SOAN 314. CONTEMPORARY ISSUES IN CRITICAL CRIMINOLOGY

This course examines contemporary criminological issues from a sociological perspective. Our focus is on the United States with topics under examination including definitions of crime, racial disparities in the criminal justice system, mass incarceration and other transformations in punishment, and prisoner reentry. In addition to understanding both classic and contemporary sociological research and theory, we will answer questions like: What is crime? Who is considered a criminal? What social changes drove the United States to get “tough” on crime? What effects does mass incarceration have on society? What happens to prisoners who are released? By the end of the course, you will be better equipped to question popular assumptions about crime and more knowledgeable about how sociologists theorize crime and investigate criminal justice policies and practices.

Contemporary Issues in Critical Criminology is a course that satisfies several graduation requirements. As a SOAN course, you will learn how sociologists ask questions about crime, the data sources sociologists use to study crime, and how to interpret and present sociological research findings. By the end of the course you will have accomplished these SOAN “student learning outcomes”:

- Connect information about historical and contemporary socio-cultural phenomena
- Formulate appropriate sociological research questions about socio-cultural phenomena
- Apply sociological theory to analyze socio-cultural phenomena

As a WR course, these students learning outcomes will be emphasized:

- Understand writing as a process
- Learn how to seek and use feedback
- Gain awareness of audience and voice
- Learn how to apply forms of attribution and sociological citation
- Understand accepted guidelines for academic honesty
- Develop confidence in writing

As a QRE course, these student learning outcomes will be emphasized:
Consider what numerical evidence might add to analysis of problems
Locate or collect data
Properly interpret numerical evidence
Recognize the limitations of methods and sources used
Effectively communicate quantitative arguments

OFFICE HOURS

I love seeing students during my office hours. A one-on-one visit can clarify course material; provide answers to questions you may have; and help you understand, on a deeper level, my expectations for the work you complete in this course.

This term I am holding office hours during the following days and times:

- Tuesdays 10:30-11:45 am
- Wednesdays 3:30-5:00 pm
- Thursdays 4:00-5:00 pm
- Additional times available by appointment

To schedule an office visit, please visit the Google form I’ve shared with you. I meet students on the main floor of the library, close to the circulation desk, in the southeast corner.

COURSE MATERIAL

The following TWO books are required reading. Additional material is posted to the course Moodle.


READING REQUIREMENTS

To perform well in this course and to create a rewarding class discussion, you must commit to several hours of active, focused reading prior to each class meeting. The readings represent a mix of classic
and contemporary works in the field of sociological criminology. Four types of readings are assigned: news articles, reports, review essays, and research studies.

Be aware that course material reveals the ways in which people experience and participate in crime while also introducing students to criminogenic environments. You may find some of the material shocking or personally difficult to read. Consider this admission a trigger warning.

COURSE REQUIREMENTS

Your grade in this course will be determined by your performance on several assignments. When completing this work, you are required to abide by Carleton's standards for academic integrity. Please click on this link to learn more about these standards, particularly as they relate to plagiarism. This course requires you to complete lots of writing and thus, it is essential that you what plagiarism is and the different forms it can take.

Reading reflections (30 points): Throughout the term, students will write reflections on course readings. These reflection papers provide opportunities to enhance your understanding of course material and improve your analytical and interpretive writing skills. There are 6 papers, with each worth 5 points.

Reflections should not be considered opportunities for venting or vague musings. Instead, they are opportunities to assist with processing ideas, making connections between readings, integrating ideas and experiences, questioning assumptions, viewing material from new perspectives, and reorganizing knowledge to accommodate new learning.

Each reflection paper should be approximately two pages of clear and efficient prose that demonstrates where you are at in terms of your understanding of the crime, criminology, and sociology. Papers are due at the beginning of class. Be aware that failure to submit your reflections in a timely manner will result in a grade reduction.

Paper and Presentation Assignment (50 points):

In keeping with the ACE designation of this course, you will write a short term paper (approximately 12 pages) on a specific topic related to mass incarceration. Segments of this paper will be submitted throughout the term. You will present a summary of your findings to your classmates. More details about this assignment will be shared in class.

Class participation (15 points): Fifteen points are devoted to class participation. Participation will be evaluated according to punctuality, regular class attendance, and close-reading of the material so that comments and questions have solid grounding and advance the discussion. Participation also involves listening when others are speaking.
Please note that **cell phones and other electronic devices – including computers – must be turned off.** By turning off these devices, we reduce student distraction, our carbon footprint, and the level of electro-magnetic frequencies in the classroom (which have been found to cause mood and sleep disruptions). If you have a personal circumstance that merits exception, please see me so we can discuss an accommodation.

Students who meet the standards of class participation at only the most basic level will receive the “default” participation grade of 5 points; **those who miss more than three classes without a suitable explanation risk forfeiting their participation grade.** A grading rubric for class participation is attached to this syllabus.

<table>
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<tr>
<th>SUMMARY OF COURSE REQUIREMENTS</th>
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<tr>
<td>COURSE REQUIREMENT</td>
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<tr>
<td>Reading reflections</td>
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<td>Topic statement</td>
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<td>First draft with reflection piece</td>
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<td>Second draft and peer review</td>
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<td>Presentations</td>
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<td>Final paper</td>
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<td>Class participation</td>
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Grade range: “A” = 90-100%; “B” = 80-89%; “C” = 70-79%; “D” = 60-69%; “F” <= 59%

**A WORD ABOUT EXTENSIONS**

Extensions will be granted only for serious illness, disability accommodation, or extreme extenuating circumstances that have been vetted by a class dean. Late submissions for other reasons (including: “I
have multiple assignments/test due on the same day”) will have a half point deducted for each day late. For example, if you received a 4 out of 5 before the deduction, you will ultimately get a 3.5.

LEARNING STRATEGIES AND TIME MANAGEMENT
Oscar Alvarez assists Carleton students in learning effective ways of managing and focusing their time. Coaching is available for the following learning strategies:

- organizing busy schedules
- dividing term-long projects into manageable tasks
- improving in-class notetaking and participation
- creating a repertoire of approaches to studying
- developing effective test-preparation strategies

For more information, visit: https://apps.carleton.edu/campus/asc/academicskillsconsulting/

PATTERNS IN CRIME AND CRIMINAL OFFENDING

9/16  What do you already know about crime?
      Please complete the Fall 2019 Criminology Survey BEFORE class meets

9/18,20 What are some popular misconceptions of crime?

9/18


9/23,25

What is crime and how is it measured?

9/23


Tableau Video: Getting Started

Task: please complete the Tableau Video worksheet located on Moodle.

- Reflection paper 1 due at the beginning of class.

9/25


Lab session: Mapping crime in the US with Tableau in Library 306

9/27

What is the relationship between age, gender and crime?


Lab session: Studying gender differences in arrest rates with Tableau in CMC 110
What is the relationship between race and crime?

Lab session: Studying race differences in arrest rates with Tableau in Library 306
• Reflection paper 2 due at the beginning of class

THEORETICAL EXPLANATIONS OF CRIME

10/2 Classical theory

10/4 Roosevelt era theories of crime

10/7: Reagan era theories of crime
• Reflection paper 3 due at the beginning of class

10/9-14 A more contemporary, critical perspective
10/9

10/11


10/14


- Reflection paper 4 due at the beginning of class

10/16

Library resources for criminological research

Class meets in Library 306

10/17

9:00 am tour of Faribault Prison

Please note that the tour is booked outside of class time.

10/18

Debriefing from the prison tour


Lerman, Amy E. 2017. “Executive Summary.” Officer Health and Wellness: Results from the California Correctional Officer Survey.

10/21

Midterm break
10/23-28  Policing schools

10/23


Nicodemo, Allie and Lia Petronio. 2018. “Schools are safer than they were in the 90s, and school shootings are not more common than they used to be, researchers say.” News @ Northeastern, February 26, 2018, online.

10/25


10/28


- Reflection paper 5 due at the beginning of class

10/30-11/4  Policing Skid Row

10/30

11/1


11/4

Stuart, Forrest. 2016. *Down, Out & Under Arrest*. Just read Chapters 4 and 5, and Conclusion

- Reflection paper 6 due at the beginning of class

11/6

Mass incarceration


11/8,11

Student presentations on mass incarceration

11/8

- Mass incarceration and communities of color
- Mass incarceration and poverty
- Women and mass incarceration

11/11

- Conditions within correctional institutions
- Consequences for physical and mental health
- Consequences for employment and earnings

11/13

Guest speaker: Professor Deborah Appleman

Student presentations on mass incarceration

- Consequences for families and children
- Who benefits from mass incarceration?
- Alternatives to mass incarceration

Understanding the re-entry process

You will be assigned one of the following chapters from Bruce Western’s recent book, *Homeward: Life in the Year After Prison*. Your task is to read, summarize, and present the main ideas of the chapter to your classmates.

Chapter 4. Human Frailty
Chapter 5. Lifetimes of Violence
Chapter 6. Income
Chapter 7. Family
Chapter 8. Back to Jail
Chapter 9. Women
Chapter 10. Race and Racism

Term paper due
**Grading Rubric for class participation**

The following rubric provides guidelines for how class participation will be assessed at the end of term.

<table>
<thead>
<tr>
<th>Points</th>
<th>Descriptor</th>
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<tr>
<td>15</td>
<td>Scholar – involved in the quest for knowledge. A scholar always comes to class on time and is prepared for the material to be covered. A scholar initiates discussion, regularly asks thoughtful and probing questions to expand the depth and breadth of understanding. A scholar is also an active listener who gives attention to the contributions of classmates.</td>
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<tr>
<td>13</td>
<td>Student – seeks clarification of issues discussed in class. A student comes to class on time having prepared for the material to be covered. A student occasionally initiates discussion and facilitates class discussion by participating regularly. A student is a respectful listener who gives classmates attention when they participate in class discussion.</td>
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<td>11.5</td>
<td>Class member – attentive and aware of issues raised in class. A class member comes to class on time with the expected materials. A class member is familiar with the material to be covered. A class member participates in class discussion if called upon. A class member listens to class discussion and typically does not offer talking points.</td>
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<tr>
<td>9.75</td>
<td>Accidental tourist – has a habit of daydreaming, often finding it difficult to respond to questions because they are lost in thought. An accidental tourist neither participates in discussion nor gives classmates attention when they are participating.</td>
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<td>8</td>
<td>Poseur – treats the classroom as an opportunity to catch up on “what’s happening” around campus or to get attention at the expense of disrupting the class. A poseur regards learning as secondary to their own personal interests. A poseur often presents their opinions but is unprepared to discuss any topic in depth. A poseur does not give the impression of being prepared for class.</td>
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<td>0</td>
<td>Disruptor – exhibits unhelpful or disruptive behaviors in the classroom. A disruptor is absent, late, and/or unprepared for class on a regular basis. A disruptor may convey that there is nothing to be learned from either the professor of classmates. A disruptor may hijack the class to gain attention for themselves.</td>
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1 Adapted from Class Discussion Rubric for Teachers: [http://study.com/academy/lesson/class-discussion-rubric-ideas-for-teachers.html](http://study.com/academy/lesson/class-discussion-rubric-ideas-for-teachers.html)