

SOC 301-04: Criminology Spring 2017

Instructor	Ryan Ceresola	E-mail	ceresolar@hartwick.edu
Office Location	Golisano 338	Phone Ext.	x4272
Office Hours	MWF 10 - 11	Class Location	Golisano 303
	T 10 – 12, or by appointment	Class Hours	MWF 11:15-12:20

Readings

There is one required text for this course. Please buy or rent it, because you will definitely need it to complete the readings and the assignments, including the daily discussion questions. They're available at the bookstore, but you can buy them online, too.

Cullen, Francis T., Robert Agnew, and Pamela Wilcox. 2014. *Criminological Theory Past to Present*. Oxford University Press. 5th edition.

There will also be readings uploaded to the D2L site throughout the course. These will be noted in the syllabus calendar, but will also be announced in class.

Course Description

(From Course Catalog) This course examines criminal behavior and the measures intended to control it. Major emphasis is placed upon social factors that contribute to such behavior, and criminal justice system efforts to combat criminal behavior. Attention is also given to current trends in criminal behavior and criminal justice policy, and the evaluation of these from the perspective of different sociological theories.

Prerequisite: SOCI 105 and SOCI 285. (ILS)

(3 credits)

Purpose

This course will provide students with an overview of the various criminological theories that sociologists and criminologists use to understand criminal behavior and control. including the historical development, present status, and suggested reforms. Topics covered will include the biological and psychological views of criminal activity, early American theories of criminology, newer, critical views of criminal behavior, and various other subtopics. We will apply criminological concepts to many elements of the criminal justice process from criminal practice, to the formation of laws, to the final stages of the treatment of criminals. Finally, we will also discuss the relationship between theory and research in studying crime and how this we can use our knowledge to influence crime prevention and rehabilitation.

Learning Outcomes

1. Understand the importance of sociological theory, as well as certain theories' strengths and limitations.
2. Identify and evaluate criminological theories by comparing and contrasting among values, ideas and beliefs.
3. Demonstrate a deep and nuanced understanding of a particular theory by applying it to a current event or case in the real world in a final term paper.
4. Critically assess media portrayals of crime and criminality, and track how social and political processes have impacted views and policies that affect crime, and how the public views that crime.
5. Acknowledge the structural factors that influence certain criminal behavior, as well as the personal attributes that do so, using your sociological imagination.
6. Communicate effectively in written English as exemplified by proper use of ASA citation format, following syllabus writing guidelines and writing clearly and concisely.

Attendance and Evaluation

Attendance Policy: It is my expectation that you will attend each class session, that you will arrive to class on time, and that you will stay for the entire session. I understand that you may find it necessary to miss a class if, for example, you have an emergency medical appointment or serious illness. It would be in your best interest to only miss class if those are the circumstances. If you miss **more than three** classes for any reason, you will have been unable to participate in the course at the minimum level I expect, and your final grade for the course will be lowered by one grade unit (e.g., if you've earned a B+, your grade will be lowered to a B). Each additional missed class after that, will reduce your grade by another grade unit. It is your responsibility to consult with a classmate to find out about any course material (including announcements) you miss during your absence before you return to class.

However, in the course of an academic career, there are times when you may be called to engaged in school-sponsored events including conferences, field trips, or athletic games. These will be considered official absences and will not factor into the absence policy. Students will provide each instructor with an agreement letter prior to the end of the first week of the semester (or by the second day of January term) notifying them that they may occasionally have to miss class for an event or competition and will work with the faculty member to complete any missed assignments. In the event that an activity is not known prior to the drop/add period the student will notify the instructor as soon as they are aware of the conflict.

In all cases and for all activities students will present the faculty member with a hard copy of a letter detailing the activity, dates of the activity and acknowledgement of the class assignments

that will be missed and date for submission of any course work. Students are expected to notify their instructors in whose courses they will be missing academic work -- preferably two weeks before each absence from class -- due to extra-curricular or co-curricular participation. When applicable, the letter also will be signed by appropriate college personnel coordinating the event and will include anticipated departure times. For athletic competitions, students will be excused from class an hour before the scheduled departure time when traveling to away games and an hour before the start of a home competition. In cases in which a student will miss more class sessions than what is outlined in the class syllabus (e.g. 3 absences are allowed), the student will not be disadvantaged by having the final grade reduced due to representing the College as long as all missed work is completed.

Tardiness: We will begin class promptly at the starting point every day. For that reason, you will be sanctioned for showing up late to class. On the attendance roster in D2L, you will be marked as tardy, instead of present for that day. **Every three tardies equals one absence.** Furthermore, if you are **fifteen minutes late or more to class, you will be marked as absent**, even if you sit in on the rest of the class period (which I would still recommend). For these reasons, it is important to show up to class right on time (and preferably five minutes early).

Grading Breakdown: Your letter grade for the course will be derived from the percentage of points you earn on each assignment as detailed in the course breakdown below. The percentage you earn on total assignments gives letter grades by this breakdown.

$\geq 93 = A$	$80 - 82.9 = B-$	$67 - 69.9 = D+$
$90 - 92.9 = A-$	$77 - 79.9 = C+$	$63 - 66.9 = D$
$87 - 89.9 = B+$	$73 - 76.9 = C$	$60 - 62.9 = D-$
$83 - 86.9 = B$	$70 - 72.9 = C-$	$\leq 59.9 = F$

You should also know that I don't curve tests, nor do I round grades in any meaningful way. The only rounding I do is at the .05 level (e.g., if you earned an 89.95% as your final grade, then Congratulations, you've received an A-. If you earned an 89.94%, your grade is still a B+).

Resources

E-mail: My email address is ceresolar@hartwick.edu. E-mail me if you have any questions about the course, or to set up an appointment in my office. Online, I will only communicate with you through your Hartwick e-mail address.

Office Hours: My office hours are your opportunities to meet with me and discuss issues that you have with class, questions you have about course material, or general questions about majoring or minoring in Sociology. I will also schedule appointments with you if these office hours do not

work for your schedule. You can sign up for office hours in two ways: 1) I have a link at the bottom of my e-mail signature so you can sign up there (and I will e-mail the class within the first week with an e-mail making this link clear), or 2) you can use this link:

<https://calendar.google.com/calendar/selfsched?sstoken=UUxqTWpOTWdKLU1IfGRIZmF1bHR8ODM2MjQ4NzhjNmQzMWI1YmQyYThlYTA0YjBIZjFjNzQ>.

D2L: You'll upload all of your assignments to Hartwick's D2L and it'll be the best place to check up on your grades, as I will have the most updated grades posted there (I strive to have grades posted within a week after each submission). Ensure that you familiarize yourself with the interface of this site, located at: <https://d2l.hartwick.edu/>.

Technology: The use of personal technology in class (including cell phones, tablets, and laptops) is disruptive to the instructor and fellow classmates and is therefore not permitted, except for reading along with .pdf documents or other readings that you haven't printed. Because it is so easy to get distracted by technology, note-taking should only be done on paper, and electronic devices should only be used for reading during class time. If it becomes clear that you are typing on your device more than necessary to simply search for a document, I will ask you to put your device away. Cell phones, except in the case of emergencies, are not allowed and should be placed in your backpack or kept otherwise kept out of sight.

Academic Adjustments and/or Modifications: Hartwick College is committed to upholding and maintaining all aspects of the Federal Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. If a student with a disability wishes to request academic adjustments, they should contact Erin Braselmann, Director of AccessAbility Services, at braselmanne@hartwick.edu, or AccessAbilityServices@hartwick.edu. AccessAbility Services is located on the 5th floor of Yager Hall in the Center for Student Success. Any information regarding a student's disability will remain confidential. Requests for academic adjustments should be made as early as possible.

Academic Integrity: I will be following the Academic Integrity Policy described in the Hartwick guidelines and will enforce this policy to the full extent. These policies are available here: <http://www2.hartwick.edu/honestypolicy>. Students, or student groups, must do their own work—they will write their own papers and exams, prepare their own presentations, and cite the original sources of any material they draw on for their papers. Any deviations from these principles (including plagiarism, intended or not) will result in severe penalties, including a failing grade on the assignment and/or the course.

Late Work Policy: I'd prefer not to accept any late work, however, I understand that life sometimes gets in the way. Therefore, my late-work policy is as follows: every day that an assignment is late (including weekend days, for those assignments due to D2L), it loses twenty-five percent of its total possible score. For example, if you turn in an assignment two days late, you will lose fifty percent off the score, and *then* I'll start grading it. I do not allow you to turn in book discussion questions late, but you are free to do them ahead of time.

Course Breakdown

All assignments are due at the start of the class period on which they're assigned, even if they're to be uploaded online.

Requirement	Description	Percent of Final Grade
Exams	There will be a total of three exams in this course. Two will be throughout the course, and the last one will be the final exam, which will focus on the material learned in the last four weeks, but will also draw from some of the big themes throughout the course (all worth 10%). Exams will be a mix of multiple choice, true/false, short answer, and essay.	30%
Case Study	Briefly, you will write a final paper where you dive deeply into a criminological theory, and apply it to a particular case study of a criminal act from the past year. There will be several mini-deadlines throughout the semester to keep you on track. See the attached handout for more details.	20%
Daily Discussion Questions	For each chapter of the textbook, you will write your answers to the review questions at the end of each chapter and upload them to D2L. Each answer should take about 3 – 5 sentences. In other words, each response should be a paragraph (even if it is a small one). If you find yourself having trouble answering questions, that means you should dive deeper into the content. For every extra reading (i.e., reading on D2L, and reading assigned by Friday Focus groups), you will be required to write a 2-3 sentence summary of the reading, and provide your own discussion question, and upload that to D2L as well. These are not yes/no questions, nor questions you can easily find the answers to in the reading. Instead, they bring up larger issues, or connect the readings to other concepts.	20%
Course Work/ Participation	Throughout the course, there will be a variety of in-class assignments that might include mini-quizzes, worksheets, artistic activities, etc. I will also pay attention to your engagement in answering questions and talking in small groups.	20%

Friday Focus	<p>One unique element of this course is that you will have the opportunity to lead the class in a small group through a particular concept of interest to you at key points during the semester. As you can see from the course outline, several Fridays deals with a cutting-edge topic in the sociological study of criminology. On those days, I will turn the class over to small groups to lead the class in a meaningful exercise/discussion/lecture. There is one reading assigned for each of those days, but it will be up to you to figure out what we as a class should do to better understand the topic, and you will bring in one other reading beforehand to distribute to the class.</p> <p>See the attached handout for more details.</p>	10%
--------------	--	-----

Course Calendar

Week 1

M, 2/6

Introduction to the Course

W, 2/8

Introduction to Criminology

- *Akers and Sellers "Introduction to Criminological Theory" (on D2L)*
- *CAW: Introduction*

F, 2/10

The Origins of Modern Criminology

- *1. An Essay on Crime and Punishments*
- *2. The Criminal Man*

Note: Because ordering books, switching classes, and getting our affairs in order does take time, I will not be looking at the DQs for this week until Friday 2/17. By then, you should have bought/rented the book so you'll be able to use it, or you should make friends with someone in the class who will let you borrow the text for the book.

Week 2

M, 2/13

Biosocial and Trait Theories

- *3. Unraveling Juvenile Delinquency*
- *4. Gene-Based Evolutionary Theories in Criminology*

W, 2/15

- *5. Biology and Crime*
- *6. Personality and Crime: Are Some People More Crime Prone?*

F, 2/17

The Chicago School

- *The Chicago School, So-Called (Becker) (Available on D2L)*
- *7. Juvenile Delinquency and Urban Areas*

Week 3

M, 2/20

The Chicago School, pt. 2

- 8. *A Theory of Race, Crime, and Urban Inequality*
- 9. *Collective Efficacy and Crime*

W, 2/22

Social Learning Theories

- 10. *A Theory of Differential Association*
- 11. *A Social Learning Theory of Crime*

F, 2/24

LIBRARY DAY

Week 4

M, 2/27

- Gunter. *Piracy on the High Speeds* (skim the methods and results, but read the Intro and the Literature (pgs. 54 – 58, before Methodology) and the Discussion and Conclusion (pgs. 65-66). (Available on D2L)
- 12. *The Code of the Street*

W, 3/1

Anomie/Strain Theories

- 13. *Social Structure and Anomie*
- 14. *Delinquent Boys: The Culture of the Gang*

F, 3/3

- 15. *Crime and the American Dream*
- 16. *Pressured into Crime: General Strain Theory*

Week 5

M, 3/6

Varieties of Control Theory

- 17. *Techniques of Neutralization*
- 18. *Social Bond Theory*

W, 3/8

- *19. A General Theory of Crime*
- *Mathes. The Dark Side of Self-Control (Same as above, skim the methods/results and read the intro, literature and discussion/conclusion). (Available on D2L)*

F, 3/10

EXAM 1

Week 6

M, 3/13

Labeling/Interaction and Crime

- *20. Primary and Secondary Deviance*
- *21. Crime, Shame, and Reintegration*

W, 3/15

- *22. Defiance Theory*
- *Bouffard. Defiance Theory and the Life Course (Same as above, skim the methods/results and read the intro, literature and discussion/conclusion.). (Available on D2L)*

F, 3/17

FRIDAY FOCUS 1: Labeling Theory, High School, and Criminal Behavior

- *Chambliss. The Saints and the Roughnecks (Available on D2L)*

Week 7

Critical Criminology

M, 3/20

- *23. Criminality and Economic Conditions*
- *24. Crime in a Market Society*

W, 3/22

White Collar Crime

- *30. White-Collar Criminality*
- *32. Choosing White-Collar Crime*

F, 3/24

FRIDAY FOCUS 2: White Collar Crime in Corporate America

- *31. Denying the Guilty Mind*

M, 3/27 – F, 3/31, SPRING BREAK

Week 8

M, 4/3

Feminist Theories

- 26. *Sisters in Crime*
- 27. *A Feminist Theory of Female Delinquency*

W, 4/5

- 28. *Masculinities and Crime*
- 29. *Toward a Gendered Theory of Female Offending*

F, 4/7

FRIDAY FOCUS 3: Women's Use of violence

- *Swan. A Review of Research on Women's Use of Violence (Available on D2L).*

Week 9

M, 4/10

Deterrence and Rational Choice

- 33. *Reconceptualizing Deterrence Theory*
- *Kelley. Deterrence Theory and the Role of Shame (This one's a bit easier to read – if you have a stats background, try to get through the OLS regression; if not, you can probably get through the descriptive statistics, and then, of course, read the discussion/conclusion.) (Available on D2L)*

W, 4/12

- 34. *Crime as a Rational Choice*
- 35. *Armed Robbers in Action*

F, 4/14

EXAM 2

Week 10

Environmental Factors and Criminality

M, 4/17

- 36. *Routine Activity Theory*
- 37. *Situational Crime Prevention*

W, 4/19

- 38. *Defensible Space*
- 39. *Broken Windows*

F, 4/21

FRIDAY FOCUS 4: Cybercrime in the Modern Era

- *Kigerl. Routine Activity Theory and the Determinants of High Cybercrime Countries (Available on D2L)*

Week 11

M, 4/24

Life Course Criminality

- *40. Pathways in the Life Course of Crime*
- *Williamson. Pimp-Controlled Prostitution (Available on D2L)*

W, 4/26

- *41. A Theory of Persistent Offending and Desistance from Crime*
- *42. Cognitive Transformation and Desistance from Crime*

F, 4/28

FRIDAY FOCUS 5: Multiple Murderers through the Life Course

- *Vaughan. Multiple Murder and Criminal Careers (This one's methods are really hard to follow, but the other elements are pretty clear and that's all you need to focus on here. Group: see me beforehand if you have any questions on this piece.) (Available on D2L)*

Week 12

M, 5/1

Race and Crime

- *43. Getting Played*
- *Corbina. Gender, Neighborhood, and Risk Avoidance (This is a long one, but it's super interesting and qualitative, so it's a bit easier to follow.) (Available on D2L)*

W, 5/3

- *44. A Theory of African American Offending*
- *Unnever. A Theory of African American Offending: A Test of Core Propositions (Follow up study to the article! Read as much as you can on this piece – some of the methods are trickier to follow. Intro, literature, discussion/conclusion required.) (Available on D2L)*

F, 5/5

NO CLASS: SCHOLARSHIP SHOWCASE

Week 13

M, 5/8

Integrated Theories

- *45. Toward an Interactional Theory of Delinquency*
- *46. Social Support and Crime*

W, 5/10

Crime Control Policy

- *48. Imprisoning Communities*
- *49. Environmental Corrections*

F, 5/12

FRIDAY FOCUS 6: The Media's Construction of the Way We View Crime

- *Romer. Television News and the Cultivation of Fear of Crime (Available on D2L)*

Final Exam[±], 5/15, Monday, 4:00 – 7:00 PM

± The exam will be available for the scheduled period. No student will be allowed to take the final exam outside of the scheduled period. There will be no exceptions to this rule, and missing an exam will affect your final course grade. Do not plan on leaving campus before this exam takes place.

SOCI 301: Friday Focus

To allow us to dive deeper into substantive issues in meaningful ways, you and your group have one hour to engage with the written material assigned in the course, but also to build off of the work, on a topic outlined in the course syllabus above. You will be graded on the amount of effort you put into planning for the class, the creativity of the experience, and your overall level of engaging/teaching the class.

A good class period will incorporate the following three factors: presentation, outside engagement, and discussion/activity. Furthermore, I will expect an e-mail from a member of your group by the Wednesday before that sketches out what you're hoping to do in your class period, including the written material and any audio/video material you assign or plan to use.

Finally, I will also be paying attention to you during time when your colleagues lead class, and you should do your best as a classroom member to help out your classmates by participating in their group activities or answering questions they bring up.

Presentation

You will be responsible for providing a brief recap of the most important parts of the day's readings (both the reading I assign, and the one that you assign). This can be done through a traditional PowerPoint (similar to how I do it), leading the class and writing key terms on the whiteboard, or through the use of handouts. Note: if you use handouts, you should work to make them engaging in your presentation style – you should not just read off of them.

Outside Engagement

In addition to the required readings for that day, you should bring in at least two (2) video or audio clip that helps us understand your concept. Furthermore, you may also include graphics, charts, tables, links to websites, or any other visual representations of the phenomenon you and your group discuss. The minimum is two, but doing more (as long as it is used in a smart way that helps convey your information more, and isn't just used for filling up time), is a great idea.

You should announce your assigned reading to the class the Wednesday before you present, and you should send me a copy, which I will then send out to everyone else. Audio/Video material should not take more than fifteen-twenty minutes of class time total.

Discussion/Activity

This is the portion where you will lead the class in a discussion that engages with the written material we've read as well as any outside resources you bring in your "outside engagement" section. You should have thoughtful questions that you think the class will be able to engage with (similar to the discussion questions at the end of each chapter, or that you provide for supplemental readings).

You may also have time/choose instead to lead the class in a group activity that helps us understand the key issues about your day. For instance, if you are talking about rational choice theory, you can lead the class through a game where you see how many steps it takes in someone's life before they make the "rational choice" to commit a crime.

Grading Breakdown

A - You go above and beyond the prerequisites of the assignment to lead the class to understand the key points about your issue in a truly transformative way. Your use of outside sources should be stimulating and novel, and visually appealing. Your discussion questions/activity shows you've thought critically about the best way to present ideas to the class. The hour you have allotted flows smoothly and you make your points clearly and understandably.

B - You lead the class in a perfectly satisfying way. You go over the course material in an interesting way, though you may spend a bit too much time on recapping what we already know. You bring in one or two outside sources, but they're only tangentially related to the topic at hand. You lead discussion or have the class participate in some group activity, but the quality of the activity or discussion is a bit lacking.

C - You lead the class in essentially what is a lecture over previously read material; you fail to bring in any outside materials - or they're not very related to the concept at hand. Your discussion questions are simple yes/no question, or questions we can find the answers to in the book. Your group activity does not make much sense, in context to the larger class.

D - You have a handout and read directly from it, or read directly from a PowerPoint. You fail to bring in any outside sources. The class is not led through a fruitful discussion. Essentially, it shows that there has been little to no effort made to your fellow classmates.

F - You do not present.

Criminology Final Paper Case Study Guidelines

A major part of your work in this course is a case study of a particular criminal event or practice. For this project, you will pick a topic, examine newspaper articles and other media to get a view of “what happened,” and analyze the case using broad ideas from the textbook and discussions throughout the semester. This project gives you the opportunity to dive more deeply into a criminological theory of importance to yourself as you practice your skills in analyzing a type of crime sociologically.

STEP ONE: Deciding a Topic

Your first step in working on your project is to choose a topic of particular interest. While you are free to choose whatever criminal activity you want to examine, you should be sure that it is something you can use a criminological theory to help explain. You can use any source to get your ideas for this case/activity, but do some research to better understand how much material is actually out there on the case, so that you don't run out of sources.

STEP TWO: Reviewing the Sources/Telling the Story

You will determine what the most important articles/documentaries/written material are regarding your project. For this paper, you will need a minimum of **five (5) sources** that deal with the case/activity itself, and at least three (3) of these must be written material (not documentaries). The case study is the in-depth study of a single case, drawing upon a wide range of sources and resources – so feel free to be creative in where you find your information, as long as it is legitimate (ask me if you're not sure). After you review the sources, you will write up in your own words what happened in the case. Treat this as a space to teach the reader (me) about the case, and give as much detail as you need to convey what happened.

STEP Three: Presenting the Theory

Using the book as a starting point, find at least **six (6)** more scholarly sources that deal with a particular theory of interest to you. These must be articles from professional, sociological, peer-reviewed journals. These can also be books or working papers from universities, but they cannot be popular sources (newspapers, magazines, websites, summaries of conference papers), which are appropriate only for developing the story of the case.

This is where you summarize the major points of the theory, talk about its strengths and limitations, and also develop an idea of what exactly the theory has been up to recently: What sorts of applications has it been used in? What is the recent work scholars have done with the theory? What are some of its strengths and limitations?

Notably, searching for sources is not as easy as a quick Google search. It will take a few hours to find enough scholarly sources that speak directly to your subject matter. To find appropriate

sources, I suggest you use the SocIndex database, available through the library website. Librarians are available to assist you with how to use this, and they are invaluable sources when it comes to finding scholarly information. We will attend the library to learn more about this within the first few weeks of the course, and I'm also available if you have any questions.

STEP Three: Analyzing the Case

To understand the sociological ideas behind the case you examine you will need to analyze the case through the lens of research work that precedes it. This analysis is where you use integrated discussions of the theory to help understand the concept that you're studying in this paper. In other words, here is where you look at the criminal activity through a sociological lens. How does your theory help explain this happening? What are the ways this particular action falls in line with this theory, over other theories? What are some of the weaknesses of this theory in explaining this event? This is not a space for summaries of articles or books, but instead for you to apply the details of the theory to your case.

STEP FOUR: Discussing the Implications

Once you have analyzed the case through a theoretical basis, you can discuss the implications of what you've found. Basically, you should discuss what your analysis suggests about the world around us. Once you've applied a theory to a particular case, which is a very narrow way to use theory, this is where you write about the "big picture" of the case that you're examining. What do you think this activity means about social life in general? Do you think this theory can be used with different sorts of crimes? Why or why not? Here is where you can provide a bit more of "your take" on the way that the world works, using your theory and this case as guiding principles.

STEP FIVE: Concluding the Piece

Finally, you will conclude with a brief summary of your case and a brief discussion of the major themes you found in your paper. You'll end with discussing policy implications and suggestions for future research (i.e., what questions did this research project raise that it couldn't answer?).

STEP SIX: Writing the Paper

The scientific system of which we are a part requires specific formal elements from research papers. To better familiarize yourself with these aspects, I will require your paper to follow a relatively strict set of standards in its final form.

1. *Title Page* with paper title, course number and title, date of submission, and your name.
2. *Introduction (approximately 1 page)*: Begin your paper with a brief paragraph introducing the topic of your paper. In the next paragraph, be sure to let the reader (me) know why this topic is sociologically important and/or interesting. In short, you should answer the following: Why did you choose *this* case, and what interesting thing did you

find (briefly)? Cite literature as appropriate. This is also a good spot to point out the timeliness of your research: why should we care about this specific research paper now?

3. *Case Summary (approximately 2 pages)*: In your own words, the case as it happened. This is where you teach me the things that occurred in the case. Cite a *minimum* of five works from journalism, or primary sources to support your story.
4. *Theory Introduction (approximately 2-3 pages)*: In this section, using the book as a starting place, you introduce a criminological theory to the reader (me). You go beyond what the book says about that theory, and find more articles that help flesh out the theory and what it says. Cite a *minimum* of six scholarly sources here.
5. *Analysis (approximately 2-3 pages)*: Here is where you apply the sociology to the case. You can take this in a variety of ways, but it is important to question: How does your theory help explain this happening? Find points where your case aligns with theoretical descriptors of criminal activity. How does this relate to previous literature? This is where you can apply your criminological knowledge to better understand the case.
6. *Discussion (approximately 1-2 pages)*: Here is where you detail the major themes, or “take-aways” from your analyzed case summaries. An easy way to think about this is: What are the implications of this case for our idea of the way humanity works? For a paper of this length, you should identify at least two major “take-aways” or themes.
7. *Conclusion (approximately 1 page)*: This is where you wrap everything up. Summarize your major points, provide policy implications for your study, and discuss what future researchers should do to further either investigation of your topic or further theoretical growth.
8. *References*: Finally, you should include a complete bibliography for the scholarly sources and the journalistic accounts, both using ASA format. You should have two bibliographies here: the first should be titled *Sources* and it’s where you cite the journalistic accounts. The second is *References* and is where you cite the literature you examined from sociology and other journals for this topic.

Excluding a title page and references your final paper must be 9-11 pages. This assignment should be double-spaced, include page numbers, use 12-point Times New Roman font, and use 1-inch margins.

Important Notes:

- 1) Course papers are a chance for you to demonstrate your comprehension of ideas covered in class. As such, you should include reference to course readings where appropriate, but you should expand on these ideas. Readings from the textbook or class should be cited, but they will not count to your scholarly source count

- 2) Papers will conform to *ASA Style Guide* conventions (for headings, citations, references, etc.). A copy of the *ASA Style Guide* is on reserve at the library. A good online source of information on ASA writing guidelines is available at <https://owl.english.purdue.edu/owl/resource/583/01/>.
- 3) Papers will be free of spelling and grammar errors. Regardless of content, papers containing spelling, grammar or ASA Style errors will not be eligible for “A” grades.

Deadlines

All assignments (except the library day) are due by 5:00 PM to D2L

Monday, 2/20 Paper Topic

Upload to D2L a brief sentence or two describing what case you’re interested in examining (this should be relatively firm at this point), and what theory you might use (this can change, because we’re so early on, but check out pgs. 6-9 in the textbook to get some idea).

Friday, 2/24 Library Sources (**due at the end of the class period**)

This assignment will be given out in the library the day that you are trained on finding sources.

Friday, 3/24 One-Page Introduction

This should include a brief description of your case, how it relates to criminology in general, and a mention of what theory you’re planning on using (at this point, it might benefit you to look at the chapters on this theory to be firmer on it).

Friday, 4/21 Outline/Rough Draft of Case Summary/Theory

The minimum here is that you have an outlined paper, formatted using roman numerals or bullet points that show you’ve been thinking about this paper.

You will also be required to have at least three journalistic sources and three scholarly sources cited in separate references pages at this time, in ASA format.

***Optional* Friday, 5/5** Rough Draft of Paper

This is not a requirement, but is instead an option if you choose to take it. Like the above assignments, I will provide you feedback on where you stand on this piece. If you’ve moved beyond the outline/rough draft from the previous assignment (which you should!), then this is a good opportunity to see how your ideas are flowing.

In my experience, students who take advantage of this deadline do much better on the final paper.

Friday, 5/12 Final Paper Due

Syllabus Confirmation Sheet

Name:

By signing this sheet I indicate that I have received a copy of the syllabus, understand it, and agree to adhere to the standards of behavior and academic expectations outlined in it.

In particular, I understand all attendance and assignment responsibilities. I agree to attend the course, with the exception of documented illness or approved absence. I agree to provide all assignments, take all exams, and provide presentations as required.

I am aware that I am required to attend the final examination at the time indicated on the syllabus and the Hartwick College website (Calendar/final exam schedules). I acknowledge there will be no exceptions for this.

Finally, I am aware that the guidelines for the course may change as need be throughout the term. It will be my responsibility to make sure I take note of any announcements made that change due dates or deadlines, including asking fellow classmates about any announcements I missed.

Signature

Date _____