

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 2013—Sec 001

8:25 to 9:15 am

MWF—BehS 112

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* will contribute **50%** to the course grade. An additional **30%** will be generated by an *Analysis Paper* concerning the readings included within the text. 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 TEXT

Walsh, Anthony & Craig Hemmens. 2011. *Introduction to Criminology: A Text Reader* (2nd Edition). Sage Publishing.

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/).

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

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* of the subject. Next, they will then write a **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) 3500 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 discussing the reality of the problem *as compared to how the text described it*;
- 6) a conclusion which offers *any possible remedies the student may recommend*.

ANALYSIS PAPER

The second half of the course will consist of a series of discussions concerning the readings in the text. Students will produce an *analysis* of their favorite readings, 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. Students will use the following format:

1. higher-level application of *Bloom's Taxonomy* principles (top four);
2. 2000 words;
3. double spaced—students may use front and back of the sheet;
4. 10-point academic font;
5. written in the *academic voice*.

CLASS CALENDAR

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|-------------------|---|
| 26 Aug (M) | Course introduction: presentation of syllabus |
| 28 Aug (W) | Introduction & overview of crime & criminology
Walsh—Chpt 1 |
| 30 Aug (F) | Introduction & overview of crime & criminology
Walsh—Chpt 1 |
| 2 Sept (M) | LABOR DAY HOLIDAY—NO CLASSES! |
| 4 Sept (W) | Measuring crime & criminal behavior
Walsh--Chpt 2 |

6 Sept (F)	Measuring crime & criminal behavior Walsh--Chpt 2
9 Sept (M)	The early schools of criminology & modern counterparts Walsh—Chpt 3
11 Sept (W)	The early schools of criminology & modern counterparts Walsh—Chpt 3
13 Sept (F)	Discussion of Readings Walsh—Readings 1—7
16 Sept (M)	Social structural theories Walsh—Chpt 4
18 Sept (W)	Social structural theories Walsh—Chpt 4
20 Sept (F)	Social process theories Walsh—Chpt 5
23 Sept (M)	Social process theories Walsh—Chpt 5
25 Sept (W)	Discussion of Readings Walsh—Readings 8—14
27 Sept (F)	Critical theories: Marxist, Conflict & Feminist Walsh--Chpt 6
30 Sept (M)	Critical theories: Marxist, Conflict & Feminist Walsh--Chpt 6
2 Oct (W)	Critical theories: Marxist, Conflict & Feminist Walsh--Chpt 6
4 Oct (F)	Discussion of Readings Walsh—Readings 15—17
7 Oct (M)	Psychosocial theories: individual traits & criminal behavior Walsh—Chpt 7
9 Oct (W)	Psychosocial theories: individual traits & criminal behavior Walsh—Chpt 7
11 Oct (F)	Discussion of Readings Walsh—Readings 18—20
14—19 Oct	SPRING BREAK—NO CLASSES!
21 Oct (M)	Biosocial approaches Walsh--Chpt 8
23 Oct (W)	Biosocial approaches Walsh--Chpt 8
25 Oct (F)	Developmental theories: from delinquency to crime to desistance Walsh—Chpt 9
28 Oct (M)	Developmental theories: from delinquency to crime to desistance Walsh—Chpt 9
30 Oct (W)	Violent crimes Walsh—Chpt 10

- 1 Nov (F) Violent crimes
Walsh—Chpt 10
- 4 Nov (M) Discussion of Readings
Walsh—Readings 21—31
- 6 Nov (W) Multiple murder & terrorism
Walsh—Chpt 11
- 8 Nov (F) Multiple murder & terrorism
Walsh—Chpt 11
- 11 Nov (M) Property crime
Walsh—Chpt 12
- 13 Nov (W) Property crime
Walsh—Chpt 12
- 15 Nov (F) Discussion of Readings
Walsh—Readings 32—37
- 18 Nov (M) Public order crime
Walsh—Chpt 13
- 20 Nov (W) White-collar & organized crime
Walsh—Chpt 14
- 22 Nov (F) White-collar & organized crime
Walsh—Chpt 14
- 25 Nov (M) Discussion of Readings
Walsh—Readings 38—44
- 27 Nov (W) **Library Day**
- 29 Nov (F) **THANKSGIVING HOLIDAY—NO CLASSES!**
- 2 Dec (M) Victimology: exploring the experience of victimization
Walsh—Chpt 15
- 4 Dec (W) Victimology: exploring the experience of victimization----**COMMUNITY RESPONSE PROJECT DUE!**
Walsh—Chpt 15
- 6 Dec (F) Discussion of Readings
Walsh—Readings 45—48
- 9 Dec (M) **Library Day**
- 11 Dec (W) **ANALYSIS OF READINGS PAPER DUE!**

NOTE: Those who wish their grades mailed to them should attach a *legal size, peel & stick, self-addressed, stamped envelope* with their final paper.

That's All, Folks! Have a great holiday!

