

University of Colorado at Boulder  
Department of Sociology

SOCY 4014.002  
**Criminology**

Spring 2012  
Tuesdays & Thursdays, 11:00am to 12:15pm  
Class Room: Humanities 135

|                        |  |
|------------------------|--|
| <b>Professor</b>       | <b>Dr. Hillary Potter</b>  |
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## COURSE DESCRIPTION

This course analyzes the scientific study of criminal behavior. We will consider ordinary (e.g., theft) and unique (e.g., homicide) cases to understand why individuals commit acts deemed “criminal” by society and the government. Traditional *sociological* theories of crime causation – such as deterrence, social disorganization, strain, social learning, control, and labeling – will be covered. Special attention will also be given to contemporary interpretations of traditional crime causation theories, and to critical, feminist, progressive race, and developmental/life-course theories on criminality. In studying sociological theories of criminal behavior, we will examine associated social policy implications in the criminal justice system. (**Prerequisite:** SOCY 1001, *Introduction to Sociology* or SOCY 1004, *Deviance in U.S. Society*.)

## 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” (↗ *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 criminality. The guest lectures are to be highly regarded and will be included on the course exams.

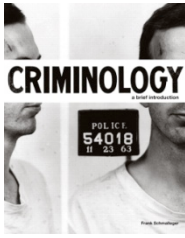
**Documentary Films:** Documentary films will be shown throughout the course to provide visually stimulating examples for several course topics. These screenings are to be treated as “lectures” for the course, and should be taken as serious subject matter.

**Class Discussions:** Students are expected 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.

**D2L:** On a regular basis, students must access the *Desire2Learn* website, also referred to as *D2L*, at [learn.colorado.edu](http://learn.colorado.edu) in order to retrieve supplemental reading assignments, turn in written assignments, view course announcements, monitor grades, sign-up for correctional facility tours, and find other important materials.

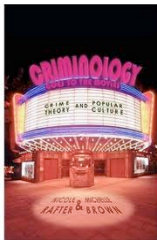
## REQUIRED READING MATERIAL



*Criminology: A Brief Introduction* (2010)  
Written by Frank J. Schmalleger  
Publisher: Prentice Hall Publishing  
ISBN: 978-0-13-234069-4



*Boundaries: Readings in Deviance, Crime, and Criminal Justice* (2011)  
Edited by Bradley R.E. Wright and Ralph B. McNeal, Jr., and Compiled by Hillary Potter  
Publisher: Pearson Learning Solutions  
ISBN: 978-1-256-21632-2



*Criminology Goes to the Movies: Crime Theory and Popular Culture* (2011)  
Written by Nicole Rafter and Michelle Brown  
Publisher: New York University Press  
ISBN: 978-0-8147-7652-0

### Readings on D2L

Du Bois, W.E.B. 1899. *The Philadelphia Negro* (Chapters 13 and 14). New York: Lipincott.

Messerschmidt, James W. 2005. "Men, Masculinities, and Crime." Pages 196-212 in *Handbook of Studies on Men and Masculinities*, edited by Michael S. Kimmel, Jeff Hearn, and R.W. Connell. Thousand Oaks, CA: Sage Publications.

Unnever, James D., and Shaun L. Gabbidon. 2011. *A Theory of African American Offending: Race, Racism, and Crime* (Chapter 6). New York: Routledge.

## COURSE WORK REQUIREMENTS

The course workload and percentage points are distributed as follows:

| <u>Assignment</u>                     | <u>% Points</u> |
|---------------------------------------|-----------------|
| Attendance and Participation          | 20              |
| Theory Application Assignments (n=13) | 65              |
| Group Presentation                    | 10              |
| Summary Essay                         | 5               |
|                                       | 100             |

### Attendance and Participation

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 questions about 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.

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 dropped from the course. 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 the *myCUInfo* portal by 11:00am, Tuesday, January 24, 2012. 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 (*no computers are allowed*), it is just as necessary to bring the clicker. 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. 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. It is the responsibility of the student to notify the professor 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 unexcused absences until after missing two lecture sessions.

For excused absences, documentation is to be submitted to the professor 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 assignments or required attendance. During the first two weeks of the semester (by Friday, January 27, 2012), any student requesting to have an excused absence due to religious obligations must email the professor specifying the religious affiliation and the religious holiday (e.g., Chinese New Year, Naw Ruz, Pesach). The following are some legitimate reasons, in addition to observance of a religious holiday, for missing a class, along with the 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 (must be of an urgent nature)           | Note from a supervisor.   |
| Religious holiday                            | Note from student specifying religious affiliation and religious holiday (to be provided during the first two weeks of the semester). |
| 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.                 |
| Mandated court appearance or jail detention  | Legal paperwork documenting court appearance date and time, and/or note or email from attorney.                                       |

Students should confer with the professor 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 professor of absences before the anticipated missed class. During specified office hours or at a meeting time agreed upon between the student and the professor, the absentee student will be provided with any handouts (some handouts will also be available on *D2L*). 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 or email function on *D2L* can also facilitate getting to know classmates.

### *Student Disability Services*

Disability Services determines accommodations based on documented disabilities. If a student qualifies for accommodations because of a disability, he or she must provide the professor with a letter from Disability Services. The Disability Services Office is located at Center for Community, room N200, 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, the University guidelines for accommodations can be reviewed at <http://www.colorado.edu/disabilityservices/go.cgi?select=temporary.html>.

## Theory Application Assignments

In order to better comprehend the crime causation theories addressed in this course, students will apply the theories to case studies. (The case studies can be found on *D2L*.) These assignments are worth 65% of the total grade. There are 16 assignments, but only 13 will count toward the final grade. All students *must* complete and turn in the first assignment. If a student completes all 16 assignments, the three lowest grades will be dropped. The assignments are to be submitted *only* via *D2L* (click on “Dropbox” tab on the course menu to directly access the submission site). No late assignments will be accepted.

Students are to follow these additional guidelines for each theory application:

- Only the readings in the *Boundaries* book may be used for these assignments. (Except for the two assignments on readings that are provided in *D2L*.)
- Only the case studies provided by the professor may be used for these assignments.
- Each assignment must be between 400 and 500 words.
- “Professor Potter’s Paper Pet-Peeves” (available in *D2L*) must be reviewed and followed.
- Each assignment must be written and saved in a word processing document and submitted in *D2L*, and the text must also be included in the “Comments” box on the Dropbox submission page. The only file types accepted in *D2L* are MS Word, Word Perfect, Post Script, Acrobat PDF, HTML, RTF, and plain text. Do not attempt to submit a document type that is not included in this list.

| Assignment Number | Theory                            | Theorist              | <i>Boundaries</i> Pages |
|-------------------|-----------------------------------|-----------------------|-------------------------|
| 1                 | Reconceptualization of deterrence | Stafford & Warr       | 17-31                   |
| 2                 | Rational choice                   | Clarke & Cornish      | 33-65                   |
| 3                 | Routine activities                | Cohen & Felson        | 67-104                  |
| 4                 | Strain                            | Merton                | 113-127                 |
| 5                 | Social disorganization            | Shaw & McKay          | 177-195                 |
| 6                 | Differential association          | Sutherland            | 245-249                 |
| 7                 | Neutralization techniques         | Sykes & Matza         | 265-276                 |
| 8                 | Social bond/control               | Hirschi               | 277-295                 |
| 9                 | Self-control/general              | Gottfredson & Hirschi | 297-321                 |
| 10                | Life-course                       | Sampson & Laub        | 323-358                 |
| 11                | Code of the street                | Anderson              | 379-394                 |
| 12                | Capitalism and crime              | Quinney               | 407-427                 |
| 13                | Reintegrative shaming             | Braithwaite           | 483-503                 |
| 14                | African American offending        | Unnever & Gabbidon    | See <i>D2L</i>          |
| 15                | Feminist criminology/Pathways     | Chesney-Lind          | 557-581                 |
| 16                | Masculinities/structured action   | Messerschmidt         | See <i>D2L</i>          |

The due dates for each assignment appear below in the Class Schedule and on *D2L*.

There is a zero-tolerance policy for plagiarism. A plagiarized assignment will result in a grade of *fail* (F) for that assignment, and possibly the course, and will be reported to university authorities.

## Group Presentations

Each student must participate in a group project that will be presented to the class. Each group will be assigned a theory (or set of theories). Each group must demonstrate how the assigned theory explains offending behavior with the use of a fiction-based movie or television show. The groups will be assembled during the first two weeks of the semester. Each group (comprising 5 students) will have 30 minutes to present the project during a class session. Any forms of media can be utilized during the presentation, but no more than 12 minutes of video can be used.

## Summary Essay

At the conclusion of the semester, each student must write a summary essay discussing *three* sociological theories the student feels do the best in explaining criminality.

Students are to follow these guidelines for the essay:

- The essay must be between 1000 and 1500 words (*not* including title page information or references).
- “Professor Potter’s Paper Pet-Peeves” (available in *D2L*) must be reviewed and followed.
- The essay must be written and saved in a word processing document and submitted in the *D2L* Dropbox by 11:00am on Thursday, May 3, 2012. The only file types accepted in *D2L* are MS Word, Word Perfect, Post Script, Acrobat PDF, HTML, RTF, and plain text. Do not attempt to submit a document type that is not included in this list. A “hard copy” of the essay must be submitted in class on Thursday, May 3, 2012.

The grade for the essay will drop one letter grade for each day it is late.

There is a zero-tolerance policy for plagiarism. A plagiarized essay will result in a grade of *fail* (F) for the essay, and possibly the course, and will be reported to university authorities.

## 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 in *D2L*. Students may consult with the 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. 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. Class rosters are provided to the instructor with the students’ legal names. The instructors will gladly honor a student’s request to address the student by an alternate name or gender pronoun. Please advise the instructors of this preference early in the semester so that they may make appropriate changes to the course records.

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>.

The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment, and the University of Colorado policy on Amorous Relationships apply to all students, staff, and faculty. See policies at <http://www.colorado.edu/policies/classbehavior.html>.

### *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. If a student needs to leave class early, she or he is to notify the professor of such before the start of class.

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

Laptop or tablet computers are *not* allowed to be used in this course. All other electronic 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 mobile phones, texting or engaging in other activities on electronic devices is *not* allowed.

### *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.

### *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.

## **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.

*Brief* = *Criminology: A Brief Introduction* by Schmallegger

*Boundaries* = *Boundaries: Readings in Deviance, Crime and Criminal Justice* by Wright et al.

*Movies* = *Criminology Goes to the Movies: Crime Theory and Popular Culture* by Rafter and Brown

*D2L* = Reading located on *Desire2Learn* course website

| Date                     | Topic  | Sub-Topic  | Readings <sup>a</sup>   | Written Work <sup>b</sup> |
|--------------------------|--|--|---|---------------------------|
| T – Jan 17               | <i>What is Criminology?</i>                        |  | ◦ Syllabus  |                           |
| R – Jan 19               |  |  | ◦ <i>Brief</i> : pp. 1-17, 170-175<br>◦ <i>Boundaries</i> : pp. 1-4<br>◦ <i>Movies</i> : pp. 1-13           |                           |
| T – Jan 24               | <i>Trait Theories</i>                              | ◦ Biological Determinism   | ◦ <i>Brief</i> : pp. 46-69<br>◦ <i>Movies</i> : pp. 28-46   |                           |
| R – Jan 26               |  |  |   | ◦ Student Info Survey     |
| T – Jan 31               |  | ◦ Psychological Determinism  | ◦ <i>Brief</i> : pp. 70-91<br>◦ <i>Movies</i> : pp. 47-66   |                           |
| R – Feb 2                | <i>Choice Theories</i>                             | ◦ Overview<br>◦ Deterrence   | ◦ <i>Brief</i> : pp. 20-25, 32-45, 202-223<br>◦ <i>Boundaries</i> : pp. 5-31<br>◦ <i>Movies</i> : pp. 14-27 | ◦ Theory Application 1    |
| T – Feb 7                |  | ◦ Rational Choice  | ◦ <i>Brief</i> : pp. 26-31<br>◦ <i>Boundaries</i> : pp. 33-65   | ◦ Theory Application 2    |
| R – Feb 9                |  | ◦ Routine Activities   | ◦ <i>Boundaries</i> : pp. 67-104  | ◦ Theory Application 3    |
| T – Feb 14               |  | ◦ Group Presentations  |   | ◦ Group Presentations     |
| R – Feb 16               | <i>Structural-Cultural/Social Strain Theories</i>  | ◦ Overview<br>◦ Anomie   | ◦ <i>Brief</i> : pp. 94-95, 109, 112-113, 248-267<br>◦ <i>Boundaries</i> : pp. 105-111                      |                           |
| T – Feb 21               |  | ◦ Strain<br>◦ General Strain   | ◦ <i>Brief</i> : pp. 100-103<br>◦ <i>Boundaries</i> : pp. 113-175<br>◦ <i>Movies</i> : pp. 83-100           | ◦ Theory Application 4    |
| R – Feb 23               |  | ◦ Social Disorganization   | ◦ <i>Brief</i> : pp. 96-99, 109<br>◦ <i>Boundaries</i> : pp. 177-243<br>◦ <i>Movies</i> : pp. 67-82         | ◦ Theory Application 5    |
| T – Feb 28               |  | ◦ Group Presentations  |   | ◦ Group Presentations     |
| R – Mar 1                | <i>Cultural-Subcultural/Socialization Theories</i> | ◦ Overview<br>◦ Differential Association<br>◦ Social Learning/<br>◦ Differential Reinforcement | ◦ <i>Brief</i> : pp. 116-117, 176-201<br>◦ <i>Boundaries</i> : pp. 245-263<br>◦ <i>Movies</i> : pp. 101-118 | ◦ Theory Application 6    |
| T – Mar 6                |  | ◦ Neutralization Techniques  | ◦ <i>Brief</i> : pp. 105-106<br>◦ <i>Boundaries</i> : pp. 265-276   | ◦ Theory Application 7    |
| R – Mar 8                |  | ◦ Social Bond/Control  | ◦ <i>Brief</i> : pp. 119-121<br>◦ <i>Boundaries</i> : pp. 277-295   | ◦ Theory Application 8    |
| T – Mar 13               |  | ◦ Self-Control/General   | ◦ <i>Brief</i> : pp. 80-81, 120-121<br>◦ <i>Boundaries</i> : pp. 297-321                                    | ◦ Theory Application 9    |
| R – Mar 15               |  | ◦ Group Presentations  |   | ◦ Group Presentations     |
| T – Mar 20               |  | ◦ Life-Course  | ◦ <i>Brief</i> : pp. 126-139<br>◦ <i>Boundaries</i> : pp. 323-358<br>◦ <i>Movies</i> : pp. 167-183          | ◦ Theory Application 10   |
| R – Mar 22               |  | ◦ Subculture of Violence<br>◦ Code of the Street   | ◦ <i>Brief</i> : pp. 106-111<br>◦ <i>Boundaries</i> : pp. 359-394   | ◦ Theory Application 11   |
| T – Mar 27<br>R – Mar 29 | No Class   | Spring Break   | No Class  | Spring Break              |

<sup>a</sup> Reading assignments are to be completed by the start of class on the specified day.

<sup>b</sup> Theory application assignments are due at 11:00am on the specified day.

| <b>Date</b> | <b>Topic</b>                                 | <b>Sub-Topic</b>                                       | <b>Readings</b>  | <b>Written Work</b>     |
|-------------|--|--|--|-------------------------|
| T – Apr 3   |  | ◦ Group Presentations                                  |  | ◦ Group Presentations   |
| R – Apr 5   | <i>Critical/Social<br/>Conflict Theories</i> | ◦ Overview<br>◦ Critical Criminology                   | ◦ <i>Brief</i> : pp. 144-151, 156-159, 162-166,<br>224-247<br>◦ <i>Boundaries</i> : pp. 395-456<br>◦ <i>Movies</i> : pp. 138-152 | ◦ Theory Application 12 |
| T – Apr 10  |  | ◦ Labeling<br>◦ Reintegrative Shaming<br>◦ Peacemaking | ◦ <i>Brief</i> : pp. 122-124, 152-153, 160-161<br>◦ <i>Boundaries</i> : pp. 457-503<br>◦ <i>Movies</i> : pp. 119-137             | ◦ Theory Application 13 |
| R – Apr 12  |  | ◦ Progressive Race                                     | ◦ <i>Boundaries</i> : pp. 505-529<br>◦ <i>D2L</i> : Du Bois; Unnever & Gabbidon  | ◦ Theory Application 14 |
| T – Apr 17  |  | ◦ Group Presentations                                  |  | ◦ Group Presentations   |
| R – Apr 19  |  | ◦ Feminist Criminology                                 | ◦ <i>Brief</i> : pp. 154-155<br>◦ <i>Boundaries</i> : pp. 531-555<br>◦ <i>Movies</i> : pp. 153-166                               |                         |
| T – Apr 24  |  |  | ◦ <i>Boundaries</i> : pp. 557-581  | ◦ Theory Application 15 |
| R – Apr 26  |  | ◦ Masculinities/Structured<br>Action                   | ◦ <i>D2L</i> : Messerschmidt   | ◦ Theory Application 16 |
| T – May 1   |  | ◦ Group Presentations                                  |  | ◦ Group Presentations   |
| R – May 3   | <i>Conclusions</i>                           |  | ◦ <i>Movies</i> : pp. 184-186  | ◦ Summary Essay         |