

Chapter 13

Experiential Learning in London: Evaluation of Study Abroad Learning for Criminal Justice Students

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Note: Section II includes Chapters 4-14. These chapters use a standardized template to discuss the details of their respective study abroad programs and reference Deardorff's (2012) framework for intercultural competencies. The use of this template and the intercultural competencies framework are described in the Section II introduction. All courses in this section (except for Chapter 6) were taught through Middle Tennessee State University (MTSU), a mid-sized state school located in Murfreesboro, Tennessee (USA).

The short-term study abroad course *Criminal Justice in London* (CJA 493) aims to broaden students' understanding of the criminal justice system. The unique feature of this program is the comparative analysis approach of the British and U.S. criminal justice systems. Carefully selected activities and assignments provide students with opportunities to interpret, analyze, and reflect on topics such as policing, courts, and correction systems in both countries. Since 2017, this is an annual program available for all MTSU students. The program runs during the May semester for two weeks. On average, eight students attend each year.

THEORETICAL FOUNDATIONS

As with many education abroad programs, the foundation and outcomes of this course involve increasing intercultural competency, strengthening a foundational knowledge of a specified topic, and allowing the students to grow as individuals through their own experiences.

Therefore, this course has a theoretical foundation in the constructivist approach, which is a more experiential, student-centered approach. In other words, the course is facilitated by the instructor more than lecture format teaching (Tangney, 2014). The course also utilizes the integrative approach, which allows students to interact with the outside world, a foundational element of this course (Tangney, 2014). Living, studying, and traveling in another country, experiencing that country's culture, and learning can theoretically have a lasting impact on a person for the rest of their life. These experiential learning foundations lead us toward the goal of opening the mind of the students and applying the knowledge they have gained to make them better global citizens.

COURSE DESCRIPTION

The purpose of the London, England, Criminal Justice Study Abroad program is to broaden students' understanding of the criminal justice system. The U.S. criminal justice system was based on the English Common Law system, particularly in the organization of police and courts in larger cities throughout the 1800s that existed throughout large cities in Britain. This program exposes students to the policing and court systems in the United Kingdom (U.K.), providing them with an experience by which they can compare policing and courts in the U.S. Students are given readings from the text *World Criminal Justice Systems: A Comparative Survey* (Terrill, 2015)

to familiarize themselves with how the U.K. approaches common problems found in the U.S. like personal and property crime, police-community relations, and judicial fairness. The readings were selected from this text due to the format, which compares international criminal justice systems directly with the U.S. criminal justice system. Lectures by criminal justice faculty provide an overview of comparative criminal justice systems between the U.K. and the U.S. The study abroad experience itself includes daily visits to criminal justice institutions (New Scotland Yard, Old Bailey, Inns of Court, Royal Court, etc.) and other historical references (Tower of London) with an end-of-day debriefing discussion about what was learned and how it compared to the U.S. criminal justice system.

Course Learning Outcomes

The course learning outcomes are as follows:

- a. Develop knowledge based upon experiential learning and apply theoretical concepts towards solving practical problems within the student's discipline.
- b. Create a connection between experiences and disciplinary knowledge towards critical examination of issues related to their discipline.
- c. Increase student growth toward serving their communities from experience and theoretical concepts.
- d. Compare and contrast the criminal justice systems of the United States and the United Kingdom.
- e. Critically analyze the role of criminal justice system officials in both law enforcement and the core components of each system, including policies, legal issues, and impact on the community.

COURSE HISTORY

The course preparation began in 2016 with financial assistance from the Vice Provost of International Affairs at MTSU. Working with a retired London Metropolitan Police Detective Inspector as a guide and co-instructor, we visited and lectured at landmarks related to the U.K.'s criminal justice system. These were planned as destinations for historical context and experiential learning for students. Recruitment began an academic year before the summer semester. Criminal Justice undergraduate and graduate students comprised the first cohort, and during subsequent years this did not change. Approximately eight students on average participated in the program until 2020 when the program was paused for three years due to the COVID-19 pandemic.

COURSE LOGISTICS

This study abroad program is a 3-credit hour course listed as *International Criminal Justice* (CJA 4930) in our curriculum that takes place over two weeks. Students may select the course as part of their general, upper-division electives, and it also is an option in the Homeland Security concentration of our undergraduate degree program. The in-class instruction for the first week involves three lectures, over three hours each, at MTSU, and there are lectures as part of our itinerary in London (see Appendix 13.1 for program itinerary details). There is no pre-requisite for the course, and it is open to all majors and minors as an opportunity to compare the U.S. and U.K. criminal justice systems.

PRE-PROGRAM ACTIVITIES

Prior to departure to London, there are three daily lectures (3-hour segments) covering the basics of the government structure and laws in the United Kingdom. The lectures also cover the comparison and history of policing, courts, corrections, and juvenile justice. Students are then assigned readings that illustrate the contrasting issues in each of these components of the criminal justice system. Additional lectures are provided during the time in London depending on the availability of the instructor during our program.

A few days before departure, students are asked to evaluate readings from our online course platform. These readings cover controversial items regarding juvenile gang crime, policing in the U.K. with or without guns, and English court proceedings. These readings help reinforce some of the concepts in the pre-departure lectures, but they also prepare students for some of the information they will receive abroad in London. Moreover, the students begin, at this point, to select a topic for the final project, where they will eventually compare a criminal justice concept of components between the two systems.

CLASS ACTIVITIES & INTERCULTURAL COMPETENCIES

Content Lectures with Intercultural Competencies

Government Lecture and Parliament Tour

To reinforce the U.K. government structure lecture that occurred prior to departure to London, the students attend a lecture with a London-based political science professor. This is further reinforced when students visit the U.K. Parliament located in Westminster to learn more about

the legislative branch and citizen participation in elections. In this activity, the students get their first glimpse into the organization of the court structure in the U.K. The lecture specifically contrasts the branches of government in the U.K. and the U.S. and discusses the electorate. In this lecture, students learn the key differences in legislative processes, criminal offense statutes, and fundamental rights established by the law. In addition to the government structure, students visit Parliament Square for a tour of monuments and areas inside buildings of the U.K.

Parliament. Students are guided through the House of Commons and House of Lords while learning the historical importance of Parliament to the U.K. government structure. In addition, students are instructed on how bills become laws, how citizens contact their members of Parliament, and how often elections occur in the U.K.

London Metropolitan Police Lecture and Museum Visit

The students attend a few lectures from police constables and detective inspectors at the Supreme Court of the United Kingdom, which is also located in Westminster, London. The lectures provide students with the background and basics of police operations in London and the U.K. Criminal laws are the same throughout the U.K., so students can make inferences about the enforcement of laws in other parts of the country.

The first lecture is focused on how a London Metropolitan patrol shift operates throughout each of London's boroughs. This lecture has a question-and-answer session focused on student interest, and students often ask direct questions that can contribute to their final project. For example, if a student were to do their final project on the differences between police officers being armed in the U.K. versus the U.S., they would ask those questions about gun policies, gun crime, and gun violence.

The second lecture is focused on how investigations of crime unfold and some of the procedures of gathering evidence that are conducted by detective inspectors. For instance, students are introduced to how London and the London Metropolitan Police use surveillance video facial recognition to solve most crimes throughout their jurisdiction. This lecture is also followed by a question-and-answer session for students to discuss criminal investigations and comparisons with U.S. police investigations.

The City of London Police Museum visit is usually scheduled in tandem with the police lectures or with the Old Bailey visit. The City of London is a smaller territory inside Metropolitan London. Both the City of London and Metropolitan London have their own police force. The City of London polices the central financial district only, and the Metropolitan London Police Force (also known as Scotland Yard) is responsible for the greater London region. This is a walkthrough museum where students begin with the inception of modern policing from Sir Robert Peel in 1829 to the present day. Students can see the various uniforms, equipment, and historical events throughout London's policing history. The museum features hands-on activities that connect to the law enforcement lectures and coursework in our program. For example, students can view the original crime scene photos from Jack the Ripper murders in 1888 and can practice using surveillance video and facial recognition software.

These activities connect to course outcomes, with four outcomes comparing the core components of the U.K. system with the U.S. system. The law enforcement component of the U.K. system has both similarities and differences with the U.S. system. Thus, by observing the history and current functions of the law enforcement component of the criminal justice system in London, the students can make these connections. These in-country lectures indicated the

efficacy of the integrative approach for students by allowing the classroom to intersect with the experiences of being in a foreign country. A summary of intercultural competencies related to the learning objectives is listed in Table 13.1.

Table 13.1: Intercultural Competencies for Content Lectures

Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> • Content knowledge • Culture-specific knowledge • Academic content knowledge 	<ul style="list-style-type: none"> • Observing and applying • Listen, observe, interpret 	<ul style="list-style-type: none"> • Open minded • Adaptability • Stepping outside the comfort zone

Visits to Scenes of Crime with Intercultural Competencies

Jack The Ripper

Usually scheduled near in timing to the police museum activity is the Jack the Ripper activity, which includes a night-time tour of all murder scene locations from 1888. This activity begins in the City of London and moves towards the Whitechapel District near the East End of London. A tour guide provides a chilling account of the details of each murder as recorded in history intermingled with theories of who Jack the Ripper could have been and why he was never caught by the police. Through this context, students are introduced to the serial killer classification system used by both the London Metropolitan Police and the Federal Bureau of Investigation (FBI) in the U.S. Due to the historical nature of these serial crimes, students are further connected to the culture and history of London in 1888, and how its conditions led to criminogenic factors as well as the documentation of the first serial killer.

Soho Gang Activity

Much like the Jack the Ripper activity, this tour throughout the Soho District of London highlights how organized crime developed in both Central and East London. The students are led to various locations in Soho that featured feuds between gangs in the 20th century. While stopping at these locations, students are told the history of how the gangs interacted and how it relates to the criminal justice system in London.

The activities in this part of the program have focused more on the constructivist approach to education abroad learning. The constructive approach focuses on more hands-on tasks, student-centered learning, and building on past knowledge of content knowledge of the discipline (Deardorff, 2012). A summary table of intercultural competencies related to the learning objectives is listed in Table 13.2.

Table 13.2: Intercultural Competencies for Visits to Scene of Crime

Knowledge	Skills	Attitudes
<ul style="list-style-type: none">• Culture-specific knowledge• Academic content knowledge	<ul style="list-style-type: none">• Problem solving• Analyze, evaluate, and relate	<ul style="list-style-type: none">• Open-minded, empathy, and curiosity.• Flexibility and adaptability

Lecture and Tours of Court Systems with Intercultural Competencies

Inns of Court

Students who have legal aspirations often enjoy this tour and lecture on the origins of lawyers, or “solicitors” and “barristers,” as they are referred to in England. The lecture covers the history

and organization of the different *Inns*, which began in Temple Church, and are now professional associations for barristers. The lecture also discusses the requirements of becoming a lawyer in England and Wales, the differences in education with U.S. schools, and then concludes with a question-and-answer session for students.

Royal Courts of Justice

Due to its proximity, students travel up Fleet Street toward the Strand to visit the Royal Courts of Justice, which is in a Victorian-styled building. The Royal Courts of Justice serve as the appellate courts for both criminal and civil cases. The students are allowed to sit in on an appellate court hearing. This is significant because students can note the differences between appellate court hearings in the U.S. and England, but they can also note the differences in procedures of hearings after watching a trial or preliminary hearing in an English criminal court at the Old Bailey.

Old Bailey Courthouse

During the excursion, students will observe a criminal proceeding at the Old Bailey courthouse in London. This experience will introduce the students to common law procedures shown in the British system that are both similar (adversarial system) and dissimilar (wigs and court dress for barristers). In past excursions, students have observed both pre-trial proceedings and an actual murder trial. Students were able to see the procedural questioning of witnesses and the accused, see legal arguments over the admissibility of evidence, and see the decorum of the courtroom. For example, jury trials are more heavily used in U.K. proceedings, and court members refer to

the female and male judges as *Lady* or *Lord*. Moreover, the court buildings are built in a Baroque architectural style compared to court buildings in the United States.

These activities connect to course outcomes related to comparing the core components of the English and Welsh system with the U.S. system. The court component of the English system has both similarities and dissimilarities with the U.S. system, and by observing the history and current functions of the court component in London, the students can make these connections. Instead of evaluating the differences between the U.K. and U.S., English and Welsh court systems are evaluated, which is due to the differences in court proceedings, such as the Scottish court system being influenced by historical French legal doctrine. Historically, lawyers were trained in France and brought over civil doctrine towards more codification of laws within Scotland. The integrative approach of learning in the actual, historical settings where courts began encourages students to take what they have learned and apply it in the U.S. A summary table of intercultural competencies related to the learning objectives is listed in Table 13.3.

Table 13.3: Intercultural Competencies for Lectures and Tours of Court Systems

Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> • Culture-specific knowledge • Academic content knowledge 	<ul style="list-style-type: none"> • Problem-solving • Analyze, evaluate, and relate 	<ul style="list-style-type: none"> • Open-minded, empathy, and curiosity • Flexibility and adaptability

Visits to Correction Facilities with Intercultural Competencies

Tower of London

The Tower of London was used for various purposes by the English monarchy for about 1,000 years, but it was heavily used for punishment and incarceration. There were hundreds of individuals either incarcerated or executed during the operation of this castle located in central London. In the 1500s, the Tower of London was used as a prison for those who were considered by the crown to be a threat to England. At Tower Hill, adjacent to the castle, there were hundreds of individuals executed through the following methods: beheadings, firing squad, drawn, quartered, and hanged. Students are allowed to interact with yeoman warders at the Tower and ask questions concerning punishment and the history of the castle (Terrill, 2015).

Clink Museum

Located in Southwark District, students can visit the Clink Museum, which was primarily a debtor's prison throughout a period of several hundred years. Students are allowed to walk through as the Museum shows the punishment and conditions of prison life from the 12th- 18th centuries.

These activities connect to course outcomes related to comparing the core components of the U.K. criminal justice system with the U.S. system. The corrections component of the U.K. system has both similarities and dissimilarities with the U.S. system, and by observing the history and current functions of the corrections component of the criminal justice system in London, students can make these connections.

Like the court-related excursions and learning outcomes, these learning environments are part of the integrative approach of learning in the actual, historical settings of how punishment and incarceration were used so they can apply what they have learned to critically analyze policies in the U.S. A summary table of intercultural competencies related to the learning objectives is listed in Table 13.4.

Table 13.4: Intercultural Competencies for Visits to Correction Facilities

Knowledge	Skills	Attitudes
<ul style="list-style-type: none">• Culture-specific knowledge• Academic content knowledge	<ul style="list-style-type: none">• Problem-solving• Analyze, evaluate, and relate	<ul style="list-style-type: none">• Open-minded, empathy, and curiosity.• Flexibility and adaptability

Cultural Student Tasks with Intercultural Competencies

Students are given a week-long pass for public transportation on the underground transport for London (commonly known as “the Tube”). This helps students become familiar with how to use public transportation, travel on their own throughout London, and learn about the boroughs throughout the Metropolitan area. Many students from the U.S. are unfamiliar with a comprehensive public transportation network and requiring the students to use “the Tube” opens their eyes to this facet of metropolitan life in London.

Other locations for students to visit are for historical, religious, and artistic emphasis. For religious or historical context, students are asked to visit St. Paul’s Cathedral and Westminster Abbey. For artistic culture, the National Gallery and Tate Modern are also highly encouraged. In addition, students are often encouraged to visit the many other museums, communities, and

parks throughout Greater London. These cultural explorations lead to a valuable experience in developing self-awareness, taking risks, and opening their minds to the diverse culture of London, England.

To further stimulate intercultural competencies, the faculty leaders invite students to attend dinners or meetings at various pubs in central London (because MTSU has a zero-tolerance policy regarding alcohol, attendance at pubs in London was held in adjacent, private meeting rooms). These meetings usually involve interactions with locals and tourists from other parts of Great Britain or Europe. Students often get into debates about political, cultural, and social issues that are similar or different from the locals' perspectives. The intercultural competencies strengthened by these activities are the students' awareness of others outside of their home country and state, their awareness of themselves in comparison to others in the U.K.; and their individual development of skills to adapt to the culture of the U.K., relate to their citizenry, and expand their own perspectives of living in another country (Deardorff, 2006). A summary table of intercultural competencies related to the learning objectives is listed in Table 13.5.

Table 13.5: Intercultural Competencies for Cultural Tasks

Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> • Cultural self-awareness and understanding others' worldviews • Culture-specific knowledge 	<ul style="list-style-type: none"> • Problem-solving • Teamwork • Communication skills • Listen, observe, and interpret 	<ul style="list-style-type: none"> • Patience and respect • Curiosity and discovery • Risk-taking • Stepping outside the comfort zone

POST PROGRAM AND FUTURE CLASS ACTIVITIES

Future class activities will involve a possible extended program and a trip to Edinburgh, Scotland. The National Museum of Scotland has many historical displays, and one exhibit of interest is the “punishment” displays. This is where students could see the replicas and artifacts associated with methods of punishment used by churches and societies. In addition to the museum, students could visit Edinburgh Castle located just up the Royal Mile. The Castle was used as a military outpost primarily, but it also has a small museum depicting the incarceration of American prisoners during the American Revolutionary War. Finally, also found on the Royal Mile, is the High Court of Justiciary, which is similar to the U.S. Supreme Court, but it hears criminal cases. As mentioned previously, there are some differences in the court system of Scotland versus England, and having a distinct perspective could benefit students in their understanding of criminal justice in Scotland. By extending the program to include Scotland, students could learn the historical and political influence of other countries on the formation of government systems by learning this distinct perspective.

EVALUATION AND ASSIGNMENTS

The following summarizes the course evaluation of students and their corresponding assignments.

Participation/Behavior (formative)	50%
Reading essay questions/Discussion Board (formative)	20%
Final Assignment (summative)	30%
Total	100%

- **Participation:** The expectation is that students are fully engaged in all aspects of the class and travel. Each student is expected to represent the University in a positive manner at each location during the trip and program while in London.
- **Reading essays:** Students create responses for three essay questions assessing their understanding of the readings.
- **Final Assignment:** A presentation focusing on a specific aspect of comparative criminal justice including academic resources and experiential findings. Refer to Appendix 13.2 for the final project guidelines and overall course expectations.

Student Assignments

Final Assignment

At the conclusion of the program, students will present a comparison of one component of the criminal justice system (courts, law enforcement, corrections, etc.) and how learning from the U.K.'s system could improve the U.S. criminal justice system. This assignment is to be presented to the class from the perspective of the student and their experiences. They are also asked to tie their experiences to a future and potential occupation in the criminal justice system. According to Bennett et al. (2000), creating assignments that emphasize cross-cultural skills in critical analysis enhances the individual and makes them more marketable. These assignments are connected to the student learning outcomes associated with critical thinking and analyzing the criminal justice system from different perspectives to enhance their future role as possible practitioners.

Reading Essays

Prior to departure to London, students are assigned articles on critical issues in the U.K. criminal justice system. At the conclusion of the trip to London, students are to write essays on the articles that summarize the main points of the critical issues but also include their reactions after learning more about the criminal justice system abroad. These essays usually show some reflection and synthesis of learned experiences or concepts from either lectures or activities. The students have cited experiences both in the U.S. and U.K. systems in past essays.

Reflective Discussion

The reflective discussion board associated with our course is essential for both student feedback and to illustrate the knowledge gained by students. Students reply to each other on the discussion board to report their insights on what they have learned. Many of the students reported the program increased their intercultural competencies as follows: they opened their minds, stepped outside their comfort zone (e.g., flying in an airplane to another country), increased their knowledge of other cultures, and enhanced their understanding of other countries.

A summary table of intercultural competencies related to the learning objectives for all assignments is listed in Table 13.6.

Table 13.6: Intercultural Competencies for Student Assignments

Knowledge	Skills	Attitudes
<ul style="list-style-type: none">• Cultural self-awareness• Understanding others' worldviews• Culture-specific knowledge• Academic content knowledge	<ul style="list-style-type: none">• Creative thinking and problem solving• Leadership, articulation, and teamwork• Interpret, analyze, evaluate, and relate	<ul style="list-style-type: none">• Withholding judgment• Empathy, curiosity, and discovery• Stepping outside the comfort zone

STUDENT FEEDBACK

Approximately eight students each year evaluated the course program as extremely high in a five-point Likert scale in final evaluations for the instructor and course. This evaluation occurs in the final discussion board posts of the course and through a series of concluding remarks during the final presentation. Most of the detailed qualitative feedback on the program came from the reflective discussion that occurred at the end of the course. When the students were asked what events impacted them the most, they responded as follows: Approximately two-thirds of the students mentioned that cultural excursions impacted them the most, with lectures by law enforcement second, and the Tower of London ranking third. Most of the responses were varied in terms of what interested them, what they would like to see again, and how the experiences helped them. For example, a few students stated they would definitely travel to another country again, and most said they would have liked more time to have cultural excursions to increase intercultural competencies. In all, the students indicated in their reflections the course and experiences positively influenced their lives. Additionally, for many

students, this is their first time out of the United States or their first time on an airplane. Both experiences are important and impactful, as they have stated in post-course evaluations.

CAVEATS AND REFLECTIONS

There are both challenges and strengths of the course. One challenge is recruiting students to step outside their comfort zone and travel to another country. Through mass emailing, study abroad fairs, and advertising, only an average of eight students take this course each year. A second challenge is ensuring that students are prepared each day for traveling throughout London. Due to jet lag or other sleep deprivation issues, students struggled to be alert while traveling or during lectures. A third challenge is condensing all the lectures and activities into one week. Because traveling to and staying in London is expensive, the trip abroad must be limited to one week. This makes scheduling a challenge for students to experience the basics of what they need to learn coupled with personal time to explore the culture of London. Some solutions to the recruitment challenges have been to market to individual students more, such as providing additional access to scholarship funds and partnering with another department's program. The other challenges involve logistics and planning, such as the length of the program being one-week long. If the instructors were to expand the program, the expansion could ameliorate other issues stated, but a longer program would create more challenges regarding recruitment, costs, and course length. In other words, a longer program is more expensive, which would restrict student affordability, and the course is limited to the two-week summer Maymester period at MTSU.

Despite the challenges, there are strengths to this program, and as such, I would be reluctant to alter the components of the course too much. First, students can travel abroad (for most, the first time in their lives) to a foreign country without needing to learn a new language or have a translator. Second, the course satisfies an elective in the Emergency Management/Homeland Security concentration of the Criminal Justice Administration undergraduate degree program. Furthermore, federal employers often ask if students have study abroad experience, and students from the program can increase their marketability. Third, based on feedback from the students, the course and experiences gleaned from it have positively impacted the students in two ways. Firstly, students can learn to look outside their country for solutions to problems related to the criminal justice system, both in graduate work and working in the criminal justice system. Secondly, students have increased their worldviews and perspectives on life and in learning about other cultures.

In summary, this course was created to provide students with many opportunities and to make students better global citizens. When creating the course, the Department of Criminal Justice Administration and its faculty realized an *instructional gap* in our Homeland Security concentration curriculum. Put simply, some of our graduates were hired as U.S. Customs and Border Protection officers/agents, yet they never had the opportunity to study abroad. Moreover, a Homeland Security agent should have some experience with other cultures and/or countries to better serve others. As such, our faculty created this program to fill this gap.

As our study abroad students complete this program and experience other cultures, even one as close to their own culture as the U.K., intercultural competencies and skills are reinforced. This will allow our graduates to increase their knowledge of the world, critically analyze policies

and practices in the criminal justice system, and open their minds to further education abroad opportunities or connections in the future.

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APPENDICES

Appendix 13.1: Program Itinerary

Appendix 13.1: Program Itinerary

Day	Activity
1	Fly to Great Britain from Nashville
2	Walking tour of London; Clink Museum
3	Morning site seeing tour of London and visits to the Inns of Court and Royal Courts of Justice; Soho Gang Lecture
4	Old Bailey visits and Whitechapel (Jack the Ripper) tour; Police Museum
5	Supreme Court of U.K. and discussion with Metropolitan Police Officers
6	Tower of London; Cultural Excursions
7	Walking tour of Parliament and Buckingham Palace; Second talk with Metropolitan Police Officer
8	Travel to Nashville

Appendix 13.2: Final Project Guidelines, Course Schedule, and Expectations

Final Assignment

A presentation focusing on a specific aspect of comparative criminal justice including academic resources and experiential findings must include answers to the following five questions.

1. Describe the issue you focused on?
2. How is it approached/addressed in the U.S. and the U.K.?
3. How would you change the way it is approached/addressed in the U.S.? What obstacles might you encounter as you try to implement this change in the U.S.?
4. What did you learn on the trip that you can apply to your response?
5. How did this trip impact you – what did you find yourself focusing on as you experienced the different excursions? What are two things you will take back with you that has impacted either your life as a student, as a future practitioner/academic, or a general citizen of the U.S.?

Course Schedule

Date	Topics/Assignments	Delivery Method
Mon, May 13th	Lecture – Comparing the U.K. and the US; Discuss Readings; Logistics discussion	PDF documents emailed to students
Tues, May 14th	Work on preliminary information for project/Flex Day	PDF documents emailed to students
Sun., May 15 th –22 nd	London	
Fri., May 24 th to Thur., May 31st	Complete presentation projects Discussion Board: One significant thing you got from the trip (Personal or Educational); how did this experience contribute to your education and/or career goals?	
May 31 st	Presentations turned in to online course site Discussion Board respond to classmates	Online course site for presentations & Discussion Board

Communication Guidelines and Expectations

Class Expectations

- Attend class each day, arrive on time, and to stay the entire class period. If you have a situation in which you must arrive late or leave early, you need to speak with one of us.
- Attend all excursions in London; always spend time with a classmate – never go out alone; be back and rested so you do not miss anything.
- Be mindful of the behavioral expectations of the professors.
- Read the assigned material
- Complete assignments by their deadlines.
- When you arrive in class, please turn off your phone OR turn it on vibrate and place it outside of your sight line. Do not “play on” your phone in any manner (texting, scrolling through Facebook, tweeting, etc.).

Expectations While Travelling

- Attend all tours and assigned activities
- Be respectful of everyone
- Keep up!
- Be responsible for yourself
- Budget properly