

Soc 441: Criminology

M/W 2:30-3:45

PROFESSOR:

Michael Massoglia

Office: 4438 Sewell Social Sciences -- Phone (608) 263-7820

Hours: Mondays Online by appointment & Open “online” times

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TEACHING ASSISTANT:

Nathan Shelton

Discussion Section Times: #301 – Th 8:50, #302 – Th 9:55, #303 – Th 11:00, #304 – Th 12:05

Office Hours: After section meetings Thursdays, open hours & by appt. Th 1:00-3:00PM.

Email: nshelton@wisc.edu

Skype: nathan.g.shelton **Skype-contact-email:** nathan.g.shelton@outlook.com

COURSE DESCRIPTION:

This course seeks to develop a sociological framework for examining crime. We will begin by developing a definition of crime and law, and considering some basic “facts” of crime. We then discuss ways of measuring crime. Next we discuss theories of crime, and conclude the class with a discussion of the social costs of America’s approach to the crime problem. Throughout the course, there will be an emphasis on developing critical thinking. This means going beyond memorizing “facts” and understanding the research process and being able to critique and evaluate research.

REQUIRED TEXTS:

- Crutchfield, Robert D., Charis E. Kubrin, George S. Bridges, and Joseph G. Weis. 2008. *Crime: Readings. Third Edition*. Thousand Oaks, CA: Sage Publications.
- Hagan, John, and Wenona Rymond-Richmond. 2009. *Darfur and the Crime of Genocide*. Cambridge, UK: Cambridge University Press.
- Readings identified with a ** will be made available to you.

Class Format

Classes will be held via **BlackBoard Collaborative Ultra**. When you go on Canvas, there is a tab on the left side that says “BBCollaborative Ultra.” The class times will be held at the scheduled time 2:30-3:45 MW -- prior to the decision by UW to move classes to the online format.

Like regular class, I will lecture using powerpoint slides (which will be provided before class begins). There are two general ways to ask questions. On the one hand class is interactive, so you have the opportunity to simply ask questions. Additionally, you can type questions in the “chat” function in the lower right hand side of the screen. You can select directing your questions either to the entire class or just to me. Whichever you prefer is fine. Also, because not everyone will be

able to attend classes at the same time, **I will be recording these lectures and posting them in their corresponding “sessions” on Canvas, this will happen within 15-20 minutes of class ending.** I encourage you to attend as many “live” lectures as you can. It’s likely the best way to learn the class materials

COVID-19 COMMENT:

We are obviously in a unique period in all of our lives. This requires us to be flexible as we navigate your learning experience. I imagine some of you have never taken an online class, I have never taught an online class prior to the pandemic. While I understand this will be a different teaching and learning environment, and there will inevitably be some technological glitches, I am committed to your learning experience, and be receptive to your comments.

At the same time, we are trying to learn during and international health pandemic. I understand that emergencies may arise and assure you we will do everything possible to accommodate and situations that arise. I understand and respect that there may be a situation where family or health might require attention.

In all situations, the best thing you can do is communicate with us as soon as you are able and we will talk through how best resolve any issues related to our class.

LEARNING OBJECTIVES:

Beyond the specific substantive and methodological content we will cover in this course, I have designed this course to achieve the following instructional objectives designated as priorities by the College of Liberal Arts and the Department Sociology:

1. *Critically evaluate published research.* You will be able to read and evaluate published research as it appears in academic journals and popular or policy publications.
2. *Communicate skillfully.* You will write and make oral presentations that build arguments and assess evidence in a clear and effective manner.
3. *Critical thinking about society and social processes.* You can look beyond the surface of issues to discover the "why" and "how" of social order and structure and consider the underlying social mechanisms that may be creating a situation, identify evidence that may adjudicate between alternate explanations for phenomena, and develop proposed policies or action plans in light of theory and data.
4. *See things from a global perspective.* Sociologists learn about different cultures, groups, and societies across both time and place. Likewise, you will be aware of the diversity of backgrounds and experiences among residents of the United States. You will understand the ways events and processes in one country are linked to those in other countries.

COURSE REQUIREMENTS AND CLASS POLICIES:

- Grading Rubric
 - **25% - Discussion** - To achieve an outstanding grade, it is required that you attend discussion sections synchronously and actively participate in this class. Your discussion grade covers:
 - Completing readings on time and contributing positively to discussion meetings
 - Weekly Canvas “Discussion” posts and replies
 - Each week you will either post a topic or respond to other classmates’ topics and replies.
 - Regular Reaction Papers
 - You will write 4 short reaction papers commenting on readings from the course.
 - Invitations during section meetings to expand on your work in Canvas discussion posts or reaction papers
 - Occasional reading-check quizzes and other activities within section
 - Watching movies or videos and related content
- NOTE FROM MIKE: If you want an A in this class, you must be an active participant in discussion sections. It will be interactive despite our distance/COVID challenges.
- **20 % Mid-Term 1** **October 14th**
 - **25% Mid-Term 2** **November 18th**
 - **30% Final Exam** **December 16th**
- Communication: All communication will be through University channels (no social media, etc.) so there are three ways we can communicate:
 1. Email is usually the most effective. I try to respond within a day, but please understand that is not always possible. Do not wait to communicate important information to me or your teaching assistant; the more time we have, the more we can try to be helpful.
 2. Online office hours.
 - a. Weekly I will set aside time. I will just let the class know “I’ll be in skype for 2 hours tonight” and folks can pop in to chat if you would like
 - b. We can schedule skype chats
 - c. We can schedule zoom meetings with multiple classmates and talk over course material.
 3. In case of emergency We can make an appointment/time for you to call my office (608-263-7820).
 - Late Assignments/Missed Exams: Assignments, exams, and readings must be completed by the beginning of class on their due date. I don’t accept late work, I don’t do “make ups,” I don’t give extra credit. If you are having problems, please come talk to me or the teaching assistant. We will try to work out a solution that both addresses your concerns and is fair to the other students in the class. If you wait until the end of the semester to bring up issues, it is significantly more difficult to address a problem.
 - Learning is a cumulative process. **All exams are cumulative** and may incorporate material from earlier parts of the course.

- Feedback: I care about your experience at UW, and if there are ways I can do better, please talk to me about it. I value and, when possible, try to incorporate your feedback. If I make a mistake, please bring it to my attention and I will try to correct it. You will also have the opportunity to evaluate me at the end of the semester.
- Grading: At the end of the semester, I compute a total score for each student (for example, 83.5 out of 100 possible points), and then make cut-off points for the grades based on the class distribution of scores. While this is a curve, regardless of the overall distribution, the curve will not be *harder* than: A = 100 to 95; AB = 94.9 to 89; B = 88.9 to 84; BC = 83.99 to 79; C = 78.99 to 71 D = 70.99 to 65; F = 64.99 and below. The specific distribution is anchored by the highest score on any given test and based the class distribution of scores. This means you are graded on a distribution relative to the rest of the class.
 - After every test, I will present the score/grade distribution when we return exams.
- In all cases, *if* a curve is needed, it will *always* be used to move up the grade distribution.
- Offensive Material: A discussion of criminology can encompass behaviors ranging from minor deviance to severe crime and violent behavior. In learning about these issues, healthy, well-adjusted students may encounter language, depictions, or attitudes that they find disturbing or offensive. The teaching assistant and professor will be available to discuss any concerns you have with course materials. We will try to provide trauma/“trigger” warnings, but its important for us all to recognize the subject material for the class can be challenging.
- Plagiarism/Academic Integrity: It is each student’s responsibility to become familiar with the university’s policies regarding academic honesty and misconduct. (See <http://students.wisc.edu/saja/misconduct/UWS14.html>). On this website you can find a clear definition of academic misconduct and an explanation of plagiarism. Knowledge of these rules is your responsibility; lack of familiarity with the rules does not excuse misconduct. The university takes academic misconduct very seriously. I adhere to the Dean of Students’ guidelines for dealing with cases of academic misconduct. Dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.
- Learning Accommodations: The University of Wisconsin is committed to the policy that all people shall have equal access to programs, facilities and admissions without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. If you anticipate needing any type of accommodation in this course or have questions about physical access, please tell the instructor as soon as possible. To make special arrangements for testing, assignments, or other aspects of the course please work with the instructors and disability services through the McBurney Center. Their website has detailed instructions on how to qualify: <http://www.mcburney.wisc.edu/>

TENTATIVE CLASS SCHEDULE

Readings listed below lecture topics should be completed prior to lecture

Week 1: Sept 2nd Welcome! Introduction to the Course

Discussion: Why do people commit crime?

Week 2: Sept 7th & 9th Definition of Crime and Criminal Law

NO CLASS September 7th, Labor Day.

*Short, "Introduction: On Crime, Criminals, and Criminologists." Pp. xviii-xix in Crutchfield et al. (2008).

*Hagan, John, "Defining Crime: An Issue of Morality." Pp. 1-9 in Crutchfield et al. (2008).

*LaFree and Dugan, "How does Studying Terrorism Compare to Studying Crime?" Pp. 103-112 in Crutchfield et al. (2008).

*Huff, "Historical Explanations of Crime: From Demons to Politics." Pp. 10-19 in Crutchfield et al. (2008).

Week 3: Sept 14th & 16st Some Basic Crime Facts

*Junger-Tas. Ribeaud and Cruyff "Juvenile Delinquency and Gender." Pp.171-186 in Crutchfield et al (2008).

*McNulty and Bellair "Explaining Racial and Ethnic Differences in Adolescent Violence: Structural Disadvantage, Family Well-Being and Social Capital." Pp. 161-166 in Crutchfield et al. (2008)

*Hirschi and Gottfredson "Age and the Explanation of Crime" Pp. 167-170 in Crutchfield et al. (2008)

*Zimring "A Youth Violence Epidemic: Myth or Reality" Pp. 23-32 in Crutchfield et al. (2008)

Week 4: Sept 21st & 23rd Classical School, Rational Choice and Deterrence

*Wilson and Herrnstein, "A Bio-Psychological Theory of Choice." Pp. 392-94 in Crutchfield et al. (2008).

*Mark Stafford and Mark Warr "Re-Conceptualizing Deterrence Theory" pp. 415-420 in (2006) *Criminological Theory, Past to Present*, edited by Cullen and Agnew. Roxbury Publishing.**

*Cornish, Derek and Ronald Clarke. "Crime as a Rational Choice" pp. 420-426 in *Criminological Theory, Past to Present*, edited by Cullen and Agnew. Roxbury Publishing (2006)**

*Cohen and Felson, "Social Change and Crime Rate Trends." Pp. 323-29 in Crutchfield et al. (2008).

*Radelet and Berg, "The Changing Nature of Death Penalty Debates." Pp. 448-454 in Crutchfield et al. (2008).

Week 5: Sept 28th & Sept 30th Measures of Crime, Causality, and Methods

*Hagan, Rymond-Richmond and Parker "The Criminology of Genocide: The Death and Rape of Dafur." Pp. 144-152 in Crutchfield et al. (2008).

*Elliott and Ageton, "Reconciling Race and Class Differences in Self-Reported and Official Estimates of Delinquency." Pp. 126-132 in Crutchfield et al. (2008).

*Singleton, Royce A., Jr., and Bruce C. Straits. *Approaches to Social Research*, Third Edition. New Page 4 York: Oxford, pp. 78-85 on causal relationships and 179-183 on experimentation (1999)**

- *Pager, Devah. 2003. "Mark of a Criminal Record." *American Journal of Sociology* 108:937-75 **
*Sampson, Laub and Wimer "Does Marriage Reduce Crime? A counterfactual Approach to Within-Individual Causal Effects." Pp. 316-322 in Crutchfield et al. (2008).

Week 6: Oct 5th & 7th Control Theories

- *Hirschi, Travis "Causes and Prevention of Juvenile Delinquency" Pp. 266-271 in Crutchfield et al. (2008).
*Hirschi, Travis. "Causes of Delinquency" pp. 16-34. (2006)**
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- *Sampson, Robert and John Laub "Crime in the Making: Pathways and Turning Points through Life." Pp.1-24. (1995)**

Week 7 : Oct 12th & Oct 14th

- *Catch up and Review Session
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OCT 14th MID-TERM EXAM #1

Week 8: Oct 19th & Oct 21st Differential Association

- *Sutherland, "A Theory of Crime: Differential Association." Pp. 223-25 in Crutchfield et al. (2008).
Matsueda, "Differential Association Theory"***
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- *Hochstetler Copes, and DeLisi "Differential Association in Group and Solo Offending." Pp. 226 in Crutchfield et al. (2008).

Week 9: Oct 26th & Oct 28th Neighborhoods: Social Disorganization and Cultural Transmission

- *Shaw and McKay, "Juvenile Delinquency and Urban Areas." Pp. 187-215 in Crutchfield et al. (2008).
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- *Morenoff, Sampson, and Raudenbush, "Neighborhood Inequality, Collective Efficacy, and the Spatial Dynamics of Urban Violence." Pp. 216-222 in Crutchfield et al. 2008)

- *Wilson and Kelling, "Broken Windows: The Police and Neighborhood Safety." Pp. 438-447 in Crutchfield et al. (2008).

Week 10: Nov 2nd & Nov 4th Class Choice: Readings TBA

Students pick crime topics they are interested in learning more about
MORE INFORMATION COMING IN DISCUSSION

Week 11: Nov 9th & 11th Code of the Street

- *Anderson, "The Code of the Streets." Pp. 365-73 in Crutchfield et al. (2008).
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- *Stewart and Simon "Structure and Culture in African American Adolescent Violence: A Partial Test of the Code of the Street Thesis." Pp. 374-89 in Crutchfield et al. (2008).

*Hagan, John, and Wenona Rymond-Richmond.. *Darfur and the Crime of Genocide*. Cambridge, UK: Cambridge University Press, pp. 1-105. (2009)

Week 12 : Nov 16th & Nov 18th

NOV 16: Review

NOV 18: Second Mid-term examination

Week 13: Nov 23rd & 25th

Collective Violence: Differential Social Organization and Collective Action

*Hagan, et al. "The Criminology of Genocide: The Death and Rape of Darfur." Pp. 144-151 in Crutchfield et al. (2008)

*Hagan, John, and Wenona Rymond-Richmond. *Darfur and the Crime of Genocide*, pp. 105-222. (2009)

*** Class movie***

THANKSGIVING BREAK STARTS ON THE 26th. I have built time into our schedule in case we fall behind. If we stay on track, my plan is to have no class on the 25th, and the hopes that you can watch the movie over break. More information coming.

Week 14: Nov 30th & Dec 2nd The Cost and Consequences of Crime:

- Pettit, Becky. *Invisible Men: Mass Incarceration and the Myth of Black Progress* pp1-33 (2012)**
- Western, Bruce, and Becky Pettit, "Beyond Crime and Punishment: Prisons and Inequality." Pp. 478-82 in Crutchfield et al. (2008).

Massoglia, and Schnittker "No Real Release" Pp 426-432 in Context Reader, 2nd edition Uggen and Hartman Eds (2012)

Week 15: Dec 7th & 9th Desistance from Crime

- Sampson, Robert and John Laub "A General Age-Graded Theory of Crime: Lessons Learned and the Future of Life Course Criminology."
http://www.wjh.harvard.edu/soc/faculty/sampson/2005.2_ACT.pdf
- Dec 9th: Last day of class

Final Exam Period: Dec 16th