Course Syllabus Sociology 441/541 Criminology and Penology
Dr. Scott Akins 4 units

Professor’s e-mail: sakins@oregonstate.edu
Professor’s phone: 541-737-5370
Professor’s fax #: 541-737-5372

**It is best to contact the professor via email, not blackboard, for any questions/matters regarding the course. You will likely get a much quicker response**

Professor’s webpage: http://oregonstate.edu/cla/sociology/faculty/akinss

Catalogue Description: Review of sociological perspectives on crime and criminal justice, with emphasis upon North America. Review of crime statistics, types of crime, theories of criminality, corrections programs and prisons, and programs to reduce crime.

Enforced pre-requisites (SOC 204 or SOC 204H).

Student Learning Outcomes (Undergraduate and Graduate Students)
At the end of this class undergraduate students should be able to: (1) articulate the key methods and data sources used to study crime, the limitations of each, and the implications these limitations have for our current understanding of crime; (2) articulate empirical generalizations (i.e. trends, patterns) regarding crime across a number of correlates (i.e. age, race, social class, gender); (3) articulate and contrast the key theories employed to understand crime in society; (4) apply these theories across a variety of crime topics.

In addition to all the above learning objectives graduate students will be expected to offer theoretical accounts for the patterns of crime evidenced by distinct groups in society (gender, race, class). Graduate students should also be able to critically evaluate existing crime policy and propose alternatives to the current models.

Learning Resources

NOTE: The 4th edition is CHEAPER and this fine for use in the course if you can find it (e.g. Amazon used). The class reading schedule (below) refers to chapters and pages in the 5th edition, so make any necessary adjustments (the chapters correspond to that week’s material) if you use the 4th edition.
(2) **Supplemental Readings** — Additional readings are listed on the course schedule and are accessible through blackboard.

(3) **Lectures / Key Notes for each Lecture**

(4) **Streaming Video Tutorials on Lecture Material** - Streaming video tutorials of more complex concepts in the lecture are embedded in the lectures to help students learn the material (Click the links to view examples below).

a. [http://www.screencast.com/t/4xgDf6VE7CD](http://www.screencast.com/t/4xgDf6VE7CD)
b. [http://www.screencast.com/t/rgzztd9kmPe](http://www.screencast.com/t/rgzztd9kmPe)

(5) **Media Clips and Movies** – Media clips and movies will be provided to illustrate and reinforce the concepts covered in the class. Pay attention to what is covered as this material may be tested/quizzed on.

- Note on films: If you don’t already have one you may need to get a Netflix or similar membership. I have attempted to find free content wherever possible, but you may need to watch some of the class videos which can’t be ‘broadcast’ in a web-based class due to copyright law via Netflix. This material *may* be available online (e.g. YouTube) but I can’t formally recommend the material be accessed this way. If you choose Netflix the 1-at-a-time for $7.99 a month is sufficient: [http://www.netflix.com/](http://www.netflix.com/)

(6) **Discussion Board** – Thoughtful, well-reasoned posts that reference the readings and lecture notes will earn credit and enable you to converse on these topics with class mates.

(7) **(Optional) Book for Book Review & Theory Application** – Select from the choices on pp. 4 of this syllabus. These books can be purchased cheaply used via Amazon and/or may be available in the library. A book review and theory application paper is required for an A or A- in course.

**Assessment of Undergraduate Student Performance**

(1) **GRADING OPTIONS: There are Two Grading Options — Your Choice:**

<table>
<thead>
<tr>
<th>OPTION 1: Exams &amp; Quizzes Only – Highest grade attainable is a B+</th>
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</thead>
<tbody>
<tr>
<td>Midterm</td>
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<tr>
<td>Cumulative Final</td>
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<tr>
<td>Discussion Board</td>
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</tbody>
</table>

**Grading Scale:** B+=100-87%, B=83%, B-=80, C+=77%, C=73%, C-=70%,
D+=67%, D=63%, D-=60%, F=below 60%.

**NOTE: IMPORTANT!!** Both exams are taken under the supervision of a proctor either through —Proctor U (online) or at a proctoring center or via camera supervision (ask proctor). The proctoring procedures are described in detail in this syllabus.

<table>
<thead>
<tr>
<th>OPTION 2: Exams, Quizzes AND Paper—Required for an A or A- in class</th>
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</thead>
<tbody>
<tr>
<td>Midterm</td>
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</table>

This course is offered through Oregon State University Extended Campus. For more information, contact:

Web: ecampus.oregonstate.edu      Email: ecampus@oregonstate.edu      Tel: 800-667-1465
Cumulative Final  30%  
Paper  20%  
Discussion Board  5%  

**Grading Scale:** A=100-93%, A-=90%, B+=87%, B=83%, B-=80, C+=77%, C=73%, C-=70%, D+=67%, D=63%-4, D-=60%, F=below 60%.

If you choose to complete the paper whatever grade you receive on this assignment will be included in your final grade computation (i.e. even if it results in a lower grade).

(2) **QUIZZES:** Quizzes are timed and taken online. Quizzes will be 15 questions long. You will have 15 minutes (plus a couple extra minutes grace period) to complete the quizzes.

(3) **DISCUSSION BOARD:** Thoughtful, well-reasoned posts that reference / consider the readings and lecture notes will earn credit. This will enable you to converse about the class topics with your classmates. Your score (5% of total grade) is a cumulative one, assigned at the end of the term, based on all your posts throughout the term. This grade is completely at the discretion of the instructor. You should post something for all the questions asked. You are given points primarily for quality, not quantity.

(4) **REVIEW SHEETS** will be available on blackboard for both the midterm and final exam.

There are no review sheets for the quizzes due to the short format.

(5) **EXAM PROCTORING**

**EXAM PROCTORING:** This course requires that you take two exams under the supervision of an approved Ecampus proctor at a proctoring center or via —Proctor U‖ (online proctor using a camera)

Treat your proctoring time as a regular test time. Do not miss it. If you miss your proctoring time it is equivalent to missing an exam in a standard class. You may receive a zero on the exam.

Proctoring guidelines and registration for proctored exams are available online through Ecampus.

**ARRANGE FOR PROCTORING HERE:**
http://ecampus.oregonstate.edu/services/proctoring/

**TEST/PROCTORING RELATED QUESTIONS?** Direct to the EDP Testing Coordinator (800-667-1465 or 541-737-9281) ecampustesting@oregonstate.edu.

On-campus proctoring is offered via Ecampus at no additional charge. If you are an off-campus student the proctoring agency/institution that you use may charge you a fee for their services.

5) **BOOK REVIEW AND THEORY APPLICATION PAPER** (for grading option #2 ONLY)
DIRECTIONS: You will complete a short book review of roughly four to five pages (a little more than 5 pp is fine) that will apply concepts from a single theory (listed next to book title below) to passages from the book. In other words: (1) review/describe the book and as part of this review and (2) (this is the primary part of the assignment) apply a single theory (listed for each book below) to explain/account for behavior of individuals or community circumstances as described in the book. USE PASSAGES FROM THE BOOK to show how the theory —fits with or —explains‖ the material covered in the book. The paper must be typed and double-spaced, in times new roman, 12 point font, and you should include a reference page for any additional sources you use and use. Use ASA reference format for the references (see Blackboard for guide). Feel free to ask the instructor if you have questions about this assignment.

An example of a good paper from a student is posted on blackboard.

Choose from one of the following three books:

(1) In Cold Blood (1966). Truman Capote. — Apply Self-Control Theory or General Strain Theory
Until one morning in mid-November of 1959, few Americans—in fact, few Kansans—had ever heard of Holcomb. Like the waters of the river, like the motorists on the highway, and like the yellow trains streaking down the Santa Fe tracks, drama, in the shape of exceptional happenings, had never stopped there. “If all Truman Capote did was invent a new genre—journalism written with the language and structure of literature—this "nonfiction novel" about the brutal slaying of the Clutter family by two would-be robbers would be remembered as a trail-blazing experiment that has influenced countless writers. But Capote achieved more than that. He wrote a true masterpiece of creative nonfiction. The images of this tale continue to resonate in our minds: 16-year-old Nancy Clutter teaching a friend how to bake a cherry pie, Dick Hickock's black '49 Chevrolet sedan, Perry Smith's Gibson guitar and his dreams of gold in a tropical paradise--the blood on the walls and the final "thud-snap" of the rope-broken necks.


Record levels of unemployment and disappearing jobs in inner-city neighborhoods are the root cause of poverty and social distress among African Americans, contends Wilson. Wilson focuses on Chicago's inner-city poor, and sees a direct link between growing joblessness and what he calls —ghetto-related behavior and attitudes, including fatherless children born out of wedlock, drugs, crime, gang violence, hopelessness, but unlike those who blame a "culture of poverty," he emphasizes that structural changes can effect a turnaround. His plan to reverse declining employment and social inequality includes proposals for city-suburban collaboration, private-sector partnerships with public schools, national health insurance, and time limits on welfare for able-bodied recipients combined with guaranteed jobs in a public-works program modeled on the New Deal's Works Progress Administration. --Amazon.com

After graduating from Emory University in Atlanta in 1992, top student and athlete Christopher McCandless abandoned his possessions, gave his entire $24,000 savings account to charity and hitchhiked to Alaska, where he went to live in the wilderness. Four months later, he turned up dead. His diary, letters and two notes found at a remote campsite tell of his desperate effort to survive, apparently stranded by an injury and slowly starving. They also reflect the posturing of a confused young man, raised in affluent Annandale, Va., who self-consciously adopted a Tolstoyan renunciation of wealth and return to nature. Krakauer, a contributing editor to Outside and Men's Journal, retraces McCandless's ill-fated antagonism toward his father, Walt, an eminent aerospace engineer. Krakauer also draws parallels to his own reckless youthful exploit in 1977 when he climbed Devils Thumb, a mountain on the Alaska-British Columbia border, partly as a symbolic act of rebellion against his autocratic father. In a moving narrative, Krakauer probes the mystery of McCandless's death, which he attributes to logistical blunders and to accidental poisoning from eating toxic seed pods. --Amazon.com

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READ THE BOOK AND REFERENCE IT. Don’t just watch the movie (if available), as this is obvious to me.

* A WARNING regarding academic honesty (unnecessary for almost all students): (1) Make sure the work submitted is your own. I keep e-copies of formerly submitted student papers and may check yours against this paper database. (2) Don’t use someone else’s paper, online papers, or reviews of these books for your paper. If I identify academic dishonesty you will fail the course and be referred to the University Student Conduct Board.

Plagiarism refers to the use of work of others as your own. Examples include copying material from the web and paraphrasing material from a source without citing it so the reader does not know you are drawing on what someone else has said. Plagiarism is a serious academic violation and if identified will result in a failing grade for the course. The —Writing within Sociology handbook on the Sociology Department website provides clear guidance on how and when you should cite: (http://oregonstate.edu/dept/sociology/socwritingguide1-7.pdf).

Feel free to come to me with any question regarding proper citation—I am always happy to help you—but note that if you are unsure it is better to cite the source and NEVER CUT AND PASTE MATERIAL FROM THE WEB INTO YOUR ASSIGNMENT. Late papers are penalized at the rate of 10% per University business day.

(6) GRADUATE STUDENTS

Graduate Student Grading Procedures:
In addition to the Sociology 441 exams and quizzes graduate students are expected to complete a literature review of 10 to 12 pages (typed, double-spaced, times new roman font, ASA reference format—see Blackboard for guide). The literature review should focus on an area of research in crime and justice, broadly construed. I encourage you to select a topic of study that you will continue to research after the conclusion of this class. My intent is that your work on this literature review will assist your professional development. For example, the literature review might serve as part of your master's/dissertation thesis or as part of a study you can submit for publication in a peer-reviewed research journal. The topic you choose is up to you, but before proceeding in your research you must consult with and gain approval of the topic from the instructor.

Each class item is weighted as follows (grad students):

<table>
<thead>
<tr>
<th>Item</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Midterm</td>
<td>15%</td>
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<tr>
<td>Cumulative Final</td>
<td>25%</td>
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<tr>
<td>Literature Review</td>
<td>50%</td>
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<tr>
<td>Quiz 1</td>
<td>5%</td>
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<tr>
<td>Quiz 2</td>
<td>5%</td>
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<tr>
<td>Discussion Board</td>
<td>- Required</td>
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Course Policies

Exam / Paper Policies — Makeup exams and paper due date extensions will be given only when approved in advance from the instructor and in extreme situations (e.g. serious health problems; death in the family; military commitment).
**Incompletes** — Take this course only if you plan to finish it in a timely manner (during this term). I assign an "I" or incomplete only when there is a strong and compelling case for doing so (e.g. serious health problems; death in the family; military commitment).

**Academic Integrity** — Students are expected to comply with all regulations pertaining to academic honesty, defined as: An intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work. For further information, visit Avoiding Academic Dishonesty, or contact the office of Student Conduct and Mediation at 541-737-3656. More information on this is provided in the paper guidelines below.

Providing false information to me regarding this course is a violation of the student conduct policy regarding academic dishonesty and can result in sanctions ranging from failing this course to being expelled from the University (See Oregon Administrative Rule 576-015-0020(6)).

**Statement Regarding Students with Disabilities:**
Accommodations are collaborative efforts between students, faculty and Services for Students with Disabilities (SSD). Students with accommodations approved through SSD are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through SSD should contact SSD immediately at 541-737-4098.

**Course evaluation:**
We encourage you to engage in the course evaluation process each term – online, of course. The evaluation form will be available toward the end of each term, and you will be sent instructions by Ecampus. You will login to —Student Online Services! to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.

**Expectations for Student Conduct:**
**Conduct in this online classroom** — Students are expected to conduct themselves in the course (e.g. on discussion boards if used, email postings) in compliance with the university's regulations regarding civility. Students will be expected to treat all others with the same respect as they would want afforded themselves. Disrespectful behavior to others (e.g. harassing behavior, personal insults, and inappropriate language) or disruptive behaviors in the course (such as persistent and unreasonable demands for time and attention both in and out of the classroom) is unacceptable and can result in sanctions as defined by Oregon Administrative Rules Division 015 Student Conduct Regulations. Student conduct is governed by the university's policies, as explained in the Office of Student Conduct: information and regulations. In an academic community, students, faculty and staff each have responsibility for maintaining an appropriate learning environment, whether online or in the classroom. Students, faculty and staff have the responsibility to treat each other with understanding, dignity and respect. Disruption of teaching, administration, research, and other institutional activities is prohibited by Oregon Administrative Rule 576-015-0015 (1) and (2) and is subject to sanctions under university policies, OSU Office of Student Conduct.
<table>
<thead>
<tr>
<th>Weeks</th>
<th>Criminology &amp; Social Research/Research Methods &amp; Sources of Data about Criminal Behavior</th>
<th>Article: ‘Police Record &amp; Uniform Crime Reports’ (Blackboard-BB)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>Introduction to Theory; The Positivist School of Criminology; Modern Biological Theory.</td>
<td>Akers &amp; Sellers Chapter 1</td>
</tr>
<tr>
<td></td>
<td>The Classical School of Criminology; Modern Deterrence Theory</td>
<td>Akers &amp; Sellers Chapter 3</td>
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<tr>
<td></td>
<td>QUIZ 1 – TIMED &amp; TAKEN ONLINE – Take Quiz online between WEDS X/XX (12.01am) and TUES X/XX (11.59PM)</td>
<td>Report: <em>Bureau of Justice Report—Imprisonment 1974-2001</em></td>
</tr>
<tr>
<td>Weeks</td>
<td>An Issue of Deterrence?: Capital Punishment</td>
<td>Review Akers &amp; Sellers Chapter 2</td>
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<tr>
<td>3-5</td>
<td>Learning Theories &amp; Control Theories</td>
<td>Akers &amp; Sellers Chapter 5</td>
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<td>PROCTORED MIDTERM EXAM: Take exam between WEDS X/X and TUES X/X. Arrange for a proctor through the EDP office, as noted above in the syllabus.</td>
<td>Akers &amp; Sellers Chapter 6</td>
</tr>
<tr>
<td>Weeks</td>
<td>Strain &amp; Social Disorganization Theories</td>
<td>Akers &amp; Sellers Chapter 8</td>
</tr>
<tr>
<td>6-7</td>
<td>Developmental &amp; Integrated Theories of Crime</td>
<td>Chapter 7 &amp; Ch 12 p 314-32. (lifecourse criminology material only)</td>
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<td></td>
<td>QUIZ 2 – TIMED &amp; TAKEN ONLINE – Take Quiz 2 online between WEDS X/X (12.01am) and TUES X/X (11.59PM)</td>
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<tr>
<td>Weeks</td>
<td>Correlates of Crime</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>7-8</td>
<td>Chapter 11</td>
<td>Bureau of Justice Report <em>Contacts Between the Police and the Public in 2005</em> (BB)</td>
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<td></td>
<td>(OPTIONAL) PAPER DUE: Friday X/X by 5pm Pacific Time Submit your paper via the blackboard paper submission link.</td>
<td>Hicky —The Phenomenon of Serial Murder</td>
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<tr>
<td>Weeks</td>
<td>Serial Homicide</td>
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<tr>
<td>9-10</td>
<td>Cumulative Exam Preparation</td>
<td></td>
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<td></td>
<td>PROCTORED FINAL EXAM: Take exam between MON X/X and FRI X/X. Arrange for a proctor through the EDP office, as noted above in the syllabus.</td>
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