Criminology (CJ 3313) Syllabus F2F

Classroom: Education 114

Days & Times: Mondays & Wednesdays 1:30 – 2:50 pm

PROFESSOR

Dr. Ted Curry

Phone: (915) 747-6527

Email: trcurry@utep.edu

Office: Education 111

Office Hours: Tues & Thurs 10:00-11:00am & by appointment

Online office hours are available, email the professor for details.

Website: Dr. Curry

Criminal Justice Department Twitter

Criminal Justice Department Facebook

REQUIRED MATERIALS

• Be sure to get the correct edition of this text.

• You will have to buy this textbook but, as a courtesy, the first week’s reading from this book will be provided as a pdf file in the Week 1 Module to allow you additional time to purchase this book.

2. Various articles and videos posted on the calendar of each module. There will be a link for each of these readings so you can access them without cost.

3. Students are required to bring their textbook and other assigned readings to class each day. You can bring either hard copies, printouts, or access the materials with a device other than a cell phone, such as a laptop or tablet. Students can check out laptop computers for free from the Technology Center in UTEP’s Library.

• Students who do not bring the day’s required materials to class will not be allowed to receive credit for the Team Quiz (described later).

• You must bring your textbook to class each day & you must bring any other assigned readings to class. You cannot use a cellphone to access the materials.

• Students caught using a cell phone in class will be given one warning. Second offenses will be referred to OSCRR. If you need to take a call or text, then step outside of class to do this. There is no penalty for doing so.

College in the Time of Covid

COVID-19 PRECAUTION STATEMENT
Please do not come to class if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms (or the flu or a cold). If you are feeling unwell, test positive for, or know that you have COVID-19, please let me (your professor) know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive or know that you have COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing and vaccinations.

Important Information

Emergency period products are available for free for anyone at the CJ department front desk (Education #111).

PLEASE READ ME!

Please read the syllabus carefully and in its entirety. There will be a test!

I realize that my syllabus is approaching book length (or at least that of a novella), but all of the information contained herein is vital. It is thus absolutely essential that you, the student, understand what is expected of you, how you will be graded, and how this course will be conducted. All of this information is here. It is up to you to read this syllabus and to contact the professor if you have any questions or concerns.

WHAT IS A SYLLABUS?

A syllabus is a contract between students and professors that clearly identifies mutual expectations and obligations. A syllabus is also a commitment on the part of both the professor and each student to adhere to the dictates of the syllabus. All features of this syllabus will be implemented equally and fairly for each student. If you do not like, for whatever reason, any feature of this class, or stipulation or
requirement in this syllabus, or anything else contained herein, then you should not take this class and, instead, drop it immediately. Likewise, if it becomes apparent during the course of the semester, perhaps for reasons you did not anticipate, that you cannot adhere to the dictates of the syllabus, then you should drop the class immediately. It your responsibility to fully read and understand this syllabus, and to let the professor know, as soon as possible, if you have any questions or concerns.

Recommended email newsletters, websites, and podcasts to stay on top of criminal justice issues:


DESCRIPTION & INTRODUCTION

This course is intended to provide students with a broad overview of the study of criminology or, more specifically, the study of law making, law breaking and law enforcement. As these topics are addressed, the course will focus on theory as well as empirical research testing these theories. Gender, race/ethnicity, and social class represent crosscutting themes that will be applied to a wide variety of issues throughout the course. In addition, emphasis is placed on white-collar crime, as well as street crime.

GOALS & OBJECTIVES

The subject matter of this course is intended to provide essential knowledge for criminal justice students or for any student interested in crime and the criminal justice system. More specifically, upon successful completion of this course, students will be able to demonstrate a thorough knowledge of the various sources
of criminal justice data and the key facts these data provide. Students will have developed the skills necessary to apply these facts to a variety of theories and, more generally, to evaluate the adequacy and utility of these theories. Students will also be able to appreciate how the criminal justice system both reflects and influences the larger society and have the capacity to discuss how gender, race/ethnicity, and social class matter to this fundamental social institution.

UTEP EDGE

This course is designed with the UTEP Edge in mind. In our class, you will engage in creative activities during each class that involve critical thinking, applying knowledge to new situations, and solving complex problems. You will leave this course confident in your knowledge of criminology, with enhanced communication skills, leadership and teamwork experience, and a greater global awareness regarding the problem of criminal behavior and how it is responded to by individuals, groups, and the larger society.

Format: Team-Based Learning

This class will employ a student-centered pedagogical format called Team-Based Learning. Students will be placed into teams of 5 students at the start of the semester and likely remain in these teams for the duration of the semester. Students will engage in two graded assessments each day. First, each student will individually complete a short quiz (closed book) about the day’s assigned materials, and receive an individual grade on a 0-20 point scale. Second, each team will be presented with a short quiz (open book) based on the assigned readings and receive a team grade on a 0-10 point scale where all team members will receive the same grade. The individual quizzes will consist of multiple-choice questions while the team quiz may contain written as well as multiple-choice questions.

The pacing of the class will consist of the following. Each class will begin with the individual quiz, which will consist of five multiple choice questions and last
approximately five minutes. After the individual quiz is completed and collected, the professor will lead the class through a discussion of the correct answers so that a common understanding of the material can be generated. Students are encouraged to appeal the answer to any question during the discussion of the individual quiz as well as to ask questions and make comments. If the professor finds merit in the appeal, then the alternative answer(s) will be counted as correct not just for that student but for the class as a whole. Once this activity is completed, students will gather into their teams and complete the team-based quiz, which will last about 20 minutes and contain 3-5 questions. After this quiz is completed and collected, the professor will lead the class through a discussion of the correct answers to this quiz, with students again being encouraged to appeal the answer to any question during the discussion of that quiz as well as to ask questions and make comments. Again, if the professor finds merit in the appeal, then the alternative answer(s) will be counted as correct not just for that team but for all the teams in the class. In addition, each team will be required to present their answers to the class at least two times each semester and, at various times, teams will evaluate the relative contribution of each team member. More information on this format is provided later in this syllabus.

- In order to participate effectively, students must bring their reading materials to class each day and must have completed the assigned readings and, when applicable, videos.

- Each day, the professor will conduct “book checks” of every student in the class. Students who do not have their reading materials will not be allowed to receive credit for the Team Quiz. No exceptions and no excuses. Using a laptop or tablet, or having a printout of the readings is fine.

- If you know (or believe) that, for whatever reason, you will (or are likely to) be absent several classes and/or that you will be tardy for several classes, then you should drop this class and take a different section of this class or take it during a different semester.
Team-Based Learning Rationale

The rationale behind Team-Based Learning is foremost to generate a lively and informed class discussion regarding the reading materials between students and the professor. It is through such interactions that learning and skill development are most enhanced for students. But, in order to achieve these goals, it is absolutely essential that students read the material before class. As a professor, I feel my ability to teach is severely limited to the extent that students do not read the assigned material. This is because basic ideas, terms, and concepts presented in the reading will not be understood during class by students who have not completed the reading and who typically want to just sit there copying PowerPoint presentation notes and wanting to know “is this going to be on the test?” Such an unfortunate situation diminishes my ability to “go beyond” the reading in terms of expansion and clarification of ideas and facts, to present examples, and to solicit questions, answers, and input from students. Team-Based Learning, with its twice-daily assessments with immediate feedback and discussion and the opportunity to appeal, provides the necessary incentives and rewards for students to regularly complete the readings and to come to class ready to engage in deep, insightful discussions about them. Together with the Reflection Papers (discussed below), Team-Based Learning encompasses writing, as well as reading and discussion, to provide students with a variety of methods and activities to achieve high levels of comprehension and skill development which, it is hoped, will improve the retention of learning experienced in this class.

ASKING QUESTIONS IN CLASS

As a professor, one of my main goals is to get students talking and asking questions in class. So, please ask any question you have or make any comment you wish to make. If I use a word or term that is not familiar to you, please speak up and I will clarify for you. If what I am saying is confusing or unclear, please speak up. The chances are that other students are having the same problem, but I will never know unless someone speaks up. In addition to asking for clarification, some other suggestions for asking questions in class include asking me to give an example of something I am discussing, for me to explain an idea in another way, to
provide implications of an idea for policy, to summarize what I have discussed, or to compare an idea or topic with something you have read in our class (or from a different class). In short, please speak up in class whenever you feel the urge. I will appreciate you doing so and so will the rest of the class.

Course Requirements

1. **Syllabus Quiz**: During the first week of the semester, students will take a brief multiple-choice quiz over the content in the syllabus worth 20 points.

2. **Team-Based Learning Activities**: Each student will receive a grade for each day of team-based learning for: (1) individual work on a 0-20 point scale and (2) teamwork on a 0-10 point scale. Thus, your individual work counts twice as much as your teamwork for your final grade.

- For each student, the two lowest individual and team scores will be dropped.

- When you view your “total points” and “current average” grades in Blackboard, these grades are automatically calculated to drop these scores, regardless of when they occur.

- **Grades**: grades for all team-based activities will be posted at least weekly. If you notice that a grade is not what you expected, please email the professor immediately and request that your grade be checked and verified, and I will get back to you ASAP. You have two weeks from the day grades are posted to make such a request.

- **Absences**
If are absent for any reason, you will need to make up the Individual Quizzes you missed. **There will be three (3) scheduled times during the semester when you can make up any missed quizzes.** You will need to know the specific quizzes you need to make up at these times (I will not look this up for you). All missed Individual Quizzes will be assigned a grade of zero (0) once the semester ends.

- Team quizzes cannot be made up. But this will not hurt your grade. There will be a null score in these cases.

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**Tardiness and leaving class early**

- Tardy students will need to make up missed individual quizzes. Please see the policy above under "absences."

- If students leave before the end of class, they will not receive a grade for the team quiz. This will be a null grade and will not affect your overall grade in the class.

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3. **Reflection Papers:** Periodically (four times) during the semester students will engage in individual written reflection based on a prompt the professor will post on BlackBoard. Each reflection paper is graded on a 0-50 point scale and will be submitted electronically through BlackBoard. All papers will be scanned by third-party software for plagiarism (cheating).

- The purpose of the reflection papers is, quite literally, to reflect on what you have learned from a specific set of materials in our class (i.e., required and recommended readings and videos). The opportunity to write, in addition to reading and discussing (the other two learning activities in this class), provides a third key method through which students create and retain knowledge and skills. Keeping the papers limited in length, and focused in
scope, requires students to improve their critical thinking skills and enhance the clarity of their writing.

**Missed Deadlines**

- If, for any reason, you do not submit a Reflection Paper by its due date (the close of the respective module), do not worry. You will have the opportunity to submit the paper during the last week of class when I reopen all of the modules on Blackboard. There will be no loss of credit. Missing papers will be assigned a grade of zero (0) once the semester ends.

**Writing Center "proof slip"**

- You can earn 4 extra credit points on your reflection paper score by taking a draft of your paper to the UTEP Writing Center to get assistance and obtaining a "proof slip" from them that you submit to your professor.

**How to Write a Good (or even Excellent) Paper**

- A good paper is, first of all, well-written. The presence of spelling errors shows you didn't even use a spell checker. So, if you are too lazy to do even that, how seriously should your reader take you? Papers riddled with basic writing errors, which you should have weeded out from your writing years ago, indicate to professors that you are a student who is not ready to perform college-level work. If you have trouble with grammar, for example, or face other difficulties in your writing, then get your paper checked by UTEP's Writing Center. There are also apps that can help improve your writing, such as Grammarly, and I encourage you to use them.
Well-written papers, by contrast, show your readers that you should be taken seriously. Good papers are also clear and to the point. They don't wander around aimlessly from issue to issue hoping they eventually cover what the professor is looking for. Good papers use key terminology from class readings but do not employ quotes from them. Instead, the writing is put into the words of the author. This demonstrates the author can do more than parrot source documents, and that the author really understands ideas and concepts and knows how to employ them appropriately in writing. Do all of these things and you will have a good (B-level), college-level paper.

An excellent paper will also provide new insights and understanding of ideas and issues for the reader. Excellent papers show originality of thought, make new connections, and identify potential areas for advancing scholarship beyond its current state. Such papers demonstrate mastery of not just knowledge and materials, but of how to communicate it to others, which is the essence of excellent writing. For more info on writing see “Student Links” on the class website.

- **Grading & Feedback:** Students will receive scores on a grading checklist or rubric that identifies major criteria for style and substance, and the number of points deducted from these areas, if any. Students will also receive written feedback. Student papers will also be marked up with areas identified as problematic and written comments.

- **If you wish to appeal your reflection paper grade** then, within a week from the date the papers are returned to the class, you must submit in writing (as a hard copy, along with your graded paper) your specific reasons for the appeal, including addressing any specific comments or feedback from the professor, and clearly explain why you believe your grade should be higher. The professor will respond to each written appeal either in writing or verbally within a week from the time it is submitted. The appeal must be for at least 10% of the total possible points.
• Papers that are of extremely poor quality will receive a grade of 1/50 and no written comments.

• No re-writes are allowed, regardless of the reason.

• Papers must be submitted electronically through Blackboard. Hard copies and emailed copies will not be accepted or graded.

• Papers must be submitted before the close of the module in which they were assigned. Late papers lose 10%. Late papers must be submitted through BlackBoard during the final week of class.

GRADES

Final grades are based on the following requirements:

1. Syllabus Quiz: 20 points

2. Team-Based Learning Activities: 810 points

3. Reflection Papers: 200 points

4. Total: 1030 points

Letter grades are assigned according to the following scale:

A = 89% and above

B = 79% - 88%

C = 69% - 78%
\[ D = 59\% - 68\% \]

\[ F = \text{Below 59\%} \]

- **Notice that my grading scale is “curved” 1\% in your favor.** For example, in most courses a 79\% is a C, whereas in my class it is a B. This is to avoid the situation where someone misses receiving a higher grade by a very small margin – because in my class you miss receiving a higher grade by a full percentage point, plus the “very small margin.”

- I apply the grading scale uniformly to all students.

- I do not “give” grades, but rather I **assign** grades, and I do this based exclusively on the points each student earns in the class.

- Remember, your grade is an accomplishment, not a gift.

- No (additional) extra credit assignments will be offered; please do not ask.

- **Getting an A in my Class:** In this syllabus, I go to great lengths to clearly specify the expectations and requirements of this class, as well as how to achieve them. Think of this as a path, or a set of stepping stones, that you follow from the start of the semester to the end. If you spend the necessary time and effort to fully understand this syllabus, then you know what you must do. And you should be able to earn an A in my class, and I sincerely hope that you will.

**EXTRA CREDIT OPPORTUNITY**

*Course Evaluation Response Rate of at Least 70\%*
• If at least 70% of the students in the class complete the Course Evaluation (which becomes available near the end of the semester), then all students will receive 20 extra credit points.

• To let you know how this works, you will receive email reminders about evaluating the course at least twice from UTEP in your miners.utep.edu email account. If you don’t receive these emails, then contact UTEP’s HelpDesk.

• After the course evaluation period is over, I will receive an email from UTEP stating the percentage of students in the class who completed the course evaluation. If this figure is at or above 70% then all students in the class will receive 20 extra credit points.

• So…please make sure to complete the course evaluation when it becomes available and urge your classmates to do the same.

CLASS AND UNIVERSITY POLICIES

1. Classroom Behavior

• Cell Phones: All cell phones must have the ringer turned off and only have the vibrate function activated. If your phone vibrates, look at it briefly and if you need to take a call or answer a text, then go outside of the classroom to do so.

  – The first time a student is observed using their cell phone (including sending a text) in class (for any reason) they will receive a warning.

  – Repeated violations will be referred to the Office of Student Conduct.
• **Pictures and Recordings:** Students are not allowed to take pictures or make any kind of recording (video, audio, etc.) in class, this includes but is not limited to, quizzes, PowerPoint slides, writing on the chalkboard, etc. This does not apply to CASS-related stipulations.

• **Laptops and Tablets:** Students are allowed to use laptops and tablets during class, but only for class purposes.
  
  - The first time a student is observed using their laptop or tablet in class for matters not related to class, they will receive a warning.
  
  - Repeated violations will be referred to the Office of Student Conduct.

• **Cursing:** Students should not use curse words in the classroom, whether class is in session or not. Clothes with curse words are also unacceptable. Let’s use professional language.

• **Unprofessional Behavior:** Sleeping, talking when the professor is leading class, and reading material unrelated to class will not be tolerated. It is okay to quietly make brief comments to each other about the day’s material, but anything more than that is distracting to the rest of class and the professor.

• **Disruptive and Disrespectful Behavior:** Any student who engages in behavior deemed by the professor to be disruptive or disrespectful to others, or who engage in hate speech, will be required to immediately leave class for that day. All such incidents will immediately be reported to UTEP’s Office of Student Conduct and, if appropriate, to the UTEP Police Department.

2. **Communication:** All students must regularly check their utep “miners” email account as the professor will occasionally need to communicate with the class or
with individual students using this medium. To contact your professor, it is best to speak with him before or after class, use email, visit office hours, or call his office. When emailing the professor, please specify and class you are in as well as which section (or days the class meets).

3. **Academic Dishonesty (e.g., Cheating / Plagiarism):** The most serious violation of academic standards, plagiarism refers to, among other things, failing to fairly represent the work of others in your written and oral presentations by giving appropriate credit for the exact words or phrase(s), unique image or idea, and/or individual opinion, copying the sentence patterns and logical development of the written piece of another, substituting your own words as you go while keeping so closely to the original that you have in effect taken it without giving credit, submitting the words or works of another as your own without permission or proper credit. If you are at all confused about what constitutes plagiarism, please see your professor. All cases of suspected cheating will be referred to UTEP’s Office of Student Conduct and Conflict Resolution (OSCCR). Further information can be found on their webpage.

4. **Disabled Student Statement:** In Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, if a student needs accommodation, then The Center for Accommodations and Support Services located at UTEP needs to be contacted. If you have a condition that may affect your ability to perform successfully in this course, you are encouraged to discuss this in confidence with the instructor and/or the director of CASS.

- You may call 1.915.747.5148 for general information about the American with Disabilities Act (ADA) and the rights that you have as a UTEP student with a disability.

- Individuals with disabilities have the right to equal access and opportunity. It is the student's responsibility to contact the instructor and The Center for Accommodations and Support Services at The University of Texas at El Paso.
STUDENT RESOURCES

Miners Talk: Crisis Line

Available every day 24/7, including holidays.

915-747-5302

Counseling and Psychological Services

Located at 202 Union West. Phone: 747-5302.

Web: https://www.utep.edu/student-affairs/counsel/

[From their website.] Just stop by Counseling and Psychological Services at Union West room 202 during regular business hours and ask to meet with a counselor. You will complete some initial paperwork and our front office staff will set up your first appointment with one of our intake counselors.

Military Student Success Center

Located in Library 205A. Phone 747-5342.

Web: https://www.utep.edu/student-affairs/mssc/

[From their website.] The MSSC and their dedicated staff (many of whom are veterans and students) are here to help personnel in any branch of the service to reach their educational goals.

Center for Accommodations and Support Services
Assists students with ADA-related accommodations for coursework, housing, and internships.

**Help Desk**

Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

**University Writing Center**

Located in Library 227.

Web: [http://uwc.utep.edu/](http://uwc.utep.edu/)

[From their website.] We offer free, drop-in writing consultations. Can't make it to the Library? We offer live, online consultations that allow you to work from home or anywhere you have access to a computer and the Internet.

**Office of Student Conduct and Conflict Resolution (OSCCR)**

Located at 303 Union East. Phone: 747-8694. Email: studentconduct@utep.edu

Web: [http://sa.utep.edu/osccr/](http://sa.utep.edu/osccr/)

The Office of Student Conduct and Conflict Resolution (OSCCR) will guide students in their ethical development, foster life skills to civilly manage interpersonal conflicts, and strengthen students’ commitment to the campus community while promoting honesty and integrity.
Equal Opportunity Office (EO)

Located at 302 Kelly Hall. Phone 747-5662. Email: eoaa@utep.edu

Web: www.utep.edu/eoaa

- For complaints and questions about sexual harassment from faculty or staff or other types of complaints regarding fair and equal treatment from faculty or staff.

Engaging in Team-Based Learning Activities

The Basics

- All students will be assigned to a team, which will be denoted by a letter; students will also be given a team member number between 1-5. For example, if you are C3, you are assigned to team C and are team member number three.

- Each day, the team will be given a sign-in sheet with that day’s activities.

- The sign-in sheet will also identify which team member will serve as the facilitator and which will be the scribe (discussed below). The remaining team members will fill the contributor role. If the team member identified to serve as the facilitator or scribe is absent, then the member with the next highest number will perform that role, and so on.

- Legibly write your name next to your team member number and identify your role for that day. If you do not sign in on the correct line or if your name is not legible, you will not receive credit for that day’s work.
• The sign-in sheet will also identify a specific team to verbally give their answers to the class as a whole when called on by the professor.

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Cheating

• **Signing In for an Absent Member:** If someone signs in for an absent member, all team members will receive a zero for the day and will be reported to the Office of Student Conflict for cheating.

• **Assigned Readings in Hand:** Students who do not have their readings in hand (either as a hard copy or an electronic copy on a device other than a cell phone), must not sign in for the team activity. If you do not have the reading in hand, and you still sign in to receive credit for the team quiz, this will be considered cheating and you will receive a zero (0) on the team quiz and be referred to the OSCCR as a disciplinary case.

• Please be aware that your professor will, on a daily basis, examine the sign-in sheets, and check that team members do, in fact, have their readings in hand (cell phone versions will not count). Students who sign in without having their readings in hand will be considered to have engaged in cheating.

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Team Roles

1. **Facilitators:** guide the team effort to answer the question. They decide the specific tasks that need to be accomplished and delegate these activities to the contributors and themselves. They also will make the final decisions regarding the content of the answers.

2. **Scribes:** take notes based on feedback from the contributors and facilitator as progress is being made toward answering the question. They will be in charge of writing each team’s final answers for submission.
3. **Contributors:** carry out specified tasks identified by the facilitator, such as finding specific information in the reading or formulating the content of answers.

- Remember that the facilitator, scribe, and contributor roles will rotate, giving all students the opportunity to fill the different roles several times during the semester.

- It is essential that team members, regardless of their roles for the day, communicate freely and effectively with each other as they develop and implement a strategy for addressing the questions and developing written answers. The roles are not intended to put some members in a more or less powerful position than others, but merely to give needed structure to the activity.

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**Answering the Questions in Writing**

- All team members must work together on each question. While you may divide parts of a question to different team members, you must not have some members work only on question one and others only on question two.

- Good answers will include relevant information from the reading as well as demonstrate thoughtfulness on the part of the team.

- Please incorporate any differences of opinion among team members into your answer. This is one useful way to demonstrate thoughtfulness.

- Conduct your team discussions in English.

- All written answers for essay questions must be:
- On a separate piece of paper (-3)
- In pen not pencil (-3)
- On one side of the paper only (-3)
- Be completely legible (-3 – -10)

Answering the Questions in Class

- On days where your team is scheduled to answer the questions in class, the professor will call upon the facilitator and scribe. Other team members will also have the opportunity to contribute. The quality of this answer will be used, in part, to assign that day’s grade on the team quiz for this team.

Dealing with Team Members Who do not Contribute

- Some people are naturally very talkative. If you are one of these people, be careful not to dominate the team efforts. By contrast, some people are naturally more reticent. To deal with this personality type, it is the responsibility of the team (and each of its members) to create an atmosphere where all team members feel comfortable and valued and, it is hoped, will therefore be able to effectively contribute to the best of their ability. Please make every effort to encourage all members of your team to participate in answering each Team Quiz. Some suggestions include asking someone “what do you think” or “what is your opinion on this” is or “how should we try to answer this question.” You can also ask someone to “help us out here.”
• If, after your best efforts, you still have a team member who will not make consistently meaningful contributions to answering the Team Quiz, please contact your professor by email, office hours, or after class, and he will try to rectify the situation. The earlier you contact me, the better able I will be to address the situation.

Criminology F2F Calendar

Course Calendar

The calendar identifies the activities for each weekly module – specifically, the required readings and videos and graded assignments. The professor reserves the right to make changes to the course syllabus. Any changes will be announced ahead of time.

PROFESSOR

Dr. Ted Curry

Phone: (915) 747-6527

Email: trcurry@utep.edu

Office: Education 111

Office Hours: Tues & Thurs 10:00-11:00am & by appointment

Online Office Hours are available, email the professor for details.

Website: Dr. Curry

CJ Department Twitter
CJ Department Facebook

WEEK ONE MODULE

Open Date: Sunday August 27 at 12:01am

Close Date: Saturday September 2 at 11:59pm

Topics

- What is criminology?
- Deviance and social control
- Media coverage of crime

Required Readings

Day 1

1. Read our class Syllabus in detail

2. Read the “Reading Comprehension Strategies” link on our Blackboard homepage

3. Read the “Guide to Writing Reflection Papers” link on our Blackboard homepage

Day 2
1. Barkan Chapter 1 & Mini-Lecture.

2. [Note: A pdf file of Barkan Ch 1 can be found at the bottom of our Blackboard homepage.]

3. Deviance & Social Control

4. Confession is Good for the Soul (3 min) This short excerpt from Star Trek: Deep Space Nine (season 2, episode 25 “Tribunal”) exemplifies many of Emile Durkheim’s functions of deviance and social control, discussed in chapter one of our text and in our “Deviance and Social Control” reading. Here, O’Brien (the human) is being held in a prison on an alien world and talking with his defense attorney. Listen to their exchange and imagine what the criminal justice system is like on Cardassia. You can stop watching once their conversation is over at minute 2:30. You can watch the full episode on Netflix if you’d like.

Recommended Video

Queercore Watch only the first 45 minutes to get the gist of the film, watch all 120 minutes if you’d like [Available on Amazon Prime and Youtube.]

What I want you to get out of the Queercore documentary is a greater understanding of the concepts of deviance and deviant, especially as they apply to “differentness” (which connects to the statistical approach to defining deviance as discussed in our reading “Deviance and Social Control”). The term “queer” originally emerged as a slur against homosexuals but, in a turn of events, was re-appropriated by the LGBTQ+ community as a term they embraced, as in the slogan “We’re here, we’re queer, get used to it!” People who describe themselves as queer (or gay, lesbian, bisexual, etc.) have typically been highly marginalized in society – even in modern societies like our own. The status of being queer was seen as wrong, immoral, deviant, and even criminal. Ever in the recent past, queer people were not allowed to get married, had their individual rights taken away from them, and had their own private, consensual sexual activities criminalized.
The status of queer was considered so deviant that family and friends often disowned these individuals who, as a result, typically kept their identity hidden. To me, such a situation is horribly wrong. Marginalizing and criminalizing people just because of who they are violates the very idea America was founded upon – that all people are created equal and therefore should have equal rights. Importantly, Queercore shows how people who are marginalized can fight back and even emerge victorious in the social debate about who they are, how they should be regarded by society, and that they must have equal rights and justice. The Queercore documentary builds on this reality to look at how a new social movement was formed by this group, but which originally was a hoax, a joke played on the larger society.

Recommended Readings

- Media coverage of murdered women
- Missing and Murdered Indigenous People in Wyoming (read pp. 17-32)
- The Social and Intellectual Context of Criminology
- The History of Criminology

Weekly Songs

Judas Priest – Breakin’ the Law

What better way to get our criminology class rolling than to rock out with this song? As you know from reading the syllabus (you have read it, haven’t you?), each module will have two songs that connect with the week’s material in some way. So, given them a listen and email me any song suggestions you might have. I love listening to new songs and incorporating them into my classes.
The Clash – Bankrobber

Let’s stay in England for our second song, this one by The Clash (in their reggae phase). Like a lot of songs about crime, this one trivializes and glorifies crime. No worries about victims or getting caught. Crime is just good fun, right? “He just loved to live that way, and he loved to take your money.” What do songs like this have to say about how crime is viewed in our society?

WEEK TWO MODULE

Open Date: Sunday September 3 at 12:01am

Close Date: Saturday September 9 at 11:59pm

Topics

- Measuring crime and deviance – What does the research say?
- Explaining the Crime Drop in America, Part I: Immigration and crime
- Crime Victims & Victimization

Required Readings

Day 1 [This class is canceled for Labor Day. You will not be quizzed on this day's readings.]

1. Barkan Chapter 3 & Mini Lecture

2. [Note: a pdf file of Barkan Ch 3 can be found at the bottom of our Blackboard homepage.]
3. Rethinking crime & immigration

Day 2

1. Barkan Chapter 4 & Mini Lecture

2. Is immigration responsible for the crime drop?

3. Senorita Extraviada: Crimes Against Women in Juarez (77 min)

This documentary was made in 20001, so it does not cover events since then. What I want you to get out of this documentary is a more comprehensive understanding of the violence that occurs in our sister city of Cd. Juarez which, at times, had the highest homicide rate in the world. While most homicides in Cd. Juarez involve male victims (and many of these are connected to the narcos), there is an astonishingly high number of killings of women, many of whom moved to Cd. Juarez to work in the maquilas. Many of these murders represent instances of femicide, which are cases where women are killed intentionally because they are women who are powerless economically, politically, socially, and physically. To learn more about the femicides in Cd. Juarez, click here.[From the official description] This award-winning documentary tells the haunting story of more than 350 kidnapped, raped and murdered young women from Juarez, Mexico. Visually poetic, yet unflinching in its gaze, this compelling investigation unravels the layers of complicity that have allowed for the brutal murders of women living along the Mexico-U.S. border.

Recommended Readings

- Measuring Crime
- Criminal Justice Data Sources
• Cross-National Crime

• Immigration and Crime

• Victimization Patterns and Trends

Weekly Songs

Lana Del Rey – Ultraviolence

This strange, dreamy song is about being the victim of a crime, in this case violence in a relationship. Here, Lana Del Rey seems to revel in stereotypes about women who are beaten by their boyfriends and husbands, that somehow that women deserve it, or even like it, or that it can’t be that bad if she still loves him or doesn’t leave him. Such themes have appeared in many genres of American music, from blues to country music, as well as rock and hip hop. How do these songs reflect cultural views of gender and intimate partner violence, and what messages do they send to the men and women who listen to them? And what does it say when the singer is a woman compared to a man?

Alien Ant Farm – Smooth Criminal

After something as heavy as Ultraviolence, let’s listen to and watch this funny remake (parody?) of Michael Jackson’s song. The lyrics are rather opaque but seem to describe the aftermath of a home invasion.

WEEK THREE MODULE

Open Date: Sunday September 10 at 12:01am

Close Date: Saturday September 16 at 11:59pm
Graded Assignment

**Reflection Paper #1** (go to link at bottom of course homepage for instructions and to submit). Due by Sunday at midnight.

Topics

- Classical and neoclassical perspectives
- Rational choice theories of crime
- Explaining the Crime Drop in America, Part II: Lead and environmental toxins

Required Readings

*Day 1 [This class is canceled for Labor Day. You will not be quizzed on this day's readings.]*

- Barkan Chapter 5 & Mini Lecture

*Day 2*

- America's real criminal element: Lead
- Poisoned Development
- Quiet Rage: The Stanford Prison Experiment (55 min) No college student should be without a thorough knowledge of psychologist Phillip Zimbardo’s
notorious prison experiment, which is a touchstone for understanding a host of criminology-related issues, as well as research ethics. Watch how a sample of very typical college students quickly descend into sadism, slavish submissiveness, and even madness in this experiment, which gets to the heart of questions regarding “human nature” and whether crime is truly abnormal behavior.

Recommended Readings

- Rational Choice Theories
- Lead and Crime
- Biosocial Criminology

Weekly Songs

Peter Tosh – Wanted Dread and Alive

He’s wanted dread and alive, and he’s being pursued by the evil forces. But he’s never done nothing wrong. The lyrics are below the video.

The Clash – Police on my Back

Another good guy (“what have I done?”) being unjustly pursued, this time by the cops. What kind of deterrent value can be had when the cops are unfair as well as incompetent?

WEEK FOUR MODULE

Open Date: Sunday September 17 at 12:01am
Close Date: Saturday September 23 at 11:59pm

Topics

1. Biological and psychological explanations of crime
2. More on lead poisoning and crime

Required Readings

Day 1

1. Barkan Chapter 6 & Mini Lecture
2. New evidence that lead exposure causes crime

Day 2

1. The Dark Triad and Crime
2. Jim Fallon: Serial Killer? [From the official description] Are serial killers literally different from the rest of us? And, if so, how are they different? Neuroscientist Jim Fallon thought he'd uncovered the defining characteristics of the "killer brain," only to discover later that he too had the brain and the genes of what he calls a "really bad news character." So why wasn't Fallon a killer? This film uses Jim Fallon's story to explore this question, illuminating the neurological and genetic bases of aggression, nature/nurture and epigenetics along the way, and giving a new angle on the
age-old question of whether what happens to us in early childhood can send us in one direction or another.

Recommended Readings

1. *Suffering Souls: The Search for the Roots of Psychopathy*

2. *The Science of Sex Abuse*

3. *How School Shootings Catch On*

4. *Genetics, Environment and Crime*

5. *Psychology and Crime*

Weekly Songs

*Talking Heads – Psycho Killer*

I found a fantastic homemade video for this song about everyone’s worst fear: being chased by a psycho killer!

*Ava Max – Sweet but Psycho*

This song is kind of catchy and funny in places. But it rests on stereotypes of women as emotionally unstable and, as a result, potentially dangerous. But of course, as we all know, it is men who are more likely to lose emotional control in a relationship and engage in violence.

*Bonus song!*
Red Ryder -- Lunatic Fringe  Best played at the very top volume your speakers can handle, this classic rock tune is a lost gem and simply awesome IMHO. I had a hard time finding a decent video, so this was the best I could find.

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WEEK FIVE MODULE

Open Date: Sunday September 24 at 12:01am

Close Date: Saturday September 30 at 11:59pm (plus the automatic 24-hour grace period)

Topics

- Poverty and serious street crime: three theoretical explanations
- Macro-level theories of crime

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Individual Quiz Make-Ups after class on Wednesday!

[Only if you were absent and did not take the quiz.]

Required Readings

Day 1

Barkan Chapter 7 & Mini Lecture

Day 2
• **The Code of the Street**

• **Voices from the Barrio**

• **Prisoners of the Ghetto** (30 min) [From the official description] A brilliant film that powerfully portrays the difficult and dangerous life in the black ghettos of San Francisco. At 14, Shawn Richard was a gun-toting leader of a teenage gang dealing in drugs on the streets of San Francisco. ‘Whe' you have money in your pocket, you always want more,’ he confessed. His story is that of many kids in America’s black ghettos, in which dozens of people are mown down by gunfire every year. The victims are usually black and poor. The US media spotlights the violence, spurring calls for ever more repressive laws. Meanwhile, gangs carry on slaying their rivals in a merciless, meaningless orgy of violence. 'When they killed my brother, I saw it had to stop,' says Shawn. Today he runs an NGO -- Brothers against Guns -- which is supported by San Francisco’s Mayor. He gives a civics course to local kids. He teaches them how to ask for a Social Security number, how to fill out a job application and other stuff they never learnt on the streets.

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**Recommended Readings**

• **"The Corner"**

  The reading called "The Corner" is a short, extremely well-written description as to how a highly organized, low crime neighborhood can, over time, become a high crime, highly disorganized neighborhood. The author is the same guy who did the highly acclaimed TV series "The Wire".

• **The Real Lord of the Flies**
Our textbook references the novel "The Lord of the Flies," which is an allegory about the fragility of society. However, there was a real case where a group of boys became shipwrecked on a deserted island and had to survive on their own and create a new society. Click on the link above to see what happened.

- **Social Disorganization Theory**
- **Collective Efficacy**
- **Anomie Theory**
- **Cultural Theories**

Weekly Songs

**Ramones – Outsider**

He doesn't feel like he’s a part of anything and always gets pushed around. Is it anomie or strain, or does he just want to be a loner? Blind Willie McTell – *Dying Crapshooter Blues*

*In this old blues song, feelings of anomie lead someone to choose the adaptation of innovation. But in this case it also leads to...*

**WEEK SIX MODULE**

*Open Date: Sunday October 1 at 12:01am*

*Close Date: Saturday October 7 at 11:59pm*
Graded Assignment

Reflection Paper #2 (go to link at bottom of course homepage for instructions and to submit). Due by Sunday at midnight.

Topics

• Theoretical explanations of the age and street crime correlate

• Micro theories of individual-level offending

Required Readings

Day 1

• Barkan Chapter 8 & Mini Lecture

Day 2

• Adolescent Limited and Life Course Persistent Offenders

• Why They Kill (58 min) What I want you to get out of this documentary is knowledge about a different theory of criminal behavior, one rooted in both psychology and sociology. The back story is that Dr. Lonnie Athens, who developed the violentization theory, went to prisons and extensively interviewed over 100 inmates convicted of violent offenses in an attempt to learn what commonalities or patterns existed across these cases. Using his own experiences as a child who was both a victim and perpetrator of violence, Dr. Athens developed a four-step model of violent behavior where
if step one occurs in a person’s life, and if it leads to step two (and if step two leads to step three and so on), then violent behavior becomes much more likely as an adult. [From the official description: Why do some men, women, and even children assault, batter, rape, mutilate, and murder? The breakthrough research and singular theory proposed by renowned criminologist, Professor Lonnie Athens, comprehensively explains how violent criminals develop; how violent communities are created and transformed; and how violent acts are committed and can be prevented. Based on the critically acclaimed book by the Pulitzer Prize winning author, Richard Rhodes, this documentary is a startling exploration of the four-step "violentization" process that leads some to attack and murder.

Recommended Readings

- Social Control Theory
- Social Learning Theory
- Self-Control Theory
- Developmental and Life-Course Theories
- Gangs, Peers, and Co-Offending

Weekly Songs

Van Halen – Runnin’ with the Devil

For some reason this song always makes me think of tearing around with my high school friends raising hell on a Saturday night. Maybe because we listened to this song while doing exactly this. Is this song an allegory for social learning theory?

Blind Willie Johnson – Motherless Children have a Hard Time
When you listen to this song, be sure to read the lyrics. This old blues song reminds me of Travis Hirschi’s Social Bonding Theory, and how the lack of attachment to a kind and loving parent can be very difficult for a child (in this case a deceased parent), and could be implicated in their delinquency. Can you think of any other theories that would apply to this song?

WEEK SEVEN MODULE

Open Date: Sunday October 8 at 12:01am

Close Date: Saturday October 14 at 11:59pm

Topics

• Labeling theory of individual-level offending

• The consequences of criminal sanctions: deterrence, labeling and restorative justice

• Labeling, conflict, and feminist theories: Using law and law-enforcement to protect the status quo

Required Readings

Day 1

• Barkan Chapter 9 & Mini Lecture.

• Unnatural History: Vampires and Witches [aka “The Deviantization of Witches.”] Begin at minute 21:15. (25 min) This video explores how the label "witch" was created in Europe and the colonial United States. The issues
presented in this video closely mirror those of Labeling Theory, discussed in Ch. 9 (as well as Conflict and Feminist Theories). As you watch this video, consider which groups benefit from the creation of the deviant label "witch," as well as which groups suffer from this label. How does power enter into the process of creating the label of witch? And who possesses this power, and what kind of power is it? Is it economic power, or political, or religious? And remember, while there is no such thing as a witch, over the course of over three hundred years in Europe and colonial America, hundreds of thousands of people were tortured and executed because the witch label was successfully applied to them. So, even a false label can have very real consequences. BTW, if you want to see Monty Python’s take on how medieval society determined who was and was not a witch (before burning her), then click here.

Day 2

• **Racial politics, racial disparities and the war on crime**

  This article digs into the “100:1 rule” where laws were passed in 1986 that mandated penalties for crack cocaine that were 100 times more severe than for powdered cocaine, and which led to a rapid increase in the number of African Americans in prison. The **Fair Sentencing Act of 2010** reduced this disparity to 18:1. More information on crack cocaine sentencing policy can be found [here](#).

• **The rogue cop of Tulia Texas**
This article explains how 40 African Americans were unjustly convicted of crack cocaine offenses in 1999. In 2003, Governor Rick Perry issued official pardons for these individuals. A 60 Minutes segment about this case can be found here.

Recommended Readings

- Labeling Theory
- Deterrence Theory
- Restorative Justice
- Critical Theories
- The Social Construction of Crime
- Social Threat and Social Control
- The Case for Reparations (by Ta-Nehisi Coates)
- A modern-day witch hunt: The day-care sex-abuse hysteria

Weekly Songs

Queen – I Want to Break Free

Especially in the beginning of this video, I feel that this fun, upbeat song addresses the need to “break free” from a coercive and restricting label – in this case for the lead singer Freddie Mercury, it may have been the desire to break free from the homosexual label which, at the time, was still seen as scandalous.
Rush – *Witch Hunt*

Performed by the greatest band of all time, this song is something of a companion to our video on the creation of the “witch” label in this module. Here, the focus is more on mobs and a deep exploration of the fears that emerge from “outsiders” in society. This song has great atmospheric music and deeply philosophical lyrics.

**Bonus Song!**

*Alice Cooper – No More Mr. Nice Guy*

I love the opening line to this song: "I used to be such a sweet, sweet thing, 'til they got a hold of me." To what is he attributing his change of heart? Labeling, peer effects, or maybe a little of both?

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**WEEK EIGHT MODULE**

*Open Date: Sunday October 15 at 12:01am*

*Close Date: Saturday October 21 at 11:59pm*

**Topics**

- Violent crime: Homicide, assault, and robbery
- Femicide
- Family Violence

**Required Readings**

*Day 1*
Why is Family Violence Lower in Immigrant Families?

Defending Our Daughters (50 min) What I want you to get out of this documentary made in the late 1990s is a deeper understanding of gender, and how the low status of women across a variety of different cultures relates to high levels of criminal victimization and lack of rights. In some nations, women have such low status that their murders are scarcely noticed and often uninvestigated. When they report being the victim of rape, they themselves are arrested and, as punishment, often raped again by the police. In other countries most young girls are subjected to ritual genital mutilation (FGM). In war, even elderly women were subjected to gang rape as part of war crimes committed by the invading armies.

To watch this video, find a link at the bottom of the class homepage.

Recommended Readings

- Homicide
- Homicide Victimization
- Femicide
- Street Robbery
Weekly Songs

Johnny Cash – *Folsom Prison Blues*

Recorded live at Folsom Prison, this song has the famous line “I shot a man in Reno just to watch him die,” which I’ve always wondered about. What theory would explain such a killing? There seems to be no motive, no gain, no purpose. Is life really so cheap? Is it a thrill kill? Or does it tap into a deep rage that the killer isn’t even aware he possesses? Incidentally, in the video you will see Johnny Cash’s mug shot from when he was booked into the El Paso County Jail after being caught bringing amphetamine pills across the border from Juarez. Rihanna – *Man Down*

Importantly, the killer in this song is a woman, which is quite rare. Compare her fear and guilt over the murder she just committed, and her crying out to her mother to come help her, with Johnny Cash’s killer in the above song, who seems very cold and remorseless.

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**WEEK NINE MODULE**

*Open Date: Sunday October 22 at 12:01am*

*Close Date: Saturday October 28 at 11:59pm*

**Topics**

- Violence against women: Rape, sexual assault, and battering
- Police responses to sexual violence
- Family violence
Graded Assignments

- **Reflection Paper #3**

Required Readings

**Day 1**

- **Barkan Chapter 11 & Mini Lecture**

**Day 2**

- **An Unbelievable Story of Rape** [There is also a Netflix series called “Unbelievable” based on this actual case.]

- **It Was Rape (60 min)** This video is difficult to watch. But it is an important look at how survivors deal with the aftermath of this terrible and all too common crime. To see the suffering and fear these women experienced, to see how they wrestle with self-incrimination which never seems to be a part of other types of victimization, is heart rendering. These women are our mothers, sisters, daughters, spouses, neighbors, and friends. They are victims of incredibly serious crimes. Why do we, as a society, tolerate such an astoundingly high level of this horrible crime?

Recommended Readings

- "She's such a Slut:" Sexual Bullying among Girls
• How Much is this Bride's Life Worth?

• Meet the ex-football star on a mission to end sexual violence

• Can a New Approach Curb Domestic Homicide?

• Femicides in Juarez

• Rape and Sexual Assault

• Family Violence

• Intimate Partner Violence

• Police Responses to Intimate Partner Violence

Weekly Songs

Jimi Hendrix – Hey Joe

Musically, this song is amazing. However, when you listen to the lyrics, you will quickly realize that this is a horrific song about a man who kills his girlfriend for supposedly cheating on him and then goes on the run “down to Mexico way”. Does this song glorify or trivialize the killing of women? How does this song compare to what you learned from the “It Was Rape” video?

Dixie Chicks – Goodbye Earl

This song represents something of a retort to Hendrix’s “Hey Joe,” and it stirred up a lot of controversy among country music fans when it came out because it seemed to glorify or revel in intimate partner violence. But note that this song is about a woman killing an abusive husband, so the gender roles are reversed. But is this song somehow worse than “Hey Joe” which, to this day, receives heavy airplay on classic rock radio? And why is “Hey Joe” not regarded as controversial? How do cultural views of gender help answer these questions?
WEEK TEN MODULE

Open Date: Sunday October 29 at 12:01am

Close Date: Saturday November 4 at 11:59pm

Topics

• Property crime and fraud

• Sneaky thrills

Individual Quiz Make-Ups after class on Wednesday!

[Only if you were absent and did not take the quiz.]

Required Readings

Day 1

• Barkan Chapter 12 & Mini Lecture

Day 2

• Sneaky Thrills
The Thin Blue Line (100 min) [Watch for free here.] [also available on YouTube or Amazon Prime for a small fee.] This incredibly well-done documentary is about the trial and subsequent conviction of Randall Dale Adams for the murder of Texas police officer Robert Wood in 1976. The filmmaker, Errol Morris, became interested in the case while doing research for a film about Dr. James Grigson, a psychiatrist known in Texas as "Dr. Death" for testifying with "100 percent certainty" of a defendant's recidivism in many trials, including that of Randall Adams. “The Thin Blue Line” centers on the "inconsistencies, incongruities and loose ends" Errol Morris found in the case. Through his investigation, Morris not only comes to a different conclusion about who killed officer Wood, he actually obtains an admission of Adams' innocence by the original suspect of the case, David Harris (who, ironically enough, was later executed in Texas, but for a different crime).

Recommended Readings

- Property Crime
- Burglary
- Fraud

Weekly Songs

Chamillionaire – Ridin' Dirty

The lyrics come so fast in places in this song that they are included here. I used to sing this song so much that my then four-year-old daughter could be heard saying that she was “ridin' dirty” while cruising around the house on her scooter.

AC/DC – Dirty Deeds done Dirt Cheap

Let’s stay with songs that include dirt in the title – and songs about using crime as a way to make money.
WEEK ELEVEN MODULE

Open Date: Sunday November 5 at 12:01am

Close Date: Saturday November 11 at 11:59pm

Topics

- Defining and understanding white-collar crime
- Comparing harms: White-collar crime v. street crime
- Organized crime

Required Readings

Day 1

1. Barkan Chapter 13 & MiniLecture

2. How White-Collar Criminals Get Away with It

Day 2

1. Too Big to Fail: Letting White-Collar Criminals off the Hook

2. Saving the Savings & Loans
Recommended Readings

**In Texas, corrupt politicians face little accountability**

If you ever wanted evidence of how elites who abuse their power get away with their crimes because the criminal justice system lets them off the hook, then click on the link above.

- **White-Collar Crime**
- **Corporate Crime**
- **Organized Crime**

Recommended Video

**Getting Off Easy: White-Collar Crime**

What I want you to get out of this documentary is a fuller realization of how white-collar crime is viewed by the criminal justice system and our larger society. Why do such serious offenders, who victimize hundreds and, in some cases, thousands of people, receive such mild penalties? And, in many instances, no penalty? Although this film centers on Canada, the exact same thing happens here in the U.S. [From the official description: Even after stealing millions from innocent victims or bilking charities, first-time non-violent offenders are eligible for parole after serving as little as one-sixth of their sentence in Canada. Free to go with what some see as a slap on the wrist, some crooks and cons are released and at risk to re-offend without being required to pay restitution to their victims. CBC reporter Hana Gartner takes a look at the cons and crimes of two fraudsters and reveals what's become of them since they were locked up.**
Weekly Songs

MIA – *Paper Airplanes*

A cheerful, upbeat song about engaging in crime as a way to get by, even if murder is involved. Papa Roach – *Getting Away with Murder*

The video makes this song seem like it is about white-collar criminals who really don’t care about much of anything other than making money. And their power allows them to do whatever they want, including get away with murder.

**WEEK TWELVE MODULE**

*Open Date: Sunday November 12 at 12:01am*

*Close Date: Saturday November 18 at 11:59pm*

**Graded Assignments**

- *Reflection Paper #4*

**Topics**

- *Political crime: By and against government*
- *Hate crime*
- *Terrorism*
- *State-corporate crime*
Required Readings

Day 1

1. Barkan Chapter 14 & Mini-Lecture

Day 2

1. Fire in Hamlet

2. I Am Not Your Negro (94 min)

What I want you to get out of this documentary is a greater understanding of race and race relations in American society, particularly for African Americans, and how severe discrimination was (and is) toward this group, particularly by the police and larger criminal justice system. [From the official description: An Oscar-nominated documentary narrated by Samuel L. Jackson, I Am Not Your Negro explores the continued peril America faces from institutionalized racism. In 1979, James Baldwin wrote a letter to his literary agent describing his next project, Remember This House. The book was to be a revolutionary, personal account of the lives and successive assassinations of three of his close friends--Medgar Evers, Malcolm X and Martin Luther King, Jr. At the time of Baldwin's death in 1987, he left behind only thirty completed pages of his manuscript. Now, in his incendiary new documentary, master filmmaker Raoul Peck envisions the book James Baldwin never finished. The result is a radical, up-to-the-minute examination of race in America, using Baldwin's original words and flood of rich archival material. I Am Not Your Negro is a journey into black history that connects the past of the Civil Rights movement to the present of #BlackLivesMatter. It is a film that questions black representation in Hollywood]
and beyond. And, ultimately, by confronting the deeper connections between the lives and assassination of these three leaders, Baldwin and Peck have produced a work that challenges the very definition of what America stands for.

Weekly Songs

**Indigo Girls – Bury my Heart at Wounded Knee**

Referencing the *Wounded Knee Massacre*, where in 1890 the U.S. Army slaughtered over 250 Lakota men, women, and children (and awarded 20 soldiers the Medal of Honor for doing so), this song also addresses a range of political crimes, and how they happen.

**Scatman Crothers – The Death of Emmitt Till**

Hate crimes, such as lynchings, are among the most sickening types of political crimes. This song is a lament about the brutal lynching of 14-year-old Emmitt Till at the hand of White racists who kidnapped, tortured, and killed him. The two murderers were found not guilty by an all-White jury but later admitted on the record that they had killed him. Between 1882 and 1968, over 3,400 African Americans were lynched in the U.S., mainly in the South, and often with the support of local all-White law enforcement. Modern-day lynchings still occur, as the cases of *Trayvon Martin* and *Ahmaud Arbery* sadly demonstrate.

**Bonus Song**

**Jewell -- Pieces of You**

The very raw lyrics of this song can be difficult to listen to, especially when paired with the beautiful voice and guitar playing of Jewell. But the message of this song is all too clearly about hate and hate crimes, which are a type of political crime in that their motivation is ideological -- victims are picked because of some status (race/ethnicity, sexual orientation, religion, etc.) deemed to be deviant or wrong
perpetrators, who may also be seeking to change the social and political order, as in organized hate groups. Given the title of the song, and the song's refrain that hate comes from "pieces of you," how does the song explain why hate crimes occur?

WEEK THIRTEEN MODULE

Open Date: Sunday November 19 at 12:01am

Close Date: Saturday November 25 at 11:59pm

Topics

- Consensual & public order crime: Mala prohibita offenses
- Drug decriminalization
- Harm reduction policies
- Changes in marijuana laws

Required Readings

Day 1

- Chapter 15 & Mini-Lecture
Day 2

- **The Benefits and Penalties of Gender for CJ Processing**

- **Sex, Drugs, & Consenting Adults** (41 min) Although made in 1998, this video presents an excellent look at many of the most important questions that surround the illegality of consensual crimes, including drug use, pornography, and gambling.

Recommended Readings

- **Public Order Crimes**

- **Prostitution**

- **Drugs and Crime**

- **Social Threat and Social Control**

- **Racial Threat Hypothesis**

Weekly Songs

**Steve Earle – Copperhead Road**

*A song about a son from a moonshining family who grows up to become a marijuana grower. This song represents a major theme in modern music where lawbreakers are glorified and make millions of dollars and go on to live the good life on their own terms. Charlie Daniels – Long Haired Country Boy*
Representing another major music theme about drugs in society: humorous songs about getting drunk and stoned and wanting to be damn well left alone by those who don’t like it.

WEEK FOURTEEN MODULE

Open Date: Sunday November 26 at 12:01am

Close Date: Saturday December 2 at 11:59pm

Topics

- Policing: Issues and dilemmas
- Procedural justice and police legitimacy
- Explaining the Crime Drop In America, Part III: Policing Improvements

Required Readings

Day 1

1. Barkan Chapter 16 & Mini-Lecture

Day 2

2. *Don't Shoot*

3. *Policing the Police* (54 min) [From the official description.] This documentary is a provocative journey inside one police force that's been ordered to reform by the Department of Justice: the Newark Police Department in New Jersey. Take a nuanced glimpse into how topics in the national discussion about race and policing are playing out every day on the streets of Newark, in community members' homes, and in the city's police precincts. For a recent article on the police reforms that took hold in Newark click [here](#).

**Recommended Readings**

- *Police History*
- *Racial Profiling*
- *Police Legitimacy*
- *Procedural Justice*
- *Hot Spots Policing*
- *Focused Deterrence*
- *National Network for Safe Communities*
- *Evidence-Based Policing*

**Weekly Songs**

*Vic Mensa – 16 shots*
A powerful song about the police killing of Black teenager Laquan McDonald, who was shot 16 times by a Chicago Police officer while walking down the middle of a street high on drugs. The police went on to attempt to cover up this incident, but the video was all too clear. Surprisingly, the officer was convicted of second-degree murder and major reforms of the Chicago Police Department were implemented. Read more about this case here.

Ice-T – Cop Killer

Extremely controversial when it came it, this song advocates what it says, the killing of police officers. But what is often missed in analyses of this song is the qualifier that only those police officers who engage in brutality and kill young Black men are the ones to be killed. “Fuck the police” is the refrain of the song (and reminiscent of NWA’s earlier song Fuck the Police) and it symbolizes the anger and fear that the police often engender in poor, urban, minority communities. As much as any song ever written, Cop Killer speaks to the dire need for the police to obey the law, not use force unnecessarily, and gain the trust of the public, also known as police legitimacy. Please note that of course I do not endorse the idea of killing police officers or the message of fuck the police as a way to address problems in policing. But such songs are powerful statements that respond to serious cases of policing abuses which, in a free democratic society like ours, cannot be tolerated. So, I am including these songs because of the issues they address. We should be aware of these songs and not have a knee-jerk reaction to them, but rather reflect on what they are saying and where such messages and ideas come from.

WEEK FIFTEEN MODULE

Open Date: Sunday December 3 at 12:01am

Close Date: Saturday December 9 at 11:59pm
Topics

- Prosecution & sentencing decisions: Impacts of race/ethnicity and gender
- Capital punishment
- Barkan’s prescription for reducing crime

Individual Quiz Make-Ups after class on Wednesday!

[Only if you were absent and did not take the quiz.]

Required Readings

Day 1


2. Bail Burden Keeps US Jails Stuffed with Inmates

Day 2


2. Did Texas Execute an Innocent Man?
Recommended Readings

- Capital Punishment
- Death Row in Texas (official page)
- The Innocence Project
- The Sentencing Project
- Just Detention International (formerly Stop Prison Rape)

Recommended Video

A Hard Straight (75 min)

A fantastic documentary that follows four individuals after they are released from prison to see if they can go straight and, if so, for how long. As you watch, pay attention to the various problems and challenges the individuals face as well as the resources and support system they possess. Consider the balance between the two as you assess their chances for success and what factors tip the scale in one direction or the other.

Weekly Songs

Led Zeppelin – Gallows Pole

Based on an old English legend, this boisterous song tells the tale of a man about to be executed on the hangman’s gallows pole. As the song proceeds, he hopes for someone to come rescue him and his brother indeed shows to help him, but he fails. Then his sister appears and she tries to save him from the gallows pole, but she also fails. There is a little humor mixed into the song before the man ends up,
after all, swinging on the gallows pole, with the executioner laughing about the dirty trick he just pulled on everyone.

_Bruce Springsteen – Nebraska_

This is another song about an execution. But it is not fun and rollicking like the Led Zeppelin tune. Here, the song is very bleak and slow. It is also based on the true story of the spree killer Charles Starkweather who, at age 19, along with his 13-year-old girlfriend Caril Ann Fugate, killed Caril’s parents and her two-year-old sister Betty Jean and ran away, driving around Nebraska and Wyoming robbing and killing everyone they encountered for over a week in 1958 until they were finally apprehended. Their crime spree has become a cultural touchstone, inspiring numerous movies, like _Badlands_ and _Natural Born Killers_, as well as songs like this one by Springsteen. When asked why he did what he did, Charles Starkweather responded “The more I looked at people, the more I hated them… I don’t think too much of killing individual people. I use (sic) to think of killing the human race sometimes.” Here is a link to this story.