

University of Hawaii at Manoa
Soc 431 – Analysis in Criminology & Juvenile Delinquency
Fall 2014
T/TH 1:30-2:45 PM SAKAM B102

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Course Description: Taking an explicitly critical approach, this course will help students to build an advanced understanding of criminological research and theory. Through use of primary readings, in-class discussions, and writing assignments, we will explore several key topics in contemporary criminology. Furthermore, we will examine how to research contemporary crime issues and craft policies to alleviate current problems in the justice system. This class will employ a participatory framework, which requires that both the instructor and students be actively involved in structuring and scheduling the course.

Course Objectives:

1. Students should advance their ability to read and comprehend criminological research literature.
2. Students should develop basic criminological research skills.
3. Students should be familiar with the major contemporary issues faced by the US Criminal Justice system.
4. Students should be aware of alternative policies proposed to alleviate problems with the current justice system.

Required Texts:

Reiman, Jeffrey & Leighton, Paul. *The Rich Get Richer and the Poor Get Prison*. 10th edition. Pearson Higher Ed.

Barak, Gregg; Leighton, Paul & Flavin Jeanne. *Class, Race, Gender, and Crime: The Social Realities of Justice in America* 3rd edition. Rowan & Littlefield.

Other articles will be uploaded via Lualima

Attendance policy:

Attendance for this class is mandatory. Role will not be taken, but students will be graded based on their regular attendance and participation in class discussions/assignments. Medical, legal or personal reasons for absences with documentation will be excused. Students with excused absences will be given the opportunity to make up missed exams/assignments.

Accommodation Requests:

Any student who feels s/he may need an accommodation based on the impact of a disability is invited to contact me privately. I would be happy to work with you and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA can be reached at 808-956-7511 or 808-956-7612 (voice/text) and is located in room 013 of the Queen Lili'uokalani Center for Student Services.

Plagiarism/Academic Dishonesty Policy:

Plagiarism is a serious violation of the UH-Manoa Student Conduct Code. In it, plagiarism is defined as follows: "Plagiarism includes but is not limited to submitting, in fulfillment of an academic requirement, any work that has been copied in whole or in part from another individual's work without attributing that borrowed portion to the individual; neglecting to identify as a quotation another's idea and particular phrasing that was not assimilated into the student's language and style or paraphrasing a passage so that the reader is misled as to the source; submitting the same written or oral or artistic material in more than one course without obtaining authorization from the instructors involved; or "drylabbing," which includes obtaining and using experimental data and laboratory write-ups from other sections of a course or from previous terms" (University of Hawai'i at Manoa Student Conduct Code (1992: 6).

Furthermore, It is ultimately each student's responsibility to learn about plagiarism and how to avoid it. Ignorance of the rules, saying "I forgot about that" or "I made a mistake," are not considered valid excuses when it comes to plagiarism.

A brief summary of the American Sociological Association's Style Guide, which explains the rules clearly, can be found at: www.buffalostate.edu/library/docs/asa.pdf.

Any other forms of academic dishonesty, such as cheating on exams will not be tolerated. Any student caught engaging in academic dishonesty will be referred to Office of Judicial Affairs.

Classroom Etiquette:

- Cell phones should be turned to silent or off before class begins.
- Please do not text in class.
- Laptop computers may be used for note taking. However, the instructor reserves the right to revoke this privilege if computers become a significant distraction.
- Classroom discussions may touch on a number of sensitive topics. While students are encouraged to share their views, all views must be respected. Interruptions or insults directed at other students will not be tolerated.

Assignments & Grading:

Topical Essays 3 x 10 points= 30 points
 Final Research /Policy Proposal= 20 points
 Research/Policy Presentation= 10 points
 Essay Exams 2 x 10 points= 20 points
 Attendance/Participation= 20 points
 Total= 100 points

Assignment Descriptions:

1. Topical Essays: For this assignment students will pick one topic from class discussions and build upon the material we have covered and discussed. Though all of these need not be included in any one essay, students should consider why the topic is important; what the central debates are regarding the topic; what current policies relate to the topic; and what criminologists have argued about it. This essay should include citations from academic sources such as journal articles or scholarly books. Though there is no required length, 3-5 pages is the recommended length. Each student will be required to present the one of their topical essays to the class.

2. Research/Policy Proposal: Students will work in groups to craft proposals to either a) research a topic we have covered in class or b) implement a criminal justice policy to combat one of the issues we have discussed. For example, students might choose to craft a plan for the decriminalization of drugs in the US, or students might choose to craft a research plan for studying racial discrimination in police traffic stops. This assignment consists of two main parts. One, students will write a paper outlining their proposal (recommended length is 10-12 pages). Two, students will present their proposal as a group to the class.

3. Essay exams: There will be two exams during the semester. These will be in essay/short answer format. The number and substance of questions will be negotiated between students and the instructor.

Grading Scale:

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| 94 – 100%= A | 80-82%= B- | 67 – 69%= D+ |
| 90-93%= A- | 76 – 79%= C+ | 64-66%= D |
| 86 – 89%= B+ | 73-75%= C | 60-63%= D- |
| 83-85%= B | 70-72%= C- | 59% or lower= F |

Course Schedule:

| Weeks | Topic | Assignments Readings |
|------------|--------------------------------------|--|
| Week 1 | Class Intro | Barak et al. Chapter 1 |
| Weeks 2 &3 | Measuring Crime in the US | Reiman & Leighton- Introduction Barak et al. Chapter 7 Uniform Crime Reports- Crime in Hawaii 2012 (on Laulima) ADAM II 2012 (on Laulima) NCVS 2012 (on Laulima) White-collar crime statistics (TBD) |
| Weeks 4&5 | Policing & Power | Reiman & Leighton Chapter 1 Barak et al Chapter 9 J. Van Maanen- The Asshole (on Laulima) Mike King- Disruption is Not Permitted (on Laulima) Topical Essay #1 due Week 5 |
| Weeks 5&6 | Punishment & Mass Incarceration | Reiman & Leighton Chapter 3 Barak et al Chapter 10 Phillip J. Wood- The Rise of the Prison-Industrial Complex Exam #1 Week 6 |
| Weeks 7&8 | Race, Crime, and Criminal Justice | Alexander- The New Jim Crow- Introduction (on Laulima) Barak et al. Chapter 4 Anderson- Streetwise (on Laulima) Richie- Gender Entrapment and African American Women (on Laulima) Film- Bastards of the Party Topical Essay #2 due Week 7 |
| Weeks 9&10 | White-Collar Crime | Barak et al. Chapter 3 Reiman & Leighton Chapters 2&4 Topical Essay #3 due Week 10 |

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| Week 11 | Crime on the College Campus | Barak et al. Chapter 6 Godenzi, Schwartz & Dekeseredy- Toward a Gendered Social Bond/Male Peer Support Theory of University Woman Abuse |
| Weeks 12&13 | Drugs & Drug Policy | Becker- Marihuana Use and Social Control (on Laulima) Linneman- Mad Men, Meth Moms, Moral Panic (on Laulima) Film- Plan Columbia Exam #2 Week 12 |
| Weeks 14 & 15 | Media & Crime | Greer & Reiner- Mediated Mayhem (on Laulima) Herman & Chomsky- A Propaganda Model (on Laulima) Benedict- 'She Should Be Punished' (on Laulima) |
| Week 16 | Course Wrap-up & Presentations | Research/Policy Proposals due last day of classes |

General Writing Guidelines-

- All writing will be graded on content, overall writing quality, grammar, and proper format.
 - Content:
 - Content should be relevant to the paper topic.
 - The paper must demonstrate adequate comprehension of subject matter.
 - Any arguments should be supported with evidence, not opinion.
 - The paper should not merely regurgitate class materials but expand upon them.
 - Writing Quality:
 - Writing should be simple, clear, and concise.
 - Students should use vocabulary properly.
 - Paper must be clearly organized.
 - Ideas in the paper should follow a logical progression.
 - Grammar and Spelling:
 - All words, especially proper nouns, should be spelled correctly.
 - All sentences should make sense.
 - Proper punctuation must be used throughout the paper.

- Papers must demonstrate proper verb usage, especially in terms of subject/verb agreement.
- Format:
 - Papers should be double-spaced, using 12-point, Times New Roman font.
 - Papers should be in ASA format. I have provided a link to an accessible online ASA format guide on Lualima.
 - Sources should be properly cited. Failure to properly cite constitutes plagiarism.
 - Papers must have a references page unless otherwise specified.
 - All quotes should be attributed properly.
 - Be *extremely* careful not to plagiarize. Self-monitoring for plagiarism is not a passive activity; you must be vigilant, actively examining your writing to make sure you haven't plagiarized.

* I strongly encourage any students who have trouble with or are unsure of their writing to utilize the **writing center**. More information is available on their website at <http://www.english.hawaii.edu/writingcenter/>