SYLLABUS

CRJ 416X-001 – Campus Crime
Summer II 2009 – Dr. Timothy C. Hart

CLASS MEETINGS: MTWRF 1:00pm-2:30pm
CBC #C120

OFFICE HOURS: By appointment
Greenspun Hall #5122

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TEXT: Bonnie S. Fisher & John J. Sloan, III
Campus Crime: Legal, Social, and Policy Perspectives (2nd Ed.)
ISBN 0-398-07737-1

COURSE DESCRIPTION
This is an issue-oriented course, which explores the relationship between practice and research as reflected in the problems and challenges that confront campus policing and security. This course incorporates both a historical and a contemporary view of campus crime. The course is divided into 3 Units: Unit 1 covers the legal perspectives of campus crimes; Unit 2 examines the social context of campus crime; and Unit 3 deals with the policy perspectives on campus crime. Materials and assignments for each Unit will be available only while the Unit is “open”. Unit 1 opens on June 1st and closes on June 10th. Unit 2 opens when Unit 1 closes, and Unit 3 opens when Unit 2 closes. The schedule for each Unit is as follows:

Unit 1 closes at 5:00pm on Wednesday, June 10th
Unit 2 closes at 5:00pm on Monday, June 22nd
Unit 3 closes at 5:00pm on Wednesday, July 1st

Note: The Final Exam will be made available during the last two days of the course, which is referred to below as Unit 4. Unit 4 closes at 5:00pm on Friday, July 3rd.

COURSE REQUIREMENTS: Course grades will be determined by the student’s performance in four areas: Discussion Board postings, Application Exercises, Unit Quizzes, and a comprehensive Final Exam.

The comprehensive Final Exam is worth 30% of the final course grade. The Final Exam will be administered through WebCampus. It must be completed before 5:00pm on Friday, July 3rd. Late submissions will not be accepted. The final is open-book. Students have 120 minutes to complete the test. No make up exams will be offered.
Another 30% of the final course grade comes from 3 Unit Quizzes, each worth 100 points or 10% of your final course grade. Unit Quizzes will be administered in class on each of the three days we are scheduled to meet: Wednesday, June 10th; Monday, June 22nd; and Wednesday, July 1st. The quizzes are open-book. No make up quizzes will be offered.

Another 25% of the final course grade comes from Discussion Boards postings. Each Unit contains 3 discussion topics (Unit 1 contains 3 topics plus the Introduction post), each worth 25 points or 2.5% of your final course grade. Discussion Boards postings will be administered and submitted through WebCampus. They will be due no later than on the day the corresponding Unit closes. For example, Discussion Boards postings the Introduction and Topics #1-#3 are due no later than 5:00pm on Monday, June 22nd. See grading rubric for information on how postings will be scored.

Combined, a total of 1,000 points can be earned in this course.

**GRADES:** A student’s final course grade will be based on the scale below, representing the percentage of the total points earned out of 1,000. For example, a student earning 888 points will receive a B+ grade (88.8% or 89%=888 points earned out of a possible 1,000 points or 888/1,000):

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<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
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<tr>
<td>A</td>
<td>94-100</td>
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<tr>
<td>A-</td>
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<td>B+</td>
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COURSE OUTLINE:

Unit 1
The Legal Perspective of Campus Crime

Opens: 8:00am on Monday, June 1st
Closes: 5:00pm on Wednesday, June 10th

Video Lecture
1. Unit 1: Overview

Learning Objectives
After completing Unit 1, you will know or understand…
1. Who Jeanne Clery was and how her death impacted crime reporting on college and university campuses.
2. The evolution of the Jeanne Clery Act and its major components
3. What crimes are contained (and not contained) in a typical college or university annual security reports.
4. The legal obligations that colleges/universities have to protect their students.
5. The ways that colleges and universities have had to address rape and sexual assault in particular, as a result of the passage of the Jeanne Cleary Act.
6. What does and does not constitute a rape or sexual assault for the purposes of reporting campus crimes.
7. States’ legislative responses to the Jeanne Clery Act.
Reading Assignments
   i. Introduction (pp 3-25)
   ii. Chapter 2
   iii. Chapter 4
   iv. Chapter 6

Movies
1. *Campus Insecurity* (40 min.)
2. *Breaking the Silence* (20 min.)

Discussion Boards (75pts. — 25 pts. each)
*Introduction:* Post to the Discussion Board your name, class rank (i.e., freshman, sophomore, junior, senior), your major, and how you would define, in your own words, campus crime.

*Topic 1:* Do you think college and university officials have a duty to inform faculty, staff, and/or students/parents, about campus crime? If so, why and to what extent? If not, why? Explain.

*Topic 2:* In your own words, post your definition of rape or sexual assault. How does your definition differ from the definition of a forcible sexual offense that is used to apply to incidents reported to campus law enforcement and reported in their annual security reports (see page 15 of the UNLV campus crime report for the definition of forcible sexual offense). Describe a hypothetical event that you think 1) meets the definitional requirement of a forcible sexual offense, but wouldn’t be included in a college/university annual security report; and conversely, 2) does not meet the definitional requirement of a forcible sexual offense, but should be included.

*Topic 3:* Using Table 6.1 on page 109 of your textbook, provide an assessment of states’ responses to the Jeanne Cleary Act. Your posting should include 1) an assessment of the which state(s) that have produced Clearly-like legislation have produced legislation that is most/least consistent with it; and 2) which elements are most/least often contained in state law.

Application Exercises (50 pts.)
*Exercise 1:* Obtain the 2008 UNLV Annual Security Report at [http://www.unlv.edu/studentlife/dps/report.htm](http://www.unlv.edu/studentlife/dps/report.htm) (Keep a copy of the report as it will be used during Unit 3). Read through the document. After examining the report, you should know what kinds of crimes are included (and not included) in the campus crime totals, how many of these crimes were committed last year, and what the trends in these crimes look like over the past three years. After reading over the report, go back to the Internet and find similar reports from two other public universities and/or colleges. Compare and contrast the information contained in each in such a way that you demonstrate you knowledge and understanding of the strengths and weaknesses of these reports. Your response should be between 2-3 pages and posted via WebCampus on or before 5:00pm on Wednesday, June 10th. Late submissions will not be accepted.

Unit Quiz (100pts. — 20 questions worth 5 pts. each)
Complete Unit 1 quiz in class on Wednesday, June 10th at 1:00pm in CBC C#120. The quiz is open-book. Students have 40 minutes to complete the quiz. No make up quizzes will be offered.
Unit 2
The Social Context of Campus Crime

Opens: 5:00pm on Wednesday, June 10th
Closes: 5:00pm on Monday, June 22nd

Video Lecture
1. Unit 2: Overview

Learning Objectives
After completing Unit 2, you will know or understand…
1. The nature and extent of college student victimization, according to results of national survey data.
2. The types of violent crimes are most/least likely to be experienced by college students.
3. The role drugs and alcohol play in college student victimization.
4. The consequences of drinking, especially binge drinking, on college students
5. The role physical design of a college campus impacts campus crime
6. The spatial distribution of campus crime

Reading Assignments
   i. Introduction (pp 125-127)
   ii. Chapter 7
   iii. Chapter 9
   iv. Chapter 12

Movies
1. Dancing with Darkness (20 min.)
2. Wasted Youth (20min.)

Discussion Boards (75pts.—25 pts. each)

Topic 1: Use the information presented in Table 7.1 on page 132 to describe some aspect of the nature and extent of college student victimization, based on data from the National Crime Victimization Survey (NCVS), conducted from 1995-2004. What are some of the strengths and weaknesses of the information presented in this table? To receive full credit, your post must go beyond a simple regurgitation of the numbers contained in the table.

Topic 2: Use the information presented in Table 9.1 on page 171 to describe some aspect of self-reported drinking behavior of American college students from 1993-2001. What are some of the strengths and weaknesses of the information presented in this table? To receive full credit, your post must go beyond a simple regurgitation of the numbers contained in the table.

Topic 3: After reading Chapter 12 and the article by Zahm and Perrin, use the interactive map of UNLV located at http://maps.unlv.edu/map-main.html. Spend some time locating different buildings, points of interest, etc. Then post to the discussion board your thoughts on 1) what types
of crimes you think are most likely to occur on our campus; 2) where you think these crimes are likely to occur; and 3) why. Use evidence from Unit 2 (and Unit 1 if appropriate) to justify your answers.

Application Exercises (50 pts.)

Exercise 2: In light of what you learned about the nature and extent of rape and sexual assault experienced by college women in Unit 1, the information in Unit 2 may seem counterintuitive. Open and read the attached file by Rennison and Rand (2004) titled, Bigger is not Necessarily Better: An Analysis of Violence Against Women Estimates from the National Crime Victimization Survey and the National Violence Against Women Survey. Compare and contrast the estimates of rape and sexual assault produced by each survey. In your opinion, Is one estimate better than the other, why or why not? Your response should be between 2-3 pages and posted via WebCampus on or before 5:00pm on Monday, June 22nd. Late submissions will not be accepted.

Unit Quiz (100 pts.—20 questions worth 5 pts. each)

Complete Unit 2 quiz in class on Monday, June 22nd at 1:00pm in CBC C#120. The quiz is open-book. Students have 40 minutes to complete the quiz. No make up quizzes will be offered.

Unit 3
Policy Perspectives on Campus Crime

Opens: 5:00pm on Monday, June 22nd
Closes: 5:00pm on Wednesday, July 1st

Video Lecture
1. Unit 3: Overview

Learning Objectives
After completing Unit 3, you will know or understand…
1. The impact a community oriented policing approach has had on campus crime.
2. The evolving forms of new kinds of campus crime like high-tech abuse and hazing and how they present challenges to university administrators and policy makers
3. How Nevada lawmakers have addressed the issue of hazing

Reading Assignments
   i. Introduction (pp 259-260)
   ii. Chapter 13
   iii. Chapter 15

Movies
1. Hamster Cocktails (20 min.)

Discussion Boards (75 pts.—25 pts. each)

Topic 1: After completing Discussion Boards Topic 3, in Unit 2, you might have some ideas about where you think crime at UNLV is more likely to cluster (spatially) and what types of crimes they might be. In addition, after reading Chapter 13, you should have a better
understanding of the Community Oriented Policing philosophy and some ways it could be applied to the campus community. Apply what you have learned about the COP philosophy with what you have learned from the Discussion Boards Topic 3 posting in Unit 2 to argue why or why not a COP-like approach would or would not be effective at UNLV.

**Topic 2:** After viewing the film *Hamster Cocktails*, post to the Discussion Boards (in your own words) your definition of what constitutes hazing. Then review at least two other students’ definitions and post a reply to them. Your reply should describe a hypothetical scenario that a college student might experience that you would consider hazing, but might not be considered hazing as defined by the student to which you are replying. Discuss the challenges associated with defining hazing.

**Topic 3:** After reading Chapter 15, familiarize yourself with the UNLV Student Computer Use Policy located at [http://oit.unlv.edu/about-oit/student-computer-use-policy](http://oit.unlv.edu/about-oit/student-computer-use-policy). Do you think that unauthorized file sharing of copyrighted material (i.e., music downloads, the bootleg copy of the operating system on your computer, etc.) is something university officials should be concerned about? Why? How much money should they allocate to stopping it (if you think they should)? Does the university have any legal liability, in your opinion, if this type of activity is done through a university owned server/computer? Why or why not?

**Application Exercises (50 pts.)**

*Exercise 3:* Go to the following link from the StopHazing.org website: [http://www.stophazing.org/laws.html](http://www.stophazing.org/laws.html). Click the link for the state of Nevada. Skim through the Nevada law, paying particular attention to how our state defines hazing, what particular acts constitute hazing, and how hazing is punished. Now find hazing laws for two other states. Compare and contrast the legal definitions you have found relative to Nevada. Your response should be between 2-3 pages and posted via WebCampus on or before 5:00pm on Wednesday, July 1st. Late submissions will not be accepted.

**Unit Quiz (100pts.—20 questions worth 5 pts. each)**

Complete Unit 3 quiz in class on Wednesday, July 1st at 1:00pm in CBC C#120. The quiz is open-book. Students have 40 minutes to complete the quiz. No make up quizzes will be offered.

**Unit 4**

**Final Exam**

*Opens:* 5:00pm on Wednesday, July 1st  
*Closes:* 5:00pm on Wednesday, July 3rd

**Video Lecture**

1. Final Exam: Review

**Final Exam (300pts.—60 questions worth 5 pts. each)**

Complete Final Exam on WebCampus on or before 5:00pm on Friday, July 3rd. Late submissions will not be accepted. The exam is open-book. Students have 120 minutes to complete the test. No make up exam will be offered.
## Discussion Rubric

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<tr>
<th>Points</th>
<th>Discussion Boards Participation</th>
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| 21-25  | • Substantial, original contributions that further the work of the class.  
|        | • Original, thoughtful analysis of materials  
|        | • Frequent, informed references to lesson material.  
|        | • Frequent interaction with students.  
|        | • Responses are thoughtful and advance discussion  
|        | • Clear and fluent writing.  
|        | • Postings made on a timely manner. |
| 16-20  | • Significant contributions to the class.  
|        | • Periodic interaction with classmates.  
|        | • Some analysis of materials.  
|        | • Clear and fluid writing.  
|        | • Most postings made on a timely manner. |
| 11-15  | • Student meets the minimum requirements for responding to message board posts, and comments were brief and did not demonstrate a sound understanding of the material (example: good point).  
|        | • Vague or summary references to materials.  
|        | • Significant writing errors.  
|        | • Infrequent interaction with classmates. |
| 0-10   | • Student did not meet minimum standards for the class. |