

Fulbright Orientation, Break-out session for scholars

1. Calculating Student Workloads

In an effort to ensure consistency between the amount of work done in a given class and the number of credits awarded, Finnish universities have developed a system of "credits," (literally from the Finnish, *study points*). The system is based on the idea that students work 1600 hours/year in order to earn 60 credits.

1 credit = ~27 hrs total work input by average student

3 credit course = 80 hours of work

5 credit course = 130 hours of work.

Specific guidelines on calculating workloads:

Writing

If possible, for writing tasks we recommend counting words instead of pages:

- Academic research text (in the sense of Humanities & Social Sciences) written in a foreign language: 1000 words = 1 point
- For less formal writing tasks, you can expect a bit more for 1 point.

Reading

100 pages academic text = 1 point

- This also applies to introductory texts for students who are just entering a particular field of study.

100 pages of advanced scientific text in a foreign language = up to 1.5 points

100 pages of fiction = 0.5-1 point. The workload may vary immensely depending on whether it's Dan Brown or Don DeLillo!

Consult with local colleagues about appropriate student workloads for credits; remember your students are neither native speakers nor living in an anglophone environment. Most importantly, note that while Finnish students might not always complain very loudly about course workload, they may be taking 5-10 different courses per semester. So if a particular course requires much more work for one study point than others, students will start vanishing without a trace.

Note: students' credit allocations may be negotiable, either collectively or individually, i.e. it's possible for students to request to be able to do more or less work for more or fewer credits. So, for example, a lecture course combined with varying additional tasks may carry 3-6 points; some students may be taking the 3-point option for their BA degree, while MA students take a larger package. Consult your host departments about such practices.

2. Academic Vocabulary - Exploring Some False Friends in "Finglish" academic terminology: the words you thought you knew what they mean, but in fact don't...

major hiatus at age 16+ marking the end of compulsory education (the mis-named <i>comprehensive school</i> [<i>peruskoulu</i>], or grades 1-9. Students need to choose whether to go on to trade schools (approx 40%) or senior high school.	
senior high school <i>lukio</i> 'senior secondary school'	selective admission (approx 51% of age-group); a nominally 3-year program ⇒ national Matriculation Examination in 4-7 subjects

graduating from high school ('white cap')	= passing Matriculation (~45% /age-group) (very low failure rate, wide range of scores)
universities	10 multidisciplinary universities + 6 with a specific disciplinary range: 2 in technology, 1 business school, 3 in the arts In a recent reform, universities were granted autonomy from the government, which in practice means increasing pressures to attract private funding to supplement the government subsidy of higher education.
No US-style distinction between colleges & universities: all uni's offer • academic & professional Bachelor's & Master's-level programs, [Licentiate &] Doctorate research degrees	
but NB the 2nd higher-education sector: POLYTECHNICS ~ UNIVERSITIES OF APPLIED SCIENCES ('AMKs') • mainly vocational Bachelor's-level programs, + shorter vocational courses	
<i>faculty</i>	European usage = a broad disciplinary division of the university, e.g. Humanities (Arts), Social Sciences, etc.
<i>staff</i>	(British usage) = all uni personnel, teaching & other
<i>professor</i>	(northern European usage) = a senior university teacher (<i>full professor</i>)
<i>lecturer</i>	cf. <i>associate professor</i>
<i>docent</i>	prestigious <i>adjunct</i> professorship
<i>assistant</i>	crucial junior member of dept = pre-/post-doc research-fellow-cum-administrator, but assistant's posts are gradually being phased out at some institutions
typical teaching workloads: professors 2-3 classes/term, lecturers 5-8, assistants 1-2	
<i>majors & minors</i>	admission to university via competitive selection, admitted to read a major, admissions typically to MA, not BA programs; 1-3 minors typically accumulated later
	3 consecutive phases (modules) in each subject: <i>Basic Studies</i> (~1st semester in that subject) <i>Intermediate</i> aka <i>Subject Studies</i> ≈ Bachelor's level ; ~3 semesters <i>Advanced</i> = Master's level
<i>credits</i>	study point (<i>opintopiste, op</i>) ~27 hrs student's total work input official norm: 60 op/year (see below for more detail on student work loads)
<i>Master's degree</i> (<i>'higher degree'</i>)	in universities: default target degree, (still) relatively minor hiatus after Bachelor's, possible overlap
<i>graduate</i>	warning! = post-Master's level cf. <i>'undergraduate'</i> = up to Master's level
<i>grad schools</i>	nationally-funded, multi-university-based, elite express-track doctoral fellowship schemes

3. Classroom practices

an *hour (tunti)* = 45 min; usually double-hours, meeting once a week

academic quarter = classes start at xx:15, e.g. 10:15...11:45 (NB use of 24-hr clock!)

Note: when class or seminar is scheduled e.g. from 10:00-12:00, it will start promptly at 10:00. If the schedule says 10-12, the class usually takes place 10:15-11:45.

- enormous variation in the ‘local culture’ of departments: e.g. codes of address, decision-making structures, teaching styles and assessment methods, attendance requirements and norms
- evaluation procedures by students not standardized, usually intra-departmental standard categories of teaching & default expectations:

LECTURES 90-min monologue (though now increasing emphasis on student-centered teaching and interaction even during large lectures). Historically, there has been a *culture of reticence* in formal public spaces, but this is rapidly changing and students are becoming more talkative even in large lectures. Also, don't be thrown by misleading apparent lack of facial response--Finns in general tend not to nod and smile when they're listening as Americans tend to do, but they might still be paying very close attention.)

SEMINARS structured interactive discussion

- presentation & public discussion of pre-distributed student papers
- critiquing: use of ‘opponents’ or ‘round table’

You may well be able to implement a hybrid kind of class if you want to – a lecture-cum-discussion – especially if you have small numbers of students. Check what kind of room you have been allocated!

4. Typical methods of student assessment

- traditional: *final exam* (content-oriented test), typically in 14th or 15th week
- *book exams* based on set texts
- term papers

But wide discretion is usually possible in teaching & examining methods; e.g.

- application-oriented assignments
- portfolios
- examinations based on set readings

NB departments usually have monthly exam days for book exams, re-sits, etc. Students have a statutory right to 3 opportunities “within 12 months” for any class- based exam or equivalent (so make arrangements for re-sits if leaving at midyear)

5. Books, reading materials

Finns less likely to buy books than Americans, libraries stock "course books," which must be ordered well in advance. Some universities use an online system called Moodle for making course materials available electronically. These materials can be password protected if you wish.

6. Grading

- Standard grading time for exams, assignments, etc.: 2 weeks
- Final course results are public (check on how this works locally, e.g. grades can be posted on a public bulletin board)
- Not all institutions will provide a list of class participants or a (computer-readable) grading sheet to be filled out - partly this is the result of laxer rules about binding course registrations (there are no drop dates, no penalties for dropping out, and students regularly start courses they don't intend to finish - in your first day handout, it therefore makes sense to include information on whether students will be allowed to

finish the course after the semester in which you offer it).

- Grading scales: 5 (high) to 1 (low); the overall (institution-level) expectation should be a standard bell-curve distribution; but you will probably have above-average quality students

outstanding	v. good	honorable	weak	just scraping through
5	4	3	2	1

- It also may be possible to use a simple pass/fail assessment (consult locally!) There are no plus or minus grades.
- There is probably less grade inflation than in the US.

7. Similarities/Differences between American and Finnish Students

- Age: most of your students are likely to be in their 3rd/4th/5th year at uni = age 23-26, so possible a bit older than the average American undergraduate
- You may well have a significant number of **exchange students**, mainly drawn from the European countries, whose language skills are likely to be a bit weaker than those of the Finnish students
- Funding of studies is quite different (free education vs. tuition guilt)
- Class participation - don't assume American norms of verbal readiness (though you may find it!) - Finnish students have grown up with rather different experiences of and meanings attributed to silence: there are no overlapping speech turns, and little backchatting in Finnish. It's best to set specific tasks and ask specific questions. Make it clear to students (& to yourself!) what you expect from students in terms of class participation.
- Language and Writing skills: Students start learning English in 3rd grade (age 9), so most will have reasonable language skills. Typical errors include article usage, the placement of adverbials (e.g. "also"), and styles of argumentations: Finns are taught to put their thesis at the end rather than the beginning of their essays, so if you prefer something different let them know.

8. Similarities/Differences between Finnish and American Universities

- University funding and professionalization of administration - with the latest reform, Finnish universities are becoming more like American ones in terms of funding structures, though the state government still covers most of the costs of university operations.
- Private funding, e.g. joint projects between industry and universities, are becoming increasingly important. University administration tends to be more professionalized in the US, though we are seeing changes in this direction here as well.
- Sports, intramural teams, concept of school spirit - there are no school sports teams in Finland; sports are mainly done through community-based local clubs (see below)
- Alumni activities (fund-raising) - just getting started in Finland.
- No Greek system, though e.g. U of Helsinki has clubs with members from specific geographical regions.

9. Practical Tips for Researchers - library facilities, electronic resources

- Melinda - (Union Catalog of Finnish University Libraries)
- Arto - Reference Database of Finnish Articles
- each university also has its own electronic databases of library books, journals and electronic resources - consult locally for further information
- interlibrary loan is efficient but can be expensive

Dissertation work in Finland

(contributed by Paul Ilsley, August, 2012)

The doctorate is the highest degree in Finland and is offered only through the academic institutions, not the Universities of Applied Sciences.

A student applies by gaining support from a professor. There are no quotas, or strict formulae regarding the numbers of doctoral candidates a university permits.

Prior to the Bologna process in higher education a doctoral student typically accumulated 1,400 hours of course work. Since that time universities, even departments and individual professors, may design programs of study with doctoral students.

As is true with many doctoral programs in the US, a dissertation is intended to be original, to contribute to the literature, and to elevate the scholarly discourse in a given field of study. How this is done varies according to the field of study and departmental standards.

Doctoral students in Finland pay no tuition. In fact, most receive a small stipend, some receive grants, and some work on projects with professors. A growing number of doctoral students hold jobs while moving through their programs and research.

Finnish doctoral programs have a relatively low percentage of international scholars, either as students or as professors. Nearly all international scholars work as docents, on a part-time basis, or on short-term contracts. Very few international scholars who successfully defend dissertations remain in Finland.

All doctoral students have at least one supervisor (ohjaaja) and a professor of record (valvoja). Sometimes one person serves both roles, sometimes there is more than one supervisor.

In a growing number of departments doctoral students are required to write articles in refereed journals to complete their dissertations. The number varies from three to six. Thought exact numbers are difficult to obtain, owing to complications with enrollment figures, variations among departmental enrollment record keeping, the Ministry of Education estimates that fewer than 45% of doctoral students complete their studies. More detailed analysis reveals a higher percentage in the hard sciences and lower in social and behavioural sciences.

Dissertation manuscripts are refereed by two reviewers outside of the department, usually outside the university, and when English-based, outside the country. The review is weighted heavily by the faculty committee within a department that approves dissertations. A reviewer may take six to eight weeks.

Once a student addresses the reviewer's concerns, the faculty committee votes whether to allow the student to proceed. An "up" vote signifies that the dissertation will be published and then later defended. A "down" vote signifies there is more work to be done, or that the student will not continue. By this stage the vote is usually, but not always, positive.

The defense takes place in public, usually in a large auditorium, with the opponent and the candidate conducting a formal two-person debate. Opponents are scholars in the field from other universities and often from another country. The ceremonial nature of a defense includes the candidate, opponent and professor of record wearing customary clothing, white ties, top hats (Finnish graduation hats) and tails, and walking together to the dais in processional fashion. Defenses often draw a hundred people, including friends and family of the candidate, faculty members, university staff, and members of the community. Once the members of the procession, and the audience, are seated a candidate begins the proceeding with a 20-minute popular lecture (*lectio praecursoria*), which is meant to introduce the topic to the laymen. The opponent gives a short talk on the topic of the defense as well, after which the pair critically discusses the dissertation. The proceedings take two, maybe three hours. At the end of the proceeding, the opponent presents his final statement on the work, and reveals whether he/she will recommend that the faculty accept it. After the opponent has finished, any member of the public has an opportunity to raise questions on the dissertation, although such *opponents extraordinary* are rare. Immediately after the defense, the supervisor, the opponent and the passed candidate drink coffee with the public. Usually, the attendees of the defense are given copies of the dissertation. In the evening, a successful candidate is obligated to host a dinner (*karonkka*) in honor of the opponent.

10. Social Life

- Invite people over and they'll invite you
- Small talk - the two standard American questions, "what do you do?" and "where are you from?" are OK for you to ask, but a Finn would never ask another what s/he does.
- Major sports: skiing (especially women's skiing), hockey, track and field (javelin). Always a good topic of conversation
- Take your shoes off in people's
- Homes no smoking indoors

11. Everyday Life

- Sports mainly done through sports clubs, rather than schools, so if you or your kids do sports, you'll need to find the local sports clubs.
- Main television stations: YLE 1, YLE2, MTV3, Channel 4, plus all the cable stuff, including YLE's Teema, which shows a lot of old movies and good documentaries in English
- alcohol - can buy #3 beer and cider in grocery stores, but anything stronger must be bought at Alko, the state liquor store. Alko is open M-Sat (about 10am-8pm, closes at 6pm on Sat), closed Sunday, closed all holidays. Plan ahead, as there are horrid lines before all holidays.
- you need to weigh your vegetables/produce in the grocery store, and bring your own bags (or pay for them)

12. Sample Syllabi of American and Finnish versions of the same course

DEPARTMENT OF POLITICAL
SCIENCE PLSC 339 - Spring 2007
CRIMINAL JUSTICE AND POLICY

Professor Katri Sieberg
TTH 2:40-4:15

777-4374

88LNG

PROSPECTUS

The course, Criminal Justice and Policy is designed to approach the topic of crime and criminal behavior using new perspectives. A traditional approach to crime treats the criminal as a deviant. While this focus is useful, it ignores cases in which the criminal makes well-informed, rational decisions. By treating criminals as rational actors, we can identify factors that influence their decisions and design policy to create disincentives for criminal behavior. This course provides an introduction to the functioning of the American criminal policy and the justice system from a theoretical perspective. This objective is to be secured by becoming acquainted with a series of readings, discussion of current perspectives of the criminal justice system, and the design and execution of a research project.

Class meetings: The class will meet two times a week. Meetings will involve both lectures and discussions. Students should complete the reading assigned in the syllabus before each meeting. Occasional homework will be assigned in class. The majority of each class period will be devoted to a discussion of the main ideas encountered in the reading and in the news and students are expected to participate in the discussions.

Assigned reading: The books to be used are cited below. Copies are available at the campus bookstore. Occasionally, additional assignments will be announced. Current Events will be incorporated into the course discussions and the papers. Students should read a good newspaper in addition to the text. Suggested sources: *The Economist*, *The New York Times*, *The Washington Post*.

Sieberg, Katri K., 2005. *Criminal Dilemmas: Understanding and Preventing Crime*, Second Edition, Springer Verlag.

Jackson, Robert K and Wesley D. McBride. 2000. *Why Understanding Street Gangs* Copperhouse.

Term papers: 2 term papers, critical reviews, incorporating the concepts studied in the class are assigned. Approach your papers as a take home exam – I do. Make sure that you use them to show what you have learned from the readings and lectures.

Critical Review Essays: Course participants will write two (2) papers (8-12 pages) on the readings for the particular class date. These papers are not to be mere summaries of the assigned readings. Rather, they should be thoughtful critiques of the assigned readings, with attention paid to issues of theoretical development, practical application, and the like, as appropriate. Critical review essays are due 24 hours before the class in which the assigned readings are scheduled to be discussed and are to be submitted by hand and to turn it in via

Blackboard. Additional information will be made available on Blackboard. The first critical review must be written before February 27th. The second must be written before April 17th.

For both critical reviews, I will be willing to read and make comments on a draft of your review until 24 hours before the review is due to be turned in. If you are willing to make an effort to do good work, I will be more than happy to help you. This policy, however, pertains only to before the paper is due. There is no extra credit in this class. I will not allow any student to rewrite a paper (or retake an exam) once it has been graded, and any complaints regarding a grade must be submitted to me in writing within 72 hours of receiving the grade. Complaints must be 3 pages, typed, and must specify: what I was looking for in the review, how you met (and went beyond) that requirement, and what I overlooked.

Late Paper Policy: You will be penalized for turning in the final exam late – a grade a day. Thus, if your paper gets a B grade and you are one day late, your final paper grade will be a C, etc.

Grading Policy: What a Grade Means:

A: excellent work demonstrating unusually thorough preparation, genuine comprehension and synthesis, and insight. To get an A as opposed to an A- you must show original thought.

B: very good work. It is thorough in presentation and comprehension. It may not show any special insight but it is comprehensive and presented clearly and correctly.

C: the work is acceptable for degree credit at an institution with high standards. It signifies an adequate but by no means comprehensive grasp or presentation of the subject matter. Significant arguments or information may be overlooked. Answers may be too short to permit adequate development of the subjects examined. An essay may read as a list of facts rather than a rounded discussion, or it may have been drawn only from lecture notes.

D: the work barely qualifies for academic credit. The student has learned something but his/her work is poorly understood and poorly presented.

F: work shows little or no preparation or comprehension. Most facts are absent or misunderstood. The style is poor, confused or incomprehensible.

To give a real-world example: assume for the semester that this course is your job. Use the class as an opportunity to demonstrate how you intend to work once you are employed. Work that demonstrates real effort and ability (as if aiming towards a raise or promotion) should get an A or B. Work that simply fulfills the requirement will get a C. Work that shows lack of understanding or that is sloppy (poorly written, misspellings, grammatical errors, etc) will get below a C.

Quizzes: There will be a series of quizzes given randomly in class. Quizzes are important teaching tools, so they are not announced. To explain, as I give quizzes to obtain information about the class, they may be given at the beginning of the class period, in the middle, or at the end. In other words, while some quizzes are planned, others are based on what happens during class should I feel that I need more information to help you succeed. Beyond adding to your grade, the main purposes of the quizzes are:

Information for you about me: With the quizzes, you have a much better idea about the kinds of problems I stress. This will help you prepare for what I am looking for in the papers.

Information for you about you: How often have you been in a course, feeling that you truly understand the material, but then on an exam or paper you discover that you do not. The quizzes will help you know how you are doing.

Information for me about me: I may feel that I gave a brilliant lecture that everyone understood—until I see the class performance on a quiz. This tells me that I need to review this material.

Information for me about you: Occasionally there is a student who does not do as well on papers as he or she should. If the student does well on quizzes, this gives me extra information.

Quizzes are graded on a 10 point basis. I *never* give a make-up for a quiz, no matter what the reason—even if you walk in late, or were stuck in traffic, or were sick, or ... On the other hand, *I will drop your lowest grade*. So, if you miss a quiz, that will be your lowest grade. (If you miss more than two quizzes, you are missing far too much of the course!)

Exam: There will be one exam for the class, a midterm. The midterm will be held in class and will be graded on the basis of 100 points. If you miss the exam (and with the number of students that are enrolled, some of you will), that is fine. Do not bother explaining why you missed: I will assume that you have an excellent reason. A makeup will be given at a scheduled time. *There is no makeup for a missed makeup. If you miss an exam, be sure to carefully schedule your study time to prepare for the makeup: it will be more difficult.* The makeup is written with the assumption that you can do the original exam perfectly with no difficulty. Indeed, the makeup will be sufficiently more difficult that, if you miss an exam, *be sure to get a copy of the missed exam.* To explain this policy, if you miss a test, even if you were seriously ill, you have added information about the kinds of questions I will ask, etc. To be fair to others (and so that I can use the other questions I thought up but did not use on the original exam as they might require more background), the makeup should delve deeper into the course material. The makeup is fair, but it is more difficult.

Plagiarism and Cheating: Plagiarism and cheating are serious infractions and will be pursued to the limits of University rules. Academic dishonesty will result in a failing grade for the course. For details in the University policy, see the University Handbook. To safeguard against cheating, all papers must be turned in both on paper and must be submitted to turnitin.

Grades: Grades will be weighted in the following manner: 1st Paper 25%, 2nd Paper 25%, Midterm 25% Quizzes, 25%

Office Hours: Office hours for the fall term will be: T 1:10-2:10.

If these times are not convenient, the student may also contact me by phone (7-4374) or e-mail, ksieberg@binghamton.edu to make an appointment.

SYLLABUS

January 23 COURSE INTRODUCTION

- Jan. 25-30 CRIMINAL JUSTICE – THE SYSTEM
 Jan. 25 Read:Consequences – CH 2 (On reserve).
- Jan. 30 Read: Phillips, Llad. 1981. “The Criminal Justice System: It’s
 Technology and Inefficiencies,” *Journal of Legal Studies*, Vol. X, 363-380.(JSTOR)
- Feb. 1 ECONOMICS AS A TOOL IN CRIME
 Read:Sieberg, Preface.
DiIulio, John J. Jr., “Help Wanted: Economists, Crime and Public
 Policy,” *Journal of Economic Perspectives*, Vol. 10, No. 1, Winter,
 1996. (Available on JSTOR)
- ALTERNATIVE SENTENCING
- Feb. 6 The Prison System
 Read: Sieberg, pp. 1-14.
Forer, Lois, A Rage to Punish: The Unintended Consequences of
 Mandatory Sentencing, W.W. Norton & Co., 1994. Ch. 4. On Blackboard.
 Jackson and McBride, Ch.1.
- Feb. 8 Violent Crime
 Read:Sieberg, pp. 15-26.
 Rubin, Ch 2. On reserve.
 Jackson and McBride, Ch.2.
- Feb. 13 Alternative Sentencing
 Read:Sieberg, pp. 26-33.
Rubin, Ch 4. On reserve.
- Feb. 15 POLICY
 Read: Wolf, E. and M. Weissman, “Revising Federal Sentencing
 Policy: Some Consequences of Expanding Eligibility for
 Alternative Sanctions,” *Crime and Delinquency*, Vol. 42, No. 2,
 April, 1996.
 Jackson and McBride, Ch.3
- Feb. 20 POLICY cont...
 Read: Freeman, Richard B., “Why Do So Many Young American Men
 Commit Crimes and What Might We Do About It?” *Journal of
 Economic Perspectives*, Vol. 10, No. 1, Winter, 1996. (JSTOR)
 Jackson and McBride, Ch.4.
- Feb. 22-27 PRIVATE PRISONS
 Feb. 22 Read: Sieberg, CH. 2.
- Feb. 27 Read: Logan, Charles H., “Well Kept: Comparing Quality of
 Confinement in a Public and a Private Prison,” *Journal
 Of Criminal Law and Criminology*, Vol. 83, 1992.
- February 27 First critical Review Due BEFORE this date

- Mar. 1-6 PROSTITUTION
 Mar. 1 Read: Sieberg, CH. 3.
- Mar. 6 Read:Simon, C. P. and A. D. Witte, *Beating the System: The Underground Economy*, Auburn House Publishing Co. 1982. Ch. 12. On reserve.
- Mar. 8-11 SPRING BREAK
- Mar. 13-15 DRUGS
 Mar. 13 Read: Sieberg, CH. 7.
- Mar. 15 Read: Miron, Jeffrey A. 2001. "Violence, Guns, and Drugs: "A Cross-Country Analysis," *Journal of Law and Economics*, Vol. 44, 615-33. (JSTOR)
 Jackson and McBride, Ch.5.
- Mar. 20-22 POLICE CORRUPTION
 Mar. 20 Read: Sieberg, CH. 7.
 Consequences – CH 12. On Blackboard
- Mar. 22 Read: Consequences – CH 13. On Blackboard
 Sisk, David E. 1982. "Police Corruption and Criminal Monopoly: Victimless Crimes," *Journal of Legal Studies*, Vol. XI, 395-403. (JSTOR)
- Mar. 27-29 Movie in class – TBA
- Mar. 31-April 9 SPRING RECESS
- Apr.10-12 GANGS
 Apr. 10 Read:Sieberg, pp.109-121.
 Consequences – CH 16, on Blackboard
 Jackson and McBride, Ch.6.
- Apr. 12 Read: Sieberg: pp.122-129
Levitt, S.D, and S.A. Venkatesh, "An Economic Analysis of A Drug-Selling Gang's Finances," Working Paper 6592, National Bureau of Economic Research, June, 1998.
 Available Online.
 Jackson and McBride, Ch.7&8.
- April 17 Second critical Review Due BEFORE this date
- Apr. 17-24 GUNS
 Apr. 17 Read:Sieberg, pp.131-144.

- Apr. 19 and Read: Lott, John R. Jr., and D. B. Mustard, "Crime, Deterrence, and Right-to-Carry Concealed Handguns," *Journal of Legal Studies*, Vol. XXVI, January, 1997. (JSTOR)
- Apr. 24 Read: Sieberg, pp.145-169.
- Apr.26-May 8 ORGANIZED CRIME
Read: Skaperdas, Stergios, A[The Political Economy of Organized Crime: Providing Protection When the State Does Not](#), @ Economics of Governance, 2001 (2), 173-202 (available at: <http://www.socsci.uci.edu/~sskaperd/>)
- May 3 MIDTERM
- May 8 Organized Crime Continued
Read: Saari-Sieberg, "Corruption in the Soviet Union" On Blackboard.
- May 11 Midterm Makeup

**North American Studies
Department of History and Philosophy - Tampereen Yliopisto**

CRIMINAL JUSTICE AND POLICY

Fall, 2009

Tue 12:00-14:00

NAM-4 (A3, S3 History)

Office Hours: T 14:00-15:00

Professor Katri Sieberg

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Tel. 3551 6553

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PROSPECTUS

Criminal Justice and Policy is designed to approach the topic of crime and criminal behavior using new perspectives. Traditional approaches to crime treat the criminal as a deviant. While this focus is useful, it ignores cases in which criminals make well-informed, rational decisions. By treating criminals as rational actors, we can identify factors that influence their decisions and design policy to create disincentives crime. In particular, we will explore the effects of current policy on criminal behavior and will attempt to find better alternatives.

Class meetings: The class will meet once a week. Students should complete the reading assigned before each meeting. The majority of each class period will be devoted to a discussion of the main ideas from the reading and the news, and students are expected to participate in the discussions.

Assigned reading: The course book is cited below. Occasional additional readings will be announced. Current Events are part of the course. Students should read a good newspaper in addition to the text. Suggested sources: *The Economist*, *The New York Times*, *The Washington Post*.

Sieberg, Katri K., 2005. *Criminal Dilemmas: Understanding and Preventing Crime*, Second Edition, Springer Verlag.

Exam: There will be two exams for the class, a midterm and a final. They will both be graded on the basis of 100 points.

Plagiarism and Cheating: Plagiarism and cheating are serious infractions. “Plagiarism usually comes in two forms, unintentional and intentional. The first occurs when students fail to cite the work they use because of oversight or ignorance of the proper procedure. The second occurs when students deliberately try to cheat by passing off another’s work as their own, for example changing a few words of a passage to make it appear less identical. Neither form of plagiarism is acceptable. Plagiarism deemed intentional by the instructor will result in an automatic failing grade for the course, irrespective of one’s other work. Plagiarism deemed unintentional will result in an automatic grade of 0 (zero) for an assignment, and a second instance will lead to an automatic failing grade for the course.” (Krasno Syllabus, 2009) Remember, for any idea that you use from a source, provide an internal citation. If you use the exact words from a source, you must put it in quotes and then give an internal citation.

Grades: Grades will be weighted in the following manner: Midterm 45%, Final 55%.

SYLLABUS

Week 1 (1 Sept) COURSE INTRODUCTION

Week 2 (15 Sept) CRIMINAL JUSTICE – THE SYSTEM
Read:Packer Article (Online).

Week 3 (22 Sept) ECONOMICS AS A TOOL IN CRIME
Read:DiIulio, John J. Jr., “Help Wanted: Economists, Crime and Public Policy,”
Journal of Economic Perspectives, Vol. 10, No. 1, Winter, 1996. (JSTOR)

Week 4 (29 Sept) ALTERNATIVE SENTENCING
Read: Economist article.

Week 5 (6 Oct) POLICY
Read: Sieberg, Ch.1.
Freeman, Richard B., “Why Do So Many Young American Men Commit Crimes and What Might We Do About It?” *Journal of Economic Perspectives*, Vol. 10, No. 1, Winter, 1996. (JSTOR)

Week 6 (13 Oct) Midterm

Week 7 (27 Oct) PRIVATE PRISONS
Read: Sieberg, Ch 2

Week 8 (3 Nov) PROSTITUTION
Read: Sieberg, CH. 3.

Week 9 (10 Nov) DRUGS

Read: Sieberg, CH.
4. Klein article,
Time.

Week 10 (17 Nov) POLICE CORRUPTION

Read: Sieberg, CH. 7.
Birch Article, Laycayo Article. Online

Week 11 (24 Nov) GANGS

Read: Sieberg, chapter 5
Levitt, S.D, and S.A. Venkatesh, “An Economic Analysis of A Drug-Selling
Gang’s Finances,” Working Paper 6592, National Bureau of Economic Research, June, 1998.
Available Online.

Week 12 (1 Dec) GUNS

Read: Sieberg, chapter 6

Week 13 (8 Dec) Final Exam