

Dixie State University
CJ 3270 Criminology
Spring Semester 2015
Tuesday and Thursday, 10:30-11:45 am
University Plaza, Building D, Room 102

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Office Hours: M 1:15-2:45 pm, W 12:15-2:45 pm, TR 9:15-10:30 am
Prerequisites/GE Status: ENGL 2010/No GE Status
Degree Status: Required Core Course

Each student is expected to read and understand everything outlined in this syllabus. Think of it as a contract that sets out the rules and stipulations of this class. Your enrollment and participation in this class is your signature on this contract, meaning you are in agreement with the terms of this deal. If you have any questions or concerns about what you read, feel free to discuss them with me.

Course Description per the College Catalog

Focuses on theories and research of crime causation, using a variety of criminological theories to analyze biological, psychological, and social factors that have been shown to contribute to criminal behavior.

Course Overview

This course is designed to be an introductory overview of foundational theories in criminology. The concepts learned in this class will serve as a base for you as you move on in the department and begin taking higher level courses.

This course is designed to give brief looks into the many theoretical facets of criminology. Think of it as a buffet of criminological theories and concepts: you are not going to fill up on just one dish, but you are going to taste a plethora of entrees. By the end of our time together, the main theories and concepts of criminology will be firmly rooted in your mind.

My personal teaching style is such that I don't believe intellectual growth can be fully assessed by filling in annoying little bubbles on a test sheet. That is not to say multiple choice tests are unimportant. In fact, you will be taking some during the course of this semester.

What I am saying is there is a need to learn how to apply what we discuss in class and what you read in the book to real world phenomena. After all, that is what social scientists do. They take the ideas, concepts, theories, etc. that we will be discussing and they use them as lenses through which they examine the world. Much like a geologist or a biologist looks through a microscope to observe developments in rocks or cells, as social scientists, we are equipped with certain tools that help us explain social events. This course introduces what those tools are and will require you to use them.

Samuel Johnson said that, "[*Mankind has a great aversion to intellectual labor; but even supposing knowledge to be easily attainable, more people would be content to be ignorant than would take even a little trouble to acquire it.*](#)" With this in mind, I have labored to make this class effort based. In theory, this means that those who are willing to labor to gain knowledge should be those who receive the greatest reward. This will not be a perfect system, however I hope this class provides those willing to work with a great chance at success. I hope we can help each other stay motivated and excited throughout our time together. Please do not hesitate to ask for my help if it is ever needed. I am more than happy to assist you in any way that I can. I may not have the answer you're looking for, but I will do my best.

Lastly, for this course to function well, you need to dedicate yourself to hardy preparation before each class period. In other words, you are in charge of using the materials at your disposal (i.e. the assigned class readings, academic journals, other relevant books/literature, "good" websites, etc.) to accumulate much of the relevant knowledge for each day's topic before class, as we will not spend much class time on knowledge gathering. (We can, of course, clarify concepts if needed.) We, as a class, will allocate our time to take this malleable knowledge and mold it through application and discussion.

Course Objectives

By the end of this course, students will be able to communicate the scientific pursuit of the causes of criminal behavior, critically think using skills developed in criminology, and apply criminological theories. These objectives will be shown through the following outcomes:

- A. Listing the major criminological theories that have been developed to describe the root causes of criminality.
- B. Defining the causal arguments outlined by these fundamental theories.
- C. Comparing and contrast varying theoretical frameworks.
- D. Connecting real, diverse facts to criminological theories.
- E. Use criminological theory and crime trends to address criminal behavior within certain contexts.

Required Text and Reading (Book is available at the Bookstore)

Bernard, Thomas J., Jeffrey B. Snipes, and Alexander L. Gerould. (2010). *Vold's Theoretical Criminology*. Sixth Edition. Oxford University Press.

Reading for this class is NOT optional. You will be held accountable for the reading that is assigned. So my advice is: DO THE READING.

Try and keep up with the reading. This means having read the chapter corresponding to that day's class *before* coming to class. In addition to helping you get more out of each class meeting, this will also help you avoid having to read large chunks of the book all at once. This will help you retain more of the information and will enhance your learning ability. It will also help you plan your studying for the days and weeks of the semester.

Punctuality and Attendance Policies

As stated in the "Student" segment under the "Attendance" section of DSU's "Policies and Procedures": "Regular and prompt attendance in classes and laboratory sessions is expected of every Dixie State University student". In order to ensure each student upholds their commitment to the College's standards, the following class policy exists:

Attendance is required in order to pass this class, no exceptions. To reinforce this, I will conduct roll calls throughout the semester. These roll calls can potentially affect your final grade (they will not be reflected in your grade until final grades are submitted) in two ways:

1. After missing more than two roll calls due to unexcused absences/tardiness, your **final grade will be dropped to the next grade level** for every two additional unexcused absences/tardy arrivals (i.e. C+ → C).
2. If you have missed one roll call or less (this includes tardy arrivals) for the entire semester, **your final grade will be bumped up to the next grade level** (i.e. B → B+).

In short, if you attend class around 90% of the time and are prompt, you have nothing to worry about.

However, I understand that situations outside of your control (untimely illnesses, family deaths, or other crises) arise and may take you away from the classroom for a period of time. I hope they don't, but if circumstances like these affect your life during the semester, it is **your responsibility** to contact me as soon as possible (this means within a day or two of your return/recovery) to discuss the work and class periods that have been missed. If more than a work week has passed without you contacting me to set new due dates, you will be unable to make up the work you missed and the absence will be counted as unexcused.

To have an absence count as excused, you need to present proper documentation to me within a day or two of your documented time away. To be clear, an excused absence can be because of an illness, a funeral, a birth, etc., as long as the proper documentation accompanies the event. If you miss the bus, forgot to set your alarm, etc., you do not need to let me know as these things are examples of

unexcused absences. Remember, you each get three of these built into the policy before they begin to detract from your final grade.

A few more words of advice...Be on time to class. If you arrive late, please be courteous to others by entering as quietly as possible.

Also, please do not pack-up until we have finished our discussion for the day. I promise we will never go over our allotted time. Because of this, please do not start gathering your things and banging around in the classroom until we are finished up for the day. If for some reason you do need to leave early, please sit close to the door, in a spot where you do not need to cut in front of anyone, and when the time comes, leave as quietly as you can. Thank you all in advance for being sensitive to this request.

Technology/Attention Policy

Please turn off and put away all noise makers when entering the classroom. Cell phones should be silenced or turned off and put away for the duration of the class period. This also includes iPods (or other mp3 players). Laptops and tablets are appropriate to use for taking notes, but they should be silenced as well. Additionally, you are required to be attentive while we are in class. In other words, do not put your head on your desk, write notes/talk with a classmate, etc. If I notice you are consistently making phone calls, sending text messages, playing/surfing the internet on your mp3 player/tablet/laptop during class time, or being inattentive/disruptive, I reserve the right to deduct up to 10% off your **final grade**. (If you are expecting an important call or text during the time we have class and need to have your phone on, please talk to me about it *before* class so I don't act a fool.) Remember to please be respectful of your classmates; it may bother them even if it doesn't bother you.

Contacting Me

The easiest way to get a hold of me is via email, not via Canvas. Although my voicemails do get forwarded to my email account, I only return phone calls from my office phone. I will, however, respond to emails (not Canvas messages) from remote locations (i.e. home, conferences, off-campus meetings, etc.). I will check and respond to emails periodically Monday through Friday between 8:00 am and 5:00 pm. If you email me past 5:00 pm or over the weekend, I will respond to you the following working day.

Some Other Thoughts

Remember, a diversity of ideas is a blessing. During class discussions, please remember to speak to others with respect. Simply because someone else thinks differently than you do does not make them bad, deficient, or unintelligent. We need to cultivate an environment in which everyone feels safe expressing their ideas. Please do not do anything that would harm our work towards this goal.

One of the secondary goals of this course is to make each one of us a better person for having taken and participated in this class. I hope we may all demonstrate honesty, integrity, accountability, hard work, and patience with one another. And in so doing, I hope we will push each other closer to excellence both inside and outside of the classroom.

Grades and Assignments

Let me issue a brief caution about grades. (I do this so we can get this out of the way and can bypass this conversation in the future). During every semester, there are students who come to me late in the semester and say, "I am not doing well in this class and I really need to pass, what can I do?" My answer will be a simple, "Nothing." If this class is important to you, then I expect you to approach your studies with the fervor needed to obtain the results you desire from the *beginning* of the semester. Do not come to me looking for help if you decide part way through the semester that you need to exert more effort. Start working hard today as you will only go as far as your effort takes you.

On this same note, please do not come talk to me or send me emails at the end of the semester asking for me to bump up your final grade because you are just short of the grade you need to keep your scholarship, stay in this major, stay enrolled in the university, etc. Much like in sports, it is not a single play that determines the outcome of the game. By this I mean it is not your performance in one class that determines whether or not you can keep your scholarship or stay in this major, but the accumulation of the results from multiple classes. It is an untenable and unfair position to put me in, so please understand now that, "You earn what you earn."

The following list shows the assignments you will be required to do during the semester. This list provides very brief descriptions of the assignments. We can discuss each assignment and exam in greater detail during class, if additional direction is needed. The due dates can be found on the class schedule. Remember, no late assignments will be accepted. The descriptions of the exams and the written assignments are listed below:

- 1. Exams** – You will take two exams through the course of the semester as indicated on the class schedule. Each exam will test your knowledge of key terms and concepts relevant to each theory we discuss. The exams will be a mixture of multiple choice and fill in the blank questions. Each exam will be taken on the computers at testing center.
- 2. Final Exam** – The final exam will consist of twenty five multiple choice questions (not comprehensive) and two written responses (comprehensive) applying theories to real questions about criminal behavior and crime patterns. It will be taken on the computers at the testing center.
- 3. Theoretical Note Templates** – Five times during the semester you will be asked to turn in a completed template sheet. (A copy of one can be found at the end of the syllabus and on our Canvas webpage.)

will choose these days randomly, so you will need to have them prepared for each theory indicated on the class schedule by the corresponding dates (these days are marked with an asterisk).

4. Classroom Applications – We will take class time to break into groups and apply the theories we discuss to real criminal events/crime trends. During these exercises I will provide each group with a handout to use in the application. At the end of five randomly chosen application exercises I will collect the completed handouts.

5. Theoretical Application Assignments – Kahlil Gibran once said, *“A little knowledge that acts is worth infinitely more than much knowledge that is idle.”* To activate our knowledge, there will be two written theoretical application assignments this semester. This assignment is designed to have you take the theories we discuss in class and apply them to events or situations that you observe in the world around you. I will try and give frequent examples of events in the news or other things I notice that will help you all in your own thinking. This assignment is to get you thinking of these concepts outside of the restriction of multiple choice exams. It is an opportunity for you to show me you truly understand what we are talking about and that you can properly use what we discuss as another lens through which you can examine the world.

The first half of your paper should detail the theory. You should define and describe key concepts as well as explain the theoretical argument. The second half of your paper should apply the theory in detail to any scenario you choose. This application should do more than apply the general notion of the theory. You should apply the relevant concepts in order to help illuminate the scenario you have chosen.

Please pay attention to the layout of the paper:

-Use the default settings for font, font size, and margins on a Word document.

-The paper must be no less than **three full pages** and no more than **four full pages** of written text.

-The writing of the assignment must start at the very top of page one. Do not, I repeat, do not put your name, the date, or any other information at the top of page one. That information will be provided by Canvas automatically. Also, do not space down a line or two and then start writing.

IMPORTANT NOTE: For each requirement not met, an automatic 10 points will be deducted from the total score of the paper.

6. Extra Credit – Up to 15 points of extra credit is also available. In order to receive the extra credit, you can complete up to 30 formal hours of community service (one point for every two hours). The up to 30 formal hours of community service must be done through DSC’s Community Engagement Center (CEC), which can be found on the upper level of the Gardner Center across from the Bookstore. The CEC can help provide locations and opportunities for service if you need some direction and will formally track your service hours. At the completion of your hours, you will receive a “receipt” or an email from the

CEC for the work you have done. This receipt/email must be turned into me. Extra credit hours cannot be used in multiple classes.

Turning In Papers Through Canvas and Turnitin

You will need to submit each writing assignment through Canvas by 11:59 pm of the due date indicated on the class schedule. No late papers will be accepted, no exceptions. By turning in the papers via Canvas, it also enables us to use the Turnitin program to ensure academic honesty and integrity are characteristics of all papers submitted by you and your classmates. To this end, you must make sure your papers receive a “similarity score” of 5% or less to qualify for grading. Conversely, if a paper receives a score of 6% or higher, it will not receive a grade and you will receive zero points for the assignment.

In order to utilize Turnitin as an educational tool too, I have set the program to allow you to see your “similarity score” shortly after you have submitted your assignment. (A word of advice: plan time to wait for your “similarity score” into your “assignment time”. Turnitin is like any other program and can be fast at times and slow at others.) Using Turnitin in this manner will allow you to better understand how to properly cite others’ thoughts while putting these thoughts in your own words. Simply putting quotation marks around all the “flagged” passages is not an appropriate fix and, ultimately, will negatively affect your score. I know the process of learning how to engage the thoughts and words of others and making them your own can be frustrating at times, but most new, valuable skills are not acquired without some sincere effort.

Lastly, it is your responsibility to make sure your paper is submitted with the proper “similarity score”. In order to help you with this, I make the following concession: I will not begin grading your papers until two days after the due date found on the class schedule. I will, however, log on to Canvas the morning after the due date to make certain all the papers have been turned in on time. This gives you the motivation to get your papers in by the due date, but offers you a bit more flexibility to make the necessary changes to your paper in order to reach the 5% “similarity score” benchmark. If you are having honest problems with reaching the “similarity score” standard (after having done all you can do on your own), please come talk to me about it and we will work together to find an appropriate solution.

Point Breakdown

Exam #1	50 points
Exam #2	50 points
Theoretical Application Assignment #1	50 points
Theoretical Application Assignment #2	50 points
Theoretical Note Templates	100 points total (20 points each)
Classroom Applications	100 points total (20 points each)

Final Exam	<u>150 points</u>
Point Total	550 <i>points</i>

Grade Breakdown

A	100-94%	C	76-74%
A-	93-90%	C-	73-70%
B+	89-87%	D+	69-67%
B	86-84%	D	66-64%
B-	83-80%	D-	63-60%
C+	79-77%	F	60% or below

Class Academic Dishonesty/Academic Integrity Policy

I believe that most students are honest, and I don't want to punish everyone for the few that aren't. Nonetheless, I want it to be clear that I will not tolerate cheating. When I discover that it has occurred, a failing grade will be given for the entire course, no questions asked. If you are a repeat offender, I will request a more serious sanction be imposed (i.e. notation of academic misconduct on your permanent academic transcript, academic probation, dismissal from the program, dismissal from college, etc.).

If you need additional detail about what cheating consists of follow this link to the "Student Rights and Responsibilities Code": <http://www.dixie.edu/humanres/policy/sec5/533.html> (Section 4).

Other Issues

Although I will try very hard to stick to the attached schedule/policies, changes may be made. Notice of such changes will be made during class (or sent via Dmail if I have to miss class unexpectedly). Students are responsible for getting this information. Because this and other pertinent information will make its way into your Dmail account, make sure you check it daily. If you don't know your user name and password, go to www.dixie.edu and select "Dmail," for complete instructions. You will be held responsible for information posted on blackboard and sent to your Dmail email, so please check it often.

At the risk of sounding like your parent, I recommend you make a friend in this class. I say this in case you unfortunately have to miss class. The notes we use in class will not be posted on blackboard and I will not make copies of my notes for any student. So, make a friend and problem solved.

Dixie State University's Policies and Resources

Disability Resource Center

If you suspect or are aware that you have a disability that may affect your success in the course you are strongly encouraged to contact the Disability Resource Center (DRC) located in the North Plaza Building. The disability will be evaluated and eligible students will receive assistance in obtaining reasonable accommodations. Phone # 435-652-7516.

Library Information

The Library has all kinds of information and resources. Visit the Val Browning Library or go to the library website at <http://library.dixie.edu/>.

Testing Center

If you are assigned to take a test in the Testing Center, go to the North Plaza. You can get information on their website at <http://new.dixie.edu/testing/>.

Tutoring Center

If you need help understanding the content of your courses, go to the Tutoring Center located in the Browning Learning Center, Room 105. There is a schedule of what courses have tutors at what times outside the door. You can also visit them online at <http://dsc.dixie.edu/tutoring/>.

Writing Center

If you need help writing papers, go to the Writing Center in the Browning Learning Center, Room 105. You can also visit them online at: http://new.dixie.edu/english/dsc_writing_center.php.

Disruptive Behavior Policy

It is the responsibility of an instructor to manage the classroom environment to ensure a good learning climate for all students. This means not talking when the teacher is talking, following instructions, and speaking and acting respectfully to the professor and fellow students. If your behavior is disruptive, I will first let you know verbally that you are behaving inappropriately. If it continues, I will send you written notice that your behavior must change. As a last resort, I will drop you from the class. For more details, please see the disruptive behavior policy at: <http://www.dixie.edu/humanres/policy/sec3/334.html>.

To learn more about the Reasonable Accommodation Policy, to view the Semester calendar, or to explore any other questions you may have, please visit <http://new.dixie.edu/reg/syllabus/>.

Class Schedule
Spring Semester 2015
CJ 3270 Criminology

Week 1

1/13 – Syllabus Review and Class Introductions

1/15 – Chapter 1

Week 2

1/20 – Chapter 2* (Deterrence Theory)

1/22 – Chapter 2* (Routine Activity Theory)

Week 3

1/27 – Chapter 3

1/29 – Chapter 4

Week 4

2/3 – Chapter 5

2/5 – Chapter 6* (Durkheimian Anomie)

Week 5

2/10 – Chapter 6

2/12 – Review Session

Week 6

2/17 – *Exam #1*

2/19 – Chapter 7* (Social Disorganization Theory)

Week 7

2/24 – Chapter 7

2/26 – Chapter 8* (Classical Strain Theory), *Theoretical Application Assignment #1 Due*

Week 8

3/3 – Chapter 8* (General Strain Theory)

3/5 – Chapter 9* (Social Learning Theory)

Week 9 – Spring Break

3/10 – No Class

3/12 – No Class

Week 10

3/17 – Chapter 9

3/19 – Chapter 10* (Social Control Theory)

Week 11

3/24 – Chapter 10* (Self Control Theory)

3/26 – Chapter 11* (Labeling Theory)

Week 12

3/31 – Chapter 11

4/2 – Review Session

Week 13

4/7 – *Exam #2*

4/9 – Chapter 12

Week 14

4/14 – Chapter 12, *Theoretical Application Assignment #2 Due*

4/16 – Chapter 13

Week 15

4/21 – Chapter 13

4/23 – Chapter 14 & 15* (Age-Graded Theory)

Week 16

4/28 – Review Session

4/30 – Reading Day, **No Class**

Finals Week

Exam available in the Testing Center from Tuesday, May 5th and Wednesday, May 6th.

Theoretical Note Template

Name of Theory: _____

Primary Theorists:

Key Assumptions:

Foundational Concepts:

Main Theoretical Argument:

Causal Chain Diagram:

Essential Empirical Results: