INTRODUCTION:
This course aims to provide you with a sociological approach to the study of crime and the field of criminology, including ways to think about and understand the social construction of crime and deviance. Thinking sociologically enables us to make observations and offer insights about crime that extend far beyond “common sense,” personal experience, or explanations that rely only on individual characteristics. This course is designed to introduce you to “the sociological imagination” and encourage you to develop this critical capacity to recognize and understand the social causes of criminal behavior, highlighting, in particular, the roles of race/ethnicity, social class, and gender. The lectures, readings, and assignments will focus on understanding basic social processes and their application to criminology.

REQUIRED TEXT (available in the campus bookstore or online):

**Additional required readings will be available on Canvas (via the “Required Readings” link on the course homepage).** Although we may not discuss all of the readings in class, their purpose is to complement the text and lecture, provide additional examples, illustrate points, and stimulate critical thinking/discussion (students are encouraged to raise questions in class on any assigned reading for the day).

>>> Trigger Warning: This course contains of readings, assignments, discussions, and films addressing sensitive topics including (but not limited to): violence/victimization, substance use/abuse, intimate partner and sexual violence, criminal justice contact, mental illness, and racism/discrimination. If you find such topics objectionable and/or distressing, it is advised that you enroll in another course. No alternative assignments will be given.

Achievement-Centered Education (ACE) Designation: The University of Nebraska—Lincoln seeks to provide quality education to all of its students. To that end, it has designated certain classes as ACE certified. These classes provide and assess specific learning objectives. As an ACE class, Sociology of Crime (SOCI 209) will facilitate Learning Outcome #6: using knowledge, theories, methods, and historical perspectives appropriate to the social sciences to understand and evaluate human behavior. To meet this learning outcome, the objectives for this course include:

- defining criminology and crime, distinguishing criminology from criminal justice
- applying the sociological perspective to understanding the social context of crime
- emphasizing the role of social structure and inequality in generating and perpetuating crime
- demonstrating the application of sociological scientific methods

1 Information in this document is subject to change throughout the course of the semester; please consult Canvas for the most current version of the course syllabus.
• discussing various theories of crime, differentiating between deviance and crime
• promoting critical thought about the social causes of criminal behavior

ACE learning outcomes in this class will be assessed by: exams, writing assignments, and participation in class discussions

COURSE REQUIREMENTS:

(1) Independent Assignments (4 @25 points/each [100 points total])—

In order to grasp better the subject material, it is useful and important to apply the material outside the classroom. Further, such activity is consistent with the course objectives of applying the sociological perspective to understanding the social context of crime, and thinking critically about the social causes/consequences of criminal behavior. To accomplish this, students will complete 4 brief independent assignments over the course of the semester that will assess their understanding about crime and require them to apply concepts learned in class.

Due dates for each assignment are listed below on the Course Outline and Schedule. **Students are responsible for being aware of assignment due dates—you will not be reminded in class.**

- Assignments will be submitted electronically through Canvas.
- Detailed instructions for each assignment, how/where to submit assignments, and descriptions of the grading criteria for each assignment can be found on Canvas by clicking on the “Independent Assignments” link on the course home page. Students are encouraged to review the detailed description of grading criteria prior to completing their assignment.
- Assignments must be submitted online through Canvas **by 11:59pm on the due date.**
- Assignments should be uploaded as Microsoft Word documents and use one of the following fonts: Times New Roman, Garamond, Calibri, or Arial.

Assignments submitted late will incur a 10% penalty for each day late—no exceptions or excuses (excuses include, but are not limited to, car trouble, illness, other course obligations, appointments, court appearances, arrest/incarceration, and computer/printer technical difficulties). Assignments e-mailed (either in advance or after the due date) will not be accepted.

Grade inquiries should be handled in person with Dr. Warner, during office hours.

(2) Exams (2 @100points/each; 1 @200 points [400 points total])—

Three (3) exams, spread throughout the semester, will test your understanding of the readings and lectures (including any in-class films or other activities). The format will be multiple choice, multiple selection, and true/false questions. The first two exams are not cumulative, but the third—the final exam—is cumulative.

Exams for this course will be taken under electronic supervision at Digital Learning Center (DLC), which is located in the Adele Coryell Hall Learning Commons. Additional information about DLC procedures and testing logistics is located on Canvas under “Exams.” **Note: Testing times must be pre-scheduled by students. All students are responsible for self sign-up and early sign-up is recommended. Time slots fill up quickly.**

For exams 1 & 2, there is a two-stage process in order to facilitate learning and alleviate test anxiety:

1) There is a three-day window during which everyone must take the exam
a) I will make every effort to review problem areas from the exam in the class period immediately following the close of this three-day window.

2) During the week following the three-day window, students may re-take the exam up to two more times.
   a) Students may review their original exam attempt through Canvas.
   b) Students are strongly encouraged to attend office hours during the retake window to discuss their exam performance.

Only your highest scoring attempt will be counted toward your final grade.

After the second exam, students should be familiar with the exam content and format. Because of the significantly increased demands on the Testing Center during final exam week, **students have only one attempt at the final exam (final exam window listed below)**.

Study guides will be available on Canvas prior to each exam (under “Study Guides” from the course homepage). These guides should assist you in preparing for the exam—they should be used to supplement not replace studying of your lecture notes, textbook, and readings. Study guides will not be collected or graded, but you are encouraged to see me during office hours to discuss the study guide before the exam.

(3) **Class Expectations & Engagement (50 points)**—

I place the utmost premium on respectful conduct both in and out of the classroom, representing diversity, and acknowledging different experiences and opinions. To that end, there are 50 course points available for overall class conduct and engagement. Students will earn 10 of these points by (1) reading and acknowledging the Class Expectations Policy (available via the “Course Policies and Other Documents” link on the course homepage. This should be completed by the date indicated on the Course Outline [below]); you will earn the remaining 40 points by (2) engaging in behavior—throughout the semester—consistent with the terms of that Policy. Students may fail to earn any of the remaining 40 points by engaging in behavior that violates the Policy’s terms and/or that otherwise undermines the classroom (or their classmates’) learning objectives. Additionally, students may fail to earn points due to excessive absences (which will be assessed via random attendance checks throughout the semester), since this also signals disengagement in the course. Students who demonstrate exceptional classroom performance (e.g., regular and relevant engagement and participation) may be awarded additional points above the course maximum (at the professor’s discretion). The objective of these points is to encourage students to attend class and participate regularly.

**Attendance:** If you are absent, **do not email the professor**! Instead, you should ask your student contacts (below) for copies of their notes, and discuss with them what you missed. If, after reviewing material with other students you require further clarification, please see me during office hours.

**Communication:** Any and all announcements and other information are distributed to the class through Canvas Announcements. Students are responsible for ensuring that their Canvas notifications preferences are set so they are “notified immediately” of class Announcements, and that such announcements are sent to an email account that is checked regularly (see http://its.unl.edu/services/canvas).
**Student Contacts:** Knowing a few other students in class has the potential of being extremely beneficial for you—both academically and socially. To facilitate this, please obtain the first and last names of two of your classmates, along with phone numbers or e-mails (whichever they feel comfortable providing). Turn to whoever is sitting near you for this. If, during the course, you notice that your student contacts have dropped, please obtain contact information from 1-2 other students.

**If you miss class, you should contact these individuals to get missed material—lecture slides are not posted online.**

**Make-up Exams:** Since students have a multi-day window for the course exams, make-up exams are only allowed under extreme circumstances, and at the instructor’s discretion. Students must provide documentation for medical emergencies. Make-up exams may be essay. Students who will miss an exam window due to a university-excused absence must take the exam before the scheduled date on the syllabus—it is your responsibility to coordinate this with me at least two weeks prior to the scheduled exam window.

**Tutoring:** I am committed to students’ success in this course. To that end, if, at any point during the semester, you feel inclined to seek the assistance of an outside tutor, I request that you please meet with me to discuss questions, concerns, options, etc. before doing so.

**Grading:**
Students will earn their final grade based on the following:

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments (4@25 points/each)</td>
<td>100</td>
</tr>
<tr>
<td>Exam 1</td>
<td>100</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200</td>
</tr>
<tr>
<td>Class Expectations &amp; Engagement</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total points possible:</strong></td>
<td><strong>550</strong></td>
</tr>
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Here are the percentage totals used to assign final grades in this course:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A+</td>
<td>97%</td>
</tr>
<tr>
<td>A</td>
<td>93%</td>
</tr>
<tr>
<td>A-</td>
<td>90%</td>
</tr>
<tr>
<td>B+</td>
<td>87%</td>
</tr>
<tr>
<td>B</td>
<td>83%</td>
</tr>
<tr>
<td>B-</td>
<td>80%</td>
</tr>
<tr>
<td>C+</td>
<td>77%</td>
</tr>
<tr>
<td>C</td>
<td>73%</td>
</tr>
<tr>
<td>C-</td>
<td>70%</td>
</tr>
<tr>
<td>D+</td>
<td>67%</td>
</tr>
<tr>
<td>D</td>
<td>63%</td>
</tr>
<tr>
<td>D-</td>
<td>60%</td>
</tr>
<tr>
<td>F</td>
<td>= &lt; 60%</td>
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</tbody>
</table>

These percentage cut-offs are absolute; because there are two extra credit opportunities (see below), I will not “round-up” final grades. Please put in sufficient effort to earn your desired grade, and please see me at any point during the semester for assistance with course content.

**Extra Credit:** There are two opportunities for earning extra credit, both of which are administered online, via Canvas: (1) completion of the online mid-semester course evaluation, and (2) completion of the end-of-semester course evaluations (dates & details will be announced in class only!).

**Grade Check Requests:** It is preferred that grade check be handled during office hours; however, I will complete checks after class only for students who email me notification of this need 24 hours
in advance and arrive with all pertinent information on the form already completed (e.g., course
name, number, etc.—make sure you receive a response from me confirming receipt of your request).
To protect students' information and privacy I do not open the gradebook in the classroom.

Students with Disabilities: Services for Students with Disabilities (SSD) works with students to
develop academic accommodations to meet their needs, including for mental health disabilities such
as depression and anxiety. It is the policy of the University of Nebraska-Lincoln to provide
individualized accommodations to students with documented disabilities that may affect their ability
to participate fully in course activities or to meet course requirements. To receive accommodation
services, students must be registered with SSD, which is located in 232 Canfield Administration
(472-3787). Please contact the SSD office as soon as possible to have them advance the paperwork
to the instructor in a timely manner.

Academic Misconduct: Academic dishonesty will not be tolerated in this class. It includes, but is
not limited to, any form of cheating or unapproved help on an exam or academic
exercise/assignment, copying someone else’s written work without citation, or any unauthorized
collaboration among students. Students should work independently on all assignments. In this class,
academic dishonesty will be handled on a case-by-case basis. The minimum penalty for academic
dishonesty in any form is determined by the instructor, and may consist of a reduced grade
(including F or zero) for the assignment, a reduced grade (including F) for the entire course, or other
options as stipulated in the UNL Student Code of Conduct. Also, the incident will be reported in
writing to UNL’s Judicial Affairs.

Laptop Computer Policy: Students wishing to take notes electronically must sign and submit to
me (in class) an “In-Class Laptop Computer Use Contract” and abide by the policies outlined in that
contract. The contract is available on the Canvas course homepage under “Course Policies & Other
Documents.”

Recording: So as to create a classroom environment in which everyone may feel comfortable
participating in discussions, it is expected that no audio or video recordings of class will be made
without the prior knowledge and consent of the instructor. Students with disabilities for which
reasonable accommodation would include making such recordings should work with the Services
for Students with Disabilities office and the instructor to make arrangements.
Course Outline and Schedule:

The following is a tentative reading list and schedule for the course. It is subject to change as the course progresses based on our movement through the material. All changes will be announced in class and a revised syllabus accessible through Canvas.

Online required readings may change in response to current events, student interest, etc. Please consult the most recent version of the syllabus (on Canvas) for current reading assignments. You are expected to complete the assigned reading prior to the first class for which it is assigned.

Lecture slides will not be posted online—completing the assigned reading prior to the first class for which it is assigned, and taking notes while reading should decrease your amount of note-taking during lecture, allowing you to keep pace with my movement through the material during class.

Students are advised to manage their time, reading, and assignments accordingly. Failure to complete the assigned readings on time will quickly lead you to fall behind.

Reading assignment key: “MSTB” = required Miller et al. text
“Author (Year)” = required newspaper/journal article (available from the Canvas course homepage; click “Required Readings” ➔ “Additional Required Readings”)

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part I: Sociology and Crime</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>T 1/8</td>
<td>Course Introduction</td>
<td>Rank (2011)</td>
</tr>
<tr>
<td>R 1/10</td>
<td>Sociology basics: defining crime sociologically</td>
<td></td>
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<tr>
<td></td>
<td>T 1/15</td>
<td>Inequality and the sociological imagination</td>
<td>Crosley-Corcoran (2014); Burkeman (2015)</td>
</tr>
<tr>
<td></td>
<td>R 1/17</td>
<td>Public opinion on crime</td>
<td>Felson &amp; Boba (2010)</td>
</tr>
<tr>
<td></td>
<td>*DUE: Assignment 1: Making Connections</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>T 1/22</td>
<td>How much crime is there? Data &amp; Research</td>
<td>Miethe, Chapters 3, 5 (skim)</td>
</tr>
<tr>
<td>R 1/24</td>
<td>Data, methods, &amp; measurement, cont.</td>
<td>Meagher (2016); Rosenfeld (2002); Sharkey (2018)</td>
<td></td>
</tr>
<tr>
<td>Part II: Explaining Crime</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td>T 1/29</td>
<td>Biological perspectives</td>
<td>MSTB, Chapter 3; APA (2014); Patton (2015)</td>
</tr>
<tr>
<td>R 1/31</td>
<td>Biology + Structure (Here’s to Flint);</td>
<td>Dwyer (2016)</td>
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<td></td>
<td>*DUE: Assignment 2: Crime Statistics</td>
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</tr>
</tbody>
</table>
### Psychological perspectives

MSTB, Chapter 4 (pg. 52-67); Rosenwald (2016); Butler (2015)

### EXAM 1 (W 2/6 – F 2/8; retakes 2/13 – 2/19)

### Agency & Structure; Classical and neoclassical theories: Rational Choice and Deterrence

MSTB, Chapters 1-2

### Social structural theories: Social Disorganization

Rothstein (2015); Dewan (2013); Balingit (2018)

### Social structural theories cont. (Shell Shocked)

Wingfield (2016); Covert (2016); Leonhardt (2013)

### Social structural theories cont.: Routine Activities & Strain

MSTB, Chapter 7

### Social structural theories cont.: Strain

*DUE: Assignment 3: Situational Crime Prevention*

EXAM 2 (W 3/6 – F 3/8; retakes 3/13 – 3/28 [note, DLC is closed during spring break])

### Social process theories: Learning & Cultural

MSTB, Chapter 6

### Social process theories, cont.: Cultural (street culture; drug culture [Oxyana])

Anderson (1994)

### Spring Break

### Spring Break

### Spring Break

### Social process theories: Learning & Cultural cont. (gender socialization)

Boseley (2018)

### Social process theories: Learning & Cultural cont. (toxic masculinity & rape culture)

Wade (2016); Bridges & Tober (2016); Diefendorf (2018)

### Tough Guise

MSTB, Chapter 8; MSTB, pgs. 67-73

### Part III: Responding to Crime

### Social conflict: Critical perspectives & the CJ system

MSTB, Chapter 9; Ghandnoosh (2016)
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/18</td>
<td>R</td>
<td></td>
<td>Reckdahl (2015)</td>
</tr>
<tr>
<td>4/23</td>
<td>T</td>
<td>Individual final exam review</td>
<td></td>
</tr>
<tr>
<td>4/25</td>
<td>R</td>
<td>Individual final exam review</td>
<td></td>
</tr>
</tbody>
</table>

**Final Exam window: Saturday 4/27 – Tuesday 4/30**