

REQUIREMENTS:

1. **Attend.** Attendance is required. Missing more than two classes will result in a loss of one letter grade.
2. **Participate** Students must participate in classroom discussions – such participation will account for 100 points of the final grade. Students must do assigned readings – being unprepared for class is simply unacceptable at the graduate level.
3. **Term Paper:** Each student will write a scholarly term paper worth 100 points of the final grade. Students will select a topic with the approval of the professor and, working with the professor, research the topic, design an outline for the paper, hand in a rough draft, and then, based on feedback, turn in a final paper. Further instructions will be forthcoming.
4. **Class Presentation:** Based on the requirements for the term paper, each student will prepare and deliver a presentation in class that is worth 100 points of the final grade. Further instructions will be forthcoming.

GRADES

Grades are based on the following:

Class Participation:	100 points
Term Paper:	100 points
<u>Class Presentation:</u>	<u>100 points</u>
Total	300 points

Letter grades are assigned according to the following scale:

A	=	89% and above
B	=	79% - 88%
C	=	69% - 78%
D	=	59% - 68%
F	=	Below 59%

- **Attendance is required.** Missing more than two classes will result in the loss of a letter grade.
- **Notice** that my grading scale is “curved” 1% in your favor. For example, in most courses a 79% is a “C” whereas in my class it is a “B.” This is to avoid the situation where someone misses receiving a higher grade by a very small margin -- because in my class you miss receiving a higher grade by a full percentage point, plus the “very small margin.” I apply the grading scale uniformly to all students, and I do not “round up” (for example, an average of 78.9% is a “C”). Remember, **your grade is an accomplishment, not a gift.**

CLASS AND UNIVERSITY POLICIES

COMMUNICATION: All students must regularly check their utep “miners” email account as the professor will occasionally need to communicate with the class or with individual students using this medium.

ATTENDANCE: Students are required to attend all classes. Students who miss more than 1/3 of all class meetings will be dropped from the class or receive a grade of “F” for the semester. Missing more than two classes will result in a loss of one letter grade.

Students are responsible for all material and other information presented in class. Any student who misses class is encouraged to get the lectures notes from another student, complete the reading assignment, and discuss the day’s material with the professor.

Students should also ask the professor about any changes made to the syllabus in their absence.

ACADEMIC DISHONESTY (E.G., CHEATING / PLAGIARISM): The most serious violation of academic standards, plagiarism refers to, among other things, failing to fairly represent the work of others in your written and oral presentations by giving appropriate credit for the exact words or phrase(s), unique image or idea, and/or individual opinion, copying the sentence patterns and logical development of the written piece of another, substituting your own words as you go while keeping so closely to the original that you have in effect taken it without giving credit, submitting the words or works of another as your own without permission or proper credit. The penalty for plagiarism is failure (a grade of “F”) in the class and a letter reporting your behavior to the appropriate university authorities. If you are at all confused about what constitutes plagiarism, please see your professor. Additionally, all written work will be checked for plagiarism by, among other things, web searches. Further information can be gained from the UTEP Dean of Students’ webpage <http://www.utep.edu/dos/>.

CLASSROOM BEHAVIOR: Unprofessional behavior (e.g., sleeping, talking, reading material unrelated to class, repeated tardiness) will not be tolerated. It is okay to quietly make brief comments to each other about the day’s material, but anything more than that is distracting to the rest of class and the professor. Students who arrive late or need to leave early should sit in a seat near the door to minimize class disruptions. Cell phones, beepers, watch alarms, etc. must not activate during class. Exceptions will be made for important matters – please notify the professor if this is the case.

STUDENTS WITH DISABILITIES: Reasonable accommodations are available for students who have a documented disability. Please notify the professor during the first week of class of any accommodations needed for the course. Late notification may cause the requested accommodations to be unavailable.

Tentative Course Schedule

The professor reserves the right to make changes to the course syllabus. Any changes will be announced ahead of time in class.

DATE	READINGS and ASSIGNMENTS
Aug 28	Introductions & Syllabus
Sept 4	Akers & Sellers: Chs. 1, 9, 10, 11
11	Tonry: Malign Neglect
18	Akers & Sellers: Chs. 5, 8; Agnew: Chs. 1-3 <u>Paper topic due</u>
25	Agnew: Chs. 4-9
Oct 2	Messner & Rosenfeld: Crime & the American Dream <u>Initial paper reference section due</u>
9	Akers & Sellers: Chs. 2, 6; Gottfredson & Hirschi: Chs. 1-4
16	Gottfredson & Hirschi: Chs. 5-12
23	Akers & Sellers: Ch. 7; Katz: Seductions of Crime
30	Martinez: Latino Homicide <u>Paper rough draft due</u>
Nov 6	Akers & Sellers: Chs. 3, 4, 12
13	Shover & Hochstetler: Choosing White Collar Crime
20	Braithwaite: Crime, Shame & Reintegration
27	Thanksgiving Day: No Classes
Dec 4	Class presentations

Theories of Crime & Deviance

Theory Name	School of Thought	Unit(s) of Analysis	Hypothesized Causes of Crime

LITERATURE REVIEW PAPER & PRESENTATION

A major requirement for this course is for students to develop a research question that interests them and then to employ “the literature” to enable them to begin to form an answer to their questions. Research questions must pertain to criminology, of course, but within this field the subject matter is wide open because I want you to learn about those matters that are of the greatest interest to you. If you plan to write a thesis that pertains to criminology, you could make this paper part of your thesis. Ideally, students will generate their own research question to pursue, or they may modify or use one of the topics I propose below. Once the topic has been decided, students will turn to extant scholarly research (i.e., the “literature”) in the form of scholarly books and journal articles to help them gain a handle on the current state of knowledge on their topic – and this is the initial step that any sociologist or other social scientist would undertake to educate themselves and before engaging in an original research project. Students will then, much like the scholarly community as a whole, share the fruits of their labors to the class as a whole in the form of a presentation during the last few weeks of the semester.

Paper Guidelines:

- At least 12 sources – scholarly books and journal articles
- Approximately 7-10 pages, double-spaced, 1 inch margins, typed, laser-quality print
- Adhere to style guidelines for writing, citations in text, and the reference section (see our class webpage or consult a style guide). My preference is for students to use ASA style guidelines, such as what is found in sociology journals like *American Sociological Review* and *American Journal of Sociology*.

Content: (general guidelines)

- Introduce the topic: Why is the subject of your paper useful, interesting, or important to learn about? Here you are basically making an argument to encourage your audience to continue reading.
- Present the major research findings regarding your topic, based on the literature you have read.
- Discuss methodological issues pertaining to this research: What specific hypotheses have been tested? Are they appropriate? Have other, potentially better, hypotheses been ignored? What data have been used? How have variables been measured? Strengths and weaknesses?
- Conclude your paper by identifying the strengths and weakness regarding the current state of knowledge: What do we “know” exactly, and how certain is this knowledge? What do we need to know, but currently possess little knowledge of (i.e., directions for future research)?

Presentation Guidelines

- Approximately 15-20 minutes, plus 10 minutes Q&A
- Handouts for classmates with a rough outline
- Content should basically follow that of the paper but, because this is a verbal presentation, you should strive to hit the highlights, and only go into details when they are especially interesting or important.
- Do not “read” your paper to the class. Rather this is something like giving a speech or a classroom lecture. You may want to prepare some overheads, tables, graphs, etc. You may want to engage your audience with a few questions from time to time. Use whatever style or approach is best suited to your topic and your talents, but strive for something that is well organized and paced, and which is suitable for a presentation.
- If you feel “lost” as to how to give a presentation, then think about some of your favorite professors and how they lectured or led classroom discussion for some guidance.

Due Dates:

Paper topic: DUE September 18th (may be submitted via email)

Initial reference section DUE October 2nd (may be submitted via email)

Rough draft: DUE October 30th (may be submitted via email)

Paper Presentation DUE December 4th

Final paper: DUE December 11th (must be submitted as a hardcopy)

POTENTIAL TOPICS

1. **Crime Controversies** – the association between crime & deviance and...
 - Gender
 - SES
 - Race/ethnicity
 - Age
2. **Theoretical “hot topics”**
 - Feminist theory
 - “Life-course” or “developmental” theory
 - Other theories of interest, including ones we read about in class.
3. **Social control issues** – such as SES, race/ethnicity, and/or gender &
 - Arrest
 - Prosecution
 - Sentencing
4. **Cross-national crime rates** – theory and research
5. **Content of laws**
 - Especially rape & sexual assault crimes