SYLLABUS—CRIMINOLOGY

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

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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.

TEACHING AND LEARNING METHODS

The format of the course will include lecture, student participation and class discussions concerning the core texts, along with student book reports on related topics.

EVALUATION METHODS AND GRADING CRITERIA

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, an In-Person Interview/Research Paper with class presentation of experience will contribute 50% to the course grade. An additional 30% of the grade will reflect a Response Paper concerning important issues 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 type of system is to assure maximum results through an ongoing effort by students to stay abreast of course materials, particularly the assigned readings. 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).

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/oeo/aca/guide/faculty](http://www.hr.utah.edu/oeo/aca/guide/faculty)).

**IN-PERSON INTERVIEW/RESEARCH PAPER**

The written communication of ideas based upon research is the backbone of the academic environment, and students will exercise this skill in SOC 3561, contributing 50% to the course grade. Students will pick a subject of interest to them that complements one of the key ideas in the main text. Additionally, the student will interview, in-person, a professional in the community who works in the criminal justice system. At the end of term, students will report their research to the class in an oral presentation. The research paper will be a combination of the interview results and student findings on the topic, meeting the following criteria:

**Content**
1. topic will reflect any timely matter in juvenile delinquency/justice and discussed with interview subject;
2. as much internet information/sources as possible will be used to maximize timeliness;
3. minimum 75% of sources will be from primary publications (academic journals or government data);
4. topic paragraph/body/conclusion as typical of factual papers;
5. proper citations for works referenced according to ASA/APA style guide (similar to text).

**Technical**
1. 3500 words minimum—points will be deducted for short papers (place final word count at end of paper);
2. 10 point academic font with double spaced lines;
3. grammar, spelling, punctuation, style acceptable in 3000 level courses (any style guide OK);
4. logic and writing befitting a 3000 level college course;
5. no binders or folders—staple in upper left corner with appropriate cover sheet.

**Oral Presentation**
Students will present a brief (5 to 10 minutes) oral presentation of their interview/research during the last few days of the term, which will contribute to participation points.

**RESPONSE PAPER**

The second part of the course will consist of a series of discussions concerning the text, *Critical Issues in Crime and Criminal Justice*. Students will then complete a 2000 word Response Paper (counts 30% of the course grade) at the end of the term designed to display the student’s ability to utilize sound argumentation/opinion about this text. Students should not simply regurgitate the contents of the essays by the noted experts, but evaluate/analyze the contents following this format:
1. factual-style paper with topic paragraph; body; conclusion;
2. double spaced with 10-point academic font;
3. written in the first person;
4. a cover sheet with student name and the title of the assignment.

**PARTICIPATION**

Research indicates that students who attend class on a regular basis earn higher marks than those who do not. SOC 3961 has been designed to reward those who attend, having read assigned chapters in advance, prepared to discuss the material. 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. Additionally, a daily roll will be maintained for attendance. Participation contributes 20% to the overall course grade, and represents a very critical part of the student’s effort.

**CLASS CALENDAR**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>12 Jan (Tu)</td>
<td>Course introduction: presentation of syllabus</td>
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<tr>
<td>14 Jan (Th)</td>
<td>Crime and criminology Siegel—Chpt 1</td>
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<tr>
<td>Date</td>
<td>Topic</td>
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<tr>
<td>19 Jan (Tu)</td>
<td>The nature and extent of crime</td>
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<td>21 Jan (Th)</td>
<td>Victims and victimization</td>
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<tr>
<td>26 Jan (Tu)</td>
<td>Choice theory—because they want to</td>
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<tr>
<td>28 Jan (Th)</td>
<td>Trait theory—it’s in their blood</td>
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<tr>
<td>2 Feb (Tu)</td>
<td>Social structure theory—because they’re poor</td>
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<tr>
<td>4 Feb (Th)</td>
<td>Social process theories—socialized to crime</td>
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<tr>
<td>9 Feb (Tu)</td>
<td>Critical criminology—it’s a class thing</td>
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<tr>
<td>11 Feb (Th)</td>
<td>Developmental theories—things change</td>
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<td>16 Feb (Tu)</td>
<td>Violent crime</td>
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<td>18 Feb (Th)</td>
<td>Property crime</td>
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<tr>
<td>23 Feb (Tu)</td>
<td>Enterprise crime: white-collar crime, cyber crime, and organized crime</td>
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<td>25 Feb (Th)</td>
<td>Public order crime; the criminal justice system</td>
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<tr>
<td>2 Mar (Tu)</td>
<td>Ethics and crime; theoretical frameworks in criminology</td>
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<td>4 Mar (Th)</td>
<td>Theoretical frameworks in criminal justice; delinquency</td>
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<tr>
<td>9 Mar (Tu)</td>
<td>Women and crime; race and crime</td>
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<tr>
<td>11 Mar (Th)</td>
<td>Culture, media, and crime; economics and crime</td>
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<tr>
<td>16 Mar (Tu)</td>
<td>Sex crimes; terrorism and security</td>
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<tr>
<td>18 Mar (Th)</td>
<td>Cybercrime; police history</td>
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22 Mar—27 Mar     SPRING BREAK—HOLIDAY—NO CLASSES!

29 Mar (Tu)    Police theory; contemporary policing
Maguire—Chpts 13 & 14

31 Mar (Th)     Police administration and organization; public policy and law
Maguire—Chpts 15 & 16

6 Apr (Tu)      American courts; juvenile justice
Maguire—Chpts 17 & 18

8 Apr (Th)      Philosophical and ideological underpinnings of corrections; community corrections: rehabilitation, reintegration, & reentry
Maguire—Chpts 19 & 20

13 Apr (Tu)     Restorative justice; convict criminology
Maguire—Chpts 21 & 22

15 Apr (Th)     COMMUNITY RESPONSE PROJECTS—ORAL PRESENTATIONS

20 Apr (Tu)     COMMUNITY RESPONSE PROJECTS—ORAL PRESENTATIONS

22 Apr (Th)     COMMUNITY RESPONSE PROJECTS—ORAL PRESENTATIONS

27 Apr (Tu)     COMMUNITY RESPONSE PROJECTS—ORAL PRESENTATIONS

RESEARCH PAPER AND RESPONSE PAPER DUE!

NOTE: Those who wish their grade for the final papers and course mailed should attach a legal size, peel & stick, self-addressed, stamped envelope with their final papers.

That’s all, folks! Have a great summer!