

SOC/CRIM 3561--090 CRIMINOLOGY SYLLABUS

Course Summary

The objective of this course is to explore crime, its context, and its causes. The course is divided into four major sections: a foundation in criminology, theory of crime causation, typology of crime, and crime prevention efforts. Specifically, students will be introduced to the nature and extent of crime, the criminal justice system, various theories explaining why crime occurs, different types of crimes, and recent efforts to deal with and prevent crime. Attention will be directed at including issues relating to race, class, gender due to the historical exclusion of these issues in criminological discussion.

Students, after completing this course, should be able to recognize, understand, and think critically about the major issues in criminology. Additionally, students should be able to apply concepts covered in the course to their encounters with crime and criminology (via the media, through personal experience, and so on).

Course Objectives

By the end of this course, you will be able to:

- 1) Define and describe foundational concepts of criminology.
- 2) Identify and distinguish misconceptions about crime from facts based on crime data sources, media, other sources.
- 3) Identify and apply criminological concepts and/or theory to real-world crime problems.
- 4) Recognize various typologies of criminal behavior.
- 5) Develop/envision/determine potential intervention/prevention options for real world crime problems.

Students will be evaluated on the above through exams, discussions, and assignments.

Canvas: All lectures, assignments, exams, and discussions are to be completed on Canvas in this course. Students are expected to have computer proficiency and computer access to complete the above. If you have any problems with your Canvas account, please contact the campus help desk. Students are responsible for having access to Canvas before assignments, exams, or discussions are due. Announcements, clarifications, and adjustments to the course will be made periodically throughout the semester on Canvas—you are responsible for these announcements (i.e. you must check Canvas on a regular basis throughout the semester!) LATE ASSIGNMENTS AND DISCUSSIONS WILL BE PENALIZED AND THERE WILL BE NO MAKE UP EXAMS.

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REQUIRED MATERIALS

Gonnerman, Jennifer *Life on the Outside: The Prison Odyssey of Elaine Bartlett*

Various Articles

Optional Readings:

Siegel, Larry *Criminology: The Core* Belmont, CA: Wadsworth—any edition

EVALUATION & GRADING

Examinations	60 points	60%
Discussions/Participation	20 points	20%
Assignments	10 points	10%
Paper	10 points	10%
TOTAL	100 points	100%

A calendar and description of each module can be found later in this syllabus. Please note that additional readings, videos, video clips etc...may be part of any module—these will be assigned when the appropriate module is posted.

Exams: Each exam will cover readings, lectures, videos, and discussion from the portion of class prior to the exam of the class. The second exam will not be cumulative. Students will be tested on how well they comprehend and are able to apply the concepts covered in the course. **Exams are worth 30 points each and must be taken in the time period in which they are scheduled.**

Online discussions (i.e. class participation): Students will be required to participate in online discussion groups. Discussion topics will be assigned and then students will receive points based on responding as well as on the quality of their responses (1 point for the response and 1 point for the content of the response). Students may be required to watch a video, video clip, or read something in order to participate in the discussion (see the instructions for each specific discussion the week that module is posted). The success of the discussions is dependent upon the quality of your participation and hopefully this will be a very beneficial component of the course—feel free to post comments, replies, and questions as often as you like during the duration of that discussion topic. **There will be 10 discussions worth 2 points each for a total of 20 points. Your postings for the discussion are due by midnight of the last day of the module for which there is a discussion.**

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*****There is a non-graded student introduction discussion due by the end of the second module. This will not be graded but you must complete it to pass the class.**

Online assignments: Assignments may include polls, surveys, reactions to readings or videos, and so on. Assignments will be posted in the “learning modules” on Canvas and the syllabus includes which modules will have assignments attached to them (i.e. see Course Calendar and Readings). **There will be 5 assignments worth 2 points each for a total of 10 points and it will be due on by midnight of the last day of the module.**

Final Paper: Students will be expected to complete a well-written, well-researched 3 to 5 page research paper on a topic to be assigned. Students should use at least three recent academic journal articles or books to research the assigned topic. Papers should be double-spaced and typed in 12 point font or less with 1” margins on all sides. Students will be graded on how well they researched the topic, answered the given question(s), and technical aspects of the paper (grammar, punctuation, citations, writing, etc...). More information regarding the term paper will be provided on Canvas. **The paper is worth 10 points.**

Grading Scheme

A 100%–93.0%	A- 92.9%–90.0%	
B+ 89.9%–87.0%	B 86.9%–83.0%	B- 82.9%–80.0%
C+ 79.9%–77.0%	C 76.9%–73.0%	C- 72.9%–70.0%
D+ 69.9%–67.0%	D 66.9%–63.0%	D- 62.9%–60.0%
E 59.9%–0.00%		

INSTRUCTION & LEARNING METHODS

Students will be required to complete the following: 2 exams, a term paper, class participation (via online discussions) and online assignments.

MODULES: The course is divided into 14 modules. Each module includes lectures, readings, possible discussions, and possible assignments. A modified version of the lecture notes will be available—please use this to take notes on the lectures you listen to or to use as a guide to the class. NOTE THAT IT IS MODIFIED—YOU WILL MISS MOST OF THE CLASS (AND THUS NOT DO WELL ON EXAMS) IF YOU ONLY LOOK AT THIS WITHOUT LISTENING TO THE LECTURES! **These modules can be found each week under “Learning Modules” on Canvas.**

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COURSE CALENDAR & READINGS

PART 1: FOUNDATION IN CRIMINOLOGY

Module 8/19-8/25

Topic: Introduction to the Course, Syllabus, and Overview of Criminology

Optional Readings: Siegel Ch. 1

Module 2: 8/26-9/1

Topics: Introduction to Criminal Justice,

Optional Readings: Siegel, Ch. 14

Discussion #1 See information on Canvas

Assignment 1: see Canvas for information

Student Introductions Due

VIDEO

Module 3: 9/2-9/8

Topics: Crime Statistics and Trends and Race, Class, Gender, and Crime

Readings: Ch. 2 and Robinson, Matthew (2000). "The Construction and Reinforcement of Myths of Race and Crime"

Discussion #2: See information on Canvas

PART 2: THEORIES OF CRIME CAUSATION

Module 4: 9/9-9/15

Topics: Introduction to Theory; Psychological and Biological Theory, Choice/Deterrence Theory

Optional Readings: Siegel, Ch. 4, 5

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Module 5: 9/16-9/22

Topics: Social Structure Theories

Optional Readings: Siegel, Ch. 6

Assignment 2: see Canvas for information

Module 6: 9/23-9/29

Topics: Social Process Theories

Optional Readings: Siegel, Ch. 7

Discussion #3: See information on Canvas

FIRST EXAM: To be completed online sometime from 9/30-10/6

FALL BREAK 10/7-10/13—NO MODULE

PART 3: TYPOLOGIES OF CRIME

Module 7: 10/14-10/20

Topics: Violent Crime—Homicide

Optional Readings: Siegel, Ch. 10

Discussion #4: See information on Canvas

VIDEO

Module 8: 10/21-10/27

Topics: Violent Crime continued—Domestic Violence and Stalking

Readings: Cerulli, C., Poleshuck, E., Raimondi, C., Veale, S. & Chin, N. (2012) 'What Fresh Hell is This?' Victims of Intimate Partner Violence Describe Their Experiences of Abuse, Pain, and Depression, *Journal of Family Violence*, 27 (8): 773-781

Discussion #5: See information on Canvas

Assignment #3: see Canvas

Module 9: 10/28-11/3

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Topics: Violent Crime Continued—Sexual Assault

Readings:

Frohmann, Lisa, “Discrediting Victims’ Allegations of Sexual Assault”

Optional Readings: Siegel, Ch. 10

Discussion #6: See information on Canvas

Assignment #4: see Canvas for information

VIDEO

Module 10: 11/4-11/10

Topics: Property Crimes and White Collar Crime

Optional Readings: Siegel, Ch. 11 and 12

Discussion #7: See information on Canvas

Module 11: 11/11-11/17

Topics: “Victimless” Crime: Substance Abuse and Sexual Morality Crimes

Reading:

Williamson and Folaron, “Understanding the Experiences of Street Level Prostitutes”

Optional Readings: Siegel, Ch. 13 and

Discussion #8: See information on Canvas

PART 4: CRIME INTERVENTION AND PREVENTION

Module 12: 11/18-11/24

Topics: Changes in Police

Reading: Reading: Sozer, M.A. & Merlo, A.V. (2013). The Impact of Community Policing on Crime Rates: Does the Effect of Community Policing Differ in Large and Small Law Enforcement Agencies?, *Police Practice and Research*, 14 (6): 506-521

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Module 13: 11/25-12/1

Topics: Criminal Justice Response to Crime

Readings: Gonnerman's *Life on the Outside*

Discussion #9: See information on Canvas

Assignment #5: see information on Canvas

Module 14: 12/2-12/5 (please note the 5th is the last day of classes of the semester and is a THURSDAY)

Topics: Death Penalty

Readings: article Radelet, Michael, "The Changing Nature of Death Penalty Debates"

Discussion #10: See information on Canvas

FINAL PAPER DUE

SECOND EXAM: Must be completed online from 12/7-12/13

***Note: The schedule is subject to change. Students will be notified.**

ONLINE COURSE EXPECTATIONS

Instructor Expectations

Your instructor is committed to the following expectations for this course:

- The instructor will design the course to include lectures, readings materials, and assignments that will challenge students and will provide them with opportunities to learn and practice course content.
- Though this online course includes pre-recorded lectures, it is not a class that is run "automatically" by technology. The instructor and teaching assistants will interact with the class via announcements, virtual office hours, emails/the Canvas Inbox feature, feedback on assignments, and comments on lecture bulletin boards, among other methods.

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- **This course will be completed entirely online.** Due to the nature of the material we are discussing, there is likely to be some lively discussion and some disagreement. In addition, some people may feel uncomfortable, upset, or even shocked by some of the course material. This is OK and is even to be expected. I hope that this course will be challenging both intellectually and personally. The following ground rules must be followed:
 - Acknowledge that people in our culture have different experiences based on race, class, sex, age and sexuality. Think sociologically about these issues and critically analyze our opinions and beliefs.
 - Agree that our online classroom should be a place where no one is made to feel embarrassed or ashamed. Disrespectful behavior will not be tolerated. This includes inappropriate language, insults, or personal attacks. We do not have to agree with one another, but we must be able to discuss our differences in a respectful manner.
 - Be aware that there are most likely students in the class who have experienced (or are close to someone who has experienced) sexual assault, domestic violence, or other forms of victimization. It is important that comments made in class are respectful of these experiences and the impact that these experiences may have had on people's lives.
 - Agree to follow the rules/standards of the student code. Any student who violates these is subject to the consequences as discussed in the student code/handbook.

Student Expectations

The following is expected of all students in this class:

- Students will log in to the course a minimum of 3 times per week.
- Students will complete the required work.
- Students will abide by the above ground rules.
- Students will communicate with the instructor if any problems or issues come up.

Course Engagement and Participation: Class participation is an essential part of the learning process. Students are responsible for their learning and are required to actively participate in all components of the course. Students are expected to complete the readings, viewings, and assignments for each module. Open and critical discussion associated with the course material is welcomed and encouraged at all times.

Netiquette: Students are expected to follow the [core rules of netiquette \(Links to an external site.\)](#) at all times while participating in the class, interacting with other students, and communicating with the course instructor and teaching assistants.

COURSE POLICIES

Attendance

Log in at least 3 times weekly.

Participation

Engage in meaningful discussions with your fellow students.

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Late Policy

Assignments and discussions can be submitted after the due dates but will be penalized for late submissions.

!!!!Exams CANNOT BE TAKEN LATE!!!!

INSTITUTIONAL POLICIES & PROCEDURES

Faculty and Student Responsibilities

“All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and failing grade. Students have the right to appeal such action to the Student Behavior Committee.”

“Faculty...must strive in the classroom to maintain a climate conducive to thinking and learning.” PPM 8-12.3, B.

“Students have a right to support and assistance from the University in maintaining a climate conducive to thinking and learning.” PPM 8-10, II. A.

Wellness Statement

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness - www.wellness.utah.edu (Links to an external site.)Links to an external site.; 801-581-7776.

Academic Dishonesty

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined in the University’s Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating:** using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
 - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done “individually;”
 - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
 - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;

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- Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
- Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
- Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification:** altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism:** representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. It is the policy of the University of Utah to maintain an academic and work environment free of sexual harassment for students, faculty, staff and participants. A claim under this policy may be brought by any faculty, staff member, student or participant based on the conduct of any University employee or student that is related to or in the course of University business. A claim may also be brought by an administrator acting on behalf of the University. The Office of Equal Opportunity and Affirmative Action (OEO/AA) will handle all alleged sexual harassment matters pursuant to the Procedures set forth in Policy 5-210.

Any student, staff, faculty member, or participant in university services or activities who believes that there is or has been sexual harassment should contact any of the following:

1. the cognizant academic chair of the department or the dean of the college within which the conduct occurred;
2. the immediate supervisor or director of the operational unit within which the conduct occurred;
3. the Human Resources Division (Address: 420 Wakara Way, Suite 105, Salt Lake City, Utah 84108; Phone: 801-581-2169; TDD: 801-585-9070);
4. directors or deans of Student Affairs and Services (Associate Dean- SW 108; Phone: 801-581-8828);
5. or the Office of Equal Opportunity and Affirmative Action (201 South Presidents Circle, John Park Building, Room 135, Salt Lake City, Utah 84112; Phone/TDD: 801-581-8365).

Once informed, the supervisor, chair or dean shall consult with OEO/AA. Similarly, OEO/AA shall advise as appropriate the cognizant dean, staff director or administrator of any complaints of sexual harassment OEO/AA receives concerning a member of the faculty, staff or student body.

Withdrawal Policy and "I" Grade Policy

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Failure to withdraw from school results in a E or EU (Links to an external site.) grade being recorded in all classes.

Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A “W” grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade of “W” is not used in calculating the student’s GPA.

For more information concerning the withdrawal policy, visit the [Office of the Registrar website \(Links to an external site.. \(Links to an external site.\)Links to an external site.](#)

An Incomplete grade can be given for work not completed due to circumstances beyond your control. You must be passing the course and have completed at least 80% of the required coursework. Arrangements must be made between you and the instructor concerning the completion of the work. You may not retake a course without paying tuition. If you attend class during a subsequent term, in an effort to complete the coursework, you must register for the course. Once the work has been completed, the instructor submits the grade to the Registrar’s Office. The I grade will change to an E if a new grade is not reported within one year. A written agreement between you and the instructor may specify the grade to be given if the work is not completed within one year. Copies of the agreement are kept by the instructor and the academic department.

Students with Disabilities

The University of Utah does not discriminate on the basis of race, color, religion, national origin, sex, age, status as a disabled individual, sexual orientation, gender identity/expression, genetic information or protected veteran’s status, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services.

Additionally, the University endeavors to provide reasonable accommodations and to ensure equal access to qualified persons with disabilities. Inquiries concerning perceived discrimination or requests for disability accommodations may be referred to the University’s Title IX/ADA/Section 504 Coordinator:

Director, Office of Equal Opportunity and Affirmative Action
201 South Presidents Circle, Rm.135
Salt Lake City, UT, 84112
801-581-8365 (voice/tdd)
801-585-5746 (fax)

www.oeo.utah.edu (Links to an external site.)Links to an external site..