

August 21, 2017

**SOC 431
ANALYSIS IN CRIMINOLOGY AND JUVENILE DELINQUENCY
FALL 2017
M,W,F 11:30-12:20**

Dr. Katherine Irwin

Office: Saunders Hall #238

Office Hours: Mon, Wed 10:15-11:15 pm or by appointment

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Course Description and Goals

This course will explore the causes and correlates of crime, with special attention to gender, race, ethnicity, and class inequalities in crime and crime control. Taking an integrated approach, we will examine how criminal behavior is influenced by multiple factors within individuals' neighborhoods, schools, families, and peer contexts. We will also look at how such criminological theories as anomie, strain, labeling, control, learning, and disorganization relate to the everyday contexts surrounding crime and crime control, with an eye to understanding how classic crime causation theories can be used to understand systematic inequalities in America. We will look closely at how gender, race, ethnicity, and class influence social institutions, (like neighborhoods, schools, and the criminal justice system) to produce particular constraints and contingencies for youth and adults. Finally we will critically examine different punishment theories and see how they account for multiple inequalities in the U.S.

During the semester, students will conduct research designed to analyze how neighborhoods, schools, families, peer groups, or the criminal justice system encourage or prevent individuals from committing crimes. Through assigned readings, lectures, and discussions, students will be guided in how to design a research question of their own and how to locate analyze original research to answer their question.

Student Learning Objectives

By the end of the semester students will:

- 1) Have learned several key dimensions of the seminal criminology theories explaining juvenile delinquency and crime.
- 2) Understand how structural inequalities like race, ethnicity, gender, and class have been addressed (or ignored) in the core criminology theories.
- 3) Be able to compare and contrast the main explanatory frameworks in the various theories of juvenile delinquency and crime.
- 4) Be able to explain the weaknesses and advantages of various theories of crime.
- 5) Be able to understand the difference between original and secondary research.
- 6) Improve their writing effectiveness and clarity.
- 7) Improve their ability to locate and analyze original research
- 8) Write a compelling research problem statement and use original research to answer a question of their choosing.
- 9) Understand how gender, race, ethnicity, and class inequalities in the U.S. intersect with crime and criminal justice punishment processes.
- 10) Understand and be able to discuss some of the contemporary controversies surrounding punitive punishment policies in the U.S.

Assignment Descriptions

There are several assignments for this class that are designed to test and hone different skills. Below lists the assignments and the percentage of your overall grade that they represent:

Percentage
of Final Grade

5 %

5 %

Course Assignments

Class Participation

Research Problem Statement (2 pages)

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20%	Group Theory Presentation
15 %	Theory Comparison Take-Home Exam (5 pages)
5 %	Selection of 7 Original Studies
15%	Draft of Research Findings (6 pages)
10%	Final Paper Presentation
25 %	10-Page Final Paper

Class Participation

The success of this class depends on your participation. I think you will find that the reading material lends itself easily to questions and discussions. However, if students are unusually reluctant to engage in discussions, I will assume that they have not completed the required readings.

Writing Assignments

You will have four writing assignments to complete. Students must complete all writing assignments to pass the course with a D grade or better. Students who do not complete all writing assignments will fail the course. The writing assignments include:

- 1) Research problem statement (2 pages)
- 2) Theory comparison take-home Exam (5 pages)
- 3) Draft of final paper (6 pages)
- 4) Final paper (10 pages)

Each written assignment will drop one letter grade (i.e., A- to B-) for each day that it is late.

I will explain the requirements of the papers during the semester. In addition, I will provide several writing workshops in which I will discuss ways to organize each section of your written work and provide tips regarding how to improve your writing.

Research Problem Statement (2 pages): In this assignment, you will select a topic for your final research paper. Instead of describing your research topic, we will practice the art of creating a “problem statement” about your research topic. We will have in-class workshops addressing what to include in a research problem statement and how to write one.

When selecting a topic for your final 10-page paper and writing a problem statement about your topic, think about the topics and ideas covered in class. For example, you may choose to look at the way that family, peer, neighborhood, school, or criminal justice institutions (police, courts, jails, prisons) influence crime. You can also include a detailed analysis of how different types of crime are influenced by gender, race, class, sexuality, or other forms of inequalities. Also, feel free to look at the experiences of different youth or adults within the criminal justice system. You can also look at specific aspects of the history of the criminal justice system as it relates to gender, race, class, nationhood, or any other dimension of social inequality. We will discuss how to select a research topic in class.

Theory Comparison Take-Home Exam (5 pages): This assignment comprises the mid-term exam for this course, which is a take-home exam. In this exam, you will demonstrate your ability to compare and contrast the core ideas within the theories that we have reviewed for this class. Also, you will be asked to discuss the strengths and weaknesses of different theories of crime in the readings. We will discuss details about the assignment during class and we will hold in-class writing workshops and support groups to assist you with your take-home exam.

Draft of Final Paper (6 pages): Before turning in the final version of your 10-page research paper, you will produce a draft of the paper. We will discuss how to organize and what to include in the draft of your paper during class.

Selection of 7 Original Studies: While this is not a paper, you will need to produce a reference list of at least 7 original studies that will provide the basis for your final research paper. We will discuss how to identify, locate, and cite the original pieces of research during class.

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Final Paper: a 10-page paper will be due at the end of the class. In this paper, you will explore one of the topics covered in class (please see above for possible topics). You will summarize the themes in the research that you have identified. We will practice the art of identifying a research question and then using original pieces of research to answer your question. During the semester, we will discuss how to compose a research paper using other people's original and published research.

Presentations:

You will have two presentations to give during the semester. The presentations are as follows:

- 1) a group theory presentation where you will present in an interactive, creative, and dramatic format, some of the core ideas in the readings for that week.
- 3) a final paper presentation. We will discuss the details of this final paper presentation during the semester.

In the beginning of the semester, students will break up into groups to design a set of guidelines for peer review of presentation skills. In this way, students will be able to come to consensus about and contribute to a set of oral communication goals for the class. We will also decide, as a group, what the expectations for group presentations should be and how to make these group presentations into creative opportunities to explore the material presented in class.

Required Readings

(Lanier, Henry, & Anastasia) Lanier, Mark, Stuart Henry, and Desire J. M. Anastasia. (2014). *Essential Criminology*. Fourth Edition. Boulder, CO: Westview Press.

(Gabbidon) Gabbidon, Shaun L. 2015. *Criminological Perspectives on Race and Crime*. Third Edition. New York: Routledge.

(On e-reserve) I have placed some articles on reserve using the e-reserve system of Sinclair Library for you.

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SOC 431: READINGS AND ASSIGNMENTS

WEEK 1: 8/21, 8/23, & 8/25; Why Do People Commit Crimes?

Mon: Course introduction

Wed & Fri: Theories of crime and how to approach criminological theory activity

READINGS DUE:

Gabbidon: Chpt. 1, "A Brief Introduction to Race, Crime, and Theory."

Lanier, Henry, & Anastasia: Chpt. 1, "What is Criminology."

WEEK 2: 8/28, 8/30, & 9/1; Biological Explanations of Crime

Mon: Introduction to biological theories of crime and reading discussions

Wed: Biology theories continued

Fri: **SIGN UP FOR GROUP PRESENTATIONS.** Presentation Workshop – discuss group expectations for effective public speaking and creative presentations.

READINGS DUE:

Gabbidon: Chpt. 2, "Biological Perspectives on Race and Crime."

Lanier, Henry, & Anastasia: Chpt. 4, "'Born to Be Bad.' Biological, Physiological, and Biosocial Theories."

WEEK 3: 9/4, 9/6, & 9/8; Social Disorganization & Strain Theories

Mon: Introduction to anomie, disorganization, and strain theories and reading discussions

Wed: **GROUP 1 PRESENTATION: SOCIAL DISORGANIZATION**

Fri: Theory applications and further discussion of readings

READINGS DUE:

Gabbidon: Chpt. 3, "Social Disorganization and Strain Perspectives on Race and Crime."

Lanier, Henry, & Anastasia: Chpts. 8 & 9, "Crimes of Place: Social Ecology and Cultural Theories of Crime" and "The Sick Society: Anomie, Strain, and Subcultural Theory."

WEEK 4: 9/11, 9/13, & 9/15; Subcultural Perspectives – Neighborhood Codes/Neighborhood Institutions

Mon: Introduction to subcultural perspectives and reading discussions

Wed: **GROUP 2 PRESENTATION: SUBCULTURE**

Fri: Workshop: How to pick a research topic.

READINGS DUE:

Gabbidon: Chpt. 4, "Subcultural Perspectives on Race and Crime."

On e-reserve: Anderson, "Decent and Street Families." From *Code of the Streets*.

WEEK 5: 9/18, 9/20, & 9/22; Labeling Theories

Mon: Introduction to labeling theories and reading discussions

Wed: **GROUP 3 PRESENTATION: LABELING**

Fri: Theory applications and further discussion of readings. Workshop – how to write a research problem statement.

READINGS DUE:

Gabbidon: Chpt. 5, "Labeling Perspectives on Race and Crime"

Lanier, Henry, & Anastasia: Chpt. 7 (pages 165-175), "Failed Socialization: Control Theory, Social Bonds, and Labeling."

WEEK 6: 9/25, 9/27, & 9/29; Learning Theories

Mon: Introduction to learning theories and reading discussions

Wed: **GROUP 4 PRESENTATION: LEARNING THEORY**

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Fri: Theory applications and further discussion of readings. **RESEARCH PROBLEM STATEMENT DUE IN CLASS.**

READINGS DUE:

Lanier, Henry, & Anastasia: Chpt. 6, "Learning Criminal Behavior: Social Process Theories."

WEEK 7: 10/2, 10/4, & 10/6; Social Control Theories

Mon: Introduction to social control theories and reading discussions

Wed: **GROUP 5 PRESENTATION: SOCIAL CONTROL**

Fri: Continuing discussion of and application of social control theories

READINGS DUE:

Gabbidon: Chpt. 7, "Social Control Perspectives on Race and Crime."

Lanier, Henry, & Anastasia: Chpt. 7 (pages 152-165; 175-178), "Failed Socialization: Control Theory, Social Bonds, and Labeling."

WEEK 8: 10/9, 10/11, & 10/13; Conflict Theories

Mon: Introduction to conflict theories and reading discussion.

Wed: Activity regarding conflict theory

Fri: **MID-TERM ASSIGNMENT HANDED OUT**

READINGS DUE:

Gabbidon, Chpt. 6, "Conflict Perspectives on Race and Crime."

Lanier, Henry, & Anastasia: Chpt. 10, "Capitalism as a Criminogenic Society: Conflict and Radical Theories of Crime."

WEEK 9: 10/16, 10/18, & 10/20; Feminist and Multiple Oppressions Theories

Mon: Discussion of feminist theories

Wed: Feminist theories continued and help with mid-terms

Fri: Workshop, help with mid-terms

READINGS DUE:

Gabbidon: Chpt. 9, "Gender and Race-Centered Perspectives on Race and Crime."

Lanier, Henry, & Anastasia: Chpt. 11, "Patriarchy, Gender and Crime: Feminist Criminological Theory."

WEEK 10: 10/23, 10/25, & 10/27; Masculinities, Femininities, and Crime

Mon: **MID-TERMS DUE IN CLASS.** Introduction to masculinities, femininities, and crime and reading discussions.

Wed: Femininities and masculinities activity

Fri: Workshop – how to find original studies

READINGS DUE:

On e-reserve: Messerschmidt, "Boys Will Be Boys' Differently." From *Masculinities and Crime: Critique and Reconceptualization of Theory*.

On e-reserve: Jones, "'It's not Where You Live, It's How You Live.' When Good Girls Fight." From *Between Good and Ghetto: African American Girls and Inner-City Violence*.

WEEK 11: 10/30, 11/1, & 11/3; Schools, Crime, and Control

Mon: Introduction to schools, crime, and control and reading discussions

Wed: Activity regarding schools and crime

Fri: **SELECTION OF 7 ORIGINAL STUDIES DUE IN CLASS.**

READINGS DUE:

On e-reserve: Kupchik, "Unequal Discipline." From *Homeroom Security: School Discipline in and Age of Fear*.

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On Laulima: Morris, "Tuck in that Shirt! Race, Class, Gender, and Discipline in an Urban School."

WEEK 12: 11/6 & 11/8; Historic Institutions of Control: Colonial Theories

Holiday – 11/10

Mon: Introduction to colonial theories of crime and reading discussion.

Wed: Workshop – how to organize the draft of your paper and your 10 page final paper. Instructions and grading rubric for paper draft distributed.

Fri: Holiday

READINGS DUE:

Gabbidon, Chpt. 8, "Colonial Perspectives on Race and Crime."

Lanier, Henry, & Anastasia: Chpt. 12, "New Directions in Critical Criminological Theory."

WEEK 13: 11/13, 11/15, & 11/17; Inequalities and Punishment

11/15 & 11/17, Dr. Irwin will be at the American Society of Criminology Meetings

Mon: Introduction to schools, inequality, and crime and reading discussions.

Sign-up for final paper presentations. Grading rubric for final paper presentations handed out and discussed.

Wed: No class, work on draft of papers

Fri: No class, work on draft of papers, **DRAFT OF FINAL PAPERS DUE via e-mail to Dr. Irwin (Kirwin@hawaii.edu)**

READINGS DUE:

On-reserve: Alexander, "The Rebirth of Caste." From *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*.

On-reserve: Richie, "Introduction." From *Arrested Justice: Black Women, Violence, and America's Prison Nation*.

WEEK 14: 11/20 & 11/22; Inequalities and Punishment (continued) and Thanksgiving Break

Mon & Wed: Workshop turning your paper draft into a presentation.

Fri: Holiday Thanksgiving

WEEK 15: 11/27, 11/29, & 12/1; Conclusions

Mon: Workshop – final paper writing and final paper presentation support.

Wed & Fri: Student paper presentations

READINGS DUE:

Gabbidon: Chpt. 10, "Conclusion."

Lanier, Henry, & Anastasia: Chpt. 13, "Conclusion: Toward a Unified Criminology."

WEEK 16: 12/4 & 12/6; STUDENT PAPER PRESENTATIONS

Mon & Wed: Student paper presentations

ASSIGNMENT: FINAL PAPERS DUE IN CLASS ON WEDNESDAY 12/6.
