

**CRIMINOLOGY
SOCIOLOGY 215**
Department of Sociology & Anthropology
DePauw University
Spring 2017

Professor Rebecca Bordt
MWF 10:20-11:20 a.m. in 318 Asbury Hall
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COURSE DESCRIPTION

What is crime and who gets to decide? Why do we fear strangers when we are more likely to be harmed by someone we know? How do the motives of a rapist, a corporation violating environmental regulations, and the campus drug dealer differ? Is plea-bargaining a good thing? Why is the criminal justice system a sea of black and brown faces?

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 broader social, political, economic, and cultural environments. The semester is organized around three crime contexts—the street, the workplace, and intimate relations--and we use the intersection of race, social class, and gender inequalities to understand why distinguishing between crime contexts is important. We finish by considering how court actors “do justice” and the power of the prison industrial complex.

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; and 5) Improve critical thinking, discussion and writing skills.

REQUIRED READINGS

A. The following books are available at the university bookstore and on-line. You will need the first book by Week 13. You will need the second by Week 5. Please plan accordingly.

Bach, Amy. 2009. *Ordinary Injustice: How America Holds Court*. NY: Henry Holt and Co.
ISBN: 9780805092271

Mohamed, A. Rafik and Erik D. Fritsvold. 2010. *Dorm Room Dealers: Drugs and the Privileges of Race and Class*. Boulder: Lynne Rienner. ISBN: 9781588268167

B. The majority of required reading for this class is available in Course Reserves (roughly 900 pages). Although I prefer that you print out a copy of the readings to bring to class, I realize this will be time consuming and expensive. Therefore, I will allow laptops during class for the sole purpose of accessing readings during discussion. In all other circumstances, your laptops should remain closed.

COURSE REQUIREMENTS

Required Reading. Everyone is expected to come to class having completed, thought about, and prepared to discuss the assigned readings. The average reading load per week is 50 pages (the range is 9-130 pages). Please note that Week 5 and Week 13 are heavy reading weeks.

Paper. You will write one 6-page paper due on Monday, April 24, 2017. Specific instructions will be handed out in class.

Current Event Presentation. Beginning the third week of class, each of you will take a turn bringing a recent news article to class. The article should come from a reputable news outlet and dated no more than two weeks before your presentation. In no more than 10 minutes, you will present a summary of the article and lead a short discussion of it. After your presentation, you will turn in your article and a 1-page summary of it and the discussion questions you raised to the class. Making connections to our course material is central to the assignment. A sign-up sheet for presentations will be distributed in class.

Class Participation. 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. If you do not like to speak in large or small groups, please reconsider taking this class.

Examinations. There will be three in-class exams. The first exam is Wednesday, February 22, 2017. The second exam is Friday, March 24, 2017 (the Friday before Fall Break). Do NOT take this class if you cannot begin your break when the official break begins. No early or alternative arrangements will be made. The third exam is during finals week, Tuesday, May 16, 2017 (8:30 a.m.-11:30 a.m.).

COURSE POLICIES

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

Class participation (1 st half)	25 points
Class participation (2 nd half)	25 points
Current event assignment	50 points
Paper	100 points
Exam 1	100 points
Exam 2	100 points
Exam 3	100 points
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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 Letter 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 meets the requirements of the assignment. Demonstrates a solid command of the course material, an ability to apply concepts to the real world, 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.

Absences and Late Work. I expect you to be in class everyday. Absences will be counted against you in determining your class participation grade. The paper, presentation, and exam due dates are firm. Exceptions will be made if I receive, in advance, an official notification that you will be off campus on university business (e.g., athletic or scholarly competition) or if I am notified, in advance, of serious illness. Out of fairness to the entire class, no other exceptions will be made (this includes faulty alarm clocks, minor illness, job interviews, weddings, cheap plane tickets, senioritis, etc.). Unexcused late papers will be penalized 50% for the first 24-hour period in which they are late. After 24 hours, I will not accept your paper and you will receive a zero. For both excused and unexcused absences from class, it is your responsibility to find out what you missed from your peers. Please do not ask me for my lecture notes or for a private reenactment of the class.

Security Measures. Due to past experience, I ask that you keep copies of your assignments before handing them in. In addition, if you are turning in your work 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.

Honor Code. As with all courses at DePauw University, you are bound by the policy on academic integrity. I highly encourage you to reread the policy if you have not reread it this semester. Academic dishonesty includes the following: cheating, fabrication, facilitating academic dishonesty, plagiarism, multiple submissions, abuse of academic material, deception and misrepresentation, electronic dishonesty, and carelessness. Each of these violations is described in detail in the Student Handbook. See me if you have any questions about your obligation to uphold this policy. While I encourage you to work together in small groups and discuss the course material among yourselves outside of class, the paper and exams should be written without collaboration and should reflect your independent ideas.

Special Accommodations. It is the policy and practice of DePauw University to provide reasonable accommodations for students with properly documented disabilities. Written notification from Student Disability Services is required. If you are eligible to receive an accommodation and would like to request it for this course, please contact Student Disability Services. Allow one week advance notice to ensure enough time for reasonable accommodations to be made. Otherwise, it is not guaranteed that the accommodation can be provided on a timely basis. Accommodations are not retroactive. Students who have questions about Student Disability Services or who have, or think they may have, a disability (psychiatric, attentional, learning, vision, hearing, physical, medical, etc.) are invited to contact Student Disability Services for a confidential discussion in Union Building Suite 200 or by phone at 658-6267.

Religious Holy Days and Observances. In accordance with DePauw policy, I am happy to accommodate students who are adherents of a religious tradition and wish to fulfill obligations of that religious tradition on holy days. Please notify me well in advance of any planned absences.

Phones and Laptops. No cell phones, smart watches, or texting during class. As noted above, no laptops are allowed in class except to access required readings during class discussion.

Agreement to abide by course policies. If you have read and understand the policies above, please email me (rbordt@depauw.edu) with the subject line: "I have read and agree to abide by the course policies." Please do this before the second day of class.

COURSE SCHEDULE

Readings should be completed before coming to class on the date specified. Readings are identified by the authors' last names. I have placed in brackets the location of each assigned reading (i.e., Book or Course Reserves).

WEEK 1 January 30, February 1, 3	<p>I. When is a Wrong a Crime?</p> <p>Monday <u>In class:</u> Introductions.</p> <p>Wednesday <u>Before class:</u> Read Hagan, "Defining Crime: An Issue of Morality," pp. 5-12. [Course Reserves] <u>In class:</u> Lecture, "A Crime is a Crime is a Crime. Really?" Discuss reading.</p> <p>Friday <u>Before class:</u> Read Glassner, <i>The Culture of Fear</i>, pp. xi-xxxvi; 23-49 [Course Reserves] <u>In class:</u> Lecture, "Media (Mis)representations of Crime." Discuss reading.</p>
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WEEK 2 February 6, 8, 10	<p>Monday</p> <p><u>Before class:</u> Read Carlson, “Moral Panic, Moral Breach: Bernhard Goetz, George Zimmerman, and Racialized News Reporting in Contested Cases of Self Defense,” pp. 1-20. [Course Reserves]</p> <p>Schildkraut, et al. “Could it Happen Here? Moral Panic, School Shootings and Fear of Crime among College Students,” pp. 91-110. [Course Reserves]</p> <p><u>In class:</u> Discuss readings.</p> <p>II. How is Crime Measured?</p> <p>Wednesday</p> <p><u>Before class:</u> Read Lab et al., “Measuring Crime,” pp. 9-13. [Course Reserves]</p> <p>Jacobs, “Researching Crack Dealers: Dilemmas and Contradictions,” pp. 392-406. [Course Reserves]</p> <p><u>In class:</u> Lecture, “Numbers and Narratives: What Do They Tell Us?”</p> <p>Discuss readings.</p> <p>III. Theoretical Explanations for Crime</p> <p>Friday</p> <p><u>Before class:</u> Read Williams, <i>Blue Rage, Black Redemption: A Memoir</i>, pp. 3-42. [Course Reserves]</p> <p><u>In class:</u> Lecture, “Conservatives are Fence Builders, Liberals are Fence Sitters, and Radical are Out in Left Field: Theoretical Perspectives on Crime” (Part I).</p> <p>Class exercise: “Applying Theory to Lyrics.”</p>
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WEEK 3 February 13, 15, 17	<p>Monday</p> <p><u>Before class:</u> Read Williams, <i>Blue Rage, Black Redemption: A Memoir</i>, pp. 42-75. [Course Reserves]</p> <p><u>In class:</u> Lecture, “Conservatives are Fence Builders, Liberals are Fence Sitters, and Radical are Out in Left Field: Theoretical Perspectives on Crime” (Part II).</p> <p>Class exercise: “Making Sense Out of Tookie’s Life.”</p> <p>IV. Crime Context: The Street</p> <p>Serial Killing and Homicide</p> <p>Wednesday</p> <p><u>Before class:</u> Read Warf and Waddell, “Heinous Spaces, Perfidious Places: The Sinister Landscape of Serial Killers,” pp. 323-245. [Course Reserves]</p> <p><u>In class:</u> Lecture, “What do Ted, The Mad Biter, and Giggling Granny Have in Common? Serial Murder in America.”</p> <p>Film clips, “Wuornos and Dodd.” Discuss reading.</p> <p>**Current event 1</p> <p>Friday</p> <p><u>Before class:</u> Read Yardley and Wilson, “In Search of the ‘Angels of Death’: Conceptualising the Contemporary Nurse Healthcare Serial Killer,” pp. 39-55. [Course Reserves]</p> <p><u>In class:</u> Film clip, “Cullen.” Discuss reading.</p> <p>**Current event 2</p>
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WEEK 4 February 20, 22, 24	<p>Monday</p> <p><u>Before class:</u> Read Brookman, “Accounting for Homicide and Sublethal Violence,” pp. 175-192. [Course Reserves]</p> <p>Seigal et al., “The Relationship Between Gun Ownership and Firearm Homicide Rates in the United States, 1981-2010” pp. 2098-2105. [Course Reserves]</p> <p><u>In class:</u> Discuss reading.</p> <p>**Current event 3</p> <p>Wednesday</p> <p><u>In class:</u> Exam 1</p> <p>Drug Trafficking and Drug Sales/Use</p> <p>Friday</p> <p><u>Before class:</u> Shukla et al., “An Evolving Problem: Methamphetamine Production and Trafficking in the United States,” pp.426-435. [Course Reserves]</p> <p><u>In class:</u> “Ted Talk: “The Deadly Genius of Drug Cartels.” Discuss film and reading. Get debate instructions.</p> <p>**Current event 4</p>
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WEEK 5 February 27, March 1, 3	<p>Monday</p> <p><u>Before class:</u> Read Jenner, “International Drug Trafficking: A Global Problem with a Domestic Solution,” pp. 901-927. [Course Reserves]</p> <p><u>In class:</u> Class debate.</p> <p>Wednesday</p> <p><u>Before class:</u> Read Mohamed and Fritsvold, <i>Dorm Room Dealers</i>, pp. 1-62. [Book]</p> <p><u>In class:</u> Discuss book (1-62).</p> <p>**Current event 5</p> <p>Friday</p> <p><u>Before class:</u> Read Mohamed and Fritsvold, <i>Dorm Room Dealers</i>, pp. 63-98 [Book]</p> <p><u>In class:</u> Film clip, “Adderall.” Discuss book (63-98).</p> <p>**Current event 6</p>
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WEEK 6 March 6, 8, 10	<p>Monday</p> <p>Before class: Read Mohamed and Fritsvold, <i>Dorm Room Dealers</i>, pp. 123-184 [Book] (Note: We are skipping Chapter 5)</p> <p>In class: Discuss book (pp. 123-184).</p> <p>Police Misconduct and Brutality</p> <p>Wednesday</p> <p>Before class: Democracy Now! Coverage of police brutality (1999-2016), http://www.democracynow.org/topics/police_brutality/1</p> <p>(Spend 30 minutes perusing this website. Come to class with written notes on two general patterns you notice and the details of two specific cases that are new to you.)</p> <p>In class: Small group exercise. Begley's "Officer Involved."</p> <p>**Current event 7</p> <p>Friday</p> <p>Before class: Read Smiley and Fakunle, "From 'Brute' to 'Thug': The Demonization and Criminalization of Unarmed Black Male Victims in America," pp. 350-366 [Course Reserves]</p> <p>In class: Discuss reading.</p> <p>**Current event 8</p>
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<p>WEEK 7 March 13, 15, 17</p>	<p>Monday <u>Before class:</u> Read Lee, “Exactly How Often do Police Shoot Unarmed Black Men?” pp. 1-4 http://www.motherjones.com/politics/2014/08/police-shootings-michael-brown-ferguson-black-men [Course Reserves] <u>Brown,</u> “The Blue Line on Thin Ice: The Police Use of Force Modifications in the Era of Camera Phones and YouTube,” pp.1-20. [Course Reserves] <u>In class:</u> Film clip, “Verbatim: The Ferguson Case.” Discuss readings and clip.</p> <p>V. Crime Context: Intimate Relations</p> <p>Rape</p> <p>Wednesday <u>Before class:</u> No homework. <u>In class:</u> Class exercise: “Three Scenarios.” **Current event 9</p> <p>Friday <u>Before class:</u> Read Krakauer, <i>Missoula</i>, pp. 1-48, [Course Reserves] <u>Zimmerman,</u> “Campus Sexual Assault: A Timeline of Major Events,” pp. 1-3. [Course Reserves] <u>In class:</u> Lecture, “Confronting the Reality of Sexual Assault.” **Current event 10</p>
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WEEK 8 March 20, 22, 24	<p>Monday</p> <p><u>Before class:</u> Read Armstrong, Hamilton and Sweeney, "Sexual Assault on Campus: A Multilevel, Integrative Approach to Party Rape," pp. 483-499. [Course Reserves]</p> <p><u>In class:</u> Discuss reading.</p> <p>**Current event 11</p> <p>Wednesday</p> <p><u>Before class:</u> Read Edwards, et al. "In Their Own Words: A Content-Analytic Study of College Women's Resistance to Sexual Assault," pp. 2527-2547. [Course Reserves]</p> <p><u>In class:</u> Discuss reading.</p> <p>**Current event 12</p> <p>Friday</p> <p><u>In class:</u> Exam 2</p> <p>Last day to drop class with "W"</p>
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WEEK 9 March 27, 29, 31	Spring break
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WEEK 10 April 3, 5, 7	<p>Intimate Partner Violence</p> <p>Monday</p> <p><u>Before class:</u> Read Nabors, "Drug Use and Intimate Partner Violence Among College Students: An In-Depth Exploration," pp.1043-1063. [Course Reserves]</p> <p><u>In class:</u> Lecture, "Intimate Partner Violence: A Typology." Discuss reading.</p> <p>**Current event 13</p> <p>Wednesday</p> <p><u>Before class:</u> Read Leisring, "Physical and Emotional Abuse in Romantic Relationships: Motivation for Perpetration Among College Women," pp. 1437-1454. [Course Reserves]</p> <p><u>In class:</u> Discuss reading.</p> <p>**Current event 14</p> <p>Friday</p> <p><u>Before class:</u> Read tba.</p> <p><u>In class:</u> Guest lecture, "Juvenile Sex Offenders." Lindsay Brock, MSW, LSW, JD candidate, (child and family therapist and crisis assessment clinician)</p>
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WEEK 11
April 10, 12, 14

V. Crime Context: The Workplace

Monday

Before class: No reading.

In class: Class exercise, “Seriousness of Crime.”

Get Paper assignment.

****Current event 15**

Organizational Crime

Wednesday

Before class: Read Coleman, *The Criminal Elite*, pp. 1-15. [Course Reserves]

In class: Lecture, “White Collar Offenders: Sick, Greedy, or Pawns of Advanced Capitalism.” ***Attendance important. You will need lecture material for your paper assignment.**

Friday

Before class: No reading.

In class: Film, “The Untouchables.” Discuss film.

****Current event 16**

WEEK 12 April 17, 19, 21	<p>Monday</p> <p><u>Before class:</u> Read Steffensmeier et al., "Gender and Twenty-First Century Corporate Crime: Female Involvement and the Gender Gap in Enron-Era Corporate Frauds," pp. 448-476. [Course Reserves]</p> <p><u>In class:</u> Discuss reading.</p> <p>Occupational Crime</p> <p>Wednesday</p> <p><u>Before class:</u> Read Barlow and Hawdon, "Deviance in the Hair Salon Industry," pp. 66-80. [Course Reserves]</p> <p><u>In class:</u> Discuss reading.</p> <p>**Current event 17</p> <p>VII. Criminal Justice Responses to Crime</p> <p>The Court</p> <p>Friday</p> <p><u>Before class:</u> No homework.</p> <p><u>In class:</u> Lecture, "Philosophies and Practices of Punishment"</p> <p>**Current event 18</p>
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WEEK 13 April 24, 26, 28	<p>Monday</p> <p><u>Before class:</u> Bach, <i>Ordinary Injustice</i>, pp. 1-9. [Book]</p> <p><u>In class:</u> Lecture, "Public Defenders Nationally and in Indiana." John Oliver on "Public Defenders."</p> <p>Paper due.</p> <p>Wednesday</p> <p><u>Before class:</u> Read Bach, <i>Ordinary Injustice</i>, pp. 11-76. [Book]</p> <p><u>In class:</u> Discuss Bach, pp. 1-76.</p> <p>**Current event 19</p> <p>Friday</p> <p><u>Before class:</u> Read Bach, <i>Ordinary Injustice</i>, pp. 77-129. [Book]</p> <p><u>In class:</u> Discuss Bach, pp. 77-129.</p> <p>**Current event 20</p>
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WEEK 14 May 1, 3, 5	<p>Monday <u>Before class:</u> Read Bach, <i>Ordinary Injustice</i>, pp.130-190. [Book] <u>In class:</u> Discuss Bach, pp. 130-190.</p> <p>Wednesday <u>Before class:</u> Read Bach, <i>Ordinary Injustice</i>, pp. 257-266. [Book] (Note: We are skipping Chapter 4). <u>In class:</u> Discuss Bach, pp. 257-266.</p> <p>The Prison Industrial Complex</p> <p>Friday <u>Before class:</u> No homework. <u>In class:</u> Student Opinion Forms. Bring laptop to class. Film, “The Biggest Prison System in History.” Discuss film.</p>
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WEEK 15 May 8, 10	<p>Monday <u>Before class:</u> Read Gopnik, “The Caging of America,” pp. 1-9. [Course Reserves] <u>In class:</u> Discuss reading.</p> <p>Wednesday <u>Before class:</u> Identify questions you have for the exam. <u>In class:</u> Review for exam. End of semester wrap-up.</p>
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Final Exam Week	Exam 3 Tuesday, May 16, 8:30-11:30 a.m.
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