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 theories and conceptual models in criminology. This knowledge is absolutely fundamental to teaching criminology at the college level and 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 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. At least five classic and cutting-edge articles or chapters per week. I’ve listed up to 8 readings per week, but we will “prune” the required reading list based on student interest.

You will read a host of challenging research articles throughout the semester, but I’ve tried to limit the number of required readings to 5-7 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


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 covering 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 2-4 page single-spaced summary of the theory, data, methods, and argument of the readings. 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. I don’t care if it takes you 14 years (as was the case with one seminar student), I want you to publish your seminar papers!
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)

CAUTIONS

Triggers/Offensive material. You will encounter offensive speech and/or depictions in this course, particularly regarding sexist, racist, or homophobic ideas about crime and deviance. This is especially the case with earlier work (some of the readings are over a century old). In this course, students may also encounter other language, depictions, or attitudes that they find disturbing or offensive. In such cases, it is OK to leave the room or take a break—and to voice your objections with me or with the class more generally.

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 ideal-typical, 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 - DEFINING AND MEASURING CRIME
[Introductions, Discussion of Projects]

Required


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

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

Required


Recommended

Kubrin, Stucky, and Krohn, Chapter 1.


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


3. 2/7 DETERRENCE, MONEY, and CHOICE [Interview with Rita]

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

**Required**


**Recommended**

Kubrin, Stucky, and Krohn, Chapter 2.


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

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

Required


**Recommended**

Kubrin, Stucky, and Krohn, Chapter 4.


5. 2/21 DIFFERENTIAL ASSOCIATION, LEARNING, and PEER EFFECTS

“If you share your friend’s crime, you make it your own” – Latin proverb

Required


Recommended

Kubrin, Stucky, and Krohn, Chapter 6.


6. 2/28 STRUCTURAL ANOMIE and INDIVIDUAL-LEVEL “STRAIN” VARIANTS (ROBINA CONFERENCE)

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

**Required**


**Recommended**

Kubrin, Stucky, and Krohn, Chapter 5.


7. **3/6 SOCIAL CONTROL and SELF CONTROL** (room change)

> “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**


**Recommended**


3/13: NO CLASS, SPRING BREAK

8. 3/20 LABELING and SOCIETAL REACTION

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

Required


**Recommended**

Kubrin, Stucky, and Krohn, Chapter 8.


9. 3/27 **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**


Recommended


10. 4/3 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


Recommended


11. 4/10 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


Recommended


12. 4/17 SOCIOLOGICAL RESEARCH INSTITUTE [NO CLASS AND/OR CATCHUP]

13. 4/24 – CONFLICT, RACE, AND PUNISHMENT

**Required**


**Recommended**

Kubrin, Stucky, and Krohn, Chapter 9.


**“The worst crime is faking it” – Kurt Cobain**

14. 5/1 – CONSEQUENCES of CRIME and PUNISHMENT

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

**Required**


**Recommended**


15. 5/4 Final Papers due to Uggen
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 POLICIES

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. The Department of Sociology requires A-F registration in courses required for the major/minor. 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)
- B+ 3.33 grade points
- B 2.67 grade points
- C+ 2.33 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 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 (see schedule on the Calendar web site at https://onestop.umn.edu/academics/final-exam-times): You are required to take final examinations at the scheduled times. 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 (as noted on the above web page). 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: As a 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 (https://policy.umn.edu/education/makeupwork).

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 on-line at https://communitystandards.umn.edu/know-code/consequences). 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.
- 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"). For the complete policy, visit: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf

STUDENT MENTAL HEALTH AND STRESS MANAGEMENT: As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via http://www.mentalhealth.umn.edu/.
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 the MyU Portal.

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. Students need to have completed a substantial portion of the course in order to be even considered for an Incomplete.

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 Director of Undergraduate Studies or the Coordinator of Undergraduate Advising (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 Disability Resource Center in 180 McNamara.

SEXUAL HARASSMENT: "Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Faculty, Graduate Students, and full time Staff are Mandated Reporters for prohibited conduct. Such behavior is not acceptable in the University setting. If you have experienced sexual misconduct, discrimination, harassment, or related retaliation; or if you have questions about any EOAA-related issue, please contact Equal Opportunity and Affirmative Action (EOAA) at (612) 624-9547 or eoaa@umn.edu For the complete policy, visit https://regents.umn.edu/sites/regents.umn.edu/files/policies/Sexual_Harassment_Sexual_Assault_Stalking_Relationship_Violence.pdf.

SOCIOLOGY PROGRAMS INFORMATION: The Sociology Department offers two options for the Bachelor of Arts degree and a Bachelor of Science degree. Students interested in majoring in Sociology should view the online-information session about the major. Further information can be obtained from the following persons and offices or online at http://cla.umn.edu/sociology

- General information, Sociology Department, 909 Social Sciences - 624-4300
- Coordinator of Undergraduate Advising, Bobby Bryant, 923 Social Sciences – 624-4300
- Director of Undergraduate Studies, Professor Joe Gerteis, 1125 Social Sciences - 624-1615
- Soc Honors Faculty Representative, Prof. Joe Gerteis, 1125 Social Sciences - 624-1615
- Director of Graduate Studies, Professor Jeylan Mortimer, 1014B Social Sciences – 624-4064 and/or Graduate Program Associate, Becky Drasin, 927 Social Sciences - 624-2093

Undergraduate jobs, internships, volunteer and research opportunities, scholarships, and much more can be found in the Undergraduate Resources site - https://sociologyundergrad.wordpress.com/