

Fall 2012
SOC 372: Criminology

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(Indicate 'SOC 372' in subject line)	
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Course Description: An examination of the socially constructed nature of crime, and historical and contemporary theories of criminality. Additional topics of interest include types of offenses, methods of studying crime, and the correlates of crime.

In this mixed format class involving lectures, videos, small group work, and discussions, students will be introduced to the major concepts and ideas that sociologists and criminologists use as they study crime and the social world. By the end of the term, the students should be able to:

- a) Demonstrate knowledge of basic sociological concepts about social processes (e.g., socialization, deviance, social control, and stratifications by class, gender, and race) and social institutions (e.g., the family, school, and the state);
- b) Summarize theoretical and explanatory arguments in criminology;
- c) Apply these arguments to contemporary events;
- d) Display knowledge of cultural, class, and other differences within and between societies;
- e) Develop a general understanding of methods that criminologists use to answer their research questions;
- f) Understand how sociologists and criminologists study crime;
- g) Know definitions and types of crime; and
- h) Become familiar with theories that attempt to explain crime, particularly crimes in the U.S.

Throughout this course, students will be asked to critically analyze historical, contemporary, biological, individual, and societal explanations of crime. Students will gain their knowledge from lectures and through course readings, writing, group work, group presentations, practical applications using real data, and critical discussions. Students will develop key skills that they can apply and use outside of the class, become critical thinkers by learning to think outside the box, and become self-directed learners.

Required Text:

[MST] = Miller, J. Mitchell, Christopher J. Schreck, and Richard Tewksbury. 2011.
Criminological Theory. 3rd ed. Upper Saddle River, NJ: Prentice Hall. [ISBN: 978-0-13-507151-9]

Supplemental Readings found on the SIU Online course website (online.siu.edu).

SIU Online Course Website: You may access the course website via SIU Online. Check the

website for grades, assigned articles, and updates on the syllabus or anything pertaining to this class on a regular basis (e.g., class cancellation, homework). If you do not find this class website, see the instructor as soon as possible.

Student Etiquette: Students are asked to follow some guidelines to help maintain a constructive learning environment. Throughout the semester, we will discuss a variety of difficult social issues and your fellow class members may hold diverse opinions about some of the topics we cover. As such, we need to ensure a safe classroom and a positive learning environment. Class discussions should take place within the context of academic inquiry and in the spirit of understanding diverse perspectives and experiences. It is essential that everyone treat each other with respect during class discussions.

Disrespectful treatment of others will significantly lower your class grade. Do not engage in private conversations, interrupt another student who has the floor, express negative comments about the opinions of your fellow students, walk into class late or leave early (without prior notice), keep cell phones on, text message your friends, read the newspaper, or show general signs of disrespect for the course, instructor, or other students.

Academic Ethics Policy: Academic honesty is very important. Plagiarism and cheating will not be tolerated. The university expects that all work presented will represent original effort by the student. Any violations will be dealt with in the appropriate manner – minimum consequence is a zero for an assignment, maximum consequence is failure of the course. For more information, see policies.siu.edu/documents/StudentConductCodeFINALMay32011.pdf

Grade Privacy Policy: The Family Educational Right to Privacy Act, also known as the Buckley Amendment, is a federal law designed to protect student privacy. This means that only you have legal access to your grades, not your parents, friends, or significant others. You have the option to sign a waiver to these rights, but if you have not signed said waiver, federal law prohibits us from sharing your grades with anyone but you.

Americans with Disabilities (ADA) Statement: Reasonable accommodations will be available to students with disabilities. In order to take advantage of available accommodations, students must contact the SIUC Disability Support Services (DSS) and then submit to us written documentation of the disability and necessary accommodations by the second week of the semester.

Contact the SIUC DSS office to facilitate requests:

Website: disabilityservices.siu.edu

Mailing Address: Woody Hall B-150, Carbondale, IL 62901, Mail Code 4705

Email: DSSsiu@siu.edu

Phone: (618) 453-5738; Fax: (618) 453-5700; TTY: (618) 453-2293

Emergency Procedures: SIUC is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT'S website at bert.siu.edu, Department of Public

Safety's website at *dps.siu.edu* (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency. We will provide guidance and direction in the event of an emergency. It is important that you follow these instructions and stay with us during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance in evacuating the building or sheltering within the facility.

Course Requirements:

- In-Class & Homework Assignments = 125 points
- Reading Quizzes = 125 points
- Exams (125 points x 3) = 375 points
- Research Article Reviews (75 points x 5) = 375 points

In-Class & Homework Assignments: Several assignments will be given throughout the semester. These assignments will engage various theoretical and conceptual concepts from class lectures, readings, and discussions. The goal of the assignments is to familiarize students with theories and empirical research from contemporary qualitative and quantitative criminological literature. Students should complete these assignments to gain a better understanding of each theoretical perspective and its key theories and concepts. The information covered in assignments will directly contribute to the content of class quizzes and exams – making it important for students to engage and successfully complete them.

Reading Quizzes: The quizzes will consist of multi-choice, true/false, and short answer questions. There will be numerous quizzes offered during the semester. The quiz questions will pertain to the most recent meeting's readings, lectures, and discussion topics. Many of the concepts used in quiz questions will also be used in drafting exam questions; therefore, doing well on the quizzes will greatly improve your ability to do well on the exams.

Exams (3): The examinations will consist of multi choice and true/false questions. The exams will *not* be cumulative, although the continued understanding of certain key concepts will be necessary throughout the semester. Exams must be taken on the scheduled day; there will be NO make-up exams (except for those students with an authorized absence). Additionally, students who fail an exam must meet with the instructors to discuss their performance. Students who do not meet this requirement will be dropped from the course. The point of this meeting is to provide the student with helpful strategies to improve future exam scores, and NOT to intimidate the student.

Research Article Memos (5): The research article memos will consist of a thorough analysis of assigned readings. There are five mandatory memos due during the semester (9/5, 9/10, 10/1, 10/10, and 10/29). The detailed requirements for the memos can be found on pages 9-11 below.

Grading Scale: 1000 – 900 points = 100 – 90% = A,
899 – 800 points = 89 – 80% = B,
799 – 700 points = 79 – 70% = C,
699 – 600 points = 69 – 60% = D,
599 – 0 points = 59 – 0% = F.

TENTATIVE Class Schedule and Reading Assignments

Readings are due on the day of the class on which they were assigned.

* Instructors have the right to change the schedule and assignments.*

	Monday	Wednesday	Friday
Week 1	8/20 [12pgs.] <u>Unit 1: Introduction to Class</u> - Syllabus - "Introduction" (Hooks, <i>Teaching to Transgress</i> , p.1-12)	8/22 * The class will meet in Guyon Auditorium in Morris Library at noon for TIM WISE's lecture on "Race: Through the Lens of White Privilege" [Mandatory]	8/24 [25pgs.] - Barkan (p.2-15) - MST: Ch.1 (p.1-13)
Week 2	8/27 [24pgs.] <u>Unit 2: Methodology</u> - Barkan (p.15-19 and p.48-60) - "The Myth that Crime and Criminality Can Be Measured" (by Pepinsky, from <i>Demystifying Crime and Criminal Justice</i> , p.3-11)	8/29 [25pgs.] <i>1. Qualitative Method</i> - "A Snowball's Chance in Hell: Doing Fieldwork with Active Residential Burglars" (by Wright et al., p.148-161) - "Researching Crack Dealers: Dilemmas and Contradictions" (by Jacobs, from <i>In Their Own Words</i> , p.392-406)	8/31 [14pgs.] <i>2. Quantitative Method</i> - "Predictor of Fear of Victimization at School among Adolescents" (by May and Dunaway, from <i>Experiencing Social Research: A Reader</i> , p.145-160) *Article Memo 1 is due on 9/5(W)
Week 3	9/3 Labor Day	9/5 [32pgs.] <u>Unit 3: Classical and Neoclassical Theories</u> - MST: Ch. 2 (p.14-30) <i>Application (Rationality)</i> - "The Five Finger Discount: An Analysis of Motivations for Shoplifting" (by Cromwell, Parker, and Mobley, from <i>In Their Own Words</i> , p.90-108)	9/7 [14pgs.] <i>Application (Deterrence)</i> - "Examining the Effect of Executions on Murder in Texas" (by Sorensen et al., from <i>Experiencing Social Research: A Reader</i> , p.197-212) *Article Memo 2 is due on 9/10(W)

Week 4	9/10 [27pgs.] <u>Unit 4: Biological Theories</u> -MST: Ch. 3 (p.31-61)	9/12 [28pgs.] <u>Unit 5: Psychological Theories</u> - MST: Ch.4 (p.62-92)	9/14 [7pgs.] <i>Application (Biological and Psychological)</i> - “The Myth that Mental Illness Causes Crime” (by Bullock and Arrigo, from <i>Demystifying Crime and Criminal Justice</i> , p.12-19)
Week 5	9/17 [29pgs.] <u>Unit 6: Routine Activity Theory</u> - MST: Ch. 5 (p.107-115) - “The Reasoning Offender: Motives and Decision-Making Strategies” (by Cromwell and Olson, from <i>In Their Own Words</i> , p.22-45)	9/19 <u>Review Day for Exam 1</u> - “The Key to Auto Theft: Emerging Methods of Auto Theft from the Offender's Perspective” (by Copes and Cherbonneau, from <i>In Their Own Words</i> , p.69-89) [recommended]	9/21 Exam 1
Week 6	9/24 [22pgs.] <u>Unit 7: Social Disorganization Theory</u> - MST: Ch. 5 (p.93-107) - “Juvenile Delinquency and Urban Areas” (by Shaw and McKay, from <i>Criminological Theory, Past to Present</i> , p.98-104)	9/26 [18pgs.] <i>Application</i> - “Theory of Race, Crime, and Urban Inequality” (by Sampson and Willson, from <i>Criminological Theory, Past to Present</i> , p.105-111) - “Collective Efficacy and Crime” (by Sampson, Raudenbush, and Earls, from <i>Criminological Theory, Past to Present</i> , p.112-117) - “Rethinking Crime and Immigration” (by Sampson, p.28-33)	9/28 [8pgs.] <i>Application</i> - “Social Anatomy of Racial and Ethnic Disparities in Violence”(by Sampson, Morenoff, and Raudenbush, p.224-232) *Article Memo 3 is due on 10/1(M)
Week 7	10/1 [22pgs.] <u>Unit 8: Learning & Cultural Transmission Theories</u> - MST: Ch. 6 (p.118-141)	10/3 [27pgs.] <i>Application (Learning processes)</i> - “Becoming a Computer Hacker: Examining the Enculturation and Development of Computer Deviance” (by Holt, from <i>In Their Own Words</i> , p.109-123) - “Neutralization and Deviance in the Workplace: Theft of Supplies and Medicines by Hospital Nurses” (by Dabney, from <i>In Their Own Words</i> , p. 235-248)	10/5 [13pgs.] <i>Application (Peer effects)</i> - “The Influence of Delinquent Peers: What They Think or What They Do?” (by War and Stafford, p.851-866) *Article Memo 4 is due on 10/10(W)

<p>Week 8</p>	<p>10/8</p> <p>No class</p> <p>Fall Break</p>	<p>10/10 [32pgs.]</p> <p><i>Application (Subculture and Socialization)</i></p> <p>- "Code of the Street" (by Anderson from <i>Criminological Theory, Past to Present</i>, p. 143-154.)</p> <p>- "Gang-Related Gun Violence: Socialization, Identity, and Self" (by Stretesky and Pogrebin, from <i>In Their Own Words</i>, p.301-323)</p>	<p>10/12 [25pgs.]</p> <p><i>Application (Testing quantitatively)</i></p> <p>- "Race, Code of the Street, and Violent Delinquency" (by Steward and Simons, p.569-605)</p> <p>*[EX] Article Memo on this article.</p>
<p>Week 9</p>	<p>10/15 [16pgs.]</p> <p><u>Unit 9: Strain theories</u></p> <p>- MST: Ch. 7 (142-158, 16pgs.)</p>	<p>10/17 [13pgs.]</p> <p><i>Application (Strain theories)</i></p> <p>- "The Effect of Negative Emotion on Licit and Illicit Drug Use Among High School Dropouts: An Empirical Test of General Strain Theory" (by Drapela, p. 755-770)</p> <p>*[EX] Article Memo on this article.</p>	<p>10/19 [28pgs.]</p> <p><u>Unit 10: Institutional anomie</u></p> <p>- MST: Ch.7 (158-162)</p> <p>- "Culture, Institutional Structure, and Crime" (by Messner and Rosenfeld, from <i>Crime and the American Dream</i>, p.66-100)</p>
<p>Week 10</p>	<p>10/22 [33pgs.]</p> <p><i>Application (Institutional anomie)</i></p> <p>- "Race, Crime and the American Dream" (by Cernkovich et al., p.131-170)</p> <p>*[EX] Article Memo on this article.</p>	<p>10/24 [25pgs.]</p> <p><u>Unit 11: Social Bond/Control Theories</u></p> <p>- MST: Ch. 8 (p.166-192)</p>	<p>10/26 [19pgs.]</p> <p><i>Application (social control)</i></p> <p>- "Cigarette Smoking and the Disenfranchisement of Adolescent Girls: A Discourse of Resistance?" (by McDonald and Wright, from <i>Experiencing Social Research: A Reader</i>, p.51-72)</p> <p>* Article Memo 5 is due on 10/29(M)</p>
<p>Week 11</p>	<p>10/29[17pgs.]</p> <p><i>Application (social control)</i></p> <p>- "Gender differences in parent-child bonding" (by Worthen, p.3-23)</p> <p>*[EX] Article Memo on this article.</p>	<p>10/31 [12pgs.]</p> <p><i>Application (self-control)</i></p> <p>- "The Effects of Differential Parenting on Sibling Differences in Self-Control" (by Boisvert et al. p.5-23)</p> <p>*[EX] Article Memo on this article.</p>	<p>11/2</p> <p><u>Review Day for Exam 2</u></p>

<p>Week 12</p>	<p style="text-align: center;">11/5</p> <p style="text-align: center;">Exam 2</p>	<p style="text-align: center;">11/7 [25pgs.]</p> <p><u>Unit 14: Marxist Perspectives</u> - MST: Ch.9 (p.194-197) - "Crime in a Market Society"(by Currie, from <i>Criminological Theory, Past to Present</i>, p.288-300) - "The Myth of Drug Users as Violent Offenders" (by Brownstein, from <i>Demystifying Crime and Criminal Justice</i>, p.45-53)</p>	<p style="text-align: center;">11/9 [24pgs.]</p> <p><u>Unit 12: Feminist Perspective</u> 1. <i>women and social structure</i> - "Feminist Theories: Gender, Power, and Crime" (by Cullen and Agnew, from <i>Criminological Theory, Past to Present</i>, p.320-332). - "The Impact of Mothering on Criminal Offending" (by Ferraro and Moe, from <i>In Her Own Words</i>, p.79-92)</p>
<p>Week 13</p>	<p style="text-align: center;">11/12[35pgs.]</p> <p>2. <i>Mascurinity</i> - "Gendering Violence: Masculinity and Power in Men's Accounts of Domestic Violence" (by Anderson and Umberson, from <i>In Their Own Words</i>, p. 168-186) - "Pub(lic) Masculinity and Drinking in Rural New Zealand" (by Campbell, from <i>Experiencing Social Research: A Reader</i>, p.259-278)</p>	<p style="text-align: center;">11/14 [25pgs.]</p> <p>3. <i>women and violence</i> - "Up It Up: Gender and the Accomplishment of Street Robbery" (by Miller, from <i>In Her Own Words</i>, p.213-224) - "The Second Step in Double Jeopardy: Appropriating the Labor of Female Street Hustlers" (by Romenesko and Miller, from <i>In Their Own Words</i>, p.283-298)</p>	<p style="text-align: center;">11/16 [18pgs.]</p> <p><u>Unit 13: Labeling Theory</u> - MST: Ch. 9 (p.197-202) - "Primary and Secondary Deviance" (by Lemert, from <i>Criminological Theory, Past to Present</i>, p.249-252) - "The Saints and the Roughnecks" (by Chambliss, 186-194)</p>
<p>Week 14</p>	<p style="text-align: center;">11/19 [17pgs.]</p> <p><i>Application (labeling theory)</i> - "Official Labeling, Criminal Embeddedness, and Subsequent Delinquency: A Longitudinal Test of Labeling Theory"(by Bernburg et al. p.67-88) *[EX] Article Memo on this article.</p>	<p style="text-align: center;">11/21</p> <p style="text-align: center;">No class</p> <p style="text-align: center;">Thanksgiving Break</p>	<p style="text-align: center;">11/23</p> <p style="text-align: center;">No class</p> <p style="text-align: center;">Thanksgiving Break</p>
<p>Week 15</p>	<p style="text-align: center;">11/26 [27pgs.]</p> <p><u>Unit 14: Social Constructionist Perspectives</u> - "Random Violence" (by Best, from <i>Random Violence: How We Talk about New Crimes and New Victims</i>, p.1-27)</p>	<p style="text-align: center;">11/28 [7pgs.]</p> <p><u>Unit 15: White-Collar Crimes</u> - "The Myth That White-Collar Crime is Only about Financial Loss" (by Friedrichs, from <i>Demystifying Crime and Criminal Justice</i>, p.20-28) - Watch Movie "Gasland" (2009) --> play from 00:00 to 35:00.</p>	<p style="text-align: center;">11/30 [25pgs.]</p> <p><i>Application (white-collar)</i> - "Crime on the Line: Telemarketing and the Changing Nature of Professional Crime" (by Shover, Coffey, and Hobbs, from <i>In Their Own Words</i>, p.205-223) - "Denying the Guilty Mind: Accounting for Involvement in a White-Collar Crime" (by Benson, from <i>In Their Own Words</i>, p.224-234)</p>

Week 16	<p style="text-align: center;">12/3 [36pgs.]</p> <p><u>Unit 16: Theory Integration</u> - MST: Ch. 10 (p.215-229) - "Toward an Interactional Theory of Delinquency" (by Thornberry, from <i>Criminological Theory, Past to Present</i>, p.559-570)</p>	<p style="text-align: center;">12/5 [31pgs.]</p> <p><u>Unit 17: Policy Recommendations</u> - "The prevention of serious delinquency: What to do?" (by Weis and Sederstrom, p.ix and p.1-63)</p>	<p style="text-align: center;">12/7</p> <p style="text-align: center;"><u>Review Day for Exam 3</u></p>
Week FINAL	<p style="text-align: center;">12/10</p> <p style="text-align: center;">No class</p>	<p style="text-align: center;">12/12</p> <p style="text-align: center;">No class</p>	<p style="text-align: center;">12/14</p> <p style="text-align: center;">Exam 3 (10:10am-12:10pm)</p>

**Fall 2012 – SOC 372: Criminology
Research Memo**

Read the assigned articles from the list below (they are also listed within the tentative schedule on syllabus). Carefully read and take notes on all elements of the article. Write a paper that both summarizes and evaluates the study. Papers should be a minimum of two and a half typed pages (12 point font, Times New Roman, 1” margins) with only the student’s name in the header and page numbers in the footer.

Paper Structure

1. **Introduction:** Briefly state the primary goal or purpose of the study. What is the research question? Discuss the importance and/or interest in the research to criminologists.

2. **Literature Review:** Summarize the major points of the literature review. You will need to summarize both information regarding the guiding theory or theories and previous studies on the topic. Discuss the potential contribution of the research to criminologists.

3. **Research Design:**

- *Method:* What kind of study was conducted?
- *Sample and Data:* What kind of data was used or collected (as relevant)? What kind of sampling procedure was used (that is, what kind of sample is it)?
- *Variables:* What are the independent and dependent variables?

4. **Results:** What are the major results of the study? For this section, look back at the research question. How do the results answer the primary research question?

5. **Conclusion:** Summarize how the authors describe the overall results, test of the theory, actual contributions to our knowledge base. Also what do the authors suggest is the next step for research on this topic?

6. **Evaluation:** In this section you need to offer your critical evaluation of the study as a whole.

- *Introduction/literature review/choice of theory:* Do you agree with the authors’ theoretical choice and characterization of the theory? Why or why not?
- *Methods:* Do you think the method used to answer the research question was the right choice? Why or why not?
- *Conclusion:* What other questions developed for you after reading this study? What do you think is the next step for researchers on this topic?

Criteria to be Used for Evaluation of Research Memo

Introduction (5 points)

- Did you accurately describe the topic, research question, purpose of the study, scholarly importance/interest?

Literature Review and Contributions (10 points)

- Did you accurately and completely explain the theory or theories that are tested in this study? Do you seem to understand the choice of theory and how or why it is involved in this study?
- Did you accurately and completely summarize the major points of the literature review?
- Do you seem to understand how the authors describe their potential contributions?

Methods (15 points)

- Did you accurately and completely describe all aspects of the research design including, method, sample and data, independent and dependent variables?

Results (10 points)

- Did you accurately and completely describe the major results of the study? Were you able to tie the findings back to the research question? Do you seem to understand the major findings and how they answer the research question?

Conclusion (10 points)

- Did you accurately and completely summarize how the authors described the overall results, test of the theory, contributions to our knowledge base. Did you include the suggestions for future research? Do you seem to understand the major contributions of this study, the utility of the theory, the next steps?

Evaluation (15 points)

- Have you evaluated all elements of the study as outlined above? How sophisticated is the evaluation? How sociological is the evaluation? Do you have a strong understanding of the strengths and weaknesses or problems of the research design? Were you able to link design problems to ability to answer research question? Do you understand the contributions of the study to the knowledge base on the topic or theory?

Organization and Mechanics (10 points)

- Are all necessary sections included and complete?
- Did you use proper citation format, quotation format, and reference page format?
- Writing: for the most part is your grammar correct, are your sentences clear, do you include transition sentences, do you use proper punctuation, proper word choice, do you use the proper tone?
- Are there any spelling errors or typos? (Check every sentence for clarity, spelling, and punctuation before handing paper in.)

Throughout all sections, we will evaluate the accuracy, completeness, clarity, organization, sophistication, insightfulness, and relevancy of content.

Research Memo Schedule

- * The maximum for each memo is 75 points.
- * The research memos are due at the beginning of following class meeting (e.g., research memo 1 assigned on 8/31, and due on 9/5).
- * You can work in a group but everything needs to be written in your own words. (No copy/paste is allowed. If plagiarism is a concern, you may get “0” points for the assignment).

Research Memo 1 Reading assigned for 8/31(F) (*Application: quantitative method*)
“Predictors of Fear of Victimization at School among Adolescents” (by May and Dunaway)
* Article Memo 1 is due on 9/5 (M).

Research Memo 2 Reading assigned for 9/7(F) (*Application: deterrence*)
“Examining the Effect of Executions on Murder in Texas” (Sorensen et al.)
* Article Memo 2 is due on 9/10 (W).

Research Memo 3 Reading assigned for 9/28(F) (*Application: social disorganization*)
“Social Anatomy of Racial and Ethnic Disparities in Violence”(by Sampson, Morenoff, and Raudenbush)
* Article Memo 3 is due on 10/1 (M).

Research Memo 4 Reading assigned for 10/5(F) (*Application: Peer effects*)
“The Influence of Delinquent Peers: What They Think or What They Do?” (by War and Stafford)
* Article Memo 4 is due on 10/10 (W).

Research Memo 5 Reading assigned for 10/26(F) (*Application: social control*)
- “Cigarette Smoking and the Disenfranchisement of Adolescent Girls: A Discourse of Resistance?” (by McDonald and Wright)
* Article Memo 5 is due on 10/29 (M).

Extra Credit Opportunities: Extra Credit Article Memo(s)

- * The maximum for each extra article memo is 20 points.
- * The research memos are due at the beginning of following class meeting (e.g., research memo 1 assigned on 10/12, and due on 10/15).
- * You can work in a group but everything needs to be written on your own words. (No copy/paste is allowed. If plagiarism is a concern, you may get “0” points for the assignment).

Reading assigned for 10/12(F) (*Application: Learning theory*)

“Race, Code of the Street, and Violent Delinquency” (by Steward and Simons)

*** Extra Credit Article Memo on this article is due on 10/15(M)!**

Reading assigned for 10/17(W) (*Application: Strain theories*)

“The Effect of Negative Emotion on Licit and Illicit Drug Use Among High School Dropouts: An Empirical Test of General Strain Theory” (by Drapela)

*** Extra Credit Article Memo on this article is due on 10/19(F)!**

Reading assigned for 10/22(M) (*Application: Institutional anomie*)

“Race, Crime and the American Dream” (by Cernkovich et al.)

*** Extra Credit Article Memo on this article is due on 10/24(W)!**

Reading assigned for 10/29(M) (*Application: Social control*)

“Gender Differences in Parent–child Bonding” (by Worthen)

*** Extra Credit Article Memo on this article is due on 10/31(W)!**

Reading assigned for 10/31(W) (*Application: Self-control*)

“The Effects of Differential Parenting on Sibling Differences in Self-Control” (by Boisvert et al.)

*** Extra Credit Article Memo on this article is due on 11/2(F)!**

Reading assigned for 11/19(M) (*Application: Labeling theory*)

"Official Labeling, Criminal Embeddedness, and Subsequent Delinquency: A Longitudinal Test of Labeling Theory"(by Bernburg et al.)

*** Extra Credit Article Memo on this article is due on 11/26(M)!**

How to Avoid Plagiarism: Tips for Writing in the Social Sciences

Understand what needs to be cited

Specific words and phrases (quote) VS. Information and ideas (paraphrase and cite)

To paraphrase or to quote?

Avoid overuse of quotations

Quote when you want

- to show that an authority supports your point
- to present a position or argument to critique or comment on
- to include especially moving or historically significant language
- to present a particularly well-stated passage whose meaning would be lost or changed if paraphrased or summarized

You should **summarize or paraphrase** when

- what you want from the source is the **idea** expressed, and **not the specific language** used to express it
- you can express in fewer words what the key point of a source is

How to paraphrase

- Summarize in your own words.
- Change the structure of the sentence in addition to the words.
- Credit the source with name and date.

Note: Above notes were copied and modified from

<http://www.wisc.edu/writing/Handbook/QuotingSources.html>

Example of quotation and paraphrase.

Quotation.

Cromwell, Parker, and Mobley (1999) concluded that “to speak of shoplifting as having a simple causal dynamic is to misunderstand the diversity and complexity of the behavior” (66).

Or,

Clearly, “to speak of shoplifting as having a simple causal dynamic is to misunderstand the diversity and complexity of the behavior” (Cromwell, Parker, and Mobley, 1999: 66)

Paraphrase.

According to Cromwell et al. (1999), the causes of shoplifting are complicated and varied.

Or,

Rather than simple and uniform, the causes of shoplifting are complicated and varied (Cromwell et al., 1999).