

**SOCI 251-01: CRIMINOLOGY**

Fall 2017 – Course Instructor: Jonathan Coley, PhD

**COURSE INFORMATION**

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- **Class Location:** Wallace Hall 113; **Class Time:** MW 2:00 p.m. – 3:15 p.m.
- **Office Location:** Wallace Hall 3; **Office Hours:** MW 12:30 p.m. – 1:55 p.m.; TR 12:45 p.m. – 1:55 p.m.; & by appointment
- **Office Number:** 309-457-2185; **E-mail:** [jcoley@monmouthcollege.edu](mailto:jcoley@monmouthcollege.edu)

**COURSE DESCRIPTION**

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In this course, we will explore theories and empirical accounts of crime and the criminal justice system. Specifically, we will examine theories of crime, read ethnographic accounts of criminal behavior, discuss the reasons behind the rise of mass incarceration, and learn about the impacts of mass incarceration on communities.

Students will be evaluated in terms of their ability to master and apply course content through effective in-class participation, reading quizzes, two essays, and three in-class exams. The course is perfect for those considering careers in law enforcement, criminal justice, social work, and other human services, as well as anyone seeking to understand contemporary debates about crime and punishment.

**REQUIRED TEXTS**

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Students are required to purchase/rent and read the following books:

- Alexander, Michelle. 2012. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York, NY: The New Press.
- Contreras, Randol. 2013. *The Stickup Kids: Race, Drugs, Violence, and the American Dream*. Berkeley, CA: University of California Press.
- Jacques, Scott, and Richard Wright. 2015. *Code of the Suburb: Inside the World of Young Middle-Class Drug Dealers*. Chicago: University of Chicago Press.
- Tibbetts, Stephen G. 2015. *Criminological Theory: The Essentials*. 2<sup>nd</sup> ed. Thousand Oaks, CA: Sage Publications.

## EVALUATION

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Student grades will be calculated as follows:

- Attendance and Participation 10%
- In-Class Quizzes and Exercises 20%
- Essays (2) 20% (10% each)
- In-Class Exams (3) 50% (1<sup>st</sup> and 2<sup>nd</sup> exam, 15% each; 3<sup>rd</sup> exam, 20%)

The **attendance** and **participation** grades are based on your regular attendance in class and thoughtful contributions to class discussions. Attendance will be taken every class period; all students are allowed two absences, but one percentage point will be deducted for every additional class period missed. (Note: two “tardies” will equal one absence.) **Please note: in case of emergencies, such as a death in the family or documented illness, I may excuse students from missing class, but I must be notified prior to or within a day of the absence.**

**In-class quizzes** will include multiple choice and/or short answer questions that cover information from the readings. Students are expected to come to class prepared to take a quiz every day. From time to time, I may also assign in-class **exercises** that will count toward this quiz average.

Students will be required to write two 5-to-7-page double-spaced **essays**. Specifically, at least two weeks prior to the essay due dates, I will hand out a prompt (a question or series of questions) about criminal behavior (for the first essay) or the criminal justice system (for the second essay). The prompts will require students to draw on information they have gained through the course readings and lectures, although they may also require additional readings.

Finally, the three **in-class exams** will include multiple choice, short answer, and/or short essay questions. Any information covered either in the readings or in class is eligible for inclusion in the exams. The final exam is comprehensive.

Letter grades will be assigned according to the following distribution:

- A = 93-100%
- A- = 90-92%
- B+ = 87-89%
- B = 83-86%
- B- = 80-82%
- C+ = 77-79%
- C = 73-76%
- C- = 70-72%
- D+ = 67-69%
- D = 63-66%
- D- = 60-62%
- F = < 60% ☹

## COURSE POLICIES

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1. **Hours per Week Work Expectations** – Students should expect to work an average of twelve hours each week. This includes the 2.5 hours of class time and the remaining 9.5 hours outside of class closely reading texts, studying for quizzes and exams, researching and writing your essays, and meeting with me. This is only an average: some weeks will demand more than others depending on the nature of the assignments due those weeks.
2. **Considerate Attendance** – Students should arrive on time for class and notify the professor if they need to leave class early. Violations of this policy will result in points deducted from the attendance/participation grade.
3. **Respectful In-Class Behavior** – Students should refrain from using cell phones in class; **students who are texting or otherwise using their phones during class will be counted as “absent” for the day.** Students are discouraged from using laptops. Finally, students must avoid sleeping in class, holding personal conversations, and engaging in any behaviors that disrupt me or other students. Violations of this policy will result in points deducted from the attendance/participation grade.
4. **Make-Up Policy** – Students will receive a make-up exam or quiz ONLY in cases of excused absences (as defined in the section on attendance grades above). Those exams or quizzes must be taken on the day you return to class (or as otherwise negotiated with the professor). However, students will not be able to make-up the final exam.
5. **Late Assignment Policy** – Written assignments will be docked a letter grade for each day that they are late. No essays will be accepted beyond the final exam.
6. **Academic Integrity** – Students will be held to the highest standards of academic integrity. This includes not plagiarizing or presenting other people’s work as your own when writing papers, as well as not cheating in any way on exams. Violations of this policy will result in a failing grade on the assignment in question and referral to the dean.
7. **Academic Support** – The Monmouth College Writing Center offers unlimited, free peer tutoring sessions for students at MC. Peer writing tutors work with writers from any major, of any writing ability, on any type of writing assignment, and at any stage of their writing processes, from planning to drafting to revising to editing. Peer speech tutors are also available on a limited basis to assist student speakers at any point in the process of designing a speech – from outlining to delivery. They are located on the 3rd floor of Mellinger and are open Sunday-Thursday 7-10pm and Monday-Thursday 3-5pm on a first-come, first-served basis. No appointment necessary! Learn more about the Writing Center at their website: <http://blogs.monm.edu/writingatmc/writing-center/>
8. **Disability Policy** – Students with disabilities can apply for accommodations at the Teaching and Learning Center. Please see <http://ou.monmouthcollege.edu/life/disability-services/default.aspx> and notify me if you would like to use your approved accommodations.

9. **Syllabus Changes** – Any changes to the syllabus will be announced in class and/or through e-mail and will not entail additional work on your part.

### **TIPS FOR SUCCESS IN THIS CLASS**

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1. **Read all assigned chapters** word for word. If you find that your mind wanders off as you read, try engaging with the readings more closely by creating outlines of each chapter or by drafting short summaries of each section of a chapter.
2. **Take notes during class lectures and discussions.** It is not enough just to “show up” to class -- if you do not take notes in class, it becomes too easy for your mind to wander off, and time passes by more slowly. Taking notes will help you stay engaged with the class and will provide you with great study materials for exams.
3. **Discuss** what you are learning from the readings and course lectures with your friends and classmates. Studies show that when you verbalize the things you are learning, you are much more likely to retain those ideas. You may also discover that you do not understand certain ideas as well as you thought and will have a better idea of where you need to focus your energies when studying for exams.
4. **Visit the textbook website** at <https://study.sagepub.com/tibbettsess2e>. The website contains e-flashcards and quizzes that will help you prepare for quizzes and exams.
5. **Come to office hours regularly** or make appointments with me to ask questions about the course content or to get a better understanding of my expectations for course papers and exams. Be sure to ask clarifying questions well in advance of paper due dates or exam days so that I have enough time to give you a full response.
6. **Don't procrastinate - begin writing papers and studying for exams early!** Ask yourself, who is likely to have better teeth when they show up to the dentist – someone who spends a few minutes each day brushing and flossing, or someone who brushes and flosses for several hours the night before a dental appointment?

## **COURSE SCHEDULE AND OUTLINE**

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### **I. WEEKS ONE THROUGH SIX: INTRODUCTION TO CRIME; THEORIES OF CRIME**

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#### **A. Week One (August 23) – Introduction to the Class**

- August 23 – No Reading

#### **B. Week Two (August 28, 30) – What is Crime? How Do We Measure Crime?; Preclassical and Classical Theories of Crime**

- August 28 – Tibbetts, Chapter One, “Introduction to the Book: An Overview of Issues in Criminological Theory” (pp. 1-26)
- August 30 – Tibbetts, Chapter Two, “Preclassical and Classical Theories of Crime” (pp. 27-48)

#### **C. Week Three (September 4, 6) – Preclassical and Classical Theories of Crime (Continued); Biological Theories of Crime**

- September 4 – Tibbetts, Chapter Three, “Modern Applications of the Classical Perspective: Deterrence, Rational Choice, and Routine Activities or Lifestyle Theories of Crime” (pp. 49-62)
- September 6 – Tibbetts, Chapter Four, “Early Positive School Perspectives of Criminality” (pp. 63-80)

#### **D. Week Four (September 11, 13) – Biological Theories of Crime (Continued); Social Structural and Strain Theories of Crime**

- September 11 – Tibbetts, Chapter Five, “Modern Biosocial Perspectives of Criminal Behavior” (pp. 81-98)
- September 13 – Tibbetts, Chapter Six, “Early Social Structure and Strain Theories of Crime” (pp. 99-122)

#### **E. Week Five (September 18, 20) – Cultural and Subcultural Theories of Crime; Social Process and Learning Theories of Crime**

- September 18 – Tibbetts, Chapter Seven, “The Chicago School and Cultural and Subcultural Theories of Crime” (pp. 123-136)
- September 20 – Tibbetts, Selections of Chapters Eight and Nine (Read ONLY pp. 137-149, 152 [stake in conformity], 157-162, 167-169)

#### **F. Week Six (September 25, 27) – Exam #1**

- September 25 – Catch-Up/Review Day
- **September 27 – Exam #1!**

## II. WEEKS SEVEN THROUGH THIRTEEN: ETHNOGRAPHIES OF CRIME

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### A. Week Seven (October 2, 4) – The Stickup Kids

- October 2 – Contreras, “Preface” AND “Introduction” (pp. xv-32)
- October 4 – Contreras, Chapter One, “The Rise of the South Bronx and Crack” AND Chapter Two, “Crack Days: Getting Paid” (pp. 35-71)

### B. Week Eight (October 9) – The Stickup Kids (Continued)

- October 9 – Conteras, Chapter Three, “Rikers Island: Normalizing Violence” AND Chapter Four, “The New York Boys: Tail Enders of the Crack Era” AND Chapter Five, “Crack is Dead” (pp. 72-114)

### **FALL BREAK – NO CLASS ON OCTOBER 11**

### C. Week Nine (October 16, 18) – The Stickup Kids (Continued)

- October 16 – Contreras, Chapter Six, “The Girl” AND Chapter Seven, “Getting the Shit” (pp. 117-150)
- October 18 – Conteras, Chapter Eight, “Drug Robbery Torture” AND Chapters Nine, “Splitting the Profits” (pp. 151-190)

### D. Week Ten (October 23) – The Stickup Kids (Continued)

- October 23 – Contreras, Chapter Ten, “Living the Dream: Life after a Drug Robbery” AND Chapter Eleven, “Fallen Stars” (pp. 191-234)

### **First Essay Due on October 25!**

### **MENTORING DAY – NO CLASS ON OCTOBER 25**

### E. Week Eleven (October 30, November 1) – Code of the Suburb

- October 30 – Jacques and Wright, Introduction, “Studying Suburban Drug Dealers” AND Chapter One, “The Pursuit of Coolness” (pp. 1-24)
- November 1 – Jacques and Wright, Chapter Two, “Securing a Supply” AND Chapter Three, “Selling to Customers” (pp. 25-65)

### F. Week Twelve (November 6, 8) – Code of the Suburb (Continued)

- November 6 – Jacques and Wright, Chapter Five, “Victimization” AND Chapter Six, “Hitting Back?” (pp. 82-121)
- November 8 – Jacques and Wright, Chapter Seven, “The Triumph of Conventionality” AND Conclusion, “The Bigger Picture” (pp. 122-164)

### G. Week Thirteen (November 13) – Exam Two

- **November 13 – Exam #2!**

### III. WEEKS THIRTEEN THROUGH SIXTEEN: THE RISE AND IMPACT OF MASS INCARCERATION

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#### A. Week Thirteen Continued (November 15) – The New Jim Crow

- November 15 – Alexander, “Introduction” (pp. 1-19)

#### B. Week Fourteen (November 20) – The New Jim Crow (Continued)

- November 20 – Alexander, Chapter One, “The Rebirth of Caste” (pp. 20-58)

### **THANKSGIVING – NO CLASS ON NOVEMBER 22**

#### C. Week Fifteen (November 27, 29) – The New Jim Crow (Continued)

- November 27 – Alexander, Chapter Two, “The Lockdown” (pp. 59-96)
- November 29 – Alexander, Chapter Three, “The Color of Justice” (pp. 97-139)

#### D. Week Sixteen (December 4, 6) – The New Jim Crow (Continued)

- December 4 – Alexander, Chapter Four, “The Cruel Hand” (pp. 140-177)
- December 6 – Alexander, Chapter Five, “The New Jim Crow” (pp. 178-220)

### **Second Essay Due on December 6!**

### **Final Exam (Comprehensive) on Monday, December 11 at 11:30 am!**