

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

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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 the calendar of each module. There will be a link for each of these readings.

SUGGESTED READINGS

Crimcomics (all issues), by Krista S. Gehring and Michael R. Batista from Oxford University Press.

Issue 1: Origins of Criminology, 2016, ISBN-10 : 0190207140

Issue 2: Biology and Criminology, 2016, ISBN-10 : 0190207159

Issue 3: Classical and Neoclassical Criminology, 2017, ISBN-10 : 0190207167

Issue 4: Social Disorganization Theory, 2017, ISBN-10 : 0190207175

Issue 5: Anomie and Strain Theories, 2018, ISBN-10 : 0190207183

Issue 6: Subcultural Theories, 2018, ISBN-10 : 0190207191

Issue 7: Social Control Theories, 2017, ISBN-10 : 0190207205

Issue 8: Psychosocial Theories, 2020, ISBN-10: 9780190207229

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 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.

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, writing papers and completing quizzes. I will help you learn the material by providing “mini-lectures” for our reading assignments from the textbook 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 based on **15 weekly modules that open each Sunday morning at 12:01am and close the following Saturday at 11:59 pm** (all times listed in this syllabus are Mountain Time). Students are to have completed all work for the module by Saturday at 11:59pm. As a convenience, students are given an **automatic 24-hour grace period** (until the following Sunday at 11:59pm) to complete and submit any unsubmitted work. The aim is for all students to have completed all work in the module by 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), no exceptions unless there is a documented emergency that lasts at least three days.

As outlined in the course calendar, each module will focus on one or two chapters from our textbook, other required readings listed in each module's calendar, streaming videos, and two songs related to our module. Links will be provided for free access to the songs, videos, and other required readings. The only thing you will have to buy is the textbook.

For each chapter from the textbook, your professor has written a brief "mini-lecture" that is intended to provide guidance and structure to students before they read the chapters from the textbook. Students should read the mini-lectures before starting the textbook readings. In addition, the videos, songs, and other required readings will all have written introductions that explain their relevance to topics in the module.

All assignments are "open book," meaning that students can use any class materials they wish when completing these assignments. However, students cannot "collaborate" in any way with any other person (whether

they are a fellow student or not) when completing the assignments. Doing so constitutes plagiarism and/or cheating and will be dealt with per the policy on academic dishonesty and plagiarism specified later in the syllabus.

COMMUNICATION

1. **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.
2. **“Ted’s Tavern” Discussion Board:** If you have a question that you believe other students may also have, or would benefit from knowing, 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.
3. **Online Office Hours:** I will hold online office hours on Tuesdays and Thursdays from 10:30am until 11:30. There is a link on our course home page called “Online Office Hours,” just click on it and you can find the link to enter my online office. If I am not there, send me an email and I might be able to join right away. If you know ahead of time that you want to attend my online office hours, please send me an email ahead of time

to let me know. We can also set up a scheduled meeting if these office hours are not convenient. We can also talk by phone if you prefer. Just email me and we will get it figured out.

4. Effective Electronic Communication or “Netiquette”

- It is 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 intentions, emotions, and innuendoes is far more difficult. Only what is written carries the message. Words in print may appear harmless; however, they can be upsetting to the person reading them. So, please be careful, thoughtful, and deliberate in your posts and emails, and take the following tips into consideration:
 - Disagree respectfully. Communicating different views or opinions is encouraged. But use polite, respectful language and avoid passing judgements. Try to get the conversation rolling and share and learn from each other. Typically, after communicating, people find they have more in common than they thought. And when an apparent disagreement gets clarified through polite and considerate discussion, folks realize they may not be very far apart after all.
 - Stay on topic. Try not derail a conversation by taking it off-topic. Stay focused and aim to dig deeply into an issue. You will learn even more.
 - Do not YELL. Please do not use ALL CAPS in your posts and emails as this indicates yelling, which is not very professional.

- Use humor carefully. Oftentimes an attempt at a joke or to inject a little humor into a discussion falls flat or gets misinterpreted in writing. So, I urge you to simply stay professional in your language to avoid such pitfalls.
- More information about electronic communication can be found at: <http://www.albion.com/netiquette>.

COURSE REQUIREMENTS

1. **Syllabus Quiz:** During the first module, students will complete a 10-question quiz pertaining to 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 required materials (i.e., readings and videos). Each quiz will contain 50 questions, each worth 1 point, and the time-period to complete the quiz will 60 minutes. A grade of zero (0) will be assigned to each quiz not submitted by the time the respective weekly module closes. You will need to have the Respondus lockdown browser installed to take the quizzes. **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. Exam questions will pertain to the required class materials (i.e., readings and videos). 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. You will need to have the Respondus lockdown browser installed to take the exams. **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 module (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, or questions that directly connect to any of the materials in the module (i.e., assigned readings, mini-lectures, videos, or songs). When thinking about topics for your original post, let your inspiration be your guide. What issues, ideas, or facts presented in the materials grabbed your attention or got you thinking, or raised questions or concerns? Feel free to question, critique, or criticize these materials as well in your Original Posts.

- Original Posts are worth up to 10 points, must be 100-150 words in length and must be completed by the end of the day on Thursday.
- Do not summarize material from the readings, etc. Assume we all have done the readings. I want you to take the material to the next level.
- Focus on a single issue and explore it in depth.
- Do not write a “word salad” where you touch on multiple issues.
- Keep your writing tight and focused, rather than loose and wordy.
- Do not post about issues that have no relation to the module’s materials.
- Original Posts are due by Thursday at midnight. Late Original Posts will lose 2 points.
- 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.
- For more guidance, see “Guide to Writing Discussion Posts & Reflection Papers” on the class Blackboard homepage.
- You will receive written feedback, as well as a grade, on your Original Posts.

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, a reaction to their 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.
- Response posts are due by the close of the module.

C. **Rationale**: The primary goal behind the graded discussion posts is to generate a discussion that is wide-ranging, thoughtful, intellectual, and informative; and which 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 this 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).

- **Rationale:** The purpose of the reflection papers is, quite literally, to reflect on what you have learned from a specific set of readings and other course materials. The opportunity to write, in addition to read and discuss (the other two primary 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) Reflection 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 seek help from UTEP's Writing Center, that is what they are there for and your tuition dollars fund it (so why not use it?). 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 “Guide to Writing Discussion Posts & Reflection Papers” on the class Blackboard homepage.

- **Rough Drafts:** I encourage you to email me a rough draft of your paper and I will give you helpful feedback. Students rarely use this option, so I can usually get back to you very quickly.
- **Grading & Feedback:** Papers will be graded using a rubric that students will receive and which will include written feedback as well as a grade. Papers will also have editorial comments in them (strikethrough for unnecessary words and squiggle underlines for poorly written words).
- **If you wish to appeal your paper grade** then, within a week from the date the paper is returned to you, 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	750 points
Comprehensive Exams	150 points
Reflection Papers	200 points
<u>Required Posts on Discussion Boards</u>	<u>300 points</u>
Total	1420 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 steppingstones, that you follow from the start of the semester to the end. If you spend the necessary and 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

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 Sunday mornings at 12:01am and close the following Saturdays, at 11:59pm, (with a 24-hour grace period).** Students must submit all graded work before the grace period of the module expires. **Any missing work will receive a grade of zero (0). No exceptions, unless there is a major documented emergency that caused you to be unable to work for at least 3 days.**
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 quiz or 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 your technology or with Blackboard, they can be corrected before the module closes (see "technology issues" below).

COMMITMENTS FROM YOUR PROFESSOR

1. I will provide you clear instructions on class expectations.
2. I will check my 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.
2. Read all emails from your professor.

3. Needed Technology: It is your responsibility to ensure that you have all necessary technology to access the course. Please read “Check Your Technology” in the Student Resources link in Blackboard. Do not use a cell phone to submit assignments, as they are not compatible with Blackboard.
4. 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.
5. 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.
6. 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.
7. 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.
8. 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.

9. 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>.

10. Time Management: A good standard for time planning for a course such as this is **at least 8 hours per week** to complete the readings, watch the videos, communicating, taking quizzes, writing posts and papers). 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 have to drop 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 automatically detects 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/>
- [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/>
- [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/>
- 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 on a Saturday at 11:59pm (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 11:59pm and that the grace period is only for emergencies that happen before Sunday.

TENTATIVE COURSE CALENDAR

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

Any changes will be announced ahead of time.

WEEK ONE MODULE

Open Date: Sunday at 12:01am

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

Topics

1. What is criminology?
2. Deviance and social control
3. Measuring crime – What does the research say?
4. Explaining the Crime Drop in America, Part I: Immigration and crime

Required Readings

1. Read this Syllabus in detail
2. Read the “Reading Comprehension Strategies” link on our Blackboard homepage
3. Read the “Guide to Writing Discussion Posts & Reflection Papers” link on our Blackboard homepage
4. Barkan Chapter 1

5. [Ch 1 mini-lecture](#)
6. Barkan Chapter 2
7. Ch 2 mini-lecture
8. [Deviance and Social Control](#)

Recommended Readings

1. [The Social and Intellectual Context of Criminology](#)
2. [The History of Criminology](#)
3. Crim Comics Issue 1: Origins of Criminology

Videos

[Crime and Deviance: A Sociological Inquiry](#) (48 min)

[From the official description.] This multi-section program sheds light on crime and deviance from a number of sociological angles to illuminate aspects of their expression, function, and control within society. Topics include the origins and implications of moral panics and how such panics manifest today; the functions of crime and deviance within the social order, with reference to the views of Emile Durkheim, considered by many to be the father of sociology; research into the crimes of the powerful and whether such crimes are essentially different from ordinary crimes; an examination of why most crimes historically have been committed by males and whether that imbalance is starting to change; the social control of bars and nightclubs through sociologically sophisticated bouncers; a detailed introduction to hate crime; and situational crime prevention as it relates to controlling spaces where crimes tend to be committed. Viewable/printable educational resources are available online.

[Confession is Good for the Soul](#)

This 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 that I wrote. 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.

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 penalties. 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?

Graded Assignments

1. Syllabus quiz
2. Quiz 1
3. Discussion Board Posts

WEEK TWO MODULE

Open Date: Sunday at 12:01am

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

Topics

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

Required Readings

1. Barkan Chapter 3
2. [Ch 3 mini-lecture](#)
3. Barkan Chapter 4
4. [Ch 4 mini-lecture](#)
5. [Rethinking Crime & Immigration](#)
6. [Is Immigration Responsible for the Crime Drop?](#)

Recommended Readings

1. [Measuring Crime](#)
2. [Criminal Justice Data Sources](#)
3. [Cross-National Crime](#)
4. [Immigration and Crime](#)
5. Victimization and Victimology

Video

[I Am Not Your Negro](#) (94 min)

[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.

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 the women deserves it, or even likes 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 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.

Graded Assignments

1. Quiz 2
2. Discussion Board Posts

WEEK THREE MODULE

Open Date: Sunday at 12:01am

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

Topics

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

Required Readings

1. Barkan Chapter 5
2. Ch 5 mini-lecture
3. [America's Real Criminal Element: Lead](#)

Recommended Readings

1. [Rational Choice Theories](#)
2. [Lead and Crime](#)
3. [Biosocial Criminology](#)
4. Crim Comics Issue 3: Classical and Neoclassical Criminology

Video

[Quiet Rage: The Stanford Prison Experiment](#) (55 min)

No college student should be without thorough knowledge of psychologist Phillip Zimbardo's 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.

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?

Graded Assignments

1. Quiz 3
2. Discussion Board Posts
3. Reflection Paper #1

WEEK FOUR MODULE

Open Date: Sunday at 12:01am

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

Topics

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

Required Readings

1. Barkan Chapter 6
2. Ch 6 mini-lecture
3. Poisoned Development

Recommended Readings

1. [Genetics, Environment and Crime](#)
2. [Psychology and Crime](#)
3. Crim Comics Issue 2: Biology and Criminology

Video

[The Truth about Violence](#) (52min)

[From the official description.] Hiding deep within the human mind—or perhaps closer to its surface than many would care to know—are forces that can cause one person to assault and kill another. This program studies the primal centers of the brain and the behaviors they control in order to gain an understanding of violence. Illustrating the role of brain chemicals like dopamine and serotonin as well as social conditioning that brings belligerence to the forefront, the film shows how violence is accepted, celebrated, or conveniently overlooked. Specific topics include sleep deprivation, the link between brain damage and domestic violence, the thought processes

of convicted murderers, and a Bolivian village in which fistfighting settles legal disputes.

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!

Fiona Apple – [Criminal](#)

This criminal is suffering for her sins, but did she really commit a crime?

Graded Assignments

1. Quiz 4
2. Discussion Board Posts

WEEK FIVE MODULE

Open Date: Sunday at 12:01am

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

Topics

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

Required Readings

1. Barkan Chapter 7
2. Ch 7 mini-lecture
3. The Code of The Streets
4. Voices from The Barrio

Recommended Readings

1. [Social Disorganization Theory](#)
2. [Anomie Theory](#)
3. [Cultural Theories](#)
4. The Corner
5. Crim Comics Issue 4: Social Disorganization Theory
6. Crim Comics Issue 5: Anomie and Strain Theories
7. Crim Comics Issue 6: Subcultural Theories

Video

[Social Theory and Crime](#) (20 min)

This video digs into Merton's Anomie and Labeling theories as well as Broken Windows theory (which is very similar to social disorganization theory) as theoretical lenses through which to understand crime and social control.

Songs

Ramones – [Outsider](#)

He doesn't feel like he's a part of anything and always gets pushed around. Is it anomie or strain?

Blind Willie McTell – [Dying Crapshooter Blues](#)

Anomie leads some to the adaptation of innovation. But in this case it also leads to...

Graded Assignments

1. Quiz 5
2. Discussion Board Posts

WEEK SIX MODULE

Open Date: Sunday at 12:01am

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

Topics

1. Theoretical explanations of the age and street crime correlate
2. Micro theories of individual-level offending

Required Readings

1. Barkan Chapter 8
2. Ch 8 mini-lecture
3. Adolescent Limited & Life Course Persistent Antisocial Behavior

Recommended Readings

1. [Social Control Theory](#)
2. [Social Learning Theory](#)
3. [Low Self-Control Theory](#)
4. [Developmental and Life-Course Theories](#)

5. [Gangs, Peers, and Co-Offending](#)
6. Crim Comics Issue 7: Social Control Theories
7. Crim Comics Issue 8: Psychosocial Theories

Video

[Why They Kill](#) (58 min)

[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.

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 such.

Blind Willie Johnson – [Motherless Children have a Hard Time](#)

When you listen to this song, be sure to read the lyrics, which are right below the video, click on "Show More" to see them. 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?

Graded Assignments

1. Quiz 6
2. Discussion Board Posts
3. Reflection Paper #2

WEEK SEVEN MODULE

Open Date: Sunday at 12:01am

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

Topics

1. Labeling theory of individual-level offending
2. The consequences of criminal sanctions: deterrence, labeling and restorative justice
3. Labeling, conflict, and feminist theories: Using law and law-enforcement to protect the status quo

Required Readings

1. Barkan Chapter 9
2. Ch 9 mini-lecture
3. Racial Politics, Racial Disparities, & 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](#).

4. 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

1. [Labeling Theory](#)
2. [Deterrence Theory](#)
3. [Restorative Justice](#)
4. [Critical Theories](#)
5. [The Social Construction of Crime](#)
6. [Social Threat and Social Control](#)
7. [The Case for Reparations](#) (by Ta-Nehisi Coates)

Videos

[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 ideas 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," and which groups suffer from this label. How does power enter into the process of creating the witch label? And remember, while there is no such thing as a witch, hundreds of thousands of people were tortured and executed because the witch label was successfully applied to them. 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](#).

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 being a homosexual for the lead singer Freddie Mercury.

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.

Graded Assignments

1. Quiz 7

2. Mid-Term Comprehensive Exam (comprehensive of the semester to this point)
3. Discussion Board Posts

WEEK EIGHT MODULE

Open Date: Sunday at 12:01am

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

Topics

1. Violent crime: Homicide, assault, and robbery
2. Femicide
3. Family Violence

Required Readings

1. Barkan Chapter 10
2. Ch 10 mini-lecture
3. Why is family violence lower among Mexican immigrant families?

Recommended Readings

1. [Homicide](#)
2. [Homicide Victimization](#)
3. [Femicides](#)
4. [Street Robbery](#)

Video

[Senorita Extraviada](#) (77 min)

[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. Made in the year 2001.

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? Incidentally, in the video you will see Johnny Cash’s mug shot from El Paso from when he was 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.

Graded Assignments

1. Quiz 8
2. Discussion Board Posts

SPRING BREAK MARCH 15-19

WEEK NINE MODULE

Open Date: Sunday at 12:01am

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

Topics

1. Violence against women: Rape, sexual assault, and battering
2. Police responses to sexual violence
3. Family violence

Required Readings

1. Barkan Chapter 11
2. Ch 11 mini-lecture
3. [An Unbelievable Story of Rape](#) [There is also a Netflix series called “Unbelievable” based on this actual case.]

Recommended Readings

1. [Femicides in Juarez](#)
2. [Rape and Sexual Assault](#)
3. [Fear of Rape](#)
4. [Family Violence](#)
5. [Intimate Partner Violence](#)
6. [Police Responses to Intimate Partner Violence](#)

Video

[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.

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?

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?

Graded Assignments

1. Quiz 9

2. Discussion Board Posts
3. Reflection Paper #3

WEEK TEN MODULE

Open Date: Sunday at 12:01am

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

Topics

1. Property crime and fraud
2. Sneaky thrills

Required Readings

1. Barkan Chapter 12
2. Ch 12 mini-lecture
3. Sneaky Thrills

Recommended Readings

1. [Property Crime](#)
2. [Burglary](#)
3. [Fraud](#)

Video

[The Thin Blue Line](#) (100 min) [Access to watch will cost \$2.99 on YouTube or Amazon Prime.]

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. 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 film centered around the "inconsistencies, incongruities and loose ends" of the case, and through his investigation, not only comes to a different conclusion, actually obtained an admission of Adams' innocence by the original suspect of the case, David Harris.

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 four-year-old daughter could be heard saying that she was ridin' dirty while cruising around the house.

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.

Graded Assignments

1. Quiz 10
2. Discussion Board Posts

WEEK ELEVEN MODULE

Open Date: Sunday at 12:01am

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

Topics

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

Required Readings

1. Barkan Chapter 13
2. Ch 13 mini-lecture
3. [How White-Collar Criminals Get Away with It](#)
4. [Too Big to Fail: Letting White-Collar Criminals off the Hook](#)
5. Saving the Savings & Loans

Recommended Readings

1. [White-Collar Crime](#)
2. [Corporate Crime](#)
3. [Organized Crime](#)

Video

[Getting Off Easy: White-Collar Crime](#)

[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.

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.

Graded Assignments

1. Quiz 11
2. Discussion Board Posts

WEEK TWELVE MODULE

Open Date: Sunday at 12:01am

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

Topics

1. Political crime: By and against government
2. Hate crime
3. Terrorism
4. State-corporate crime

Required Readings

1. Barkan Chapter 14
2. Ch 14 mini-lecture
3. Fire in Hamlet

Recommended Readings

1. [State-Corporate Crime](#)
2. [Hate Crime](#)
3. [Terrorism](#)

Video

[Operation Small Axe](#) (70 min)

[From the official description.] Operation Small Axe takes a raw and unflinching look at life under police terrorism in Oakland. Through the stories of Oscar Grant, Lovelle Mixon, and POCC Minister of Information JR Valrey, the film focuses on the occupation of Oakland's communities of color by militarized and racist police forces. Oscar Grant was shot in the back and killed by Bay Area Rapid Transit police officer Johannes Mehserle on January 1st of this year.

On March 21st, Lovelle Mixon was killed by Oakland police after having allegedly shot five OPD officers, killing four.

Songs

Cage the Elephant – [No Rest for the Wicked](#)

A fun, ironic song about how crime can be used as a way to make ends meet. Just don't question anyone's morality.

The White Buffalo – [House of the Rising Sun](#)

Remade for the Sons of Anarchy series, this song about a gambler and how his vice drove him to ruin, is recast as an anthem for organized crime.

Graded Assignments

1. Quiz 12
2. Discussion Board Posts
3. Reflection Paper #4

WEEK THIRTEEN MODULE

Open Date: Sunday at 12:01am

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

Topics

1. Consensual & public order crime: Mala prohibita offenses
2. Drug decriminalization

3. Harm reduction policies
4. Changes in marijuana laws

Required Readings

1. Chapter 15
2. Ch 15 mini-lecture
3. The Benefits and Penalties of Gender for Criminal Justice Processing Outcomes Among Adults and Juveniles

Recommended Readings

1. [Public Order Crimes](#)
2. [Prostitution](#)
3. [Drugs and Crime](#)
4. [Social Threat and Social Control](#)
5. [Racial Threat Hypothesis](#)

Video

[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.

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 being “left alone” by those who don’t like it.

Graded Assignments

1. Quiz 13
2. Discussion Board Posts

WEEK FOURTEEN MODULE

Open Date: Sunday at 12:01am

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

Topics

1. Policing: Issues and dilemmas
2. Procedural justice and police legitimacy
3. Explaining the Crime Drop In America, Part III: Policing Improvements

Required Readings

1. Barkan Chapter 16
2. Ch 16 mini-lecture

3. How New York Beat Crime
4. Don't Shoot

Recommended Readings

1. [Police History](#)
2. [Racial Profiling](#)
3. [Police Legitimacy](#)
4. [Procedural Justice](#)
5. [Hot Spots Policing](#)
6. [Focused Deterrence](#)
7. [National Network for Safe Communities](#)
8. [Evidence-Based Policing](#)

Video

[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.

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 out, this song advocates what it says, the killing of police who engage in brutality and kill young Black men. “Fuck the police” is the refrain of the song (and reminiscent of NWA’s 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 and gain the trust of the public, also known as [police legitimacy](#).

Graded Assignments

1. Quiz 14
2. Discussion Board Posts

WEEK FIFTEEN MODULE

Open Date: Sunday at 12:01am

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

Topics

1. Prosecution & sentencing decisions: Impacts of race/ethnicity and gender
2. Capital punishment
3. Barkan's prescription for reducing crime

Required Readings

1. Barkan Chapter 17
2. Ch 17 mini-lecture
3. Barkan Chapter 18
4. Ch 18 mini-lecture
5. Did Texas Execute an Innocent Man?
6. Bail Burden Keeps US Jails Stuffed with Inmates

Recommended Readings

1. [Capital Punishment](#)
2. [Death Row in Texas](#) (official page)
3. [The Innocence Project](#)
4. [The Sentencing Project](#)
5. [Just Detention International](#) (formerly Stop Prison Rape)

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 what factors tip the scale in one direction or the other.

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 appears to help him, but he fails. Then his sister tries to save him, 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 (and the executioner laughing).

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, along with his 13 year old girlfriend, killed her parents and baby sister 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. This spree killing has become a cultural touchstone, inspiring numerous movies, like *Badlands* and *Natural Born Killers*, and songs like this one by Springsteen. When asked why he did what he did, 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 to think of killing the human race sometimes." Here is a [link](#) to this story.

Graded Assignments

1. Quiz 15
2. Final Comprehensive Exam (comprehensive of the whole semester)
3. Discussion Board Posts

Module X Discussion Posts

For your Original Post, you need to create a new thread. For your Response Posts, reply to an existing thread.

Your Original Post is due by Thursday at midnight. Late posts will lose 2 points. Your Response Posts are due by the close of the module.

Instructions regarding content can be found in the syllabus (see point #4 under Requirements), which I encourage you to re-read each week to avoid needless loss of points. See also the "Guide to Writing Discussion Posts and Reflection Papers" on the class homepage.

You will lose points on your Posts for the following:

- Problems with grammar, spelling, and punctuation (minus 1-5 points)
- For being too long (minus 1-5 points)
- For summarizing (minus 1-3 points)
- For focusing on more than one general issue (minus 1-3 points)

You will earn points on your Posts for the following:

- For originality and depth (plus 1-3 points)
- For coherence, clarity, and general writing quality (plus 1-3 points)
- For focusing on a single general issue (plus 1-3 points)

Quiz X

You have 60 minutes to complete the 50 question, multiple-choice quiz. The questions are presented one at a time and you cannot backtrack to previous questions. The quiz will automatically submit when time runs out if you have not already submitted it.

Comprehensive Exam

You have 85 minutes to complete the 75 question, multiple-choice quiz. The questions are presented one at a time and you cannot backtrack to previous questions. The exam will automatically submit when time runs out if you have not already submitted it. The questions will cover all material in our semester up to this point.

Reflection Paper

Prompt:

Answer the following two questions in separate paragraphs.

1. Routine activity theory focuses on the criminal act itself and not necessarily the offender. According to the theory, describe the three elements/factors that must converge in time and space for a successful criminal event to take place.
2. Using social disorganization theory, identify three reasons that explain why poor neighborhoods tend to have higher levels of crime.

Prompt:

What are the three most important things you learned from the materials in this module? Discuss these issues, and why they are important to you.

Writing Suggestions

- Read “How to Write a Good (or even Excellent) Paper” in the syllabus.
- Read “Guide to Writing Discussion Posts & Reflection Papers” on our class homepage and, in particular, read “Avoid Plagiarism.”

Style Requirements:

- Submit only as a document using MS-WORD.
- Double space, using 1-inch margins, and size 14 font.
- At the top of your paper write your name and the class you are in.
- Papers must be between 500-600 words.
- You must provide a word count at the end of your paper (-5 points).
- Do not use any outside sources (-5 points per instance).
- Do not use any quotes (-5 points per instance).
- Spelling and grammatical errors will result in lost points (-1 point per error).

Submitting your Paper:

- Papers must be submitted through Blackboard.

- Hard copies, email copies, etc. will not be accepted and will not be graded.
- If you have any technology problems, please call the UTEP HelpDesk.
- Papers will be checked for plagiarism through SafeAssign.