

Sociology 341: Criminology  
College of Charleston  
Fall 2008

<b>INSTRUCTOR:</b> Dr. Heath C. Hoffmann 88 Wentworth, Room 104 <a href="mailto:hoffmannh@cofc.edu">hoffmannh@cofc.edu</a> Phone: 953-8182	<b>OFFICE HOURS:</b> Tuesdays and Thursdays 9-11 a.m. or send me an e-mail to make an appointment  <b>CLASS HOURS:</b> Tuesdays and Thursdays, 12:15-1:30 p.m. in Education Center, room 114
---	--

"A man's [or woman's] knowledge is like an expanding sphere, the surface corresponding to the boundary between the known and the unknown. As the sphere grows, so does its surface; the more a man [or woman] learns, the more he [she] realizes how much he [she] doesn't know. Hence, the most ignorant man [or woman] thinks he [she] knows it all."

- L. Sprague de Camp

"Lack of preparation on your part does not constitute an emergency on my end."

- Unknown Origin

This class will introduce you to the sociological and social psychological study of crime. We will explore the most commonly discussed causes of crime in American criminology, with you getting the opportunity to actively apply those theories to a book-length case study. Similarly, we will examine the motivations for and organization of different criminal offenses and enterprises. Throughout the class, we will look at a range of programs developed largely at the grassroots levels to prevent crime.

**OFFENSIVE MATERIAL:** In learning about crime and deviance you will encounter subjects, language (e.g., curse words in readings, videos and songs), depictions, and attitudes that you may find disturbing or offensive. I have listed the content for each day's class so that you are generally not caught off guard.

### COURSE MATERIALS AND WebCT

Sanyika Shakur. 1993. *Monster: The Autobiography of an L.A. Gang Member*. New York: Grove Press.

Additional assigned readings are available electronically on the WebCT page for this course. All of these articles are in PDF format, which requires you to use Acrobat Reader (all library computers should have this program) to view these files. If you do not have Acrobat Reader (or have a version less than 7.0—version 8.0 is now available) installed on your home computer and wish to access these articles from home, go to [http://www.download.com/Adobe-Reader/3000-2378\\_4-10614498.html?tag=lst-0-2](http://www.download.com/Adobe-Reader/3000-2378_4-10614498.html?tag=lst-0-2), click "Download Now" for the program you want and it will be installed on your computer legally and for free.

To access WebCT go to [www.cofc.edu](http://www.cofc.edu) and click on "WebCT". Log on to WebCT using your ID number that CofC has given you and your CougarTrail PIN number (first six digits if it includes more than six digits). I will use WebCT to update you on class events and assignments and you can use WebCT to communicate with me and/or your classmates via e-mail or by posting comments and questions on discussion boards. I recommend that you check WebCT regularly for announcements.

## REQUIRED SOFTWARE AND TECHNOLOGY

1. Download Cmap, a concept mapping program, to your computer for free at <http://cmap.ihmc.us/download/>. If you do not have a computer, I will propose some other options.
2. Join the wiki for our class at PBWiki. I will invite you to join once I have each of your e-mail addresses. At that time, you will receive an e-mail with a link that you can follow to join the wiki site.

## COMMUNICATION DEVICES

When you come to class please be sure to silence your cell phones, two-way text messengers, pagers and other communication devices that might distract you, your classmates, or me. My cell phone will be on vibrate in case there is ever a CougarAlert message.

## DISABILITIES

Students with documented disabilities should talk with me personally at the beginning of the semester to make necessary accommodations. I will not make special accommodations during an exam period or after a deadline has passed so you must make arrangements beforehand.

## CLASS ATTENDANCE AND PARTICIPATION

The last page of the syllabus outlines how the attendance and participation points will be allocated. I do expect you to attend every class. I will take roll at the beginning of class and if you arrive late after I have taken attendance, it is your responsibility to ensure that you are marked present. **If you are absent during seven or more of those roll calls, regardless of whether it is an excused or unexcused absence, you will receive zero attendance and participation points** (this amounts to 15% of your grade). If you encounter medical problems during the semester that cause you to have chronic attendance problems, you can contact the Director of Undergraduate Academic Services (953-5674) to arrange a Medical Withdrawal from the class.

This class will have some lecture but a lot of our time will be spent discussing the assigned readings—this cannot be done if you do not read the material before coming to class. Thus, I expect each of you to take an active role in your education. This involves 1) coming to class on time, 2) having read the assigned readings before coming to class and 3) being prepared and willing to participate in class discussion and activities.

Tardiness is one of my pet peeves so please be in a seat by the time class is scheduled to start. If you have a long distance to travel between classes and expect that you will frequently be late, talk with me. Otherwise, buying coffee, oversleeping, finishing a cigarette or chatting with a friend are not legitimate reasons for being late to class. If you miss a class in which we have a graded in-class exercise or a video, you will not be able to make up the assignment or borrow the video (some videos may be available in the library's media collection—most are my own personal copies) regardless of the reason for your absence. If you must leave class early, please sit in a seat nearest the door so as to minimize the disruption when you leave.

## STUDENT HONOR CODE

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each instance is examined to determine the degree of deception involved.

Cases of suspected academic dishonesty will be reported directly to the Dean of Students. A student found responsible for academic dishonesty will receive a XF in the course, indicating failure of the course due to

academic dishonesty. This grade will appear on the student's transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

It is important for students to remember that unauthorized collaboration--working together without permission--is a form of cheating. Unless a professor specifies that students can work together on an assignment and/or test, no collaboration is permitted. Other forms of cheating include possessing or using an unauthorized study aid (such as a PDA), copying from another's exam, fabricating data, and giving unauthorized assistance.

Remember, research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the professor.

You can find a complete version of the Honor Code and all related processes in the *Student Handbook* at [http://www.cofc.edu/studentaffairs/general\\_info/studenthandbook.html](http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html).

### CONCEPT MAP AND Wiki ASSIGNMENT

I have asked you to purchase and read *Monster: The Autobiography of an L.A. Gang Member*. This book is perfect for applying the criminological and sociological explanations of crime that we study in class as the author, Sanyika Shakur (born Kody Scott and later earns the nickname Monster), tells the story of his life from childhood to adulthood. I would like you to develop a concept map to identify and organize the cultural, social (structural and community factors) and psychological variables that help explain Shakur and his colleagues' criminal and non-criminal behaviors, attitudes, aspirations, beliefs, etc. You can create a concept map on your own or work with as many as three other people to develop the map. Once all of your concept maps have been created (the final version is due November 6<sup>th</sup> at noon) we will identify the ten clusters of variables (e.g., culture, family, socialization or peer influences) that are identified most often in your concept maps as key to explaining Monster and his colleagues' initiation into, maintenance of and/or exit from crime. Then, as a class you will write a wiki page for each of those 10 clusters (10 wiki pages total) that detail in a coherent way how specific elements from Monster's autobiography illustrate the ways in which each cluster of variables influenced his behavior and related attitudes, social networks, aspirations, beliefs, etc. Each of you will work on one of the ten wiki pages with at least two other students. Once I have each of your e-mail addresses, I will invite you to join the Wiki page for this project. We will work on this a good bit in class so that your questions and concerns can be addressed as we go along.

### EXAMS

We will have a midterm and a final exam based on the assigned readings, lecture, class discussions and videos. The format for each exam will be determined as we get closer to exam time. The final exam will be cumulative covering material from the entire semester.

### EXAM MAKEUP POLICY

The exam dates are clearly listed on the syllabus and you should be prepared to take the exams on those days. However, life often hits us with unforeseen situations. Makeup exams will only be offered if: 1) you are in the hospital or visiting a doctor because you are ill, 2) there has been a death in the family, or 3) you have been involved in an auto accident. These are three legitimate reasons to miss an exam. Barring a serious injury, you must make arrangements with me prior to the scheduled exam period in order to be granted a make-up exam. Make-up exams will consist entirely of short-answer and essay questions and must be completed the week following the scheduled exam.

## EXTRA CREDIT FIELD TRIPS

I will schedule several field trips during the semester. The field trips will not be mandatory but you can receive extra credit for attending and writing up a brief analysis of your experiences. A maximum of 3% of extra credit can be completed for this class and these percentage points will be added to your final percentage in the class. Please see the "Extra Credit" link on WebCT for specific details about each field trip opportunity.

## FINAL GRADE POINT DISTRIBUTION

Midterm	20%
<i>Monster</i> Concept Map	15%
<i>Monster</i> Wiki	25%
Final Exam (cumulative)	25%
Attendance & Participation	15%

## FINAL LETTER GRADES

Your final grade will be calculated by adding the weighted scores on the above graded elements. WebCt will be set up to make these calculations throughout the semester and you can check your progress at any time (go to WebCT and click on "My Grades"). Final letter grades will be given according to the following scale:

96.0-100%	A (4.0)	74.0-76.9%	C (2.0)
90.0-95.9%	A- (3.7)	70.0-73.9%	C- (1.7)
87.0-89.9%	B+ (3.3)	67.0-69.9%	D+ (1.3)
84.0-86.9%	B (3.0)	64.0-66.9%	D (1.0)
80.0-83.9%	B- (2.7)	60.0-63.9%	D- (0.7)
77.0-79.9%	C+ (2.3)	≤59.9%	F (0)

**NOTE:** I do not round grades up. Thus, if your final point total is 89.9% at the end of the semester, you will receive a "B+". Extra credit assignments will not be given to individual students after the last day of class or after your final grade has been calculated.

## CLASS SCHEDULE

Tuesday, August 26:	Review Syllabus.
Thursday, August 28:	What is a Criminal?
Tuesday, September 2:	<b>CMAP TRAINING DAY.</b> (Ed Ctr 108 Computer Lab)
<b>Wed., September 3:</b> 6:00-8:00 p.m.	<b>EXTRA CREDIT:</b> Viewing of documentary, Shakespeare Behind Bars in Robert Scott Smalls Library Auditorium.
Thursday, September 4:	The News Media and Crime: Fear, Priorities and Policy.
	<ul style="list-style-type: none"> <li>• Read Pages 1-16 of "Theorizing Media and Crime" from Yvonne Jewkes' <i>Media &amp; Crime</i> (<b>WebCT</b>)</li> <li>• Read "The Construction of Crime News" from Yvonne Jewkes' <i>Media &amp; Crime</i> (<b>WebCT</b>)</li> <li>• Read "A Double Life—A Violent Death" (<b>WebCT</b>)</li> </ul>

Tuesday, September 9:	Constructing Definitions of Crime: Crack Cocaine in the 1980s.
	<ul style="list-style-type: none"> <li>• Read "The Crack Attack" (<b>WebCT</b>)</li> </ul>
Thursday, September 11:	Constructing Definitions of Crime: Methamphetamines.
	<ul style="list-style-type: none"> <li>• Read "The Next Big Thing: Methamphetamine in the U.S." (<b>WebCT</b>)</li> <li>• Video: <i>Frontline</i>, "The Meth Epidemic"</li> </ul>
Tuesday, September 16:	Prevalence of Crime
	<ul style="list-style-type: none"> <li>• Read "Crime and Policy: A Complex Problem" (<b>WebCT</b>)</li> <li>• Read "Where Have All the Criminals Gone" (<b>WebCT</b>)</li> </ul>
Thursday, September 18:	Classical and Rational Choice Theories of Crime.
	<ul style="list-style-type: none"> <li>• Read "Deter the Criminals" from Samuel Walker's <i>Sense and Nonsense About Crime and Drugs</i> (<b>WebCT</b>)</li> <li>• Read "The Socially Bounded Decision Making of Persistent Property Offenders" (<b>WebCT</b>)</li> </ul>
Tuesday, September 23:	Video: <i>Boyz N The Hood</i>
Thursday, September 25:	Video: <i>Boyz N The Hood</i>
Tuesday, September 30:	Theories of Crime.
	<ul style="list-style-type: none"> <li>• Read "Norms and Neighborhoods: Explaining Variation in Informal Control" (<b>WebCT</b>)</li> <li>• Read "New York Killers, and Those Killed, by the Numbers" (<b>WebCT</b>)</li> <li>• Read "Foundations of Honor" by Mark Cooney (<b>WebCT</b>)</li> <li>• Read "American Murder Mystery" (<b>WebCT</b>)</li> <li>• Read "Violent Crime Rising in Some Cities" (<b>WebCT</b>)</li> <li>• Read "Council Divided on 'Sag'" (<b>WebCT</b>)</li> </ul>
Thursday, October 2:	Theories of Crime.
	<ul style="list-style-type: none"> <li>• Read "Effects of Status and Peer Support on the Justifications...of Deviance" (<b>WebCT</b>)</li> <li>• Read "Judge delays sentence for football" (<b>WebCT</b>)</li> <li>• Read "Of Human Bonding" (<b>WebCT</b>)</li> <li>• Read "Doctors Tell Their Stories of Medicaid Fraud" (<b>WebCT</b>)</li> </ul>
<b>Friday, October 3:</b> 8:45-12:30	<b>EXTRA CREDIT:</b> Tour of Lieber Correctional Institution (a maximum security prison where South Carolina's Death Row is housed)—it takes approximately 1 hour to get to Lieber and 1 hour drive time back to campus. The tour will end at approximately 12:30.
Tuesday, October 7:	<b>Midterm Exam.</b>
Thursday, October 9:	Gender and Crime.
	<ul style="list-style-type: none"> <li>• Read "Masculinities and Crime" (<b>WebCT</b>)</li> <li>• Read "From Victims to Survivors to Offenders" (<b>WebCT</b>)</li> <li>• Read "When Yes Doesn't Mean Yes" (<b>WebCT</b>)</li> </ul>
Tuesday, October 14:	<b>NO CLASS...FALL BREAK.</b>

Thursday, October 16:	<b>STUDENT SHOW AND TELL: Culture, Media, Entertainment and Crime.</b>
	<ul style="list-style-type: none"> <li>• <b>PRESENT AND FACILITATE:</b> Bring portrayals of crime in song, music video and/or movie to class and lead class discussion on whether and/or how this representation of entertainment media influences criminal behavior, influences our perceptions of criminal behavior or other links to theories we have discussed. Please limit your media clip to a length of 5 min.</li> <li>• Read "CSI: Crime School's In" (<b>WebCT</b>)</li> <li>• Read "The CSI Effect" (<b>WebCT</b>)</li> </ul>
Tuesday, October 21:	<b>STUDENT SHOW AND TELL: Culture, Media, Entertainment and Crime.</b>
	<ul style="list-style-type: none"> <li>• <b>PRESENT AND FACILITATE:</b> Bring portrayals of crime in song, music video and/or movie to class and lead class discussion on whether and/or how this representation of entertainment media influences criminal behavior, influences our perceptions of criminal behavior or other links to theories we have discussed. Please limit your media clip to a length of 5 min.</li> </ul>
Thursday, October 23:	Psychology and Neurobiology of Crime.
	<ul style="list-style-type: none"> <li>• Read "Dangerous Minds: Criminal Profiling Made Easy" (<b>WebCT</b>)</li> <li>• Read "Sneaky Thrills" by Jack Katz (<b>WebCT, use password "crime"</b>)</li> <li>• Read "Serial Killers: Antecedent Behaviors and the Act of Murder" (<b>WebCT</b>) <ul style="list-style-type: none"> <li>○ <b>WARNING:</b> THE ABOVE ARTICLE CONTAINS GRAPHIC DESCRIPTIONS OF MURDERS COMBINED WITH SEXUAL ASSAULTS AND VICTIM MUTILATION.</li> </ul> </li> </ul>
Tuesday, October 28:	Labeling Theory.
	<ul style="list-style-type: none"> <li>• Read "Defiance Theory" (<b>WebCT</b>)</li> <li>• Read "Anthrax Case Had Costs for Suspects" (<b>WebCT</b>)</li> <li>• Read "Sex Offender Community Notification: Managing High Risk Criminal or Exacting Further Vengeance" (<b>WebCT</b>)</li> <li>• Read "Sign postings not first for Texas" and "Sex Offenders Find Publicity Is Costly" (<b>WebCT</b>)</li> <li>• <b>POLISHED FIRST DRAFT OF CONCEPT MAP DUE BY NOON</b> (send me an e-mail at <a href="mailto:hoffmannh@cofc.edu">hoffmannh@cofc.edu</a> to let me know that your concept map is ready to be graded)</li> </ul>
Thursday, October 30:	Labeling and Restorative Justice: Opportunities for Change.
	<ul style="list-style-type: none"> <li>• Read "The Family Model of the Criminal Process: Reintegrative Shaming" and "Why and How Does Shaming Work?" (<b>WebCT—posted as one file</b>)</li> <li>• Video: <i>Facing the Demons</i></li> </ul>
Tuesday, November 4:	Drugs and Crime.
	<ul style="list-style-type: none"> <li>• Read "The Drugs-Crime Connection" (<b>WebCT</b>)</li> <li>• Read "Evaluation of Drug Court as an Effective Alternative to Prison" (<b>WebCT</b>)</li> </ul>
Thursday, November 6:	Entrepreneurial Crime or Exploitation? The Case of Sex Workers.
	<ul style="list-style-type: none"> <li>• Read "Pride in One's Work" by Alexa Albert from <i>Brothel: Mustang Ranch and Its Women</i>. (<b>WebCT</b>) <ul style="list-style-type: none"> <li>○ <b>WARNING:</b> This reading contains an explicit description of a sex act performed by a brothel prostitute and her male client on pages 111-114.</li> </ul> </li> <li>• <b>FINAL DRAFT OF CONCEPT MAP DUE BY NOON</b> (send me an e-mail at <a href="mailto:hoffmannh@cofc.edu">hoffmannh@cofc.edu</a> to let me know that your concept map is ready to be graded)</li> </ul>

Tuesday, November 11 & Thursday November 13:	Child Prostitution and Child Sex Tourism. <ul style="list-style-type: none"> <li>• Read "Sex Tourism and Child Prostitution in Asia" by Heather Montgomery. (WebCT)</li> <li>• Read "The Facts About Child Sex Tourism" by the U.S. Department of State (WebCT)</li> <li>• Read "Through His Webcam, a Boy Joins a Sordid Online World" (WebCT)</li> </ul>
Tuesday, November 18 & Thursday, November 20:	Predatory Crime: Sexual Assault. <ul style="list-style-type: none"> <li>• <b>WARNING!</b> During these two days we will watch a documentary titled <i>Sentencing the Victim</i> about two Charleston women who were kidnapped and sexually assaulted in the late '80s. This documentary revisits the crime and chronicles the victims' recovery and the challenges of navigating the criminal justice system.</li> <li>• Video: <i>Sentencing the Victim</i> (1:33 min)</li> </ul>
Tuesday, November 25:	Predatory Crime: Sexual Assault. <ul style="list-style-type: none"> <li>• Read Joanna Katz speech to the NC Dept. of Probation, Pardon and Parole. (WebCT)</li> <li>• Read "The Rape Kit Controversy" (WebCT)</li> </ul>
Thursday, November 27:	<b>NO CLASS...HAPPY THANKSGIVING!</b>
Tuesday, December 2:	Predatory Crime: Child Sex Predators. <ul style="list-style-type: none"> <li>• Read "Pedophiles and Child Molesters" (WebCT)</li> <li>• Read "The Boylove Manifesto" (WebCT)</li> </ul>
Thursday, December 4:	Spousal and Partner Abuse. <ul style="list-style-type: none"> <li>• Read "When Victims Become Defendants: Battered Women Charged with Crimes" (WebCT)</li> </ul>
Monday, December 8:	<b>Wiki Pages Should Be Completed By 9 a.m.</b>
Thursday, December 11:	<b>Final Exam, 12:00-3:00 p.m.</b>

### Attendance and Participation Points

Criteria	Points				
	3	2	1	0	
<b>Attendance</b>	Missed 0 classes	Missed 1 class	Missed 2 classes	Missed 3 classes	_____ * 4 = _____/12
<b>Promptness</b>	You <b>always</b> arrive to class on time.	You are late to class <b>1-2 times</b> .	You are late to class <b>3-4 times</b> .	You are late to class <b>five or more times</b> .	_____ * 3 = _____/9
<b>Level Of Engagement In Class</b>	You proactively contribute to class by offering ideas and/or asking questions <b>1-2 times per week</b> .	You proactively contribute to class by offering ideas and/or asking questions <b>once per week</b> .	You contribute to class by offering ideas and/or asking questions <b>less than once per week</b> .	You <b>never</b> contribute to class by offering ideas and/or asking questions.	_____ * 6 = _____/18
<b>Application of Class Material</b>	When participating in class discussion, your comments are <u>almost always</u> based on the ideas being discussed class and/or demonstrate an application of the assigned readings.	When participating in class discussion, your comments are <u>sometimes</u> based on the ideas being discussed and/or demonstrate an application of the assigned readings.	You <u>rarely</u> participate in class discussion <b>or</b> your comments are <u>usually</u> unrelated to the topic being discussed and/or you demonstrate a lack of familiarity with the assigned readings.	You <u>never</u> participate in class discussion <b>or</b> your comments are <u>always</u> unrelated to the topic being discussed and/or you demonstrate little familiarity with the assigned readings.	_____ * 7 = _____/21
<b>Behavior</b>	You <b>never</b> display disruptive behavior during class (e.g., text messaging, sleeping, talking when others are talking, checking your e-mail, etc.)	You display disruptive behavior 1-2 times during the semester.	You display disruptive behavior 3-4 times during the semester.	You display disruptive behavior 5 or more times during the semester.	_____ * 5 = _____/15
<b>Total Points</b>					_____ /75 points