

SOCIOLOGY 8111 – CRIMINOLOGY

Spring 2011

Monday 6-8:30 Mondays, Rm 1114 Social Science

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Criminology is the body of knowledge regarding delinquency and crime as social phenomena. It includes within its scope the process of making laws, breaking laws, and of reacting toward the breaking of laws. These processes are three aspects of a somewhat unified sequence of interactions. The objective of criminology is the development of a body of general and verified principles and of other types of knowledge regarding this process of law, crime, and reaction to crime. – Edwin Sutherland

DESCRIPTION

This seminar offers a graduate-level foundation of theory and new empirical research in sociological criminology. I follow Edwin Sutherland's broad definition of the field, though this course emphasizes rulebreaking (see seminars in the sociology of law and sociology of punishment for more on rulemaking and societal reaction). Our focus is *definitive statements* from important theoretical traditions and *critical empirical tests* of these theories. We also address *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 developing graduate reading lists and publishing research in the area.
2. We will work through empirical pieces by many of the best sociological criminologists. As you develop your own research, it is useful 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 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. Such big-picture considerations may help you to choose the level of abstraction at which you work and the contributions you'd like to make as teachers and researchers. For example, I study crime, law, and deviance because I believe that good science can light the way to a more just and safer world. I'll encourage you to developing your own goals, mission, and orientation to the field.
4. Finally, a graduate seminar should encourage your professional development 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

1. Five articles or chapters per week
2. Kubrin, Charis E., Thomas D. Stucky, and Marvin D. Krohn. 2009. *Researching Theories of Crime and Delinquency*. New York: Oxford University Press.

You will read a host of challenging research articles throughout the semester, but I've limited the number of **required** readings to about five per week. The **recommended** readings are all exemplary work on the topic that should be on your reading lists but won't be discussed in our weekly meetings unless student interest is very high. I've put a lot of my **own work** on this syllabus –not because it is exemplary but so that I can share reviews and details about the research and publication process that may be helpful to you. The Kubrin volume offers an excellent introductory overview of this research literature and helps to fill these gaps in coverage.

RECOMMENDED FOR YOUR SHELVES

We will dip into the following books this term, but will not devote great time to them. Those interested in teaching criminology or developing expertise in the area should purchase and read them, stem to stern.

- Becker, Howard S. 1963. *Outsiders*. New York: Free Press.
- Clear, Todd. 2007. *Imprisoning Communities: How Mass Incarceration Makes Disadvantaged Neighborhoods Worse*. New York: Oxford.
- Katz, Jack. 1988. *Seductions of Crime: Moral and Sensual Attractions in Doing Evil*. New York: Basic Books.
- Gottfredson, Michael R., and Travis Hirschi. 1990. *A General Theory of Crime*. Stanford: Stanford U. Press.
- Hirschi, Travis. 1969. *Causes of Delinquency*. Berkeley: University of California Press.
- Kornhauser, Ruth R. 1977. *Social Sources of Delinquency: An Appraisal of Analytic Models*. Chicago: U. of Chicago Press.
- Laub, John H. and Robert J. Sampson. 2003. *Shared Beginnings, Divergent Lives: Delinquent Boys to Age 70*
- Maruna, Shadd. 2001. *Making Good: How Ex-Convicts Reform and Rebuild Their Lives*. Washington, DC: American Psychological Association.
- Warr, Mark. 2002. *Companions in Crime: The Social Aspects of Criminal Conduct*. Cambridge: Cambridge University Press.
- Western, Bruce. 2006. *Punishment and Inequality in America*. New York: Russell Sage.

REQUIREMENTS

1. Each participant will share responsibility for helping to lead at least one of the course meetings. This includes summarizing and distributing a *precis* of at least three core readings and a list of open-ended *questions* about the materials twenty-four hours 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. Based on the readings, the leader should also help us identify the core concepts, assumptions, and ideas of the tradition, and to help us get a sense of its current empirical status and policy implications – to what degree is it supported with evidence?
2. An original seminar project is required of all students. This may take 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 career and research agenda.
3. Seminars are constructed in interaction. I will provide a brief setup at each 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. A rough guideline: everyone should speak at least once during each course meeting.

POLICIES

- Your course grade is determined by written work and seminar participation. I intend to weight *precis* and discussion leadership at 20%, seminar projects at 60%, and participation at 20%. *Active seminar participation is a necessary but not sufficient condition to earning an “A” grade.*
- You do not 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 multiple definitive statements and myriad critiques and tests for many of these topics. To maximize our coverage in a single semester, I selected work that I consider exemplary,

representative, or fresh and engaging, with an emphasis on locally grown, organic criminology. Nevertheless, there are vast criminological expanses that we will not touch.

TENTATIVE OUTLINE

1. 1/24 WELCOME and THE BIG PICTURE

“I haven’t committed a crime. What I did was fail to comply with the law.” – David Dinkins

Required

Wilson, James Q. 1975. *Thinking about Crime*. Chapter 3: “Criminologists.”

Sampson, Robert J. 2000. “Whither the Sociological Study of Crime?” *Annual Review of Sociology* 26:711-14.

Introductions and Discussion of Projects -- Bring your ideas!

2. 1/31 CRIMINOLOGY, ITS PUBLICS, and POLICIES

“The worst crime is faking it” – Kurt Cobain

Required

Kubrin, Stucky, and Krohn, Chapter 1. [Okay to skim this basic material]

Sherman, Lawrence L., Denise C. Gottfredson, Doris L. MacKenzie, John Eck, Peter Reuter, and Shawn D. Bushway. 1998. *Preventing Crime: What Works, What Doesn’t, What’s Promising*. National Institute of Justice Research in Brief. Washington, DC: USGPO.

Drake, Elizabeth K., Steve Aos, and Marna G. Miller. 2009. “Evidence-Based Public Policy Options to Reduce Crime and Criminal Justice Costs: Implications in Washington State.” *Victims and Offenders* 4:170-196.

Christopher Uggen and Michelle Inderbitzin. 2010. “Public Criminologies.” *Criminology and Public Policy* 9: 725-750 [also skim introduction by Todd Clear and Policy Essay responses by Paul Rock, Kenneth Land, Ian Loader and Richard Sparks, Michael Tonry, and Daniel Mears, pp. 751-805].

Clarke, Ronald V. and Derek B. Cornish. 1985. “Modeling Offenders’ Decisions: A Framework for Research and Policy.” Pp. 147-85 in *Crime and Justice: An Annual Review of Research, Volume 6*, edited by Norval Morris and Michael Tonry. Chicago: University of Chicago Press. [bridge to rational choice theories]

Recommended

*Loader, Ian and Richard Sparks. 2010. *Public Criminology?: Criminological Politics in the Twenty-first Century*. Routledge.

*Blueprints for Violence Prevention. Center for the Study and Prevention of Violence at the University of Colorado.

*Simon, Jonathan. 2007. *Governing Through Crime*. New York: Oxford University Press.

*Whetstone, Sarah and Arturo Baiocchi. 2010. “Criminal Desistance, Housing Stability, and Improved Quality of Life in a Housing First Program: Results from the FUSE Study.” Prepared for Hennepin County FUSE, St. Stephen’s Human Services, Heading Home Hennepin, and Hennepin County Community Corrections.

3. 2/7 DETERRENCE, MONEY, and CHOICE

"We are often deterred from crime by the disgrace of others." – Horace

Required

Kubrin, Stucky, and Krohn, Chapter 2.

Sherman, Lawrence W. and Douglas A. Smith. 1992. "Crime, Punishment, and Stake in Conformity: Legal and Informal Control of Domestic Violence." *American Sociological Review* 57:680-90.

Matsueda, Ross L., Derek A. Kreager, and David Huizinga. 2006. "Deterring Delinquents: A Rational Choice Model of Theft and Violence." *American Sociological Review* 71: 95-122.

Uggen, Christopher and Melissa Thompson. 2003. "The Socioeconomic Determinants of Ill-Gotten Gains: Within-Person Changes in Drug Use and Illegal Earnings." *American Journal of Sociology* 109:146-85.

Alexes Harris, Heather Evans and Katherine Beckett. 2010. "Drawing Blood from Stones: Legal Debt and Social Inequality in the Contemporary United States." *American Journal of Sociology* 115: 1753-99.

Recommended

*McCarthy, Bill. 2002. "New Economics of Sociological Criminology." *Annual Review of Sociology* 28:417-42.

*Piliavin, Irving, Rosemary Gartner, Craig Thornton, and Ross L. Matsueda. 1986. "Crime, Deterrence, and Rational Choice." *American Sociological Review* 51:101-19.

*Becker, Gary. 1968. "Crime and Punishment: An Economic Approach." *Journal of Political Economy* 76:169-217.

*Nagin, Daniel S., Francis T. Cullen, and Cheryl Lero Jonson. 2009. "Imprisonment and Reoffending." In *Crime and Justice: A Review of Research*, edited by Michael Tonry. Volume 38. University of Chicago Press.

4. 2/14 SOCIAL (DIS)ORGANIZATION, COLLECTIVE EFFICACY, and CONTEXT

*"The real significance of crime is in its being a breach of faith with the community of mankind"
– Joseph Conrad*

Required

Kubrin, Stucky, and Krohn, Chapter 4.

Shaw, Clifford, and Henry H. McKay. 1931. *Juvenile Delinquency in Urban Areas*. Chapters 6-8.

Sampson, Robert J., Stephen W. Raudenbush, and Felton Earls. 1997. "Neighborhoods and Violent Crime: A Multilevel Study of Collective Efficacy." *Science* 277:918-24.

Baumer, Eric, Steven F. Messner, and Richard Rosenfeld. 2004. "Dimensions of Social Capital and Rates of Criminal Homicide." *American Sociological Review* 69:882-903.

Lyons, Christopher. 2007. "Community (Dis)Organization and Racially Motivated Crime." *American Journal of Sociology* 113:815-63.

Recommended

*Sampson, Robert J. and Steve Raudenbush. 1999. "Systematic Social Observation of Public Spaces: A New Look at Disorder in Urban Neighborhoods." *American Journal of Sociology* 105: 603-651.

*Pattillo Mary E. 1998. "Sweet Mothers and Gangbangers: Managing Crime in a Black Middle-Class Neighborhood." *Social Forces* 76: 747-74.

*Clear Todd R., Rose Dina R, Waring Elin, and Kristen Scully. 2003. "Coercive Mobility and Crime: A Preliminary Examination Of Concentrated Incarceration And Social Disorganization." *Justice Quarterly* 20:33-64.

*Papachristos, Andrew V. 2009. "Murder by Structure: Dominance Relations and The Social Structure of Gang Homicide." *American Journal of Sociology* 115: 74-128.

*Bellair, Paul E, and Christopher Browning. 2010. "Contemporary disorganization research: An assessment and further test of the systemic model of neighborhood crime." *Journal of Research in Crime and Delinquency*.

5. 2/21 DIFFERENTIAL ASSOCIATION and PEER EFFECTS

"If you share your friend's crime, you make it your own" – Latin proverb

Required

Kubrin, Stucky, and Krohn, Chapter 6.

Sutherland, Edwin H. 1973. "Development of the Theory." Pp. 13-29 and "Critique of the Theory" Pp. 30-41 in *Edwin H. Sutherland on Analyzing Crime*, edited by Karl Schuessler. Chicago: University of Chicago Press.

Sutherland, Edwin H. and Donald R. Cressey. "A Sociological Theory of Criminal Behavior." Pp. 77-83 in *Criminology* 10th Edition.

McCarthy, Bill and Teresa Casey. 2008. "Love, Sex, and Crime: Adolescent Romantic Relationships and Offending." *American Sociological Review* 73:944-969.

Kling, Jeffrey R., Jens Ludwig, and Lawrence F. Katz. 2005. "Neighborhood Effects on Crime for Female and Male Youth: Evidence from a Randomized Housing Voucher Experiment." *Quarterly Journal of Economics* 120: 87-130.

Recommended

*Duncan, Greg J., Johanne Boisjoly, Michael Kremer, Dan M. Levy, and Jacque Eccles. 2005. "Peer Effects in Drug Use and Sex among College Students." *Journal of Abnormal Child Psychology* 33:375-385.

*Kreager, Derek. 2007. "Unnecessary Roughness? School Sports, Peer Networks, and Male Adolescent Violence." *American Sociological Review* 72:705-724.

*Matsueda, Ross L. 1982. "Testing Control Theory and Differential Association: A Causal Modeling Approach." *American Sociological Review* 47:489-504.

*Warr, Mark. 2002. *Companions in Crime: The Social Aspects of Criminal Conduct*. Cambridge: Cambridge University Press. Chapters 4-6.

6. 2/28 ANOMIE THEORY and "STRAIN" VARIANTS

"The common argument that crime is caused by poverty is a kind of slander on the poor." – HL Mencken

Required

Kubrin, Stucky, and Krohn, Chapter 5.

Merton, Robert K. 1938. "Social Structure and Anomie." *American Sociological Review* 3:672-82.

Zhao, Ruohui and Liqun Cao. 2010. Social Change and Anomie - A Cross-National Study. *Social Forces* 88:1209-1229.

Agnew, Robert, Timoty Brezina, John Paul Wright, and Francis T. Cullen. 2002. "Strain, Personality Traits, and Delinquency: Extending General Strain Theory" *Criminology* 40:43-72.

Rosenfeld, Richard and Robert Fornango. 2007. "The Impact of Economic Conditions on Robbery and Property Crime: The Role of Consumer Sentiment." *Criminology* 45: 735-769

Recommended

*Messner, Steven F. and Richard Rosenfeld. 1997. "Political Restraint of the Market and Levels of Criminal Homicide: A Cross-National Application of Institutional-Anomie Theory" *Social Forces* 75: 1393-1416.

*Blau, Peter, and Judith Blau. 1982. "The Cost of Inequality: Metropolitan Structure and Violent Crime." *American Sociological Review* 47:114-29.

*Aseltine, Robert, Susan Gore, and Jennifer Gordon. 2000. "Life Stress, Anger and Anxiety, and Delinquency: An Empirical Test of General Strain Theory." *Journal of Health and Social Behavior* 41:256-275.

*Cloward, Richard A. and Lloyd Ohlin. 1960. *Delinquency and Opportunity: A Theory of Delinquent Gangs*. Glencoe, IL: The Free Press.

7. 3/7 SOCIAL CONTROL and SELF CONTROL

"Educate your children to self-control, to the habit of holding passion and prejudice and evil tendencies to an upright and reasoning will, and you have done much to abolish misery from their future lives and crimes to society." – Daniel Webster

Required

Kubrin, Stucky, and Krohn, Chapter 7, pp. 167-196.

Hirschi, Travis. 1969. *Causes of Delinquency*. Berkeley: University of California Press. Chapters 1 and 2 (Chapters 7-11 recommended if you are unfamiliar with Hirschi).

Sampson, Robert J. and John H. Laub. 1990. "Crime and Deviance over the Life Course: The Salience of Adult Social Bonds." *American Sociological Review* 55:609-627.

Gottfredson, Michael R., and Travis Hirschi. 1990. *A General Theory of Crime*. Stanford: Stanford University Press. Chapters 2, 5, and 6.

Wright, Bradley R. et al. 1999. "Low Self Control, Social Bonds, and Crime: Social Causation, Social Selection, or Both?" *Criminology* 37:479-514.

Caspi, Avshalom, et al. 2002. "Role of Genotype in the Cycle of Violence in Maltreated Children". *Science* 297: 851–854.

Recommended

*Edin, Kathryn, Timothy J. Nelson, and Rechelle Paranal. 2004. "Fatherhood and Incarceration as Potential Turning Points in the Criminal Careers of Unskilled Men." Pp. 46-75 in *Imprisoning America: The Social Effects of Mass Incarceration*, edited by Mary Pattillo, David Weiman, and Bruce Western. New York: Russell Sage.

*Costello, Barbara, and Paul Vowell. "Testing Control Theory and Differential Association: A Reanalysis of the Richmond Youth Project Data." *Criminology* 37:815-42.

*Heimer, Karen, and Ross L. Matsueda. 1994. "Role-Taking, Role Commitment, and Delinquency: A Theory of Differential Social Control." *American Sociological Review* 59:365-390.

*Guo, Guang, Michael Roettger, and Tianji Cai. 2008. "The Integration of Genetic Propensities into Social-Control Models of Delinquency and Violence among Male Youths." *American Sociological Review* 73:543-568.

3/14 – NO CLASS – SPRING BREAK



8. 3/21 LABELING and SOCIETAL REACTION

"We enact many laws that manufacture criminals, and then a few that punish them." – Allen Tucker

Required

Kubrin, Stucky, and Krohn, Chapter 8.

Becker, Howard S. 1963. *Outsiders*. New York: Free Press. Chapters 1,2, and 8.

Lemert, Edwin. 1967. *Human Deviance, Social Problems, and Social Control*. Englewood Cliffs, NJ: Prentice-Hall. Chapter 3.

Matsueda, Ross L. 1992. "Reflected Appraisals, Parental Labeling, and Delinquency: Specifying a Symbolic Interactionist Theory." *American Journal of Sociology* 97: 1577-1611.

Pager, Devah, Bruce Western, and Bart Bonikowski. 2009. "Discrimination in a Low-Wage Labor Market: A Field Experiment." *American Sociological Review* 74: 777-99.

Recommended

*Sampson, Robert J. and Stephen W. Raudenbush. 2004. "Seeing Disorder: Neighborhood Stigma and the Social Construction of "Broken Windows"." *Social Psychology Quarterly* 67:319-342.

*Pager, Devah. 2003. "The Mark of a Criminal Record." *American Journal of Sociology* 108: 937-975.

*Bernburg Jon Gunnar, and Marvin D. Krohn. 2003. "Labeling, Life Chances, and Adult Crime: The Direct and Indirect Effects of Official Intervention in Adolescence on Crime in Early Adulthood." *Criminology* 41:1287-1318.

*Erikson, Kai T. 1962. "Notes on the Sociology of Deviance." *Social Problems* 9: 307-14.

*Hagan, John, and Alberto Palloni. 1990. "The Social Reproduction of a Criminal Class in Working-Class London, circa 1950-1980." *American Journal of Sociology* 96:265-99.

*Thompson, Melissa. 2010. "Race, Gender, and the Social Construction of Mental Illness in the Criminal Justice System." *Sociological Perspectives* 53:99-126.

9. 3/28 IDENTITY, PHENOMENOLOGY, and DESISTANCE

***"There is a heroism in crime as well as in virtue. Vice and infamy have their altars and their religion."
– William Hazlitt***

Required

Katz, Jack. 1988. *Seductions of Crime: Moral and Sensual Attractions in Doing Evil*. New York: Basic Books. Chapters 1-3.

Maruna, Shadd. 2001. *Making Good: How Ex-Convicts Reform and Rebuild Their Lives*. Washington, DC: American Psychological Association. Chapters 1, 5, and 6.

Michael Massoglia and Christopher Uggen. 2010. "Settling Down and Aging Out: Toward an Interactionist Theory of Desistance and the Transition to Adulthood." *American Journal of Sociology* 116:543-82.

Giordano, Peggy C, Stephen A. Cernkovich, and Jennifer L. Rudolph. 2002. "Gender, Crime, and Desistance: Toward a Theory of Cognitive Transformation." *American Journal of Sociology* 107:990-1064.

Kirk, David S. 2009. "A Natural Experiment on Residential Change and Recidivism: Lessons from Hurricane Katrina." *American Sociological Review* 74:484-505.

Recommended

*Hagan, John, and Holly Foster. 2003. "S/He's a Rebel: Toward a Sequential Stress Theory of Delinquency and Gendered Pathways to Disadvantage in Emerging Adulthood." *Social Forces* 82: 53-86.

*Maruna, Shadd. 2011. "Reentry as a Rite of Passage." Forthcoming in *Punishment & Society*.

*Cohen, Albert. 1950. *Delinquent Boys*.

11. 4/4 CRIMINAL CAREERS and LIFE COURSE TRANSITIONS

"When you are younger you get blamed for crimes you never committed and when you're older you begin to get credit for virtues you never possessed. It evens itself out." - George Santayana

Required

Laub, John H., and Robert J. Sampson. 2003. *Shared Beginnings, Divergent Lives: Delinquent Boys to Age 70*. Cambridge: Harvard University Press. Chapters.

Moffitt, Terrie E. 1993. "Adolescent-Limited and Life-Course-Persistent Antisocial Behavior: A Developmental Taxonomy." *Psychological Review* 100: 674-701.

Blumstein, Alfred. 1987. "Characterizing Criminal Careers." *Science* 237:985-91.

Uggen, Christopher. 2000. "Work as a Turning Point in the Life Course of Criminals: A Duration Model of Age, Employment, and Recidivism." *American Sociological Review* 65:529-46.

King, Ryan, Michael Massoglia, and Ross Macmillan. 2007. "The Context of Marriage and Crime: Gender, the Propensity to Marry, and Offending in Early Adulthood." *Criminology* 45:33-65.

Recommended

*Moffitt, Terrie E. and Avshalom Caspi. 2001. "Childhood Predictors Differentiate Life-Course Persistent and Adolescence-Limited Pathways among Males and Females." *Development and Psychopathology* 13:355-375.

*Staff, Jeremy, D. Wayne Osgood, John E. Schulenberg, Jerald G. Bachman, and Emily E. Messersmith. 2011. "Explaining the Relationship between Employment and Juvenile Delinquency." *Criminology*.

*Piquero Alex R., David P. Farrington, and Alfred Blumstein. 2003. "The Criminal Career Paradigm." *Crime and Justice-A Review of Research* 30:359-506.

*Massoglia, Michael, Brianna Remster, and Ryan King. 2011. "Stigma or Separation? Understanding the Incarceration Divorce Relationship." *Social Forces*.

12. 4/11 GENDER and GENERALITY

"Women are quite able to see to their own defence, as long as the law does not transform them into criminals if they take effective measures to do so." - Claire Joly, Marie Latourelle, Maryse Martin, & Karen Selick

Required

Daly, Kathleen and Meda M. Chesney-Lind. 1988. "Feminism and Criminology." *Justice Quarterly* 5: 497-538.

Miller, Jody and Christopher Mullins. 2006. "The Status of Feminist Theories in Criminology." Pp. 217-250 in *Taking Stock: The Status of Criminological Theory. Advances in Criminological Theory, Vol. 15*, edited by F.T. Cullen, J.P. Wright, and K.R. Blevins. New Brunswick: Transaction.

Lauritsen, Janet L, Karen Heimer and James P. Lynch. 2009. "Trends in the Gender Gap in Violent Offending: New Evidence from the National Crime Victimization Surveys" *Criminology* 47: 361-399.

Steffensmeier, Darrell and Dana Haynie. 2000. "Gender, Structural Disadvantage, and Urban Crime: Do Macrosocial Variables Also Explain Female Offending Rates?" *Criminology* 38:403-438.

Kreager, Derek A., Ross L. Matsueda, and Elena A. Erosheva. 2010. "Motherhood and Criminal Desistance in Disadvantaged Neighborhoods." *Criminology* 48:221-258.

Recommended

*Hagan, John, A.R. Gillis, and J. Simpson. 1985. "Class in the Household: A Power-Control Theory of Gender and Delinquency." *American Journal of Sociology* 92:788-816.

*Kruttschnitt, Candace and Kristin Carbone-Lopez. 2006. "Moving beyond the stereotypes: Women's subjective accounts of their violent crime." *Criminology* 44:321-351.

*Uggen, Christopher and Candace Kruttschnitt. 1998. "Crime in the Breaking: Gender Differences in Desistance." *Law and Society Review* 32:401-28.

*Burgess-Proctor, Amanda. 2006. "Intersections of race, class, gender, and crime: Future directions for feminist criminology." *Feminist Criminology* 1:27-47.

13. 4/18 CRIME, HATE, and HUMAN RIGHTS

"Well, when the President does it that means that it is not illegal." – Richard Nixon

Required

Hagan, John and Wenona Rymond-Richmond. 2008. "The Collective Dynamics of Racial Dehumanization and Genocidal Victimization in Darfur." *American Sociological Review* 6:875-902.

Savelsberg, Joachim J. 2010. *Crime and Human Rights: Criminology of Genocide and Atrocities*. London: Sage. [Selections]

Daniel Maier-Katkin, Dan Mears, Thomas J. Bernard. 2009. "Towards a Criminology of Crimes Against Humanity." *Theoretical Criminology* 13: 227-256.

King, Ryan D., Steven F. Messner, and Robert D. Baller. 2009. "Contemporary Hate Crimes, Law Enforcement, and the Legacy of Racial Violence." *American Sociological Review* 74: 291-315.

Carr, Patrick, Laura Napolitano, and Jessica Keating. 2007. "We Never Call the Cops and Here is Why: A Qualitative Examination of Legal Cynicism in Three Philadelphia Neighborhoods." *Criminology* 45:445-480.

Recommended

*Hagan, John, Wenona Rymond-Richmond, and Patricia Parker. 2005. "The Criminology of Genocide: The Death and Rape of Darfur." *Criminology* 43:525-562.

14. 4/25 RACE, CONFLICT, and PUNISHMENT

"Crime and the fear of crime have permeated the fabric of American life." – Warren Burger

Required

Kubrin, Stucky, and Krohn, Chapter 9.

Wacquant, Loic. 2002. "The New 'Peculiar Institution': On the Prison as Surrogate Ghetto." *Theoretical Criminology* 4:377-89.

Pettit, Becky and Bruce Western. 2004. "Mass Imprisonment and the Life Course: Race and Class Inequality in U.S. Incarceration." *American Sociological Review* 69:151-69.

Goffman, Alice. 2009. "On the Run: Wanted Men in a Philadelphia Ghetto." *American Sociological Review* 74: 339-357.

Behrens, Angela, Christopher Uggen, and Jeff Manza. 2003. "Ballot Manipulation and the 'Menace of Negro Domination': Racial Threat and Felon Disenfranchisement in the United States, 1850-2002." *American Journal of Sociology* 109:559-605.

Recommended

*Katherine Beckett, Kris Nyrop, and Lori Pfingst. 2006. "Race, Drugs, and Policing: Understanding Disparities in Drug Delivery Arrests". *Criminology* 44: 105–137.

*Quinney, Richard. 1977. *Class, State, and Crime*. New York: David McKay.

*Colvin, Mark and John Pauly. 1983. "A Critique of Criminology: Toward an Integrated Structural-Marxist Theory of Delinquency Production." *American Journal of Sociology* 89:513-52.

*Messerschmidt, James. 1993. *Masculinities and Crime: Critique and Reconceptualization of Theory*. Lanham, MD: Rowman and Littlefield.

* King, Ryan D. and Darren Wheelock. "Group Threat and Social Control: Race, Perceptions of Minorities, and the Desire to Punish." *Social Forces* 85:1255-1280.

15. 5/2 CONSEQUENCES of CRIME and PUNISHMENT

"Tremble, thou wretch, That hast within thee undivulged crimes Unwhipped of justice." - William Shakespeare

Required

Hagan, John. 1994. "Destiny and Drift: Subcultural Preferences, Status Attainments, and the Risks and Rewards of Youth." *American Sociological Review* 56:567-82.

Uggen, Christopher and Jeff Manza. 2002. "Democratic Contraction? The Political Consequences of Felon Disenfranchisement in the United States." *American Sociological Review* 67:777-803.

Western, Bruce. 2002. "The Impact of Incarceration on Wage Mobility and Inequality." *American Sociological Review* 67:477-98.

Massoglia, Michael. 2008. "Incarceration, Health, and Racial Disparities in Health." *Law and Society Review* 42:275-306.

Katherine Beckett and Steve Herbert. 2010. "Penal Boundaries: Banishment and the Expansion of Punishment." *Law and Social Inquiry* 35: 1-38.

Recommended

*Mauer, Marc, and Meda Chesney-Lind. 2003. *Invisible Punishment: The Collateral Consequences of Mass Imprisonment*. New York: The New Press.

*Beckett, Katherine and Steve Herbert. 2010. *Banished: The New Social Control in Urban America*. Oxford University Press.

*Western, Bruce. 2006. *Punishment and Inequality in America*. New York: Russell Sage.

*Wakefield, Sara and Christopher Uggen. 2010. "Incarceration and Stratification." *Annual Review of Sociology*.

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/4xxx) is indicated on the registration website; changes in grade scale may not be made after the second week of the semester. Some courses may be taken under only one system; limitations are identified in the course listings. 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) 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 1) can successfully complete unfinished work on your own no later than one year from the last day of classes and 2) believes that legitimate reasons exist to justify extending the deadline for course completion. 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 year, 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 NOT APPLICABLE FOR THIS COURSE.

CLASS ATTENDANCE: 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 (<http://advisingtools.class.umn.edu/cgep/>).

COURSE PERFORMANCE AND GRADING: 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: 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 (the policies regarding student conduct are outlined in the CLA Classroom, Grading, and Examination Procedures Handbook on-line at <http://advisingtools.class.umn.edu/cgep/>).

SCHOLASTIC CONDUCT: The University Student Conduct Code defines scholastic dishonesty as follows:

Scholastic Dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. Scholastic dishonesty includes, but is not limited to, the description above. It could also be said that scholastic dishonesty is any act that violates the rights of another student with respect to academic work or that involves misrepresentation of a student's own work. Also included would be cheating on assignments or examinations, inventing or falsifying research or other findings with the intent to deceive, submitting the same or substantially similar papers (or creative work) for more than one course without consent of all instructors concerned, depriving another of necessary course materials, and sabotaging another's work. Should misconduct arise, the college's Scholastic Conduct Committee in cooperation with the Office of Student Academic Integrity/Student Judicial Affairs (OSAI/SJA) assists instructors in resolving cases, reviews cases in which students believe themselves unfairly treated, and checks for multiple offenses in different courses. Faculty members who suspect students of scholastic misconduct must report the matter to OSAI/SJA. **Students cannot evade (intentionally or unintentionally) a grade sanction by withdrawing from a course before or after the misconduct charge is reported. This also applies to late withdrawals, including discretionary late cancellation (also known as the "one-time-only drop").**

A REMINDER OF RELEVANT POLICIES AND PROCEDURES
*** SOCIOLOGY DEPARTMENT POLICIES ***

GRADE INFORMATION: Grades are due in the Office the Registrar within 3 business days 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 on the One Stop web site at <http://onestop.umn.edu/>.

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 as early as possible 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 if completion of the work requires the student to attend class in substantial part a second time, assigning an "I" grade is NOT appropriate. Incompletes are appropriate only if the student can make up the coursework independently with the same professor.

MAKE-UP EXAMINATIONS: 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. Circumstances for missing an exam include, but are not necessarily limited to: verified illness, participation in athletic events or other group activities sponsored by the University, serious family emergencies, subpoenas, jury duty, military service, and religious observances. It is the responsibility of the student to notify faculty members of such circumstances as far in advance as possible.

GRADE CHANGES: Grades properly arrived at are not subject to renegotiation unless all students in the class have similar opportunities. Students have the right to check for possible clerical errors in the assignment of grades by checking with the instructor and/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 and/or the department academic advisor (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.

DISABILITY SERVICES: Students with disabilities that affect their ability to participate fully in class or to meet all course requirements are encouraged to bring this to the attention of the instructor so that appropriate accommodations can be arranged. For more info contact Disabilities Services in 230 McNamara.

SEXUAL HARASSMENT: University policy prohibits sexual harassment as defined in the December 1998 policy statement, available at the Office of Equal Opportunity and Affirmative Action. Questions or concerns about sexual harassment should be directed to this office in 419 Morrill Hall.

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 Rausch, 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 Penny Edgell, 1074 Social Sciences – 624-9828 and/or

Graduate Program Associate, Robert Fox, 931 Social Sciences - 624-2093