

Criminology

CRIMINAL JUSTICE 3313 (ONLINE)

Required course for criminal justice majors

Prerequisites: CRIJ 1306 with a grade of "C" or better and junior standing

PROFESSOR

Dr. Theodore R. Curry

Associate Professor

Department of Criminal Justice

University of Texas at El Paso

Email: trcurry@utep.edu

Website: <http://utminers.utep.edu/trcurry/>

REQUIRED READINGS

1. Barkan, Steven E. (2018) Criminology: A Sociological Understanding (7th Ed.). Upper Saddle River, NJ: Prentice-Hall. ISBN 978-0-13-454860-9
 - ❖ Be sure to get the correct edition of this text.
2. Various articles, etc. posted on Blackboard.

PLEASE READ ME!

Please read the syllabus carefully and in its entirety! 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 post any questions you have on Ted's Tavern.

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. In particular, do not expect accommodations for unsubmitted work regardless of reason. 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.

COURSE DESCRIPTION & INTRODUCTION

This course is required for criminal justice majors and 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 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.

ONLINE LEARNING

Online classes place greater responsibility for learning the material onto the student, compared to face-to-face classes. You will learn by reading the reading assignments, writing original discussion board posts, reading the posts of other students and completing quizzes. I will help you learn the material by providing “mini-lectures” for each of our reading assignments that identify major themes, key terms, and convey other essential information. I will further help you by answering your questions and addressing your concerns through regular UTEP email or posts on Ted’s Tavern (see below under “Communication”).

FORMAT & OVERVIEW

This course is NOT self-paced. Instead, this course is based on 14-day (2 week) **modules that open on Sunday mornings at 12:30am and close on Saturdays at 11:59 pm (with a 24-hour grace period)**. Students are to have completed all work for the module by the specified Saturday at midnight. As a convenience, students are given an **automatic 24-hour grace period** (until the following Sunday at midnight) to complete and submit any unsubmitted work. The aim is for all students to have completed all work by the specified Saturday at midnight, and to use the 24-hour grace period only in emergencies. Thus, any assignments not submitted before the expiration of the module’s grace period will receive a grade of zero (0)—absolutely no exceptions.

As outlined in the course calendar, each module will focus on one or two chapters from our textbook, and any other specified readings and videos. For each module, your professor has prepared a brief written “mini-lecture” that is intended to provide guidance and structure to students as they complete a given reading. Students should read this mini-lecture before starting the readings.

All assignments are “open book,” meaning that students can use any class materials they wish when completing these assignments. However, they cannot

“collaborate” in any way with any person (whether they are a fellow student or not) when completing the assignments. Doing so constitutes cheating and will be dealt with per the policy on academic dishonesty specified later in the syllabus.

COMMUNICATION

- **Email:** UTEP e-mail is the best way to contact me. I will make every attempt to respond to your e-mail within 24-48 hours of receipt. When e-mailing me, be sure to email from your UTEP student account and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number. Students are required to read all emails from their professor.
- **Discussion Board:** If you have a question that you believe other students may also have, please post it on Ted’s Tavern, our class discussion board in Blackboard. Please respond to other students’ questions if you have a helpful response. Students are required to read all posts on Ted’s Tavern.
- **Virtual Office Hours:** My office hours will be held on Blackboard Collaborate on Tuesdays and Thursdays, 10:30am until noon, Mountain Time.

REQUIREMENTS

1. **Syllabus Quiz:** During the first module students will complete a 10 question quiz on the information contained in this syllabus. This quiz is worth 20 points. Students will have 10 minutes to complete the quiz. If you haven’t done so already, the quiz will automatically submit once time expires, whether you are finished or not.
2. **Quizzes:** For each module students will complete a multiple-choice quiz over the week’s materials. Each quiz will contain about 60 questions, each worth 1 point, and the time-period to complete the quiz will about 70 minutes. Each quiz is worth about 60 points, for a total of about 420 points in the semester. A grade of zero (0) will be assigned to each quiz not submitted by the time the

respective weekly module closes. If you haven't done so already, the quiz will automatically submit once time expires, whether you are finished or not.

Students who fail to complete the quiz for any two modules will have to drop the course.

3. **Comprehensive Exams:** Students will complete two comprehensive examinations, a mid-term and a final, each consisting of 75 multiple-choice questions. All class materials, assignments and activities can be the basis of exam questions. Each exam is worth 75 points for a total of 150 points for the semester. A grade of zero (0) will be assigned to each comprehensive exam not submitted by the time the respective weekly module closes. Students will have 90 minutes to complete the exam once they begin and the exam will automatically submit once time expires, whether you are finished or not.

Students who fail to complete any comprehensive exam will have to drop the course.

- Both exams will be comprehensive, meaning they will cover all the material up to that point in the course. However, the exams will only become available in their respective modules once you have completed that module's weekly quiz.

4. **Required Posts on Module Discussion Board:** Listed under "assignments" in each module, students are required to make one thoughtful "original post" on the module's discussion board and make two thoughtful "response posts" to other students' posts. The original posts will be worth up to 10 points and each response post is worth up to 5 points for a total of 20 points per week (and 300 points for the semester). You will not be able to access other students' posts to make the response posts until you complete your original post.

Spelling and grammar count, and posts over the word count limit will lose credit.

Students who fail to complete the required posts for any two modules will have to drop the course.

- A. **Original posts** will consist of thoughtful and insightful comments, observations, applications of theories or ideas, and/or questions that directly connect to the readings or mini lectures. Do not simply offer a summary, and do not raise issues that have no relation to the readings. When thinking about topics for your original post, let your inspiration be your guide. What issues in the readings grabbed your attention or got you thinking, or raised questions or

concerns? Feel free to critique and criticize information and ideas in the readings. You are also welcome to address an issue raised in one of the mini-lectures as well.

- Original posts are worth up to 10 points, must be **100-150 words** in length and must be completed by the end of the first week of the module (Sunday at midnight).
- Late posts will receive a grade of zero (0), and there is no grace period for original posts.
- Make sure to create a new “thread” when making your original post.
- Do not use quotations or citations or outside sources. Make only one original post for each module.
- Posts that are approach poorly written (including spelling and grammar), will lose points.

B. **Response posts** will consist of thoughtful and insightful comments that respond to another student’s original post. These comments might consist of an answer to another student’s question(s), a reaction to another student’s observations, or an effort to clarify or extend another student’s ideas. Please, when disagreeing with or otherwise critiquing another student’s ideas, you must state your disagreement or objections clearly, but respectfully. Inappropriate responses will not be tolerated and will receive no credit. Response posts are worth up to 5 points each (10 points total), must each be **50-100 words** in length, and be completed by the close of the module (the grace period applies).

- Make sure to respond to an existing thread when making a response post.
- Do not use quotations or citations or outside sources.
- Make only two response posts for each module.

C. **Rationale**: The chief goal behind the graded discussion posts is to generate a wide-ranging thoughtful, intellectual, and informative discussion that generates learning above and beyond the readings and allows students to connect with one another and share ideas. To achieve this I do not provide a list of questions or issues for students to address, as I feel that is unnecessarily limiting. I feel my approach is especially fair for a large class like ours as there

are a limited number of responses students can make when I provide topics, whereas the sky is the limit when I open it up to each student's creativity, interests and ability. And I have word limits on the posts so that I can make fair and consistent comparisons among students when assigning grades.

5. **Reflection Papers:** Periodically, students will engage in individual written reflection based on a prompt the professor will post on BlackBoard. Each reflection paper is worth 50 points (for a total of 200 points for the semester) 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 readings. The opportunity to write, in addition to read and discuss (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 also requires students to improve the clarity of their thinking about concepts and facts and enhance their writing skills.
 - **If you cheat on a reflection paper you WILL receive a grade of zero (0) on the paper AND have your final grade in the course lowered by a full letter. Repeat offenders will receive an F for the semester.** Cheating includes (but is not limited to) copying words or information from websites or another student's paper (or any other source). See the class policy on plagiarism for more information.
 - **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. 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 essence of excellent writing. For more info on writing, see “Class Resources for Research, Writing & Reading Comprehension Strategies” on the class BlackBoard page.

- **Grading & Feedback:** Because these papers are very short and straightforward they will receive very little feedback other than a grade. You will, however, receive a grading checklist or rubric that identifies major criteria for style and substance, and the number of points deducted from these areas, if any.
- If you wish to appeal your 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 reason.
- Papers must be submitted electronically through Blackboard. Hardcopies and emailed copies will not be accepted or graded.

GRADES

Grades are based on the following requirements:

Syllabus Quiz	20 points
Quizzes	~420 points
Comprehensive Exams	150 points
Reflection Papers	250 points
<u>Required Posts on Discussion Boards</u>	<u>300 points</u>
Total	~1,090 points

Letter grades are assigned according to the following scale:

A	=	89% and above
B	=	79% - 88%
C	=	69% - 78%
D	=	59% - 68%
F	=	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 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.
- There will be no incompletes (grade of I) offered in this course.
- **Quizzes and exams will be assigned a grade of zero (0) if they are not submitted by the time the grace period expires for each weekly module.**
- **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 expend the necessary and time and effort to fully understand this syllabus, then you know what you have to do and you should be able to earn an A in my class.

EXTRA CREDIT OPPORTUNITY

1. 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 what percentage of students in the class 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.

IMPORTANT REMINDERS

1. This course is based on modules that open on specified Sunday mornings at 12:30am and close on the specified Saturdays at 11:59pm, mountain time (with a 24-hour grace period). Students must submit all work for their assignments before the grace period of the module expires. **Any missing work will receive a grade of zero (0). No exceptions.**
2. The 24-hour grace period is to be used only in emergencies, not as a general practice (please see "A Recipe for Disaster," below).
3. The quizzes and exams are timed, meaning that once students begin the exam they will have a limited amount of time to complete and submit their work. The quizzes and exams will automatically close and submit at the end of the time limit if you haven't already submitted it yourself.

4. Do not wait until the last minute to begin exams and quizzes. This way, if you do experience any difficulties with submissions, they can be corrected before the module closes (see “technology issues” below).
5. Do not email me after the module’s grace period expired to say that you had technology problems on Sunday (or got sick or had a family emergency) and want me to reopen a quiz or exam for you, because that will not happen.

COMMITMENTS FROM YOUR PROFESSOR

1. I will provide you clear instructions on class expectations.
2. I will check my regular UTEP email at least once each business day and will answer back to you as soon as possible.
3. I will check “Ted’s Tavern” at least once each business day and make any needed responses at that time.
4. I will provide graded feedback on your performance in a timely manner.
5. I will make time to discuss your concerns when needed.
6. I am open to suggestions about improvement of the class and class related activities.
7. I will do all I can to ensure your learning and success in this class
8. If any changes in the course are to be implemented, I will ensure that the class is notified in a timely manner.

DISTANCE LEARNING ESSENTIALS

1. Read all postings on Ted’s Tavern and all emails from your professor.
2. Needed Technology: It is your responsibility to ensure that you have all necessary technology to access the course. Please read “Check Your Technology” in Student Resources page in Blackboard. Do not use a cell phone to submit assignments, as they are not compatible with Blackboard.
3. Technology Help: UTEP’s Helpdesk is your key resource for technology help. Your professor cannot help you resolve technology problems, but please inform him if the technological help you receive is unsatisfactory.
4. Technology Proficiency: It is your responsibility to learn how to access and utilize Blackboard. There are some basic training videos and PowerPoints in the Student Resources page in Blackboard.

5. Course Schedule Changes: As course instructor, I reserve the right to adjust the course syllabus or change assignments as needed. I will be sure to give you plenty of notice prior to any changes. Remember that our course syllabus and class schedule are living documents and can change.
6. Class Participation: I strongly recommend that you check the course at least three times a week at minimum to keep up, and preferably each business day.
7. Being Successful in an Online Class: Online learning is not a spectator sport. It is everyone's responsibility to participate as fully as they can so everyone can get the most from the experience. Here are some simple rules to follow to ensure your participation and engagement in the learning process:
 - Ask questions: If you do not know the answer, someone else likely will.
 - Reach out to others: Offer a fact, article, link or other item that can help others learn.
 - Be appropriate: The online classroom is not the place for insulting or insensitive comments, attacks, or venting. Inappropriate behavior will be subject to disciplinary action and will be reported to the Dean of Students and other appropriate authorities.
 - Be diplomatic: When sending messages on emotionally charged topics, make sure you write the message and then walk away for at least an hour before re-reading the message and then sending it. Re-reading emotionally charged messages ensures that they are constructive instead of destructive. Think of the person at the other end.
 - Stay focused: Stay on topic to increase the efficiency of your learning.
 - Take advantage of all the resources given to you to succeed in the class.
8. Effective Electronic Communication: It is also important to share a word of caution, so we can become wiser about interpersonal distance learning communications. As you may know, when communicating electronically, many of the feelings or impressions that are transmitted via body language in face-to-face communication are lost. Consequently, interpreting emotions and innuendoes is far more difficult. Only what is written, or drawn, carries the message. Often excitement can easily be misinterpreted as anger or an insult. It is important that everyone keep this in mind when communicating

electronically. Words in print may appear harmless; however, they can emotionally injure the person reading them. More information can be found at <http://www.albion.com/netiquette>.

9. Time Management: A good standard for time planning for a compressed course such as this is **at least 12 hours per week** (reading, watching movies, communicating, taking quizzes, etc.). If you are not prepared to make this type of time commitment, I recommend you delay taking this class until you are.

CLASS AND UNIVERSITY POLICIES

1. You will be dropped from the course if you do any of the following:

- Fail to complete the required posts for any two modules.
- Fail to complete the weekly quiz for any two modules.
- Fail to complete any comprehensive exam.

2. Academic Dishonesty Statement: Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person's as ones' own. And, collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

- Academic dishonesty is an assault upon the basic integrity and meaning of a University. Cheating, plagiarism, and collusion in dishonest activities are serious acts which erode the University's educational and research roles and cheapen the learning experience not only for the perpetrators, but also for the entire community. It is expected that UTEP students will understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work. Materials (written or

otherwise) submitted to fulfill academic requirements must represent a student's own efforts.

- Any act of academic dishonesty attempted or completed by a UTEP student is unacceptable and will not be tolerated.
 - Violations will be referred to the Dean of Students for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.
3. **Notice of Safe Assign:** This course will utilize third party software that has the ability to automatically detect plagiarism on documents submitted for grading.
 4. **Copyright Notice:** Many of the materials that are posted within this course are protected by copyright law. These materials are only for the use of students enrolled in this course and only for the purpose of this course. They may not be further retained or disseminated.
 5. **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 an accommodation then The Center for Accommodations and Support Services located at UTEP need to be contacted. [<http://sa.utep.edu/cass/>.] If you have a condition, which 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 the Disabled Student Services.
 - 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 Disabled Student Services Office 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/>
- 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/>
- 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/>
- 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/>
- 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.

A RECIPE FOR DISASTER

1. Don't take seriously the warning that each module closes Saturday at 11:55pm (with a 24-hour grace period).
2. Wait until Sunday to begin work on the week's module.
3. Come down with a stomach virus or other illness or experience some type of emergency that prevents you from submitting all or some of your work. Or experience a technology problem with your computer or internet connection.
4. Receive zeros (0s) for all unsubmitted work.
5. Watch your course average go from an A or B to a D or F.
6. Finally (and sadly) realize that each module closes Saturday at 11:55pm and that the grace period is only for emergencies that happen before Sunday.

TENTATIVE COURSE SCHEDULE

The professor reserves the right to make changes to the course syllabus.

Any changes will be announced ahead of time.

MODULE ONE

1. Topics

- a. What is criminology?
- b. Measuring crime and deviance – What does the research say?
- c. Explaining The Crime Drop In America, Part I: Immigration and crime

2. Readings

- a. Read this Syllabus in detail
- b. Go to our class BlackBoard page and read the Reading Comprehension Strategies in the link "Class Resources for Research, Writing & Reading Comprehension Strategies"
- c. Barkan Ch. 1 & mini-lecture

- d. Barkan Ch. 3 & mini-lecture
- e. Barkan Ch. 4 & mini-lecture
- f. Blackboard: “Deviance and Social Control;” “Rethinking Crime & Immigration;” “Is Immigration Responsible for the Crime Drop”

3. Graded Assignments

- a. Syllabus quiz
- b. Quiz 1
- c. Discussion Board Posts

MODULE TWO

1. Topics

- a. Classical and neoclassical perspectives
- b. Biological and psychological explanations
- c. Explaining The Crime Drop In America, Part II: Lead and environmental toxins
- d. Poverty and serious street crime: three theoretical explanations

2. Readings

- a. Barkan Ch. 5 & mini-lecture
- b. Barkan Ch. 6 & mini-lecture
- c. Barkan Ch. 7 & mini-lecture
- d. Blackboard: “America’s Real Criminal Element: Lead;” “The Code Of The Streets”; “Voices From The Barrio”

3. Graded Assignments

- a. Quiz 2
- b. Discussion Board Posts
- c. Reflection Paper #1

MODULE THREE

1. Topics

- a. Learning theories of individual deviance
- b. Social control theories of individual deviance

- c. Conflict and feminist theories: Using law and law-enforcement to protect the status quo

2. Readings

- a. Chapter 8: Mini-Lecture & text
- b. Chapter 9: Mini-Lecture & text
- c. Blackboard: “Adolescent Limited & Life Course Persistent Antisocial Behavior;” “Racial Politics, Racial Disparities, & The War On Crime;” “The Rogue Cop Of Tulia Texas”

- 3. **Film:** [Unnatural History: Vampires/Witches](#) (The deviantization of witches)
(begin at minute 21:15)

4. Graded Assignments

- a. Quiz 3
- b. Discussion Board Posts
- c. Reflection Paper #2

MODULE FOUR

1. Topics

- a. Violent crime: Homicide, assault, and robbery
- b. Violence against women: Rape, sexual assault and battering

2. Readings

- a. Chapter 10: Mini-Lecture & text
- b. Chapter 11: Mini-Lecture & text
- c. Blackboard: “Why is family violence lower among Mexican immigrants”

- 3. **Film:** [“Rape Myths”](#) | Pavan Amara | TEDxUCLWomen

4. Graded Assignments

- a. Quiz 4
- b. Mid-Term Comprehensive Exam (comprehensive of the semester to this point)
- c. Discussion Board Posts

MODULE FIVE

1. Topics

- a. Defining and understanding white-collar crime

- b. Political crime: By and against government

2. Readings

- a. Chapter 13: Mini-Lecture & text
- b. Chapter 14: Mini-Lecture & text
- c. Blackboard: “Crime and the legalization of recreational marijuana”

3. Film: “[Sex, Drugs, & Consenting Adults](#)”

4. Graded Assignments

- a. Quiz 5
- b. Discussion Board Posts
- c. Reflection Paper #3

MODULE SIX

1. Topics

- a. Consensual & public order crime: Mala prohibita offenses
- b. Policing: Issues and dilemmas
- c. Explaining the Crime Drop In America, Part III: Policing

2. Readings

- a. Chapter 15: Mini-Lecture & text
- b. Chapter 16: Mini-Lecture & text
- c. Blackboard: “How New York Beat Crime”; “Don’t Shoot”; “Bail Burden Keeps US Jails Stuffed with Inmates”

3. Film: “[Policing is Racially Biased: A Debate](#)”

4. Graded Assignments

- a. Quiz 6
- b. Discussion Board Posts
- c. Reflection Paper #4

MODULE SEVEN

1. Topics

- a. Prosecution & punishment: Can the CJ system reduce crime?
- b. Barkan’s prescription for reducing crime

2. Readings

- a. Chapter 18: Mini-Lecture & text
 - b. Blackboard: “The Benefits and Penalties of Gender for Criminal Justice Processing Outcomes Among Adults And Juveniles”; “Did Texas Execute An Innocent Man?”; “Witness Recognition”
3. **Film**: “A Hard Straight”
4. **Graded Assignments**
- a. Quiz 7
 - b. Final Comprehensive Exam (comprehensive of the whole semester)
 - c. Discussion Board Posts