

DEPARTMENT OF SOCIOLOGY
University of Nebraska - Lincoln
Phone: 402-472-3631
Sociology of Crime – Soc 209
Syllabus – Summer 2016

Instructor: Jerreed Ivanich
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Credit Hours: 3
Class Day/Time: M-F 12:30-3:20
Class Location: BURN – 102 (city)
Office Hours: T & W, 10:30-12:20
or by Appointment

Course Prerequisites: None

Required Materials: Miller, J. Mitchell, Christopher J. Schreck, Richard Tewksbury and J.C. Barnes. 2015. *Criminological Theory: A Brief Introduction, 4th Edition*. Upper Saddle River, NJ: Prentice Hall.

- ** Other required reading will be available on Blackboard
- ** We will occasionally be using web based polls and interactive questions, therefore some form of technology (i.e., smart phone or laptop) will be needed to participate.

COURSE DESCRIPTION: This course provides students with a broad theoretical and empirical overview of the American crime problem. It approaches the problem from a social science perspective and provides a survey understanding of how the patterned influence of social institutions (family, government, schools), subcultures, and the social psychology of everyday life come together to shape how society defines, organizes, and responds to crime. This is a Blackboard facilitated class that will require ready computer access of all students.

COURSE OBJECTIVES: This class builds on the premise that there is a distinctively American flavor to the crime problem in this country. A socio-historical analysis will offer insight on how crime and criminality is defined and fostered by the political, economic, education, family, media, and other American social institutions through a sociological lens. We will also consider how the subcultural norms and behaviors, as well as the routines of people's everyday lives, influence crime and criminality in this country. Finally, we will consider potential strategies and approaches that might be used to counter the harmful effects of institutional, cultural, and individual-level risk factors. Students of this class will: 1) comprehend the nature and dynamics of criminal behavior and society's response to this behavior; 2) recognize various theories that social science scholars use to account for individual (micro) and societal (macro) level variations in crime; 3) appreciate how specific institutional, subcultural, and individual-level aspects of American life contribute to our crime problem.

COURSE REQUIREMENTS:

1) Exams (2 @ 50 points each): There will be two (2) non-cumulative exams. The first exam will be given in class on **Wednesday, May 25th**. The second and final exam will be given in class during final exam week on **Friday, June 30th** during the same time as our regularly scheduled class time in the same classroom. A review sheet will be posted on the course Blackboard site two days prior to each exam. Exams will consist of 50 multiple choice questions worth one point each. Collectively, these two exams will account for roughly 34% of the final grade.

2) On-line Blackboard Quizzes (5 @ 20 points each): There will be five (5) non-cumulative on-line quizzes over the course of the semester. Given that students will have access to the class lecture notes in advance, these quizzes are designed to assure that students keep up with the course readings. All questions will be derived directly from the assigned readings that correspond to the lecture materials for upcoming class periods. **Note that questions are drawn from the 4th edition of the Miller et al., (2015) book so using earlier editions will be a problem for the quizzes.** Quizzes must be accessed through the course Desire2Learn page. Grades will be made available to students immediately upon completion of each quiz. A score of zero will be entered into the record for each quiz that the student does not successfully submit within the prescribed time period. No exceptions will be made for failure to comply with the quiz schedule. If students do the reading and abide by the schedule, they will perform well on the quizzes. If they do not read and/or comply with the schedule, they will not do well on the quizzes. Collectively, these 5 quizzes will account for 33% of the final grade.

3) Writing Activities (1 @ 50 points each): There are several topics in which you are able to select from for the purposes of this writing assignment. We will have a “question of the day” to start our class each day, three major topics we will be debating the last day of class (e.g., death penalty, Nature versus Nurture, and one more that the class will decide, or you are free to pick a theory we discuss to write your paper on. This assignment is intended as “writing to learn” exercises in which students will express their logic and ideas in written form. As such, you must avoid emotional statements and support your assertions with logic and scholarly research (use ASA citation style). The paper will be three pages and will present an argument for or against the topic of your choice. This assignment is to be completed in advance of the due date and time. **Grades will only be assigned for those posts appearing on the Blackboard site with a date/time stamp prior to the designated due dates. Late or additional postings will not be considered for grading (no exceptions).** Emailed or hardcopy versions of the assignment will not be accepted. Each submitted assignment will be graded on a 50 point scale based upon the overall quality of thoughts contained in each of the writing assignments. I am open to and encourage all students to write their paper early. I have been known to be “harsh” in my grading of writing, therefore I allow all students to submit their paper to me in advance for a grade. If you do not like the grade you are given you are free to redo/fix the paper for a better grade **BUT...**this opportunity must be utilized prior to the deadline. Once the deadline has past the grade you receive is the final grade counted towards your overall grade. Lastly, I will post a

sample piece submitted in the past with my corrections so that students are able to compare their level of writing and the level that I will be critiquing your writing. Collectively, this informal writing assignments will account for 16% of the final grade. More details to come.

4) Class Participation (50): You are all grown adults and therefore I do not take attendance, but do not get too excited. Because of the small class size, class participation is vital for this class to be functional. For learning to take place in such a small group participation will be needed from everyone, this presents an interactive learning environment and an environment that is not as boring as listening to me talk at your for three hours. For this reason, your participation will be evaluated based on our class activities that are planned each day. Often times it is group/pair-up work, discussions, responses using web based polling and the like. So you are free to not attend class, but it is likely that you will loss out on these points. They are **NOT** just free points, do not treat them as such. Your participation will account for approximately 16% of the final grade.

5) Extra Credit: NO extra credit will be given to students that have not completed all exams and assignments. Extra credit implies that this is “extra” not “in replace of” assignments, therefore if the instructor allows for an extra credit assignment it is contingent on said condition. Instructor reserves the right to not offer extra credit. Details to come.

Grading: Your final grade will be determined by adding up the number of earned points for all course assignments (2 exams, 5 on-line quizzes, 1 writing assignments, and class participation) and dividing by the total number of points possible (300). The following grading scale will apply:

A	=	93%-100%
A-	=	90%-92%
B+	=	87%-89%
B	=	83%-86%
B-	=	80%-82%
C+	=	77%-79%
C	=	73%-79%
C-	=	70%-72%
D	=	60%-69%
F	=	Less than 60%

Correspondence with the Instructor: Students may contact the instructor directly in person or electronically (via phone or email) with course-related issues. When corresponding with the instructor electronically via email (handing in an assignment, notifying of exam absence, etc.), students should use the instructors personal email (jivanich@huskers.unl.edu) as opposed to the Blackboard email function. The student should also assume that the instructor did not receive the email correspondence until he/she receives a confirmatory reply message. It is strongly suggested that the student carbon copy (CC) him/herself on all emails to document the efforts in the event of computer-related problems.

I have an **unofficial** personal goal to respond to all emails within 48 hours. If you have not

received a response within 48 hours it is safe to assume that I did not receive your email and to contact me again via email, phone, or office hours.

Make-up Exams: Make-up exams will only be allowed in the case of a legitimate, documented excuse and **ONLY** when the instructor has been notified (via phone, email, or in person) and approved it **IN ADVANCE** of the scheduled exam time. Make-up exams will consist of a combination of objective and essay questions and will be administered through the University Testing Center. If approved for a make-up by the instructor, it becomes the student's lone responsibility to schedule and follow through on taking the exam with the instructor, however, exams and assignments must be rescheduled in a timely manner (preferably within the first week). There will be no excuse for not meeting these expectations by the designated deadlines.

COURSE POLICIES

1. **Attendance:** Your attendance is expected by university policy and by me. Although I do not "grade" attendance, being in class is the best way to get the information you need. My PowerPoint presentations will be posted online, but these postings only provide you an outline. You are responsible for any material you miss. This includes notes, films, and assignments. **I do not share my notes.** Habitual tardiness and/or early departures will be noted and may be considered in determining final grades.
2. **Non-Threatening Environment:** Harassment of any kind is against university and classroom policy. I expect you to show respect for others. This means thoughtfully listening to others, without judging them. Keeping an open mind is the key! This creates a positive learning environment for everyone. Thoughtful debate is welcomed and encouraged. However, harassment and disrespectful behavior **will not** be tolerated. All faculty, staff and students are responsible for understanding and complying with harassment policies. For more information, visit <http://www.unl.edu/equity>.
3. **Academic Integrity:** When you place your name on an assignment or exam, I interpret this to mean that you have received no unauthorized assistance on an assignment or test. Unauthorized assistance includes but is not limited to: cheating on an exam, turning in assignments/exams as your own work when it is not, and plagiarism (presenting someone else's published ideas as your own). These acts **will not** be tolerated and will be handled according to university policy. For more information, visit http://www.unl.edu/ous/academic_tips/integrity.shtml.
4. **Students with Disabilities:** UNL encourages all students to participate fully in the academic opportunities, cultural enrichment, and the wide array of social activities offered. A student desiring reasonable accommodations for his/her documented disability should visit <http://www.unl.edu/ssd> for more information. Please notify me as soon as possible of any accommodations you may need for the course.

5. Technology Issues: If you are experiencing a problem with Blackboard (e.g., accessing materials, uploading information), please let me know as soon as possible. Don't wait until 30 minutes before something is due: I won't be able to help you then. For any technical or computing questions, you can contact UNL Help Desk (<http://www.unl.edu/helpdesk>).
6. Other Classroom Policies: (1) Unless you have a documented disability that allows for it, laptops/smartpads are **NOT** permitted. (2) Please be courteous and **turn off** cell phones, iPods, and other gadgets before you enter class. This includes removing ear-buds, Bluetooth devices, etc. I consider *texting in class unnecessary and disrespectful*, as is using your phone to surf the web. (3) Please be respectful of me and your classmates and limit talking/chatting during lecture. (4) Food and beverages are fine, unless you can't eat quietly. (5) I encourage the use of informal social control among classmates.

If, for any reason, you are distracting or disrespectful to your classmates, I may ask you to leave class for the day and deduct points accordingly

Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs; however, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

Plagiarism: Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Any work, in whole or in part, taken from the Internet or other computer-based resource without properly referencing the source (for example, the URL) is considered plagiarism. A complete reference is required in order that all parties may locate and view the original source. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences of violating this responsibility.

Cheating on Examinations: Cheating on an examination involves giving or receiving

unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, computer-based resources, texts, or “crib sheets” during an examination (unless specifically approved by the faculty member), or sharing information with another student during an examination (unless specifically approved by the faculty member). Other examples include intentionally allowing another student to view one’s own examination and collaboration before or after an examination if such collaboration is specifically forbidden by the faculty member.

Unauthorized Collaboration: Submission for academic credit of a work product, or a part thereof, represented as its being one’s own effort, which has been developed in substantial collaboration with another person or source or with a computer-based resource is a violation of academic honesty. It is also a violation of academic honesty knowingly to provide such assistance. Collaborative work specifically authorized by a faculty member is allowed.

Falsification: It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment, or proceeding (for example, false or misleading citation of sources, the falsification of the results of experiments or of computer data, false or misleading information in an academic context in order to gain an unfair advantage).

Multiple Submissions: It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the faculty member(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, even required; however, the student is responsible for indicating in writing, as a part of such use, that the current work submitted for credit is cumulative in nature.

Course Schedule: The following presents a general plan for the course; deviations may be necessary. The listings under the “readings” heading indicate what content from the texts will be covered in class lecture/discussion. Notations for online quizzes represent the closing date for access to the quiz in question. Students are expected to have read the materials and complete corresponding online quizzes in advance of the class in question. All readings, lecture materials, debate content, in-class videos, guest speakers, etc. are subject to inclusion on exams.

Topic	Date	Topics	Readings
Sociology of Crime	5/16/2016	Class Introduction	-
	5/17/2016	Defining Crime	Mooney, Knox, and Schacht (2015) Chapter 4
	5/18/2016	Inequality and the sociological Imagination	Mooney, Knox, and Schacht (2015) Chapter 1 Crosley-Corcoran (2014)
	5/19/2016	Public Opinion and Media	Felson & Boba (2010)
	5/20/2016	Methods in Criminology & Knowing How Much Crime	Mosher, Chapters 3, 5
Theories of Crime	5/23/2016	Introduction to Theory & Classical Criminology	MSTB, Chapters 1 & 2
	5/24/2016	Social Ecology of Crime & Learning Theories	MSTB, Chapters 5 & 6
	5/25/2016	**NO CLASS** Exam Day	-
	5/26/2016	Strain	MSTB, Chapter 7
	5/27/2016	Control and Conflict Theories	MSTB, Chapters 8 & 9
Criminal Justice	5/30/2016	**NO CLASS** Memorial Day	-
	5/31/2016	Policing	TBA
	6/1/2016	Legal	TBA
	6/2/2016	Issues	TBA
	6/3/2016	**NO CLASS** Exam Day	-

Fundamental and Unwavering Rules for ALL College Students (i.e., College 101):

- 1) Never arrive at an exam without the specified materials (e.g., pen or pencil, bluebook)
- 2) Never ask an instructor if anything important was covered in a class you missed
- 3) Never ask an instructor for class notes, videos, etc. upon missing a class session
- 4) **Never begin an email to an instructor with a salutation like “hey,” “what’s up,” “dude,” etc.
- 5) Never use a computer or other device in class to surf the web, email, social network, etc.
- 6) Never make or receive a phone call or send or read a text message while in class
- 7) Never fall asleep or read non-course related material in class
- 8) Never have a parent/guardian contact an instructor, even if they paid for the class
- 9) Never tell an instructor you did not buy the book, read the syllabus, or know the class rules
- 10) Never ask an instructor about a due date or assignment detail w/o first consulting the syllabus
- 11) Wikipedia IS NOT a scholarly source of information.