

CUNY Class Information: Dr. Cory Rowe

LaGuardia Community College

Introduction to Criminal Justice and International Crime

SSJ 101 1863, Spring 2022 (12-week semester)

International Class Information:

Carlos Augusto Jaramillo Gutiérrez

Universidad de Medellin

Ciencias Forenses

Spring 2022 (12-week semester) Fridays: 9:15-12:45

Length of COIL Collaboration: Entire semester

Mode of instruction of your course:

Synchronous on Zoom

Project Description:

In groups with students from Colombia, create a Powerpoint presentation and short paper that offers an overview of a controversial topic in international criminal justice. Students are assigned the following topics: human trafficking; sex tourism; pirates; drug smuggling; and narcoterrorism.

Include information on the following:

1. What type of crime did you explore?
2. What is ONE major controversy about this crime? Be sure to present both sides.
3. Compare the way the United States handles policing this crime, to the way Colombia polices this crime.
4. Offer TWO recommendations for how to improve policing of this international crime.

Student Learning Outcomes:

- Students will be familiar with the complexities of the criminal justice system in the US and abroad
- Students will collaborate with peers from diverse backgrounds to solve real-world international criminal justice problems
- Students will learn to critically analyze the components of the criminal justice system and express their own views through scholarly research, writing, and oral presentations
- Students will learn about criminal justice careers domestically and internationally

- Students will collaborate, synchronously and asynchronously, using mobile-friendly platforms to promote broad-based interdisciplinary education including padlet; Google classroom; and Zoom.

Participation Policy:

Attendance is mandatory, although things happen. In the case of an emergency, email the professor prior to missing a class. Students are still responsible for all the material covered that day. Repeated absence is reported to academic advisors and may result in group reassignment. Noise canceling headphones are recommended to help students focus on class and tune out whomever and whatever is happening in their apartment.

Assessment and Grading:

Grading

Quizzes:	10%
Introductory Recordings	10%
Escobar Writing Reflection	20%
Group Presentation	25%
Final Paper	25%
Effort and Participation	10%

Online Platforms:

Introductions to one another were made by both sets of students through Padlet. A sample is here: <https://padlet.com/belojennifer/criminal-justice-coil-ztnolmgicjqsbkll>

All students shared the last two hours of every class on Zoom and assignments were posted on Google classroom. Whatsapp was used by all students for group work.

Pre-exchange activities:

Students were asked to participate in a pre-COIL assessment. Professors also exchanged videos and information about the programs at the respective college and collaborated in creating a padlet, Google classroom, and designing assignments. Prior to meeting on the first day of class, students were asked to create introduction videos in Spanish or English and post them on padlet. Students were also pre-assigned

to groups evenly mixed between colleges for group work. Each group had at least one bilingual student who spoke both English and Spanish.

Introduction

On the first day of class, both professors introduced the group work assignments and the Padlet introduction task. We also showed videos introducing the college and shared the syllabus for each class with instructions about the collaboration. We asked students to record what they have heard about crime in the country they were being paired with. LaGuardia students spoke about crime in Colombia and Colombian students were asked about crime in the United States.

Week by week schedule

[Provide a chart or table with activity and date required to be submitted or finished and posted to shared space]

Quizzes: 5 quizzes throughout the semester	Four short quizzes will be administered during class. These will be testing what you have learned from the reading and in class.
Introductory Recordings: Due March 18th	You will record yourself on your phone and post an intro on Padlet including: <ul style="list-style-type: none"> • Your name & where you are from. • Your criminal justice career goal/dream job • What is your favorite crime show on tv?
El Patron Del Mal Escobar Reflection: Due Tues, Apr 26th	Write a one-page reflection on the film. Why was Escobar loved by so many? How do you feel about Pablo Escobar?
Group Presentation May 27th	In groups with students from Colombia, create a Powerpoint presentation that offers a brief overview of a controversial topic in international criminal justice. To start you off, you have already been assigned a group and topic.
Final Paper June 3rd	In groups or individually, submit a paper that is 5-10 pages long explaining the controversy you were assigned, why it is considered controversial, and your suggestion for how to handle it better.
Effort and Participation	Attendance, communication, participation and effort. This includes handing in assignments, engaging in class discussion, and communicating with me in case of a problem.

Exchange activities:

Slide Instructions:

<https://docs.google.com/presentation/d/1Mu6oX-E0U47iQfqEDweMhEKbEu2cUVG4VPgOKiMwgGg/edit?usp=sharing>

Throughout the semester, we will be comparing crime, criminalistics, and law enforcement in Medellín, Colombia and in New York, United States.

In groups of two or more, choose ONE topic and compare Colombia to the United States by answering the following questions:

1. How big of a problem is this crime in Colombia compared to the United States?
2. Explain one controversy related to this crime.
3. What side does your group agree with?
4. What does your group suggest could help reduce this kind of crime?
5. Name one career associated with fighting this type of crime.

Suggested Outline for Written Component

- I. Introduction: Your topic in Colombia compared to the U.S.
- II. How big of a problem is this crime in Colombia compared to the United States?
 - a. Which country has a higher rate
 - b. How effective has law enforcement been
 - c. What techniques are used to measure this crime
- III. Which group is suspected of committing this crime and why?
 - a. Is there a leader or head of this crime organization?
 - b. What type of harm is being committed
 - c. Who comprises this criminal group in general (i.e. women, youth, organized crime)
- IV. What does your group suggest could help reduce this kind of crime?
 - a. Have there been any recent innovations in policing this crime?
 - b. Are there any policies being recommended by community groups or scholars?
 - c. What can you imagine as a better way of solving this problem?

- V. Conclusion: Colombia vs. U.S. in the future
- Brief summary of problem
 - What do you think will happen in the near future?
 - One stunning last sentence.

15%	Every part of the assignment was completed	<p>3 point each:</p> <p><input type="checkbox"/> Did the group answer the assignment (as opposed to something else)?</p> <p><input type="checkbox"/> Does the presentation include facts and new information?</p> <p><input type="checkbox"/> Are all questions answered?</p> <p><input type="checkbox"/> Was the project done thoughtfully?</p> <p><input type="checkbox"/> Did the group operate as a team?</p>
15%	Every participant spoke during the presentation:	<p>1 point each:</p> <p><input type="checkbox"/> Did everyone show up (unless excused)?</p> <p><input type="checkbox"/> Did everyone speak?</p> <p><input type="checkbox"/> Did work seem to be evenly distributed?</p> <p><input type="checkbox"/> Was everyone prepared?</p> <p><input type="checkbox"/> Did someone bring the presentation?</p>
25%	Slides were edited and clear	<p>5 points each:</p> <p><input type="checkbox"/> Did you follow the rules?</p> <p><input type="checkbox"/> Sans serif, not too much color or print?</p> <p><input type="checkbox"/> Clear and edited text?</p> <p><input type="checkbox"/> Graphics are relevant to the presentation?</p> <p><input type="checkbox"/> English and Spanish translations?</p>

20%	Was the issue described? Were valid statistics used?	5 points each: <input type="checkbox"/> State of the issue explained <input type="checkbox"/> At least one chart <input type="checkbox"/> Major figures provided and current <input type="checkbox"/> Crime in Colombia compared to the U.S.
25%	Did the group answer the questions?	5 points each: <input type="checkbox"/> Crime described <input type="checkbox"/> Controversy explained <input type="checkbox"/> Side taken by entire group <input type="checkbox"/> Suggestions offered <input type="checkbox"/> Career associated with policing this crime
100%	Total:	

Post-exchange activities (optional):

Post-COIL assessment; provided post assessment survey

Students were invited to present their experiences at a LaGuardia conference

Reflection (optional):

Students were offered videos by both professors depicting how crime is portrayed.

Pablo Escobar and the glorification of Colombian drug lords in American fiction were also discussed.

Success and Challenges

The benefits of this course are manifold. In addition to capitalizing off of LaGuardia Community College's diverse population by focusing on international issues, but students were able to bring their ability to translate and relate on various levels into the classroom in ways that were new.

In addition to having students serve as informal translators for their groups, many students employed Google translate, Youtube translations, and other technology to bridge the language divide. In an increasingly multilingual world, these skills are essential and their resourcefulness made any languages challenges irrelevant.

Using multiple platforms with structured guidance, like having students meet in Zoom rooms to work on slides together, helped students practice their digital literacy while also mastering new ways of communicating. Students particularly enjoyed learning about the jobs that could even bring them together in the field, like Interpol and other international organizations.

The only real challenges that came up were having semesters and class schedules that did not always perfectly align. Some students had to make adjustments to their schedules to ensure they were able to spend time in their groups synchronously, even though Google slides, Google Docs, Classroom and Whatsapp all allowed for asynchronous collaboration as well. Overall, this was not a major inconvenience, and students seemed more than willing to work outside of their scheduled class times. In all, the challenges were easily overcome by spending ample time in advance making plans around the assignments and envisioning what the finished products could look like. Spending time with my Colombian counterpart was an enjoyable feat, we were able to learn about each other's expertise and each taught a class for the other students. We

created a sample slide presentation in both English and Spanish and hired a Federal Work Study student who was multilingual to be our teaching assistant. This was an amazing opportunity that will get better through repetition.