

SOCY 2044
Crime and Society

Spring 2011
Tuesdays & Thursdays, 2:00pm to 3:15pm
Class Room: Education 220

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COURSE DESCRIPTION

This course is an introductory examination of crime, crime causation, and crime control in the United States. The course serves to debunk myths about criminality, the prevalence of criminal offenses, and the criminal justice system, and to provide an academic understanding of the subject matter. The course provides a brief overview of the patterns of crime commission and victimization and the theories explaining criminal behavior. In addition, the continuum of the criminal justice system from police, through the courts, to corrections is surveyed. The course examines how these components and agents of the system are affected by public opinion, media representations, policy, and politics.

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.

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>).

Guest Lectures: Criminal justice professionals and ex-offenders will be utilized a few times throughout the course to offer their assessments about crime and the criminal justice system. The guest lectures are to be highly regarded and will be included on the course exams.

Documentary Films: A few 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 course exams.

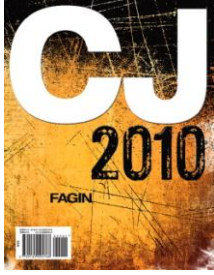
Class Discussions: Even though the class is fairly large, students are strongly encouraged to participate in discussion of the daily topics by providing their insights and asking questions for clarification or rhetorical contemplation.

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.

CULearn: On a regular basis, students must access the course website at *CULearn* in order to retrieve non-textbook reading assignments, view course announcements, access course assessments, monitor grades, sign-up for correctional facility tours, and find other important materials.

REQUIRED READINGS

Textbook



James A. Fagin
Criminal Justice 2010
Prentice Hall, 2010

Articles

Required readings available on *CULearn*:

1. Frymer, Benjamin. 2009. "The Media Spectacle of Columbine: Alienated Youth as an Object of Fear." *American Behavioral Scientist* 52:1387-1404.
2. Goode, Erich, and Nachman Ben-Yehuda. 1994. "Moral Panics: Culture, Politics, and Social Construction." *Annual Review of Sociology* 20:149-171.
3. Clement, Keith E., and John W. Barbrey. 2008. "Criminal Laws on the Fringe: An Analysis of Legislated Punishments for Morality Crimes in the 50 States." *Critical Criminology* 16:105-121.
4. Mosher, Clayton J., Terance D. Miethe, and Timothy C. Hart. 2011. "Introduction: The Pervasiveness (and Limitations) of Measurement." Pp. 1-29 in *The Mismeasure of Crime* (2nd Edition). Los Angeles: Sage.
5. Mohamed, A. Rafik, and Erik Fritsvold. 2006. "Damn, It Feels Good to Be a Gangsta: The Social Organization of the Illicit Drug Trade Servicing a Private College Campus." *Deviant Behavior* 27:97-125.
6. Rosen, Eva, and Sudhir Alladi Venkatesh. 2008. "A 'Perversion' of Choice: Sex Work Offers *Just Enough* in Chicago's Urban Ghetto." *Journal of Contemporary Ethnography* 37:417-441.
7. Duck, Waverly. 2009. "'Senseless' Violence: Making Sense of Murder." *Ethnography* 10:417-434.
8. Holt, Thomas J., Kristie R. Blevins, and Natasha Burkert. 2010. "Considering the Pedophile Subculture Online." *Sexual Abuse: A Journal of Research and Treatment* 22:3-24.
9. Klenowski, Paul M., Heith Copes, and Christopher W. Mullins. 2010. "Gender, Identity, and Accounts: How White Collar Offenders Do Gender When Making Sense of Their Crimes." *Justice Quarterly*.
10. Dodge, Mary, Laura Valcore, and David A. Klinger. 2010. "Maintaining Separate Spheres in Policing: Women on SWAT Teams." *Women and Criminal Justice* 20:218-238.
11. Brezina, Timothy, and Herbert E. Phipps, Jr. 2010. "False News Reports, Folk Devils, and the Role of Public Officials: Notes on the Social Construction of Law and Order in the Aftermath of Hurricane Katrina." *Deviant Behavior* 31:97-134.
12. Durán, Robert J. 2009. "Legitimated Oppression: Inner-City Mexican American Experiences with Police Gang Enforcement." *Journal of Contemporary Ethnography* 38:143-168.
13. Robbers, Monica L.P. 2008. "Blinded by Science: The Social Construction of Reality in Forensic Television Shows and its Effect on Criminal Jury Trials." *Criminal Justice Policy Review* 19:84-102.
14. Mauer, Marc, and Ryan S. King. 2007. *A 25-Year Quagmire: The War on Drugs and Its Impact on American Society*. Washington, DC: The Sentencing Project.
15. Trammell, Rebecca. 2009. "Values, Rules, and Keeping the Peace: How Men Describe Order and the Inmate Code in California." *Deviant Behavior* 30:746-771.
16. Collica, Kimberly. 2010. "Surviving Incarceration: Two Prison-Based Peer Programs Build Communities of Support for Female Offenders." *Deviant Behavior* 31:314-347.
17. Trimbur, Lucia. 2009. "'Me and the Law is Not Friends': How Former Prisoners Make Sense of Reentry." *Qualitative Sociology* 32:259-277.

COURSE WORK REQUIREMENTS

The course workload and percentage points are distributed as follows:

<i>Assignment</i>	<i>% Points</i>
Attendance & Participation	10
Assessments	5
Student Information Survey = 1	
Reflection on Crime 1 = 1	
Reflection on Crime 2 = 3	
Poster Project	25
Examinations	60
Exam 1 = 20	
Exam 2 = 20	
Exam 3 = 20	
	100

Attendance, Participation, and Reading Assignments

Students are expected to attend every class. During the first two weeks of the semester, students must attend regularly to guarantee their place in this course. Missing two or more classes during the first two weeks of the semester may cause a student to be administratively withdrawn. Students who miss class during the first two weeks because they were not enrolled in the course will *not* receive credit for the missed days.

Each student must have purchased an i>Clicker and have registered the clicker through *CUConnect* by 2:00pm, Tuesday, January 18, 2011. The frequency on the clicker must be set to that assigned to the classroom at the start of *each* class. The 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 writing utensils to every class, it is just as necessary to bring the clicker. The clicker should operate for 200 hours before the batteries need to be replaced, but students should carry an extra set of AAA batteries. No excuses will be accepted for failing to bring the clicker to class or for having a non-working clicker. For most of the class sessions, attendance will be recorded via the clickers. It is the responsibility of the student to notify the teaching assistant (T.A.) immediately before class begins or immediately after class ends that the student failed to bring her or his clicker or if the student’s clicker is not working. Doing so will assure that said student will at least receive credit for having attended class. Student grades will not begin to be penalized for absences until after missing two classes.

For excused absences, documentation is to be submitted to the T.A. within one week of the absence. University policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments, or required attendance. During the first two weeks of the semester (by Friday, January 21, 2011), any student requesting to have an excused absence due to religious obligations must give a note to the T.A. specifying the religious affiliation and the religious holiday (e.g., Chinese New Year, Naw Ruz, Pesach). The following are some legitimate reasons for missing a class, along with their corresponding required documentation:

<i>Legitimate Absence</i>	<i>Proof Needed for Legitimate Absence</i>
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. Documentation for pre-scheduled meets must be provided during the first two weeks of the semester.
Religious holiday	Note from student specifying religious affiliation and religious holiday (to be provided during the first two weeks of the semester).

Students should confer with the instructors 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 instructors of absences before the anticipated missed class (unless the missed class will occur on the day of an exam). During specified office hours or at a meeting time agreed upon between the student and the professor or T.A., the absentee student will be provided with any handouts. (Some handouts will also be available on *CULearn*.) The majority, if not all, of the videos to be shown in this course are owned by the professor and will be placed on reserve in Norlin Library (Circulation Desk) for the remainder of the semester 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 often insufficient 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. Using the discussion tool on *CULearn* or the professor's Facebook page (<http://www.facebook.com/pages/Criminology-with-Dr-Hillary-Potter/121206454616411>) can also facilitate getting to know classmates.

Students are responsible for all material covered in class and listed on the *Class Schedule* (final page of this syllabus). 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 students should spend at least two hours studying outside of class for every hour in class. This translates into six hours of study time each week that should be devoted to this course. Beginning January 18, 2011, most class sessions 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.

Assessments

There are three "assessments" in this course, which count for a total of 5% of each student's course grade.

Student Information Survey

Each student is required to complete the student information survey, available in *CULearn*, by 11:59pm, Thursday, January 20, 2011. No points will be awarded for surveys completed after January 20, 2011. This assessment is worth 1% of the course grade.

Reflection on Crime Assessments

There are two "reflection on crime" assessments for this course.

The first reflection on crime assessment, which is available in *CULearn*, is to be completed by 2:00pm, Thursday, January 13, 2011. This assessment will not be graded per se, but each student will be given full credit for honestly and thoroughly answering all the questions posed. This assessment will help the professor gain insight into students' perceptions of "crime and society." This assessment is worth 1% of the course grade.

Toward the end of the semester, students must respond to similar questions posed in the original reflection. This second assessment is worth 3% of the course grade. This assessment is not so much about what students think; rather, the purpose is to show how students critically engaged with the material that was presented during the course of the semester. Some of the questions on this assessment will be graded based on relaying the information that was imparted during the semester. The second assessment will be available in *CULearn* beginning Thursday, April 21, and is to be completed by 11:59pm, Thursday, April 28, 2011.

Examinations

There are three examinations in this course. Each exam is weighted equally (20% each). The first two exams will be administered during the semester (Feb. 10 and Mar. 17) at the regularly scheduled class time. The third exam will be administered during Finals Week on Saturday, April 30, 2011, from 4:30pm to 7:00pm (in the same classroom). Each of these exams will cover separate areas of the course. However, the final exam will *also* contain questions referring to the entire course content.

Each student is to report to each exam with at least two blue or black ink pens, at least two Number 2 pencils, and a reliable eraser. In order to take advantage of the professor's special "gimme," students must arrive no later than 2:00pm on exam days (4:30pm for final exam). Students must use restroom facilities prior to entering the classroom on exam days. Students shall leave the room on exam days only after completing and turning in the exam *or* if the student *truly* (and under dire circumstances) must relieve himself or herself. The *only* students who will be accommodated with alternate exam times will be those with certified documentation from Disability Services or legitimate excuses for other reasons.

Poster Project

Each student is required to create a visually appealing poster that highlights a particular topic or issue within the area of crime, criminality, or the criminal justice system. (Examples of posters will be viewed in class.) The poster provides an alternative method for demonstrating scholastic understanding of a particular topic (as opposed to the traditional research paper).

To supplement the project, students may participate in or observe an activity within the field of “criminal justice” that will provide enhanced knowledge of criminal justice practices. For the purposes of this class, these activities include going on a police ride-along, sitting in on criminal court proceedings, or touring a jail or prison. (Several correctional facility tours will be scheduled by the professor, but students may also schedule their own tours if they are able to do so.) Any other experiential activities should first be cleared with the professor.

While there are a variety of ways to create an academic “poster,” these visual presentations can also include the use of still photographs. Visual studies of crime that utilize photography (and cinematography) are referred to as “visual criminology.” Visual criminology often involves the researcher taking pictures; however, students *must* abide by specific ethical and human rights practices before incorporating any photography into this project. The professor will carefully review these guidelines in class and on *CULearn*.

Students are to follow these additional guidelines for the project:

- At least two (2) scholarly publications must be used.
 - The assigned articles for this course may be used as sources for the project.
 - The course textbook may be used as a source, but it does *not* count toward the required number of scholarly publications. (Also, other “textbooks” are not considered scholarly publications. Please review the page in *CULearn* titled “What are peer-reviewed or refereed journal articles?”)
 - Class lectures should not to be used as a source *unless* the information is *not* available elsewhere.
- Students must review and follow “Professor Potter’s Paper Pet-Peeves” (available in *CULearn*).

The posters will be presented to fellow classmates and the instructors during the last week of the semester. (Students will be assigned to present on April 26 or on April 28.) The poster project and presentation is worth 25% of the *overall* course grade. Participation in the presentation is required and is worth 15% of the *project* grade. The presentation involves peer interaction and peer evaluations of each project. Additional information about the presentation process will be provided in class and on *CULearn*.

The grade for the project will drop one letter grade for each day it is late (if turned in after the student’s assigned presentation day). There is a zero-tolerance policy for plagiarism. Any plagiarized projects will result in failure of the project, and possibly the course, and will be reported to university authorities.

GRADING

Overall course grades will be assigned on the following scale:

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

Students will be able to monitor their grades throughout the semester on *CULearn*. Students may consult with the T.A. or 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 e-mail or phone.

STUDENT BEHAVIOR GUIDELINES

The CU-Boulder Honor Code

Academic dishonesty will not be tolerated. Students are encouraged to review the University of Colorado Honor Code booklet. 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

Students should make every effort to attend all classes on time. In order to not disrupt class, students shall utilize the restroom and take care of other personal matters prior to or after class sessions. (*This is a requirement on exam days.*) If a student needs to leave class early, she or he is to notify the instructors of such before the start of class.

Wireless/Remote Communications and Use of Computers

Laptop computers are not allowed to be used in this course. All other communication devices must be silenced or turned off 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 and accessing the Internet on a phone/smart phone/PDA. *Any use of wireless devices or other information technology during an exam will result in a zero for the exam.*

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.

Sleeping and Other Forms of Inattention

Falling asleep in class is not considered appropriate student behavior. Likewise, resting one's head on the desk is disrespectful to the professor. 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 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.

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. Additional information can be found at <http://www.colorado.edu/disabilityservices/>.

If a student has a temporary medical condition or injury, please see the university guidelines at <http://www.colorado.edu/disabilityservices/go.cgi?select=temporary.html>.

Students requiring exam accommodations due to disabilities must review the university policy (<http://www.colorado.edu/disabilityservices/handbook/handbook6.html>). Students requiring exam accommodations must coordinate with the professor one to two weeks prior to the exam.

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, et cetera, 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	Readings ¹	Written Work Due ²
T – Jan 11	<i>Crime and Justice in the United States</i>	Syllabus	
R – Jan 13		<i>CJ 2010</i> : Chapter 1 Article 1: Frymer	Reflection on Crime Assessment 1
T – Jan 18		Article 2: Goode & Ben-Yehuda	
R – Jan 20	<i>Defining Crime</i>	<i>CJ 2010</i> : Chapter 3 Article 3: Clement & Barbrey	Student Information Survey
T – Jan 25	<i>Counting Crime</i>	<i>CJ 2010</i> : Chapter 2 (28-36) Article 4: Mosher, Miethe, & Hart	
R – Jan 27			
T – Feb 1	<i>Understanding Crime</i>	<i>CJ 2010</i> : Chapter 2 (17-28)	
R – Feb 3		Article 5: Mohamed & Fritsvold	
T – Feb 8		Article 6: Rosen & Venkatesh	
R – Feb 10			Examination 1
T – Feb 15		<i>CJ 2010</i> : Chapter 12 (245-250)	
R – Feb 17		Article 7: Duck	
T – Feb 22		Article 8: Holt, Blevins, & Burkert	
R – Feb 24		Article 9: Klenowski, Copes, & Cullins	
T – Mar 1	<i>Cops</i>	<i>CJ 2010</i> : Chapter 4	
R – Mar 3		Article 10: Dodge, Valcore, & Klinger	
T – Mar 8		Article 11: Brezina & Phipps	
R – Mar 10		<i>CJ 2010</i> : Chapter 5 Article 12: Durán	
T – Mar 15		<i>CJ 2010</i> : Chapter 13	
R – Mar 17			Examination 2
T – Mar 22	<i>Spring Break</i>		<i>Spring Break</i>
R – Mar 24	<i>No Classes</i>		<i>Spring Break</i>
T – Mar 29	<i>Courts</i>	<i>CJ 2010</i> : Chapter 6 <i>CJ 2010</i> : Chapter 12 (227-241)	
R – Mar 31		<i>CJ 2010</i> : Chapter 7 Article 13: Robbers	
T – Apr 5		<i>CJ 2010</i> : Chapter 8 Article 14: Mauer & King	
R – Apr 7	<i>Corrections</i>	<i>CJ 2010</i> : Chapter 9	
T – Apr 12		Article 15: Trammell	
R – Apr 14		Article 16: Collica	
T – Apr 19		<i>CJ 2010</i> : Chapter 10 Article 17: Trimbur	
R – Apr 21		<i>CJ 2010</i> : Chapter 11 <i>CJ 2010</i> : Chapter 12 (242-245, 250-255)	
T – Apr 26	<i>Conclusions</i>		Poster Project Presentations
R – Apr 28			Poster Project Presentations Reflection on Crime Assessment 2
S – Apr 30 4:30-7:00pm			Examination 3

¹ Textbook and article readings are to be completed by the start of class on the specified day.

² Please consult descriptions of assignments in this syllabus and in *CULearn* for time of day each assignment is due.