SOCIOLOGY 8111 – CRIMINOLOGY
Spring 2005
Wednesday 3:30-6:00 Room 1115 Social Science

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DESCRIPTION

This seminar offers an overview of theoretical developments and empirical research in criminology. Our focus will be definitive statements from important theoretical traditions and critical empirical tests of these theories. In addition, we will also consider critiques of the theories or the research generated by them and attempts to translate theories into policy.

OBJECTIVES

1. The course will help you develop a more nuanced understanding of the dominant theoretical traditions in criminology. This knowledge is absolutely fundamental to teaching criminology at the college level and to conducting original research in the area.

2. I will help you work through selected empirical pieces by some of the very best criminological researchers. As you develop your own research style, it is beneficial to see how others have translated propositions into testable hypotheses, devised appropriate methodologies to test them, and presented the results to diverse audiences.

3. The course will stimulate your thinking about questions at the intersection of social science and public policy. These include how we produce our knowledge, its relevance to lives outside the academy (and penitentiary), and the utility of crime theories and criminologists themselves. Such big-picture considerations may help you to choose the level of abstraction at which you wish to work and the contribution that you can make as teachers and researchers studying the sociology of crime.

4. Finally, a graduate seminar should encourage your professional socialization as you make the transition from student to independent social scientist. I will share anonymous
reviews, letters from funding agencies and journal editors, and other materials that may show you another side of the research and publication process.

**READINGS**


The Laub and Sampson book is available at the bookstore. Other readings will be made available prior to course meetings. As for Kornhauser, one prominent sociology department’s preliminary examination in the law, crime, and deviance area asked students to name and discuss the most important book in 20th century criminology. The correct answer (and there was a correct answer) was Kornhauser’s *Social Sources*. Since the book remains (shamefully!) out of print, I can make photocopies available to you without violating copyright law. We will arrange to compile and distribute the article materials at the first class meeting.

**$131.85 WORTH OF OTHER BOOKS THAT SHOULD BE ON YOUR SHELF**

We will dip into the following books this term, but will not devote a great deal of time to them. Anyone interested in teaching criminology or developing expertise in the area is encouraged to purchase them via amazon.com (link via the course page) or another source.


**REQUIREMENTS**

1. Each student will share responsibility for helping to lead at least one of the course meetings. This includes summarizing and emailing/distributing a *precis* of the core readings, being accountable for the recommended (starred) readings and a list of open-ended questions about the materials two days prior to each class session. The precis is a
detailed two page single-spaced summary of the theory, data, methods, and argument of the reading.

2. An original seminar project is required of all students. This may be in the form of a research proposal, a synthesis and critical evaluation of a particular line of research, or an empirical paper addressing a substantive problem in criminology. Do not waste your time on a paper that will only be used to meet course requirements. The seminar project should advance your own research agenda.

3. Seminars are constructed in interaction. I will provide a brief setup at each course meeting and try to provide an environment in which everyone feels comfortable participating, but responsibility for the seminar is borne collectively. This means that you must come to class prepared to discuss the readings (preferably with written comments and at least one question of your own) and to have considered how the course materials will affect your work. I deliberately kept the reading requirements minimal so that you will have more time to seriously engage the articles.

POLICIES

➢ Your course grade will be determined by your written work and seminar participation. I intend to weight precis and discussion leadership at 20%, seminar projects at 50%, project proposal 10% and participation at 20%. Active seminar participation is a necessary (but not sufficient) condition to earning an “A” grade.

➢ You really don’t want an incomplete hanging over your head. In almost every case, it is better to turn in “work in progress” than to delay said progress by taking an incomplete.

➢ Teaching Philosophy (attached)

➢ Department Policies (attached)

CAUTION

This course is not comprehensive. There are several definitive statements and myriad critiques and tests for many of these topics. To maximize the amount we can cover in a single semester, I have selected work that I consider exemplary, representative, or fresh. Nevertheless, there are many important areas in criminology that we will not touch. For this reason, the content of the second half of the course will be determined by student demand.

TENTATIVE OUTLINE

1. 1/19 WELCOME

   Introduction
   Goals
   Orientation

2. 1/26 BIG PICTURE ISSUES

   Kornhauser, Chapter 2 (*Chapter 1 recommended).


3. 2/2 RATIONAL CHOICE


4. 2/9 SOCIAL (DIS)ORGANIZATION AND NEIGHBORHOOD CONTEXT


Kornhauser chapter 3 (esp. 51-82)


5. 2/16 DIFFERENTIAL ASSOCIATION & SYMBOLIC INTERACTIONISM


Kornhauser chapter 5 (esp. 181-204).


6. 2/23 ANOMIE THEORY AND “STRAIN” VARIANTS


Kornhauser, Chapter 4, esp. pages 139-150.


7. 3/2 SOCIAL CONTROL THEORY AND LIFE-COURSE VARIANTS


8. 3/9 SELF-CONTROL


3/16 – no class – spring break

9. 3/23 LABELING AND SOCIETAL REACTION


### 10. 3/30 PHENOMENOLOGY, IDENTITY, AND DESISTANCE


### 11. 4/6 CRIMINAL CAREERS AND THE LIFE COURSE


### 12. 4/13 CRIMINAL CAREERS AND THE LIFE COURSE


### 13. 4/20 RACE, CONFLICT, AND PUNISHMENT


*Beckett, Katherine. Race and Drug Law Enforcement in Seattle [unpublished manuscript]


14. 4/27 CRIME AND PUNISHMENT AS INDEPENDENT VARIABLES


15. 5/4 CLASS WRAP-UP AND DISCUSSION
Uggen’s Teaching Goals and Philosophy

1. **Respect for Students.**
   The other points are really a subset of this one. Education is a service industry, but you cannot simply purchase a unit of education the way you would buy other commodities. Instead, you must devote time and energy to learning. I respect those students who must make work, family, or other commitments their top priority. Nevertheless, to benefit from the class and to be rewarded with a high grade, you must find time to do the work.

2. **Procedural Justice or Fairness.**
   In my non-statistics classes, I typically grade exams and papers anonymously (by identification numbers rather than names) to avoid favoritism or other biases. Universal standards and strict deadlines are the best way I know to provide equal opportunities for all students.

3. **High Standards for Excellence.**
   I reserve grades of A for outstanding work that engages course materials with original thought and creativity or a mastery of technical skills. You can receive a B by doing all of the work well and a C by meeting all course requirements.

4. **Opportunities for Independent Work.**
   All must meet the basic requirements. For those wishing to engage the material at the highest level, I allow flexibility for more ambitious projects.

5. **Responsiveness and Accountability.**
   You will have the opportunity to evaluate me and to critique the course in time for me to make changes that will benefit you. If you think I have failed to live up to the principles or philosophies here listed, please let me know about it.

6. **Accessibility.**
   I will be available to you during office hours and flexible in scheduling appointments outside these hours (including nights and weekends).

7. **Openness to Diverse Perspectives.**
   Sharing your experiences and understandings (publicly or privately) enriches the course for your fellow students, especially when you disagree with me.

8. **Enthusiasm for the Subjects I Teach and for Teaching as a Vocation.**
   I cannot expect you to really engage the course materials if I am bored with them. Therefore, I will make every effort to make the texts, lectures, and assignments current, relevant, and intellectually engaging.

9. **Skills, Knowledge, and Attitudes.**
   I teach: (1) technical and life skills that will benefit you inside and outside of the classroom; (2) abstract and concrete knowledge about the social world; and, (3) attitudes promoting the free and good-humored exchange of ideas.
COLLEGE OF LIBERAL ARTS POLICY

GRADES: University academic achievement is graded under two systems: A-F (with pluses and minuses) and S-N. Choice of grading system and course level (1xxx/3xxx/5xxx) is indicated on registration forms; changes may not be made after the FRIDAY of the second week of the semester. Some courses may be taken under only one system; limitations are identified in the course listings. The Department of Sociology requires A-F registration in required courses for the major. University regulations prescribe the grades that will be reported on your transcript.

A Represents achievement that is outstanding relative to the level necessary to meet course requirements (4.00 grade points)
A- 3.67 grade points
B+ 3.33 grade points
B Achievement significantly above the level necessary to meet course requirements (3.00 grade points)
B- 2.67 grade points
C+ 2.33 grade points
C Achievement that meets the basic course requirements in every respect (2.00 grade points)
C- 1.67 grade points
D+ 1.33 grade points
D Achievement worthy of credit even though it fails to meet fully the course requirements (1.00 grade point)
F Performance that fails to meet the basic course requirements (0 grade points)
S Represents achievement that is satisfactory, which is equivalent to a C- or better.
N No credit. Its use is now restricted to students not earning an S on the S-N grade base
I Incomplete, a temporary symbol assigned when the instructor has a "reasonable expectation" that you can successfully complete unfinished work in a course before the end of the next semester. You and your instructor should arrive at a clear understanding, in advance, about whether you will receive an I and what the make-up work conditions will be. The instructor may set date conditions for make-up work. If a course is not completed as prescribed or not made up as agreed within the next semester of registration, the I will lapse to an F if registered on the A-F grade base or an N if registered on the S-N grade base.
W Official withdrawal from a course after the end of the second week of the semester. You must file a course cancellation request before the end of the sixth week of the semester to ensure that the W, rather than the F, will be formerly entered on your record.

FINAL EXAMINATIONS (see CLA Bulletin): You are required to take final examinations at the scheduled times (see the Class Schedule). Under certain circumstances, however, you may request final examination schedule adjustment in your college office. Instructors are obligated to schedule make-up examinations within the final examination period for students who have three final examinations within a 16-hour period. Instructors also are encouraged to reschedule examinations for students with religious objections to taking an examination on a given day. You must submit your request for an adjustment in your schedule at least two weeks before the examination period begins. For assistance in resolving conflicts, call the CLA Student Information Office at 625-2020. If you miss a final, an F or N is recorded. You must obtain the instructor's permission to make up the examination. Final examinations may be rescheduled by the instructor only through the official procedure for that purpose (see the Class Schedule). Final examinations may not be scheduled for the last day of class or earlier or for Study Day. If an examination is rescheduled at the instructor's request, and you have an examination conflict because of it, you are entitled to be given the final examination at an alternative time within the regularly scheduled examination period for that semester.

CLASS ATTENDANCE (see CLA Bulletin): As a CLA student, you are responsible for attending class and for ascertaining the particular attendance requirements for each class or department. You should also learn each instructor's policies concerning make-up of work for absences. Instructors and students may consult the CLA Classroom, Grading, and Examination Procedures Handbook for more information on these policies.

COURSE PERFORMANCE AND GRADING (see CLA Bulletin): Instructors establish ground rules for their courses in conformity with their department policies and are expected to explain them at the first course meeting. This includes announcement of office hours and location, the kind of help to be expected from the instructor and teaching assistants, and tutorial services, if available. The instructor also describes the general nature of the course, the work expected, dates for examinations and paper submissions, and expectations for classroom participation and attendance. Instructors determine the standards for grading in their classes and will describe expectations, methods of evaluation, and factors that enter into grade determination. The special conditions under which an incomplete (I) might be awarded also should be established. The college does not permit you to submit extra work to raise your grade unless all students in the class are afforded the same opportunity.

CLASSROOM BEHAVIOR (see CLA Bulletin): You are entitled to a good learning environment in the classroom. Students whose behavior is disruptive either to the instructor or to other students will be asked to leave.

SCHOLASTIC CONDUCT (see CLA Bulletin): The college has broadly defined scholastic dishonesty as any act violating the rights of another student in academic work or involving misrepresentation of your own work.
Scholastic dishonesty includes, but is not necessarily limited to, cheating on assignments or examinations; plagiarizing, misrepresenting as your own work any part of work done by another; submitting the same work, or substantially similar works, to meet the requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another student's work. The Student Scholastic Conduct Committee, composed of students and faculty members, investigates charges of academic dishonesty referred to it by CLA faculty members. When charges are upheld, the student may be placed on disciplinary probation, failed in a course, or suspended from the college. CLA faculty members may act on cases involving CLA students in their classes; such actions may not exceed modification of a course grade. Instructors must report any action to the conduct committee, and the student will be informed of the right to ask for a committee hearing. Specific information on report and appeal procedures may be obtained by calling Student Academic Support Services (625-3846). Disciplinary or conduct cases that are nonacademic in nature or that involve two or more colleges are referred to the Campus Committee on Student Behavior.

A REMINDER OF RELEVANT POLICIES AND PROCEDURES

* SOCIOLOGY DEPARTMENT POLICIES *

GRADE INFORMATION: Grades are due in the Office the Registrar within 72 hours after the final examination. No information regarding grades will be released by the department office staff to anyone except designated personnel in Records and college offices. Students may access their own grades through their computer account. They may do this by following the directions in the semester class schedule.

INCOMPLETES: It is the instructor's responsibility to specify conditions under which an Incomplete (I) grade is assigned. Students should refer to the course syllabus and talk with the instructor if they anticipate not completing the course work. Coursework submitted after the final examination will generally be evaluated down unless prior arrangements are made in writing by the instructor. University policy states that a student must reregister to attend the same course the following semester in order to make up incomplete work. Incompletes are appropriate only if the student can make up the coursework independently with the same professor.

MAKE-UP EXAMINATIONS: Each semester the Sociology Department arranges a special time for make-up examinations, with proctors arranged by the department. This exam is mainly for students who need to make up work from the previous semester, (i.e. quiz, midterm, or final) and who have made arrangements with the instructor to do so. A make-up session is held near mid term each semester, including summer session. It is announced in the Daily, on department bulletin boards, and in classes. Students who wish to take the exam must come into the Sociology office (909 Soc Sci) early in the semester, obtain the necessary forms, and get approval to attend the make-up session. Any other arrangements for special examinations must be made directly with the instructor who taught the course and who is responsible for approving and supervising the examination or making individual arrangements.

GRADE CHANGES: Grades properly arrived at are not subject to renegotiation unless all students in the class have similar opportunities. (See CLA Bulletin, p.29) Students have the right to check for possible clerical errors in the assignment of grades by checking with the instructor or teaching assistant.

Students with justifiable complaints about grades or classroom procedures have recourse through well-established grievance procedures. You are expected to confer first with the course instructor. If no satisfactory solution is reached, the complaint should be presented in writing to the department associate chair (909 Soc Sci). If these informal processes fail to reach a satisfactory resolution, other formal procedures for hearing and appeal can be invoked. See the departmental advisor in 923 Social Sciences to explore options.

SOCIOLOGY PROGRAMS INFORMATION: The Sociology Department offers two options for the Bachelor of Arts degree and a Bachelor of Science degree. We also have an Honors Program. Students interested in majoring in Sociology should attend an information meeting about the major. Meetings are held about once a week. Sign up for a meeting in 909 Social Sciences. Further information can be obtained from the following persons and offices:

- General information, Sociology Department, 909 Social Sciences - 624-4300
- Undergraduate Advisor, Ann Miller, 923 Social Sciences - 624-6013
- Director of Undergraduate Studies, Professor Rob Warren, 1172 Social Sciences - 624-2310
- Sociology Honors Advisor, Professor Joachim Savelsberg, 1181 Social Sciences - 624-0273
- Director of Graduate Studies, Professor Elizabeth Boyle, 967 Social Sciences - 624-3343,
and/or Graduate Secretary, Jessica Matteson, 931 Social Sciences - 624-2093

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