

CRIMINOLOGY



SYLLABUS—CRIMINOLOGY

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

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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

Walsh, Anthony. 2014. *Criminology: The Essentials* (2nd Edition). Sage Publishing. ISBN: 978-1483350691

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 ABREAST 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)

ISBN-13: 978-0770435844

Race, Gender, and Deviance in Xbox Live: Theoretical Perspectives from the Virtual Margins

Kishonna L. Gray

Publisher: Anderson; 1 edition (April 18, 2014)

ISBN-13: 978-0323296496

U.S. Marshals: Inside America's Most Storied Law Enforcement Service

by Mike Earp & David Fisher

Publisher: William Morrow (May 13, 2014)

ISBN-13: 978-0062227232

GROUP B

Theories of Punishment

Larry E. Sullivan

Publisher: Sage Pubns (April 30, 2014)

ISBN-13: 978-0761926214

The Little Book of Crime & Punishment

by Stephen Halliday

Publisher: The History Press Ltd (May 1, 2014)

ISBN-13: 978-0750952156

Arresting Citizenship: The Democratic Consequences of American Crime Control

by Amy E. Lerman & Vesla M. Weaver

Publisher: University Of Chicago Press (June 20, 2014)

ISBN-13: 978-0226137834

Beggars, Cheats and Forgers: A history of frauds through the ages

by David Thomas

Publisher: Pen & Sword Books Ltd (June 19, 2014)

ISBN-13: 978-1781593271

Smuggler Nation: How Illicit Trade Made America

by Peter Andreas

Publisher: Oxford University Press, USA (June 1, 2014)

ISBN-13: 978-0199360987

Understanding the Risk Society: Crime, Security and Justice

Gabriel Mythen

Publisher: Palgrave Macmillan (May 16, 2014)

ISBN-13: 978-0230555327

Sexual Forensics: Lust, Passion, and Psychopathic Killers

Don Jacobs (Author), Ashleigh Portales (Author)

Publisher: Praeger (April 30, 2014)

ISBN-13: 978-1440804304

The Skeleton Crew: How Amateur Sleuths Are Solving America's Coldest Cases

by Deborah Halber

Publisher: Simon & Schuster (July 1, 2014)

ISBN-13: 978-1451657586

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.