

University of Texas at El Paso
Department of Criminal Justice
Fall 2022

COURSE

Title: CRIJ 5310

CRN: 27903

Time: 6:00pm-8:50pm (T)

Location: Room: 309 Education Bldg

INSTRUCTOR

Name: Timothy Dickinson, Ph.D.

Office: Education Bldg, 111R

Phone: (915) 747-7628

Email: tedickinson@utep.edu

Office hours: By apt.

COURSE DESCRIPTION

This course examines the social construction of the use and abuse of substances and the history of policies concerning the criminalization of substances. Students will learn about the social impact of illicit drugs and the dynamics of illicit drug markets.

REQUIRED COURSE MATERIALS

Anderson, Elijah. (1999). Code of the street: Decency, Violence, and the Moral Life of the Inner City.

Black, Donald. (1976). The Behavior of Law.

Goffman, Alice. (2014). On the Run: Fugitive Life in an American City.

Hirschi, Travis. (1969[2017]). Causes of Delinquency.

Laub, John & Robert Sampson (2003). Shared Beginnings, Divergent Lives: Delinquent Boys to Age 70.

Lofland, John. (1969). Deviance and Identity.

Students are permitted to purchase used copies or later editions of the books.

Additional journal articles and book chapters will be posted on Blackboard.

COURSE LEARNING OBJECTIVES

Upon successful completion of this course, a student should be able to:

1. Identify the basic components of criminological theories.
2. Display a grasp of the various social impacts of illicit drug use and sales.
3. Utilize information sources ethically and effectively document and communicate acquired information.

INSTRUCTOR'S CLASSROOM POLICIES

General:

This is a graduate course. Therefore, I have much higher expectations for you than I would for undergraduate students. Specifically, I expect you to **actually** read the material. I also expect you to complete the assignments on time. This will require that you be diligent and self-motivated. We will have a lot of reading and writing, therefore it is crucial that you plan to devote a significant amount of time to the course every week. Falling behind will put you in a bind and will make it harder for you to earn the grade you want.

Students with disabilities:

If you require modifications to the course or testing environment, **please** inform me as soon as practical via email or during office hours. Accommodations are coordinated through the Center for Accommodations and Support Services (CASS). If you feel an accommodation is necessary please contact CASS at 915-747-5148 (tel) cass@utep.edu (email) or visit them at Union Building East Room 106.

Technology issues:

I will **not** provide you with technical assistance. Rather, you should familiarize yourself with assistance available to you whenever you have problems.

Dissemination policy:

All the materials in this course, aside from that in the assigned text, should be considered as my intellectual property and, as such, under copyright protection. This includes my lectures, exams, written assignments, and notes. These are intended for your use during this course and may not be disseminated to anyone outside of the course without my explicit written permission.

Email policy (contacting the instructor):

There are two ways you can contact me in this course:

- 1) Through your institutional email address. These emails will only be viewed by me;
- 2) Through the "send email" function under the course tools tab in Blackboard. These emails will also only be viewed by me.

I expect you to identify yourself within the body of the email. I also expect you to compose emails using standard word and sentence structure (i.e., no acronyms, slang, etc.). In other words, do not email me as if you are texting your friends;

I will do my best to respond to your emails within 24 hours under most circumstances from Monday through Friday. I will also do my best to check my email at least once on Saturdays and Sundays; however, at times I may not be able to respond over the weekends. Please plan accordingly.

Scholastic dishonesty:

Scholastic dishonesty includes cheating on an exam, turning in someone else's assignment from a previous class, or plagiarism: "(1) use by paraphrase or direct quotation of the published or unpublished work of another person without fully and properly crediting the author with citations or biographical reference; (2) unacknowledged use of work/materials prepared by another person or agency engaged in the selling of term papers or other academic materials; (3) unacknowledged use of original work/material that has been produced through collaboration with others without release in writing from collaborators."

I take cases of alleged scholastic dishonesty seriously. Cases wherein students have allegedly engaged in any form of scholastic dishonesty will be referred to the Office of Student Conduct and Conflict Resolution (OSCCR). While the case is being investigated by OSCCR, an "I" (Incomplete) will be assigned until the case is resolved. If the student is found by OSCCR to have engaged in misconduct, sanctions may include a failing grade on the assignment or exam in question, a failing grade in the course, suspension, or dismissal from the University. Information about scholastic dishonesty can be found here: <https://www.utep.edu/student-affairs/osccr/student-conduct/index.html>

Learn more here: [HOOP: Student Conduct and Discipline](#)

Late work/Missed class policy

Late work will not be accepted unless the student:

- 1) Is experiencing or has experienced a University Excused Absence or an Emergency. Emergencies refer to **very serious** physical or mental health issues only. Because students are made aware of class due dates in advance, emergencies do **NOT** refer to events such as: social obligations (e.g., weddings, birthdays, etc.), computer/technology issues, or work requirements.
- 2) Has communicated the issue to the instructor beforehand or as soon as possible if the circumstances did not allow for communication beforehand.
- 3) Provides acceptable documentation of the emergency (documents from a person or organization other than the student [e.g., medical professional]).

If all three of the above criteria are met, the instructor will allow late work to be submitted for full credit.

As the student-led discussion comprises a large part of your grade and that of your fellow students, it is required that you attend every face to face class meeting. Exceptions to this will only be allowed if the above criteria are met or if you are not permitted to come to campus due to you exhibiting possible symptoms of COVID-19 infection.

A note about sexual misconduct:

What you should know about sexual misconduct: UTEP does not tolerate acts of sexual misconduct, including sexual harassment and all forms of sexual violence. If you have experienced sexual misconduct, or know someone who has, the University can help. It is important to know that federal regulations and University policy require faculty to promptly report complaints of potential sexual misconduct known to them to their campus Title IX Coordinator(s) to ensure that appropriate measures are taken and resources are made available. The University will work with you to protect your privacy by sharing information with only those that need to know to ensure the University can respond and assist. Any student who believes that he or she may be experiencing sexual harassment or misconduct is encouraged to consult with or report such conduct immediately to the Title IX Coordinators. Contact information for UTEP's Title IX Coordinators can be found here:

<http://utep.edu/titleix/Title%20IX%20Coordinators%20.html>

UTEP Drop Policy:

If circumstances arise to where a student must drop this course, it is the student's responsibility to initiate the course drop. It is also the student's responsibility to determine how dropping courses may affect his or her financial aid. Students are limited to dropping no more than 6 courses over their entire academic career of all courses taken at any public college or University in Texas.

- a) If a course is dropped within the first 2 weeks before the "official census date":
 - a. the course will not appear on the transcript and
 - b. the course will not count toward the 6-course drop limit.
- b) If a course is dropped after the official census data but before the "course drop date":
 - a. the student will receive a "W" in the course
 - b. the drop will show on transcripts but will not lower GPA
 - c. the drop will count toward the 6 class drop limit
- c) If the course is dropped after the "course drop date" or if the student just stops coming/taking tests, etc.:
 - a. UTEP requires the instructor to issue an "F" in the course that permanently remains on the transcript.
 - b. the drop will count against the 6 class drop limit.
- d) UTEP also allows instructors to administratively drop any student because of excessive absences, lack of effort, or disciplinary reasons. In this case, the student will be notified of the course drop through their UTEP email account. A "W" will be issued if the drop occurs before the course drop date, and an "F" will be issued if a student is administratively dropped for disciplinary reasons or after the course drop date. This type of drop counts against the 6 drop limit.
- e) If circumstances occur where a student must miss an excessive number of classes and/or is unable to submit multiple assignments (e.g., student medical reasons, medical conditions of a family member, death of a family member, active military service), they should first discuss the possibility of withdrawal from all classes with their academic advisor. If a student withdraws completely from all classes, kindly notify me at: tedickinson@utep.edu. Complete withdrawals from all classes in the same semester do not count against the 6 drop limit.

Student Resources

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.

Statement regarding COVID-19 precautions

You must stay at home and report if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know anyone who should report any of these three criteria, encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu.

For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website <https://adminapps.utep.edu/screening/Home/OnCampus> prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection.

Wear face coverings when in common areas of campus or when others are present. You must wear a face covering over your nose and mouth at all times in this class. If you choose not to wear a face covering, you may not enter the classroom. If you remove your face covering, you will be asked to put it on or leave the classroom. Students who refuse to wear a face covering and follow preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 Health and Safety and Section 1.2.2.5 Disruptions in the UTEP Handbook of Operating Procedures. Please note that if COVID-19 conditions deteriorate in the City of El Paso, this course may be transitioned to a full remote delivery.

Statement regarding COVID-19 accommodations

Students are not permitted on campus when they have a positive COVID-19 test, exposure or symptoms. If you are not permitted on campus, you should contact me as soon as possible so we can arrange necessary and appropriate accommodations. Students who are considered high risk according to CDC guidelines and/or those who live with individuals who are considered high risk may contact Center for Accommodations and Support Services (CASS) at cass@utep.edu to discuss temporary accommodations for on-campus courses and activities.

ASSESSMENT AND GRADING

Attendance: (possible letter grade reduction)

Attendance is required during our meetings. Students that do not meet the criteria for an excused absence (see above) will lose the equivalent points to half of a letter grade for each day they miss. For example, a student that has earned enough points to be awarded an "A" for the semester but has two unexcused absences will instead be awarded a "B."

Weekly Written Assignments: (11 x 5 points/each = 55 points total)

Each week, students are required to write a 2 to 3 page response paper answering a question posted about a specific theory or group of readings. The question will be posted one week before the papers are due. That is, a question will be posted on the day of class for the next week's paper. The papers should include: 1) a general discussion of the concepts and arguments comprising the theory and 2) a critical response to the question.

Please note, there are no weekly writing assignments due on weeks 1 and 16.

Class Presentations: (12 x 5 points/each = 60 points total)

Each week, students are also required to locate and read one article or book chapter that references the assigned theory for the week. They will then create a short presentation (~10 minutes) over this article or book chapter to present to the class. The presentations should: 1) summarize the article and 2) discuss how the article or chapter contributes to understanding of the theory. Students will be graded on the thoroughness of their summary and the quality of their discussion of the article's contribution. Students are encouraged to create PowerPoints for their presentations.

Please note, there are no class presentations due on week 1.

In-Class Group Activities and Weekly Questions: (12 x 5 points/each = 60 points total)

Each week, students will partner with another classmate. These small groups will be given a question or questions regarding the theory or the assigned readings for the week. They will then work together to formulate an answer to the question and present it during class discussion.

Students are expected to create at least one question about the theory of the week or the readings and bring it/them to class that week. These questions should be critical or comparative in nature. Meaning, they should be specific questions about what exactly the authors said on what page. They should be more along the lines of in what ways the authors could improve their work or in what ways it was weak or how/whether it compares to other readings in the course or outside the course. These questions, along with those created by the professor, will guide the group activities.

Written Exams: (2 x 100 points/each = 200 points total)

There are two written exams in this course. Exams consist of 3 to 5 essay questions. Students will have one week to craft an essay of up to a maximum of ten pages in response to these questions. As this is an open-book exam, students are expected to not just regurgitate the material but also provide a critical analysis of it. Exam 1 will open on 2/22 and is due on 3/1. Exam 2 will open on 4/5 and is due on 4/12. Students will upload essay responses to Blackboard.

Term Paper: (150 points)

Students must write one 10-20 page term paper for the course. For this paper, students will apply one of the theories we covered over the course of the semester to the book *On the Run* by Alice Goffman. Students will first describe the theory and then interpret the findings in Goffman's book through the lens of the theory. They will also critically discuss how Goffman interprets her own findings.

Grade Calculation:

Your grade will be calculated as follows:

Point distribution:

Weekly Written Assignments.....	55 points
Class Presentations.....	60 points
In-Class Group Activities.....	60 points
Written Exams.....	200 points
Term Paper.....	150 points
Total.....	525 points

Grade scale:

A	90% - 100%	472.5 - 525 points
B	80% - 89%	420.0 - 472 points
C	70% - 79%	367.5 - 419 points
D	60% - 69%	315.0 - 367 points
F	< 59%	< 314 points

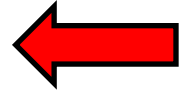
COURSE SCHEDULE*

* I reserve the right to adjust the course syllabus as needed. Revisions will be communicated to students via email or Blackboard.

*****Things to do each week***:**



- 1) Read the assigned materials
- 2) Create a question about the materials (see instructions above)
- 3) Find outside article about theory and create presentation about it
- 4) Write response to question about readings



Week 1: 1/18

TOPIC: INTRODUCTION TO COURSE / INTRODUCTIONS / COMPONENTS AND CRITERIA FOR THEORY

READINGS:

Akers, R. (2013). Introduction to criminological theories. Chapter 1 in *Criminological Theories* (p. 1-13).

Week 2: 1/25

TOPIC: DETERRENCE / RATIONAL CHOICE / ROUTINE ACTIVITIES

READINGS:

Clarke, R. V., and Derek B. Cornish. (1985). Modeling offenders' decisions: A framework for research and policy.

Cohen, L. E., and Marcus Felson. (1979). Social change and crime rate trends: A routine activity approach.

Erickson, M. L., Gibbs, J. P., and Gary F. Jensen. (1977). The deterrence doctrine and the perceived certainty of legal punishments.

Jacobs, B. (2010). Deterrence and deterrability.

Week 3: 2/1

TOPIC: SOCIAL CONTROL

READINGS:

Black, D. (1983). Crime as social control.

Heimer, K., and Ross L. Matsueda. (1994). Role-taking, role commitment, and delinquency: A theory of differential social control.

Hirschi, T. (1969). *Causes of delinquency*. Chapters 1-2.

Week 4: 2/8

TOPIC: NEUTRALIZATIONS / DRIFT

READINGS:

Matza, D. (1964). Drifting into delinquency. Chapter 6 in *Delinquency and Drift*.

Minor, W. (1981). Techniques of neutralization: A reconceptualization and empirical examination.

Sykes, G., and David Matza. (1957). Techniques of neutralization.

Topalli, V. (2005). When being good is bad: An expansion of neutralization theory.

Week 5: 2/15

TOPIC: ANOMIE / STRAIN

READINGS:

Durkheim, E. (1951 [1897]). Anomic suicide. Chapter 1 in *Anomie, Strain, and Subcultural Theories of Crime*.

Merton, R. K. (1938). Social structure and anomie. Chapter 2 in *Anomie, Strain, and Subcultural Theories of Crime*.

Cloward, R. A. (1959). Illegitimate means, anomie, and deviant behavior. Chapter 3 in *Anomie, Strain, and Subcultural Theories of Crime*.

Cohen, A. K. (1965). The sociology of the deviant act: Anomie theory and beyond. Chapter 4 in *Anomie, Strain, and Subcultural Theories of Crime*.

Agnew, R. (1992). Foundation for a general strain theory of crime and delinquency. Chapter 7 in *Anomie, Strain, and Subcultural Theories of Crime*.

Week 6: 2/22

TOPIC: SOCIAL DISORGANIZATION

READINGS:

Bursik, R. J., and Harold G. Grasmick. (1993). *Neighborhoods and Crime*. Pages 13-45

Kubrin, C. E., and Ronald Weitzer. (2003). New directions in social disorganization theory.

Sampson, R. J., Raudenbush, S. W., and Felton Earls. (1997). Neighborhoods and violent crime: A multilevel of collective efficacy.

Sampson, R. J., and W. Byron Groves. (1989). Community structure and crime: Testing social-disorganization theory.

Week 7: 3/1

TOPIC: EXAM 1

READINGS:

None

Week 8: 3/8

TOPIC: LIFECOURSE

READINGS:

Laub, J. and Robert Sampson. *Shared Beginnings, Divergent Lives*. Chapters 3, 6-7.

Week 9: 3/15

TOPIC: SPRING BREAK

READINGS:

None

Week 10: 3/22

TOPIC: IDENTITY / LABELING

READINGS:

Erikson, K. T. (1962). Notes on the sociology of deviance.

Lofland, J. (1969). *Deviance and Identity*. Chapters 6-8.

Link, B. G., et al. (1989). A modified labeling theory approach to mental disorders: An empirical assessment.

Week 11: 3/29

TOPIC: SOCIAL LEARNING

READINGS:

Akers, R. L., Krohn, M. D., Lanza-Kaduce, L., and Marcia Radosevich. (1979). Social learning and deviant behavior.

Burgess, R. L., and Ronald L. Akers. (1966). A differential association-reinforcement theory of criminal behavior.

Pratt, T. C. et al. (2010). The empirical status of social learning theory: A meta-analysis.

Sutherland, E. (1947). Differential association.

Week 12: 4/5

TOPIC: SUBCULTURAL

READINGS:

Anderson, E. (1999). *Code of the Street*. Introduction, chapters 1-2.

Week 13 4/12

TOPIC: EXAM 2

READINGS:

None

Week 14: 4/19

TOPIC: NARRATIVES

READINGS:

Gergen, K. J., and Mary M. Gergen. (1988). Narrative and the self as relationship.

Presser, L. (2009). The narratives of offenders.

Presser, L. (2013). Chapters 3 (Genocide) and 5 (Intimate Partner Violence) in *Why We Harm*.

Week 15: 4/26

TOPIC: THEORY OF LAW

READINGS:

Black, D. (1976). *The Behavior of Law*. Chapters 1-6.

Week 16: 5/3

TOPIC: ON THE RUN

READINGS:

Goffman, A. (2014). *On the Run*.

Week 17: 5/10

****Final paper due: 11:59pm 5/12/2020****