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SOCIOL 404—spring 2012

CRIMINOLOGY

Criminology is the scientific study of adult crime and juvenile delinquency. To help students develop undergraduate competency in this area of study, course materials and lecture review and critique the major perspectives criminologists employ, examine the character and extent of crime and delinquency in history and across social structure, and explore the institutional response and societal reaction to activities and statuses defined as criminal or, more broadly and where relevant, deviant. Since crime is one of the mechanism through which those with power establish and entrench rules, deploy rule enforcers, and manage perceptions, the machinery of social control and its attendant ideologies receive considerable attention in this course. There are two objectives for achieving the course goal: (1) identify on weekly quizzes and examinations arguments, concepts, facts, and theories covered in course materials; (2) demonstrate critical thinking and upper-division college-level writing skills by producing an original scholarly paper.

Course materials All items listed are required except where noted. There are three textbooks: Piers Beirne and James Messerschmidt, *Criminology* 4th Edition, (Roxbury Publishing, 2005); Joseph Jacoby, *Classics of Criminology* 3rd Edition (Waveland Press, 2004); Stephen Pfohl, *Images of Deviance and Social Control*, 2nd Edition (Waveland Press, 1994). All of the books are available at the Phoenix Bookstore. Articles, book chapters, and essays are obtainable on the course D2L site (see schedule). PowerPoint files used during lecture also appear on D2L *after* lectures are delivered in class. The style manual identified in the syllabus is accessible at the Cofrin Library, in bookstores, or online. Other materials (syllabi, writing guides, study guides, etc.) are found on the course web page: <http://www.uwgb.edu/austina/courses/crm/main.html>

COURSE COMPONENTS

Online Quizzes (25 points) Quizzes designed to facilitate the reading portion of the course are administered through D2L and cover all assigned readings. Most every week opens with a quiz, which is available for 72 hours and accessible at 8:30 the morning of the first day and closing at 8:30 the morning of the fourth day. For example, a quiz that opens on Monday morning will close the same time Thursday morning. In some weeks two quizzes may appear, with the second quiz becoming available on the second day of the week. Each quiz, comprised of five questions, in multiple-choice and true/false format, is timed for 10 minutes and is worth 5 points. The number of quizzes is determined by the pace of the semester. Only the five highest scoring quizzes are retained for the final quiz grade; all others are dropped. Quizzes cannot be made up for any reason. A missed quiz either becomes a dropped quiz or earns a zero (depending on whether the student has completed at least five quizzes). An announcement in the course email clarifies what readings the quiz covers each week if we fall behind the schedule. Regular emails review items from quizzes following administration. Quiz review emails are sent only once; students are responsible for retaining copies.

Examinations (75 points) Exams cover all course material. Students take exams in class without benefit of notes or texts. A number two pencil and student ID is required. Students must place notebooks, book bags, and other items under the desk or behind or under their chair while exams are in progress. Students may not wear hats or sunglasses during exams. Cell phones and other electronic devices must be turned off (un-

less there is a legitimate request for accommodation). Students should shield their answers from other students. If space permits, there should be a chair's distance between test takers. I may use different versions of the exams for security purposes. Cheating on an exam will result in a zero for that exam and referral to the Dean of Students. Please leave quietly after finishing. Exams are not returned to students. Scores are posted on D2L. The midterm exam is worth 25 points. The comprehensive final exam is worth 50 points.

I have identified a date for the mid-term exam in the schedule; however, due to the emergent pace of lecture that date is subject to change. The university determines the final exam schedule. See the schedule below or consult the official university schedule for that date. Students may not reschedule a missed exam except in the case of a legitimate and verifiable emergency, such as a car accident, death of a close family member, or sudden serious illness. A compelling and verifiable reason must accompany a request for rescheduling an exam prior to its scheduled administration and should be processed through the Dean of Students. I use my discretion in judging the merits of cases. Any request to take the exam under different circumstances on the grounds of disability must be officially recognized and arranged several days before exam time, preferably at the beginning of the semester.

Semester Paper (50 points) Select a theory and a type of crime from the Beirne and Messerschmidt text. Submit to D2L and instructor e-mail (austina@uwgb.edu) by Friday, February 10, 4:30 pm, a 150-word proposal in either Microsoft Word or Adobe PDF format (no other format is acceptable, so if you are unfamiliar with these formats call the Help Desk CIT at 465-2309 or search online for more information). The proposal must conform to U.S. English rules of grammar and spelling and follow the *Chicago Manual of Style's* author-date system (this manual is in the library and can also be found online). The proposal must include reference to two scholarly academic outside sources (journal articles or peer-reviewed books). Successful submissions demonstrate knowledge, relevance, and importance of desired paper topic, as well as an understanding of the assignment, detailed below. Proposals are accepted, rejected, or returned with request for clarification or modification communicated through e-mail. Resubmission must occur within one week of receipt of feedback. The proposal is not a graded assignment; however, failure to submit a proposal with substantive content by the deadline or failure to submit a revised proposal within a week of receiving feedback results in a five-point reduction in your final point total. An example of a semester paper proposal is found here: http://www.uwgb.edu/austina/courses/crm/proposal_example.htm.

After approval, return to the Cofrin Library and locate at least eight scholarly articles and/or peer-reviewed books (textbooks are generally disallowed) relevant to the crime type selected and use these to construct your paper. Students may not use any book assigned in this class as one of the sources (the Beirne and Messerschmidt text only provides the theory and crime type). Students are not limited to the eight required sources. The task is to evaluate the elements and structure of the theory, as well as how others have used, advanced, and criticized the theory, how the crime type is defined in science and the law, how it is observed and measured, and the character of the official response. All of these elements must be accomplished in an integrated manner if the paper is to receive a passing grade.

A proper semester paper contains the following components organized in sections: (1) *Title* page. The paper must have an original, informative, and engaging title. (2) *Abstract* page. A proper abstract announces the importance and relevance of the topic, identifies the problem or question the paper is addressing, explains the method or procedure used, reports main findings, and suggests implication of these findings in summary form (around 100-150 words). (3) *Introduction*, which introduces the subject in greater detail, generates reader interest in the topic, poses a research problem/question, places the study in the context of the scholarly literature, identifies the theoretical approach and its attendant method, and addresses the

relevance and importance of the planned study. (The abstract is a shortened version of the introduction.) (4) *Analysis*, which, because this is a theory paper, will be mainly in the form of critical engagement with the literature, which uses a minimum of eight relevant scholarly (academic) full-text sources (peer-reviewed articles, books, and/or reports) specifying a theory, isolating key concepts, and presenting the crime type and relevant facts. This section will be the longest section. Some students find that dividing the body into subsections helps with the clarity of analysis. (5) *Conclusion* in the form of a summary of the paper. Sections 3-5 are usually referred to as the *body* of the paper. (6) *Works cited page*, which includes only those sources cited in the paper (students are encouraged to go beyond the required eight). (7) *Appendices*, if needed, for charts, diagrams, etc. (8) *Photocopies* of the first (and only the first) pages of eight required articles and/or books cited in the paper. Search engine generated results are unacceptable. A student must be in possession of the article or book to use it.

The paper shall be between 1500-2000 words (approximately 6-8 pages, 12-point Times New Roman, double spaced throughout). The paper shall not substantially exceed nor fall short of the word count. The word count refers only to the body of the paper; title page, abstract, works cited page, and appendices are *not* included in the word count. Students are to use the author-date (or scientific notation) system of the *Chicago Manual of Style* for citing references (do not use the *Chicago Manual of Style's* documentary note system, which is intended for the humanities). This is a social science class at a secular institution, so arguments must conform to the rules of logic and enjoy empirical support, written in standard social scientific language. Academic scholarship means articles from peer-reviewed journals and monographs and edited collections published by university presses. If you have a question about whether an article or book is scholarly, consult your instructor. Textbooks are generally disallowed. Sources used must be relevant to the topic and theme and must be used in the paper (it is dishonest to cite sources you do not use). Do not use the Internet for authoritative or informational sources; this includes Wikipedia, other course web pages, online encyclopedia, and similar resources. Use of these sources will result in a failing grade. This assignment is not a book review, review essay, or summary of course material. It is an analysis of a theory, associated crime type, and institutional response, as well as a synthesis of the relevant literature.

Except for quotations (used sparingly), the paper must be written in your own words. A paper must accurately cite all sources used. Plagiarism in any amount or degree or gross misrepresentation of sources will result in a zero for the assignment and you will not be allowed to repeat the assignment (since the deadline will have passed). *Ignorantia legis neminem excusat!* Ignorance is no excuse for plagiarism; plagiarism does not depend on what one intends, but on what one does. Students who unknowingly plagiarize suffer the same fate as those who do it knowingly. For information on what constitutes plagiarism, please consult <http://www.plagiarism.org/>. Study the information contained therein, including associated URLs. Papers purchased from essay mills, previously used in this or other classes, or written by others are reported to the Dean of Students and receive a failing grade.

As college-level work involves a great deal of writing, students should buy, if they have not already, a dictionary, thesaurus, handbook of grammar and punctuation. I take writing seriously and evaluate all aspects of written work, including grammar, spelling, and punctuation, which must follow U.S.-English rules. As I do not have time to tutor students in writing, nor review drafts of papers, I recommend using the Writing Center (Cofrin Library room 109) to address any writing problems that cannot be resolved through handbooks of grammar and punctuation. Additionally, I have developed an online guide to assist you in meeting my expectations: [http://www.uwgb.edu/austina/courses/guide to writing/Guide to Writing.htm](http://www.uwgb.edu/austina/courses/guide%20to%20writing/Guide%20to%20Writing.htm).

The paper is due on Thursday, April 19 by 4:30 pm. Upload the paper to the course D2L site in Microsoft Word format or as a PDF file. Students who submit papers in any other format than these receive zeros and

are not allowed to resubmit their work. Submit another electronic copy in Word or PDF format to my university e-mail account: austina@uwgb.edu. It is wise to forward the paper to my e-mail first before uploading to D2L, especially if you wait until late in the process. I do not accept technological failure as an excuse. Only under extreme circumstances (serious illness, accident, or death in immediate family) will a late submission be considered for a grade. Documentation must be provided in consultation with the Dean of Students who must be able to verify its veracity. Do not follow up submissions to the drop box and e-mail with addenda. Papers must be complete by the deadline.

I do not require a hard copy of your paper. However, I do require students provide photocopies of the first pages of the required sources, either the first page of the journal article with the title, abstract, and opening paragraph, or the title page of the book. If these photocopies are not provided to me before the end of the working day of the deadline date (4:30 pm, April 19), then the paper receives no credit. Bring the copies to class and give them to me at the end of the class period or leave them in the plastic pocket by my office door, stapled together with full name and class title on each page in legible handwriting (do not request a stapler and do not turn them in unstapled). The photocopies may also be submitted as PDF files with the paper upload. I post grades on D2L when I have finished grading all papers, a process that takes considerable time (I appreciate your patience). I do not return essays, but make comments in D2L.

Grading Scale:

90% A (135 points)	70% C (105)
87% AB (130)	67% CD (100)
80% B (120)	60% D (90)
77% BC (115)	Below 60% is failing

OFFICE LOCATION AND HOURS

My office is located on the third floor of Mary Ann Cofrin (MAC) Hall, Room 326A. I am willing to meet with students to clarify assignments, lectures and readings, study guides, and missed exam questions. Office hours are listed at the top of this syllabus. I am available by appointment, but because of my schedule, I ask that students try to meet with me during my office hours. I have been able to resolve most matters through email (see below).

TECHNOLOGY

Course Email Associated with this course is email that provides instructor and students access to all students in the class. The address is listed at the top of the syllabus. A student must have a valid UWGB account to receive mail from the course email. The course email is a requirement and the university signs up enrolled student for it automatically. I use this service to alert students to updates to the course page, events on campus of interest, and emergencies, address questions about course material or other pertinent inquiries, conduct discussions concerning relevant subject matter, review study guides and quizzes, report exam performance, and post news stories relevant to topics covered in the class. There are rules to using the course email: (1) email contributions shall substantively relate to the theme of the course; (2) email contributions shall be thoughtful and productive and written in a civil tone; (3) course email shall not be used for student grievances (professor email and office hours are the proper places for student grievances). All students are responsible for information I send to course or personal email whether or not they check their campus emails.

Professor Email My email is listed at the top of this syllabus. Email allows students to ask questions or voice concerns 24 hours a day, seven days a week. I find that most issues are resolved through email, sav-

ing everybody considerable time. Please note that if I answer emails after business hours (4:30 pm) or on weekends, it is because I choose to do so, not because I am required to do so. If I do not respond within 24 normal working hours, please resend the email. I get a lot of email over the course of a day and I don't want to miss any. Again, students are responsible for information I send to course or personal email whether or not they check their campus email.

Web Page The address to my web page is listed at the top of the syllabus. Pages associated with my web site contain syllabi, instructions for constructing essays, links to our library and other web pages (if relevant), study guides, and on-line readings. There are also links to other courses I teach, as well as a link to the Social Change and Development web page, where students can learn about the Democracy and Justice Studies major and minor, as well as the Sociology minor.

REASONABLE ACCOMMODATIONS AND RULES OF CONDUCT

Reasonable Accommodations As required by federal law and UW-Green Bay policy for Individuals with disabilities, students with a documented disability who need accommodations must contact the Disability Services Office at 465- 2841 or 465-2849. I can make reasonable accommodations unless they alter the essential components of the class. Contact the instructor and Disability Services Coordinator in a timely manner to formulate alternative arrangements.

Academic Integrity A diploma from an institution of higher learning signals to others that the holder of the degree has obtained the privilege through hard work and honest effort. By honest effort it is understood that examinations are performed without the unauthorized assistance of others or the use of material disallowed by the teacher; that essays, term papers, and research projects are unique compositions by the student wherein great care has been taken to properly attribute all derived thought to its original authors; that any requests for special assistance or consideration in completing course work rest on legitimate grounds and are based on truthful claims (UWS 14.03[2]). I treat acts of academic dishonesty as a serious matter and in accord with this institution's rules and procedures.

Classroom Decorum Behavior that disrupts the learning environment of my classroom will not be tolerated. Examples of disruptive behavior include but are not exhausted by talking with others when the instructor is speaking to the class or students are involved in discussion (this includes passing notes), inappropriate or off-topic monopolization of discussions to the exclusion of other students, irrelevant questions and comments, distracting or inappropriate expressions, gestures, or body language that hamper the conduct of the class. This list of behaviors to avoid is nonexhaustive: Turn off cell phones at the beginning of class. This includes vibration and visual settings. Students should not text message in my class. No laptops or other handheld devices in operation during class. No listening to anything through headphones, headsets, earbuds, etc., during class time. No reading material (newspapers, etc.) other than assigned course material during class time. I prefer students not eat in class, but if they must, select quiet foods and packaging and sit in the back when eating. Research shows that human beings are incapable of dichotic attention. Translation: if an individual's attention is somewhere else, he will not learn the material.

Classroom Discussion This is primarily a lecture course. To foster intellectual development, discussion in the classroom will abide by the following rules: (1) limit questions during lecture to seeking clarification of a point or meaning; (2) save substantive questions or comments appropriate to discussion of the material covered in class for time allotted either before lecture begins or after lecture is completed. Please reserve comments and questions appropriate to discussion until those times I call for them.

On the Use of Audio and Video Recorders in the Classroom The Board of Regents has determined that a teacher, for reasons concerning pedagogical practice and academic freedom, may forbid use of tape or digital recorders in the classroom. The professor of this course expressly forbids students to make audio and video recordings in the classroom. Exception: "Regent Resolution 1556 provides that prohibitions of tape recorders in classrooms may not be imposed upon qualified students with disabilities who must utilize tape recorders because of the nature of their disability to effectively participate in a class provided such students have signed agreements that they will not release the tape recording or transcription to others."

On Bringing Guests and Minors to Class I do not have a blanket objection to students bringing guests into the classroom. However, I require students notify me and obtain permission 24 hours prior to bringing guests to the classroom and I ask that the guests be aware of the rules of my classroom. Moreover, I cannot take questions or comments from guests during class time. As a parent of two children, I know how conflicting schedules can sometimes mean that children will accompany parents to various daily functions. For parents who bring their children to class, please be aware that I often present material that may be unsuitable for children. Graphic pictures and discussion of such subjects as genocide, lynching, slavery, torture, unethical medical experiments, and war typically disturb children. Indeed, it may traumatize them. Because of time pressures, I cannot alter my presentation to accommodate children. I therefore cannot be responsible for what children see and hear in my classroom. If a situation arises wherein children must be with parents, I advise parents to sit in the back of the class by the door and remove children when the material becomes objectionable. These instances must be an exceptional character. Students are expected to make childcare arrangements, as they would in other walks of life.

BY REMAINING ENROLLED IN THIS CLASS, YOU HAVE ACCEPTED THE TERMS OF THIS SYLLABUS.