

University of Colorado at Boulder  
Department of Sociology

SOCY 4014  
**Criminology**

Spring 2008  
Tuesdays & Thursdays, 11:00am to 12:15pm  
Location: Humanities 1B80

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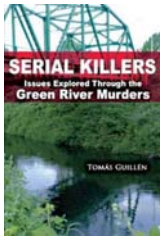
### COURSE DESCRIPTION

This course analyzes the scientific study of criminal behavior. We will consider ordinary (e.g., theft) and unique (e.g., homicide) cases to begin to understand why individuals commit acts deemed “criminal” by society and the government. Traditional sociological theories of crime - such as deterrence, social disorganization, strain, social learning, control, and labeling - will be covered. Traditional and modern biological and psychological theories of crime causation will also be examined and compared to mainstream sociological theories of crime. Special attention will also be given to contemporary versions of traditional crime causation theories and critical, feminist, life-course, and integrated theories of crime.

### REQUIRED READING MATERIAL

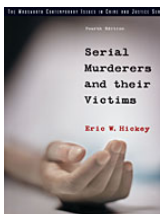


James Alan Fox, Jack Levin, and Kenna D. Quinet (2007). *The Will to Kill: Making Sense of Senseless Murder* (3<sup>rd</sup> Edition). Boston: Allyn & Bacon.



Tomás Guillén (2007). *Serial Killers: Issues Explored Through the Green River Murders*. Upper Saddle River, NJ: Prentice Hall.

Tomás Guillén (2007). *Confessions of the Green River Killer*. (CD/DVD of Interviews with Gary Leon Ridgway.)



Eric Hickey (2006). *Serial Murderers and Their Victims*. Belmont, CA: Thomson Wadsworth.

## TEACHING DELIVERY

This class will incorporate several teaching methods. Each of these teaching methods is important to the learning process in this course. Some of the more common methods to be used in this class are as follows:

### **Lectures**

Traditional lecture will be used to assure that all students are fully aware of the information the professor wishes the students to grasp.

### **Class Discussions**

Students are strongly encouraged to participate in discussion of the daily topics by providing their insights and asking questions for clarification or rhetorical contemplation.

### **Group Exercises**

Small-group work may be integrated into the course to foster participation by students who do not feel as comfortable sharing their thoughts and inquiries among the larger class setting.

### **In-Class Writing Exercises**

Short in-class writing assignments (to be written in small groups or individually) may be used to generate critical thinking on a specific topic and to encourage class participation.

### **i>Clickers**

A student response system, or “clickers,” will be integrated into the course to foster participation from *all* students in the class. According to Educause, “The system allows for active participation by all students and provides immediate feedback to the instructor – and the students – about any confusion or misunderstandings of the material being presented” (*7 Things You Should Know About Clickers*, available at <http://www.educause.edu/ir/library/pdf/ELI7002.pdf>).

### **Documentary Films**

Documentary films will be shown throughout the course to provide visually stimulating examples for several course topics. These screenings are to be treated as “lectures” for the course, and should be taken as serious subject matter that will be included in class exams.

### **Guest Lectures**

Criminal justice professionals and ex-felons may be utilized a few times throughout the course to offer their assessments about crime causation. Like the documentaries, the guest lectures are to be highly regarded and will be included on the course exams.

## STUDENT DISABILITY SERVICES

Students desiring a reasonable accommodation under the Americans with Disabilities Act must contact the professor immediately to discuss their needs and seek assistance at the Disability Services Office, located at Willard Administrative Center, Room 322, 303-492-8671 (voice/TTY), [DSinfo@colorado.edu](mailto:DSinfo@colorado.edu).

## COURSE WORK REQUIREMENTS

The course workload and percentage points are distributed as follows:

<b>Assignment</b>	<b>% Points</b>
Attendance & i>Clicker Participation	10
Crime Causation Paper	25
Quizzes	15
Examinations	50
	<b>100</b>

### ***Attendance, Reading Assignments, and i>Clicker Participation***

Students are expected to attend every class. Students must attend regularly to guarantee her or his place in this course during the first two weeks of the semester. If a student fails to attend during this time, he or she may be administratively dropped from the course. (*Specifically, missing two or more classes during the first two weeks of class, may cause a student to be withdrawn.*) Student grades will not begin to be penalized for absences until after missing three classes. For excused absences, documentation is to be submitted within one week of the absence. (See types of legitimate absences and corresponding documentation below under *Examinations*.) **Students should confer with the professor outside of class sessions after an absence to find out if any handouts were provided or films were screened.** Students are *not* to notify the professor of absences before the anticipated missed class. During office hours or at a meeting time agreed upon between the student and the professor, the absentee student will be provided with any handouts. The majority, if not all, of the films to be shown in this course are owned by the professor and will be placed on reserve in Norlin Library for a two-week period following the viewing of the video. **The professor will not provide students who miss classes with notes or copies of PowerPoint presentations.** Typically, the professor's notes and PowerPoint presentations are heavily supplemented with oral lecture and are practically useless to students without notes taken by class attendees. Therefore, it is strongly suggested that each student assemble class companions with whom to exchange lecture notes in the event a class is missed.

Students are responsible for all material covered in class and listed in the CLASS SCHEDULE (see below). Prior to each class, students are expected to read the assigned material and be prepared with questions or comments *and* ready to respond to the readings. It is widely held in academia that college students should spend at least two hours studying outside of class for every hour in class. That is, **each week approximately six hours of study time should be devoted to this course.**

By the second week of class (Tuesday, January 22) each student must have purchased an i>clicker at the campus book store *and* have registered the clicker through *CUConnect*. Instructions on how to register the clicker can be found at <http://www.colorado.edu/its/cuclickers/students/register.html>. The frequency on the clicker must be set to that assigned to the classroom. Students must be sure to reset the frequency at the start of each class.

The i>clicker is to be treated as one of the many "school supplies" that are used by students. Just as it is necessary to bring paper and pens/pencils to every class, it is just as necessary to bring the clicker. No excuses will be accepted for failing to bring the clicker to class. If a student does not have her or his clicker and wishes to receive credit for attendance only, she or he needs to notify the professor immediately before or after class. The clicker should operate for 200 hours before the batteries need to be replaced, but students should carry an extra set of AAA batteries just in case.

Beginning January 22, each class – with the exception of exam days – will incorporate some form of questions that students must respond to by using their i>clickers. The questions will be based on the daily readings, current and previous lectures, and student opinions. Points will be assigned to these questions, but will vary based on the type of question. For questions based on the readings and lectures, there are right and wrong answers, therefore, there will be a range of points available (e.g., 2 points for the right answer and 1 point for all other answers). Questions based on student opinions will receive the same number of points regardless of the response provided.

### ***Crime Causation Paper***

Each student is required to research and write a paper on the applicability of a crime causation theory. The paper counts for 25% of each student's total grade. The paper is to be turned in by 11:59pm on Thursday, May 1, 2008, on *CULearn only*. Additional details about this assignment will be provided at a later date.

### ***Quizzes***

Five quizzes, worth 3% each, will be administered throughout the course. Each quiz will consist of multiple-choice questions and will gauge students' comprehension of lecture material.

### **Examinations**

There are two examinations in this course, which count for a total of 50% of each student's final grade. The midterm exam is worth 20% and will be administered on Thursday, March 6, during the regularly scheduled class time. The final exam is worth 30% and will be administered on Monday, May 5, 1:30pm-4:00pm, in Humanities 1B80.

Each exam will consist of *only* essay questions and will be an "open-book, open-note" format. That is, everything but laptop computers and other information technology will be allowed for reference while taking exams.

Each student is to report to each examination with **blue or black ink pens and an examination "Blue Book."**

Makeup exams will *only* be given under the following conditions:

1. If the student notifies the professor (via e-mail, phone, fax, or in person) *before* the exam date and time that he or she will be missing the exam.
2. If the student will be providing the professor with written documentation, stating the reason the exam had to be missed and including a contact person and telephone number, within seven days of the date of the missed exam. (An excuse for missing the final exam must be provided immediately, if not prior to the exam.)
3. If the student has a legitimate reason for missing the exam. Some legitimate reasons for missing an exam, and their corresponding required documentation, are:

<b>Legitimate Absence</b>	<b>Proof Needed for Legitimate Absence</b>
Illness	Note from a certified medical professional or recognized spiritual healer
Death in the family	Note from a family member and funeral information
Work (should be of an urgent nature)	Note from a supervisor
NCAA or Collegiate Sports Club athletic meet	Note from a coach. <i>Documentation for regularly scheduled meets must be provided during the first two weeks of the semester</i>
Religious holiday	Note from student specifying religious affiliation, religious holiday, and corresponding activities ( <i>to be provided during the first two weeks of the semester</i> )

### **GRADING**

Overall course grades will be assigned on the following scale:

<b>Grade</b>	<b>Overall %</b>	<b>Grade</b>	<b>Overall %</b>	<b>Grade</b>	<b>Overall %</b>	<b>Grade</b>	<b>Overall %</b>
<b>A</b>	93-100%	<b>B</b>	83-86.9%	<b>C</b>	73-76.9%	<b>D</b>	63-66.9%
<b>A-</b>	90-92.9%	<b>B-</b>	80-82.9%	<b>C-</b>	70-72.9%	<b>D-</b>	60-62.9%
<b>B+</b>	87-89.9%	<b>C+</b>	77-79.9%	<b>D+</b>	67-69.9%	<b>F</b>	0-59.9%

Grades will be regularly updated on *CULearn*. However, students should also feel free to consult with the professor throughout the semester to determine where they stand in the course. It is preferred that this be done during office hours. Detailed grade information *will not* be provided via regular e-mail or phone, but can be provided via the *CULearn* e-mail system.

## **STUDENT BEHAVIOR GUIDELINES**

### ***The CU-Boulder Honor Code***

Academic dishonesty will not be tolerated. Students are encouraged to review the Honor Code booklet at <http://www.colorado.edu/academics/honorcode/files/honor%20code%20booklet.pdf>. The Honor Code mission reads as follows:

As citizens of an academic community of trust, CU-Boulder students do not lie or cheat whether they are on campus or acting as representatives of the university in surrounding communities. Neither should they suffer by the dishonest acts of others. Honor is about academic integrity, moral and ethical conduct, and pride of membership in a community that values academic achievement and individual responsibility. Cultivating honor lays the foundation for lifelong integrity, developing in each of us the courage and insight to make difficult choices and accept responsibility for actions and their consequences, even at personal cost.

### ***Respect***

Respect of others is not only expected, but required. This includes valuing others' opinions, no matter how wrong some may believe those views to be, and allowing others to speak without interruption. Naturally, racial or sexual harassment or other forms of harassment will not be tolerated and will be dealt with authoritatively. The University of Colorado at Boulder policy on Discrimination and Harassment (<http://www.colorado.edu/policies/discrimination.html>), the University of Colorado policy on Sexual Harassment, and the University of Colorado policy on Amorous Relationships applies to all students, staff, and faculty. Any student who believes he or she has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>.

### ***Punctuality and Leaving during Class Time***

Students should make every effort to attend all classes on time. If a student needs to leave class early, she or he is to notify the professor of such before the start of class. In order to not disrupt class, students shall utilize the restroom and take care of other personal matters prior to or after class sessions. *Students must use restroom facilities prior to entering the classroom on quiz days. Students shall leave the room on quiz days only after completing and turning in the quiz or if the student truly (and under dire circumstances) must relieve himself or herself.*

### ***Side Conversations***

Side conversations between small groups of students make it difficult for others to actively listen and learn. Repeated warnings to students engaging in side conversations will result in the involved students being directed to leave the class session.

### ***Wireless Communications***

All communication devices must be turned off or silenced upon entering the classroom and are not to be used inside the classroom during class sessions. Aside from the obvious of speaking on wireless phones, this includes the use of text messaging on phones and other apparatuses and accessing the Internet on a laptop computer, phone, or PDA. *Any use of wireless devices or other information technology during an exam or quiz will result in a zero for the exam or quiz.*

### ***Sleeping and Other Forms of Inattention***

Falling asleep in class is not considered appropriate student behavior. Students should make the mature decision to either stay awake and alert in class or go elsewhere and get some sleep. Reading books or materials without being assigned to do so by the professor or studying for other courses during class time is also not considered appropriate student behavior. Overall, students should make every effort to pay attention, which will assist students with mastering the material. Besides, the class sessions are only 75 minutes long – but a short span of time in a 24-hour period!

### ***Class Visitors***

Family and friends of enrolled students are welcome to periodically attend a class session. Please notify the professor of class guests prior to the start of the class. Unfortunately, class visitors are limited to people/humans; animals/non-humans are not to be brought to class, unless they are used as aids for students with disabilities and these students have secured assistance from Disability Services.

## **PROFESSOR RESPONSIBILITY STATEMENT**

As the professor for this course, I am devoted to maintaining a safe place (figuratively and literally) for students to discuss issues related to this course. It is my goal that students will not only leave the course with a better and more critical understanding of the issues addressed in the course, but that they will feel I treated them fairly and with respect regarding discussions, handling of course topics, administration of the classroom, and grading. If students have any questions or concerns about any of my statements, omissions, grading decisions, etc., I strongly encourage them to come to me with their concerns at their earliest convenience.

*Hillary Potter*

## CLASS SCHEDULE

It is expected that this schedule will be strictly followed, but the professor may make adjustments if less or more time is needed on a particular topic and depending on student progress.

Date	Topic	Reading Assignment
Tuesday, January 15	Course introduction	Syllabus
Thursday, January 17	Introduction to crime causation theory	Fox et al., pp. 1-15
Tuesday, January 22		<b>Register i&gt;Clicker by 10:59am</b>
Thursday, January 24	Deterrence & rational choice theories	Fox et al., pp. 16-39
Tuesday, January 29		Fox et al., pp. 42-65
Thursday, January 31	Trait theories	Fox et al., pp. 67-84
Tuesday, February 5		Hickey, pp. 1-39
Thursday, February 7		Hickey, pp. 59-80
Tuesday, February 12	Social disorganization, anomie, & strain theories	Hickey, pp. 80-91, 104-112
Thursday, February 14		Quiz #1 (3%)
Tuesday, February 19		Fox et al., pp. 86-122
Thursday, February 21	Social learning & subculture theories	Fox et al., pp. 161-197
Tuesday, February 26		Fox et al., pp. 198-210
Thursday, February 28		Hickey, pp. 192-219
Tuesday, March 4		Hickey, pp. 220-246
Thursday, March 6		Quiz #2 (3%)
Tuesday, March 11	Social bond & control theories	Midterm Examination (20%)
Thursday, March 13		Hickey, pp. 247-271
Tuesday, March 18		Hickey, pp. 133-151
Thursday, March 20		Hickey, pp. 152-191
Tuesday, March 25		Quiz #3 (3%)
Thursday, March 27		Spring Break – No Class
Tuesday, April 1		Spring Break – No Class
Thursday, April 3		Guillén, pp. 3-37
Tuesday, April 8		Guillén, pp. 39-71
Thursday, April 10	Life-course theories	Guillén, pp. 73-95
Tuesday, April 15	Social conflict & critical theories	Quiz #4 (3%)
Thursday, April 17		Guillén, pp. 97-119
Tuesday, April 22		Guillén, pp. 121-155
Thursday, April 24		Quiz #5 (3%)
Tuesday, April 29	Review of crime causation theories	Hickey, pp. 290-308
Thursday, May 1		Crime Causation Paper due on CULearn by 11:59pm (25%)
Monday, May 5 1:30pm to 4:00pm		Final Examination (30%)