



**Devotion:** <sup>9</sup> How can a young man (*woman*) keep his way pure?

By living according to your word. <sup>10</sup> I seek you with all my heart; do not let me stray from your commands. <sup>11</sup> I have hidden your word in my heart that I might not sin against you. <sup>12</sup> Praise be to you, O LORD; teach me your decrees. <sup>13</sup> With my lips I recount all the laws that come from your mouth. <sup>4</sup> I rejoice in following your statutes as one rejoices in great riches. <sup>15</sup> I meditate on your precepts and consider your ways. <sup>16</sup> I delight in your decrees; I will not neglect your word. **Psalm 119**

**Homework: Read** *World Criminal Justice Systems (WCJS)*, p. 1-17

**HW1:** *Your chosen/group's country*, pick a type of crime.

Find an article on that type of crime. **DUE 1/25 in E360 Discussion thread**

Discuss what type of research approach *qualitative or quantitative* is most comfortable for you.

(1) Explain why you think that type of approach would help you understand the crime (be specific)

(2) Explain why you feel comfortable doing it. Give details for both a and b. (200 words)

Respond to another post (50 words) **DUE 1/26 in same E360 thread**

**The nature of comparative study is multidisciplinary.**

**What** do we mean by multidisciplinary?

The use of multiple disciplines (sociology, psychology, economics, health, etc.)

**Lesson Goal:** *How do we explore a social problem: How is the problem evident* in the country?

**What is evidence? Evidence is observations/recordings that are** tangible, observable, measurable, yes/no nature. Facts, statistics, verbal/written accounts, video, etc.

**How do measures of evidence reveal the nature of a problem?**

Demographic spread (# people), scope (area), frequency (# times), range (time), severity (death, hospitalized, emergency room, etc.), source of the evidence (witnesses, records, govt. data)?

Please notice how the *measures of evidence* noted above are mutually exclusive (they do not overlap).

*Evidence* may inform us about **isolated** events/experiences or **patterns** of events/experiences?

**Why** does the problem take this form/evident **in this way in this particular country?**

**VIDEO:** **Gang Crime in Marseille, France** 18:58 min.

[https://www.youtube.com/watch?v=lmGXk\\_G4xbA](https://www.youtube.com/watch?v=lmGXk_G4xbA)

1. What type of problems come to mind as you watch the video on gang crime?
2. Who are the people affected by the problems?
3. How are the groups affected differently by the problems?

**What are the units/levels of analysis in CRJ comparative studies?**

1. *Macro level:* Phenomena experienced by *groups* compare with the same in another society.
2. *Micro level:* Phenomena experienced by *individuals* compared with the same in another society.

**Lesson Goal:** **Reading and researching comparative studies**

**What is the role of methodology?** – How do you propose to get and analyze data on a problem?

Construct two questions that would give you insight into a CRJ problem in another country?

1. Qualitative method – seeks the experience of individuals by using non-quantifiable data
  - a. Interviews, letters, films, art, music, photographs, journals, relationships, etc.
2. Quantitative method – seeks the combined/synthesized group experience using quantifiable data.
  - a. Measures using surveys, govt. census, health department records, arrest records, education records, etc.

**Pick an aspect of the Marseilles gang/drug crime situation in the video. How are problems related to crime?**

- Produce one research question for a *qualitative* study.
- Produce one research question for a *quantitative* study.

## Lesson Goal: Five Analytical Approaches to Comparative Criminal Justice

1. Anthropological-Historical approach – *How have time and events shaped decisions/practices?*  
*The key idea is to understand how historical change and impact the particular CRJ system.* This means actions are *linked together over time*. Any look at a society's condition or systems under this approach will ask, "How did we get here? Who were the players that changed the system or rules? What events are linked to the changes? How did people, values, institutions over time shape the current system?"  
**How did the "chain" of changes** impact justice in a society?  
Example: How did the formation of *international courts* shape how nations address crime?  
<https://www.youtube.com/watch?v=RsA6AdCRI-k> (3:34 min.)
2. Institutional-Structural approach – *what is the purpose and stated goals of these structures?*  
*The key idea is to understand how organizations and institutions shape the particular CRJ system.* This means that institutions facilitate and restrict the carrying out of justice. Do institutions combine their legal authority to conduct crime, facilitate crime or restrict crime? Institutions are means banks, schools, governments, etc.  
**How did social structures and institutions directly impact justice** in a society?  
Example: Do *large banks and financial institutions* conduct and protect crime?  
<https://www.youtube.com/watch?v=voLFpp4n1Pk> (8:37 min.)
3. Political-Legal approach (*Understand the rule of law vs. rule by law debate*)  
*The key idea is to understanding how "power" and legal system impacts the CRJ system.*  
This means we have to understand how laws are made, and how they control behavior in society. The research may have to become familiar with the types of laws and courts that address the crime and behavior.  
**How did people use law and power (authority)** to shape justice in a particular society?  
Example: Is *being homeless* a crime? <https://www.youtube.com/watch?v=nYFeY2pS0ks> (12:54 min.)
4. Social-Philosophical approach – *What are the sources of values - "right and wrong?"*  
*The key idea is to understand how the cultural and social structures (family, traditions, etc.) impact CRJ.*  
This means the researcher looks at religion, tradition, social patterns (youth, marriage, parents, elderly and gender differences, etc.) to understand their impact on the society's views justice.  
**How did the values and culture/subcultures** shape justice in a particular society?  
Example: Is *street racing* criminal in nature? <https://www.youtube.com/watch?v=vw4bxEkNkbnk> (7:42 min.)
5. Analytical-Problems approach (*Refers to resources and distribution of resources*)  
*The key idea is to understand what/how problems impact (support/reduce) the effectiveness of the CRJ system.*  
This analysis considers how *needs are met or not met* through the CRJ system. The analysis should be logical and defensible. **How did macro/ micro problems** hinder justice in a specific society?  
Example: Is *mental health* related to crime? <https://www.youtube.com/watch?v=FA2KJoZhSJw> (2:57 min.)

## Review questions about the Lesson Plan

What is meant by the statement, comparative criminal justice requires a *multidisciplinary approach*?

What is evidence?

What are the *types or measures of evidence* that inform researchers about a social problem?

What are the *two levels/units of analysis (inquiry)* in studying a social problem?

What is the goal of the qualitative approach to comparative? (*When it's done, what will we understand?*)

What is the goal of the quantitative approach? (*When it's done, what will we understand?*)

What is the *goal/key question* behind the following approaches to CRJ?

1. Anthropological/Historical approach
2. Institutional/structural approach
3. Political/legal approach
4. Social/philosophical approach
5. Analytical/problems approach