

Cr.J. 110 (4) CRIME & PUNISHMENT

Dr. Sue C. Escobar

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Office Hours: Monday: 10:30am—2:30pm
Tuesday: 3:00—6:00pm
Thursday: 11:00am—1:00pm

Class Days/Times/Locations:
Tuesdays/Thursdays—1:30-2:45pm
Location: Solano 2002

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 or through an online book seller such as Amazon.

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

Pratt, Tavis. (2009). Addicted to Incarceration: Corrections Policy and the Politics of Misinformation in the United States. Thousand Oaks, CA: Sage Publications, Inc.

Support with Writing Assignments

The College of Health and Human Services Writing Center, located in Solano Hall 5000, is a program designed to assist students with all stages of writing from pre-writing through editing a text utilizing a peer-tutoring environment. The Center is staffed by graduate students from the English Department. Hours will be posted at the beginning of the Spring 2009 semester. If you have questions about the Center, please call (916) 278-7255.

SacCT 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 SacCT 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.

COURSE ASSIGNMENTS—EXAMS & WRITING ASSIGNMENTS

All assignments and exams are graded on a 100 point scale, with the exception of the discussion reflections.

1. Tests (3 total, valued at 50 points each) 150 points—Each student will be required to take 5 quizzes. Quizzes will be based on course material (PowerPoint lectures, notes, discussions, and videos). Students must answer a SacCT-based multiple choice/true-false quiz. **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.

Test Dates: Tests will be posted on Tuesdays at 9:00am and will close out at 11:30pm on Fridays (see specific dates below):

Test 1= March 3rd—6th
Test 2= April 14th—17th
Test 3= May 19th—22nd (finals week)

2. Position Paper (100 points)—Each student will be required to complete one 5 page (approx) position paper on an issue regarding crime, punishment, and theory. This paper will examine your understanding of the course content as well as critical thinking skills: analysis of issues and synthesis/integration of concepts. The position paper prompt and rubric will be posted on SacCT shortly so that you may get working on it right away. **DUE—March 26th**

3. Reflections on Incarceration (4 at 25 points each; 100 points total)— You will be required to read and critically evaluate one (1) chapter from each of the three (3) parts in Pratt’s book. In other words, each chapter reflection must be from a different section. Instructions will be placed on SacCT for you, but basically you will be responsible for doing the following: (a) briefly summarize the chapter’s main points; (b)** critically evaluate Pratt’s main points/argument: do his points make sense or are there problems with his arguments? Can you relate the chapter to what we are discussing in class? Come up with at least 2 ‘real-world’ examples and/or examples from one of the videos that you can use to address and discuss the chapter (c) Come up with 1 question that you have about the points he raises. Address this question you have in your conclusion.

DUE DATES:

Reflection 1: February 19th

Reflection 2: March 19th

Reflection 3: April 23rd

4. Discussion Participation— (11 @ 5 pts each; 55 points total): Each student will be responsible for participating in in-class or online (homework) discussion reflections. Discussion reflections will focus on issues we have been discussing for the upcoming week, including any prior topics. For example, there will be discussion reflections following on some of the videos I will ask you to watch as well as discussions on some of the issues addressed in the readings. Each student will have the responsibility of completing “homework/online” (e.g., in the event class is cancelled) or “in-class work” writing assignments on occasion. The **Homework/online** assignments will be posted on WebCT and will require you to complete them on WebCT. Much of this work will be ungraded, but will be used to facilitate discussion and charge your critical thinking engines ☺ I will, however, use this work as attendance. Trust me, it is the easiest 55 points you will ever earn, so make it a point to come to class and/or participate online ☺

PBS FRONTLINE VIDEOS

You will also be expected to view several audio-visual presentations on the Internet, read special reports (on the websites). All of this information can be found on the following websites:

Frontline Watch Online—“The New Asylums” <http://www.pbs.org/wgbh/pages/frontline/shows/asylums/>

Frontline Watch Online— “Burden of Innocence” <http://www.pbs.org/wgbh/pages/frontline/shows/burden/>

Frontline Watch Online— “When Kids Get Life” <http://www.pbs.org/wgbh/pages/frontline/whenkidsgetlife/>

Frontline Watch Online— “A Dangerous Business”
<http://www.pbs.org/wgbh/pages/frontline/shows/workplace/>

*** All programs are broadcast in QuickTime, Real Player, and/or Windows Media formats. **Students will need to have a high speed connection to the Internet to view these videos. You may also need to upgrade to a newer version of your media player: version 9 or later of Windows Media player or version 10 of Real Player.**

Late and/or Missed Assignment Policies

1. Tests—Tests *cannot be made up*. Please plan accordingly.
2. Position Paper & Reflection Assignments—For every day a 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.
3. Discussion Reflections—Discussion reflections *cannot be made up*. If you do not participate in the discussion in class or post a response for that week (if class is held online), you will lose those points. Please plan accordingly.

***** Please contact me in advance if a situation arises where you need to turn in a written or discussion assignment late.**

Grading Range

A = 385—405	C = 265—284
A- = 365—384	C- = 245—264
B+ = 345—364	D+ = 225—244
B = 325—344	D = 205—224
B- = 305—324	D- = 185—204
C+ = 285—304	F = 0—184

Tests	150 points
3 Reflections	75 points
Position Paper	100 points
Discussion Reflections	80 points

Total Points for Course= 405 points

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, Pagers, and anything that beeps!: 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 or possibly sing a song aloud to the entire class while standing up ☺

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

Pratt= P

<u>Week</u>	<u>Dates</u>	<u>Topics</u>	<u>Readings & Assignments</u>
1	January 26—30	Theoretical Criminology: An Introduction	MST—Ch.1; Ch. 10 pp. 169-176 only
2	February 2—6 ** Feb. 5th—no class meeting; watch video	Theoretical Criminology: An Introduction	MST—Ch. 1; Ch. 10 pp. 169-176 only Watch Frontline Online Video— “Burden of Innocence” http://www.pbs.org/wgbh/pages/frontline/shows/burden/ • Online Discussion Reflection Due (check SacCT)
3	February 9—13	Criminal Justice Expansion & Crime Control in the US	P—Foreword; Preface; Ch. 1
4	February 16—20	Theories of Crime and Punishment—What is “Crime?”	MST—Ch. 2 P—Ch. 2 • Reflection 1 Due 2/19
5	February 23—27	Biological Theories	MST—Ch. 3
6	March 2—6	Psychological Theories	MST—Ch. 4 Watch Frontline Online Video—“The New Asylums” http://www.pbs.org/wgbh/pages/frontline/shows/asylums/ • Online Discussion Reflection Due (check SacCT) • Test 1 available 3/3—3/6
7	March 9—13	Social Ecology of Crime	MST—Ch. 5 P—Ch. 3
8	March 16—20	Learning & Cultural Transmission Theories	MST—Ch. 6 P—Ch. 4 • Reflection 2 Due 3/19
9	March 23—27	Learning & Cultural Transmission Theories, cont.	MST—Ch. 6 & 7 Watch Frontline Online Video— “When Kids Get Life” http://www.pbs.org/wgbh/pages/frontline/whenkidsgetlife/

		Strain Theories	<ul style="list-style-type: none"> • Position Paper Due 3/26
10	Mar. 30—April 3	SPRING BREAK!	SPRING BREAK!
11	April 6—10	Strain Theories	MST—Ch. 7 P—Ch. 5
12	April 13—17	Sociological Theories— Control Theories & Neutralization Theory	MST—Ch. 8 <ul style="list-style-type: none"> • Test 2 available April 14—17
13	April 20—24	Critical Perspectives— Labeling & Radical Theories	MST—Ch. 9 P—Ch. 6 <ul style="list-style-type: none"> • Reflection 3 Due 4/23
14	April 27—May 1	Critical Perspectives & New Theoretical Developments	MST—Ch. 9 Watch Frontline Online Video— “A Dangerous Business” http://www.pbs.org/wgbh/pages/frontline/shows/workplace/
15	May 4—8	Feminist Criminology	MST—Ch. 9 P—Ch. 7
16	May 11—15	Feminist Criminology & Course Wrap-Up	P—Ch. 7
17	May 18—22	FINALS WEEK!!	Test 3 available 5/19—5/22

HAVE A COOL SUMMER!!