

Spring 2013
SOC 372: Criminology

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Class Location: Communications 1018
Meeting Time: TR 11-12:15pm
Office Hours: TR 12:30-3:30 and by
appointment

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, 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]

[MESSNER] = Messner, Steven F. 2004. *Criminology: Using MicroCase ExplorIt*. 5th ed. Belmont, CA: Wadsworth, Cengage Learning. [ISBN: 978-0-534-60120-1]

Students will use a computer software application (i.e., MicroCase ExplorIt) to examine real crime data to test and apply theoretical ideas. In the course of completing the computer exercises, students will learn how to conduct, interpret, and write about basic statistical analyses.

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 supplemental readings, syllabus updates, or anything pertaining to this class on a regular basis (e.g., class cancellation, homework). If you have trouble finding 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. Those who are unable to show respect for their fellow students and/or the instructor WILL be asked to leave the class.

Mobile Technology Policy: Students will NOT be allowed to use any electronic devices (e.g., laptops, iPads, netbooks, e-Readers, smart phones, mp3 players) during class. All cell phones should be silenced, turned off, and put away prior to entering the classroom. These devices will not assist you in earning a better grade. Typically, the use of electronic devices is a distraction for the user and 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, libguides.lib.siu.edu/plagiarism, and policies.siu.edu/policies/email.htm.

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.

SIU Policy on “Incomplete” as a Course Grade:

An *INC* is assigned when, for reasons beyond their control, students *engaged in passing work* are unable to complete all class assignments. An *INC* must be changed to a completed grade within a time period designated by the instructor but not to exceed one year from the close of the term in which the course was taken, *or graduation*, whichever occurs first. Should the student fail to complete the course within the time period designated, not to exceed one year, or graduation, whichever comes first, the incomplete will be converted to a grade of *F* and the grade will be computed in the student's grade point average. Students should not reregister for courses in which an *INC* has been assigned with the intent of changing the *INC* grade. Re-registration will not prevent the *INC* from being changed to an *F*. (SIUC 2011-2012 Undergraduate Catalog, p.32)

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

Saluki Cares Program: The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIUC will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. To make a referral to Saluki Cares click, call, or send: <http://salukicare.siu.edu/index.html>; (618) 453-5714, or siucares@siu.edu.

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:

- Attendance and Participation = 200 points
- Writing Assignments (25 x 4) = 100 points
- Workbook ExplorIt Exercises (25 x 6) = 150 points
- Research Paper = 150 points
- Exams (100 points x 4) = 400 points

Attendance and Participation: You are expected to attend every class and arrive on time. Arriving late, leaving early, or missing class without proper documentation will result in the loss of attendance and participation points. If special circumstances prohibit you from arriving to class on time on a regular basis, please let me know as soon as possible. If you are involved in university-sponsored or sanctioned events (i.e., athletic events, academic conferences and/or competitions), and will need to miss class due to such events, you will need to present me with a paper or email copy of said event, and the dates you will be absent from class. Academic advisors, coaches, or sponsors usually provide appropriate documentation.

This is a junior level class. Upper division classes are supposed to get students prepared for the world they will eventually live and work in. Although much communication in today's world is mediated through technology, many good ideas still come out through discussion. This is not a lecture-based class. Each of you will participate in some significant way this semester. It does not have to be every day, but it needs to be frequent. If I have not heard from you in a few classes, I will ask you questions, and you should be able to answer them. Each of you needs to read all the readings and be prepared for the class discussion. This participation can be in the form of asking questions, answering questions, commenting (in a meaningful way) to someone's statement, or by making statements of your own.

Come to class prepared, having read the materials with a few questions or comments to share with the class for discussion. Your participation grade will not be based simply upon your appearance in class or on your frequency of comments but also upon the quality of your comments and your active participation in class. Additionally, quality listening skills are important to the class – I value the ability to build discussion with other class members, and I expect you to value others' opinions and exhibit respect for one another in the classroom.

Writing Assignments (4): These writing assignments (most will require a maximum 2 page answer) are designed to improve your understanding of course material through reflection and writing and to encourage you to keep up with the reading and attend class. Answers are due prior to or at the start of class on which they are due (late assignments will be penalized ten points for each day they are late). Instructions for these are attached. Each writing assignment is worth 25 points. The due dates for these assignments are included on the course schedule.

Workbook ExplorIt Exercises (6): Throughout the course, you are required to complete six of the seven assigned workbook exercises. You will need to have access to a computer with Windows 95 (or higher) to run the Windows version of the software. You do not have to install the software on a hard drive and so you can work in a computer lab. These exercises require basic computing skills. Additionally, you will learn a few basic statistical analyses and how to test theory with real data.

The ExplorIt questions are worth 15 points and the essay is worth 10 points for a total of 25 points for each exercise. The due dates for these exercises are included on the course schedule. Exercises must be turned in prior to or at the start of the class on which they are due. Late exercises will be penalized ten points for each day they are late. If for some reason you cannot make it to class on the day the exercise is due, it is your responsibility to get the assignment to me prior to or at the start of the class on which they are due.

Research Paper: Each student is responsible for writing an 8-10 page research paper (ASA format, double-spaced, 12-point Times New Roman font, 1 inch margins). First, decide on a topic

in criminology you would like to study (*Topic Selection and Potential References Sheet* due on February 19). Second, decide on a criminological theory that researchers used to test your research questions. Use one criminological theory as a framework to explain/test the research question. The topic must focus on a particular crime or a social problem related to crime, and the instructor must approve the topic. Conduct a literature review on your topic. In other words, what are the findings for your topic from previous studies? What theory are you focusing on and how has theory been used to test the research questions? What are the findings? Provide a DISCUSSION of the findings; do you agree or disagree and why? Provide evidence to support your answer/discussion. What are the limitations? What are the implications? What questions do the researchers suggest that researchers should focus on in the future? The instructor will provide a rubric on the SIU Online course website.

Do not use too many quotations; instead, paraphrase and provide in-text citation. Students are required to attach a reference page that includes scholarly references. These sources should be appropriately cited within the body of the paper and in the bibliography using ASA 4th Edition format. Make sure you use peer-reviewed journals; do NOT use Wikipedia. The paper will also be graded on grammar, punctuation, organization, spelling, formatting, and flow. I recommend that you go to the Writing Center to edit your paper. I will post a grading rubric on the SIU Online course website closer to the due date. When you turn in your research paper, attach the grading rubric to the front of your paper with your first and last name. Late research papers will be penalized a letter grade for each day they are late.

Exams (4): The examinations may contain multi choice, true/false, short answer, and essay 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). Make-up examinations may consist of all essay questions and will be given at my discretion, only to students with excused absences, and only to those who notified me prior to the examination.

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.

The professor reserves the right to assign additional work of any nature if it becomes apparent that students are not actively engaged in the material or need additional practice. Course grading will be adjusted accordingly. That said, there are no opportunities for “extra credit”; instead, take advantage of the numerous opportunities for actual credit (that is, work hard on the computer assignments, the writing assignments, and the examinations, read the text and articles, and attend class and see me if you need help of any sort.)

Tentative Course Schedule

This course schedule is subject to change – students will be given in-class notice of any changes.

Part I: Understanding Crime and Victimization

Week 1 – Introduction to Criminology & Criminological Theory

1-15: Course syllabus; MST Ch. 1 – “Theoretical Criminology: A Introductory Overview” (p. 1-13); BARKAN – “The Sociological Perspective” (p. 2-15)
1-17: MESSNER Ch. 1 – “The Geography of Official Crime Rates” (p. 3-18); **ExplorIt Exercise 1 Due**

Week 2 – The Measurement of Crime

1-22: BARKAN – “Research Methods” (p. 15-19); BARKAN – “Measuring Crime” (p. 48-60)
1-24: MESSNER Ch. 2 – “Victimization Surveys” (p. 19-30); **ExplorIt Exercise 2 Due**;
MESSNER Ch. 5 – “Fear of Crime” (p.61-76) [Only read Ch. 5, do not do the exercises.]

Part II: Explanations of Criminal Behavior and the Patterning of Crime

Week 3 – Classical & Neoclassical Criminology

1-29: MST Ch. 2 – “Classical and Neoclassical Criminology” (p. 14-30); Cromwell, Parker, and Mobley – “The Five Finger Discount: An Analysis of Motivations for Shoplifting” (p.90-108)
1-31: Sorensen et al. - "Examining the Effect of Executions on Murder in Texas" (p. 197-212);
MESSNER Ch. 3 – “Self-Report Surveys” (p. 31-44); **ExplorIt Exercise 3 Due**

Week 4 – Selecting a Research Paper Topic and Sources & Exam 1

2-5: Workshop – How to Select a Quality Research Paper Topic and Scholarly Sources; **Writing Assignment 1 Due**; Exam 1 Review
2-7: **Exam 1**

Week 5 – Biological & Psychological Theories of Crime

2-12: MST Ch. 3 – “Biological Theories of Crime” (p. 31-61); MST Ch. 4 – “Psychological Theories of Crime” (p. 62-92)
2-14: Bullock and Arrigo – “The Myth that Mental Illness Causes Crime” (p.12-19); MESSNER Ch. 4 – “Crime and Public Opinion” (p.45-60); **ExplorIt Exercise 4 Due**

Week 6 – The Social Ecology of Crime

2-19: MST Ch. 5 – “The Social Ecology of Crime” (p. 93-117); **Research Paper Topic and Potential References Sheet Due**
2-21: Shaw and McKay – “Juvenile Delinquency and Urban Areas” (p.98-104); MESSNER Ch. 8 – “Social Disorganization and Property Crime” (p. 111-124); **ExplorIt Exercise 8 Due**

Week 7 – Learning & Cultural Transmission Theories

2-26: MST Ch. 6 – “Learning and Cultural Transmission Theories of Crime” (p.118-141)
2-28: War and Stafford – “The Influence of Delinquent Peers: What They Think or What They Do?” (p. 851-866)

Week 8 – Research Paper Peer-Review & Exam 2

3-5: Research Paper Peer-Review; **Writing Assignment 2 Due**; Review for Exam 2
3-7: **Exam 2**

Week 9 – Spring Vacation

3-12: SPRING VACATION – NO CLASS

3-14: SPRING VACATION – NO CLASS

Week 10 – Strain Theories of Crime

3-19: MST Ch. 7 – “Strain Theories of Crime” (p. 142-158); Drapela - “The Effect of Negative Emotion on Licit and Illicit Drug Use Among High School Dropouts: An Empirical Test of General Strain Theory” (p. 755-770)

3-21: MESSNER Ch. 9 – “Anomie, Routine Activities, and Robbery Rates” (p. 125-135);
ExplorIt Exercise 9 Due

Week 11 – Control Theories of Crime

3-26: MST Ch. 8 – “Control Theories of Crime” (p.166-192); McDonald and Wright – “Cigarette Smoking and the Disenfranchisement of Adolescent Girls: A Discourse of Resistance?” (p. 51-72)

3-28: MESSNER Ch. 7 – “Social Psychological Processes: Bonds, Self-Control, and Deviant Associations (p. 95-110); **ExplorIt Exercise 7 Due**

Week 12 – Research Paper & Exam 3

4-2: **Research Paper Due**; Review for Exam 3

4-4: **Exam 3**

Week 13 – Theories of Social Conflict

4-9: MST Ch. 9 – “Theories of Social Conflict” (p. 193-212); Currie – “Crime in a Market Society”(p. 288-300)

4-11: Brownstein – “The Myth of Drug Users as Violent Offenders” (p. 45-53)

Week 14 – Labeling Theory, Gender & Violent Crimes

4-16: Lemert - “Primary and Secondary Deviance” (p. 249-252); Chambliss - "The Saints and the Roughnecks" (p. 186-194); **Writing Assignment 3 Due**

4-18: Anderson and Umberson – “Gendering Violence: Masculinity and Power in Men's Accounts of Domestic Violence” (p. 168-186); Miller – “Up It Up: Gender and the Accomplishment of Street Robbery” (p. 213-224)

Week 15 – Property Crime & White-Collar Crime

4-23: Friedrichs – “The Myth That White-Collar Crime is Only about Financial Loss” (p. 20-28); Shover, Coffey, and Hobbs – “Crime on the Line: Telemarketing and the Changing Nature of Professional Crime” (p. 205-223)

4-25: Movie – “Gasland” (2009); **Writing Assignment 4 Due**

Week 16 – Integrated Theory & Policy Implications

4-30: MST: Ch. 10 (p.215-229)

5-2: Review and Discussion; Conclusion of Course

The final exam is scheduled on Monday, May 6th from 12:50-2:50pm in Communications 1018.

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Writing Assignments

In all writing assignments, use your own words when summarizing the authors' opinions, ideas, assertions, methods, conclusions, etc. (that is, paraphrase the authors and use proper citation format – see tips); avoid copying directly out of the textbook and the articles. See me in advance if you have any questions about the assignments or about how to avoid plagiarism. All writing must be two pages typed, 1-inch margins, double spaced, and 12-point font.

Writing Assignments

1. **Due Tuesday, 2/5.** Read all of the Cromwell, Parker, and Mobley article, "The Five Finger Discount: An Analysis of Motivations for Shoplifting." You will need to be able to discuss all of it in class. But for this writing focus on the introduction/literature review and results/conclusions sections. In one page, describe the authors' primary research question and primary purpose/goal for the study (why did they do this study? What do they hope to learn?) Also, describe and explain the theoretical/conceptual framework used in the study. For the second page, identify and explain the findings of the study (What are the motivations to shoplift? Do the findings support the theory? Why or why not?)

3. **Due Tuesday, 3/5.** Read all of the War and Stafford article, "The Influence of Delinquent Peers: What They Think or What They Do?" In one page, provide a summary of the article linking the main sections (introduction, data/measures, findings, discussion/conclusions) into a succinct summary of the article. For the second page, describe Sutherland's Differential Association theory in general, then evaluate Warr and Stafford's test of it (What are the main components of the theory and how were they tested? Did the researchers test Akers' Social Learning theory? Imitation?)

4. **Due Tuesday 4/16.** Read all of McDonald and Wright article, "Cigarette Smoking and the Disenfranchisement of Adolescent Girls: A Discourse of Resistance?" This is a challenging article, do your best. In class we will break the study down into sections and thoroughly discuss it. For the writing, describe the authors' primary research question and purpose/goal, summarize how this article tests the concepts of social bond theory, and evaluate and discuss the quality of the measures/variables used as indicators of these concepts. Also, describe any gender-based differences in the findings.

5. **Due Thursday, 4/25.** Read all of the Anderson and Umberson article, "Gendering Violence: Masculinity and Power in Men's Accounts of Domestic Violence." To begin, write a paragraph describing feminist criminology. Next, write a paragraph describing social constructionism. Then, explain how this article contributes to the existing literature in this area of research. Finally, summarize the main findings of the article.

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).