

SOCY 2044  
**Crime and Society**

Fall 2010  
Tuesdays & Thursdays, 9:30am to 10:45am  
Class Room: Education 220

<b>Professor</b>	<b>Dr. Hillary Potter</b>
<b>E-mail</b>	<a href="mailto:Hillary.Potter@colorado.edu">Hillary.Potter@colorado.edu</a>
<b>Website</b>	<a href="http://spot.colorado.edu/~potterh/">http://spot.colorado.edu/~potterh/</a>
<b>Office Number</b>	303-492-8864
<b>Fax Number</b>	303-492-8878
<b>Office Hours</b>	<b>Thursdays 12:30pm to 2:30pm</b> and by appointment
<b>Office Location</b>	Ketchum 211
<b>Mailing Address</b>	Department of Sociology University of Colorado at Boulder Ketchum 219, UCB 327 Boulder, CO 80309-0327

<b>Teaching Asst.</b>	<b>Jo Painz</b>
<b>E-mail</b>	<a href="mailto:JoPainz@gmail.com">JoPainz@gmail.com</a>
<b>Office Hours</b>	<b>Tuesdays and Thursdays</b> <b>11:00am to 12:00pm</b> and by appointment
<b>Office Location</b>	Ketchum 35

---

## COURSE DESCRIPTION

This course is an introductory examination of crime, crime causation, and crime control in the United States. The course serves to debunk myths about criminality, the prevalence of criminal offenses, and the criminal justice system, and to provide an academic understanding of the subject matter. The course provides a brief overview of the patterns of crime commission and victimization and the theories explaining criminal behavior. In addition, the continuum of the criminal justice system from police, through the courts, to corrections is surveyed. The course examines how these components and agents of the system are affected by public opinion, media representations, policy, and politics.

## TEACHING DELIVERY

This class will incorporate several teaching methods. Each of these teaching methods is important to the learning process in this course. Some of the more common methods to be used in this class are as follows:

*Lectures:* Traditional lecture will be used to assure that all students are fully aware of the information the professor wishes the students to grasp.

*i>Clickers:* A student response system, or “clickers,” will be integrated into the course to foster participation from all students in the class. According to Educause, “The system allows for active participation by all students and provides immediate feedback to the instructor – and the students – about any confusion or misunderstandings of the material being presented” (*7 Things You Should Know About Clickers*, available at <http://www.educause.edu/ir/library/pdf/ELI7002.pdf>).

*Guest Lectures:* Criminal justice professionals and ex-felons may be utilized a few times throughout the course to offer their assessments about crime and the criminal justice system. Like the documentaries, the guest lectures are to be highly regarded and will be included on the course exams.

*Documentary Films:* Documentary films will be shown throughout the course to provide visually stimulating examples for several course topics. These screenings are to be treated as “lectures” for the course, and should be taken as serious subject matter that will be included in class exams.

*Class Discussions:* Even though the class is fairly large, students are strongly encouraged to participate in discussion of the daily topics by providing their insights and asking questions for clarification or rhetorical contemplation.

*In-Class Writing Exercises:* Short in-class writing assignments (to be written in small groups or individually) may be used to generate critical thinking on a specific topic and to encourage class participation.

*CULearn:* On a regular basis, students must access the course website on *CULearn* in order to retrieve non-textbook reading assignments, view course announcements, access course assessments, monitor grades, sign-up for correctional facility tours, and find other important materials.

## REQUIRED READINGS

### Textbook



James A. Fagin  
***Criminal Justice 2010***  
Prentice Hall, 2010

### Articles

Required readings available on *CULearn*:

1. Frymer, Benjamin. 2009. "The Media Spectacle of Columbine: Alienated Youth as an Object of Fear." *American Behavioral Scientist* 52:1387-1404.
2. Goode, Erich, and Nachman Ben-Yehuda. 1994. "Moral Panics: Culture, Politics, and Social Construction." *Annual Review of Sociology* 20:149-171.
3. Clement, Keith E., and John W. Barbrey. 2008. "Criminal Laws on the Fringe: An Analysis of Legislated Punishments for Morality Crimes in the 50 States." *Critical Criminology* 16:105-121.
4. Martinez, Ramiro, Jr. 2008. "Latino Crime and Delinquency in the United States." Pp. 114-126 in *Latinas/os in the United States: Changing the Face of América*, edited by Havidán Rodríguez, Rogelio Sáenz, and Cecilia Menjívar. New York: Springer.
5. Weiss, Karen G., and Corey J. Colyer. 2010. "Roofies, Mickies, and Cautionary Tales: Examining the Persistence of the 'Date-Rape Drug' Crime Narrative." *Deviant Behavior* 31:348-379.
6. Mohamed, A. Rafik, and Erik Fritsvold. 2006. "Damn, It Feels Good to Be a Gangsta: The Social Organization of the Illicit Drug Trade Servicing a Private College Campus." *Deviant Behavior* 27:97-125.
7. Rosen, Eva, and Sudhir Alladi Venkatesh. 2008. "A 'Perversion' of Choice: Sex Work Offers *Just Enough* in Chicago's Urban Ghetto." *Journal of Contemporary Ethnography* 37:417-441.
8. Duck, Waverly. 2009. "'Senseless' Violence: Making Sense of Murder." *Ethnography* 10:417-434.
9. Reed, Elizabeth, Jay G. Silverman, Anita Raj, Emily F. Rothman, Michele R. Decker, Barbara R. Gottlieb, Beth E. Molnar, and Elizabeth Miller. 2008. "Social and Environmental Contexts of Adolescent and Young Adult Male Perpetrators of Intimate Partner Violence: A Qualitative Study." *American Journal of Men's Health* 2:260-271.
10. Holt, Thomas J., Kristie R. Blevins, and Natasha Burkert. 2010. "Considering the Pedophile Subculture Online." *Sexual Abuse: A Journal of Research and Treatment* 22:3-24.
11. Klenowski, Paul M., Heith Copes, and Christopher W. Mullins. 2010. "Gender, Identity, and Accounts: How White Collar Offenders Do Gender When Making Sense of Their Crimes." *Justice Quarterly*.
12. Brezina, Timothy, and Herbert E. Phipps, Jr. 2010. "False News Reports, Folk Devils, and the Role of Public Officials: Notes on the Social Construction of Law and Order in the Aftermath of Hurricane Katrina." *Deviant Behavior* 31:97-134.
13. Dodge, Mary, Laura Valcore, and David A. Klinger. 2010. "Maintaining Separate Spheres in Policing: Women on SWAT Teams." *Women and Criminal Justice* 20:218-238.
14. Durán, Robert J. 2009. "Legitimated Oppression: Inner-City Mexican American Experiences with Police Gang Enforcement." *Journal of Contemporary Ethnography* 38:143-168.
15. Robbers, Monica L.P. 2008. "Blinded by Science: The Social Construction of Reality in Forensic Television Shows and its Effect on Criminal Jury Trials." *Criminal Justice Policy Review* 19:84-102.
16. Hartley, Richard D., and J. Mitchell Miller. 2010. "Crack-ing the Media Myth: Reconsidering Sentencing Severity for Cocaine Offenders by Drug Type." *Criminal Justice Review* 35:67-89.
17. Trammell, Rebecca. 2009. "Values, Rules, and Keeping the Peace: How Men Describe Order and the Inmate Code in California." *Deviant Behavior* 30:746-771.
18. Collica, Kimberly. 2010. "Surviving Incarceration: Two Prison-Based Peer Programs Build Communities of Support for Female Offenders." *Deviant Behavior* 31:314-347.
19. Johnson, Robert, and Sandra McGunigall-Smith. 2008. "Life Without Parole, America's Other Death Penalty: Notes on Life Under Sentence of Death by Incarceration." *The Prison Journal* 88:328-346.
20. Trimbur, Lucia. 2009. "'Me and the Law is Not Friends': How Former Prisoners Make Sense of Reentry." *Qualitative Sociology* 32:259-277.

## COURSE WORK REQUIREMENTS

The course workload and percentage points are distributed as follows:

<i>Assignment</i>	<i>% Points</i>
Attendance & Participation	10
Assessments	5
Student Information Survey = 1	
Reflection on Crime 1 = 1	
Reflection on Crime 2 = 3	
Position Paper	25
Examinations	60
Exam 1 = 20	
Exam 2 = 20	
Exam 3 = 20	
	100

### Attendance, Participation, and Reading Assignments

Students are expected to attend every class. During the first two weeks of the semester, students must attend regularly to guarantee their place in this course. Missing two or more classes during the first two weeks of the semester may cause a student to be administratively withdrawn. Students who miss classes during the first two weeks because they were not enrolled in the class will *not* receive credit for the missed days.

Each student must have purchased an i>clicker and have registered the clicker through *CUConnect* by 9:30am, Tuesday, August 31, 2010. The frequency on the clicker must be set to that assigned to the classroom at the start of *each* class. The clicker is to be treated as one of the many “school supplies” that are used by students. Just as it is necessary to bring paper and writing utensils to every class, it is just as necessary to bring the clicker. The clicker should operate for 200 hours before the batteries need to be replaced, but students should carry an extra set of AAA batteries. No excuses will be accepted for failing to bring the clicker to class or for having a non-working clicker. For most of the class sessions, attendance will be recorded via the clickers. It is the responsibility of the student to notify the teaching assistant (T.A.) immediately before class begins or immediately after class ends that the student failed to bring her or his clicker or if the student’s clicker is not working. Doing so will assure that said student will at least receive credit for having attended class. Student grades will not begin to be penalized for absences until after missing two classes.

For excused absences, documentation is to be submitted to the T.A. within one week of the absence. University policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments, or required attendance. During the first two weeks of the semester (by Friday, September 3, 2010), any student requesting to have an excused absence due to religious obligations must give a note to the professor specifying the religious affiliation and the religious holiday (e.g., Rosh Hashanah, Eid al Fitr, Yom Kippur). The following are some legitimate reasons for missing a class, along with their corresponding required documentation:

<i>Legitimate Absence</i>	<i>Proof Needed for Legitimate Absence</i>
Illness	Note from a certified medical professional or recognized spiritual healer.
Death in the family	Note from a family member and funeral information.
Work (should be of an urgent nature)	Note from a supervisor.
NCAA or Collegiate Sports Club athletic meet	Note from a coach. Documentation for pre-scheduled meets must be provided during the first two weeks of the semester.
Religious holiday	Note from student specifying religious affiliation and religious holiday (to be provided during the first two weeks of the semester).

Students should confer with the instructors outside of class sessions after an absence to find out if any handouts were provided or films were screened. Students are *not* to notify the instructors of absences before the anticipated missed class. During specified office hours or at a meeting time agreed upon between the student and the professor or T.A., the absentee student will be provided with any handouts (some handouts will also be available on *CULearn*). The majority, if not all, of the videos to be shown in this course are owned by the professor and will be placed on reserve in Norlin Library (Circulation Desk, on the first floor) for the remainder of the semester following the viewing of the video.

The professor *will not* provide students who miss classes with notes or copies of PowerPoint presentations. Typically, the professor's notes and PowerPoint presentations are heavily supplemented with oral lecture and are often insufficient without notes taken by class attendees. Therefore, it is strongly suggested that each student assemble class companions with whom to exchange lecture notes in the event a class is missed. Using the discussion tool on *CULearn* can also facilitate getting to know classmates.

Students are responsible for all material covered in class and listed on the *Class Schedule* (final page of this syllabus). Prior to each class, students are expected to read the assigned material and be prepared with questions or comments and ready to respond to the readings. It is widely held in academia that students should spend at least two hours studying outside of class for every hour in class. This translates into six hours of study time each week that should be devoted to this course. Beginning August 31, 2010, most class sessions will incorporate some form of questions that students must respond to by using their i>clickers. The questions will be based on the daily readings, current and previous lectures, and student opinions. Points will be assigned to these questions.

## **Assessments**

There are three "assessments" in this course, which count for a total of 5% of each student's course grade.

### *Student Information Survey*

Each student is required to complete the student information survey, available in *CULearn*, by 11:59pm, Thursday, September 2, 2010. No points will be awarded for surveys completed after September 9, 2010. This assessment is worth 1% of the course grade.

### *Reflection on Crime Assessments*

There are two "reflection on crime" assessments for this course.

The first reflection on crime assessment, which is available in *CULearn*, is to be completed by 9:30am, Thursday, August 26, 2010. This assessment will not be graded per se, but each student will be given full credit for honestly and thoroughly answering all the questions posed. This assessment will help the professor gain insight into students' perceptions of "crime and society." This assessment is worth 1% of the course grade.

Toward the end of the semester, students must respond to similar questions posed in the original reflection. This second assessment is worth 3% of the course grade. This assessment is not so much about what students think; rather, the purpose is to show how students critically engaged with the material that was presented during the course of the semester. Some of the questions on this assessment will be graded based on relaying the information that was imparted during the semester. The second assessment will be available in *CULearn* beginning Thursday, December 2, and is to be completed by 10:00am, Friday, December 10, 2010.

## **Examinations**

There are three examinations in this course. Each exam is weighted equally (20% each). The first two exams will be administered during the semester (Sept. 28 and Nov. 2) at the regularly scheduled class time. The third exam will be administered during Finals Week on Wednesday, December 15, 2010, from 4:30pm to 7:00pm (in the same classroom). Each of these exams will cover separate areas of the course. However, the final exam will *also* contain questions referring to the entire course content.

Each student is to report to each exam with at least two Number 2 pencils and a reliable eraser. In order to take advantage of the professor's special "gimme," students must arrive no later than 9:30am on exam days (4:30pm for final exam). Students must use restroom facilities prior to entering the classroom on exam days. Students shall leave the room on exam days only after completing and turning in the exam *or* if the student *truly* (and under dire circumstances) must relieve himself or herself. The *only* students who will be accommodated with alternate exam times will be those with certified documentation from Disability Services.

## **Position Paper**

Each student is required to write a research paper taking a position on a particular issue. Students are to select a contemporary issue within the area of crime, criminality, or the criminal justice system.

To supplement the paper discussion, students may also participate in or observe an activity within the field of "criminal justice" to be incorporated into the paper. The activities include going on a police ride-along, sitting in on criminal court proceedings, or touring a jail or prison. (Several correctional facility tours will be scheduled by the professor, but students may also schedule their own tours if they are able to do so.) Any other experiential activities should first be cleared with the professor. Proof of an experiential activity done without the professor or T.A. must be submitted with the paper.

The paper will present an arguable opinion about the chosen issue, *and* incorporate existing scholarly research to support the argument.

Students are to follow these additional guidelines for the paper:

- The paper needs to be typed using a 12-point font and double spacing.
- The paper must have a cover page that includes student name and a paper title.
- At least five (5) scholarly (peer-reviewed/refereed) publications must be used for papers that *do not* include an experiential component. At least two (2) scholarly publications must be used for papers that include an experiential component.
  - The assigned articles for this course may be used as sources for the paper.
  - The course textbook may be used as a source, but it does *not* count toward the required number of scholarly publications. (Also, other “textbooks” are not considered scholarly publications. Please review the page in *CULearn* titled “What are peer-reviewed or refereed journal articles?”)
  - Class lectures should not be used as a source *unless* the information is *not* available elsewhere.
- The paper must properly cite scholarly publications and other sources using *only* ASA-style. A separate “References” page is to be included at the end of the document (not in a separate file).
- The paper must be 2000-2500 words. The content on the cover and references pages are not to be included in the paper word count.
- Students must review and follow “Professor Potter’s Paper Pet-Peeves” (available in *CULearn*). Students should also review the document titled “Writing a Position Paper” (also available in *CULearn*).

The position paper is worth 25% of the overall grade. The paper is to be submitted by 11:59pm on Tuesday, December 7, 2010, in *CULearn* only. The grade for the paper will drop one letter grade for each day it is late. Papers will be checked for plagiarism.

## GRADING

Overall course grades will be assigned on the following scale:

<i>Grade</i>	<i>Overall %</i>	<i>Grade</i>	<i>Overall %</i>	<i>Grade</i>	<i>Overall %</i>	<i>Grade</i>	<i>Overall %</i>
A	93-100%	B	83-86.9%	C	73-76.9%	D	63-66.9%
A-	90-92.9%	B-	80-82.9%	C-	70-72.9%	D-	60-62.9%
B+	87-89.9%	C+	77-79.9%	D+	67-69.9%	F	0-59.9%

Students will be able to monitor their grades throughout the semester on *CULearn*. Students may consult with the T.A. or professor throughout the semester to determine where they stand in the course. It is preferred that this be done during office hours. Detailed grade information *will not* be provided via e-mail or phone.

## STUDENT BEHAVIOR GUIDELINES

### *The CU-Boulder Honor Code*

Academic dishonesty will not be tolerated. The research papers will be closely checked for plagiarism using the SafeAssign program through *CULearn*. Students are encouraged to review the University of Colorado Honor Code booklet. The Honor Code mission reads as follows:

As citizens of an academic community of trust, CU-Boulder students do not lie or cheat whether they are on campus or acting as representatives of the university in surrounding communities. Neither should they suffer by the dishonest acts of others. Honor is about academic integrity, moral and ethical conduct, and pride of membership in a community that values academic achievement and individual responsibility. Cultivating honor lays the foundation for lifelong integrity, developing in each of us the courage and insight to make difficult choices and accept responsibility for actions and their consequences, even at personal cost.

### *Respect*

Respect of others is not only expected, but required. This includes valuing others’ opinions, no matter how wrong some may believe those views to be, and allowing others to speak without interruption. Naturally, racial or sexual harassment or other forms of harassment will not be tolerated and will be dealt with authoritatively. The University of Colorado at Boulder policy on Discrimination and Harassment (<http://www.colorado.edu/policies/discrimination.html>), the University of Colorado policy on Sexual Harassment, and the University of Colorado policy on Amorous Relationships applies to all students, staff, and faculty. Any student who believes he or she has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at



303-492-5550. Information about the ODH and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>.

### *Punctuality*

Students should make every effort to attend all classes on time. In order to not disrupt class, students shall utilize the restroom and take care of other personal matters prior to or after class sessions. (*This is a requirement on exam days.*) If a student needs to leave class early, she or he is to notify the instructors of such before the start of class.

### *Wireless/Remote Communications and Use of Computers*

Laptop computers are not allowed to be used in this course. All other communication devices must be turned off or silenced upon entering the classroom and are not to be used inside the classroom during class sessions. Aside from the obvious of speaking on wireless phones, this includes the use of text messaging on phones and other apparatuses and accessing the Internet on a phone or PDA. *Any use of wireless devices or other information technology during an exam will result in a zero for the exam.*

### *Side Conversations*

Side conversations between small groups of students make it difficult for others to actively listen and learn. Repeated warnings to students engaging in side conversations will result in the involved students being directed to leave the class session.

### *Sleeping and Other Forms of Inattention*

Falling asleep in class is not considered appropriate student behavior. Likewise, resting one's head on the desk is disrespectful to the professor. Students should make the mature decision to either stay awake and alert in class or go elsewhere and get some sleep. Reading books or materials without being assigned to do so by the professor or studying for other courses during class time is also not considered appropriate student behavior. Overall, students should make every effort to pay attention, which will assist students with mastering the material. Besides, the class sessions are only 75 minutes long – but a short span of time in a 24-hour period!

### *Class Visitors*

Family and friends of enrolled students are welcome to periodically attend a class session. Please notify the professor of class guests prior to the start of the class. Unfortunately, class visitors are limited to people/humans; animals/non-humans are not to be brought to class, unless they are used as aids for students with disabilities and these students have secured assistance from Disability Services.

## **STUDENT DISABILITY SERVICES**

Students desiring a reasonable accommodation under the Americans with Disabilities Act must contact the professor immediately to discuss their needs and seek assistance at the Disability Services Office, located at Willard Administrative Center, Room 322, 303-492-8671 (voice/TTY), [DSinfo@colorado.edu](mailto:DSinfo@colorado.edu). Additional information can be found at <http://www.colorado.edu/disabilityservices/>.

If a student has a temporary medical condition or injury, please see the University guidelines at <http://www.colorado.edu/disabilityservices/go.cgi?select=temporary.html>.

Students requiring exam accommodations due to disabilities must review the University policy (<http://www.colorado.edu/disabilityservices/handbook/handbook6.html>). Students requiring exam accommodations must coordinate with the professor one to two weeks prior to the exam.

## **PROFESSOR RESPONSIBILITY STATEMENT**

As the professor for this course, I am devoted to maintaining a safe place (figuratively and literally) for students to discuss issues related to this course. It is my goal that students will not only leave the course with a better and more critical understanding of the issues addressed in the course, but that they will feel I treated them fairly and with respect regarding discussions, handling of course topics, administration of the classroom, and grading. If students have any questions or concerns about any of my statements, omissions, grading decisions, etc., I strongly encourage them to come to me with their concerns at their earliest convenience.

*Hillary Potter*

## CLASS SCHEDULE

It is expected that this schedule will be strictly followed, but the professor may make adjustments if less or more time is needed on a particular topic and depending on student progress.

Date	Topic	Readings <sup>1</sup>	Written Work Due <sup>2</sup>
T – Aug 24	<i>Crime and Justice in the United States</i>	Syllabus	
R – Aug 26		<i>CJ 2010</i> : Chapter 1 Article 1: Frymer	Reflection on Crime Assessment 1
T – Aug 31		Article 2: Goode & Ben-Yehuda	
R – Sep 2	<i>Defining Crime</i>	<i>CJ 2010</i> : Chapter 3 Article 3: Clement & Barbrey	Student Information Survey
T – Sep 7	<i>Counting Crime</i>	<i>CJ 2010</i> : Chapter 2 (pages 28-36) Article 4: Martinez	
R – Sep 9		Article 5: Weiss & Colyer	
T – Sep 14	<i>Understanding Crime</i>	<i>CJ 2010</i> : Chapter 2 (pages 17-28)	
R – Sep 16		Article 6: Mohamed & Fritsvold	
T – Sep 21		Article 7: Rosen & Venkatesh	
R – Sep 23			
T – Sep 28			Examination 1
R – Sep 30		Article 8: Duck	
T – Oct 5		Article 9: Reed <i>et al.</i>	
R – Oct 7		Article 10: Holt, Blevins, & Burkert	
T – Oct 12		Article 11: Klenowski, Copes, & Cullins	
R – Oct 14			
T – Oct 19	<i>Cops</i>	<i>CJ 2010</i> : Chapter 4 Article 12: Brezina & Phipps	
R – Oct 21		Article 13: Dodge, Valcore, & Klinger	
T – Oct 26		<i>CJ 2010</i> : Chapter 5 Article 14: Durán	
R – Oct 28		<i>CJ 2010</i> : Chapter 13	
T – Nov 2			Examination 2
R – Nov 4	<i>Courts</i>	<i>CJ 2010</i> : Chapter 6	
T – Nov 9		<i>CJ 2010</i> : Chapter 7 Article 15: Robbers	
R – Nov 11		<i>CJ 2010</i> : Chapter 8 Article 16: Hartley & Miller	
T – Nov 16	<i>Corrections</i>	<i>CJ 2010</i> : Chapter 9	
R – Nov 18		Article 17: Trammell	
T – Nov 23	<i>Fall Break</i>	<i>No Classes</i>	<i>Fall Break</i>
R – Nov 25			
T – Nov 30		Article 18: Collica	
R – Dec 2		Article 19: Johnson & McGunigall-Smith	
T – Dec 7		Article 20: Trimbur	Position Paper
R – Dec 9	<i>Conclusions</i>		Reflection on Crime Assessment 2
W – Dec 15 4:30-7:00pm			Examination 3

<sup>1</sup> Textbook and article readings are to be completed by the start of class on the specified day.

<sup>2</sup> Please consult descriptions of assignments in this syllabus and in *CULearn* for time of day each assignment is due.