SYLLABUS—CRIMINOLOGY

Tell me and I forget; teach me and I remember; involve me and I learn—Benjamin Franklin

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Fall 2011—Sec 1
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COURSE CONTENT

Sociology 3561 is designed to explore crime, its context, and especially its causes. First, a foundation will be provided concerning the basic concepts of crime, law, and criminology. Next, theories of crime causation will be explored. The etiology or causes of crime are at the heart of this course, with the theories acting as pillars in the class structure. Next, crime typologies will be examined, or the different kinds of crimes most prevalent in our society. Lastly, we will gain an overview of the criminal justice system itself. The intent of this format is to present a balanced perspective on the field of criminology for new students to the discipline. Attention will also be directed to assure inclusion of issues concerning race, gender, and class, which are often overlooked.

COURSE OBJECTIVES

Each student, upon completion of this course, should be able to recognize, define, and understand core issues in criminology. Additionally, students will gain a working knowledge of the key elements of the content identified as critical to this field of learning.

EVALUATION METHODS

Most upper-level, undergraduate courses in the social sciences require students to demonstrate mastery of material through successful completion of reading, assignments, AND participation. For SOC 3561, a Community Response Project with in-class presentation of experience will contribute 50% to the course grade. An additional 30% will be generated by an Analysis Paper concerning topics in criminal justice. The remaining 20% of the course grade will reflect class participation (notations are made of level of responses during discussions). The purpose of this system is to assure maximum results through an ongoing effort by students to stay abreast of course materials. Success will be greatly impacted by familiarity with information before each class period, with students coming prepared to participate in class discussions (more about all of the assignments in the syllabus).

GRADING CRITERIA

A  An excellent work in all or nearly all aspects of the assignment. The student exemplifies originality of ideas, superior depth of thought, and extensive grasp of topics as well as technical superiority.
B  A competent work with a lapse here or there. Ideas are clear and properly expressed; the writing is technically solid. The assignment is effective in meeting all criteria but does not rise to sustained distinction.
C  An adequate work, but not good. Student ideas tend to be oversimplified, reductionistic, and lack sufficient explanation or exploration. Problems may also exist with grammar, logic, or ability to express thoughts in a manner reflective of a junior level class.
D  A minimal effort by the student—the work is marred by problems with almost all aspects of the assignment. This is not considered a competent performance.
E  A failing mark, generally reserved for assignments which are not submitted or miss the target on virtually every criteria of the project.
+/- Plus or minus may be given in addition to each of the grade levels when deemed appropriate by the professor.

REQUIRED TEXTS


AMERICANS WITH DISABILITIES ACT (ADA)

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services (CDS), 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services. Please discuss any concerns with the professor as soon as possible.
(www.hr.utah.edu/oee/aca/guide/faculty/).
PARTICIPATION
Research indicates that students who attend class on a regular basis earn higher marks than those who do not. SOC 3965 has been purposely designed to reward those who attend, having read the assigned chapters in advance, prepared to discuss the material. Class size notwithstanding, each student will be able to discuss important aspects of the texts under consideration on a regular basis. One of five marks (+, √, √-, or 0/N) will be noted on the student’s card for each time they are called to comment in class. Participation contributes 20% to the overall course grade, and represents a very critical part of the student’s effort. Everyone is expected to attend the presentations at the end of the course. Participation marks will be available for student’s perusal upon request before or after class, or by appointment.

COMMUNITY RESPONSE PROJECT & IN-CLASS PRESENTATION
Students will seek out and observe any criminology-related aspect of their choice in our local community in order to gain a first-hand experience or the subject. Next, they will then write a 2500 to 3000 word response paper for the problem identified and observed for 50% of class grade. The paper must be typewritten, with 1” margins and 10 point type required, and should stress those aspects of the problem which the student deems most important as identified by information in their text and from class discussions. Please protect privacy for all involved and remember that NO in-person interviews or research may be conducted except with government or law enforcement personnel who are acting in an official capacity. Students will use the following format:
1) 2500 words minimum;
2) double spaced—students may use front and back of the sheet with 10 point academic font;
3) written in first person voice;
4) initial section explaining where and what problem or circumstance the student witnessed;
5) body of paper adding material from primary sources such as statistics or journal articles on topic;
6) body of paper discussing the reality of the problem as compared to how the text described it;
7) a conclusion which offers any possible remedies the student may recommend.

The last several days of class, students will report on their experience with a 5 minute oral presentation, which will add to the participation grade.

ANALYSIS PAPER/BOOK REPORT
The second half of the course will consist of a series of discussions concerning the text, Critical Issues in Crime & Justice: Thought, Policy & Practice. Students will produce an analysis of content in the text, focusing on application, evaluation, and synthesis, which will add 30% to their course grade. The paper is designed to display the student’s ability to utilize sound argumentation/analysis and should not simply regurgitate the contents of the essays by the noted experts, with an emphasis on evaluation, synthesis, application, and analysis. Students will use the following format:
1. 1500 to 2000 words;
2. double spaced—students may use front and back of the sheet;
3. 10-point academic font;
4. written in the academic voice.

CLASS CALENDAR

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<tr>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
<th>Text</th>
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<tr>
<td>22 Aug</td>
<td>M</td>
<td>Course introduction: presentation of syllabus</td>
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<tr>
<td>24 Aug</td>
<td>W</td>
<td>Crime and criminology</td>
<td>Siegel—Chpt 1</td>
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<td>26 Aug</td>
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<td>Crime and criminology</td>
<td>Siegel—Chpt 1</td>
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<tr>
<td>29 Aug</td>
<td>M</td>
<td>The nature and extent of crime</td>
<td>Siegel—Chpt 2</td>
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<td>31 Aug</td>
<td>W</td>
<td>The nature and extent of crime</td>
<td>Siegel—Chpt 2</td>
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<tr>
<td>2 Sept</td>
<td>F</td>
<td>Victims and victimization</td>
<td>Siegel—Chpt 3</td>
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<tr>
<td>5 Sept</td>
<td>M</td>
<td>LABOR DAY HOLIDAY—NO CLASSES!</td>
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<tr>
<td>7 Sept</td>
<td>W</td>
<td>Choice theory—because they want to</td>
<td>Siegel—Chpt 4</td>
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9 Sept (F)  
Choice theory—because they want to  
Siegel—Chpt 4

12 Sept (M)  
Trait theory  
Siegel—Chpt 5

14 Sept (W)  
Trait theory  
Siegel—Chpt 5

16 Sept (F)  
Social structure theory  
Siegel—Chpt 6

19 Sept (M)  
Social structure theory  
Siegel—Chpt 6

21 Sept (W)  
Social process theories  
Siegel—Chpt 7

23 Sept (F)  
Social process theories  
Siegel—Chpt 7

26 Sept (M)  
Social conflict and critical criminology  
Siegel—Chpt 8

28 Sept (W)  
Social conflict and critical criminology  
Siegel—Chpt 8

30 Sept (F)  
Developmental theories—life course and latent trait  
Siegel—Chpt 9

3 Oct (M)  
Violent crime—personal and political  
Siegel—Chpt 10

5 Oct (W)  
Property crime  
Siegel—Chpt 11

7 Oct (F)  
Enterprise crime: white-collar crime, cyber crime, and organized crime  
Siegel—Chpt 12

10—15 October  
FALL BREAK—HOLIDAY—NO CLASSES!

17 Oct (M)  
Public order crime  
Siegel—Chpt 13

19 Oct (W)  
The criminal justice system  
Siegel—Chpt 14

21 Oct (F)  
Introduction: the many voices in justice  
Maguire—Introduction

24 Oct (M)  
Criminal justice and criminological paradigms  
Maguire—Part 1

26 Oct (W)  
Criminal justice and criminological paradigms  
Maguire—Part 1

28 Oct (F)  
Offences & offenders  
Maguire—Part 2

31 Oct (M)  
Offences & offenders  
Maguire—Part 2
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<td>Crime in the news</td>
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