**CRIMINOLOGY**

**SOCIOLOGY 215-W**

DePauw University

Fall 2010

TR 8:20-9:50 a.m.

Professor Rebecca Bordt

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**COURSE DESCRIPTION**

 Why do you fear the stranger in the alley more than your intimate partner? What is crime and who gets to decide? How do the motives of the Bernie Madoff, the “Beltway Snipers,” and the neighborhood burglar differ? Is plea bargaining a good bargain? Why is the U.S. prison population a sea of black and brown faces? What is restorative justice and is it worth our attention?

 This course explores theoretical explanations of criminal behavior, empirical research on crime in diverse contexts, and policy debates on crime control and punishment. Our intent will be to raise critical questions and challenge commonly-held views about the nature of crime and punishment in the United States today. We will operate under the assumption that crime and punishment are social phenomena; they can only be understood by analyzing their relationship to the broader social, political, economic and cultural contexts in which they exist. The class is organized around crime and crime policy in three social contexts: the street, the workplace and intimate/family relations. Within each of these contexts we will ask how the intersection of race, social class and gender influence crime and our responses to it.

This course is part of DePauw’s competency program in writing (“W” course). We will spend class time discussing and practicing the craft of writing. All of the assignments are writing-based or have a written component and we will be writing in and outside of class on a weekly basis.

**COURSE GOALS**

 The goals for the course are as follows: 1) Dispel popular misconceptions about crime and the criminal justice system; 2) Understand the crime problem sociologically, using race, social class and gender as analytic lenses; 3) Recognize the complexity of social behavior, groups, organizations and institutions and how that influences our explanations for, and solutions to, crime. 4) Acquire and fine-tune the skills of comparison, critique and application of theoretical concepts to the real world. 5) Improve critical thinking, discussion and writing skills.

To determine W certification, I will ask the following questions:
1. Have you acquired and refined your technical skills as a writer?

2. Can you develop a clear argument and back it up with convincing evidence?

3. Are you able to demonstrate in writing the meaning of a theory or theoretical concept and apply it to data in the real world?

4. Have you demonstrated the ability to take critical comments about your writing and revise your work effectively?

5. Can you offer constructive criticism to others about their writing?

6. Can you read your own written work critically and identify ways to improve it on your own?

If I can answer "yes," on a satisfactory level (C- or better) for each of the above questions, you will become W certified. W certification and passing the course are not one in the same. It is possible to pass the course, but not receive W certification. Conversely, it is possible to become W certified without passing the course. Your letter grade will be based on completing the course requirements listed below.

**REQUIRED READINGS**

The following books are available on-line and at the university bookstore:

1. Cromwell, Paul. 2010. *In Their Own Words: Criminals on Crime*, 5th edition. NY: Oxford. [Note: Be sure to get the 5th edition.] ISBN: 9780195383195

2. Dunn, Jennifer. 2007. *Courting Disaster: Intimate Stalking, Culture and Criminal Justice*. NY: Transaction. ISBN: 9780202306629

3. Glassner, Barry. 2010. *The Culture of Fear: Why Americans are Afraid of the Wrong Things*. NY: Basic. [Note: Be sure to get the 10th Anniversary edition.] ISBN: 9780465003365

4. King, Joyce. 2003. *Hate Crime: The Story of a Dragging in Jasper, Texas.* NY: Anchor.

 ISBN: 978385721950

Additional required readings are posted on Moodle.

**COURSE REQUIREMENTS**

Papers. You will be assigned 3 papers. The specifics of each assignment will be distributed and discussed in class. Paper #1 (2 pages) is due August 31. Paper #2 (5-6 pages) is due September 16. Paper #3 (5-6 pages) is due November 11.

Examinations. There will be a mid-term and final examination. The mid-term will be October 7. The final exam is scheduled for December 17 (1-4 p.m.) during final exam week.

Small group work. During the second week of class, everyone will be randomly assigned to a small group that will meet regularly throughout the semester. Each time you meet, you will be given a specific exercise to carry out. The results of the exercise will serve as a basis for discussion among the entire class. The written results of the exercise and attendance will be collected after each assignment. Small group work will be graded based on the written work, attendance, and participation (as determined by your peers).

Class participation. Everyone is expected to come to class having completed, thought about and prepared to discuss the assigned readings. Class participation will be assessed in terms of the quality and regularity of your participation. Even though this is a relatively large class, discussion is central to its design. Those of you who do not like to speak in large or small groups should reconsider taking this class.

**COURSE POLICIES**

How grades are calculated. Grades will be determined using the following point and percentage systems. In order to pass the course, students must complete all of the assignments.

Paper 1 (2 pages) read, but not graded

Paper 2 (6 pages) 100 points

Paper 3 (6 pages) 100 points

Midterm exam 100 points

Final exam 100 points

Small group work 50 points (includes attendance; oral and written contributions)

Class participation 50 points (includes attendance; class speaking and listening; peer

 editing; in-class writing assignments)

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Total 500 points

Final grade: 90% and above = A-, A

 80-89% = B-, B, B+

 70-79% = C-, C, C+

 60-69% = D

 59% and below = F

What the Grades Mean.

A = Work that goes beyond the requirements of the assignment by adding new insight, creativity and/or particularly thoughtful analysis. Demonstrates a comprehensive command of the course material, an exceptional ability to apply concepts to the real world, and a superior ability to organize and express ideas.

B = Work that adequately meets the requirements of the assignment. Demonstrates a solid command of the course material, an ability to apply concepts to the real world with only minor problems, and good organization and expression of ideas.

C = Work that partially meets the requirements of the assignment. Demonstrates acceptable command of the course material, a basic ability to apply concepts to the real world with some gaps and problems, and moderate skill in the organization and expression of ideas.

D = Work that marginally meets the requirements of the assignment. Demonstrates little command of the course material, minimal attempt to apply concepts to the real world, and limited ability to organize and express ideas.

F = Work that does not meet the requirements of the assignment. Demonstrates no command of the course material, unable to appropriately or consistently apply concepts to the real world, and insufficiently organizes and expresses ideas.

Late Work/Make-up Work. All papers are due in class and all exams will be taken in class on the dates indicated on the syllabus, unless I receive in advance an official notification that you will be off campus on university business (e.g., athletic event) or a message that you are gravely ill. Unexcused late papers will be penalized one-half letter grade for every 24 hour period in which they are late. Make-up exams will not be given in cases of unexcused absences. Out of fairness to the entire class, no exceptions will be made (this includes minor illness, job interviews, weddings, delayed planes, etc.). For both excused and unexcused absences from class, it is your responsibility to find out what you missed from your peers.

Extra Credit. None. No exceptions.

Security Measures. I ask that you keep copies (hard-copies and on disk) of your papers before handing them in. If you are turning in your paper late, do not put it in my mailbox or under my office door. It is your responsibility to contact me and make arrangements to give me your late work in person.

Special Accommodations. In compliance with the American Disabilities Act and Section 504 of the Rehabilitation Act, which prohibit discrimination based on disability, DePauw University is committed to providing equal access to academic programs and university-administered activities and reasonable modifications to students with disabilities. Please contact the Coordinator of Student Disabilities Services, Harrison Hall 302.

Honor Code. As with all courses at DePauw University, you are bound by the policy on academic integrity. See me immediately if you do not understand your obligations as a student. While I encourage you to work together in small groups and discuss the course material among yourselves outside of class, exams and papers should be written without collaboration and reflect your independent ideas.

Laptops. Please no laptops in class for note-taking or exam-taking, unless arranged through the ADA Coordinator.

**COURSE SCHEDULE**

Books are identified with an asterisk (\*). Readings can be found on Moodle.

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| **DATE**  | **ASSIGNMENT** |
| **WEEK 1**August 26 |  **INTRODUCTION****TH:** Introduction to the class and each other. **Get Paper 1 assignment.**  |
| **WEEK 2**August 31, September 2 | **WHEN IS A WRONG A CRIME?****T:** Lecture, “A Crime is a Crime is a Crime…Really?” Discuss reading. Small group exercise: defining crime. **Paper 1 due.**Reading:Hagan, John. 2000. “Defining Crime: An Issue of Morality,” pp. 5-12 in R.D. Crutchfield et al, eds. *Crime Readings*, 2nd edition. Thousand Oaks, CA: Pine Forge.\*Glassner, Barry. 2010. *The Culture of Fear*. NY: Transaction, pp. xi-xxxvi.**TH:**  Lecture, “Media (Mis)Representations of Crime.” Discuss reading. Small group exercise: dissecting “Cops.” Get Paper 2 assignment.Reading:\*Glassner, Barry. 2010. *The Culture of Fear*. NY: Transaction, pp. 23-49; 109-150; 205-244. |

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| **WEEK 3**September 7, 9 | **MEASURING CRIME****T:** Lecture, “Social Scientific Numbers and Narrative: What Do They Teach Us?” Discuss reading. Small group exercise: playing the role of an ethnographer. Clip from “Teen Dreams.”Reading:Barken, Steven E. 2006. *Criminology: A Sociological Understanding*. 3rd edition. NJ: Pearson, pp. 59-71.Rosenfield, Richard. 2002. “Crime Decline in Context.” *Contexts* 1(1): 25-34.\*Jacobs, Bruce A. 2010. “Researching Crack Dealers: Dilemmas and Contradictions,” pp. 392-406 in P. Cromwell, ed. *In Their Own Words*, 5th edition. NY: Oxford.**THEORETICAL EXPLANATIONS FOR CRIME****TH:** Lecture, “Conservatives are Fence Builders, Liberals are Fence Sitters and Radicals are Out in Left Field.” Class exercise: matching lyrics to theories.Reading:Williams, Stanley Tookie. 2004. *Blue Rage, Black Redemption: A Memoir*, pp. 3-42. |
| **WEEK 4**September 14, 16 | **T:** Discuss reading. Class exercise: four corners.Reading:Williams, Stanley Tookie. 2004. *Blue Rage, Black Redemption: A Memoir*, pp. 43-75.**STREET CRIME: SERIAL KILLING****TH:** Lecture, “What do Ted, The Mad Biter and Giggling Grandma have in Common? Serial Murder in America.” Discuss reading. Clip from “Murder by Number.” **Paper 2 Due.**Reading:Fox, James et al. 2005. *The Will to Kill*, 2nd ed. Boston: Pearson, pp. 105-118. |

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| **WEEK 5**September 21, 23 | **T:** Small group exercise: wrapping our minds around BTK.Reading:Magnus, Edie. 2005. “31 Years of the BTK Killer.” MSNBC.com, pp 1-18. **STREET CRIME: GANGS** **TH:** Lecture, “All Gang Activity is Criminal Activity: A Modern Myth.” Discuss reading.Reading:\*Stretesky, Paul and Mark Pogrebin. 2010. “Gang-Related Gun Violence: Socialization, Identity, and Self,” pp. 301-323 in P. Cromwell, ed. *In Their Own Words*, 5th edition. NY: Oxford. |
| **WEEK 6**September 28, 30 | **T:** Discuss readings. Small group activity: will the real Carlos Rodriguez please stand up? Clip from film, “Gang Wars.”Reading:\*Miller, Jody. 2010. “Gender and Victimization Risk among Young Women in Gangs,” pp. 324-337 in P. Cromwell, ed. *In Their Own Words*, 5th edition. NY: Oxford.\*Hagedorn, John. 2010. “Homeboys, Dope Fiends, Legits, and New Jacks,” pp. 338-349 in P. Cromwell, ed. *In Their Own Words*, 5th edition. NY: Oxford.**STREET CRIME: SEX WORK****TH:** Lecture, “Tricky Business: The Social Organization of Sex Work.” Film, “Women in the Shadows.” Discuss film and reading. Get study guide for mid-term exam.Reading:Dalla, Rochelle. 2002. “Night Moves: A Qualitative Investigation of Street-Level Sex Work.” *Psychology of Women Quarterly* 26: 63-73.Browne, Jan and Victor Minichiello. 1995. “The Social Meanings Behind Male Sex Work: Implications for Sexual Interactions.” *British Journal of Sociology* 46(4): 598-622. |

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| **WEEK 7**October 5, 7 | **T:** Class exercise: the choice between beige and gray. Discuss reading.Reading:\*Romenseko, Kim and Eleanor Miller. 2010. “The Second Step in Double Jeopardy: Appropriating the Labor of Female Street Hustlers,” pp. 283-297 in P. Cromwell, ed. *In Their Own Words*, 5th edition. NY: Oxford.**TH: Mid-term exam** |
| **WEEK 8**October 12, 14 | **CRIMINAL JUSTICE RESPONSE TO STREET CRIME****T:** Lecture, “Sweeping the Street.” Film, “Torture: America’s Brutal Prisons.”**TH:** Lecture, “Why Should *We* Care about Prisons? Reading:Mauer, Marc and Meda Chesney-Lind. 2002. *Invisible Punishment: The Collateral Consequences of Mass Imprisonment*. NY: New Press, pp. 1-12. |
| **WEEK 9**October 19, 21 | Fall break |
| **WEEK 10**October 26, 28 | **WHITE COLLAR CRIME****T:** Small group exercise: crime seriousness. Film clip, “A Dangerous Business.”**TH:** Lecture, “White Collar Offenders: Sick, Greedy or Pawns of Advanced Capitalist Society?” Discuss reading.Reading: Coleman, James. 2002. *The Criminal Elite*, 5th edition. NY: Worth, pp. 1-15. Get Paper 3 assignment.\*Shover, Neal, Glenn Coffey and Dick Hobbs. 2010. “Crime on the Line: Telemarketing and the Changing Nature of Professional Crime,” pp. 205-223 in P. Cromwell, ed. *In Their Own Words*, 5th edition. NY: Oxford. |
| **WEEK 11**November 2, 4 | **T:** Discuss reading.Reading: \*Benson, Michael. 2010. “Denying the Guilty Mind: Accounting for Involvement in a White-Collar Crime,” pp. 224-234 in P. Cromwell, ed. *In Their Own Words*, 5th edition. NY: Oxford.\* Dabney, Dean. 2010. “Neutralization and Deviance in the Workplace: Theft of Supplies and Medicines by Hospital Nurses,” pp. 235-248 in P. Cromwell, ed. *In Their Own Words*, 5th edition. NY: Oxford.**TH:** Film, “Hackers.” Discuss film. Discuss reading.Reading:\*Holt, Thomas. 2010. “Becoming a Computer Hacker: Examining the Enculturation and Development of Computer Deviants,” pp. 109-123 in P. Cromwell, ed. *In Their Own Words*, 5th edition. NY: Oxford.\* Copes, Heith and Lynne Vieraitis. 2010. “Identity Theft: Assessing Offenders’ Motivations and Strategies,” pp. 124-137 in P. Cromwell, ed. *In Their Own Words*, 5th edition. NY: Oxford. |
| **WEEK 12**November 9, 11 | **CRIMINAL JUSTICE RESPONSE TO WHITE COLLAR CRIME****T:** Lecture, “White Collar Cops: Who Are They and What Do They Do?” Discuss reading.Reading:Coleman, James. 2002. *The Criminal Elite*, 5th edition. NY: Worth, pp. 224-241.**INTIMATE VIOLENCE: STALKING & DOMESTIC VIOLENCE****TH:** Lecture, “Domestic Violence and Stalking: The Overlooked Link.” Discuss reading.Reading:\*Dunn, Jennifer. 2002. *Courting Disaster: Intimate Stalking, Culture, and Criminal Justice*. NY: Aldine de Gruyter, pp. 35-80. **Paper 3 due.** |

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| **WEEK 13**November 16, 18 | **T:** Class exercise: three vignettes. Discuss reading.Reading:\*Dunn, Jennifer. 2002. *Courting Disaster: Intimate Stalking, Culture, and Criminal Justice*. NY: Aldine de Gruyter, pp. 121-165.**TH:** Film, “Defending Our Lives.” Discuss film. Discuss reading.Reading: \*Anderson, Kristin and Debra Umberson. 2010. “Gendering Violence: Masculinity and Power in Men’s Accounts of Domestic Violence.” pp. 168-186 in P. Cromwell, ed. *In Their Own Words*, 5th edition. NY: Oxford. |
| **WEEK 14**November 23 | **INTIMATE VIOLENCE: HATE CRIME****T:** Lecture, “When Hate Motivates Crime.” Small group exercise: is DPU a hate-free environment?Reading\*King, Joyce. 2002. *Hate Crime: The Story of a Dragging in Jasper, Texas*. NY: Pantheon, pp. 3-50.**TH:** Thanksgiving break |
| **WEEK 15**November 30, December 2 | **T:** Film, “Killing Time.” Discuss film.Reading:\*King, Joyce. 2002. *Hate Crime: The Story of a Dragging in Jasper, Texas*. NY: Pantheon, pp. 53-112.**TH:** Discuss book.Reading:\*King, Joyce. 2002. *Hate Crime: The Story of a Dragging in Jasper, Texas*. NY: Pantheon, pp. 115-213. |

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|  **WEEK 16**December 7, 9 | **CRIMINAL JUSTICE RESPONSE TO INTIMATE VIOLENCE****T:** Lecture, “Hands-Off, Kid Gloves, and Presumptive Arrest: Responding to Intimate Violence.” Discuss reading.Reading:\*Dunn, Jennifer. 2002. *Courting Disaster: Intimate Stalking, Culture, and Criminal Justice*. NY: Aldine de Gruyter, pp. 167-187.Levin, Jack and Jack McDevitt. 2002. *Hate Crimes Revisited*. Boulder, CO: Westview, pp. 171-193.**RESTORATIVE JUSTICE****TH:** Class exercise: imagining alternatives. Discuss reading.Reading:Schiff, Mara. 2003. “Models, Challenges and the Promise of Restorative Conferencing Strategies, pp. 315-338 in A. von Hirsch et al., eds. *Restorative Justice and Criminal Justice*. Oxford: Hart. |
| **WEEK 17** | **Final exam—Friday, December 17, 1-4 p.m.** |