



INSTITUTO UNIVERSITARIO DE INVESTIGACIÓN  
EN ESTUDIOS NORTEAMERICANOS  
"BENJAMIN FRANKLIN"

<b>Course</b>	International Justice in Spain
<b>Program, semester, year</b>	International Studies Program, Spring 2024
<b>Credits ECTS</b>	4,5 ECTS credits / 3 USA
<b>Instructor's full name and email</b>	Jennifer Varriale Carson, Ph.D. Email: <a href="mailto:jcarson@ucmo.edu">jcarson@ucmo.edu</a>
<b>Block dates</b> (days and time)	Monday-Thursday, 9am-12pm
<b>Classroom</b>	TBA
<b>Class hours</b>	45
<b>Office Hours</b>	
<b>Requirements</b>	
<b>Language of instruction</b>	English
<b>Type of teaching</b>	In person (with online sections in Blackboard)

## INTRODUCTION (Font Arial 12)

This course will provide an overview of the administration of criminal justice around the world, with a focus on comparing Spain with the U.S. system. We will discuss international crime trends centering on the issues inherent to comparing crime data between countries. This course will also provide a look at how various states approach policing, the courts, and corrections. Visits to area agencies will compliment discussions of how Spain is both similar and different from the U.S. system.

## COMPETENCES

After completion of the course, students should be able to:

1. Identify issues with comparative criminological data
2. Discuss crime patterns throughout the world
3. Compare and contrast the administration of justice in a variety of countries, particularly that of Spain
4. Identify how U.S. crime control policies have been adopted in other countries and comment on their varying degrees of success
5. Apply criminological theory to explain crime in various settings

## METHODOLOGY

This course will involve lecture, in-class exercises applying course material, and visits to various criminal justice agencies in the area.

## PREPARATION FOR CLASS

Students will be expected to read prior to class. All readings will be available on the Blackboard website.

## EVALUATION

The evaluation of this course is as follows:

### 1. Group Presentation: (50 points)

Each student will be assigned to a group, which will be responsible for presenting on a country of their choosing (other than Spain). Presentations will be delivered during class the last week, consist of PowerPoint, and should be around 30 minutes. The use of multimedia or other creative elements is encouraged. Your task is twofold:

1. Give an overview of patterns of crime in your chosen country.
  - (a) What are the main crime problems that your country faces and how does this compare to the U.S.?
  - (b) How has this changed over time?

- (c) What types of political climates have affected patterns or responses to patterns (e.g. tough on crime movement in the 1980s and 1990s)?
- (d) What are some of the explanations for crime in your country? Are these unique? Do they tie into any of the theories we have discussed or political climates as identified above?
- 2. Choose an agency or program in your country.
  - (a) Describe the agencies' history, mission/goals, administrative hierarchy, budget/expenses, main duties/functions, and client base/caseload.
  - (b) How does this agency address crime issues unique to your country?
  - (c) How does this agency compare to similar ones in the United States? Be specific.

## 2. Comparative Paper: (100 points)

### *Format*

Each student will write a comparative paper based on the Spanish criminal justice system. Papers should be 4-6 pages not including title page, appendices, and references (typewritten, stapled, double spaced, 1 inch margins, 12 point font, Times New Roman). Papers must include a proper introduction/conclusion. APA style is required for any internal citations/footnotes and works cited. For a refresher on APA, access Purdue University's formatting guide at: <http://owl.english.purdue.edu/owl/resource/560/01/>.

### *Paper Topic*

Based on the sites we have visited, guest speakers, your course reading, and outside references, compare and contrast the Spanish criminal justice systems to that of the United States. Use the following questions to guide your discussion:

- 1. How does Spain compare to other countries in terms of its crime rate?
- 2. Are the crime problems in Spain unique to Spain? In other words, are there issues here that are not as much of a factor in the United States? Why or why not?
- 3. What are some of the reasons for crime in Spain? Do any of these tie in with the theories we have discussed? Again, are these exclusive to Spain?
- 4. Are there unique solutions to these crime problems? For example, what measures have the police used to combat the recent issue of violent protests? Is this different than approaches used by police in the United States?
- 5. How is the Spanish criminal justice system organized? How do the agencies we visited fit into that organization?

### *Policies and Procedures*

Submission deadlines for written work are firm; no late work will be accepted unless you have an excused absence (see *Make-up Policy*). Papers will be due by *Thursday, February, 20<sup>th</sup>*.

## 3. Final Exam: (100 points)

One final exam will be administered during the last class (*Thursday, February 20<sup>th</sup>*) and will consist of 4-6 short essay questions.

## 4. Participation: (50 points)

Participation points will be based on an assessment of how much a student consistently and positively contributes to class discussion and interacts with their peers/instructor. It is therefore in each student's best interest to come to class prepared and ready for discussion. Do not expect to receive points for just showing up; students must be active in the discussion.

Students are responsible for all material covered in class, whether they are in class or not. Therefore, it is advised that you make a friend in class who would be willing to share class notes with you and you with them. I will not provide notes to students who miss classes, nor post them to the Blackboard website.

Students are expected and required to be courteous to others in the class including the professor. Any student engaged in a disruptive behavior will be asked to leave the class; such behavior is defined as, "behavior a reasonable person would view as substantially or repeatedly interfering with the conduct of the class." Examples include coming late to class, repeatedly leaving and entering the classroom without authorization, making loud or distracting noises, persisting in speaking without being recognized, the use of cell phones or laptops, reading outside material, doing crossword puzzles, sleeping, and engaging in side conversations. Any student engaged in a disruptive behavior will be asked to leave the class and will have five points deducted from their final grade for each day they are asked to leave.

### **Grade Distribution**

A total of 300 points may be earned throughout the course. The breakdown is as follows:

**Group Presentation, 50 points**  
**Comparative Paper, 100 points**  
**Final Exam, 100 points**  
**Participation, 50 points**

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**TOTAL 300 points**

To calculate final grades, add together the number of points acquired throughout the course, divide by 300 and multiply by 100. Students receive the grade with the corresponding percentage. The instructor does not curve, nor negotiate student grades, at the end of the semester. It is recommended that students monitor their own progress.

Percentage points will be converted to a letter grade as listed below:

100-90% = A  
89-80% = B  
79-70% = C  
69-60% = D  
Below 60% = F (failure to meet requirements)

### **Plagiarism:**

Plagiarism is a violation of academic norms and as such it can result in a failed course. In extreme cases it can include the expulsion from the program. In order to avoid this, it is recommended to remind students of how to cite and rephrase the works of authors when writing papers.

## ATTENDANCE (Instituto Franklin-UAH Policy)

Attendance is mandatory. Students are not permitted to miss any classes of the program without proper justification (i.e. emergencies, health problems, in this case students have to show a medical note). The following types of excuses are not justified: family visits, illnesses without a medical note, personal trips, etc. Each unjustified absence will result in a grade deduction of 10 points in the final grade of the class (example: from A to B). Students will not be allowed, in the classroom or fieldtrips, to arrive 10 minutes late or more. If a student has continual delays, he/she will be penalized with an absence and the instructor may not allow them into class or the visit.

## STUDENTS WITH SPECIAL NEEDS (Instituto Franklin-UAH Policy)

Students with special needs should contact Antonio Fernández: [antonio.fernandezm@uah.es](mailto:antonio.fernandezm@uah.es) Instituto Franklin-UAH can accommodate these students who show through a medical note or a note from their academic advisor that require help in order to fulfill the program.

## USE OF TECHNOLOGY IN CLASS

We will use laptops and cell phones occasionally for in-class exercises (e.g., Poll Everywhere). However, it is expected that devices will otherwise be stowed.

## USE OF BLACKBOARD

The Blackboard website will be utilized for all aspects of course delivery. It is the student's responsibility to ensure computer compatibility with Blackboard and all requirements. No excuses regarding failure of Blackboard, inability to upload assignments, or "error" messages will be accepted unless received directly from Blackboard administration. Thus, it is the student's responsibility to ensure that attempts are made in a timely manner so as to contact the professor prior to the deadline to address problems.

## CLASS SCHEDULE AND BIBLIOGRAPHY

Class	Date	Topics and Readings	Assessment
1		<b><i>Defining Comparative Criminology</i></b> Dammer and Albanese, Chapter 1 Bennett, R. R. (2004). Comparative criminology and criminal justice research: The state of our knowledge. <i>Justice Quarterly</i> , 21(1), 1-21. <b><i>Introduction to the Spanish CJS</i></b> Bureau of Justice Statistics. (1993). World Factbook of Criminal Justice Systems: Spain. Prisoners Abroad. (2006). Factsheet, Spain, Criminal Justice System.	

- 2                   **Comparative Data Sources**  
Dammer and Albanese, Chapter 2  
Bennett, R.R. & Lynch, J.P. (1990). Does a difference make a difference? Comparing cross-national crime indicators. *Criminology*, 28(1), 153-181.  
Dussich, J.J. (2001). Decisions not to report sexual assault: A comparative study among women living in Japan who are Japanese, Korean, Chinese, and English-speaking. *International Journal of Offender Therapy and Comparative Criminology*, 45(3), 278-301.
- 3                   **World Crime Patterns**  
Chamlin, M.B. & Cochran, M.B. (2007). An evaluation of the assumptions that underlie institutional anomie theory. *Theoretical Criminology*, 11(1), 39-61.  
Eisner, M. (2002). Crime, problem drinking, and drug use: Patterns of problem behavior in cross-national perspective. *The Annals of the American Academy of Political and Social Science*, 580(1), 201-225.
- 4                   **World Crime Patterns**  
Neuman, W.L. & Berger, R.J. (1988). Competing perspectives on cross-national crime: An evaluation of theory and evidence. *Sociological Quarterly*, 29(2), 281-313.  
Nivette, A. E. (2011). Cross-national predictors of crime: A meta analysis. *Homicide Studies*, 15(2), 103-131.
- 5                   **Applying Theory: Economic Perspectives**  
Bennett, R. R. (1991). Routine activities: A cross-national assessment of a criminological perspective. *Social Forces*, 70(1), 147-147.  
Hunnicut, G. & LaFree, G. (2008). Reassessing the structural covariates of cross-national infant homicide victimization. *Homicide Studies*, 12(1), 46-66.  
Schichor, D. (1990). Crime patterns and socioeconomic development: A cross-national analysis. *Criminal Justice Review*, 15(1), 64-78.
- 6                   **Agency Visit #1**
- 7                   **Agency Visit #2**  
Perkoski, E., & Chenoweth, E. (2010). The effectiveness of counterterrorism in Spain: a new approach. In International Studies Association annual meeting, New Orleans, LA, USA, March (pp. 15-17).  
  
Human Rights Watch, Setting an Example? Counter-Terrorism Measures in Spain, 1 January 2005,

January 2005 Vol. 17, No. 1(D), available at:  
<http://www.refworld.org/docid/42c3bd2e0.html>  
[accessed 29 January 2014]

**8 Guest Talk #1**

**9 Agency Visit #3**

Echeburúa, E., Fernández-Montalvo, J., & Amor, P. J. (2006). Psychological Treatment of Men Convicted of Gender Violence A Pilot Study in Spanish Prisons. *International Journal of Offender Therapy and Comparative Criminology*, 50(1), 57-70.

**10 Applying Theory: Sociological Perspectives**

**Group #1 Presentation**

Barber, N. (2006). Why is violent crime so common in the Americas? *Aggressive Behavior*, 32(5), 442-450.  
Cretacci, M.A. (2010). Traditional and bond measures of self-control and their impact on deviance among Chinese university students. *International Journal of Criminal Justice Sciences*, 5(1), 220-238.  
Gil, V., Wang, M., Anderson, A., Lin, G. (1994). Plum blossoms and pheasants: Prostitutes, prostitution, and social control measures in contemporary China. *International Journal of Offender Therapy and Comparative Criminology*, 38(4), 319-337.  
Shoham, E. (2009). 'Signs of honor' among Russian inmates in Israel's prisons. *International Journal of Offender Therapy and Comparative Criminology*, 54(6), 984-1003.

**11 Guest Talk #2**

**Group #2 Presentation**

**Applying Theory: Political Perspectives**

Lafree, G. (2006). Democracy and crime: A multilevel analysis of homicide trends in forty-four countries, 1950-2000. *The Annals of the American Academy of Political and Social Science*, 605(1), 25-49.  
Maume, M. O., & Lee, M. R. (2003). Social institutions and violence: A sub-national test of institutional anomie theory. *Criminology*, 41(4), 1137-1172.

**12 Applying Theory: Political Perspectives**

**Comparative Paper  
Final Exam**

Kahane, L. H., Paton, D., and Simmons, R. (2008). The abortion-crime link: Evidence from England and Wales. *Economica*, 75, 1-25.  
Roberts, K., Wassenaar, S., & Pillay, A. (2010). Homicide-suicide in Durban-South Africa. *Journal of Interpersonal Violence*, 25(5), 877-899.

Note: Visits to agencies are subject to change.



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## INSTRUCTOR

[Carson C.V.](#)