

University of Louisville  
SOC-336-01-4192\_Syllabus Criminology  
Summer  
Instructor: Theo Malone

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**Required Readings:**

*Criminology: Connecting Theory, Research and Practice*. 2012. William J. Chambliss and Aida Y. Hass. New York, NY: McGraw-Hill. (also available in a **digital format** from CourseSmart at [www.coursesmart.com](http://www.coursesmart.com))

There are also required readings posted in the Course Documents section of our Blackboard website, so you must have access to this resource.

**Course Description:**

This course introduces the student to the fundamental concepts, methods, current issues, and theories of criminology. Students are provided a comprehensive understanding of crime rates, crime trends, causes of crime, and solutions to crime. It is expected that students will spend an average of 6-9 hours per week out-of-class reading course material, preparing for exams, and writing course papers.

**Student Learning Objectives:**

Through the exams, assignments, and class discussions, students are expected to demonstrate competency in the following areas:

SLO #1: Be able to think about crime within a sociological framework using sociological principles and concepts.

SLO #2: Be able to describe and apply basic theories of criminology.

SLO #3: Be able to summarize existing knowledge, current questions, or important issues in criminology.

**Grading:**

There will be three exams for this course, each composed of multiple choice and essay questions. Each exam will be worth a certain percentage of your final grade, broken down as follows:

Exam 1 = 15%  
Exam 2 = 15%  
Exam 3 = 15%  
Total = 45%

You will be required to complete one *special topic research summary/discussion leader* assignment, which will be worth 12.5% of your final grade.

You will also be required to complete one *professional research report* (group project), which will be worth 25% of your final grade.

You will also be required to complete one *research article summary*, which will be worth 7.5% of your final grade.

There will be several in-class assignments, activities, and discussions that will comprise 10% of your final grade.

### **Grading System:**

|              |                   |
|--------------|-------------------|
| 98-100% = A+ | 72-77% = C        |
| 92-97% = A   | 70-71% = C-       |
| 90-91% = A-  | 60-61% = D-       |
| 88-89% = B+  | 68-69% = D+       |
| 82-87% = B   | 62-68% = D        |
| 80-81% = B-  | 59% and below = F |
| 78-79% = C+  |                   |

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***Special Topic Discussion Leader/Research Summary:*** In the class schedule listed below, there are twelve class days devoted to a special topic related to the course material. At the beginning of the semester, you will choose one special topic on which you will write research summaries and act as the discussion leader for the topic.

*Research Summary:* For this project, you will summarize the two research articles listed on the syllabus beneath each special topic. *The purpose of this assignment to better understand how criminological research is conducted and gain additional knowledge of a specific criminological issue.* You will read the assigned research article and answer several questions about the research (full assignment details posted on Blackboard) that was conducted and how the findings contribute to knowledge on the sociological issue addressed. In addition to the two assigned research articles, you will find one additional research article from an academic criminological journal that is related to the special topic and provide a summary of that research article.

The research summary due on the date the topics will be covered on the syllabus. The research summary is worth 10% of your final grade.

*Discussion Leader:* As a discussion leader, you will provide a short informal summary of the topic, either to the entire class or in small groups, answer questions from the instructor and other students, and pose questions to the class to help stimulate discussion of the topic. The discussion leader part of the assignment is worth 2.5% of your final grade.

Because this is an in-class activity, you must be in class when we cover your Special Topic. Any conflicts that will interfere with your ability to conform to this expectation must be brought to my attention before your day to present. If you are not in class to serve as a discussion leader for each Special Topic, you will lose all of the presentation grade for the assignment.

**Research Article Summary:** For this project, you will find one academic research article on a criminological topic of your choice and provide a complete summary of the research presented. *The purpose of this assignment is to better understand how research in criminology is conducted and gain additional knowledge of a specific issue in criminology.*

You will first identify a criminological topic that you would like to study and find one academic research article on that topic. There are dozens of academic journals that are appropriate for this assignment (i.e., *American Journal of Sociology, Social Forces, Criminology, Deviant Behavior, Journal of the Scientific Study of Religion*). If you have a question about whether your academic research article is appropriate for this assignment, please ask the instructor.

You will then read the research article and answer several questions about the research that was conducted and how the findings contribute to knowledge on the deviance issue addressed (details are posted on Blackboard).

This 3-5 page paper is worth 7.5% of your final grade.

**Professional Research Report:** For this assignment, you will be assigned a current public issue related to crime, work as a group to gather the available research about the public issue, write a collective report about the issue (including specific policy recommendations), and present your research to the class as a group. *The purpose of this assignment is to use research skills to inform a current public issue and inform public policy.* See Blackboard for specific assignment details.

This assignment will be completed in three stages, plus the final report and presentation. Timely feedback on each stage will be given to the group. Completing all stages of the assignment is worth a total of 5% of your final course grade.

The group paper is expected to be 20-25 pages double-spaced (typewritten) pages long, not including a cover page or the reference page and must include at least 15 academic sources. The group paper is worth 15% of your final grade.

The group presentation will be approximately 15 minutes and must include a visual component. The presentation is worth 5% of your final grade.

The instructor reserves the right to modify the group grade for any individual who does not fully participate in the group project.

**In-class participation:** An important part of the learning process is interacting with your peers and your instructor. For this reason, you will be expected to participate in class discussions, small group discussions, and in-class assignments. This will be worth 10% of your final grade for this course.

Because the subject matter for this course can be extremely sensitive for people, the following rules for classroom participation are extremely important to obey.

1. Everyone has the right to their own opinion, and as such, nobody will be criticized for voicing their opinion.
2. There will be no derogatory comments made toward any member of this class.
3. There will be no derogatory language used to describe any group of people in our society.
4. The members of this class will show respect toward all other members of the class and will not interrupt others while they are talking.

Failure to obey by these basic rules will result in a loss of participation points for this course.

## **General Information:**

***Codes of Conduct and Academic Honesty Policy:*** The instructor and students in this course will adhere to the University's general Codes of Conduct defined in the University of Louisville Student Handbook. Specifically, the Code of Student Rights and Responsibilities requires that students do not cheat, fabricate, plagiarize or facilitate academic dishonesty. For details, refer to:

*U of L Student Handbook*

(<http://campuslife.louisville.edu/cloffice/handbook/>)

*Code of Student Rights and Responsibilities*

(<http://campuslife.louisville.edu/cloffice/handbook/pages/studentrights/view?searchterm=plagiarism>)

The FIRST offense of PLAGIARISM will automatically result in a ZERO for the assignment and the offense will be reported to the Dean of Students. The SECOND offense will result in an automatic FAILURE of the COURSE and the offense will be reported to the Dean of Students.

***Disability Policy:*** In accordance with the University policy, if a student has a documented disability and requires accommodations to obtain equal access in this course, he or she should contact the instructor at the beginning of the semester and make this need known. Students with disabilities must verify their eligibility through the Disability Resource Center, 119 Stevenson Hall, 502-852-6938.

(<http://louisville.edu/disability>)

***Religious Holidays:*** It is the policy of the University to make every reasonable effort allowing students to observe their religious holidays without academic penalty. In such cases, it is the obligation of the student to notify the instructor within first two weeks of the term of the dates of religious holidays on which he or she will be absent. Absence from classes or examinations for religious reasons does not relieve the student of responsibility for completing required work missed. Following the necessary notification, the student should consult with the instructor to determine what appropriate alternative opportunity will be provided, allowing the student to fully complete his or her academic responsibilities.

(<http://louisville.edu/diversity/documents/work-restricted-holy-day-policies-and-calendar>)

***Title IX/Clery Act Notification:*** Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain **confidential** support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to **University faculty or instructors** of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is **not confidential** under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer.

For more information, see the Sexual Misconduct Resource Guide

(<http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure>).

***Late assignments and make-up exams:*** Late assignments will be accepted at my discretion and only if sufficient evidence of a legitimate problem is presented. If at all possible, you need to notify me of any serious problems ahead of time. For each day that is missed before handing in an assignment, you will

lose 10% off of that assignment grade. I will not give any make-up exams except in the case of catastrophic circumstances.

| TOPIC <sup>1</sup>  | REQUIRED READINGS  |
|---|--|
| What is crime? What is criminology?   |  |
| Introduction to the Course  |  |
| Defining Crime  | Chapter 1  |
| How are laws developed?   |  |
| Crime and Criminal Law  | Chapter 2  |
| <b>SPECIAL TOPICS #1:</b><br>Politics and Media: The Criminalization and Demonization of Drugs              | Crack in Context: Politics and Media in the Making of a Drug Scare<br><i>Reinarman and Levine</i><br>Blackboard<br><br>The Politics of Crime<br><i>Beckett and Sasson</i><br>Blackboard  |
| How is crime measured? How much crime is there? Is crime on the rise?                                       |  |
| Measuring Crime/ Trends   | Chapter 3  |
| <b>SPECIAL TOPICS #2:</b><br>Crime Measurement and Crime Trends: How Crime is Measured Affects Crime Trends | A Youth Violence Epidemic: Myth or Reality?<br><i>Franklin Zimring</i><br>Blackboard<br><br>Did Crime Rise or Fall During the Reagan Presidency?<br><i>Steffensmeier and Harer</i><br>Blackboard                                       |
| What factors influence the fear of crime? How do criminologists measure crime?                              |  |
| <b>SPECIAL TOPICS #3:</b><br>Fear of Crime: How does the media and other factors influence fear of crime?   | Breaking News: How Local TV News and Real-World Conditions Affect Fear of Crime<br><i>Weitzer and Kubrin</i><br>Blackboard<br><br>Racial Composition of Neighborhood and Fear of Crime<br><i>Chiricos and associates</i><br>Blackboard |

<sup>1</sup> Tentative Class Schedule—subject to change with appropriate notice.

Exam. Is there a biological basis to crime?

**EXAM #1**

Biological/Psychological  
Theories

Chapter 6 and Chapter 7

How is social structure related to crime?

**SPECIAL TOPICS #4:**  
Biology and Crime: Is crime  
inherited? Do ugly people  
commit more crime?

Gene-Environment Interplay and  
Delinquent Involvement:  
Evidence of Direct, Indirect, and  
Interactive Effects  
*Beaver and associates*  
Blackboard

Never Pick a Fight with an Ugly  
Person, They've Got Nothing to  
Lose  
*Rayburn and Wright*  
Blackboard

Social Structure Theories

Chapter 8

**STAGE 1 of Professional  
Research Report Due**

Do homicides increase under conditions of anomie? Are social processes related to crime?

**SPECIAL TOPICS #5:** Two  
Types of Strain: Communism  
to Capitalism and Bad Grades

Poverty, Socioeconomic  
Change, Institutional Anomie,  
and Homicide  
*Kim and Pridemore*  
Blackboard

Academic Strain and Non-  
Medical Use of Prescription  
Stimulants among College  
Students  
*Ford and Schroeder*  
Blackboard

Social Process Theories

Chapter 9

**Research Article Summary  
DUE**

Do families contribute to offending? How does stratification influence crime?

**SPECIAL TOPICS #6:**  
Families and Crime: Broken  
Homes and Bad Parents

On the Relationship between  
Family Structure and Antisocial  
Behavior: Parental Cohabitation  
and Blended Households *Apel  
and Kaukinen* Blackboard

Why is “Bad” Parenting  
Criminogenic?  
*Unnever and associates*  
Blackboard

Social Conflict Theories

Chapter 10

How does the criminal justice system react to social conflict?

**SPECIAL TOPICS #7:**  
Policing Minorities and  
Imprisoning the Poor

Minority Threat and Police  
Brutality  
*Malcolm Holmes*  
Blackboard

Street Crime, Labor Surplus, and  
Criminal Punishment, 1980-  
1990  
*Hochstetler and Shover*  
Blackboard

**EXAM #2**

What is violent crime? What are the factors involved in sexual assault?

Interpersonal Crimes of  
Violence

Chapter 11

**SPECIAL TOPICS #8:**  
Rape: Dates and Marriage

Rape by Acquiescence: The  
Ways in Which Women “Give  
In” to Unwanted Sex with their  
Husbands  
*Kathleen Basile*

Blackboard

Women's Attributions of  
Responsibility for Date Rape:  
The Influence of Empathy and  
Sex-Role Stereotyping  
*Coller and Resick*  
Blackboard

**STAGE 2 of Professional  
Research Report Due**

What are public order crimes? What is the impact of legalizing drugs?

Crimes Against Property/Public  
Order Crimes Chapter 12 and Chapter 13

**SPECIAL TOPICS #9:**  
Legalizing Marijuana: Costs and  
Benefits

Drugs and Crime  
*James Wilson*  
Blackboard

Interpreting Dutch Cannabis  
Policy: Reasoning by Analogy  
in the Legalization Debate  
*MacCoun and Reuter*  
Blackboard

What is white collar crime?

Crimes of the Powerful Chapter 14

**SPECIAL TOPICS #10:**  
The Death Penalty: Continued  
Support and Empirical  
Justifications

The Changing Nature of of  
Death Penalty Debates  
*Radalet and Borg*  
Blackboard

Not In My Name: An  
Investigation of Victims' Family  
Clemency Movements and Court  
Appointed Closure  
*Mowen and Schroeder*  
Blackboard

**STAGE 3 of Professional  
Research Report Due**

Is the death penalty effective? Do get-tough-on-crime policies work?

**SPECIAL TOPICS #11:**  
Get Tough on Crime: Do Get-Tough Policies Reduce Crime?

“Striking Out” as Crime Reduction Policy: The Impact of “Three Strikes” Laws on Crime Rates

*Kovandzic and associates*  
Blackboard

Juvenile Transfer and Deterrence: Reexamining the Effectiveness of a “Get-Tough” Policy

*Jordan and Myers*  
Blackboard

**Professional Research Report Presentations**

Conclusion to the class. Exam

**Professional Research Report Presentations**

**FINAL PROFESSIONAL RESEARCH REPORTS DUE**

**EXAM #3**