SYLLABUS—CRIMINOLOGY

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

DR. MARCIE GOODMAN
OFFICE—310 BehS
581-3712 Office
Office Hours: 7:00 to 8:00 am (MWF)
Email: marcie.goodman@soc.utah.edu

SOC 3561
Fall 2014—Sec 90
ONLINE
Available by phone or email

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 assignments. For SOC 3561, two book analyses will contribute 35% each to the course grade. The remaining 30% of the course grade will reflect mastery of the core text by summarizing every three chapters (5 summaries worth 6 points or percent of course grade each). The purpose of this type of system is to assure maximum results through an ongoing effort by students to stay abreast of course materials and information. Grading will be as follows:

**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 TEXT**


**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 professor (www.hr.utah.edu/oeo/aca/guide/faculty/).

**WALSH CHAPTER SUMMARIES**

During the Fall 2014 semester students will be expected to read and summarize the material from the main text of the course: *Criminology: The Essentials* by Anthony Walsh. About every 2 or 3 weeks, students will submit their report on 3 sequential chapters (1—3, 4—6, and so on through 15 chapters), for a total of 5 summaries. Reports will be 300 to 400 words in length, double spaced, with 10 point font, and submitted through the Canvas system. Grading will be between Zero to 6 points, with $6 = A, 5$ for $A-/B+, 4 = B, 3 = B/C+, 2 = C-/D+, 1 = D, and 0 for $E$. Please note the total number of words in the report at the conclusion.

**NOTE:** STUDENTS MUST NOT WAIT TILL THE END OF TERM TO SUBMIT THEIR SUMMARIES, BUT SHOULD KEEP ABRASE OF READINGS/REPORTS THROUGHOUT THE SEMESTER FOR FULL CREDIT.

**BOOK ANALYSES**

For SOC 3965, two book analyses (one from each list noted at the end of the syllabus) contribute 35% each of the course grade. The book report is a serious and important part of the overall class effort, meant to evidence to the instructor the student's working knowledge of topics presented, and will be discussed in depth as the term progresses. A sample report may be found in files section of Canvas.

1. 3000 words minimum (double spaced);
2. 250 word abstract (single space—right and left justified margins);
3. introductory paragraph with overview of entire paper, body, conclusion;
4. an analysis/evaluation of the volume (may be written in first-person and should include student opinions);
5. the 4 higher levels of Bloom's Taxonomy will be emphasized (see below);
6. no outside sources other than current events may be referenced (these are NOT research papers);
7. 10 point academic font, double-spaced, one-inch margins;
8. Please note number of total words (without abstract) at end of paper;
9. Book Analyses may be submitted at any time during the semester, but no more than one per week.

**BLOOM’S TAXONOMY**

In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning. Bloom identified six levels within the cognitive domain, from the simple recall or recognition of facts, as the lowest level, through increasingly more complex and abstract mental levels:

1. **Knowledge**: arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce state.
2. **Comprehension**: classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate.

Four highest levels *(to be emphasized in Book Analyses)*

3. **Application**: apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write.
4. **Analysis**: analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
5. **Synthesis**: arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write.
6. **Evaluation**: appraise, argue, assess, attach, choose compare, defend estimate, judge, predict, rate, core, select, support, value, evaluate.

**Book Choice Lists** *(choose one book from each list)*

**GROUP A**

*The Red Market: On the Trail of the World’s Organ Brokers, Bone Thieves, Blood Farmers, and Child Traffickers*
by Scott M. Carney  
**Publisher:** William Morrow & Co (June 30, 2014)  
**ISBN-13:** 978-0061936470

*The Bone Garden*
by William P. Wood  
**Publisher:** Turner (May 27, 2014)  
**ISBN-13:** 978-1620455227

*On the Run: Fugitive Life in an American City*
by Alice Goffman  
**Publisher:** University Of Chicago Press (May 5, 2014)  
**ISBN-13:** 978-0226136714

*Weed Land: Inside America’s Marijuana Epicenter and How Pot Went Legit*
by Peter Hecht  
**Publisher:** University of California Press (April 7, 2014)  
**ISBN-13:** 978-0520275430

*Parents Who Killed Their Children*
by RJ Parker  
**Publisher:** RJ Parker Publishing; First edition (April 30, 2014)  
**ISBN-13:** 978-1494787066

*The Psychopath Whisperer: The Science of Those without Conscience*
by Kent A. Kiehl PhD  
**Publisher:** Crown (April 22, 2014)
GROUP B

Theories of Punishment
Larry E. Sullivan
Publisher: Sage Pubns (April 30, 2014)

The Little Book of Crime & Punishment
by Stephen Halliday
Publisher: The History Press Ltd (May 1, 2014)

Arresting Citizenship: The Democratic Consequences of American Crime Control
by Amy E. Lerman & Vesla M. Weaver
Publisher: University Of Chicago Press (June 20, 2014)

Beggars, Cheats and Forgers: A history of frauds through the ages
by David Thomas
Publisher: Pen & Sword Books Ltd (June 19, 2014)

Smuggler Nation: How Illicit Trade Made America
by Peter Andreas
Publisher: Oxford University Press, USA (June 1, 2014)

Understanding the Risk Society: Crime, Security and Justice
Gabriel Mythen
Publisher: Palgrave Macmillan (May 16, 2014)

Sexual Forensics: Lust, Passion, and Psychopathic Killers
Don Jacobs (Author), Ashleigh Portales (Author)
Publisher: Praeger (April 30, 2014)

The Skeleton Crew: How Amateur Sleuths Are Solving America’s Coldest Cases
by Deborah Halber
Publisher: Simon & Schuster (July 1, 2014)

IMPORTANT NOTE—students should be very careful to submit Book Analyses and Chapter discussions throughout the semester. Please remember that no more than one
Analysis or Report may be completed during any one weekly period. Therefore, students should NOT procrastinate, waiting until the end of the semester to submit assignments, as the work will NOT be accepted in this format.