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|  | Marshall University *Criminal Justice & Criminology* **CJ 408/508:**  **Examining School Violence in the United States**  **Spring Workshop 2015** | http://media.cinewsnow.com/images/470*264/school+shooting17.JPG |

CJ 408/508: Examining School Violence in the United States Spring 2015 3.0

Course Number & Title Semester/Year Credits

Dr. Gordon A. Crews Phone: 304.696.3083 (*Voice Mail*) Office: SH 734 Email: [crewsg@marshall.edu](mailto:crewsg@marshall.edu)

Professor

**Class Hours, Days, & Room:** Smith Hall 154

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| **April 10, 2015: 6:00 – 8:30 pm**  **April 11, 2015: 9:00 – 4:00 pm**  **April 12, 2015: 9:00 – 12:00 pm** | **April 17, 2015: 6:00 – 8:30 pm**  **April 18, 2015: 9:00 – 4:00 pm**  **April 19, 2015: 9:00 – 12:00 pm** | **April 24, 2015: 6:00 – 8:30 pm**  **April 25, 2015: 9:00 – 4:00 pm**  **April 26, 2015: 9:00 – 12:00pm** |

**Office Hours & Days:** Wednesday 10:00 to 2:00pm and Tuesday & Thursday 9:00 to 11:00am

**REQUIRED TEXT**: There is no required text for this course. The only book there is, I wrote, but it came out in 2000, thus too old to be useful and the new one comes out in August!!!

**COURSE DESCRIPTION**: The topic for this course is an examination of the phenomenon of school violence in the United States. Given the recent horrific school shooting at Sandy Hook Elementary School in Newtown, CT, this topic is extremely timely and important. The heart of this course will be a recent field research project by the instructor of this course dealing with the detailed collection and examination of 78 currently incarcerated school violence offenders between 1979 and 2011. A group of this size and type has never been examined prior to this effort. The course provides students the opportunity to be immersed in current, real, practical, and extremely rare research.

**STUDENT LEARNING OUTCOMES FOR THE CRIMINAL JUSTICE & CRIMINOLOGY PROGRAM (UNDERGRADUATE)**

Upon completion of the Bachelor of Arts degree in criminal justice, and in part emphasized and reinforced through this course, undergraduate students will be able to:

1. Differentiate among Criminal Justice System Components, Roles, and Practices--Students will define and properly use specialized terms to describe, explain, and differentiate the components, roles, and practices of the criminal justice system.

2. Apply Theory in Criminal Justice and Criminology--Students will describe, explain, and differentiate major theories and theorists in criminal justice and criminology, and use one or more of these theories to explain a selected behavior (e.g., crime), event (e.g. victimization), or policy response (e.g., law).

3. Evaluate, Use, and Cite Relevant Sources to Support Written Products or Oral Presentations-

-Students will locate, evaluate, and incorporate information from different relevant media sources (e.g., book, journal article, online source) to support a written product or oral presentation with citations in APA format.

4. Propose to Resolve a Theoretical or Practical Problem in Criminal Justice/Criminology--Students will develop a research proposal to resolve a problem in criminal justice/criminology that is related to another discipline or practical setting, review literature from criminal justice/criminology and at least one other related field, propose an appropriate research design, and describe potential policy implications.

5. Deliver an Oral & Visual Presentation--Students will develop and deliver an oral presentation and supplemental media (e.g., PowerPoint) that constructs a sustained, coherent argument, provides narrative information, or explains technical issues and processes related to criminal justice/criminology theory, practice, or research.

**Course Objectives:** Upon completion of this course, the successful student will be able to:

**COURSE LEARNING OBJECTIVES MATRIX**

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| **Course Objectives** | **How *Practiced* in this Course** | **How *Assessed* in this Course** |
| 1. Students will critically *analyze* and *evaluate* the history, philosophy, and practice of law enforcement as social control and its evolution into modern law enforcement | Assigned readings, course lectures, required library research, and video presentations | Student lecture, mid-term, class discussion participation, and final exam |
| 1. Students will *interpret* the role, structure, and major tasks of law enforcement in America | Assigned readings, course lectures, required library research, and video presentations | Student lecture, mid-term, class discussion participation, and final exam |
| 1. Students will *examine* various policing strategies and problem solving techniques | Assigned readings, course lectures, required library research, and video presentations | Student lecture, mid-term, class discussion participation, and final exam |
| 1. Students will critically *analyze* and *evaluate* the relationship of law enforcement to the other segments of the criminal justice system | Assigned readings, course lectures, required library research, and video presentations | Student lecture, mid-term, class discussion participation, and final exam |
| 1. Students will *identify* the major problems facing law enforcement in America such as police brutality and unethical behavior | Assigned readings, course lectures, required library research, and video presentations | Student lecture, mid-term, class discussion participation, and final exam |
| 1. Students will critically *analyze* and *evaluate* the various law enforcement policies and procedures, their development, and their impact (or not) on police behavior | Assigned readings, course lectures, required library research, and video presentations | Student lecture, mid-term, class discussion participation, and final exam |
| 1. Students will critically *analyze* and *evaluate* the concept of discretion and how it is used in law enforcement | Assigned readings, course lectures, required library research, and video presentations | Student lecture, mid-term, class discussion participation, and final exam |
| 1. Students will critically *analyze* and *evaluate* the theory of “police subculture” and its impact upon police behavior, practices, and beliefs | Assigned readings, course lectures, required library research, and video presentations | Student lecture, mid-term, class discussion participation, and final exam |
| 1. Students will examine the employment opportunities and requirements for law enforcement | Assigned readings, course lectures, required library research, and video presentations | Student lecture, mid-term, class discussion participation, and final exam |
| 1. Students will *compose* and deliver a professional presentation dealing with an issue facing law enforcement in America. | Assigned readings, course lectures, required library research, and video presentations | Student lecture, mid-term, class discussion participation, and final exam |

**STUDENT LEARNING OUTCOMES FOR THE CRIMINAL JUSTICE & CRIMINOLOGY PROGRAM (GRADUATE)**

Upon completion of the Master of Science degree in criminal justice, and in part emphasized and reinforced through this course, graduate students will be able to:

Exhibit specialized knowledge in the criminal justice and criminology field by

1. demonstrating advanced knowledge of the terms, laws, theories, processes, research methods, statistics, and key principles and (met by objectives a, b, and c)
2. analyzing and critiquing concepts, theoretical perspectives, empirical findings, and trends. (met by objectives b and c)

Demonstrate oral, written, and analytic abilities by

1. evaluating contemporary criminal justice issues using analytical reasoning, problem solving, and effective communication skills; (met by objectives a, b, c, and d)
2. preparing and delivering a presentation using effective oral communication skills that contains sustained, coherent arguments or explanations; and/or (met by objective e)
3. interpreting descriptive and inferential statistical data. (met by objectives b and c)

Integrate and apply advanced knowledge of the criminal justice and criminology field by:

1. designing and producing an applied, investigative, paper or project with real-world implications that draws on scientific literacy, theoretical criminology, and research methods
2. supporting the paper or project with appropriate information from the scholarly literature and using citations in APA format; and (met by objective d)
3. assessing and articulating the relevant public policy implications of that project. (met by objective d)

**COURSE LEARNING OBJECTIVES MATRIX**

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| **Course Objectives** | **How *Practiced* in this Course** | **How *Assessed* in this Course** |
| 1. Students will critically *analyze* and *evaluate* current issues related to criminal/anti-social behavior (juvenile and adult) | Assigned readings, course lectures, required library research, video presentations, and previously gathered field research materials | Research project, research presentations, evaluation of field research materials, class discussion participation, and final exam |
| 1. Students will *select* and *evaluate* research methods utilized in field research in the social sciences | Assigned readings, course lectures, required library research, video presentations, and previously gathered field research materials | Research project, research presentations, evaluation of field research materials, class discussion participation, and final exam |
| 1. Students will *produce* a research project/paper using materials developed/generated by others, scholarly sources, and by using proper APA citations | Assigned readings, course lectures, required library research, video presentations, and previously gathered field research materials | Research project, research presentations, evaluation of field research materials, class discussion participation, and final exam |
| 1. Students will *compose* and deliver a professional presentation | Assigned readings, course lectures, required library research, video presentations, and previously gathered field research materials | Research project, research presentations, evaluation of field research materials, class discussion participation, and final exam |

EVALUATION OF LEARNER OBJECTIVES/COURSE REQUIREMENTS (Grades will be based on the following requirements):

**GRADING SCALE: A** = 90 – 100 **B** = 80 – 89 **C** = 70 – 79 **D** = 60 – 69 **F** = 59 and below

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| **Requirements and Score Sheet** | | | |
| **Requirement** | **Points** | **Your Score** | **Due Date** |
| Student Participation (8x25) | 200 |  | Each class meeting/Roll will be taken each day |
| Video Questions (4 x 25) | 100 |  | Due following Video being shown/see schedule below |
| Team Project | 400 |  | Due Saturday, April 25, 2015 @ 9:00am |
| Team Presentation | 200 |  | Due Saturday, April 25, 2015 @ 9:00am |
| Final Exam | 100 |  | Sunday, April 26, 2015 @ 9:00am |
| **Total Possible Points** | **1000** |  |  |

**Student Participation (8x25) [200 Points / Due Each class meeting]**

This course is a weekend course which meets only nine (9) times. Therefore, if you do the math, it is almost like each class meeting is equivalent to a week of regular classes when it comes to course lectures, discussions, and interactions with each other. Therefore, missing class cannot be tolerated (see attendance policy below). Moreover, the heart of this class (and the part worth the most points towards your grade) is the team project and presentation. Therefore, if you do not work with your team properly and contribute to the presentation properly you will not receive those points. If you do not receive those points you will fail this course. There will be a great deal of outside work required for which I will probably give you class time to do, but you have to meet with and work with your team. Very few like teams, I understand that, but if I do use them I expect all to cooperate and contribute ~ these projects will be easier and better for all if you work in teams. In addition to no classes being allowed to be missed, I will also be taking roll each day at various times which will result in those in attendance being given points (see above).

**Video Questions (4 x 25) [100 Points / Due following Video being shown/see schedule below]**

Currently, there are plans to show four (4) videos in this course (see schedule below). In class questions will be given out prior to the video being shown and taken up at the end of that class meeting. Students should review the questions prior to the video starting and focus on them as they watch the video then complete the questions prior to the end of class.

**Team Project [400 Points / Due Saturday, April 25, 2015 @ 9:00am]**

**Team Presentation [200 Points / Due Saturday, April 25, 2015 @ 9:00am]**

Each student in this course will be assigned to a team to complete a team project and team presentation. There are 29 people in this course (25 are undergraduate and 2 are graduate students). Each student enrolled in this course will participate in a team project which will be selected from the below lists of undergraduate and graduate projects. On the first day of class we will select teams and assign topics.

**Final Exam [100 Points / Due Sunday, April 26, 2015 @ 9:00am]**

A comprehensive final exam will be given for this course on Sunday, April 26, 2015 beginning at 9:00am. This exam will be discussed on the first day of class and throughout the workshop.

**COURSE OUTLINE**: The below outline is subject to change to meet the needs of the class

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| **WEEKEND 1** | |
| **April 10, 2015: 6:00 – 8:30 pm**  **April 11, 2015: 9:00 – 4:00 pm**  **April 12, 2015: 9:00 – 12:00 pm** | **THE COURSE**  **1** Overview of Syllabus and Course Requirements  Teams and Topics will be Assigned  **SCHOOL VIOLENCE IN AMERICA**  **2** An Overview of School Violence in America  **3** A Brief History of School Violence in America  **Bang, Bang, You’re Dead** (2002) [93 Minutes]  **SCHOOL KILLERS SPEAK: A COMPREHENSIVE EXAMINATION OF PERPETRATORS, EVENTS, AND CHARACTERISTICS OF SCHOOL VIOLENCE IN AMERICA**  **4** The Research  **5** Prevention of School Violence Survey 2012/2013  **6** Characteristics of the Locations, Perpetrators, Acts, and Schools  **7** Survey Results  **8** Comparison of All Types of School Violence Perpetrators  **9** In Their Own Words  **Bowling for Columbine** (2002) [119 Minutes]  **ISSUES IN SCHOOL VIOLENCE**  **10** Grossman’s Five (5) D’s of School Violence Prevention  **11** Zero Tolerance and Its Impact on School Violence  **12** NRA: An Analysis of the *National School Shield Proposal*  **13** Columbine High School Shooting |

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| **WEEKEND 2** | |
| **April 17, 2015: 6:00 – 8:30 pm**  **April 18, 2015: 9:00 – 4:00 pm**  **April 19, 2015: 9:00 – 12:00 pm** | **THEORIES OF CAUSATION**  **14** School Violence and Social Risk Factors  **15** School Violence: Theories of Causation  **16** Bullying and its Impact on School Violence  **Bully** (2011) [90 Minutes]  **SOLUTIONS**  **17** Threat Assessment and School Violence Prevention  **18** Crime Prevention through Environmental Design and School Violence Prevention  **19** Sandy Hook Elementary School Shooting  **20** School Crisis and Emergency Plans: Planning, Creating, and Implementing  **21** Possible Solutions: A Smorgasbord  Team Research  **TEAM PROJECTS**  Required Team Meetings to Complete Projects |

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| **WEEKEND 3** | |
| **April 24, 2015: 6:00 – 8:30 pm**  **April 25, 2015: 9:00 – 4:00 pm**  **April 26, 2015: 9:00 – 12:00pm** | Student Team Presentations  Turn in all Team Projects  Final Exam |

Projects and Presentations

The following is a list of the possible group projects. Each student will need to be in one of these groups.

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| **UG Team 1: Comprehensive United States K-12 School Violence Incident List (2013 to Present)** |
| PROJECT ASPECTS (400 possible points)  **Overview:** There are about a million disjointed, unconfirmed, and heavily duplicated “school shooter” and “school violence incident” lists on the internet. They often combine high school with college with international incidents which become very confusing. In an attempt to remedy this, one team is going to go through the myriad lists and sources online to pull together the most comprehensive list of reported school violence incidents that have occurred in the United States for the time period listed above. **This will include only incidents at U.S. elementary, middle, junior high, high schools, and alternative high schools**. Some of the existing lists go from the mid-1700s to today. The importance of these lists are that anyone who is interested in school violence turn to them and view them a “factual sources” of information and “historical record”; this is very true in the media accounts of the phenomena. Moreover, errors in these lists are now appearing in criminological and educational research and in national and international governmental reports.  **Project:** While this is not meant to be a “cut and paste” exercise, it will inevitably involve a great deal of just that! To help with this tedious task, I will give this team a list of 20 online sources where many of these lists can be found. I will also give the format and framework required to help the team get started. Some of the lists fall right into place with the format I have set, others will require a little bit of digging out the information. In that you have 2 or more members on this team, I would assign the work load very carefully. It is essential that the team have at least one member who will be responsible for maintaining the final list and ensuring it is in the proper format. The team can decide as a group how they wish to collect and develop this information, but each member should have a pivotal part in its completion.    PRESENTATION ASPECTS (200 possible points)  This team will present their list to the entire class at the time of their presentation. They will also give each class member a copy of their list as a handout (I will make the copies if you get them to me in time). I could see this final list serving well as a nice chart in a PowerPoint slide presentation. I would like to see this team give *a brief overview* of what they have found in this completed list. That is, what trends did you find? What interesting aspects did you find? What did you find about the other lists that make yours much better? Do you see a change over the decades? I think there is more than enough for each team member to speak to the results of the list as their presentation for this course. The team can decide as a group how they wish to present this information, but each member should have a speaking part of the presentation.  **Items to be turned in at time of presentation**: Hard copy of completed research project and all presentation materials, digital copy of completed research project and all presentation materials, and an appropriate hand out to be given to the instructor and all students in the course (30 copies). |
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| **UG Team 2: Kids who kill themselves: Student Suicides on School Grounds, at School Events, and on School Buses** |
| PROJECT ASPECTS (400 possible points)  **Overview:** Increasing rates of suicide among people under the age of 18 is a frightening and sad phenomenon in the United States.This is also a relatively unexamined type of school violence as well. There are many incidents where young people not only committed suicide, but chose to do so at school or on school grounds (including school buses).Most when considering school violence want to examine child upon child violence, but what about the violence they inflict upon themselves?  **Project:** This team will develop a comprehensive list of incidents where students (K-12) committed suicide at schools or on school grounds (including school buses). These are individuals who did not hurt anyone else, simply themselves, but they chose to do it where other students and teachers/staff would find them or witness the event. While there is no set time frame, the team should attempt to be as comprehensive as possible (earliest information to most recent). Once all of this information has been collected, the team will analyze the entire list in an attempt to offer an overview of the *who, what, where, why, and how* of this type of school violence incident. This list should be as comprehensive as possible and cover as large a timeline as possible.  PRESENTATION ASPECTS (200 possible points)  This team will present their list to the entire class at the time of their presentation. They will also give each class member a copy of their list as a handout (I will make the copies if you get them to me in time). I could see this final list serving well as a nice chart in a PowerPoint slide presentation. I would like to see this team give *a brief overview* of what they have found in this completed list. That is, what trends did you find? What interesting aspects did you find? What did you find about the other lists that make yours much better? Do you see a change over the decades? I think there is more than enough for each team member to speak to the results of the list as their presentation for this course. The team can decide as a group how they wish to present this information, but each member should have a speaking part of the presentation.  **Items to be turned in at time of presentation**: Hard copy of completed research project and all presentation materials, digital copy of completed research project and all presentation materials, and an appropriate hand out to be given to the instructor and all students in the course (30 copies). |
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| **UG Team 3: The External Threat of Associated and Non-Associated and/or Mentally Ill School Violence Perpetrators** |
| PROJECT ASPECTS (400 possible points)  **Overview:** Americans must realize that K-12 school violence cannot be dealt with by simply removing the troublesome students. The expelling, suspending, or placing of a juvenile in an alternative school setting may only increase their anger against their former school and teachers. There is a growing trend of students who have failed or continued to have negative issues in their lives returning to their former school (or other schools) and committing acts of violence. There are two types of such offenders/threats: *Associated* *and/or Mentally Ill* school violence perpetrators are identified as offenders who were generally older and targeted a school of which they have past or current involvement. These are most often former students who return to their previous school to commit a violent act. For most of these types of school violence perpetrators, the K-12 school was the place where they experienced their first failures, abuse, and mistreatment. The *non-associated and/or mentally ill* school violence perpetrator, on an intellectual level, may be the most interesting of all types of offenders. They are also the type of offender who is most reluctant to offer any true insight into way they chose the K-12 school as a target for their violence. A great deal of this is obviously due to the high percentage of these offenders who were and remain mentally ill.  **Project:** This team will be given information on 13 of such offenders. This team will gather requested information on these offenders and develop a comprehensive examination of what each did and why.  PRESENTATION ASPECTS (200 possible points)  This team will present their list and findings to the entire class at the time of their presentation. They will also give each class member a copy of their list as a handout (I will make the copies if you get them to me in time). I could see this final list serving well as a nice chart in a PowerPoint slide presentation. I would like to see this team give *a brief overview* of what they have found in this completed list. That is, what trends did you find? What interesting aspects did you find? What did you find about the other lists that make yours much better? Do you see a change over the decades? I think there is more than enough for each team member to speak to the results of the list as their presentation for this course. The team can decide as a group how they wish to present this information, but each member should have a speaking part of the presentation.  **Items to be turned in at time of presentation**: Hard copy of completed research project and all presentation materials, digital copy of completed research project and all presentation materials, and an appropriate hand out to be given to the instructor and all students in the course (30 copies). |
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| **UG Team 4: Examination of Female School Violence Perpetrators** |
| PROJECT ASPECTS (400 possible points)  **Overview:** Most school violence offenders are male as are most violent offenders. As with other types of offenses, school violence is seeing more female school violence perpetrators committing acts of violence. It is argued that special attention needs to be given to female offenders in this regard.  **Project:** This team will be given information on 4 of such offenders. This team will gather requested information on these offenders and develop a comprehensive examination of what each did and why.   1. Brenda Spencer- 1/29/1979 (Cleveland Elementary School, San Diego, CA) 2. Brenda Carter- 05/09/1991 (East St. John High School, La Place, LA) 3. Felicia McMillian- 11/07/2007 (Robert E. Lee High School, Tyler, TX) 4. Lawanda Jackson- 03/25/1993 (Sumner High School, St. Louis, MO)   PRESENTATION ASPECTS (200 possible points)  This team will present their research and findings to the entire class at the time of their presentation.  **Items to be turned in at time of presentation**: Hard copy of completed research project and all presentation materials, digital copy of completed research project and all presentation materials, and an appropriate hand out to be given to the instructor and all students in the course (30 copies). |
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| **G Team: What the Experts are saying about the Causes and Solutions to School Violence in America** |
| PROJECT ASPECTS (400 possible points)  **Overview:** There are many “so-called” school violence experts out there spreading a great deal of misinformation to those in positions to have an impact on children and the issues surrounding school violence. People go to training after training sessions where they pay big bucks to hear something who is causing more damage than good! They take down everyone word that is said and buy every book the trainer has ever written ~ then they take back all of this information and disseminate it further and/or implement damaging policies and programs in their schools or jurisdictions.  **Project:** This project involves the graduate team seeking out information on EVERYONE and EVERYTHING out there being disseminated by “school violence experts”. Pay special attention to Retired Lt. Col. Dan Grossman ~ he is a good example of what we are referring to here. We will have a lecture on him later that I can go ahead and share with this team early to help. We will talk more about this in class!  PRESENTATION ASPECTS (200 possible points)  This team will present their findings to the entire class.  **Items to be turned in at time of presentation**: Hard copy of completed research project and all presentation materials, digital copy of completed research project and all presentation materials, and an appropriate hand out to be given to the instructor and all students in the course (30 copies). |

[](http://www.google.com/url?sa=i&rct=j&q=school+violence&source=images&cd=&cad=rja&docid=3kem44OrEMnqxM&tbnid=ZitBi2TAu-_5jM:&ved=0CAUQjRw&url=http://www.ehow.com/info_7996096_important-school-violence-issues.html&ei=IndSUcKAC46B0AGM_oDgDA&bvm=bv.44342787,d.dmQ&psig=AFQjCNEADw6WUyaeeNQrbskIbuSljCzkkQ&ust=1364445065698796) **Videos for this Course**

**Bang, Bang, You’re Dead** (2002) [93 Minutes]

***Bang Bang You're Dead*** is a one act play written by William Mastrosimone, with the assistance of the Spanish River Drama Department (Boca Raton, Florida) in 1999 to raise awareness of school violence and its causes. According to Mastrosimone, it “is a drama to be performed by kids, for kids” for free. The plot focuses on Josh, a high school student who murders his parents and five classmates. It is strongly based on the events surrounding Kip Kinkel's shootings of his parents on May 20, 1998, and 27 of his classmates at Thurston High School in Springfield, Oregon on May 21, 1998. As of October 2002, three years after its publication, the play had been performed over 15,000 times. The play was made into a movie in 2002 starring Tom Cavanagh and Ben Foster. It is based on the play *Bang Bang You're Dead* by William Mastrosimone. The film was first screened publicly at the Seattle International Film Festival in June 2002.

**Bully** (2011) [90 Minutes]

***Bully*** (originally titled ***The Bully Project***) is a 2011 documentary film about bullying in U.S. schools. Directed by Lee Hirsch, the film follows the lives of five students who face bullying on a daily basis. *Bully* premiered at the 2011 Tribeca Film Festival. It was also screened at the Hot Docs Canadian International Documentary Festival and the LA Film Festival. *Bully* had its global premiere at Italy's Ischia Film Festival on July 17, 2011. *Bully* was acquired by The Weinstein Company immediately after its premiere at Tribeca Film Festival. The film was released in United States theaters on March 30, 2012. On the official website the filmmakers are promoting *Bully* as an important advocacy against bullying and facilitating an anti-bullying movement.

**Bowling for Columbine** (2002) [119 Minutes]

***Bowling for Columbine*** is a 2002 American documentary film written, directed and narrated by Michael Moore. The film explores what Moore suggests are the causes for the Columbine High School massacre in 1999 and other acts of violence with guns. Moore focuses on the background and environment in which the massacre took place and some common public opinions and assumptions about related issues. The film also looks into the nature of violence in the United States. The film brought Moore international attention as a rising filmmaker and won numerous awards, including the Academy Award for Best Documentary Feature, the Independent Spirit Award for Best Documentary Feature, a special *55th Anniversary Prize* at the 2002 Cannes Film Festival and the César Award for Best Foreign Film.

**Wild Card** (????) [??? Minutes] **Wild Card** I am undecided on the final film, so I will let you know as soon as I know!!! : )



**Crews’ Nine Academic Rules of the Earth**

**These will be discussed in detail the first day of class and enforced from then on!**

**Whether you are in the classroom the first day when these are covered, you are bound by these no matter what!!!!**

1. **Classroom Conduct:**

* As a general rule, I, 1) show up for class, 2) arrive on time, 3) am semi-prepared, 4) sober/conscious, 5) stay off my cell phone, 6) am interested in the topic of the day, and 7) STAY THE ENTIRE TIME ~ **I expect the same of you!!!!**
* All cell phones must be turned off and put away (out of view) at the commencement of class, with the exception of emergency service personnel. Cell phones are disruptive not only to me, but your fellow students, so please be courteous. You will receive only one warning if your cell phone goes off in class, or if I catch you playing with it during class and you will be asked to leave the classroom.
* You may NOT eat during class. This means food of any kind (chips, sandwiches, candy, etc.). However, drinks are permitted (non-alcoholic of course). Also, you should not be working on anything not related to this class once class commences (this includes reading, copying other’s notes, knitting, playing games on your cell phone, etc.).
* Do NOT leave the classroom once class has started, unless it is an absolute emergency or you have notified me before class that you will be leaving. You should use the restroom, get a drink of water, and make a phone call, etc. before class starts.
* Do NOT bring weapons into the class. If you are a law enforcement officer and required to be armed, please let me know.
* You are not allowed to smoke within the building, and I will not permit smokeless tobacco in my classroom.

1. **Attendance and Student Participation:**

* While I do not require much when it comes to an attendance policy, **I do not offer much either**. This is to say that I generally do not take roll except on days where an exam, presentation, or in class writing assignment occurs. And, on these days, **NOTHING CAN BE MADE UP** (without proper documentation as stated in Make-up policy). Also, I do NOT give out my lecture notes to anyone for any reason, nor do I allow any make ups for course requirements missed without proper documentation and approved by the university.
* Don’t hesitate to ask questions, the dumbest question is the one not asked! If you ask a question I can’t answer, I’ll find out the answer and get back to you. Please remember that as a teacher, I am merely your guide through the field, I am not the field itself! (Although, my wife would say I think I AM!).
* During discussions please respect different viewpoints; there is always more than one side. Treat others’ views as you would want your own to be treated, with an open mind. Personal attacks on others will not be tolerated!
* I like to run my classes as an open forum where we can all learn from each other, so I encourage **intelligent** discussions, questions, and comments, but at the same time we have to remember that we are at a university setting and must act accordingly.

1. **Professor and Student Responsibilities:**

* I realize that every now and then, unexpected and difficult situations arise. However, when you enrolled in this class, you made a commitment to me, to yourself, and to your fellow classmates. I expect you to fulfill that commitment to the best of your ability. If you are unable to fulfill my expectation, I am really not interested in your reasons. That does not mean that I am cold and heartless, just that I have established standards for my classes that I know work from many years of experience.
* Experience has shown that it is impossible for students who miss class to pass this course. However, the reverse is also true. Those students who do not miss class and who submit work on time generally score quite high. This course is one that builds from meeting to meeting and one concept to another and requires that previously covered material be understood before one can reasonably expect to move to the next.Attendance is therefore expected.  Attendance may be taken at various points during the term depending on the particular course.  Students who are not present when attendance is taken will not be credited with attending class on that day.

1. **Make up Policy:**

* **There will be no excused absences on exam days, presentation days, and/or in class writing assignment days, and no assignments can be made up!** Any paper/project/in class work not turned in/completed on the date and time specified in the syllabus will receive a zero. Only documented medical emergencies will be considered as reasonable excuses for allowing a paper/project to be turned in late, an exam made up, or a presentation delayed, all others will be given a zero. Due dates are set in the course schedule for turning in projects and for giving presentations ~ due to the nature of these requirements, they cannot be made up. If you miss any of the assignments in this class, you are to go have your excuse evaluated by the Dean of Students, only excuses accepted by the university and mandated upon me will be accepted. **THIS MUST OCCUR WITH IN 48 HOURS OF THE MISSING OF THE ASSIGNMENT (UNLESS A LENGTHY MEDICAL STAY IS REQUIRED DUE TO AN EMERGENCY). IF I AM NOT GIVEN SAID NOTICE FROM THE UNVERSITY WITHIN 48 HOURS OF YOUR MISSING OF AN ASSIGNMENT, THE ZERO YOU HAVE BEEN GIVEN WILL REMAIN. (You can then file a grade appeal and we will have others review my decision and actions at that point).**

1. **Extra Credit:**

* At various points during the semester the instructor **MAY** offer opportunities for students to gain extra credit points. These are generally onetime events which reward students who take advantage of opportunities to attend out of class presentations or complete assignments in class. These can NEVER be made up; there is ample opportunity in this class for each student to obtain more than enough points to achieve an “A” ~ therefore, opportunities are a PRIVILAGE not a RIGHT and at the instructor’s discretion.

1. **Office Hours:**

* I encourage all my students to make use of my office hours, they are there for you. If you can’t make it at the scheduled times, let me know and we can arrange to meet at another time. However, this invitation is only for those students who come to class on a regular basis and put forth a genuine effort to learn. Also, please keep in mind that I have a life too (albeit, dark and demented), and while my office hours are mandatory, my other time is not, so my flexibility can only extend so far.

1. **Course Materials:**

* A syllabus with a detailed schedule is provided for each course, the instructor will do their utmost to follow the syllabus and it is expected that the student will as well. All due dates are listed and will be enforced (do not ask for them to be altered for any reason). Most lectures will be on PowerPoint. These presentations will generally occur one time in the course while the material is being discussed in class.

1. **Cheating, Plagiarism, and General Academic Dishonesty:**

* Don’t cheat or plagiarize! Academic dishonesty is something I take very seriously and will not tolerate. Anyone caught cheating or plagiarizing will automatically receive a failing grade for the course and will be referred to the dean of the college for appropriate disciplinary action. Plagiarism from the internet has become a very serious problem and professors now have access to various software programs to identify this behavior, so at this point in your academic career, don’t risk it!

1. **University Policies/Instructor Prerogative:**

* **University ADA Statement**: The American with Disabilities Act has established a robust set of Federal Regulations that ensure employees and students receive fair and reasonable accommodations as they work and study. It has been my experience that students with disabilities exert considerable effort to achieve their educational goals. Moreover, I have found the accommodations to represent efforts in good pedagogy rather than special treatment for the student. As such, I hope each of you will work collaboratively with the Office of Disabled Student Services as the need arises.
* Any items or events not covered in this syllabus will be handled according to established university policies and/or instructor’s prerogative.

** Brief Faculty Member Biographical Sketch**

**Dr. Gordon A. Crews** is a Professor of Criminal Justice & Criminology in the *Department of Integrated Science and Technology* at Marshall University (WV). He is former President of the *Themis Center for Policy, Practice, & Research* (WV) and is currently President and owner of *The Veritas Group, LLC*, a consulting firm based out of Huntington, WV. Dr. Crews began his teaching career in 1990 as department head of the Criminal Justice & Paralegal program at *Sumter Area Technical College* (SC) at twenty five years old while still in graduate school working towards his Master of Criminal Justice Degree. He would complete his first seven years of teaching at the community college level by then moving to *Midlands Technical College* (SC). Since 1997, Dr. Crews has served as a faculty member and/or academic administrator at the *University of South Carolina Beaufort* (SC), *Valdosta State University* (GA), *Jacksonville State University* (AL), *Roger Williams University* (RI), *Cameron University* (OK), and *Washburn University* (KS).

In addition to over 25 years of post-secondary education experience, Dr. Crews has conducted POST certified training in South Carolina, Georgia and Alabama in the areas of proper police practice. He has also worked with the *Turkish National Police* and *Ghana National Police* on community policing initiatives. Most recently he has begun communication with the *Japan National Police Academy* on a comparison of police practices between Japan and the United States.

He earned a Ph.D. in Education/Criminal Justice, a Graduate Certificate in Alcohol & Drug Studies, a Bachelor of Science in Criminal Justice, and Masters of Criminal Justice, from the *University of South Carolina* (SC). He served as Executive Counselor for the Juvenile Justice Section of the *Academy of Criminal Justice Sciences* and as former President and member of the Board of Directors for the *Southern Criminal Justice Association*. In 2008 he was appointed for a three year term as the Executive Director of the Secretariat for this same organization. In 2010 he had the honor of being appointed the first President of the charter *Phi Kappa Phi* (ΦКΦ) National Honor Society Chapter, and in 2013 becoming the faculty advisor to his fraternity, *Delta Chi* (ΔΧ) at *Marshall University* (WV).

Prior to teaching, Dr. Crews worked in law enforcement (in South Carolina at *Richland Country Sheriff’s Department* and *University of South Carolina Police Department* and in Georgia at *Floyd Country Sheriff’s Department*/*Mount Berry College Police Department*) as a bloodhound/narcotics k-9 officer & trainer, field-training officer, and criminal investigator (*crimes against persons/sexual assault*); in corrections as a training and accreditation manager; and in insurance fraud as a private licensed investigator.

His publications include refereed journal articles dealing with juvenile and school violence, Occult/Satanic involvement and youth, and various law enforcement and correctional issues. His books include *Faces of Violence in America* (1996), published by Simon & Schuster; *The Evolution of School Disturbance in America: Colonial Times to Modern Day* (1997), published by Praeger; *A History of Correctional Violence: An Examination of Reported Causes of Riots and Disturbances* (1998), published by the American Correctional Association; *Chasing Shadows: Confronting Juvenile Violence in America* (2001), published by Prentice Hall; *Living in Prison: A History of the Correctional System with an Insider’s View* (2004), published by Greenwood Publishers; and, his most recent book is entitled, *In the Margins: Special Populations and American Justice* (2008), published by Prentice Hall. Dr. Crews currently has two new books under contract: *Critical Examinations of School Violence and Disturbance in K-12 Education* (IGI Global), and, *Law enforcement in America: A Teachers Guide* (Cognella).

Dr. Crews has myriad current research interests/efforts in the areas of violence and resulting societal reactions. A primary project as of late 2012 is the interviewing and surveying of 78 incarcerated school violence (K-12) offenders across the United States. A secondary effort is in working on a new book with a convicted murderer on death row in South Carolina dealing with the realities of living in prison and being incarcerated in the United States. A third, and ongoing, focus is on an international comparison of police and societal response to individuals involved in alternative belief practices (e.g., Satanism, Wicca, Goth, etc.). Through these efforts, he currently has two manuscripts under development: *Juvenile Delinquency and Violence: Examining International Police and Societal Response* (CRC Press) and *The Complete Idiot’s Guide to Living and Dying in Prison* (Alpha Books).

Since 2000, he has conducted extensive field research in these areas across the United States, United Kingdom, Middle East, Netherlands, Central Europe, Scandinavia, Turkey, Ghana, Central and Eastern Europe (Greece, Macedonia, Bulgaria, Romania, Hungry, Slovakia, Austria, Czech Republic, Slovenia, Serbia, and Croatia). His most recent research was conducted in Brazil (2010), Japan (2011), and in the United Kingdom and the Republic of Ireland (2012).

Perhaps his most relevant experience which speaks to his ability as an effective expert witness in policing and correctional matters is his role as a lead police/correctional expert in a grant-funded review of police and correctional training curricula (state, county, and municipal) from more than 60 academies across the United States. This 3 year project involved evaluating all academy curricula and noting what courses were offered, their length and content, and other characteristics of the curricula, instructors, and academies. This work resulted in a complex statistical evaluation and recommendations to improve curricula and make training more effective. The results of this work have been presented at various regional and national conferences and are being developed into manuscripts for publication review in respected criminal justice journals.

Dr. Crews has also appeared as a consultant on national and international programming such as *CNN, MSNBC, Good Morning America, Anderson Cooper 360◦, The Abrams Report, Nancy Grace, Gloria Van Susteren, African National Television,* and *Due Diligence on Voice of Russia Radio Network.*

**Presentation Evaluation Sheet**

**CJ 408/508: Examining School Violence in America**

**Name(s):** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Project Title:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Criteria for grading:**

1. **Quality of Analysis (50): 0 10 20 45 50**

*(Does the presenter(s) accurately examine the topic and logically structure the parts of the presentation?)*

1. **Intellectually stimulating (50): 0 10 20 45 50**

*(Does the presentation provide thought-provoking information?)*

1. **Use of Visuals (50): 0 10 20 45 50**

*(Does the presenter(s) use at least 5 visuals in the presentation, PowerPoint counts as 3 visuals)*

1. **Teamwork (50): 0 10 20 45 50**

*(How well did everyone work together in this team!)*

**Additional Comments:**

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**Total Points:** \_\_\_\_\_\_\_\_