II. Use of Technology

1. BMCC OpenLab

[BMCC's OpenLab](#) is an online platform where the College's students, faculty and staff can come together to learn, work, play, share ideas and build community. All our course materials will be posted on BMCC OpenLab site: <https://openlab.bmcc.cuny.edu/crj-204-fall2023-margaryan/>

Please follow these steps to register for the course on the OpenLab:

1. Sign up for an OpenLab account with your BMCC email address– it's a quick and easy process! Here are the instructions.
<https://openlab.bmcc.cuny.edu/blog/help/how-to-sign-up-and-log-in-to-bmcc-openlab-students-staff-faculty/>
2. Go to our course site here: <https://openlab.bmcc.cuny.edu/crj-204-fall2023-margaryan/>
3. Click on "Request Membership" under the course photo.

Once you are a member of the class, you will be able to view all the course materials and post and comment on the site. If you have any trouble with any of these steps, you can email me.

2. BLACKBOARD

Once you register for the course, you will be enrolled in BMCC Blackboard site for the class. You will find the course syllabus and first few announcements on Blackboard. Your grades will also be posted on Blackboard. Please note that all teaching materials as well as assignment submissions will be in [OpenLab](#) only.

III. Evaluation & Requirements of Students

1. ASSIGNMENTS AND EXPECTATIONS

A. Class Participation:

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.

In other words: Ask questions. Be curious. You are more than welcome to have a different interpretation of the reading/video/issue than a classmate or me; just be sure to share your perspective in a productive and supportive manner.

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.

Reading all of the assigned materials for the class is essential. The reading that I assign is college-level, and might require you to use a dictionary. Please do not feel frustrated if you do not already know every word or concept you encounter in the readings. Be patient and allow yourself time to read and re-read. The reading may also be slow-going, so allow yourself an hour to read 10 pages. Most weeks you will be responsible for 30 to 50 pages, so please allow yourself between three and five hours outside of class to read the material each week.

The idea is to have a class discussion. A great deal of learning happens in discussion, when one's new ideas,

guesses, hunches, ideological convictions, and moral persuasions meet others' ideas.

Questions you should consider:

- What was meaningful about the readings?
- What was the relationship between the weekly readings and current and/or past life experiences?
- What issues were missing from the readings?
- What were the major conceptual points in the assigned readings?

Attendance and Participation Expectations. Your participation in weekly discussions, quizzes and assignments is necessary for the successful completion of this course.

B. ASSIGNMENTS

There will be four written assignments in this class.

Assignment #1 – Neighborhood Selection

Each student will choose their own neighborhood or local area for the exploration. It should be a place they are familiar with and can easily access. Students are required to spend some time exploring their neighborhood and observing its key features. Pay attention to the physical characteristics, architecture, types of buildings, streets, parks, public spaces, and any notable landmarks.

Reflective Write-up: After the exploration, students will write a brief reflective write-up (250-300 words) about their neighborhood. Include the following points:

- a. Introduction: Introduce the neighborhood and its location.
- b. Key Features: Describe the notable physical features, landmarks, or attractions observed during the exploration.
- c. Community Vibe: Reflect on the overall ambiance and the sense of community felt while exploring the neighborhood.
- d. Personal Connection: Share any personal experiences or memories associated with the area.
- e. Potential for Improvement: Mention any aspects of the neighborhood that could be improved or enhanced.
- f. Concluding Thoughts: Summarize your overall impression of the neighborhood.

This assignment will be submitted as a post in our course's OpenLab site. You will be provided with instructions on how to write a post in WordPress.

Assignment #2: Neighborhood Report – For this assignment, you will be expected to gather and submit background data about your community/neighborhood. You will consult various sources for data about the neighborhood of your choice. You will supplement statistical information with both narrative and photographic description on your neighborhood. More information about this assignment will be posted on OpenLab site.

Assignment #3: Op-Ed Assignment: This written assignment will consist of writing an opinion editorial on a recent criminal justice issue in your community. The assignment will be submitted as OpenLab posts, and other students will comment on your work. More information about this assignment will be posted on OpenLab site.

Assignment #4: Presentation:

For the last assignment, students are expected to prepare a presentation about their respective neighborhoods. The presentation should be engaging and informative. Students can choose any presentation format they prefer, such as PowerPoint, Google Slides, Prezi, or even a short video presentation. The presentation should include visuals, maps, images, or videos that enhance the understanding of the neighborhood.

Presentation Content:

- g. Introduction: Introduce the neighborhood, its location, and why the student chose it for the assignment.
- h. History and Background: Provide an overview of the neighborhood's history, including any significant events or changes over time.
- i. Demographics: Share relevant demographic data, such as population, age groups, ethnic diversity, etc.
- j. Crime Data: Share data from police and other sources.
- k. Local Businesses and Culture: Explore local businesses, restaurants, markets, or cultural hubs that contribute to the neighborhood's character.
- l. Community Organizations: Discuss any community organizations, clubs, or initiatives that foster a sense of community and civic engagement.
- m. Challenges and Opportunities: Identify any challenges the neighborhood faces, particularly focusing on social justice issues and propose potential solutions.
- n. Personal Reflection: Conclude with the student's personal reflections on their experience exploring

the neighborhood and what they learned through the process.

Presentation Length: The presentation should be between 8 to 10 minutes long.

Students will present their assignments during a designated class session. They are required to submit their presentation files and any additional materials used during the presentation (e.g., handouts, maps) to the instructor before their scheduled presentation date via OpenLab.

Note: Students are encouraged to be respectful and considerate while gathering information and interacting with individuals in their neighborhood. Always obtain permission when taking photographs or recording videos.

C. QUIZZES

A total of six quizzes will be administered (on OpenLab), one at the conclusion of each week throughout the duration of the course. Students are permitted to retake the quizzes up to three times, with only the highest grade being considered for the final evaluation.

2. GRADING RUBRICS

Grades are designed to measure and reflect a student's acquired knowledge and understanding, and successful attainment of the intended learning outcomes. The assessments (grading) consist of the criteria described below.

Evaluation & Course Requirements

The instructor may revise this grading pattern. Final grades may be determined as follows:

1.	Assignments	40%
2.	Quizzes	30%
3.	Class Participation	30%
Total		100%

GRADING SCALE

A 93% and above	A- 90-92%	B+ 87-89%	B 83-86%
B- 80 - 82%	C+ 77-79%	C 73-76%	C- 70-72%
D+ 67-69%	D 63-66%	D - 60-61%	F Below 60%

IV. COURSE CALENDAR/ASSIGNMENTS (subject to change with prior notice)

UNITS	TOPIC/READINGS	ASSIGNMENTS
<p>WEEK 1 08/29 & 08/31</p>	<p><u>Introduction to the Course</u></p> <p><u>What Makes a Community</u></p> <p>* Sidewalk Life” (Jane Jacobs, Chapter from The Life and Death of Great American Cities)</p>	<p>Join OpenLab</p> <p>Read the Syllabus</p>
<p>WEEK 2 09/5 & 09/7</p>	<p><u>Thinking About Crime and Justice in Urban Communities: The Sociological Imagination</u></p> <p>Being Empathetic & Our Relationship with Crime</p> <p>* Mills’ Sociological Imagination: https://courses.lumenlearning.com/wm-introductiontosociology/chapter/the-sociological-imagination/</p> <p>* The Power of Labels: Exploring our use of humanizing language: https://opportunityagenda.org/messaging_reports/cj-phrase-guide/</p>	
<p>WEEK 3 09/12 & 09/14</p>	<p><u>How do we know what we know? Using systematic research to understand crime and justice in urban communities.</u></p> <p>* Chapter 1 in Deflem, M., & Silva, D. (Eds.). (2019). <u>Methods of criminology and criminal justice research.</u> Emerald Publishing Limited. https://ebookcentral.proquest.com/lib/bmcc/reader.action?docID=5850014&ppg=20</p> <p>* Chapter 4 in Deflem, M., & Silva, D. (Eds.). (2019). <u>Methods of criminology and criminal justice research.</u> Emerald Publishing Limited. https://ebookcentral.proquest.com/lib/bmcc/reader.action?docID=5850014&ppg=82</p>	<p>Quiz 1</p>
<p>WEEK 4 09/19 & 09/21</p>	<p><u>Researching Community: Images of Community in Criminological Thought</u></p> <p>* Chapter 1 in Wilcox, P., Cullen, F. T., & Feldmeyer, B. (2017). <u>Communities and crime : An enduring American challenge.</u> https://ebookcentral.proquest.com/lib/bmcc/reader.action?docID=5124754&ppg=12</p>	<p>Assignment 1</p>

<p>WEEK 5 09/26 & 09/28</p>	<p><u>Conducting Library Research (A special lecture and hands on practice).</u></p> <p>* BMCC Guides: https://bmcc.libguides.com/cite</p>	
<p>WEEK 6 10/3 & 10/5</p>	<p><u>Policing in urban neighborhoods: Cops see it differently and Do Broken Windows lead to more crime?</u></p> <p>*Sampson, R. J., & Raudenbush, S. W. (2001). Disorder in urban neighborhoods: Does it lead to crime (pp. 1-6). US Department of Justice, Office of Justice Programs, National Institute of Justice. https://www.ojp.gov/pdffiles1/nij/186049.pdf</p>	<p>Quiz 2</p>
<p>WEEK 7 No Class on 10/10 10/12</p>	<p><u>Cities and Representation and Decision Makers in Urban Communities</u></p> <p>* Chapter 1: Cities. in Serbulo, L. C. (2022). Urban Literacy: Learning to Read the City Around You https://pdx.pressbooks.pub/urbandevelopment/chapter/chapter-one-what-is-a-city/</p> <p>* Chapter 4: Representation. in Serbulo, L. C. (2022). Urban Literacy: Learning to Read the City Around You https://pdx.pressbooks.pub/urbandevelopment/chapter/representation/</p>	
<p>WEEK 8 10/17 & 10/19</p>	<p><u>Criminalizing and Imprisoning Communities of Color Real People, Real Lives, Real Implications</u></p> <p>* Victor Rios, Punished (2011): Preface, Chapter 1 and Chapter 2– Dreams Deferred https://ebookcentral.proquest.com/lib/bmcc/reader.action?docID=865849&ppg=22</p>	<p>Assignment 2</p>
<p>WEEK 9 10/24 & 10/26</p>	<p><u>Gender-Based Violence in the Lives of Urban Adolescents</u></p> <p>* Case Study: African-American Girls, Urban Inequality, and Gendered Violence by Jody Miller (2014) in The Oxford Handbook of Ethnicity, Crime, and Immigration. Sandra M. Bucarius and Michael Tonry (Eds). New York, NY: Oxford University Press. Available here:</p>	<p>Quiz 3</p>

	<p>https://www.theurbanlawschool.com/files/ugd/89847a_017cd03a7e2f4a858710320c5e4c5585.pdf#page=267</p> <p>* Johnson, S. B., Frattaroli, S., Campbell, J., Wright, J., Pearson-Fields, A. S., & Cheng, T. L. (2005). "I know what love means." Gender-based violence in the lives of urban adolescents. <i>Journal of women's health</i>, 14(2), 172-179.</p>	
<p>WEEK 10 10/31 & 11/2</p>	<p><u>Redlining</u></p> <p>* Emily Badger (Aug. 24, 2017): How Redlining's Racist Effects Lasted for Decades, The New York Times, The Upshot.</p> <p>* Ryan Best and Elena Mejía (2022) Lasting Legacy of Redlining. https://projects.fivethirtyeight.com/redlining/</p>	
<p>WEEK 11 11/7 & 11/9</p>	<p><u>White Flight</u></p> <p>* Lurie, Stephen. "There's No Such Thing as a Dangerous Neighborhood." Bloomberg CityLab, Bloomberg, 25 Feb. 2019, https://www.bloomberg.com/news/articles/2019-02-25/beyond-broken-windows-what-really-drives-urban-crime</p> <p>*"White flight." Wikipedia, The Free Encyclopedia. Wikipedia, The Free Encyclopedia. https://en.wikipedia.org/wiki/White_flight</p>	
<p>WEEK 12 11/14 & 11/16 (asynchronous online)</p>	<p><u>History of Neglect of Neighborhoods by The City</u></p> <p><u>The Importance (and Neglect) of America's 'Middle Neighborhoods'</u> https://www.governing.com/archive/gov-middle-neighborhoods-government.html</p> <p><u>Film screening: Vázquez Irizarry, Vivian, and Gretchen Hildebran. "Decade of Fire." PBS, Public Broadcasting Service, 2020,</u></p>	<p>Quiz 4</p> <p>Assignment 3</p>
<p>WEEK 13 11/21</p> <p>No Class on 11/23</p>	<p><u>Gentrification and Criminalization of Neighborhoods</u></p> <p>*"Introduction: Aspects of Change," London,</p>	

	<p>Aspects of Change . London: Centre for Urban Studies: xiii– xxiii; xxiv– xxvi; xxx– xxxi. Brown-Saracino, Japonica. The Gentrification Debates : A Reader, Routledge, 2010. https://ebookcentral.proquest.com/lib/bmcc/reader.action?docID=1397036&ppg=38</p> <p>*“Super-gentrification: The Case of Brooklyn Heights, New York City,” Urban Studies , 40 (12): 2487– 2492. In Brown-Saracino, Japonica. The Gentrification Debates : A Reader, Routledge, 2010. https://ebookcentral.proquest.com/lib/bmcc/reader.action?docID=1397036&ppg=64</p>	
<p>WEEK 14 11/28 & 11/30</p>	<p><u>Spatial Concentration of Incarceration</u></p> <p>* Introduction from Jessica T. Simes (2021): Punishing Places: The Geography of Mass Imprisonment. https://content.ucpress.edu/title/9780520380325/9780520380325_intro.pdf</p> <p>* Holder J, Calaff I, Maricque B, Tran VC. Concentrated incarceration and the public-housing-to-prison pipeline in New York City neighborhoods. Proc Natl Acad Sci U S A. 2022 Sep 6;119(36):e2123201119. doi: 10.1073/pnas.2123201119.</p>	<p>Quiz 5</p>
<p>WEEK 15 12/5 & 12/7</p>	<p><u>Student Presentations & Discussion</u></p> <p><u>Bringing It All Together</u> <u>Crime and Justice in the Urban Community</u></p>	<p>Quiz 6</p> <p>Assignment 4</p>

*Please note that this syllabus and course sequence, including materials covered on quizzes and exams are subject to change contingent on class progress, unscheduled activities, or other unanticipated factors.

BMCC Policy on Plagiarism and Academic Integrity Statement

Plagiarism is the presentation of someone else’s ideas, words or artistic, scientific, or technical work as one’s own creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for

plagiarism. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has guides designed to help students to appropriately identify a cited work. The full policy can be found on BMCC's Web site, www.bmcc.cuny.edu. For further information on integrity and behavior, please consult the college bulletin (also available online).

FREE BMCC STUDENT SUPPORT SERVICES

Gender-Inclusivity

BMCC community members have the right to use and be referred to according to their preferred name, title, and/or personal pronouns. Everyone also has the right to use all spaces according to their self-identification, including restrooms and locker rooms. To learn more about how to change your preferred name and affirm your gender identity at CUNY (including requesting a new ID card and/or email address), go here:

<https://www.bmcc.cuny.edu/student-affairs/lgbtq/>

Anyone who has experienced harassment related to gender or sexual identification, who needs assistance, or who wishes to file a complaint, can contact the Office of Compliance and Diversity:

<https://www.bmcc.cuny.edu/about-bmcc/compliance-diversity/>.

BMCC is committed to the health and well-being of all students. It is common for everyone to seek assistance at some point in their life, and there are free and confidential services on campus that can help.

Advocacy and Resource Center (ARC) <https://www.bmcc.cuny.edu/student-affairs/arc/> room S230, 212-220-8195, arc@bmcc.cuny.edu. If you are having problems with food or housing insecurity, finances, health insurance or anything else that might get in the way of your studies at BMCC, contact the Advocacy and Resource Center (formerly Single Stop) for assistance. Please contact us at arc@bmcc.cuny.edu, call 212-220-8195, or come by the office at room S230. You may also contact the Office of Student Affairs, S350, 212-220-8130, studentaffairs@bmcc.cuny.edu, for assistance.

Counseling Center www.bmcc.cuny.edu/counseling, room S343, 212-220-8140, 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.

Office of Compliance and Diversity <https://www.bmcc.cuny.edu/about-bmcc/compliance-diversity>, 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.

Office of Accessibility www.bmcc.cuny.edu/accessibility, Students who need academic accommodations in connection with a disability must initiate the request with BMCC's Office of Accessibility (OA). Students need to register with the Office of Accessibility in order to officially disclose their disability status to the College and to determine eligibility for appropriate reasonable accommodations (including any prior IEPs or 504s). Please contact the OA at the start of the semester (or as soon as possible) to coordinate any accommodation request/s: www.bmcc.cuny.edu/accessibility, Room N360 (accessible entrance: 77 Harrison Street), 212-220-8180, accessibility@bmcc.cuny.edu.

HAVE A HEALTHY AND SUCCESSFUL FALL 2023 SEMESTER!