SOC 431
Analysis in Criminology
and Juvenile Delinquency

Note: Details within this syllabus may change between now and the first day of class.

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Course Description and Goals
This course will explore the causes and correlates of crime. Taking an integrated approach, we will examine how criminal behavior is caused by multiple factors within individuals’ neighborhood, school, family, 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. 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. In addition, students will be asked to demonstrate how their research confirms, contradicts, or expands the assumptions within one or more criminological theories. Through assigned readings, lectures, and discussions, students will be guided in how to write a research paper, apply their findings to social theory, and organize and clearly communicate their ideas.

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:

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<thead>
<tr>
<th>Percentage of Final Grade</th>
<th>Course Assignments</th>
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<tbody>
<tr>
<td>5%</td>
<td>Pop Quizzes</td>
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<tr>
<td>5%</td>
<td>Class Participation</td>
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<tr>
<td>10%</td>
<td>3 Page Research Problem Statement</td>
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<td>15%</td>
<td>Group Presentation</td>
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<td>15%</td>
<td>5 Page Theory Comparison Paper</td>
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<td>10 Page Draft of Final Paper</td>
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<td>15%</td>
<td>Final Paper Presentation</td>
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<td>30%</td>
<td>Final Paper</td>
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Pop Quizzes: Anywhere from 1 to 10 short exams will be scheduled on unannounced days and times. These quizzes will determine whether you have completed the reading for that week. If your absence is excused on the day of the quiz, you will be allowed to
take another test (please see the criteria for an excused absence). If not you will fail that quiz.

Class Participation: The success of this class depends upon 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. This will signal that it is time for a pop quiz. Therefore, the number of pop quizzes administered will depend upon you.

Writing Assignments: You will have four writing assignments to complete. These writing assignments are designed to prepare you to be an effective written communicator per the focus requirements of the University of Hawaii, Manoa. Per these requirements, 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. Also, in order to evaluate the effectiveness of our sociology department, we are required to collect your final papers in hard copy and on a disk. At the end of the semester you will need to turn in a hard copy of your paper with your name and student ID number and a disk with a copy of the paper and labeled with your name and student ID number. Failure to turn in a disk with your final paper will result in failure on the final paper.

The writing assignments include:
1) a three page research problem statement
2) a five page theory comparison paper
3) a ten page draft of final paper
4) a final 15 page paper

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

We will hold three writing workshops to help students prepare their papers. The focus of these workshops will be to identify my grading criteria, writing tips for students, and to provide one-on-one time with students as they write their papers. In addition, I will discuss ways to organize each section of your paper and identify common writing problems that students face. After returning your papers with my extensive comments, I will also set aside class time to meet one on one with students to explain my comments and to provide a chance to revise their papers.

The first paper is a research problem statement. It will provide the eventual introduction of your final paper (after several revisions). In this three page paper, you will identify some topic in the class that presents a problem or “quandary” to social researchers. You will look at why this topic is a concern for social scientists and why this topic is important to examine. In this way, per the writing intensive focus requirements at the University of Hawai‘i, this paper provides you with an opportunities to dive more deeply into a topic that we have discussed in class and highlighted by our readings.

In the five paper theory comparison paper, you will look at the similarities and differences between two different criminological theories covered in class. During
writing workshop #2, we will discuss how to compare and contrast theories and craft and organized analysis of social theory. This writing assignment is specifically designed to get you thinking about the theories covered in class in a more detailed way. It is one thing to read theory, it is another to write about it. You will find your grasp of abstract concepts and relationships among social processes expand as you summarize, synthesize, and analyze different facets of theory.

Final Paper: One 15-page paper will be due at the end of the class. In this paper, you will explore one of the topics 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 will need to pose a research question early in the semester and, using original research from secondary sources, you will need to answer this question. You will need to review 7 original studies pertaining to your topic, identify your own independent research question, and explain, in detail, how these studies answer or do not answer your research question.

You will need to submit a one-page description of your seven published studies including the name of the author(s), date of publication, name of the article or book, and the name of the publication during the semester (please see the Readings and Assignments for a due date). You will be graded on your ability to include course readings in your paper. For example, you may choose to compare or contrast your findings (or findings from the studies you selected) with assigned readings from class. In all three writing workshops, we will discuss how to conduct research, evaluate various research methods, analyze research findings, and organize a research paper.

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

1) a group presentation where you will present the readings from the week
2) a final paper presentation

The group presentation is designed to be a fun way to work with students in the class and should assist your comprehension of course readings. Learning is not only enhanced when we write about a topic, but also when we “teach” a topic to others. Thus, I’ll be grading your group on their ability to clearly communicate the ideas to others in the class. I also want you to have fun with social theory and find creative ways to bring the core ideas in each theory to life for students. Thus, I will also grade you on your creativity and excitement about presenting theory.

Keep in mind that the art of public speaking is an increasingly important commodity in multiple careers. These presentations are not just a chance for me to see the progress of your work, but they represent an opportunity for you to practice and develop an important skill.

Absences
I will not take attendance. You are required to attend every class. The following lists the criteria for excused absences:

1) You have a written note from a doctor or other relevant professional.

AND

2) You have contacted me at least 24 hours before the day of class. Feel free to leave a message on my voice mail in the office (956-7950) or call me at home if it is an emergency (do not call after 9 pm).

Because I do not take attendance, your presence in class will “count” in other ways. If you are absent during a pop quiz or on a day that an assignment is due (i.e. signing up for a presentation or turning in your final paper topic) you will be down graded significantly for these assignments. You will fail a pop quiz if you have an unexcused absence on the day of the quiz. You will be down graded one letter grade for each day (including weekend days) that an assignment is late. If you will be absent on a day that an assignment is due, you will need to turn in your assignment early.

Kokua Statement

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) in room 013 of the Queen Lili'uokalani Center for Student Services.

Plagiarism

The following definition of plagiarism comes from the UH-Manoa Student Conduct Code:

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), p. 6

Required Readings


(On Reserve). I have placed several articles on reserve in the Sinclair Library for you. Please go to the reserve desk at the library and ask for the reserve readings. To ensure
that you can access an article when you need it, I have placed several copies of each article on reserve. Some have a two hour limit while others have a two day limit.

(Handouts). I will also hand out some readings for your review during the semester.
SOC 431 READINGS AND ASSIGNMENTS

WEEK 1: Why Do People Commit Crimes? Introduction to *Ain’t No Making It*

Tues: Course introduction
Thurs: Discussion of readings and introduction to criminological theory: classical and biological theories

READINGS DUE:
- C&R TBD
- Ain’t No Making It, TBD

WEEK 2: Social Disorganization Theories

Tues: Anomie, social order, and social breakdown. Discussion of *Ain’t No Making It*.

READINGS DUE:
- R,C&C, Chapter 6, “Crime and Social Disorganization,” pgs. 77-87
- R,C&C, Chapter 8, “Anomie and Social Strain Theories,” pgs. 95-114
- C&R TBD
- Ain’t No Making It, TBD

WEEK 3: Labeling & Learning Theories

Tues: Theory discussion
Thurs: Writing Workshop #1 – Discussion of expectations for the first writing assignment, offering writing tips, discussion of common writing problems, and one-on-one discussion of writing style and outline organization.

READINGS DUE:
- R,C&C, Chapter 12, “Learning to Be a Criminal,” pgs 155-165
- C&R TBD
- Ain’t No Making It, TBD

WEEK 4: 9/13 & 9/15: Marxist and Feminist Theory

Tues: Theory and reading discussion.
Thurs: 3 PAGE RESEARCH PROBLEM PAPERS DUE.
READINGS DUE:
WEEK 5: Research Methods and Research Problems

Tues: Reading discussion and introduction to research methods.
Thurs: Given the different criminological theories, how might we study criminological phenomenon? What are some of the key research questions that come to mind as you have read Ain’t No Making It and some of the theories for this class? How might we begin to research these issues? We will also review some of the methodological tools available to criminologists.

READINGS DUE:
- On Reserve: Neuman, “Quantitative and Qualitative Research”
- On Reserve: “Crime and Victimization Data”
- On Reserve: Adler, “Researching Dealers and Smugglers”

WEEK 6: Neighborhoods

Tues: GROUP 1 PRESENTATION.
Thurs: One-on-One Writing Feedback, Hand Back 3 page papers.
Reading discussion continued

READINGS DUE:
- On Reserve: Bourgois, “A Street History of El Barrio” pgs. 48-76

WEEK 7: Family

Tues: GROUP 2 PRESENTATION. Lecture and discussion of how control theories account for the role of the family in crime.
Thurs: Writing Workshop #2: Discussion of expectations for 5 page theory comparison paper. More discussion of writing tips, and one-on-one work with students as they compose and organize their papers.
RESEARCH TOPICS DUE. A one paragraph typed statement is due to me (please include your name on the page) stating your research topic choice.

READINGS DUE:
- “The Influence of the Family,” pgs. 50-60
- R,C&C, Chapter 10, “Crime and Self Control,” pgs. 133-146
WEEK 8: Peers

Tues: GROUP 3 PRESENTATION. Discussion of readings.
Thurs: 5 PAGE THEORY COMPARISON PAPER DUE.

READINGS DUE:
- On Reserve: Adler and Adler, “Clique Dynamics” and “Clique Stratification,” pgs. 56 – 97
- On Reserve: War, “The Group Character of Crime and Delinquency,” pgs. 31-44

WEEK 9: Drugs and Gangs

Tues: GROUP 4 PRESENTATION. Discussion of readings.
Thurs: Reading discussions.

READINGS DUE:
- On Reserve: Anderson, excerpt from Code of the Street
- C&R TBD
- Ain’t No Making It, TBD

WEEK 10: Schools

Tues: GROUP 5 PRESENTATION. Reading discussion.
Thurs: One-on-One comments re: 5 page paper.
CHOICE OF SEVEN STUDIES IS DUE. Submit a one-page description of your seven published studies including the name of the author(s), date of publication, name of the article or book, and the name of the publication (or publisher) and a brief description of the study.

READINGS DUE:
- On Reserve: Chambliss “The Saints and the Roughnecks”
- C&R TBD
- Ain’t No Making It, TBD

WEEK 11: School Violence
**Tues: Discussion of Readings**
Thurs: GROUP 6 PRESENTATION. Discussion of school violence and solutions to the problem.

**READINGS DUE:**
- On Reserve: Zimring, “A Youth Violence Epidemic: Myth or Reality?” pgs. 31-48
- C&R TBD
- Ain’t No Making It, TBD

**WEEK 12: Gender**

Tues: GROUP 7 PRESENTATION.
Thurs: Writing Workshop #3 regarding how to organize your 10 page research findings and final 15 page paper. One-on-one tips on organizing and writing up data.

**READINGS DUE:**
- Handout: Becker “Writing for Social Scientists”
- On Reserve: Leblanc, “I’ll Slap on My Lipstick and Then Kick Their Ass: Constructing Femininity,” pgs. 134-165
- On Reserve: Miller, “Gender Strategies in Youth Gangs,” pgs. 178-198
- C&R TBD
- Ain’t No Making It, TBD

**WEEK 13: 11/15 & 11/17**
Social Control: Introduction to the Criminal Justice System

Tues: Readings Discussion.
Thurs: 10 PAGE DRAFT OF FINAL PAPER. SIGN UP FOR FINAL PAPER PRESENTATIONS. Oral presentation workshop – discussion of peer review process and construction of evaluation standards for final presentations.

**READINGS DUE:**
- On Reserve: Barker, excerpt from “Danger, Duty, and Disillusion: The Worldview of Los Angeles Police Officers”
- C&R TBD
- Ain’t No Making It, TBD

**WEEK 14: 11/22 & 11/24**
Social Control Continued: Institutions
Tues: Discussion of Readings.
Thurs: NO CLASS – THANKSGIVING BREAK

READINGS DUE:
On Reserve: Zimbardo, “The Pathology of Imprisonment”

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<tr>
<th>WEEK: 15</th>
<th>Student paper presentations</th>
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<tbody>
<tr>
<td>Tues:</td>
<td>Handback 10 page drafts of final paper and one-on-one writing feedback.</td>
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<tr>
<td>Student presentations</td>
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<tr>
<td>Thurs:</td>
<td>Student presentations</td>
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<tr>
<th>WEEK 16:</th>
<th>Student Paper Presentations</th>
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<tr>
<td>Opportunity for students to obtain feedback and tips regarding their research.</td>
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ASSIGNMENTS: FINAL PAPERS DUE IN CLASS ON THURSDAY. YOU MUST TURN IN A HARD COPY OF THE PAPER WITH YOUR STUDENT ID NUMBER AND A COPY ON A DISK LABELED WITH YOUR NAME AND STUDENT ID NUMBER TO PASS THE FINAL PAPER REQUIREMENT.