

**Cr.J. 110 (5 & 6) CRIME & PUNISHMENT**

Dr. Sue Cote

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Office Hours: Monday 5:00-6:30pm  
Thursday 12:30-2:00pm

Class Days/Times/Locations:  
Section 5: T/R 9:00-10:15am Alpine 144  
Section 6: T/R 3:00-4:15pm Douglass 209

**Course Description**

CrJ 110 reviews integrated criminological theories and frequently neglected perspectives to demonstrate the importance and necessity of theory to inform criminal justice policies, sanctions and crime prevention practices. Overview of the functions of crime control will be presented with a special emphasis on the historical and philosophical development of criminal punishment imposed collectively by the State and society. The course will also address the study of the social significance and typology of criminal punishment.

**Course Objectives**

1. Demonstrate a competent level of understanding of the various schools of criminological theory and identify basic conceptualizations of each theory, its historical development, and corresponding criminal sanctions.
2. Describe the role that politics, the economy, social order, and social structure play in the construction of crime and criminal sanctions.
3. Identify and describe the social and legal significance of criminal behavior, its effects on victims of crime, and the victims' role in the sanctioning process.
4. Appraise crime control policies, debate the pros and cons of current crime legislation and create counter-arguments.
5. Demonstrate a competent level of understanding of the application of scientific research to crime control strategies.

**Required Books**

You can purchase the following textbooks at the Hornet Bookstore.

Miller, J.M., Schreck, C., and Tewksbury, R. 2006. Criminological Theory: A Brief Introduction, 2<sup>nd</sup> edition. Boston: Pearson.

Pogrebin, M. (ed.). 2004. About Criminals: A View of the Offender's World. Thousand Oaks, CA: Sage Publications, Inc. ISBN—0-7619-2816-2

Reiman, Jeffrey. 2007. The Rich Get Richer and the Poor Get Prison: Ideology, Class, and Criminal Justice, 8th ed. Boston, MA: Pearson. ISBN-- 0-205-46172

## WebCT 6.0 Information

You are required to have a Saclink account for this course. If you do not have one, please get one by the next class meeting. ALL of the assignments, including take-home exams, and course information will be posted on WebCT version 6.0. This is a new version of WebCT and the website is placed below. Please add it to your Favorites or Bookmark it so that you can access the correct version of my course.

**CE6:** <http://www.online6.csus.edu>

## Writing Assignments:

**ALL ASSIGNMENTS MUST BE TURNED IN TO ME IN HARD COPY FORM AT THE START OF CLASS ON THE DAY THE PAPER IS DUE. ASSIGNMENTS MAY ALSO BE TURNED IN ON WEBCT, AS A BACK-UP; HOWEVER THIS IS OPTIONAL. ACCIDENTS HAPPEN AND PAPERS OCCASIONALLY GET MISPLACED, IF THEY ARE TURNED IN LATE, PLACED UNDER THE OFFICE DOOR, ETC.**

**\*\*\* Students who submit an electronic version of their writing assignment without a hard copy will receive an AUTOMATIC DEDUCTION of ½ letter grade on their paper.**

**\*\*\* The “clock” starts ticking on the paper due date. Even if you turn in an e-copy of your paper on time, points will be deducted if your hard copy is not turned in on time.**

1. In-Class Quizzes (30% -- 10 total/3% each)—Each student will be required to take 10 quizzes. They will be administered in class and will contain 10-15 multiple-choice/true false and occasionally, short answer, questions each. **These quizzes CANNOT be made up, so please plan accordingly.** The quizzes will test your general knowledge of issues discussed in the readings for that week’s reading assignment.

### Quiz Dates:

Quiz 1: 2/12      Quiz 6: 3/25  
Quiz 2: 2/26      Quiz 7: 4/15  
Quiz 3: 3/4        Quiz 8: 4/22  
Quiz 4: 3/11      Quiz 9: 4/29  
Quiz 5: 3/18      Quiz 10: 5/6

2. Critical Reviews (30%; 3 @ 10% each)— You will be required to read and critically evaluate chapters of Reimans’ book, *The Rich Get Richer, and the Poor Get Prison, 8<sup>th</sup> Ed.* Instructions will be placed on WebCT for you to download.
3. Take-Home Exams (30%)—Each student will be required to complete TWO take-home examinations. These examinations will test for understanding of the course content as well as critical thinking skills: analysis of issues and synthesis/integration of concepts. Test question prompts will be posted on WebCT and will be made available 1 week before the test is due. **Test 1 DUE** March 13<sup>th</sup> **Test 2 DUE** May 15<sup>th</sup>
4. In/Out of Class Homework (10%)—Each student will have the responsibility of completing “homework/online” (e.g., in the event class is cancelled) or “in-class work” assignments on occasion. The **Homework/online** assignments will be posted on WebCT and will require you to complete them on WebCT.

## Late and/or Missed Assignment Policies

1. Quizzes— **CANNOT be made up.** Please plan accordingly.
2. Take Home Exams—For every day the HARD COPY paper is late, you will lose ½ letter grade (1/2 point on my grade scale). If exams are more than 1 week late, I will not accept them. **NO EXCEPTIONS**

3. Critical Review Assignments—For every day the HARD COPY paper is late, you will lose ½ letter grade (1/2 point on my grade scale). If papers are more than 1 week late, I will not accept them. NO EXCEPTIONS.

### Grading Range

A= 94-100	C= 74-76
A-= 90-93	C-= 70-73
B+= 87-89	D+=67-69
B= 84-86	D= 64-66
B-= 80-83	D-= 60-63
C+= 77-79	F= 59 and below

### Grading Policy

There will be *no incomplete grades* given for this course except in the most severe circumstances. A grade of Incomplete is usually assigned only when a student has completed more than 50% of the required coursework and has had an unexpected crisis (family, medical, mental health, etc.) arise during the semester or session and cannot complete the rest of the term. Written documentation will be *required* for any request for an incomplete grade, and if something occurs, please speak with me immediately so that I can ensure that your grade will not be jeopardized.

There are *no extra credit* options available for this course. Extra credit is rarely that- it's more often used as "instead of credit." Extra credit is also discouraged because it means that students are graded on different criteria, which is patently unfair. At my discretion, I may offer the opportunity for students to get "bonus points," but these opportunities are available to everyone.

Students may turn in papers late, at a penalty of 2 points per working day. Weekends will not be counted against you. Papers will *not be accepted* if a paper is more than 5 working days late (one week). No exceptions!

I will be glad to *update you on your progress* throughout the course. However, please do not call me to find out how you did on a test or a paper, as I do not give grades over the phone. I will make results available to the class as soon as I reasonably can or you may see me personally or e-mail me with grade information requests.

\*\*\* If you ever feel that you have been graded unfairly, you may appeal your grade to me **in writing**. By providing me with a written appeal, you have the opportunity to present your case for a better grade fully, clearly, and concisely, and I have the opportunity to reflect carefully on your arguments.

### Help and Special Needs

If you find that you are having problems with the course material, you are encouraged to come speak with me as soon as possible. Likewise, accommodations for differently-abled students can be made. These needs must be brought to my attention as early as possible. You are encouraged to stop by during office hours; if these hours are not convenient for you, contact me by phone or e-mail and we can set up an appointment.

### Academic Integrity and Honesty Issues

Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect for others' academic endeavors. By placing their name on academic work, students certify the originality of all work not otherwise identified by appropriate acknowledgments. Therefore, plagiarism will not be tolerated. See the full copy of the University's Student Discipline policy.

### Other Important Information

#### Classroom Etiquette Issues:

**Cell Phones and Pagers:** Out of courtesy and respect for all of us in the classroom, I am requiring that all cell phones and pagers be turned off while class is in session. This is a no-brainer!!! If one of these technological

gadgets "goes off" during class, I will ask that you turn it off immediately. If the problem persists, you will be asked to leave.

**Be on Time!** I have noticed over the past couple of semesters that students have been coming late to class and/or leaving early. I certainly understand if you must do this out of necessity (i.e., a doctor's appointment; traffic issues; etc.). If you know ahead of time that you will be arriving no more than 15 minutes late and/or leaving early, please inform me in a timely manner. If you arrive late or must leave early, please sit by the door. It is simply rude and disruptive to myself and the entire class to have you walk in front of class to find a seat. If promptness is a problem for you, you might consider taking a different section.

**\*\*\* Please note (again)-- Do not bother to show up if you will be more than 15 minutes late. If you do, you will be asked to leave. It isn't that I don't want you there; rather, it is rude and disruptive to me and the other students if you come in once the class is well underway.**

**Eating in Class:** I do allow students to have food and drink during the class session. However, use your common sense and be quiet about it. Opening a bag of chips during lecture, for example, would not be a wise choice!

**Sleeping in Class:** If you feel you need to nap during class, go home and take a nap. Please do not do it in my classroom.

**Surfing the Web in Class:** I cannot police students' surfing behaviors and will not attempt to do so. However, please note that I know that many students have done and continue to surf the web while my class is being conducted. I think that it is rude not only to me but your fellow classmates as well. It is also unnecessary, since I do not require in-class web activities. *If you feel compelled to surf the web during my class, maybe you need to rethink the reasons why you are in the class in the first place. Maybe you need to drop this class and take something more stimulating.*

### **Final Comments & Teaching Philosophy**

Open your mind and be respectful of points of view that differ from your own! I encourage lively debate, but be courteous and professional in your demeanor towards others.

In this course, I expect students to actively participate and contribute to classroom discussions. In fact, I firmly believe that the success of this class depends upon your contributions. By "success," I mean dynamic, exciting, and fun, yet challenging. Although I do encourage open discussion and contribution of all varieties of opinions and comments, I also require that students respect one another. In other words, you certainly do not have to agree with every comment you hear or argument that someone makes. (Complete consensus is boring!) But you must remember and respect the fact that everyone is entitled to have his or her opinion be heard in an environment of open discourse. I feel it is the only way we can have a worthwhile and comfortable discussion of the issues.

Although this course will involve a strong commitment on your part to the completion of the readings and assignments as well as attendance and participation in class discussions, I feel that this course can be an enjoyable learning experience for you. Therefore, my overall teaching philosophy encompasses both of these goals: learn as much as you can but have fun while doing it. *You only get out of something what you put into it.* Let this be my message to you. So . . . good luck, learn lots, and have fun. And my final comment . . . should you have ANY questions about anything, please do not hesitate to ask. I have not been able to accomplish the goal of reading my students' minds (and have since given up!), so if you are having trouble with the material or whatever it is, speak up! I'll do my best to help you out!!

**CrJ 110 Course Assignment and Reading Schedule**

Books: Miller, Schreck, and Tewksbury= MST                      Reiman= R                      Pogrebin=P

<b><u>Week</u></b>	<b><u>Dates</u></b>	<b><u>Topics</u></b>	<b><u>Readings &amp; Assignments</u></b>
1	Jan. 28—Feb. 1	Theoretical Criminology: An Introduction	MST—Ch.1; Ch. 10 pp. 169-176 only
2	Feb. 4—8	Theoretical Criminology: An Introduction	MST—Ch. 1; Ch. 10 pp. 169-176 only P—Ch. 3: Katz-“Sneaky Thrills”
3	Feb. 11—15	Criminal Justice Expansion & Crime Control in the US	R—Introduction & Ch. 1 P—Ch. 4: Ferrell-“Urban Graffiti...”  * <b>Quiz 1 (2/12)</b> * <b>No class Feb. 14<sup>th</sup></b>
4	Feb. 18—22	Theories of Crime and Punishment—What is “Crime?”	R—Ch. 2, Appendix II; MST—Ch. 2 P—Ch. 5: Ray & Simons--“Convicted Murderers’ Accounts of Their Crimes”  * <b>Critical Review 1 due (2/19)</b> * <b>No class Feb. 21<sup>st</sup></b>
5	Feb. 25—29	Theoretical Perspectives cont. & Violence in the US	R—Ch. 3 P—Ch. 7: Jacobs & Wright-“Stick-Up, Street Culture, and Offender Motivation”  * <b>Quiz 2 (2/26)</b>
6	Mar. 3—7	Biological Theories	MST—Ch. 3 P—Ch. 11: Zevitz & Farkas-“Sex Offender Community Notification”  * <b>Quiz 3 (3/4)</b>
7	Mar. 10—14	Psychological Theories	MST—Ch. 4 P—Ch. 12: Warner-“Aural Assault: Obscene Telephone Calls”  * <b>Take-Home Exam 1 due (Mar. 13<sup>th</sup>)</b> * <b>Quiz 4 (3/11)</b>
8	Mar. 17—21	Social Ecology of Crime	MST—Ch. 5 P—Ch. 21: Lex-“Narcotics Addicts’ Hustling Strategies”  * <b>Quiz 5 (3/18)</b>
9	Mar. 24—28	Learning & Cultural Transmission Theories	MST—Ch. 6 P—Ch. 15: Coontz-“Managing the Action: Sports Bookmakers as Entrepreneurs”  * <b>Quiz 6 (3/25)</b> * <b>Critical Review due (3/27)</b>

<b>10</b>	<b>Mar. 31—Apr. 4</b>	<b>SPRING BREAK!</b>	<b>** Read ahead for week 11 ☺</b>
11	Apr. 7—11	Learning & Cultural Transmission Theories, cont.  Strain Theories	MST—Ch. 7 P—Ch. 20: Miller-“Gender and Victimization Risk Among Young Women in Gangs”
12	Apr. 14—18	Strain Theories	MST—Ch. 7  * <b>Quiz 7 (4/15)</b>
13	Apr. 21—25	Sociological Theories—Control Theories	MST—Ch. 8 P—Ch. 16: Benson-“Denying the Guilty Mind: Accounting for Involvement in White-Collar Crime”  * <b>Quiz 8 (4/22)</b> * <b>Critical Review 3 (4/24)</b>
14	Apr. 28—May 2	Critical Perspectives—Labeling & Radical Theories	MST—Ch. 9 P—Ch. 13: Dabney and Hollinger-“Drugged Druggists: The Convergence of Two Criminal Career Trajectories”  * <b>Quiz 9 (4/29)</b>
15	May 5—9	Critical Perspectives & New Theoretical Developments	MST—Ch. 9 P—Ch. 30: Sommers, Baskin, and Fagan-“Getting Out of the Life...” R—Ch. 4  * <b>Quiz 10 (5/6)</b>
16	May 12—16	Feminist Criminology	MST—Ch. 9 P—Ch. 27: Dunlap, Johnson, and Manwar-“A Successful Female Crack Dealer...” R—Conclusion: Criminal <i>Justice</i> or <i>Criminal Justice</i>  * <b>Take-Home Exam 2 due (5/15)</b>
17	May 19—23	Finals Week!	N/A

**HAVE A SAFE & HAPPY SUMMER!!**