



Instructor: Luzi Shi
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Course Description and Goals

The goal of this course is to familiarize students with the contours of and theory and research on public attitudes toward crime and criminal justice. By the end of the course, students should have a clear understanding of the following topics:

- The sources, nature, and influence of public opinion on criminal justice.
- Methods for studying public attitudes.
- The extent and correlates of public views about crime and justice.
- Key theoretical explanations for: (1) fear of crime and perceived victimization risk, (2) confidence in the criminal justice system, and (3) policy preferences regarding the rehabilitation and punishment of criminals.
- Future directions for public opinion research in the field of criminology.

Course Materials

- All required readings will be available on Blackboard.
- Roberts, J.V., & Stalans, L.J. (2000). *Public opinion, crime, and criminal justice*. Boulder, CO: Westview Press. (Optional)

Class Protocol

- I will allow the use of laptops to take notes in class or to refer to electronic copies of readings. Please do not use your laptop to surf the web, play games, shop, or for any other reason. I reserve the right to ban computing devices at any point in the class if I believe they have become a distraction. There is never a valid use for cellphones during class time.
- During class, cell phones must be turned off or to vibrate mode. If you need to respond to a call, please step outside the room.
- Your University at Albany email account is the official form of communication for this class and you should check it regularly. You are responsible for all information about the class sent to that email address. Do not use the message or email functions in Blackboard. I will only respond to emails from your UAlbany address. When you send me an email, write your main topic/concern in the subject line, keep emails professional, and sign your name. I will respond within 24 hours.

Evaluation Rules

- The exams will cover all material addressed in lectures and in the assigned readings, up to that point in time. However, you should be aware that the subjects we cover are generally cumulative in nature. As a result, areas covered early in the course are relevant throughout the entire course.
- If you have questions about the grade you received on an exam, I am happy to answer those questions and to suggest ways that you can do better.
- If you do not think that the grade you received reflects the quality of your work, you may ask for the answers to be graded again. To do so, submit a formal appeal in writing, explaining why you think the grade you received is not a fair reflection of the quality of your work. The new grade, whether high or lower, will then become your final grade on this assignment.
- There are no opportunities to re-take tests or to do extra-credit work requested by the students in this course.
- At the end of the semester, I will calculate your grade as described above and that grade becomes your final grade. I will not increase any person's grade solely to change their letter grade. So if you make an 89, you will make a B+, not an A-. No amount of pleading will change this outcome. Particularly common and ineffective are pleas claiming that your grade in this class will cause you to lose a scholarship, prevent you from attending the graduate or professional school of your choice, or lead to some other unfortunate, but unlikely, consequence. Even more ineffective are pleas that contain false statements such as "This is the only B that I received this semester that I can easily debunk with a glance at your transcript."

Grading Scale

A: 100-93	B: 87-83	C: 77-73	D: 67-63
A-: 92-90	B-: 82-80	C-: 72-70	D-: 62-60
B+: 89-88	C+: 79-78	D+: 69-68	F: 59 or below

- **Exams:** Our class is divided into three sections based on topics. There will be one close-book exam at the end of each section, worth 30%, 30%, and 40% of the final grade respectively. The exams will include both multiple choice and short answer questions. You will be tested on material learned in class and on material from the readings.
- **Extra credit:** There are two ways to get extra credits: 1) There will be 5 in-class quizzes, each worth 2 extra credits; and 2) One week before each exam, I will announce one essay or long answer question, each worth 15 points (5 points, 5 points, and 6 points after weighting). You need to write your answers within one week and submit on the test day. Late submission are NOT accepted.

Syllabus Change Policy

- The syllabus is designed to be a resource that students should use throughout the semester. While this syllabus lists readings and test dates, students should use the course website and Blackboard as their primary source for detailed information regarding the course. This is important because the instructor may update or modify assignments and readings throughout the course. In the situation of change or modification, the instructor will post changes under the “Announcements” tab on Blackboard.

Academic Honor Policy

- The University at Albany’s Undergraduate Academic Regulations outline the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Undergraduate Academic Regulations and for living up to the standards of academic integrity listed therein. Please refer to the Undergraduate Bulletin regarding the University’s policies (and student consequences) about plagiarism, cheating and other forms of academic dishonesty.
http://www.albany.edu/undergraduate_bulletin/regulations.html
- Plagiarism or any other academic dishonesty of any kind will not be tolerated in this class. Perpetrators will be prosecuted to the fullest extent of the University’s regulations.

Reasonable Accommodation Policy

- Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of Disabled Student Services (Campus Center 137, 442-5490). That office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations. Also, please inform me of religious observances and illness that may arise.

TENTATIVE COURSE CALENDAR

All readings are mandatory and provided on Blackboard.

#	Date*	Topics and Goals	Assignments and Evaluations
I.1.	T, 08/29	<ul style="list-style-type: none"> Syllabus and Class Introduction Section Introduction I.1 What is Public Opinion and Why Is It Important? 	<ul style="list-style-type: none"> Syllabus <ul style="list-style-type: none"> Read class syllabus Syllabus quiz at the end of class (2 extra credits) Sign syllabus contract What Is Public Opinion and Why Is It Important? <ul style="list-style-type: none"> Chapter 1 from: Glynn, Carroll J., Susan Herbst, Garret J. O’Keefe, Robert Y. Shapiro, and Mark Lindeman. 2004. <i>Public opinion</i>. 2nd edition. Boulder, CO: Westview Press.
I.2	Th, 08/31	Can We Trust Public Opinion?	<ul style="list-style-type: none"> pp. 141-162 in: Tversky, A., & Kahneman, D. (1975). Judgment under uncertainty: Heuristics and biases. In <i>Utility, probability, and human decision making</i>. Springer Netherlands. Kahneman, D., & Tversky, A. (1984). Choices, values, and frames. <i>American psychologist</i>, 39(4), 341.
I.3	T, 09/05	Aggregate Public Opinion	pp.14-21 from: Stimson, J. A. (2004). <i>Tides of consent: How public opinion shapes American politics</i> . Cambridge University Press.
I.4	Th, 09/07	Conceptual Issues in Public Opinion Research	<ul style="list-style-type: none"> Bohner, G, & Wänke, M. (2009). The psychology of attitudes and persuasion (Chapter 1). In <i>Public opinion and criminal justice</i>, eds. Jane Wood and Theresa Gannon. Portland, OR: Willan Publishing. Drakulich, K. M. (2015). The hidden role of racial bias in support for policies related to inequality and crime. <i>Punishment & Society</i>, 17(5), 541-574.
I.5	T, 09/12	Ideology and Morality	Silver, J. R., & Silver, E. (2017). Why are conservatives more punitive than liberals? A moral foundations approach. <i>Law and Human Behavior</i> , 41(3), 258. (Skip The Current Study, Methods, and Results)
I.6	Th, 09/14	Channels of Influence-Media	Roche, S. P., Pickett, J. T., & Gertz, M. (2016). The scary world of online news? Internet news exposure and public attitudes toward crime and justice. <i>Journal of quantitative criminology</i> , 32(2), 215-236. (Skip The Current Study, Methods, and Results)
I.7	T, 09/19	Section and Exam View	Reviews all readings in section I
	Th, 09/21	No Class	Rosh Hashanah
I.8	T, 09/26	Exam 1	<ul style="list-style-type: none"> Close-book Include multiple choice and short answer questions Worth 30% of final grades
II.1	Th, 09/28	The Nature of Survey Research	<ul style="list-style-type: none"> pp. 3-7 in King, G., Keohane, R. O., & Verba, S. (1994). <i>Designing social inquiry: Scientific inference in qualitative research</i>. Princeton university press. (1.1.1 Two Styles of Research, One Logic of Inference) Chapter 1 from Weisberg, H.F., Krosnick, J.A., & Bowen, B.D. (1996). An introduction to survey research, polling and data analysis. Sage Publications.
II.2	T, 10/03	Sampling & Sampling Design	<ul style="list-style-type: none"> pp. 23-34 in: Erikson, R. S., & Tedin, K. L. (2005). <i>American Public Opinion: Its Origins, and Impact</i>. 7th edition. New York, NY: Pearson. Chapter 4 from: Asher, H. (2012). <i>Polling and the public: What every citizen should know</i>. 6th edition. Washington, D.C.: CQ Press.
II.3	Th, 10/05	Modes of Survey	Chapter 10 from Tourangeau, R., Rips, L.J., & Ransinki, K. (2000). The psychology of survey response. Cambridge University Press.
II.4	T, 10/10	Designing Survey Questions	Chapter 5 from: Fowler, F. J., Jr. (2002). <i>Survey research methods</i> . 3 rd edition. Thousand Oaks, CA: Sage Publications.
II.5	Th, 10/12	Web Survey Design	pp. 168-171 in Tourangeau, R., Conrad, F. G. (2013). <i>The science of web surveys</i> . Oxford: Oxford University Press.
II.6		Criminal Justice Examples	Pickett, J. T., & Baker, T. (2014). The pragmatic American: Empirical reality or methodological artifact?. <i>Criminology</i> , 52(2), 195-222.
II.7	T, 10/17	Section and Exam Review	Review all readings in Section II
II.8	Th, 10/19	Introduction	Chapter 1 from: Roberts, J. V., & Hough, M. (2005). <i>Understanding public attitudes to criminal justice</i> . New York, NY: Open University Press.
III.1	T, 10/24	Exam 2	<ul style="list-style-type: none"> Close-book Include multiple choice and short answer questions Worth 30% of final grades
III.2	Th, 10/26	Public Opinion and Crime Policy	Chapter 2 from: Beckett, K. (1997). <i>Making crime pay: Law and order in contemporary American politics</i> . New York, NY: Oxford University Press
III.3	T, 10/31	Fear of Crime and Perceived Risk	Chapter 3 from: Ferraro, K. F. 1995. <i>Fear of crime: Interpreting victimization risk</i> . Albany, NY: State University of New York Press.

III.4	Th, 11/02	Public Confidence in Criminal Justice System (Police)	Chapter 2 from: Roberts, J. V., & Hough, M. (2005). <i>Understanding public attitudes to criminal justice</i> . New York, NY: Open University Press.
III.5	T, 11/07	Public Confidence in Criminal Justice System (Courts)	Chapter 4 from: Roberts, J. V., & Hough, M. (2005). <i>Understanding public attitudes to criminal justice</i> . New York, NY: Open University Press.
III.6	Th, 11/09	Public Views about Sanctioning	Unnever, J. D., & Cullen, F. T. (2010). The social sources of Americans' punitiveness: A test of three competing models. <i>Criminology</i> , 48(1), 99-129.
	T, 11/14	No class	American Society of Criminology Annual Meeting
	Th, 11/16	No class	American Society of Criminology Annual Meeting
	T, 11/21	No class	Thanksgiving
	Th, 11/23	No class	Thanksgiving
III.7	T, 11/28	Public Views about the Risk of Criminal Punishment	Pickett, J.T., Roche, S.P., & Pogarsky, G. (in press). Towards a bifurcated theory of emotional deterrence. <i>Criminology</i> .
III.8	Th, 11/30	Public Opinion about Sex Offenders	<ul style="list-style-type: none"> Mears, D. P., Mancini, C., Gertz, M., & Bratton, J. (2008). Sex crimes, children, and pornography. <i>Crime and Delinquency</i>, 54, 532-559. Payne, B. K., Tewksbury, R., & Mustaine, E.E. (2010). Attitudes about rehabilitating sex offenders: Demographic, victimization, and community-level influences. <i>Journal of Criminal Justice</i>, 38, 580-588.
III.9		Public Opinion about Juvenile Justice	<ul style="list-style-type: none"> Chapter 13 from: Roberts, J.V., & Stalans, L.J. (2000). <i>Public opinion, crime, and criminal justice</i>. Boulder, CO: Westview Press.
III.10	T, 12/05	Section and Exam Review	Review all readings in section III
III.11	Th, 12/07	Exam 3	<ul style="list-style-type: none"> Close-book Include multiple choice and short answer questions Worth 40% of final grades

*T is short for Tuesday. Th is short for Thursday. All dates are in 2017.