Sociology/Public Administration 342-791: Criminology
Fall 2014
M/W 6:00-7:15 pm
Haury Building room 129
3 credits

Instructor
Kate Gunby
gunby@email.arizona.edu

Office Hours
TBD and by appointment
TBD and Social Sciences 426

Course Description
This course begins with a quick introduction to the multidisciplinary study of criminology and how crime and criminal behavior are measured. For the first half of the class, we will focus on different types of crime, including: violent crime, drug crimes, public order crime, and white collar and organized crime. For the second half, we will explore different theories of crime and criminality, including: structural, conflict, cultural, economic, social process, psychosocial, biosocial, developmental, and broken window theories.

This course uses documentary films and television show episodes to explore the fundamentals of criminology. Students will develop their ability analyze, synthesize, apply, and evaluate the course material through written memos linking each reading to the content in a specific episode or film. Students will further engage with the material and each other in classroom discussions and in-class projects. The semester culminates with each student completing a research paper or project of their choice, however we will work on these papers and projects throughout the term. This class is guided by student goals, which are established from the beginning and reviewed throughout the term.

Readings
All of the course readings are on D2L. You do not need to buy any books. Almost all of the readings are excerpts from books or articles, so please download the readings from D2L so that you are reading the same excerpts as the rest of your classmates.

Episodes and Films
Links to all of the media for the class are in the content area in D2L. Almost all of the required media for this class is available for you to stream for free. There are three films and episodes that are not legally available for free online, but can either be streamed for $2-3 and/or through a Netflix account. The non-free links are noted in D2L.

Classroom Response Devices
It is required that you bring a classroom response device to class every day. You may buy or rent a clicker, or use an application on your cell phone, laptop, or another mobile device – it doesn’t matter which option you choose so long as you have a way of signing in to class and participating. More information at: http://uits.arizona.edu/services/classroom-response-devices/student
Office Hours
Weekly office hours are held in coffee shops near campus. The class will generate a list of places, dates, and times that work for many students, and we will try out different options each week. The office hours schedule and locations are posted on D2L and announced in class.

I encourage you to come to office hours to talk about criminology or anything sociology or college related, even when you don’t have a problem or anything in particular that you want to talk about. We can even dedicate some of the office hours to specific activity, like a writing workshop before final papers are due.

Individual office hours are by appointment only. When you contact me to schedule a time to meet, please include at least a general idea of what you would like to talk about.

Grade Evaluation
Introduction and Syllabus Quiz 5%
Goals Assessments 5%
Daily Assignments 30%
Attendance and Participation 30%
Final Paper 30%

Grade Scale
A 90-100%
B 80-89.9%
C 70-79.9%
D 60-69.9%
E 0-59.9%

I do not accept late work.

A Note about Grades
Your grade starts at zero and you must earn your points. You are not entitled to a certain final grade, rather you earn your grades throughout the semester and your final grade will reflect how well you demonstrated your learning during the term. Grades are simply tools that assess your academic performance and relay that information back to you.

Your grades do not necessarily reflect your intelligence, work ethic, potential, progress, talents, or worth.

Introduction (2.5% of final grade)
Due Aug 28 (W) at 4pm in dropbox in D2L
Your first assignment is to submit a note in dropbox that includes this information:
- Name
- Preferred email address
- Year in school
- Hometown(s)
- Major(s) and minor(s)
- Sociology and criminology experience – both classes taken and other exposure to these disciplines
- What do you hope to gain from this class?
- What other classes are you taking this term?
- What other responsibilities (employment, sports, extracurricular activities, family, pets, etc) do you have this term?
• What else do you want me to know about you?

**Syllabus Quiz (2.5% of final grade)**  
**Due Aug 28 (W) at 4pm in quiz area on D2L**  
The syllabus quiz is worth 2.5% of your final grade, and is used to insure that you have thoroughly read the syllabus. This quiz is open note, untimed, and you can take it an infinite number of times. While your score on the quiz is not worth a large portion of your class grade, **you must earn 100% on your syllabus quiz to pass the class.**

**Goals Assessments (5% of final grade)**  
**Due Sept 3 (W), Oct 6 (M), and Nov 10 (M), and Dec 12 (F) at 4pm in the quiz area in D2L**  
By 4pm on the Sept 3 (W), you should complete the Goals Assessment that is in the quiz section of D2L. Everyone receives full credit for completing this quiz; there are no right or wrong answers. The Goals Assessment allows everyone to assess their personal goals for this class and reflect on their role as a student and their personal philosophy of learning. I will refer back to these goals assessments to better focus and contextualize my individual feedback.

Twice in the middle of the class (Oct 6 (M) and Nov 10 (M) by 4pm) there will be a new “quiz” that will ask you to assess your progress, (re)evaluate your priorities, and assess whether the class is helping you to meet your goals. Everyone receives full credit for completing this quiz; there are no right or wrong answers.

At the end of the course (Dec 12 (F) by 4pm) you will complete a final goals assessment where you compare your performance in the class with the goals you set in your Goals Assessment. This serves as a time for reflection on your progress in the course. Once again, everyone receives full credit for completing this quiz; there are no right or wrong answers.

**Daily Memos (30% of final grade)**  
**Due Mondays and Wednesdays at 4pm to Crowdgrader.org (find the link in D2L)**  
One memo is due for every reading and its corresponding film or tv episodes. Every memo should include:

1. At least one sentence summarizing the reading’s main point(s). (synthesize)
2. At least one sentence summarizing the media’s main point(s). (synthesize)
3. At least four sentences discussing how things that happened in the assigned media demonstrate and/or contradict the main points from the reading. (analyze, apply, and/or critique)
4. At least one page number from the daily reading to show which section(s) of the reading you’re referring to.
5. At least one time (minutes and seconds) to show which part(s) of the episode or film you’re referring to.

**Crowdgrader.org**  
Your memo grades will be determined by your classmates. Here’s how the process works:

1. You will submit your memo to http://www.crowdgrader.org. The link to each assignment will be posted in D2L, so you go through D2L to get to the submission page.
2. After class, the review period begins and it ends when the next memo is due. You will be responsible for reviewing memos for five of your classmates, and five of your classmates will review your memo. You will use the rubric (detailed in the next section, and in Crowdgrader.org) to determine and assign grades. You will also provide your classmates with feedback on their memos. This process is anonymous.

3. Once the review period ends, you can leave feedback on the reviews that you received from your classmates, ranging from -2 (incorrect, bogus) to +2 (very helpful).

4. From there, Crowdgrader.org computes a crowd-grade for each student that depends on the grades received by the student’s memo, the student’s accuracy in grading submissions, and the helpfulness of the reviews provided.

5. I determine final grades. I will be monitoring the entire process and intervening to grade memos if there is a problem with the system. I can also fine-tune the grade calculation if the grades calculated by Crowdgrader.org are not satisfactory.

**Why are we crowdgrading?**

1. This system keeps the learning process going after you turn in your memo. Rather than the assessment process stopping after your memo is submitted, it gives you a chance to keep learning and thinking about the material both in class and while reviewing your classmates’ work.

2. This also gives you a chance to redeem your grade after submitting a less than perfect memo (or no memo at all). By learning what was unclear and providing your classmates with helpful feedback, you can boost your own memo grade.

3. You get better feedback on your work. This process results in far more comprehensive feedback because you’re getting input from five classmates grading just five memos, rather than one instructor grading about 80 memos. This feedback can be helpful for continuing the learning process, and for improving your future memos and thus improving your memo grades.

**Memo Rubric**

1. The reading summary is worth up to 2 points.
   - Assign 0 points if it is missing.
   - Assign 1 point if there is a summary, but it is unclear, the student misunderstood the reading, and/or you’re not convinced that the student did the reading.
   - Assign 2 points if the summary is clear, correct, and displays mastery of the material.

2. The media summary is worth up to 2 points.
   - Assign 0 points if it is missing.
   - Assign 1 point if there is a summary, but it is unclear, the student misunderstood the media, and/or you’re not convinced that the student watched the media.
   - Assign 2 points if the summary is clear, correct, and displays mastery of the material.

3. The four sentences about how the media demonstrates and/or contradicts the main points from the reading are worth up to 4 points.
   - Assign 0 points if it is missing.
   - Assign .5 point for each sentence that is unclear, shows a misunderstanding, or doesn’t demonstrate that the student did the assigned work.
• Assign 1 point for each sentence that is clear, correct, and displays mastery of the material.
• If there are fewer than 4 sentences, only assign points for the sentences that are there (if it's only 3 sentences long, they most you should assign is 3 points).
• If there are more than 4 sentences that are awesome, you should not assign more than 4 points.
• If there are more than 4 sentences but they are not entirely clear, correct, and displaying mastery of the material, you will need to use your judgment to determine what percentage of the section is worth half credit or full credit. Several paragraphs that are confusing and misguided should not get a higher score than 4 sentences that are concise and insightful.

4. Including a page number from the reading is worth 1 point.
5. Including a time (minutes and seconds) from the film or episode is worth 1 point.

Participation and Attendance (30% of final grade)
You are expected to participate regularly with thoughtful contributions. Class discussions and activities will be respectful, courteous, and friendly. Infrequently using your classroom response device during class will prevent you from earning a full participation grade. However, your device responses (wrong answers, not enjoying a reading, etc.) will never lower your grade. You can earn 8 attendance points per week.
• You earn 1 point each day that you arrive to class on time.
• You earn 1 point each day that you stay until the end of class.
• You earn 1 point each day that you are an active participant in group work.
• You earn 2 points for talking in class discussions at least once per week.

Every student is allowed two skip days, no questions asked. After that any unexcused absences, late arrivals, and early departures will prevent you from earning a full attendance grade.

All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. Absences pre-approved by the UA Dean of Students (or Dean’s designee) will be honored. Any other absences, arriving late to class, and leaving class early will be excused for extenuating circumstances only. In the event of your absence, you will need to provide written documentation (doctor’s note, funeral program, police report, etc.) that must include your name, date and signature from the authority that is verifying your absence, and contact information to reach the authority for verification. If the documentation does not contain the above elements, your absence will not be excused. Providing false documentation is forbidden under the UA Student Code of Conduct, section F “Prohibited Conduct”
http://deanofstudents.arizona.edu/policiesandcodes/studentcodeofconduct#prohibited_conduct

Final Paper (30% of final grade)
Due Dec 12 (F) at 4pm in dropbox in D2L
At the end of the class, you will turn in a research paper, research proposal, or other project on a topic of your choice. Detailed instructions and rubrics for each component will be
available on D2L. These assignments will be discussed in class well before they are due. Here are the basics:

- **Topic and Outline 5%** - due Oct 13 (M) at 4pm via dropbox
  - 200 words, 3+ sources
- **First Draft 5%** - due Nov 10 (M) at 4pm via dropbox
  - 1,000+ words, 6+ sources
- **Second Draft 5%** - due Nov 24 (M) at 4pm via dropbox
  - 1,500+ words, 8+ sources
- **Final Paper 15%** - due Dec 12 (F) at 10:30pm via dropbox
  - 2,000-2,500 words, 10+ sources

On the days that the drafts are due, students will spend the class period editing, assessing, and providing useful feedback on each other’s papers. Please bring a paper copy of your assignment on each of these days. This peer editing process will not be anonymous, and your classmates will not be grading your projects.

I am open to your project ideas. If you want to do something other than a research paper or research proposal for your final project, you must contact me by Oct 8 (W) to discuss it and get approval. Options include – but are not limited to – doing a police ride along, volunteering for an organization that does work somehow involving crime, and making a short film. Group projects are also an option. If you do something other than a research paper, we will agree upon modified requirements and create a project-specific rubric for your final project.

**Computers, Cell Phones, and other Electronics**

You may use computers, cell phones, and electronics in class as long as you are not distracting other students. *If your technology usage is distracting other students, you will be asked to leave the classroom for that day and you will receive an unexcused absence.*

**TurnItIn.com**

The instructor reserves the right to utilize electronic means to help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review to TurnItIn.com. Assignments submitted to TurnItIn.com will be included as source documents in TurnItIn.com’s restricted access database solely for the purpose of detecting plagiarism in such documents. Students can view the originality reports for their own work in dropbox.

**Academic Integrity**

Students are expected to observe the University’s Code of Academic Integrity. The Code can be found at: [http://deanofstudents.arizona.edu/codeofacademicintegrity](http://deanofstudents.arizona.edu/codeofacademicintegrity). The work you turn in must be your own. All cases of cheating, fabrication, facilitating academic dishonesty, and plagiarism will result in disciplinary action. *If you turn in work that is not your own, the consequences will be worse than if you simply had not submitted the assignment.*

Plagiarism is using the ideas or words of someone else without acknowledging them as the other person’s, or reproducing without citation any form of media (image, video, audio etc.) which you did not produce yourself. Self-plagiarism is using your own work in whole or in part
more than once for credit. We will go over plagiarism in depth several times throughout the class, and I encourage you to ask questions if you are ever unclear about how to properly cite your work.

To earn your own degree, you must do your own work and you must turn in different work for different classes. Your failure to understand how to properly cite ideas and quotations in research articles is not an excuse for plagiarism. I've found that when students resort to cheating and plagiarism, it is typically because they feel poorly prepared for an assignment, perhaps because of complications in other aspects of life (family tragedy, illness, etc.). If you do your part by attending class, doing the readings, and are giving your best effort to keep up with the assignments, I am more than willing to work with you. **Please talk to me before you fall behind or act dishonorably.**

**Statement of Copyrighted Materials**
Students are advised that all lecture notes, lectures, study guides and other course materials disseminated by the instructor to the students, whether in class or online, are original materials and as such reflect intellectual property of the instructor or author of those works. All readings, study guides, lecture notes, and handouts are intended for individual use by the student. Students may not distribute or reproduce these materials for commercial purposes without the express written consent of the instructor. Students who sell or distribute these materials for any use other than their own are in violation of the University’s Intellectual Property Policy (available at [http://www.ott.arizona.edu/uploads/ip_policy.pdf](http://www.ott.arizona.edu/uploads/ip_policy.pdf)). Violations of the instructor’s copyright may result in course sanctions and violate the Code of Academic Integrity.

**Threatening Behavior is Prohibited**
"Threatening behavior" means any statement, communication, conduct or gesture, including those in written form, directed toward any member of the University community that causes a reasonable apprehension of physical harm to a person or property. A student can be guilty of threatening behavior even if the person who is the object of the threat does not observe or receive it, so long as a reasonable person would interpret the maker’s statement, communication, conduct or gesture as a serious expression of intent to physically harm.

**Students with Disabilities**
Students with disabilities who require reasonable accommodations to fully participate in course activities or meet course requirements must register with the Disability Resource Center. If you qualify for services through DRC, send your letter of accommodations to me as soon as possible. I want to work with you to ensure your full participation in this course.

**Trigger Warning**
In this class we will be reading about and watching depictions of a huge variety of very serious and heavy stuff. Rather than provide a trigger warning before almost every reading and piece of media, I am including it here. The class content includes depictions of death, many different types of violence, rape and sexual abuse, child abuse, drug abuse, discrimination, and probably some other triggers too.
We will be grappling with a lot of potentially traumatic content in this class. I am very much aware of that, and everyone in the class should be too – both in terms of managing your own emotional and mental health, and being considerate of your classmates. I want this class to be as safe of a place as possible. If you ever need to excuse yourself from the classroom or take a break from the course material for the sake of your own emotional or mental health, please feel free to do so. I’ve included a list of references below that may be helpful if you want more information or need someone to talk to.

References:
Campus Health Counseling and Psych Services: http://www.health.arizona.edu/caps.htm
FBI victims assistance and resources: http://www.fbi.gov/stats-services/victim_assistance/coping
List of telephone hotlines and online chat support: http://hopeline.com/gethelpnow.html
Rape Abuse and Incest National Network links: https://rainn.org/get-help

Changes to the Syllabus
The information contained in this syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.

Course Schedule

<table>
<thead>
<tr>
<th>date</th>
<th>topic</th>
<th>reading</th>
<th>film</th>
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<tbody>
<tr>
<td>M 8-25</td>
<td>First Day – no reading or assignments due</td>
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<tr>
<td>W 8-27</td>
<td>Introduction</td>
<td>Walsh and Hemmens. “Introduction”</td>
<td>you choose</td>
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<td></td>
<td>Introduction Due</td>
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<tr>
<td></td>
<td>Syllabus Quiz Due</td>
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<td>M 9-1</td>
<td>NO SCHOOL</td>
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<tr>
<td></td>
<td>Goals Assessment #1 Due</td>
<td></td>
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<tr>
<td>M 9-8</td>
<td>Measurement</td>
<td>D’Alessio and Stolzenberg. “Race and the Probability of Arrest”</td>
<td>Broken on All Sides</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading/Resource</td>
<td>Project/Assignment</td>
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<tr>
<td>M 9-22</td>
<td>Terrorism</td>
<td>LaFree. “Criminology’s Third War”</td>
<td>Are We Safer</td>
</tr>
<tr>
<td>M 10-6</td>
<td>Computer Crimes</td>
<td>Yar. Cybercrime and Society (chapter 1)</td>
<td>The Internet’s Own Boy: The Story of Aaron Swartz</td>
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**Goals Assessment #2 Due**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Resource</th>
<th>Project/Assignment</th>
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</thead>
<tbody>
<tr>
<td>M 10-13</td>
<td>Crime around the World</td>
<td>students find a reading and/or documentary about a country of their choice</td>
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**Topics and Outlines Due**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Resource</th>
<th>Project/Assignment</th>
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</thead>
<tbody>
<tr>
<td>W 10-22</td>
<td>Economics of Crime</td>
<td>Levitt and Dubner. “Why Do Drug Dealers Still Live with Their Moms?” + Freakonomics Blog Post</td>
<td>several Freakonomics podcasts and videos</td>
</tr>
<tr>
<td>M 10-27</td>
<td>Social Structural Theories</td>
<td>Sánchez-Jankowski. “Gangs and Social Change”</td>
<td>Birth of the American Mafia</td>
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<tr>
<td>W 10-29</td>
<td>Social Process Theories</td>
<td>Alarid et al. “Gender and Crime Among Felony Offenders”</td>
<td>Devil’s Playground</td>
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<tr>
<td>M 11-3</td>
<td>Conflict Theories</td>
<td>Anderson. “The Police and the Black Male”</td>
<td>Educating Black Boys</td>
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</table>

**M 11-10 First Draft Due**

**Goals Assessment #3 Due**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Resource</th>
<th>Project/Assignment</th>
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<tbody>
<tr>
<td>W 11-12</td>
<td>Critical Theories</td>
<td>Chesney-Lind &quot;Patriarchy, Crime, and Justice: Feminist Criminology in an Era of Backlash&quot;</td>
<td>Girl Trouble</td>
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<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
<td>Notes</td>
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<td>M 11-17</td>
<td>Psychosocial Theories</td>
<td>Vien and Beech. “Psychopathy: Theory, Measurement, and Treatment”</td>
<td>The Iceman Interviews - first half</td>
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<tr>
<td>M 11-24</td>
<td></td>
<td></td>
<td><strong>Second Draft Due</strong></td>
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<tr>
<td>W 11-26</td>
<td><strong>NO CLASS, HAPPY THANKSGIVING</strong></td>
<td></td>
<td></td>
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<tr>
<td>W 12-3</td>
<td>Developmental Theories</td>
<td>Sampson and Laub. “A Life-Course View of the Development of Crime”</td>
<td>Gang War 2: Back in the Hood</td>
</tr>
<tr>
<td>M 12-8</td>
<td>Biosocial Approaches</td>
<td>Bufkin and Luttrell. “Neuroimaging Studies of Aggressive and Violent Behavior”</td>
<td>If... We Could Stop the Violence</td>
</tr>
<tr>
<td>W 12-10</td>
<td>Consequences</td>
<td>Comfort. “Punishment Beyond the Legal Offender”</td>
<td>Invisible Children</td>
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<tr>
<td>F 12-12</td>
<td><strong>Final Paper Due at 10:30pm</strong></td>
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<td><strong>Goals Assessment #4 Due</strong></td>
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